

Year 4 – Super Settlements – Summer 1

Literacy – Writing

Stories from Other Cultures

- Read and explore traditional and contemporary stories from a range of cultures, identifying themes, characters and settings
- Use oral storytelling, story maps and actions to internalise the structure and language of a model text
- Identify features such as openings, build-up, problem, resolution and ending within cultural narratives
- Develop characters and settings using descriptive language, expanded noun phrases and varied sentence structures
- Use dialogue accurately to reveal character and advance the action
- Innovate by adapting elements of a model text (e.g. setting, character or cultural detail) while maintaining narrative structure
- Plan, write and edit a complete narrative that reflects understanding of cultural context and storytelling traditions

First Person Diary Entries

- Read and analyse diary entries to identify first-person voice, past tense, chronological order and emotive language
- Use drama, role play and hot-seating to explore thoughts and feelings from a character's perspective
- Orally rehearse diary entries using boxing-up and sentence stems to organise ideas clearly
- Use time adverbials and cohesive devices to sequence events
- Develop vocabulary to express thoughts, feelings and reflections effectively
- Innovate by retelling events from a story or real-life context in diary form
- Write a diary entry that maintains consistent tense and viewpoint, uses paragraphs appropriately and applies accurate punctuation
- Edit and improve writing by refining word choice and sentence structure

Literacy- Read aloud

Young, Gifted and Black

Maths

Decimals

- Recognise and write decimal equivalents of tenths and hundredths
- Link decimals to fractions and place value understanding
- Compare and order decimals with the same number of decimal places
- Round decimals to the nearest whole number
- Solve problems involving decimals in the context of measures and money
- Explain reasoning using accurate mathematical vocabulary

Money

- Convert between pounds and pence
- Add and subtract amounts of money, including giving change
- Solve one-step and two-step problems involving money
- Use estimation to check the reasonableness of answers
- Apply money skills to real-life contexts and problem-solving situations
- Explain methods clearly using appropriate representations

Time

- Read, write and convert time between analogue and digital clocks, including 12- and 24-hour formats
- Convert between units of time (hours, minutes and seconds)
- Solve problems involving duration and intervals of time
- Interpret and construct simple timetables
- Use accurate language to explain time-related reasoning

Consolidation

- Apply mathematical knowledge and skills from across the year to solve mixed problems
- Select efficient strategies independently and justify choices
- Demonstrate accuracy and fluency in calculations
- Identify, explain and correct errors
- Show confidence and resilience when tackling unfamiliar problems

Shape

- Identify and compare angles, including right angles, and recognise angles as

- Listen attentively to a non-fiction text read aloud, sustaining focus and engagement
- Demonstrate understanding by identifying key information about significant individuals and their achievements
- Use discussion to explore the purpose of the text and how it is organised
- Ask and answer questions to clarify understanding and deepen knowledge
- Respond to unfamiliar vocabulary using context clues and teacher explanation
- Make links between individuals' achievements and themes such as perseverance, equality and ambition
- Express opinions and reflections clearly, justifying ideas with reference to the text
- Participate respectfully in whole-class and group discussions, building on others' ideas

Guided Reading

Should Willy Wonka's Chocolate Factory Close Down?

- Retrieve key information and arguments from a non-fiction discussion text
- Identify viewpoints and reasons, distinguishing between fact and opinion
- Summarise key points from different perspectives
- Make inferences about author intent and purpose
- Explain how language and structure are used to persuade or inform the reader
- Use evidence from the text to justify opinions during discussion

Apollo and Cassandra/Theseus and the Minotaur

- Identify key events and explain how myths are structured
- Make inferences about characters' actions, motives and consequences
- Explore themes such as fate, bravery and heroism
- Explain how descriptive language and dialogue contribute to character and mood
- Compare characters and themes across two related myths
- Express personal responses, supporting opinions with evidence from the

turns

- Classify shapes based on properties such as sides, angles and symmetry
- Identify lines of symmetry in 2D shapes
- Use mathematical language to describe properties of shapes
- Solve reasoning problems involving shape and space

Statistics

- Interpret and present data using bar charts, pictograms and tables
- Solve comparison, sum and difference problems using information from graphs
- Ask and answer questions based on data presented
- Explain conclusions clearly using mathematical vocabulary
- Understand how data can be collected and represented

