

Y4 Summer 1	English	Reading	Maths	Science	History	Geography	Art	DT	RE	Computing	Music	RSHE	French	PE
1 13.4.26 Monday inset day	From 13th April, the school will be transitioning to "I'm a Clever Writer" as our whole-school approach to teaching writing following staff training; further details about how this will be implemented in each year group will be shared shortly.	2e. predict what might happen from details stated and implied	Decimals: Make a whole with tenths Make a whole with hundredths Partition decimals Flexibly partition decimals Compare decimals	Environmental changes - positive human impact - and risk to environments		Causes of Earthquakes		Plan an app-controlled robot			Ragtime: Think about why the song or piece of music was written · Recall by ear memorable phrases in the music.	<u>Road Safety</u> To know how to travel independently to and from school as a pedestrian, cyclist or on public or school transport. And to recognise risks.	The Town - Introduction to places	<u>Dance</u> Copy and follow our partner changing dynamics when moving.
2 20.4.26			Order decimals Round to the nearest whole number Halves and quarters as decimals	Environmental changes - negative human impact - and risk to environments	Investigate Sutton Hoo	Identify features of art deco	Identify the holy texts for Christians and explain the significance of it.	Plan our own 'stop motion' animation	<u>Personal Safety</u> To think up own responses to someone asking you to go with them when it hasn't been agreed in advance.	The Town - 'In my town there is/ is not...'	<u>Dance</u> Create a motif to show the theme of the dance.			
3 27.4.26		2f. identify/explain how information/narrative content is related and contributes to meaning as a whole	Money: Write money using decimals Convert between pounds and pence Compare amounts of money Estimate with money Calculate with money Solve problems with money	Identify the part played by evaporation and condensation in the water cycle		Describe the type and characteristics of settlements or land use		Create the code for our app-controlled products			Ragtime Identify 2/4, 3/4 and 4/4 time. · Read and perform pitch notation C-G	<u>Relationships</u> To learn the difference between acceptable and unacceptable physical contact.	The town Quantities of buildings (Plurals e.g. In my town there are 2 cafés)	<u>Dance</u> Use gesture to express the feeling of receiving an electric shock.
4 4.5.26 Bank Holiday Monday			Time: Years, months, weeks and days Hours, minutes and seconds Convert between analogue and digital Convert to the 24-hour clock Convert from the 24-hour clock	Analyse data to associate the rate of evaporation with temperature	Compare life in Athens and Sparta	Sketch cubes using a variety of media	Understand the importance of parables within Christianity.	Create our own 'stop motion' animation	<u>Relationships</u> To know how to respond to unacceptable physical contact.	The town - Features of a town e.g. mountains, forest	<u>Dance</u> Perform a variety of different actions while linked in a circle.			
5 11.5.26		2g. identify/explain how meaning is enhanced through choice of words and phrases	Shape: Understand angles as turns Identify angles	Explore how the pitch and volume of sounds can be changed in		Use 8 points of the compass to locate and plot places		Make an app-controlled product			Ragtime: Read and perform pitch notation C-G	<u>Relationships</u> To know about solving disputes and conflict amongst	The town - Milton Keynes	<u>Dance</u> To choreograph a short sequence working together

			Compare and order angles Triangles	different ways		and features					themselves and their peers.		creating movements based on chosen theme.	
6. 18.5.26			Quadrilaterals Polygons Lines of symmetry Complete a symmetric figure	Recognise and prove using data that sounds get fainter as the distance from the sound source increases	Understand why the small Greek army won the battle of Marathon		Create a picture in the style of Art Deco		Explore how art is used to represent symbolism	Identify the positive and negative influences of technology on health and the environment		<u>Mental Health</u> To learn about change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better	The town - Milton Keynes	<u>Dance</u> Create an ending to their dance and final performance.