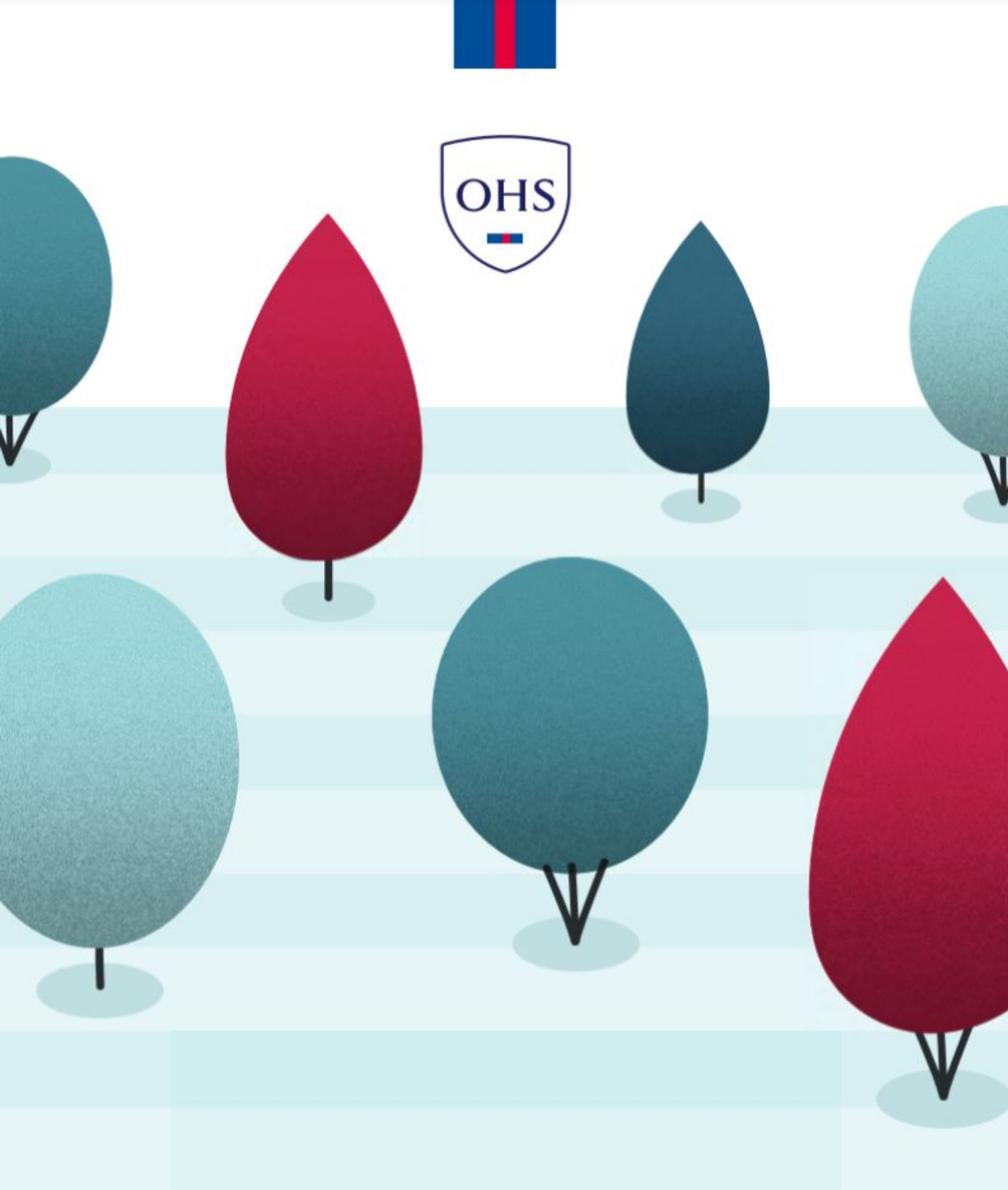


Learning in Form 4
Summer 2025

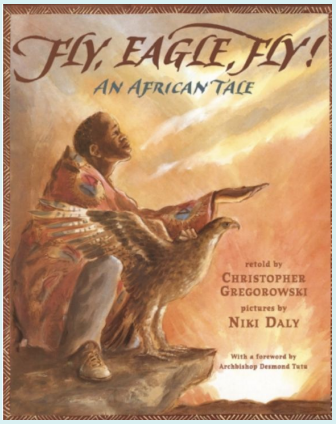
CONTENTS

Overview of Summer Term Curriculum Form 4

	Summer 1	Summer 2
English	**Formal Persuasive Letter** Text: The buildings that made London by David Long and Josie Shenoy **Curriculum Link : Geography - London and the South East** **Fly Eagle Fly** by Christopher Gregorowski	**Tales Told In Tents** by Sally Pomme Clayton **Danny Chung Does Not Do Maths** by Maisie Chan
Mathematics	**Place Value, Addition & Subtraction, Measures & Data, Multiplication & Division, Decimals and Fractions and Shape**	
Science	**States of Matter**	**Electricity**
Knowledge (History)	**The Stuarts**	
Knowledge (Geography)	**UK Geography: London and the South East**	**Asia: Japan**
Art	**Byzantine mosaics and architecture**	**Aztec Art**
STEAM	**CREST Awards - Super Star Challenges**	**Floating Garden Challenge**

ENGLISH

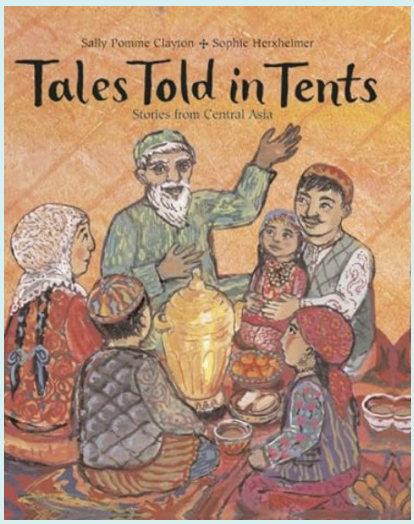
To support children to read and write with accuracy, we place high quality, challenging children's literature at the heart of our approach to English.



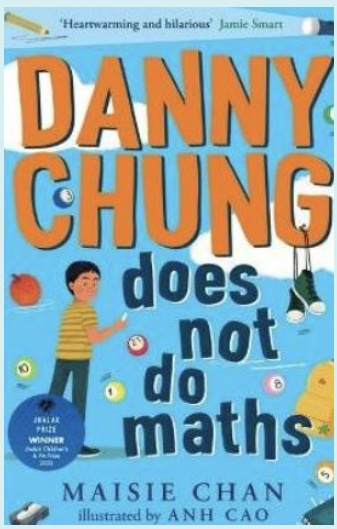
An African parable, originating in Ghana and interpreted by a South African author and illustrator, about recognising your potential – 'that we are all born to be eagles who are lifted up with the might of the Spirit – like the wind-borne flight of an eagle' (from the author's note). A farmer raises a baby eagle as though it were a chicken. The bird does not realise it can fly until a friend of the farmer intervenes.

