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/hearpeace/pieceweather/whetherrain/reignmist/missed | Homophones and near-homophonesmain/manehe’ll/heel/healstare/stairbawl/balldesert/dessertgreat/grate | decide guideimportantLearn naturalnotice 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 WardThe Butterfly Lion by Michael Morpurgo | Varmints by Helen WardThe Butterfly Lion by Michael Morpurgo | Varmints by Helen WardThe 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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| FootballTo run onto the ball to receive it | FootballTo explore front and goalside marking techniques | FootballPerform a standing tackle to dispossess an attacker | FootballDribble showing good control to move forward. | FootballPass and receive the ball over longer distances | FootballPerform passing and moving with a teammate. |
| **Science**  |  | L.O. To recognise how sounds are madeIdentify how sounds are made, associating some of them with something vibrating. | L.O. To understand how the ear hears soundsRecognise that vibrations from sounds travel through a medium to the ear. | L.O. To investigate how mediums affect the volume of soundRecognise that vibrations from sounds travel through a medium to the ear. | L.O. To explore how we vary pitchFind 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 volumeFind patterns between the pitch of a sound and features of the object that produced it. |
| **Music**  | Listen and AppraiseMamma Mia by ABBA - start to learn the songPerformance - sing the song | Listen and AppraiseDancing Queen by AbbaMamma Mia by ABBA Performance - sing the song and play instrumental parts within the song | Listen and AppraiseThe Winner Takes It All by AbbaMamma Mia by ABBA Performance - sing the song and improvise using voices and/or instruments within the song | Listen and AppraiseWaterloo by AbbaMamma Mia by ABBA Performance - sing the song and perform composition(s) within the song  | Listen and AppraiseSuper Trouper by AbbaMamma Mia by ABBA Performance - start to prepare for the end-of-unit performance | Listen and AppraiseThank You For The Music by AbbaMamma 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 andcontrast | **Power prints**To work collaboratively to develop drawings intoprints | **Consolidation**Art display of children’s work |