


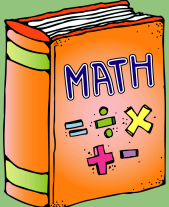









## Year 4 Half-Termly Overview - Spring 1

Subject	Week 1	Week 2	Week 3	Week 4	Week 5
<b>English- Reading</b> 	<b>Text:</b> For Forest  <b>Reading Skill:</b> Inference	<b>Text:</b> The Borrowers  <b>Reading Skill:</b> Retrieval	<b>Text:</b> Max and the Millions  <b>Reading Skill:</b> Prediction	<b>Text:</b> My Secret War Diary by Flossie Albright  <b>Reading Skill:</b> Inference	<b>Text:</b> The Amazing Story of Adolphus Tips  <b>Reading Skill:</b> Inference
<b>English- Writing</b> 	<b>Text:</b> The Bicycle Spy  <b>Key focus:</b> Diary Entry	<b>Text:</b> The Bicycle Spy  <b>Key focus:</b> Diary Entry	<b>Text:</b> The Bicycle Spy  <b>Key focus:</b> First Person Recount	<b>Text:</b> The Bicycle Spy  <b>Key focus:</b> First Person Recount	<b>Text:</b> The Bicycle Spy  <b>Key focus:</b> First Person Recount
<b>English- GPS</b> 	<b>Grammar:</b> Punctuation  <b>Spelling rule:</b> ch as 'sh' sound	<b>Grammar:</b> Conjunctions  <b>Spelling rule:</b> -gue	<b>Grammar:</b> Word Class and Tenses  <b>Spelling rule:</b> -que	<b>Grammar:</b> Vocabulary  <b>Spelling rule:</b> homophones	<b>Grammar:</b> Editing Skills  <b>Spelling rule:</b> homophones
<b>Mathematics</b> 	<b>Maths unit:</b> Multiplication and Division  <b>Key Learning:</b> Short division	<b>Maths unit:</b> Fractions  <b>Key Learning:</b> Identifying fractions and fractions of an amounting	<b>Maths unit:</b> Fractions  <b>Key Learning:</b> Equivalent fractions, comparing and ordering fractions	<b>Maths unit:</b> Fractions  <b>Key Learning:</b> Converting fractions, adding and subtracting fractions	<b>Maths unit:</b> Fractions  <b>Key Learning:</b> Fraction word problems




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<b>Science</b> 	<b>Science unit:</b> Electricity  <b>Key Learning:</b> Electrical appliances	<b>Science unit:</b> Electricity  <b>Key Learning:</b> Simple series circuits	<b>Science unit:</b> Electricity  <b>Key Learning:</b> Investigation problems in series circuits	<b>Science unit:</b> Electricity  <b>Key Learning:</b> Insulators and conductors	<b>Science unit:</b> Electricity  <b>Key Learning:</b> Investigating switches
<b>Computing</b> 	<b>Computing unit:</b> We are Musicians  <b>Key Learning:</b> Creating a percussion loop	<b>Computing unit:</b> We are Musicians  <b>Key Learning:</b> Experiment with the touch instruments	<b>Computing unit:</b> We are Musicians  <b>Key Learning:</b> Create a tune in piano roll view	<b>Computing unit:</b> We are Musicians  <b>Key Learning:</b> Create a piece of music using live loops	<b>Computing unit:</b> We are Musicians  <b>Key Learning:</b> Refine and perform a piece of music
<b>Geography</b> 	<b>Geography unit:</b> Comparing Paris & London  <b>Key Learning:</b> Geographical features of the world	<b>Geography unit:</b> Comparing Paris & London  <b>Key Learning:</b> Key geographical features of my region (Greater London)	<b>Geography unit:</b> Comparing Paris & London  <b>Key Learning:</b> Locate countries and capital cities in Europe	<b>Geography unit:</b> Comparing Paris & London  <b>Key Learning:</b> Physical and human features of France	<b>Geography unit:</b> Comparing Paris & London  <b>Key Learning:</b> Physical and human features comparison

