



CLASS HALF TERM OVERVIEW OF PLANNING

Year 4 - Maple Class

Spring 2

	Objective 1	Objective 2	Objective 3	Objective 4	Objective 5	Objective 6
RE L2.5 Why do Christians call the day Jesus Died 'Good Friday'?	Remind pupils that Christians believe humans are separated from God because they all sin – that is, they prefer to go their own way rather than God's. Most Christians say that Jesus came to show people how to live a life of love and obedience – saving or rescuing them by helping them to live God's way.	Recap work on Holy Week from Unit 1.5 – what can pupils remember? Get pupils to prepare to write a diary entry for Mary, the mother of Jesus, for three important days in Holy Week. Would Mary call the day Jesus died 'Good Friday'? Would she say something different on Sunday?	Talk about pupils' responses and reaction to the story: how did it make them feel? How do they think Christians will feel as they read this account? What would Christians learn from Jesus' example and teaching in these accounts?	Use visits, visitors, church websites and church programme cards to find photos and other information about what different churches do on Palm Sunday, Good Friday and Easter Sunday (e.g. types of service, music, readings, actions and rituals, colours, decorations).	For people at the time, these three parts of the story provoke hope, sadness and joy. Why was there hope as Jesus arrived as king? (E.g. the people were expecting God to rescue them and restore their land.) Why was there sadness? (E.g. their king was killed and everything seemed lost)	Continued... Why was there joy? (E.g. Jesus was alive!) You could annotate Mary's emotion graph with these explanations. Explore why these stories still provoke these emotions in Christians today. Compare with what brings hope, sadness and joy to pupils. Reflect on the key question: Why do Christians call the day their king died 'Good Friday'?
PSHE Rights & Respect How do we make a difference?	Explain how different people in the school & local community help them stay healthy & safe; Define what is meant by 'being responsible'; Describe the various responsibilities of those who help them stay healthy & safe; Suggest ways they can help the people who keep them healthy & safe.	Understand that humans have rights and also responsibilities; Identify some rights and also responsibilities that come with these.	Understand why we have rules; Suggest and engage with ways that they can contribute to the decision-making process in school (e.g. through pupil voice/school council); Recognise that everyone can make a difference within a democratic process	Define the word influence; Recognise that reports in the media can influence the way they think about a topic; Form and present their own opinions based on factual information and express or present these in a respectful and courteous manner.	Explain the role of the bystander and how it can influence bullying or other anti-social behaviour; Recognise that they can play a role in influencing outcomes of situations by their actions.	Explain what is meant by the terms 'income tax', 'National Insurance' and 'VAT'; Understand how a payslip is laid out showing both pay and deductions; Prioritise public services from most essential to least essential.
Maths	Multiply by 1 and zero Divide a number by 1 and itself Multiply three	White Rose - Multiplication & Division unit B Factor pairs	Informal written methods for X X 2 digit by 1 digit number	Divide 3 digit by 1 digit number Correspondence problems	White Rose – Length & Perimeter Measure in M and KM	Perimeter of rectilinear shapes Find missing lengths in rectilinear shapes



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	<p>numbers together</p> <p>LCP problem solving</p>	<p>Use factor pairs X and divide by by 10/100 Multiplication and division related facts LCP problem solving</p>	<p>X 3 digit by 1 digit number Divide 2 digit by 1 digit number LCP problem solving</p>	<p>Efficient multiplication LCP problem solving</p>	<p>Equivalent lengths in M & KM Perimeter on a grid & of a rectangle LCP problem solving</p>	<p>Calculate perimeter of rectilinear shapes Perimeter of regular polygons LCP problem solving</p>
No Nonsense number	<p>NNNF Block 3 Adding and subtracting 1/10/100/1000 with 4 digit numbers</p>	<p>Using understanding of place value with 4 digit numbers to add and subtract</p>	<p>Using understanding of place value with 4 digit numbers to add and subtract</p>	<p>Using understanding of place value with 4 digit numbers to add and subtract</p>	<p>Using understanding of place value with 4 digit numbers to add and subtract</p>	<p>Applying understanding of lace value with 4 digit numbers to add and subtract</p>
English	<p>13 Words by Limony Snickett</p> <p>Reading Develop positive attitudes to reading and understanding of what they read. Understand what they read, in books they can read independently, by: Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</p> <p>Identifying main ideas drawn from more than one paragraph and summarising these. Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.</p>	<p>Writing Plan their writing by: Discussing similar writing to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</p> <p>discussing and recording ideas.</p>	<p>Draft and write by: Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures</p> <p>In narratives, creating settings, characters and plot.</p>	<p>Draft and write by: Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures</p> <p>In narratives, creating settings, characters and plot.</p>	<p>Evaluate and edit by: Assessing the effectiveness of their own writing and suggesting improvements</p> <p>Proposing changes to grammar and vocabulary to improve consistency.</p>	<p>Proofread for spelling and punctuation errors.</p> <p>Read aloud their own writing, to a group or whole class, using appropriate intonation and controlling the tone and volume so that meaning is clear.</p>



