

<p><b>English</b></p> <p><b>What are the beauties and dangers of nature? Mouse Bird Snake Wolf. Narrative focussing on issues and dilemmas</b></p> <p>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><b>Can a robot be wild? The Wild Robot linked to biodiversity</b></p> <p>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><b>SPAG Focus</b></p> <p>Singular and plural agreement; Pronouns; Apostrophes to show possession</p>	<p><b>Maths</b></p> <p><b>Times Table Focus:</b> Recall multiples of all times tables up to 12x 12 in any order including missing number and division facts.</p> <p><b>Fractions (1)</b></p> <p>This unit builds on work done in Year 3 on fractions. It introduces children to fractions greater than 1 in the form of mixed numbers and improper fractions and then develops their understanding of equivalent fractions. The next unit builds on these concepts to calculate with fractions and mixed numbers</p> <p><b>Fractions (2)</b></p> <p>This unit builds on children's work in Year 3 when they added and subtracted fractions with the same denominator. They deepen their understanding of finding a fraction of an amount using both unit and non-unit fractions. Children see the link between fractions and the work they have done on multiplication and division and they should now be able to deal with any times-table facts.</p> <p><b>Decimals</b></p> <p>This is the first time children have covered decimals, but it builds directly on content covered within previous fraction units. The unit introduces children to writing fractional amounts in decimal notation and, in doing so, introduces the decimal point and the tenth and hundredth columns. As key learning points, tenths and hundredths are covered in detail; dividing by 10 and 100 to result in answers containing decimal numbers is also a major focus. In the next unit, children will explore decimals in greater depth, and learn about their relationship with fractions.</p>	<p><b>Science</b></p> <p><b>What can we learn from electrical circuits?</b></p> <p>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><b>RE</b></p> <p><b>When Jesus left, what was the impact of Pentecost?</b></p> <p>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><b>Year 4 Curriculum Map Summer 1</b></p> <p><b>L Urwin-Clark and R Hames</b></p> <p><a href="mailto:lyndsey.urwin@cragside.northumberland.sch.uk">lyndsey.urwin@cragside.northumberland.sch.uk</a></p> <p><a href="mailto:Rachel.hames@cragside.northumberland.sch.uk">Rachel.hames@cragside.northumberland.sch.uk</a></p>		<p><b>Art/DT</b></p> <p><b>Art: Who was Marianne North?</b> Botanical art. Painting and printing.</p> <p><b>MFL – Classroom</b></p> <p>Key vocabulary – Introduce 11 classroom objects and article</p> <p>Use of j'ai... / je n'ai pas de...Classroom commands</p>
<p><b>PSHCE with Sex and Relationships</b></p> <p><b>- What are the influences on our health and wellbeing?</b></p> <ul style="list-style-type: none"><li>• Routines,</li><li>• Dental care</li><li>• Sleep,</li><li>• Exercise</li><li>• Healthy diet</li></ul>	<p><b>PE/Sport and Music</b></p> <p><b>Rounders</b> – throwing and catching with accuracy; develop bowling skills; develop batting technique; develop fielding techniques; play different roles in a game and begin to think tactically; apply knowledge and skills to take part in a tournament.</p> <p><b>Yoga</b> – explore connecting breath and movement; explore new yoga poses; explore gratitude and repeating a yoga flow; develop flexibility and strength; develop confidence and strength.</p> <p><b>Music – Communication (composing)</b> Create theme music using songs and raps. <b>Time- (Beat)</b> Music featuring clocks to help the children to understand rhythm and syncopation.</p>	<p><b>History</b></p> <p><b>How have children's lives changed over time?</b></p> <p>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><b>Computing</b></p> <p><b>Photo editing</b></p> <p>Manipulating digital images, and reflecting on the impact of the changes and whether the required purpose is fulfilled. In this unit, the children will develop their understanding of how digital images can be changed and edited, and how they can then be resaved and reused. They will consider the impact that editing images can have, and evaluate the effectiveness of their choices.</p>

