



Bevendean Primary School

Curriculum

Year 4 Summer Framework

Topic focus: Rainforest

English

National Curriculum Aims for Year 4

The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment. The national curriculum for English aims to ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

Learning this term

English this term continues to follow the 'Talk for Writing' process, where the children learn the text type and features required in order to innovate and invent using their own ideas.

This term the children study *The Rainforest*. Stories and drama are used to enable the children to develop an understanding of what life in the rainforest is like as well as the impact of cultural and geographical events. The starting point for writing is a shortened version of *The Lorax* written by Dr Seuss, in which the character of the Lorax defends the land in an attempt to prevent it becoming a wasteland. The children learn the text in order to become effective storytellers and they develop skills using their voices, gestures and actions. The children then participate in drama activities, where they learn how to use detailed description to engage an emotional response from the reader. They then write their own stories based on the learnt text. The teaching focus is using expanded noun phrases and compound sentences. It is also an opportunity to revisit and develop the learning from the previous term on writing speech and using speech punctuation.

The children also learn a discussion text, which questions the positive and negative consequences on testing medication on animals. They learn how to write an unbiased argument by learning the difference between fact and opinion, as well as how to organise paragraphs to create a balanced discussion.

In the second part of the summer term, the children plan a persuasive campaign based on an issue which they feel strongly about. They learn how to use features of persuasive writing and speaking and listening skills to write a speech.

The children study Kennings poetry. A Kenning is a two word phrase describing an object often using a metaphor. They are riddles made up of several lines of kennings to describe something or someone. Using their knowledge of animals found in the rainforest, the children learn how to use descriptive phrases to write a Kenning poem.

Mathematics

National Curriculum Aims for Year 4

The national curriculum for mathematics aims to ensure that all pupils:

- become fluent in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately.
- reason mathematically by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language
- can solve problems by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions.

Learning this term

To develop an understanding of how to estimate and how to check their working out, the children investigate how many calculations can be made with a set of numbers. They investigate the pattern between the amount of numbers in a calculation and the amount of calculations which can be created.

The children design and create their own Rainforest Cafes by writing price list. They organise and prepare a float of money. They take it in turns to be a customer and a shopkeeper by buying and selling from the cafes. The Rainforest Cafes are used as a context for writing and solving two step word problems. For example, how much change would I get from £5 if I bought a mango and a cocoa bean?

Linking to the topic, the children learn about perimeter and area by mapping out the amount of the rainforest lost each day. They calculate the area of different zones within the playground and work out the difference in size.

Later in the term, the children plan a display board for the Rainforest topic. They use their understanding of perimeter and area to calculate the amount backing paper and border needed. They learn how to multiply 2 digit and 3 digit numbers to determine the cost of the materials needed.

Science

National Curriculum Aims for Year 4

The national curriculum for science aims to ensure that all pupils:

- develop scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry and physics
- develop understanding of the nature, processes and methods of science through different types of science enquiries that help them to answer scientific questions about the world around them
- are equipped with the scientific knowledge required to understand the uses and implications of science, today and for the future.

Living things and their habitats

- 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.

Animals including humans

- describe the simple functions of the basic parts of the digestive system in humans
- identify the different types of teeth in humans and their simple functions
- construct and interpret a variety of food chains, identifying producers, predators and prey.

States of matter

- compare and group materials together, according to whether they are solids, liquids or gases
- observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C)
- identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.

Sound

- identify how sounds are made, associating some of them with something vibrating
- recognise that vibrations from sounds travel through a medium to the ear
- find patterns between the pitch of a sound and features of the object that produced it
- find patterns between the volume of a sound and the strength of the vibrations that produced it
- recognise that sounds get fainter as the distance from the sound source increases.

Electricity

- identify common appliances that run on electricity
- construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers
- identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery
- recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit
- recognise some common conductors and insulators, and associate metals with being good conductors.