Potential Writing Outcomes : Poetry, thought bubbles, letter in role, narrative from a character's perspective

This is a rich collection of travelling tales from Central Asia: Afghanistan, Kazakhstan, Kyrgyzstan, Tadjikistan, Turkmenistan and Uzbekistan. There are twelve retellings of stories that include trickster tales, stories of magic carpets and mountain spirits. Sally Pomme Clayton is a storyteller who is 'interested in the nomadic cultures of Central Asia because of their rich storytelling traditions', as she tells us in the storyteller's tale that begins the book. She spent time in these countries, learning about ways of life and the variety and distinctiveness of their stories. In between the stories are riddles, folklore and proverbs from this vast area and vignettes from the storyteller's own experiences. The paintings



Potential Writing Outcomes : Poetry , letter in role, narrative writing, story mapping, journals and diary entries



This award winning debut novel invites the reader into the world of young Danny, a budding artist, with a great sense of humour who likes nothing more than drawing and hanging out with his best friend Ravi. The unexpected arrival of his Nai Nai (grandmother) challenges Danny's way of life, outlook and sense of self in ways he could never have anticipated. This is an uplifting, heartwarming, funny book that explores a range of themes, including belonging, friendship, intergenerational dynamics, community and prejudice. The book offers insights into the everyday life of a highly relatable protagonist and a multifaceted cast of characters.

Potential Outcomes : Notes of thoughts and responses to text , notes of ideas inspired by learning and captured in a writing journal , annotating text, free writing , letter in role , sentence strips , story maps , personal narrative , short story

SPELLING

Orchard House School follows the Read, Write, Inc programme for the teaching of spelling.

Revision of sounds from the Autumn and Summer Terms :

Focus	Example Words
Adding the prefix **mis-** and revising **un-, in-, dis-**	misbehave, inactive, disagree, unfair, inhuman, mismatch, misspell, undo, mislead
Words ending in ***zhuh*** pelt **-sure**	treasure, measure, capture, picture, leisure, closure, enclosure, pleasure
Short ***u*** sound spelt **ou**	trouble, enough, toughest, country, touch, double, younger
Adding the prefix **auto-**	autopilot, automobile, automatic, autograph, autobiography,
Adding the suffix **-ly**	happily, angrily, merrily, cheekily, sleepily, breezily, heroically, magically, comically
Adding the prefix **inter-**	international, interact, internet, intermediate, interlock
Homophones	groan, grown, peace, piece, berry, bury, reign, rain, rein, main, mane
Words with ***ay*** sound spelt **eigh, ei, ey**	eight, neighbour, sleigh, weigh vein, veil, reign, Obey, they, grey, prey

Words ending in **-ous**	serious, obvious, tremendous, jealous, enormous, glamorous, anxious, hideous, courageous, outrageous,
Words with the **s** sound spelt **sc**	scissors, ascent, science, scent, scene, ascend, muscle, fascinate
Possessive apostrophes with plural words	The boy's dog. (The dog belongs to one boy) The boys' dog. (The dog belongs to more than one boy) For plural words that do not end in s, we add **'s** to make these words possessive.
Words ending in ***zhun*** spelt **-sion**	confusion, division, revision, decision, explosion
Adding **il-** and revising **un-, in-, mis-** and **dis-**	illiterate, illegal, illogical, impatient, impractical, unclear, disqualify
The **c** sound spelt **-que** and the ***g*** sound spelt **-gue**	cheque, antique, grotesque, unique, dialogue, tongue, catalogue, league, tongue
Homophones	heal, heel, missed, mist, who's, whose, accept, except, affect, effect
Adding **ir-** to words beginning with **r**	Irrelevant, irregular, irresistible, irresponsible

MATHEMATICS

**Please note : subject to adjustment and adaptation to accommodate reinforcement or allow for further differentiation as required by cohort. May also be subject to change to allow for other educational events.*

Week commencing	Learning Objectives for Summer 1
21/04/25	**Measures and Data:** Use SI units; bar charts
28/04/25	**Addition and Subtraction:** Column addition, including money; Expanded and compact subtraction
05/05/25	**Decimals and Fractions**: Compare, order 2 place decimal numbers; Add/ subtract 0.1s and 0.01s; measures problems
12/05/25	**Addition and Subtraction:** Column subtraction, 3 & 4 digit numbers; Appropriate strategies to add/subtract
19/05/25	Multiplication and Division : Factors, multiples, mental multiplication Scaling and correspondence problems

Week commencing	Learning Objectives for Summer 2
02/06/25	**Measures and Data:** Find the area of rectilinear shapes ; Perimeters of rectilinear shapes; area
09/06/25	**Place Value :** Place and round 4-digit numbers on lines Negative numbers in temperature
16/06/25	**Multiplication and Division:** Efficient chunking with remainders Multiplication problems, formal methods
23/06/25	**Addition and Subtraction**: Column add and subtract with 3 & 4 digit numbers; Choose methods for add/subtraction problems
30/06/25	**Decimals and Fractions:** Equivalent fractions; fraction problems **Place Value:** Count in 25s/1000s; Roman Numerals
07/07/25	**Multiplication and Division:** Revise problems: all four operations

MATHEMATICS

CALCULATION METHODS

Below you will find a reference for some of the methods used to teach the mechanical aspects of mathematics this term.

Multiplication and Division
Use knowledge of times tables and place value to divide multiples of 10

210 ÷ 7 = 30

180 ÷ 6 = 30

160 ÷ 8 = 20

1200 ÷ 3 = 400

2500 ÷ 5 = 500

5400 ÷ 9 = 600

Use number facts and place value to work out the missing numbers.

Decimals and Fractions
Add / Subtract 0.1s and 0.01s

0.01	0.02	0.03	0.04	0.05	0.06	0.07	0.08	0.09	0.1
0.11	0.12	0.13	0.14	0.15	0.16	0.17	0.18	0.19	0.2
0.21	0.22	0.23	0.24	0.25	0.26	0.27	0.28	0.29	0.3
0.31	0.32	0.33	0.34	0.35	0.36	0.37	0.38	0.39	
0.41	0.42	0.43	0.44	0.45	0.46	0.47	0.48	0.49	0.5
0.51	0.52	0.53	0.54	0.55	0.56	0.57	0.58		
0.61	0.62	0.63	0.64	0.65	0.66	0.67	0.68	0.69	0.7
0.71	0.72	0.73	0.74	0.75	0.76	0.77	0.78		
0.81	0.82	0.83	0.84	0.85	0.86	0.87	0.88		
0.91	0.92	0.93	0.94	0.95	0.96	0.97	0.98		

0.35 + 0.4

Start at 0.35 and count on 0.4 in steps of 0.1...

