

Year 4 Summer 1: Europe

Curriculum connections

4

English

Reading spine:

Toro Toro - Michael Murpurgo

Writing:

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

4

Use expanded noun phrases in writing by the addition of modifying adjectives, nouns and prepositional phrases.

Identify and apply poetry features to describe a setting.

Use persuasive language features to advertise, adding conjunctions and adverbials to extend ideas and sentences.

Draft and write a narrative, creating setting, characters and plot

Evaluate and edit, assessing the effectiveness of ideas, vocabulary choices and sentence structure



4

Maths

Number:

Order and compare numbers (including negative numbers).

Read and understand Roman numerals

Recall multiplication and division facts for multiplication tables up to 12x12.

Use formal written for addition and subtractions and use inverse methods to check calculations.

Use formal written multiplication and division.

Develop mental strategies related to all four operations.

Measure:

Read and convert analogue and digital times up to 24 hours

Measure and calculate the perimeter and area of rectilinear shapes and basic compound shapes.

Interpret and present data in different forms.

4

Geography

Europe:

Learn the locations of European countries on a map and recall them by their related flags.

Learn and identify the locations of the major capital cities and landmarks across Europe.

4

Identify the different regions of Europe and explain their physical and human features.

Compare and contrast different regions and countries of Europe.

2

D&T

European food and ingredients

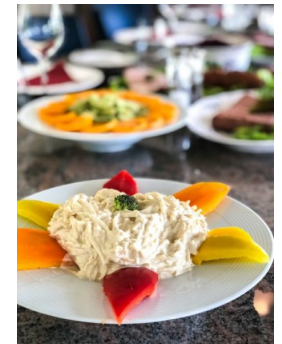
Explore locality of European ingredients and where they come from.

Identify the importance of the import and export of trade across Europe.

Taste and evaluate European ingredients, exploring flavour combinations, traditional dishes and local recipes.

Design and plan European sandwiches based upon ingredient testing and preference.

Evaluate final products in relations to taste and appearance.



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Science

3

Living things, their habitats and human impact

Recognise that living things can be grouped in a variety of ways such as appearance, diet and body type.

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

2

Identify varying regions and habitats across the world and the associated animals found in those environments.

Explore how some animals are adapted to suit their habitats in order to survive.

2

Make links to food chains and how they can be affected from environmental factors.

Understand the significance that human impact has upon an environment including deforestation, pollution and affecting species survival through plastic waste.

1

2

RE

Christianity (continued)

Explore what it means to belong to a Christian community.

Identify ways in which Christians worship privately and as a community.

Explore how Christians worship - through music, prayer and religious events.

Explore how Christians make a difference in the local community and how they stand up against injustice based upon religion.

3

Computing

Online Safety:

Develop our understanding of how to identify trustworthy information online and consider the implications of technology.

Be discerning in evaluating content by learning about the techniques that companies use to advertise online.

Use technology safely and responsibly by considering the risks of screen-time and technology.

Using search technologies effectively, appreciating how results are selected and ranked.

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3

PE

Striking and fielding -

Cricket and Rounders:

Learning how to hit or strike a ball into space with increasing control
Thinking of strategic ways to implement tactics in order to prevent runs being scored and win games.
Recognise the importance of scoring runs to gain points and working together to prevent batters scoring.

Music

How animals are represented in Music:

Listen to The Carnival of the Animals by Saint Saëns
Consider how music is created, produced and communicated.
Increase their understanding of pitch, dynamics, tempo, texture, and structure.
Use instruments to create and perform.

3

PSHE

Changing me:

Identify features of the circle of change and how responsible changes can benefit me.
Identify key changes in boys and girls as part of the growing up process.
Recognise how I feel about change and managing emotions
Children identify what is special about them and value the ways in which they are unique
Accept myself and others for who we are.

Spanish

¿Qué te gusta hacer?

Vida sana (Healthy life):

Express their opinion (extended sentences with pero (but) - y (and)).
Recognise the gender of nouns using a bilingual dictionary and by the definite article.
Identify nouns and adjectives agreements.
Change one word of a sentence to change the meaning.

Additional Support

This half term we will continue to use The National Tutoring Programme as part of our sustained response to the coronavirus pandemic. Small group tutoring will be provided for identified pupils in order to accelerate progress. The extra tuition may be timetabled into the school day or take place before or after school.