Year 4 Summer 2024 Coverage Map

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| Summer 1 | Summer 2 |
| Flourishing | Flourishing | Citizenship | Citizenship | Citizenship | Citizenship |  |
| GeographyEnquiry 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 | ArtEnquiry Question: How does Giacometti create movement using sculpture?Outcome: To create a sculpture that represents movement.  | NarrativeEnquiry 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.  | ScienceEnquiry Question: How does food travel through my body?Outcome: To create an infographic to explain the digestive system. | ComputingEnquiry Question: How can I create a game using scratch?Outcome: To create a short game on Scratch | RSEEnquiry Question: How is my body changing?Outcome: To create an infographic about how my body is changing. |
| Substantive KnowledgeWhat constitutes non- EuropeanThat regions might be at risk for different reasons e.g flooding, fire, drought, overcrowdingThat 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 landscapesWhat the risk factors of this region areWhat action has been taken to limit risk e.g materials for house building, fire breaks, flood defencesWhat future implications for this region might be | Substantive KnowledgeHow to carve, shape, coil and mouldHow to use different materials for different effectsA variety of ways to attach different materials to each other About the work of a known sculptor  | Substantive KnowledgeWrite 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 KnowledgeThat 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 KnowledgeHow 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 KnowledgeUnderstand 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 SkillsUse 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 AlpsUse atlases to locate countries and features of these countries e.g. population density, rivers, industryTalk about the challenges facing different regions European/non-European | Disciplinary SkillsCreate 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 SkillsInvestigating & 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 fairObserving & 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 biasedInvestigating & 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 wayObserving & 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 SkillsUse computers for a purposeCollect informationUse computers to assure qualityMake judgements to stay safeIdentify dangers when presented with scenarios and social networking | Disciplinary Skills |
| Reading ObjectivesLO: 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 ObjectivesLO: 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 ObjectivesLO: 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 ObjectivesLO: 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 ObjectivesLO: I can check the meaning of words in a dictionary. | Reading ObjectivesLO: I can identify main ideas drawn from more than one paragraph and to summarise these. |
| Writing ObjectivesWriting 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 ObjectivesWrite 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 ObjectivesLO: I can consistently use apostrophes for the singular and plural possession LO: I can use a colon and semi colon for lists  | Writing ObjectivesLO:  **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 ObjectivesLO: 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

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 Maths: Decimals, money, time, shape, statistics and position and direction |

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