

**St Luke's C of E (Aided) Primary School**  
**Year 4 Curriculum Planning, Summer 2**  
**2023-2024**

**Topic: The Amazon**

Subject	Week 1 W/C 3 <sup>rd</sup> June	Week 2 W/C 10 <sup>th</sup> June	Week 3 W/C 17 <sup>th</sup> June	Week 4 W/C 24 <sup>th</sup> June	Week 5 W/C 1 <sup>st</sup> July	Week 6 W/C 8 <sup>th</sup> July	Week 7 W/C 15 <sup>th</sup> July	Week 8 W/C 20 <sup>th</sup> July
<b>English –</b> The Explorer	<b>Adventure Stories</b>			<b>Non-chronological reports</b>		<b>Literacy Shed Unit: Similes and Metaphors</b>		
<b>GPS</b>	<b>Past and present progressive tense</b> <b>Past perfect tense</b>			<b>Recognising and using standard English</b>				
<b>Maths</b>	<b>Money</b> <b><u>Multiplication</u></b> <b><u>Check</u></b>	<b>Time</b>	<b>Shape</b>	<b>Statistics</b>		<b>Position and direction</b>	<b>Consolidation</b>	<b>Assessments</b>
<b>Science</b>	<b>Famous Scientists</b> Living things and their habitats- Jane Colden- to know and understand the classification system of Jane Colden		<b>Famous Scientists</b> Animals Including Humans William Beaumont- To complete an experiment mirroring the digestive process.	<b>Famous Scientists</b> States of Matter- Joseph Priestley- To know the gases needed for survival and to understand how they were discovered.	<b>Famous Scientists</b> Sound-Christian Doppler To know and study the Doppler effect.	<b>Famous Scientists</b> Electricity- Nikola Tesla To know and debate whether electric cars and more sustainable than petrol or diesel cars.		
<b>Computing</b>	<b>Creating a Kodu</b>  To know how to turn a real-life situation into an algorithm, showing that they are thinking of the required task and how to accomplish	<b>Creating a Racing Track</b>  To know how to turn a real-life situation into an algorithm, showing that they are thinking of the required task and how to accomplish	<b>Create a maze game</b>  To know how to turn a real-life situation into an algorithm, showing that they are thinking of the required task and how to accomplish	<b>Planning a game</b>  To know how to turn a real-life situation into an algorithm, showing that they are thinking of the required task and how to accomplish this in code using coding structures for selection and repetition.		<b>Making and evaluating a game</b>  To know how to turn a real-life situation into an algorithm, showing that they are thinking of the required task and how to accomplish this in code using coding structures for selection and repetition.  To know how to design programs showing that they are thinking of the structure of a program in logical, achievable steps and		<b>Consolidation - assessment</b>

	<p>this in code using coding structures for selection and repetition.</p> <p>To know how to design programs showing that they are thinking of the structure of a program in logical, achievable steps and absorbing some new knowledge of coding structures.</p>	<p>this in code using coding structures for selection and repetition.</p> <p>To know how to design programs showing that they are thinking of the structure of a program in logical, achievable steps and absorbing some new knowledge of coding structures.</p> <p>I can insert objects into the environment</p> <p>I can use pathways and create roads,</p>	<p>this in code using coding structures for selection and repetition.</p> <p>To know how to design programs showing that they are thinking of the structure of a program in logical, achievable steps and absorbing some new knowledge of coding structures.</p> <p>I can use the terrain tools to create an interesting game environment</p>	<p>To know how to design programs showing that they are thinking of the structure of a program in logical, achievable steps and absorbing some new knowledge of coding structures.</p> <p>I can design and write a program to achieve certain goals</p>	<p>absorbing some new knowledge of coding structures.</p> <p>To know how to make more intuitive attempts to debug their own programs.</p> <p>To know how to trace code and use step-through methods to identify errors in code and make logical attempts to correct this.</p> <p>I can design and write a program to achieve certain goals</p> <p>I can detect and correct errors in programs</p>		
<b>PSHE</b>	<p><b>Wellbeing</b></p> <p>the importance of taking medicines correctly and using household products safely</p>	<p><b>Wellbeing</b></p> <p>to recognise what is meant by a 'drug'</p>	<p><b>Wellbeing</b></p> <p>that drugs common to everyday life (e.g. cigarettes, ecigarettes/vaping, alcohol and medicines) can affect health and wellbeing</p>	<p><b>Wellbeing</b></p> <p>to identify some of the effects related to different drugs and that all drugs, including medicines, may have side effects</p>	<p><b>Wellbeing</b></p> <p>to identify some of the risks associated with drugs common to</p>	<p><b>Wellbeing</b></p> <p>that for some people using drugs can become a habit which is difficult to break</p> <p>How to ask for help and advice</p>	<p><b>Wellbeing</b></p> <p><b>Assessment and consolidation</b></p>

