

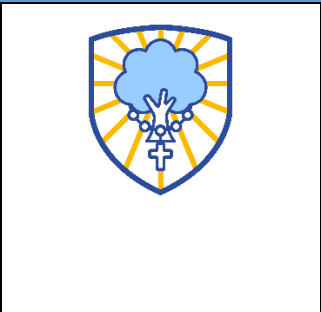
Year 4 Summer 1	<h1>Sport, Leisure and Teamwork</h1>	Year A
--------------------	--------------------------------------	--------

**Intent**

Scripture Passage

**For we are God's fellow workers. You are God's field, God's building.**

**1 Corinthians 3:9**



Inspiration Quotes

**"Coming together is a beginning, staying together is progress, and working together is success."**

Henry Ford

**Impact**

*At Our Lady of Fatima we strive to help our children understand their impact on the world and the use of all the resources around us.*

*That we explore the team work and unity among people.*

*Explore people who work together for the common good.*

*Explore vocations as a way of continuing the work of Christ.*

*Explore ways we can work together to improve the lives of people who are most vulnerable in society.*

**SOLIDARITY**

God made each one of us and we are all unique. We are all brothers and sisters in God's family, wherever we live.



*At the end of the half term children will:*

*Have a deeper understanding of the importance of working together for the good of all.*

*Find practical ways of developing and living out the mission of our community.*

*Shared understanding and practical ways the school family can reach out to the weak and vulnerable in society.*

Mental Wellbeing Impact	Mass and Prayers / Scripture Passages	Catholic Social Teaching	Our Questions to explore
<p><b>Exploring this theme will have an impact on our Mental Wellbeing by ...</b></p> <p><b>Giving us the opportunity to look outwardly to the world and find ways in which we can make it a better place to live. Therefore, improving our mental health.</b></p> <p><b>Relate</b> better to our needs and of those around us</p>	<p>Prayers which link to Topic / Focus</p> <p>Scripture Passages support overview</p> <ul style="list-style-type: none"> <li>• <b>Act of faith, hope and love</b></li> </ul>	<p>Opportunities to share our Catholic Values with the community</p> <ul style="list-style-type: none"> <li>• <b>Human dignity</b></li> <li>• <b>Distributive justice</b></li> </ul>	<p><b>How do we use the resources God has given us?</b></p> <p><b>Can we support those who suffer from poverty?</b></p> <p><b>Why should we be thankful for our world?</b></p>

<p>Year 4 Summer 2</p>	<p>Beside the Seaside</p>			<p>Year A</p>
<p>Intent</p>	<p>Scripture Passage <b>'Be still before the Lord and wait patiently for him.'</b>  <i>Psalm 37:7</i></p>		<p>Scripture Passage <b>'Peace begins with a smile'</b>  <i>Saint Mother Teresa</i></p>	<p>Impact</p>
<p><i>At Our Lady of Fatima we strive to allow children to know and appreciate the bountiful produce which the Earth provides. Knowing how to care for and not waste the natural gifts of the Lord.</i></p> <p><i>Children understands the importance of rest and relaxation for keeping ourselves healthy in mind and body.</i></p> <p><i>They will explore ways to rest, recuperate and relax. Plus, they will know that tourism is a way of resting and relaxing but this has an impact on other people.</i></p>				<p><i>At the end of the half term children will:</i></p> <p><i>Have a deeper understanding and appreciation of the need for holidays and resting.</i></p> <p><i>Understand that we have a responsibility to respect places and people beyond our own local area whilst realising their shared understanding of our responsibility of care for all.</i></p>

Mental Wellbeing Impact	Mass and Prayers / Scripture Passages	Catholic Social Teaching	Our Questions to explore
<p><b>Exploring this theme will have an impact on our Mental Wellbeing by ...</b></p> <p><b>Giving us the opportunity to look outwardly to the world and find ways in which we can make it a better place to live. Therefore, improving our mental health.</b></p> <p><b>Engage</b> in promoting and actively being Mentally Healthy</p> <p><b>RSE- being thankful for what we have- for our own emotional well-being.</b></p>	<p>Prayers which link to Topic / Focus</p> <p>Scripture Passages support overview</p> <p>The Eucharist is central to our faith.</p> <p>John: "I am the Bread of Life."</p>	<p>Opportunities to share our Catholic Values with the community</p> <ul style="list-style-type: none"> <li>• <b>Inspire workshop- invite parents in to cook.</b></li> </ul>	<p><b>Who inspires us in our food/ eating habits?</b></p> <p><b>How do we help those without enough food in our local community/ global world?</b></p>

