

**Becontree Primary School**  
**Year 4 Medium Term Overview of Learning Spring B**

	<b>Week 1</b>	<b>Week 2</b>	<b>Week 3</b>	<b>Week 4</b>	<b>Week 5</b>
<b>Language and Communication</b>	Vocabulary evidence service historic	Vocabulary proportionate grief dim	Vocabulary engineer meditate structure	Vocabulary converted source illuminated	Vocabulary competition carefree humble
<b>Grammar</b>	Procedural Variation Create and Connect (Sentence Ninja)	Unit 28: Direct speech Grammar	Unit 18: Adding prefixes Grammar	Unit 25: Using nouns and pronouns Grammar	Unit 7: Past & present tense Grammar
<b>Writing</b>	<b>Holiday Brochure to Sicily – Jane Considine</b>				
	To explore holiday brochures and research facts on Sicily.	To plan a guided tour presentation on Sicily. To write effective sentences for a holiday brochure.	To sample sweet and savoury Italian foods and record tempting language for holiday brochure (foods).	To focus on effective sentence stacking for travel journey through the use of imperative verbs and adverbs.	To independently write a holiday brochure using key features and persuasive language.
<b>Spelling</b>	Year 3 Words ending in 'al' Year 4 Words where 'au' makes and 'or' sound	Year 3 Words ending in 'le' Year 4 Words ending in 'tion'	Year 3 Challenge words Year 4 Challenge words	Year 3 Adding 'ly' when the root word ends in 'le' Year 4 Words ending in 'sion'	Year 3 Adding 'ally' when the root word ends in 'ic' Year 4 Words ending in 'cian'
<b>Reading</b>	Book study – Sam Wu Is Not Afraid of Ghosts  Read Aloud- Varjak Paw  Assessment practise paper	Book study – Sam Wu Is Not Afraid of Ghosts  Read Aloud- Varjak Paw  Assessment practise paper  World Book Day celebrations	Book study – Sam Wu Is Not Afraid of Ghosts  Read Aloud- Varjak Paw  Assessment week	Book study – Sam Wu Is Not Afraid of Ghosts  Read Aloud- Varjak Paw  Complete comprehension- The Borrowers	Book study – Sam Wu Is Not Afraid of Ghosts  Read Aloud- Varjak Paw  Complete comprehension- The Borrowers

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<b>Handwriting</b>	<b>Nelsons (Bk 2 Unit 10)</b> Practising speedwriting: speedily, quickly, swiftly and briskly		<b>Nelsons (Bk 2 Unit 11)</b> Practising crossing the double tt on completing the word: itt, utt, att and ott		<b>Nelsons (Bk 2 Unit 12)</b> Practising joining to and from the letter e: rec, red ved and ves
<b>Maths</b>	<ul style="list-style-type: none"> <li>-find the effect of dividing a one- or two-digit number by 10 and 100,</li> <li>-identifying the value of the digits in the answer as ones, tenths and hundredths</li> <li>- recognise and write decimal equivalents of any number of tenths or hundredths</li> <li>- recognise and write decimal equivalents to <math>\frac{1}{4}</math> <math>\frac{1}{2}</math> <math>\frac{3}{4}</math></li> <li>-round decimals with one decimal place to the nearest whole number</li> <li>-compare numbers with the same number of decimal places up to two decimal places</li> </ul>		<ul style="list-style-type: none"> <li>-measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres</li> <li>-convert between different units of measure [for example, kilometre to metre]</li> <li>- find the area of rectilinear shapes by counting squares</li> <li>-calculate and compare the area of rectangles (including squares), and including using standard units, square centimetres (cm<sup>2</sup>) and square metres (m<sup>2</sup>) (Y5 objective)</li> <li>- measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres (Y5 objective)</li> </ul>		
<b>Computing</b>	Data and information – Data logging				
	To explain that data gathered over time can be used to answer questions	To use a digital device to collect data automatically	To explain that a data logger collects 'data points' from sensors over time	To recognise how a computer can help us analyse data	To identify the data needed to answer questions

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<p><b>Foundation Subjects</b> (Science, Geography, History, Art, DT)</p>	<p>Book Sleeves (DT KAPOW)</p> <p>To explain the advantages and disadvantages of different types of fastening type.</p> <p>To sew a running stitch.</p> <p>To learn how to sew cross-stitch and appliqué.</p> <p>To design a product to meet design criteria.</p> <p>To make and test a paper template.</p> <p>To assemble a book jacket.</p> <p>To evaluate my final piece.</p>		<p>Egyptians (History KAPOW)</p> <p>To develop questioning skills using sources about ancient civilisations.</p> <p>To explain the significance of the River Nile to ancient Egyptian civilisation.</p> <p>To evaluate the importance of ancient Egyptian hieroglyphics.</p> <p>To use a range of sources to explore the importance of gods and goddesses in ancient Egypt.</p> <p>To investigate beliefs about the afterlife in Ancient Egypt.</p> <p>To evaluate continuity and change by identifying what happened to the pharaohs when they died.</p>		
<p><b>Music</b></p>	<p><b>Glockenspiel 2</b></p> <p>To play songs on the glockenspiel</p> <p>To learn more complex rhythm patterns.</p> <p>To revise, play and read the notes C, D, E, F + G</p> <p>To compose using the notes C, D, E, F + G.</p> <p>To perform a composition on the glockenspiel</p>				
<p><b>PSHE</b></p>	<p>To understand that there are basic human rights shared by all peoples and all societies and that children have their own special rights set out in the United</p>	<p>To research, discuss and debate topical issues, problems and events that are of concern to them and offer their recommendations to appropriate people.</p>	<p>To know why and how rules and laws that protect them and others are made and enforced, why different</p>	<p>To understand that these universal rights are there to protect everyone and have primacy both over national law and family and community practice.</p>	<p>To realise the consequences of anti-social, aggressive and harmful behaviours, such as bullying and discrimination of individuals and communities; to develop strategies for getting support for themselves</p>

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	Nations Declaration of the Rights of the Child.		rules are needed in different situations and how to take part in making and changing rules.		or for others at risk
<b>RE</b>	What is Easter and why is it celebrated?	What are the symbols associated with Easter and how do they suggest new life?	What is Palm Sunday?	What are the events of the Last Supper and how are the symbolisms used today?	What were the events in the Garden of Gethsemane? How do Christians remember and celebrate Easter today?
<b>Indoor PE</b>	Gymnastics To develop individual and partner balances.	Gymnastics To develop control in performing and landing rotation jumps.	Gymnastics To develop the straight, barrel, forward and straddle roll.  To link actions that flow using the rolls I have learnt.	Gymnastics To develop strength in inverted movements.	Gymnastics To create a great partner sequence to include the skills I have learnt and apparatus.
<b>Outdoor PE</b>	<b>Swimming</b>				
<b>French</b>	<b>Our School</b>				
	To listen to commands and follow instructions	To listen to commands and follow instructions	To ask and answer questions about places in school.	To ask and answer questions about places in school.	To construct simple sentences to say what I like to do at school.