



# Windmill Hill Primary School

## Summer Term 2025 Curriculum Plan

Year 4

<b>English</b>	<p><b>Summer 1: Refugee Narrative and Diary Entry</b></p> <p>This half term, the children will be immersed into the book <i>The Journey</i> by Francesca Sanna where they will use concrete resources to make predictions on the story before delving into a wide range of vocabulary that they will then embed into their own writing. The children will look at a WAGOLL (what a good one looks like) to support them with their writing. Within this unit, the children will learn how to show empathy to people and children who have had to seek refuge. The children will focus on character feelings and unity as they learn that everyone comes together in times of need. Alongside this, the children will focus on Geography/ Europe books in their reading lessons and this will form a link between reading and writing.</p> <p>Moreover, the children will also write a diary entry through the eyes of a child/person who has left their country to seek refuge. During this unit of writing, emotive language will be a central focus as the children attempt to share their feelings of this experience. We will look at the key features of a diary entry and the context that it should be written in and how to use informal language in a piece of writing like this.</p> <p><b>Summer 2: Narrative – Detective Stories</b></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 <i>Rags to Riches</i> story. For instance, we will familiarise ourselves with a Plot Path from the beginning, and will continually build on this until we have completed a full story. Within this unit, children will revisit Punctuating 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, the 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 the 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 the 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>Our children will practise their handwriting and be encouraged to differentiate their writing style based on the audience and purpose of the task. We will talk about the standard of handwriting and overall presentation that is expected for a range of different tasks</p>
<b>Mathematics</b>	<b>Summer 1: Money and Mass, Volume and Length</b>

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 children 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. They will 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

Moreover, our children 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. The children will also be taught how to measure perimeter using centimetres and millimetres. They will use their knowledge of measures 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 children will learn about the concepts of area and perimeter. They will measure area by measuring surface coverage, i.e. counting squares before measuring area by using multiplication. They will find areas of figures that have squares and rectangles by counting and visualising. They will learn how to apply their knowledge of finding area to figures in different orientations.

### **Summer 2: Area of Figures, Geometry, Position and Movement**

Firstly, the children will learn about the concepts of area and perimeter. They will measure area by measuring surface coverage, i.e. counting squares before measuring area by using multiplication. They will find areas of figures that have squares and rectangles by counting and visualising. They will learn how to apply their knowledge of finding area to figures in different orientations.

Furthermore, the children will learn about types of angles. They will name and compare angles and use this information to help when classifying triangles and quadrilaterals. The children will explore symmetry and symmetrical figures before applying this knowledge to the completion of symmetrical figures. They will draw lines of symmetry on shapes and figures and will combine this knowledge and understanding to sort a variety of 2-D shapes

Finally, the children will learn how to describe the positions of objects and figures. They will learn how to describe positions on grids using coordinates. They will be introduced to the x and y axes and build an understanding of how coordinates are written. They will learn how to translate shapes using the terms 'left', 'right', 'upwards' and 'downwards' and will use coordinates to describe a figure following a translation

**Times Tables**

	<p>We will continue to incorporate times tables 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>
Science	<p><b>Summer 1: Animals including humans</b></p> <p>The children will learn about digestion and different types of teeth, before moving on to explore deadly predators and their prey, in their exploration of 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><b>This topic covers the following learning objectives:</b></p> <ul style="list-style-type: none"> <li>• Describe the simple functions of the basic parts of the digestive system in humans.</li> <li>• Identify the different types of teeth in humans and their simple functions.</li> <li>• Construct and interpret a variety of food chains, identifying producers, predators and prey.</li> </ul> <p><b>Summer 2: Living things and their Habitats</b></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 will 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 the 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 and some lessons will be based around this.</p> <p><b>This topic will cover the following learning objectives:</b></p> <ul style="list-style-type: none"> <li>➤ Recognise that living things can be grouped in a variety of ways.</li> <li>➤ Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment.</li> <li>➤ Recognise that environments can change and that this can sometimes pose dangers to living things.</li> </ul>
Computing	<p><b>Summer Term – Creating Media – Photo Editing</b></p> <p>The children will develop their understanding of how digital images can be changed and edited, and how they can then be resaved and reused. They will consider the impact that editing images can have, and evaluate the effectiveness of their choices.</p> <p>Throughout this unit, there are opportunities to model with photo editing applications or to demonstrate a concept using the included screen recordings. Pedagogically, it is more beneficial</p>

