



YEAR 4 Summer Term overview

Subject	
TRIPS	Hemel Hempstead Tour (Topic) and Paradise Wildlife Park (Science)
Maths	<p><u>Children will learn:</u> Fractions of quantities; fractions in context (measure); equivalent fractions; negative numbers; angles; properties of triangles; coordinates; position and direction; roman numerals; interpret and present continuous/ discrete data; time (read, write, calculate and convert); area; fractions, multiplication and division review.</p>
English	<p><u>Genres</u></p> <p><u>Poetry:</u></p> <p>Children will look at limericks and will write their own limerick in the same style, making sure to adhere to the syllable and rhyming rules. Children will look at nonsense poems, focusing on Lewis Carroll's 'Jabberwocky'. They will write their own nonsense poem in the style of 'Jabberwocky'. Children will also look at kennings. They will write a kenning which describes an animal, making sure to follow the two-word lines (using verbs).</p> <p><u>Narrative:</u></p> <p>Children will study aboriginal stories for three weeks. They will learn about the background of aboriginal stories, how they started, which characters are usually involved and what stories they tell. Children will write their own story and character descriptions, inspired by the dreamtime stories studied. In Summer 2, Children will study 'Journey to Jo'burg' for two weeks. They will read the book during reading and English lessons, whilst working towards writing a recount of the story. Children will discuss the diverse themes in the book and learn in depth about the characters.</p> <p><u>Non-fiction:</u></p> <p>Children will learn about explanation texts for three weeks. They will be able to identify the structure and will complete their own explanations texts on 'The water cycle', 'Hemel Hempstead' (Cross curricular) and 'How bees make honey'.</p> <p><u>SPaG: (Spelling, grammar, and punctuation):</u></p> <p>Determiners; dialogue; past and present perfect tense; homophones; spelling sequence (revision); grammar revision; sentence structure.</p>



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	<u>Spelling sequences:</u> 'sc', soft g, que, gue, unstressed vowels, etymology of words, revision of year 3 spellings.
Topic	<p><u>Topic: Hemel Hempstead</u></p> <ul style="list-style-type: none">• To know that Hempstead grew from a small village (hamlet) to a large town and visited by Henry VIII in 1539.• To know that King Henry VIII granted the town a charter in 1539 which meant the town could hold a market. This meant it was a more important town.• To know that in the 18th and 19th centuries, Hemel continued to be known as an agricultural market town as well as developing trade routes through the canal and new railways.• To know that Hemel Hempstead was chosen as a designated New Town in 1946. New towns were being created outside of big cities which had suffered heavy bombing in WW2. This was a long-term development which was largely completed by 1962.• To locate the River Gade and the River Bulbourne.• To track the journey of a local river.• To name and label parts of a river.• To plan a journey in the UK using a road map. <p><u>Key Vocabulary:</u> Local, locality, charter, market town, hamlet, agricultural, doomsday book, Gade, meander, confluence, waterfall, oxbow lake, mouth.</p>
Computing	<p><u>Topic: Animation</u></p> <ul style="list-style-type: none">• To discuss what makes a good, animated film or cartoon.• To learn how animations are created by hand.• To find out how 2animate can be created in a similar way, using the computer.• To learn about onion skinning in animation.• To add background and sounds to animations.• To be introduced to stop motion animation.



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	<p><u>Key Vocabulary:</u> animation, flip book, frame, background, play, onion skinning, sound, stop motion, video clip,</p> <p><u>Topic: Effective searching</u></p> <ul style="list-style-type: none">• To locate information on a search results page.• To use search effectively to find out information.• To assess whether an information source is true and reliable. <p><u>Key Vocabulary:</u> easter egg, internet, internet browser, search engine, spoof website, search, website.</p> <p><u>Topic: Hardware investigators</u></p> <ul style="list-style-type: none">• To understand the different parts that make up a computer.• To recall the different parts that make up a computer. <p><u>Key Vocabulary:</u> motherboard, CPU, RAM, graphics card, network card, monitor, speakers, keyboard, mouse.</p>
Science	<p><u>Topic: Sound</u></p> <ul style="list-style-type: none">• To gain an understanding of how ears hear sound (parts of the ear).• To be able to empathise with people who live with no sound.• To know the difference between pitch, frequency, and volume.• To investigate how we can stop sound.• To create a piece of music/ musical instrument. <p><u>Key Vocabulary:</u> hearing, hear, ear, sound waves, vibrations, pitch, frequency, volume, low, high.</p> <p><u>Topic: Living things and their habitats</u></p> <ul style="list-style-type: none">• To begin to use classification keys to classify plants and animals.• To order food in a food chain (identify predators, consumers, prey, carnivores, herbivores and omnivores).• To plan and conduct a bug hunt in the wildlife area.• To record our bug hunt finds using a bar chart and key.• To research and produce a presentation on an endangered species in the UK. <p><u>Key Vocabulary:</u> classify, animals, birds, reptiles, amphibians, mammals, fish, insects, plants, vertebrates, invertebrates,</p>



