

Becontree Primary School
Year 4 Medium Term Overview of Learning (Summer A)

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Language and Communication	carriage empathy orphan	deprived restless tarnished	mislead underestimate consider	cycle aware collide	inspire mindful captive	reluctant inevitable constant
Grammar Skills Builders planning	Procedural Variation Build and Vary (Sentence Ninja)	Unit 10: Word classes Grammar	Unit 19: Changing singular nouns to plural nouns Grammar	Unit 15: Using conjunctions Grammar	Unit 8: Verbs in the progressive form Grammar	Unit 9: Verbs in the present perfect form Grammar
Writing	Narrative- The Mousehole Cat by Antonia Barber and Nicola Bayley (Power of Reading unit)			Explanation Text/Poetry- Water Cycle (year 3 RWI)		
	To create descriptive phrases for food To create descriptive phrases about a storm To write a recount in role as Mowzer	To create dialogue To compose a poem/song. To write a letter in role as a villager.	To retell the story from the perspective of Tom. To perform a news report.	To know the features of an explanation text To become familiar with the language features of explanation texts To plan an explanation text	To write an explanation text To discuss the word choices of a poem	To experiment with poetic devices To write a poem using a range of poetic devices
Spelling	Stage 3 – Step 23 Adding /ly/ when words do not follow spelling patterns Stage 4 – Step 23 Words that are adverbs of manner	Stage 3 – Step 25 Words ending in /er/ when the root word ends in /ch/ Stage 4 – Step 25 Homophones	Stage 3 – Step 26 Words with the /k/ sound spelled 'ch.' Stage 4 – Step 26 The /s/ sound spelled c	Stage 3 - Step 27 Words ending with the /g/ sound spelled '–gue' and the /k/ sound spelled '–que.' Stage 4 – Step 27 The sol and real word families	Stage 3 - Step 28 Words with the /s/ sound spelled 'sc' Year 4 Step 28 'phon word family' and 'sign word family'	Year 3 - Step 29 Words which have the same pronunciation but different meanings Year 4 Step 29 Prefixes – 'super-' 'anti' and 'auto.'

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Reading –	Book study: Children who changed the World Complete comprehension – Max and the Millions	Book study: Children who changed the World Complete comprehension – Max and the Millions (prediction)	Book study: Children who changed the World Complete comprehension: My Secret War Diary	Book study: Children who changed the World Complete comprehension: My Secret War Diary (Focus inference)	Book study: Children who changed the World Complete comprehension: The Amazing Story of Adolphus Tips	Book study: Children who changed the World Complete comprehension: The Amazing Story of Adolphus Tips (Focus inference)
Handwriting	Nelsons (Bk 2 Unit 13) Practising joining to and from the letter w: owf, owb, owm and owd		Nelsons (Bk 2 Unit 14) Practising joining to and from the letter w: wan, was, wav and wax		Nelsons (Bk 2 Unit 15) Practising speed writing	
Maths	Solving measure and money problems -convert between different units of measure [for example, kilometre to metre; hour to minute] -solve simple measure and money problems involving fractions and decimals to two decimal place - estimate, compare and calculate different measures, including money in pounds and pence				2d shape and symmetry -compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes -identify acute and obtuse angles and compare and order angles up to two right angles by size - identify lines of symmetry in 2-D shapes presented in different orientations -complete a simple symmetric figure with respect to a specific line of symmetry	
Computing	Photo Editing					
	To explain that the composition of digital images can be changed	To explain that colours can be changed in digital images	To explain how cloning can be used in photo editing	To explain that images can be combined	To combine images for a purpose	To evaluate how changes can improve an image
Foundation Subjects (Science, Geography, History, Art, DT)	Science- states of matter		DT- food technology- salads		Science- Sound	
	Group solids and liquids. To describe gases. To investigate melting and freezing.	To investigate how materials can be changed by heating and cooling. To investigate evaporation and condensation. To investigate the water cycle	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	Apply their knowledge, experience and research findings to design a salad which meets their design criteria To make the salad they have planned safely and hygienically Select the correct equipment for different	Identify how sounds can be made Recognise that vibrations from sounds travel through a medium to the ear. Set up simple practical enquiries, comparative and fair tests.	How can a wind instruments pitch be changed? To explore how to measure the volume of sounds by learning about decibels. Investigate how far sound travels

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			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	food preparation tasks Evaluate their salad against the design criteria and feedback from others.	To investigate changing the pitch of sounds.	
Music	Creating Simple Melodies Together • To learn to sing a song • To create simple melodies to match a style • To use lyrics, an instrumental part or a backing track to influence composition • To focus on pitch in composition • To listen and appraise a Romantic piece of music • To use musical vocabulary to describe a song					
PSHE	Creating wall posters of the zones Becoming familiar with the concept of the zones	Zones Bingo Increasing ability to identify our emotions	The Zones in Me Learning to identify the zones in ourselves	Me in the Zones Increasing awareness of how we feel	How do I feel? Understanding that different events change the way we feel	Caution! Triggers Ahead Managing trigger zones
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	What things do I care about in my community 1	What things do I care about in my community 2

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PE Outdoor: Rounders	To develop throwing and catching with accuracy and apply these to a striking and fielding game.	To develop bowling and learn the rules of the skill within this game.	To develop batting technique and understand where to hit the ball.	To develop fielding techniques and apply them to game situations	To play different roles in a game and begin to think tactically about each role	To apply skills and knowledge to compete in a tournament.
PE indoor	Swimming	Swimming	Swimming	Swimming	Swimming	swimming
FRENCH	Time: Counting 11-31		Time: Days of the Week		Time: Months of the Year	