

# Rivers and Coasts

## Summer term Year 4

### 2017

#### English

We will begin by looking at explanation texts. We will look at how to use different connectives and varied sentence structure to write clear explanations, which will help in technology, geography and science.

Next, we will look at persuasive texts, to convince people to come to the seaside using expanded noun phrases and other persuasive features.

In the second half term, we will focus on character and setting descriptions, thinking about how we can write to entertain and delight the reader.

Most weeks, we will have a big writing session, where children (and teacher) spend a focussed 30-40 minutes writing. This will be a chance to put our skills into practise and show what amazing writers we are!

#### French

First, we will finish our Goldilocks (Boucle D'or) unit. After this, we will learn vocabulary linked to our topic.

#### Maths

Children will find area by counting squares (and half-squares) and find perimeter of shapes that are not to scale. They will convert cm to mm, and m to km.

In shape, children will look at symmetry, classify quadrilaterals and triangles, and extend their understanding of co-ordinates and angles.

When we look at statistics, children will learn more about bar charts, time graphs, pictograms and tables.

Throughout all of our maths work, we will be teaching skills to increase fluency in basic number skills, and providing opportunities and scaffolds for reasoning and problem solving.

#### Science

We will be looking a little more at the water cycle, and the concepts of evaporation and condensation. We will also study some more biology, including more about habitats and adaptations, and details of teeth and the digestive system. Excitingly, we will also be learning about electricity and creating working devices out of electrical components. Throughout all of this, we will have a big focus on the scientific method and how to plan and carry out an enquiry. We look forward to science week from 19<sup>th</sup> - 23<sup>rd</sup> June.

## Geography and History

Children will be learning lots about erosion and the effect it can have on rocks and the land. First, they will look at how beaches are formed, and how features such as arches and stacks are created and then changed over time. Later in the term, we will look at the erosion that takes place in rivers, and look at their features.

As well as physical geography, we will be looking at the human geography of rivers and coasts. In particular, why so many people live near water, despite the dangers of erosion! We will be studying and modelling sea defences and finding out about flood control.

In history, we will be considering how seaside resorts have changed and grown in popularity since the Victorian age, and how this is linked to changes in economics in this time.

## PSHE, philosophy, RE

In RE, we will be learning more about sacred texts, and their significance to followers of different religions. We will consider many similarities and differences between different religions.

Our key themes in PSHE are relationships (half term 1) and changes (half term 2). We will continue to have regular PSHE lessons, which will respond to the children's emerging needs where appropriate, as well as following the curriculum.

We will follow philosophy for children (P4C) enquires about once a fortnight, and these will often be linked to our British values, or our PSHE foci. One of the fantastic things about P4C, however, is that children take the conversation in directions that interest them.

## Art and technology

We will continue to do most of our art and technology on a Monday afternoon with Mrs Vine. There is a strong DT link this term, starting with children designing their own models of the coast. They will link DT to their explanation work on simple machines, and create working models of fairground rides. Linking with science, they will even be able to create a working lighthouse, complete with electrical circuit.

In the second half term, we will be looking at river art by Monet and the impressionist movement to inspire our own artwork.