



Windmill Hill Primary School

Summer Term 2021 Curriculum Plan

Year 4

English	<p>Summer 1: Non-Chronological Report</p> <p>This half term, the children will be exploring non-chronological reports. As always, we will begin this unit by assessing the children's writing using a 'Cold Write'. This will be completed at the end of Spring 2 to ensure there is enough time to plan and address misconceptions. Within this unit, children will learn about the word 'chronological' and analyse a range of pieces of work before beginning to write their own. This unit will use research sheets for children to investigate and find out enough information to include in their report.</p> <p>Within this unit, we will also focus on revisiting fronted adverbials and how to correctly use apostrophes. The children will be challenged to redraft their writing and pay attention to spelling errors using a dictionary to correct their work.</p> <p>Summer 2: Narrative – Detective Stories</p> <p>In the second half of the summer term, we will focus on detective stories. This unit will give children the opportunity to revisit our learning from the spring term. The children will follow the same format for this story as they did for our 'Rags to Riches' story. For instance, we will familiarise ourselves with a 'Plot Path' from the beginning, and learning will continually build on this until we have completed a full story. Within this unit, the children will revise direct speech and they will explore a variety of adjectives and adverbs that add cohesion to a detective story. The children will be provided with opportunities to redraft their writing each week. At the end of the unit, children will be provided with the chance to type and print off their final piece and this will be shared with the class.</p> <p>Reading is assessed and all children are encouraged to read a wide range of books including myths, legends and traditional stories; modern fiction; fiction from our literary heritage and books from other cultures and traditions. All children will have a reading book that will remain in school and a book to read at home, so they can enjoy reading a text whenever an opportunity is presented.</p> <p>Pupils will practise their handwriting and be encouraged to differentiate their writing style based on the audience and purpose of the task. We talk about the standard of handwriting and overall presentation that is expected for a range of different tasks</p>
Mathematics	<p>Summer 1: Decimals and Money</p> <p>During Summer 1, we will be exploring decimals. In this unit, the children will be learning about tenths and hundredths. The children will also learn how to count, order and record decimals in different ways. We will review the term 'equivalent' from our previous unit and this will allow us to be able to order and compare decimals. The pupils will learn to continue linear number sequences as well as round decimals to the nearest</p>

	<p>whole number. They will also link tenths and hundredths with dividing by 10 and 100.</p> <p>In this chapter, the children will learn how to count and record in pounds and pence. They will make links between tenths and hundredths and decimal notation for money. The children will learn how to compare amounts of money by looking at significant digits and by converting amounts from pounds to pence and vice versa. The pupils will be taught how to round money to the nearest pound and understand contexts in which this would be a useful skill to know. They will use this skill to estimate amounts and totals and apply these skills to problem-solving situations, finding totals and calculating change. They will also learn how to visualise a money problem using a bar model and begin to explore unequal sharing in the context of money.</p> <p>Summer 2: Mass, Volume and Length</p> <p>Within this unit, the pupils will learn how to estimate and measure mass, volume and length. They will learn how to convert units of measure from larger to smaller and vice versa. Pupils will also be taught how to measure perimeter using centimetres and millimetres. They will use their knowledge of measurement to solve problems involving all three aspects of measurement in this chapter. After this, we will move onto 'Area of Figures'. In this unit, the pupils will learn about the concepts of area and perimeter. They will measure area by measuring surface coverage: counting squares before measuring area by using multiplication. The pupils will find areas of figures that have squares and rectangles by counting and visualising.</p> <p>BIG Maths</p> <p>We will continue to incorporate 'BIG Maths' into our weekly routine as this motivates all children to improve speed and accuracy when faced with number bonds and times tables: the skills that underpin the use of the formal methods. This will become a daily occurrence for the children and used as a fluency task.</p>
<p>Science</p>	<p>Summer 1: Animals including humans</p> <p>The children will learn about digestion and different types of teeth before moving on to explore deadly predators and their prey in relation to food chains. They work scientifically throughout the topic, using enquiry, practical experiments and hands-on research to answer questions and investigate how we eat, why we eat and what we eat.</p> <p>Summer 2: Living things and their Habitats</p> <p>In this unit, the children will learn that living things can be grouped in a variety of ways. The children will explore and use keys to identify and name a variety of living things. Finally, they look at how changes to habitats can pose dangers to living things.</p> <p>Whilst most of the work for this topic can be carried out in spring and summer, it is important that children visit the local environment throughout the school year so that they continue to develop their understanding of seasonal changes and how these impact on living things. Therefore, children will spend time exploring our 'Forest School'.</p>

