ST TERESA'S CATHOLIC PRIMARY SCHOOL
YEAR 4 SUMMER TERM CURRICULUM PLAN

Illuminated by the light of Christ and grounded in love, we grow together, on our journey of discovery and learning.

RE	ENGLISH	ENGLISH	MATHS
New Life– to hear and live the Easter message **Building bridges–** Admitting wrong, being reconciled with God and each other in the sacrament of reconciliation. **God's people–** Different saints show people what God is like.	**Key Learning – Reading** • Use punctuation to determine intonation and expression when reading aloud to a range of audiences • Listen to, read and discuss a range of fiction • Analyse and compare a range of plot structures • Retell a range of stories • Make predictions based on information stated and implied • Demonstrate active reading strategies e.g. generating questions, finding answers, refining thinking, modifying questions, constructing images • Draw inferences around characters' thoughts, feelings, actions and motives, and justify with evidence from the text using point and evidence • Explain how paragraphs are used to order or build up ideas, and how they are linked • Use suffixes to understand meanings e.g. –ation, -tion, –ssion, -cian. –sion. • Listen to, read and discuss poetry in different forms. • Recognise and analyse different forms of poetry e.g. haiku, limericks, kennings. • Identify, discuss and collect effective words and phrases which capture the reader's interest and imagination e.g. metaphors, similes. • Learn a range of poems by heart and rehearsing for performance. • Prepare poems to read aloud, showing understanding through intonation, tone, volume and action. • Explain the meaning of key vocabulary within the context of the text.	**Key Learning – Writing** • Create complex sentences with adverb starters e.g. Silently trudging through the snow, Sam made his way up the mountain. • Use commas to mark clauses in complex sentences. • Read and analyse narrative in order to plan and write their own versions • Identify and discuss the purpose, audience, language and structures of narrative. • Discuss and record ideas for planning e.g. story mountain • Develop settings and characterisation using vocabulary to create emphasis, atmosphere, suspense • Plan and write an opening paragraph which combines the introduction of a setting and character/s • Improve writing in light of evaluation. • Use apostrophes for singular and plural possession e.g. the dog's bone and the dogs' bones. • Read and analyse poetry in order to plan their own versions. • Identify and discuss the purpose, audience, vocabulary and grammar of poetry. • Generate and select from vocabulary banks e.g. adverbial phrases, technical language, persuasive phrases, alliteration. • Proofread to check for errors in spelling, grammar and punctuation. • Discuss and propose changes to own and others' writing with partners/small groups. Use appropriate intonation, tone and volume to present their writing to a range of audiences.	· Decimals · Measurement—Money · Time · Statistics · Geometry—properties of shape · Geometry— position and direction

PE	ICT	GEOGRAPHY	SCIENCE
Athletics - use running, jumping, throwing and catching in isolation and in combination -compare their performances with previous ones and demonstrate improvement to achieve their personal best. **Swimming-** • swim competently, confidently and proficiently over a distance of at least 25 metres • use a range of strokes effectively • perform safe self-rescue in different water-based situations. **Dance –** creating a whole class dance based on a 60's theme.	• design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts • use sequence, selection, and repetition in programs; work with variables and various forms of input and output • use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs	**Rivers** The children learn about rivers and compare rivers in the local area with those further afield. They will learn that rivers have sources, channels, tributaries and mouths, that they receive water from a wide area and that most flow eventually into a lake or the sea. They will learn that human activity affects and is influenced by rivers. **HISTORY** **Stone Age-Iron Age** The children will understand the chronology of events using time lines. They will learn about the similarities and differences between societies. The children will explore buildings, tools, homes, farming, burials, transport and clothing. They will consider different versions of events and how they affect our understanding of history.	**Sound–** Identifying how sounds are made and how they travel. Learning about pitch, volume and how sound changes with distance. **Electricity–** Constructing simple circuits, identifying and naming their basic parts. Recognising common conductors and insulators.
ART Textiles Digital Media	**DT** Construction and circuits	**FRENCH** Memorise and present a short spoken text Listen for specific words and phrases Listen for sounds, rhyme and rhythm Ask and answer questions on several topics Read and understand a range of familiar written phrases Follow a short familiar text, listening and reading at the same time Read some familiar words and phrases aloud and pronounce them accurately Write simple words and phrases using a model and some words from memory	**PSHE** Growing and Changing with links to RSE – 'Journey in Love'