

Music	Key Skills
Can we perform music inspired by the Beatles? Rock/pop	I can play and perform parts with an increasing number of notes, beginning to show musical expression by changing dynamics. I can understand how different musical elements are combined and used expressively. I can understand and begin to use established and invented musical notations to represent music.

History	Key Skills
Boudicca's rebellion Who is Boudicca and how did she rebel against the Romans?	I can use evidence to describe what was important to the people of the past and how the lives of people in society were different. I can begin to give reasons for and results of specific events. I can distinguish between different sources and use them to ask questions and evaluate sources. I can use relevant language and key historical vocabulary. I can research two versions of an event and explain how they differ. I can communicate my knowledge in a range of ways.

PE	Key Skills
Athletics, tennis, ball skills rounders, cricket.	I can run over a long distance. I can sprint over a short distance. I can throw in different ways. I can hit a target. I can include change of speed and direction. I can use a range of throwing, hitting and catching accurately. I can hit a bowled ball accurately with control. I can play games with increasing fluency and accuracy.

Computing	Key Skills
Online safety Can I programme games with a repeating loop?	I can explain that in programming there are infinite loops and count-controlled loops. I can discuss why a network needs protecting. I can develop a design that includes two or more loops which run at the same time. I can modify an infinite loop in a given program. I can design and create a project that includes repetition.

English
<b>PLOT STRUCTURE: A FINDING TALE</b> <b>FOCUS: Developing setting and character within a story</b> <b>BASE TEXT: The Field Guide/The Seeing Stone (Spiderwick Chronicles)</b> <b>MODEL TEXT: The Night Fairy</b> <b>TEXT TYPE: PERSUASION (Short Unit)</b> <b>BASE TEXT: The Field Guide/The Seeing Stone (Spiderwick Chronicles)</b> <b>MODEL TEXT: Letter to the River Troll</b>

## Year 4 – Summer 1

# Boudicca's Rebellion

## Subjects and skills

Maths
We follow the National Curriculum Year 4 Programme of Study in Maths. Topics for this half term: place value, decimals, + - x ÷ problems, , measure—length, capacity, mass., fractions, problem solving.

Art and Design	Key Skills
How can we explore different architectural style?	I can know about important architects and their work. I can experiment with the styles used by different artists.

French	Key Skills
Can we describe family members and household objects?	I am starting to speak in sentences I can read and understand a short passage using familiar language. I can write 2 or 3 short sentences on a familiar topic

Science	Key Skills
Working scientifically	I can make a prediction with a reason. I can identify differences, similarities and changes related to an enquiry. I can use observations and knowledge to answer scientific questions. I can set up a simple enquiry to explore a scientific question. I can set up a test to compare two things
Digestion and food chains	I can identify and name the parts of the human digestive system. I can describe the functions of the organs in the human digestive system. I can identify and describe the different types of teeth in humans. I can describe the functions of different human teeth.
What is the journey of food through our bodies?	

PATHS/PSHE	Key Skills
Decision making	I can explore good decision making and making mistakes.
Responsibility	I can explore the issue of taking responsibility for your own behaviour.

RE	Key Skills
Why is there so much diversity within the Christian faith?	I can identify different sources of authority and how they link to beliefs. I can give examples of different types of writings and different ways in how believers interpret sources of authority. I can identify events in history which have influenced some religious and non-religious worldviews. I can identify some similarities and differences between and within religions and worldviews. I can identify ways in which beliefs might make Christians think about how they live their life, how they see the world they live in and how they view others.

Performance poetry (poetry day 21st March)

Performing for an audience.

Place value /measure

Explanation texts: How a volcano works

Cause and effect conjunctions; To use Standard English verb inflections accurately

Diary of Pompeii – Write a historical story.

Statistics

To create more detailed settings, characters and plot in narratives to engage the reader; Switch from present to past tense; Conjunctions; Fronted Adverbials; Direct speech; Bracket and dashes

Fractions

Assess and Review

Shape and position

Time