

Becontree Primary School

Year 4 Medium Term Overview of Learning (Autumn A)

Although we aim to follow this overview, there may be times that changes are needed.

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Language and Communication	Target – When in a discussion, look, listen and shows interest to the person speaking.						
	Vocabulary awkward furious retrieve	Vocabulary argument defied rejected	Vocabulary analyse create alert	Vocabulary flexible coax precious	Vocabulary attentive source fragile	Vocabulary gulped drastic experiment	Vocabulary Recap week.
Grammar	Toolkit Milestone 3 PACE (Sentence Ninja)	Compound Sentences (nor, yet, or, for) (Sentence Ninja)	Unit 26: Recap of fronted adverbials	Unit 12: Using determiners Grammar	Unit 13: Using adverbs Grammar	Unit 14: Using adverbs (when, where and why) Grammar	Unit 4: Using apostrophes Grammar
Writing	<u>Narrative unit The Whale by Ethan and Vita Morrow</u> To gain knowledge and understanding of whales by carrying out research. To explore clues about a central character and story plot. To write effective sentences using various writing features.	To explore our senses/features in order to construct effective sentences (fronted adverbials, alliteration and similes). To experience/relive a storm using drama conventions.	To explore several senses/features in order to construct effective sentences.	To take part in a problem-solving challenge related to Lucy's adventure. To explore several senses/features in order to construct effective sentences.	To use drama and key vocabulary to create a news broadcast. To write a newspaper report.	To plan the retelling of Grandma's story To retell Grandma's story (beginning) using writer's techniques learnt during the topic To retell Grandma's story (middle) using writer's techniques learnt during the topic	To retell Grandma's story (end) using writer's techniques learnt during the topic To write a book review
Spelling	Year 4 Homophones The /j/ sound spelled –dge	Year 4 The prefix 'in-' The /j/ sound spelled –ge	Year 4 The prefixes il- and ir The /j/ sound spelled with a g.	Year 4 The prefix 'sub-' The /s/ sound spelled c before e, i and y.	Year 4 The prefix 'inter-' The /n/ sound spelled kn and gn	Year 4 Challenge Words	Year 4 The suffix '-ation' The /r/ sound spelled 'wr'
Reading	Read Aloud- Llama Out Loud by Annabelle Sami Individual assessment of	Read Aloud- Llama Out Loud by Annabelle Sami Complete Comprehension using Roman	Read Aloud- Llama Out Loud by Annabelle Sami Complete Comprehension The Time Travelling	Read Aloud- Llama Out Loud by Annabelle Sami Complete Comprehension Volcanoes in action	Read Aloud- Llama Out Loud by Annabelle Sami Complete Comprehension Tsunamis on the	Read Aloud- Llama Out Loud by Annabelle Sami Complete Comprehension	Read Aloud- Llama Out Loud by Annabelle Sami Complete Comprehension Little Daughter of

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	reading. (Hertfordshire Reading Test)	Britain (Unit 1) Book Study: Krindlkrax by Philip Ridley	Cat and the Roman Eagle (Unit 2) Book Study: Krindlkrax by Philip Ridley	(Unit 3) Book Study: Krindlkrax by Philip Ridley	move (unit 4) Book Study: Krindlkrax by Philip Ridley	Russian Doll (unit 5) Book Study: Krindlkrax by Philip Ridley	the Snow Book Study: Krindlkrax by Philip Ridley
Handwriting	Nelsons (Bk 2 Unit 1) Practising consistency in size and proportion of rr, ll, tt and dd		Nelsons (Bk 2 Unit 2) Practising using a diagonal joining line: ship, ment, ness and less		Nelsons (Bk 2 Unit 3) Practising leaving an equal space between letters: ary, ery, cry and dry		Recap and revisit AFL
Maths	Pre-unit assessment TTRS base line assessment find 1000 more or less than a given number Reasoning with four digit numbers • recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones) • order and compare numbers beyond 1000 • solve number and practical problems that involve all of the above and with increasingly large positive numbers • identify, represent and estimate numbers using different representations round any number to the nearest 10, 100 or 1000 • count in multiples of 25 and 1000		Addition and subtraction • add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate • estimate and use inverse operations to check answers to a calculation • solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why			Multiplication and division • recall multiplication and division facts for multiplication tables up to 12×12 • solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by one digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects • recognise and use factor pairs and commutativity in mental calculations • use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers • multiply two-digit and three-digit numbers by a one-digit number using formal written layout	

