**Year 4 Overview Lent 1 2024**

|  | **1**  | **2**  | **3**  | **4**  | **5**  | **6**  |
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| **English (Including Grammar focus for week)** | Sentence structure revision- Fragment sentences, Subject and verbs. Writing using images as prompt. | **To write persuasively following a debate.** **To write dialogue.**Building noun phrases, modal verbs, language techniques like similes, personification, noun of noun phrases. | **To write a viewpoint of a particular character. To summarise a story and create a story map to explain key points.** Fronted adverbials, rhetorical questions, persuasive noun phrases, conjunctions.  | **To plan and write a story based on Frindleswylde.** Prepositions, noun phrases, dialogue, adverbials, figurative language, paragraphs, pronouns. | **To write a letter to explain how they feel.**Similes, metaphors, past and present tense, personification. | **Diary entry from the perspective of the Giant.** **Create a missing poster for the Giant.**Identifying questions, commands.Opposites and antonyms. |
| **Class Novel/Guided Reading** | Wild Robot | FrindleswyldeWild Robot | FrindleswyldeWild Robot | FrindleswyldeWild Robot | The Selfish GiantWild Robot | The Selfish GiantWild Robot |
| **Maths** | **Multiplication and division**-Factor pairs.multiply by 10 and 100divide by 10 and 100. | **Multiplication and division** - Related facts and informal written methods. | **Multiplication and division**- Multiply 2 and 3 digits by 1 digit numberDivide a 2 digit and 3 digit number by a 1 digit number. | **Length and perimeter****-** measurement in kilometres and metres.Perimeter on a grid. | **Length and perimeter****-** perimeter of rectangular shapes.Finding missing length of rectangular shapes. | **Length and perimeter****-** perimeter of regular polygons and polygons. |
| **RE** | Explore- Belonging to a community | 1)Jesus chooses people to work with him, 2) The Parish Community, 3)How people within the parish serve the community in church | 1) Ministries in the parish- reaching out to the community, 2) Joining together as a loving community, 3) The parish community celebrations | Plan and carry out the end of topic celebration for Community Topic.  | Giving and receiving every day | 1) Greeting: The Introductory Rite. 2) Gathering in love. 3) The Penitential Act. |
| **PSHE** | ( 3 day week)Unit 2: Me, My Body, My Health | Similarities and differences between people arise as they grow andmake choices, and that by living and working together – teamwork– we create community | To learn about the need to respect and look after their bodies as a gift fromGod through what they wear, what they eat and what theyphysically do. | What the term ‘puberty’ means.When they can expect puberty to take place.Understand that puberty is part of God’s plan for our bodies. | In the previous session, the pupils looked at the word ‘puberty’ and learnt how puberty is part of God’s plan to help us love others more. In this session, pupils will use the correct terminology for genitalia relating to the discussion on puberty and explore some of the specific physical and emotional changes that will take place for boys and girls over the coming years. |  |
| **History** | **How hard was it to invade and settle in Britain?****Lesson 1**To understand why the AngloSaxons invaded Britain. | **Lesson 2**To identify the features of AngloSaxon settlements and how they changed from prehistoric times | **Lesson 3**To make inferences about who was buried at Sutton Hoo and Anglo-Saxon life.  | **Lesson 4**To understand how AngloSaxons converted to Christianity. | **Lesson 5**To create an interpretation of Alfred the Great. | **Lesson 6**To understand how AngloSaxon rule ended.End of Unit Assessment |
| **Computing** | Programming a screen turtle | Programming letters | Patterns and repeats | Using loops to create shapes | Breaking things down- decomposing a task into small steps | Creating a program |
| **PE** | Real PE  | Real PE  | Real PE  | Real PE  | Real PE  | Real PE  |
| Forest school starting W/C 29th Jan 4E - Friday Am 4S - Thursday Am  | Forest school starting W/C 29th Jan 4E - Friday Am 4S - Thursday Am  | Forest school starting W/C 29th Jan 4E - Friday Am 4S - Thursday Am  | Forest school starting W/C 29th Jan 4E - Friday Am 4S - Thursday Am  | Forest school starting W/C 29th Jan 4E - Friday Am 4S - Thursday Am  | Forest school starting W/C 29th Jan 4E - Friday Am 4S - Thursday Am  |
| **Science**  | Compare and group materials together according to their state | Use a thermometer to measure temperature | Observe that somematerials change state when theyare heated. | Observe that somematerials change state when theyare cooled. | To plan a fair test. | To carry out a fair test. |
| **French** | **Going shopping** Lesson 1 - Fruit | **Going shopping** Lesson 2 - Vegetables | **Going shopping** Lesson 3 - Clothes | **Going shopping** Lesson 4 - Where can I buy | **Going shopping** Lesson 5 - French money | **Going shopping** Lesson 6 - Let’s go shopping |
| **Music** | Step 1 Listen and Appraise the song: Stop! and other songsStop! - a rap/song about bullying. Children will learn about the interrelated dimensions of music through games, singing and composing. | Step 2Listen and Appraise the song: Gotta Be Me by Secret Agent 23 Skidoo | Step 3Listen and Appraise the song: Radetzky March by Strauss | Step 4Listen and Appraise the song: Can’t Stop The Feeling! By Justin Timberlake | Step 5Listen and Appraise the song: Libertango by Astor Piazzolla | Step 6 Listen and Appraise the song: Mas Que Nada performed by Sergio Mendes and The Black Eyed Peas:Performing the composition |
| **Art** | **Sculpture and 3D: Mega materials**Lesson1: **From 2D to 3D**To develop ideas for 3D work through drawing and visualisation in 2D | Lesson 2: **Soap sculptures.**To use more complex techniques to shape materials.  | Lesson 3: **Working with wire**To explore how shapes can be formed and joined in wire | Lesson 4:**Shadow sculpture**To consider the effect of how sculpture is displayed. | Lesson 5**Recycle and recreate**To choose and join a variety of materials to make sculpture. | Lesson 6**End of Unit Assessment** |