

| Design and technology   | Key Skills   |
|-------------------------|--|
| Electrical systems      | I can investigate, analyse and develop ideas for illuminated signs.  |
| Illuminated light boxes | I can select appropriate tools and equipment for making illuminated signs.<br><br>I understand how LED bulbs may be used instead of incandescent bulbs in series circuits.<br><br>I can construct a working circuit with 1 or more lights and fit it inside an illuminated sign.<br><br>I can evaluate a finished product. |

| Geography     | Key Skills   |
|---------------|--|
| Europe –Italy | I can use an atlas to locate Italy , its capital and other cities.<br><br>I can use an atlas to find and plot physical features.<br><br>I can describe similarities and differences in human and physical features.<br><br>I can name volcanoes and explain how they work.<br><br>I can give reasons for and results of specific events.<br><br>I can use evidence to describe what was important to the people of the past and how the lives of people in society were different. |

| Computing                  | Key Skills  |
|----------------------------|---|
| Online safety - Plagiarism | I can define plagiarism and describe its consequences.<br>I can change the composition of an image.                                   |
| Photo editing              | I can describe how images can be changed for different uses.<br>I can make good choices when selecting different photo editing tools. |

| RSHE            | Key Skills  |
|-----------------|---|
| Decision making | I can explore good decision making and making mistakes. |
| SRE             | Growing Up  |

| English  |
|--|
| <b>TEXT TYPE: PERSUASION (Short Unit)</b><br><br><b>BASE TEXT: The Field Guide/The Seeing Stone (Spiderwick Chronicles)</b><br><br><b>MODEL TEXT: Letter to the River Troll</b><br><br><b>TEXT TYPE: DISCUSSIONBASE TEXT: The Field Guide/The Seeing Stone (Spiderwick Chronicles)</b><br><br><b>MODEL TEXT: Should Trolls be Slaughtered?</b> |

Year 4 – Summer 2  
  
Europe—Italy  
  
How Hill  
  
Subjects and skills

| Maths   |
|---|
| We follow the National Curriculum Year 4 Programme of Study in Maths. Topics for this half term: formal operations, fractions, word problems, decimals, area, shape and times tables. |

| RE   | Key Skills  |
|--|---|
| Why is there so much diversity within the Christian faith? | I can identify different sources of authority and how they link to beliefs.<br><br>I can give examples of different types of writings and different ways in how believers interpret sources of authority.<br><br>I can identify events in history which have influenced some religious and non-religious worldviews.<br><br>I can identify some similarities and differences between and within religions and worldviews.<br><br>I can identify ways in which beliefs might make Christians think about how they live their life, how they see the world they live in and how they view others. |

| Science                                  | Key Skills  |
|--|---|
| Working scientifically                   | I can make a prediction with a reason.<br><br>I can identify differences, similarities and changes related to an enquiry.<br>I can use observations and knowledge to answer scientific questions.<br><br>I can set up a simple enquiry to explore a scientific question.<br><br>I can set up a test to compare two things<br>I can use equipment, including thermometers and data loggers to make measurements. |
| How do habitats differ and support life? | I can use food chains to identify producers, predators and prey.<br><br>I can construct food chains to identify producers, predators and prey.  |

| Music | Key Skills  |
|-------|---|
|       | I can recognise and explore the ways sounds can be combined and used expressively and comment on this effect.<br>I can write my own lyrics to a song and perform this song.<br>I can sing in parts. |

| PE  | Key Skills   |
|---|--|
| Athletics, tennis, ball skills rounders, cricket. | I can run over a long distance. I can sprint over a short distance.<br>I can throw in different ways.<br>I can hit a target. I can include change of speed and direction.<br>I can use a range of throwing, hitting and catching accurately.<br>I can hit a bowled ball accurately with control.<br>I can play games with increasing fluency and accuracy. |

| Languages | Key Skills  |
|-----------|---|
| French    | I can ask for a snack and give basic information about foods.<br>I can say numbers up to 31 and know the months of the year.<br>I can say and write the date. |

Performance poetry (poetry day 21st March)

Performing for an audience.

Place value /measure

Explanation texts: How a volcano works

Cause and effect conjunctions; To use Standard English verb inflections accurately

Diary of Pompeii – Write a historical story.

Statistics

To create more detailed settings, characters and plot in narratives to engage the reader; Switch from present to past tense; Conjunctions; Fronted Adverbials; Direct speech; Bracket and dashes

Fractions

Assess and Review

Shape and position

Time