Year 4 - Summer 1 - Eurovision

Key Vocabulary:

continent

Europe

country

mainland

island

atlas

globe

urban

rural

landmark

location

comparison

capital city

border

currency

population

This term we will be working as geographers. We will be studying Europe and finding out about some of the most exciting and beautiful places and the countries and capitals of our home continent. During the topic we will look at human features, the location of the countries, capitals, major cities and airports.

In addition, the children will look at some Europe's most famous landmarks, such as the Shard in London (Europe's tallest building), the Eiffel Tower in Paris, Sagrada Familia Cathedral in Barcelona, the Leaning Tower in Pisa, St Basil's Cathedral in Moscow, the Colosseum in Rome, the Acropolis in Athens, the Brandenburg Gate in Berlin, and the ancient city of Nessebar in Bulgaria..

During our studies, the physical features of the countries will be explored, including The Matterhorn – one of the most distinctive mountains in the world – on the border of Switzerland and Italy, The Dune of Pilat – the largest sand dune in Europe – in France, Davolja Varos – two hundred and two incredible rock columns that tower into the air – in Serbia, The spectacular scenery of the Fjords of Norway, The Northern Lights (Aurora Borealis), seen from Abisko, Sweden – one of the best places in the world to spot them.

When studying maps of Europe, the children will locate and learn the names of European seas, lakes and oceans,
We will discover some of Europe's flags and emblems and find out about the vast range of foods and culture. We will examine how the weather and climate varies between Northern and Southern Europe suggesting reasons for this.

To summarise activities this half term:

In English we will write poetry based on our introductory book Madeline. Then research Paris and create a 'tourist' leaflet.

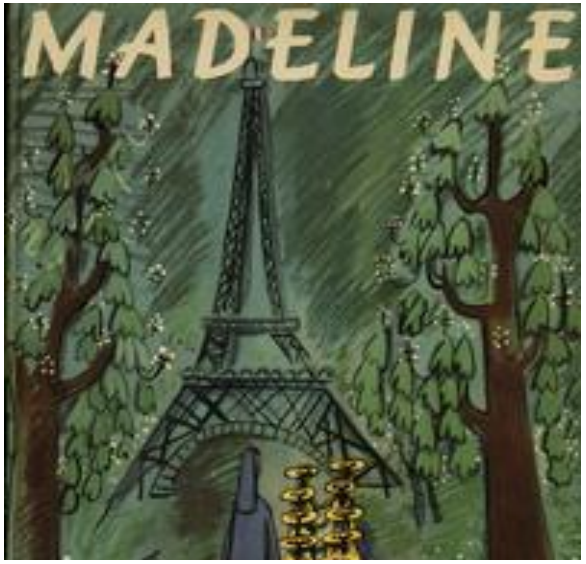
To obtain the best information, we will be 'travelling' to Paris by Eurostar to study famous landmarks and take notes and collate information. On our return to London, we will make up a report of our findings and compare the two cities.

The children will have the opportunity to make French crepes, practising measuring skills and instructional writing

To Kick-start this topic, we will be reading Madeline. This gives us the opportunity to perfect our skills at reciting to perform to an audience.

This book, written in 1939 was written and illustrated by Ludwig Bemelmans. It was the first book in a series of eleven books and is considered one of the major classics of children's literature.

The book is set in Paris and will give the children a springboard into comparing locations



In history the children will find out when Europe was founded, the three great civilisations that originated in Europe and the EU.

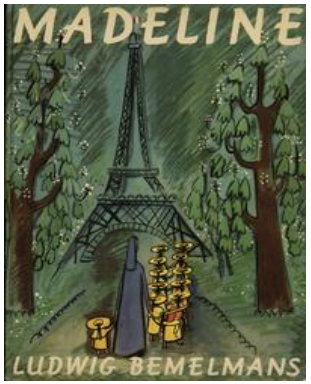
In art – we will create images of landscapes and .cities we study, using 3d techniques to create skylines.