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Grammar	Identify word class in the text	Using conjunctions, adverbs (and adverbials) (then, next, soon, therefore) and prepositions (before, after, during, in, because of) to express time, place and cause (Y3).	Use of inverted commas and other punctuation to indicate direct speech (e.g. a comma after the reporting clause; end punctuation within inverted commas) (Y4)	Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to the strict maths teacher with curly hair) (Y4).	Poetry Pie Choosing nouns or pronouns accurately for clarity and cohesion and to avoid repetition (Y4) Express time, place and cause using conjunctions, adverbs and/ or prepositions (Y3).	Use fronted adverbials with commas (Y4). Use commas to separate items in a list (Y2 revision). Using fronted adverbials (Y4).
Spelling Spring 2	-sion words expansion extension comprehension tension suspension exclusion provision explosion erosion invasion	-ous words poisonous dangerous mountainous marvellous perilous tremendous enormous jealous precious disastrous	Further -ous words where age remains in the base word courageous outrageous nervous famous adventurous disadvantageous ridiculous carnivorous rapturous torturous	Words where a suffix is added to words ending in y merriment happiness plentiful penniless happily prettiest nastiness beautiful pitiful silliness	-ious -eous serious obvious curious hideous spontaneous courteous furious various victorious gaseous	Challenge words breath business caught different exercise extreme Revise medicine possession although thought
Grammar		Using conjunctions, adverbs (and adverbials) (then, next, soon, therefore) and prepositions (before, after, during, in, because of) to express time, place and cause (Y3)	use of inverted commas and other punctuation to indicate direct speech (e.g. a comma after the reporting clause; end punctuation within inverted commas) (Y4)	noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to the strict maths teacher with curly hair) (Y4).	Choosing nouns or pronouns accurately for clarity and cohesion and to avoid repetition (Y4)	Use fronted adverbials with commas (Y4). Use commas to separate items in a list (Y2 revision). Using fronted adverbials (Y4).
Science No science this half term						
PE	<p>Play games with some fluency and accuracy, using a range of throwing and catching techniques</p> <p>Find ways of attaching successfully when using other skills</p> <p>Use a variety of simple tactics for attacking well, keeping possession of the ball as a team and getting into positions to score</p> <p>Know the rules of the game</p> <p>Understand that they need to defend as well as attack</p> <p>Understand how strength, stamina and speed can be improved by playing invasion games</p> <p>Lead a partner through short warm-up routines</p> <p>Watch and describe others' performances as well as their own</p> <p>Suggest practices that will help them and other play better</p>					



