SHINE like the star you are. ***Year 4 Summer 2***

English

This half term we will be working we will be using IPEEL to help us write recounts and narratives with paragraphs. There will be a focus on using precise language and figurative language to aid the reader's understanding.

Spelling

This term the focus will be on the following:

- Adding prefixes: 'sub - ' and 'inter - '
- Adding prefixes: 'auto' 'super -', 'anti - '
- Adding suffix: ' -ous'
- Suffix ' -ly' added to root words ending in 'y' and 'le'
- Suffix '-ly' added to words ending in 'ic'
- words with the /k/ sound spelt 'ch'

Grammar

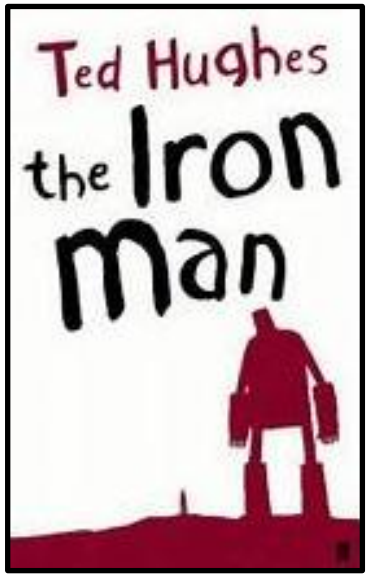
- Use of paragraphs to organise ideas around a theme.
- Recognise different determiners and the changes in meaning.
- Use fronted adverbials for TRaMP and utilise commas after the adverbial.
- Make appropriate choice of pronoun.
- Use inverted commas and other punctuation to indicate direct speech.
- Revise the use of the apostrophe.
- Figurative language.

Local Study: Transport

How did transport help Stoke-on-Trent to become a ceramic centre?

Class Book:

The Iron Man



Maths

This term the children will be learning about:

Shapes

- Understanding angles as turns.
- Identify angles.
- Compare and order angles.
- Triangles.
- Quadrilaterals.
- Polygons.
- Lines of symmetry.
- Complete a symmetric figure.

Statistics

- Interpret charts.
- Comparison, sum and difference.
- Interpret line graphs.
- Draw line graphs.

Position and direction.

- Describe position using co-ordinates.
- Plot co-ordinates.
- Draw 2d shapes on a grid.
- Translate on a grid.
- Describe a translation.

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Science
Electricity

- 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.

Working Scientifically

- Ask relevant questions and using different types of scientific enquiries to answer them
- Setting up simple practical enquiries.
- Gathering, recording and presenting data in a variety of ways to help in answering questions.
- Recording findings using simple scientific language, drawings, labelled diagrams and tables
- Using results to draw simple conclusions.
- using straightforward scientific evidence to answer questions or to support their findings.

R.E
What kind of world did Jesus want?
(Digging Deeper)

By the end of the unit, pupils are expected to be able to:

- List two distinguishing features of a parable.
- Make clear links between the story of the Good Samaritan and the idea of the Gospel as 'good news'.
- Offer some ideas about the meaning of the Good Samaritan story to Christians.
- Make simple links between the Good Samaritan story and the importance of charity in Christian life.
- Give some examples of how Christians act to show that they are following Jesus.
- Make links between some of Jesus' teachings about how to live, and life in the world today, expressing some ideas of their own clearly.

PHSE
Happy and Healthy Me

- Identify a range of things which keep them healthy.
- Explain what makes them ill.
- Recognise ways to reduce the spread of bacteria and viruses.
- Recognise that some diseases can be prevented through vaccination and immunisation.
- Identify different types of allergies.
- Describe what to do if they are with someone who is having a severe allergic reaction.
- Describe ways we can help ourselves feel better when we are ill.
- Explain reasons medicines could be dangerous.
- Recognise that all drugs are not medicines
- Understand how smoking can affect health
- Explain some of the benefits of being a non-smoker.
- Understand what a habit is.
- Recognise that habits can be good and bad.
- Recognise that change is a natural process.
- Explain that during puberty the body changes from a child into an adult.
- Reflect on how they have changed and how they may change in the future.
- Know that changes are a natural part of growing up and that change is a gradual process.
- Say who they can talk to if they have any concerns.

Design and Technology
Electrical Systems (Torches)

Pupils will learn to:

- Identify electrical products and explain why they are useful.
- Help to make a working switch.
- Identify the features of a torch and how it works.
- Describe what makes a torch successful.
- Create suitable designs that fit the success criteria and their own design criteria.
- Create a functioning torch with a switch according to their design criteria.

Design

- Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups.
- Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.

Make

- Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately
- Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.

Evaluate

- Investigate and analyse a range of existing products
- Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.
- Understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors].

Computing
Repetition in Games

This unit explores the concept of repetition in programming using the Scratch environment.

- To develop the use of count-controlled loops in a different programming environment
- To explain that in programming there are infinite loops and count controlled loops
- To develop a design which includes two or more loops which run at the same time
- To modify an infinite loop in a given program
- To design a project that includes repetition
- To create a project that includes repetition

History
Local Study – Transport
How did transport help Stoke-on-Trent to become a ceramic centre?

- How did early transport hold back developments in the locality?
- Why were improvements made to transport in the locality?
- Who designed and paid for the local canal?
- How significant were the railways to the pottery industry?
- How much difference did improvements in transport make to the local area?

Music
Ukelele

The children will also be learning how to play the Ukulele and prepare for performances with Mr Oxborrow.

German **Talking about activities and events**	**PE** **Tennis**	**PE** **Outdoor and Adventurous Activities**
Phonics: the SSC (sound-symbol correspondences) taught this term are: [v] [r] [er-] [-er] [-ig] [-g] [-d] [-b] [-tion] [th] **Vocabulary**: days of the week, months of the year, verbs and nouns for activities, describing family members **Grammar**: present tense simple versus continuous, negation after verbs with 'nicht', two-verb structures with modal verbs, possessive adjectives (accusative) There will also be recap of previous learning from the earlier terms.	Pupils will learn to complete the following objectives: • To return the ball using a forehand groundstroke under pressure. • To return the ball using a backhand groundstroke under pressure. • To use a variety of shots to keep a continuous rally going. • To develop the underarm serve and understand the rules of serving. • To develop the volley and understand when to use it. • To apply rules, skills and principles to play against an opponent.	Pupils develop problem solving skills through a range of challenges. Pupils work as a pair and small group to plan, solve, reflect and improve on strategies. They learn to be inclusive of others and work collaboratively. • To develop cooperation and teamwork skills. • To develop trust and teamwork skills. • To improve all team members to work towards a collective goal. • To develop trust whilst following instructions. • To identify simple objects on a map and follow a map. • To orientate a map and navigate a route.