



Year Group 4 Summer Term					
<p>Science</p> <ul style="list-style-type: none"> construct and interpret a variety of food chains, identifying producers, predators and prey 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 Habitats and the impact of humans on them. Plants pollination, seeds (lifecycle) and water transport 	<p>Geography</p> <p>describe and understand key aspects of:</p> <ul style="list-style-type: none"> 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 	<p>Art</p> <p>Artists/Craftmakers/Designers</p> <ul style="list-style-type: none"> Henri Rousseau; <p>DT</p> <ul style="list-style-type: none"> Food—Year 4 Instructions, Healthy Choices, combining ingredients, measuring. <p>Music</p> <ul style="list-style-type: none"> Charanga – Lean on Me (Gospal) 	<p>RE</p> <ul style="list-style-type: none"> Christianity - Baptism 	<p>ICT</p> <ul style="list-style-type: none"> Finding manipulating and presenting information – Databases E-Safety – Who online property belongs to. 	<p>PE</p> <ul style="list-style-type: none"> Real PE Unit 3 <p>PSHE</p> <p>We are learning about different kinds of responsibilities and rights.</p>
<p>We are learning about the water cycle.</p> <p>Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</p> <p>WALT recognise that living things can be grouped in a variety of ways</p> <p>WALT explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment</p>	<p>WALT locate the different rainforests</p> <p>WALT explore the relationship of different rainforests to the Equator</p>	<p>WALT understand what is in different foods</p> <p>Step 1 - WALT Listen with increasing concentration to a variety of music from different styles, traditions and times, and begin to place the music in its historical context. Start to recognise / identify different style indicators and different instruments used.</p> <p>WALT understand the importance of working together in an ensemble or as part of a group and how the musical outcomes are of higher quality when doing so.</p> <p>WALT find the pulse on my own when listening to a piece of music or with a games track.</p> <p>Art – Who Henri Rousseau was,</p>	<p>Christianity – holy communion</p>	<p>E-safety lesson</p>	<p>We are learning about resolving differences</p>

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<p>WALT identify food chains</p>	<p>WALT understand features of the rainforest.</p>	<p>Walt evaluate different burgers and bread buns</p> <p>Step 1 - WALT Listen with increasing concentration to a variety of music from different styles, traditions and times, and begin to place the music in its historical context. Start to recognise / identify different style indicators and different instruments used.</p> <p>Understand the importance of working together in an ensemble or as part of a group and how the musical outcomes are of higher quality when doing so.</p> <p>WALT find the pulse on my own when listening to a piece of music or with a games track.</p>	<p>Christianity – Lent and Ash Wednesday</p>	<p>CEOP lesson</p>	<p>We are learning about resolving differences.</p>



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<p>WALT about the causes and effects of changes in our environment</p>	<p>WALT to understand the types of settlements in the rainforest.</p>	<p>WALT plan our burger and bread buns.</p> <p>Step 2 - WALT Listen with increasing concentration to a variety of music from different styles, traditions and times, and begin to place the music in its historical context. Start to recognise / identify different style indicators and different instruments used.</p> <p>Understand the importance of working together in an ensemble or as part of a group and how the musical outcomes are of higher quality when doing so.</p> <p>WALT find the pulse on my own when listening to a piece of music or with a games track.</p> <p>Art – complete background and</p>	<p>Christianity – All Souls Day/Day of the Dead</p>	<p>Walt use a database</p>	<p>We are learning how the media present information</p>



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<p>WALT recognise that environments can change and that this can sometimes pose dangers to living things</p>	<p>WALT to understand the lives of settlers in the rainforest</p>	<p>WALT make bread</p> <p>Step 2 - WALT Listen with increasing concentration to a variety of music from different styles, traditions and times, and begin to place the music in its historical context. Start to recognise / identify different style indicators and different instruments used.</p> <p>Understand the importance of working together in an ensemble or as part of a group and how the musical outcomes are of higher quality when doing so.</p> <p>WALT find the pulse on my own when listening to a piece of music or with a games track.</p>	<p>Christianity - Funerals</p>	<p>WALT create a database</p>	<p>We are learning about topical issues, problems and events concerning health and wellbeing.</p>



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<p>WALT recognise that environments can change and that this can sometimes pose dangers to living things</p>	<p>WALT identify cause and effect of deforestation</p>	<p>WALT make burgers</p> <p>Step 3 - WALT Listen with increasing concentration to a variety of music from different styles, traditions and times, and begin to place the music in its historical context. Start to recognise / identify different style indicators and different instruments used.</p> <p>Understand the importance of working together in an ensemble or as part of a group and how the musical outcomes are of higher quality when doing so.</p> <p>WALT find the pulse on my own when listening to a piece of music or with a games track.</p>	<p>Christianity – how the Bible is used in weddings</p>	<p>WALT arrange and sort a database</p>	<p>We are learning about topical issues, problems and events concerning health and wellbeing.</p>

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<p>WALT collect results and draw conclusions</p>	<p>WALT create a deforestation game</p>	<p>Step 3 –</p> <p>WALT Listen with increasing concentration to a variety of music from different styles, traditions and times, and begin to place the music in its historical context. Start to recognise / identify different style indicators and different instruments used.</p> <p>Understand the importance of working together in an ensemble or as part of a group and how the musical outcomes are of higher quality when doing so.</p> <p>WALT find the pulse on my own when listening to a piece of music or with a games track.</p>	<p>Christianity – how the Bible is used in festivals</p>	<p>WALT to type</p>	<p>We are learning about being part of a community.</p> <p>We are learning about different groups that support communities.</p>



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<p>WALT investigate the best material to remove oil from water</p>	<p>WALT know rainforest animals</p>	<p>Step 4 –</p> <p>WALT Listen with increasing concentration to a variety of music from different styles, traditions and times, and begin to place the music in its historical context. Start to recognise / identify different style indicators and different instruments used.</p> <p>Understand the importance of working together in an ensemble or as part of a group and how the musical outcomes are of higher quality when doing so.</p> <p>WALT find the pulse on my own when listening to a piece of music or with a games track.</p>	<p>Christianity – how the Bible is a basis for art</p>	<p>WALT to type</p>	<p>We are learning about concepts related to money</p>

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<p>WALT explain how plants adapt to live in different conditions such as: deserts, in shady areas of rainforests and in water.</p>	<p>WALT understand trade from the rainforest to the wider world</p>	<p>Step 5 –</p> <p>WALT Listen with increasing concentration to a variety of music from different styles, traditions and times, and begin to place the music in its historical context. Start to recognise / identify different style indicators and different instruments used.</p> <p>Understand the importance of working together in an ensemble or as part of a group and how the musical outcomes are of higher quality when doing so.</p> <p>WALT find the pulse on my own when listening to a piece of music or with a games track.</p>		<p>WALT to type</p>	<p>We are learning what it means to be enterprising.</p>

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<p>WALT explain how plants adapt to live in different conditions such as: deserts, in shady areas of rainforests and in water.</p>	<p>WALT identify characteristics of rainforests across the world</p>	<p>Step 6 –</p> <p>WALT Listen with increasing concentration to a variety of music from different styles, traditions and times, and begin to place the music in its historical context. Start to recognise / identify different style indicators and different instruments used.</p> <p>Understand the importance of working together in an ensemble or as part of a group and how the musical outcomes are of higher quality when doing so.</p> <p>WALT find the pulse on my own when listening to a piece of music or with a games track.</p>		<p>WALT to type</p>	<p>We are learning what it means to be enterprising.</p>

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