

## Maths

### INSPIRE Maths

See Long & Medium Term Planning

## History

Children will continue to develop key historical skills:

**To investigate and interpret the past / To build an overview of world history / To understand chronology /To communicate historically**

Children will a variety of resources to find out about Mayan civilization [looking at education, punishment and homes], comparing these to life in Britain and wider Europe. Children will understand the characteristics that place these civilisations as having lived a long time ago in the past

## DT

Children will continue to develop their designing skills:

**To master practical skills / To design, make, evaluate and improve / To take inspiration from design throughout history**

Children will focus on food technology, investigating food from the rainforest and how those who live there survive. They will begin to understand what foods can be scavenged closer to home, design and make a recipe from “scavenged” foods. They think about how foods are different based on where they are grown e.g. due to climate

## Personal Development

### Being Safe

### Health (Eating)

Children will learn:

- 1.To know about people who are responsible for keeping them healthy and safe;.
2. To understand personal boundaries; to identify what they are willing to share with their most special people.
- 3.To know what positively and negatively affects their physical, mental and emotional health.
4. To recognise opportunities and develop the skills to make their own choices about food, understanding what might influence their choices and the benefits of eating a balanced diet.
5. To learn about taking care of their body, understanding that they have the right to protect their body.

## Science

Children will continue to develop their working scientifically skills, demonstrating they are able:

**To generate ideas and ask questions / To investigate, observe and record / To conclude ideas and concepts**

**To evaluate**

### Sound

- To identify how sounds are made, associating some of them with something vibrating
- To recognise that vibrations from sounds travel through a medium to the ear.
- To find patterns between the pitch of a sound and features of the object that produced it to find patterns between the volume of a sound and the strength of the vibrations that produced it
- To recognise that sounds get fainter as the distance from the sound source increases.

Scientists and Inventors

***Choose at least two scientists/inventors to look at in detail (see Science and Inventors progression overview for possible objectives).***

“All things are possible...”

## Year 4 Summer Term Curriculum Map

**What I believe: Everyone and everything has the right to be alive. Life in the rainforest.**

## RE

### Christianity-

When Jesus left, what next?

### Thematic unit-

How and why do believers show their commitments during the journey of life?

## Modern Foreign Languages

Spanish

<https://www.lightbulblanguages.co.uk/resources-pr-sp.htm#sow>

## English

Children will cover a range of genres linked to Life in Roman Britain focusing on our reading and writing assessment framework objectives.

**Key Texts — see Medium Term Plan**

## Geography

Children will continue to develop key geographical skills:

**To investigate places / To investigate patterns  
To communicate geographically**

Children will locate and understand the geographic zones of the world. Investigating weather patterns and environmental issues around the world comparing these to the rainforest. They will conduct a study on the sustainability of the rainforest and effects humans have on it.

## Art

Children will continue to develop their artistic skills:

**To develop ideas / To master techniques / To take inspiration from the greats (classic and modern)**

Children will use the work of use the work of Henri Rousseau as inspiration for creating own natural artwork, using natural materials as well as painting techniques to replicate patterns observed in nature.

**Key Artist:** Henri Rousseau

## Computing

Children will continue to develop their computing skills:

**Understanding and creating algorithms / Digital content and the internet / Understanding the application of ICT / E-safety and appropriate use**

Children will further develop their understanding of algorithms, creating their own programs. Children will also investigate web pages and their designs, using photos and sounds to present their. They continue to develop their understanding of the online world, internet safety and behaviour online. Looking at the ownership of images and using hyperlinks.

**Key Applications/ Programmes: Scratch Jr/  
HOPSCOTCH/Swift**

## PE

### Striking and fielding

**Games  
(Baseball)**

**Athletics**

## Music

Children will continue to develop their musical skills:

**To perform / To compose / To transcribe  
To describe music**

Children will study local music past and present and around the world, composing, performing and evaluating their own work and others. Singing songs from memory and use instruments to enhance performances.

## Potential Educational Visits:

Outdoor learning/ Hamsterley forest