Position and Direction

- Describe positions on a 2D grid using coordinates
- Use movement and direction language, including translations
- Plot points accurately on a grid
- Follow and give directions using mathematical language
- Solve problems involving position, movement and direction

text <u>Europe/Regions of England</u> - Retrieve and record information using headings, maps and organisational features - Identify similarities and differences between regions using evidence from the text - Use contextual clues to understand unfamiliar geographical vocabulary - Summarise information accurately and concisely - Explain how layout and presentation support understanding - Ask and answer questions to deepen geographical understanding <u>The Persian Cinderella/Tomb of Wonders</u> - Identify features of traditional tales and recognise familiar story patterns - Make inferences about characters' feelings and motivations - Explore how setting influences events and character behaviour - Compare themes, characters and settings across two stories - Explain how language choices create atmosphere and meaning - Justify opinions and preferences using evidence from the text			
<u>History</u> <u>A Study of an Area of Preston and the Change of Land Use Over Time</u> - Identify the location of the chosen area within Preston and place key developments on a simple timeline - Use a range of historical sources (maps, photographs, plans, documents and oral accounts) to investigate how land use has changed over time - Describe and explain changes in land use (e.g. housing, industry, transport, green space) and	<u>Art and Design</u> <u>Abstract Painting–Relief Paintings (Large and Small Scale with Texture)</u> - Explore a range of abstract artworks to understand how artists use colour, shape, texture and form to express ideas and feelings - Investigate relief techniques, understanding how artworks can be raised or textured to create a three-dimensional effect - Experiment with a variety of materials and tools (e.g. paint, collage materials, modelling	<u>Computing</u> <u>Making Music</u> - Understand how digital tools can be used to create, edit and combine sounds - Explore a range of digital instruments and sound effects within Purple Mash - Create a short piece of digital music using loops, patterns and sequences - Experiment with tempo, rhythm, pitch and volume to achieve different musical effects - Combine sounds purposefully to	<u>Physical Education</u> <u>Athletics</u> - Develop running, jumping and throwing techniques with increasing control and coordination - Improve sprinting, endurance and pacing skills over different distances - Practise jumping for distance and height using safe and effective take-off and landing techniques - Develop throwing techniques for distance and accuracy using a range of equipment

identify what has stayed the same - Understand reasons for change, including industrial growth, transport developments, population change and local needs - Make comparisons between the area in the past and the present, using evidence to support conclusions - Use historical vocabulary accurately, including past, present, change, continuity, source, evidence - Ask and answer historically valid questions to deepen understanding of local history - Interpret evidence carefully, recognising that sources may show different viewpoints - Communicate findings clearly through discussion, written explanations, diagrams or annotated maps	materials) to create texture - Develop skills in layering, mark-making and combining materials to build surface texture - Create both small-scale and large-scale abstract relief paintings, considering proportion and impact - Make thoughtful choices about colour, texture and composition to enhance visual effect - Review and adapt work throughout the creative process, responding to challenges and feedback - Use appropriate art vocabulary such as abstract, texture, relief, layer, surface and composition - Evaluate own work and the work of others, identifying strengths and areas for development - Present finished artwork carefully, reflecting on techniques used and creative decisions made	match a given theme, mood or purpose - Use basic editing tools to refine compositions, including adding, removing or reordering sounds - Save, retrieve and improve work independently, demonstrating good digital organisation skills - Evaluate digital music compositions, identifying what works well and suggesting improvements - Use appropriate computing and music-related vocabulary when discussing work - Work collaboratively and independently to plan, create and review digital content	- Measure and record performances, comparing results to previous attempts - Apply rules and techniques fairly during competitive activities - Show perseverance, confidence and a positive attitude towards personal challenge <u>Cricket</u> - Develop striking skills using a bat, focusing on grip, stance and controlled shots - Practise fielding skills, including throwing, catching and retrieving the ball accurately - Understand and apply basic rules of cricket, including scoring and fielding positions - Work collaboratively in teams to apply skills in game situations - Develop tactical awareness, such as where to place the ball and how to prevent runs - Communicate effectively with teammates during play - Demonstrate teamwork, fair play and respect for others
<u>Religious Education</u> <u>Islam</u> <u>Why do Muslims fast during Ramadan?</u> Understand that Ramadan is a	<u>PHSE</u> <u>Rights and Responsibilities</u> Understand that everyone has rights, including the right to feel safe, respected and heard	<u>MFL- French</u> <u>The Natural World (Animals and Plants)</u> Listen attentively to spoken French and recognise vocabulary	<u>Music</u> <u>Global Pentatonics</u> Listen to and explore music from different cultures that use the pentatonic scale

