








# Winton Primary School









## Year 4 Summer Curriculum Overview






Key Learning	
<b>Reading</b> 	<p>Our text in Talk for Reading will be <i>Secrets of a Sun King</i> by Emma Carroll where they'll draw inferences such as characters' feelings, thoughts and motives from their actions. They'll make predictions based on details written or implied in the text. They'll also be independently applying their reading skills to unseen and unfamiliar texts.</p>
<b>Writing</b> 	<p>The children will be writing non-chronological reports. They will develop a range of skills, including organising their work using paragraphs and subheadings, incorporating technical vocabulary, and using varied sentence structures.</p> <p>We will be writing biographies based on Howard Carter's adventures in Egypt which will help the children to develop tenses and their use of adverbials.</p> <p>The book <i>Secrets of a Sun King</i> will serve as an inspiring stimulus for a diary entry. The children will practice writing in the first person, sequencing events chronologically, and expressing personal voice and emotions.</p> <p>The children will apply their knowledge of the mummification process to produce an explanation text, clearly informing the reader of the steps involved.</p>
<b>Maths</b> 	<p>In maths, we will be advancing our knowledge of:</p> <p><b>Multiplication and division</b></p> <ul style="list-style-type: none"> <li>• To recall and use multiplication and division facts.</li> <li>• To multiply three numbers together.</li> <li>• To use the grid method for multiplication.</li> </ul> <p><b>Geometry</b></p> <ul style="list-style-type: none"> <li>• To compare and sort 2D shapes based on their properties.</li> <li>• To identify acute and obtuse angles.</li> <li>• To identify the line of symmetry.</li> <li>• To find the area of shapes by counting squares.</li> <li>• To describe positions on a 2-D grid as coordinates.</li> </ul> <p>We will be deepening our knowledge of:</p> <ul style="list-style-type: none"> <li>• Addition and subtraction.</li> <li>• Statistics- To solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.</li> <li>• Multiplication and division.</li> <li>• Fractions.</li> <li>• Measurement: money, time and length.</li> </ul>



Key Learning	
<b>Science</b> 	<p><b>To understand humans and animals</b> - How do humans and animals get energy, move and stay healthy?</p> <p><b>To investigate living things</b> - How do we classify living things, and why is it important to protect their habitats?</p> <p><b>To investigate sound and hearing</b> - How do sounds travel from their sources to our ears?</p> <p><b>To understand movement, forces and magnets</b> - How do surfaces, friction and magnetic forces affect the movement and interaction of objects?</p> 

<b>History</b> 	<b>Ancient Egypt</b> – What do Ancient Egyptian burials and artefacts tell us about their beliefs, society, and way of life?  <b>The Vikings</b> - How did the Vikings influence Anglo-Saxon England and change its history?	
<b>Geography</b> 	<b>International trade</b> - Why does the diversity in global physical features give rise to different import and export links?  <b>Earthquakes &amp; volcanoes: plate tectonics</b> – How would you describe what happens when tectonic plates move?  <b>The water cycle: the cycle</b> – How would you describe the different steps of the water cycle?  <b>Fieldwork:</b> River Stour trip - River study	
<b>Art</b> 	<b>Cityscape art</b> – How have different artists used contrasting styles and techniques to capture the life, light, and atmosphere of cityscapes?  <b>Impressionism</b> - How did Impressionist artists use brushstrokes, colour and light to capture atmosphere, movement, and emotion in their paintings?	
<b>Design and Technology</b> 	<b>A balanced diet</b> - Which foods contribute to a healthy, balanced diet?  <b>Frame Structures</b> - How can we design and evaluate a stable frame structure for a specific purpose and user?	

<b>PE</b> 	<b>Music</b> 	<b>Computing</b> 
<p>In PE pupils will be doing a range of athletics techniques and skills, striking and fielding games such as cricket, tennis and rounders and also invasion games through handball.</p>	<p>Year 4 will be starting to learn the recorder. They will begin to learn how to read and perform from musical notation.</p>	<p>Use repetition in the creation of a computer game.</p>
<b>RE</b> 	<b>PSHE</b> 	<b>French</b> 
<p><b>Buddhism</b> – What is the best way for a Buddhist to lead a good life?   <b>Islam</b>- Does completing a pilgrimage make a person a better Muslim?</p> 	<p>Relationships   Changing me</p> 	<p>Goldilocks and the Three Bears   What is the weather?</p>

<b>Landing</b>	<b>Real World Outcome</b>
<p>Geography- simulating an earthquake by making a shaker table and exploring which building design withstands it best!</p> 	<p>Year 4 will be presenting their learning about the human body and what it means to stay healthy to a doctor from the local community.</p> 

Home Learning	Key Dates
<p><b>Ancient Egypt-</b> To design a quiz about Ancient Egypt. Choose a topic of your choice e.g. Howard Carter, the Mummification process, and choose a way of presenting it. This could be on paper, PowerPoint or on Kahoot. Bring it in for the class to take part in.</p>  <p><b>Due date: Wednesday 17<sup>th</sup> June</b></p>	<p><b>Landing</b> – In school, week commencing 22<sup>nd</sup> June.</p> <p>Weekly home learning due every Wednesday .</p>

Drivers		
<p><b>Enquiry:</b> We frame learning around questions. We promote curiosity and higher-order thinking.</p> 	<p><b>Aspiration:</b> We encourage pupils to aim high and believe in their abilities. We introduce role models to broaden horizons and inspire ambition.</p> 	<p><b>Community:</b> We foster a sense of identity and belonging. We build strong links with local geography, history, and people.</p> 