



**ST CHARLES' CATHOLIC PRIMARY  
SCHOOL**



**YEAR FOUR MEDIUM TERM PLANNING**

**SUMMER**

<p><b>RE</b></p>	<p align="center"><b>Pentecost – Serving – New Life</b> <b>What’s so important about new life?</b> <b>Prior learning:</b> The wonder and power of the Holy Spirit. <b>This Topic: learning outcomes</b> Know and understand: How good news brings life – <b>Explore</b> The new life of the Easter message is spread through the power of the Holy Spirit – <b>Reveal</b> Acquire the skills of assimilation, celebration and application of the above – <b>Respond</b> <b>Vocabulary</b> life, good news, Resurrection, Pentecost, Holy Spirit, fellowship</p>	<p align="center"><b>Reconciliation – Inter Relating -- Building Bridges</b> <b>Why are bridge-builders important in life?</b> <b>Prior learning:</b> the importance of conscience in making choices <b>This Topic: learning outcomes</b> Know and understand: Building bridges of friendship – <b>Explore</b> The importance of admitting wrong and being reconciled with God and one another – <b>Reveal</b> Acquire the skills of assimilation, celebration and application of the above – <b>Respond</b> <b>Vocabulary</b> bridges, friendship, contrition, Absolution, Sacrament of Reconciliation, Examination of Conscience, sin, penance, confession</p>	<p align="center"><b>Universal Church – World -- God’s People</b> <b>Why do some people do extraordinary things?</b> <b>Prior learning:</b> special places for Jesus and the Christian community <b>This Topic: learning outcomes</b> Know and understand: Ordinary people who do extraordinary things – <b>Explore</b> Different saints show people what God is like – <b>Reveal</b> Acquire the skills of assimilation, celebration and application of the above – <b>Respond</b> <b>Vocabulary</b> ordinary, extraordinary, admire, saint, martyr Communion of Saints, peace, justice</p>
<p><b>PSHE/RSHE</b></p>	<p align="center"><b>PSHE – Physical Health and mental wellbeing:</b> To identify a wide range of factors that maintain a balanced, healthy lifestyle, physically and mentally What good physical health means and how to recognise early signs of physical illness That common illnesses can be quickly and easily treated with the right care e.g. visiting the doctor when necessary How to maintain oral hygiene and dental health, including how to brush and floss correctly The importance of regular visits to the dentist and the effects of different foods, drinks and substances on dental health.  <b>Vocabulary</b> Healthy, physical, mental, illness, hygiene</p>	<p align="center"><b>PSHE – Growing and changing:</b> How we should treat others as we would like to be treated. That we are different: physically, mentally, culturally, biologically, ethically and in religious beliefs.  <b>Vocabulary</b> Treatment, physical, mental, biology, ethics, beliefs</p>	<p align="center"><b>PSHE - Keeping safe:</b> The importance of taking medicines correctly and using household products safely To recognise what is meant by a ‘drug’ That drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) can affect health and wellbeing To identify some of the effects related to different drugs and that all drugs, including medicines, may have side effects To identify some of the risks associated with drugs common to everyday life That for some people using drugs can become a habit which is difficult to break How to ask for help or advice  <b>Vocabulary</b></p>

