

KS2 – Year Four

Year 4 Amber and Citrine	Term 6 Summer 2	Enquiry Theme	Spectacular Spain!
		Enquiry Engagement Question	How does climate impact culture and trade?
Role play	Inside	Science Lab	

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
English- reading- text whole class	The Demon Headmaster by Gillian Cross						
Reading To discuss and compare texts from a wide variety of genres and writers. To read for a range of purposes. To identify themes and conventions in a wide range of books. To use dictionaries to check the meaning of words that they have read. To prepare and perform poems and play scripts with appropriate techniques (intonation, tone, volume and action) to show awareness of the audience when reading aloud.	Refer to authorial style, overall themes (e.g. triumph of good over evil) and features (e.g. greeting in letters, a diary written in the first person or the use of presentational devices such as numbering and headings). Discuss vocabulary used to capture readers' interest and imagination.	Justify predictions from details stated and implied. Discuss vocabulary used to capture readers' interest and imagination. Draw inferences from characters' feelings, thoughts and motives that justifies their actions, supporting their views with evidence from the text	Justify predictions from details stated and implied. Refer to authorial style, overall themes (e.g. triumph of good over evil) and features (e.g. greeting in letters, a diary written in the first person or the use of presentational devices such as numbering and headings).	Discuss vocabulary used to capture readers' interest and imagination. Draw inferences from characters' feelings, thoughts and motives that justifies their actions, supporting their views with evidence from the text	Justify predictions from details stated and implied. Discuss vocabulary used to capture readers' interest and imagination.	Recognise and discuss some different forms of poetry (e.g. free verse or narrative poetry). Discuss vocabulary used to capture readers' interest and imagination.	Recognise and discuss some different forms of poetry (e.g. free verse or narrative poetry). Discuss vocabulary used to capture readers' interest and imagination.
English- Writing Composition, vocabulary, grammar and punctuation, linked to foundational	Genre: Explanation Text(s): Operation Gadget Man by Malorie Blackman Identify and write the subordinating conjunctions 'as', 'while' and 'if'. Identify and write complex sentences that open with a main clause followed by a subordinate clause ('as', 'while' and 'if').		Genre: Narrative- description Text(s): The Snow Walker's Son by Catherine Fisher Identify and write the subordinating conjunctions 'as', 'while' and 'if'. Identify and write complex sentences that open with a main clause followed by a subordinate clause ('as', 'while' and 'if'). Identify and write complex sentences that open with a subordinate clause followed by a main clause ('as', 'while' and 'if'). Identify and write sentences that open with present or past participles. Identify and write sentences that open with present or past participle phrases.			Genre: Poetry Text(s): Use PC Poetry Spines Identify and write similes and metaphors.	

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skills/knowledge.	Identify and write complex sentences that open with a subordinate clause followed by a main clause ('as', 'while' and 'if'). Identify and write sentences that open with present or past participles. Identify and write sentences that open with present or past participle phrases.						
English- phonics Phase ... Little Wandle Letters and Sounds	Little Wandle Letters and Sounds – for those children working within this- below age-related						
English- spelling	r	s	t	w	x	ch	sh
English- handwriting 21 Consistency of size 22 Proportion 23 Spacing between letters and words 24 Size, proportion and spacing 25 Fluency: writing longer words 26 Speed and fluency 27 Revising break letters 28 Print alphabet: presentation 29 Assessment 30 Capital letters: presentation	24 Size, proportion and spacing	25 Fluency: writing longer words 26 Speed and fluency	25 Fluency: writing longer words 26 Speed and fluency	27 Revising break letters	28 Print alphabet: presentation	30 Capital letters: presentation	26 Speed and fluency
Maths Statistics Geometry: Properties of Shapes Position and Direction	Statistics	Statistics	Geometry: Properties of Shapes	Geometry: Properties of Shapes	Geometry: Position and Direction	Geometry: Position and Direction	Geometry: Position and Direction
Maths- Foundational Facts	Calculate minutes to the next hour	Calculate minutes to the next hour	Convert different measures	Consolidation/ Assessment based gap filling	Consolidation/ Assessment based gap filling	Consolidation/ Assessment based gap filling	
Science 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	Describe solids, liquids and gases. Ask simple questions about patterns in observable features of materials.	Describe how heating and cooling change materials and ask new questions from what I observe. Ask a question, carry out a simple enquiry,	Explain how heating and cooling change chocolate. Ask new scientific questions linked to observed patterns.	Observe evaporation and condensation. Ask new questions about how temperatures affects them.	Explain how water changes state in the water cycle. Use findings from a model to generate new testable questions.	Use data and observation to identify patterns in melting points. Ask questions stimulated by	

