

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 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

Write money using decimals.

Convert between pounds and pence.

3

Compare, estimate, calculate and solve problems with money.

Identify hours, minutes and seconds.

Convert between analogue and digital times.

4

Convert to and from the 24 hour clock.

4

Understand angles as turns.

Identify, compare and order angles.

Explore characteristics of triangles, polygons and quadrilaterals.

Identify vertical and horizontal lines of symmetry.

Interpret data on a variety of charts.

4

Make comparisons between charts.

Create own graphs to represent continuous data.

Describe and plot coordinates.

Draw 2D shapes on a grid using coordinates.

Describe translation on a grid.

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.

Name and locate mountains in Britain.

5

Identify and label rivers in Britain.

Understand the difference between countries, regions and counties.

6

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

3

RE

Why do some people think life is like a journey?

Discuss the meaning of a journey.

4

Discuss the significance of Baptism to Christians.

6

Discuss how Jewish people mark becoming an adult.

Explain the ceremonies that Hindus have to mark in the journey of life.

Discuss why people choose to get married.

Discuss if all journeys similar.

Compare the journeys of Christians, Jewish people and Hindus.

4

Computing

Howdoo: Google Workspace Skills

Search, share and star in Google drive

Colour folder

Share file

Share with permissions

Shared files

Add visual content and publish on Google sites

Insert images from Google Drive

Embed Google forms

Insert Youtube videos

Publish site

Preview site

4

4

4

1

PE

Athletics

Bring together the suggested sequence of learning for running,

throwing and jumping into a competition.

Applying skills to a mini athletics competition.

Competing in athletics events.

2

3

5

6

1

Music

Brilliant British Music

Listen to and sing folk songs from England and Ireland.

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.

Character trait: Confidence

2

3

4

5

6

1

Spanish

El fin de semana. *At the weekend.*

3

Learn ten phrases for activities they may do at the weekend in Spanish. Telling the time and opinions / justifications. Talk about what they do at the weekend, enabling them to create more detailed and personalised responses by the end of the unit.

4