



YEAR 4

CURRICULUM LEAFLET

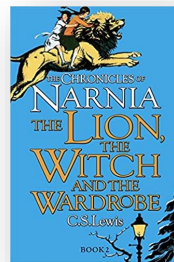
CREATE—SUMMER 2

GLOBAL GOALS: 3 & 12



READING

Children will begin to read *The Lion, The Witch and the Wardrobe* by C.S Lewis. We will be combining strategies using evidence from the text to support our understanding. The children will also develop their fluency skills to increase their speed and accuracy of what they read.



WRITING

Using *The Lion, The Witch and The Wardrobe* by CS Lewis, the children will explore the idea that a character can change over time.

Children will develop the skill of prediction including evidencing from the text. They will write poems, develop drama techniques and write in role to support them in producing their own narrative as a final outcome.



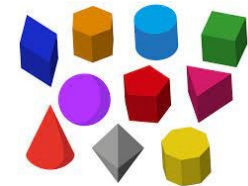
MATHS

Review Prior Learning:

- Angles
- Shape and symmetry

New Learning:

- Position and direction
- Reasoning with patterns and sequences
- 3D shape



RE/ PSHE

RE:

How do beliefs and faith have an impact on people's religion?

PSHE: Transition

Helping Year 4 pupils prepare for the transition into Year 5 and the changes, challenges and opportunities this brings

PE/COMPUTING

Physical Education:

In P.E, year 4 will have two lessons a week. One of these will be an Tennis session, the other will be OAA.

Computing:

Our unit is 'HTML' for this term and we will be using and developing different HTML codes to create our own web pages.

SPANISH/MUSIC

Spanish:

We will be telling simple stories in Spanish as well as describing a family (both our own and that of others).

Music: Reflect, Rewind and Replay

We will be learning different skills involved in African drumming this term.

ART/ DT

Art: Whole Art School Project

We will be taking part in a whole-school Art project this term, thinking about the different skills we have developed this year.

DT: Digital World: Mindful Moments Timer

We will design, program, prototype and brand a Micro:bit mindful moments timer, to a specified amount of minutes. They will carry out research and existing product analysis to determine how a programmable product may be used to aid a mindfulness moment.



YEAR 4

GEOGRAPHY

SUMMER 2

NATURAL RESOURCES

PRIOR KNOWLEDGE

Previously in Year 4:

- **Rivers**- I have learnt about how rivers can be a resource to some communities
- **Migration**– I have learnt how some people will migrate due to resources in a certain area.

FUTURE KNOWLEDGE

Later in Year 5:

- **Energy and Sustainability**– I will learn which forms of energy are the most sustainable.



NEW KNOWLEDGE

During this unit, I will learn:

- Where are the world's natural resources?
- How has the use of natural resources changed?
- What resources does Chile have?
- What resources does the UK have?
- How does resource exploitation cause problems?
- What is the circular economy?



KEY IDEAS AND VOCABULARY

Natural resources



Materials that exist in the natural environment that are useful to humans. Most natural resources are unevenly distributed and exhaustible.

Exhaustible



When a material is exhaustible it will run out and will not last forever.

Consumption



The action of using a resource.

Abundance



A large quantity of materials.

Scarcity



A short supply of a material.

Fossil fuels



Coal, oil and gas. They are formed from the remains of plants and animals.

Renewable



A material that will keep being generated such as fish and forests.

Extraction



The removal of something, such as a natural resource.



YEAR 4

SCIENCE

SUMMER 2

HUMAN ANATOMY

PRIOR KNOWLEDGE

Previously in Year 2:

- **Biology: Human Lifestyle**—I have learnt about the human lifestyle. Including how to keep my body fit and healthy.

Previously in Year 3:

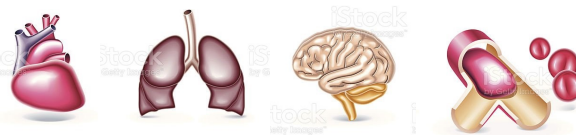
- **Biology: Plants**—I have learnt about different plants, what they need to grow and how they can be classified.
- **Biology: Ecosystems**



NEW KNOWLEDGE

During this unit, I will learn:

- What are organs and why do we need them?
- What are the major bones in the human body?
- How does human anatomy compare to other animals?
- Are all teeth the same?
- How is oxygen transported around our bodies?
- How do humans digest food?



KEY IDEAS AND VOCABULARY

Muscles



Help our bodies to move

Skeleton



Gives the body its shape. Protects our organs.

Exoskeleton



Rigid external covering for the body

Peristalsis



The involuntary constriction and relaxation of the muscles of the intestine that pushes food along

Lungs



Helps us to breath air in and out

Liver



Cleans the blood and makes sure that we don't have toxins in our blood

Kidneys



Filters the liquid from your blood and produces urine

Endoskeleton



An internal skeleton

FUTURE KNOWLEDGE

Later in Year 5:

- **Biology: Reproductive Cycles**
- **Biology: Humans and Animals Over Time**

Later in Year 6:

- **Biology: Cells**
- **Biology: Diet and Lifestyle**

Later in KS3 (Secondary School):

- **The skeletal and muscular systems**—the structure and functions of the human skeleton, to include support, protection, movement and making blood cells
- **Reproduction**—reproduction in humans
- **Gas exchange systems**—the structure and functions of the gas exchange system in humans, including adaptations to function
- **Health**—the effects of recreational drugs on behaviour, health and life processes.

SCIENTIFIC ENQUIRY

During this unit, I will learn:

Research using secondary sources:

- I will ask scientific questions and use research to find out about life cycles of animals. I will present this knowledge using diagrams.
- I will ask scientific questions to people to find out how a baby or animal is looked after.

Carry out comparative and fair tests:

- I will plan an enquiry to explore the effect of exercise on my body. I will record my results.

Observing over time:

- I will observe animals growing over a period of time such as caterpillars or chicks.