Learning this term

The children learn the characteristics of living things. They define a habitat and establish that plants and animals live in a particular habitat to meet their basic needs. They learn that it is useful to classify living things and how to make careful observations. They investigate how classification keys work and then go on to create their own using a variety of sweets and images of children within the class. The children revise their understanding of basic food chains and learn how food chains can become complex webs. To understand the impact of environmental changes, the children choose a particular environment to investigate. They research how the environment has changed as well as how the wildlife has adapted.

After learning about the different habitats within a rainforest the children learn about the water cycle. They set up an experiment to represent the part played by evaporation and condensation. A jar is filled with hot water and a plate with ice cubes on is placed on top. As the heat rises and connects with the cold plate, condensation is formed on the underside of the lid. Once sufficient water has condensed, it begins to fall from the lid giving the appearance of rain. The children use this to design visual representations of the water cycle.

Finally the children learn the different states of matter: solid, liquid and gas. They identify the characteristics of these states and begin to classify different things by the states. Using changes in temperature, the children investigate which materials can change state and which are constant.

History

National Curriculum Aims for Year 4

The national curriculum for history aims to ensure that all pupils:

- know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses
- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
- gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

Key stage 2

- changes in Britain from the Stone Age to the Iron Age
- the Roman Empire and its impact on Britain
- Britain's settlement by Anglo-Saxons and Scots
- the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor
- a local history study
- a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
- the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China
- Ancient Greece – a study of Greek life and achievements and their influence on the western world
- a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.

Learning this term

This term the children focus on geography.

Design and Technology

National Curriculum Aims for Year 4

The national curriculum for design and technology aims to ensure that all pupils:

- develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world
- build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users
- critique, evaluate and test their ideas and products and the work of others
- understand and apply the principles of nutrition and learn how to cook.

Key stage 2

Design

- use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups
- generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design

Make

- select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately
- select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities

Evaluate

- investigate and analyse a range of existing products
- evaluate their ideas and products against their own design criteria and consider the views of others to improve their work
- understand how key events and individuals in design and technology have helped shape the world

Learning this term

The children research, plan and develop design ideas to make a smoothie. They gather data about people's favourite fruits and test combinations to create the ideal smoothie. After the recipe has been finalised they research how drinks are marketed and how to design packaging for a target audience. Finally they produce and package their item.

Art

National Curriculum Aims for Year 4

The national curriculum for art and design aims to ensure that all pupils:

- produce creative work, exploring their ideas and recording their experiences
- become proficient in drawing, painting, sculpture and other art, craft and design techniques
- evaluate and analyse creative works using the language of art, craft and design
- know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

Key stage 2

- to create sketch books to record their observations and use them to review and revisit ideas
- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- about great artists, architects and designers in history. – Turner 'Rain and Steam' and William Morris designing and making wallpaper in the style W.M

Learning this term

Using Henry Rousseau as inspiration, the children look at how images can be layered to give the effect of depth. The children learn how to use proportion when drawing so as to make objects appear to be in the distance.

The children use a layering technique with collage to create images of different habitats.

Modern Foreign Language

National Curriculum Aims for Year 4

The national curriculum for languages aims to ensure that all pupils:

- understand and respond to spoken and written language from a variety of authentic sources
- speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation
- can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt
- discover and develop an appreciation of a range of writing in the language studied.

Learning this term

The children learn to speak French with increasing confidence and accurate pronunciation. They develop their French vocabulary by learning words for and by singing songs about body parts and facial features.

They learn how to ask and respond to questions about their opinions of certain foods and how to order in a restaurant.

Computing

National Curriculum Aims for Year 4

The national curriculum for computing aims to ensure that all pupils:

- ♦ can understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation
- ♦ can analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems
- ♦ can evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems
- ♦ are responsible, competent, confident and creative users of information and communication technology.

