

Year 4 – Summer Term 2017
Goal: explore our local environment

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 AND LOOKING AFTER EACH OTHER</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 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>First aid: Learn what to do in the event of:</p> <ul style="list-style-type: none"> • Someone choking • Someone burning themselves • Someone bleeding • Someone being unresponsive • Someone having an asthma attack • Someone breaking a bone 	<p>Work collaboratively with Yellow class.</p> <p>Work with goats.</p> <p>Invite healthcare professionals in to teach first aid techniques suitable for 9 year olds to administer.</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. • Children who genuinely care about the wellbeing of others.

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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> <p>To investigate places</p> <ul style="list-style-type: none"> • Ask and answer geographical questions about the physical and human characteristics of a location. • Describe and understand key aspects of physical geography including rivers and mountains. • Explain own views about locations, giving reasons. • Use maps, atlases, globes and digital mapping. • Describe and understand key aspects of physical geography including climate zones, rivers & mountains. <p>To investigate patterns</p> <ul style="list-style-type: none"> • Describe how the locality of the school has changed over time. <p>To communicate geographically</p> <ul style="list-style-type: none"> • Use the eight points of a compass, four-figure grid references, symbols and key to communicate knowledge of the United Kingdom and the wider world. 	<p>Go to West Chiltington Museum to explore local history and landmarks.</p> <p>Plan and deliver a walking tour around West Chiltington.</p> <p>Talk to a local councillor about the West Chiltington residents' plan (contacts: Simon Booth, Maureen Chaffe)</p> <p>South Downs hike (in conjunction with Lodge Hill)</p>	<p>Sketch maps of local area</p> <p>A walking tour guide to West Chiltington</p>	<p>Children have an improved knowledge and understanding of the local area, landmarks and its history.</p> <p>Children with an enthusiasm for exploring and being in the outdoor environment.</p>

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MAIN FOCUS: Habitats and adaptation			
Programme Of Study	DO/GO/MEET/READ (Experiences)	MAKE/PRODUCE (Outcomes)	What do you notice?/ASSESSMENT
<p>SCIENCE</p> <ul style="list-style-type: none"> • 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 and the local environment (South Downs walk?) to investigate different habitats.</p>	<p>Food chains / food webs.</p> <p>Create a food chain mobile for a biome, based on research or a given food web.</p> <p>Create concept cartoons for specific animal adaptations.</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>

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MAIN FOCUS: 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>

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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 			

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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>

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MAIN FOCUS: Ernest Shackleton's Endurance			
Programme Of Study	Key Texts:	MAKE/PRODUCE (Outcomes)	What do you notice?/ASSESSMENT
<ul style="list-style-type: none"> • Use the main features of a type of writing (identified in reading). • Use techniques used by authors to create characters and settings. • Compose and rehearse sentences orally. • Plan, write, edit and improve. • Create characters, settings and plots. • Use alliteration effectively. • Use similes effectively. • Use a range of descriptive phrases including some collective nouns. • 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>Ice Trap – Meredith Hooper</p> <p>Shackleton's Journey – William Grill</p> <p>Explorer – DK Eyewitness Guides</p>	<p>A walking guide to West Chiltington</p>	<p>Improved fluency and accuracy in fiction and non-fiction writing.</p>

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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>

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<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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