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 Adjectives  Prefix - Inter | Character study of Lucy.  Write diary entry as Lucy  **Grammar** -Adjectives/  Expanded Noun Phrases  Prefix - anti | Explore themes in the story.  Writing speech  **Grammar** -Direct Speech  Prefix - auto | Themes of betrayal and love/forgiveness  Writing internal dialogue as Edmund.  **Grammar** - Pronouns, possessive pronouns  Prefix - ex | Explore how character’s viewpoints can change.  Write to persuade.  **Grammar** - Main clause, subordinate clause  Prefix - 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 and  basic 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 and  basic language structures in the context of saying the times of  things 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 the  context 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 and  basic 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, phrases  and 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 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. |
| **Music** | LO: To learn Blackbird by The Beatles  LO: Who were the Beatles? | LO: To learn Yellow submarine by The Beatles  LO: Identifying instruments | LO: To learn Hey Jude by The Beatles  LO: Exploring the Tempo | LO: To learn Can’t buy me Love by The Beatles  LO: Exploring Dynamics | LO: To learn Yesterday by The Beatles  LO: Finding the pulse and comparing Beatles Music | LO: To learn Let it Be by The Beatles  LO: Performance of Blackbird |
| **Art** | **Canopic jar topic -** Sketching Skills | **Canopic jar topic -** Sketching Egyptian Gods Heads | **Canopic jar topic -** Designing a Canopic Jar  and Planning Sculptures. | **Canopic jar topic -** Building a sculpture | **Canopic jar topic -** Building a sculpture - Adding details | **Canopic jar topic -** Painting Sculptures |