

# Eurovision!

Year 4 Summer 1



## Geography: Eastern & Mediterranean Europe

- To name and locate different countries in the European continent (particularly Eastern Europe, Russia and Mediterranean Europe) and the key features and landmarks (physical and human) of these countries.
- To identify different types of settlements, giving reasons why people would have settled here, thinking about the distribution of natural resources in my explanation.
- To identify, describe and compare key features of the landscape of Mediterranean and Eastern Europe, including the diversity of people and places, including an in depth study of two contrasting localities
- To observe photos carefully for details of location, change, natural resources etc.
- To use 8 points of a compass when describing the position of places in relation to each other

## Science: Sound

- To identify how sounds are made, associating some of them with something vibrating
- To recognise that vibrations from sounds travel through a medium to the ear
- To find patterns between the pitch of a sound and features of the object that produced it
- To find patterns between the volume of a sound and the strength of the vibrations that produced it
- To recognise that sounds get fainter as the distance from the sound source increases.
- To understand that sound waves are much slower than light waves
- To understand how the ear works & name the parts of the ear

## English:

### Reading: Varjak Paw

- ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives ('I know this because' questions)
- infer characters' feelings, thoughts and motives from their stated actions.
- consolidate the skill of justifying them using a specific reference point in the text
- use more than one piece of evidence to justify their answer
- confidently skim and scan texts to record details,
- using relevant quotes to support their answers to questions

### Writing: Varjak Paw

- In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action
- Using a wide range of devices to build cohesion within and across paragraphs
- Ensuring the consistent and correct use of tense throughout a piece of writing
- To explore character through drama
- To describe character through action & movement
- To describe setting using expanded noun phrases and multi-clause sentences
- To identify the features of a newspaper report, including the difference between fact and opinion
- To write a newspaper report using description, formal language and quotations

## Mathematics:

- To recall multiplication and division facts up to  $12 \times 12$ .
- To round any number to the nearest 10, 100 or 1000.
- To recognise and compare the place value in a 4-digit numbers
- To justify, order and compare numbers beyond 1000.
- To solve problems involving place value, rounding and ordering.
- To use coordinates to describe and plot points.
- To count forwards and backwards in multiples of 25 and 1000.
- To add and subtract numbers with up to 4 digits using formal methods and solve 1- and 2 step problems.
- To describe movements between positions as translations
- To estimate and use inverse operations to check answers.
- To compare and classify shapes.
- To identify and compare angles.
- To count backwards through 0 to include negative numbers.
- To identify lines of symmetry and complete symmetric figures.
- To multiply and divide mentally.
- To multiply 2- and 3-digit numbers by 1-digit number using formal method and solve problems.
- To interpret and present discrete and continuous data including bar charts and time graphs.

## **Music:**

**Music Appreciation:** European music – Eurovision Songs

## **Ballads:**

- Identify the key features of a ballad.
- Perform a ballad using actions.
- Sing in time and in tune with a song and incorporate actions.

## **Creating compositions for an animation:**

- Verbalise how the music makes them feel.
- Create actions or movements appropriate to each section of a piece of music.
- Play in time and with an awareness of other pupils' parts, giving some thought to dynamics.
- Play melodies and rhythms which represent the section of animation they are accompanying.

**Introducing traditional Indian music and instruments**

## **Computing: Programming – Repetition in shapes**

- To identify that accuracy in programming is important
- To create a programme in a text based language
- To explain what repeat means
- To modify a count controlled loop to produce a given outcome
- To create a programme that uses count controlled loops to produce a given outcome
- To develop a programme by debugging it

## **PE: Physical cog**

**Dance** linked to Eurovision songs

**Athletics skills:** sprinting, long distance running, throwing



## **RE: How does worship show what is important to Muslims?**

- Why is Allah so important to Muslims?
- Why might many Muslims read the Qu'ran as a form of worship?
- Why might many Muslims prefer to worship in a mosque?
- Why might many Muslims want to be part of an ummah?
- I wonder how being part of the mosque helps many Muslims to show what is important to them?
- How does worship show what's important to Muslims?

## **PSHE: Families & Relationships**

- Understand that manners vary in different situations.
- Understand boundaries in friendships, including physical boundaries and expectations.
- Understand that what they do and say affects other people.
- Understand the impact of bullying and the role bystanders can take.
- Recognise male and female stereotyped characters.
- Understand that stereotypes about disabilities are usually untrue.
- Understand that families are all different and they offer each other support but sometimes they can experience problems.
- Know what bereavement is and how to support someone who has experienced a bereavement.