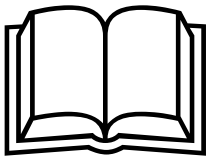
















# Deanery C.E. Primary School

## Programme of Work in Year 4 SUMMER TERM 2019

English and Maths are taught following the Renewed Primary Framework. The aim of the Primary Framework for literacy and mathematics is to support and increase all children's access to excellent teaching, leading to exciting and successful learning.

<p>English</p> 	<p><b>READING</b> The reading curriculum in Year 4 is based on a wide range of high-quality fiction, poetry and non-fiction and provides opportunities for children to apply their developing reading skills. Children are also given opportunities to choose their own books and other reading materials to develop personal tastes in text-types and authors. The Year 4 reader needs to develop the ability to use a range of resources to find information and answers to questions, deciding which are helpful and which to put aside.</p> <p><b>WRITING</b> Narrative writing develops both in length and in structure, using good models from personal reading and stories read aloud. Children should begin to organise work into paragraphs. Learners should be increasingly using ambitious vocabulary and varied sentence construction to engage the reader.</p> <p><b>Narrative:</b> Stories linked to popular authors such as David Walliams. <b>Non Fiction:</b> Explanation texts: Linked to Geography and History topics (Natural Disasters and Vikings)</p> <p><b>BIG WRITING</b> This weekly session will develop the 4 generic targets in writing: Vocabulary, Conjunctions, Fronted adverbials and Punctuation</p> <p><b>SPELLING</b> Year 4 spelling is marked by increasing accuracy of high frequency and phonically regular words and the ability to apply a range of strategies to unfamiliar words.</p> <p><b>HANDWRITING</b> Children will be taught to use use a neat, joined and legible handwriting style both in dedicated practice sessions and consistently across the curriculum.</p>
<p>Mathematical Development</p> 	<p>In Year 4, children solve increasingly complex word problems. They identify the operations to use, record them using symbols in number sentences and talk about their methods and their solutions.</p> <p>Most children learn how mathematics is used to represent real-life problems. Links to other curriculum areas and to out-of-school contexts demonstrate the role of mathematics as an important and valuable problem solving tool.</p> <p>Year 4 children derive and recall addition and subtraction facts that involve two-digit numbers.</p> <p>Children recall multiplication tables to 12 x 12 and derive the associated division facts. Teachers develop children's use of language of shape, direction and position. They read times and interpret and calculate time intervals. Teachers support children in justifying their answers in reasoning and problem solving activities.</p>
<p>Science</p> 	<p><b>Electricity</b> Children will revisit some uses of electricity and the importance of safety before constructing simple circuits. They will understand how to change a circuit by changing its components.</p> <p><b>Working scientifically – Brilliant bubbles.</b> This topic will give children a chance to explore some of the science that develops 'working scientifically' skills. It will show children that everyday objects have links to science. Children will investigate bubbles – why they are spherical, where we find bubbles etc.</p>

