**English**

**English texts: Escape from Pompeii**

**Year 4 writing assessment objectives: Flashback/ Information text**

Write for both fictional and non-fictional purposes, with a growing awareness of the reader

Use a range of co-ordinating and subordinating conjunctions

Use fronted adverbials

Use present, past, progressive and perfect tense verb forms accurately

Use the full range of punctuation taught in KS1 and so far in KS2 mostly correctly (full stops, capital letters, question marks, exclamation marks, commas in lists, apostrophes for contraction and possession, inverted commas)

Spell most words correctly, adding prefixes and suffixes appropriately, spelling the correct form of homophones and spelling all common exception words correctly (KS1 and Y3/Y4)

Produce legible joined handwriting

Make simple additions, revisions and proof-reading corrections to their own writing

Use a range of precise vocabulary (nouns, verbs and adjectives)

**Spelling focus:**

Prefix inter

Prefix anti

Prefix auto

Prefix ex

Prefix non

Ending in ar er

**Year 4 Summer 1**The Great Escape

**RE**

**National Curriculum objectives**

Describe and understand links between stories and other aspects of the communities they are investigating, responding thoughtfully to beliefs and teachings that arise from them.

Describe and make connections between different features of the religions and other world views, discovering more about prayer, celebrations, worship, pilgrimages and the rituals which mark important points in life.

**Progression in skills objectives**

Describe and make links

Describe and show understanding

Explore and describe similarities and differences

Explain and give reasons

Present ideas

Reflect and give examples

Explain and give reasons

Discover and explain ideas

Express ideas and opinions

Describe the different festivals, making links between them.

Explain and give reasons for the celebration of each festival

Express ideas and opinions about what light represents

Explore and describe ways beliefs and values are  expressed in different religions through symbols and actions

Give examples of ways in which people show they belong

Explain why belonging to a community may be valuable but also challenging

**Maths**

**National Curriculum objectives**

Pupils should be taught to.

Lesson 1 – To record amounts of money.

Lesson 2 –To record amounts of money.

Lesson 3 –To compare total amounts of money.

Lesson 4 – To round amounts of Money.

Lesson 1 –To convert units of length.

Lesson 2 – To convert units of length.

Lesson 3 –To estimate lengths.

Lesson 4 – To convert units of mass.

Lesson 5 – To estimate mass.

Lesson 6 – To convert units of volume.

Lesson 7 – To estimate volumes.

Lesson 8 –To compare and order measurements of length, mass and volume

Lesson 1 – Counting in Hundredths

Lesson 2 – Writing mixed numbers

Lesson 3 – Showing mixed numbers on a number line

Lesson 4 – Finding equivalent fractions

Lesson 5 – Simplifying mixed numbers

Lesson 6 – Simplifying improper fractions

Lesson 7 – Adding fractions

Lesson 8 – Subtracting fractions

Lesson 9 – Solving word problems

**Progression in skills objectives**

Number and place value - numbers to 10 000

Calculation - addition and subtraction within 10 000

**Science**

**National Curriculum objectives**

Describe the simple functions of the basic parts of the digestive system in humans

Identify the different types of teeth in humans and their simple functions

Construct and interpret a variety of food chains, identifying producers, predators and prey

**Progression in skills objectives**

Describe the simple functions of the basic parts of the digestive system in humans

Identify the different types of teeth in humans and their simple functions

Construct and interpret a variety of food chains, identifying producers, predators and prey

**Art**

**National Curriculum objectives**

Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.   
  
Pupils should be taught:

to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]   
about great artists, architects and designers in history

**Progression in skills objectives**

Make informed choices about the 3D technique chosen.

Show an understanding of shape, space and form.

Plan, design, make and adapt models.

Join clay adequately and work reasonably independently.

Construct a simple clay base for extending and modelling other shapes

Talk about their work understanding that it has been sculpted, modelled or constructed.

Use a variety of materials.

Work on their own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales.

Research, create and refine a print using a variety of techniques.

**Spanish**

**National Curriculum objectives**

listen attentively to spoken language and show understanding by joining in and responding

explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words

engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help

speak in sentences, using familiar vocabulary, phrases and basic language structures

develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases

present ideas and information orally to a range of audiences

read carefully and show understanding of words, phrases and simple writing

**Progression in Skills**

Can explain what hurts/why feeling unwell

Can take part in a roleplay at the doctors

Can understand, remember and say some jungle animal nouns

Can understand familiar colours and adjectives.

Can understand unfamiliar adjectives to describe jungle animals

Can write a sentence with a noun, verb, adjectives (and a conjunction)

**P.E**

**National Curriculum objectives**

Qwik cricket and volleyball

Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

Use running, jumping, throwing and catching in isolation and in combination.

Play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending.

Compare their performances with previous ones and demonstrate improvement to achieve their personal best.

**Progression in skills objectives**

With increasing consistency, choose where to direct a hit from a bowled ball.

Use and apply the basic rules of the game.

Direct hits using taught shots, e.g. pull shot.

Track and intercept the ball along the ground, sometimes collecting with one hand.

Attempt overarm bowling with some accuracy.

**Computing**

**National Curriculum objectives**

Use sequence, selection, and repetition in programs.

**Progression in skills objectives**

Create a program with selection in their code to allow characters and objects to interact.

Independently create a program based around a theme that uses more than one or more example of selection.