

**Summer Term Year 4 Themes, subjects with National Curriculum objectives**

**Theme: Explosion and Fire**

**Theme: Out in the wild**

**PHASE 1: Inspire and motivate**

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Watch BBC documentary on Pompeii. Look at the events, the effects and the links with The Romans.

Visit a local location which provides a range of habitats for wildlife. Look for evidence of different habitats and animals which may live there. Take photos of habitats and also of any animals which are visible.

**PHASE 2: Learn Specifics**

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**Information Texts (English)**

- Listen and respond appropriately
- Participate in discussions, presentations
- Gain and monitor the interest of listeners
- Apply knowledge of root words, prefixes and suffixes to read aloud and understand the meaning of new words
- Increase familiarity with a range of books
- Explain the meaning of words in context
- Ask questions to improve understanding of text
- Identify main ideas and summarise
- Draft and write non-narrative material
- Plan writing by discussing similar writing and recording ideas
- Organise paragraphs around a theme
- Evaluate and edit
- Proof read

**Exploring Form / Stories with dilemmas (English)**

- Listen to and discuss a wide range of poetry
- Discuss their understanding of poetry
- Prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action
- Recognise different forms of poetry
- Identify themes and conventions in different forms of writing
- Apply knowledge of root words, prefixes and suffixes to read aloud and understand the meaning of new words
- Discuss words and phrases that capture the reader's imagination
- Explain the meaning of words in context
- Ask questions to improve understanding of text
- Identify main ideas and summarise
- Draft and write non-narrative material
- Plan writing by discussing similar writing and recording ideas
- Evaluate, proof read and edit
- Use conjunctions, adverbs and prepositions to express time and cause

**Roman Empire (History)**

- Use historical vocabulary to describe characteristic features
- Know the ways the Romans influenced their own and others' lives today
- Give reasons why the way of life in Roman times and life today are different in some ways
- Begin to produce structured work using dates and vocabulary correctly
- Select information from individual sources to answer questions about the past

**Living Things and Habitats (Science)**

- Recognise that living things can be grouped in a variety of ways
- Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment
- Recognise that environments can change and that this can sometimes pose dangers to living things.

<p><b>Volcanoes and Earthquakes (Geography)</b></p> <ul style="list-style-type: none"> <li>- Describe and understand key aspects of physical geography - volcanoes and earthquakes</li> <li>- Understand the processes that give rise to key physical and human geographical features of the world (volcanoes)</li> <li>- Interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs</li> <li>- Communicate geographical information in a variety of ways, including through map and writing at length</li> </ul>	<p><b>Databases (Computing)</b></p> <ul style="list-style-type: none"> <li>- Use logical reasoning in classification keys</li> <li>- Use search technologies effectively in databases</li> <li>- Design and create a range of systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</li> </ul>
<p><b>Sound and Vibrations (Science)</b></p> <ul style="list-style-type: none"> <li>- Identify how sounds are made, associating some of them with something vibrating</li> <li>- Find patterns between the pitch of a sound and features of the object that produced it</li> <li>- Find patterns between the volume of a sound and the strength of the vibrations that produced it.</li> <li>- Recognise that vibrations from sounds travel through a medium to the ear.</li> </ul>	<p><b>Andy Goldsworthy (Art)</b></p> <ul style="list-style-type: none"> <li>- Use sketch books to record their observations and use them to review and revisit ideas</li> <li>- Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials</li> <li>- Know about great artists and designers in history</li> </ul>
<p><b>Roman Dance (PE)</b></p> <ul style="list-style-type: none"> <li>- Apply basic compositional ideas to create dance phrases with a partner and in a small group.</li> <li>- Improvises freely, individually and with a partner, can translate ideas from a stimulus into movement.</li> <li>- Plan and perform a movement sequence showing contrasts in speed, level and direction.</li> </ul>	
<p><b>PHASE 3: Apply and Share</b></p>	<p><b>PHASE 3: Apply and Share</b></p>
<p>Parents are invited in to an assembly style presentation where we share our work including Roman dance, Volcano explanation texts, Roman song, Erupting volcanoes and scenes of Roman Life.</p>	<p>Parents will be invited in to a parent's presentation in our nature garden (weather permitting). Here the children will present the habitats work they have done in a practical way, getting parents to identify mini-beasts with the classification keys they have designed. There will be poetry readings in the garden and examples of their Andy Goldsworthy artwork on display with opportunities for parents to produce similar work. Parents will also be invited to share our biscuits which we will be making in our DT lessons.</p>

