



## CLASS HALF TERM OVERVIEW OF PLANNING

### Year 4 - Maple Class

### Summer 2

	Objective 1	Objective 2	Objective 3	Objective 4	Objective 5	Objective 6
<b>RE</b> <b>L2.11 How and why do people mark significant events of life?</b>	Discussion about significant events	Make connections with prior knowledge from earlier in the year. Explore and use the religious metaphor that 'Life is a journey'. What are the significant milestones on this journey? What other metaphors could be used for life?	Consider the value and meaning of ceremonies that mark milestones in life particularly those associated with growing up and taking responsibility within a faith community. How do these practices show what is important in the lives of those taking these steps?	Explore the symbols and rituals used and the promises made. Explore what meaning these ceremonies have for the individual. Explore the ongoing impact of commitment.	Describe what happens in ceremonies of commitment e.g baptism and discuss what these rituals mean. Church visit.  Identify some differences in how people celebrate commitment e.g different practices in marriage. Sikh naming ceremony	Create a 'map of life'. Compare with other religions showing what these religions offer to guide people through life. What might the signposts, guidebooks, stopping points or traffic jams be?
<b>PSHE</b> <b>Valuing Difference</b> <b>How are we the same, different or similar?</b>	Define the terms 'negotiation' and 'compromise'; <b>Understand the need to manage conflict or differences and suggest ways of doing this, through negotiation and compromise.</b>	Understand they have the right to protect their personal body space; Recognise how others' non-verbal signals indicate how they feel when people are too close; Suggest people they can talk to if they feel uncomfortable with other people's actions towards them.	Recognise that they have different types of relationships with people they know (e.g. close family, wider family, friends, acquaintances); Give examples of features of these different types of relationships, including how they influence what is shared	List some of the ways that people are different to each other (including differences of race, gender, religion); Recognise potential consequences of aggressive behaviour; Suggest strategies for dealing with someone who is behaving aggressively.	List some of the ways in which people are different to each other (including ethnicity, gender, religious beliefs, customs and festivals); Define the word respect and demonstrate ways of showing respect to others' differences.	Understand and identify stereotypes, including those promoted in the media.
<b>Maths</b>	<b>MONEY</b> Step 1 Write money using decimals Step 2 Convert between pounds and pence Step 3 Compare amounts of money Number fact assessments	Step 4 Estimate with money Step 5 Calculate with money Step 6 Solve problems with money  Number fact assessments	<b>Position &amp; Direction</b> Describe position using coordinates Plot coordinates  Number facts assessments	Draw 2D shapes on a grid Translate on a grid Describe translations on a grid  Number fact assessments	<b>TIME</b> Step 1 Years, months, weeks and days Step 2 Hours, minutes and seconds Step 3 Convert between analogue and digital times	<b>STATISTICS</b> Step 1 Interpret charts Step 2 Comparison, sum and difference Step 3 Interpret line graphs Step 4 Draw line graphs Step 4 Convert to the 24-hour clock Step 5 Convert from the



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						24-hour clock
<b>No Nonsense number</b>	Block 6 Week 1: Connecting counting in fours, sixes, sevens and nines to counting in steps ten times the size	Block 6 Week 2: Exploring multiplying with three single-digit numbers	Block 6 Week 3: Using understanding to multiply three single-digit numbers	Block 6 Week 4: Applying understanding of multiplying and understanding of place value to multiply and divide	Block 6 Week 5: Applying understanding of multiplying and understanding of place value to multiply and divide	Block 6 Week 6: Applying understanding of multiplying and understanding of place value to multiply and divide
<b>English</b>	THE DICTIONARY OF DIFFICULT WORDS Choosing nouns or pronouns accurately within and across sentences for clarity and cohesion and to avoid repetition (Y4)	Using commas after fronted adverbials Headings and subheadings to aid presentation (Y3).	THE STICK BOOK  Present learning and knowledge from Y4 camp into own anthology of 'ideas for outdoors'	Evaluate and edit by: assessing the effectiveness of their own writing and suggesting improvements	Propose changes to grammar & vocab to improve consistency Proofread for spelling & punctuation errors.	Pupils' writing to be read aloud to a group or whole class, using appropriate intonation, tone & volume so meaning is clear
<b>Spelling</b>	Step 31: Challenge Words guide, possess, forwards, accident, eighth, occasion, Wednesday, actually, busy, forward	Step 32: Words that are plurals with possessive apostrophes girls', boys', babies', children's, men's, mice's, ladies', cats', women's, geese's	Step 33: Revision words expression, musician, reluctantly, group, scene, circle, solve, supermarket, bicycle, except	Step 34: Revision Words incorrect, illegible, subject, international, believe, wildly preparation, coronation, bravely, thoughtfully	Step 35: Revision words brochure, famous, tension, penniless, hideous, different, astronaut, completion, admission, mathematician	Step 36: Revision words gently, separate, affect, unexpectedly, potatoes, circus, insoluble, microphone, superhuman, bicentennial
<b>Grammar</b>	Nouns/pronouns	Using conjunctions (e.g. when, before, after, while, so, because) to express time and cause (Y3)	Using fronted adverbials (Y4).	Y4: determiner, pronoun, adverbial	Terminology Y3: conjunction, prefix (if considering morphology), clause, , subordinate clause	
<b>Science Sound- How does sound travel?</b>	How are sounds made?	What is a sound vibration?  What is inside your ear?	Does the size of the pinna affect the volume of the sound?	What is pitch?	What is volume?	Which material is best at muffling sound?



