Half Term Overview - Year 4 Pentecost Term 2

|  | **1** | **2** | **3** | **4** | **5** | **6** | **7** |
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| **English (Including Grammar focus for week)**  **Grammar Focus**  **Spelling Focus** | Non-chronological report  Using paragraphs as a way to group related material  Using headings and subheadings to aid presentation | Retelling, character description  Word families based on common words, showing how words are related in form and meaning Expressing time, place and cause using conjunctions or prepositions  The /ɪ/ sound spelt y elsewhere than at the end of words | Book review  Introduction to paragraphs as a way to group related material Headings and sub-headings to aid presentation Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases  Word list words | Non-chronological report  Fronted adverbials  Use of paragraphs to organise ideas around a theme Use of commas after fronted adverbials  Words with suffix -ous | Informal letters, factual statements, future aspirations,  Expressing time, place and cause using conjunctions or prepositions Fronted adverbials  Use inverted commas to punctuate direct speech  Word list words | Postcard, diary entry, a speech, quotations  Indicating possession by using the possessive apostrophe with plural nouns  Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases  Use relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun  Words with endings sounding like /ʒə/ or /tʃə/ | Factual report on the Windrush Generation  Use of the forms a or an according to whether the next word begins with a consonant or a vowel  Standard English forms for verb inflections instead of local spoken forms  Homophones and near-homophones |
| **Class Novel/Guided Reading** | Shackleton’s Journey by William Grill  -  The Chronicles of Narnia The Lion, The Witch and The Wardrobe | Weslandia by Paul Fleishman  -  The Chronicles of Narnia The Lion, The Witch and The Wardrobe | Weslandia by Paul Fleishman  -  The Chronicles of Narnia The Lion, The Witch and The Wardrobe | Weslandia by Paul Fleishman  -  The Chronicles of Narnia The Lion, The Witch and The Wardrobe | Granny came here on the Empire Windrush by Patrice Lawrence  -  The Chronicles of Narnia The Lion, The Witch and The Wardrobe | Granny came here on the Empire Windrush by Patrice Lawrence  -  The Chronicles of Narnia The Lion, The Witch and The Wardrobe | Granny came here on the Empire Windrush by Patrice Lawrence  -  The Chronicles of Narnia The Lion, The Witch and The Wardrobe |
| **Maths** | **Time-**  How we measure time- different units of measure. Converting between analogue and Digital clock.  **Multiplication Timestable Check.** | Consolidation of written methods for addition, subtraction, multiplication and division.  Finding fractions of amounts.  Comparing decimals and fractions. | Consolidation of written methods for addition, subtraction, multiplication and division.  Finding fractions of amounts.  Comparing decimals and fractions. | **Shape-**  comparing and ordering angles,  Triangles and quadrilaterals, symmetry. | **Statistics** Interpret and draw Bar charts and Line Graphs. | **Position and Direction**  Understanding Coordinates and plotting on a grid. | Consolidation and Maths Games. |
| **RE** | 1)Everyone is loved by Jesus.  2) Sin and Examination of Conscience.  3) The Sacrament of Reconciliation: contrition. | Reveal 4: Penitential Rite 1 and 2. Reveal 5: Absolution Reveal 6: Bridge building in the Christian community | Plan and carry out the end of topic celebration for Building Bridges topic. | Focus on Islam  The Qu’ran as an important book.  The importance of the Qu’ran.  The 99 beautiful names for Allah. | New Topic- God’s People.  Explore- Ordinary people do extraordinary things. | Reveal 1) Communion of Saints- showing what God is like. Reveal 2) Christians are invited to be Saints. Reveal 3) Oscar Romero | Reveal 4) An ordinary person showing us what God is like. Reveal 5) St Teresa Of Kolkata. Reveal 6) Martin Luther King. |
| **RSE/ PSHE** | Have an opportunity to engage in a time of reflection and prayer. | We are created to live in Community. | The Holy Trinity is a community of love,  and that the human family goes some way to helping us  understand this. | The Church is not a building, but all the people around the world who believe in Jesus. | Living in the Wider world-  to be able to recognise actions which make them feel  loved or cared for. | To be able identify different types of work and  some of the skills, strengths and gifts required for these. | To identify different types of work and  some of the skills, strengths and gifts required for these. |