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<p style="text-align: center;">PE Invasion Games</p> <p>How can I use tactics to win a game? Tag Rugby x 3 Hockey x3</p>	<p>Tag Rugby Ball control and working as part of a team</p> <p>Keep control of the ball when running. 2. Move in different directions learning to move away from your opponent / partner. 3. Learn to run as a line, like a team would in rugby.</p> <p>Accurate passing and catching in a team</p> <p>Learn how to pass a rugby ball to a partner. 2. Catch the rugby ball successfully without dropping it. 3. Pass the rugby ball backwards down a line of players.</p>	<p>Tag Rugby Attacking</p> <p>Improve passing and catching skills whilst on the move. 2. Move forward to attack as part of a team. 3. Successfully score a try.</p> <p>Defending and tagging</p> <p>To work as part of a team when defending. 2. To learn to keep in a line and spread out.</p>	<p>Tag Rugby Circuits skills and tagging</p> <p>Recap skills and tactics. 2. Develop the physical characteristics needed. Speed, fitness, agility.</p> <p>Competition</p> <p>To be able to play a full game of tag rugby. 2. To understand the rules of a game of tag rugby. 3. Carefully consider the best way to score a try and win the game.</p>	<p>Hockey Introduction</p> <p>Participate in Competitive games, modified where appropriate. 2. Work well as part of a team.</p> <p>Stick and ball familiarisation</p> <p>Develop control. 2. Perform the basic skills needed for the games with control and accuracy. 3. Devise suitable warm-up activities for the upcoming activities.</p>	<p>Hockey Dribbling</p> <p>Move with a ball keeping it under control whilst changing direction. 2. Understand the link between heart rate and breathing when exercising</p> <p>Passing</p> <p>Pass/Send a ball with increasing accuracy. 2. Receive the ball successfully.</p>	<p>Hockey Shooting</p> <p>Shoot and score with increased success. 2. Learn how to evaluate and recognise their own success.</p> <p>Games</p> <p>Move into space to receive the ball or create space for teammates. 2. Keep possession of the ball as part of a team. 3. Explain the tactics they have used in games.</p>
<p style="text-align: center;">Computing Data & Information- data logging How can I use data to answer questions?</p>	<p>To explain that data gathered over time can be used to answer questions</p>	<p>To use a digital device to collect data automatically</p>	<p>To explain that a data logger collects 'data points' from sensors over time</p>	<p>To recognise how a computer can help us analyse data</p>	<p>To identify the data needed to answer questions</p>	<p>To use data from sensors to answer questions</p>
<p style="text-align: center;">Internet Safety</p>	<p>Unit 04: Respect Each Other – Activity 4, Be Internet Legend Curriculum</p>					
<p style="text-align: center;">Geography: Locality Unit – What are the historical features of Exeter?</p>	<p>Where is my locality?</p>	<p>How is the land used in my locality?</p>	<p>What are the geographical features of my locality?</p>	<p>Can I draw a sketch map of my locality?</p>	<p>What can I learn from the Exmouth/Exeter features -docks and blue plaque trail?</p>	



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Art Monochromatic – How do artists draw perspective? Famous Artist Study- Picasso Cubism	What is the difference between shape and form in drawing?	How can we use linear perspective in drawing?	How can we use atmospheric perspective in drawing?	How can I be inspired by how Patrick Hughes uses perspective?	How can we evaluate our artwork?	<i>Great artists, architects and designers in history: Patrick Hughes</i>
Music: Charanga Lean on me- How can music make us feel closer to others? Instrument recorders	Lean On Me by Bill Withers Listen and appraise	He Still Loves Me by Walter Williams and Beyoncé Lean On Me by Bill Withers Listen and appraise Learn the song	Shackles by Mary Mary Listen and appraise Learn the song Add percussion	Amazing Grace by Elvis Listen and Appraise Learn to sing the song Add percussion Improvise Compose	Ode To Joy Symphony No 9 by Beethoven Listen and Appraise Appraise Learn to sing the song Add percussion Improvise Compose Perform	Lean On Me by The ACM Gospel Choir Listen and Appraise Warm up Add percussion Improvise Compose Perform
MFL Presenting Myself How would I describe myself in Spanish?	Revise basic greetings and will learn how to ask someone how they are feeling as well as answer the question themselves in Spanish.	To learn how to ask and answer the question '¿Cómo te llamas?' (What is your name?) in Spanish.	To consolidate numbers 1-10 and to introduce numbers 11-20 in Spanish.	To consolidate knowledge of numbers 1-20 in Spanish and to learn how to ask and answer the question '¿Cuántos años tienes?' (How old are you?).	To consolidate all previous knowledge from the unit, to learn how to ask and answer the question '¿Dónde vives?' (Where do you live?) and the basics of adjectival agreement in Spanish.	MFL Presenting Myself How would I describe myself in Spanish?
Educational visits/visitors					Trip to Exeter – land use.	Exmouth Blue Plaque and key features trail