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| **Science**  **Living Things in their Habitats**   * To identify different habitats. * To research a habitat * To understand how animals can be classified * To create a classification key * To understand classification and adaptations within species   **Animals including Humans**   * To identify the organs in the digestive system * To describe the main functions of the organs in the digestive system * To identify the types of human teeth and their functions * To investigate the effect of different liquids on teeth * To understand food chains | **Music**  **Samba and carnival sounds and instruments.**   * Explain what samba music is and that it is mainly percussion instruments used in celebrations such as Carnival in Brazil. * Clap on the off-beat (the and of each beat) and be able to play syncopated rhythm. * Play their rhythm in time with the rest of their group (even if they are not always successfully playing in time with the rest of the class). * Play their break in time with the rest of their group and play in the correct place in the piece. * Play in time and with confidence; accurately playing their break.   **Adapting and transposing motifs**   * Learn a new song, singing in time and in tune while following the lyrics. * Identifying motifs aurally and play a repeated pattern on a tuned instrument * Create and performing a motif, notating it with a reasonable accuracy. * Transpose their motif, using sharp and flat notes where necessary and change the rhythm. * Combine different versions of musical motif and perform as a group using musical notation. | **Spanish**  **Spanish Celebrations**   * Identify the meaning of vocabulary related to important Spanish festivals. * Use a bilingual dictionary to look up the meaning of new verbs. * Apply new and familiar vocabulary to express what I like and dislike to do. * Identify people’s likes and dislikes during a festival. * Create phrases describing actions in detail. * Describe likes and dislikes at specific celebrations.   **The Amazon Rainforest**   * Identify and describe the geography of Peru. * Use spelling patterns and rhythms to learn and perform rainforest animal names. * Write descriptive sentences about rainforest animals. * Describe the physical features of some rainforest animals using singular and plural nouns. * Describe the features of rainforest creatures and their habitat. * Present a podcast to introduce different Amazon animals. |
| **History**  **The Mayans:**  · **the structure of Maya society**  · **To know about Maya trade and diplomacy**  · **understand Ancient Maya beliefs**  · **learn about achievements of the Ancient Maya**  **understand how the Ancient Maya declined** | ***Brackenwood Junior School***  https://www.brackenwood-junior.wirral.sch.uk/core/passwords/read_logo/d9848eabf5b055850d2fde236a1e518c  ***Y4***  ***Summer Overview*** | **PE**  **Badminton:**   * Assume the ready position * Rules associated with serving * What is a rally * How to move your opponent around the court   **OAA**   * Working out the meaning of symbols * communicating and problem solving as a group * Compass points How to orientate a map and find clues   **Rounders**   * Make decisions about when to run * body stance when bowling and batting * What is a no ball? * Fielding techniques   **Tennis**   * What does a ready position look like? * Strike with the backhand with some consistency * Adjust body positioning to select an appropriate shot * Use tactics against an opponent |
| **Geography**  **Africa - Kenya**   * To locate the continent Africa, its countries and surrounding oceans * To identify time zones around Africa and why they exist. * To identify the human and physical features of Kenya. * To identify the climate zones of Africa and compare them to the UK. * To understand who the Maasai Mara are. * To explain the impact of tourism on the Maasai Mara. * To summarise how Kenya compares to the UK. | **DT**  **Structures: Pavilions**   * To create a range of different shaped frame structures. * To design a structure. * To build a frame structure. * To add cladding to a frame structure. | **RE**  **Religion and the Environment – Making a difference for now and for the future.**  ● What is the impact of my actions on others and on the world?  ● How can we help the earth recover before it is too late?  ● Why do we all have a collective responsibility to protect the earth for now and for the future?  ● How can I address environmental issues?  ● How can I make a positive impact?  ● What does it mean to be a responsible citizen? |
| **Computing**  **Photo Editing**   * I can explain why I might crop an image * I can remove parts of an image using cloning * I can experiment with tools to select and copy part of an image   **Repetition in games**   * I can modify loops to produce a given outcome * I can develop my design explaining what my project will do * I can evaluate the effectiveness of the repeated sequences used in my program | **Art**  **Collage:**   * Use collage to create a composition. * Refine and alter ideas and explain choices using an art vocabulary. * Collect visual information from a variety of sources, describing with vocabulary based on the visual and tactile elements.   **PAINTING:**   * Make colours using water colours with increasing accuracy * Show increasing independence and creativity with the painting process. | **PSHE**  **Economic Well Being**   * Identify and justify items they consider good value for money. * Identify multiple factors that influence whether something is good value for money. * Understand the importance of tracking spending. * Identify different ways to keep money safe. * Identify a range of influences on job choices. * Suggest ways to respond to certain influences over career choices. * Identify different reasons why people might change careers * Suggest proactive steps that can be taken to challenge and overcome these stereotypes.   **Transition**   * I can identify my achievement this year. * I can set myself goals. * I know who I can talk to if I am worried about anything. |