

# Year 4: Saving Our World

## 1. Key Vocabulary

**English** — dystopian, utopian, society, adventure, instructions, poetry, literary device, water cycle

**Maths** — apparatus, percent, notation, continuous, totality, rectilinear, polyhedron, improper, prime, scaling, non-unit fraction, watch

**Science**— sustainable, disposal, classification, hibernate, environment, consequences, objective, boiling point, consistent, state change, evaporation, water cycle.

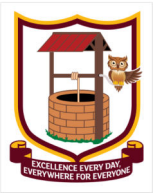
**Humanities** — xxx

**RE** — xxx

**PSHE** — intermediate, framework, military, corporate, concentration, published, attributed, deduction, conference

**Art** — xxx

**DT** — xxx



## 2. Curriculum Knowledge

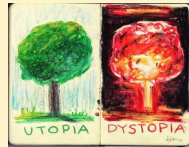
- To write and perform poetry inspired by Valerie Bloom.
- To read, write and partition decimals up to two decimal places.
- To use knowledge of addition and subtraction to solve problems.
- To investigate different nets that will make an open cube.
- To build and evaluate series and parallel circuits.
- To identify the importance of evaporation and condensation in the water cycle.
- To locate and follow the routes of key rivers in the United Kingdom using different mapping skills.
- To investigate the impact of pollution on the water cycle.
- To use a range of primary and secondary sources to find out what occurred during the Industrial Revolution.
- To explore the social impact of the Industrial Revolution.
- To experiment different printing techniques.
- To identify what healthy relationships look like.

|                 | Enterprise                        | Communication                                   | Well-Being  | Possibilities   | Environment  |
|-----------------|-----------------------------------|---|---|---|--|
| <b>Drivers:</b> | Art/D&T: Creating a bag for life. | English: Performance skills for poetry reading. | PSHE: Understanding the importance of relationships and boundaries. | Science: Discuss opportunities to improve climate change to help all living things. | Humanities: The impact of the industrial revolution on climate change. |

## 3. English

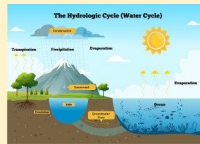
### Fiction Units:

In Summer 1, children will learn/study stories set in real places. In Summer 2, children will learn about dystopian literature, and study such written as adventure stories.



### Non-Fiction Units:

In Summer 1, children will learn about The Water Cycle, by writing non-chronological reports. Following this, in Summer 2, they will be learning instructional writing, and will learn how to create a reusable bag.



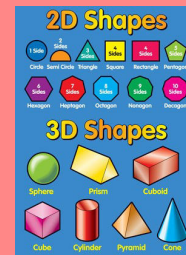
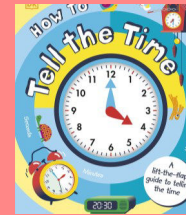
### Poetry:

Across the two terms, children will be studying poems by a significant poet, Jamaican poet Valerie Bloom. They will learn her techniques and attempt to emulate them in their own poems.



## 4. Maths

- Children will be taught number bonds to 10 & 100 to support understanding of decimals
- Children will be taught how to multiply and/or divide 1 or 2 digit numbers by 10 and 100
- Children will add or subtract amounts of money (using £ and p) using whole multiples of £1 and 10p (i.e. 50p+20p=70p £14.50 +£5=£19.50)
- Children will be taught how to use words to describe the time and be confident at telling the time as half past/to or quarter past/to the hour
- Children should understand and recall the relationship between hours, days, months, years
- Children should be able to calculate how many minutes to the next hour using mental methods or the inverse operation by subtracting from 60
- Children should be confident reading pictograms where one picture represents 1, 2, 5 or 10, as well as tally charts.
- Children should be able to recognise and name 2D and 3D shapes, types of lines and angles
- Children should be able to identify the x and y axis on a graph from learning statistics



## 5. Science

Through research, investigations and enquiries the children will:

-Recognise that living things can be grouped in a variety of ways

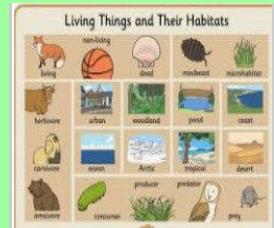
-Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment

- Recognise that environments can change and that this can sometimes pose dangers to living things.