0.45, 0.55, 0.65, 0.75.

Which digit changes? Why?

0.01	0.02	0.03	0.04	0.05	0.06	0.07	0.08	0.09	0.1
0.11	0.12	0.13	0.14	0.15	0.16	0.17	0.18		
0.21	0.22	0.23	0.24	0.25	0.26	0.27	0.28		
0.31	0.32	0.33	0.34	0.35	0.36	0.37			
0.41	0.42	0.43	0.44	0.45	0.46	0.47			
0.51	0.52	0.53	0.54	0.55	0.56	0.57			
0.61	0.62	0.63	0.64	0.65	0.66	0.67	0.68		
0.71	0.72	0.73	0.74	0.75	0.76	0.77	0.78		
0.81	0.82	0.83	0.84	0.85	0.86	0.87	0.88	0.89	0.9
0.91	0.92	0.93	0.94	0.95	0.96	0.97	0.98	0.99	1

0.35 - 0.04

Start at 0.35 and count back 0.04 in steps of 0.01...

0.34, 0.33, 0.32, 0.31.

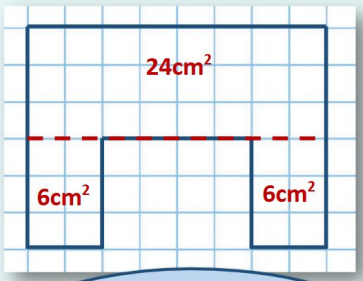
Which digit changes? Why?

MATHEMATICS

CALCULATION METHODS

Below you will find a reference for some of the methods used to teach the mechanical aspects of mathematics this term.

Measures and Data
Finding the Area of Rectilinear Shapes

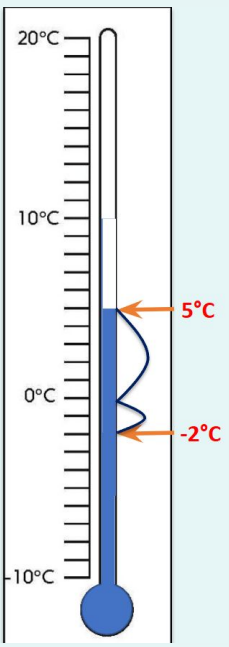


How can we find the area of this shape?

We can split the shape up into rectangles.

The area of the **whole** shape is.... **36cm²**.

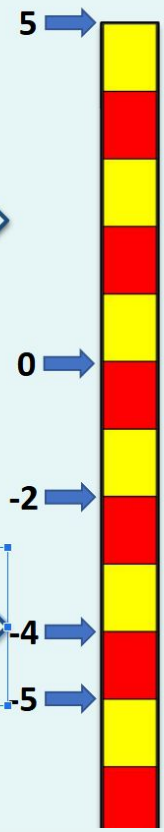
Place Value
Negative Numbers



The difference between -2 and 0 is 2; then between 0 and 5 another 5.

The total **difference** is 7, with a **change** of 7.

Numbers more than 0 are called **positive numbers.**



Numbers less than 0 are called **negative numbers.**

3	> -7
-9	< 8
6	> 2
-3	< -1
0	> -3

Put either < or > between each pair to complete the inequality.
If you're not sure, you can always check on a number line.

SCIENCE

States of Matter and the Water Cycle

During this unit, the children will:

- Compare and group the 3 states of matter
- Explore how particles behave in solids, liquids and gases
- Investigate melting points
- Explore freezing and boiling points
- Explore evaporation and condensation
- Understand the water cycle

Electricity

During this unit, the children will:

- Explore electrical appliances and electrical safety
- Learn about electrical components in a series circuit
- Investigate electrical circuits
- Explore conductors and insulators
- Learn about electrical switches
- Investigate how electrical components can change within a circuit

GEOGRAPHY

Asia: Japan	
Topic	**Knowledge Goals**
Location of Japan	• Japan is located in the Northern Hemisphere. • Japan is located in the continent Asia. • Japan is made up of four main islands and many smaller islands.
Weather and Climate in Japan	• An air mass from Asia brings cold weather to Japan. • An air mass from the Pacific Ocean brings warmth and lots of rainfall to Japan. • Japan experiences rainy seasons that bring typhoons and tropical storms
Geographical features of Japan	• 80% of Japan is covered with mountains and hills, the peak of Mount Fuji is the highest point. • Japan falls on tectonic plate boundaries which cause earthquakes and volcanic activity. • Undersea earthquakes can cause tsunamis which can be devastating.
Architecture in Japan (Human Features	• Tokyo is a modern, busy city and is the capital city of Japan. • Kyoto was previously the capital city of Japan, and is a more traditional city. • The bullet trains (Shinkansen) are very fast trains that connect locations in Japan.
Feudal Japan	• A long time ago, Japan had a feudal system. • The emperor, daimyos and shoguns were important, powerful people under the feudal system. • Samurai were important warriors and needed to show self control and bravery

London and the South East England	
Topic	**Knowledge Goals**
Introduction to the South East (Counties)	• The South East is an area of England. • London is located in the South East of England. • The River Thames runs through the South East of England.
London	• The Romans built London as a useful port for trading. • The Romans built wharfs to allow ships to unload their wares. • London's population continues to grow.
Canterbury	• The river running through Canterbury is the River Stour. • Canterbury is a historical place with a rich history. • Many tourists visit Canterbury.
Brighton	• Brighton is a seaside town, popular with tourists. • Brighton Palace Pier stretches into the sea. • Brighton Pavilion is known for its architecture.
Dover	• Dover is a town and major ferry port. • Dover faces France at the narrowest part of the English Channel (the Strait of Dover). • The White Cliffs of Dover are a famous physical feature of the South Eastern coast of England.