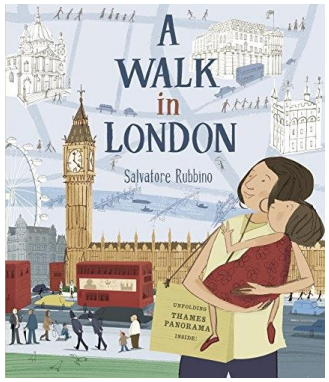
We will take inspiration from some of Europe's great artists from over the centuries, some of which we may find on our visit to Paris. We will recreate the pictures and research the artist we choose

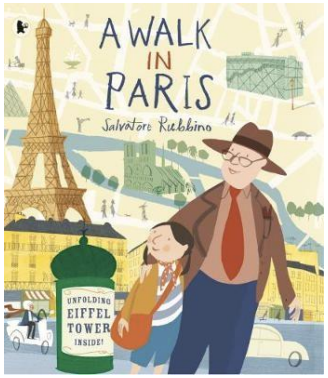
In science, we will make and test our own digestive system – a very messy process but an unforgettable learning experience!

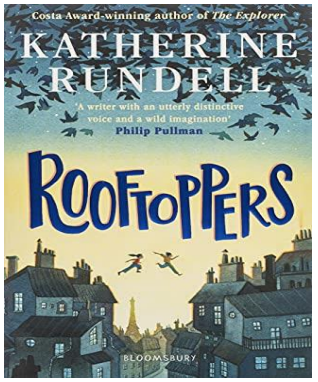
ENGLISH

We will be studying these books with the children over the course of the half term.









<u>In English we will be learning to:</u>

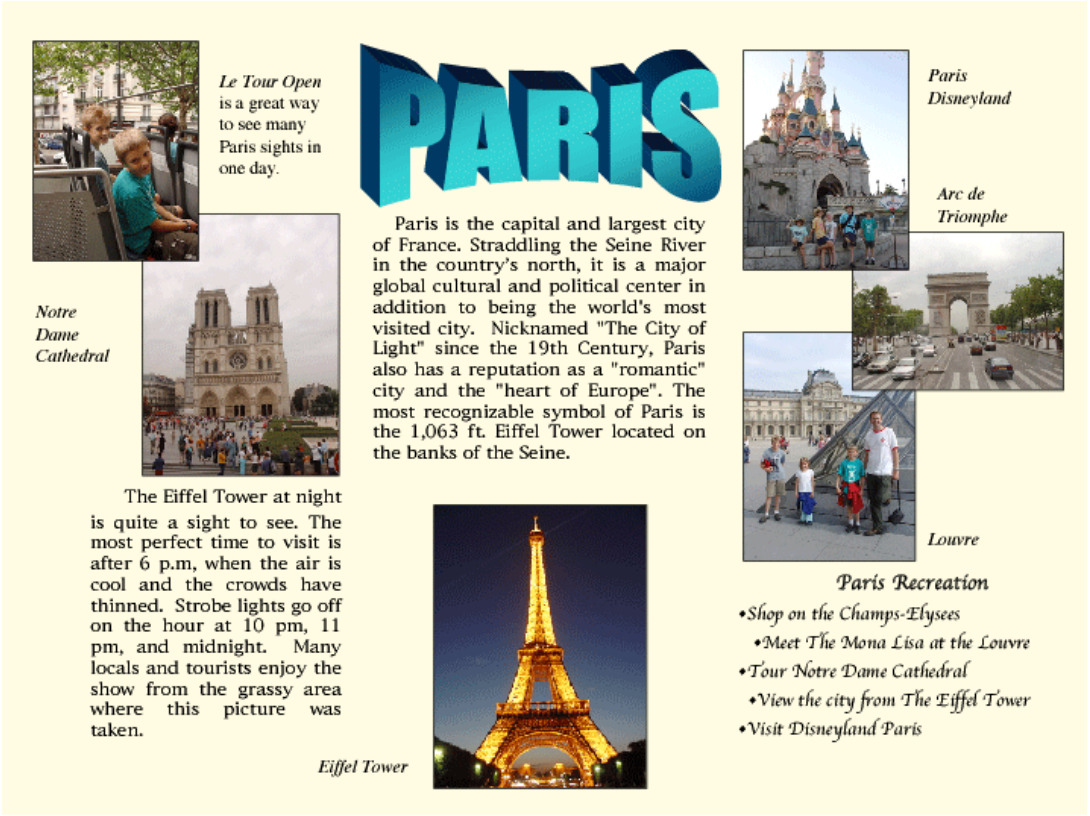
Write poetry and enhance our speaking and listening skills through performance based on our book Madeline. The children will be encouraged to perform using good intonation, pace and audibility. They will write non chronological reports in the form of tourist leaflets from our 'sortie' to the French capital of Paris. Finally, we will let the young chefs loose in Cherry room with Miss Norris leading the crepe making, thus practising and honing our accurate measuring and culinary skills. The children will write up the recipes, showing how they can use their prior knowledge of instructional texts and the features they incorporate, such as imperative verbs.

