

SCIENCE

Habitats

Pupils should be taught to:

- 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.

Are mini beasts affected by bright light?

Compare two habitats: Which has most trees/plants/minibeasts?

In minibeasts which number of legs is most common?

What affects the numbers of different plants in different parts of the school grounds ?

Which tree has most birds on it?

Working Scientifically

Explore local small invertebrates and using guides or keys to identify them

Make a guide to local living things; raising and answering questions based on their observations of animals and what they have found out about other animals that they have researched.

Other teaching ideas

1. Using keys in reference books, identify minibeasts found in school grounds according to body parts/wings/legs/number of legs etc.
2. Using keys in reference books identify plants in classroom or school grounds according to leaf shape/flower/growth etc.
3. Odd one out. A child chooses 3 pictures of a minibeast/bird/plant. Others say which is odd one out and why
4. Make a database for minibeasts, plants or birds
5. Looking after stick insects/spiders/woodlice/caterpillars in the classroom
6. Discuss animal and plant differences re: protection e.g. colour, poisons, pattern, spikes etc.
7. Draw the food chain grass, cows, humans
8. Discuss what happens if there is not enough food or water
9. Asking children their favourite foods and sorting into

PHYSICAL EDUCATION

Rounders/Cricket

- Select and utilise appropriate tactics and techniques to cause problems for opponents.
- Displays an understanding of fair play, working well with others and leading a small group
- Can adapt throwing technique to ensure success in a variety of activities (distance, accuracy, control)

COMPUTING

Spreadsheets

- Using the formula wizard in the advanced mode to add formulae and explore formatting cells
- Timer and spin button
- Line graphs
- Using a spreadsheet for budgeting
- Exploring Place Value with a spreadsheet

Online safety sessions based on a relevant topic.

- Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration.
- Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact

YEAR 4 SUMMER 1

ARTS

Painting – Portraits (Computing – Creative industries)

- Independently capture, store, retrieve and edit a digital image
- Use a digital stills camera to experiment with filters and effects
- Discuss and evaluate the quality of their own and others' captured images and make decisions

HUMANITIES

Rivers and the Water Cycle

Various enquiries including;

- **Why is water important?**
- **What is the water cycle?**
- **Where are the major rivers in the world?**
- **What are the features of a river?**

Examples of flooding and how countries react (comparing Bangladesh to Britain's methods)

Using maps and sources.

FRENCH

Sports

Children will learn:

- How to say a number of popular sports in French.
- How to talk about which sports they play, like and are able to do.
- Some vocabulary to talk about what they might see at a football or tennis match.

Children will be able to practice both positive and negative responses, combined with the different vocabulary from the whole unit.

By the end children should be able to:

- Identify the gender of a noun in a sentence when listening to it.
- Say or write a few sentences about sports that they can do or like playing and ask others about what they like to play.
- Use a bilingual dictionary to look up the French translations of English words and the meaning of unfamiliar French words.
- Follow a model to write sentences in the first person using common verbs.
- Become increasingly confident in recognizing and understanding French sentences with different word order.