



CLASS HALF TERM OVERVIEW OF PLANNING
Year 4 - Maple Class
Autumn 1

	Objective 1	Objective 2	Objective 3	Objective 4	Objective 5	Objective 6
RE L2.3 What is the Trinity and why is it important to Christians?	<p>Recognise what a 'Gospel' is and give an example of the kinds of stories it contains.</p> <p>Describe how Christians show their beliefs about God the Trinity in worship in different ways (in baptism, and prayer) and in the way they live.</p>	<p>Recognise their worth as individuals, by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals;</p> <p>Offer suggestions about what texts about baptism and Trinity mean.</p>	<p>To face new challenges positively by collecting information, looking for help, making responsible choices and taking action;</p> <p>Give examples of what these texts mean to some Christians today.</p>	<p>Understand why and how rules and laws are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules;</p>	<p>See that there are different kinds of responsibilities, rights and duties at home, at school and in the community, and that these can sometimes conflict with each other;</p>	<p>Make links between some Bible texts studied and the idea of God in Christianity, expressing clearly some ideas of their own about what Christians believe what God is like.</p>
PSHE Me and my relationships	<p>An email from Harold- Describe 'good' and 'not so good' feelings and how feelings can affect our physical state;</p> <p>Explain how different words can express the intensity of feelings</p>	<p>Ok or not ok? Explain what we mean by a 'positive, healthy relationship'; Describe some of the qualities that they admire in others.</p>	<p>Ok or not ok? Recognise that there are times when they might need to say 'no' to a friend;</p> <p>Describe appropriate assertive strategies for saying 'no' to a friend.</p>	<p>Human machines Demonstrate strategies for working on a collaborative task;</p> <p>Define successful qualities of teamwork and collaboration.</p>	<p>Different feelings Identify a wide range of feelings;</p> <p>Recognise that different people can have different feelings in the same situation;</p> <p>Explain how feelings can be linked to physical state.</p>	<p>When feelings change Demonstrate a range of feelings through their facial expressions and body language;</p> <p>Recognise that their feelings might change towards someone or something once they have further information.</p>
Maths	<p>PLACE VALUE Represent numbers to 1,000</p> <p>Partition numbers to 1,000</p> <p>Number line to 1,000</p> <p>Thousands</p> <p>Represent numbers to 10,000</p>	<p>Partition numbers to 10,000</p> <p>Flexible partitioning of numbers to 10,000</p> <p>Find 1, 10, 100, 1,000 more or less</p>	<p>Number line to 10,000</p> <p>Estimate on a number line to 10,000</p> <p>Compare numbers to 10,000</p> <p>Order numbers to 10,000</p> <p>Roman numerals</p>	<p>Round to the nearest 10</p> <p>Round to the nearest 100</p> <p>Round to the nearest 1,000</p> <p>Round to the nearest 10, 100 or 1,000</p>	<p>ADDITION AND SUBTRACTION</p> <p>Add and subtract 1s, 10s, 100s and 1,000s</p> <p>Add up to two 4-digit numbers – no exchange</p> <p>Add two 4-digit numbers – one exchange</p>	<p>Subtract two 4-digit numbers – no exchange</p> <p>Subtract two 4-digit numbers – one exchange</p> <p>Subtract two 4-digit numbers – more than one exchange</p> <p>Efficient subtraction</p>



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					Add two 4-digit numbers – more than one exchange	
No Nonsense Number	Using understanding of additive composition of ten for understanding 1000	Using understanding of additive composition of ten for understanding 1000	Using understanding of additive composition of ten for understanding 1000	Using understanding of additive composition of ten to add and subtract with three-digit numbers	Applying understanding to add and subtract pairs of three-digit numbers	Applying understanding of adding and subtracting with three-digit numbers
English	<p>An anthology of intriguing animals by Ben Hoare</p> <p>Develop positive attitudes to reading & understanding of what they read by:</p> <ul style="list-style-type: none"> reading books that are structured in different ways & reading for a range of purposes using dictionaries to check the meaning of words they have read. <p>Retrieve and record information from non-fiction.</p>	Plan their writing by: discussing similar writing to that which they are planning to write in order to understand & learn from its structure, vocabulary & grammar discussing & recording ideas. Draft and write by:	composing & rehearsing sentences orally, progressively building a varied & rich vocabulary & an increasing range of sentence structures organising paragraphs around a theme in non-narrative material, using simple organisational devices	Evaluate and edit by: assessing the effectiveness of their own writing and suggesting improvements proposing changes to grammar and vocabulary to improve consistency. Proofread for spelling	<p>Escape Pompeii Balit</p> <p>Develop positive attitudes to reading & understanding of what they read by: reading books that are structured in different ways & reading for a range of purposes using dictionaries to check the meaning of words they have read. Retrieve and record information from non-fiction.</p> <p>Big Write inspired by a 'mystical' object found outside</p>	<p>Narrative focus on describing the contrasting settings and developing character</p> <p>Plan their writing by: discussing similar writing to that which they are planning to write in order to understand & learn from its structure, vocabulary & grammar composing & rehearsing sentences orally, progressively building a varied & rich vocabulary & an increasing range of sentence structures Organising paragraphs around a theme</p> <p>Re-write the story in first person as one of the main characters.</p> <p>Evaluate and edit by: assessing the effectiveness of their own writing and suggesting</p>



