

Maths - Decimals

- Tenths and Hundredths
- Write, compare, order and round decimals.

Money

- Using pounds and pence to order and estimate money
- Add, subtract, multiply and divide simple amounts of money.

Time

- Telling time using hours and minutes, analogue, digital and 24-hour clock.

Statistics

- Interpret line graphs

Properties of Shapes/Position and Direction

- Angles, quadrilaterals, triangles, symmetry and movement of shapes on a grid.

Music

Listen to and evaluate historical music from a range of periods and evaluate. Listen to Tudor music and identify instruments used.

Know the difference between pitch and volume.

Topic (History)

- Understanding that knowledge of the past is constructed from a wide range of sources.
- Develop a chronologically secure knowledge of history.
- Children can interpret primary sources of evidence to understand more about the Tudors.
- Children understand the impact that the changing power of monarchs had on society through the Tudor period.
- Children understand the social divide in Tudor Times and how it affected people.
- Children can identify what the Tudors enjoyed as social leisure and entertainment including music, dance and theatre.

Year 4 Topic Overview Summer Term 2022

English

'The Boy and the Globe' - Narrative writing
'The Terrible Tudors' – Debate/Argument
'A Midsummer Night's Dream' (adapted by Andrew Matthews) – Play Scripts

Grammar

Using a wider range of conjunctions to expand sentences.

Choosing nouns or pronouns appropriately to avoid repetition.

Possessive apostrophes revision.

**Big Question: Who am I? How do I act? Why?
What can I give him? How can I build a better world?**

Science

Sound:

Identify how sounds are made
Recognise that sounds travel as vibrations to the ear
Find patterns between the pitch of a sound and the features of the object that produced it.
Find patterns between the volume of a sound and the strength of vibrations that produced it.
Recognise that sounds get fainter as distance from the source increases.

Electricity:

Identify common appliances that run on electricity.
Construct and identify parts of simple circuit.
Identify whether or not a lamp will light in a simple circuit.
Recognise that a switch opens and closes a circuit.
Recognise some insulators and conductors.

Real P.E - Tudor Dancing – Choreographing our own pavane and galliard.

Skills practice

Art/D.T

- Design your own sword and shield
- Sketching portraits of Shakespeare and Tudor Royalty
- Group collages of royalty.
- Sew a Tudor money pouch and weave your own string.

Computing:

Design your own scratch game based on 'Whack a Witch'
Complete debugging and algorithm challenges.
Complete Year 4 ICT competency challenge cards.

RE:

Unit F – OT Moses and King David

Understand that God chose and called Moses/David for special tasks. Recognise God protected his people and (in the Psalms of David) we find images of God caring for/protecting his people

Unit I – Easter Know the Gospels contain accounts of the Resurrection. Understand the transforming effect this had on the disciples. Ascension reminds Christians of the promise of Christ to remain always with them.

Unit J - Pentecost Know the story of Pentecost and how the gift of the HS changed the lives of apostles.

Unit K – Sharing in the life of Christ

PSHCE

TEN:TEN

TOPIC	SCIENCE
<p><u>Key Vocabulary:</u> <i>Can you find out the meaning of these words and use them in a sentence correctly?</i></p> <p>Primary Secondary Source Monarch Reign Period Chronological Battle Christian Catholic Nobility</p>	<p><u>Key Vocabulary:</u> <i>Can you find out the meaning of these words and use them in a sentence correctly?</i></p> <p>Vibration Sound Pitch Volume Electricity Battery Switch Bulb Wire Insulators Conductors</p>
<p>*Can you identify some of the ways in which poor and rich people lived differently in Tudor times?</p> <p>**Can you draw a family tree showing some members of Tudor royalty?</p> <p>***Compare the reigns of different Tudor monarchs – which do you think was the best leader and why?</p> <p>****Can you draw comparisons between Tudor times and modern day?</p> <p>*****Based on the evidence we have examined about Tudor times, would you like to be a Tudor? If not then why not? If so then which social class would you like to fit in and why? (royalty, nobility, rich, poor)</p>	<p>*Can you name some materials that are conductors and insulators?</p> <p>**Can you draw a complete circuit with a bulb and switch?</p> <p>***How can you tell whether a circuit is complete?</p> <p>**** Explain how to change the pitch of the sound that an elastic band makes when it is plucked. How do you change the volume?</p> <p>***** Can you design an instrument that can make both high pitch and low pitch sounds? Explain how the person playing it would change the pitch.</p>

The questions are of increasing difficulty, encouraging pupils to be 'ambitious for the higher gifts'. The four and five star questions are designed to be opened ended and rely on higher order thinking. Perhaps these questions could form the basis of discussions at home, as well revisiting key knowledge in the first three star questions.