

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

	<b>Week 1</b>	<b>Week 2</b>	<b>Week 3</b>	<b>Week 4</b>	<b>Week 5</b>	<b>Week 6</b>
<b>Language and Communication</b>	Vocabulary  modest feature occasion	Vocabulary  circuit impulse pressure	Vocabulary  impact guide gleam	Vocabulary  chain process destructive	Vocabulary  evaluate promote cooperate	Vocabulary  Recap previous taught vocabulary
<b>Grammar</b> Skills Builders planning	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
<b>Writing</b>	<b>To write a narrative story based on Varjak Paw by SF Said</b>					
	To use evidence from the front cover to create a prediction To write in character. To write a persuasive note	To write own free verse poem. To edit and improve poem What is a diary?	To write a diary entry To write in character To use emotive language to write as a character. To edit and improve diary entry	To explore and describe a setting To edit and improve writing To develop vocabulary	To learn how to create suspense and tension when writing.  To write using suspense and tension features.  To edit and improve writing.	To learn how to use dialogue.  To use dialogue in writing to show conversation between characters.  To develop vocabulary.
<b>Spelling</b>	Year 3 Step 13  Words with the 'ai' digraph  Year 4 Step 13  Words ending in 'sion'	Year 3 Step 14  Words with the 'ei' digraph  Year 4 Step 14  Words ending in 'ous'	Year 3 Step 15  Words where the 'ey' makes an 'ai' sound  Year 4 Step 15  Words ending in 'ous' where the ge from the root word remains	Year 3 Step 16  Adding the suffix 'ly'  Year 4 Step 16  Words where 'l' makes and 'ee' sound	Year 3 Step 17  Homophones  Year 4 Step 17  Words ending in 'ious' and 'eous'	Year 3 Step 18  Challenge words  Year 4 Step 18  Challenge words

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<p><b>Reading</b></p>	<p>Book study – Sam Wu is not afraid of ghosts by Kevin and Katie Tsang</p> <p>Complete comprehension – Little Daughter of the Snow</p> <p>Read Aloud – Varjak Paw</p>	<p>Book study – Sam Wu is not afraid of ghosts by Kevin and Katie Tsang</p> <p>Complete comprehension – Little Daughter of the Snow</p> <p>Read Aloud – Varjak Paw</p>	<p>Book study – Sam Wu is not afraid of ghosts by Kevin and Katie Tsang</p> <p>Complete comprehension – The Moomins and the Great Flood</p> <p>Read Aloud – Varjak Paw</p>	<p>Book study – Sam Wu is not afraid of ghosts by Kevin and Katie Tsang</p> <p>Complete comprehension – The Moomins and the Great Flood</p> <p>Read Aloud – Varjak Paw</p>	<p>Book study – Sam Wu is not afraid of ghosts by Kevin and Katie Tsang</p> <p>Complete comprehension – For Forest</p> <p>Read Aloud – Varjak Paw</p>	<p>Book study – Sam Wu is not afraid of ghosts by Kevin and Katie Tsang</p> <p>Complete comprehension – For Forest</p> <p>Read Aloud – Varjak Paw</p>
<p><b>Handwriting</b></p>	<p><b>Nelsons (Bk 2 Unit 7)</b> Practising joining to and from the letter i: lig, rig, nig and mig</p>		<p><b>Nelsons (Bk 2 Unit 8)</b> Practising joining to and from the letter v: live, tive, sive and five</p>		<p><b>Nelsons (Bk 2 Unit 9)</b> Practising consistency in forming and joining letters: ear, are, rew and new</p>	
<p><b>Maths</b></p>	<p><b>Multiplication and Division</b>  recall multiplication and division facts for multiplication tables up to <math>12 \times 12</math> • 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  • practise to become fluent in the formal written method of short multiplication and short division with exact answers (non-statutory)</p>	<p><b>Fractions</b>  add and subtract fractions with the same denominator  • recognise and show, using diagrams, families of common equivalent fractions  • count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten  • solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number  • recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements <math>&gt; 1</math> as a mixed number [for example, <math>2\frac{5}{10} + 4\frac{5}{10} = 6\frac{5}{10} = 6\frac{1}{2}</math>] (Y5 objective)</p>			<p><b>Time</b>  convert between different units of measure [for example, hour to minute]  • problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days  • write and convert time between analogue and digital 12- and 24-hour clocks</p>	

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<b>Computing</b>	<b>Programming A - Sequencing sounds</b>					
	To explore a new programming environment	To identify that commands have an outcome	To explain that a program has a start	To recognise that a sequence of commands can have an order	To change the appearance of my project	To create a project from a task description
<b>Foundation Subjects</b> (Science, Geography, History, Art, DT)	<b>Art and Design- Observational drawing and Printing</b> To experiment with different media. To create observational drawings of leaves. To experiment with different softness of lines. To draw plants from direct observation taking into account positive and negative spaces. To work in the style of the famous artist Georgia O'Keefe. To focus on the tones and shades of petals using paint/oil pastel and the blending technique. To experiment with print designs. To design a print. To print an image inspired by Islamic art using a polystyrene print block. To experiment with printing effects through changing colour of the print. To analyse and evaluate the art work on printing they have produced and amend/ improve upon it. To print on a different surface other than paper.			<b>Science- Electricity</b> Identify common appliances that run on electricity  Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers  Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop To recognise common insulators and conductors. To ask and answer questions based on conductivity. To identify switches and know what they are used for.  <b>DT- Electrical poster</b> Use knowledge of science lessons to design and make a poster that incorporates a simple circuit.		
<b>Music</b>	<b>Developing Pulse</b> <ul style="list-style-type: none"> <li>• To learn to sing a song</li> <li>• To attempt to play a more difficult instrumental part</li> <li>• To listen and appraise a 20<sup>th</sup> Century Orchestral piece of music</li> <li>• To identify instruments in an orchestra</li> <li>• To identify changing tempo</li> <li>• To improvise using pulse and groove</li> <li>• To assess my learning using a quiz</li> </ul>					
<b>PSHE</b>	<b>1. New Responsibilities</b>  I can be responsible for making good choices to stay safe and healthy.	<b>2. Risks, Hazards and Danger</b>  I can identify a risky situation and act responsibly.	<b>3. Under Pressure</b>  I understand that I can choose not to do something that makes me feel uncomfortable.	<b>4. Road Safety</b>  I know how to be safe on and near the road.	<b>5. Dangerous Substances</b>  I know about dangerous substances and how they affect the human body	<b>6. Stay Safe Online</b>  I can keep myself safe when I use the Internet

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<b>RE</b>	1. What are the functions of religions buildings and places?	2. What evidence can I find of religions in the neighborhood?	3. What evidence can I find of religions in the neighbourhood helping others?		4. How are religions similar and different in my neighbourhood?	
<b>PE (Indoor)</b>	Swimming  Dance: Carnival/Samba  To learn and create dance moves in the theme of carnival	Swimming  Dance: Carnival/Samba  To develop a carnival dance using formation, canon and unison	Swimming  Dance: Carnival/Samba  To develop a dance phrase and perform as part of a class performance	Swimming  Dance: The Spy  To copy and create actions in response to an idea and to adapt this using changes of space	Swimming  Dance: The Spy  To choose actions which relate to a theme.	Swimming  Dance: The Spy  To develop a dance using matching and mirroring.
<b>French</b>	Our School  What's in our classroom?		Our School  What's in your pencil case?		Our School  School Subjects	