Key stage 2

- design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts
- use sequence, selection, and repetition in programs; work with variables and various forms of input and output
- use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs
- understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration
- use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content
- 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
- use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

Learning this term

In computing this term, the children learn about the steps needed to create a wiki entry. After investigating different websites, they choose a topic and create a class webpage. They use the internet and books to research facts and use these to create a short and accurate information text about a certain animal. Finally they learn how to upload this to their website.

PSHE

National Curriculum Aims for Year 4

The national curriculum for personal, social, health, economic and citizenship education aims to ensure that all pupils:

- accurate and relevant knowledge
- opportunities to turn that knowledge into personal understanding
- opportunities to explore clarify and if necessary challenge their own and others values, attitudes, beliefs, rights and responsibilities
- opportunities to learn and practice the skills and strategies they need in order to live healthy, safe, fulfilling, responsible and balanced lives.

Learning this term

The topics this term are: *Relationships*, *Changes* and *Sex Education*.

The focus during the *Relationships* topic is about developing a greater awareness of the different types of relationships, including those between friends and families and civil partnerships and marriages. Through discussion, key texts and role play, the children identify what they think a positive, healthy relationship is and learn that they have a right to be happy and safe.

In *Changes*, the children learn about different transitions (between classes, key stages and schools), loss, separation, divorce and bereavement. These topics are handled sensitively and explored through discussion and drama.

Whilst learning how to keep safe, the children learn that negative emotions and reactions can make them vulnerable to peer pressure. They study potential influences such as peer pressure and media influences and learn how to identify warning signs.

In *Sex Education*, the children learn how their body will change as they approach puberty. They also learn about human reproduction and conception.

Physical Education

National Curriculum Aims for Year 4

The national curriculum for computing aims to ensure that all pupils:

- can understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation
- can analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems
- can evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems
- are responsible, competent, confident and creative users of information and communication technology.

Key stage 2

- use running, jumping, throwing and catching in isolation and in combination
- play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending
- develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- perform dances using a range of movement patterns
- take part in outdoor and adventurous activity challenges both individually and within a team
- compare their performances with previous ones and demonstrate improvement to achieve their personal best.

Learning this term

This term the children participate in athletics and invasion games lessons, where they develop teamwork strategies, defensive skills, endurance and co-ordination. They learn the basic skills needed for different athletic activities, such as relay races, standing jumps and throwing. Teamwork is developed through playing invasion games. They learn to listen, follow plans and evaluate success, as well as learning to communicate respectfully with their partners.

Religious Education

National Curriculum Aims for Year 4

The local authority curriculum for religious education aims to ensure that all pupils:

- develop their knowledge and understanding of the nature of religious beliefs and practices and the importance of these in the lives of believers
- explore those aspects of human experiences which give rise to spiritual awareness and fundamental issues about beliefs and values.

Learning this term

Following on from the previous term's learning about understanding different faiths, the children learn about the beliefs and practises of Hinduism. Throughout the term, they develop an understanding of monotheism, a belief in one god, but that one god can have different names and roles. To help the children develop a better understanding of this, they learn that they also have different names, for example sister, daughter, pupil, cousin etc.

After researching the different names for a god, the children create a fact file. They focus on the different rituals to pray to each god and consider how a change in scenarios requires assistance from different gods.

Using a range of materials, the children build a shrine for the god they feel would be most relevant to them and they explain why they believe this.

Music

National Curriculum Aims for Year 4

The national curriculum for music aims to ensure that all pupils:

- perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians
- learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence
- understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

Key stage 2

- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- improvise and compose music for a range of purposes using the inter-related dimensions of music
- listen with attention to detail and recall sounds with increasing aural memory
- use and understand staff and other musical notations
- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- develop an understanding of the history of music.

Learning this term

The children listen to reggae music. They use a variety of songs to identify similarities in structure, memorable lyrics and melodic phrases. They learn to sing and perform as an ensemble with increasing accuracy, fluency, control and expression. The children learn to read musical notation in order to add instrumental accompaniment.

After half term, they learn about gospel songs with a particular focus on *Lean on Me* performed by Bill Withers.