Year 4 Curriculum Plan – Summer – 2nd Half Term						
Subject	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
	This half term also includes charities week, refugee week, sports day and our end of year performance.					
English (including composition, reading comprehension and spoken English.)	**How to Train Your Dragon by Cressida Cowell** Instructional writing: Looking at features of successful instructions. Following and improving instructions. Writing a set of instructions about How to Train Your Dragon.	**How to Train Your Dragon by Cressida Cowell** In response to the story, children use descriptive vocabulary to make ordinary objects seem extraordinary. Writing a newspaper report based on an event in the story, focussing on correct punctuation, use of adverbs and alternatives for 'said'.	**How to Train Your Dragon by Cressida Cowell** Continuing to read the novel and practicing inferring information from the text. Analysing the author's choices of words and punctuation and considering the impact they have on the reader. Using persuasive language to design a poster for the 'young heroes' final initiation test'.	Children will undertake a reading comprehension assessment. Children will then explore extracts from different stories by famous authors, looking for common themes. We will begin to consider how author engage their audience in preparation for our story writing workshops next week.	**Story writing workshop** Considering what makes a good story. How to authors describe settings and characters to make them engaging for the reader. Describing a variety of scenes and characters using the techniques we have learnt this year. When do authors use short sentences and when to they use long ones? Why?	**Story writing workshop** What makes a good plot? Is beginning, middle and end the only structure we can follow? Experimenting with different story structures and different genres. Children will then use this to choose a structure that will help them create an original story of their own.
Spelling, punctuation and Grammar	Grammar Imperative verbs. Time conjunctions. Spellings Words with apostrophes	Grammar Focusing on correct punctuation to show speech in our writing. Use of pronouns. Spellings Homophones	Grammar Determiners Expanded noun phrases Spellings Ou words	Children will undertake a spelling, punctuation and grammar assessment. Spellings Homophones	Grammar Using commas to separate clauses. Spellings Words with y in the middle.	Grammar Conjunctions Apostrophes for omission Spellings Recap previous spelling rules.
Examples of English across the curriculum	ICC: Creating fact files about Viking gods.	Computing: Looking at the different ways information can be presented/organised.	ICC: Writing in responses to Viking day activity (children's choice of genre).	RE: Using the organisational features of a text (e.g. glossary, sub headings) to find information.	French: Using verbs to describe how we play different sports.	PSHE: Writing transition guide books for the current Year 3 children.

Maths	**Fractions and decimals** Adding and subtracting fractions with the same denominator. Finding equivalent fractions for ½. ¼, ¾, tenths and hundredths. Finding a fraction of quantities (e.g. 2/6 of 36)	**Fractions and decimals** Counting up and down in tenths and hundredths. Rounding decimals to the nearest whole number. Matching fractions to their decimal equivalents	**Reasoning and Problem Solving** Completing a range of problems across different contexts, focusing on: Solving problems by working systematically. Solving problems by identifying patterns and relationships between numbers.	Children will undertake a maths assessment. We will also be looking at solving problems using our knowledge of fractions and representing fractions in different ways.	**Reasoning and Problem Solving** Completing a range of problems across different contexts, focusing on: Solving problems involving converting between units of time. Solving problems involving fractions of numbers.	**Reasoning and Problem Solving** Completing a range of problems across different contexts, focusing on: Solving problems involving symmetry. Solving problems involving perimeter.
Examples of Maths across the curriculum	Creating a numerical system that can be applied to 'top trumps' cards. *RE*	Using a Venn diagram to make comparisons. *RE*	Measuring and collecting data in accurate ways. *Science*	Measuring and collecting data in accurate ways. *Science*	Looking at scales and what a scaled drawing is when using our plans to create a longboat. *ICC*	Looking at negative numbers in scoring systems. *Computing*
International Creative Curriculum	**The Vikings** Where do the Vikings come from? Why was trade important to the Vikings? What did the Vikings believe? Who were the main gods and goddesses? What is the Tree of Life, and what can it tell us about Viking spirituality?	**The Vikings** How did the Vikings live? Children will learn about Viking's homes and compare this to what they already know about how the Saxons and Romans lived. We will then use this knowledge to create an estate agent style pitch for Viking longhouses.	**The Vikings** What was it like to be a Viking? What jobs did they do? What was a typical day like? Children will be acting in the role of a Viking then writing in role as a Viking, creating a diary entry to reflect their typical day.	**The Vikings** What did the Vikings wear? Making accessories to wear at the Viking day next week. What is a Viking longboat? Planning a 3D longboat and painting a 'scene' to place it in – discussing perspective and how to achieve this in a painting.	**The Vikings** Using our plans from last week to build our Viking longboats. Using a range of materials to build including sawing doweling to help create the oars and mast. Looking at traditional Viking games such as 'fox and geese' and creating our own versions to share with our families.	**The Vikings** Reading Viking sagas and traditional stories. Looking for common elements in the stories we have heard, then using the skills we have learnt about story writing in English trying to act out and write our own Viking sagas.
Science	**Electricity** Understanding that electricity can be dangerous, and discussing how to	**Electricity** Investigating how to change the brightness of a bulb in a series circuit.	**Electricity** Introducing the terms conductor and insulator. Understanding that all metals are conductors of	**Electricity** Understanding how a switch works. Creating a switch in a	**Electricity** Creating a device for a specific purpose. Children will create their	**Electricity** Introducing the idea of circuit diagrams. Drawing accurate circuit

