

Summer Term

Class 4

Enquiry Question: Is change inevitable?

**Cooperation**

**Tolerance**

Key concepts

**Compromise**

**Acceptance**

**Curriculum**

Welcome to Class 4’s Summer programme of learning where we hope - through our project question – to understand and study ‘changes’, whether historical, scientific, artistic or geographical. The question also opens up the opportunity for children to learn about changes in their bodies, personal changes, religious changes and may help them with their transitions as they move onto their next class.

**Literacy**

**Maths**

* Identify 3-D shapes, including cubes and other cuboids, from 2-D representations
* Know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles
* Draw given angles, and measure them in degrees (˚)
* Identify:
* Angles at a point and one whole turn (total 360˚)
* Angles at a point on a straight line and ½ a turn (total 180˚) other multiples of 90˚
* Use the properties of rectangles to deduce related facts and find missing lengths and angles
* Distinguish between regular and irregular polygons based on reasoning about equal sides and angles.
* Draw 2-D shapes using given dimensions and angles
* Recognise, describe and build simple 3-D shapes including making nets
* Compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons
* Illustrate and name parts of circle, including radius, diameter and circumference and know that the diameter is twice the radius
* Recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles
* Interpret and construct pie charts and line graphs and use these to solve problems
* Calculate and interpret the mean as an average
* Solve comparison, sum and difference problems using information presented in a line graph
* Complete, read and interpret information in tables, including timetables.
* Describe positions on the full coordinate grid (all four quadrants)
* Draw and translate simple shapes on the coordinate plane, and reflect them in the axes.
* Identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed.
* Use simple formulae
* Generate and describe linear number sequences
* Express missing number problems algebraically
* Find pairs of numbers that satisfy number sentences involving two unknowns
* Enumerate possibilities of combinations of two variables
* Children will plan their writing by identifying the audience, noting and developing initial ideas and consider how authors have developed characters and settings
* Draft and write by selecting appropriate grammar and vocabulary, using a wide range of device, describing settings, characters and atmosphere, and summarising longer passages
* Evaluate and edit by assessing the effectiveness of their own and others’ writing, proposing changes to vocabulary, grammar and punctuation,
* Proofread for spelling and punctuation errors

Term 1

* Fictional Piece 1: Narrative based on wordless book ‘Journey’ and ‘Return’
* Non-fictional Piece 2: Non-chronological report – to fact-file Britain’s transition from Roman to Saxon life

Term 2

* Fictional Piece 3: Playscript – based on elements of Grease – transition through school.
* Non – fiction piece 4: Biography – Based on the life of David Attenborough and environmental changes.

**Other curriculum areas**

* Geography:
	+ Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region in North or South America
* History
	+ Britain’s settlement by Anglo-Saxons and Scots
		- Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire
		- Scots invasions from Ireland to north Britain (now Scotland)
		- Anglo-Saxon invasions, settlements and kingdoms: place names and village life
		- Anglo-Saxon art and culture
* Computing
	+ Children explore the concept of variables in programming.
	+ First, pupils will learn what variables are, and relate them to real-world examples of values that can be set and changed.
	+ Children will then use variables to create a simulation of a scoreboard. With the Use-Modify-Create model, children will experiment with variables in an existing project, then modify them.
	+ They will create their own project and apply their knowledge of variables and design to improve a created game.
* Art & DT
	+ Romanesque era art work 1000 – 1200 (primarily architectural) and the movement into the gothic era 1200 – 1650 which moved toward use of stain glass.
	+ If time allows – a study of The Berlin Wall - the meaning of the wall from struggle, restriction and hardship to beauty, freedom and expression.
* Music
	+ Charanga Scheme - Unit of Work. All the learning is focused around a song: Dancing in the Street by Martha and the Vandellas.
* RE
	+ How do Christians decide to live? What would Jesus do?
* PE
	+ Basketball, rounders and games

**Science - properties and changes of materials**

* Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets
* Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution
* Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating
* Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic
* demonstrate that dissolving, mixing and changes of state are reversible changes
* explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.
* Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.



Class novels:

* Goodnight Mr Tom

**Intended Outcome**

The learning this term aims to introduce the children to different forms of transition and change, and allow the class to see and question how ‘changes’ have shaped some of what we see and know today. Although the project question was originally intended to cover the science curriculum linked to material properties, we have used it to cover changes in art and architecture, key historical events which shaped events for the next 1500 years and comparisons between different lands in geography.

**Important Diary dates**

* King’s coronation – Monday 8th May
* SATs week – Tuesday 9th May – Friday 12th May
* Half-term – 29th May – 6th June (Monday 5th June inset day)
* Class 4 Residential – 12th - 14th June

This overview shows the intended learning, which may change due to pupil interests and questions.