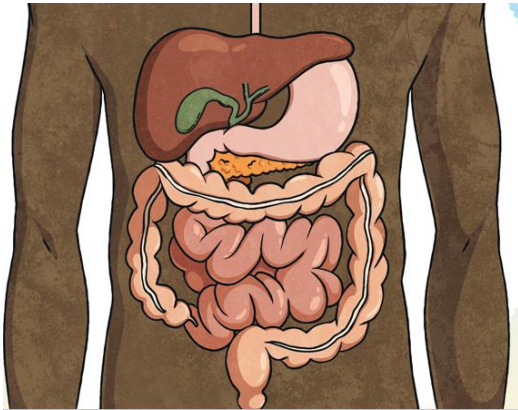


Lowe's Wong Anglican/ Methodist Junior School

Topic Overview – Year 4

	Summer 2 Objectives	Vocabulary
Topic	Burps, Bottoms and Bile	
Values	Respect	
Enrichment (Visits and visitors)	Local visit to Southwell town centre to study land use and changes over time.	
English Quality text	Varjak Paw Amy Gets Eaten	
English Writing genres	<u>Dilemma Story</u> – travelling through the digestive system <u>Persuasive letter</u> – looking after your teeth	
Maths	<u>Money</u> Write money using decimals Convert between pounds and pence Compare amounts of money Estimate with money Calculate with money Solve problems with money <u>Time</u> Years, months, week and days Hours, minutes and seconds Convert between analogue and digital times Convert to the 24-hour clock Convert from the 24-hour clock	We follow the White Rose Maths Scheme, as well as Fluency Bee in Year 3, and Mastering Number KS2 in Years 4, 5 and 6 to support children's mathematical fluency. Therefore, we use the mathematically accurate vocabulary exemplified in the White Rose Maths Schemes

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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 coordinates

Plot coordinates

Draw 2-D shapes on a grid

Translate on a grid

Describe translation on a grid

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Science	<p><u>Digestive System and Teeth</u></p> <p><u>Enquiry Questions</u></p> <p>What happens to my food after I eat it?</p> <p>Why are my teeth all different shapes?</p> <p>Why is it important to make a test fair?</p> <p>What should I drink to keep my teeth healthy?</p> <p>Why can some animals eat food that humans can't?</p> <p>Why do some animals have poo that looks different to human poo?</p> <p><u>Sound</u></p> <p><u>Enquiry Questions</u></p> <p>How can we describe and explain sounds sources?</p> <p>How do different sounds travel?</p> <p>How can we change the pitch of a sound?</p> <p>How do sounds change over distance?</p> <p>How can we absorb sound?</p> <p>LO: To use my knowledge of sound to answer questions</p>	<p>acid</p> <p>anus</p> <p>canine</p> <p>chew, rip, tear</p> <p>digest</p> <p>digestive system</p> <p>gall bladder</p> <p>incisor</p> <p>large intestine</p> <p>liquid</p> <p>liver</p> <p>molar</p> <p>mouth</p> <p>oesophagus</p> <p>organ</p> <p>pancreas</p> <p>premolar</p> <p>rectum</p> <p>small intestine</p> <p>teeth</p> <p>throat/pharynx</p> <p>tube</p> <p>wisdom</p>	<p>absorbed</p> <p>amplitude</p> <p>blow</p> <p>brain</p> <p>cells</p> <p>cochlea</p> <p>collide</p> <p>data logger</p> <p>distance</p> <p>ear canal</p> <p>eardrum</p> <p>electrical energy</p> <p>electrical signals</p> <p>features</p> <p>hearing nerve</p> <p>high sounds</p> <p>instrument</p> <p>low sounds</p> <p>measure</p> <p>medium</p> <p>middle ear</p> <p>particles</p> <p>patterns</p> <p>percussion</p> <p>pitch</p> <p>pluck</p> <p>ripples</p> <p>shake</p> <p>sound</p> <p>sound energy</p> <p>sound wave</p> <p>soundproofing</p> <p>source</p>
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			stringed instruments survey transmission vibrate vibration vocal chords volume volume wind instruments
History	Not taught in this topic		
Geography	Fieldwork (land use) and Grid References <ul style="list-style-type: none"> • How is our land used? • How is land used in Southwell High Street? • How has land use changed over time in Southwell? • How can we locate settlements in UK? 		agricultural census commercial data fieldwork industrial land use residential transport woodland grid reference horizontal vertical
Art and Design (artist)	Not taught in this topic		
Design Technology	Not taught in this topic		
Computing	E-Safety – My Virtual Friend		audio combine