As reading for pleasure, the year group will have Rooftoppers by Katherine Rundell read to them, as a class read at the close of each day.

For each piece of English work, the children will identify features for each text type, plan, write, edit and redraft the work. Children's work will be written for display, using their best presentation of work when time allows.

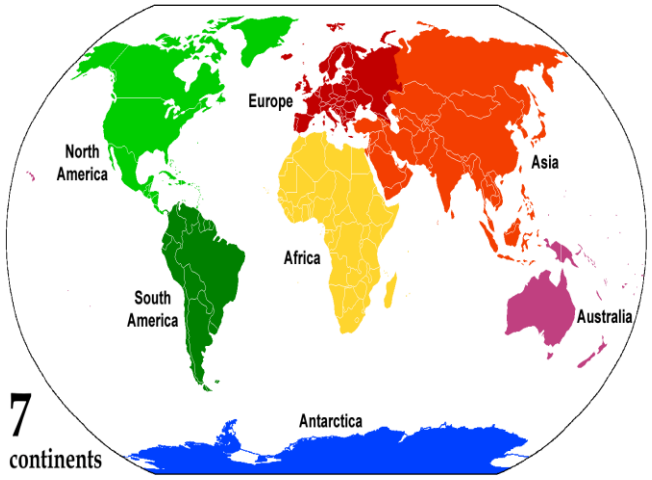
In our Grammar lessons the children will be learning about inverted commas, recognising and using apostrophes for plural possession and contraction, imperative verbs and prefixes (in, im, il, and ir)

- inverted commas – are used to show where dialogue begins and ends .
- apostrophes for plural possession - is used to show that something belongs to something or someone else.
- apostrophe for contraction – a shortened form of two words put together.
- imperative verbs – a verb that tells you to do something, an order or command. Sometimes called bossy verbs.
- prefixes are a group of letters that change the meaning of a word when they area added to the beginning of a root word.



GEOGRAPHY

In Geography I will learn:



To be able to locate Europe on a map and find out about its features.

To be able to identify and locate countries in Europe.

To be able to identify European countries according to their features.

To be able to identify the major capital cities of Europe.

To be able to compare two European capital cities.

To find out about the human and physical features of a particular European country.

Working as geographers, at the end of this topic we will know:

- France, Spain, Portugal, Italy, Russia, Germany, Denmark, Sweden and Poland are countries in Europe.
- The capital city of France is Paris, of Spain is Madrid, Italy – Rome, Germany – Berlin, Greece – Athens, Sweden – Stockholm, Denmark – Copenhagen, Poland – Warsaw, Russia – Moscow.
- The outline of Italy looks like a boot.
- The Eiffel Tower is in Paris, it is a large structure that was built in 1889.
- The Shard in London is Europe's tallest building.
- The Matterhorn is a mountain on the border of Switzerland and Italy.
- The Mediterranean Sea is a large sea that separates southern Europe from the continent of Africa.

<u>What we will be able to do?</u>

Enhance our skills, such as:

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.