- Find out how to group different materials together, according to whether they are solids, liquids or gases.

- Observe that some materials change state when they are heated or cooled.

- Identify the importance of evaporation and condensation in the water cycle.



## 6. History/ Geography

### History

Children will be learning more about the Industrial Revolution, how this developed and its impact on the world. They will consider how the world's climate has changed over time.

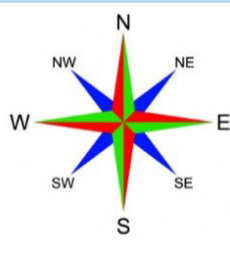


Children will look in depth at:

The timeline of the Industrial Revolution; an understanding of British, local and world history. Children will explore how the Industrial Revolution was a significant turning point in British history and the impact the Industrial Revolution had on climate change.

### Geography

Children will be learning about rivers and the water cycle, plotting the routes of the rivers using their mapping skills. Children will use maps, compasses, 4 and 6 figure grid references and ordnance surveys to locate places in the UK and the position of rivers.



Children will look in depth at:

Key aspects of physical geography, including: rivers, mountains, and the water cycle.

## 10. Spanish

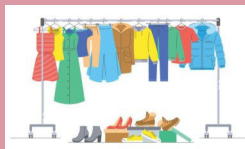
### The weather/ the seasons

Children will learn the Spanish words to describe the weather. They will also use the names of the seasons and the weather associated with each season.



### The clothes and the seasons

Children will recap the names of the seasons and the weather for each season. They will look at names of clothes and what they will wear in the different seasons.



## 7. RE

200 x 100

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150 x 150

## 8. PSHE

### Summer 1: Relationships

In this unit the children will learn how to identify what makes a relationship positive and what makes a relationship negative. The children will develop their knowledge of different types of families and broaden their knowledge of LGBTQ+ by talking about the importance of respect and tolerance for all family structures. The children will broaden their understanding of the differences between boys and girls by beginning to discuss the concept of gender and gender fluidity.



### Summer 2: Changes

Children will discuss the concept of change and understand the different kinds of change that they may experience. They will discuss their own personal experience of change, different emotions that they may feel in response and learn different coping strategies. In upper KS2, pupils will identify and discuss different physical and emotional changes through puberty, as well as learning the scientific names for all body parts.

Changes Ahead



## 11. Computing

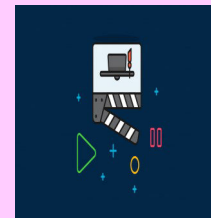
### Digital Imagery

Children will be learning how to animate digital images to create short animations that show how climate change has affected the planet.

### Programming, Coding and Controlling

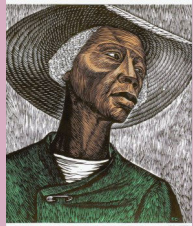
Devices (Computer Science)

Children edit websites using HTML



## 9. Art/ DT

This term in Art the children will be learning about Print making. They will be exploring a range of prints from the printmakers Katsushika Hokusai, Elizabeth Catlett and Pablo Picasso. Children will be working towards practicing techniques, planning, designing and evaluating their own personal print on a bag for life



In DT they will be focusing on creative processes and mastering techniques, children will be safely exploring a range of sewing techniques and having a go at attaching textiles and components. They will be applying all the skills learnt and attempt to create their own personalised bag for life.



Abstract poetic paint... by Elina, Corvino

## 12. Music

### Music History 1 (Up to Mozart) / Visual Music 2

Children will begin to identify and describe the different purposes of music and the history of music, including Mozart.



## 13. PE

150 x 150