History

The Stuarts

Topic	Knowledge Goals
James I and the Union of the Crowns	• When Elizabeth died in 1603, James VI of Scotland, became James I of England. This was called the 'union of the crowns' • James I created the first 'Union Jack' by combing the crosses of St George and St Andrews • James I believed he had been chosen by God to be king and no one could challenge this power
The Gunpowder Plot	• The gunpowder plotters were a group of Catholics that were angry about how they were being treated under James Is rule • The plotters planned to blow up the houses of parliament on the 5th November 1605 Guy Fawkes was responsible for lighting the gunpowder • The Plot was discovered when one of the plotters, sent a warning letter to his friend, which was given to the king
Charles I	• Charles I was an unpopular king with many people and his decisions led to the civil war. • Charles did not call Parliament for 11 years • Charles' decisions that led to the war included: refusing to share power with parliament, marrying a Catholic, religious reforms, and taxing the British people in order to fight wars
The English Civil War	• Civil War broke out in 1642 between those in favour of the king (the Cavaliers/ Royalists) and Parliamentarians/ Roundheads • After 7 Years the Parliamentarians (roundheads) won the war, and took Charles I prisoner. • In 1649, after two Civil Wars and endless discussions, Parliament finally decided they had to execute Charles I.
Oliver Cromwell and the Commonwealth	• After the execution of Charles I, Britain became a 'Commonwealth' • Oliver Cromwell ruled the English Commonwealth as 'Lord Protector' for five years. • Oliver Cromwell is a controversial figure
The restoration of Charles II	• Parliament asked Charles II to come out of exile in France to be the King • Charles II enjoyed relaxing and hobbies, including going to the theatre and horse racing and was known as the 'Merry Monarch' • The Royal Society was founded in 1660 and Charles II became a patron
The Great Plague	• The Great Plague/ Bubonic plague was spread by the fleas carried by rats • People who caught the disease had swollen lumps on their body • It is believed over 100,000 people died in London alone, approximately 15% of the population
The Great Fire of London	• The fire of London began on the night of 2nd September 1666 and destroyed the homes of around thousands of people. • The fire was caused by a baker who left his ovens burning through the night at his bakery on Pudding Lane. • The fire was eventually stopped using 'firebreaks' and 'fire hooks'
Christopher Wren and the rebuilding of London	• Christopher Wren planned to rebuild London with grand formal streets and he rebuilt St Paul's Cathedral • After the fire, the streets were widened and properties were built with stone and brick to try and reduce the chances of it happening again • The first fire insurance company was set up in 1667
James II and the Monmouth Rebellion	• James II was Charles II's brother and was unpopular with parliament as he was a Catholic • He was a good military commander and won battles against the Dutch • The Duke of Monmouth was the Protestant illegitimate son of Charles II who rebelled against James II and was executed
William and Mary and the Bill of Rights	• The 'Glorious Revolution' of 1688 was when James II was overthrown by his Protestant daughter Mary and son-in-law, William of Orange • Parliament passed the Bill of Rights to limit the power of the monarchy • The Bill of Rights stated that the king or queen could not overrule laws passed by Parliament, was no longer allowed to have their own army or tax the people without permission from Parliament

STEAM

Skills & Competencies:

Our STEAM curriculum consists of a series of projects that aim to develop a set of fundamental competencies, that empower pupils to effectively navigate personal, cultural, economic, and societal obstacles they will inevitably encounter throughout their lives:

1. **Curiosity:** The ability to ask questions and explore how the world works
2. **Creativity:** The ability to generate new ideas and apply them
3. **Criticism:** The ability to recognise information and ideas and to form reasoned arguments and judgements
4. **Communication:** The ability to express thoughts and feelings clearly and confidently in a range of forms
5. **Collaboration:** The ability to work constructively with others
6. **Compassion:** The ability to empathise with others and to act accordingly
7. **Composure:** The ability to connect with the inner life of feeling and develop a sense of personal harmony and balance
8. **Citizenship:** The ability to engage constructively with society and to participate in the processes that sustain it.

Super Star CREST Awards Challenges

Racing Rockets: This activity is designed to get the children to think about rocket designs and build a rocket that can go as high as possible.

Bridge Blunder: This activity is designed to get children thinking about weights, forces and measures. Children are set the challenge of helping Star Spans, a design company, fix their bridge and stop it swaying.

Crafty Rafts: This activity is designed to get children designing and making a raft that floats.

Super Spinners: This activity is designed to get the children thinking about helicopter blades, and how different blade sizes change the way a paper spinner falls.

Warm or Cold: This activity is designed to get children thinking about warm and cold-blooded creatures.

Playground Games: This activity is designed to get children thinking about disabilities and creating games that are accessible and inclusive.

Floating Garden Challenge

Many people around the world are feeling the effects of climate change.

In Bangladesh, over one million people lose income and go hungry when heavy rain floods their farmland. Use your STEM skills to design and make a model garden that floats so farmers can grow crops during a flood.

PSHCEE / RSE

Orchard House School has been implementing the PSHCEE /RSE Programme across the school since September 2020. We would like to reassure you that all the online Jigsaw teaching materials meet the current statutory expectations for RSHE (DfE, 2019) and if and when any new guidance is published, you can be fully confident that our materials will be updated and reviewed to ensure that they are compliant and reflect the needs of our children.

We follow a scheme of work called Jigsaw, a mindful approach to PSHCEE / RSE. The lessons aim to build children's emotional literacy, self- esteem and knowledge of who they are and how they relate to each other and the world in a positive and healthy way.

Relationships	Changing Me
Jealousy Love and loss Memories of loved ones Getting on and Falling Out Girlfriends and boyfriends Showing appreciation to people and animals	Being unique Having a baby Girls and puberty Confidence in change Accepting change Preparing for transition Environmental change

PHILOSOPHY & ORACY

Philosophy and oracy are integral disciplines at Orchard House School. They are woven throughout the curriculum and we encourage a thoughtful, talk-rich culture within every classroom and incorporate both disciplines into lesson planning. In addition to the opportunities to nurture these elements at school, we invite families to take part in our weekly "Sticky Questions" school initiative.

What is Sticky Questions?

The aim of sticky questions is to get parents and children talking about interesting questions. Every Wednesday, your child will come home with a Sticky Question stuck to their uniform. There's no writing involved. Just take the time to talk with them about it and see what you each think and why.

What makes Sticky Questions "sticky" is that you can keep arguing about them. It's not like a maths worksheet where a teacher is looking to see a particular answer. What matters is that you and your child talk and think together. If you disagree, so much the better. If you think alike, you might play at disagreeing for the sake of argument.

On Thursday, the class will carry on the talk during Form time, bringing in ideas heard from home. Part of the point of this exercise is to celebrate differences in thinking between children and within families.

Whole Class Philosophy Lessons

Debating Planet	Topic : How Humans Should Be Theme: Equality
	Topic : How Humans Should Be Theme: Scales of Justice
	Topic : How Humans Should Be Theme: Right and Wrong
	Topic : How Humans Should Be Theme: How We Run the World
	Topic : How Humans Should Be Theme: Prejudice
	Topic : How Humans Should Be Theme: I Want to Break Free
The Fairest Teacher of Them All	An enquiry based on the themes of fairness and equality.
The Problem of Evil	An enquiry exploring beliefs and why bad things happen in the world.
Ah - Ha!	A light hearted puzzle poem to spark discussion on what we say out loud and how we say it.

Art

Art is highly valued at Orchard House School. Topics promote creativity and self-expression alongside ambitious teaching of artistic periods, mediums and movements. Learning is interconnected with the Knowledge curriculum, adding colour and texture to people, places and moments in time.