ART

In art

As we are studying Europe this half term, the children will research a European artist and copy their work during an art lesson. These may include artists such as Monet, Salvador Dali, Jean Miro and Leonardo Da Vinci. Comment on famous artworks using visual language. Take inspiration from the greats, and replicate some of the techniques used. Create an original piece that is influenced by studies of others.

What we will know:

- Claude Monet was a French impressionist artist.
- Salvador Dali was a Spanish surrealist artist who lived in France.
- Jean Miro was a Spanish painter, sculptor and ceramicist born in Barcelona.
- Leonardo Da Vinci was a renaissance artist from Italy. He is famous for painting the Mona Lisa.
- Paper mechanics is the art of building things or making things move using paper only.

The children will create 3d images of a capital city skyline, using paper mechanics and use clay to sculpture and create and combine shapes to create recognisable forms (e.g. shapes made from nets or solid materials) using clay and other mouldable materials, to provide interesting detail.

In DT – we will be making crepes – a French dessert similar to pancakes.

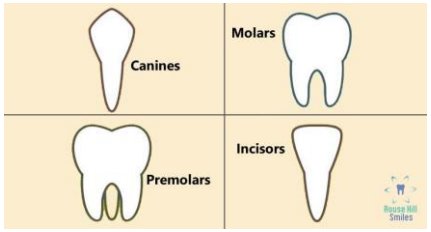
SCIENCE

Animals including Humans.

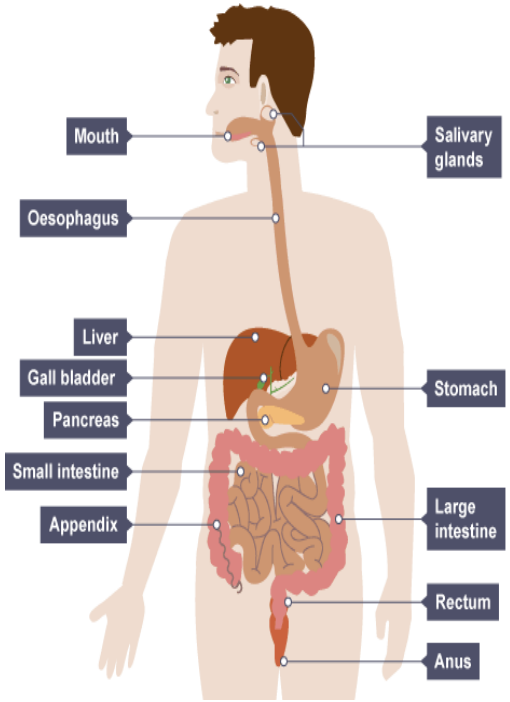
The children will learn how to:

- describe the simple functions of the basic parts of the digestive system in humans
- identify the different types of teeth in humans and their simple functions
- construct and interpret a variety of food chains, identifying producers, predators and prey

The children will be introduced to the main body parts associated with the digestive system, for example: mouth, tongue, teeth, oesophagus, stomach, and small and large intestine, and explore questions that help them to understand their special functions

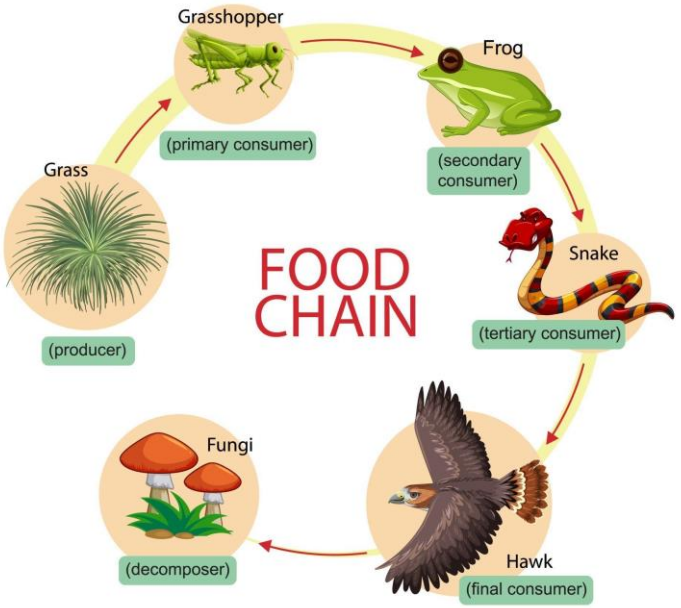


They will compare the teeth of carnivores and herbivores and suggesting reasons for differences, finding out what damages teeth and how to look after them. They might draw and discuss their ideas about the digestive system and compare them with models or images



