


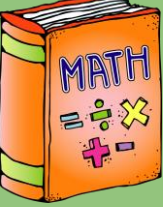






## Year 4 Half-Termly Overview – Summer 2

Subject	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
<b>English- Reading</b> 	<b>Text:</b> Charlotte's Web  <b>Reading Skill:</b> Vocabulary	<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> Vocabulary	<b>Text:</b> Little Women  <b>Reading Skill:</b> Word meaning	<b>Text:</b> Sir Gawain and the Green Knight  <b>Reading Skill:</b> Progress Check
<b>English- Writing</b> 	<b>Text:</b> The Bicycle Spy  <b>Key focus:</b> Newspaper Report	<b>Text:</b> The Bicycle Spy  <b>Key focus:</b> Newspaper Report	<b>Text:</b> The Bicycle Spy  <b>Key focus:</b> Newspaper Report	<b>Text:</b> The Bicycle Spy  <b>Key focus:</b> Non- Chronological Report	<b>Text:</b> The Bicycle Spy  <b>Key focus:</b> Non- Chronological Report	<b>Text:</b> The Bicycle Spy  <b>Key focus:</b> Non- Chronological Report	<b>Text:</b> A Walk in Paris  <b>Key focus:</b> Poetry
<b>English- GPS</b> 	<b>Grammar:</b> Punctuation  <b>Spelling rule:</b> Plural possessive apostrophes	<b>Grammar:</b> Adverbial and noun phrases  <b>Spelling rule:</b> Homophones	<b>Grammar:</b> Tenses  <b>Spelling rule:</b> Homophones	<b>Grammar:</b> Conjunctions  <b>Spelling rule:</b> prefixes dis-	<b>Grammar:</b> Vocabulary  <b>Spelling rule:</b> prefixes mis-	<b>Grammar:</b> Drafting and Editing  <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 identify angles	<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




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 <p><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> Our changing environment</p>	<p><b>Science unit:</b> Living Things and their habitats</p> <p><b>Key Learning:</b> Post Learning Task</p>
 <p><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> Plan a weather forecast</p>	<p><b>Computing unit:</b> We are Meteorologists</p> <p><b>Key Learning:</b> Deliver a weather forecast</p>
 <p><b>Geography</b></p>	<p><b>Geography unit:</b> Comparing Greater London and Ile de France</p> <p><b>Key Learning:</b> Geographical Features of my region</p>	<p><b>Geography unit:</b> Comparing Greater London and Ile de France</p> <p><b>Key Learning:</b> Countries and capital cities in Europe</p>	<p><b>Geography unit:</b> Comparing Greater London and Ile de France</p> <p><b>Key Learning:</b> Physical and human features of France</p>	<p><b>Geography unit:</b> Comparing Greater London and Ile de France</p> <p><b>Key Learning:</b> Comparing physical and human features of Ile de France to Greater London</p>	<p><b>Geography unit:</b> Comparing Greater London and Ile de France</p> <p><b>Key Learning:</b> Comparing features of settlements in Ile de France to Greater London</p>	<p><b>Geography unit:</b> Comparing Greater London and Ile de France</p> <p><b>Key Learning:</b> Comparing land use in Ile de France to Greater London</p>	<p><b>Geography unit:</b> Comparing Greater London and Ile de France</p> <p><b>Key Learning:</b> Post Learning Task</p>
 <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. 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. 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>Art Focus:</b> Craft and Design</p> <p><b>Key Learning:</b> To understand how art is made for different purposes.</p>

