

Summer Term - Year 4

1	20.4.20 (2 weeks) 4 pieces of work	4.5.20 (2 weeks) 3 pieces of work	18.5.20 (1 week) 3 pieces of work
Topic	<p style="text-align: center;"><u>Science - Animals including Humans</u></p> <ul style="list-style-type: none"> - Describe the simple function of the basic parts of the digestive system in humans, including; mouth, tongue, teeth, oesophagus, stomach and small and large intestine. - Identify the different types of teeth in humans and their simple functions. - Compare the teeth of carnivores and herbivores and explore the reasons behind the differences. - Find out what damages teeth and how to look after them. <p>Construct and interpret a variety of food chains, identifying producers, predators and prey.</p>	<p style="text-align: center;"><u>Geography - Polar Regions</u></p> <ul style="list-style-type: none"> -Extend knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. Including the location and characteristics of a range of the world's most significant human and physical features. -Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. -Describe and understand key aspects of physical geography including; climate zones and biomes. - Develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge. - Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, Tropic of Cancer, Tropic of Capricorn, Arctic Circle, Antarctic Circle and the Prime Meridian. - Use the eight points of a compass, four and six-figure grid references, symbols and key to build their knowledge of the United Kingdom and the wider world. 	<p style="text-align: center;"><u>Art - Northern Lights</u> <u>Art Study - Philip Gray</u></p> <ul style="list-style-type: none"> -Know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation. - Produce creative work, exploring their ideas and recording their experiences. - Evaluate and analyse creative works using the language of art, craft and design. - know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms. - Develop techniques, including their control and use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. - To create sketch books to record their observations and use them to review and revisit ideas. - To improve their mastery of art techniques, including drawing and painting. - To learn about great artists, architects and designers in history.
Texts	<p style="color: green;">Sky Song - Abi Elphinstone Brightstorm - Vashti Hardy</p>		
Trips			

2	1.6.20 (3 weeks) 5 pieces of work	22.6.20 (2 weeks) 3 pieces of work	6.7.20 (2 weeks) 3 pieces of work
Topic	<p align="center"><u>History - Shackleton</u></p> <ul style="list-style-type: none"> - Develop an understanding of British, local and world history, establishing clear narratives within and across the periods they study. - Note connections, contrasts and trends over time and develop the appropriate use of historical terms. - Address and devise historically valid questions about change, cause, similarity and difference, and significance. - Understand how our knowledge of the past is constructed from a range of sources. - Discern how and why contrasting arguments and interpretations of the past have been constructed. - study an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. - study a significant turning point in British history. 	<p align="center"><u>Science - Living things and their habitats</u></p> <ul style="list-style-type: none"> - Recognise that living things can be grouped in a variety of ways. - Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment. - Recognise that environments can change and that this can sometimes pose dangers to living things. - Use the local environment to raise and answer questions that help them to identify and study plants and animals in their habitat. - Identify how habitats change throughout the year. - Explore possible ways of grouping a wide selection of living things that include animals, flowering plants and non-flowering plants. - Begin to put vertebrate animals into groups such as fish, amphibians, reptiles, birds and mammals. - Begin to put invertebrate animals into snails and slugs, worms, spiders and insects. - Explore the human impact (both positive and negative) on environments. 	<p align="center"><u>RE - Buddhism / PSHE</u></p> <p>What is the best way for a Buddhist to lead a good life?</p> <p>We are learning how Buddha's teachings make a difference to how Buddhists choose to live.</p>
Texts	<p>Race to the Frozen North (The Matt Henson Story) - Catherine Johnson Shackleton's Journey - William Grill</p>		
Trips			