



TERMLY CURRICULUM BRIEF

Summer Term 2018

Prep 4

Subject	
English	Spellings – Year 4 high frequency words with unprepared dictations using some of the word list. Handwriting – practising joined script in pen for those using correct pencil hold and letter formation. Wellington Square/SRA. Comprehensions. Grammar – adjectives, adverbs, speech, apostrophes, identifying parts of speech, conjunctions, types of sentences, punctuation, pronouns, antonyms and synonyms. Creative – Haiku, Cinquain and conversation poems, letter, reports, interview and description.
Mathematics	This term Prep 4 will study the main areas focusing on the following: Number: roman numerals Calculation: consolidating written and mental methods in variety of contexts. Measure: Area and perimeter. Symmetry. Fractions and decimals: Equivalent fractions. Ordering decimals. Data: time intervals using 24 hour clock. Prep 4 will continue to have a weekly times tables test on a Wednesday and a weekly mental maths lesson.
Science	Sound <ol style="list-style-type: none"> 1. Hearing and Making Sounds 2. Volume of Sounds 3. Pitch Electricity <ol style="list-style-type: none"> 1. Circuits 2. Changing Circuits 3. Electrical Conductors
Geography	Weather Study. A study of simple factors affecting our weather, including the earth's movements and around the sun and the progress of the seasons. Europe. Selected political aspects of our continent will be revised – in particular countries and capitals. Continued use and understanding of the atlas. O/S Mapwork. Continued use of the 1:50,000 map to revise and develop previous skills.
History	Continue work of medieval Britain. Topics to include the role of the church, growth of towns and guilds and craftsmen, trade and industry and

	the Black Death, risk of plague ever present during this time. After half term start Tudor Period – Henry VII and Wars of the Roses
French	We shall finish using Red Skoldo Book 1 and start Skoldo blue book 2. Topics to include my family and home and classroom items. Secure our numbers to 50. We should be able to say our name, age, where we live, how we are feeling, what activities we like and know our colours.
RS	This term we begin by thinking about how the apostles felt after Jesus left them and how the arrival of the Holy Spirit at Pentecost changed their lives. We then look at the early Christian church with some stories of Paul and the work he did.
Art	This term the class will be making art based on the work of Henri Rousseau and South American Art. They will be continuing to explore composition, colour theory, making recorded and observational drawings using a range of media, sewing and using clay.
Music	This term the children will be focusing on how music can be descriptive and create moods. They will do this by listening to the all the extracts from The Carnival of the Animals and learning how to identify each animal. Once they have learnt about the composer, Camille Saint-Saens, the children will choose an animal to base their composition on. At the end of the topic the children will perform these to the class and see if they have truly put across the characteristics of their animal in their composition.
DT	<ol style="list-style-type: none"> 1. Drink mat designs – design and construction of mat for tea/coffee/drinks – 2 weeks 2. Crazy mirror design – using mirror card and wonderfoam – 1 week 3. Styrofoam sculptures – three dimensional – 2 weeks 4. Mask designs – using a range of materials and coloured acetate – 2 weeks 5. Simple lever and pivot designs using softwood, card and paper fasteners
ICT	This term pupils will be learning how to use a microbit and develop a project in designing a game to be used. They will be developing a powerpoint presentation. They will also look at creating a newspaper as a class including taking pictures and designing text.
Drama	We will start by working on team building and co-operation activities. After focusing on Poetry Assembly we will use the universal theme of environmental sustainability to explore the conflicting feelings and interests of a community and the need to consider natural habitats that support wildlife.
PE/Games	<p>Games: Simple cricket/rounders activities, including limited game situations. The skills involved in catching, throwing, bowling and hitting will be developed. Athletics - to include sprints, hurdles and relays. In field events simple javelin/ high jump/long jump (where possible).</p> <p>P.E. A collection of activities linked to the cricket/rounders sessions. Racket skills linked to tennis and table tennis.</p> <p>Swimming: Water time will be spent on the development of correct technique and other related activities. All work based on the ASA 'National Plan for Teaching Swimming'.</p>