



## St Oswald's Catholic Primary School

### Year 4 Summer Overview 2024

<b>Subject Area</b>	<b><u>Summer</u></b>		
<b>R.E.</b>	<p><b>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:</p> <ul style="list-style-type: none"> <li>• How good news brings life- <b>Explore</b></li> <li>• The new life of the Easter message is spread through the power of the Holy Spirit – <b>Reveal</b></li> </ul> <p>Acquire the skills of assimilation, celebration and application of the above – <b>Respond</b></p>	<p><b>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:</p> <ul style="list-style-type: none"> <li>• Building bridges of friendship – <b>Explore</b></li> <li>• The importance of admitting wrong and being reconciled with God and one another – <b>Reveal</b></li> </ul> <p>Acquire the skills of assimilation, celebration and application of the above – <b>Respond</b></p> <p><i>Other faiths week: Hinduism</i></p>	<p><b>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:</p> <ul style="list-style-type: none"> <li>• Ordinary people who do extraordinary things – <b>Explore</b></li> <li>• Different saints show people what God is like – <b>Reveal</b></li> </ul> <p>Acquire the skills of assimilation, celebration and application of the above – <b>Respond</b></p>
<b>English</b>	Stories from Other Cultures Poetry – creating images	Stories with Dilemmas Formal Persuasive Texts	
<b>Mathematics</b>	Decimals Money	Statistics Properties of shape Position & Direction	



<b>Science</b>	<b>Electricity</b> <b>Can we control electricity?</b> Pupils will construct simple series circuits, trying different components, for example, bulbs, buzzers and motors, and including switches, and use their circuits to create simple devices.	<b>History of Science</b> <b>How has science influenced History?</b> State how early humans lived. Explain how science can help humans survive. Recall the ancient Egyptian, Greek and Roman civilisation. Explain how they responded to these challenges using science. Explain some issues they faced trying to introduce new knowledge. Suggest why they changed the way people think about the world.
<b>Computing</b>	<b>Making a special effects movie</b> <b>Can I create my own video including editing and special effects?</b> Pupils create their own videos and apply special effects to them. <b>Managing information online</b> I can analyse information to make a judgement about probable accuracy and I understand why it is important to make my own decisions regarding content and that my decisions are respected by others.	<b>Pixel Art</b> <b>Can I create art using a grid format?</b> Pupils create a piece of pixel artwork using a grid format. <b>Copyright and Ownership</b> When searching on the internet for content to use, I can explain why I need to consider who owns it and whether I have the right to reuse it. I can give some simple examples of content which I must not use without permission from the owner, e.g. videos, music, images.
<b>PE</b>	<b>Dance</b> - Pupils focus on creating characters and narrative through movement and gesture. They gain inspiration from a range of stimuli, working individually, in pairs and small groups. In dance as a whole, pupils think about how to use movement to explore and communicate ideas and issues, and their own feelings and thoughts. Pupils will develop confidence in performing and will be given the opportunity to provide feedback and utilise feedback to improve their own work.	<b>Fitness</b> - Pupils will take part in a range of activities that explore and develop different areas of their health and fitness. They will be given opportunities to work at their maximum and improve their fitness levels, recognising how the activities make them feel. They will need to persevere when they get tired or when they find a challenge hard and are encouraged to support others to do the same. Pupils are asked to recognise areas for improvement and suggest activities that they could do to do this. Pupils will be encouraged to work safely and with control.



