



<p><b>Reading:</b> Class Reader: Why the Whales Came by Michael Morpurgo Home Reader: What a Waste by Jess French</p> <p><i>Skills- looking at the effect of language and why authors select different devices; using the text as evidence to back up the point that you are making; retrieve, record and present information.</i> <i>Analysis of character, setting and themes within the novel. Look at how the story unfolds and how the authors convey meaning through language choice.</i></p>	<p><b>Computing</b></p> <p><b>Kapow</b></p> <p><b>Computational Thinking (Summer 1)</b> <b>Data Handling – Investigating Weather (Summer 2)</b></p> <p>Literacy skills- oceans leaflet to persuade people to use less plastic/reduce their carbon footprint; editing work.</p> <p>Research- use sign-posted sites to find out about topic.</p> <p>Discussion of copyright and acknowledgment of work.</p>	<p><b>Religious Education</b></p> <p><u>Growing up in faith. (Summer 1)</u> <i>What does it mean? (Christian)</i> <i>What shall we call the baby? (Sikh)</i> <i>Raksha Bandhan (Hindu).</i> <i>Young communicants. (Christian: Catholic).</i> <u>Kingdom of God (Summer 2)</u> <i>When Jesus left, what was the impact of Pentecost?</i></p>	<p><b>Mathematics:</b></p> <p><b>Number: Decimals:</b> Make a whole, Write decimals, Compare decimals, Order decimals, Round decimals, Halves and quarters.</p> <p><b>Measurement: Money:</b> Pounds and pence, Ordering money, Estimating money, Four operations. <b>Time:</b> Hours, minutes and seconds, Years, months, weeks and days, Analogue to digital – 12 hour, Analogue to digital – 24 hour.</p>
<p><b>Writing:</b> <b>Non-fiction:</b> <u>Non-chronological report</u> on the consequences of plastic pollution in the oceans; Is plastic pollution/global warming a terrible accident or an unavoidable consequence of a consumer economy? letter of appeal to supermarkets and food producers to change their ways/governments to introduce stricter environmental laws. <u>Newspaper report</u> on Plastic Pollution in the world's oceans. <b>Fiction:</b> short story; letter home from an ocean scientist recounting trip on an ocean research vessel; poetry about the coral reefs; diary entry from the ocean research vessel. <i>Skills- writing in a variety of clauses; using a range of punctuation and conjunctions; adding detail for the reader, painting a picture in their mind through word choice.</i></p>		<p><b>Personal, Social and Emotional development:</b></p> <p>Using the Jigsaw scheme the unit we will study is:</p> <p><b>Spring 1: Relationships</b> <i>Jealousy, Love and Loss, Memories, getting on and Falling Out, Girlfriends and Boyfriends Celebrating My Relationships with People and Animals</i></p> <p><b>Spring 2: Changing me</b> <i>Unique Me, Circles of Change, Accepting Change, Looking Ahead</i></p>	<p><b>Statistics:</b> Interpret charts Comparison, sum &amp; difference Introducing line graphs Line graphs.</p> <p><b>Geometry: Properties of Shape:</b> Identify Angles, Compare and Order Angles, Triangles, Quadrilaterals, Lines of Symmetry, Complete a symmetric figure. <b>Position and Direction:</b> Describe position, Draw on a grid, Move on a grid, Describe a movement on a grid.</p>

<p><b>Science:</b></p> <p><b>Sound (Summer 1):</b> Pupils learn the science behind sound, experimenting on how sound travels, how we can reduce sound with materials and how the ear works to recognise and understand sound.</p> <p><b>Classification (Summer 2):</b> Pupils learn about the variety of living things and how they can be grouped according to shared characteristics. They use and construct keys to identify unfamiliar animals and plants.</p>	<p align="center"><b>Year 4's learning experience Summer Term (1 and 2)</b></p> <p><b>Engage: Trip to the Sea Life Centre.</b> <b>Express: Increasing Awareness of human environmental impact</b></p> <div style="display: flex; justify-content: space-around; align-items: center;">   </div>		<p><b>Geography:</b></p> <p><b>Why do oceans matter?</b> Describe the water cycle. Describe how the ocean is used for human activity. Describe the benefits of the Great Barrier reef. Describe how humans impact the oceans and the consequences of this. Explain some actions that can be taken to help support healthy oceans. Collect data using a tally chart, photographs and a sketch map. Make suggestions for how to improve a marine environment.</p>
<p><b>Physical education:</b></p> <ul style="list-style-type: none"> <li>. Swimming (GSA)</li> <li>. Cricket</li> </ul> <p>As part of the Chance to Shine Cricket Programme, the children are receiving high quality coaching from Warwickshire Cricket Board to prepare them for competitive quick cricket at an upcoming festival.</p> <p>PE will focus on the '3 pillars'</p> <ul style="list-style-type: none"> <li>. Motor competence</li> <li>. Rules, strategies and tactics</li> <li>. Healthy participation</li> </ul>	<p><b>Music:</b></p> <p><b>Samba and carnival sounds and instruments (Theme: South America)</b></p> <p>Getting a feel for the music and culture of South America, children are introduced to samba.</p> <p><b>Adapting and transposing motifs (Theme: Romans)</b></p> <p>Drawing upon their understanding of repeating patterns in music, pupils are introduced to the concept of motifs.</p>	<p><b>History:</b> N/a this term is a Geography focus.</p> <hr/> <p><b>Design and Technology:</b></p> <p><b>Structure: Pavilions</b> Investigate and model frame structures to improve their stability, then apply this research to design and create a Pavillion structure.</p>	<p><b>Art and Design</b></p> <p><b>Craft and Design: Fabric of Nature</b> Developing design and craft skills taking inspiration from Ancient Egyptian art and pattern and paper making.</p> <hr/> <p><b>Foreign language: Spanish</b> Using Hearing, writing and speaking Spanish in a variety of topics and contexts.</p> <p>Summer 1: Classroom Summer 2: My Home</p>