

Summer Term Two in Year 4

English

How to train Your Dragon by Cressida Cowell



Varjak Paw by S.F. Said



We are reading...

In reading, we are reading a selection of biographies, Beowulf and a Norse myth, focusing on using our Vipers to unpick and understand the texts. We will continue to complete a weekly comprehension.

We are hearing children read their school reading books each week & want them to read daily at home

Maths

We will be learning about time, geometry and shape, including recognising angles and symmetry. Statistics – interpreting charts and line graphs, position and direction, including translation of shapes using co-ordinates.

RE

In RE, we are going to be looking at inspirational stories from different religions and then investigate how Humanism compares to Christianity. Finally, we will How different faiths are expressed through various art forms

We will:

- study the art and think about the various characters, colours and symbols within a variety of pieces
- look at different pieces of music that have been inspired by different faiths
- discuss the impact of the music and the stories they depict
 - create our own piece of art work inspired by a faith

Science



Animals including Humans (Muscular and Skeletal System)

We are going to be learning to:

- Construct and interpret a variety of food chains, identifying producers, predators and prey.
- Identify similarities and differences between invertebrates and vertebrates



History/Geography

Vikings

We will learn about The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor by answering the following lines of inquiry:

Who were the Vikings and where did they come from?

How and why did the Vikings invade Britain?

- Where did they first raid? Why?
- What were the reasons for invasions compared to the Anglo Saxons?

How did the Vikings decide who ruled where?

How did the religious practices of the Anglo Saxons appeal to the Vikings?

What can we learn from the Bayeux Tapestry about the Battle of Hastings?

- Edward the Confessor and his death in 1066.
- Was Edward the Confessor to blame for 1066?
- Magna carter

Music

Adapting and transposing motifs (Theme: Romans)

Children will draw upon their understanding of repeating patterns in music. Pupils will be introduced to the concept of motifs and adapt and transpose motifs and perform them to their peers.

French

In French our next unit is focussed around:
Le cirque

We will:

- identify various francophone countries
- talk about which languages you speak
- identify different items of clothing
- describe the colour of items of clothing
- identify various francophone countries
- talk about which languages you speak

DT

Textiles

We will be designing and making pencil cases.

PSHE

Jigsaw: Changing Me

- Unique Me
- Having a Baby
- Girls and Puberty
- Circles of Change
- Accepting Change
- Looking Ahead

[JIGSAW lessons](#)- Human reproduction lesson 2- Having a baby

Computing

Self-image and identity

In our computer safety lesson, we will be focusing on self-image and identity. We will be talking through how someone's online image and identity can be different to them in real life. Exploring why people may pretend to be different or someone else online.

Coding

This unit builds on learning from previous coding units. Children will learn to use selection, co-ordinates, looping and variables. They will use these coding skills to create their own game. The children will be creating a simple with the aim to develop their skills in computer programming in order to create a game that keeps score.

PE

In PE we will be developing challenges in athletics and looking at symmetry and asymmetry in gymnastics.