

The Half Term Ahead

Year 4: Summer 2

Earth Charter links: Earth and love

Big Question: Why do people live near earthquake zones?

Launch Event: DT Day
Visits, visitors & trips:
Residential to Harry's Island

Key dates	Home Learning Expectations												
<p>Please put these dates in your diary:</p> <ul style="list-style-type: none"> ⇒ Wednesday 4th June – SRE talk, 6pm in the hall ⇒ Friday 6th June - Hawks reading cafe and PJ day for reading reward ⇒ Thursday 5th June - Class photos ⇒ W/B 9th June - Multiplication Times table Check ⇒ Friday 13th June - Earth Day ⇒ Monday 16th June - Friday 20th June - STEAM week ⇒ Thursday 19th June - KS2 – Sports Day ⇒ Friday 20th June – KS1 - Sports Day ⇒ Saturday 21st June - Summer Fair ⇒ W/b 23rd June - SRE week ⇒ Tuesday 1st July - DT day ⇒ Wednesday 2nd – Friday 4th July – Harry's Island Residential ⇒ Thursday 10th July - Annual Report dates ⇒ Friday 18th July – 1.30 finish - Last day of term 	<p>Reading every day: the power of 1:1 reading The expectation is that every child reads at home (or is read to by an adult) every day. Where it is such a key life skill, we feel this sits at the very top of our home learning priorities.</p> <p>Home Learning cycle: standardised deadlines</p> <ul style="list-style-type: none"> ⇒ The homework cycle begins on Friday ⇒ All homework is due to be completed by Thursday morning of the next week. <p>Tasks/activities in addition to reading at home daily:</p> <table> <tr> <th>Activity</th><th>Expectation</th></tr> <tr> <td>Doodle Maths</td><td>5x 10min sessions a week</td></tr> <tr> <td>Spellings</td><td>Around 15 minutes a week via Spelling Shed</td></tr> <tr> <td>'Times Tables Rockstars'</td><td>5x 10min sessions a week</td></tr> </table>	Activity	Expectation	Doodle Maths	5x 10min sessions a week	Spellings	Around 15 minutes a week via Spelling Shed	'Times Tables Rockstars'	5x 10min sessions a week				
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<p>Home Learning: optional enrichment activities to enjoy with your child ('Reach for the Stars')</p> <ol style="list-style-type: none"> 1. Research facts about your animal that you might like to use in your animal story. You could turn this into a fact file – maybe even a double page spread! 2. Reflect on your year in Year 4, write a diary entry of your favourite day including your favourite memories. 3. Soon you will be meeting your new Year 5 teacher. Write them a letter (think about your initial pen pal letter but more formal) with details that you would like your new teacher to know about you. 4. Draw a clock that shows the following times: 02:15, 19:45, 16:30, 08:30 5. If the time is 07:15 on an analogue clock, what will it be 3 hours and 45 minutes later? Show your working. 6. Draw a line graph to represent the following data → Come up with 3 questions to ask your partner based on your line graph. Draw 6 angles, predict whether they are acute or obtuse 	<p>Home Learning cycle: standardised deadlines</p> <ul style="list-style-type: none"> ⇒ The homework cycle begins on Friday ⇒ All homework is due to be completed by Thursday morning of the next week. <p>Data for line graph:</p> <table> <tr> <th>Day</th><th>Average minutes played on TTRS</th></tr> <tr> <td>Monday</td><td>35m</td></tr> <tr> <td>Tuesday</td><td>42m</td></tr> <tr> <td>Wednesday</td><td>21m</td></tr> <tr> <td>Thursday</td><td>11m</td></tr> <tr> <td>Friday</td><td>16m</td></tr> </table>	Day	Average minutes played on TTRS	Monday	35m	Tuesday	42m	Wednesday	21m	Thursday	11m	Friday	16m
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Curriculum Overview

Year 4	Summer 2
Reading: Key Text	The Firework Makers Daughter by Phillip Pullman Give / explain the meaning of words in context retrieve and record information / identify key details from fiction and non-fiction summarise main ideas from more than one paragraph make inferences from the text / explain and justify inferences with evidence from the text predict what might happen from details stated and implied identify / explain how information / narrative content is related & contributes to meaning as a whole identify / explain how meaning is enhanced through choice of words and phrases make comparisons within the text
Writing & Grammar	Author Study: Ride The Wind; My Butterfly Bouquet; Hummingbird - Nicola Davies <ul style="list-style-type: none"> - Write stories with creative characters, settings and plots (i.e. not just retelling familiar stories or using familiar characters) - Organise ideas into paragraphs - Make choices about punctuation, vocabulary and grammar that show an understanding of purpose and audience Writing to Entertain: Quick! Let's Get Out of Here - Michael Rosen <ul style="list-style-type: none"> - Show an understanding of the differences between Standard English and non-Standard English - Use inverted commas and the related punctuation rules to indicate direct speech - Make choices about vocabulary, structure and grammar that shows an understanding of purpose and audience
Spelling	Revision words from this year's teaching including: homophones, year 3 and 4 word list (in reading records if you'd like to have a practise)
Maths	Maths Time: Years, months, weeks and days Hours, minutes and seconds Convert between analogue and digital times Convert to the 24 hour clock Convert from the 24 hour clock Shape: Understand angles as turns Identify angles Compare and order angles Triangles Quadrilaterals Polygons Lines of symmetry Complete a symmetric figure Statistics: Interpret charts Comparison, sum and difference Interpret line graphs Draw line graphs Position and direction: Describe position using co-ordinates Plot co-ordinates Draw 2-D shapes on a grid Translate on a grid Describe translation on a grid
Science	Physical Properties of materials Thermal conductivity – insulators and elasticity Chemical properties Are all materials safe?
RE	SOCIAL SCIENCES: Islam How have events in history shaped Islamic diversity? SOCIAL SCIENCES How has religion and belief been shaped in my local area?
PSHE	Changing Me To identify what I am looking forward to when I am in year 5 to reflect on changes I would like to make when I am in year 5 and can describe how to go about this to recognise how my body will change as I get older to label key parts of body, including those needed to make a baby to describe how a girls body will change to prepare her to be able to have babies when older to understand what a menstrual cycle is and this is normal recognise different ways to cope with changes that are and are not in my control
PE	Tennis and striking/fielding
Computing	Repetition in games: Exploring repetition and loops within programming Using loops to create shapes Different loops Animate your name Modifying a game Designing a game Creating our game Hardware: Chromebooks Software: Scratch
Humanities	Earthquakes and settlements What is an earthquake? How do we measure earthquakes Earthquakes in Haiti and Japan Reducing the effects of Earthquakes
Art & DT	Design Technology – mood lighting: Shell Structures Making and iterating
Music	History of Music Understanding Musical Notation 'Erupting with Sounds: Fireworks and Volcano Adventure in Music' - improvisation and musical notation working towards creating a volcano inspired group composition.
MFL	Saying what I and other do: activities weekend family personal preferences adjectives to describe people