Computing	<p>Summer Term – Internet Research and E-book Creation</p> <p>During the summer term, the children will access the iPads to complete internet research that will link across the curriculum. For example, when writing our ‘Non-Chronological Reports’, children will use the internet to research facts and statistics about what they are writing about to include in their English work. Children will also use internet research within Science whilst we are learning about ‘Living Things’.</p> <p>Moreover, to support our learning in Art, the children will use internet research to find out facts about a range of artists and what inspired them to complete their masterpieces. The skills that we will focus on are as follows:</p> <ul style="list-style-type: none">➤ Use search technologies to find specific pieces of information➤ Understand features of an Internet Browser➤ Reference the correct source of information➤ Check the internet for fake news by cross-referencing facts <p>The children will learn and understand how to use the internet safely and effectively. They will appreciate how results are selected and ranked and be discerning in evaluating digital content.</p>
Art and Design and Technology	<p>Summer 1 - Landscapes</p> <p>The children will look at landscapes from both Ancient Egypt and familiar areas in their surroundings before learning how to paint a landscape. We will focus on using a range of tools including acrylic paints, watercolours, several different sized and shaped brushes, a spatula, a sponge and a toothbrush.</p> <p>Summer 2 – Rainforests</p> <p>Children will use their knowledge from ‘Landscapes’ to engage in this unit. We will look at a range of famous ‘Rainforest’ paintings and analyse the colours that are used to create the piece. The children will focus on the painting by Oenone Hammersley and will study the shapes that have been used to create this piece. The children will use their sketching skills from the autumn term before learning how to use pastels. Children will use a smudging technique to create a ‘Rainforest’ landscape.</p>
Humanities	<p>Summer - Ancient Egypt</p> <p>We will begin the Summer term by revisiting ‘Ancient Egypt’ and finishing off lessons that we missed due to lockdown. As we have missed a lot of learning, we feel it is vital that children are provided with the opportunity to complete this interesting unit before moving onto our official summer topic – Wonders of the World.</p> <p>The children will then move onto ‘Wonders of the World’. Within this unit, the children will learn and explore the geographical location of the seven Wonders of the World, and the history surrounding them. We will begin by looking at the Egyptian Pyramids. Furthermore, we will have an overview of the seven wonders and why they are so special, but we will dive deeper into three of these. Due to lockdown and a lot of missed</p>

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	<p>time, we will not be able to dive deeper into each one, but we will ensure that children know what they are, where they are and why they are a 'Wonder of the World'.</p>
French	<p>At the Café Throughout the summer term, the children will learn the names of different foods in French. The children will categorise them into groups such as fruit, vegetables, meat and dairy. We will work together to learn how to say that they like or dislike them in a sentence.</p> <p>"I like pizza because it is delicious" > "J'aime la pizza parce qu'elle est délicieuse"</p> <p>"I dislike salad because it is boring" > "Je n'aime pas la salade parce que c'est ennuyeux"</p> <p>The children will be introduced to new vocabulary in relation to 'Café Prices'. The children will learn the price of different foods in a French café and how they would place and take an order using the French language. The children will be tasked with role play activities where they will both place an order and take an order in French.</p>
Music	<p>Lean on Me The children will follow the 'Charanga' Scheme to explore music in class. During this time, the children will be learning a range of notes and songs. This term our unit will focus on the song 'Blackbird' by the Beatles. We will begin this unit by listening and appraising the song through the completion of warm-up activities and learning the lyrics step-by-step. After this, we will begin to introduce orchestral instruments to engage the children. The instruments we will use are the glockenspiel and recorder. We will focus on using the notes 'C' and 'D', and maybe advance to using the note 'E'. The children will learn to sing the song 'Blackbird' fluently and introduce instruments that can be played alongside the beat of the song.</p>
Physical Education	<p>Summer 1 – Swimming Since 1994, swimming and water safety has been a statutory element of the National Curriculum for physical education in England.</p> <p>This means that every 11-year-old child should leave primary school with the skills to keep themselves safe while enjoying swimming with friends and family.</p> <p>The children are scheduled to go swimming every Thursday morning. Children will learn how to swim through guided tuition from professional instructors.</p>

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	<p>Summer 2 – Athletics</p> <p>In this unit, pupils will develop basic running, jumping and throwing techniques. They will be set challenges for distance and time that involve using different styles and combinations of running, jumping and throwing. As in all athletic activities, the pupils will think about how to achieve their greatest possible speed, height, distance or accuracy and learn how to persevere to achieve their personal best.</p> <p>In this unit, pupils are able to experience running for distance, sprinting, relay, long jump, vertical jump and javelin.</p>
<p>RE</p>	<p>Summer 1 - Islam</p> <p>Children will about the religion ‘Islam’ and the Muslim way of life. The children will learn how many times a day a traditional Muslim prays; what the Five Pillars of Islam are and why a Muslim wears the hijab. This unit will support our Interfaith goal by creative a more inclusive, tolerant educational society. The children will gain a greater insight into how Muslims practices their faith. Learning about Islam in this way is a wonderful way to foster inquisitiveness in your child and develop a rich understanding of other cultures.</p> <p>Christianity – What does love your neighbour mean?</p> <p>Firstly, children will focus on the phrase ‘Love your neighbour’ and discuss the meaning of this. During this topic, we will focus on the question ‘How should we live our lives?’ and link this directly to the commandment – love thy neighbour. The children will engage in class discussions surrounding this question and record ways in which they can live their lives better, by loving they neighbour. As a class, we will come up with ways in which we can promote this in our classroom and our school.</p> <p>Secondly, the children will be given an insight to the 10 commandments through the use of games. We will engage and enjoy activities that teach us to follow rules and be kind to one another. As well as helping the children in their Religious Education classes, they will get the chance to consider and debate the importance of these commandments and how relevant they are to our lives in the present day</p>
<p>PSHE</p>	<p>Relationships</p> <p>During this term, we will use the ‘Jigsaw’ scheme of work to explore and learn about ‘Relationships’. The children will learn about the different relationships that exist in their lives and the impact that they have. We will study the difference in relationships and how we act towards different people. Children will reflect on their lives and show gratitude for the relationships that they have been granted both at home and in school. The children will be challenged to think of how other people and their relationships impact them and their lives. The children will explore a range of relationships that have</p>

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brought them both 'happy memories' and 'sad memories' and will reflect on why they are thankful to have those relationships in their lives. Alongside this, the children will learn about the different relationships that exist in school. The children will think about their relationship with teachers, dinner ladies and even our caretaker.