St Francis of Assisi Catholic Primary School

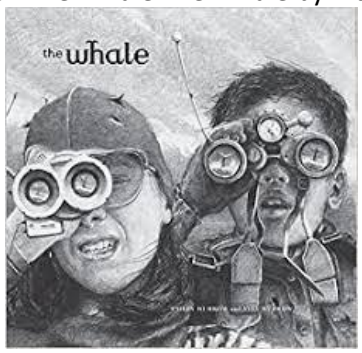
Year 4 Termly Overview of Planning

	Autumn 1 (6 weeks)	Autumn 2 (7 weeks)
RE	**The Bible** • To know that the Bible is one story told through many different books • To know that the Bible is an account of God's relationship with His people • To know that the Bible is a living book through which God speaks to us and explore how the Bible helps us • To know how to find a Bible reference • To know the stories of the Bible, including Abraham, Moses, David, Joseph and Jonah •To think about the challenges and blessings Abraham experienced • To reflect on what we can learn from Moses' experience • To reflect on David's trust in God • To know that the Bible is a story of God's love and concern for us • To know what God is telling us about himself in the Bible and reflect on some things God tells us	**Trust in God** • To understand the importance of trusting in God and Jesus' teaching on the importance of trusting him • To know that it is not always easy to trust in God • To reflect on times we have found it difficult to trust • To know the story of Zechariah • To reflect on how Zechariah had to trust in God • To know that Mary trusted in God and the promise God made to Mary at the Annunciation • To know how Joseph put his trust in God when the angel appeared to him • To reflect on how Mary and Joseph placed all their trust in God • To know that God fulfilled his promise to Mary when Jesus, the Son of God, was born; reflect on the importance of keeping promises • To know why God sent Jesus to earth; reflect on who Jesus is for us

Maths	**Place Value (4 weeks)** • count in multiples of 6, 7, 9, 25 and 1,000 • find 1,000 more or less than a given number • count backwards through 0 to include negative numbers • recognise the place value of each digit in a four-digit number • order and compare numbers beyond 1,000 • identify, represent and estimate numbers using different representations • round any number to the nearest 10, 100 or 1,000 • solve number and practical problems that involve all of the above and with increasingly large positive numbers • read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of 0 and place value.	**Addition & Subtraction (continued)** **Length and Perimeter (2 weeks)** • Convert between different units of measure • Measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres **Multiplication and Division (3 weeks)** • recall multiplication and division facts for multiplication tables up to 12 × 12 • use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together 3 numbers
	Addition & Subtraction (3 weeks) • 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.	• recognise and use factor pairs and commutativity in mental calculations • multiply two-digit and three-digit numbers by a one-digit number using formal written layout • solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by 1 digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects.

English

Class Novel: The Whale The Whale by Vita Murrow



Writing Types: retell, narrative, setting description

Composition:

- Draw upon similar material to inform planning of structure, vocabular and grammar.
- Plan writing by discussing and recording ideas
- Draft and write by composing and rehearsing sentences orally (including dialogue), building a varied and rich vocabulary and using sentence structures (English Appendix 2)
- Grammar focus: noun phrases expanded by the addition of modifying adjectives, nouns and prepositions, fronted adverbials, inverted commas and other punctuation to indicate direct speech, to use commas after fronted adverbials

Class Novel: Jemmy Button

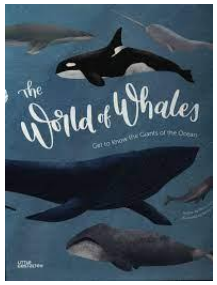
Writing Types: outsider narrative and information report

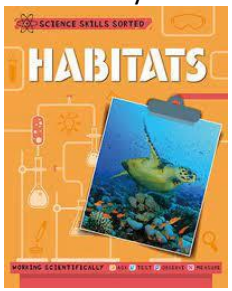
Composition:

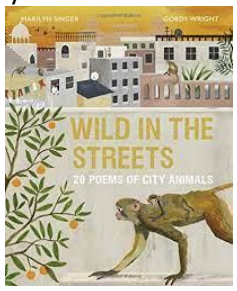
- Evaluate and edit by assessing the effectiveness of own and others' writing and suggesting improvements
- Evaluate and edit by proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences, expanded noun phrases and fronted adverbials
- Grammar focus: noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases, fronted adverbials, determiner, pronoun, possessive pronoun, adverbial

Reading

Class Novels supplemented by other key materials including e-books, non-fiction extracts.







