

# Year 4 —Curriculum Map—Summer 2

Literacy	Maths	Science	Geography	D.T
<p><b>Text types</b>  <b>Discursive text – environment – living sustainably</b>  <b>Poetry - Kennings</b>  <i>Zoo Anthony Browne</i></p> <p><b>Vocabulary, Grammar and Punctuation:</b>  Choose nouns for clarity and cohesion.</p> <p>Create a balanced argument for/against zoos/living sustainably.</p>	<p><b>Place Value: Counting and sequences</b>  Count in multiples of 6, 7, 9, 25 and 1000.</p> <p><b>Statistics</b>  Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.</p> <p><b>Addition and subtraction (using statistics)</b>  Solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why.  sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.</p> <p><b>Fractions- Decimals</b>  Round decimals with one decimal place to the nearest whole number.  Compare numbers with the same number of decimal places up to two decimal places.</p> <p><b>Geometry Shape</b>  Identify acute and obtuse angles and compare and order angles up to two right angles by size.</p> <p><b>Consolidate and Assess</b></p>	<p><b><u>Investigative Science</u></b></p> <p>Consolidation of the year's learning through fascinating investigations and demonstrations.</p> <p>Revision of main learning points of the Year 4 curriculum.</p>	<p><b><u>How can we live more sustainably?</u></b></p> <p>Know that the word 'sustainable' literally means being able to do something for ever without having a negative impact on the environment that supports life on Earth or on people living elsewhere in the world.</p> <p>Be able to distinguish between sustainable and non-sustainable practices.</p> <p>Be able to distinguish between the use of resources that are finite and non-renewable and those that are renewable and infinite.</p> <p>Be able to plan for changes at school or at home to make those environments more sustainable.</p> <p>Know the principles behind solar, wind and hydro– power.</p> <p>Understand the term 'sustainable development' and give examples of it in action.</p> <p>Explain the benefits of solar cookers to poorer countries of the world.</p>	<p><b><u>Electrical Systems—Torches</u></b></p> <p>Understand that electrical conductors are materials which electricity can pass through and that electrical</p> <p>insulators are materials which electricity cannot pass through.</p> <p>Know that a battery contains stored electricity that can be used to power products.</p> <p>Know that an electrical circuit must be complete for electricity to flow and that a switch can be used to</p> <p>complete and break an electrical circuit.</p> <p>Understand how to make a working switch.</p> <p>Be able to identify electrical products and explain why they are useful.</p> <p>Be able to identify the features of a torch and how it works.</p> <p>Create suitable designs that fit the success criteria and their own design criteria.</p> <p>Create a functioning torch with a switch according to their design criteria.</p>
Music	Computing	RE	French	PSHE
<p><b><u>Reflect, Rewind, Replay</u></b></p> <p>To know five songs from memory and know their style and who sang or wrote them.</p> <p>To choose one song and be able to talk about its lyrics, musical dimensions, sections of the song, the names of the instruments they can hear and be able to talk about how the music makes them feel.</p> <p>To know and be able to talk about how pulse, rhythm and pitch work together.</p> <p>Demonstrate musical leadership by creating musical ideas for the group to copy or respond to.</p> <p>To sing in unison and in simple two parts with an awareness of being 'in tune'.</p> <p>To follow a leader when singing, and to enjoy exploring singing solo.</p> <p>To be able to play a part on a tuned instrument, and rehearse and perform that part.</p> <p>To create a simple melody, making musical decisions about pulse, rhythm, pitch, dynamics and tempo, and evaluate their piece,</p>	<p><b><u>Computational Thinking –Alien Contact!</u></b></p> <p>Understand what computational thinking is and recognise and apply computational thinking concepts and approaches to solve problems.</p> <p>Understand that binary code can represent many things.</p> <p>Explain how images are converted into binary code and vice versa.</p> <p>Understand and explain how to stay safe online.</p> <p>Collaborate and communicate effectively with team members.</p> <p>Understand that encryption is a way to keep data private.</p> <p>Give precise, unambiguous instructions in an algorithm.</p> <p>Detect and correct errors in algorithms.</p>	<p><b><u>What is Humanism?</u></b></p> <p>To understand Humanism is a world belief.</p> <p>To understand the main points of the philosophy of humanism.</p> <p>To understand the difference between a religion and a philosophy</p> <p>To understand daily living of a humanist.</p>	<p><b><u>Consolidation and Revision</u></b></p> <p>Recap of all the learning done this year, revisiting;</p> <ul style="list-style-type: none"> <li>Listening and speaking skills,</li> <li>Reading and writing skills,</li> <li>Vocabulary,</li> <li>Grammar.</li> </ul>	<p><b><u>Changing Me</u></b></p> <p>I understand that some of my personal characteristics have come from my birth parents and that this happens because I am made from the joining of their egg and sperm.</p> <p>I can describe the main stages of growing.</p> <p>Talk about people who are special to them and why. Discuss who they can trust and why?</p> <p>I know how the circle of change works and can apply it to changes I want to make in my life.</p> <p>I can identify changes that have been and may continue to be outside of my control that I learnt to accept.</p> <p>I can identify what I am looking forward to when I am in Year 5.</p>