



CLASS HALF TERM OVERVIEW OF PLANNING
Year 4 - Maple Class
Autumn 2

	Objective 1	Objective 2	Objective 3	Objective 4	Objective 5	Objective 6
RE L2.7 What do Hindus believe God is like?	What do we know about Hinduism?	How do many Hindus describe ultimate reality?	How might the idea of Brahman being in everything affect how you live?	What can we find out about some Hindu deities?	How do many Hindus understand deities?	What can we learn about deities from Ganesh?
PSHE Growing and Changing	Describe some of the changes that happen to people during their lives; Explain how the Learning Line can be used as a tool to help them manage change more easily; Suggest people who may be able to help them deal with change.	Name some positive and negative feelings; Understand how the onset of puberty can have emotional as well as physical impact Suggest reasons why young people sometimes fall out with their parents; Take part in a role play practising how to compromise.	Identify parts of the body that males and females have in common and those that are different; Know the correct terminology for their genitalia; Understand and explain why puberty happens.	RSE workshop led by SCARF Know the key facts of the menstrual cycle; Understand that periods are a normal part of puberty for girls; Identify some of the ways to cope better with periods	Define the terms 'secret' and 'surprise' and know the difference between a safe and an unsafe secret; Recognise how different surprises and secrets might make them feel; Know who they could ask for help if a secret made them feel uncomfortable or unsafe.	Understand that marriage is a commitment to be entered into freely and not against someone's will; Recognise that marriage includes same sex and opposite sex partners; Know the legal age for marriage in England or Scotland; Discuss the reasons why a person would want to be married, or live together, or have a civil ceremony.
Maths	Efficient subtraction Estimate Answers Checking Strategies LCP Problem Solving	What is Area? Count Squares Make Shapes Compare Areas LCP Problem Solving	Multiples of 3 X and divide by 6 6 x table and division facts X and divide by 9 LCP Problem Solving	9x table and division facts 3,6,9 x tables LCP Problem Solving	X and divide by 7s 7x tables and division facts LCP Problem Solving LCP Problem Solving	11 x and division facts 12 x tables and division facts LCP Problem Solving
No Nonsense Number	Using understanding of threes and fives for sixes and understanding of sixes for twelves	Using understanding of threes and fives for sixes and understanding of tens for nines, elevens and twelves	Using understanding of threes and fives for sixes and understanding of tens for nines, elevens and twelves	Applying understanding to multiply and divide by nine, eleven and twelve	Applying understanding to multiply and divide by nine, eleven and twelve	Applying understanding to multiply and divide by six



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English	<p>A Walk In London- Francis Rubbino. Read books that are structured in different ways. Draw inferences such as characters' feelings from their thoughts and actions and justify with evidence from the text. Identify how language, structure and presentation aid meaning.</p>	<p>Discuss writing similar to that they are going to write, to learn from its structure, vocabulary & grammar. In non-narrative material, use simple presentational devices. Compose and rehearse sentences orally (including dialogue), progressively building a rich and varied vocabulary and an increasing range of sentence structures.</p>	<p>Extend the range of sentences with more than one clause by using a wider range of conjunctions (Y3/4). Use fronted adverbials (Y4). Use and punctuate direct speech – introduce inverted commas (Y3), use inverted commas and other punctuation for direct speech (Y4). Express time, place and cause using conjunctions, adverbs and prepositions (Y3).</p>	<p>Draft, Write and edit description of trip around Eden, in the style of Francis Rubbino, using a combination of the text types studied.</p>	<p>Mog's Christmas calamity Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although (Y3/4) Using conjunctions, adverbs and prepositions to express time, place and cause (Y3) Using fronted adverbials y4</p>	<p>Using commas after fronted adverbials (Y4) Using and punctuating direct speech (Y3/4). Introducing paragraphs as a way to group related material (Y3) Using paragraphs to organise ideas around a theme (Y4).</p>
Spelling	<p>Step 7: Words where 'wr' makes a /r/ sound at the beginning of words- write, wriggle, wrap, wrestle, written, wrecked, wrapped, wren, wrong, wrote</p>	<p>Step 8: Words ending in 'le' table, apple, bottle, little, middle, bubble, cable, uncle, ankle, eagle</p>	<p>Step 9: Words ending in 'el'- camel, tunnel, jewel, travel, tinsel, squirrel, hazel, vowel, angel, towel</p>	<p>Step 10: Words ending in 'al'- Metal, petal, capital, hospital, animal, equal, final, pedal, local, magica</p>	<p>Step 11: Words ending in 'il'- pencil, fossil, nostril, pupil, April, gerbil, lentil, evil, anvil, basil</p>	<p>Step 12: Challenge Words- Wild, climb, most, only, both, old, cold, hold, gold, told</p>
Phonics/Grammar	<p>Sentences with more than one clause using a wider range of conjunctions. Use conjunctions, adverbs & prepositions to express time, place & cause.</p>	<p>Choose nouns/pronouns accurately for clarity & cohesion & to avoid repetition. Indicate possession - possessive apostrophe with singular & plural nouns.</p>	<p>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.</p>	<p>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</p>	<p>Using conjunctions, adverbs and prepositions to express time, place and cause.</p>	<p>Use of inverted commas and other punctuation to indicate direct speech Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases.</p>