- Maintain positive attitudes to reading and promote reading for a range of purposes.
- Reading a wide range of books, including fairy stories, myths and legends, and retell some of these orally.
- Identify themes and conventions in a wide range of books
- Understand independent reading by asking questions to improve their understanding of text with increasing complexity.

	• Identify how language, structure, and presentation contribute to meaning, to include: paragraphs, use of pronouns for cohesion, inverted commas for speech, apostrophes to mark possession, fronted adverbials. Focus on Key Reading Skills using VIPERS: • **Vocabulary:** using dictionaries to check the meaning of words • **Infer:** understand what they read by drawing inferences such as characters' feelings, thoughts and motives from their actions, begin to justify inferences with evidence. • **Predict**: predicting what might happen from details stated and implied • **Explain:** show understanding through explaining the meaning of words in context • **Retrieve:** retrieve key information from a text • **Summarise:** understand what he/she reads independently by identifying main ideas drawn from more than one paragraph and summarise these	
Spelling	**Spellings** • Homophones or near homophones • The prefix 'in-' • Before a root word starting with l, the 'in-' prefix becomes 'il-'. Before a root word starting with r the prefix 'in-' becomes 'ir-' • The prefix 'sub-' which means under or below. • The prefix 'inter-' means between, amongst or during	**Spellings** • Spelling sh • The suffix '-ation' is added to verbs to form nouns. • The suffix '-ation' is added to verbs to form nouns. • Adding –ly to adverbs. Remembering words ending in 'y' become '-ily' and words ending in '–le' become '–ly.' • Adding '-ly' to to turn an adjective into an adverb when
PSHCE	**Being Me in My World** Becoming a Class Team Being a School Citizen Rights, Responsibilities and Democracy Rewards and Consequences Our Learning Charter Owning Our Learning Charter	**Celebrating Difference** Judging by Appearances Understanding influences Understanding Bullying Problem-solving Special Me Puzzle outcome: Frames Celebrating Difference: how we look
Geography/ History	**Anglo-Saxons, Picts and Scots** • archaeological evidence at Sutton Hoo • find out who the AngloSaxons were • find out who the Picts and Scots were • use various historical sources • explore Anglo-Saxon culture including art, music, legends and poetry • explore the spread of Christianity in Britain. • draw conclusions about Sutton Hoo	**Our European Neighbours** • locate Europe on a world map and find out about its features. • identify and locate countries in Europe. • identify European countries according to their features. • identify the major capital cities of Europe. • compare two European capital cities. • find out about the human and physical features of a European country.

Design Technology/ ART	**Vincent Van Gogh – Sunflowers** • Use lines to create depth and • Use colours and lines to create shade and tint. • Revisit and develop ideas. • Use lines to create movement. • Develop sketching techniques.	**Storybooks** • investigate and evaluate products with lever and linkage systems. • experiment with a range of techniques to create moving mechanisms. • explore and experiment with a range of different fonts and graphic techniques. • plan and design a storybook. • make a storybook with moving mechanisms using a design. • evaluate a finished product.
Computing	**Comic Books** • Use a variety of tools to create a program • Use an efficient procedure to simplify a program • Recognise an error in a program and debug it • Know that I need to keep testing my program while I am putting it together • Understand what an algorithm is • Recognise that using algorithms will also help solve problems in other learning, such as Maths	
Science **Main scientific enquiry strand**	**States of Matter** • Compare and group materials together, according to whether they are solids, liquids or gases • 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) • Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature Comparative & Fair Testing Observing Over Time	**Electricity** • 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 with a battery • Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit • Recognise some common conductors and insulators, and associate metals with being good conductors Pattern Seeking
Music	**Choral music**	

PE	**Outdoor Games** • Hand-eye coordination • Fine motor skills • Gross motor skills Teamwork	