Summer 1	Summer 2
Byzantine mosaics and architecture **Key Vocabulary : monument, empire, Byzantine Empire, ancient Rome, emperor, Constantinople, mosaic, dome, ornate, icon**	**Aztec Art** **Key Vocabulary : Aztec, empire, temple, Gods/ Goddesses, myth, texture, symbol, design, pattern, motif**
Byzantine Mosaic Can • To learn about Byzantine mosaics and create a mosaic collage using cut paper shapes and glue. • Tol learn about colour and shape and create a repeating pattern that gives to the artwork the illusion of movement. • To learn about form and glue the MOSAIC onto the can to create a 3D artwork	Aztec Suns • To learn about the Aztec Culture and the significance of the symbols, colours and style • To create their own radially symmetrical design using glyphs. • To draw with pencil and repeated shapes around the circle creating an interesting sun face. • To outline with markers and colour with coloured pencils, finishing their projects with cut pieces of construction paper.
St. Basil's Cathedral • To learn about line and shape and use these elements to draw St. Basil's Cathedral. • To learn about overlapping and create the illusion of space by drawing structures that appear to be in front of or behind others. • To learn about colour and use chalk pastels to blend either warm or cool colours for the background.	Aztec Warriors • To keep learning about the Aztec Culture and the significance of the symbols, colours and style. • To learn about line and shape and draw an image of an Aztec warrior with accurate detail and strong craftsmanship using marker. • To learn about marker rendering and colour my drawing of an Aztec warrior using strong craftsmanship with coloured markers.

BEYOND THE ORCHARD

SPORT

PHYSICAL EDUCATION

Summer 1:Athletics

- To understand the different aspects of an athletics warm up.
- To revisit sprinting and to understand the main teaching points.
- To introduce sprint starts.
- To understand the phases of a long jump.
- To revisit relays and how a baton changeover works.
- To understand the key teaching points for the throwing type 'push'
- To understand what pacing means and why it is important in middle and long distance running.

Summer 2: Tennis & Padel tennis

- Develop basic hand-eye coordination.
- To develop forehand and backhand techniques.
- To understand the teaching points for a volley.
- To introduce the concept of the serve.
- To look at basic rallying.
- To be able to return a forehand and backhand from a teacher's or partner feed.
- Introduction of simple match play for both sports.

GAMES

Cricket

- To participate in various cricket formations including 3 T cricket, pairs cricket.
- To develop throwing and catching practise
- To understand How to hold a bat
- To improve and understand different batting technique
- To develop bowling technique.
- To understanding fielding and positional play
- To participate in competitive games.

BEYOND THE ORCHARD

Computing

HTML
Learning about the markup language behind a webpage; becoming familiar with HTML tags, changing HTML and CSS code to alter images and 'remix' a live website.

Computational thinking
Solving problems effectively using the four areas of abstraction, algorithm design, decomposition and pattern recognition.

French

- To learn the plural of nouns
- To Listen and recognise a simple sentence e.g. noun and colour adjective (Matisse paintings)
- To write a descriptive sentence using a language scaffold (Matisse paintings)
- To learn about the tradition of La Chandeleur - listening to a poem and finding the rhyme, reciting a poem
- To learn about ancient Roman buildings
- To learn about France as part as the Roman Empire
- To write sentences to describe what there is in a French Roman city "â Arles, il y a ..."
- To write sentences using high frequency verbs to introduce Roman gods and goddesses.

Music & Performance

Drama
During the Summer term, Form 4 will delve into the creative principles of drama, engaging in both collaborative teamwork and independent exploration. Our focus will be on fostering a strong sense of ensemble, where every student contributes to the collective dynamic of the group. Students will also explore storytelling through the techniques of various drama practitioners, experimenting with different styles and approaches. Throughout the term, pupils will deepen their understanding of what makes drama compelling and engaging, developing key skills such as character creation, emotional expression and narrative structure

Music
Form 4 will carry on building on their Ukulele playing skills, enrich their rhythmic vocabulary and will contribute to writing a song of their own.
Elements of music will also be discussed by exploring a variety of musical works spanning over the last 350 years!

Knowledge Organisers

What is a Knowledge Organiser?

A knowledge organiser shows the key factual knowledge that we want our children to use and remember to have basic knowledge and understanding of a topic. These are a one page overview of each topic taught over a half term and can include:

- Key vocabulary and technical terms
- Images such as maps, diagrams or photographs
- A timeline
- Famous quotations
- Essential knowledge laid out in easily digestible chunks

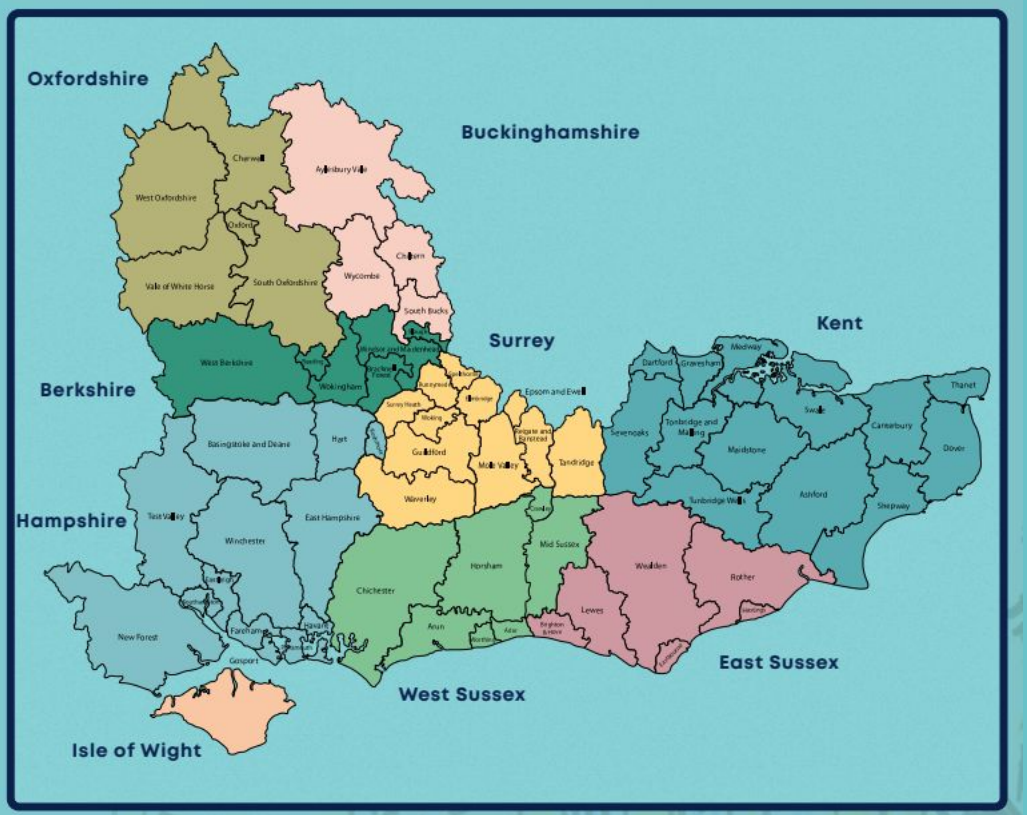
The Benefits of Knowledge Organisers

- They help children learn and retain the knowledge of the curriculum.
- They give children the 'bigger picture' of a topic, subject area or concept.
- It provides opportunities for regular retrieval which aids long term retention
- They make the knowledge explicit.

