

Click here to view our curriculum knowledge:

<https://www.potterhanworth.lincs.sch.uk/early-years-and-ks1-2-national-curriculum/>

English

Writing

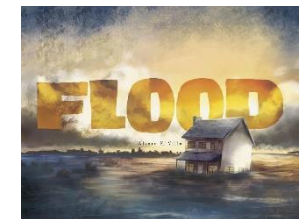
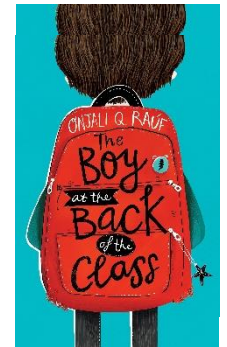
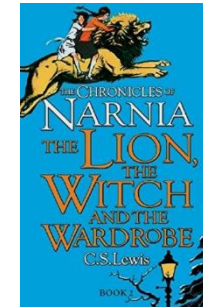
- Non-Fiction: Newspaper (based on Flood by Alvaro F Villa)
- Fiction: Setting Description (based on The Lion, The Witch and The Wardrobe)
- Fiction: Poetry (based on Oracy skills)
- Reccount: End of Year 4 writing.

Reading

Throughout the Summer Term, we will finish 'The Boy at the Back of the Class'. Alongside this, we will be also looking at a range of genres including: narratives, non-fiction texts linked to our big question and our history topics, poems and song lyrics.

We will focus on the following skills:

- Read with increasing accuracy and fluency.
- Compare the language choices the author has made to convey information over a range of non-fiction texts.
- Draw on inferences and justify with evidence from the text.
- Justify personal preferences for writers and types of text, whilst comparing books from similar authors.
- Make predictions based on details stated and implied.



MathsYear 4Multiplication and Division

- recall multiplication and division facts for multiplication tables up to 12×12 .

Decimals

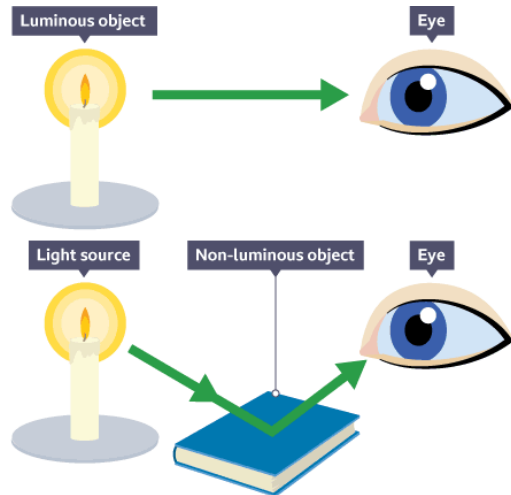
- round decimals with one decimal place to the nearest whole number
- compare numbers with the same number of decimal places up to two decimal places
- solve simple measure and money problems involving fractions and decimals to two decimal places

Measurement - Time

- Convert between different units of measure [for example, hour to minute]
- read, write and convert time between analogue and digital 12- and 24-hour clocks
- solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days.

Geometry, Shape and Position

- 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.
- compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes.
- identify acute and obtuse angles and compare and order angles up to two right angles by size.
- 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.

Science - Light

<https://www.bbc.co.uk/bitesize/articles/zmbvgw>

x

<https://www.getepic.com/app/read/65933>

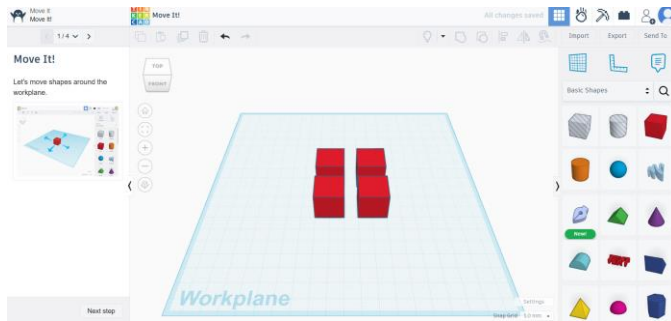
Geography - Grid References and Map Skills

<https://www.bbc.co.uk/bitesize/articles/z6hxrj6>

History - Local Study (RAF History)

<https://www.visitlincoln.com/things-to-do/history-heritage/aviation-history/>

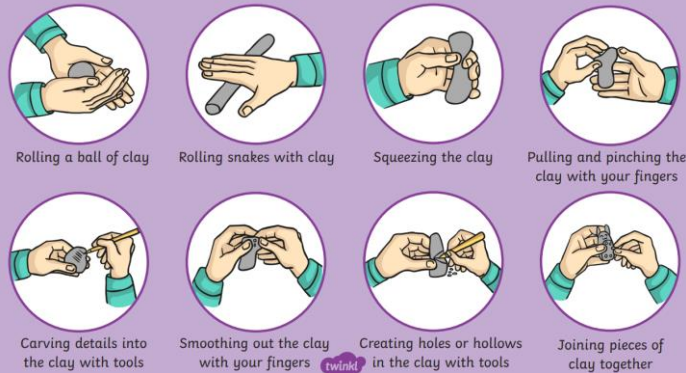
Computing - 3D Modelling



<https://www.tinkercad.com/>

Art & Design - Clay Modelling

Clay Techniques to Try



<https://www.bbc.co.uk/teach/class-clips-video/articles/zd28qp3>

Religious Education -

Do you have to believe in God to be good?