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<b>PE</b>	<p>Use a range of skills – throwing, striking, intercepting and stopping a ball, with some control and accuracy</p> <p>Choose and vary skills and tactics to suit the situation in a game</p> <p>Carry out tactics successfully</p> <p>Set up small games</p> <p>Know rules and use them fairly to keep games going</p> <p>Explain what they need to do to get ready to play games</p> <p>Carry out warm ups with care and an awareness of what is happening to their bodies</p> <p>Describe what they and others do that is successful</p> <p>Suggest what needs practising</p>					
<b>PE</b> <b>Striking/ fielding</b>  <b>How can I make the game harder for my opponent?</b> <b>Dartmoor 3 ball x 3</b> <b>Rounders x3</b>	<p><b>Rounders</b> Introduction</p> <p>Perform the basic skills needed for the games with control and accuracy. 2. Take up space/positions that make it difficult for opponents. 3. Find and use space in game situations.</p> <p><b>Fielding</b></p> <p>Throwing and catching Throw a ball increased accuracy. 2. Catch a ball with increasing consistency. 3. Learn how to evaluate and recognise their own success.</p>	<p><b>Rounders</b> Batting- hitting into a space</p> <p>Hit a ball with increasing control. 2. Hit the ball accurately towards a target.</p> <p><b>Bowling underarm</b></p> <p>Show control, coordination and consistency when throwing. 2. Identify what they need to practice to improve their performance.</p>	<p><b>Rounders</b> Tournament</p> <p>Participate in competitive games, modified where appropriate. 2. Employ simple tactics in game situations. 3. Recognise and explain good performances</p> <p>Work well as part of a team.</p> <p>2. Take up space/positions that make it difficult for opponents. 3. Explain the tactics they have used in games.</p>	<p><b>Dartmoor 3 Ball</b></p> <p>Use the skills from rounders lessons in a D3B context and game</p>	<p><b>Dartmoor 3 Ball</b></p> <p>Use the skills from rounders lessons in a D3B context and game</p>	<p><b>Dartmoor 3 Ball</b></p> <p>Use the skills from rounders lessons in a D3B context and game</p>
<b>Computing</b> <b>Programming</b> <b>Repetition in games</b>	To develop the use of count-controlled loops in a different programming	To explain that in programming there are infinite loops and count controlled loops	To develop a design that includes two or more loops which run at the same time	To modify an infinite loop in a given program	To design a project that includes repetition	To create a project that includes repetition
<b>Internet Safety</b>	<p>Digital Well-being: Lesson 2</p> <p><a href="#">Be Internet Legend Curriculum</a></p>					



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<b>Geography: Weather and climate- Fieldwork - How can we record and measure weather phenomena?</b>	What is the difference between weather and climate?	How can we collect weather data?	How can we collect and record weather data?	How can we present weather data?	How can we analyse our weather data and evaluate our fieldwork?	
<b>Art Sculpture- Sculpture- What can pottery tell us about the past? Canopic jars</b>	How has pottery taught us about the Roman time?	How can we best make a coil pot?	How can I develop my mastery of clay sculpture?	How can I best use colour to enhance my sculpture?	What can we learn from pottery?	
<b>Music: Charanga Reflect, rewind, replay- What do I like about classical music? Instrument Steel pans</b>	Reflect - La Quinta Estampie Real anon 13th century (Early Music) Rewind and Listen Out! Dancing Queen by ABBA Reflect - Composers and Composition (Zoe Dixon)	Reflect - The Arrival Of The Queen Of Sheba - Handel (Baroque) Rewind and Listen Out! Can't Stop The Feeling! by Justin Timberlake Reflect - Composers and Composition (Zoe Dixon)	Reflect - Moonlight Sonata by Beethoven (Romantic) Rewind and Listen Out! Libertango by Piazzolla Reflect - Composers and Composition (Zoe Dixon)	Reflect - Bridal March/Chorus by Wagner (Romantic) Rewind and Listen Out! Lean On Me sung by The ACM Gospel Choir Reflect - Composers and Composition (Nico Muhly)	Reflect - Rhapsody In Blue by Gershwin (20th Century) Rewind and Listen Out! Amazing Grace sung by Elvis Presley Reflect - Composers and Composition (Nico Muhly)	Reflect - Einstein On The Beach by Philip Glass (Contemporary) Rewind and Listen Out! Let It Be by The Beatles Reflect - Watch a video of our Charanga singer, Brendan Reilly
<b>MFL French Family Who are my family in Spanish?</b>	To revise the vocabulary previously taught in the 'Presenting Myself' unit and to learn how to say the various nouns for family members in Spanish.	To continue and consolidate the nouns and definite articles/determiners for members of the family in Spanish and to learn how to use the possessive adjective 'my' in Spanish with increasing accuracy and understanding.	To introduce the language required to ask and answer the target question: ¿Tienes hermanos? (Do you have any siblings?)	To consolidate the previously learnt language and introduce the question ¿Cómo se llama? (what is he/she called). Learn to ask the question but also to formulate the answer by moving from 1st person singular (me llamo) to 3rd person singular (se llama).	To learn how to say and recognise numbers 1-100 in Spanish.	To revise all language covered so far ad complete assessment unit.
<b>Educational visits/visitors</b>				River Dart Camp (overnight ?)		



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