

Religious Education

Branch 5: To the Ends of the Earth

- Catholics believe that when Peter went to the tomb it was empty.
- Catholics believe that Jesus called Peter the rock on which the Church was built.
- Catholics believe that The Apostles Creed summarises Christian beliefs.
- Catholics believe the Church is apostolic.
- Catholics that Mary is the Mother of the Church and Queen of Heaven.
- To recognise some artistic depictions of Mary as Mother of the Church and Queen of Heaven.

Branch 6: Dialogue & Encounter

- Catholics believe that the Road to Damascus refers to the important event in the life of the Paul (originally Saul) where he encountered Jesus, leading to a huge change in his life and beliefs.
- To make links between what St Paul writes about love in 1 Corinthians 13 and the theological virtues.
- To recount some facts about a different liturgical rite within the Catholic Church.
- To know some facts about the five pillars of Islam.
- To understand some ways Muslims in Britain today live out their beliefs.

English:

In English we will be building on foundational grammar skills, improving our handwriting, reading a range of poems, fiction and non-fiction books, writing to inform and entertain.

Writing to entertain:

- Narrative
- Poetry
- Biography
-

Grammar:

- Standard English
- Paragraphs
- Consolidation

Handwriting:

- Write in a joined and neat handwriting style.

Science:

Habitats

As part of their learning your child will:

- recognise that living things can be grouped in a variety of ways, explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment, recognise that environments can change and that this can sometimes pose dangers to living things.

The Digestive System

As part of their learning your child will:

- describe the simple functions of the basic parts of the digestive system in humans, identify the different types of teeth in humans and their simple functions,

Food Chains

As part of their learning your child will:

- construct and interpret a variety of food chains, identifying producers, predators and prey.

Spanish:

La Clase

- I will learn the nouns and determiners for 6 classroom objects in Spanish.
- I will learn 6 more nouns and their determiners for classroom objects in Spanish.
- I will learn to answer the question '¿Qué tienes en tu estuche?' (What do you have in your pencil case?)
- I will learn how to move from an indefinite determiner (a) to a possessive adjective (my) in Spanish.
- I will learn the negative response and use all my new knowledge to say what I have/do not have in my pencil case.

¿Qué tiempo hace?

- I will learn how to ask what the weather is like and respond in Spanish.
- I will learn how to recognise and recall the conjunctions 'y' (and) & 'pero' (but).
- I will learn how to recognise and recall the 4 core compass points in Spanish.
- I will learn how to recognise and recall numbers 1-31 in Spanish to say the temperature.
- I will learn how to recognise and recall the 7 days of the week and the time of day in Spanish.
- I will learn how to present a weather forecast in Spanish.

Mathematics:

Area & Perimeter

- Measure and calculate the perimeter of a rectangle in m, cm and mm, draw 2D shapes with differing perimeters, calculate the perimeter of composite shapes in m and cm, introduce area as a measure of surface using square units, find the area of a rectangle in squared cm and m, investigate the relationship between area and perimeter.

Solving measure & money problems

- choose and use appropriate units of measure, convert between mm and cm, convert between cm and m, convert between units of measure, apply knowledge of units of measure to plan and solve problems.

Shape & Symmetry

- Compare and order angles, identify right-angles, obtuse and acute angles, investigate angles within 2D shapes, compare and classify 2D shapes, quadrilaterals, right-angled, equilateral, isosceles and scalene triangles, identify lines of symmetry in 2D shapes and symmetrical figures.

Reasoning with Patterns & Sequences

- Investigate symbols from a range of number systems, build and extend sequences with Roman numerals, explore, describe and complete number sequences.

3-D Shapes

- Explore the properties of 3-D shapes, problem solve using 2-D representations of 3-D shapes.

PSHE:

Living in the WiderWorld

- To know that God wants His Church to love and care for others.
- To devise practical ways of loving and caring for others.

Economic Wellbeing

- Spending decisions can affect others and the environment (fair trade etc.)
- Why people make spending decisions based on priorities, needs and wants

Economic Wellbeing: Aspirations, Work and Career

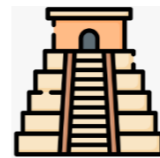
- What might influence people's decisions about a job or career Stereotypes in the workplace and how aspirations should not be limited to them

Me, My Body, & My Health

- Similarities and difference between people arise as they grow and make choices, and that by living and working together ('teamwork') we create community.
- Self-confidence arises from being loved by God (not status, etc.). About the need to respect and look after their bodies as a gift from God through what they wear, what they eat and what they physically do
- Learn what the term puberty means
- Learn when they can expect puberty to take place
- Understand that puberty is part of God's plan for our bodies.
- Learn correct naming of genitalia.
- Learn what changes will happen to boys during puberty.
- Learn what changes

Year 4 Summer term

Where does our food come from?



How did the achievements of the ancient Maya impact their society and beyond?

Computing:

Data handling: Investigating weather

- Researching and storing data using spreadsheets, designing a weather station which gathers and records data and learning how weather forecasts are made. Children use tables to present a weather forecast.

Skills showcase: HTML

- Editing the HTML of a webpage to change the layout of a website and the text and images.

Geography:

Where does our food come from?

- To explain the impact of food choices on the environment.
- To understand the importance of trading responsibly.
- To describe the journey of a cocoa bean.
- To map and calculate the distance food has travelled.
- To design and use data collection methods to find where our food comes from.
- To discuss the advantages and disadvantages of buying both locally and imported food.

History:

How did the achievements of the ancient Maya impact their society and beyond?

- To understand how the rainforest influenced ancient Maya life.
- To make inferences about the ancient Maya from the remains of their cities.
- To describe the role of gods in ancient Maya life.
- To develop recording skills through exploration of ancient Maya inventions.
- To understand the importance of cacao to the ancient Maya.
- To evaluate historians' claims on the decline of the ancient Maya cities.

D&T:

Structures: Helmets

- Exploring shell structures, the children investigate how they are strengthened to protect or contain, then apply this knowledge to design and construct their own helmets.

P.E:

The children will learn:

- Athletics
- Cricket / tennis
- Dance

Music:

Musical Spotlight: Expression and Improvisation

- **Social Question:** How Does Music Shape Our Way of Life?
- Improvisation is a way to express our feelings. Music comes from our hearts. To make your improvisation more expressive in this unit, add dynamics.
- **Musical Learning:** Singing and listening are at the heart of each lesson. Play, improvise and compose using a selection of these notes: C, D, E, F, F#, G, A, Bb, B

Musical Spotlight: The Show Must Go On!

- **Social Question:** How Does Music Connect Us with the Environment?
- Create and present a performance! Present what has been learnt in the lesson with confidence. Introduce the performance with an understanding of what the songs are about and any other connections. Remember us the simple band parts if you want to.
- **Musical Learning:** Singing and listening are at the heart of each lesson. Play, improvise and compose using a selection of these notes: C, D, E, F, F#, G, A, B, B, C

Art:

African Masks and Jewellery – sculpture and textiles

- Shape, form, model and construct malleable and rigid materials – mod roc + clay
- Embellish work using a variety of techniques and materials.
- Juliana Kunstler