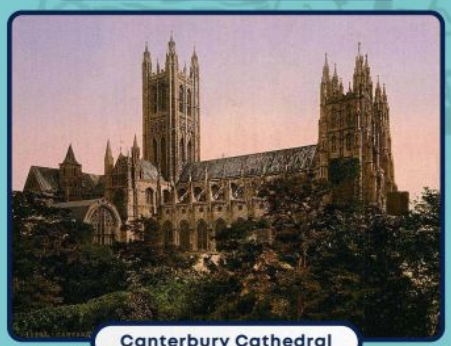
How You Can Use Knowledge Organisers to Help Your Children with Their Learning.

- Using them as a springboard for discussion - Talk to your child about what's on the knowledge organisers.
- Quizzing - Crucially, all information information on a knowledge organiser is quizzable. Fun, low stakes quizzes of the information will help children learn and remember the knowledge.
- Displaying them somewhere at home will enable your child to become more familiar with the knowledge.

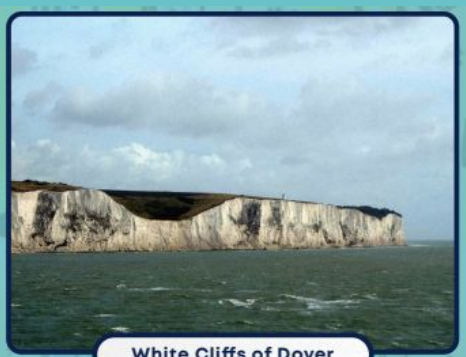
London and the South East



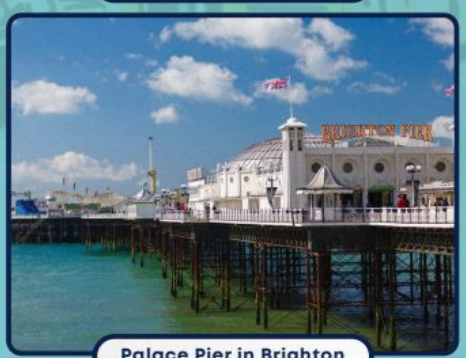
Houses of Parliament in London



Canterbury Cathedral



White Cliffs of Dover



Palace Pier in Brighton

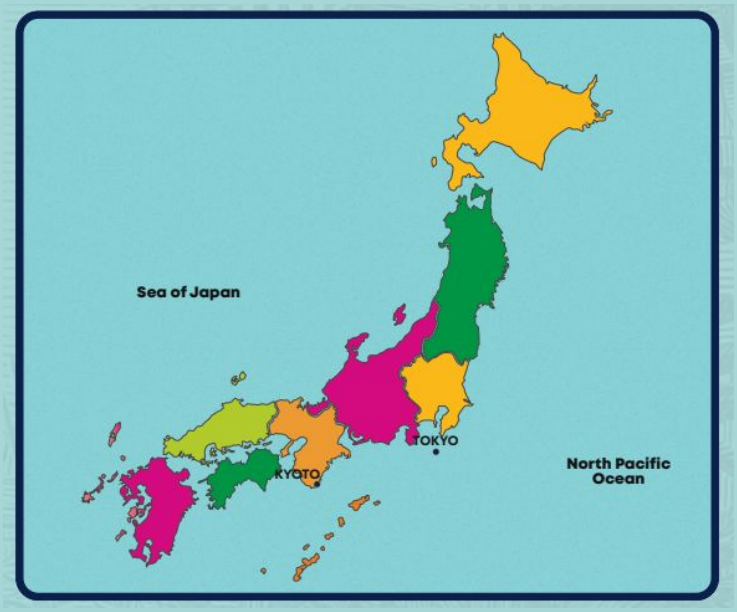
KEY VOCABULARY

London	the **capital city** of England
coastline	the area where **land meets sea** along the coast
cliffs	a very **steep rock face**, often found where the land meets the sea
skyline	an **outline of land and buildings** defined against the sky
transportation	the **action of moving** someone or something
pier	a construction that creates a **platform that projects out from the shore into the sea**: often piers have facilities for visitors such as amusement arcades and cafes
tourist	a **person who travels to a place** for pleasure
Dover	a **ferry port in Kent**, on the coast of the English Channel

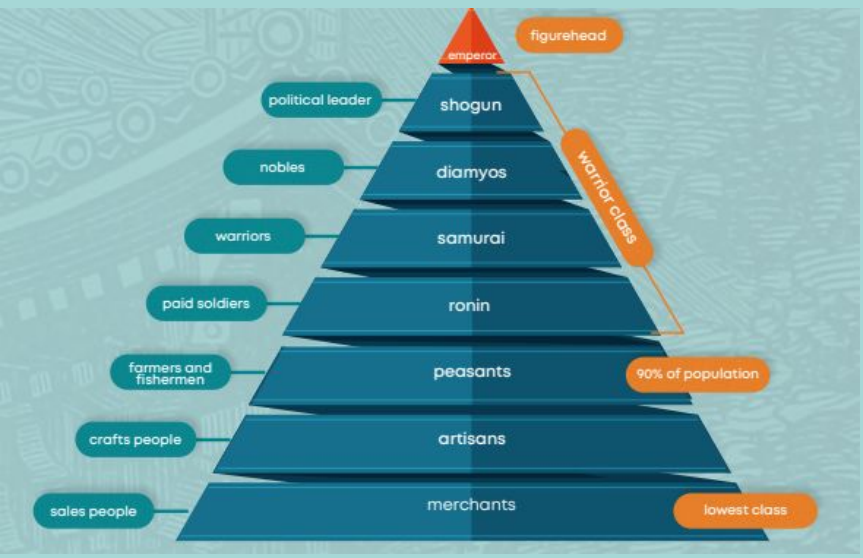
Japan

Japan

- population: **126.2 million**
- main language(s): **Japanese (日本語)**
- capital city: **Tokyo**
- currency: **Yen**