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<p style="text-align: center;"><b>Art</b></p> 	<p><b>Art Focus:</b> Painting and Mixed Media</p> <p><b>Key Learning:</b> Artist Study Clara Peeters</p>	<p><b>Art Focus:</b> Painting and Mixed Media</p> <p><b>Key Learning:</b> To explore painting techniques.</p>	<p><b>Art Focus:</b> Painting and Mixed Media</p> <p><b>Key Learning:</b> To explore painting techniques.</p>	<p><b>Art Focus:</b> Painting and Mixed Media</p> <p><b>Key Learning:</b> To consider proportion and composition when planning a still life painting.</p>	<p><b>Art Focus:</b> Painting and Mixed Media</p> <p><b>Key Learning:</b> To apply knowledge of colour mixing and painting techniques to create a finished piece.</p>
<p style="text-align: center;"><b>DT</b></p> 	<p><b>DT Unit:</b> Electrical Systems - Torches</p> <p><b>Key Learning:</b> Understanding how a series circuit works Creating a design criteria based on user needs Making a torch from a design brief, Evaluating my design for my torch</p> <p><b>Outcome:</b> Create a torch using a simple series circuit considering the user needs.</p>				
<p style="text-align: center;"><b>RE</b></p> 	<p><b>Key Question:</b> Why is Jesus inspiring to some people?</p> <p><b>Key Learning:</b> Characteristics of an inspirational person</p>	<p><b>Key Question:</b> Why is Jesus inspiring to some people?</p> <p><b>Key Learning:</b> How Jesus is portrayed in different ways</p>	<p><b>Key Question:</b> Why is Jesus inspiring to some people?</p> <p><b>Key Learning:</b> Jesus' Miracles</p>	<p><b>Key Question:</b> Why is Jesus inspiring to some people?</p> <p><b>Key Learning:</b> Impact Jesus can have on Christian's lives</p>	<p><b>Key Question:</b> Why is Jesus inspiring to some people?</p> <p><b>Key Learning:</b> Contemporary inspirational Christians</p>
<p style="text-align: center;"><b>PSHE/RSE</b></p> 	<p><b>PSHE Unit:</b> Keeping Safe</p> <p><b>Key Learning:</b> Danger, Risk or Hazard?</p>	<p><b>PSHE Unit:</b> Keeping Safe</p> <p><b>Key Learning:</b> Keeping ourselves safe</p>	<p><b>PSHE Unit:</b> Keeping Safe</p> <p><b>Key Learning:</b> Positive and negative influences</p>	<p><b>PSHE Unit:</b> Keeping Safe</p> <p><b>Key Learning:</b> Risks of cigarettes and alcohol on a person's body</p>	<p><b>PSHE Unit:</b> Keeping Safe</p> <p><b>Key Learning:</b> Implications of sharing photos without consent</p>

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<p style="text-align: center;"><b>PE</b></p> 	<p><b>Indoor PE Unit:</b> Gymnastics - Bridges</p> <p><b>Key Learning:</b> Introduction to Bridges</p>	<p><b>Indoor PE Unit:</b> Gymnastics - Bridges</p> <p><b>Key Learning:</b> Application of bridge learning onto apparatus</p>	<p><b>Indoor PE Unit:</b> Gymnastics - Bridges</p> <p><b>Key Learning:</b> Developing sequence ideas with bridges</p>	<p><b>Indoor PE Unit:</b> Gymnastics - Bridges</p> <p><b>Key Learning:</b> Sequence formation</p>	<p><b>Indoor PE Unit:</b> Gymnastics - Bridges</p> <p><b>Key Learning:</b> Sequence completion</p>
	<p><b>Outdoor PE Unit:</b> Basketball</p> <p><b>Key Learning:</b> Refine dribbling</p>	<p><b>Outdoor PE Unit:</b> Basketball</p> <p><b>Key Learning:</b> Refine passing and receiving</p>	<p><b>Outdoor PE Unit:</b> Basketball</p> <p><b>Key Learning:</b> Develop passing and receiving creating space</p>	<p><b>Outdoor PE Unit:</b> Basketball</p> <p><b>Key Learning:</b> Combine passing and dribbling to create shooting opportunities</p>	<p><b>Outdoor PE Unit:</b> Basketball</p> <p><b>Key Learning:</b> Introduce marking</p>
<p style="text-align: center;"><b>Music</b></p> 	<p><b>Music Unit:</b> Stop!</p> <p><b>Key Learning:</b> Listening and appraising the song. Learning the song.</p>	<p><b>Music Unit:</b> Stop!</p> <p><b>Key Learning:</b> Introducing instruments to our song.</p>	<p><b>Music Unit:</b> Stop!</p> <p><b>Key Learning:</b> Improvising and Composing</p>	<p><b>Music Unit:</b> Stop!</p> <p><b>Key Learning:</b> Composing and Performing</p>	<p><b>Music Unit:</b> Stop!</p> <p><b>Key Learning:</b> Performing and Evaluating</p>
<p style="text-align: center;"><b>MFL</b></p> 	<p><b>MFL Unit:</b> Raconte-moi une histoire</p> <p><b>Key Learning:</b> Identify different toys</p>	<p><b>MFL Unit:</b> Raconte-moi une histoire</p> <p><b>Key Learning:</b> Identify different actions</p>	<p><b>MFL Unit:</b> Raconte-moi une histoire</p> <p><b>Key Learning:</b> Number to 100</p>	<p><b>MFL Unit:</b> Raconte-moi une histoire</p> <p><b>Key Learning:</b> Understanding vowels en, an, and on</p>	<p><b>MFL Unit:</b> Raconte-moi une histoire</p> <p><b>Key Learning:</b> Write statements using adjectives</p>