

MAIN FOCUS: Work in a sustained fashion with concentration and imagination			
Programme Of Study	DO/GO/MEET/READ (Experiences)	MAKE/PRODUCE (Outcomes)	What do you notice?/ASSESSMENT
<p>PERSONAL DEVELOPMENT</p> <p>To concentrate:</p> <ul style="list-style-type: none"> • Focus on activities. • ‘Tune out’ some distractions. • Search for methods to help with concentration. • Develop areas of deep interest. <p>To work hard:</p> <ul style="list-style-type: none"> • Have fun working hard. • Understand the benefits of effort and commitment. • Continue to practise even when accomplished. • Encourage others by pointing out how their efforts gain results. <p>To imagine:</p> <ul style="list-style-type: none"> • Begin to enjoy having new ideas. • Show some enthusiasm for the ideas of others. • Ask some questions in order to develop ideas. • Show enjoyment in trying out some ideas. <p>To understand others:</p> <ul style="list-style-type: none"> • Listen to others, showing attention. • Think of the effect of behaviour on others before acting. • Describe the points of view of others. <p>To understand values:</p> <ul style="list-style-type: none"> • Explain how beliefs about right and wrong affect people’s behaviour. • Describe how some of the values held by communities or individuals affect behaviour and actions. • Discuss and give opinions on stories involving moral dilemmas. 	<p>Work collaboratively.</p> <p>Read Beowulf.</p> <p>Perform (poetry, readings, music etc) to live audiences.</p>	<p>A child who shows awareness of self and of others, and who knows how to set the best conditions for clear, purposeful learning.</p>	<ul style="list-style-type: none"> • A quieter, calmer classroom environment. • Good listeners. • Children who are taking more of an interest in each others’ learning and who can comment on it appropriately.

MAIN FOCUS: Understand some physical and human European geography			
Programme Of Study	DO/GO/MEET/READ (Experiences)	MAKE/PRODUCE (Outcomes)	What do you notice?/ASSESSMENT
<p>GEOGRAPHY</p> <ul style="list-style-type: none"> • Locate the world’s countries, using maps to focus on Europe (including the location of Russia). • Describe and understand key aspects of physical geography including ... rivers and mountains. • Locate the world’s countries, concentrating on major cities. • Use maps, atlases, globes and digital mapping. • Describe and understand key aspects of physical geography including climate zones, rivers & mountains. • Describe and understand human geography including types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. • Understand geographical similarities and differences through the study of human and physical geography of a region in a European country. • Describe and understand key aspects of physical and human geography. 	<p>Guest speaker - traveller?</p>	<p>Cook Spanish food.</p> <p>Create maps.</p> <p>Reports about different countries’ locations, cultures, foods, physical and human geography.</p>	<p>Children with an understanding of region > country > continent relationships, able to talk with confidence about similarities and differences between some of the countries of Europe.</p>

MAIN FOCUS: Exploring, rehearsing and performing together.			
Programme Of Study	DO/GO/MEET/READ (Experiences)	MAKE/PRODUCE (Outcomes)	What do you notice?/ASSESSMENT
<p>MUSIC</p> <p>To describe music:</p> <ul style="list-style-type: none"> • Choose from a wide range of musical vocabulary to accurately describe and appraise music including: <ul style="list-style-type: none"> • pitch • dynamics • tempo • timbre • texture • lyrics and melody • sense of occasion • expressive • solo • rounds • harmonies • accompaniments • drones • cyclic patterns • combination of musical elements • cultural context. • Describe how lyrics often reflect the cultural context of music and have social meaning. <p>To perform:</p> <ul style="list-style-type: none"> • Sing or play from memory with confidence. • Perform solos or as part of an ensemble. • Sing or play expressively and in tune. • Hold a part within a round. • Sing a harmony part confidently and accurately. • Sustain a drone or a melodic ostinato to accompany singing. • Perform with controlled breathing (voice) and skilful playing (instrument). 	<p>Listen to and watch a variety of recorded and live music performances.</p> <p>Take part in ukulele workshops.</p>	<p>A ukulele and / or singing performance - May Fair?</p>	<p>Increased confidence in singing and playing in groups and solo.</p>

MAIN FOCUS: Habitats and adaptation; forces			
Programme Of Study	DO/GO/MEET/READ (Experiences)	MAKE/PRODUCE (Outcomes)	What do you notice?/ASSESSMENT
<p>SCIENCE</p> <p>To work scientifically:</p> <ul style="list-style-type: none"> • Ask relevant questions and use scientific enquiry to answer them. • Set up simple practical enquiries, comparative and fair tests. • Make systematic and careful observations and take accurate measurements. • Gather, record, and present data to help in answering questions. • Compare how things move on different surfaces. • Notice that some forces need contact between two objects. • Identify that animals need the right types and amount of nutrition and that they get nutrition from what they eat. • Construct and interpret a variety of food chains, identifying producers, predators and prey. • Identify how animals and plants are adapted to suit their environment and in different ways. • Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment. 	<p>Use school grounds to investigate different habitats.</p> <p>Play ‘sports force’ game, collecting the forces used in a range of Norwegian winter sports and saying what objects made contact to create the force.</p> <p>Investigate and compare the impact of friction on stopping distances for a range of surfaces.</p>	<p>Food chains / food webs.</p> <p>Create a food chain mobile for their assigned biome, based on research or a given food web.</p> <p>Create concept cartoons for specific animal adaptations.</p> <p>Present and interpret data in bar charts.</p>	<p>Children able to use appropriate scientific vocabulary when talking about habitats, adaptation, light and sound.</p> <p>Children able to work out the clearest, most concise way of presenting scientific findings.</p>