<https://humanists.uk/>



People of God

WHAT IS IT LIKE TO FOLLOW GOD?

<https://bibleforchildren.org/languages/english/stories.php>

Design Technology - Fairground

FAIRGROUND RIDES



Technical Knowledge

All these fairground rides are mechanical and use movement to provide the thrill.
A mechanical system is a system that causes motion (movement). There are four types of motion:



Rotary



Oscillating



Reciprocating

side to side or up and down



Linear

One direction



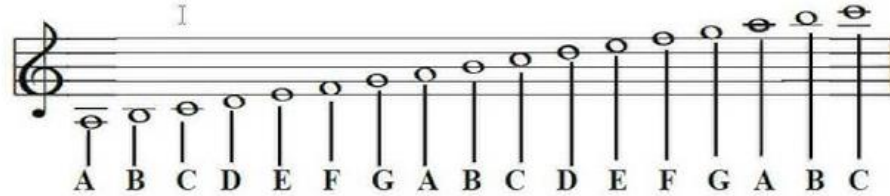
PRIMARY DESIGN TECHNOLOGY

IDEA Task 1

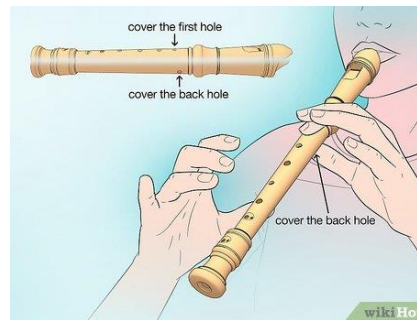


<https://www.youtube.com/watch?v=E5d-HK1ZQ3k>

Music - Notation and Composition



Tuned Instruments



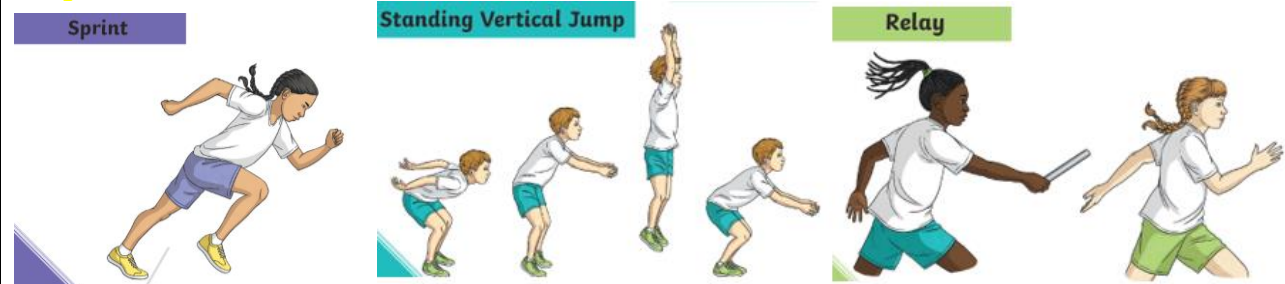
Samba and African Drumming



Personal and Social, Health Education (PSHE) - Peer Pressure

Free resources you may wish to access at home:
<https://www.ldecision.co.uk/resources/kids-zone>


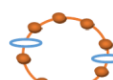
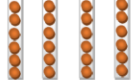


Physical Education - Athletics and OAA



Athletics - Sprint & Distance Run Video

https://www.youtube.com/watch?v=tFOZiI_a_zF

Problem solving challenges

<p>Fill the hoop</p>  <p>The children hop skip or sidestep around a hoop or chalked circle. The children must put as many feet, hands, elbow, as the teacher asks for. No more, no less.</p>	<p>Circle of hoops</p>  <p>The students stand in a circle holding hands. A teacher/leader will place a hoop between the hands of one pair. The students must pass the hoop around the whole circle and back to the start again. The students must not unlink their hands. Once students have practiced, it can be made into a race. <u>Progression</u> The hoop must not touch the floor Add an extra hoop</p>
<p>Stay out of the water</p>  <p>The students stand on a bench in any order, they are on dry land but must not touch the water (floor) as they are surrounded by sharks. Without touching the floor they must form the following order: Height Age Alphabetically <u>Progression</u>—ask a better group to do without talking</p>	<p>Stepping stones</p>  <p>The students start in order 1-6, with an empty stone in the middle. They must finish 6-1, the empty stone can be anywhere. Only one person on a stone at a time, they can move in any direction. They must not touch the floor.</p> <p>Human chain</p>  <p>Starting with all members behind the line, which group can form the longest chain At least one student needs to keep contact with the line. The students must keep contact with each other in any way. <u>Progression</u>—create a group leader who can travel along the line and give instruction.</p>