


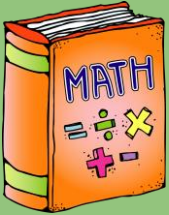









## Year 4 Half-Termly Overview – Summer 2

Subject	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<b>English- Reading</b> 	<b>Text:</b> Charlotte's Web  <b>Reading Skill:</b> Retrieval	<b>Text:</b> Charlotte's Web  <b>Reading Skill:</b> Word Meaning	<b>Text:</b> A Series of Unfortunate Events  <b>Reading Skill:</b> Vocabulary	<b>Text:</b> A Series of Unfortunate Events  <b>Reading Skill:</b> Word Choice	<b>Text:</b> Little Women  <b>Reading Skill:</b> Inference	<b>Text:</b> Little Women  <b>Reading Skill:</b> Word meaning
<b>English- Writing</b> 	<b>Text:</b> How to Bee  <b>Key focus:</b> Diary Entry	<b>Text:</b> How to Bee  <b>Key focus:</b> Diary Entry	<b>Text:</b> How to Bee  <b>Key focus:</b> Persuasive letter	<b>Text:</b> How to Bee  <b>Key focus:</b> Persuasive letter	<b>Text:</b> How to Bee  <b>Key focus:</b> Poetry	<b>Text:</b> How to Bee  <b>Key focus:</b> Poetry
<b>English- GPS</b> 	<b>Grammar:</b> Punctuation  <b>Spelling rule:</b> Homophones	<b>Grammar:</b> Adverbial and noun phrases  <b>Spelling rule:</b> Homophones	<b>Grammar:</b> Tenses  <b>Spelling rule:</b> prefixes dis-	<b>Grammar:</b> Conjunctions  <b>Spelling rule:</b> prefixes mis-	<b>Grammar:</b> Vocabulary  <b>Spelling rule:</b> suffixes -ly	<b>Grammar:</b> Fronted Adverbials  <b>Spelling rule:</b> Review
<b>Mathematics</b> 	<b>Maths unit:</b> Shape and Symmetry  <b>Key Learning:</b> Compare and classify shapes	<b>Maths unit:</b> Shape and Symmetry  <b>Key Learning:</b> Lines of Symmetry	<b>Maths unit:</b> Position and Direction  <b>Key Learning:</b> Reading, plotting and translating coordinates	<b>Maths unit:</b> Reasoning with patterns and sequences  <b>Key Learning:</b> Explore, describe and complete sequences	<b>Maths unit:</b> Reasoning with patterns and sequences  <b>Key Learning:</b> Explore and solve pattern problems	<b>Maths unit:</b> 3D shapes  <b>Key Learning:</b> Properties of 3D shapes



## Year 4 Half-Termly Overview – Summer 2

<p style="text-align: center;"><b>Science</b></p> 	<p><b>Science unit:</b> Living Things and their habitats</p> <p><b>Key Learning:</b> Life processes</p>	<p><b>Science unit:</b> Living Things and their habitats</p> <p><b>Key Learning:</b> Sorting animals into groups</p>	<p><b>Science unit:</b> Living Things and their habitats</p> <p><b>Key Learning:</b> Vertebrates and Invertebrates</p>	<p><b>Science unit:</b> Living Things and their habitats</p> <p><b>Key Learning:</b> Living things in my local area</p>	<p><b>Science unit:</b> Living Things and their habitats</p> <p><b>Key Learning:</b> Using a classification key</p>	<p><b>Science unit:</b> Living Things and their habitats</p> <p><b>Key Learning:</b> How our environment is changing</p>
<p style="text-align: center;"><b>Computing</b></p> 	<p><b>Computing unit:</b> We are Meteorologists</p> <p><b>Key Learning:</b> Describe and measure the weather</p>	<p><b>Computing unit:</b> We are Meteorologists</p> <p><b>Key Learning:</b> Record the weather</p>	<p><b>Computing unit:</b> We are Meteorologists</p> <p><b>Key Learning:</b> Analyse the data collected</p>	<p><b>Computing unit:</b> We are Meteorologists</p> <p><b>Key Learning:</b> Make predictions about the weather</p>	<p><b>Computing unit:</b> We are Meteorologists</p> <p><b>Key Learning:</b> Features of a good weather forecast</p>	<p><b>Computing unit:</b> We are Meteorologists</p> <p><b>Key Learning:</b> Deliver a weather forecast</p>
<p style="text-align: center;"><b>History</b></p>  <p style="text-align: center;"><b>Geography</b></p> 	<p><b>History unit:</b> Anglo-Saxons and Vikings</p> <p><b>Key Learning:</b> Shifts in religion and power</p>	<p><b>History unit:</b> Anglo-Saxons and Vikings</p> <p><b>Key Learning:</b> Viking raids</p>	<p><b>History unit:</b> Anglo-Saxons and Vikings</p> <p><b>Key Learning:</b> Where the Vikings settled</p>	<p><b>Geography unit:</b> Bee Conservation</p> <p><b>Key Learning:</b> Why bees are so important</p>	<p><b>Geography unit:</b> Bee Conservation</p> <p><b>Key Learning:</b> Issues affecting Bees</p>	<p><b>Geography unit:</b> Bee Conservation</p> <p><b>Key Learning:</b> How can we help conserve bees at our school?</p>