MAIN FOCUS: Refine dance based on Ernest Shackleton’s expedition. Improve striking and fielding skills.			
Programme Of Study	DO/GO/MEET/READ (Experiences)	MAKE/PRODUCE (Outcomes)	What do you notice?/ASSESSMENT
<p>PE</p> <p>Games:</p> <ul style="list-style-type: none"> • Throw and catch with control and accuracy. • Strike a ball and field with control. • Choose appropriate tactics to cause problems for the opposition. • Follow the rules of the game and play fairly. • Maintain possession of a ball (with, e.g. feet, a hockey stick or hands). • Pass to team mates at appropriate times. • Lead others and act as a respectful team member. • Use running and jumping in isolation and in combination. • Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]. <p>Dance:</p> <ul style="list-style-type: none"> • Plan, perform and repeat sequences. • Move in a clear, fluent and expressive manner. • Refine movements into sequences. • Create dances and movements that convey a definite idea. • Change speed and levels within a performance. • Develop physical strength and suppleness by practising moves and stretching. 	<p>Cricket workshops with expert cricket coach.</p>	<p>Smooth running cricket and stoolball games with a high level of independence from the children.</p> <p>A dance based on Shackleton’s expedition - perform to parents.</p> <p>Confident, determined performances at sports day.</p>	<p>Increased organisational skills and independence.</p> <p>More confident throwing, catching, fielding and striking.</p> <p>Improved balance, dexterity, hand-eye co-ordination.</p> <p>Creativity in production of dances.</p>

MAIN FOCUS: Travelling , weather			
Programme Of Study	DO/GO/MEET/READ (Experiences)	MAKE/PRODUCE (Outcomes)	What do you notice?/ASSESSMENT
<p>FRENCH</p> <ul style="list-style-type: none"> •Make statements about travel •Describe the weather •Use days of the week vocabulary •en/à+ transport •à+ place ●aller : je vais,tu vas ●en+ country ●Question word (comment? Où?) + inversion of verb and subject ●Faire : il fait • Comment vas-tu à l'école • Je vais à l'école • à pied/à moto • en voiture/vélo/bus/taxi/train/bateau /avion • Je vais • En Belgique/France • Il fait chaud/froid/beau/mauvais • Il fait du soleil/du vent/du brouillard/des nuages • Il pleut/il neige • lundi, mardi, mercredi, jeudi, vendredi, samedi, dimanche 			

MAIN FOCUS: Watercolour technique and colour mixing			
Programme Of Study	DO/GO/MEET/READ (Experiences)	MAKE/PRODUCE (Outcomes)	What do you notice?/ASSESSMENT
<p>ART</p> <p>To develop ideas:</p> <ul style="list-style-type: none"> • Develop ideas from starting points throughout the curriculum. • Collect information, sketches and resources. • Adapt and refine ideas as they progress. • Explore ideas in a variety of ways. • Comment on artworks using visual language. <p>To master techniques:</p> <ul style="list-style-type: none"> • Create a class ‘soundscape’ exhibition of the local area. • Create ‘conté crayon’ sketches of a local waterway and a painting in the ‘pointillist’ style. • Use impasto painting to recreate one of Berthe Morisot’s coast paintings. 			

MAIN FOCUS: Scratch coding, research skills, presentation skills			
Programme Of Study	DO/GO/MEET/READ (Experiences)	MAKE/PRODUCE (Outcomes)	What do you notice?/ASSESSMENT
<p>COMPUTING</p> <p>To code (using Scratch):</p> <ul style="list-style-type: none"> • Use specified screen coordinates to control movement. • Set the appearance of objects and create sequences of changes. • Specify conditions to trigger events. • Control the shade of pens. <p>To communicate:</p> <ul style="list-style-type: none"> • Use some of the advanced features of applications and devices in order to communicate ideas, work or messages professionally. • Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content. • Use presentation software to communicate ideas or information. 	<p>Use http://code.org/learn</p>	<p>Completed Scratch coding sequences.</p> <p>Presentations about a chosen country in Europe.</p>	<p>Children confident with the notion of creating sequences of instructions to make things happen on screen.</p> <p>Children able to confidently and independently use a range of presentation apps / software to</p>