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	habitats, adaptations.
DT	<p><u>Topic: Light Up Signs and Circuits</u></p> <ul style="list-style-type: none">• To know what an electrical circuit is.• To know a range of simple electrical components and their functions, such as a bulb, buzzer, and switch.• To know how to construct a simple series circuit.• To know how to make a range of simple secure connections (twisting, wires together, wrapping ends, taping over, connecting block).• Make a strong, stiff structure. <p><u>Key Vocabulary:</u> User, fault, insulator, conductor, battery holder, crocodile clip, series circuit, connection, push-to make switch, push-to-break switch, innovative, appealing, control box, input device, output device, system.</p>
Art	<p><u>Topic: Sculpturing</u></p> <ul style="list-style-type: none">• To compare sculptures across countries and cultures.• To create surface patterns and textures with malleable material.• To understand the importance of an Ancient Egyptian sphinx.• To plan and design an Ancient Egyptian sphinx.• To sculpt an Ancient Egyptian sphinx.• To paint an Ancient Egyptian sphinx.• To evaluate my own work thoughtfully, using knowledge. <p><u>Key Vocabulary:</u> pyramids, sphinx, sculpture, ancient Egypt, structure, material.</p>
PE	<p><u>Topic: Orienteering</u></p> <ul style="list-style-type: none">• To relate real features to drawn symbols on a map.• To choose the best route from start to finish.• To work together to relate real features to drawn symbols on a map/ plan.• To work cooperatively to plan your travel from one place to the next, using the most efficient route.



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	<ul style="list-style-type: none"> To know common orienteering map symbols. To stay on the correct route using an easy-to-follow feature. <p><u>Key Vocabulary:</u> orientate, symbols, route, retrieve, map, navigate, relocation, planning, coordination, recording, problem solving, communication, discussion, leadership, safety.</p> <p><u>Topic: Athletics</u></p> <ul style="list-style-type: none"> To be able to aim at a target. To accelerate over short distances. To take off from one foot when running. To perform a sling throw. To perform a baton exchange. <p><u>Key Vocabulary:</u> accuracy, throwing, running, jumping, aiming, strength, athletics, accelerate, sprint, striding, pumping, balls of feet, take-off, landing.</p>
RE	<p><u>Topic: Human Values and responsibilities</u></p> <p>Illustrate how diverse communities can live together respectfully sharing the same important values and sense of responsibility. Consider our responsibility for the world and for each other and some religious and worldview responses.</p> <p><u>Key Vocabulary:</u> debate, commandments, humanists, responsibility, moral values charter, religious code, worldviews, conscience, non-violence, beliefs, individual</p> <p><u>Topic: Justice and Fairness</u></p> <p>Consider and discuss questions on matters that are important in the world including choices about what is right and what is wrong. Explore our own ideas about justice and fairness through the work of development charities.</p> <p><u>Key Vocabulary:</u> justice, fairness, equality, charity, development, Tax, donation, peace, importance, relief, kindness,</p>



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PSHE	<p><u>Topic:</u> Relationships</p> <ul style="list-style-type: none">• Recognise situations which can cause jealousy in relationships.• To identify feelings associated with jealousy.• Identify someone I love and express why they are special to me.• Know how people feel when they lose someone or something they love.• To understand we can remember people even if we no longer see them.• Recognise how friendships change and know how to make new friends.• Know how to show love and appreciation to people and animals who are special to me. <p><u>Key Vocabulary:</u> relationship, close, jealousy, problem solve, emotions, loss, sadness, souvenir, memories, friendships, loyalty, anger, special, appreciation.</p> <p><u>Topic:</u> Changing Me</p> <ul style="list-style-type: none">• Appreciate that I am a truly unique human being.• Understand having a baby is a personal choice.• Know the role of the internal and external parts of the body.• Describe how our bodies change through puberty.• Identify how my life might change as I grow up. <p><u>Key Vocabulary:</u> personal, unique, human, baby, choice, puberty, menstruation, change</p>
French	<p><u>Topic:</u> Unit 13 (Body parts)</p> <p>Children will use the story for Unit 13 to identify all parts of the body. They will learn how to say if something hurts and how to decipher between singular and plural body parts.</p> <p><u>Topic:</u> Unit 14 (Stationary)</p> <p>Children will use the story for Unit 14 to identify stationary in a pencil case. They will learn how to describe the colours of these</p>



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	items and note the different between singular and plural words.
Musical Drama	<u>Topic:</u> Annie/ Charlie & Chocolate factory Children will work towards a performance whilst learning how to read scripts, sing songs, learn lines, and perform using actions.