Subject	Content
<b>Religious Education</b>	<p><b>Easter</b></p> <ul style="list-style-type: none"> <li>• know that the four Gospels contain accounts of the Resurrection of Christ</li> <li>• understand the transforming effect this had upon the disciples</li> <li>• know that the Ascension reminds Christians of the promise of Christ to remain always with them</li> </ul> <p><b>Pentecost</b></p> <ul style="list-style-type: none"> <li>• know the story of Pentecost from the Acts of the Apostles</li> <li>• understand that the gift of the Holy Spirit transformed the lives of the Apostles and enabled them to proclaim the Good News</li> <li>• able to identify the presence of the Holy Spirit in some of the Sacraments of the Church</li> </ul> <p><b>Sharing in the Life of Christ: The Church As A Community</b></p> <ul style="list-style-type: none"> <li>• know that the Catholic Church is spread throughout the world</li> <li>• understand that the Eucharist celebrates the unity of God’s People throughout the world</li> <li>• able to explain some beliefs of the Universal Church and religious customs from different parts of the world</li> </ul> <p><b>Special Roles and Responsibilities</b></p> <ul style="list-style-type: none"> <li>• know that different people have different responsibilities in the life of the Church</li> <li>• understand the special role played by priests and religious, but will be equally responsible as they try to follow Christ</li> </ul>
<b>RSE</b>	<p><b>Created and Loved by God</b></p> <ul style="list-style-type: none"> <li>• In these sessions we explore understanding differences, respecting our bodies, puberty and changing bodies (recommended for Year 4+), strategies to support emotional wellbeing including practicing thankfulness, and the development of pupils understanding of life before birth.</li> </ul>
<b>English</b>	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>• can tackle unfamiliar and challenging text with confidence</li> <li>• can identify expressive, figurative and descriptive language used to create effects in poetry and prose</li> <li>• can use skimming, scanning and note taking to identify the gist or key points in text</li> <li>• can recognise the ways writers present issues and points of view in fiction and non-fiction</li> <li>• can identify how dialogue is used to present a character or how a report is introduced</li> <li>• can talk about different aspects of language used in poems and prose, for example, from vocabulary and dialect</li> <li>• can evaluate text, referring to relevant passages to support their opinion</li> </ul>

- able to cope with different features of the language, such as, abbreviations, colloquialisms, and specialist vocabulary
- can identify features of distinctive poetic form

### **Writing**

#### **Fables**

- develop dialogue, to include powerful language
- write correctly punctuated dialogue
- write compound sentences, adapting simple sentences
- use conjunctions, to express time or cause

#### **Instructions and explanations**

- identify features of instructions including type of vocabulary used
- understand the use of flow charts in explanatory texts
- recognise verbs in the present tense
- understand the use of summaries in explanatory texts

#### **Persuasive writing**

- learn how to use prepositions
- write sentences using adjectives and prepositions
- assemble a persuasive poster
- distinguish possessive apostrophes from those used in contractions

#### **Nonsense poems**

- use phonological knowledge to decode nonsense words
- identify syllabic structure of limericks
- identify adverbial phrases in poems
- discuss how language changes and evolves
- 

#### **Grammar, Punctuation and Spelling**

- use apostrophes in reading and to whom or what they refer
- understanding the basic rules for apostrophising singular nouns
- distinguishing between uses of the apostrophe for contraction and possession
- begin to use the apostrophe appropriately in their own writing
- understand the significance of the word order (changes meaning, has no meaning, or still retaining the same meaning)
- recognise how commas, connectives and full stops are used to join and separate clauses and identify in their writing where each is more effective
- all Standard 4 punctuation correctly used

	<ul style="list-style-type: none"> <li>• be aware of the use of connectives, adverbs, adverbial phrases, conjunctions, to structure an argument</li> </ul>
<b>Mathematics</b>	<p><b>Addition Decimals</b></p> <ul style="list-style-type: none"> <li>• compare numbers with the same number of decimal places up to two decimal places</li> <li>• round decimals with one decimal place to the nearest whole number</li> <li>• recognise and write decimal equivalents to <math>\frac{1}{4}</math> <math>\frac{1}{2}</math> <math>\frac{3}{4}</math></li> <li>• find the effect of dividing a one or two digit number by 10 or 100, identifying the value of the digits in the answer as ones, tenths and hundredths</li> </ul> <p><b>Money</b></p> <ul style="list-style-type: none"> <li>• estimate, compare and calculate different measures, including money in pounds and pence</li> <li>• solve simple measure and money problems involving fractions and decimals to two decimal places</li> </ul> <p><b>Time</b></p> <ul style="list-style-type: none"> <li>• convert between different units of measure [for example, kilometre to metre; hour to minute]</li> <li>• read, write and convert time between analogue and digital 12- and 24-hour clocks</li> <li>• solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days</li> </ul> <p><b>Statistics</b></p> <ul style="list-style-type: none"> <li>• interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs</li> <li>• solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs</li> </ul> <p><b>Properties of Shape</b></p> <ul style="list-style-type: none"> <li>• identify acute and obtuse angles and compare and order angles up to two right angles by size</li> <li>• compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes</li> <li>• identify lines of symmetry in 2-D shapes presented in different orientations</li> <li>• complete a simple symmetric figure with respect to a specific line of symmetry</li> </ul> <p><b>Position and Direction</b></p> <ul style="list-style-type: none"> <li>• describe positions on a 2-D grid as coordinates in the first quadrant</li> <li>• plot specified points and draw sides to complete a given polygon</li> <li>• describe movements between positions as translations of a given unit to the left/ right and up/ down</li> </ul>