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Science States of matter – How does temperature effect different materials?	What are solids, liquids and gases? Does temperature affect the rate of evaporation?	Do all liquids behave the same?	What is a thermometer used for?	How do materials change state?	What is the water cycle?	Do all liquids evaporate? Does temperature affect the rate of evaporation?
PE Gym	Perform actions, balances, body shapes and agilities with control Plan, perform and repeat longer sequences that include changes of speed and level, clear shapes and quality of movement Adapt their own movements to include a partner in a sequence; understand that strength and suppleness can be improved Lead a partner through short warm-up routines Recognise criteria that lead to improvement, e.g. changing a level Watch, describe and suggest possible improvements to others' performances Suggest improvements to their own performance					
PE Gymnastics How can I make sequences more complex?	Travelling Find different ways of using shape, travel and direction. 2. Explore movements and creativity.	Shapes and balances Develop balance both individually and when performing partner balances. 2. Collaborate with others, communicating and trusting others. 3. Begin to learn the names of muscles in the body.	Rolls Combine actions to create sequence of movements thinking about quality and performance. 2. Work well in small groups to create roll sequences, sharing ideas and listening to others	Jumps Improve the quality of key shape jumps, turn jumps, and rebound jumps. 2. Improve agility, balance and coordination	Group sequences Experiment with a wide range of actions, varying and combining spatial patters, speed, tension and continuity when working in groups. 2. Learn and develop the quality of a tuck roll to standing. 3. Observe other performances and provide effective feedback.	Apparatus and performance Combine actions and maintain the quality of performance when performing at the same time as others in a group. 2. Devise suitable warm-ups for the upcoming activities.
Computing Creating Media- Audio editing Can I change sounds?	To identify that sound can be recorded	To explain that audio recordings can be edited	To recognise the different parts of creating a podcast project	To apply audio editing skills independently	To combine audio to enhance my podcast project	To evaluate the effective use of audio
Internet Safety	Unit 02: Check it's for real – Activity 4, Be Internet Legend Curriculum					
History Significant Famous person Chico Mendez	Who was Chico Mendez? Why did Lynne Cherry write a book about him?	What impact has he had on people, environment, animals and government?	What impact has he had on me? What legacy would I like to leave?			



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DT - Food - Chocolate that cares - How can we make a chocolate treat that's fair for people and kind to the planet?						
Music Charanga Glockenspiel Stage 2 How do musical notes help us to play music?	Revisit D-E-F-inately Easy from Stage 1 Theory: 1. Finding out about music: Pulse. 2. Finding out about music: Pulse question. Pieces: Mardi Gras Groovin' Mardi Gras Groovin' (note-names) Mardi Gras Groovin' (note-names + notes) Mardi Gras Groovin' theory - the language of music Copy Back 3 Mardi Gras Groovin' (notation)	Revisit Roundabout and March of the Golden Guards from Stage 1. Theory: Finding out about music (rhythm) Remembering what you found out - rhythm 1. Finding out about music Watch this clip to find out about pitch. 2. Finding out about music - Listening game Listen to the pitch of the instruments playing in these pieces. Drag each piece to the box next to the description of the pitch. Finding out about music - Pitch Watch, listen, learn, remember... Pieces: Good, Better, Best	Revisit Portsmouth, Strictly D from Stage 1. Pieces: Remembering what you've found out Two-Way Radio (note-names) - playing part 2 Two-Way Radio (note-names) - playing part 1 Two-Way Radio (note-names + notes) - All Two-Way Radio theory - the language of music Two-Way Radio (notation) Theory: More finding out about music Finding out about music - Rhythm game 1	Revisit: What's up? DeeCee's Blues from Stage 1 Pieces: Flea Fly Flea Fly (note-names) Flea Fly (notes + note-names) Flea Fly theory - the language of music Flea Fly (notation) Theory: Finding out about music - Rhythm game 2	Christmas singing	Christmas singing
Spanish How do I name animals?	In this lesson pupils will learn how to name (with accurate pronunciation) and remember five animals in Spanish with the correct indefinite article/determiner.	In this lesson pupils will learn how to name (with accurate pronunciation) and remember five more animals in Spanish with the correct indefinite article/determiner.	In this lesson pupils will consolidate all ten nouns for animals in Spanish and will start to attempt to spell these words.	To explore and understand better the role of the indefinite article/determiner and to understand that there are more indefinite articles in Spanish compared to English.	To become more familiar with the 1st person high frequency irregular verb 'soy' (I am) from the verb 'ser' (to be).	To revise all language covered so far and to complete the end of unit assessment.
Educational visits/visitors				RSE workshop		



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