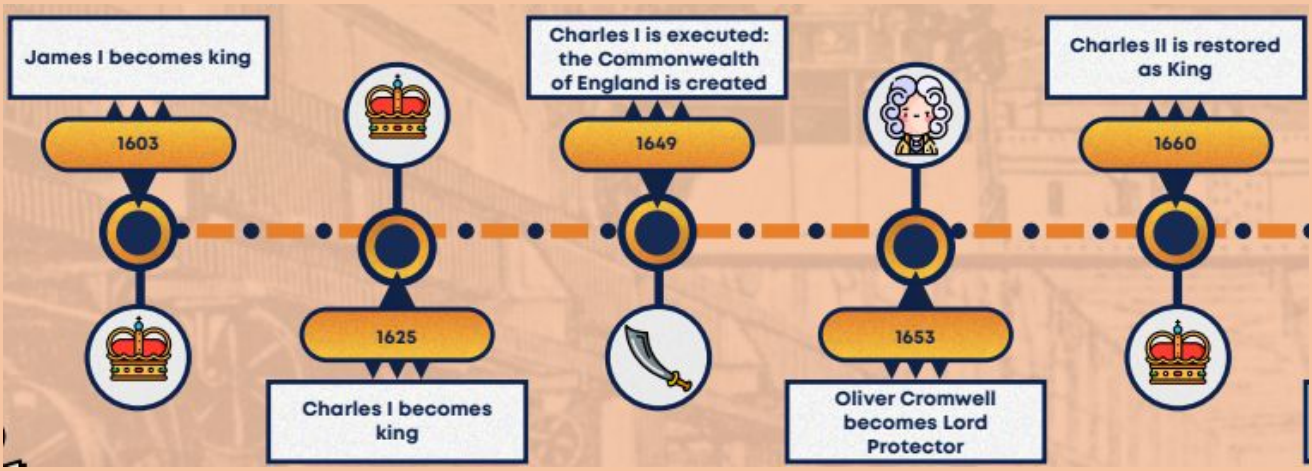


KEY VOCABULARY	
Land of the Rising Sun	the name sometimes given to Japan because of the sun rising in the east and it being the most Eastern area in Asia
Tokyo	the **capital city** of Japan
Kyoto	a large city in Honshu, Japan: it **was the capital city** of Japan
climate	the **average weather in a place** over many years
weather	the **condition of the atmosphere** at a particular time, e.g rain, snow, sunny
tsunami	unusually **large sea waves** caused by either earthquakes, seaquakes or underwater volcanic eruption
monsoon	wind systems that bring **heavy rains** in summer and winter
samurai	Japanese army **warriors**
kimono	a long, loose **traditional Japanese robe** with wide sleeves and tied with a sash
origami	a Japanese **art of folding paper** to make decorative shapes and figures



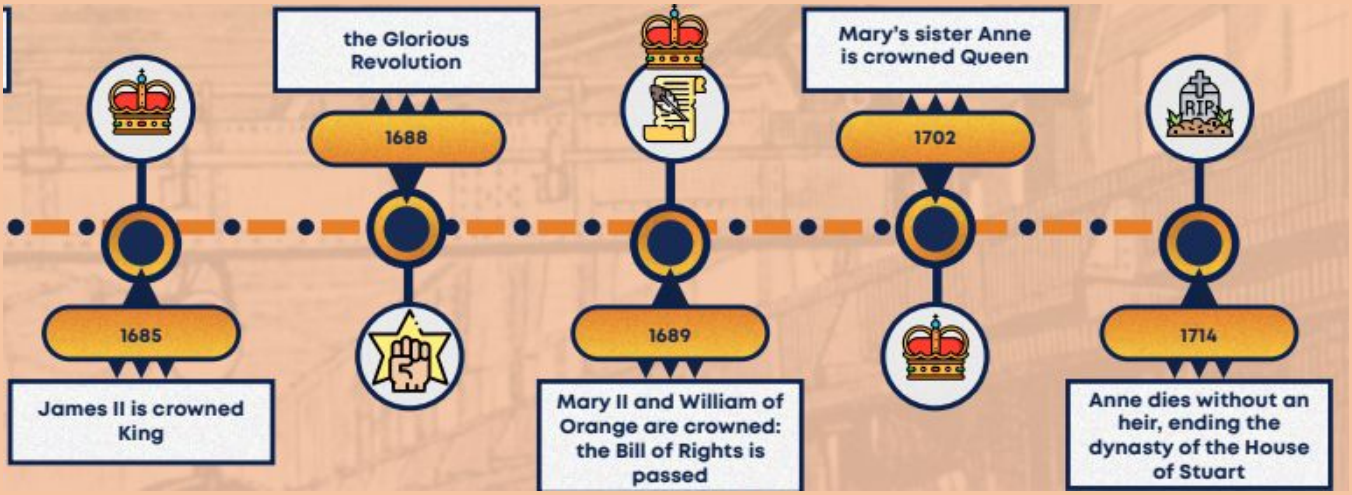
Mount Fuji

The Stuarts



KEY VOCABULARY	
divine right of kings	the belief that **kings are chosen by God** and therefore should have all the power
plot	a **secret plan** made by a group of people to do something illegal/harmful
the Gunpowder Plot	a plot, led by Robert Catesby, to **blow up the Houses of Parliament** on the 5th November 1605
Union of the Crowns	when King James VI of Scotland became King James I of England, this **united the two kingdoms** under one crown
civil war	a war between people from the **same country**
treason	a crime where a person **betrays their country** (this includes trying to kill their king)
commonwealth	an old word for a **government created for the good of the people**
Royalist	also known as Cavaliers: fought **on the side of King Charles I** during the English Civil War
Parliamentarian	also known as the Roundheads: fought **on the side of Parliament** during the English Civil War
the Restoration	The Restoration of 1660 marked the **return of Charles II to the throne** after the Commonwealth (when England didn't have a king)
bubonic plague	a **disease** which causes painful, swollen lumps, black hands and feet and flu-like symptoms
Catholic	a **form of Christianity**: in Catholicism, the Bible is in Latin, the **Pope is head of the church**, and churches are beautifully decorated with lots of gold and paintings
Protestant	a **form of Christianity**: Protestants have simpler churches without decorations, and the **pope is not in charge**

KEY PEOPLE	
James I	King of England, Scotland and Ireland, from 1603-1625
Robert Catesby	leader of the Gunpowder Plot
Guy Fawkes	caught planning to blow up the Houses of Parliament and executed
Charles I	son of James I: King from 1625-1649
Oliver Cromwell	Lord Protector from 1653-1658
Charles II	son of Charles I: King from 1660-1685
Christopher Wren	architect who rebuilt London after the Great Fire of London
Samuel Pepys	wrote a famous diary
James II	brother of Charles II: King from 1685-1688
Mary II	daughter of James II: Queen from 1689-1694
William of Orange	husband of Mary II: King from 1689-1702
Anne I	sister of Mary: Queen from 1702- 1714



Knowledge Organiser: Year 4 - States of Matter

States of matter

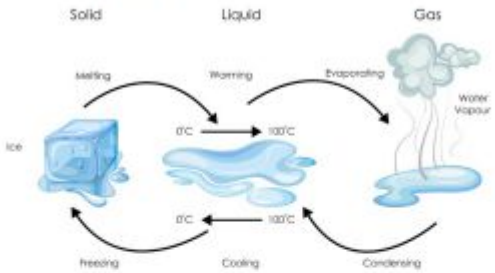
Everything in our universe is made of **matter**. There are 3 states of matter:

Solid **Liquid** **Gas**

Solid particles have **strong** bonds so solids have a fixed shape. **Liquid** particles have **weaker** bonds and more energy so liquids can change shape. **Gas** particles have **really weak** bonds so gases can spread out and move freely.