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						improvements proposing changes to grammar and vocabulary to improve consistency. Proofread for spelling
Spelling	Step 1: Words that are homophones accept, except, knot, not, peace, piece, plain, plane, weather, whether	Step 2: Words with the prefix 'in-' meaning 'not' inability, inactive, inadequate, incorrect, incurable, indefinite, inelegant, inflexible, insecure, invisible	Step 3: Words with the reflexes 'il-', 'im-' and 'ir-' illegal, illegible, immature, immortal, impossible, impatient, imperfect, irregular, irrelevant, irresponsible	Step 4: Words with the prefix 'sub-' meaning 'below' or further divided subdivide, subheading, subject, submarine, submerge, submit, substandard, subtitle, subtropical, subway	Step 5: Words with the prefix 'inter-' meaning 'between or among' interact, intercept, interchange, intercity, intercom, interface, interfere, international, internet, interview	Step 6: Challenge Words strength, grammar, calendar, women, appear, straight, interest, opposite, increase, believe
Phonics/Grammar	Sentences with more than one clause using a wider range of conjunctions. Use conjunctions, adverbs & prepositions to express time, place & cause.	Choose nouns/pronouns accurately for clarity & cohesion & to avoid repetition. Indicate possession - possessive apostrophe with singular & plural nouns.	Introduction of paragraphs as a way to group related material Use of paragraphs to organise ideas around a theme. Headings and subheadings to aid presentation.	Appropriate use of pronoun or noun within and across sentences to aid cohesion and avoid repetition. Terminology Y3: adverb, preposition, conjunction, clause, subordinate clause Y4: determiner, pronoun, adverbial	Using conjunctions, adverbs and prepositions to express time, place and cause.	Use of inverted commas and other punctuation to indicate direct speech Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases. Sentences with more than one clause using a wider range of conjunctions. Use conjunctions, adverbs & prepositions to express time, place & cause.
Science Classifying Living things & their habitats How can the environment affect different groups of animals?	What are the seven life processes?	How can we sort and group animals?	What are vertebrate animals?	Which living things can be found in the local area? Find natural items to colour match	What is a classification key?	How is our environment changing?



