



A taste of the Orient

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Year 4 Summer Term

As Geographers, we will be developing our knowledge of the world's countries and using a variety of sources to compare China and other countries with mega cities in. As Historians, we will be finding out about the ancient Chinese civilisation The Shang Dynasty, where we will be learning about their beliefs, culture, and art work. As Writers, we will be creating adventure stories based on Mulan,, writing newspaper stories about volcanoes or earthquakes, writing non-chronological reports about China, as well as writing instructions on how to do the dragon dance. As Scientists we will be finding out about the life cycle of plants, learning how to group invertebrates, and making our own musical instruments to explore the effect of pitch and volume.

Northlands Primary School and Nursery 2018-2019

Summer Curriculum Overview Year 4

Topic	<u>Oceans Blue</u>
Key Trips and Visitors	In May, we will having a Chinese day in school where we will welcoming visitors into school to help us paint Chinese plate patterns and teach us a Chinese dragon dance. We will also be inviting parents into school to watch us perform at the end of the day. We will be taking part in other exciting arts and craft activities to do with China, and possibly tasting some Chinese food!
History	<p>Through the topic of China we are learning to</p> <ul style="list-style-type: none"> • Describe features of past societies and periods e.g. The Shang Dynasty: Ancient China • <u>Identify some ideas, beliefs, attitudes and experiences of men, women and children from the past</u> • <u>Give reasons why changes in houses, culture, leisure, clothes, buildings and their uses, things of importance to peoples, ways of life, beliefs and attitudes have occurred during a time period.</u> • <u>Describe how some of the past events/people affect life today</u> • Give reasons why there are different accounts of history. • Discuss most appropriate way to present information, realising that it is for an audience. • Suggest sources of evidence from a selection provided to help answer questions.
Geography	<p>Through the topic of China we are learning to</p> <ul style="list-style-type: none"> • Use maps, atlases and globes to locate China and other countries in the world that have megacities. • <u>Observe and describe the key features of cities and suggest reasons why people live in cities of high density.</u> • <u>Understand geographical similarities and differences in China and other countries around the world with mega cities.</u> • Describe the physical and human geography of China and other countries in terms of climate, rivers, mountains, volcanoes, earthquakes, and settlement, land use, economic activity and the distribution of natural resources.
RE	<p><u>Through the topic of Judaism we are learning to:</u></p> <ul style="list-style-type: none"> • <u>ask questions about my own experiences and feelings and those of other people</u> • <u>describe how Jewish belief that God protected the Israelites in the wilderness is expressed through the story of Moses</u> • <u>describe how Jewish beliefs about God are expressed through the story and rituals of Sukkot</u> • <u>make links between my feelings and the feelings of the Israelites and express these in poetry</u> • <u>link values that are important to me with keeping class and national rules</u> • <u>describe how religious rules for Jews (and Christians) are found in the Ten Commandments</u> • <u>raise questions and suggest answers to questions of morality</u> • <u>describe how the lives of the Israelites were changed by their experiences and by their religious beliefs</u> • <u>describe why the story of the Exodus is important for Jews today</u>
PE	<p><u>Through the topics of Rounders/Cricket and Athletics we are learning to:</u></p> <p><u>Rounders/Cricket</u></p> <ul style="list-style-type: none"> • Use a range of throwing and striking skills with increasing control. • Catch the ball reasonably well and consistently intercept to stop the ball.

