Half Term Overview Advent Term 1 Year 4

|  | **1** | **2** | **3** | **4** | **5** | **6** |
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| **English (Including**  **Grammar focus for**  **week)** | **Poetry - ‘Freedom’**  **Mini-drama performance**  Present Progressive Tense/similes/  synonyms/antonyms/conjunctions/modal verbs/adjectives/prepositions/noun phrases | **To write a persuasive letter**  Punctuation (capital letters for proper nouns)/adjectives/contractions/apostrophes for plural and possession/present tense | **To write a 1st, 2nd and 3rd Act of a Playscript**  Contractions in dialogues/conjunctions/emotive adjectives/  noun phrases//similes/prepositions | **Retell a film narrative in 1st person**  personification adverbials | **To write a poem using figurative devices**  Multi-clause sentences using cause and effect | **To write an explanation process**  Conjunctions and use of pronouns in present tense |
| **Spelling** | address circle fruit library possess(ion) through dessert quarter woman | Homophones and near-homophones  meet/meat  here/hear  peace/piece  weather/whether  rain/reign  mist/missed | Homophones and near-homophones  main/mane  he’ll/heel/heal  stare/stair  bawl/ball  desert/dessert  great/grate | decide guide  important  Learn natural  notice possible | Words with endings *-ture* and *-sure* | The suffix *-ation*  Germination fertilisation pollination illustration information creation duration preparation |
| **Class Novel/Guided Reading** | Tar Beach by Faith Ringgold  -  The Butterfly Lion by Michael Morpurgo | Tar Beach by Faith Ringgold  -  The Butterfly Lion by Michael Morpurgo | Tar Beach by Faith Ringgold  -  The Butterfly Lion by Michael Morpurgo | Varmints by Helen Ward  The Butterfly Lion by Michael Morpurgo | Varmints by Helen Ward  The Butterfly Lion by Michael Morpurgo | Varmints by Helen Ward  The Butterfly Lion by Michael Morpurgo |
| **Maths** | **Place Value**  Numbers to 1000, partitioning,  Representing numbers to 10,000 | **Place Value**  Partitioning to 10,000, 1, 10, 100, 1000 more or less, Estimating. | **Place Value**  Comparing and ordering to 10,000, Roman numerals. Rounding to 10. | **Place Value**  Rounding to 10, 100, 1000,  **Addition and Subtraction**  Add and subtract 1s, 10s, 100s and 1,000s | **Addition and Subtraction**  Add and subtract up to 4 digit numbers without, then with exchanges. | **Addition and Subtraction**  Add and subtract up to 4 digit numbers without, then with exchanges. |
| **RE** | Introduce new topic Family. **Explore** our Family Trees | **Reveal 1**-explore Jesus’ human family  **Reveal 2**- know the story of Abraham  **Reveal 3** - know the story of Jacob | **Reveal 4**- know the story of Ruth **Reveal 5**- know the story of Solomon **Reveal 6** - explore Joseph’s role in Jesus’ life | Plan and carry out the end of topic celebration for the Family topic. | Introduce new topic ‘Called’  **Explore** - The response to being chosen. | **Reveal 1**-‘The Call of Samuel’ and ‘David is Chosen’  **Reveal 2**- Jesus calls his Apostles  **Reveal 3** - The Sacrament of Confirmation |
| **PSHE** | Settling into Year 4 and expectations | We are created and loved by God | We are designed for a purpose: to be loved, to love and to make a difference | We can never bother Jesus or get on His nerves | Every human life is precious to God | Jesus offers us new life |
| **Geography** | How and why is my local area changing? | Why do places change? | How has my local area changed in the past? | How did my local area change as a result of World War 1? | How and why does the quality of the environment change in an area? Relate to changes in our local area. | How do satellite images show us about environmental change on a global scale? |
| **Computing** | **Internet safety**  To describe strategies for keeping personal information private, depending on context | **Connecting networks**  To describe how networks physically connect to other networks | **What is the internet made of?**  To recognise how networked devices make up the internet | **Sharing information**  To outline how websites can be shared via the World Wide Web (WWW) | **What is a website?**  To describe how content can be added and accessed on the World Wide Web (WWW) | **Who owns the web?**  To recognise how the content of the WWW is created by people |
| **French** | **Where Do You Live?**  To develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases, in the context of where people live. | **In My Town**  To listen attentively to spoken language and show understanding by joining in and responding, in the context of describing our town. | **3. Counting in Tens**  To explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words, in the context of counting in tens. | **4. Counting to 100**  To explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words, in the context of counting to 100 | **5. My Address Is**  To present ideas and information orally to a range of audiences, in the context of giving your address. | **6. How Do You Say…?**  To broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary, in the context of researching vocabulary in categories. |

| **PE** | Swimming | Swimming | Swimming | Swimming | Swimming | Swimming |
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| Football  To run onto the ball to receive it | Football  To explore front and goalside marking techniques | Football  Perform a standing tackle to dispossess an attacker | Football  Dribble showing good control to move forward. | Football  Pass and receive the ball over longer distances | Football  Perform passing and moving with a teammate. |
| **Science** |  | L.O. To recognise how sounds are made  Identify how sounds are made, associating some of them with something vibrating. | L.O. To understand how the ear hears sounds  Recognise that vibrations from sounds travel through a medium to the ear. | L.O. To investigate how mediums affect the volume of sound  Recognise that vibrations from sounds travel through a medium to the ear. | L.O. To explore how we vary pitch  Find patterns between the volume of a sound and the strength of the vibrations that produced it.  Recognise that sounds get fainter as the distance from the sound source increases. | L.O. To explore how to vary volume  Find patterns between the pitch of a sound and features of the object that produced it. |
| **Music** | Listen and Appraise  Mamma Mia by ABBA - start to learn the song  Performance - sing the song | Listen and Appraise  Dancing Queen by Abba  Mamma Mia by ABBA  Performance - sing the song and play instrumental parts within the song | Listen and Appraise  The Winner Takes It All by Abba  Mamma Mia by ABBA  Performance - sing the song and improvise using voices and/or instruments within the song | Listen and Appraise  Waterloo by Abba  Mamma Mia by ABBA  Performance - sing the song and perform composition(s) within the song | Listen and Appraise  Super Trouper by Abba  Mamma Mia by ABBA Performance - start to prepare for the end-of-unit performance | Listen and Appraise  Thank You For The Music by Abba  Mamma Mia by ABBA  Performance - prepare for the end-of-unit performance |
| **Art** | **3D Pencil Drawings**  To draw using tone creating a3D effect | **Sense of Proportion**  To explore proportion and tone when drawing | **Drawing with Scissors**  To plan a composition for a mixed media drawing | **Wax resists**  To use shading techniques to create pattern and  contrast | **Power prints**  To work collaboratively to develop drawings into  prints | **Consolidation**  Art display of children’s work |