

Year group: 4

Term: Summer 2

Topic: USA



Literacy

Book talk

Book: The Land of Roar

Author: Jenny McLachlan

- Apply his/her growing knowledge of root words, prefixes and suffixes (etymology and morphology) both to read aloud and to understand the meaning of new words he/she meets, to include re-, sub-, inter-, super-, anti-, auto-, -ation, -ous; (English Appendix 1).
- Read and decode further exception words accurately, noting the unusual correspondences between spelling and sound, and where these occur in the word (linked to spelling English Appendix 1).
- Maintain positive attitudes to reading and understanding of what he/she reads by listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.
- Maintain positive attitudes to reading and understanding of what he/she reads by using dictionaries to check the meaning of words that he/she has read.
- Understand what he/she reads independently by checking that the text makes sense to him/her, discussing his/her understanding and explaining the meaning of words in context.
- Understand what he/she reads independently by drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence clearly taken from the text.
- Understand what he/she reads independently by predicting what might happen from details stated and implied.
- Understand what he/she reads independently by identifying main ideas drawn from more than one paragraph and summarise these.
- Retrieve and record information from non-fiction over a wide range of subjects.

Writing Genre: Fantasy narrative

Immerse

- To explore the difference between a fantasy narrative and other genres.
- To select vocabulary that fits the purpose and has an effect on the reader.

Analysis

- To identify language and layout features of a fantasy narrative.

Skills

- To use a range of subordinating conjunctions, within and across sentences.
- To write in the past progressive tense.
- To use dialogue to advance a character's action.
- To use the prefixes anti-, auto-.

Plan

- To plan and draft and write in narratives, creating settings, characters and plots with consideration for the audience and purpose.

Write

- To write the opening for a fantasy narrative in the past progressive tense.
- To write the build up for a fantasy narrative using fronted adverbials.
- To write the problem for a fantasy narrative including dialogue that advances the character's actions.
- To write the resolution and ending for a fantasy narrative using prefixes anti- and auto-.

Edit and Review

- To assess the effectiveness of our own and others' writing and suggest improvements.

Writing Genre: Information text- brochure

Immerse

- To explore a range of brochures for different purposes.
- To select vocabulary that fits the purpose and has an effect on the reader.

Analysis

- To identify layout and language features of a tourism brochure.

Skills

- To use a range of prepositions within and across sentences.
- To use fronted adverbials to emphasise the adverbial
- To use a variety of expanded noun phrases to describe and specify.
- To Understand and add prefixes dis-, mis-.

Plan

- To plan and draft by organising paragraphs around a theme.

Write

- To write the introduction for a tourism brochure featuring fronted adverbials.
- To write a tourism brochure featuring a range of prepositions within and across sentences.
- To write a tourism brochure featuring a variety of expanded noun phrases to describe and specify.
- To write a tourism brochure featuring the prefixes dis-, mis-.

Edit and Review

- To assess the effectiveness of our own and others' writing and suggest improvements.

Assessed writing opportunity

Fantasy narrative

Creative writing opportunity

A letter to my next teacher

Adventure narrative

Persuasive writing

Maths

Shape and symmetry

- To compare and order angles
- To identify right angles
- To identify acute and obtuse angles
- To investigate angles within shapes
- To compare and classify 2-D shapes
- To compare and classify quadrilaterals
- To compare and classify right-angled and equilateral triangles
- To compare and classify isosceles and scalene triangles
- To identify lines of symmetry in 2-D shapes

- To complete simple symmetrical figures
- To investigate a problem involving symmetry

Position and direction

- To describe positions on a 2-D grid as coordinates
- To investigate a problem, describing positions on a 2-D grid as coordinates
- To plot specified points and draw sides to complete a given triangle
- To describe movements between positions as translations of a given unit up/down or left/right

Reasoning with patterns and sequences

- To investigate the place value of different number systems
- To investigate Roman numerals up to 100
- To identify and complete number sequences
- To investigate number patterns
- To investigate a pattern
- To develop strategies to plan and solve problems
- To develop strategies to plan and solve problems
- To develop strategies to plan and solve problems

3D shapes

- To apply understanding of the properties of 3-D shapes
- To apply understanding of the properties of 3-D shapes
- To solve problems based on 2-D representations
- To solve problems using 2-D representations

Science

Sound

Pupils will know and understand:

- sound is a form of energy which is produced when something vibrates
- different instruments make sound in different ways
- sound travels in waves
- how sound travels through solids, liquids and gases
- what makes up the inside of our ears
- how we hear and how we can protect our hearing
- volume is the intensity of sound and is determined by the strength of vibrations
- pitch is how high or low a sound is and is controlled by the speed of vibrations

