



# Year 4, Summer 2



## David Attenborough and Plastic Pollution



David Attenborough is a wildlife filmmaker and naturalist (a scientist who studies animals and their behaviour). He has been making television programmes for over 60 years and is considered by many to be a national treasure. He is thought as of one of the most influential people tackling problems with the environment such as climate change and plastic pollution.

We will be looking at his lifetime achievements, his campaign against plastic pollution and on the impact we can have an individual supporting this cause.

We will be visiting the i360 and the Rampion Visitor Centre to support our geography learning.

During this term, children will complete the Multiplication Tables

Check. This requires children to answer 25 multiplication questions with 6-second time limit per question.





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## Subject Overview

	<p><b>READING:</b> Children will be reading texts to inspire their writing. The class novel will be 'Beetle Boy' by M G Leonard.</p>
	<p><b>WRITING:</b> In writing lessons, children will produce a narrative relating to our class read, The Boy at the Back of the Class. They will then learn about biographies before creating their own biography about David Attenborough. After this, they will write a persuasive speech to Mr Jolley.</p>
	<p><b>MATHS:</b> Children will continue to practice their written methods for all four opportunities each morning. They will frequently practice their multiplication and division skills using Chesswood Cards, TT Rockstars and times table grids. In daily maths sessions, our focus shifts to Time, Shape, Statistics, Position and Direction. In Measurement – Time, children will be taught to ♣ Convert between different units of measure [for example, kilometre to metre; hour to minute], read, write and convert time between analogue and digital 12- and 24-hour clocks ♣ solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days. In Geometry – Properties of Shapes, children will be taught to ♣ compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes ♣ identify acute and obtuse angles and compare and order angles up to two right angles by size ♣ identify lines of symmetry in 2-D shapes presented in different orientations ♣ complete a simple symmetric figure with respect to a specific line of symmetry. In Geometry – Position and Direction, children will be taught to ♣ describe positions on a 2-D grid as coordinates in the first quadrant ♣ describe movements between positions as translations of a given unit to the left/right and up/down ♣ plot specified points and draw sides to complete a given polygon. In Statistics, children will be taught to ♣ interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs. ♣ solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.</p>
	<p><b>COMPUTING: We are Meteorologists (spreadsheets)</b> Children will enter data about historic weather onto their spreadsheet. They will learn how to sum and total their results. They will then make at least 2 graphs to show their findings and to write a brief summary of the strengths and weaknesses of each graph. This is building on knowledge and skills learnt in the YR 3 pollsters' unit which used a spreadsheet to analyse the poll.</p>
	<p><b>GEOGRAPHY: We are Energy Policy Advisors</b> Children will become 'energy policy advisors', focusing on how physical features of the environment link to the energy we use. They will develop their sense of place of the UK by understanding energy distribution within the UK and comparing this to parts of Europe, South America and North America. They will focus on the impact of burning fossil fuels on the environment, and how energy production is becoming more sustainable.</p>
	<p><b>DESIGN AND TECHNOLOGY: World Cuisine – Curry</b> An Indian restaurant owner demonstrates a variety of curries allowing children to explore different spices and sauce making techniques. Children will learn about Indian spices and how to make a paste for the base of the curry. They will use the skills learnt previously to boil rice safely.</p>
	<p><b>FRENCH: My Home.</b> Children will learn how to: Say whether they live in a house or an apartment and say where it is; Repeat, recognise and attempt to spell up to ten nouns (including the correct article for each) for the rooms of the house in French; Tell somebody in French what rooms they have or do not have in their home; Ask somebody else in French what rooms they have or do not have in their home; Attempt to create a longer spoken or written passage in French recycling previously learnt language (incorporating personal details such as their name and age).</p>
	<p><b>MUSIC: Music of India</b> In this unit, children will recognise and understand the features of Classical Indian music. They will create an authentic sounding melody (Raga) using notes from the scale called the Sargam and learn to play an authentic rhythm (Tala) on the Tabla drum. Children know that rhythm is passed down via Oral Tradition and rhythms are memorised and described using words. Children know that the drone is an important feature of Indian music. Children learn how to play a Bhangra rhythm on the Dohl drum and create their own Bhangra style. Children learn that Bollywood is a huge global industry and learn a Bollywood dance routine. They find out who Ravi Shankar was and his contribution to Classical Indian music.</p>
	<p><b>PHYSICAL EDUCATION (PE): Athletics 4 Sports Day</b> preparation along with learning outdoor athletics skills and events &amp; <b>Sports Day.</b> <b>Rounders Skills</b> Learn the basics of rounders (batting and fielding).</p>
	<p><b>SCIENCE: We Are Biologists - Classification:</b> Children are expected to be able to group living things on their observable features. They will carry out exploration of classification keys to aid grouping and identification of a variety of living things while linking the to their local and wider environment. Children should recognise that changes in the environment can pose a danger to living things.</p>



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## Year 4 ACRO Skills

The ACRO skills are key learning skills which underpin all we do at Chesswood. The skills below are the key foci for Year 4. Each skill has a task for children to complete over the coming year. If they complete 5 challenges (with at least one from each main heading), they will receive the **Chesswood ACRO Challenge Silver Award!**

Attitude	Creativity	Relationships	Organisation
<b>Determination</b> 	<b>Enquiring</b> 	<b>Empathy</b> 	<b>Decision Making</b> 
<p>Don't give up – show that when you find things difficult you keep on trying. Try new or different ways to solve the problems you are facing.</p>	<p>What, why, when, how, who? Ask questions to find out more about the information you are learning about. Do research to find out more about the knowledge you are discovering.</p>	<p>Help a charity – show how and why you have responded to a national or local charity event. Why did you chose to help and how did you raise money?</p>	<p>Make up your own mind! Show that you can make decisions for yourself in class, think and check with others before asking the teacher. Take responsibility for your decisions, right or wrong.</p>
<b>Self-knowledge, belief, confidence</b> 	<b>Reasoning</b> 	<b>Presentation</b> 	<b>Vision / Goal setting</b> 
<p>Build a positive mindset to help believe in yourself, grow your confidence and trust your judgement.</p>	<p>Explain how you know the information you do and links to other knowledge you know. Be able to show others how to do a skill you can do. Find different points of view in a topical debate and present both sides of the argument.</p>	<p>Be confident presenting your ideas – maintain eye-contact and show your passion in your actions and voice. Presenting your ideas can be talking to your teacher, groups in class or a presentation to the whole class or school!</p>	<p>Set yourself a personal goal and keep a record of the steps you take to achieve it. Aim to improve one area of yourself over at least one term.</p>