



# Year 4

Term: Summer 1 —2024



# English

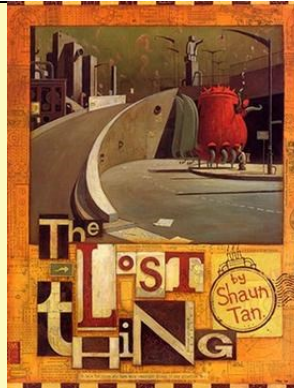
“Our community, growing and learning together with Christ”

# Maths

## The Lost Thing by Shaun Tan

*Fiction Unit: Fantasy*

The Lost Thing is a humorous story about a boy who discovers a bizarre-looking creature whilst out collecting bottle-tops at the beach. Having guessed that it is lost, he tries to find out who owns it or where it belongs, but the problem is met with indifference by everyone else, who barely notice it's presence.



## Should we Feed Animals in National Parks?

*Non-fiction Unit: Balanced Argument*

We shall discuss, debate and research the effects of the public feeding animals found in National Trusts and Parks. Should we do it? Should we leave it to

the professionals? Do the animals need our help? The children will discuss all of this and create balanced report sharing the arguments for and against.

**Skills:** Consolidation of previously taught skills plural possession, commas to mark some clauses, improving accuracy of spelling.

**Spelling Focus:** adding the prefix inter-, anti-, auto-, ex-, non- and words ending in -ar/-er.

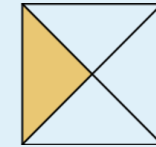
## Review of Fractions:

Part and whole of fractions.

Equal and unequal parts.

Size in relation to the whole.

Constructing a whole from parts.



$$\frac{4}{6} < \frac{4}{5}$$

## Fractions Greater than 1:

Quantities made up of both whole and parts.

Compose and decompose quantities.

Fractions and number lines.

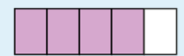
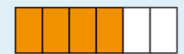
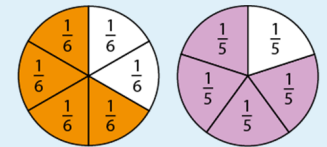
Compare and order mixed numbers.

Solving addition and subtraction problems.

Express a quantity as a mixed number and an improper fractions - quarters, fifths and any unit.

Mixed number to improper.

Subtract a proper fraction from a mixed number.



# Art

**Craft & Design:** Fabric of Nature  
We shall learn to describe objects, images and sound so that we can draw and replicate images. Exploring techniques to develop imagery and develop patterns.



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*\*Due to the shorter Spring Term, some of our previous learning will be concluded before starting these new units.*



# Computing

**Programming:** Problems can be solved using computational thinking. Understand what the different code blocks do and create a simple game. Understand the terms 'pattern recognition' and 'abstraction'. Create a Scratch program. Understand how computational thinking can help and apply it to problems.

# D.T.

**Food:** Adapting a recipe  
We shall evaluate existing biscuits, learn to prepare and cook a dish with budgeting the ingredients. Then conduct some market research and bake a desired biscuit.

# Geography

**South America:** The Amazon  
We shall locate the Amazon river and learn about its importance. We shall learn to describe the importance of the Amazon Basin and Rainforest. We shall compare and contrast these areas with where we live.

# History

**British History:** Heroes  
We shall look at the lives of the following heroes and the legacy and impact they still have today: Mary Anning, Emmeline Pankhurst, Mary Seacote, Grace Darling and William Wilberforce.

# MFL & Music

**MFL:**  
French Numbers, Calendars and Birthdays.

**Music:**  
Ukulele

# P.E.

**Wall Tennis:** Forward and Backhand, Outwit.  
What the ready position looks like.  
How to use their racket to direct the ball towards a space to win a point.  
How we can outwit our opponent during a mini game.

# R.S.E.

**Keeping Safe:**  
Safe in my body  
Drugs, Alcohol and Tobacco  
First Aid Heroes

# Religion

**Easter:**  
Accounts of the Resurrection appearances of Christ in the 4 Gospels.  
**Pentecost:**  
Children will study the story of Pentecost and identify the effects it had upon the disciples.

# Science

**Sound:** Children will learn how vibrations cause sounds and how sounds travel through different mediums at different speeds. They will explore how sounds can change in pitch and loudness. They will develop their scientific skills by planning two fair test investigations to answer the questions: which material is the best at muffling sounds and does the size of the pinnae affect the volume of the sound? Children will also learn what happens to sound vibrations when they reach the ear.