
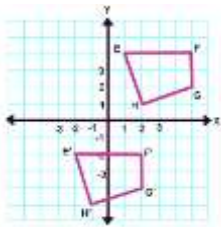


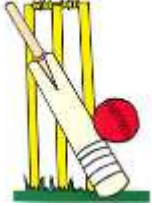



# Class 4 Curriculum

## Summer 2022

	<b>SUMMER 1</b>	<b>SUMMER 2</b>
<b>SUBJECT</b>		
<p style="text-align: center;"><b>LITERACY</b></p> <p>In addition to the themes covered here Literacy will also include teaching of grammar rules, spelling strategies and punctuation, along with reading, comprehension and spelling skills.</p> 	<p><b><u>Information Text - Help Guide</u></b> We will learn about the features needed to write an information text: creating a help guide for future pupils worried about tests and exams. We'll investigate the uses of using a formal and informal approach.</p> <p><b><u>Poem -</u></b> We will be studying 'The Kraken' by Alfred Lord Tennyson, in relation to our fantastic Kraken sculpture installed in the school grounds. We will be creating our own version along with powerful descriptive writing about the world beneath the waves. We will be focusing on precise vocabulary, skillful use of punctuation for purpose and engaging the reader.</p> <p><b><u>Spelling, Punctuation and Grammar -</u></b> We will focus on our spelling, punctuation and grammar in preparation for the Summer SATs and Year 5 assessment tests (W/b 9<sup>th</sup> May). We will be looking at new grammar rules (year 5) and revising our grammar skills (year 6), We will also, of course, focus on the real reason we are studying English grammar - to be successful, engaging and competent writers.</p>	<p><b><u>Persuasion - Adverts</u></b> We will be using our literacy persuasive features to create adverts for a new 'app' for a phone or computer.</p> <p><b><u>Drama - Play scripts:</u></b> We will of course be practicing hard for our now world famous end of year performance. This year's play is still top secret, but you can bet it will be challenging, thought provoking and an amazing opportunity for everyone to really push themselves beyond their limits. The play will involve script writing, set design, singing and above all confidence. We will be learning how to inject drama, emotion, action and humour into our own scripts - including actor directions, motivations and stage direction.</p>
<p style="text-align: center;"><b>NUMERACY</b></p> 	<p>Revision Week 1 Revision Week 2 Revision Week 3 Revision Week 4 SATs week</p> <p><b>Maths planning based around the White Rose Maths Mastery Plan for mixed years groups.</b> Converting units Coordinates Angles /Geometry: properties of shape Area/Perimeter/Volume Ratio Algebra Applying maths knowledge to problem solving Arithmetic skills</p>	

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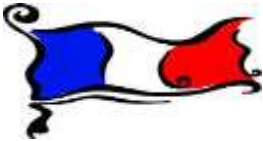


## Summer 2022

<p style="text-align: center;"><b>PE</b></p> 	<p>In the first half of this term, we will be building on our catching/receiving and throwing skills along with more focused movement-skills-based learning as part of the REAL PE scheme.</p> <p>We will be learning to bat effectively with rounder and cricket bats and learning the more technical aspects of game-play in cricket and rounders.</p> <p>In summer 2, we will be learning athletics event skills and creating dance routines through our REAL Dance lessons, and preparing for the sports day cultural dance opening performance, with a Bollywood theme this year.</p>	
<p style="text-align: center;"><b>RSHE</b></p> 	<p><b><u>Relationships, Social and Health Education</u></b></p> <p>This term Year 6 children will be discussing issues involved in their transition to high school, focusing on assertiveness and instilling confidence in new and unfamiliar situations. We will discuss issue surrounding RSHE, including keeping safe and healthy, adolescence, changes in the human body and reproduction - upon which, parents will receive further information during the term.</p> <p>Year 6 will hopefully (covid restrictions allowing) also take part in the 'Crucial Crew' day at Easton College, an activity organized by the Norfolk Emergency services.</p> <p>Year 5 children will receive Peer Mediating training in preparation for the responsible break time roles they will take on in September.</p> <p>Through the term, the year 6 children will be using their Peer Mediating training to help other children in the school with any playground/lunchtime/breaktime issues.</p>	
<p style="text-align: center;"><b>COMPUTING</b></p> 	<p><b><u>Databases:</u></b></p> <p>We will be using our new Purple Mash Platform to learn about databases, what they are, how to design them and how to access them.</p>	<p><b><u>Gamer Creator:</u></b></p> <p>We will be creating games with our coding knowledge: thinking about how to move things on the screen, store information and elements of a playable game..</p>
<p style="text-align: center;"><b>GEOGRAPHY</b></p> 	<p><b><u>Rivers:</u></b></p> <p>Big Idea: Rivers are constantly changing.  Q: How can water shape a landscape?</p> <p>We will be investigating how rivers can change the landscape we live in, how they meander and move across the floodplain, and how they influence human settlement.</p>	<p><b><u>Coastal Features:</u></b></p> <p>Big Idea: A countries coastline is always in a state of change  Q: How are erosion and deposition related on the coast?</p> <p>We will be learning about coastal features, how our coastline is constantly changing and which mechanisms create this change: utilising Digimap to map erosion on the Norfolk coast.</p>

