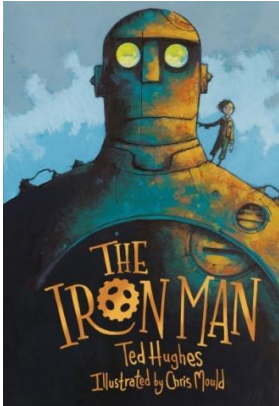


## Year 4 - Summer 2

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<b>English</b>	<p><b>Stories from other Cultures</b></p> <p>Read a selection of short stories from <i>African Tales</i>; research info about Africa. Watch a story-teller's performance and prepare and perform a storytelling of their own. Compare two versions of a story and write their own using a variety of conjunctions.</p> <p><b>Grammar focus:</b> Extending the range of sentences with more than one clause by using a wider range of conjunctions</p>	<p><b>Stories from other Cultures</b></p> <p>Read two more African stories. Revise verbs, verb phrases, clauses and conjunctions. Use conjunctions to write multi-clause sentences in their own version of the <i>Ananse</i> story.</p> <p><b>Grammar focus:</b> Using conjunctions, adverbs and prepositions to express time and cause.</p>	<p><b>Chronological Reports</b></p> <p>Children explore chronological reports through reading &amp; discussing the inspirational true life texts: <b>Henry's Freedom Box</b> and <b>Who Was Rosa Parks?</b> They create story maps, write letters and newspaper reports</p> <p><b>Grammar focus:</b> Use the perfect form of verbs in to mark relationships of time and cause.</p>	<p><b>Chronological Reports</b></p> <p>Grammar focuses include: past tense; present perfect form and using conjunctions, adverbs and prepositions to express time and cause. The unit ends with investigation and games exploring prefixes.</p> <p><b>Grammar focus:</b> Use conjunctions, adverbs and prepositions to express time and cause.</p>	<p><b>Poetry by Heart</b></p> <p>Children immerse themselves in poetry and learn some poems by heart, inspired by <b>Off By Heart – Poems for YOU to Remember</b>. From learning short poems, they move on to a longer poem of their choice and explore prepositions and fronted adverbials.</p> <p><b>Grammar focus:</b> Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.</p>	<p><b>Poetry by Heart</b></p> <p>Children immerse themselves in poetry and learn some poems by heart, inspired by <b>Off By Heart – Poems for YOU to Remember</b>. From learning short poems, they move on to a longer poem of their choice and explore prepositions and fronted adverbials.</p> <p><b>Grammar focus:</b> Use conjunctions, adverbs and prepositions to express time and cause</p>
<b>Maths</b>	<p><b>Consolidation</b></p> <p>This provides an opportunity to revisit skills content covered this year. This also provides the opportunity</p>	<p><b>Shape</b></p> <p>Discuss the significance of clockwise and anticlockwise in this context, using the hands of a clock to</p>	<p><b>Shape</b></p> <p>Children explore the meanings of "regular" and "irregular" in the context of polygons, learning that in a regular polygon, the sides</p>	<p><b>Statistics</b></p> <p>Give children the opportunity to explore which scale will be the most appropriate when drawing their own bar</p>	<p><b>Position and Direction</b></p> <p>In this step, children are introduced to coordinate grids and begin to describe the positions of points on a grid. Explain that the x-</p>	<p><b>Position and Direction</b></p> <p>In this step, children translate points and shapes on a coordinate grid for the first time. Children start by translating one point</p>

