WOODFIELD PRIMARY SCHOOL

Summer Term

Term: Summer Term

Summer 1.1 Summer 1.2

*See subject progression sheets for skills

*Pathways to Write

Classes: Birch and Oak

Year Group: 4

Teachers: Mrs McCarthy and Mrs Turner

Visits and Theme Days: Gulliver's Kingdom Residential, Sing Out, Sports Day

Science – Kapow

Living things: Classification and changing habitats.

- Group animals in various ways, including vertebrates (mammals, birds, reptiles, amphibians, fish) and invertebrates.
- Group plants in various ways, including flowering and non-flowering plants.
- Recognise and describe different habitats and their inhabitants.
- Recognise the impact humans can have on habitats.
- Recognise the impact of natural disasters on habitats.

Making connections: How does the flow of liquids compare?

- Recall key knowledge from previous units.
- Apply knowledge in new contexts.

When working scientifically, pupils who are **secure** will be able to:

- Carry out a full scientific enquiry.

History – Kapow

How did the achievements of the Ancient Maya impact their society and beyond?

- Sequence the key periods of the Ancient Maya civilisation.
- Identify periods that were happening in Britain at the same time.
- Explain how the Ancient Maya settled in the rainforest and the challenges they faced.
- Describe Ancient Maya beliefs.
- Name the features of the Ancient Maya cities.
- Make deductions about the Ancient Maya cities.
- Evaluate the reasons for the decline of the Maya civilisation.
- Understand the importance of archaeologists, archivists and historians in constructing our

Geography – Kapow

What are rivers and how are they used?

- Identify water stores and processes in the water cycle.
- Describe the three courses of a river.
- Name the physical features of a river.
- Name some major rivers and their location.
- Describe different ways a river is used.
- List some of the problems around rivers.
- Describe human and physical features around a river.
- Identify the location of a river on an OS map.
- Make a judgement on the environmental quality in a river environment.
- Make suggestions on how a river environment could be improved.

PSHE – Kapow

Growing up: How will my body and emotions change as I grow up?

Learning about the physical and emotional changes that occur during puberty, pupils recognise that these changes are normal and happen at different times for everyone.

Staying safe: What signs help me recognise what is safe or unsafe?

Developing personal safety skills by recognising warning signs, responding to uncomfortable situations and seeking help in an emergency. Pupils identify safe ways to crossroads, explore the dangers of water and learn how to distinguish between medicines and harmful substances.

	understanding of the past.		

Art and Design - Kapow	Design Technology - Kapow	Computing - Purple Mash	E-Safety – Common Sense Education
Kapow Sculpt: Mega Materials	**Textiles – Fastenings**	**Composing beats** • To identify and discuss the main elements of music.	**Password power-up**

• Try drawing in an unfamiliar way and take risks in their work. • Use familiar shapes to create simple 3D drawings and describe the shapes they use. • Draw a simple design with consideration for how its shape could be cut from soap. • Transfer a drawn idea successfully to a soap carving. • Make informed choices about their use of tools. • Successfully bend wire to follow a simple template, adding details for stability and aesthetics. • Create a shadow sculpture using block lettering in the style of Sokari Douglas Camp. • Show they are considering alternative ways to display their sculpture when photographing it. • Explore different ways to join materials to create a 3D outcome, making considered choices about the placement of materials. • Describe how their work has been influenced by the work of El Anatsui.	• Identify the features, benefits and disadvantages of a range of fastening types. • Write design criteria and design a sleeve that satisfies the criteria. • Make a template for their book sleeve. • Assemble their case using any stitch they are comfortable with.	• To understand and experiment with rhythm and tempo. • To create a melodic phrase using varied notes and pitch. • To compose a piece of electronic music. **Coding/Micro bit/Logo** • To know key commands and input simple instructions. • To use a variety of commands to create shapes using multi-line mode. • To use the Repeat command. • To change the line thickness and colour. • To use procedures to write instructions.	• Define the term "password" and describe its purpose. • Understand why a strong password is important. • Practise creating a memorable and strong password. **This is me** • Consider how posting selfies or other images will lead others to make assumptions about them. • Reflect on the most important parts of their unique identities. • Identify ways they can post online to best reflect who they are
MFL – Grammarsaurus **Sports and Hobbies** Name some sports and hobbies in French	**RE – Doncaster Syllabus** **How do ancient stories influence modern celebrations?**	**Set PE – Get 4 PE** **Rounders** To develop throwing and catching with accuracy and apply these to a striking and fielding game. To develop bowling and learn the rules of the skill within this game.	**Music – Charanga** **Expression and improvisation** Improvisation is a way to express our feelings. Music comes from our hearts. To make your improvisation

• Express their point of view with 4 expressions (I like, I love, I don't like, I hate) • Pronounce the words accurately • Recognise names for sports and hobbies when written • Show understanding when hearing the words • Label the hobbies, using matching activities • Play games co-operatively in French, practising the words • Understand the questions « Quel est ton sport préféré? » , « Tu aimes… ? » and « Quels sont tes loisirs? » • Answer the questions « Mon sport préféré est… », « Oui j'aime/j'adore…Non je n'aime pas/je déteste …» **Weather and Seasons** Name weather conditions and seasons • Name and locate the main cities in France • Describe the forecast with weather conditions and temperatures • Accurately pronounce the vocabulary • Recognise the vocabulary when written • Show understanding when hearing the words • Label the pictures, using matching activities • Take part in a role play (present the forecast with a partner) • Ask someone what the weather is like • Answer the question correctly **Fruit and the Market** Name some fruits • Recognise fruits when said out loud • Recognise fruits when written • Accurately pronounce the words • Use correct gender (article) in front of the name of fruits (un/une) • Ask for fruits at the market	• Explain and give reasons for the celebration of festivals including the ancient stories behind them. • Express ideas and opinions about what light represents. • Explain how stories from the past have influenced the way in which the festivals are celebrated today. • Respond with a range of own ideas of how light is a representation of more than just goodness (hope, remembrance, reflection, freedom). **Inspirational leaders** • Explain how leaders put their teachings and values into practice. • Describe and make links between different leaders (religious and non-religious), exploring similarities and differences. • Give examples of the ways in which communities follow their leaders	To develop batting technique and understand where to hit the ball. To develop fielding techniques and apply them to game situations. To play different roles in a game and begin to think tactically about each role. To apply skills and knowledge to compete in a tournament. **OAA (Lessons 5-8)** To be able to identify, draw and follow a simple map. To be able to orientate and navigate around a map and draw a route using directions. **Athletics** To develop stamina and an understanding of speed and pace in relation to distance. To develop power and speed in the sprinting technique. To develop technique when jumping for distance To develop power and technique when throwing for distance. To develop a pull throw for distance and accuracy. To develop officiating and performing skills.	more expressive in this unit, add dynamics. Social Question: How Does Music Shape Our Way of Life? Explore this question as you progress through the unit. Musical Learning: Singing and listening are at the heart of each lesson. Play, improvise and compose using a selection of these notes: C, D, E, F, F♯, G, A, B♭, B **The show must go on** Create and present a performance! Present what has been learnt in the lesson with confidence. Introduce the performance with an understanding of what the songs are about and any other connections. Remember, use the simple band parts if you want to. Social Question: How Does Music Connect Us with the Environment? Explore this question as you progress through the unit. Musical Learning: Singing and listening are at the heart of each lesson. Play, improvise and compose using a selection of these notes: C, D, E, F, F♯, G, A, B, B, C♯

• Use numbers and kilograms • Know useful sentences at the market • Take part in a role play • Play games co-operatively in French, practising the words • Answer the question correctly about their favourite fruit			