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PE	<p>Identify where they are by using simple plans and diagrams of familiar environments</p> <p>Use simple plans and diagrams to help them follow a short trail and go from one place to another</p> <p>Respond to a challenge or problem they are set</p> <p>Begin to work and behave safely</p> <p>Work increasingly co-operatively with others</p> <p>Discuss how to follow trails and solve problems</p> <p>Recognise that different tasks make their body work in different ways</p> <p>Comment on how they went about tackling tasks</p>			<p>Keep up an continuous game, using a range of throwing and catching skills and techniques</p> <p>Use a small range of basic racket skills</p> <p>Choose and use a range of simple tactics for sending the ball in different ways to make it difficult for their opponent</p> <p>Choose and use a range of simple tactics for defending their own court</p> <p>Adapt and refine rules</p> <p>Make up their own net games</p> <p>Understand the point of the game</p> <p>Keep rules effectively and fairly</p> <p>Recognise how net games make the body work</p> <p>Talk about what they do well and recognise the things they could do better</p>		
PE Outdoor Net wall	<p>Orienteering- Problem Solving</p> <p>Work cooperatively and successfully as part of a team.</p> <p>2. Plan activities to achieve success.</p> <p>Teamwork-</p> <p>Work cooperatively and successfully as part of a team.</p> <p>2. Communicate effectively with other people.</p> <p>3. To demonstrate all the physical skills needed for orienteering: agility, balance, and co-ordination.</p>	<p>Orienteering-Map Skills</p> <p>To make a map with symbols and legend.</p> <p>To recognise where they are on a map.</p> <p>Use the navigation points N,S,E,W in games.</p> <p>Indoor Mapping</p> <p>Develop a basic understanding of map reading, and its importance in Orienteering.</p> <p>2. Understand the different points on a map.</p>	<p>Orienteering- Picture Orienteering</p> <p>Has knowledge of safety rules and procedures for taking part in orienteering event.</p> <p>2. Takes part in a picture orienteering event with success.</p> <p>3. Meets challenges effectively working as part of a team.</p> <p>Control Plotting</p> <p>Use 'thumbing and folding' techniques to navigate to and from control points.</p> <p>2. Work as a team to decide what approach to use to meet the challenge set.</p> <p>3. Use a map to plot the best route between controls.</p> <p>4. Explain how they could improve their performance</p>	<p>Tennis- Introduction</p> <p>Perform the basic skills needed for the games with control and accuracy.</p> <p>2. Send a ball into space at different speeds and heights to make it difficult for opponent.</p> <p>Cooperative Skills</p> <p>Keep the rally going using a range of shots.</p> <p>2. Recognise and explain good performances.</p>	<p>Tennis- Court Targets</p> <p>Hit the ball accurately towards a target.</p> <p>2. Find and use space in game situations.</p> <p>Rules of Mini Tennis</p> <p>Keep and follow the rules of games.</p> <p>2. Describe how their bodies feel when exercising</p>	<p>Tennis- Single Games</p> <p>Apply basic principles suitable for attacking.</p> <p>2. Hit a ball into space at different speeds and heights to make it difficult for opponent.</p> <p>3. Learn how to evaluate and recognise their own success.</p> <p>Final lesson</p> <p>Perform the basic skills needed for the game with control and accuracy.</p> <p>2. Send a ball into space at different speeds and heights to make it difficult for opponent.</p>



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Computing systems and networks – The Internet	To describe how networks physically connect to other networks	To recognise how networked devices make up the internet	To outline how websites can be shared via the World Wide Web (WWW)	To describe how content can be added and accessed on the World Wide Web (WWW)	To recognise how the content of the WWW is created by people	To evaluate the consequences of unreliable content
Internet Safety	Unit 01: Think before you share – Activity 4 Be Internet Legend Curriculum					
Geography European study – Italy What are the similarities and differences between my region and Campania, Italy?	How is the world represented on maps and globes? What are the key features of the UK and my region (recap)?	What are Europe’s human and physical features including countries and capital cities? What are the key geographical features of Italy?	What is plate tectonics? What are earthquakes and how do they occur?	What are the key physical features of Campania, Italy and how do they compare with my region What are the key settlements in Campania, Italy and how do they compare with my region?	What are volcanoes and how do they occur?	How is the land used in Campania, Italy and what are the economic activities and how do they compare to my region? What are the similarities between my region and the region of Campania, Italy?
Art Chromatic – Why do artists keep sketchbooks?	How do artists use sketchbooks?	What is mixed media?	If art isn't to hang on a wall, what else can it be for?	How can I use my sketchbook to help my process	How can we evaluate our artwork?	Artist Study Henri Rousseau
Music Mamma Mia	Mamma Mia by Abba Listen and appraise	Dancing Queen by Abba Listen and appraise Learn the song	The Winner Takes It All by Abba Listen and appraise Learn the song Add percussion	Waterloo by Abba Listen and Appraise Learn to sing the song Add percussion Improvise Compose	Super Trouper by Abba Listen and Appraise Learn to sing the song Add percussion Improvise Compose Perform	Thank You For The Music by Abba Listen and Appraise Warm up Add percussion Improvise Compose Perform
Spanish Are there different ways greet someone in Spanish?	Introduce Spain as a country and Spanish as a subject to the children.	To introduce the question and possible replies in Spanish for ¿cómo estás?	Consolidate language from last week and learn how to say their name in Spanish but also ask somebody else their name.	To learn the numbers 1-10 and the colours in Spanish.	To consolidate the colours in Spanish.	Introduce Spain as a country and Spanish as a subject to the children.
Educational visits/visitors		Make apple crumble to give to others- inspire by Johnny Appleseed story				Eden Project



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