



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

	Objective 1	Objective 2	Objective 3	Objective 4	Objective 5	Objective 6
RE L2.13 How do people from religious and non-religious communities celebrate festivals?	Make sense of belief: Describe examples of ways in which people use texts/teachings to make sense of responses to racism and how to approach the challenges it presents.	Understand the impact: Make clear connections between the challenges racism presents and how people of religious and non-religious worldviews respond to these, both within and beyond their own communities.	Understand the impact: Make clear connections between the challenges racism presents and how people of religious and non-religious worldviews respond to these, both within and beyond their own communities.	Make connections: Interpret case studies of how people holding both religious and non-religious worldviews have approached racism, reflecting on and articulating lessons people might gain from these.	Make connections: Interpret case studies of how people holding both religious and non-religious worldviews have approached racism, reflecting on and articulating lessons people might gain from these.	Offer a reasoned response to the unit question, with evidence and examples, expressing insights of their own
PSHE Being my best What do I need to do to be my best?	Identify ways in which everyone is unique; Appreciate their own uniqueness; Recognise that there are times when they will make the same choices as their friends and as well as choose differently. Consider choices they make for themselves and choices others make for them;	Understand that the body gets energy from food, water and oxygen and that exercise and sleep are important to our health; Plan a menu which gives a healthy balanced of foods from across the food groups on the Eatwell Guide (formerly Eatwell Plate)	Understand the ways in which they can contribute to the care of the environment (using some or all of the seven Rs); Suggest ways the Seven Rs recycling methods can be applied to different scenarios.	Define what is meant by the word 'community'; Suggest ways in which different people support the school community; Identify qualities and attributes of people who support the school community.	Physical Health and Mental Wellbeing (Health Education) Basic first-aid. 1. How to make a clear and efficient call to emergency services if necessary. 2. Concepts of basic first-aid, for example dealing with common injuries, including head injuries	Mental Health well being How can we help ourselves to be ensure positive mental health? To include '10 a day'
Maths	Step 14 Subtract from whole amounts Step 15 Subtract from mixed numbers DECIMALS Step 1 Tenths as fractions Step 2 Tenths as decimals	Step 3 Tenths on a place value chart Step 4 Tenths on a number line Step 5 Divide a 1-digit number by 10 Step 6 Divide a 2-digit number by 10	Step 7 Hundredths as fractions Step 8 Hundredths as decimals Step 9 Hundredths on a place value chart Step 10 Divide a 1- or 2-digit number by 100	DECIMALS B Step 1 Make a whole with tenths Step 2 Make a whole with hundredths Step 3 Partition decimals Step 4 Flexibly partition decimals	Step 5 Compare decimals Step 6 Order decimals Step 7 Round to the nearest whole number Step 8 Halves and quarters as decimals	MONEY Step 1 Write money using decimals Step 2 Convert between pounds and pence Step 3 Compare amounts of money Step 4 Estimate with money
No Nonsense number	Block 6 Week 1: Connecting counting in fours, sixes, sevens and	Block 6 Week 2: Exploring multiplying	Block 6 Week 3: Using understanding to	Block 6 Week 4: Applying understanding of	Block 6 Week 5: Applying understanding of multiplying and	Block 6 Week 6: Applying understanding of



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	nines to counting in steps ten times the size	with three single-digit numbers	multiply three single-digit numbers	multiplying and understanding of place value to multiply and divide	understanding of place value to multiply and divide	multiplying and understanding of place value to multiply and divide
English	<p>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).</p>	<p>Use fronted adverbials with commas (Y4). Use commas to separate items in a list (Y2 revision). Using fronted adverbials (Y4).</p>	<p>Little Evie and the Wild Wood & The girl and the fox Extend range of sentences with more than one clause by using a wider range of conjunctions, inc' when, if, because and although (Y3/4)</p>	<p>Using conjunctions, adverbs and prepositions to express time, place and cause (Y3) Using fronted adverbials (Y4) Indicate grammatical and other features by: Using commas after fronted adverbials (Y4)</p>	<p>Using paragraphs as a way to group related material (Y3) Using paragraphs to organise ideas around a theme (Y4). Reflect the changing atmosphere/moods in the retold story.</p>	<p>Recreate own version of books studied this half term.</p>
Spelling	<p>Step 25: Words that are Homophones scene, who's, affect, hear, whose, heal, effect, here, heel, seen</p>	<p>Step 26: Words spelled with 'c' before 'i' and 'e' circle, century, centaur, circus, princess, voice, medicine, celebrate, celery, pencil</p>	<p>Step 27: Words containing 'sol' and 'real' solve, insoluble, real, reality, dissolve, solution, realistic, unreal, realisation, soluble</p>	<p>Step 28: Words containing 'phon' and 'sign' signal, telephone, assign, microphone, homophone, sign, phonics, signature, megaphone, design</p>	<p>Step 29: Words with the prefixes 'super-', 'anti-' and 'auto' supermarket, superhero, superstar, superhuman, antiseptic, anticlockwise, antisocial, autobiography, autograph, automatic</p>	<p>Step 30: Words with the prefix 'bi-' meaning 'two' bicycle, biplane, biped, bicentennial, biannual, bilingual, biscuit, biceps, binoculars, bisect</p>
Grammar	Fronted adverbials	Conjunctions subordinate clause	clauses	Subordinate clauses	adverbials	
Science How does electricity travel?	Which appliances use electricity?	How can I make a simple circuit?	Why don't some circuits work?	How can we test if a material is a conductor or an insulator?	How do switches affect a circuit?	
PE	<p>Understand and demonstrate the difference between sprinting and running for sustained periods Know and demonstrate a range of throwing techniques Throw with some accuracy and power into a target zone Perform a range of jumps showing consistent technique and sometimes using a short run up Play different roles in small groups Relate different styles of activity to different heart rates and body temperatures, use these activities when warming up Compare and contrast performance using appropriate language</p>					



