





Sustainability

Year: 4

Term: Summer 2

Tier 1 (known words)	Tier 2 (Sentence and visual)	Tier 3 (Specialist words)
<p>robot</p> <p>hurricane</p> <p>island</p> <p>cargo</p> <p>attention</p> <p>communicate</p> <p>hatchling</p> <p>instincts</p> <p>urging</p> <p>technique</p> <p>skittered</p>	<p>Narrative</p> <p><u>crumpled</u>: crushed to form creases and wrinkles</p> <p><i>Robot parts lay crumpled on the beach.</i></p>  <p><u>lingered</u>: stay or hang around for longer than necessary</p> <p><i>A sweet aroma lingered in the air.</i></p> <p><u>engulfed</u>: sweep over something so as to surround or completely cover it</p> <p><i>Roz was engulfed in a swirl of gulls.</i></p>  <p><u>methodically</u>: in an orderly or systematic manner</p> <p><i>Up she went, methodically climbing the ledge.</i></p>	<p>History</p> <p>Artefacts / chronology/ treatment / health / technology / culture / medical practices / civilisations / beliefs / plague / era / period /</p> <p>Geography</p> <p>Carbon footprint / renewable energy / energy production / food miles / energy storage / land usage /</p> <p>Science (Electricity)</p> <p>Electricity / appliance / mains / battery / power / generation/ circuit / component / device / cell / wires / bulbs / buzzer / switch / open / closed / conductor / insulator / (in)complete circuit / diagram / series circuit / parallel circuit</p>



English (Objectives)

Reading:

- Use knowledge of root words to understand meanings of words
- Use prefixes to understand meanings
- Use suffixes to understand meanings of nouns
- Read and understand selected words from the Year 4 list.
- Identify, discuss and collect favourite words and phrases which capture the reader's interest and imagination in poetry and narrative texts
- Identify key vocabulary and discuss possible meanings.
- Use the first three letters to locate words in a dictionary.
- Use punctuation to determine intonation and expression when reading aloud to a range of audiences
- Make predictions from different parts of the story, based on information stated
- Draw inferences around characters' actions and justify with evidence from the text.
- Identify the main idea from one paragraph and summarise orally
- Prepare for research by identifying what is already known, generate key questions to structure the task
- Evaluate how specific information is organised within a non-fiction text
- Locate features of information texts in print and on screen.
- Participate in discussion about what is read to them and books they have read independently
- Make and respond to contributions in a variety of group situations

Writing :

- Create and use sentences with an adverb starter
- Create sentences with fronted adverbials for when
- Use inverted commas to punctuate direct speech
- Identify, select and effectively use pronouns
- Use nouns for precision,
- Explore, identify and use Standard English verb inflections in writing
- Identify and discuss the purpose and audience of the writing
- Discuss and record ideas for planning
- Develop characterisation using action, dialogue and description.
- Improvise and compose dialogue between two characters.
- Use paragraphs to organise writing
- Link ideas across paragraphs using fronted adverbials for when and where

Maths (Red Rose Maths)

Unit 20: Lesson 3, 4 and 5

Unit 21: Lesson 6, 7, 8, 10

Unit 22: Lesson 5, 6, 7, 8a (chunking), 8b (formal)

Unit 23: Lesson 1, 2

Unit 24: Lesson 1, 2, 4, 5, 6, 7, 8

R.E (unit) - Lancashire Agreed Syllabus

Islam

Why do Muslims fast during Ramadhan?

Science (Objectives) – Animals inc Humans

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

Science (Objectives) – 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

Skills:

Questioning: *Asking relevant questions and using different types of scientific enquires to answer them*

Planning: *Setting up simple, practical enquires, comparative and fair tests*

Measuring: *Making systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and dataloggers*

Recording: *Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions*

Presenting: *Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables*

Concluding: *Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions*

Evaluating: *Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions*

Identifying differences, similarities or changes related to simple scientific ideas and processes

Using straightforward scientific evidence to answer questions or support their findings

Humanities (Geography)

Human and physical geography: Use geographical language to identify and explain some aspects of human and physical features and patterns

Describe how features and places change and the links between people and environments.

Geographical Skills: Enquiry and Investigation: Ask and respond to more searching geographical questions including 'how?' and 'why?'

Identify and describe similarities, differences and patterns when investigating different places, environments and people.

Geographical Skills: Fieldwork: Observe, record, and explain physical and human features of the environment.

Map skills

Direction/Location: • Use 4 compass points well: • Begin to use 8 compass points; • Use letter/no. co-ordinates to locate features on a map confidently

Drawing maps: • Make a map of a short route experienced, with features in correct order; • Make a simple scale drawing.

Representation: • Know why a key is needed. • Begin to recognise symbols on an OS map

Using maps: • Locate places on large scale maps, (e.g. Find UK or India on a globe) • Follow a route on a large scale map.

DT: Drawing and painting into 3D Sculpture

- Investigate similar products to the one to be made to give starting points for a design.
- Research needs of user.
- Investigate key events and individuals in design and technology.
- Use electrical systems such as switches, bulbs and buzzers.
- Develop vocabulary related to the project.
- Use ICT to control products.
- Plan a sequence of actions to make a product.
- Think ahead about the order of their work and decide upon tools and materials.
- Propose realistic suggestions as to how they can achieve their design ideas.
- Select from materials according to their functional properties.
- Plan the stages of the making process.
- Discuss how well the finished product meets the design criteria of the user.

Music (Unit)

- Lancashire music service: Compose 3

Computing (NCCE units)

eSafety (Week 1) : Project evolve - Health, lifestyle and wellbeing & Online relationships

Unit 6 (Week 2-6): Programming B - Repetition in games

PSHE (Unit)

Medicines and household products; drugs common to everyday life

- the importance of taking medicines correctly and using household products safely
- to recognise what is meant by a 'drug'
- that drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) can affect health and wellbeing
- to identify some of the effects related to different drugs and that all drugs, including medicines, may have side effects
- to identify some of the risks associated with drugs common to everyday life
- that for some people using drugs can become a habit which is difficult to break
- how to ask for help or advice

P.E (Unit)

Target games & OAA / swimming

MFL (French):

What's the time?

Holidays and Hobbies