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| Year 4 | 1st Half Summer Term | 2nd Half Summer Term |
| Theme/Topic title | **People, Posters and Peace** | **Brilliant Bodies** |
| Hook | Evacuee suitcase and labelWWII experience session | Share baby photos |
| Texts | Goodnight Mr TomThe Evacuees play script | The Miraculous Journey of Edward TullaneSee Inside Your Body |
| English | Fiction focus | Re-telling a narrative based on Goodnight Mr Tomplay text | Narrative based on Edward Tullane |
| Non-fiction focus | Newspaper article | Report (booklet) about teethLetterDiary entry |
| Poetry | selected World War II poems | Body poems<https://sciencepoems.net/sciencepoems/digestion2.aspx><https://sciencepoems.net/sciencepoems/heart.aspx> |
| Mathematics | Content overview | * divide 1-digit and 2-digit numbers by 10 and 100, using place value
* secure written method to multiply 2-digit or digit number by 1-digit number – brackets method leading to efficient written method
* divide near multiples by 6 / 7 / 9 / 11 / 12, with remainders
* use known facts and place value when dividing mentally e.g. 120 ÷ 6
* develop written method to divide 2-digit number by 1-digit number – bus stop method
* use efficient written method to divide 3-digit number by 1-digit number
* solve multiplication or division problems
* solve problems involving multiplication and addition
* find tenths of tenths and hundredths of a whole – express as fractions and decimals
* compare numbers with 1dp or 2dp (not mixed dp)
* round numbers with 1dp to the nearest whole number
* revise rounding numbers to the nearest 10, 100 and 1000
* estimate, compare and calculate different measures, including money in pounds and pence
* use rounding to estimate answers
* convert between: km and m / cm and mm / kg and g / litres and ml
* read analogue clocks to the nearest minute
* read digital 24-hour clocks and write in words
* convert between 12-hour analogue time and 24-hour digital time
* convert between: mins and secs / hours and mins / weeks and days / years and months
* interpret a pictogram where the symbol represents multiple items
* interpret bar charts with different scales on the frequency axis
* construct bar charts with different scales on the frequency axis
* interpret a time graph
* construct a time graph
* solve problems where data is presented in tables
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| Science | Focus | Electricity | Animals, including Humans |
| Content overview N.C. P.O.S. | * Identify common appliances that run on electricity
* Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers
* Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery
* Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit
* Recognise some common conductors and insulators, and associate metals with being good conductors
 | * 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
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| Cornerstones Investigation | Testing materials to see if they are conductors or insulators |  |
| Computing | Focus | CREATECreate a simple activity / game |
| N.C. subject content | * Use sequence, selection, and repetition in programs; work with variables and various forms of input and output
* Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs
* Create a range of programs, systems and content that accomplish given goals
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| Online safety message | Who should we play online games with?Behave online the same way you would in everyday life. | What ways are there for reporting concerns? |
| Geography | Focus | Geography is not a focus in this topic | Geography is not a focus in this topic |
| N.C. subject content |  |  |

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| History | Focus | International Events in the pastA Significant Historical Figure | History is not a focus in this topic |
| N.C. subject content | * Describe the impact of international events (e.g. war) on the local area
* Explain the impact of a significant historical figure on life in Britain – Winston Churchill
* Explain how significant historical figures contributed to national and international achievements
* Begin to use abstract terms: e.g. empire, civilization, parliament
* Place different periods of time on a timeline and remember key historical facts and some dates from a period studied
* Ask and answer more complex questions through independent research
* Use a range of source

materials to answerquestions about the pastwhich go beyond simpleobservations* Choose the best way to

record a range of historicalinformation, giving reasonsfor their choice* Compare 2 periods of history, identifying similarities and differences between them
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| Physical education | Content overview | Athletics / Small Ball Games |
| N.C. subject content | * Use running, jumping, throwing and catching in isolation and in combination
* Play competitive games, modified where appropriate (for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis), and apply basic principles suitable for attacking and defending
* Compare their performances with previous ones and demonstrate improvement to achieve their personal best
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| Art and design | Focus | VE Day ArtworksL. S. Lowry | Niki de St Phalle3-D material to sculpt human formembellish / decorate form / sculpture |
| N.C. subject content | * Select and record visual and other information to develop ideas on a theme
* Investigate, combine and organise visual and tactile qualities of materials and processes when making something
* Comment on similarities and differences between pieces of work
* Compare and comment on a number of artworks on a similar theme, explaining the approaches taken by different artists or genres

  | * Record observations and use them to review and revisit ideas to improve mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay)
* Use complementary and contrasting

colours for effect* Use 3-D materials to sculpt a human

form* Add embellishments and decorations to

enhance a form or sculpture – 3D sculpture of digestive system* Comment on similarities/differences between their own and others’ work, describing what they feel about both
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| Design and technology | Focus | Building a model bridge | Human body model |
| N.C. subject content | * Build structures, showing awareness of how to strengthen, stiffen and reinforce
 | * Make healthy eating choices and explain why
* Measure and weigh ingredients appropriately to prepare and cook a savoury dish.
* Explain some of the processes that foods go through to preserve/make them more appealing
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| Music | Focus | Dame Vera Lynn – We’ll Meet Again, There’ll be Bluebirds Over | Body PercussionTen Pieces – Compose Body Percussion |
| N.C. subject content | * Listen with attention to detail and recall sounds with increasing aural memory
* Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
 | * Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
* Improvise and compose music for a range of purposes using the inter-related dimensions of music
* Listen with attention to detail and recall sounds with increasing aural memory
* Use and understand staff and other musical notations
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| PSHE |  | Identified StrengthsSelf-respectSetting Goals | ConnectionsFamily LinksReligious ViewsCelebrating Diversity |
| R.E. | Pilgrimages | Food and fasting |

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| Cross curricular links | English | * Comparing artworks
* Evacuee diary entry
* Winston Churchill presentation
 | * Report about teeth
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| Maths | * Identify fractions and decimals on WWII images
 | * Construct bar charts linked to Brilliant Bodies topic with different scales on the frequency axis
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| Other | * VE day artworks
 | * Report about teeth
* 3-D model of the digestive system
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