<b>Non-themed Subjects</b>	
<b>English Skills;</b> <ul style="list-style-type: none"> <li>- Reading</li> <li>- Spoken language</li> <li>- Spelling</li> <li>- Handwriting</li> <li>- Grammar and punctuation</li> </ul>	<b>English Skills;</b> <ul style="list-style-type: none"> <li>- Reading</li> <li>- Spoken language</li> <li>- Spelling</li> <li>- Handwriting</li> <li>- Grammar and punctuation</li> </ul>
<b>Mathematics;</b> <ul style="list-style-type: none"> <li>- Number; number and place value</li> <li>- Number; addition and subtraction</li> <li>- Number; multiplication and division</li> <li>- Number; fractions (including decimals)</li> <li>- Measurement</li> <li>- Geometry; Properties of shape</li> <li>- Geometry; position and direction</li> <li>- Statistics</li> </ul>	<b>Mathematics;</b> <ul style="list-style-type: none"> <li>- Number; number and place value</li> <li>- Number; addition and subtraction</li> <li>- Number; multiplication and division</li> <li>- Number; fractions (including decimals)</li> <li>- Measurement</li> <li>- Geometry; Properties of shape</li> <li>- Geometry; position and direction</li> <li>- Statistics</li> </ul>
<b>LOGO (Computing)</b> <ul style="list-style-type: none"> <li>- Detect and correct errors in algorithms and programs</li> <li>- Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems</li> <li>- Solve problems by decomposing them into smaller parts</li> <li>- Use sequence, selection, and repetition in programs</li> </ul>	<b>Athletics/Swimming (PE)</b> <ul style="list-style-type: none"> <li>- Develop flexibility, strength, control and balance</li> <li>- Compare their performance with previous ones and demonstrate improvements</li> <li>- Swim competently, confidently and proficiently over a distance of at least 25 metres</li> <li>- Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]</li> </ul>
<b>German (MFL)</b> <ul style="list-style-type: none"> <li>- Understand and respond to spoken and written language within the themes of school subjects and directions</li> </ul>	<b>German (MFL)</b> <ul style="list-style-type: none"> <li>- Understand and respond to spoken and written language within the themes of animals and times of the day.</li> </ul>
<b>The Bible (RE)</b> <ul style="list-style-type: none"> <li>- To know about books which are precious or important and be aware of ways in which sacred religious texts are regarded, handled and read by the members of faith groups</li> <li>- To consider the impact sacred texts have on believers' lives.</li> </ul>	<b>Hindu and Sikh Scripture (RE)</b> <ul style="list-style-type: none"> <li>- To know about books which are precious or important and be aware of ways in which sacred religious texts are regarded, handled and read by the members of faith groups</li> <li>- To consider the impact sacred texts have on believers' lives.</li> </ul>

<p><b>Food Glorious Food! (Environmental studies)</b></p> <ul style="list-style-type: none"> <li>- Be able to explain requirements of seedlings being grown.</li> <li>- Understand how to pot seedlings on and then plant in final growing place.</li> <li>- Develop a knowledge of different growing requirements for the plants that they have grown.</li> <li>- Build on skills to use a variety of gardening tools safely and correctly.</li> </ul>	<p><b>Food Glorious Food! (Environmental studies)</b></p> <ul style="list-style-type: none"> <li>- Taste and cook with (hopefully!) fruits, herbs and vegetables grown in the 'Edible Courtyard'.</li> <li>- Investigate methods for keeping plants watered over weekends and holidays.</li> <li>- Create a range of labels to identify plants grown, in English and German.</li> <li>- Identify a range of plants in our environment and be able to include them in food chains and webs.</li> </ul>
<p><b>Tennis/Swimming (PE)</b></p> <ul style="list-style-type: none"> <li>- Play competitive games, modified where appropriate</li> <li>- Demonstrate improvement and achieve personal bests</li> <li>- Swim competently, confidently and proficiently over a distance of at least 25 metres</li> <li>- Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]</li> </ul>	<p><b>Making 'Smoothies' (DT)</b></p> <ul style="list-style-type: none"> <li>- use research and develop design criteria to inform the design of innovative, functional, appealing products</li> <li>- select from and use a wider range of ingredients, according to their functional properties and aesthetic qualities</li> <li>- investigate and analyse a range of existing products</li> <li>- evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</li> <li>- understand and apply the principles of a healthy and varied diet</li> </ul>