

## Literacy

**Key Text:** How to Train Your Dragon

In this unit, children will be building on their knowledge of grammatical features in non-narrative writing. They will also build on their ability to use key organizational features as well as spelling, punctuation and grammar.

**Purpose for writing:** Writing narrative stories based on myths and legends,. Writing instructions, information text and poetry about training dragons, and the Vikings and Anglo Saxons.

**Writing:** Across the term they will learn the features, style and structure of differing texts so they can apply these skills to their own work. Literacy will be closely linked to their knowledge gained in history this term.

**Grammar:** Children will learn to use the structure and layout differing texts. They will continue to learn about expanded noun phrases, build on the use of adjectives, adverbials to express time, place and cause. They will also continue to learn to use vocabulary, sentence structures and using punctuation effectively.

**Word Reading / Comprehension:** Children will focus on how we can make conclusions from evidence in the text and to make predictions based on the information we have gained from the text.

## History

**Focus: The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.**

Children will learn an in depth view and chronology of Britain's settlement by Vikings and their struggle for the Kingdom of England. They will first analyse the invasion and raiding of monasteries, and then the capture of York (Jorvik). They will then learn about different battles with King Alfred and the constant struggle for control defining different areas of rein for the Vikings. This will lead to learning about how the Viking and Anglo-Saxons divided up Britain and how Athelstan unites English Kingdoms. This will conclude with learning about Edward the Confessor. Throughout the topic, children will use artefacts and sources to inform their knowledge. They will research for lines of enquiry and form their own questions to discover.

**(Please see History knowledge organiser for essential knowledge and vocabulary to be learnt.)**

## Design and Technology

**Focus: Viking Wall hanging –2D shape to 3D product**

The children will design and make their own Viking wall hanging. They will explore methods used to join fabrics including using glue and sewing as well as different ways of dying fabric using traditional techniques. The children will explore which materials would be best suited to stiffen and strengthen the inner part of their purse. They will be thinking about ways they can decorate the exterior part of the purse and will use Viking symbols which represent them. The children will also learn how to dye cloth using natural resources.

## Computing

**Focus: 'Effective Searching' and 'Hardware Investigators'**

In this unit children will learn how to perform effective searches using search engines as well as understanding how to identify reliable sources.

Children will then go on to name and understand the functions of the basic components that make up a simple computer system.

## PE

**Focus: Indoor– Yoga  
Outdoor– Swimming/Athletics.**

## Year 4: Summer Term 2



## Music

**Focus: Studying composition – pentatonic scale/ Digital programme/brass instruments.**

Whole class brass lessons.

## RSHE

**Focus: Changing Me**

Children will further their knowledge and understanding of the changes that happen during puberty including menstruation. They will then go on to discuss the importance of accepting change both for themselves and others.

## French

**Focus:** Revisit and learn more about actions/colours/class instructions.

## Maths

**Key Facts: Time, shape, statistics and position and direction.**

**Time :** Children will learn to convert time between the 24 and 12 hour clocks and use both analogue and digital clocks to calculate time. They will also consolidate their understanding of the number of days and hours in weeks, months and years.

**Properties of Shapes:** Children will classify and draw triangles, quadrilaterals and polygons. They will also find and use lines of symmetry in both regular and irregular shapes as well as creating their own symmetrical and non-symmetrical shapes.

**Statistics:** Children will further their learning of creating and interpreting bar and picture charts and graphs before being introduced to line graphs. They will use these to display a range of discrete and continuous data.

**Position and Direction:** Children will describe the position of shapes on a grid and plot co-ordinates. They will also describe a shape's movements using co-ordinates in their explanation.

## Science

**Biology –Animals including humans – The Digestive System.**

Children will build on their previous learning of nutrition, diet and the human anatomy as well as learning the functions of the key organs involved in digestion. They will also further explore the functions of teeth in humans and other animals.

Children will learn the purpose of eating and getting nutrients in animals and humans and how these are used in the body. They will learn about the main body parts associated with the digestive system and will explore questions that help them to understand their functions. They will also further their understanding of tooth decay and the role of sugar on the different parts of the teeth. Children will compare the teeth of carnivores and herbivores and suggest reasons for differences; finding out what damages teeth and how to look after them. They will explore this practically and create a series of experiments and observations to deepen their learning.

**Working Scientifically:** Children will know how to observe and compare scientific ideas or processes when exploring the process involved during digestion. They will use scientific vocabulary to explain the differences, similarities or changes which occur. The children will be able to suggest further questions to ask based on the findings from an initial investigation.

## RE

**Focus: What are the deeper meanings of festivals?**

Children will build on their knowledge about Christians, Hindus, Jews, Muslims and Sikhs. This will enable pupils to be able to compare some similarities and differences between religious festivals.