

Year 4 Summer 2

In **Maths** children will be continuing their work on decimals and making one whole. They will then be applying their knowledge to understanding money, converting between pounds and pence and solving problems to do with money.

They will then move onto time looking at seconds, minutes, hours, days and weeks. They will look at analogue and digital time as well as the 24 hour clock.

They will look at aspects of shape including lines and angles, different types of polygons and quadrilaterals and lines of symmetry.

They will finish the year by looking at statistics and position and direction.

In **Art** children will be exploring how different materials can be shaped and joined and learning about techniques used by artists as diverse as Barbara Hepworth and Sokari Douglas-Camp, children create their own sculptures.

In **DT**, the children will be making seasonal fruit tarts to consolidate understanding of where our food comes from and making slingshot cars as well as preparing for Enterprise Week.

In **French**, the children will consolidate understanding of new vocabulary of things that you might find in a garden. Learn about possessive gender:

Understand the negative adverb and indefinite article rule: il n'y a pas de chaises or il n'y a pas d'arbres
frame to ask: What is there in the garden? And be able to answer: In the garden, there is or there is not..... Use the conjunction 'et' in their sentences.

In **Music** the children will listen to and learn about the song 'Blackbird' and others by The Beatles.

They will experience musical activities that build on knowledge and understanding about the interrelated dimensions of music through warm-up games (including vocal warm-ups). They will sing the song and play instruments with the song

In **History** children will investigate whether the Vikings were raiders, traders or settlers. They will explore why, when and how they came to Britain and further understanding of the consequences of the Anglo-Saxon and Viking struggle for Britain. They will investigate aspects of Viking life developing skills as historians by extracting and interpreting information from various sources.

The Vikings



Overview of learning

This unit focuses on developing a deeper understanding of Viking life, the impact they had on Great Britain and applying precise historical vocabulary appropriately in longer written pieces.

In **PE** Children will apply a range of cricket skills. Children will choose and use a range of simple tactics. Children will consolidate and apply existing skills with consistency.

In **Computing**, the children will explore the concept of repetition in programming using the **Scratch** environment

In **English**, the children will be reading 'How to Train Your Dragon' by Cressida Cowell and using it as inspiration, along with their history learning, to write a narrative in the first person. They will focus on description through the use of adjectives, strong verbs and adverb and on the punctuation of direct speech. Then they will examine features of non-fiction, information texts such as subheadings, precise vocabulary and grouping information. They will produce their own non-chronological reports about Vikings and Viking life.

In **Science**, the children will apply the knowledge of states of matter gained in summer 1 to help them to identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. They will make predictions, observations and draw conclusions that help them to understand the process of evaporation.

In **PSHE**, the children will be thinking about rights and respect. They will be able to explain how a 'bystander' can have a positive effect on negative behaviour they witness by working together to stop or change that behaviour. They will explain how reports (TV, newspapers or their websites) can give messages that might influence how people think about things and why this might be a problem and discuss decisions and choices about spending and managing money.

In **RE** children will continue to study Sikhism. Having learned about Guru Nanak, they will look at the idea of Guru succession, which Guru Nanak instigated at the end of his life. They will examine the creation, treatment, role and significance of the Guru Granth Sahib – the Sikh holy book.