MAIN FOCUS: Beowulf			
Programme Of Study	DO/GO/MEET/READ (Experiences)	MAKE/PRODUCE (Outcomes)	What do you notice?/ASSESSMENT
<p>ENGLISH</p> <p>To write with purpose:</p> <ul style="list-style-type: none"> • Write for a wide range of purposes using the main features identified in reading. • Use techniques used by authors to create characters and settings. • Compose and rehearse sentences orally. • Plan, write, edit and improve. <p>To use imaginative description:</p> <ul style="list-style-type: none"> • Create characters, settings and plots. • Use alliteration effectively. • Use similes effectively. • Use a range of descriptive phrases including some collective nouns. • Use connectives that signal time, shift attention, inject suspense and shift the setting. <p>To use sentences appropriately:</p> <ul style="list-style-type: none"> • Use a mixture of simple, compound and complex sentences. • Write sentences that include: <ul style="list-style-type: none"> • conjunctions • adverbs • direct speech, punctuated correctly • clauses • adverbial phrases. <p>To present neatly:</p> <ul style="list-style-type: none"> • Join letters, deciding which letters are best left un-joined. • Make handwriting legible by ensuring downstrokes of letters are parallel and letters are spaced appropriately. <p>To spell correctly:</p> <ul style="list-style-type: none"> • Use prefixes and suffixes and understand how to add them. • Spell further homophones. • Spell correctly often misspelt words. • Place the possessive apostrophe accurately in words with regular plurals (for example, girls', boys') and in words with irregular plurals (for example, children's). • Use the first two or three letters of a word to check its spelling in a dictionary. • Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. <p>To punctuate accurately.</p>	<p>Storytelling workshop with professional storyteller Amy Sutton.</p> <p>Beowulf and the Monster – Brian Patten</p> <p>Beowulf – Michael Morpurgo</p> <p>Beowulf – Kevin Crossley-Holland</p> <p>Beowulf – Howe / Raven – Pub. Templar</p>	<p>A presentation consisting of art work, poetry, writing, drama, reading and presentation.</p>	<p>Writing with clear purpose.</p> <p>A child who cares about the presentation of their writing and reading.</p> <p>Imagination.</p> <p>More secure use of a range of punctuation</p> <p>Use a mixture of sentence lengths to add interest to discussions and explanations.</p> <p>Use intonation to emphasise grammar and punctuation when reading aloud.</p>

<p>To present writing:</p> <ul style="list-style-type: none">• Read aloud writing to a group or whole class, using appropriate intonation. <p>Reading accurately:</p> <ul style="list-style-type: none">• Draw inferences from reading.• Predict from details stated and implied.• Recall and summarise main ideas.• Discuss words and phrases that capture the imagination.• Prepare poems and plays to read aloud with expression, volume, tone and intonation.• Identify recurring themes and elements of different stories (e.g. good triumphing over evil).• Explain and discuss understanding of reading, maintaining focus on the topic.• Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.• Predict what might happen from details stated and implied.• Identify main ideas drawn from more than one paragraph and summarise these.• Identify how language, structure and presentation contribute to meaning.• Ask questions to improve understanding of a text. <p>Communication</p> <ul style="list-style-type: none">• To speak with clarity.• To tell stories with structure.			
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MAIN FOCUS: Using fractions; using positional, directional and movement language.			
Programme Of Study	DO/GO/MEET/READ (Experiences)	MAKE/PRODUCE (Outcomes)	What do you notice?/ASSESSMENT
<p>MATHS</p> <p>To add and subtract:</p> <ul style="list-style-type: none"> • Add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate. • Add and subtract numbers mentally, including: <ul style="list-style-type: none"> • A three-digit number and ones. • A three-digit number and tens. • A three-digit number and hundreds. <p>To multiply and divide:</p> <ul style="list-style-type: none"> • Multiply two-digit and three-digit numbers by a one-digit number using formal written layout. • Use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers. • Recognise and use factor pairs and commutativity in mental calculations. <p>To use measures:</p> <ul style="list-style-type: none"> • Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml). • Measure the perimeter of simple 2-D shapes. • Add and subtract amounts of money to give change. (£ and p) • Convert between different units of measure. (for example, kilometre to metre; hour to minute) • Measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres. • Find the area of rectilinear shapes by counting squares. • Estimate, compare and calculate different measures, including money in pounds and pence. <p>To use algebra:</p> <ul style="list-style-type: none"> • Solve addition and subtraction, multiplication and division problems that involve missing numbers. <p>To describe position, direction and movement:</p>		<p>Use these skills in the production of an end of term Beowulf presentation.</p>	<p>Children able to use mathematical skills and concepts in real contexts, e.g. measuring areas for games, calculating space for presentations etc.</p>

Year 4 – Summer Term 2016

Goal: have a good understanding about the geography of Europe

<ul style="list-style-type: none">• Recognise angles as a property of shape and as an amount of rotation.• Identify right angles, recognise that 2 right angles make a half turn and 4 make a whole turn.• Identify angles that are greater than a right angle.• 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.			
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