

**Year 4  
Summer Term**

<b>English</b>	<p><b>Writing- (<i>Narrative</i>)</b> write stories set in places pupils have been/ write stories that contain mythical, legendary or historical characters or events/ / write plays/write scripts and fictional biographies inspired by reading across the curriculum. (<b><i>Non-fiction</i></b>) write recounts/ write explanations/ write non-chronological reports/ write biographies/ write in a journalistic style(<b><i>Poetry</i></b>) write haiku/write cinquain/ write poems that convey an image (simile, word play, rhyme and metaphor)</p> <p><b>Reading-</b> Read and listen to a wide range of styles of text, including myths and legends/ listen to and discuss a wide range of texts/ increase familiarity with a wide range of books, including modern fiction, classic British fiction and books from other cultures/take part in conversations about books/ use the school and community libraries/look at classification systems/look at books with a different alphabet to English/ Read and listen to whole books.</p> <p><b>Communication-</b> engage in meaningful discussions in all areas of the curriculum/ listen to and learn a wide range of subject specific vocabulary through reading identify vocabulary that enriches and enlivens stories/ speak to small and larger audiences at frequent intervals/ practise and rehearse sentences and stories, gaining feedback on the overall effect and the use of standard English/ listen to and tell stories often to internalise the structure/ debate issues and formulate well-constructed points</p>	
<b>Maths</b>	<p><b>Number, place value and rounding-</b> Count in multiples of 6, 7, 9, 25 and 1000. Identify, represent and estimate numbers using different representations/ Solve number and practical problems that involve all of the above and with increasingly large positive numbers/ To know that over time, the numeral system changed to include the concept of zero and place value.</p> <p><b>Addition and subtraction-</b> Estimate and use inverse operations to check answers to a calculation/ Solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why</p> <p><b>Multiplication and division-</b> Recall multiplication and division facts for multiplication tables up to <math>12 \times 12</math>/ Use place value, known and derived facts to multiply and divide mentally, multiplying together three numbers/ Recognise and use factor pairs and commutativity in mental calculations/ Multiply two-digit and three-digit numbers by a one digit number using formal written layout/ Solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by one digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects</p> <p><b>Fractions-</b> Find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths/ Compare numbers with the same number of decimal places up to two decimal places/ Solve simple measure and money problems involving fractions and decimals to two decimal places.</p> <p><b>Position, direction and movement-</b> Describe positions on a 2-D grid as coordinates in the first quadrant/ Describe movements between positions as translations of a given unit to the left/right and up/down/ Plot specified points and draw sides to complete a given polygon</p> <p><b>Measures-</b> Convert between different units of measure. [for example, kilometre to metre; hour to minute]/ Estimate, compare and calculate different measures, including money in pounds and pence Solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days.</p> <p><b>Statistics-</b> Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs/ Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.</p>	
<b>Science</b>	Animals, including Humans/ All living things and their habitats Sound	
<b>History</b>	Ancient Egyptians – an in-depth study	
<b>Geography</b>	Geographical skills (linked to history)	
<b>Art</b>	Sculpture- Egyptian masks/ jewellery	
<b>DT</b>	Insect homes/bird feeders	
<b>PE</b>	Indoor- swimming Outdoor- net/wall- Tennis	Indoor- Dance Outdoor- Outdoor Education (golf/ orienteering/ athletics)
<b>PSHE &amp; Cit</b>	Respect for property- in context of John Muir award	
<b>SEAL &amp; RSE</b>	Relationships Changes	
<b>ICT</b>	Programming	
<b>RE</b>	The Kingdom of God The five Pillars of Islam	
<b>Music</b>	Animal Magic- Class orchestra	
<b>MFL</b>	French :Unit 8 - L'argent de poche (Pocket money), <i>number</i> Unit 11 – Carnaval des animaux (Carnival of the animals)	
<b>Visits/ Visitors</b>	<b>Visits to various local habitats</b> <b>Egyptian Day (in school)</b>	