The children will learn that the digestive system is made up of key parts, each of which has a different function. Food passes through most of these parts in a journey from the mouth to the anus. That the digestive system breaks down food into tiny particles which are absorbed into the blood. These particles provide energy for the body to grow, repair itself and remain healthy. Finally, food that cannot be broken down is released from the body as faeces (poo)

The children will investigate and identify how food chains show that energy from the sun is used by animals in a chain from plants through to animals and even humans. All food chains start with a producer, which is always a green plant that converts the sun's energy into food. Animals then eat the producer and are called consumers. Sometimes animals eat other animals, these are called predators.



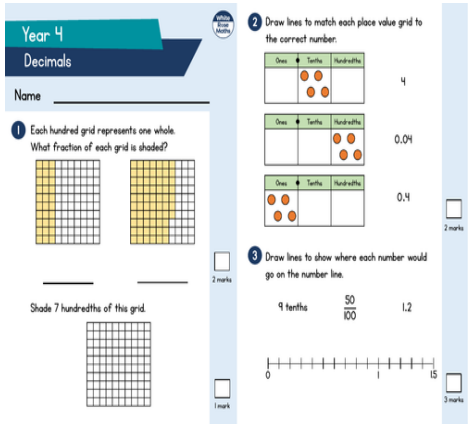
At the end of this topic I will know:

- How to correctly name the significant parts of the digestive system.
- To describe the functions of the significant parts of the digestive system
- To define what digestion is and why it is necessary
- To name the different type of teeth in humans and animals
- To describe the functions of each tooth type with reference to the tooth's shape.
- I can discuss problems that may arise from not brushing teeth regularly
- I understand how food chains show that energy from the sun is used by animals in a chain from plants through to animals and even humans.
- That all food chains start with a producer, which is always a green plant that converts the sun's energy into food.
- That animals then eat the producer and are called consumers. Sometimes animals eat other animals, these are called predators

<u>By the end of this term I will know:</u>

- Some influential scientists and be able to describe their contribution to this field of science, by looking at the characteristic features of the past, including their ideas, beliefs, attitudes and their experiences.

MATHS



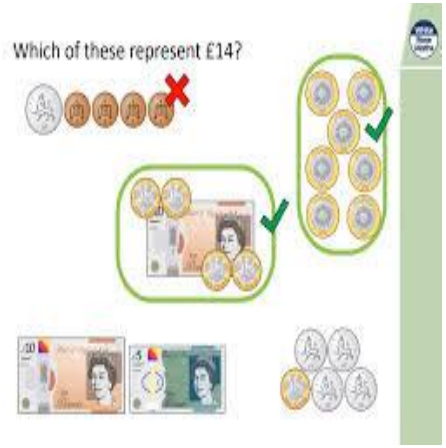
This term the children will learn to use decimals, money, time and statistics.

<u>Decimals</u>

To recognise and write decimal equivalents of any number of tenths or hundreds

To recognise and write decimal equivalents to 1/4 , 1/2 , 3/4

To find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths



To round decimals with 1 decimal place to the nearest whole number

To compare numbers with the same number of decimal places up to 2 decimal places

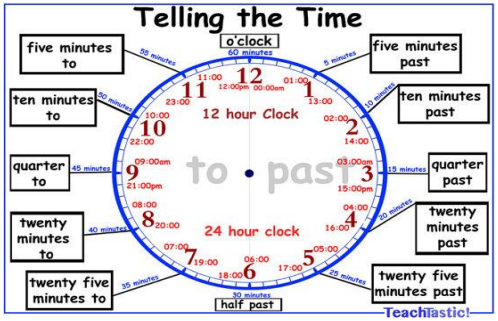
To solve simple measure and money problems involving fractions and decimals to 2 decimal places

<u>Money</u>

Pupils will continue to become fluent in recognising the value of coins, by adding and subtracting amounts, including mixed units, and giving change using manageable amounts. They will record £ and p separately. The decimal recording of money is introduced formally in year 4.