	<p>to ensure any possible gaps in understanding are addressed before children move on.</p>	<p>demonstrate if needed. Children explore different turns from different starting points, including using compass directions. They then work out the turn after being given a start and end position. They also consider what a pictorial representation of an angle looks like and how this relates to turns.</p>	<p>are all equal in length and the angles are all equal in size. They are often surprised that, for example, a rectangle is irregular. By making shapes with straws or lolly sticks, children can easily create their own polygons and decide if they are regular or irregular.</p>	<p>charts and which key will be the most appropriate for a pictogram. Further questioning about the data should be explored, so that children can demonstrate their ability to interpret the data as well as draw charts. At this stage, they do not need to use the data in calculations to solve problems, as this will be covered in the next step.</p>	<p>axis is horizontal and the y-axis is vertical. Show that the point where the axes meet has the coordinates (0, 0) and the numbers increase on both axes, like number lines</p>	<p>horizontally or vertically. They understand that the word “translate” in this context means “move”, but that the points can only move along grid lines. Once they are confident in translating a point either left/right or up/down, introduce the idea of translating a point both left/right and up/down.</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>	<p style="text-align: center;"><b>The Iron Man</b></p>  <p>The book <i>The Iron Man</i> spans approximately four weeks, covering 20 sessions. First published in 1968, this modern fairy tale has become a children's classic, capturing readers with its dramatic opening and memorable language. The story follows a mysterious iron giant whose arrival unsettles the local farming community, but through the perspective of a young boy, Hogarth, the Iron Man transforms from a feared outsider to an unexpected hero. This version, with illustrations by Laura Carlin, enhances the storytelling by adding intrigue and suspense, deepening children's understanding of character relationships and themes. The book provides a strong model for exploring narrative structure, character development, and emotional responses to key events. It offers rich opportunities for discussion, creative writing, and non-fiction texts such as newspaper reports, while also linking well to cross-curricular learning in science and PSHE through its exploration of environmental themes and conflict resolution.</p>			
	<p style="text-align: center;"><b>MEDIEVAL BAGHDAD</b></p> <table border="1" style="width: 100%;"> <tr> <td data-bbox="235 1027 1184 1193">           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.         </td> <td data-bbox="1184 1027 2143 1193">           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.         </td> </tr> </table>		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.	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.
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<b>Art &amp; DT</b>	<p style="text-align: center;"><b>ISLAMIC ART</b></p> <table border="1" style="width: 100%;"> <tr> <td data-bbox="235 1307 1184 1366">           This project teaches children about the significance of Islamic art, architecture, and design, exploring how it reflects the values and beliefs of the Muslim faith. They         </td> <td data-bbox="1184 1307 2143 1366">           Children develop their skills by working with clay, learning techniques such as rolling, coiling, scoring, and joining with slip and pins to create detailed 3D forms.         </td> </tr> </table>		This project teaches children about the significance of Islamic art, architecture, and design, exploring how it reflects the values and beliefs of the Muslim faith. They	Children develop their skills by working with clay, learning techniques such as rolling, coiling, scoring, and joining with slip and pins to create detailed 3D forms.
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	<p>study geometric patterns commonly found in Islamic art and experiment with different artistic techniques to create their own designs.</p>	<p>Throughout the project, they evaluate their work and provide constructive feedback to their peers, refining their artistic creations through thoughtful discussion and experimentation.</p>	
<b>PSHE</b>	<b>HOW CAN WE MANAGE RISK IN DIFFERENT PLACES?</b>		
	<p>In this unit, children learn how to recognise, predict, assess and manage risk in different situations. They learn how to keep safe in the local environment and less familiar locations (e.g. near rail, water, road; fire/firework safety; sun safety and the safe use of digital devices when out and about).</p>	<p>They learn how people can be influenced by their peers' behaviour and by a desire for peer approval; how to manage this influence. They learn how people's online actions can impact on other people and learn how to keep safe online, including managing requests for personal information and recognising what is appropriate to share or not share online</p>	<p>They learn how to report concerns, including about inappropriate online content and contact. They learn that rules, restrictions and laws exist to help people keep safe and how to respond if they become aware of a situation that is anti-social or against the law</p>
<b>PE</b>	<b>STRIKING AND FIELDING - CRICKET</b>		
	<p>This cricket unit introduces children to the fundamental skills needed to play the game, focusing on catching, throwing, batting, and bowling. They develop hand-eye coordination through quick catching drills and learn to attack the ball effectively when fielding. Through targeted activities, they refine their throwing technique for distance and accuracy, as well as improve their batting skills. The unit concludes with a skills circuit, allowing children to apply their learning in a fun and competitive environment.</p>		