**Year 4 Half-Termly Overview – Summer 2**

<p><b>Art</b></p> 	<p><b>Art Focus:</b> Craft and Design</p> <p><b>Key Learning:</b> Artist study Sarkasi bin Said</p>	<p><b>Art Focus:</b> Craft and Design</p> <p><b>Key Learning:</b> Artist study Sarkasi bin Said</p>	<p><b>Art Focus:</b> Craft and Design</p> <p><b>Key Learning:</b> To understand starting points in a design process.</p> <p>To select images that interest me to draw.</p> <p>To gather images, shapes and colours together, identifying a mood/theme</p>	<p><b>Art Focus:</b> Craft and Design</p> <p><b>Key Learning:</b> To choose interesting sections of one picture to draw.</p> <p>To use materials and tools to show colour and texture.</p>	<p><b>Art Focus:</b> Craft and Design</p> <p><b>Key Learning:</b> To explore using a textile technique to develop patterns.</p>	<p><b>Art Focus:</b> Craft and Design</p> <p><b>Key Learning:</b> To understand how art is made for different purposes.</p>
<p><b>DT</b></p> 	<p style="text-align: center;"><b>DT Unit:</b> Structures</p> <p style="text-align: center;"><b>Key Learning:</b></p> <ul style="list-style-type: none"> <li>- To understand what makes a good structure,</li> <li>- To understand how to reinforce a structure to make it stronger</li> <li>- To consider the aesthetics of the structure by adding cladding,</li> <li>- To design and make a structure to a specific specification</li> </ul> <p style="text-align: center;"><b>Outcome:</b></p> <ul style="list-style-type: none"> <li>- To design and make a Viking Longhouse</li> </ul>					
<p><b>RE</b></p> 	<p><b>Key Question:</b> What does it mean to be a Hindu in Britain today?</p> <p><b>Key Learning:</b> What is important for Hindus in Britain?</p>	<p><b>Key Question:</b> What does it mean to be a Hindu in Britain today?</p> <p><b>Key Learning:</b> How do Hindus show their faith?</p>	<p><b>Key Question:</b> What does it mean to be a Hindu in Britain today?</p> <p><b>Key Learning:</b> How is life like a journey for Hindus?</p>	<p><b>Key Question:</b> What does it mean to be a Hindu in Britain today?</p> <p><b>Key Learning:</b> What are the duties and responsibilities in Hinduism?</p>	<p><b>Key Question:</b> What does it mean to be a Hindu in Britain today?</p> <p><b>Key Learning:</b> Why is Mahatma Gandhi a Hindu Hero?</p>	<p><b>Key Question:</b> What does it mean to be a Hindu in Britain today?</p> <p><b>Key Learning:</b> What is it like to be a Hindu in Britain today?</p>

