



Curriculum Plan Hazel - Summer 1



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Programmes of Study

Class 3 (Year Four) Term: Summer First half term

Unit Title: FABULOUS FRANCE

Literacy Genres

Stories: *Rooftoppers*, Katherine Rundell (5 weeks)

Creating Images: Paint Me A Poem [Babcock], *Grace Nicholls* (1 week)

Verse: The Sun with Loving light

Reading Enhancements *Rooftoppers*, Katherine Rundell

<p>Literacy</p>	<p>Grammar</p> <p>To recognise how commas, connectives and full stops are used to join and separate clauses.</p> <p>To identify in their writing where each is more effective.</p> <p>To identify the common punctuation marks including commas, semi-colons, colons, dashes, hyphens, speech marks, and to respond to them appropriately when reading.</p> <p>Writing to entertain: Stories – Myths & legends Descriptive and Narrative poetry Characters/Settings Writing to inform: Recounts, Letters, Biographies, Newspaper articles and explanations Writing to persuade: Advertising – leaflets & brochures Letters and posters Progression in Reading Comprehension Vocabulary /Inference/ predict/ explain/ retrieve/ summarise</p>	<p>Maths</p>	<p>Number and Place Value</p> <p>Read, write and compare 4-digit numbers and place on a line; find 1000 more or less than any given number; read, write and compare 5-digit numbers; recognise what each digit represents in a 5-digit number; read, use and compare negative numbers in the context of temperature</p> <p>Decimals, percentages and their equivalence to fractions</p> <p>Multiply and divide numbers by 10 and 100 including decimals (tenths and hundredths); read and write decimals (to 1 and 2 places), understanding that these represent parts (tenths and hundredths) of numbers; mark 1-and 2-place decimals on a line; count in tenths (0.1s) and hundredths (0.01s); multiply numbers with up to 2 decimal places by 10 and 100, and divide numbers by 10 and 100; say the number one tenth and one hundredth more or less than a given number; round decimal numbers to the nearest whole number</p> <p>Mental Multiplication and Division</p> <p>Learn 11 and 12× tables; develop and use effective mental multiplication strategies; use a vertical written method to multiply 3-digit numbers by 1-digit numbers; use rounding to estimate answers; use a written method to multiply 3-digit numbers, including amounts of money by 1-digit numbers; multiply 2-digit and 3-digit numbers by 1-digit numbers; understand how division ‘undoes’ multiplication and vice versa; divide above the tables facts using multiples of 10</p>
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			<p>Number and place value; Measurement; Geometry: properties of shapes</p> <p>Recognise and read Roman numerals to 100; begin to know the history of our number system including 0; calculate area and perimeter of rectilinear shapes using multiplication and addition, or counting; recognise, name and classify 2D shapes identifying regular and irregular polygons; sort 2D shapes according to properties including types of quadrilaterals and triangles; revise 3D shapes, consider 2D-shaped sides on 3D shapes, and sort shapes</p>
Art	<p>SCULPTURE- WIRE</p> <ul style="list-style-type: none"> -Understand that structures have a specific design to strengthen and support -Study the Eiffel Tower and its design, learn some facts associated with the structure -Understand the purpose of cross sectional drawing and use it in their design -Explore ways of strengthening though the use of prototypes -Use cutting and joining skills using wire and coils to add shape -Strengthen, stiffen and reinforce complex structures 	Humanities (Geography)	<p>PLACE KNOWLEDGE -FRANCE</p> <ul style="list-style-type: none"> -Know what Europe is and how it is constituted -Name and locate the countries of Europe -Locate France and compare the similarities and differences with our own locality in relation to the physical and human features -Explore the diverse range of landscapes that France has to offer, including coasts and mountain ranges -Use digital mapping to identify the features of France (google earth) -Research a key human feature in France, the Channel Tunnel. Describe and understand its key aspects including trade links and economic activity
Relationships and Health	<p>Stonewall – Danni’s Story</p> <ul style="list-style-type: none"> -Know the characteristics of friendships, including mutual respect, trustworthiness, loyalty, kindness, generosity and trust, sharing interests and experiences. -Know that friendship involves supporting with problems and difficulties. -Know there are different ways to express gender -Know how to recognise who to trust and who not to and how to judge a friendship that is making them feel unhappy or uncomfortable. -Explore the concept of ‘real boy’, ‘real girl’ -Know that bullying has a negative & often lasting impact on mental wellbeing 	Forest School	<p>Effect of invasive species on riverbank structure – ID and remove Himalayan Balsam.</p> <p>Bat (echolocation) game.</p> <p>Weave midsummer crowns, make mandala.</p> <p>Whittle, drill and knot mini sail boats, test position/weight/height of leaf sails; test on river.</p>

Woodwork / Design & Tech.	Wood work projects connected to Main lesson themes in addition to projects derived from pupil interests	Science	<p>BIOLOGY – ANIMALS INCLUDING HUMANS</p> <ul style="list-style-type: none"> -Name the main parts of the digestive system and know its function. -Know the different types of teeth in humans and their function. -Construct and interpret food chains, identifying producers, predators and prey.
Religious Studies	<p>CHRISTIANITY (WORSHIP)</p> <ul style="list-style-type: none"> -Know the purposes and functions of buildings, artefacts and symbols in the worship, rituals and ceremonies of the community. -Explore how worship is a celebration of the Church’s identity: elements include the Eucharist, and silence as well as the spoken word in variety of forms. -Identify the uses of the Bible: in public worship; for personal devotion; as inspiration for other writing such as poems and songs, and for music, art and film. Baptism, and confirmation as ways in which the Church celebrates its identity. 	PE	<p>SAILING</p> <ul style="list-style-type: none"> -Can identify the different parts of a boat. -Can control the boats movement using the sail and the rudder for direction. -Be able to answer questions about boat safety. <p>STRIKE & FIELD</p> <ul style="list-style-type: none"> -Can strike a static ball and ball travelling towards forward with equipment (bat) and good timing. -Can use sport specific sending skills and apply in practise and the game. -Can strike and travel with purpose and to stay in the game whilst using simple striking and fielding strategies.
French	<ul style="list-style-type: none"> -To continue to develop understanding of French pronunciation -Build sentence to describe our homes -To re-cap how to ask a question -To learn 1st person singular of new verbs -To construct sentences using these verbs -To re-cap what has been learned 	Music	<ul style="list-style-type: none"> -Pupils will develop their performing, composing and listening skills -Pupils will learn about the interrelated dimensions of music -Pupils will use a range of classroom instruments to create and manipulate sounds, develop a strong sense of pulse and rhythm and establish good ensemble performance skills. -Pupils will sing a wide number of songs and develop their vocal range, intonation, articulation, blending and a joy for singing. -Pupils will learn to analyse music using age-appropriate musical vocabulary and to apply this knowledge in a musical context through solo and small group performance and composition activities.

Trips and or events