| **Geography**  **(Week 1 Finish History topic from before half term)** | Lesson 6  To evaluate  historians’  claims on the  decline of the  ancient Maya  cities. | **Why are jungle so wet**  **and deserts so dry?**  Lesson 1 - Why is climate different across the United Kingdom? | **Why are jungle so wet**  **and deserts so dry?**  Lesson 2 - What are the world’s climates? | **Why are jungle so wet**  **and deserts so dry?**  Lesson 3 - How do climate graphs help geographers compare the climate of one place with another? | **Why are jungle so wet**  **and deserts so dry?**  Lesson 4 - How does the climate affect the plants and animals living in a place? | **Why are jungle so wet**  **and deserts so dry?**  Lesson 5 - Why is the jungle of the Amazon Rainforest so wet and humid? | **Why are jungle so wet**  **and deserts so dry?**  Lesson 6 -  Why is Arica the driest inhabited place on Earth? |
| **Computing** | **Lesson 6**  Answering my question | Creating media - - photo editing  Changing digital images | Creating media - - photo editing  Recolouring | Creating media - - photo editing  Cloning | Creating media - - photo editing  Combining | Creating media - - photo editing  Creating | Creating media - - photo editing  Evaluating |
| **PE** | Athletics  Running skills- accelerate over short distances  (4E) | **Athletics**  Using running, jumping and throwing stations, children investigate in small groups different ways of performing these activities.  Using a variety of equipment, ways of measuring and timing, comparing the effectiveness of different styles of runs, jumps and throws. | **Athletics**  Using running, jumping and throwing stations, children investigate in small groups different ways of performing these activities.  Using a variety of equipment, ways of measuring and timing, comparing the effectiveness of different styles of runs, jumps and throws. | **Athletics**  Using running, jumping and throwing stations, children investigate in small groups different ways of performing these activities.  Using a variety of equipment, ways of measuring and timing, comparing the effectiveness of different styles of runs, jumps and throws. | **Athletics**  Using running, jumping and throwing stations, children investigate in small groups different ways of performing these activities.  Using a variety of equipment, ways of measuring and timing, comparing the effectiveness of different styles of runs, jumps and throws. | **Athletics**  Using running, jumping and throwing stations, children investigate in small groups different ways of performing these activities.  Using a variety of equipment, ways of measuring and timing, comparing the effectiveness of different styles of runs, jumps and throws. | **Athletics**  Using running, jumping and throwing stations, children investigate in small groups different ways of performing these activities.  Using a variety of equipment, ways of measuring and timing, comparing the effectiveness of different styles of runs, jumps and throws. |
| Athletics  To apply our skills to compete. | **Cricket/ Rounders**  To develop the range of rounder/ cricket skills that can apply in a competitive context.  Choose and use a range of simple tactics in isolation and a game context.  Identify different positions in rounder and the roles of those positions. | **Cricket/ Rounders**  To develop the range of rounder/ cricket skills that can apply in a competitive context.  Choose and use a range of simple tactics in isolation and a game context.  Identify different positions in rounder and the roles of those positions. | **Cricket/ Rounders**  To develop the range of rounder/ cricket skills that can apply in a competitive context.  Choose and use a range of simple tactics in isolation and a game context.  Identify different positions in rounder and the roles of those positions. | **Cricket/ Rounders**  To develop the range of rounder/ cricket skills that can apply in a competitive context.  Choose and use a range of simple tactics in isolation and a game context.  Identify different positions in rounder and the roles of those positions. | **Cricket/ Rounders**  To develop the range of rounder/ cricket skills that can apply in a competitive context.  Choose and use a range of simple tactics in isolation and a game context.  Identify different positions in rounder and the roles of those positions. | **Cricket/ Rounders**  To develop the range of rounder/ cricket skills that can apply in a competitive context.  Choose and use a range of simple tactics in isolation and a game context.  Identify different positions in rounder and the roles of those positions. |
| **Science** | **Living Things and their habitats**  To recognise that changes to an environment can pose dangers to living things | To know the parts of the body involved in the digestive system in humans. | To model the functions of the digestive system in humans. | To investigate different types of teeth in humans and their functions. | To compare animal teeth. | To identify Producers, Predators and Prey | To construct and interpret a variety of food chains. |
| **French** | **What time is it? Lesson** **6.**  **A Maths Lesson on Time**  To listen attentively to spoken language and show  understanding by joining in and responding in the context of  a maths lesson on time.  • I can take part in a Maths lesson on counting and time,  in French. | **Holidays and hobbies**  **Lesson** **1.**  **The Seasons**  Write phrases from memory, and adapt these to create new  sentences, to express ideas clearly, in the context of seasons  and months.  Understand basic grammar rules appropriate to the language  being studied, how to apply these, for instance, to build  sentences, in the context of seasons and months. | **Holidays and hobbies**  **Lesson** **2.**  **The Weather**  Speak in sentences, using familiar vocabulary, phrases and  basic language structures, in the context of stating what the  weather is like.  Present ideas and information orally to a range of audiences,  in the context of giving a weather forecast. | **Holidays and hobbies**  **Lesson** **3.**  **Weather Around the World**  Understand basic grammar rules appropriate to the language  being studied, how to apply these, for instance, to build  sentences; and how these differ from or are similar to English,  in the context of temperatures of countries around the world. | **Holidays and hobbies**  **Lesson 4.**  **Holidays**  Speak in sentences, using familiar vocabulary, phrases and  basic language structures, in the context of the topic ‘Holidays.’  Understand basic grammar rules appropriate to the language  being studied, how to apply these, for instance, to build  sentences, in the context of answering questions about  favourite sports. | **Holidays and hobbies**  **Lesson** **5.**  **Sports**  Engage in conversations; ask and answer questions; express  opinions and respond to those of others, in the context of  answering questions about favourite sports. | **Holidays and hobbies**  **Lesson** **6.**  **Hobbies**  Engage in conversations; ask and answer questions; express  opinions and respond to those of others, in the context of  answering questions about hobbies. |
| **Music** | **Step 6**  Let it Be by The Beatles | **Appraise** La Quinta Estampie Real anon 13th century (Early Music) **Review** Dancing Queen by ABBA **Reflect** - Composers and Composition (Zoe Dixon) | **Appraise** - The Arrival Of The Queen Of Sheba - Handel (Baroque) **Review** Can’t Stop The Feeling! by Justin Timberlake **Reflect** - Composers and Composition (Zoe Dixon) | **Appraise** Moonlight Sonata by Beethoven (Romantic) **Review** Libertango by Piazzolla **Reflect** - Composers and Composition (Zoe Dixon) | **Appraise** Bridal March/Chorus by Wagner (Romantic) **Review** Lean On Me sung by The ACM Gospel Choir **Reflect** - Composers and Composition (Nico Muhly) | **Appraise** Rhapsody In Blue by Gershwin (20th Century) **Review** Amazing Grace sung by Elvis Presley **Reflect** - Composers and Composition (Nico Muhly) | **Appraise** Einstein On The Beach by Philip Glass (Contemporary) **Review** Let It Be by The Beatles **Reflect** |
| **Art** | To explore magnification  and mark making to  develop new imagery. | **Craft and Design: Fabric of Nature**  Inspired by rainforest  To understand starting points in a design process. | One picture, four views  To explore magnification and mark making to develop new imagery. | Creating patterns  To explore using a textile technique to develop patterns. | Repeating patterns  To learn how to create a repeating pattern | Fabric design  To understand how art is made for different purposes | **Assessment:** End-of-Unit Quiz |