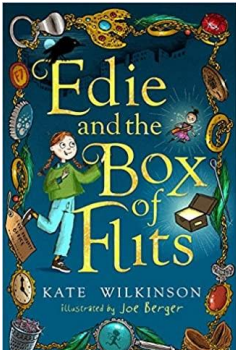


## Year 4 - Summer 1

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<b>English</b>	<p><b>Stories with Humour</b></p> <p>Read <i>Mr Stink</i>, look at other books by the same author and discuss Walliams' style. Examine characterisation in the book and create their own, new character.</p> <p><b>Grammar focus:</b> Choose nouns and pronouns appropriately for clarity and cohesion and to avoid repetition.</p>	<p><b>Stories with Humour</b></p> <p>Examine dialogue for character clues. Learn about punctuating direct speech. Roleplay a new scene for the book and write it down using correctly punctuated dialogue.</p> <p><b>Grammar focus:</b> Recognise and begin to use possessive apostrophes correctly for singular and plural nouns.</p>	<p><b>Persuasive Writing</b></p> <p>Carry out research about zoos. Summarize points 'for' and 'against' zoos. Read <i>Zoo</i> by Anthony Browne, discuss viewpoint. Write a persuasive letter asking the zookeeper to improve animals' living conditions.</p> <p><b>Grammar focus:</b> Using and punctuating direct speech.</p>	<p><b>Persuasive Writing</b></p> <p>Learn about adverbials and fronted adverbials. Practise using adverbs and adverbials to persuade the reader.</p> <p><b>Grammar focus:</b> Using the present perfect form of verbs in contrast to the past tense.</p>	<p><b>Nonsense Poetry</b></p> <p>Using Edward Lear's <b>Book of Nonsense</b>, Hamilton's version of <b>The Pobble With No Toes</b>, and <b>Jabberwocky</b> by Lewis Carroll, study the features that poets use when creating nonsense poems.</p> <p><b>Grammar focus:</b> Identify and use fronted adverbials.</p>	<p><b>Nonsense Poetry</b></p> <p>Plan, create and perform your own imaginative poems and concentrate on rhythm, rhyming patterns and syllable usage in poetry.</p> <p><b>Grammar focus:</b> Use commas after fronted adverbials.</p>
<b>Maths</b>	<p><b>Decimals B</b></p> <p>In this step, children explore different ways of making 1 whole by combining tenths. Representations such as ten frames, place value counters, double-sided counters, hundred squares, bead strings and Rekenreks support children to visually see</p>	<p><b>Decimals B</b></p> <p>in this step children order decimal numbers with up to 2 decimal places. They only order numbers that have the same number of decimal places. A wide variety of representations can be used to support ordering, including place value counters, place</p>	<p><b>Money</b></p> <p>Children have previously explored the values of coins and notes, and added and subtracted amounts of money within the same denomination. In Year 3, amounts of money in pounds and pence were presented as, for example, "£4 and 25p". In this small step, children are</p>	<p><b>Money</b></p> <p>In this step, children apply their calculating skills with money to solve problems using all four operations in real-life contexts, including multi-step problems. Children draw on their knowledge from earlier steps to help them to convert between</p>	<p><b>Time</b></p> <p>Children use multiplicative reasoning and related number facts to convert and compare the different units of time. By the end of this step, they will recognise how often a leap year occurs and be able to calculate future leap years. They should recognise that there are approximately 4</p>	<p><b>Time</b></p> <p>In this step children reinforce their understanding of the 24-hour clock format by converting to 12-hour clock times and representing them on analogue clocks. Children use the knowledge that there are 24 hours in a day and that a new day starts at midnight, 00:00, to help them to understand why</p>

