









Year 4





Welcome back to the Summer term at The Duke of Bedford! We hope you had a relaxing and joyful Easter break and cannot wait to get going with another busy and exciting term in school. Below is a short description of the learning that will be taking place across the curriculum for the duration of the Summer term in your child's class. Please remember to check updates on Seesaw where weekly Learning Links will be shared as well as other updates about things happening in our class. As always, should you wish to discuss anything at all, please do not hesitate to come and speak to us.



Yours sincerely,
Mrs Hussain

Year 4 PE
PE will take place on Mondays and Fridays.
Send your child's PE kit into school and they can keep it on their peg.
Please ensure that all jewellery is removed for PE days.

Subject	Term 1	Term 2
<p>PSHE</p> 	<p>Healthy & Safer Lifestyles Relationships and Sex Education</p> <p>The themes covered in this unit are 'the human life cycle', 'growing up', responsibilities and how we develop different caring, stable, adult relationships create a secure environment for children to grow up?</p>	<p>Healthy & Safer Lifestyles Healthy Lifestyles</p> <p>This unit focuses on healthy eating and active lifestyles. How this links to mental wellbeing and what we can do to support our physical and mental wellbeing. This includes looking at sleep habits, nutrition, looking after our teeth and hygiene and how we are responsible for our lifestyle choices.</p> <p>Economic Wellbeing Financial Capability</p> <p>This unit supports children's understanding of different ways to earn money and what saving, spending and budgeting mean. We also focus on what a family may need to spend money on and what is value for money. We pose the question about how our choices affect our family, the community and the world around us.</p>
<p>English</p> 	<p>The Journey</p> <p>During this unit the children will be writing a narrative and a diary. This is focussed around the experience of a refugee. We explore verb inflections and build on our use of fronted adverbials, nouns and pronouns. We will also be looking at how paragraphs are used to organise ideas around a theme.</p> <p>The children will be learning some specific terminology to help them with their understanding. determiner, pronoun, possessive pronoun, adverbial</p>	<p>Manfish</p> <p>This term we will be writing an invention narrative and creating a Biography. This will support embedding our use of nouns or pronouns to aid cohesion and avoid repetition. We will be securing our use of inverted commas and other punctuation to indicate direct speech.</p>
<p>Class Book</p>	<p>Varjak Paw S F Said</p>	<p>The Land of Roar- Jenny Mclachlan</p>

<p>Maths</p> 	<p>In maths this term, children will be developing their understanding of decimals, beginning with making wholes using tenths and hundredths before moving on to partitioning, comparing, ordering and rounding decimals, including linking halves and quarters to decimal values. They will then apply these skills to money, learning to write amounts using decimals, convert between pounds and pence, estimate, compare and solve real-life problems involving money. Finally, children will deepen their understanding of time, exploring units of time, reading and converting between analogue and digital clocks, and confidently using the 24-hour clock.</p>	<p>In maths, children will be developing their understanding of shape, position and data handling. They will explore angles as turns, learn to identify and compare different angles, and recognise a range of shapes including triangles, quadrilaterals and other polygons. Children will also investigate symmetry, identifying lines of symmetry and completing symmetrical patterns.</p> <p>In statistics, they will learn to interpret information from charts and line graphs, as well as draw their own to compare and analyse data. Finally, in position and direction, children will describe and plot coordinates, draw shapes on grids and explore translation, helping them to understand movement and position in two-dimensional space.</p>
<p>Science</p> 	<p style="text-align: center;"><u>Sound</u></p> <p>In this science unit, children will explore sound and how it is made. They will learn to identify a range of different sounds and understand that sound is created by vibrations that travel through a medium to the ear. Through practical investigations, children will explore how changing vibrations affects pitch and discover the link between frequency and pitch. They will also investigate volume by making loud and quiet sounds, using data loggers to measure sound levels, and explore how far sound can travel.</p>	<p style="text-align: center;"><u>Dangers to living things</u></p> <p>In this science unit, children will explore living things and their environments. They will learn about food chains, including the roles of producers, consumers, predators and prey, and understand the link between food sources and animal populations, including food chains involving humans. Children will also investigate how environmental changes such as fire and flooding can affect living things, and consider the impact of human activity on the environment. The unit will encourage children to think about how people can help reduce harm to living things and summarise their learning about the dangers animals and plants may face.</p>
<p>Computing</p> 	<p style="text-align: center;"><u>Data and Information- Data Logging</u></p> <p>In this unit, pupils will consider how and why data is collected over time. Pupils will consider the senses that humans use to experience the environment and how computers can use special input devices called sensors to monitor the environment. Pupils will collect data as well as access data captured over long periods of time. They will look at data points, data sets, and logging intervals. Pupils will spend time using a computer to review and analyse data.</p> <p>Towards the end of the unit, pupils will pose questions and then use data loggers to automatically collect the data needed to answer those questions.</p>	<p style="text-align: center;"><u>Creating Media- Audio Production</u></p> <p>In this unit, learners will identify the input device (microphone) and output devices (speaker or headphones) required to work with sound digitally. Learners will discuss the ownership of digital audio and the copyright implications of duplicating the work of others. In order to record audio themselves, learners will use Audacity to produce a podcast, which will include editing their work, adding multiple tracks, and opening and saving the audio files. Finally, learners will evaluate their work and give feedback to their peers.</p>
<p>D&T</p> 		<p style="text-align: center;"><u>Simple circuits and switches.</u></p> <p>In this unit of work the children will be working towards the design brief to design, make and evaluate a working model lighthouse (product) for the intention of a European country (user) to install along its coastline(purpose).</p>

