



CHANGES OF STATE

- 1. To compare and group materials together, according to whether they are solids, liquids or gases
- 2. To observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C)
- 3. Does the temperature of water affect how quickly chocolate melts?
- 4. What happens to the water when the towel is hung on the washing line to dry?
- 5. To identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. (investigate the water cycle).
- 6. KQ- How can the same material exist in different states?

YEAR 4 - SUMMER 2





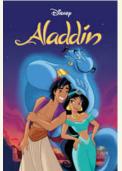
ENGLISH

Week 1 and 2 Aladdin continued

Week 3 **Assessment Week**

Week 4 and 5 Persuasion text Train or canal in **Industrial Revolution?**

> Week 6 and 7 Candledark.





READING

The Enchanted Wood by Enid Blyton

- To use dictionaries
- 2. To predict what might happen next
- To know themes and conventions
- To make inferences
- 5. To draw main ideas from a text
- 6. To participate in discussions about text

MATHS

2.

5.

6.

TTRS Practice

Decimal

Statistic

Area

7. Revisit and Review

3. Assessment Week

4. Four operation

PE

Week 1 - Recap throwing and catching a cricket ball and greater distances.

Week 2 - Bowl a cricket ball with increasing accuracy at stumps.

Week 3 - To be able to hit the cricket ball with greater distance.

Week 4 - To be able to think about where you want the ball to go before hitting it (bat and body positioning).

Week 5 - To begin to develop an understanding of the rules and regulations of cricket.

Week 6 - To participate in a game of cricket in small groups.

- 1. To know when the Industrial Revolution
- 3. To understand why coal and iron were so important.
- 4. To understand the impact that canals had on trade and transport
- 5. To understand the significance of the steam engine
- 6. To know about the first train lines to be built in Britain.
- 7. To suggest reasons why Telford was the best place to start the Industrial Revolution?

MUSIC

- 1. To create 2, 3 or 4 beat phrases into bars
- 2. To begin to create a piece of music for a specific mood.
- 3. To continue to create a piece of music for a specific mood
- 4. To develop piece of music for a specific mood by capturing composition using notation.
- 5. To develop piece of music for a specific mood by capturing composition using notation.
- 6. To perform piece of music created for a specific mood.

GERMAN

- 1.I can say different weather statements in German.
- 2. I can describe the weather in different seasons of the year.
- 3. I can say simple phrases to give the weather forecast.
- 4. I can understand and name ice cream flavours.
- 5. I can talk about ice creams I love, like and dislike.
- 6. I can apply my language detective skills to learn another language

HISTORY

- began and where.
- To understand why the Industrial Revolution was important to Britain.

RE

1.To explain some feelings a special place gives to me and suggest why that is.

- 2.To know what happens during worship, 3.To describe some of the ways Christians use churches
- to worship.
- 4. To explain different reasons why Christians go to church.
- 5.To recognise that some people may choose to worship publicly and others more privately.
- 6. To understand the impact a Christian's special place has on them.

PSHE - CHANGING ME

- 1. Unique Me
- Having a baby alternative
- 3. Girls and Puberty
- Circles of change 4.
- 5. Accepting change
- Looking ahead 6.

ICT

- 1.To know how to develop the use of count-controlled loops in a different programming environment.
- 2. To know that in programming there are infinite loops and count-controlled loops.
- 3. To know how to develop a design that includes two or more loops which run at the same time.
 - 4. To know how to modify an infinite loop in each program.
 - 5. To know how to design a project that includes repetition.
 - 6. To know how to create a project that includes repetition.

ART

- To look at the artwork of and artist (Alberto Giacometti).
- 2. To use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source material for future works.
- 3. To plan and design a model from observation and imagination. To show understanding of space, shape and form.
- 4. To cut, make and combine shapes to create recognisable form. To use a variety of materials.
- 5. To add materials to the sculpture to create detail. To use malleable materials to join adequately and work reasonably independently.
- 6. To share and evaluate my piece of work in our class gallery.