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<p style="text-align: center;"><b>Art / Design and Technology</b></p> 	<p><b><u>Turner's Skies and Constable's Clouds:</u></b>          Big Idea: Methods of applying paint can create impressions of the real world.          Q: How can we create an effective impression of nature using watercolour</p> <p>We will be learning how to improve our watercolour skills, creating effective impressions of our county, and improving our skills in representing water, clouds and landscape. We'll look at Turner's skies and Constable's clouds, as well as Monet's 'Water Lilies'.</p>	<p>We will be designing and making our performance sets for our end of year performance .</p> <p>We will also be looking at bridge designs by Brunel, and designing our own.</p>
<p style="text-align: center;"><b>SCIENCE</b></p>	<p><b><u>Evolution and inheritance:</u></b>          Big Idea: Time can affect how living things can change in more, or less significant ways.          Q: Why may the offspring of living things be different from their parents</p> <p>We will be learning about:</p> <p>Fossils and how they give insight into how animals have evolved.          Variations in offspring to their parents.          Adaptations of animals to their environment.</p>	<p><b><u>Living Things and Habitats:</u></b>          Big Idea: Classifying and grouping things can help support our scientific understanding          Q: Why are certain characteristics significant in creating classification groups</p> <p>We will be learning:</p> <p>To describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals - particularly looking at the work of Carl Linnaeus.</p>
<p style="text-align: center;"><b>FRENCH</b></p> 	<p>We will be recapping our key French vocabulary (numbers, days, months, colours). We will be developing our French grammar knowledge and using it in conversational French. We'll talk about which sports we like; Say what we think of different sports; Give reasons for preferences.</p>	<p>We will learn forms of transport, places and future plans; descriptions of people and clothes; opinions of food and clothes; order food in a café.</p>
<p style="text-align: center;"><b>RE</b></p> 	<p>We will be studying our final RE theme of the year in RE week (the week before half term)          Our focus is on Islam and how the 5 pillars impact on the lives of those who believe.</p>	
<p style="text-align: center;"><b>MUSIC</b></p> 	<p>This term, we will be following Charanga music scheme, with the theme of 'Words, Meaning and Expression - How does music shape our way of life?' We will explore genres including K-Pop and Electronic Dance Music, and learn to play along using our musical notation skills. After half-term, we will be learning and rehearsing songs for our end of year performance.</p>	

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<b>Schedule Reminder</b>	<p><b><u>Homework and Expectations:</u></b></p> <p>Reading Records should be handed in on Monday morning. Each child is expected to read three times a week, with a minimum of 10 quality minutes' worth of reading. A parent signature and a comment is needed against each read - please get involved in what your child is reading; find out about the story and ask questions - this is essential (and may even be fun!).</p> <p>Homework will be handed out on Fridays - we will always discuss and look at the expectations when it is handed out. Wednesday - Maths due in Thursday - Spelling due in.</p> <p>It is essential homework in on time as class lesson will include detailed marking and walk-throughs.</p> <p>Thursday - Spelling test in class- Spellings should be written across 2 pages in the homework spelling book and be in school on Thursday for checking.</p> <p><b><u>PE Kit:</u></b></p> <p>In the summer term, PE will be on Monday and Friday. PE kits should be worn into school on these days. (Please note - an additional hoodie/fleece should be brought in for use in PE only, should the weather be poor. School uniform jumpers or cardigans must not be worn in PE lest they are damaged, become muddy or become soaked through)</p> <p>In addition, if your child is attending an after-school club (excluding Martin's Super Soccer), your child should wear their PE kit on those days also.</p>
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