<b>Biology</b>	<b>Animals including Humans</b> <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><li>• compare the diets of different animals</li><li>• list foods that are unhealthy and explain why</li></ul>
<b>Computing</b>	<b>Unit 7 – Effective Searching</b> <b>Using a Search Engine</b> <ul style="list-style-type: none"><li>• Children can structure search queries to locate specific information.</li></ul> <b>Use Search Effectively to Answer Questions</b> <ul style="list-style-type: none"><li>• Children have used search to answer a series of questions.</li><li>• Children have written search questions for a friend to solve.</li></ul> <b>Reliable Information Sources</b> <ul style="list-style-type: none"><li>• Children can analyse the contents of a web page for clues about the credibility of the information.</li></ul> <b>Unit 8 – Hardware Investigators</b> <b>Hardware</b> <ul style="list-style-type: none"><li>• Children can name the different parts of a desktop computer.</li><li>• Children know what the function of the different parts of a computer is.</li></ul> <b>Parts of a Computer</b> <ul style="list-style-type: none"><li>• Children have created a leaflet to show the function of computer parts.</li></ul> <b>Unit 9 – Making Music</b> <b>Understanding Music</b> <ul style="list-style-type: none"><li>• Children can use appropriate musical language to discuss a piece of music.</li><li>• Children can identify sounds in a piece of music.</li><li>• Children can explain how a piece of music makes them feel.</li></ul>



**Rhythm and Tempo.**

- Children can identify and recall a simple rhythm.
- Children can explain what tempo is, and how changing it can change the mood of a piece of music.
- Children can create their own simple rhythm using Busy Beats.

**Melody and Pitch**

- Children can show an understanding of melody.
- Children can create a simple melodic pattern using 2Sequence and Busy Beats.
- Children can use a variety of notes, experimenting with pitch.

**Creating Music**

- Children can explore and understand how music is created.
- Children can experiment with pitch, rhythm, and melody to create a piece of house music on Busy Beats.

## Creative Curriculum

We deliver the following subjects through whole school topics and they are collectively referred to as the Creative Curriculum: Art and Design, Design Technology, Geography, History and Music.

Each term the whole school follow a topic theme incorporating many curriculum areas with a particular focus on one of the Creative Curriculum subjects.

(See Creative Curriculum Two Year Cycle).

### YEAR A

#### Summer: Sport and Leisure/ Teamwork

**Main focus:** History / Geography Project on the Rise and Fall of the Romans

#### History:

- use sources of information in ways that go beyond simple observations to answer questions about the past
- communicate his/her learning in an organised and structured way, using appropriate terminology
- use historic terms related to the period of study
- understand that sources can contradict each other

#### Geography:

- understand the effect of landscape features on the development of a locality

### YEAR B

#### Summer: Our Wonderful World

**Main focus:** History / Geography Project on the Rise and Fall of the Romans

#### History:

- use sources of information in ways that go beyond simple observations to answer questions about the past
- communicate his/her learning in an organised and structured way, using appropriate terminology
- use historic terms related to the period of study
- understand that sources can contradict each other

