

Languages — French - Key Skills

- I can say eyes, hair, I am tall and I am short.
- I can describe the appearance of images verbally.
- I can describe my eyes, hair and clothing verbally.
- I can write grammatically correct sentences to describe my appearance.

Design & Technology— Seasonal foods — Key Skills

- I know what seasonal food is.
- I know what a quiche is.
- I explore currently seasonal vegetables.
- I can plan my own recipe.
- I can follow a recipe.
- I can evaluate a finished product.

RSHE— My Body - Key Skills

RSE:

- I can recognise and respond to a wide range of emotions in myself and others.
- I know how a baby develops and born.
- I know how my body has changed so far and how it might change in the future due to puberty.
- I recognise that some things can be done in public and some things should only be done in private.
- I have thought about different types of touch and behaviour within relationships and how to respond.
- I know everyone is both similar and different to other people and can celebrate what is special about me.
- I have thought about how my family is unique and special to me.
- I understand what marriage is, why people get married and understand marriage should always be a choice.
- I know who to ask for help.

English

Extended writing:

TEXT TYPE: Argument

MODEL TEXT: Should Robots Replace teacher?

INNOVATE: Change argument topic.

INDEPENDENT: Write an independent argument about the topic: Should zoos exist?

Maths

We follow the National Curriculum Year 4 Programme of Study in Maths. Topics for this half term include: times tables, fractions, time, and statistics.

Year 4—Summer Term 2 Subjects and skills

PE—Key Skills

The PE curriculum objectives will be met through a range of physical activities which focus on 'Hands, Heart and Head' which will support children in making progress with physical, social, emotional and decision-making skills. Activities covered this half term are: Outdoor and Adventurous Activities and striking and fielding.

Music— Ukulele - Key Skills

- I can hold the ukulele correctly and pluck and open strum rhythmically and in time.
- I can play the C, F and chord.
- I can play 'Sur le Pont d'Avignon' and 'Mango Walk' confidently on the Ukulele, with confidence, changing between the chords C and F fluently and in time.
- I can play and sing a two chord piece using F, C or G7.

Science—Working scientifically—Key Skills

- I can ask relevant scientific questions.
- I can use observations and knowledge to answer scientific questions.
- I can set up a simple enquiry to explore a scientific question.
- I can set up a test to compare two things.
- I can set up a fair test and explain why it is fair.
- I can make careful and accurate observations, including the use of standard units.
- I can use equipment, including thermometers and data loggers to make measurements.
- I can draw conclusions and suggest improvements
- I can identify differences, similarities and changes related to an enquiry.

Science—living things and their habitat—Key Skills

- I recognise that living things can be grouped in a variety of ways .
- I can use classification keys to help group, identify and name a variety of living things in their local and wider environment .
- I recognise that environments can change and that this can sometimes pose dangers to living things.
- I can construct and interpret a variety of food chains and identifying producers, predators and prey.

History — Greeks—Key skills

- To understand the chronology of Ancient Greece.
- To explore daily life in Ancient Greece.
- To understand the life of children in Ancient Greece
- To investigate Greek Gods
- To explore democracy in ancient Greece
- To understand the influence of Ancient Greece on the Western World.