



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

	<b>Objective 1</b>	<b>Objective 2</b>	<b>Objective 3</b>	<b>Objective 4</b>	<b>Objective 5</b>	<b>Objective 6</b>
<b>RE</b> <b>L2.8 What does it mean to be Hindu in Britain today?</b>	What is Hindu Dharma?	How and why do many Hindus perform Puja?	What is dharma? What can we learn from the story of King Yudhishtira?	What does the Ramayana tell Hindus about dharma?	How and why do many Hindus celebrate Diwali?	Can I plan a Diwali celebration for my local community?
<b>PSHE</b> <b>Keeping Safe</b> <b>What are dangers, risks and hazards to me?</b>	Danger, risk or Hazard? Define the terms 'danger', 'risk' and 'hazard' and explain the difference between them; Identify situations which are either dangerous, risky or hazardous; Suggest simple strategies for managing risk.	Picture wise Identify images that are safe/unsafe to share online; Know and explain strategies for safe online sharing; Understand and explain the implications of sharing images online without consent	How dare you! Define what is meant by the word 'dare'; Identify from given scenarios which are dares and which are not; Suggest strategies for managing dares	Medicines- check the label Understand that medicines are drugs; Explain safety issues for medicine use; Suggest alternatives to taking a medicine when unwell; Suggest strategies for limiting the spread of infectious diseases (e.g. hand-washing routines)	How dare you! Define what is meant by the word 'dare'; Identify from given scenarios which are dares and which are not; Suggest strategies for managing dares.	Keeping Ourselves safe- Describe stages of identifying and managing risk; Suggest people they can ask for help in managing risk
<b>Maths</b>	White Rose - Multiplication & Division unit B Factor pairs Use factor pairs X and divide by by 10/100 Multiplication and division related facts LCP problem solving	Informal written methods for X X 2 digit by 1 digit number X 3 digit by 1 digit number Divide 2 digit by 1 digit number LCP problem solving	Divide 3 digit by 1 digit number Correspondence problems Efficient multiplication LCP problem solving	White Rose – Length & Perimeter Measure in M and KM Equivalent lengths in M & KM Perimeter on a grid & of a rectangle LCP problem solving	Perimeter of rectilinear shapes Find missing lengths in rectilinear shapes Calculate perimeter of rectilinear shapes Perimeter of regular polygons LCP problem solving	
<b>No Nonsense number facts</b>	Adding and subtracting 1/10/100/1000 with 4 digit numbers	Using understanding of place value with 4 digit numbers to add and subtract	Using understanding of place value with 4 digit numbers to add and subtract	Using understanding of place value with 4 digit numbers to add and subtract	Using understanding of place value with 4 digit numbers to add and subtract	



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<p><b>English-</b></p>	<p><b>King of the Birds (Fiction) - Michael Scott</b>          Discuss words and phrases that capture the reader's interest and imagination. Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. Participate in discussion about books that are read to them and those they can read for themselves, taking turns and listening to what others say.</p>	<p>Discuss writing similar to that they are going to write, to learn from its structure, vocabulary and grammar. In non-narrative material, use simple presentational devices. Compose and rehearse sentences orally (including dialogue), progressively building a rich &amp; varied vocabulary and an increasing range of sentence structures.</p>	<p>Write a story in paragraphs that shows how a tree becomes a king through a clever idea. Use expanded noun phrases to add detail and create atmosphere. Use inverted commas and speech to add detail. Demarcate sentences mostly accurately. Include the perfect verb form.</p>	<p>Evaluate, edit and improve writing. Present to a friend. Learn editing skills.</p>	<p><b>RSPB letter-persuasive text</b>          Identify main ideas drawn from more than one paragraph and summarising these (Y4) identifying key details that support the main ideas. distinguish between statements of fact and opinion Read letter example to identify persuasive vocabulary used Writing Pupils should be taught to: plan their writing by: discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar; identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.</p>	<p>draft and write by: composing and rehearsing sentences orally, progressively building a varied and rich vocabulary and an increasing range of sentence structures in non-narrative material, using simple organisational devices (e.g. headings and subheadings) ; evaluate and edit by: assessing the effectiveness of their own and others' writing and suggesting improvements</p>
<p><b>Spelling</b></p>	<p>Step 13          -sion suffix          expansion, extension, comprehension, tension, suspension, exclusion, provision          explosion, erosion, invasion</p>	<p>Step 14          -ous suffix          poisonous, dangerous, mountainous, marvellous, perilous, tremendous, enormous, jealous, precious, disastrous</p>	<p>Step 15          Words ending in '-ous' incl. those where 'ge' from the base word remains          courageous, outrageous, nervous, famous, adventurous, disadvantageous,</p>	<p>Step 16          When a suffix is added to a word ending in 'y'          merriment, happiness, plentiful, penniless, happily, prettiest, nastiness, beautiful, pitiful, silliness</p>	<p>Step 17          -ious – eous suffix          serious, obvious, curious, hideous, spontaneous, courteous, furious, various, victorious, gaseous</p>	<p>Step 18          Challenge words          extreme, although, breath, caught, different, exercise, medicine, thought, business, possession</p>