<b>Games</b>	<b>Tag Rugby</b> – Pupils develop their understanding of the attacking and defending principles of invasion games. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. In tag rugby pupils do this by maintaining possession and moving the ball towards the try line to score. Pupils develop their understanding of the importance of fair play and honesty while self-managing games and learning and abiding by key rules, as well as evaluating their own and others' performances.	<b>Football</b> - Pupils will develop their understanding of the attacking and defending principles of invasion games. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. In football pupils do this by maintaining possession and moving the ball towards goal to score. Pupils develop their understanding of the importance of fair play and honesty while self-managing games and learning and abiding by key rules, as well as evaluating their own and others' performances.
<b>MFL</b>	<b>What do I do in my spare time?</b> <b>Leisure - (sports &amp; hobbies)</b> -To produce sports. To ask and say which sports you play or do and produce days of the week. To produce sentences using different verbs and hobbies.	<b>What's on the menu?</b> <b>Summer – (drinks &amp; snacks)</b> -To repeat, recognise and produce hot and cold drinks and snacks. Ask for an item of food or drink. Listen and recognise how much an item costs. Ask and say how much an item costs in euros. Create a menu of drinks and snacks including prices.
<b>RSHE</b>	<i>A Journey in Love:</i> God Loves Us in Our Differences Section 3: Spiritual LI: to celebrate the uniqueness and innate beauty in each of us  <i>Life to the full:</i> Created to love others: Keeping safe	<i>Life to the full:</i> Created to live in community: Religious Understanding  Created to live in community: Living in the wider world



<b>History</b>	<b>Islamic civilisations (1) Arabia and early Islam</b> <b>Why did Islam spread so far and so fast?</b> Arabia before Muhammad Bedouin culture, trade and life in the desert; the place of the Makkah in the trade of the Middle East and the world. An oral culture and a land of poetry. Stories about the birth of Muhammad. Makkah, Medina and the birth of Islam.	<b>Islamic civilisations (2) The Rise of Islam</b> <b>How did worlds come together in Cordoba?</b> Depth focus: Cordoba - city of light The glories of Islamic achievement in art, architecture, learning and science in Cordoba. How Muslims, Christians and Jews lived and worked together, collaborated on great architectural projects together and built a culture of learning together. The great library of Cordoba – how knowledge of medicine, technology, art, theology and geography was built through the work of peoples from all three religions.
<b>Geography</b>	<b>Earthquakes</b> <b>What are the pros and cons of living near a tectonic fault line?</b> Depth focus: The Christchurch Earthquake, New Zealand. Causes of earthquakes: tectonic plates and fault lines Depth focus: California & the San Andreas fault, Indian Ocean tsunami Effects of earthquakes How humans live in earthquake zones and adapt their settlements (e.g. Japan)	<b>Deserts</b> <b>Why are deserts located where they are?</b> Distribution and climate of deserts Depth focus: The Sahara Desert How deserts are formed, variety of landscapes. Plants and animals in deserts How humans live and adapt in deserts Depth focus: The Patagonian Desert Geographical skills: Interpreting thematic maps and satellite photographs Why are deserts located where they are?
<b>Art</b>	<b>Can I create a sculpture in motion?</b> <b>Inspire</b> -Children to use sketchbooks to record line drawings of human form in different position. Take inspiration from Peter Jansen 'Runner' to create a motion sculpture out of paper <b>Skill</b> -Use shading on an existing sketch to create shadows. Sketch an initial idea for a 3D sculpture and create a template <b>Final Product</b> -Take inspiration from Peter Jansen 'Runner' to create a motion sculpture out of paper using a template	



<b>Design Technology</b>	<b>Computer Programming</b> <b>Can I design and create a nightlight using a computer programme?</b> Use a computer-programming app (Crumble) to create an electrical system for a nightlight. Children are to use simple circuits and switches including programming and controlling. Children to understand and use electrical systems in their products (for example, series circuits incorporating switches, bulbs, buzzers and motors). Apply understanding of computing to program, monitor and control their products. Children to evaluate their ideas and products against their own design criteria and consider the views of others to improve their work
<b>Music</b>	<b>Blackbird</b> <b>Which dynamics sound best in my performance?</b> The children will fluently perform 'Blackbird!' with control and accuracy and recognise the tempo, dynamics and instruments of related songs. They will develop an historical understanding of gospel music and improvise on percussion/glockenspiels with dynamics.