WOODFIELD PRIMARY SCHOOL

Summer Term

Term: Summer Term

Summer 1.1 Summer 1.2

*See subject progression sheets for skills

*Pathways to Write

Classes: Hazel and Cherry

Year Group: 4

Teachers: Mrs Wilson and Mrs Miller

Visits and Theme Days: Christingle, Remembrance Workshop, National Archives Workshops – Treasures and Hard Labour

Science – Kapow

Plants: Plant Reproduction

- Identify what plants need to grow healthily.
- Describe the structure and function of the parts of flowering plants.
- Investigate how plants transport water.
- Describe the life cycle of a flowering plant.
- Explain seed dispersal methods.
- When working scientifically, pupils who are **secure** will be able to:
- Pose relevant questions.
- Design and record in results tables.
- Plan a simple enquiry.
- Complete, read and interpret data in a bar chart.
- Identify and suggest changes to an enquiry.
- Use results to draw conclusions.

Making connections; Does hand span affect grip stre

- Pupils who are **secure** will be able to:
- 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.
- For more information about this unit, please see the *Teacher video: Making*

History – Kapow

What was important to Ancient Egyptians?

- Pupils who are secure will be able to:
- Identify where and when ancient civilisations first appeared.
- Ask historically valid questions about sources.
- Identify Ancient Egypt's location and its key geographical features.
- Explain why the River Nile was important to ancient Egyptians.
- Explain the significance of the Rosetta Stone.
- Explain the importance of gods and goddesses to people in Ancient Egypt.
- Analyse mummification's connection to Ancient Egyptian beliefs about the afterlife.
- Decide what was important to people in Ancient Egypt
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Geography – Kapow

Settlements

- Locate some cities in the UK.
- Describe the difference between villages, towns and cities.
- Identify features on an OS map using the legend.
- Describe the different types of land use.
- Follow a route on an OS map.
- Discuss reasons for the location of human and physical features.
- Locate some geographical regions in the UK.
- Identify and begin to offer explanations about changes to features in the local area.
- Describe the location of New Delhi.
- Identify some human and physical features in New Delhi.
- State some similarities and differences between land use and features in New Delhi and the local area.

PSHE – Kapow

Health protection: How can we prevent illness and injury and respond if they happen?

- Identify and share key facts about dental health.
- Describe a calm place that helps them to feel relaxed.
- Describe how they feel when they make a mistake and explain what can be learned from making mistakes.
- Write or describe their strengths and how they could use these in school.
- Describe what makes them happy, suggesting how they could work towards this as a goal.
- Explain that there are some things they can control and others they cannot.
- Understand the range of emotions we can experience.
- Understand what mental health is and that sometimes people might need help.

Citizenship: What careers do people choose and why?

- Name different jobs and explain what a career is.
- Describe different ways people can learn or train for a career.
- Explain what an influence is and identify some things that can influence career choices.

connections – How does hand span affect grip strength			• Recognise that different people can be influenced by different things when thinking about careers. • Identify some of their own strengths and skills, and describe how these can be useful at school. • Explain how the same skill can be useful in different jobs and roles. • Recognise gender stereotypes about jobs and explain why gender does not determine a person's strengths, skills or career choices. • Describe how someone has challenged a gender stereotype and choose an appropriate way to challenge one. • Give some reasons why people might change careers. • Explain how existing strengths and skills can be useful in a new career.

