Year 4 Summer 2024 Coverage Map

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| Summer 1 | | Summer 2 | | | | |
| Flourishing | Flourishing | Citizenship | Citizenship | Citizenship | Citizenship |  |
| Geography  Enquiry Question:  **How will climate change impact the Amazon Rainforest?**  Outcome: As geographers, we will write a persuasive speech to encourage the reader to change their lifestyle in order to protect the rainforest | Art  Enquiry Question: How does Giacometti create movement using sculpture?  Outcome: To create a sculpture that represents movement. | Narrative  Enquiry Question: How can I write an engaging back story for Tom’s Midnight Garden?  Outcome: To write a scene that creates a back story for Tom’s Midnight Garden. | Science  Enquiry Question: How does food travel through my body?  Outcome: To create an infographic to explain the digestive system. | Computing  Enquiry Question: How can I create a game using scratch?  Outcome: To create a short game on Scratch | RSE  Enquiry Question: How is my body changing?  Outcome: To create an infographic about how my body is changing. |
| Substantive Knowledge  What constitutes non- European  That regions might be at risk for different reasons e.g flooding, fire, drought, overcrowding  That regions can be at risk for physical as well as human reasons.  A region at risk outside of Europe and know why it is at risk e.g what is happening in the world currently such as bush fire California 2021.  What risk factors are e.g threat to life,  changing landscapes  What the risk factors of this region are  What action has been taken to limit risk e.g materials for house building, fire breaks, flood defences  What future implications for this region might be | Substantive Knowledge  How to carve, shape, coil and mould  How to use different materials for different effects  A variety of ways to attach different materials to each other  About the work of a known sculptor | Substantive Knowledge  Write a range of narratives and nonfiction pieces using a consistent and  appropriate structure (including genre specific layout devices eg: text boxes, bullet points etc)  Write a range of narratives that are well- structured and well-paced.  Create detailed settings, characters and plot in narratives to engage the reader and to add atmosphere.  Use dialogue to convey a character and to start to advance the action. | Substantive Knowledge  That humans and some other animals have a skeleton and muscles for support, protection and movement (differences between humans and other animals e.g., reptiles, fish)  The basic parts of the digestive system and how it works (mouth, oesophagus, stomach, small/large  intestine, anus)  The different types of teeth in humans and their functions (canines, incisors, premolar, molar,  wisdom teeth and their functions) | Substantive Knowledge  How to use a variety of inputs.  How to use the repeat (loop) command within a series of instructions.    How to use the if… then (conditional statement) command within a series of instructions.  How to write a simple program to produce a line drawing.  How to write a program to reproduce a defined problem (e.g. Shape/ pattern).  How to use more advanced logo programming, including pen up and pen down | Substantive Knowledge  Understand that puberty is an important stage in the human lifecycle.  Know some changes that happen during puberty.  Know about the physical and emotional changes that happen in puberty.  Understand that children change into adults to be able to reproduce if they choose to.  Know that respect is important in all relationships including online.  Explain how friendships can make people feel unhappy or uncomfortable. |
| Disciplinary Skills  Use a topographical map of Europe to identify features of countries  Ask questions about how physical features were formed or changed e.g formation of the Alps  Use atlases to locate countries and features of these countries e.g.  population density, rivers, industry  Talk about the challenges facing different regions European/non-European | Disciplinary Skills  Create a freestanding sculpture  Show textures in sculpture  Create a sculpture for a purpose  How I have been inspired by well known works | Disciplinary Skills | Disciplinary Skills  Investigating & Hypothesising  • Plan an investigation that helps me prove or  disprove my hypothesis.  • Explain which variable I have changed, which ones I have kept the same and why.  • Give a reason for why my test was fair  Observing & recording  • Make increasing accurate measurements e.g accuracy within 5 degrees on a thermometer and within 5mm using a ruler  • How to use simple scientific apparatus thermometer, ruler, magnified glass, measuring jugs, scales.  Concluding & Evaluating  • Explain how the results lead to a conclusion.  • Articulate my hypothesis prior to designing  my investigation  • Evaluate the results of my Investigation and explain why they are not biased  Investigating & Hypothesising  • Plan an investigation that demonstrates how I have considered the need for the test to fair and unbiased.  • Say 2 reasons why my test is fair.  • Say what I am trying to prove or disprove and how my test will help me do this in a fair way  Observing & recording  • Collect a range of measurements and data to make comparison and check for anomalies  • Explain which measurements I am taking and the validity of these  • Design a table or chart that enables me to display my data collected in the most informative way.  Concluding & Evaluating  • Explain how the conclusion of my investigation relates to my hypothesis.  • Articulate my hypothesis prior to designing my  investigation  • Identify where there might be anomalies  • Evaluate the results of my Investigation and explain why they are not biased  • Use my results to prove or disprove the hypothesis using a balanced argument | Disciplinary Skills  Use computers for a purpose  Collect information  Use computers to assure quality  Make judgements to stay safe  Identify dangers when presented with scenarios  and social networking | Disciplinary Skills |
| Reading Objectives  LO: I can justify predictions from details stated or implied.   LO: I can write down predictions for the future of the Amazon and use the text to justify.  LO: I can identify main ideas drawn from more than one paragraph and to summarise these.  LO: I can check the meaning of words in a dictionary. | Reading Objectives  LO: To use all of the organisation devices available in a non-fiction text to retrieve, record and discuss information.    LO: To check the meaning of words in a dictionary.  LO: To discuss vocabulary used by the author to capture the readers’ imagination and interest. | Reading Objectives  LO: I can justify predictions from details stated or implied.  LO: To discuss vocabulary used by the author to capture the readers’ imagination and interest. | Reading Objectives  LO: I can identify main ideas drawn from more than one paragraph and to summarise these.  LO: To check the meaning of words in a dictionary. | Reading Objectives  LO: I can check the meaning of words in a dictionary. | Reading Objectives  LO: I can identify main ideas drawn from more than one paragraph and to summarise these. |
| Writing Objectives  Writing to persuade and strongly justify own opinion and viewpoint- Geography enquiry: amazon rainforest- persuade reader to change lifestyle in order to protect rainforest persuasive writing  LO: I can consistently organise my writing into paragraphs around a theme to add cohesion and to aid the reader.  LO: I can proofread and amend my own and others’ writing, correcting errors in grammar, punctuation and spelling and adding nouns/ pronouns for cohesion using purple editing pens.  LO: I can use subordinate clauses, extending the range of sentences with more than one clause by using a wider range of conjunctions, which are sometimes in varied positions within sentences. | Writing Objectives  **LO: I can** consistently organise my writing into paragraphs around a theme to add cohesion and to aid the reader.  LO: I can proofread and amend my own and others’ writing, correcting errors in grammar, punctuation and spelling and adding nouns/ pronouns for cohesion using purple editing pens.  LO: I can use appropriate structure (including genre specific layout devices eg: text boxes, bullet points etc)  LO: I can use subordinate clauses, extending the range of sentences with more than one clause by using a wider range of conjunctions, which are sometimes in varied positions within sentences. | Writing Objectives  Write a range of narratives and nonfiction pieces using a consistent and  appropriate structure (including genre specific layout devices eg: text boxes, bullet points etc)  Write a range of narratives that are well- structured and well-paced.  Create detailed settings, characters and plot in narratives to engage the reader and to add atmosphere.  Use dialogue to convey a character and to start to advance the action. | Writing Objectives  LO: I can consistently use apostrophes for the singular and plural possession  LO: I can use a colon and semi colon for lists | Writing Objectives  LO:  **I can** consistently organise my writing into paragraphs around a theme to add cohesion and to aid the reader.  LO: I can proofread and amend my own and others’ writing, correcting errors in grammar, punctuation and spelling and adding nouns/ pronouns for cohesion using purple editing pens. | Writing Objectives  LO: I can use appropriate structure (including genre specific layout devices eg: text boxes, bullet points etc) |
| Fiction and non-fiction texts that will be shared with children:  Novel: Aarti and the Blue Gods | Fiction and non-fiction texts that will be shared with children:  Novel: Tom’s Midnight Garden | Novel: Tom’s midnight garden | Fiction and non-fiction texts that will be shared with children:  Tom’s midnight garden | Fiction and non-fiction texts that will be shared with children:  Novel: Tom’s midnight garden | Fiction and non-fiction texts that will be shared with children:  Novel: Tom’s midnight garden |
| **Coverage within non-enquiry subjects:**  PE: Athletics  Music: Know and recognise music notation   |  | | --- | |  |   Maths: Decimals, money, time, shape, statistics and position and direction | | | | | | |

**Content Coverage Summary: Please refer to subject progression document for more detail.**