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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.		then ask a new question from findings.				secondary research and real-life examples.	
History Timeline building and key knowledge recap							
Geography	Locate countries and cities in Europe on a map.	Compare landscapes and physical features.	Explore human features.	Compare climates.	Explore traditions and cultures.	Explore trade links and land use in a European country.	
Art and design Impressionism (Painting) Monet	Discover the work of Monet and describe differences to previously studied art Understand impressionism	Explore a range of impressionist paintings Discuss the impact of technique, colours and brushstrokes	Analyse the work of Monet using artistic vocabulary	Experiment with brushstrokes, mixing paints Use perspective when drawing	Compose a final piece using a range of brushstrokes and layers of colour Apply paint in stages to create shape and form	Evaluate the final piece – stating what they like, dislike and would change using artistic vocabulary. Make comparisons to Monet	
Design and Technology Create a Buzz (Mechanical/Electrical) Joseph Henry	Identify electronic games and discuss purpose Identify the specifications for a product Demonstrate how electricity and circuits work in a game like Operation	Understand the history of a buzzer from Joseph Henry's doorbell to games Understand the evolution of a product over time	Conduct consumer research	Plan a game informed by consumer research and providing rationale Identify costing for the game Present a plan with annotated diagrams and exploded drawings to show detailed sections	Make a prototype of circuit to be used Make final product incorporating evaluations and feedback	Present the final piece Evaluate how product could be developed in further editions	
Music Changes in pitch, tempo and dynamics (Theme: Rivers) Learning to listen to changes in pitch, tempo and dynamics and relate it to something tangible and familiar. Linking to geography learning.	Sing in two parts using expression and dynamics	Recognise key elements of music	Perform a vocal ostinato	Create and perform an ostinato		Improve and perform a piece of music based around ostinatos	

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represent different stages of the river through vocal and percussive ostinatos, culminating in a final group performance.							
Computing Repetition in games (4.6) Using a block-based Programming language to explore count-controlled and infinite loops when creating a game.	Develop the use of count-controlled loops in a different programming environment	Explain that in programming there are infinite loops and count-controlled loops	Develop a design that includes two or more loops which run at the same time	Modify an infinite loop in a given program	Design a project that includes repetition	Create a project that includes repetition	
PE Swimming Cricket	Swimming	Swimming	Swimming	Swimming	Swimming	Swimming	Swimming
	Cricket Use a batting stance and hit the ball in different directions.	Cricket Anticipate when to run to score singles.	Cricket Intercept a moving ball with one hand.	Cricket Bowl overarm.	Cricket Pull shot and attempt it in a game.	Cricket Field a bouncing ball effectively.	Cricket
RE Christianity: Prayer and Worship Do people always need to go to church to show that they are Christians?	Describe the feelings associated with a special place.	Discuss some events or services that might happen at a church.	Discuss some events or services that might happen at a church (with a focus on Holy Communion).	Discuss how a church might support a Christian with prayer and worship in their lives today.	Describe some of the ways Christians use churches to worship and pray or celebrate important events and services such as Baptisms and Holy Communion.	Explain some of my feelings about a special place and suggest why they exist.	
PSHE and Citizenship Changing Me Being unique Having a baby Girls and puberty Confidence in change Accepting change Preparing for transition Environmental change	Know that personal characteristics are inherited from birth parents and <i>this is brought about by an ovum joining with a sperm</i>	Understand the responsibilities in parenthood. <i>Know the names of the different internal and external body parts that are needed to make a baby</i>	Know how the female and male body change at puberty Know that personal hygiene is important during puberty and as an adult	Know how the circle of change works and apply the changes to their life.	Know that change is a normal part of life and that some cannot be controlled and have to be accepted	Know that change can bring about a range of different emotions	<i>Moved to Year 5</i>
MfL At the Tea Room (Fr) At the Café (Sp) At the Restaurant (It) (I)	Recognise, recall and spell the ten masculine nouns with the indefinite article/determiner for popular food and drink typically offered in a cafeteria	Consolidate the ten masculine nouns taught last week and will progress to learning a further ten feminine nouns with the indefinite article/determiner	Learning some transactional language to be able to order food and drink	Learning how to ask for the bill and how to say 'goodbye' and 'thank you'	Learn about Spanish currency and consolidate knowledge of numbers in the foreign language in order to calculate the bill		

Visits/ visitors							
REAch2 11 before 11 Promises	Hiking Hero 						