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Computing	How to stay safe on the internet	Computing systems and networks- The internet. To describe how networks physically connect to other networks To recognise how networked devices make up the internet	Computing systems and networks- The internet. To recognise how networked devices make up the internet	Computing systems and networks- The internet. To outline how websites can be shared via the World Wide Web (WWW)	Computing systems and networks- The internet. To describe how content can be added and accessed on the World Wide Web (WWW)	Computing systems and networks- The internet. To recognise how the content of the WWW is created by people	Computing systems and networks- The internet. To evaluate the consequences of unreliable content
Foundation Subjects (Science, Geography, History, Art, DT)	<u>Art- Clay masks</u> To research a range of masks from different cultures. To design and create a unique 3D mask from clay using pinching, scratching, rolling, smoothing and squeezing techniques. To evaluate their final piece.	<u>Science- Human Nutrition</u> Describe the simple functions of the basic parts of the digestive system in humans Identify the different types of teeth in humans and their simple functions Asking relevant questions and using different types of scientific enquiries to answer them Setting up simple practical enquiries, comparative and fair tests Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions		<u>DT- Salads</u> To discuss different types of salad To identify salad ingredients and sort them into the correct Eatwell plate food groups Explain the key messages from each Eatwell plate food group including the role of fibre in our diet Prepare salad ingredients by safely using the bridge hold, claw grip, grating techniques and take hygiene into account Use a range of sensory vocabulary to describe a selection of foods Create a questionnaire to research the requirements and preferences of their salad recipient Apply their knowledge, experience and research findings to design a salad which		<u>Geography- Where does food come from?</u> To explain the impact of food choices on the environment. To understand the importance of trading responsibly. To describe the journey of a cocoa bean. To map and calculate the distance food has travelled. To design and use data collection methods to find where our school dinners come from. To discuss the advantages and disadvantages of buying both locally and imported food.	

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				meets their design criteria To make the salad they have planned safely and hygienically Select the correct equipment for different food preparation tasks Evaluate their salad against the design criteria and feedback from others.			
Music	Interesting Time Signatures • To learn to sing a song • To listen and appraise soul music • To consider lyrics and their impact on the listener • To sing using expression to convey meaning • To assess my learning using a quiz						
PSHE	Create a class agreement for class expectations in PSHE lessons	The Toolbox (L13) I know that I can engage in different strategies to change my zone and regulate.	What are Rights and are they Equal? I understand what the Universal Declaration of Human Rights and why they are important.	Rules I can explain what democracy is and how this relates to rules and human rights.	Rights Without Responsibilities I understand that human rights are not dependent on responsibilities	Respect I can explain what it means to respect the rights of others and I understand why this is important.	Are We So Different I understand how stereotypes can stop people's human rights being met.
RE	Who influences our life?	Who or what influenced the life of St Francis?	Who are what influenced the life of Pandurang Shastri Athavale?	What objects are special to people in my community? (this lesson will take 2 weeks to complete)	What things do I care about in my community?	What can I do to help improve my community?	TBC
PE	To develop racket and ball control.	To develop returning the ball using a forehand and understand	To develop the backhand and understand when to use it.	To keep a continuous rally going showing increased	To use rules and apply simple tactics.	To use and apply rules and simple tactics to manage a game.	To use and apply rules and simple tactics to manage a game.

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		when to use it.		technique.			
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.	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.	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.	My Address Is... To present ideas and information orally to a range of audiences, in the context of giving your address.	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.	Recap vocabulary learnt this half term.