## Year 4 Half-Termly Overview – Summer 2

<b>PSHE/RSE</b>  	<p><b>PSHE Unit:</b> Growing and Changing</p> <p><b>Key Learning:</b> I can describe how change can make a person feel (both negative and positive).</p>	<p><b>PSHE Unit:</b> Growing and Changing</p> <p><b>Key Learning:</b> I understand how the onset of puberty can have emotional as well as physical impact.</p>	<p><b>PSHE Unit:</b> Growing and Changing</p> <p><b>Key Learning:</b> I can explain why puberty happens</p>	<p><b>PSHE Unit:</b> Growing and Changing</p> <p><b>Key Learning:</b> I know the key facts of the menstrual cycle and understand that periods are a normal part of puberty.</p>	<p><b>PSHE Unit:</b> Growing and Changing</p> <p><b>Key Learning:</b> I can recognise the difference between a safe and unsafe secret</p>	<p><b>PSHE Unit:</b> Growing and Changing</p> <p><b>Key Learning:</b> I can explain why some people choose to get married, have a civil ceremony or live together.</p>
<b>PE</b>  	<p><b>PE Unit:</b> Rounders</p> <p><b>Key Learning:</b> I can understand the concept of rounders</p>	<p><b>PE Unit:</b> Rounders</p> <p><b>Key Learning:</b> I can develop my bowling and be backstop</p>	<p><b>PE Unit:</b> Rounders</p> <p><b>Key Learning:</b> I can use a rounders bat</p>	<p><b>PE Unit: Rounders</b></p> <p><b>Key Learning:</b> I can develop my batting skills, knowing where to hit the ball and why.</p>	<p><b>PE Unit: Rounders</b></p> <p><b>Key Learning:</b> I can use basic field tactics</p>	<p><b>PE Unit: Rounders</b></p> <p><b>Key Learning:</b> I can apply my skills into a game situation</p>
	<p><b>PE Unit:</b> Athletics</p> <p><b>Key Learning:</b> The focus of the learning is for pupils to develop their own sprinting technique.</p>	<p><b>PE Unit:</b> Athletics</p> <p><b>Key Learning:</b> The focus of the learning is to develop pupils' application of stride length during the middle third of a race.</p>	<p><b>PE Unit:</b> Athletics</p> <p><b>Key Learning:</b> The focus of the learning is to explore pacing and running for distance. Pupils will learn the correct technique to use when running for distance.</p>	<p><b>PE Unit:</b> Athletics</p> <p><b>Key Learning:</b> The focus of the learning is to continue to explore pacing and running for distance.</p>	<p><b>PE Unit:</b> Athletics</p> <p><b>Key Learning:</b> The focus of the learning is to develop pupils' understanding of throwing for distance.</p>	<p><b>PE Unit:</b> Athletics</p> <p><b>Key Learning:</b> The focus of the learning is to explore how we can use our bodies to jump as far as possible, using a combination of jumps, in particular hop, skip and jump.</p>

## Year 4 Half-Termly Overview – Summer 2

<p style="text-align: center;"><b>Music</b></p> 	<p><b>Music Unit:</b> Reflect, Rewind, Replay</p> <p><b>Key Learning:</b> I can listen and appraise a piece of music.</p>	<p><b>Music Unit:</b> Reflect, Rewind, Replay</p> <p><b>Key Learning:</b> I can listen and correctly choose the specific instruments in a song</p>	<p><b>Music Unit:</b> Reflect, Rewind, Replay</p> <p><b>Key Learning:</b> I can learn about a composer</p>	<p><b>Music Unit:</b> Reflect, Rewind, Replay</p> <p><b>Key Learning:</b> I can explore different types of rhythms</p>	<p><b>Music Unit:</b> Reflect, Rewind, Replay</p> <p><b>Key Learning:</b> I can reflect on a previous song I have learnt</p>	<p><b>Music Unit:</b> Reflect, Rewind, Replay</p> <p><b>Key Learning:</b> I can perform a series of songs</p>
<p style="text-align: center;"><b>MFL</b></p> 	<p><b>MFL Unit:</b> Weather and the water cycle</p> <p><b>Key Learning:</b> French weather phrases</p>	<p><b>MFL Unit:</b> Weather and the water cycle</p> <p><b>Key Learning:</b> French weather rap</p>	<p><b>MFL Unit:</b> Weather and the water cycle</p> <p><b>Key Learning:</b> Compass points in French</p>	<p><b>MFL Unit:</b> Weather and the water cycle</p> <p><b>Key Learning:</b> Temperature in France</p>	<p><b>MFL Unit:</b> Weather and the water cycle</p> <p><b>Key Learning:</b> The Water Cycle in French</p>	<p><b>MFL Unit:</b> Weather and the water cycle</p> <p><b>Key Learning:</b> The Water Cycle in French</p>