

<p>English Can a robot be wild? This story will enjoy an exciting story with memorable characters. They will draw inferences about characters' feelings, thoughts and motives from their actions. They will explore themes and issues, and develop and sustain ideas through discussion. The children will develop creative responses to the text through drama, storytelling and artwork and they will write in role in order to explore and develop empathy for characters. This unit will build up to writing a sequel narrative based on the story. How can we explore poetic language? We will explore a range of poems, focusing in depth on the work of two poets. The children will plan, rehearse and perform a choral reading of a poem. They will learn about personification, simile and metaphor, including these in their poems. Spelling, Punctuation and Grammar: Noun phrases, punctuating direct speech and standard and non-standard verbs.</p>	<p>Maths Times table interventions. Recap of all facts up to 12x12 Decimals (Unit 11) This unit builds on children's work in Year 4 on decimals and links closely to all their work on place value and fractions so far. Money - Children have already worked with money and been formally introduced to decimals. Now they will learn how to write about money using £.p. Children should already be confident in knowing that 100p is equal to £1 and should be able to work out how much money is shown in notes and coins. Time - This unit builds on the concepts of time learned in Year 3 Unit 13, particularly when telling time to the minute. Children will link their prior knowledge of facts to bar models that will help them convert between units Geometry - This unit builds upon the previous work children have done on recognising and identifying the basic properties of 2D shapes from Year 3. Children learnt to recognise angles as a turn and learnt about right angles. This unit also builds upon previous work children did on types of lines in Year 3, where they learnt about horizontal and vertical lines, including symmetry and parallel and perpendicular lines. Statistics - In this unit, children build on the work from Year 3 on statistics, when they were introduced to basic pictograms, bar charts and tables. Children are encouraged to explore the range of information that they can get from the data presented to them. Children will explore how the structure of line graphs, and the data presented within them, differs from bar charts Geometry - Position and Direction - This unit introduces children to coordinate grids, using them to describe the positions of points and translations from one point to another. It builds on the knowledge developed in Unit 14 of the properties and symmetry of 2D shapes to identify and represent such shapes using coordinates</p>		<p>Science - How can we classify living things? Children identify that animals and plants can be classified in a number of possible ways including vertebrates and invertebrates, flowering and non-flowering plants. Children can ask yes/no characteristic questions to classify a small number of living things. Can name living things in a range of habitats, giving key features that helped identify them. Can give examples of how an environment may change both naturally and due to human impact. Can use classification keys to identify unknown plants and animals.</p>
<p>PSHCE with Sex and Relationships - How do our bodies change as we enter puberty? We will be teaching the children about puberty and hygiene. We will begin the unit by sharing a short, child friendly, video with the children, exploring the questions 'Why do we sweat more and start to smell when we start puberty?' and 'What can we do about it?' Key vocabulary: puberty, hormone, menstruation, eggs, sanitary pads, period, hygiene, sweat, health</p>	<p>Year 4 Newsletter Summer 2 L Urwin-Clark and R Hames lyndsey.urwin@cragside.northumberland.sch.uk rachel.hames@cragside.northumberland.sch.uk</p>		<p>ICT Repetition in Games This unit explores the concept of repetition in programming using the Scratch environment. It begins with a Scratch activity similar to that carried out in Logo in Programming unit A, where children can discover similarities between two environments. Children look at the difference between count-controlled and infinite loops, and use their knowledge to modify existing animations and games using repetition. Their final project is to design and create a game which uses repetition, applying stages of programming design throughout.</p>
<p>RE - How and why do people mark the significant events of life? This unit supports the principal aim of RE: The principal aim of religious education is to explore what people believe and what difference this makes to how they live, so that pupils can gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living.</p>	<p>PE and Sport Athletics The children will develop basic running, jumping and throwing techniques. They will be set challenges for distance and time that involve using different styles and combinations of running, jumping and throwing. Tennis The children will develop their understanding of the principles of net and wall games. In all games activities, the children will have to think about how they use skills, strategies and tactics to outwit the opposition. They will play games independently and will be taught the importance of being honest whilst playing to the rules.</p>	<p>Geography Where does our food come from? During this unit, we will be looking at the distribution of the world's biomes and mapping food imports from around the world; learning about trading fairly, focusing on Côte d'Ivoire and cocoa beans; exploring where the food our school dinners comes from and the argument of 'local versus global'. MFL - What is the weather? By the end of this unit pupils will have the knowledge and skills to describe the weather and present a weather forecast in the foreign language. This enables us to link the weather vocabulary with map work, compass points and general geography. This unit improves both language and cultural knowledge.</p>	<p>Music- In the Past- (Notation) Use a variety of notations to build performances from different periods and styles. Learn a Renaissance dance, walk down the aisle to Wagners Bridal march and dance the mashed potato. (Cross curricular link- PE) Food and Drink- (Performing) Cook up a musical feast enjoying a varied diet of healthy beans, exotic Tudor banquets and DIY pizzas DT What is your favourite world dish? The children will discover the exciting and diverse choice of food available around the world. They will use their knowledge of the Eatwell Plate to plan and make some traditional dishes.</p>

