

Y4 Spring Overview 2023

| Writing | | Maths | |
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| <p>Genres covered: Narrative (rewrite omitting a character), Diary entry, chronological report (witness statement), newspaper report, poetry (limerick), narrative (alternative ending), create, plan and write a story, information leaflet</p> <p>Cross curricular: Viking Gods Fact File</p> <p>Other focus: Use a dictionary to research unknown words. Varied sentence openers. Legible fluent handwriting. Use questions to edit and correct a piece of writing.</p> <p>Texts covered: The Lost Twin (fiction) Feast ('Write Stuff' film unit)</p> | | <p>Objectives:</p> <p>Multiplication & Division</p> <ul style="list-style-type: none"> -Factor pairs -Use factor pairs -Multiply by 10 -Multiply by 100 -Divide by 10 -Divide by 100 - Informal written methods for multiplication -Multiply a 2-digit number by a 1-digit number -Multiply a 3-digit number by a 1-digit number -Divide a 2-digit number by a 1-digit number (1) -Divide a 3-digit number by a 1-digit number -Correspondence problems -Efficient multiplication <p>Length and Perimeter</p> <ul style="list-style-type: none"> -Measure in kilometres and metres -Equivalent lengths (kilometres and metres) -Perimeter on a grid -Perimeter of a rectangle -Perimeter of rectilinear shapes -Find missing lengths in rectilinear shapes -Calculate perimeter of rectilinear shapes -Perimeter of regular polygons | |
| SPAG | | | |
| <p>Apostrophes</p> <ul style="list-style-type: none"> -Recognising Apostrophes -Using Apostrophes for Plural Possession -When Should you NOT use an Apostrophe -Using Apostrophes for Possession or Contraction <p>Speech</p> <ul style="list-style-type: none"> -Recognising Speech -Punctuating Direct Speech -Direct Speech or Indirect Speech? | <p>Noun Phrases</p> <ul style="list-style-type: none"> -Identifying Noun Phrases -Modifying Adjectives and Nouns -Determiners Before Modifiers -Prepositional Phrases -Using Expanded Noun Phrases <p>Suffixes</p> <ul style="list-style-type: none"> -Word Families -Words Ending in '-sure', '-ture' or '-cher' -Adding '-ation', '-sion', '-ssion', '-tion' or '-cian' -Using Suffixes | <p>Fractions</p> <ul style="list-style-type: none"> -Understand the whole -Count beyond 1 -Partition a mixed number -Number lines with mixed numbers -Compare and order mixed numbers -Understand improper fractions - Convert mixed numbers to improper fractions -Convert improper fractions to mixed numbers -Equivalent fractions on a number line -Equivalent fraction families -Add two or more fractions -Add fractions and mixed numbers -Subtract two fractions -Subtract from whole amounts -Subtract from mixed numbers <p>Decimals</p> <ul style="list-style-type: none"> -Tenths as decimals -Tenths on a place value chart -Tenths on a number line -Divide a 1-digit number by 10 -Divide a 2-digit number by 10 -Hundredths as fractions -Hundredths as decimals -Hundredths on a place value -Divide a 1- or 2-digit number by 100 | |
| Spelling | | | |
| <p>Objectives:</p> <ul style="list-style-type: none"> -Adding suffix -ion to root words ending in d, de, de changing to -sion. -Adding suffix -ous -Suffix -ous with final sound 'e'. -The 'ee' sound spelled with an 'I' -Suffix -ous with 'ee' sound. -Challenge words | <ul style="list-style-type: none"> -The 'au' digraph. -Suffix -ion becomes -tion. -Suffix -ion becomes -ssion. -Suffix -cian instead of -sion. -Adding -ly to create adverbs or manner. -Challenge words. | | |