holy month in Islam and identify when it takes place in the Islamic calendar ▪ Explore the meaning and purpose of fasting (sawm) in Islam ▪ Identify who fasts during Ramadan and understand that there are exemptions for some people ▪ Learn about key Muslim beliefs linked to Ramadan, including obedience to Allah, self-discipline and gratitude ▪ Explore how fasting helps Muslims develop empathy for those in need and encourages charitable actions (zakat) ▪ Understand how Muslims observe Ramadan in daily life, including prayer, reading the Qur'an and family routines ▪ Learn about the celebration of Eid al-Fitr at the end of Ramadan and its significance ▪ Use appropriate religious vocabulary accurately, including Ramadan, fast, sawm, Qur'an and Eid ▪ Ask and respond to thoughtful questions about the meaning and importance of fasting ▪ Reflect on the idea of self-control and generosity and how these	▪ Recognise that rights come with responsibilities towards others and the wider community ▪ Identify rules and responsibilities within different settings, including home, school and the local community ▪ Understand why rules are needed and how they help keep people safe and treated fairly ▪ Explore the role of democracy and decision-making in school life (e.g. school councils, class votes) ▪ Recognise the consequences of actions and understand how behaviour can affect others ▪ Develop skills to resolve disagreements fairly and respectfully ▪ Understand the importance of caring for shared environments and resources ▪ Practise respectful communication, including listening to others' views and expressing opinions appropriately ▪ Identify trusted adults and know how to seek help if rights are not being respected	for common animals and plants ▪ Pronounce new words accurately, recognising familiar sounds and patterns in French ▪ Ask and answer simple questions about animals and plants using modelled language (e.g. names, colours, habitats) ▪ Use simple adjectives to describe animals and plants, including colour and size ▪ Read and match written words and short phrases to images and meanings ▪ Write simple words and short phrases to label or describe animals and plants ▪ Join in with songs, games and short-spoken activities to build confidence and fluency ▪ Begin to make simple links between language learning and understanding of the natural world <u>Celebration (Bastille Day)</u> ▪ Understand that Bastille Day is an important national celebration in France ▪ Listen to and respond to simple spoken French related to celebrations and traditions ▪ Learn and use key vocabulary	▪ Identify the sound and pattern of a pentatonic scale and recognise it in different musical examples ▪ Sing pentatonic melodies with increasing accuracy and confidence ▪ Perform pentatonic patterns using voices and tuned percussion or instruments ▪ Improvise simple melodies using the pentatonic scale ▪ Compose a short piece of music using pentatonic notes, working individually or in groups ▪ Use musical vocabulary such as pitch, melody, scale, rhythm and structure to describe music ▪ Listen to and evaluate performances, identifying strengths and areas for improvement <u>The Horse in Motion</u> ▪ Listen to music inspired by movement and describe how rhythm and tempo create a sense of motion ▪ Explore how changes in dynamics, tempo and pitch can represent movement and energy ▪ Perform rhythmic patterns that reflect different types of movement (e.g. walking, trotting,
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values may be shown in everyday life		linked to Bastille Day, such as celebrations, colours and symbols ▪ Explore simple cultural facts about how Bastille Day is celebrated ▪ Use spoken French to share simple ideas or preferences related to celebrations ▪ Read short phrases and captions linked to the celebration ▪ Write simple words or phrases to describe aspects of Bastille Day, using modelled language ▪ Make basic comparisons between celebrations in France and those in the UK	galloping) ▪ Use body percussion, voices or instruments to create sound effects linked to movement ▪ Compose a short piece of music to represent the motion of a horse, using structure and repeated patterns ▪ Work collaboratively to rehearse, perform and refine compositions ▪ Evaluate compositions and performances using appropriate musical language
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