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			ridiculous, carnivorous, rapturous, torturous			
<b>Grammar</b>	Using fronted adverbials (Y4).	Indicate grammatical and other features by: Using commas after fronted adverbials (Y4)	Using paragraphs as a way to group related material (Y3)	Using paragraphs to organise ideas around a theme (Y4).	Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because and although (Y3/4)	proposing changes to grammar and vocabulary (and punctuation (Y5) to improve consistency, including the accurate use of pronouns in sentences (Y4) to enhance effects and clarify meaning ensuring the consistent and correct use of tense throughout a piece of writing proofread for spelling and punctuation errors (Y4/5)
<b>Science Animals including Humans</b>	What is the digestive system?	Why are teeth different shapes?	What drink causes the most tooth decay?	How can I construct a food chain?		
<b>PE</b>	Respond imaginatively to a range of stimuli related to character and narrative Use simple motifs and movement patterns to structure dance phrases on their own, with a partner or in groups Refine, repeat and remember dance phrases and dances Perform dances clearly and fluently Show sensitivity to the dance idea and the accompaniment Show a clear understanding of how to warm up and cool down safely Describe, interpret and evaluate dance using appropriate language					
<b>PE Dance How do I tell a story through dance?</b>	Introduction to dance  Explore and create characters and narratives in response to a range of stimuli. 2. Show control, accuracy and fluency of movement when performing actions on	Performing in character  Perform dances using a range of movement patterns. 2. Perform more complex dance phrases and dances that communicate character and narrative.	Building the dance  Use different compositional ideas to create motifs incorporating unison, canon, action and reaction, question and answer. 2. Create, perform and	Listen to the beat  Communicate what they want through their dances and perform with fluency and control, showing sensitivity to accompaniment and to others.	Group choreography  Develop and vary dance phrases using canon, unison, repetition, and changes of direction, level, speed and pathway. 2. Experiment with a wide range of actions,	Performance  Perform skills more accurately and consistently. 2. Work well as part of a team. 3. Describe, interpret and evaluate their own dance, taking account



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	their own. 3. Understand the importance of being physically fit.		repeat sequences that include changes of dynamics e.g. changes of level, speed or direction.	2. Identify what they need to practice to improve their performance.	varying and combining spatial patterns, speed, tension and continuity when working with a partner and in a group.	of character and narrative.
<b>Creating media – photo editing</b> <b>Can I believe everything I see?</b>	To explain that the composition of digital images can be changed	To explain that colours can be changed in digital images	To explain how cloning can be used in photo editing	To explain that images can be combined	To combine images for a purpose	To evaluate how changes can improve an image
<b>Internet Safety</b>	Unit 03:Protect Your Stuff – Activity 4, <a href="#">Be Internet Legend Curriculum</a>					
<b>History</b> <b>Ancient Greece</b>	What can excavations tell us about early Greece?	What was life like in early Greece?	How did the Minoans trade in early Greece?	What was life like in Athens and Sparta?  How did the city-states overcome the Persian invasion?	What was life like in the city-states after the Persians retreated?  How did King Philip II grow the Macedon Empire?	Who was Alexander the Great and what made him a significant leader?  What were the greatest achievements of Ancient Greece?
<b>DT - Textiles - Bag a story - How will your bag's design represent your favourite book, and be strong for carrying?</b>						
<b>Music</b> <b>Charanga</b> <b>Stop!</b> <b>Can music change our behaviour?</b>	Stop! Listen and appraise	Gotta Be Me by Secret Agent 23 Skidoo Listen and appraise Learn the song	Radetzky March by Strauss Listen and appraise Learn the song Add percussion	Can't Stop The Feeling! by Justin Timberlake Listen and Appraise Learn to sing the song Add percussion Improvise Compose	Libertango by Astor Piazzolla Listen and Appraise Learn to sing the song Add percussion Improvise Compose Perform	Mas Que Nada performed by Sergio Mendes and the Black Eyed Peas Listen and Appraise Warm up Add percussion Improvise Compose Perform



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<b>MFL</b>						
<b>La Fruta</b>	To introduce the aim of the unit "La fruta". In this lesson, pupils will learn how to name (with accurate pronunciation) and remember the first five (of a total of ten) fruits in Spanish. The next lesson will focus on the remaining five.	Five more nouns for fruits in Spanish using 'La fruta (2)' PowerPoint.	To move from singular noun to plural noun and consolidate all ten fruits in Spanish using the 'La fruta (3)' PowerPoint.	Develop further linguistic progression by learning how to formulate a simple opinion on fruits using "Me gustan..." ("I like...") plus a fruit. Use the 'La fruta 4' PowerPoint provided in your resources.	The children will be introduced to the negative opinion "No me gustan..." ("I do not like...") with the extra opportunity to also learn the question "¿Te gustan...?" ("Do you like...?") They can use this new language to perform a short, simple role play. Use the 'La fruta (5)' PowerPoint provided in your resources.	The children will be introduced to the negative opinion "No me gustan..." ("I do not like...") with the extra opportunity to also learn the question "¿Te gustan...?" ("Do you like...?") They can use this new language to perform a short, simple role play. Use the 'La fruta (5)' PowerPoint provided in your resources.
<b>Educational visits/visitors</b>	<b>Dentist visit</b>				<b>Ancient Greece Experience Day</b>	