	<p>the connections to 1 whole.</p>	<p>value charts and number lines. The learning builds on children's understanding of ordering integers in the Autumn term.</p>	<p>introduced to decimal notation for the first time, for example £4.25. The focus of the step is the ability to write a given amount in decimal notation and to represent amounts that are given in decimal notation.</p>	<p>amounts of money expressed in different formats, and to use decimal notation accurately.</p>	<p>weeks in a month, although most months are slightly longer than this.</p>	<p>they subtract 12 hours to convert a time after 1 pm from a 24-hour clock time to a 12-hour clock time.</p>
<b>Science</b>	<b>ELECTRICAL CIRCUITS AND CONDUCTORS</b>					
	<p>In the Electrical Circuits and Conductors project, your child will learn about the importance of electricity to our daily lives and the two sources, mains electricity and cells or batteries. They will discuss the dangers of mains electricity and safety measures. They will learn about a range of electrical components, such as cells, batteries, wires, lamps, buzzers and motors, and use them to construct series circuits, exploring the effect of adding and removing different components.</p>	<p>Your child will learn to recognise the difference between a complete and incomplete circuit and examine ways of fixing incomplete circuits. They will also learn about conductivity and investigate various materials to discover which are conductive or non-conductive. Your child will learn about electrical conductors and insulators and use this knowledge to make switches and examine plugs, identifying their parts, materials and safety features.</p>	<p>They will ask and answer research questions about incandescent light bulbs and write a scientific report. They will learn about programmable technologies and then create programs to control a set of traffic lights. Your child will use the knowledge gained throughout the project to design, make and evaluate a nightlight. They will complete their learning by discussing the future of electricity and the natural resources harnessed to create sustainable energy.</p>			
<b>Guided Reading</b>	<b>Eddie and the Box of Flits</b> 					

	<p>The book <i>Edie and the Box of Flits</i> spans approximately six weeks, covering 30 sessions. The story introduces children to a hidden world within London, following Edie as she uncovers a forgotten box filled with tiny, winged creatures known as Flits. The book provides a fantastic opportunity to explore descriptive language, adventure storytelling, and character development, while also deepening children’s understanding of mystery and problem-solving narratives. The setting and themes connect well with cross-curricular learning, encouraging links to history, urban environments, and scientific exploration of small creatures and ecosystems. It offers an engaging stimulus for creative writing, including diary entries, adventure narratives, and non-fiction texts.</p>		
<b>Topic</b>	<b>MEDIEVAL BAGHDAD</b>		
	<p>This project teaches children about the Golden Age of Baghdad, exploring its significance as a thriving civilisation and centre of learning, trade, and innovation. They investigate key aspects such as inventions, geography, farming, social hierarchy, and daily life, using historical sources to answer enquiry questions and compare the past with the present.</p>	<p>Through discussions, presentations, and creative tasks, children develop a deeper understanding of how Baghdad’s advancements shaped the world. The project culminates in a museum exhibition where children showcase their research, artefacts, and creative presentations, bringing history to life for their peers.</p>	
<b>Art &amp; DT</b>	<b>TOMB BUILDERS</b>		
	<p>This project teaches children about simple machines, including wheels, axles, inclined planes, pulleys, and levers, exploring how they helped ancient builders lift and move heavy loads. Children investigate how these mechanical systems function and apply their understanding by designing and constructing their own working models.</p>	<p>They select from a range of materials based on their functional properties and evaluate their designs by testing and refining their mechanisms. Through this process, children develop problem-solving skills and consider feedback to improve their work, gaining a deeper understanding of how mechanical systems are used in everyday life.</p>	
<b>PSHE</b>	<b>HOW CAN OUR CHOICES MAKE A DIFFERENCE TO OTHERS AND THE ENVIRONMENT?</b>		
	<p>In this unit, children learn how people have a shared responsibility to help protect the world around them and how everyday choices can affect the environment.</p>	<p>They learn how what people choose to buy or spend money on can affect others or the environment (e.g. Fairtrade, single use plastics, giving to charity). They learn the skills and vocabulary to share their thoughts, ideas and opinions in discussion about topical issues.</p>	<p>They learn how to show care and concern for others (people and animals) and how to carry out personal responsibilities in a caring and compassionate way.</p>

**PE****ATHLETICS**

In this athletics unit, children develop fundamental movement skills, focusing on speed, coordination, and power. They refine their running techniques, learning how to accelerate and finish races efficiently, before practicing teamwork and baton-passing in relay races. Jumping skills are introduced through the standing triple jump, where children explore balance, strength, and technique. They also build upper body strength with pulling exercises before applying all their skills in a fun and competitive pentathlon event.