

## HISTORY/GEOGRAPHY/PSHE

**Big Question:** What can we learn about British history from carnival?

Why do people celebrate carnival? Why do the costumes look like this? Where does the tradition come from? Who has been to one? Why is it held in August?

Why is carnival part of British culture today? - Can I see a Caribbean influence in Britain today? - Why does some Caribbean tradition and culture come from Africa? - Why are there South American influences in carnival? - How did African people come to the Caribbean? - What was Britain's role in this? Why is this important to our society today? - How is this history told through carnival?

## MUSIC

Continue learning how to play the ocarina, leading to a class performance of 'Oh, When the Saints' (Carnival Music).

## MATHEMATICS

**White Rose Maths**

Statistic

Properties of Shape

Position and Direction

## RHE

**Life to the Full**

How do I Love Others?

\*Please see subject long term plans for a further breakdown of each subject and progression of skills

## LITERACY

**Narrative unit** - 'Leon and the Place Between'

**Poetic Forms**

Use Lowry paintings to stimulate language. Explore the use of words to convey meanings and write own fairground poems.

**Discussion Texts**

Recap of key features. Write discussions based around the decision to build a new fairground on significant local land.

## Year 4 Birch Class - Summer 2 Crazy Carnivals and Fairground Fun



## PE

Athletics

## COMPUTING

Writing for different Audiences

To explore how font size and style can affect the impact of a text.

To use a simulated scenario to produce a news report.

To use a simulated scenario to write for a community campaign.

**RE - Come and See Scheme** (continued from Summer 1)

Pentecost - Serving: New Life

Reconciliation - Inter-relating: Building Bridges

Universal Church - World : God's People

## Design and Technology

**Juggling Balls:** This unit will teach the class how to make juggling balls. They will start by exploring and evaluating different juggling balls. Children are then given a design brief, asking them to design and make a circus themed juggling ball. A hemming and overcast stitch will be introduced during this unit. Children will learn about decoration techniques; getting the chance to use tie-dye and fabric paints. Finally, when they have completed the making of their juggling ball, children will evaluate their product against design criteria.

## SCIENCE

**Electricity**

Identify common appliances that run on electricity

Construct a simple series electrical circuit

Identify whether or not a lamp will light in a simple series circuit

Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit

Recognise some common conductors and insulators, and associate metals with being good conductors.

## TRIPS

DT workshop coming into school TBC