Time

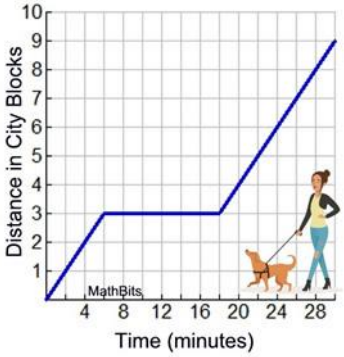
Pupils use both analogue and digital 12-hour clocks and record their times. In this way they become fluent in and prepared for using digital 24-hour clocks in year 4.

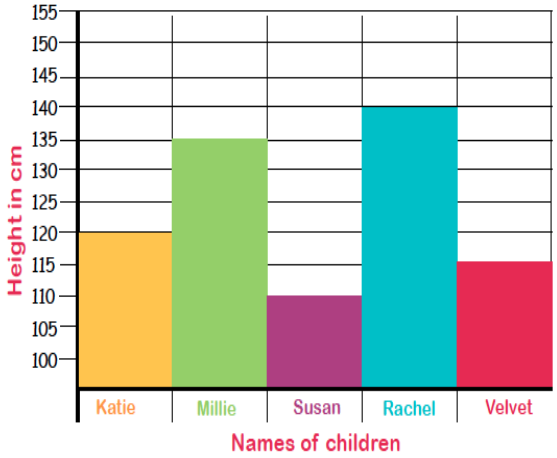


Statistics

- To understand and use a greater range of scales in their representations.
- To begin to relate the graphical representation of data to recording change over time
- To interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs.

*To solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.





At the end of the term I will know how to use decimals, money, time and statistics.

I will be able to use bonds to 10 and 100

I will be able to make a whole number using tenths and hundredths

I will be able to use place value counters and a place value grid to write decimals

I will be able to use place value to compare numbers with decimals with up to two decimal places.

I will use language such as ascending and descending when ordering decimals

I will look at the digit in the tenths column to understand whether to round a number up or not.

I know 4 and below is when we round down.

I will now if it is half-way, then we round up to the next whole number.

I will know how to convert fractions into decimals

I will know how to write 1/2 , 1/4 and 3/4 as decimals.

I will use equivalent fractions, using hundredths to write fractions as halves or quarters.

I will know how to write a decimal point between the pounds and pence

I will know how to convert into pounds and pence

I will know how to round amounts of money written in decimal notation to the nearest pound and estimate the total of two amounts

I will be able to solve simple problems with money, involving all four operations.

I will be able to tell the time to the nearest 5 minutes on an analogue clock and focus on the language of "past" and "to".

I will recognise and use Roman numerals on a clock face.

I will be able to use 'morning', 'afternoon', 'a.m.' and 'p.m.' to describe the time of day.

I will be able to tell the time on a 24-hour digital clock for the first time.

I will be able to convert between analogue and digital times using a 24 hour clock

I will be able to solve comparison, sum and difference problems using discrete data with a range of scales.

I will be able to use addition and subtraction to answer questions accurately and ask their own questions about the data in pictograms, bar charts and tables. I will be able to use line graphs in the context of time and use knowledge of scales to read a time graph accurately and create their own graphs to represent continuous data.

PSHE

The children will learn to:

Understand that growing and changing can be a challenging time, physically and emotionally.

They will begin to learn about it before onset so that they're ready for big changes they and their peers will experience.

Grow and Change for children also forms a key part of statutory Health Education within the PSHE education curriculum. This will prepare them through other major life changes too, including transition to secondary school.