Changes of state

States of matter can change.
Substances can be **heated** or **cooled** to change from one state to another.



Ice **Water** **Water Vapour**

In water, the **melting** and **freezing point** is **0°C** and the **boiling point** is **100 °C.**
Different substances have different melting, freezing and boiling points.

Condensation

When **water vapour (gas)** touches a **cold** surface, the particles **lose energy** and the bonds become **stronger**, turning the gas into a **liquid**.

Evaporation

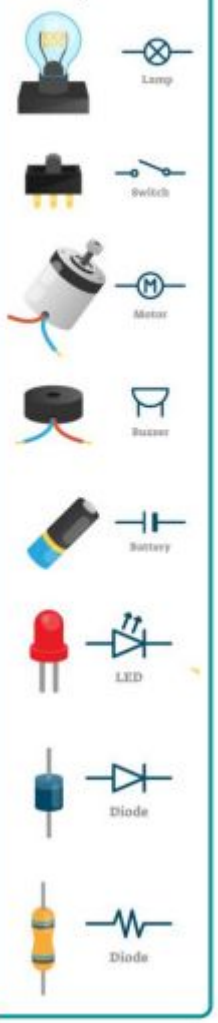
Heating liquid water **increases** the particle's energy and the bonds become **weaker**, turning it into a **gas**. The **hotter** the temperature, the **faster** the rate of evaporation.

Rocket Words

	thermometer	an instrument that measures temperature in degrees Celsius (°C) or Fahrenheit (°F)
	melting point	the point where a solid melts and forms a liquid when heated
	freezing point	the point where a liquid freezes and forms a solid when cooled
	boiling point	the point where a liquid evaporates and forms a gas when heated
	solid	state of matter that holds its form and shape
	liquid	state of matter which flows and forms a pool
	gas	state of matter which flows, can spread out and can be squashed
	evaporation	the process where a liquid turns into a gas when heated
	particles	one very small part of matter
	condensation	the process where a gas forms a liquid when cooled
	water vapour	the name of water as a gas
	substance	the material, or matter, of which something is made

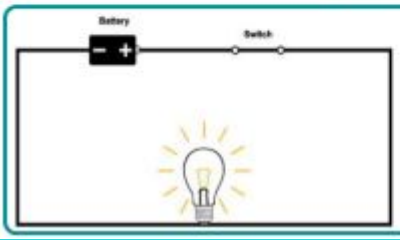
Knowledge Organiser: Year 4 - Electricity

Electrical Components



Conductors and Insulators

- Materials that allow electricity to pass through to create a complete circuit are called electrical conductors.
- Materials that do not allow electricity to pass through and do not complete a circuit are called electrical insulators.

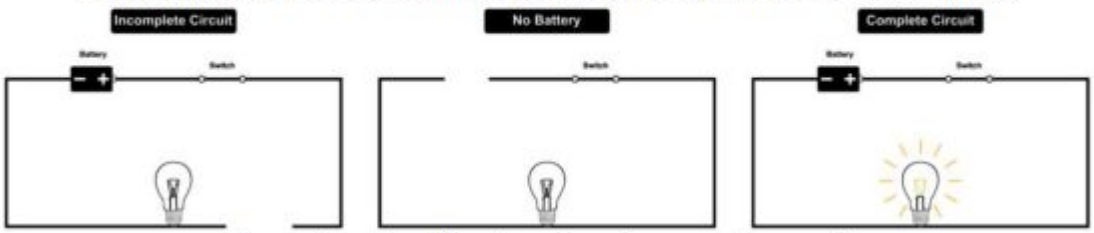


Simple Circuit

A **complete** circuit is a **loop** that allows electrical current to flow through wires.

Simple Electrical Circuit

These are complete circuits - they have a battery (cell) and a component (bulb). The wires are placed in the right places of the battery for the circuit to work.



These circuits will not work as they are incomplete.

Rocket Words

	electricity	energy that powers electrical appliances
	batteries	containers made of cells in which chemical energy is converted into electricity
	circuit	a pathway that electricity flows around
	voltage	the measure of electrical power
	current	the flow of electricity
	bulb	the glass case that contains the filament of an electric lamp
	conductor	electrical conductors are materials which allow electricity to flow through them easily
	insulator	materials that do not let electricity pass through them easily
	switch	a device which builds and breaks the connection in an electric circuit
	control	manage the amount of something
	wind turbines	a device which produces electricity using the power of the wind
	hydropower	a process that produces electricity using the power of water

Assessments Summer Term

Understanding Standardised Scores

Pupil performance in assessments is measured using a standardised age score (SAS). Standardised age scores can range from 58 at the lowest end, to 142 at the highest end (depending on the test). The average standardised age score is 100.Please note that a child's score is an indication of their ability on any one occasion, as performance can be affected by a number of factors and should be considered together with other indicators of ability. Standardised age scores allow for a fair comparison of results, as they take into account:

- **The number of questions answered correctly**
- **The difficulty of the questions answered**
- **The pupil's age at the time of assessment**
- **The pupil's performance compared to a national sample**

Assessments taken by Form 4 children at Orchard House School in the Summer Term

PTM (Progress Test in Maths)

The Progress Test in Maths (PTM) is an attainment test that reflects current approaches to the assessment of Mathematics. Each test assesses key aspects of Maths appropriate to the age of the students, including Mental Maths for students. PTM measures students' mathematical skills and knowledge in areas such as number, shape, data handling and algebra, as well as their mathematical reasoning and problem solving. This paper based test yields both raw scores and standardised scores, which provides teachers with much useful information that can be used for both formative and summative purposes. This test will be taken in weeks 6-7 of the Summer term during Maths lessons.

PTE (Progress Test in English)

The Progress Test in English (PTE) is a test designed to assess each student's attainment in English. It is a paper based test and is tailored to the age of the child. For example, phonic knowledge and skills will be tested in the youngest age groups; spelling, punctuation and grammar will be tested in later years. This test will be taken in weeks 6-7 of the Summer term during English lessons.

NGRT (New Group Reading Test)

This is a standardised, adaptive, termly assessment to measure reading and comprehension skills against the national average. It is used to identify where intervention may be needed and to monitor progress made. This test will be taken termly in paper form during the 3rd-4th week of term during English lessons.

NGST (New Group Spelling Test)

The New Group Spelling Test (NGST) is an adaptive, digital assessment which allows termly monitoring of spelling skills, benchmarked against the national average. Questions are delivered via audio and the assessment is adaptive – meaning that questions change based on pupil's responses, so more able pupils can be challenged while weaker pupils are kept engaged. This test will be taken termly in its digital form during the 3rd-4th week of term during English lessons.