Half Term Overview Advent Term 1 Year 4

|  | **1** | **2** | **3** | **4** | **5** | **6** |
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| **English (Including**  **Grammar focus for**  **week)** | **Poetry - ‘Freedom’**  **Mini-drama performance**  Present Progressive Tense/similes/  synonyms/antonyms/conjunctions/modal verbs/adjectives/prepositions/noun phrases | **To write a persuasive letter**  Punctuation (capital letters for proper nouns)/adjectives/contractions/apostrophes for plural and possession/present tense | **To write a 1st, 2nd and 3rd Act of a Playscript**  Contractions in dialogues/conjunctions/emotive adjectives/  noun phrases//similes/prepositions | **Retell a film narrative in 1st person**  personification adverbials | **To write a poem using figurative devices**  Multi-clause sentences using cause and effect | **To write an explanation process**  Conjunctions and use of pronouns in present tense |
| **Spelling** | address circle fruit library possess(ion) through dessert quarter woman | Homophones and near-homophones  meet/meat  here/hear  peace/piece  weather/whether  rain/reign  mist/missed | Homophones and near-homophones  main/mane  he’ll/heel/heal  stare/stair  bawl/ball  desert/dessert  great/grate | decide guide  important  Learn natural  notice possible | Words with endings *-ture* and *-sure* | The suffix *-ation*  Germination fertilisation pollination illustration information creation duration preparation |
| **Class Novel/Guided Reading** | Tar Beach by Faith Ringgold  -  The Butterfly Lion by Michael Morpurgo | Tar Beach by Faith Ringgold  -  The Butterfly Lion by Michael Morpurgo | Tar Beach by Faith Ringgold  -  The Butterfly Lion by Michael Morpurgo | Varmints by Helen Ward  The Butterfly Lion by Michael Morpurgo | Varmints by Helen Ward  The Butterfly Lion by Michael Morpurgo | Varmints by Helen Ward  The Butterfly Lion by Michael Morpurgo |
| **Maths** | **Place Value**  Numbers to 1000, partitioning,  Representing numbers to 10,000 | **Place Value**  Partitioning to 10,000, 1, 10, 100, 1000 more or less, Estimating. | **Place Value**  Comparing and ordering to 10,000, Roman numerals. Rounding to 10. | **Place Value**  Rounding to 10, 100, 1000,  **Addition and Subtraction**  Add and subtract 1s, 10s, 100s and 1,000s | **Addition and Subtraction**  Add and subtract up to 4 digit numbers without, then with exchanges. | **Addition and Subtraction**  Add and subtract up to 4 digit numbers without, then with exchanges. |
| **RE** | To know some details about what daily life might have been like for Abraham before he was called by God – including:-  •Geography,  •Religion  •Culture  •Homes  To explore the virtues of Faith, Hope and Love. | To retell the story of Abraham in the correct order and include details about actions, speech and setting.  To make links between the Theological virtues and some prayers that help us to grow in these virtues. | To know what the covenant between God and Abraham promised from each of them.  To know that the Covenant between God and Abraham is important to both Christians and Jewish People today | To retell the story of Abraham, ensuring it is accurate in sequence and detail and shows an understanding of the term ‘covenant’  To explain why they think Abraham is seen as a model of prayer. | To recognise the role of Sacrifice in the worship of people at the time of Abraham  To understand why God tested Abraham’s Faith  To know that the story of Abraham and Isaac points to the Sacrifice of Jesus  To know that Abraham and Isaac had deep faith and trust in God to keep his promises | To make links between how Sean Devereux lived his life and the Virtues of Faith, Hope and Love.  To think about how their own life and the school community could be changed if we all lived out the virtues of Faith, Hope and Love.  I can think about how if I grow in these virtues I can love my neighbour in the way Christ calls us to. |
| **PSHE** | Settling into Year 4 and expectations | We are created and loved by God | We are designed for a purpose: to be loved, to love and to make a difference | We can never bother Jesus or get on His nerves | Every human life is precious to God | Jesus offers us new life |
| **Geography** | How and why is my local area changing? | Why do places change? | How has my local area changed in the past? | How Aylesbury changed as a result of World War 1? | How and why does the quality of the environment change in an area? Relate to changes in our local area. | How do satellite images show us about environmental change on a global scale? |
| **Computing** | **Internet safety**  To describe strategies for keeping personal information private, depending on context | **Connecting networks**  To describe how networks physically connect to other networks | **What is the internet made of?**  To recognise how networked devices make up the internet | **Sharing information**  To outline how websites can be shared via the World Wide Web (WWW) | **What is a website?**  To describe how content can be added and accessed on the World Wide Web (WWW) | **Who owns the web?**  To recognise how the content of the WWW is created by people |
| **French** | **Where Do You Live?**  To develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases, in the context of where people live. | **In My Town**  To listen attentively to spoken language and show understanding by joining in and responding, in the context of describing our town. | **3. Counting in Tens**  To explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words, in the context of counting in tens. | **4. Counting to 100**  To explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words, in the context of counting to 100 | **5. My Address Is**  To present ideas and information orally to a range of audiences, in the context of giving your address. | **6. How Do You Say…?**  To broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary, in the context of researching vocabulary in categories. |

| **PE** | Hockey | Hockey | Hockey | Hockey | Hockey | Hockey |
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| **Science** |  | To recognise how sounds are made  Identify how sounds are made, associating some of them with something vibrating. | To understand how the ear hears sounds  Recognise that vibrations from sounds travel through a medium to the ear. | To investigate how mediums affect the volume of sound  Recognise that vibrations from sounds travel through a medium to the ear. | To explore how we vary pitch  Find patterns between the volume of a sound and the strength of the vibrations that produced it.  Recognise that sounds get fainter as the distance from the sound source increases. | To explore how to vary volume  Find patterns between the pitch of a sound and features of the object that produced it. |
| **Music** | Listen and Appraise  Mamma Mia by ABBA - start to learn the song  Performance - sing the song | Listen and Appraise  Dancing Queen by Abba  Mamma Mia by ABBA  Performance - sing the song and play instrumental parts within the song | Listen and Appraise  The Winner Takes It All by Abba  Mamma Mia by ABBA  Performance - sing the song and improvise using voices and/or instruments within the song | Listen and Appraise  Waterloo by Abba  Mamma Mia by ABBA  Performance - sing the song and perform composition(s) within the song | Listen and Appraise  Super Trouper by Abba  Mamma Mia by ABBA Performance - start to prepare for the end-of-unit performance | Listen and Appraise  Thank You For The Music by Abba  Mamma Mia by ABBA  Performance - prepare for the end-of-unit performance |
| **Art** | **3D Pencil Drawings**  To draw using tone creating a3D effect | **Texture and tone**  To explore how combining lines and mark making can show texture and tone in drawings | **Sense of Proportion**  To understand proportion by observing how it is used in artwork | **Effective composition**  To understand what is an effective composition in art | **Using texture, tone and proportion**  To apply an understanding of texture, tone and proportion in a drawing | **Consolidation**  To create a collaborative piece of art |