

<p><b>English</b>  <b>What are the beauties and dangers of nature? Mouse Bird Snake Wolf. Narrative focussing on issues and dilemmas</b>  The children explore, interpret and respond to illustrations in a picture book. They empathise with characters and explore their dilemmas. They enjoy a story and discuss its meanings and they build an imaginative picture of a fantasy world, based on real life experiences. The children explore these through role play and through writing in role. They write their own comic strip based on the story and then a myth about a new creation.</p> <p><b>Can a robot be wild? The Wild Robot linked to biodiversity</b>  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>  Singular and plural agreement; Pronouns; Apostrophes to show possession</p>	<p><b>Maths</b>  <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>Decimals Unit 11</b>  This unit explores decimals in more depth. The children first find number bonds of tenths and hundredths to 1 and show how this links to their number bonds to 10 and 100. They start to represent decimals on place value grids and use these grids to help them partition and compare decimals. They will begin to round decimals to the nearest whole number by considering their position on a number line and then progress to using diagrams to understand the decimal equivalents of simple fractions, such as a half and a quarter.</p> <p><b>Measurement Unit 12 - Money</b>  This unit is the first time the children are introduced to the £-p notation. They will learn that the decimal point separates the pounds from the pence and they will estimate total costs, adding and subtracting simple amounts of money. They will know already that 100p is equal to £1 and will use this knowledge to help them with their addition. They will go on to multiply and divide amounts of money and solve word problems about money.</p> <p><b>Measurement Unit - 13 Time</b>  This unit will develop the children's ability to convert between units of time. They will apply their knowledge of existing facts (for example, the number of minutes in an hour) when expressing a period of time using a different unit of measurement. They will also be introduced to the concept of the 24-hour clock, learning to state the time as both a 12- and 24-hour clock time. The children will solve problems using these new concepts and prior learning, including word problems.</p>	<p><b>Science</b>  <b>What can we learn from electrical circuits?</b>  The children 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. They 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. The children recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit. They recognise some common conductors and insulators, and associate metals with being good conductors. They 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>  <b>When Jesus left, what was the impact of Pentecost?</b>  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>  <b>L Urwin-Clark and S Grice</b>  <a href="mailto:lyndsey.urwin@cragside.northumberland.sch.uk">lyndsey.urwin@cragside.northumberland.sch.uk</a>  <a href="mailto:Samantha.grice@cragside.northumberland.sch.uk">Samantha.grice@cragside.northumberland.sch.uk</a></p>	<p><b>Art: Who was Marianne North?</b> Botanical art. Painting and printing.  <b>MFL - Classroom</b> Key vocabulary - Introduce 11 classroom objects and article. Use of j'ai... / je n'ai pas de...Classroom commands  <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>PSHCE with Sex and Relationships - 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</b>  <b>Yoga</b> - This unit helps the children develop balance, flexibility, and coordination through a range of simple poses and movements. Children learn to control their breathing, improve focus, and understand how yoga can support both physical and mental wellbeing.  <b>Rounders</b> - This unit develops the children's basic batting, bowling, and fielding skills, while introducing simple rules and gameplay. Children learn to work as a team, apply tactics, and improve coordination and striking skills through small-sided games.</p>	<p><b>History</b>  <b>How have children's lives changed over time?</b>  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>  This unit introduces effective searching, covering how to use search engines, understand search rankings, evaluate reliable sources, and explore how search algorithms work.  <b>Coding</b>  This unit covers selection, basic program design, loops, and number variables, helping children build simple programs.</p>

