**Pioneers Class Year 4 – Summer Term 1 2017-2018**

*Loving, Learning, Living*

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| Writing  • Use alliteration effectively.  • Use a range of descriptive phrases including some collective nouns.  • Use the perfect form of verbs to mark relationships of time and cause.  • Sequence paragraphs using conjunctions     • Using conjunctions, adverbs and prepositions to express time and cause. | Reading  Discuss words and phrases that capture the imagination.  • Retrieve and record information from non-fiction, using titles, headings, sub-headings and indexes.  • Identify how language, structure and presentation contribute to meaning. |
| Geography  • Ask and answer geographical questions about the physical and human characteristics of a location.  • Explain own views about locations, giving reasons.  • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features.  • Use a range of resources to identify the key physical and human features of a location.  • Describe key aspects of: physical geography, including: rivers, mountains, volcanoes and earthquakes and the water cycle.  • Describe key features of: human geography, including: settlements and land use. | Science  • Set up simple, practical enquiries and comparative and fair tests.  • Make accurate measurements using standard units  • Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.  • Recognise that environments can change and that this can sometimes pose dangers to specific habitats.  • Compare and group materials together, according to whether they are solids, liquids or gases.  • Observe that some materials change state when they are heated or cooled, and measure the temperature at which this happens in degrees Celsius (°C) |
| Art  • Collect information, sketches and resources.  • Adapt and refine ideas as they progress.  • Explore ideas in a variety of ways.  • Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines.  • Mix colours effectively.  • Experiment with creating mood with colour.  • Replicate some of the techniques used by notable artists, artisans and designers.  • Create original pieces that are influenced by studies of others. | Maths  • Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml). • Measure the perimeter of simple 2-D shapes. • Convert between different units of measure. • Measure and calculate the perimeter of a rectangle or square • Interpret and present data using bar charts, pictograms and tables. • Interpret and present discrete and continuous data |
| History  "• Use evidence to ask questions and find answers to questions about the past.  • Suggest suitable sources of evidence for historical enquiries.  • Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ.  • Suggest causes and consequences of some of the main events and changes in history.  • Place events, artefacts and historical figures on a time line using dates.  • Use dates and terms to describe events.  • Use appropriate historical vocabulary to communicate, including: dates, time period, era, change, chronology. | PE  • Throw and catch with control and accuracy.  • Strike a ball and field with control.  • Choose appropriate tactics to cause problems for the opposition.  • Follow the rules of the game and play fairly.  • Maintain possession of a ball (with, e.g. feet, a hockey stick or hands).  • Lead others and act as a respectful team member. |
| Computing  • Devise and construct databases using applications designed for this purpose in areas across the curriculum. | PSHE  • Deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others. • Differentiate between the terms, ‘risk’, ‘danger’ and ‘hazard’. • Recognise and respond appropriately to a wider range of feelings in others. |
| Music  • Play notes on an instrument with care so that they are clear.  • Perform with control and awareness of others.  • Recognise the notes EGBDF and FACE on the musical stave.  • Recognise the symbols for a minim, crotchet and semibreve and say how many beats they represent.  • Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music. | RE  • Present the key teachings and beliefs of a religion.  • Identify religious artefacts and explain how and why they are used.  • Describe religious buildings and explain how they are used.  • Explain some of the religious practices of both clerics and individuals.  " |