

# Year 4 Summer 2: Brilliant Britain

## Curriculum connections

4

### English

#### Core text/Reading spine

Iron Man by Ted Hughes

5

#### Writing:

Use persuasive language to write a letter requesting to join the Roman army.

6

Write a 'beating the monster' story based upon the class text, focusing on openings, build ups, dilemmas, resolutions and endings.

4

Add detail to sentences with relative clauses using where, when, who, that, whose and which.

Use onomatopoeia and personification to describe settings and events.

Include paragraphs and use adverbial phrases to make links between paragraphs or events.

Use connective conjunctions to give an explanation of how a machine works.



2

### Maths

Tell the time on both analogue and digital clocks.

3

Recognise the time to both one minute and 5 minute intervals on an analogue clock.

4

Use AM and PM accurately for times of the day.

Understand the differences between 12 and 24 hour clock and be able to convert.

4

Interpret data on a variety of charts.

Make comparisons between charts.

Solve problems involving discrete data.

4

Use knowledge of scales to accurately read time graphs.

Create own graphs to represent continuous data.

Identify and describe the properties of 3D shapes, including the number of edges, vertices and faces.

Identify 2D shapes on the surface of 3D shapes [for example, a circle on a cylinder and a triangle on a pyramid]

Compare and sort common 2D and 3D shapes and everyday objects.

1

### Geography

#### Brilliant Britain

Recognise similarities and differences between the UK, GB and British Isles.

2

Know the regions and counties of Britain.

3

Identify human characteristics of Britain.

5

Name and locate mountains in Britain.

6

Identify and label rivers in Britain.

Understand the difference between countries, regions and counties.

1

### Art

#### British Landscapes: Collage in the style of Giles Davies

Know about the life and work of Giles Davies.

2

Use lines, tones and colour progression.

3

Compare styles of given artists.

Describe a person's artistic style.

5

Design, create and evaluate a collage landscape.

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1

### Science

#### Living things and their habitats

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

Recognise that environments can change.

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

3

Explore and use classification keys to help identify a variety of living things in their local and wider environment.

5

Explore and use classification keys to help name a variety of living things in the local and wider environment.

6

2

### RE

#### Sikhism

Understand that Guru Nanak began to help others to understand God better.

3

Explain how events in Guru Nanak's life teach Sikhs to treat others with respect and equality.

4

Understand that Guru Nanak taught that all humans are created by One God and so in God's sight all people are equal.

4

Identify that the langar is an example of Sikhs putting service and equality into action.

4

Make links between our school, British values and the teaching of Guru Nanak.

5

4

### Computing

#### Data handling: Investigating weather

Search the web efficiently to find different temperatures for cities and record this accurately.

Design a weather station that gathers and records sensor data.

Design an automated machine that uses selection to respond to sensor data.

Create a video which includes weather forecast information.

**Online safety:** Understand safe behaviours online

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### PE

#### Rounders

Develop the concept of batting and fielding.

Understand the roles of bowler and back stop.

Learn how to hit the ball, where and why.

Develop fielding skills and understand where fielders can position themselves to prevent the batter from scoring.

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### Music

#### Brilliant British Music

Listen to and sing folk songs from England and Ireland.

Listen to and sing sea shanties.

Listen to and sing Beatles songs.

Accompany songs with tuned, untuned and body percussion.

1

### PSHE

#### Changing Me

Understand that boys' and girls' bodies need to change so they can make babies.

Identify how their bodies change on the inside during the growing up process and why these changes are necessary.

Understand that some personal characteristics have come from their birth parents.

Label the internal and external parts of male and female bodies.

Describe how menstruation is an essential part of female development.

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### Spanish

#### Fashion show: La ropa

Describe items of clothing along with the different forms of the indefinite article.

Incorporate previous learning about colours into descriptions of clothing and recap the concept of adjectival agreement.

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