At the end of the topic I will know:

How do we grow and change?

I will be able to describe the range and intensity of our feelings to others.

I will be able to manage complex or conflicting emotions about the changes that happen at puberty

I will know how the spread of infection can be prevented

I will know about who is responsible for their health and wellbeing

I will know where to get help advice and support about different types of relationships (friends, families, couples, marriage, civil partnership)

I will know about what constitutes a positive, healthy relationship**and** about the skills to maintain positive relationship

RE

This term the children will continue to learn about Judaism, and how Jews worship in and keep their homes.

<u>We will learn:</u>

About the importance of the home in Jewish life

Why the Shema and the Mezuzah are important in the home

How Jews observe Shabbat in the home, their day of rest

We will find out about Jewish symbols and what they represent





<u>At the end of the topic we will:</u>

Appreciate the importance of the home in Jewish life and practice of Judaism.

Understand the significance of special symbols and what they mean.

Be able to reflect on what is special about our own homes, the importance of rest in our lives and on the values, beliefs and hopes that are important in our lives

Understand what the Shema and the Mezuzah are, and why they are so important in Jewish life

Know about the origins and importance of Shabbat and the family ceremonies marking the beginning and end of Shabbat. From this, children will reflect on their own feelings associated with the beginning and end of the week end.

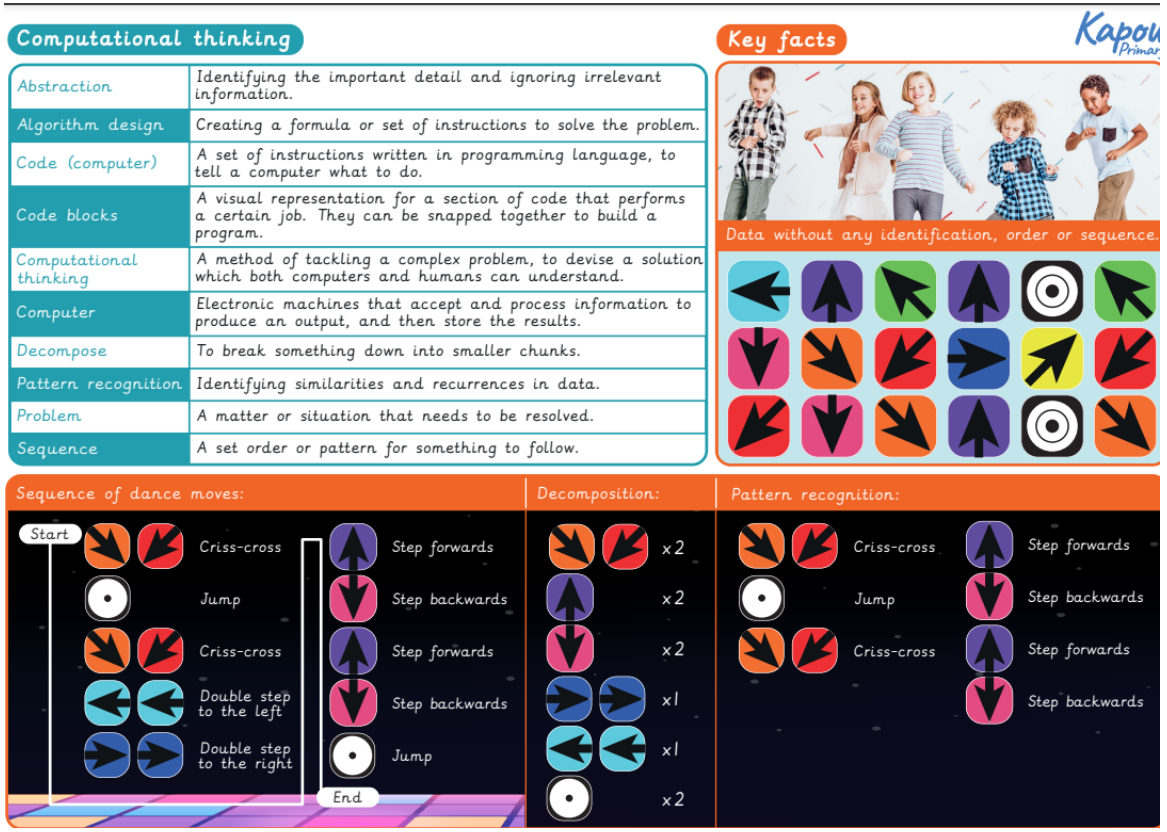
Finally they will know and understand what happens during Shabbat and what is not permitted during Shabbat

