

Year 4: Summer
**How have our
coasts made
Britain Great?**

Art and Design

Art: Sketch of a coastal area using chalk

DT: Create a castle with a functioning drawbridge.

Use gears, levers and/pulleys in their designs and products.

Geography

Coasts

U.K and Europe

Physical Features

Human Experiences

Field Work

History

History of coastal settlements in Britain

Literacy

Write a story opener based on Flotsam
Describing a villain inspired by *Sir Gawain*.

Writing and performing our own quest poems.

Writing our own story inspired by *Sir Gawain*.

PSHE

Importance of good mental well-being and physical wellbeing.

To know who my support network is

To learn some strategies to manage friendship disputes.

Music

To appreciate brass music.

Computing

Learning about how the internet works.

Science

Electrical circuits

How sound works

Maths

Decimals

Money

Time

Shape

Statistics

Position and direction

Year 4 Summer: How have our coasts made Britain Great?

Literacy

Writing

Planning

- ✓ Discuss writing similar to that which they are planning to write in order to learn from its structure, vocabulary and grammar.
- ✓ Discuss and record ideas (inc. adventurous vocab) in Magpie books to inform compositions.

Draft & Write

- ✓ In narratives, create settings, characters and plot through:
- ✓ Deliberate and purposeful vocabulary choices.
- ✓ Using expanded noun phrases, preposition phrases, adverbials and similes.
- ✓ Describing characters with awareness of how details and word choices will reveal their character (inc. behaviour and speech).
- ✓ Show an awareness of the difference between written and spoken English and how to use this in their writing through using formal language in appropriate non-fiction
- ✓ Use a wider range of conjunctions inc. when, if, because, although to write sentences with more than one clause.
- ✓ Use conjunctions, preposition phrases and adverbials to express time and cause.
- ✓ In non-narratives, use organisational features e.g. headings/subheadings.

Evaluate & Edit

- ✓ Assess the effectiveness of own writing and others suggesting improvements.
- ✓ Propose changes to grammar and vocabulary to improve consistency.
- ✓ Proof-read for spelling and punctuation errors.

Grammar - Pupils in Y4 need to be able to identify, know and use:

- ✓ Punctuating direct speech.
- ✓ Writing reported speech.
- ✓ Apostrophes for possession (singular and plural) and contraction.
- ✓ Identify and use possessive pronouns.
- ✓ Fronted adverbials & commas.
- ✓ Expanded noun phrases with prepositional phrases.
- ✓ Mastery of pronoun and noun variation for cohesion.
- ✓ Use ! . ? , ‘ ‘ ‘ ‘
- ✓ Determiner, possessive pronoun.
- ✓ Know the difference between plural and possessive s.

Reading

- ✓ Infer character's thoughts, feelings and motives using evidence and explanation.
- ✓ Identify themes and conventions in a range of books
- ✓ Check a text makes sense, including explaining the meaning of words in context.
- ✓ Identify how language, structure and presentation contribute to meaning (ongoing)
- ✓ Use an age-appropriate dictionary to check the meanings of words.
- ✓ Predicting what might happen from details stated and implied and linking to the revealing details in the text through quotation and simple explanation.
- ✓ Discussing words and phrases that capture the reader's interest and imagination (ongoing).
- ✓ Summarising key points from more than one paragraph (ongoing).
- ✓ Read books structured in different ways.
- ✓ Ask questions to improve understanding of a text.
- ✓ Retrieve and record information from non-fiction and fiction. (ongoing).
- ✓ Prepare poems to read aloud and perform, using intonation.

Key vocabulary:

Free verse, narrative poem, content, intonation, stated and implied, theme, convention, determiner, possessive pronoun, persuasive technique, repetition, rhetorical question.

Mathematics

Fractions, decimals and percentages

- ✓ count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten
- ✓ recognise and write decimal equivalents of any number of tenths or hundredths
recognise and write decimal equivalents to 1 4 , 1 2 , 3 4
- ✓ round decimals with one decimal place to the nearest whole number
- ✓ compare numbers with the same number of decimal places up to two decimal places
- ✓ solve simple measure and money problems involving fractions and decimals to two decimal places

Measurement

- ✓ Convert between different units of measure [for example, kilometre to metre; hour to minute]
- ✓ estimate, compare and calculate different measures
- ✓ estimate, compare and calculate different measures, including money in pounds and pence
- ✓ read, write and convert time between analogue and digital 12- and 24-hour clocks
- ✓ solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days

Geometry

- ✓ compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes
- ✓ identify lines of symmetry in 2-D shapes presented in different orientations
- ✓ identify acute and obtuse angles and compare and order angles up to two right angles by size
- ✓ identify lines of symmetry in 2-D shapes presented in different orientations
- ✓ complete a simple symmetric figure with respect to a specific line of symmetry
- ✓ describe positions on a 2-D grid as coordinates in the first quadrant
- ✓ describe movements between positions as translations of a given unit to the left/right and up/down
- ✓ plot specified points and draw sides to complete a given polygon
- ✓ Draw polygons, specified by coordinates in the first quadrant, and translate within the first quadrant
- ✓ Identify line symmetry in 2D shapes presented in different orientations.
- ✓ Reflect shapes in a line of symmetry and complete a symmetric figure or pattern with respect to a specified line of symmetry

Statistics

- ✓ interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs
- ✓ solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs

Year 4 Summer: How have our coasts made Britain Great?