					everyday life		
<b>Geography</b>	<p><b>Where is the Amazon?</b></p> <p>To locate the Amazon on a map and consider the significance of its location.</p> <p>Pre assessment</p>	<p><b>Why does the Amazon matter?</b></p> <p>To know how to describe the importance of the Amazon Basin and the rainforest.</p>	<p><b>Why does the Amazon need to be protected?</b></p> <p>To know some of the threats to the Amazon and why they matter.</p>	<p><b>What is it like in a rainforest city?</b></p> <p>To know some of the main human and physical features of Manaus.</p>	<p><b>How does the Amazon Basin compare with other places we have studied?</b></p> <p>To know how to compare the Amazon Basin with other places I have studied.</p>	<p><b>What do I know about the Amazon Basin?</b></p> <p>To know how to share my knowledge and understanding of the Amazon Basin.</p>	
<b>RE</b>		<p><b>The first disciples</b></p> <p>To know and explain of the key teachings and beliefs of Christianity, Islam and Hinduism.</p>	<p><b>Leading a Church</b></p> <p>To know how religious buildings are used. To know some of the religious practices of both clerics and individuals.</p>	<p><b>What Would Jesus Do?</b></p> <p>To know how beliefs about right and wrong affect people's behaviour. To know how some of the values held by communities or individuals affect behaviour and actions. To know their own opinion on stories involving moral dilemmas.</p>	<p><b>The Good Samaritan</b></p> <p>To know religious figures and holy books and use these to explain answers</p>	<p><b>Islamic Experience</b></p> <p>To know and explain of the key teachings and beliefs of Christianity, Islam and Hinduism.</p>	<p><b>Christian Aid</b></p> <p>To know how some of the values held by communities or individuals affect behaviour and actions. To know some of the religious practices of both clerics and individuals.</p>
<b>PE</b>	<p><b>Lesson 1 – Dancing</b></p> <p>To know how to identify and repeat the movement patterns and</p>	<p><b>Lesson 1 – Dancing</b></p> <p>To know how to compose longer dance sequences in a small group.</p>	<p><b>Lesson 1 – Dancing</b></p> <p>To know how to change parts of a dance as a result of self-evaluation.</p>	<p><b>Lesson 1 – Dancing</b></p> <p>To know how to watch, describe and evaluate the effectiveness of performances, giving</p>	<p><b>Lesson 1 – Dancing</b></p> <p><b>Consolidation</b></p>	<p><b>Lesson 1 – Dancing</b></p> <p><b>Sports day practise</b></p>	<p><b>Lesson 1 – Dancing</b></p> <p><b>Post assessment</b></p>

<p>actions of a chosen dance style.</p> <p>To know how to compose a dance that reflects the chosen style.</p> <p>To know how to confidently improvise with a partner or on their own.</p> <p>To know how to demonstrate rhythm and spatial awareness.</p>	<p>To know how to demonstrate precision and some control in response to a stimuli.</p> <p>To begin to vary dynamics and develop actions and motifs in response to stimuli.</p>	<p>To know how to perform and create sequences with fluency and expression.</p> <p>To know how to perform and apply skills and techniques with control or accuracy.</p>	<p>ideas for improvement.</p> <p>To know how to modify their use of skills or techniques to achieve a better result.</p> <p>To know how to use simple dance vocabulary when comparing and improving work.</p>				
<p><b>Lesson 2 – Orienteering</b></p> <p>To know how to orientate themselves with accuracy around a short trail.</p> <p>To know how to recognise features of an orienteering course.</p> <p>To know the meaning of a key</p>	<p><b>Lesson 2 – Orienteering</b></p> <p>To know how to communicate clearly with other people in a team, and with other teams.</p> <p>To know the range of roles within a team and begin to identify the key skills required to succeed at each.</p>	<p><b>Lesson 2 – Orienteering</b></p> <p>To know how to try a range of equipment for creating and completing an activity.</p> <p>To know how to plan and organise a trail that others can follow.</p>	<p><b>Lesson 2 – Orienteering</b></p> <p>To know how to make an informed decision on the best equipment to use for an activity.</p> <p>To know how to create a short trail for others with a physical challenge</p>	<p><b>Lesson 2 – Orienteering</b></p> <p>To know how to complete an orienteering course more than once and begin to</p>	<p><b>Lesson 2 – Orienteering</b></p> <p>To know how to offer an evaluation of both personal performances and activities.</p> <p>To know how to start to improve trails to increase the challenge of the course.</p>	<p><b>Lesson 2 - Orienteering</b></p>	<p><b>Lesson 2 - Orienteering</b></p>

	in the context of the environment.				<p>identify ways of improving completion time.</p> <p>To know how to communicate clearly with others and work as part of a team.</p>			
<b>Music</b>	<p><b>Lesson 1- The Anglo Saxons arrive</b></p> <p>To know how to sing in duos.</p>	<p><b>Lesson 2 – Alfred the Great and Athelstan</b></p> <p>To know the structure of a song and perform music to this.</p>		<p><b>Lesson 3 – Beowulf – Part one</b></p> <p>To know how to identify the tone of the music.</p> <p>To know how to identify music that’s written in minor or major keys.</p>	<p><b>Lesson 4 – Beowulf- Part two</b></p> <p>To know how to identify changes in tempo and tone.</p>	<p><b>Lesson 5 – Beowulf – Part three</b></p> <p>To know how to sing with expression</p>	<p><b>Lesson 6 – The year of the three kings</b></p> <p>To identify and perform different rhythms.</p>	

<b>MFL – French</b>	Geography of France	Geography of France	Visiting France – weather	Visiting France – cities	Visiting France – cities	Visiting France – airports	Visiting France – leisure activities	Visiting France – leisure activities
<b>Art and design</b>	Completing pictures from How to Train Your Dragon		Form – clay based on the characters, animals and vehicles from ‘The Explorer’.			Form – clay based on the characters, animals and vehicles from ‘The Explorer’.		Form – clay based on the characters, animals and vehicles from ‘The Explorer’.
			Designing			Creating		Evaluating
<b>Design and Technology</b>	Mechanisms – Levers, linkages and pneumatics – Amazon animals Designing and researching – using a balloon to create the up and down motion		Mechanisms – Levers, linkages and pneumatics – Amazon animals Creating – gathering material they need				Evaluating creations	