#### Geography:

- understand the effect of landscape features on the development of a locality


<ul style="list-style-type: none"> <li>• understand why there are similarities and differences between places</li> <li>• recognise that people have differing quality of life living in different locations and environments</li> </ul>	<ul style="list-style-type: none"> <li>• understand why there are similarities and differences between places</li> <li>• recognise that people have differing quality of life living in different locations and environments</li> </ul>	
<p><b>YEAR A</b></p> <p><b>Summer 2 : Beside the Seaside</b></p> <p><b>Main focus:</b> Art and Design: exploring 3D seats (deckchairs).</p> <p>We will look at the structure and moveable parts in a deckchair and design and make our own 3D models</p> <ul style="list-style-type: none"> <li>• explore the roles and purposes of artists, craftspeople and designers working in different times and cultures</li> <li>• compare ideas, methods and approaches in their own and others' work and say what they think and feel about them</li> <li>• adapt their work according to their views and describe how they might develop it further</li> <li>• alter and refine drawings and describe changes using art vocabulary</li> <li>• collect images and information independently in a sketchbook</li> </ul>	<p><b>YEAR B</b></p> <p><b>Summer 2: Food Glorious Food</b></p> <p><b>Main focus:</b> Art and Design: exploring painted landscapes e.g. Carl Warner</p> <ul style="list-style-type: none"> <li>• select and record from firsthand observation, experience and imagination, and explore ideas in a sketch book</li> <li>• explore the roles and purposes of artists, craftspeople and designers working in different times and cultures</li> <li>• compare ideas, methods and approaches in their own and others' work and say what they think and feel about them</li> <li>• make informed choices in drawing inc. paper and media</li> <li>• alter and refine drawings and describe changes using art vocabulary</li> <li>• explore relationships between line and tone, pattern and shape, line and texture</li> <li>• make and match colours with increasing accuracy</li> </ul>	

- explore relationships between line and tone, pattern and shape, line and texture
- use a variety of materials to build a 3D design
- explore ways of joining materials

- use more specific colour language e.g. tint, tone, shade, hue
- plan and create different effects and textures with paint

<b>Physical Education</b>	<p><b>Strike and Field Games</b></p> <p><b>Learning Outcomes:</b></p> <ul style="list-style-type: none"><li>• throw an object with varying speed and accuracy. throw an object or ball overarm.</li><li>• choose appropriate positioning when fielding.</li><li>• intercept an object or ball.</li><li>• work collaboratively in small teams.</li></ul> <p><b>Athletics</b></p> <p><b>Learning Outcomes:</b></p> <ul style="list-style-type: none"><li>• to jump for height &amp; distance. to explore different body positions in flight.</li><li>• to jump hurdles with developing technique.</li><li>• communicate clearly with partners &amp; teammates.</li><li>• to locate some of the major muscles in the body.</li></ul>
<b>MFL</b>	<p><b>My Home</b></p> <ul style="list-style-type: none"><li>• In this unit the children will learn how to:</li><li>• Say whether they live in a house or an apartment and say where it is.</li><li>• Repeat, recognise and attempt to spell up to ten nouns (including the correct article for each) for the rooms of the house in French.</li><li>• Tell somebody in French what rooms they have or do not have in their home.</li><li>• Ask somebody else in French what rooms they have or do not have in their home.</li><li>• Attempt to create a longer spoken or written passage in French recycling previously learnt language (incorporating personal details such as their name and age).</li></ul> <p><b>Goldilocks</b></p> <ul style="list-style-type: none"><li>• Listen attentively to a whole familiar fairy tale in French.</li><li>• Remembering new language using picture, word and phrases cards.</li><li>• Improve gist reading and gist listening skills.</li><li>• Attempt to re-tell a familiar fairy tale in French using a mini book for support</li></ul>

<p><b>PSHE</b></p>	<p><b>MyHappyMind</b>  <b>Topics Relate &amp; Engage</b></p> <p>Children will learn:</p> <ul style="list-style-type: none"> <li>• That when we use Stop, Understand and Consider, it gives them time to pause, understand where others are coming from and consider how to respond best.</li> <li>• When they see things from different perspectives, their brain will remember and grow; this helps children to build better relationships.</li> <li>• That friends can help them see things from a different perspective and that's why we should talk to our friends about our problems.</li> <li>• Why it is important to show gratitude to their friends when they help.</li> <li>• That the skills needed to listen actively can help them to 'Stop, Understand and Consider'.</li> <li>• That it is important to listen to your friends and ask about their feelings and opinions to be a good friend. That it is also important for them to talk to friends too</li> </ul> <p>Children will learn:</p> <ul style="list-style-type: none"> <li>• That the more we focus on feeling good and using the habits, the better we will do in all activities in and out of school.</li> <li>• That Dopamine gets released in their brain when they set a goal and work towards it.</li> <li>• Why it is important to think about what they have learnt even if they do not achieve the goal, so the Hippocampus can store this memory and make it easier next time.</li> <li>• Why perseverance is easier to use on goals they are passionate about, but they can also use this skill on other goals.</li> </ul>
<p><b>Music</b></p>	<p>Summer 1  <b>Unit:</b> Blackbird  <b>Style:</b> Coming soon!  <b>Topic and cross-curricular links:</b> Coming soon!  <b>Links to other units:</b> Coming soon!</p> <p>Summer 2  <b>Unit:</b> Reflect, Rewind and Replay  <b>Style:</b> Western Classical Music and your choice from Year 4</p>



**Topic and cross curricular links:** Option to look at all the extension activities documents. Think about the history of music in context, listen to some Western Classical music and place the music from the units you have worked through, in their correct time and space. Consolidate the foundations of the language of music.