			Medicines, drugs, health, wellbeing, habit, risks, advice
<b>ENGLISH</b>	<p><b>The Journey</b>  <b>By Francesca Sanna</b>  <b>Writing Outcome and Writing Purpose</b>  Narrative: Refugee Narrative Purpose: To narrate  Recount Diary Entry Purpose: To recount  <b>Grammar: Word</b>  Build on previous units &amp; focus on: Verb inflections (we were instead of we was)  <b>Grammar: Sentence</b>  Build on previous units &amp; focus on: Fronted adverbials  <b>Grammar: Text</b>  Build on previous units &amp; focus on: Nouns or pronouns to aid cohesion and avoid repetition Paragraphs to organise ideas around a theme  <b>Grammar: Punctuation</b>  Build on previous units &amp; focus on: Inverted commas and other punctuation to indicate direct speech Apostrophes for possession (plural nouns) Use commas after fronted adverbials</p>	<p><b>Manfish</b>  <b>by Jennifer Berne</b>  <b>Writing Outcome &amp; Writing Purpose</b>  Narrative: Invention Narrative Purpose: To narrate  Recount Biography Purpose: To retell  <b>Grammar: Word</b>  Build on previous units &amp; focus on: Verb inflections (we were instead of we was)  <b>Grammar: Sentence</b>  Build on previous units &amp; focus on: Fronted adverbials  <b>Grammar: Text</b>  Build on previous units &amp; focus on: Nouns or pronouns to aid cohesion and avoid repetition Paragraphs to organise ideas around a theme  <b>Grammar: Punctuation</b>  Inverted commas and other punctuation to indicate direct speech Use commas after fronted adverbials</p>	
<b>SHARED READING</b>	<p><b>Text Extracts</b>  <b>The Travel Book by Malcolm Croft</b>  <b>Survivors by David Long and Kerry Hyndman</b>  <b>The Dragon of Krakow by Richard Monte</b>  <b>Non-Fiction Website and Online Poetry</b></p> <p><b>Word Reading</b>  Build on Previous Year &amp; Focus on: Apply growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word  <b>Comprehension</b>  Build on Previous Year &amp; Focus on: Read a wide range of books that are structured in different ways and read for a range of purposes Discuss many words and phrases that capture the reader's interest and imagination Identify how language, structure and presentation contribute to meaning Identify themes and conventions in an increasing range of books Confidently retrieve and record information from non-fiction  <b>Skills and Strategies</b></p>	<p><b>Text Extracts</b>  <b>The Firework Maker's Daughter by Philip Pullman</b>  <b>The Wind in the Willows by Kenneth Grahame</b>  <b>The Legend of Podkin One-Ear by Kieran Larwood</b>  <b>Werewolf Club Rules by Joseph Coelho</b></p> <p><b>Word Reading</b>  Build on Previous Year &amp; Focus on: Apply growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word  <b>Comprehension</b>  Build on Previous Year &amp; Focus on: Increase their familiarity with a wide range of stories and plays and retelling some of these orally with an appropriate use of story-book language Discuss many words and phrases that capture the reader's interest and imagination Identify themes and conventions in an increasing range of books Prepare play scripts to read aloud and to perform, showing an increasing understanding through intonation, tone, volume and action Recognise a range of poetic forms [for example, free verse, narrative poetry]  <b>Skills and Strategies</b></p>	

	Build on Previous Year & Focus on: Recognise and read Year 3&4 Word List Enhance understanding in information text through, e.g. illustration, photographs, diagrams and charts Look for specific information in texts using contents, indexes, glossaries, dictionaries Identify different purposes of texts, e.g. to inform, instruct, explain, persuade, recount Skim to gain the gist of a text or the main idea in a chapter	Build on Previous Year & Focus on: Recognise and read Year 3&4 Word List Read aloud with attention to and increasing range of punctuation, including full stops, question, exclamation and speech marks and intonation	
<b>READING SPINE</b>	<b>The Snow Walkers Son by Catherine Fisher</b>	<b>The Firework Makers Daughter by Philip Pullman</b>	
<b>MATHS</b>	<p><b>Decimals B</b>          Make a whole with tenths          Make a whole with hundredths          Partition decimals          Flexibly partition decimals          To compare and order decimals          To round to the nearest whole number          To write halves and quarters as decimals.</p> <p><b>Money</b>          To write money using decimals          To convert between pounds and pence          To compare amounts of money          To estimate, calculate and solve problems with money.</p>	<p><b>Time</b>          To learn about years, months, weeks and days          To learn about hours, minutes and seconds          To convert between analogue and digital times          To convert to and from the 24 hour clock.</p> <p><b>Properties of Shape</b>          Identify acute and obtuse angles. I can compare and order angles up to two right angles by size          Compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes          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          Use line symmetry with two lines of symmetry</p> <p><b>Vocabulary</b>          Quadrilaterals, triangles, right angle, acute and obtuse angles</p>	<p><b>Statistics</b>          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>Vocabulary</b>          Data, bar charts, line graphs, compare, sum, difference</p> <p><b>Position and Direction</b>          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.</p> <p><b>Vocabulary</b>          Coordinates, translation, quadrant, x-axis, y-axis, perimeter and area</p>
<b>SCIENCE</b>	<p><b>Electricity</b>          To classify and present data, identifying common appliances that run on electricity          To identify circuit components and build working circuits          To investigate whether circuits are complete or incomplete.          To investigate which materials are electrical conductors or insulators.          To explain how a switch works in a circuit, build switches and report my findings.          To discuss and solve problems about electricity using reasoning skills.</p>		

