

<p>English What are the beauties and dangers of nature? Mouse Bird Snake Wolf. Narrative focussing on issues and dilemmas Pupils explore, interpret and respond to illustrations in a picture book. They empathise with characters and explore their dilemmas. Pupils enjoy a story and discuss its meanings and they build an imaginative picture of a fantasy world, based on real life experiences. Pupils explore these through role play and through writing in role. They write their own stories based on the story read in a different format.</p> <p>Can a robot be wild? The Wild Robot linked to biodiversity The book, The Wild Robot written by Peter Brown, supports the study of the value of helping others, of belonging, of community and of nature and of conservation. The unit supports children to consider author intent, significance of the themes and the impact on the reader using a range of teaching approaches. The narrative structure is carefully crafted and the characters and settings are well drawn, offering young readers a good model for their own story planning and descriptive writing. The characterisation and setting are supported by a wealth of illustration which will be explored and discussed alongside the text.</p> <p>SPAG Focus Singular and plural agreement; Pronouns; Apostrophes to show possession</p>	<p>Maths Times Table Focus: Recall multiples of all times tables up to 12x 12 in any order including missing number and division facts. Review of fractions Unit 8 Pupils identify a whole and the parts that make it up. They explain why a part can only be defined when in relation to a whole and they can identify the number of equal or unequal parts in a whole. Pupils identify equal parts when they do not look the same and explain the size of the part in relation to the whole. They will construct a whole when given a part and the number of parts Fractions greater than 1 Unit 9 Pupils explain how to express quantities made up of both whole numbers and a fractional part. They explain how a quantity made up of whole numbers and a fractional part is composed and compose and decompose quantities made of whole numbers and fractional parts. They accurately label a range of number lines and explain the meaning of each part and identify numbers on marked but unlabelled number lines. They estimate the position of numbers on a number line using fraction sense and compare and order mixed numbers using fraction sense. Pupils compare and order mixed numbers when the whole number is the same and when the whole number and the numerator of the fractional part is the same. They make efficient choices about the order they solve an addition problem in and make efficient choices about the order they solve a subtraction problem in. Pupils express a quantity as a mixed number and an improper fraction (quarters) and convert a quantity from an improper fraction to a mixed number (quarters). They express and convert a quantity from an improper fraction to a mixed number (fifths) and explain how an improper fraction is converted into a mixed number (any unit). Pupils explain how a mixed number is converted into an improper fraction and add mixed numbers. They subtract a proper fraction from a mixed number (converting to an improper fraction first) and subtract a mixed number from a mixed number and explain which strategy is most efficient. They use knowledge of subtraction to choose correct and efficient approaches when subtracting mixed numbers.</p>	<p>Science What can we learn from electrical circuits? Pupils identify common appliances that run on electricity. They construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers. Pupils 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. They recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit. Pupils recognise some common conductors and insulators, and associate metals with being good conductors. Pupils will work scientifically by: observing patterns, for example, that bulbs get brighter if more cells are added, that metals tend to be conductors of electricity, and that some materials can and some cannot be used to connect across a gap in a circuit.</p>	
<p>RE When Jesus left, what was the impact of Pentecost? Pupils make clear links between the story of the Day of Pentecost and Christian belief about the Kingdom of God on Earth. They give examples of what Pentecost means to some Christians now and make simple links between the description of the Day of Pentecost in Acts 2, the Holy Spirit and the Kingdom of God, and how Christians live their whole lives and in their church communities.</p>	<p style="text-align: center;">Year 4 Curriculum Map Summer 1 L Urwin-Clark and E Burns lyndsey.urwin@cragside.northumberland.sch.uk elle.burns@cragside.northumberland.sch.uk</p>		<p>Art/DT Art: Who was Marianne North? Botanical art. Painting and printing. MFL - Classroom Key vocabulary - Introduce 11 classroom objects and article Use of 'j'ai...' / 'je n'ai pas de...' Classroom commands</p>
<p>PSHCE with Sex and Relationships - What are the influences on our health and wellbeing?</p> <ul style="list-style-type: none"> • Routines, • Dental care • Sleep, • Exercise • Healthy diet 	<p>PE/Sport and Music Swimming - How do people swim? Tread, Stroke, Glide Athletics - Can I select the pace for different distances? Stamina, Pace, Perseverance Tennis - What shots can I use? Forehand, Backhand, Outwit Music - Communication (composing) Create theme music using songs and raps. Time- (Beat) Music featuring clocks to help the children to understand rhythm and syncopation.</p>	<p>History How have children's lives changed over time? The children will make observations and deductions from sources, suggesting how children's lives have changed. They will explain why children needed to work and will identify the kinds of jobs Tudor and Victorian children had, making observations and inferences about them. They will identify how Lord Shaftesbury changed the lives of children and will evaluate the impact of his work. The children will identify diseases from the past and discuss how effective the treatments were.</p>	<p>Computing Can we create simple and more complex animations using 2Animate on Purple Mash? Pupils discuss what makes a good animated film or cartoon. They learn how animations are created by hand and how they can be created in a similar way using the computer. They explore onion skinning in animation and will add backgrounds and sounds.</p>