<p>R.E. </p> 	<p><b>Rituals involving water through different religions-</b> Children will explore the role water plays in key events eg. The Muslim ritual Wudu, washing of the feet and baptism in Christianity and the Sikh baby blessing ritual.</p> <p><b>Understanding Christianity –</b> Children will consider the events of Pentecost and link this back to work on The Trinity. They will make links between ideas about the Kingdom of God explored in the Bible and what people feel about following God in the world today.</p>
<p>Spanish</p> 	<p>Children will learn about</p> <ul style="list-style-type: none"> <li>- Festivals celebrated in Spain.</li> <li>-Spanish speaking holiday destinations.</li> <li>-Holiday topic vocabulary, such as clothing, weather and food.</li> </ul> <p>Children will also use their food vocabulary to design a menu.</p>
<p>P.E.</p> 	<p>In PE we will focus on Athletics and Outdoor and Adventurous Activities - Using a simple map of the playground or school fields to complete an orienteering course. We will also be exploring striking and fielding activities developing cricket and rounders skills in our Games lessons.</p>
<p>I.C.T.</p> 	<p><b>Physical Computing Crumble</b></p> <p>In this project pupils create Audiobots - robotic instruments. Pupils use the Crumble to drive either a servo or motors to control these as well as using the switch to make their instrument playable.</p> <p><b>Information Technology</b></p> <p>Children will use iPads to create Stop -Motion animation. This unit teaches children the principles and techniques of simple animation. They will learn about the history and research early animation techniques used before the use of computers.</p>
<p>P.S.H.E.</p>  	<p><b>SRE – DVD1 Changes (Puberty)</b></p> <p><b>PSHE –</b> Children will work with the Dot Com programme throughout this term. The Dot Com programme is built on the core process of Protective Behaviours, which has as its main themes: 'We all have the right to feel safe all the time', and 'We can talk with someone about anything, even if it feels awful or small'. Implicit in this is that people have a right to feel safe with <u>us</u>. Protective Behaviours is a practical down to earth approach to personal safety. It is a process that encourages self-empowerment and brings with it the skills to raise self-esteem and to help avoid being victimised. This is achieved by helping individuals to recognise and trust their intuitive feelings (Early Warning Signs) and to develop strategies for self-protection. The Protective Behaviours process encourages an adventurous approach to life that satisfies the need for fun and excitement without violence and fear.</p>
<p>Creative curriculum</p> 	<p><b>Vikings:</b></p> <p>In history we'll be finding out about:</p> <ul style="list-style-type: none"> <li>• Why the Vikings came to Britain and why they settled here.</li> <li>• We will be learning about how their settlement affected the country and their relationship with the Anglo-Saxon settlers, including why Vikings chose to raid monasteries.</li> <li>• We will learn about Viking beliefs and read some of the Viking sagas.</li> </ul> <p>In <b>geography</b> we'll be finding out about:</p> <ul style="list-style-type: none"> <li>• Where the Vikings came from and where they settled in Britain.</li> </ul> <p>In <b>Art</b> we'll be finding out about:</p> <ul style="list-style-type: none"> <li>• Viking treasure and continue our work on observational sketching.</li> </ul> <p>In <b>design technology</b> we'll be finding out about:</p> <ul style="list-style-type: none"> <li>• How to make a miniature Viking boat that floats and sails efficiently through the water using a choice of different materials.</li> </ul> <p><b>Natural Disasters:</b></p> <p>In <b>geography</b>, we will find out:</p> <ul style="list-style-type: none"> <li>• Location of earthquakes, tornadoes and tsunamis</li> <li>• Volcanic eruptions and flooding</li> </ul> <p>In <b>history</b>, we will find out:</p> <ul style="list-style-type: none"> <li>• The effects natural disasters have had on people and the environment looking at disasters from the past – Pompeii.</li> </ul> <p>In <b>Art</b>, we'll find out:</p> <ul style="list-style-type: none"> <li>• How to use different medias to show natural disasters</li> </ul>
<p>Music</p> 	<p><b>Listen and Appraise –</b> Children will be exploring composition based on natural disasters, Cuckoo! and some more of Britten's Friday Afternoons songs with their cover versions.</p> <p><b>Musical Activities -</b> learn about the interrelated dimensions of music through: games,</p>

	singing and playing instruments with or without notation. In the 2 <sup>nd</sup> half term the children will be consolidating learning that has taken place over the year, revisiting songs and instrumental pieces and will culminate in a group performance to peers.
<p><b>Homework</b></p> 	<p>There will be a weekly spelling test on a Tuesday when children need to remember to bring in their spelling journal for this day. Children should aim to read for 15 minutes each night. Children are expected to produce a piece of writing based on their 2 literacy targets once every three weeks. This will be completed in their homework target book. Children will complete a grammar homework once every three weeks and also a reading comprehension once every three weeks. There is also a maths based activity each week, completed electronically via My Maths. Children record a maths question daily in Homework Diaries, to share with parents.</p>