<p><u>Geography</u> <u>Locations</u></p> <ul style="list-style-type: none"> ✓ name and locate counties and cities of the United Kingdom, key topographical features (including hills, mountains, coasts and rivers) <p>Key vocabulary: coast, beach, cliff</p> <p><u>Place</u></p> <ul style="list-style-type: none"> ✓ understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country <p>Key vocabulary: country, climate, culture, topography</p> <p><u>Skills</u></p> <ul style="list-style-type: none"> ✓ use maps to locate countries and describe features studied ✓ use the eight points of a compass, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world ✓ use fieldwork to observe, measure, record and present the human and physical features in the local area 	<p><u>Science</u> <u>Electricity</u></p> <ul style="list-style-type: none"> ✓ Identify common appliances that run on electricity ✓ Identify and name the basic parts of an electrical circuit ✓ Construct simple electrical circuits ✓ Investigate and recognise the role of a switch ✓ Recognise some common conductors and insulators ✓ Create circuits to be used in a lighthouse - link to DT <p>Key vocabulary: circuit, cells, wires, bulbs, switches, buzzers, battery, conductors, insulators, electron, emit</p> <p><u>Sound</u></p> <ul style="list-style-type: none"> ✓ Identify how sounds are made ✓ Recognise that vibrations from sounds travel through a medium to the ear ✓ Make links between the pitch of the sound and the object that produced it ✓ Make links between the volume of the sound and the strength of the vibrations ✓ Investigate the link between the volume of the sound and the distance from the sound source <p>Key vocabulary: vibrations, pitch, volume, amplitude, wave, particles, percussion, vacuum</p>	<p><u>Music</u> <u>Appreciate</u></p> <ul style="list-style-type: none"> ✓ Listen and respond to Debussy's La Mer. <p><u>Perform and Share</u></p> <ul style="list-style-type: none"> ✓ Perform traditional seaside songs at the Highwood Summer Picnic <p><u>Play, Sing and Create</u></p> <ul style="list-style-type: none"> ✓ Learn to sing traditional seaside songs <p>Key vocabulary: Symphony, stave, crochet, quaver, minim, semibreve, rest.</p>
<p><u>History</u> Chronology of events</p> <ul style="list-style-type: none"> ✓ Timeline of the history coastal settlements <p><u>Change and continuity</u></p> <ul style="list-style-type: none"> ✓ Discuss how the past has influenced the present and how the present will shape the future <p>Key vocabulary: heritage, coastline, Durdle Door, pier, Corfe Castle, stone industry, tourist attraction, restoration</p>	<p><u>DT</u> <u>Research:</u></p> <ul style="list-style-type: none"> ✓ Find out about how castle drawbridges work. ✓ Find out about how gears, levers and pulleys work. <p><u>Design:</u></p> <ul style="list-style-type: none"> ✓ Design a castle with a drawbridge, labelling the gears, levers and pulleys. <p><u>Create:</u></p> <ul style="list-style-type: none"> ✓ Create a 3D model castle of own designs. ✓ Use gears, levers and pulleys to include a functioning drawbridge. <p><u>Evaluate:</u></p> <ul style="list-style-type: none"> ✓ Compare finished castles and discuss best mechanism for drawbridge. <p>Key vocabulary: Design, forces, push, pull, mechanism, functioning, rotate, lever, pulley, gear</p>	<p><u>RE</u> <u>Christianity</u></p> <ul style="list-style-type: none"> ✓ Understand why Christian missionaries want to share their beliefs <p><u>Christianity</u></p> <ul style="list-style-type: none"> ✓ Explore how we know what the right thing to do is <p>Key vocabulary: Missionaries, beliefs, colonisation, Golden Rule, teachings, verses, morality</p> <p><u>Outdoor Learning</u> <u>Design:</u></p> <ul style="list-style-type: none"> ✓ Decide what the shadow drawing is going to be of. This can be natural resources in the environment for example trees, leaves, plants, flowers etc. ✓ Discover what materials will be used for example, charcoal, pencils etc. <p><u>Create/ Evaluate:</u></p> <ul style="list-style-type: none"> ✓ Create shadow drawing, adding detail and shading <p>Key vocabulary: drawing, trees, natural materials, paper, pencil, light, shadow, sun, location, shading</p>
<p><u>Computing</u> <u>Computer Science – Networks</u></p> <ul style="list-style-type: none"> ✓ Understand information is sent in packets ✓ Understand how requests are made to web pages ✓ Create non-digital packet delivery using addresses <p>Key vocabulary: Packets, IP address, Switch, Server, Requests</p>	<p><u>MFL</u> <u>Oracy:</u></p> <ul style="list-style-type: none"> ✓ Say key vocabulary (fruits, Goldilocks story) ✓ Ask and answer questions about likes and dislikes ✓ Listen to a traditional tale in French <p><u>Literacy:</u></p> <ul style="list-style-type: none"> ✓ Read and write key words and phrases accurately <p><u>Intercultural understanding:</u></p> <ul style="list-style-type: none"> ✓ Grammar differs from English (gender) ✓ Traditional tales <p>Key vocabulary: fruit, I like, I don't like, Goldilocks</p>	<p><u>Art</u> <u>Media:</u> Drawing <u>Appreciation:</u> Artist: Anthony Gormley</p> <ul style="list-style-type: none"> ✓ To explore the mood and effect of a piece of art ✓ To use parts of an artist's work as inspirations <p><u>Skills:</u> Exploring and developing ideas:</p> <ul style="list-style-type: none"> ✓ To draw using coloured media with increasing accuracy ✓ Create and understand tertiary colours <p>Investigating and making art:</p> <ul style="list-style-type: none"> ✓ To draw in scale applying rules of perspective <p>Evaluating and developing art:</p> <ul style="list-style-type: none"> ✓ To modify and improve my work as it progresses ✓ To discuss where ideas have developed from including links with artists studied <p>Key vocabulary: Perspective, observation, scale, tone, light and dark, blending, shadow, texture, gradient, proportion</p>
<p><u>PSHE</u> <u>Keeping Myself Safe</u></p> <ul style="list-style-type: none"> ✓ Mental wellbeing and Physical Wellbeing <p><u>Growing and Changing</u></p> <ul style="list-style-type: none"> ✓ How does growth and change make us feel? <p>Key vocabulary: empathy, actions and consequences, unacceptable/acceptable touch, opinions, respect, collaboration, equality, dares and challenges, personal boundaries.</p>		
<p><u>PE</u></p> <ul style="list-style-type: none"> ✓ Agility/Speed/Strength/Throwing/Fitness – Athletics ✓ Catching/Throwing/Target/Striking/Strategy – Cricket 		