	<ul style="list-style-type: none"> • the distance we are from a sound impacts the volume at which we hear the sound <p><u>Pupils will learn:</u></p> <ul style="list-style-type: none"> • To know what sound is and how it is made. • To know how sound travels. • To know and explain how we hear sounds. • To investigate what changes the volume of a sound. • To investigate what changes the pitch of a sound. • To use scientific knowledge of sound to make a musical instrument.
History	
Geography	<p><u>The USA</u></p> <p><u>Pupils will know and understand:</u></p> <ul style="list-style-type: none"> • To identify North America on maps and on a globe • To understand where the USA is located • To discover how and why the climate differs across the USA despite the USA being a single country • To identify and locate some of the key physical features of the USA • To identify and locate some of the key human features of the USA including the states, state capitals and significant man-made landmarks • To discover what life is like in California and compare this region to their own locality • To discover what life is like in Alaska and compare this region to their own locality • To discover what life is like in New York and compare this region to their own locality • To discover what life is like in Florida and compare this region to their own locality <p><u>Fieldwork opportunities:</u></p> <p>Compare locality to regions within America (California, Alaska, New York and Florida)</p> <ul style="list-style-type: none"> • To explore their local area making note of settlements, land use and key features. • To collect relevant data to develop a knowledge of their locality through field sketches, photographs and data collection (e.g count of specific settlement etc) • To use maps and photographs of American regions to compare their locality to various regions, they should present their findings accordingly. <p><u>Pupils will learn:</u></p> <ul style="list-style-type: none"> • To locate where the USA is on a map. • To locate the states of the USA and how their populations vary.

	<ul style="list-style-type: none"> • To understand what the physical landscape is like across the USA. • To know some of the most significant human-made landmarks in the USA. • To know and understand what California is like and who lives there. • To know and understand what New York State and New York City is like.
Art	
Design Technology	<p><u>Electrical systems – torches</u></p> <p><u>Pupils will know and understand:</u></p> <ul style="list-style-type: none"> • To understand that electrical conductors are materials which electricity can pass through. • To understand that electrical insulators are material which electricity cannot pass through. • To know that a battery contains stored electricity that can be used to power products. • To know that an electrical circuit must be complete for electricity to flow. • To know that a switch can be used to complete and break an electrical circuit. <p><u>Pupils will learn:</u></p> <ul style="list-style-type: none"> • To learn about electrical items and how they work. • To analyse and evaluate electrical products. • To design a product to fit a set of specific user needs. • To make and evaluate a torch.
Computing	<p><u>iLearnAI</u></p> <p><u>Pupils will know and understand:</u></p> <ul style="list-style-type: none"> • To select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. • To use technology purposefully to create, organise, store, manipulate and retrieve digital content. <p><u>Pupils will learn:</u></p> <ul style="list-style-type: none"> • To understand that digital images can be changed. • To learn how colours, brightness and filters can alter the appearance of images. • To use photo editing software to select, remove and duplicate objects in a photograph. • To recognise the features of 'fake' images, including those generated by AI.

	<ul style="list-style-type: none"> To use digital tools to edit and combine images for a given purpose.
PE	<p><u>Athletics</u></p> <p><u>Pupils will know and understand:</u></p> <ul style="list-style-type: none"> To know how to sprint. To know the difference between sprinting and jogging. To know the changes in my body when I exercise. <p><u>Pupils will learn:</u></p> <ul style="list-style-type: none"> To demonstrate the difference in sprinting and jogging techniques. To explain what happens in my body when I warm up. To can identify when I was successful and what I need to do to improve. To can jump for distance with balance and control. To throw with some accuracy and power to a target area. To show determination to improve my personal best. To support and encourage others to work to their best.
French	<p><u>French and the Eurovision Song Contest</u></p> <p><u>Pupils will know and understand:</u></p> <ul style="list-style-type: none"> To identify sounds created by linking some of the key phonemes: in, ou, on, en, eau, et, eau, eu, ez. Grammar To know that the endings of verbs change according to the subject. To know that we can use conjunctions to link phrases, such as et/mais. To know that the verb aimer is used to express an opinion, including with the negative form ne ... pas. To know that basic sentence structures in English and French have the same pattern: subject + verb + object. To know that you can make a statement into a question simply by changing the intonation of your voice in French. To know that in a bilingual dictionary abbreviations give us grammatical information about nouns and other words in French. <p><u>Pupils will learn:</u></p> <ul style="list-style-type: none"> To be able to say which musical instrument you play. To be able to say what kind of music you like or do not like. To research and write information about European countries in French. To write a short, simple text, using familiar language.

	<ul style="list-style-type: none"> To perform a song in French from memory with accurate pronunciation.
<p>Music</p>	<p><u>Adapting and transposing motifs</u></p> <p><u>Pupils will know and understand:</u></p> <ul style="list-style-type: none"> To understand that musical motifs (repeating patterns) are used as a building block in many well-known pieces of music for example, Beethoven's fifth symphony (dah dah dah dum!). To know that 'transposing' a melody means changing its key, making it higher or lower pitched. To know that a motif can be adapted by changing the notes, the rhythm or the order for the notes. <p><u>Pupils will learn:</u></p> <ul style="list-style-type: none"> To sing in tune and in time To understand what a musical motif is To compose and notate a motif To develop and transpose a musical motif To combine and perform different versions of a musical motif
<p>RSE</p>	<p><u>Module 3</u></p> <p>A community of Love</p> <p>What is the Church?</p> <p>Children will learn that:</p> <ul style="list-style-type: none"> God is Love as shown by the Trinity – a 'communion of persons supporting each other in their self-giving relationship' The human family reflects the Holy Trinity in charity and generosity We are made in the image of God, which means we are made to love God and others, and be loved by God and others The Church family comprises home, school and parish (which is part of the diocese) <p>How do I love Others?</p> <p>Children will learn:</p> <ul style="list-style-type: none"> That God wants His Church to love and care for others Practical ways of loving and caring for others
<p>Immersive Events/Visits/Visitors etc</p>	<p>Visit to Magna where children will take part in an 'electricity' workshop</p> <p>Mass</p>