	<p>to model the concepts and skills to the learners, which allows for easier questioning and understanding.</p> <p><b>Summer 2 – Data Logging</b> In this unit, the children will consider how and why data is collected over time. The children will consider the senses that humans use to experience the environment and how computers can use special input devices called sensors to monitor the environment. The children will collect data as well as access data captured over long periods of time. They will look at data points, data sets, and logging intervals. Pupils will spend time using a computer to review and analyse data. Towards the end of the unit, pupils will pose questions and then use data loggers to automatically collect the data needed to answer those questions.</p>
<b>Art and Design and Technology</b>	<p><b>Summer 1 – Masquerade</b> The children will have an insight and introduction into what a masquerade ball looks like. We will look at examples of masquerade masks from around the world, but we will focus on Chinese themed masks as this links with our learning in humanities. The children will begin by using sketching skills to design and draw their masks.</p> <p><b>Summer 2 – Rainforests</b> The 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 Henri Rousseau and understand that this type of composition consists of a foreground, middle ground and background. They 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. The children will use a smudging technique to create a Rainforest landscape.</p>
<b>Humanities</b>	<p><b>Summer – Wonders of the World</b> The children will be immersed into a fun and exciting new topic which will allow them to look at the entire world. Within this unit, our 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, as the children have previously learnt this. We will discuss that the Great Pyramid of Giza was once a Wonder, but since then a new list has been voted on. The children will begin by focussing on the geographical location of these and deciding whether they are located in the Northern or Southern Hemisphere. Once we are secure with the location, we will then learn about the biomes, human and physical geography features of that particular location. For example, when we learn about The Great Wall of China, we will also learn about China as a country. This will include looking at the Yangtze River and Gobi Desert.</p>
<b>Music</b>	<p><b>Summer 1 – Drumming</b> Years 4, 5 and 6 are engaging in Brazilian Samba drumming this term. The children are learning complex and energetic rhythms from the styles of Samba Reggae and Samba Batucada found within the heart of Brazilian culture. They are using a variety of</p>

	<p>traditional Brazilian instruments such as the Surdo, Caxia, Repinique, Ganza, Tamborim and Ago-go bells. Their goal is to perform a Rio Carnival performance at the end of the school term.</p> <p><b>Summer 2 – Blackbird</b>  This unit will begin with the children listening and appraising the song Blackbird by The Beatles, alongside a variety of their famous songs. The children will play warm up games including vocal warm ups before beginning to sing the song. Once the children are comfortable with the song and feel that they can confidently sing the lyrics, we will introduce orchestral instruments; glockenspiel and recorder.  We will then perform this song with our children singing and some of the children playing instruments during the instrumental parts.</p>
<b>Physical Education</b>	<p><b>Summer 1 – Striking and Fielding</b>  The children will work with a PE specialist this half term to learn how to play the game Rounders. First of all, the children will learn to think tactically about their role in a game, but also understand how each role works. Once this has been mastered, the children will learn the technique of bowling and put this into action; this skill will help them control the ball when they are fielding. Moreover, decision making plays a vital role during this game as the children need to be able to make tactical decisions regarding whether they should stop at a base or continue to run. This will be taught during a lesson as the children are taught to understand when it is a good idea to stop. Alongside this, the children will also be taught the skill of ‘two-handed pick up’ and will use this when they are fielding. Once the children are secure with the rules of the game, they will practise playing a game of Rounders and show great team work skills throughout.</p> <p><b>Summer 2 – Athletics</b>  As in all units, the children develop physical, social, emotional and thinking whole child objectives.</p> <p>In this unit, the children will develop basic running, jumping and throwing techniques. They are set challenges for distance and time that involve using different styles and combinations of running, jumping and throwing. As in all athletic activities, the children 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, the children are able to experience running for distance, sprinting, relay, long jump, vertical jump and javelin.</p>
<b>RE</b>	<p><b>Summer 1 – Islam – Why do Muslims fast during Ramadan?</b>  As always, our RE topics are based on one focus question. The focus question for the unit Islam is, Why do Muslims fast during Ramadan? The children will learn about the meaning behind the word commitment and they will relate this to their own life. Once the children are secure with the meaning of this word, they will then begin to look at ways in which a Muslim shows great commitment. The children will explore the Five</p>

	<p>Pillars of Islam and talk about how they indicate that a Muslim is committed. Alongside this, the children will learn that a Muslims holy book is called the Qur'an and we will explore Islamic teachings from the Qur'an.</p> <p><b>Christianity – Jesus - What does love your neighbour mean?</b></p> <p>This unit investigates the Christian teaching of agape - a selfless love of others. The children will explore how important messages and guidance can be passed on through stories and will focus on Christian teachings contained in the parables that Jesus told to his followers.</p> <p>They will then discover examples of how modern Christians show a love for their neighbour and reflect on what message they would want to pass on to future generations.</p>
<b>PSHE</b>	<p><b>Summer 1 - Relationships</b></p> <p>Our 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. The children will reflect on their lives and show gratitude for the relationships that they have been granted both at home and in school. Within this topic, the children will discuss how they can solve relationship problems if they happen to fall out, or how to mend friendships if something occurs. The children will also learn how to show respect in relationships and how to help themselves or others if they feel hurt.</p> <p><b>Summer 2 – Changing Me</b></p> <p>The children will learn what it means to be unique and that everyone is unique in their own special way. This will lead the children to understanding acceptance and how we should accept people as they are. Moreover, the children will understand to accept change when it happens in their lives and learn that this is part of growing up and something that we must show resilience towards. Not only will the children learn about change in their own lives, but they will also learn to accept other people changing. Lastly, the children will learn about who they should ask for help if they are worried about change.</p>