Year 4
Summer 2

Geography: Rainforests



We will be learning about:

- Where rainforests are
- The layers of a rainforest
- Climate in rainforests
- People & settlements in rainforests
- Why the rainforest is under threat
- How to protect the rainforest
- The Amazon Rainforest (South America) & Sherwood Forest (UK)

PE: Striking and Fielding

We will be learning to:

- Adapt ideas for striking and fielding strategies
- Strike a moving ball with control and accuracy
- Describe batting techniques
- Effect others with good communication and organisation skills when taking up fielding positions in relation to the batter

Athletics

We will be learning to:

- Develop an awareness of time, speed and distance
- Select appropriate speed when travelling at a variety of distances
- Throw with coordination force, distance, control and accuracy
- Compare own performances with previous ones

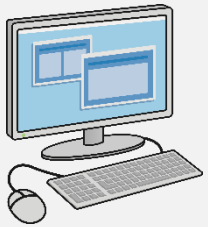
Science: Classification of plants & animals



We will be learning about:

- Living things can be grouped in a variety of ways
- Classifying vertebrates & invertebrates
- Explore and use classification keys to help group, identify and name living things

Computing: Digital Literacy – Data Handling



We will be learning about:

- Formulas
- Spreadsheets
- Rows & columns
- Creating a graph
- Using SUM
- Selecting appropriate graphs
- Answering questions about graphs

PSHE & Relationships Education: Staying safe: What signs help me recognise what is safe or unsafe?

We will be learning about:

- Identify warning signs that something is unsafe in a range of everyday situations
- Explain how recognising hazards & planning ahead can prevent accidents.
- Choose safe places to cross roads & explain why.
- Explain key reasons why water can be dangerous.
- Distinguish between helpful & harmful medicines & explain how to use medicine safely.
- NSPCC 'Speak Out, Stay Safe' assembly

DT: Structures- Pavilions

We will be learning to:

- Produce a range of free-standing frame structures of different shapes and sizes.
- Design a pavilion that is strong, stable and aesthetically pleasing.
- Select appropriate materials and construction techniques to create a stable, free-standing frame structure.
- Select appropriate materials and techniques to add cladding to their pavilion



Bolton Music Service: Ukelele

We will be learning to play the ukulele & this will support us to:

- Critique and develop a piece of music played on the ukelele
- Compare the work of relevant influential musicians and composers
- Recognise, read and use musical notation to compose a short melody
- Play instruments individually, with a group and as a whole class with increased accuracy, fluency, control and expression
- Recognise, create and play music that has a beginning, middle and end
- Compose and play music in response to different stimuli e.g. stories, images, poetry
- Recognise and use dot notation during group and solo performances with increasing confidence
- Compose and play short melodies including crotchets and paired quavers
- Individually copy melodic phrases with accuracy

Spanish: Pets

We will be learning:

- Introduction to question formation in the target language.
- Expressing what pets you have.
- Expressing quantity using 'and'
- Simple description of pets using colours.
- Using sounds to decode new words.
- Understanding word order when using description.



UNCRC Articles

Every child has the right to:

Article 13: receive all kinds of information

Article 15: meet with other children and to join groups and organisations

Article 24: the best possible health including clean water. Richer countries must help poorer countries achieve this

Article 29: an education that develops every child's respect for human rights, their own and other cultures

British Values

Every child will develop:

- a sense of enjoyment and fascination in learning about themselves, others and the world around them
- their social skills in different contexts, including supporting, working and socialising with learners from different religious, ethnic and socio-economic backgrounds
- their use of imagination and creativity in their learning

RE: Significant Life Events

We will be learning about:

- Identify some beliefs about love, commitment & promises in two religious traditions & describe what they mean
- Offer informed suggestions about the meaning & importance of ceremonies of commitment for religious & non-religious people today
- Describe what happens in ceremonies of commitment (e.g. baptism, sacred thread, marriage) & say what these rituals mean
- Make simple links between beliefs about love & commitment & how people in at least two religious traditions live
- Identify some differences in how people celebrate commitment
- Raise questions & suggest answers about whether it is good for everyone to see life as a journey, & to mark the milestones
- Make links between ideas of love, commitment & promises in religious & non-religious ceremonies
- Give good reasons why they think ceremonies of commitment are or are not valuable today.