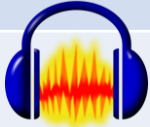
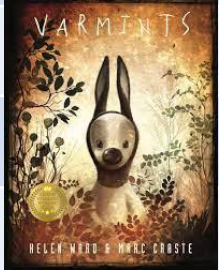


# Year 4 –Summer Term 1 : Looking after Our World.

English	Art	PE- Cognitive skills
I can describe sounds and use my senses to write descriptive sentences.	I can mix paint in primary colours to make secondary colours with more confidence and can also mix paints to create tertiary colours.	I can improve my balance and ball skills through team games and personal challenge.
I can make language choices in my descriptive writing to describe contrasting settings and mood.	I can design and create a landscape painting inspired by Georgia O'Keefe.	PSHE
I can organise my writing into paragraphs.	I can experiment with different aspects of colour, landscape and abstract in my artwork.	I can identify different types of relationship, and appropriate boundaries and behaviour within them.
I can use fronted adverbials with commas.	<p>Computing</p> 	I can explain the benefits of belonging to a group and what it means to belong to a family.
I can use language to persuade and plan and write a persuasive letter.	I can identify devices that can record and play back sounds.	I can identify the rules and expectations that my family has to ensure that I am kept safe and healthy.
I can write a diary in character.	I can use a program called Audacity to record, play back and edit spoken sentences	French
	I have produced a podcast.	I know some colours in French.
Reading	Maths	I can share likes and dislikes.
I can make predictions and justify them by referring to the text.	I can recognise simple fractions in decimal form, and compare and order decimals.	R.E.
I can discuss unfamiliar words in a text to clarify their meaning.	I can divide a number by 10 and 100 to make a decimal.	I can explain why do we describe life as a journey.
I can make inferences from the text and explain them with reference to the language and illustrations.	I can calculate, compare and solve problems with money.	I can explain the significance of a journey.

# Year 4 –Summer Term 1 : Looking after Our World.

## Science: Living things and life cycles

Main scientific skill taught in this topic.

Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions.

### Objectives

Recognise that living things can be grouped in a variety of ways.

Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment

Recognise that environments can change and that this can sometimes pose dangers to living things.

Construct and interpret a variety of food chains, identifying producers, predators and prey

### Our scientific questions are:

Can I use the evidence I collected to identify an invertebrate?

Where in the playground do invertebrates tend to live?

## Geography

Economic activity and distribution of natural resources in an area of South America.

Compare the West Midlands with a region in South America.

Use geographical vocabulary.