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	<p>Audio Editing</p> <ul style="list-style-type: none"> • Digital recording • Recording sounds • Creating a podcast • Editing digital recordings • Combining audio • Evaluating podcasts 	<p>digital edit podcast recording</p>
<p>RE</p>	<p>Journey of Life & Death</p> <p>EQ: Why do some people think life is like a journey?</p> <p>EQ: Does a 'good life' mean no suffering, or do we need the 'stormy times' too?</p> <p>EQ: What is the significance of baptism?</p> <p>EQ: What do wedding ceremonies show us about commitment, love, promises?</p> <p>EQ: what do Christians and Hindus believe happens after death?</p> <p>EQ: how to Hindus perceive the journey of life?</p>	<p>afterlife baptism ceremony Heaven Hindu Dharma love marriage Moksha promise</p>
<p>RSHE/PSHE</p>	<p><u>Changing Me</u></p> <ul style="list-style-type: none"> • Unique Me • Having a Baby • Menstruation • Circles of Change • Accepting Change 	<p>acceptance change characteristics conception emotions fallopian tube genes hormones menstrual cycle menstruation period</p>

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		personal puberty unique womb
PE	<u>Cricket</u> Fielding Batting Overarm Bowling Game play and tactics <u>Skills/games</u> Rounders Fielding Batting Underarm bowling Game play and tactics	back swing bat batter bowler's end bowling crease fielding follow through forward drive good length grip ground fielding horizontal bat non-stop cricket off stump out out field overarm throw pull shot run out seam slip fielding stance straight bat stumps the 'v' underarm throw walk/run up

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		weight transfer wicketkeeper
MFL Spanish	<p><u>Leisure activities / Holidays / Weather / Clothes</u></p> <ul style="list-style-type: none"> • Conduct a survey in Spanish • Know the names of some major airports and ports in Spain • See images from Spanish cities • Understand different possibilities for travelling abroad • Pack an imaginary suitcase for a holiday, labelling a drawing • Describe packing a suitcase for the holidays • Learn numbers to 13 – 30 • <i>Re-visit leisure activities and opinions</i> • Learn means of transport • Learn the points of the compass • <i>Re-visit months of the year</i> <p><u>Speaking and listening</u></p> <ul style="list-style-type: none"> • State simple sentences (positive and negative) joining clauses with a conjunction to provide information about hobbies • Memorise and present one or two spoken sentences, possibly linking sentences with a connective • Recognise positive and negative statements in English and Spanish • Follow and understand an interview between two speakers talking about hobbies • Conduct a short interview in Spanish, asking and answering questions • Listen to sound produced by er • Participate in a survey about leisure activities, answering in a complete sentence stating likes/dislikes in relation to hobbies • Pronounce graphemes <i>ie</i> in <i>diciembre</i>, <i>ce</i> in <i>hace</i> 	<p>Hobbies: Bailar, nadar, jugar al fútbol, comer en un restaurante, leer, ver la tele, ir al parquet</p> <p>Revision of opinions phrases: Me gusta, no me gusta ¿Te gusta...?</p> <p>Numbers 13-30</p> <p>Five means of transport: en barco, en coche, en autocar, en tren, en avión</p> <p>Weather expressions: Hace calor, hace frío</p> <p>Quantifiers: Mucho, un poco</p> <p>Clothes items for packing a suitcase: Un pantalón, un pantalón corto, una falda, un jersey, una camisa, un sombrero, un bañador, unas gafas de sol</p>

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	<ul style="list-style-type: none"> • <i>Revisit pronunciation of z in marzo</i> • Present information about the climate in Spanish, <i>re-using previously learned vocabulary: En agosto en España hace mucho calor.</i> <p><u>Reading and writing</u></p> <ul style="list-style-type: none"> • Read and understand a short paragraph with familiar vocabulary and structures • Write sentences to describe hobbies • Attempt to write short phrases from memory • Identify strategies for learning vocabulary • Deduce meaning of unfamiliar vocabulary • Write sentences to describe the climate in Spain <p><u>Grammar</u></p> <ul style="list-style-type: none"> • Use an opinion in front of an infinitive verb • Re-visit positive and negative verb form <i>Me gusta / No me gusta and me gusta mucho</i> • Basic adverbial at start of sentence related to months: <i>En noviembre</i> • Re-visit quantifiers: <i>mucho – un poco de</i> • Re-visit colours and position of adjectives: <i>un pantalón corto y rojo</i> • Conjunctions – <i>y, pero</i> 	
Music	<p><u>Whole-class instrumental lessons – North America</u></p> <ul style="list-style-type: none"> • To understand the key features of minimalism • To play a minimalist melody in two parts from staff notation • To play an interlocking minimalist melody in two parts from staff notation • To understand the connection between minimalist and electronic dance music • To play music from staff notation with accuracy, fluency, control and expression 	<p style="text-align: center;">Minimalism Staff notation Interlocking minimalist melody Electronic dance music Fluency Control expression</p>

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