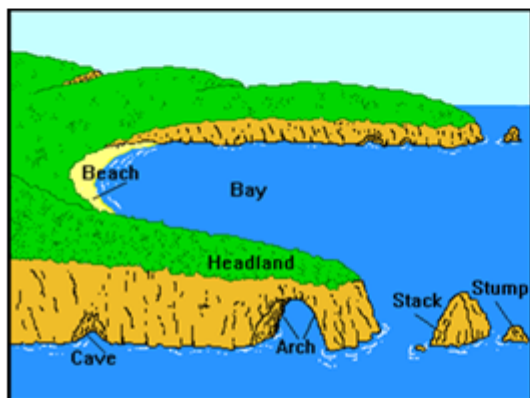
How Have Our Coasts Made Britain Great?



Geography



Coastal Features



County	Position in the UK	Topographical feature
Dorset	South	Coastline
Berkshire	South East	Rivers
Wiltshire	South West	Stonehenge
Cumbria	North West	Hills, downs, Hadrian's wall
Tyne & Wear	North East	Tyne Bridge
Shropshire	East	Shropshire Hills

Design and Technology



Castle— a defensive building, normally made of stone, popular in the medieval period of history.

Draw Bridge — a gate that opens allowing people to cross the moat.

Moat — a ditch (sometimes water filled) surrounding a castle to stop invading armies.

Turret — a tower that is part of the main, defensive wall of a castle.

Art—Antony Gormley



Perspective — to represent a 3D object on a 2D surface

Blending — intermingling of two colours

Key Vocabulary

Topography — the physical features of the natural and man-made of an area.

Coast — the part of land that meets the sea.

Coastal erosion —the breaking down of material by waves and tidal currents.

Culture — the ideas, customs and behaviour of a society.

Heritage — valued objects, buildings or traditions that have been passed down from previous generations.

Tourist attraction — a place that tourists visit that is of natural, historical or cultural significance.

Industry—activity focused on manufacturing goods from raw materials.

Restoration—the process of returning a building or work of art to its original condition.

Pulley —a wheel with a cord passed around it that allows a user to change the direction of the force they are applying.