

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)	Complex Sentences (although, while, unless, however) (Sentence Ninja)	Unit 2: Sentence Types Grammar	Unit 1: Sentence punctuation Grammar	Unit 3: Using commas Grammar	Unit 30: Paragraphs Grammar
Writing	<u>Poetry unit</u> To create a group performance of a poem To write a poem about food imitating a rhyming structure	To create own poems based on memorable moments in school To write an ebb and flow poem about 60s/70s	To compare and contrast poems about teachers To write a poem describing a memorable adult in school using free verse To write a poem about a special person in their life	To review poems about school life To generate ideas for own school memory poem To create own poems based on memorable moments in school	<u>Narrative unit</u> To gain knowledge and understanding of whales. 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.
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	Individual assessment of reading. (Hertfordshire Reading Test) Complete Comprehension focus: summarising using Roman	Read Aloud- Werewolf Club Rules by Joseph Coelho	Read Aloud- Werewolf Club Rules by Joseph Coelho	Complete Comprehension focus: retrieval using the Time Travelling Cat and the Roman Eagle (Unit 2) Book Study: Krindkrax by Philip	Complete Comprehension focus: retrieval using the Time Travelling Cat and the Roman Eagle (Unit 2) Book Study: Krindkrax by Philip	Complete Comprehension focus: retrieval using Volcanoes in action (Unit 3) Book Study: Krindkrax by Philip Ridley	Complete Comprehension focus: retrieval using Volcanoes in action (Unit 3) Book Study: Krindkrax by Philip Ridley

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	Britain (Unit 1) Read Aloud- Werewolf Club Rules by Joseph Coelho			Ridley Read Aloud- Llama Out Loud by Annabelle Sami	Ridley Read Aloud- Llama Out Loud by Annabelle Sami	Read Aloud- Llama Out Loud by Annabelle Sami	Read Aloud- Llama Out Loud by Annabelle Sami
Handwriting	Nelsons (Bk 2 Unit 4) Practising joining to the letter y: ly, ily, ity and ify		Nelsons (Bk 2 Unit 5) Practising using a horizontal joining line: row, now, how and bow		Nelsons (Bk 2 Unit 6) Practising the size and height of letters: ried, ries and rief		Recap and revisit AFL
Maths	Pre-unit assessment TTRS base line assessment Reasoning with 4-digit numbers -find 1000 more or less than a given number -recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones) -order and compare numbers beyond 1000	Maths meeting objectives -Know Roman numerals to 100 -Find the area and perimeter of shapes -Find fractions of quantities -Identify 3D shape properties -Round 4-digit numbers to the nearest 10, 100 and 1000 -multiply and divide numbers by 10, 100 and 1000 - Know the equivalents for fractions and decimals -Tell the time to the nearest minute -convert between units of length, weight and capacity -Add and subtract money -Know lines of symmetry in 2D shapes -multiply 3 single digit numbers together -interpret bar charts and pictograms	Reasoning with 4-digit numbers -solve number and practical problems that involve 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 (through lesson Transitions as well as multiples of 10, 100 and 50)	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			

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<p>Computing</p>	<p>Computing systems and networks- The internet. To describe how networks physically connect to other networks To recognise how networked devices make up the internet</p>	<p>Centenary celebration To find, copy and paste images for the Bow Arts Project.</p>	<p>Open school afternoon.</p>	<p>Computing systems and networks- The internet. To outline how websites can be shared via the World Wide Web (WWW)</p>	<p>Computing systems and networks- The internet. To describe how content can be added and accessed on the World Wide Web (WWW)</p>	<p>Computing systems and networks- The internet. To recognise how the content of the WWW is created by people</p>	<p>Computing systems and networks- The internet. To evaluate the consequences of unreliable content</p>
<p>Foundation Subjects (Science, Geography, History, Art, DT)</p>	<p>History- How have Children's lives changed? To identify the continuities and changes to children's lives using a range of sources. To investigate why Tudor children worked and what working conditions were like. To research and record the working conditions of Victorian children using reports and images. To evaluate Lord Shaftesbury's significance to children's lives.</p>	<p>Centenary celebrations To find out what Becontree Primary School was like in the 1960s/70s. Have interviews with ex-pupils. Create work for a time capsule.</p>	<p>Centenary celebrations To find out what Becontree Primary School was like in the 1960s/70s. Have interviews with ex-pupils. Create work for a time capsule.</p>	<p>Design and Technology – Paper Engineering Build a marble run from a construction kit Investigate a range of ways to make card 3D and how to attach card together. Design a 3D marble run game.</p>	<p>Design and Technology – Paper Engineering Review designs and create a marble run. Swap games with another team to evaluate and give feedback. Improve and evaluate own game</p>	<p>Science- Grouping Recognise that living things can be grouped in a variety of ways. Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment. Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables. Making systematic and careful</p>	<p>Science-Grouping Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions. Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. Using straightforward scientific evidence to answer questions or to support their findings.</p>

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	To explore the changes in children's leisure time using a range of sources. To investigate the diseases children caught and their treatments in the Tudor and Victorian periods.					observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers.	
Music	Interesting Time Signatures <ul style="list-style-type: none"> • 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	Think Positive (Health and Well-Being) Happy People: I understand that having a positive attitude is good for our mental health.	Think Positive (Health and Well-Being) Thoughts and Feelings: I can recognise and manage positive and negative thoughts effectively.	Think Positive (Health and Well-Being) Changes: I understand that some changes can be difficult, but that there are things we can do to cope	Think Positive (Health and Well-Being) Keep Calm and Relax: I can use mindfulness techniques to keep calm.	Think Positive (Health and Well-Being) You're the Boss: I can identify uncomfortable emotions and manage them effectively	Think Positive (Health and Well-Being) Always Learning: I can apply a positive attitude towards learning and take on new challenges.
RE	What different ideas does our class have about God?	How do Hindus express their beliefs about God?	What is a shrine and why is it important in a Hindu home?	How do Hindus worship in the home?	What happens in a Mandir (temple)?	How is prayer central for a Hindu person?	Recap aspects of Hindu prayer/worship and create a poster
PE	Centenary preparation performance-country dancing	Centenary preparation performance-country dancing	Centenary preparation performance-country dancing	To develop racket and ball control.	To develop returning the ball using a forehand and understand when to use it.To	To keep a continuous rally going showing increased technique.	To use and apply rules and simple tactics to manage a game.

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					develop the backhand and understand when to use it.		
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.