	identify electrical dangers. Creating a poster about using electricity safely.	Introducing the idea of a parallel circuit.	electricity. Carrying out a simple experiment to test conductors.	circuit by using a range of different materials.	own light-up 'quiz boards', applying their knowledge about circuits to a real life example.	diagrams of circuits they have created.
Computing	**Game designers** Discussing what makes a good computer game. Brainstorming ideas for our own game that we could create.	**Game designers** Planning the assets that we will need for our game (backgrounds, music, sound effects). Using scratch to create the backgrounds and sounds we need for our game.	**Game designers** Creating a prototype of our games using scratch. Developing a way to track progress such as a point scoring system to include in our game.	**Game designers** Debugging our games by using the 'rubber duck debugging' technique. Working in pairs to find bugs in our algorithms.	**Game designers** Putting the finishing touches on our games and any debugging that is still required. Testing each other's games.	**Game designers** Creating a 'splash screen' for our games and writing instructions for the players. Evaluating our final programs.
PSHE	**Drugs Education** Why is alcohol a drug? Understanding the effects that alcohol has on the body.	**Drugs Education** Is alcohol always dangerous? Understanding the risks related to drinking alcohol.	**Drugs Education** Considering how society limits the drinking of alcohol. Discussing how to resist peer pressure and the importance of making our own choices.	**Road Safety** How can we be safe when we are near the road? Be safe, be seen – children will design an outfit to ensure road users can see them clearly.	**Road Safety** How can we be safe when we are near the road? How to cross the road safely – exploring how to find a suitable and safe crossing point. What is acceptable and unacceptable pedestrian behaviour?	**Moving on** Circle time games and discussion related to our move into Year 5. What questions do we have? What are we excited about? What are we worried about? Creating a list of questions for our Year 5 teacher.
Music	**Musical starting points** Pupils listen to three different styles of music and discuss mood and effect. They compose rhythmic patterns to match each musical style. They select appropriate instruments to perform their patterns on to match the styles	**Musical starting points** Pupils listen to Rhapsody in Blue. They select appropriate instruments to perform Gershwin's train rhythm. They improvise melodies to add to the train rhythm.	**Musical starting points** Pupils listen to Le réveil des oiseaux. They learn about the composer's starting point for this composition. They organise bird song ideas into a sketchbook. They create compositions depicting the dawn chorus.	**Musical starting points** Pupils listen to Zub-a-doo. They learn about the composer's starting point for this composition. They begin to compose music in two different metres. They create a melodic riff to fit in with the rhythmic patterns of the different metres.	**Musical starting points** Pupils explore different starting points for composing a piece of machine music. They develop their own machine compositions. They rehearse and perform their work.	**Musical starting points** Pupils will rehearse for their performance of the musical Jack and the Beanstalk.

	of music.					
Religious Education	**<u>Can one person inspire many?</u>** Who is Ghandi? What does it mean to inspire someone? How did Ghandi inspire many?	**<u>Can one person inspire many?</u>** Who is someone who inspired you? Children identify inspirational people from their own lives and compare them to Ghandi.	**<u>Can one person inspire many?</u>** Looking at the Ghandi quote 'be the change you'd like to see'. Children to explore first through discussion, then through art the changes that they would like to see.	**<u>Can one person inspire many?</u>** Inspirational sports people – how can an athlete inspire others? What is a good role model? Why is it important to be a good role model?	**<u>Can one person inspire many?</u>** Looking at inspirational paralympians. Why are people inspired by athletes?	**<u>Can one person inspire many?</u>** Considering how one person can have a positive effect on many people. Children will share stories of inspirational people and consider how they can inspire others through their actions.
French	**Sport (le sport)** *Sports (le sports)* <u>Key vocab:</u> *le foot, le tennis, le tennis de table, le basket, le cricket, le rugby* <u>Key phrases:</u> *Tu joues à quel sport?* *Je joue au…*	**Sport (le sport)** *Which sports do you like doing?* *(Tu aimes faire quel sport?)* <u>Key vocab:</u> *la danse, la natation, le vélo, l'équitation* (f), *le skate, le surf, l'escalade* (f), *le footing* <u>Key phrases:</u> *Tu aimes faire quel sport?* *J'aime (faire)…*	**Sport (le sport)** *At the stadium* *(Au stade)* <u>Key vocab:</u> *un stade , une équipe, un joueur de foot, un directeur, un terrain, un arbitre, un ballon de foot, un sifflet, un spectateur* <u>Key phrases :</u> *Qu'est-ce que c'est?* *C'est...*	**Sport (le sport)** *Wimbledon* <u>Key vocab :</u> *un court, une raquette, un joueur de tennis, un arbitre, un spectateur, un ramasseur de balles, une balle de tennis, des fraises* (f) *à la crème* <u>Key phrases :</u> *Qu'est-ce que c'est?* *C'est... / Ce sont…*	**Sport (le sport)** *Can you…?* *(Tu sais…?)* <u>Key vocab:</u> *jouer au tennis, jouer au foot, jouer au hockey, jouer au netball, jouer au rugby, jouer au cricket, faire du vélo, faire du ski* <u>Key phrases:</u> *Tu sais…?* *Oui, je sais…* *Non, je ne sais pas…*	**Sport (le sport)** *A tennis match* *(Un match de tennis)* <u>Key vocab:</u> *un billet, travailler, malade, célèbre, triste, content, frapper, ramasser, donner*