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| Reading | | | |
| <p>Texts covered: 'The Lost Twin' by Sophie Cleverly, Feast (Write Stuff film unit)</p> <p>Objectives:</p> <ul style="list-style-type: none"> -Predict what might happen from details stated and implied -Drawing inferences, such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence -Making comparisons with and across books. -Participating in discussions about books, explaining their understanding of what they have read and provide reasoned justification for their views. -Retrieving, recording and presenting information from non-fiction. | | | |
| Geography | | History | |
| <p>Florida: Beyond the Magic Kingdom</p> <p>Why is the Magic Kingdom the most popular theme park in the world?</p> <p>Where is the Magic Kingdom?</p> <p>Why did the great Maya civilisation of Central America come to an end?</p> <p>Why do tourists come to the Magic Kingdom from some countries and not others?</p> <p>Why is the state of Florida a peninsula?</p> <p>Why is the Kennedy Space Centre in Florida?</p> | | <p>Were the Vikings always victorious and vicious?</p> <ul style="list-style-type: none"> -To make predictions from primary sources. -Gather Viking facts. -Viking Timeline -Why was the design of the Longship so important to the Vikings? -Why the Viking horned helmet is a myth. -Viking gods/ goddesses | |
| | | PE | |
| | | <p>Dodgeball</p> <ul style="list-style-type: none"> -I understand the rules of the game and I can use them often and honestly. -I can catch with increasing consistency. -I can communicate with my teammates to apply simple tactics. -I can provide feedback using key terminology and understand what I need to do to improve. -I can return to the ready position to | <p>Netball</p> <ul style="list-style-type: none"> -I can use simple tactics to help my team score or gain possession. -I understand the rules of the game and I can use them often and honestly. -I can defend one on one and know when to win the ball. -I can explain what happens to my body when I exercise and how this helps to make me healthy. -I can move to space to help my team |

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| | <p>defend myself.</p> <ul style="list-style-type: none"> -I can throw with some accuracy at a target. -I share ideas and work with others to manage our game. <p>Athletics</p> <ul style="list-style-type: none"> -I can demonstrate the difference in sprinting and jogging techniques. -I can explain what happens in my body when I warm up. -I can identify when I was successful and what I need to do to improve. -I can jump for distance with balance and control. -I can throw with some accuracy and power to a target area. -I show determination to improve my personal best. -I support and encourage others to work to their best. | <p>to keep possession and score goals.</p> <ul style="list-style-type: none"> -I can pass, receive and shoot the ball with increasing control. -I can provide feedback using key terminology and understand what I need to do to improve. -I share ideas and work with others to manage our game. <p>Cricket</p> <ul style="list-style-type: none"> -I am able to bowl a ball with some accuracy and consistency. -I am learning the rules of the game and I am beginning to use them to play honestly and fairly. -I can communicate with my teammates to apply simple tactics. -I can persevere when learning a new skill. -I can provide feedback using key terminology and understand what I need to do to improve. -I can strike a bowled ball after a bounce. -I can use overarm and underarm throwing, and catching skills with increasing accuracy. -I share ideas and work with others to manage our game. |
| Science | RE | |

Electricity

- I can identify common appliances that run on electricity
- I can construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers
- I can 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 with a battery
- I can recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit
- I can recognise some common conductors and insulators, and associate metals with being good conductors.

States of Matter

- I can compare and group materials together, according to whether they are solids, liquids or gases
- I can observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C)
- I can identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.

Why do some people think that life is a journey? What significant experiences mark this?

- What does a journey mean to us?
- What is the significance of Baptism to Christians?
- How do Jewish people mark becoming an adult?
- What ceremonies do Hindus mark in the journey of life?
- Why do people choose to get married?
- Are all journeys similar? Can we compare the journeys of Christians, Jewish people and Hindus?

What does it mean to be Hindu in Britain today?

- How do Hindus show their faith? Faith in what?
- A Hindu life; what is important?
- Why is Mahatma Gandhi a Hindu Hero?
- What is it like to be a Hindu in Britain today?

Computing

Effective Searching

- Using a search engine
- Use search effectively to answer questions
- Reliable information sources

Spreadsheets:

- Formatting Cells
- Using the timer and spin buttons
- Line Graphs
- Using a Spreadsheet for Budgeting
- Exploring Place Value with a Spreadsheet

Writing for Different Audiences:

- Font styles
- Using a simulated scenario to produce a news report
- Writing for a campaign

Art

Recreating Skylines - Developing core skills: Linked to Megacities topic

- David Hockney – landscapes
- sketching
 - blending
 - Acrylic paints
 - Mixing Media
 - shading
 - watercolour painting
 - layering colours
 - chalk and pastel work

Design Technology

Structures

Designing, making and evaluating fairground rides.

Electricity

Designing, building, and trouble-shooting a variety of circuits, to create a working fairground ride.

| Music | MFL |
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| <p>Sing Like a Viking!</p> <ul style="list-style-type: none"> -Move and sing as a team, following the lyrics on the screen. -Recognise minims, crotchets and quavers often by ear and reliably by sight. -Perform rhythms accurately from notation and layer them to create a composition. -Add appropriate sound effects to their performances using untuned percussion. -Join in with the performances confidently, and reasonably in time and tune. -Make suggestions for improving their performance. | <p>Ask and answer questions on several topics</p> <p>Read and understand a range of familiar written phrases</p> <p>Know about some aspects of everyday life and compare them to their own.</p> <p>Rigolo- Unit 7- Encore Unit 8- Quelle heure est-il?</p> |