Half Term Overview Y4 Pentecost Term 1

|  | **1**  | **2**  | **3**  | **4**  | **5**  | **6**  |
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| **English (Including Grammar focus for week)****Spelling Focus** | Understanding WW2 evacuees and characters in the story in relation to this. **Grammar** -Powerful AdjectivesPrefix - Inter | Character study of Lucy.Write diary entry as Lucy**Grammar** -Adjectives/Expanded Noun PhrasesPrefix - anti | Explore themes in the story.Writing speech**Grammar** -Direct SpeechPrefix - auto | Themes of betrayal and love/forgivenessWriting internal dialogue as Edmund.**Grammar** - Pronouns, possessive pronounsPrefix - ex | Explore how character’s viewpoints can change.Write to persuade.**Grammar** - Main clause, subordinate clausePrefix - Non | Reflect on and evaluate the story as a whole. Create a travel guide for Narnia. **Grammar** - Adjectives and expanded noun phrases Words ending in ar/ er |
| **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. | The Lion the Witch and the Wardrobe. | The Lion the Witch and the Wardrobe. | The Lion the Witch and the Wardrobe. |
| **Maths** | **Decimals**Making whole with tenths.Making a whole with hundredths.Partitioning decimals.Flexibly partition decimals.Comparing decimals. | **Decimals**Ordering decimals.Rounding to the nearest whole number,Halves and quarters as decimals.Assessment - Checking understanding of the topic. | **Money**Write money using decimals. Converting between pounds and pence. Compare amounts of money. Estimate with money. | **Money**Calculate with money. Solve problems with money.Assessment - Checking understanding of the topic. | **Clocks**Years, months, weeks and days. Hour, minutes and seconds. Converting between analogue and digital times. Convert to the 24 hour clock. Convert from the 24 hour clock.Assessment - Checking understanding of the topic. | **Consolidation**Going over any topics that require additional teaching.  |
| **RE** | Explore- New Life- How Good news brings Life. | 1)Pentecost. 2) The Holy Spirit gives courage to Peter and John.3) The Ethiopian receives the new life of Jesus. | 1) The story of Paul.2)Paul spreads the Good News.3)The Holy Spirit gave Paul new life and happiness. | Plan and carry out the end of topic celebration for the New Life topic.  | Explore - Building Bridges-Building bridges of friendship | 1)Everyone is loved by Jesus.2) Sin and Examination of Conscience.3) The Sacrament of Reconciliation: contrition. |
| **PSHE** | To identify a wide range of factors that maintain a balanced, healthy lifestyle, physically and mentally. | To understand the choices that support a healthy lifestyle and what influences these- good sleep. | What does good physical health mean? How to recognise early signs of physical illness. | That drugs common to everyday life can affect health and wellbeing. | Healthy choices and the effects of different foods and drinks on dental health. | How to maintain oral hygiene and dental health. |
| **History** | **Egyptians** Lesson 1 - Who were the Egyptians?• To find out about the different ways in which ancient Egyptians lived and worked. | **Egyptians** Lesson 2 - Why was the River Nile so important?•To understand what was important to people during ancient Egyptian times. | **Egyptians** Lesson 3 - To explain the ancient ritual of Mummification.•To understand and explain the ancient Egyptian ritual of mummification. | **Egyptians** Lesson 4 - To find out about Tutankhamun tomb discovery.•To understand how evidence can give us different answers about the past. | **Egyptians** Lesson 5 - The language of the Pharaohs.• To understand how evidence can give us different answers about the past | **Egyptians** Lesson 6 - Egyptian Gods• To compare and contrast the powers of different Egyptian gods.  |
| **Computing** | Programming B Repetition in Games - Scratch**1** Using loops to create shapes | 2 Different loops | 3 Animate your name | 4 Modifying a game | 5 Designing a game | 6 Creating your games |
| **PE** | **Real Gym**Focusing on balance and different acrobatic sequences | **Real Gym**Focusing on balance and different acrobatic sequences | **Real Gym**Focusing on balance and different acrobatic sequences | **Real Gym**Focusing on rotation and rotation sequences with partners. | **Real Gym**Focusing on rotation and rotation sequences with partners. | **Real Gym**Focusing on rotation and rotation sequences with partners. |
| **Cricket****Athletics**Challenge ourselves in running, throwing and jumping tasks | **Cricket****Athletics**To accelerate over short distances. | **Cricket****Athletics**To run and jump with a one footed take off | **Cricket****Athletics**To use a sling action to throw a discus. | **Cricket****Athletics**To run on a curve and exchange a baton in our team. | **Cricket****Athletics**To apply all the skills in a competitive way. |
| **Science**  | **Living Things and their habitats**To recognise that living things can be grouped in avariety of ways | **Living Things and their habitats**To recognise that living things can be grouped in a variety of ways  | **Living Things and their habitats**To use a classification key to identify and name living things in the local environment | **Living Things and their habitats**To identify and name animals living in a range of habitats | **Living Things and their habitats**To recognise that habitats provide food and nutrients for living things | **Living Things and their habitats**To recognise that changes to an environment can pose dangers to living things |
| **French** | **What time is it?****Lesson** **1. O’Clock and Half Past**To speak in sentences, using familiar vocabulary, phrases andbasic language structures in the context of telling the time.• I can say and write a sentence to tell the time. | **What time is it? Lesson** **2. My Day**To speak in sentences, using familiar vocabulary, phrases andbasic language structures in the context of saying the times ofthings across the day.• I can say and write at what time I do things. | **What time is it? Lesson 3. What’s on Television?**To engage in conversations; ask and answer questions in thecontext of a TV schedule.• I can answer and ask a question about a TV schedule. | **What time is it? Lesson 4. Quarter Past and Quarter To**To speak in sentences, using familiar vocabulary, phrases andbasic language structures in the context of telling the time.• I can say and write a sentence to tell the time. | **What time is it? Lesson 5. The School Day**To read carefully and show understanding of words, phrasesand simple writing in the context of reading a school timetable.• I can say and write a sentence to tell the time. | **What time is it? Lesson** **6. A Maths Lesson on Time**To listen attentively to spoken language and showunderstanding by joining in and responding in the context ofa maths lesson on time.• I can take part in a Maths lesson on counting and time,in French. |
| **Music** | LO: To learn Blackbird by The BeatlesLO: Who were the Beatles? | LO: To learn Yellow submarine by The BeatlesLO: Identifying instruments | LO: To learn Hey Jude by The BeatlesLO: Exploring the Tempo  | LO: To learn Can’t buy me Love by The BeatlesLO: Exploring Dynamics | LO: To learn Yesterday by The BeatlesLO: Finding the pulse and comparing Beatles Music | LO: To learn Let it Be by The BeatlesLO: Performance of Blackbird |
| **Art** | **Canopic jar topic -** Sketching Skills | **Canopic jar topic -** Sketching Egyptian Gods Heads | **Canopic jar topic -** Designing a Canopic Jarand Planning Sculptures. | **Canopic jar topic -** Building a sculpture | **Canopic jar topic -** Building a sculpture - Adding details | **Canopic jar topic -** Painting Sculptures |