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<b>DT</b> 	<p style="text-align: center;"><b>DT Unit: Mechanical Systems</b></p> <p><b>Key Learning:</b> Produce an accurate, functioning car chassis, reduce air resistance through the design of the shape, construct car bodies effectively, conduct a trial accurately and draw conclusions and improvements from the results.</p> <p style="text-align: center;"><b>Outcome:</b> To design and make a slingshot car</p>						
<b>RE</b> 	<p><b>Key Question:</b> What does it mean to be a Hindu in Britain today?</p> <p><b>Key Learning:</b> Hindu Gods and Deities</p>	<p><b>Key Question:</b> What does it mean to be a Hindu in Britain today?</p> <p><b>Key Learning:</b> Hindu Gods and Deities</p>	<p><b>Key Question:</b> What does it mean to be a Hindu in Britain today?</p> <p><b>Key Learning:</b> Hindu Mandir</p>	<p><b>Key Question:</b> What does it mean to be a Hindu in Britain today?</p> <p><b>Key Learning:</b> Hindu Mandir</p>	<p><b>Key Question:</b> What does it mean to be a Hindu in Britain today?</p> <p><b>Key Learning:</b> Holy Books</p>	<p><b>Key Question:</b> What does it mean to be a Hindu in Britain today?</p> <p><b>Key Learning:</b> Holy Books</p>	<p><b>Key Question:</b> What does it mean to be a Hindu in Britain today?</p> <p><b>Key Learning:</b> Review</p>
<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>	<p><b>PSHE Unit:</b> Growing and Changing</p> <p><b>Key Learning:</b> Post Learning Task</p>
<b>PE</b> 	<p><b>PE Unit:</b> Rounders</p> <p><b>Key Learning:</b> Concept of rounders</p>	<p><b>PE Unit:</b> Rounders</p> <p><b>Key Learning:</b> Bowling and Backstop</p>	<p><b>PE Unit:</b> Rounders</p> <p><b>Key Learning:</b> Introduce batting - how?</p>	<p><b>PE Unit:</b> Rounders</p> <p><b>Key Learning:</b> Develop batting - where and why?</p>	<p><b>PE Unit:</b> Rounders</p> <p><b>Key Learning:</b> Introduce and apply basic fielding tactics</p>	<p><b>PE Unit:</b> Rounders</p> <p><b>Key Learning:</b> Small sided games</p>	<p><b>PE Unit:</b> Rounders</p> <p><b>Key Learning:</b> Small sided games</p>

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<p style="text-align: center;"><b>PE</b></p> 	<p><b>PE Unit:</b> Athletics</p> <p><b>Key Learning:</b> Sprinting - Running at speed</p>	<p><b>PE Unit:</b> Athletics</p> <p><b>Key Learning:</b> Sprinting - Exploring our stride pattern</p>	<p><b>PE Unit:</b> Athletics</p> <p><b>Key Learning:</b> Running for pace</p>	<p><b>PE Unit:</b> Athletics</p> <p><b>Key Learning:</b> Understand and apply tactics when running for distance</p>	<p><b>PE Unit:</b> Athletics</p> <p><b>Key Learning:</b> Understand and apply tactics when running for distance</p>	<p><b>PE Unit:</b> Athletics</p> <p><b>Key Learning:</b> Throwing for distance - Javelin</p>	<p><b>PE Unit:</b> Athletics</p> <p><b>Key Learning:</b> Jumping for distance: Standing Triple Jump</p>
<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><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> French Food - Miam, Miam!</p> <p><b>Key Learning:</b> Ordering food and drink</p>	<p><b>MFL Unit:</b> French Food - Miam, Miam!</p> <p><b>Key Learning:</b> Managing Money</p>	<p><b>MFL Unit:</b> French Food - Miam, Miam!</p> <p><b>Key Learning:</b> Managing Money</p>	<p><b>MFL Unit:</b> French Food - Miam, Miam!</p> <p><b>Key Learning:</b> French Shops</p>	<p><b>MFL Unit:</b> French Food - Miam, Miam!</p> <p><b>Key Learning:</b> French Food</p>	<p><b>MFL Unit:</b> French Food - Miam, Miam!</p> <p><b>Key Learning:</b> Le menu</p>	<p><b>MFL Unit:</b> French Food - Miam, Miam!</p> <p><b>Key Learning:</b> At the cafe</p>