		<p>The children will be conducting market research to evaluate existing battery powered products. They will use this research to design and then create their own lighthouse. Finally the children will evaluate their ideas and products against their own design criteria and identify the strengths and areas for improvement in their work.</p>
<p>Art</p> 	<p><u>The Art of Display</u></p> <p>In this pathway children begin to think about two very important aspects of making art: context and presentation.</p> <p>When we make art that others will see, it's important that we understand how we present the work will influence the way people see the work. This pathway presents an opportunity for pupils to discover and question the role of the "plinth" in sculpture.</p> <p>Children explore how other artists use the idea of "plinth" to make work.</p> <p>Project- children will design and make sculptures of themselves, putting a version of themselves on a plinth.</p>	
<p>Geography</p> 		<p><u>Europe</u></p> <p>In geography, children will learn about Europe, beginning by locating the continent on a map and investigating key facts about it. They will discover information about a range of European countries and identify important human and physical features, such as cities, mountains and coasts. The unit will also explore tourism in the Mediterranean region before focusing in more detail on the key features of Greece and Italy, helping children to develop a broader understanding of Europe and its diversity.</p>
<p>History</p> 	<p>In history, children will be learning about the Anglo-Saxons and their impact on Britain. They will find out who the Anglo-Saxons were and explore the reasons they came to Britain, including to fight, to farm and to make new homes. Children will discover what daily life was like, learning about Anglo-Saxon crafts, storytelling and village life. The unit will also explore how Christianity developed during this period and why it was an important change. Finally, children will learn about Alfred the Great, one of the most significant Anglo-Saxon kings, and understand his role in shaping early England.</p>	
<p>PE</p> 	<p>In PE this term, children will be taking part in Athletic Activities, linked to Sports Day, where they will develop their running, jumping and throwing skills. These lessons help children build balance, agility, coordination, strength and control, while encouraging them to make decisions such as choosing appropriate running speeds for different challenges.</p>	<p><u>Striking and Fielding- Cricket</u></p> <p>In this unit the children will continue to develop control of the bat and ball, knowing how to throw and catch over an increasing distance, and hit the ball with the correct technique. Children will improve consistency and accuracy of skills when competing against themselves and against others. The lessons will help children understand rules of</p>

	<p>Athletics also supports confidence, teamwork and a healthy, active lifestyle.</p> <p>In Gymnastics, children will learn to link shapes, balances and travelling movements to perform longer and more effective sequences. They will be encouraged to work creatively in pairs and small groups, experimenting with different movements and dynamics to improve accuracy, consistency and performance skills.</p>	<p>the game and discuss tactics in game situations for both striking and fielding.</p> <p>Swimming</p> <p>Children will continue to improve on their skills to swim competently, confidently and proficiently using a range of strokes effectively, for example, front crawl, backstroke and breaststroke.</p>
<p>RE</p> 	<p><u>What is Islam all about?</u></p> <p>This term we will look back and build upon knowledge we learnt in KS1 to delve deeper into understanding key beliefs and practices of followers of Islam. We will learn about the 5 Pillars of Islam and discover how each pillar plays an important part in day to day life for British Muslims.</p>	<p><u>Why is peace so important?</u></p> <p>In this unit of work we will look to many world religions to find out the importance of peace for people of different beliefs. We will study Humanist, Hindu, Muslim and Jewish ideas and make links and comparisons between these religious groups on their ideas about peace in the world.</p>
<p>Music</p> 	<p><u>Ukulele</u></p> <p>Throughout Summer 1 and 2, Year 4 will learn how to play the ukuleles. They will learn how to hold, tune and play the instrument.</p> <p>Ukuleles are a fantastic choice for inclusive instrumental teaching. They are small and light, easy for pupils to handle and can produce immediately satisfying results for a broad range of learners. Children will then put together a performance for parents towards the end of Summer 2.</p>	
<p>French</p>	<p><u>In the Classroom</u></p> <p>By the end of this unit pupils will have the knowledge and skills to present both orally and in written form about what they have and do not have in their pencil cases and/or school bag in French. This is a unit that focuses on recycling previously learnt grammar, using it with new vocabulary and a better understanding of the negative form, demonstrating a growing ability to create independent responses.</p>	<p><u>What's the weather like?</u></p> <p>By the end of this unit pupils will have the knowledge and skills to describe the weather and present a weather forecast in the foreign language. This enables us to link the weather vocabulary with map work, compass points and general geography. This unit improves both language and cultural knowledge.</p>