COMPUTING

This terms topic is Computational thinking

The children will learn to:

- Develop the four areas of computational thinking through plugged and unplugged activities, They will use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.
- Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts



At the end of the topic I will:

Understand that problems can be made easier if I use computational thinking, and that computational thinking is made up of four strands: decomposition, pattern recognition, abstraction and algorithm

I will know what decomposition is and how to apply it to solve problem

Understand what pattern recognition and abstraction mean

Know how to create an algorithm and what it can be used for

And finally, be able to use computational thinking skills to solve a problem

PHYSICAL EDUCATION

This terms focus is 'Young Olympians' where we will be developing our skills of running, jumping and throwing, ready for the athletics season of events.

The children will be taught to:

To select and maintain a running pace for different distances

· To practise throwing with power and accuracy. · To throw safely and with understanding

To demonstrate good running technique in a competitive situation. To explore different footwork patterns.

· To understand which technique is most effective when jumping for distance.

· To utilise all the skills learned in this unit in a competitive situation.

Year 4 PE Knowledge Organiser— Athletics

Key Knowledge

Learn these key facts—key points in red

Track: Running Events

50m sprint: Running as fast as you can from the start until the finish

400m: Endurance race meaning you can't sprint the entire race. You need to pace your race so that you don't get too tired too quickly but have still run as fast as you can.

How quickly can you complete the races?

Running Technique

Having a good technique will help improve times. When sprinting making sure that you run in a straight line, keep looking forward and not at others, run through the line and dip forward just as your finishing!

Maybe you could be the next Usain!

In a longer distance you don't have to stay in a specific lane so run on the inside lane as it's shorter with the turns!

Field: Jumping and Throwing

Howler Throw: Overarm throw trying to launch the howler as far as possible. A straight or bent arm technique can be used

Standing Long Jump: Two footed single jump forward. How far can you jump?

Key Vocabulary

Understand these key words

Word	Definition
Speed	To move quickly
Acceleration	To go from still to moving at speed as fast as possible
Hurdles	An obstacle that a runner may have to jump over during a race
Reaction Time	How quickly you react to a stimulus
Track	Events that involve running, usually on the running track
Field	Events that a based around jumping and throwing
Finishing line	The point at which the timer stops—You DO NOT STOP HERE!
Lanes	The running area that you are allowed in
Endurance	Being able to repeat a specific movement–running a long distance
Power	Force generated by your body to help move it.
Momentum	Creating speed that is used to transfer into power for a jump, throw or to gain top speed as quickly as possible
Relay	Working as a team to complete a race with a baton.

Competition Focus

Elite competitions take place all over the world. The most famous is the Olympic Games, held every four years.

Events:

100m, 200m, 400m, 800m, 1500m, 5000m, 10000m, 110m hurdles, 400m hurdles, 4x100m relay, high jump, long jump, triple jump, javelin, discus, decathlon.

London 2012

Summer 2012 was an Olympic summer for England as London hosted the competition. Loads of fun activities took place for all ages around the country!

At the end of the unit they will know:

How to modify stride length, arm action and knee lift to select and maintain appropriate running paces for different distances. The pull technique for throwing. Throw and retrieve implements safely· Describe the effect of different throwing positions. Sprint a short distance as part of a team. · React quickly to a stimulus. · Demonstrate good running technique when jumping over obstacles. · Understand how to perform a standing broad jump – (two feet to two feet).· Put skills into practise, aiming to improve on previous results.