

## Year 4 Half Termly Overview – SUMMER TERM 1

ALPS AND ABOUT	
How are mountains made?	
<b>Big Impact Event</b> None this unit	<b>Celebration of Learning</b> Showcase of learning with Year 3
<b>Geography – Mountains and the Water Cycle</b> <ul style="list-style-type: none"> <li>Describe and understand key aspects of physical geography, including mountains and the water cycle</li> <li>Ask and respond to questions and offer their own ideas.</li> <li>Analyse evidence and draw conclusions e.g. make comparisons between locations photos/pictures/ maps</li> <li>Locate places on large scale maps, (e.g. Find UK or India (Himalayas) on globe)</li> <li>Draw a sketch map from a high view point. e.g. looking down from mountain</li> <li>Begin to identify significant places and environments</li> <li>Use junior atlases.</li> <li>Use map sites on the internet.</li> <li>Identify features on aerial/oblique photographs e.g. mountain peak</li> </ul>	
<b>Games – Rounders, Cricket</b> How can I improve on attacking and defending? <ul style="list-style-type: none"> <li>To be able to use a range of skills to hit a ball in striking/fielding games.</li> </ul>	<b>PE – Athletics</b> How can I improve my running, jumping and throwing? <ul style="list-style-type: none"> <li>To run, jump and throw successfully over increasingly larger distances.</li> </ul>
<b>Art – Art History and Collage</b> <ul style="list-style-type: none"> <li>Select and arrange a variety of collage materials to create a detailed piece of work.</li> <li>Use a range of collage techniques e.g. tearing, overlapping, layering, to create images and represent textures with confidence.</li> <li>Explore and combine a range of types of collage e.g. paper, glass, fabric.</li> <li>Understand that some materials tear/cut more easily in a certain direction.</li> <li>Experiment with new techniques e.g. coiling and tessellation.</li> <li>Cut accurately and use scissors specific to the task.</li> </ul>	
<b>RE – Good and Evil (Golden Thread: Community)</b> <ul style="list-style-type: none"> <li>Express creatively and describe with more detail responses to own experiences of concepts introduced.</li> <li>Recognise and describe how their responses relate to their own lives and the wider world.</li> <li>Accurately describe what has been taught and how it could be used in the tradition covered.</li> <li>Accurately describe what has been taught and how it could vary within the concept and people around that concept being studied.</li> <li>Children can understand and describe the value of concepts that have been studied and can recognize the issues that may arise within personal experience and communities.</li> </ul>	<b>Music – Composition</b> <ul style="list-style-type: none"> <li>Identify steps, leaps and repeated notes in melodies and begin to explore different scale patterns e.g. major</li> <li>Develop understanding of conventional structures.</li> <li>Explore the use of simple ostinati (short repeated patterns)</li> <li>Use notations to record and interpret sequences of pitches</li> <li>Use notations to record compositions in a small group or on their own</li> <li>Use notation in a performance (Melody or accompaniments as ostinato.)</li> <li>Use silent beats for effect (rests)</li> </ul>
<b>PSHCE – The Working World (Chores at home)</b> <ul style="list-style-type: none"> <li>describe the ways in which we can contribute to our home, school, and community</li> <li>explain the positive impact of our actions</li> </ul>	<b>MFL – Weather</b> <ul style="list-style-type: none"> <li>Pupils should be able to write a simple weather forecast and perform it.</li> </ul>
<b>History, Science, DT, Computing – not covered in this unit</b>	<b>Enrichment Opportunities</b>