

Year 4 Summer 2 – Goal! (A PE Project).

Understanding physical development, health and wellbeing

Suggested Activities:

- to take part in playing a range of invasion games
- to adapt a standard invasion game to suit a purpose
- to create own invasion game as part of a group
- to devise lesson plans to help others to improve their performance at playing my invasion game (eg improve their throwing)
- to teach my game and my lesson plan to a small group of my peers

M4: To recognise their own and others' strengths and weaknesses and how to improve

M10: To follow and apply more complex rules in a range of competitive and cooperative games and physical activities

M11: To develop physical skills and techniques by observation, evaluation and refinement and to use repetition and practice to reach higher standards

M12: To use tactics and strategies to achieve set objectives and improve performance

M2 – to listen to, reflect on and respect other people's views and feelings.

M3 – to recognise and respect similarities and differences between people.

M7 – to recognise and manage risk in their everyday activities.

M8 – to recognise how attitude, behaviour and peer pressure can influence choice and behaviour

M18 – how to form and maintain relationships with a range of different people.

I can work with a group to devise, refine and present a game
--

I can lead a group

I can think of ways to make my game successful for a range of different people
--

M4 – to recognise their own and others strengths and weaknesses and how to improve.

M13 – to recognise ways in which stamina and flexibility can be improved through daily physical activity.

I know that practice helps to improve flexibility, strength and skill

I can recognise others' strengths and weaknesses
--

I can recognise my own strengths and weaknesses

I can think of targets

I can devise ways to improve

I can describe various invasion games

I can play various standard invasion games
--

I can adapt standard invasion games for different purposes
--

I can think imaginatively to brainstorm lots of game ideas
I can work with others to create a new game
I can create rules and strategies for playing my own games
I can explain to others how my game is played
I can use drawing, models and digital media to present my game

Science: Electricity

*M1 – to explore and investigate in order to collect data, analyse it and identify patterns.
M5 – to evaluate their skills, findings and outcomes using given criteria.*

I can identify common appliances that run on electricity.
I can compare things that are powered by mains or battery – operated electricity supplies.
I can record findings.
I can describe some advantages of either mains or battery-supplies.
I can explain how to keep safe when working with electricity.
I can construct a simple series circuit.
I can name different parts of a circuit.
I can make observations about changing components in a circuit.
I can explain any patterns encountered when changing a circuit.
I can name some conductors and insulators.

Ongoing PSHE – Relationships

*M18 – how to form and maintain relationships with a range of different people
M19 – strategies for managing and controlling strong feelings and emotions*

I can tell you how I feel about important people or animals in my life
I can take responsibility for my behaviour
I can express feelings of guilt
I can understand how people feel when they lose someone they love
I know some ways to celebrate the life of someone I care about

Additional PSHE/DT (One day cookery school)

Suggested Activities:

A one day or half day cookery school where children learn about food and plan and cook a simple, healthy meal.

M14: to learn about the relationship and balance between physical activity and nutrition in achieving a physically and mentally healthy lifestyle

M15: to plan and help prepare simple healthy meals

I know that eating certain foods and doing certain types of activity can help me to stay healthy
I know the names of foods from different food groups
I know which foods I should limit to stay healthy
I can make good choices about the foods I eat both in and out of school
I know that ingredients can be replaced to make meals healthier
I can change a recipe to make it more nutritionally balanced
I can follow hygiene rules when preparing food
I can use a range of tools and equipment safely
I know at least two simple healthy recipes

Y4 Summer 2 - DISCRETE

Historical, geographical and social understanding

- **Flatford unit (contrasting UK locality)**

M2: To identify patterns in communities, places and past events by searching for and locating information using keywords, and carrying out searches and surveys.

M7: to identify similarities and differences between places and environments, and understand how they are linked

M8. To appreciate the relationship between the physical, built and economic environments

M15 – to investigate the physical characteristics of the local environment and the living things in it, comparing them with those from another locality

I can locate a contrasting locality (e.g. Flatford) and other significant places in the UK on maps of different scales.
I can use keys, scales and contour lines when reading and interpreting maps.
I can name several similarities and differences between our locality (in a large city) and that of a small village in England .
I know how our locality is linked to a village in England (e.g. road and rail connections to Flatford).
I know that people in our contrasting locality (a village) have a more limited range of jobs than people in London.
To know the role rivers play in contrasting settlements.
I can name different types of settlements

PSHE – Getting On and Falling Out

M18 – how to form and maintain relationships with a range of different people

M19 – strategies for managing and controlling strong feelings and emotions

I can name some of the qualities that make a good friend
I can look and sound friendly
I can be a good listener
I can give and receive compliments
I can see things from someone else's point of view
I can name some ways I can stop myself being overwhelmed by negative feelings

DT – Making devices which include an electrical circuit

M6 – to explore a range of techniques, materials, processes and media to...design

M7 – to design and create images and artefacts in response to ideas for clearly defined purposes

M8 – to refine their use of techniques, materials and media

Suggested Activities:

To build a device such as an alarm, clown's face, torch which includes a simple electrical circuit

I can create a range of electrical circuits for a purpose
I can design a product with an electrical circuit
I can create a product from my design
I can evaluate and improve my design

ICT - NXT Robots

M3 to capture, record and analyse data using a range of equipment, including sensors

M8 to refine sequences of instructions to control events or make things happen using ICT

I can build simple robots using NXT instructions
I can use simple programming, including <i>if</i> (switch) commands
I can explore programming on the computer
I can adapt other robot designs or create my own for a particular purpose

I can adapt or create programs for a purpose