	<ul style="list-style-type: none"> • Select appropriate batting and throwing skills to make the game harder for opponents. • Choose where to stand as a fielder to make it harder for the batter to score. • Know the rules of the game and keep to them, working together as a team. • Create own striking/fielding games and develop and adjust their rules. <p>Athletics</p> <ul style="list-style-type: none"> • Move consistently and smoothly when running for sustained periods and sprinting • Know and demonstrate a range of throwing techniques • Throw a range of appropriate implements with increasing accuracy into a specific target area. • Jump with control and consistency and show co-ordination when demonstrating different combinations of jumps. • Know that there are different styles of running, jumping and throwing and recognise the need to choose the appropriate styles to meet the needs of the challenge. <p><u>Through both of these units the children will be:</u></p> <ul style="list-style-type: none"> • Watching others perform and describing specific aspects of technique • Comparing and contrasting performances using appropriate language. • Suggesting how to improve their own performance and set themselves targets.
Music	<p><u>Through the topic of Lean on me we are learning to:</u></p> <ul style="list-style-type: none"> • Listen & Appraise - begin to recognise styles, find the pulse, recognise instruments, listen, discuss other dimensions of music • Learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence. • Understand and explore how music is created, produced and communicated, including through the interrelated dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations • Perform, understand and explore how music is created, produced and communicated
MFL: French	<p><u>Through the topic of holidays and hobbies we are learning to:</u></p> <ul style="list-style-type: none"> • Engage in conversations, ask and answer questions, express opinions and respond to those of others in the context of asking about the weather and seasons • Speak in sentences, using familiar vocabulary, phrases and basic language structure in the context of going on holiday and taking part in various sports and other hobbies. • Understand the basic grammar rules appropriate to French, how to apply these rules to build sentences in relation to holidays, hobbies and sports.
Art/ DT	<p><u>Through the topic of China, we are learning to:</u></p> <ul style="list-style-type: none"> • develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. • create sketch books to record their observations and use them to review and revisit ideas • improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] • about great artists, architects and designers in history.

<p>Computing</p>	<p><u>Through the topic we are co-authors of we are:</u></p> <ul style="list-style-type: none"> • understand the conventions for collaborative online work, particularly in wikis • be aware of their responsibilities when editing other people’s work • become familiar with Wikipedia, including potential problems associated with its use • practise research skills • write for a target audience using a wiki tool • develop collaboration skills • develop proofreading skills.
<p>PSHE</p>	<p><u>Through the topic of, Diversity and communities we are learning to:</u></p> <ul style="list-style-type: none"> • <u>be able to describe aspects of their identity, and to recognise similarities and differences between themselves and others.</u> • <u>recognise difference and respect diversity, including the importance of recognising and challenging stereotypes.</u> • <u>know about groups and communities that exist locally, and the roles some people play in the community.</u> • <u>understand some different forms the media can take and some of what it does.</u> • <u>understand some of the needs of and how to care for the local environment.</u> • <u>know about the needs of animals, including pets, and the responsibilities of humans towards them.</u> <p><u>Through the topic of Personal safety we are learning to</u></p> <ul style="list-style-type: none"> • <u>be able to contribute to discussions and listen to other viewpoints about personal safety and take an active part in class activities including using assertive voice and body language</u> • <u>be able to identify trusted adults to include in their Network of Support, and who they can go to if they have a worry or a ‘no’ or ‘I’m not sure’ feeling.</u> • <u>be able to explain what their ‘sixth sense’ is and how this contributes to assessing different levels of risk.</u> • <u>be able to identify the difference between good and bad secrets and tricks as well as ‘yes’ and ‘no’ touches, understanding that they are able to say ‘no’ and tell someone on their Network of Support</u> • <u>be able to identify and name body parts.</u>
<p>Science</p>	<p><u>Through a variety of topics we are learning to:</u></p> <ul style="list-style-type: none"> • Use secondary evidence. • Produce bar charts and other forms of tables. • Use evidence to suggest improvements for investigations and raise further questions. • Study flowering and non-flowering plants (ferns and mosses). • Study the negative effects of pollution and deforestation. • Know that invertebrates can be grouped as snails, slugs worms insects and spiders. • Know how teeth can be damaged by sugary food, acid and plague and how to look after them. • Study food chains, identifying producers, predators and prey. • Explore the pattern between pitch of an object and the object itself (use elastic bands of different length or width and pluck across margarine tubs). The thinner the strings the higher the pitch.

- Make and play their own instruments (Guitars /drums etc) and conclude that the harder they are plucked/banged the louder they sound.
- Identify good conductors that could be used in a circuit.

Maths, Writing and Reading are planned for so that they link with the topics where possible.
Key SMSC/ British Value links are underlined