Art and Design - Kapow	Design Technology - Kapow	Computing - Purple Mash	E-Safety – Common Sense Education
Sculpture and 3D:Abstract shape • Try out different ways to make card shapes three dimensional, e.g. folding and curving the card or joining the flat shapes together.	**Structures – Pavilions** • Produce a range of free-standing frame structures of different shapes and sizes.	**Touch Typing** • To use increasing knowledge of a keyboard to be able to type out words beginning with and including a variety of letters **Animation** • To understand what animation is.	**Media Balance and Wellbeing: Your rings of responsibility** • Examine both online and in-person responsibilities. • Describe the "Rings of Responsibility" as a way to think about how our

• Make a structure that holds its 3D shape. • Explain in simple terms the difference between 2D and 3D art. • Combine shapes together to make an interesting free-standing sculpture. • Try out more than one way to create joins between shapes. • Identify familiar 2D shapes in photographs. • Identify shapes in the negative space between objects. • Draw a cardboard model from different angles, focusing on shapes in the positive and negative space to achieve an abstract effect. • Plan an abstract sculpture based on play equipment. • Show that they have learned how to shape materials in more than one way (e.g. by folding and rolling). • Choose appropriate methods for joining elements in their sculptures. • Show that they have thought about how to improve their sculptures and made choices about what to add. • Work cooperatively in pairs to add detail to their artwork.	• Design a pavilion that is strong, stable and aesthetically pleasing. • Select appropriate materials and construction techniques to create a stable, free-standing frame structure. • Select appropriate materials and techniques to add cladding to their pavilion.	• To understand the term onion skinning and be able to use this technique for 2D computer animations. • To know how to enhance simple animations using animation software. • To plan an animation. • To create a narrative through animation. • To evaluate animations.	behaviour affects ourselves and others. • Identify examples of online responsibilities to others. **Cyber bullying, digital drama and hate speech the power of words.** • Understand that it's important to think about the words we use, because everyone interprets things differently. • Identify ways to respond to mean words online, using S-T-O-P. • Decide what kinds of statements are OK to say online and which are not.

MFL – Grammarsaurus

Review of Y3
Review the Y3 basics (done the previous year)

Dates and Months
Name months and days
• Say the date in a full sentence
• Pronounce the months and days accurately
• Recognise months and days when written
• Show understanding when hearing the words
• Know the words for months and days
• Play games co-operatively in French, practising the words
• Ask and answer about the date
• Ask and answer about their birthday

At the Farm
• Name some farm animals
• Learn the noises of the animals in French
• Accurately pronounce the list of farm animals
• Know the genders of the words (male/female: un/une)
• Recognise names for animals when written
• Show understanding when hearing the words
• Label the different animals, using matching activities
• Play games co-operatively in French, practising the words
• Describe the animals at the farm by using the numbers: "À la ferme il y a…"(At the farm, there is/are…).

RE – Doncaster Syllabus Up to RE

How Do The Five Pillars of Islam help to live a 'good life'

- The Five Pillars of Islam are central to Muslim life.
- The first Pillar of Islam is Shahadah, which is the Muslim statement of faith.
- The second Pillar of Islam is Salah, which is the obligatory prayer performed by Muslims.
- The third Pillar of Islam is Zakah, which is the obligatory donation to charity, given once a year.
- The fourth Pillar of Islam is Sawm, which instructs Muslims to fast during the month of Ramadan.
- The fifth Pillar of Islam is known as Hajj, which is the pilgrimage to Makkah, required by all Muslims.

How are the stories of Holy week important Christians?

- Holy Week is the week before Easter Sunday.
- Many Christians have special services in Holy Week.
- The events of Holy Week help Christians remember the last days and resurrection of Jesus.
- Easter is the most important festival for Christians.

Set PE – Get 4 PE

Active Fusion - Cricket

OAA
- Physical: balance, co – ordination, run at speed, run over distance
- Social: Communication, co – operatin, inclusion, collaborate
- Emotional: determination, trust, confidence, honesty
- Thinking: problem solving, evaluate, reflection, create, comprehension select and apply

Athletics
- To develop the sprinting technique and improve on your personal best
- To develop changeover techniques in relay events
- To develop jumping technique in a range of approaches and take off positions
- To develop throwing for distance in a pull throw
- To develop officiating and performing skills

Music – Charanga

Musical Structures
Hazel – Ukulele
Cherry – Bringing us together

Hazel – Ukulele
Cherry – Reflect, Rewind, Replay

	• Christians celebrate and remember the stories of Holy Week in different ways.		