

Physical Education

- Summer 1:
- ❖ Cricket
- ❖ Athletics
- Summer 2:
- ❖ OAA (Outdoor and Adventurous Team building Activities)
- ❖ Rounders

Science – Electricity

- ❖ Identify common appliances that run on electricity
- ❖ Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers
- ❖ 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
- ❖ Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit
- ❖ Recognise some common conductors and insulators, and associate metals with being good conductors

MFL

- ❖ **Consolidating knowledge of names for body parts, colour and numbers.**
 - Read and understand a range of familiar written phrases.
 - Use context & previous knowledge to determine meaning.
 - Use mental association to help remember words.

Religious Education

- ❖ **Buddhist Festivals**
 - To understand how and why significant moments in the life of Buddha are celebrated.
 - Importance of shrines
- ❖ **Identity and Belonging**
 - Considering the different beliefs between groups and communities and how to show our understanding.

Art:

- ❖ **Investigating Patterns:**
 - Develop, adapt and refine ideas using sketch books.
 - Creating patterns using rotation, symmetry and reflection.
 - Exploring and creating patterns using stencils and printing techniques.

Music

- ❖ Glockenspiel – learning basic instrumental skills.
- ❖ Introduction to the language of music, theory and composition (notes and scales).

Maths

- ❖ Fractions
- ❖ Decimals
- ❖ Shape
- ❖ Measures
- ❖ Time
- ❖ Money
- ❖ Recap of : Place Value, Addition and Subtraction, Multiplication and Division



Light up the World Year 4

English

- ❖ **'The Boy at the back of the Classroom'**
 - To explore, interpret and respond to illustrations.
 - To explore themes and issues through discussion.
 - To develop creative responses through drama, poetry and artwork.
 - To compose writing for a wide variety of purposes
- ❖ **The Great Kapok tree**
 - To engage and empathise with a story.
 - To develop creative responses to the text through drama, storytelling and artwork.
 - To write in role in order to explore and develop empathy for characters.
 - To write with confidence for real purposes and audiences.

Geography

- ❖ Asking and answering questions about our local area, focusing on physical and human characteristics.
- ❖ Use technology and Atlases to explore the human and physical features of the local area.
- ❖ Going out in the local area to explore and record its key physical and human features.
- ❖ Describe how the locality of the school has changed over time.

History - The discovery and development of Electricity

- Asking and researching questions about the history of electricity.
- Creating a timeline of events that led to the discovery and use of electricity.
- Changes in our local area before and after the discovery of electricity.
- Advantages and disadvantages of the use of electricity in modern times.

Computing

- ❖ Coding
- ❖ Data handling
- ❖ Times Table Check practise

PHSE

- ❖ **Changes and Global Citizenship.**
 - Discuss and explore the ideas of 'change' including coping with transition (between year groups), loss, separation and bereavement.
 - Learning the skills to develop and maintain healthy relationships.
 - Exploring strategies for keeping physically and emotionally safe, including online safety.
 - Respecting the differences and similarities between people and recognising what we have in common with others.
- ❖ **Relationships and Sex Education (RSE)**
 - To recognise that increasing independence brings increased responsibility to keep themselves and others safe
 - How bodies change as they approach and move through puberty
 - Recognise how images in the media do not always reflect reality and can affect how people feel about themselves
 - To develop the skills to recognise and challenge inequality, prejudice, stereotyping and injustice including bullying, racism, sexism, homophobia, biphobia and transphobia.