



Term: Summer	Year: 2020/21	Teachers: Michelle Quick, Jack Smith, Matt Foulds	Year Groups: Godrevy, Mousehole and Wheal Dream (4, 4/5 and 5)
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SCIENCE

Animals, including humans

describe the changes as humans develop to old age.

Living Things and their habitats

- Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird
- Describe the life process of reproduction in some plants and animals.

Working Scientifically

- Setting up simple practical enquiries, comparative and fair tests
- using results to draw simple conclusions, make predictions for new values, suggest improvements, and raise further questions

TOPIC: Tudors (Off with her head!)

RELIGIOUS EDUCATION - Understanding Christianity unit

What do Christians learn from the creation story? (Creation)

Make sense of belief:

- Place the concepts of God and Creation on a timeline of the Bible's 'big story'. • Make clear links between Genesis 1 and what Christians believe about God and Creation.
- Recognise that the story of 'the Fall' in Genesis 3 explains why things go wrong in the world.

Understand the impact:

- Describe what Christians do because they believe God is Creator (e.g. follow God, wonder at how amazing God's creation is; care for the Earth – some specific ways).
- Describe how and why Christians might pray to God, say sorry and ask for forgiveness.

Make connections:

- Ask questions and suggest answers about what might be important in the Creation story for Christians and for non-Christians living today.

What kind of world did Jesus want? (Gospel)

Make sense of belief:

- Identify texts that come from a Gospel, which tells the story of the life and teaching of Jesus.
- Make clear links between the calling of the first disciples and how Christians today try to follow Jesus and be 'fishers of people'.
- Suggest ideas and then find out about what Jesus' actions towards outcasts mean for a Christian.

Understand the impact:

- Give examples of how Christians try to show love for all, including how Christian leaders try to follow Jesus' teaching in different ways.

ART AND DESIGN – TUDOR INSPIRED

- Explore stitches and embellishments to create different effects.
- Explore and develop confidence using clay whilst working in a safe, organised way.
- Draw with increased concentration, over more than one lesson.
- Develop use of tone in drawing work.
- Create a relief print.
- Explore regular and irregular patterns.
- Have opportunity to draw and record our own ideas and to develop imaginative and fantasy ideas.

GEOGRAPHY

- Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
- 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

English & Spelling / Grammar

Spelling – taught using Support for Spelling assessment and teaching resources. Year 4 spelling rules taught for Spring term. Children taught in spelling groups across the key stage.

Handwriting – daily 'letter join' lessons taught to ensure pupils begin to form lower-case letters in the correct direction, starting and finishing in the right place. Also, pupils use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined. Pupils are also expected to increase the legibility, consistency, and quality of their handwriting.

Writing (The Write Stuff approach)

Non – Fiction unit 1 – Persuasive writing holiday brochure on Sicily

Non- Fiction unit 2- Inviting an author into school

Learning to write a persuasive letter.

Grammar – Grammar National Curriculum expectations for year 4 are taught as part of the Write Stuff teaching units.

COMPUTING

Discovery coding

Year 4 unit

design, write and debug programs

use sequence, selection, and repetition in programs, work with variables

Use the internet for research on Tudor life including making and presenting a power point in groups.

PE

Arena scheme

Summer 1

Athletics LKS2

Tudor dance

Summer 2

Orienteering and problem solving

HISTORY

Do I know about life in Tudor England?

- I can talk about historical artefacts
- I can talk about how artefacts can give us information
- I can clearly articulate my ideas about Tudor England

Can I retell the story of the Battle of Bosworth?

- I understand the key events leading to Tudor reign in England
- I know who the key figures were in the war of the roses
- I can explain why the Tudor rose was formed

Can I talk about the character of King Henry VIII?

- I can give basic facts about the king I can give my opinions on the king
- I know interesting facts about the king
- I can name king Henry VIII's wives

Can I talk about society in Tudor England?

- I know that there was a huge difference in the life of the rich and poor
- I know what the Tudors wore
- I know some of the roles in Tudor society

Seasonal Enrichment

Experience week

Sports day

St Uny 50 experiences

Tudor experience day

BRITISH VALUES

Valuing Difference

Qualities of friendship, kind conversations, happy being me, accepting differences and being inclusive to everyone. Exploring this through PHSE.

MATHS

Fractions (including decimals)

- solve simple measure and money problems involving fractions and decimals to two decimal places
- count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten
- recognise and show, using diagrams, families of common equivalent fractions
- add and subtract fractions with the same denominator
- recognise and write decimal equivalents of any number of tenths or hundredths
- recognise and write decimal equivalents to $\frac{1}{4}$, $\frac{1}{2}$, $\frac{3}{4}$.
- find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths
- round decimals with one decimal place to the nearest whole number
- compare numbers with the same number of decimal places up to two decimal places

Addition and subtraction

- add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate
- estimate and use inverse operations to check answers to a calculation
- solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why

Statistics

- interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs
- solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables.