Half Term Overview - Year 4 Pentecost Term 2

|  | **1** | **2** | **3** | **4** | **5** | **6** |
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| **English (Including Grammar focus for week)**  **Grammar Focus**  **Spelling Focus** | Explore how character’s viewpoints can change.  Write to persuade.  **GF**- Main clause, subordinate clause, Verb Tenses  Suffix - ous | English Assessments  Suffix - ous | Exploring the features of a travel guide and producing a travel guide for Narnia.  **GF**- Relative clauses and word class revision.  Suffix - ous | To explore the features of a Discussion Text.  **GF** - Subordinating conjunctions  Suffix - ous | To write a diary entry as a character from a model text.  To discuss deforestation.  **GF** - Prepositions  Adverbials of frequency and possibility | To plan and write a discussion text.  **GF** - Verb agreement , speech punctuation  Adverbials of Manner |
| **Class Novel/Guided Reading** | The Lion the Witch and the Wardrobe. | The Lion the Witch and the Wardrobe. | The Lion the Witch and the Wardrobe. | Short stories of children’s choice | Short stories of children’s choice | Short stories of children’s  choice |
| **Maths** | Interpret and draw Bar charts and Line Graphs. | Understanding Coordinates and plotting on a grid. | Maths Assessments | Consolidation of properties and names of shapes, Telling the time and the 24 hour clock. | Consolidation of Fractions, finding fractions of amounts and equivalence and relationship to decimals. | Consolidation of Written methods for addition, subtraction, multiplication and division.  Using the four operations to solve problems. |
| **RE** | 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** | What Am I Feeling? To recognise that images in the media do not always reflect reality  and can affect how people feel about themselves.  ● That God made us and loves us as we are | What Am I Looking At? recognise that images in the media do not always reflect reality  and can affect how people feel about themselves.  ● That God made us and loves us as we are. | I Am Thankful Some behaviour is wrong, unacceptable, unhealthy and/or risky.  ● Thankfulness builds resilience against feelings of envy, inadequacy,  and insecurity, and against pressure from peers and the media | **We Don’t Have To Be The Same**  Similarities and differences between people arise as they grow. Respecting Our Bodies To learn about the need to respect and look after their bodies as a gift from  God through what they wear, what they eat and what they  physically do. | **What is Puberty?** What the term ‘puberty’ means. Changing Bodies When they can expect puberty to take place.  Understand that puberty is part of God’s plan for our bodies.  The correct naming of genitalia  Learn what changes will happen to boys during puberty Learn what changes will happen to girls during puberty | How Do I Love Others? That God wants His Church to love and care for others.  To devise practical ways of loving and caring for others. |
| **Geography** | **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** | School Trip | Continuing with Repetition in Games- Animate your name | Modifying a game | Designing a game | Creating your games | Sharing games with our peers. |
| **PE** | **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. |
| **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** | To describe the simple function of the digestive system in humans. | To describe the simple function of the digestive system in humans. | To investigate different types of teeth in humans and their functions. | To investigate different types of teeth in humans and their functions. | To construct and interpret a variety of food chains. | To construct and interpret a variety of food chains. |
| **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** | **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** | **Canopic jar topic -** Painting their sculptures. | **Canopic jar topic -** Adding details to sculptures and writing in Hieroglyphics. | **Experimenting with different skills-**  To explore how different colours represent different moods.  Creating a mood board. | **Experimenting with different skills -**  Create different effects with scratches.  Making their own scratch art. | **Experimenting with different skills -**  Create different effects with scratches.  Making their own scratch art. | **Experimenting with different skills -**  Printing on fabrics Using tie-dyes to print on fabric.  Tie dying a t-shirt. |