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PE Athletics Which skills are transferable in running, jumping and throwing?	Introduction Show control, coordination and consistency when running. 2. Show control, coordination and consistency when throwing. 3. Show control, coordination and consistency when jumping.	Running Choose the appropriate running speed to meet the demand of the task. 2. Understand how to pace your speed when running over an increased distance. 3. Describe how their bodies feel when exercising.	Jumping Combine basic jump actions to form a jump combination. 2. Devise suitable warm-up activities for the upcoming activities.	Throwing Develop jumping technique. 2. Learn how to evaluate and recognise their own success.	Relay Races Communicate, collaborate and compete with others. 2. Work well as part of a team.	Final Session Show control, coordination and consistent when running. 2. Show control, coordination and consistent when throwing. 3. Show control, coordination and consistent when jumping.
Computing Programming A – repetition in shapes Can I use a computer to make a repeating pattern?	To evaluate the effective use of audio To create a program in a text-based language	To create a program in a text-based language	To explain what 'repeat' means	To modify a count-controlled loop to produce a given outcome	To decompose a task into small steps	To create a program that uses count-controlled loops to produce a given outcome
Internet Safety	Unit 05: When In Doubt, Discuss – Activity 4, Be Internet Legend Curriculum					
Romans- How did the Roman Empire impact Britain?	What do we know about early Rome and how do we know this? Who was in charge of the Roman Empire?	How powerful was the Roman army? What events led up to Emperor Claudius invading Britain?	How did the Roman settlements compare to the Celtic villages?	Who was Boudicca and why did she take revenge on the Romans?	How did the Romans protect their land and how do we know this? What happened in the final years of the Roman Empire?	What was life like in the different regions of England during the Roman era?
DT - Construction - Roman Innovations: Bright Ideas - How can we use electricity to create a Roman-themed model that is exciting and functional?						
Music Charanga	Blackbird by The Beatles	Yellow Submarine by The Beatles	Hey Jude by The Beatles Listen and appraise	Can't Buy Me Love by The Beatles Listen and	Yesterday by The Beatles	Let It Be by The Beatles



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<p>Blackbird Were the Beatles the best band ever?</p>	<p>Listen and appraise</p>	<p>Listen and appraise Learn the song</p>	<p>Learn the song Add percussion</p>	<p>Appraise Learn to sing the song Add percussion Improvise Compose</p>	<p>Listen and Appraise Learn to sing the song Add percussion Improvise Compose Perform</p>	<p>Listen and Appraise Warm up Add percussion Improvise Compose Perform</p>
<p>MFL Spanish At the café What would I order in Spanish?</p>	<p>Order from a selection of foods from a Spanish menu. Order a Spanish breakfast.</p>	<p>Order typical Spanish snacks. Ask for the bill. Remember how to say hello, goodbye, please & thank you. To complete a class survey about favourite Spanish foods and use the data for numeracy!</p>	<p>Cook Spanish foods-naming ingredients in Spanish</p>	<p>To revise the drinks vocabulary from last week and introduce the presentation of foods that may be ordered for breakfast at a Spanish bar/café.</p>	<p>To revise the new vocabulary from previous weeks and to integrate the food and drinks together in a café role play</p>	
<p>Educational visits/visitors</p>					<p>Roman Soldier visitor or Roman Experience Day</p>	