

Year 4 Summer 2 week-to-week planner

Summer 2 Vikings	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Reading	Demonstrate understanding of a Norse Myth (comprehension, Infer a character's thoughts and feelings; Identify adverbials and the effect on the reader; identify features of a Norse Myth, Fluency, Mixed comprehension.		Compare Norse Saga's, explore the effect of vocabulary on the reader, Identify themes and conventions, Fluency, Mixed comprehension.		Identify themes and conventions, explain meanings of words in context, retrieve and record information from fiction, mixed comprehension, fluency		
Writing	Retell the Norse creation story: Vocabulary and expanded noun phrases, fronted adverbials, adverbials of place and manner Site of application: Describe Odon Apprentice write: Describe Jotunheim Plan and write the Norse creation story; edit and improve writing.		Create a character description for a Norse God, explore tier two vocabulary, expanded noun phrases, fronted adverbials, Dialogue, Site of application: Fact file Apprentice write: character description Plan, write, edit and improve Character description of Norse God. Note: This unit is likely to carry over to week 5, due to other school activities		Arthur and the Golden Rope Oral description of a character, vocabulary, expanded noun phrases, fronted adverbials, Site of application: warning poster Apprentice write: first part of description Plan, write, edit and improve character description of Fenir		
Spellings Stage 3	Step 25: Words with the suffix '-er' teacher, stretcher, dispatcher, catcher, butcher, richer, scorcher, preacher, cruncher, watcher	Step 26: Words where the digraph 'ch' makes a /k/ sound scheme, chorus, echo, chemist, character, stomach, monarch, school, anchor, chaos	Step 27: Words ending in '-gue' and '-que vague, league, plague, fatigue, antique, dialogue, unique, grotesque, plaque, mosque	Step 28: Words where the digraph 'sc' makes a /s/ sound science, scene, discipline, scissors, ascends, scented, fascinate, scenery, crescent, descend	Step 29: Words that are homophones ball, bawl, break, brake, male, mail, fair, fare, berry, bury	Step 30: Challenge Words accidentally, breathe, century, eight, consider, guard, heard, peculiar, possible, quart	
Stage 4	Step 25: Words that are homophones cene, who's, affect, hear, whose, heal, effect, here, heel, seen	Step 26: Words spelled with 'c' before 'i' and 'e circle, century, centaur, circus, princess, voice, medicine, celebrate, celery, pencil	Step 27: Words containing 'sol' and 'real' solve, insoluble, real, reality, dissolve, solution, realistic, unreal, realisation, soluble	Step 28: Words containing 'phon' and 'sign' signal, telephone, assign, microphone, homophone, sign, phonics, signature, megaphone, design	Step 29: Words with the prefixes 'super-', 'anti-' and 'auto supermarket, superhero, superstar, superhuman, antiseptic, anticlockwise, antisocial, autobiography, autograph, automatic	Step 30: Words with the prefix 'bi-' meaning 'two' bicycle, biplane, biped, bicentennial, biannual, bilingual, biscuit, biceps, binoculars, bisect	
Maths	To compare and order and investigate numbers beyond 1000 To solve missing number problems MTC check	To solve problems using line graphs and pictograms, with numbers beyond 1000 MTC Check	Recall and use multiplication and division facts Recall and use facts for the 11-multiplication table	Find the effect of dividing a one-digit number by 10 Find the effect of multiplying and dividing by 10 and 100	Solve problems involving multiplication and division, and division with remainders	Find the area of rectilinear shapes Order and compare angles Compare and classify quadrilaterals and triangles	Find the area of rectilinear shapes Plot specified points and draw sides to complete a given polygon

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			Recall and use facts for the 12-multiplication table			Compare and classify geometric shapes	
DT			Evaluate torches already on the market	Design torch using simple circuit	Make torch using a simple circuit	Evaluate and suggest improvements for torch.	
ART	LO: To explore the art of Viking craftsmen. To collect ideas for my own work	LO: To create form by using different techniques (roll, squeeze, pinch). To use different tools to create pattern and texture	LO: To use forming techniques with clay. To join clay and add texture using tools and techniques.	LO: To apply joining and sculpting techniques to make a chessman figurine	LO: To use skills to create final piece.		
History	To explain when and why the Vikings came to Britain	TO recognise bias in some sources about the Vikings	To explore the features of Viking long boats	To examine why trading was important to the Vikings	To extract and interpret information from many sources – The consequences of Anglo-Saxon and Viking struggle for Britain	To extract and interpret information from many sources – What life in Viking Britain was like	
Science	Investigating what happens when more batteries are added to a circuit	To understand the role of electrical conductors and insulators	To understand the pollinating parts of a plant	To investigate wind-pollinating plants	To investigate insect-pollinating plants	To understand wind dispersal	To investigate whether the size of a seed affects the size of the plant that grows from it
Jigsaw Year 3 Year 4	How Babies Grow I understand that in animals and humans lots of changes happen between conception and growing up, and that usually it is the female who has the baby	Outside Body Changes understand that boys’ and girls’ bodies need to change so that when they grow up their bodies can make babies I can identify how boys’ and girls’	Family Stereotypes I can start to recognise stereotypical ideas I might have about parenting and family roles	Unique Me I understand that some of my personal characteristics have come from my birth parents and that this happens because I am made from the joining of their egg and sperm	Girls and Puberty I can describe how a girl’s body changes in order for her to be able to have babies when she is an adult, and that menstruation (having periods) is	Accepting Change I can identify changes that have been and may continue to be outside of my control that I learnt to accept	Looking Ahead I can identify what I am looking forward to when I move to a new class No Outsiders text to be covered this half term: Julian is a mermaid

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	<p>Babies</p> <p>I understand how babies grow and develop in the mother's uterus</p> <p>I understand what a baby needs to live and grow</p>	<p>bodies change on the outside during this growing up process</p> <p>Inside Body Changes</p> <p>I can identify how boys' and girls' bodies change on the inside during the growing up process and can tell you why these changes are necessary so that their bodies can make babies when they grow up</p>		<p>Having a Baby</p> <p>I can correctly label the internal and external parts of male and female bodies that are necessary for making a baby</p>	<p>a natural part of this</p> <p>Circles of change</p> <p>I know how the circle of change works and can apply it to changes I want to make in my life</p>		<p>LO: To show acceptance</p>
PE	<p>The focus of the learning is for pupils to develop their own sprinting technique.</p> <p>Pupils will learn to self-analyse their own performance to help to improve their own personal best.</p>	<p>The focus of the learning is to develop pupil's application of stride length during the middle third of a race.</p> <p>Pupils will develop an understanding of why we need to increase our stride pattern to enable us to maintain our speed during the middle third of a race.</p>	<p>The focus of the learning is to explore pacing and running for distance. Pupils will learn the correct technique to use when running for distance.</p>	<p>The focus of the learning is to continue to explore pacing and running for distance.</p>	<p>The focus of the learning is to develop pupils' understanding of throwing for distance.</p> <p>Pupils will learn how to throw a primary school javelin and how they can use their bodies to throw with greater distance.</p>	<p>The focus of the learning is to explore how we can use our bodies to jump as far as possible, using a combination of jumps, in particular hop, skip and jump.</p>	
Computing To investigate the weather	Online safety	To log data taken from online sources in a spreadsheet.	To design a weather station	To design an automated machine to respond to sensor data	To understand how weather forecasts are made	To understand how weather forecasts are made	

