

Geography

1. I can describe the 'cocoa climate' of West Africa.
2. I can map the journey of chocolate.
3. I know I have choices that have consequences.
4. I know the difference between wants and needs.
5. I know how the climate crisis impacts on the basic needs of farmers.
6. I can show what I have learnt.



PE

Outdoor and Adventurous Activities

Premier Sports

1. I can develop co-operation and teamwork skills.
2. I can orientate a map and navigate around a grid.
3. I can develop observational skills, listening to others and following instructions.
4. I can develop trust whilst listening to others and following instructions.
5. I can be able to identify, draw and follow a simple map.
6. I can be able to orientate and navigate around a map and draw a route using directions.

* Hempshill mile

Enrichment

Spanish Café
Fathers' Day Event
Sports Day
Summer Fair
School Transition Day
Keeping Safe Over the Summer Assemblies
Summer Reading Challenge
Internet Safety
Hempshill Olympics
Water Aid assembly
Active Sports morning
Assembly from vicar
Lunchtime World Cup tournament
RSC Playmaking Festival at Theatre Royal
Karate club
Overnight camp at school
Trip to Bulwell Forest Gardens

Year 4 Summer 2

TOPIC - Chocolate

Science

Changing state

Chemistry

1. I can compare and group materials together, according to whether they are solids, liquids or gases.
2. I can observe that some materials change state when heated or cooled and I can record the temperature with a thermometer.
3. I can associate the rate of evaporation with temperature.
4. I can show what I have learnt.

PSHE

Changing Me

1. 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.
2. I can correctly label the internal and external parts of male and female bodies that are necessary for making a baby.
3. 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 a natural part of this.
4. I know how the circle of change works and can apply it to changes I want to make in my life.
5. I can identify changes that have been and may continue to be outside of my control that I learnt to accept.
6. I can identify what I am looking forward to when I move to a new class.
7. Lifesavers – How can we look after our money?

DT

Food - Design make and evaluate an omelette to suit my tastes and which includes foods from different parts of the Eatwell Plate.

1. I can explain where different foods come from.
 2. I know of and talk about the local influential chef Sat Bains.
 3. I can develop my own design criteria and use these to inform my ideas.
 4. I can order the main stages when making an omelette
 5. I can use a range of cooking techniques to make an omelette (including whisking, chopping grating, peeling and slicing)
 6. I can use the design criteria to evaluate my product.
- I can suggest ways I can improve my product.

DT

Shell structures using CAD – Design, make and evaluate packaging to wrap a new chocolate bar created by Studio Chocolate.

1. I can investigate and evaluate existing shell structures
2. I can use Microsoft Word to format shapes.
3. - I can score and cut materials to make a simple shell structure.
- I can strengthen a shell structure, making it stronger and stiffer.
4. - I can suggest some design criteria needed for my chocolate packaging.
- I can indicate how some of my design features will appeal to the intended user.
- I can use CAD (Word) to communicate and develop my ideas.
- 5 - I can cut and score materials with some accuracy.
- I can assemble, and join materials with some accuracy
6. - I can identify strengths and areas of development for my product.
- I can consider the views of others to help me improve my work.

Maths

1. Measurement – Time

- Years, months, weeks and days
- Hours, minutes and seconds
- Convert analogue and digital times
- Convert to the 24 hour clock
- Convert from the 24 hour clock

2. Geometry - Shape

- Understanding angles as turns
- Identify angles
- Compare and order angles
- Triangles
- Quadrilaterals
- Polygons
- Lines of symmetry
- Complete a symmetric figure

3. Statistics

- Interpret charts
- Comparison, sum and difference
- Interpret line graphs
- Draw line graphs

4. Geometry - Position and direction

- Describe position using coordinates
- Plot coordinates
- Draw 2-D shapes on a grid
- Translate on a grid
- Describe translation on a grid

Music

Guitars – Nottingham Music Hub – To perform a new repertoire at an end of year concert.

R.E.

Spiritual expression

Christianity

1. I can explain why music is beneficial to people in everyday life.
2. I can appreciate the role of music in Christianity (hymns) and how music is used to express beliefs and devotion to God.
3. I can understand that different music provokes different responses and music varies depending on the event – funeral, Christmas, Easter.
4. I can listen to modern and traditional Christian music and explain which I find most spiritual and why.
5. I can show what I have learnt.

Computing

Creating media – Photo editing

1. I can explain that the composition of digital images can be changed.
2. I can explain that colours can be changed in digital images.
3. I can explain how cloning can be used in photo editing.
4. I can explain that images can be combined.
5. I can combine images for a purpose.
6. I can evaluate how changes can improve an image.

English

Writing

1. Narrative – To entertain - Charlie and the Chocolate Factory
 - Add detail using expanded noun phrases. E.g. His long grey beard stretched down to his knees.
 - Use fronted adverbials demarcated with a comma.
 - Use commas for lists.
 - Use inverted commas and some other punctuation for direct speech.
2. Leaflet-To inform- Fair Trade
 - Use paragraphs to group related materials or ideas (use headings and sub-headings to make information clearer in non-fiction).
 - Write complex sentences (use WABUB – subordinate conjunctions)
 - Show evidence of editing to improve aspects of writing

Reading

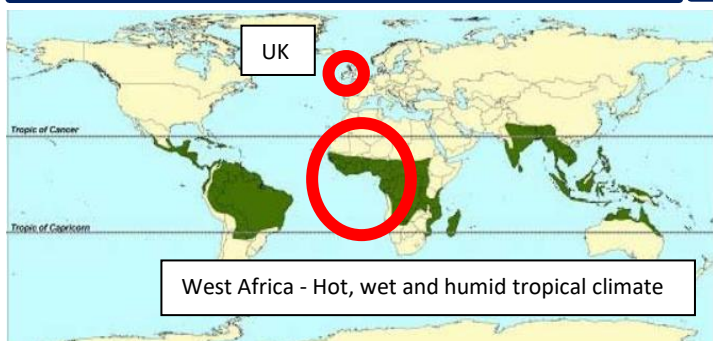
Charlie and the Chocolate Factory
Fairtrade information texts

Whole Class Reading:

Novel Study - The Great Chocoplot

Reading for Pleasure text:

The Great Chocoplot
The World's Worst Children



Spanish

1. I can name some fruit and say what fruit I want (reinforcement of the indefinite article "un/una").
2. I can say what fruit juice I want.
3. I can ask for some food (Spanish omelette, chorizo, palmeritas, muffin and cookie).
4. I can ask for food and a drink in a "Spanish café"
- 5&6. Spanish Café (role-play waiter and costumer)
7. Spanish Café
8. Cultural lesson: Voladores de Papatlan