	<p><b>Vocabulary</b> Electricity, appliances, circuit, battery, bulbs, switches, motors, buzzers, conductor, insulator.</p> <p><b><u>Summer 2 - We will revisit areas that have been taught.</u></b></p>	
<b>COMPUTING</b>	<p style="text-align: center;"><b>Computer Science and Digital Literacy</b></p> <p>Understand the difference between the Internet and online services such as the World Wide Web, instant messaging and email. Tell you whether a resource they are using is from the World Wide Web, the school network or their own work. Show an awareness of a range of Internet services such as the World Wide Web, email and instant messaging. Recognise what is acceptable and unacceptable behaviour when using technology and online services. Children understand how effective a strong password is and what a strong password looks like.</p> <p style="text-align: center;"><b>Vocabulary</b></p> <p style="text-align: center;">WAN, LAN, network, router, wifi, wireless, Local, cable, connection, binary, modem, switch, server.</p>	<p style="text-align: center;"><b>Information Technology</b></p> <p>Use a keyboard confidently and make use of a spellchecker to write and review their work.  Use an appropriate tool to share their work and collaborate online. Be able to evaluate other people’s work and give them constructive feedback to help them improve their work. Be confident to explore new media to extend what they can achieve.</p> <p style="text-align: center;"><b>Vocabulary</b></p> <p style="text-align: center;">Spreadsheet, rows, columns, algebra, formula, pixel, binary.</p>
<b>HISTORY</b>	<p><b>None this half term</b></p>	<p style="text-align: center;"><b>Leisure and Entertainment in the 20<sup>th</sup> Century</b></p> <p>Children will learn how Victorian legislation effectively created leisure time for working British people, then research and explain some popular Edwardian leisure activities.  learn about how leisure activities were affected by the outbreak of war study a variety of sources and describe large, public events: The Festival of Britain and the London Olympics (1948) discover how music trends changed in the second half of the 20th Century</p> <p style="text-align: center;"><b>Vocabulary</b></p> <p style="text-align: center;">Leisure, entertainment, music, events, technology, seaside, destinations, public events</p>
<b>GEOGRAHY</b>	<p style="text-align: center;"><b>Compare the UK to Italy</b></p> <p>Children will compare and contrast Italy with the UK, and then find out more about the physical and human geography of the country, including the climate. Children will also find out about how tourism affects Italy.</p> <p style="text-align: center;"><b>Vocabulary</b></p> <p style="text-align: center;">Continents, physical geography, human geography, capital city, population, culture, location, territory, currency</p>	<p><b>None this half term</b></p>

<b>ART</b>	<p style="text-align: center;"><b>Craft and Design</b></p> <p>Describe objects, images and sounds with relevant subject vocabulary. Create drawings that replicate a selected image. Select imagery and colours to create a mood board with a defined theme and colour palette. Complete four drawings, created with confident use of materials and tools to add colour. Understand the work of William Morris, using subject vocabulary to describe his work and style. Create a pattern using their drawing, taking inspiration from mood boards and initial research to develop it. Identify and explain where a pattern repeats. Follow instructions to create a repeating pattern, adding extra detail. Understand different methods of creating printed fabric in creative industries. Use sketchbooks to evaluate patterns. Produce ideas to illustrate products using their designs.</p> <p style="text-align: center;"><b>Vocabulary</b></p> <p style="text-align: center;">Batik, colour palette, craft, craftsman, design, develop, designer, imagery, industry, inspiration, mood board, organic, pattern, repeat</p>	
<b>DESIGN &amp; TECHNOLOGY</b>	<p style="text-align: center;"><b>Textiles: Fastenings</b></p> <p>Children will identify the features, benefits and disadvantages of a range of fastening types, write design criteria and design a sleeve that satisfies the criteria, make a template for their book sleeve, assemble their case using any stitch they are comfortable with.</p> <p style="text-align: center;"><b>Vocabulary</b></p> <p style="text-align: center;">Criteria, fabric, fastening, fix, mock-up, stitch, template</p>	
<b>MUSIC</b>	<p style="text-align: center;"><b>Rock and Roll</b></p> <p>Learning about the origin and features of rock and roll music, children learn how to play the Hand Jive and Rock Around the Clock, looking specifically at a walking bass line, and performing a piece as a class.</p> <p style="text-align: center;"><b>Vocabulary</b></p> <p style="text-align: center;">Walking bass line, origins, features</p>	<p style="text-align: center;"><b>Haiku Music and Performance</b></p> <p>Looking at the Japanese springtime festival of Hanami which celebrates the fleeting beauty of spring flowers. Children use descriptive vocabulary to create a Haiku, put it to music and finally adding percussion sound effects to bring all elements together before a final, group performance.</p> <p style="text-align: center;"><b>Vocabulary</b></p> <p style="text-align: center;">Percussion, performance, elements, notes, sound effects</p>
<b>PHYSICAL EDUCATION</b>	<p style="text-align: center;"><b>Cricket</b></p> <p>Pupils learn how to strike the ball into space so that they can score runs. When fielding, they learn how to keep the batters' scores low. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. In cricket, pupils achieve this by striking a ball and trying to avoid fielders, so that they can run between wickets to score runs. Pupils are given opportunities to work in collaboration with others, play fairly demonstrating an understanding of the rules, as well as being respectful of the people they play with and against.</p>	<p style="text-align: center;"><b>Tennis</b></p> <p>In this unit pupils develop the key skills required for tennis such as the ready position, racket control and forehand and backhand ground strokes. Pupils learn how to score points and how to use skills, strategies and tactics to outwit the opposition. Pupils are given opportunities to play games independently and are taught the importance of being honest whilst playing to the rules.</p>