

OVERVIEW:

Science – Animals (inc. Humans)

This unit enables children to learn about themselves and the natural world around them. The unit will also close gaps in knowledge from the year 3 topic 'teeth'. This will be a brief overview of the mouth and how to ensure dental hygiene.

Opening Minds

Team-work and Coaching.

Maths links – Maths links will be prevalent in the history topic, where children will be learning about the Mayan number systems. Children will also be using maths skills to records and interpret data collected during scientific enquiry lessons.

Literacy links – Children will be writing travel guides during history lessons and will be writing letters during PSHE lessons. These will form one piece of extended writing per half term.

British Values

ICT links

Trips:

The children will be visiting The National Gallery for a childhood promise trip.

Reading

Overviews for reading will be filed in the Guided Reading folder. These include the AfL skills for each group.

Maths

Overviews for maths will be stored in the maths section of the planning. These are produced on a separate document to include arithmetic objectives, maths objectives, big maths activities and misconceptions.

Enrichment

	English	Maths	Science	Geography	Art	Music	ICT	RE and PSHE
Displays <i>Location?</i>	Classroom display.	Classroom display	Classroom display - context- Animals including humans	Classroom display - context- Non-European society contrast to Britain.	Classroom and corridor display - Art Painting Cultural Patterns	Corridor display - pictures of chn taking part in African drumming Chn to write 'blurbs' to explain what they did	Corridor display - context: e-safety	Opening Minds- Teamwork and coaching
Trips / visitors	Who/ what are they?				May 23 rd and 24 th – National Gallery			
Safety	Include dates for important events i.e. up charters E-safety- ongoing							
Whole school focus	Any dates/event Summer 1, week 1 – Earth week Summer 2 – sports day.							
Opening Minds	Team-work and coaching							

Core subjects

	<u>Writing</u>	<u>Grammar</u>	<u>Spelling</u>	<u>Science</u>	<u>Computing</u>
	Pupil can correctly form and join all their letters in accordance with the school's agreed house style. There is usually consistency in decisions to join or leave letters unjoined.				
Week 1	<p>Biographies (3 weeks) Context: Usain Bolt</p> <p>Skills from new curriculum at 'exceeding':</p>	LO: I can use the present perfect form of verbs	<p>Suffixes Words with endings 'ue'</p> <p>e.g. boutique</p>	LO: I can explain the human digestive system. ICT links: Flowchart- 2connect.	I can plan the content of my Wiki.
Week 2 and 3	<p>Transcription: Pupil can correctly form and join all their letters in accordance with the school's agreed house style. There is usually consistency in decisions to join or leave letters un-joined.</p> <p>Composition (planning & drafting): Pupil can, independently and confidently, compose and orally rehearse sentences, usually incorporating deliberate choices of vocabulary for impact. Variation in sentence structure includes: simple, compound and complex structures.</p> <p>Vocab, Grammar & Punctuation: Pupil can confidently use a wide range of subordination conjunctions within sentences.</p> <p><i>Any Sp&L opportunities</i> Conscience Alley Hot-seating in role</p>	LO: I can use conjunctions to join two clauses	<p>Suffixes Words with ending 'ent'</p> <p>e.g. ascent</p>	LO: I can describe the simple functions of the digestive system.	I can use Wikipedia to find information.

Week 4, 5 and 6	<p>Week 4- Story writing: short stories <u>Context:</u> By the end of Week 2 the big write will be to write a story.</p> <p>Skills from new curriculum at 'exceeding':</p>	LO: I can identify nouns	<p>Suffixes Words with 'ei' sound e.g. beige</p>	LO: I can identify the different types of teeth in humans.	I can begin creating a class Wiki.
	<p>Composition (planning & drafting): Variation in sentence structure includes: simple, compound and complex structures.</p> <p>Vocab, Grammar & Punctuation: Pupil can confidently use a wide range of subordination conjunctions at the beginning of sentences.</p> <p>Writing Composition (Planning & Drafting) Pupil can consistently use key vocabulary and most suitable ideas from discussion and notes to plan writing, improving and developing ideas to help plan own writing.</p> <p><i>Any Sp&L opportunities</i> Debate Turn-taking</p>	LO: I can identify singular and plural nouns	<p>Suffixes Words with possessive apostrophes</p>	I can plan an enquiry to see how different liquids affect the teeth.	I can edit my class mates' page.
	(Short stories)	LO: I can identify verbs	Homophones	LO: I can interpret a variety of food chains.	I can edit my page.
		I can use punctuation for effect.	Homophones		I can discuss what went well and what I could improve for next time.

Week 7 & 8	<p>Fantasy/Adventure stories Context: By the end of week 2 children will be able to write an adventure story on an imaginary world.</p>	I can use compound and complex sentences.	Homophones	LO: I can interpret a variety of food chains (continued). ICT links: Flowchart- 2connect.	Big Type
	<p><u>Skills from new curriculum at 'exceeding':</u> Composition (planning & drafting): Pupil can, independently and confidently, compose and orally rehearse sentences, usually incorporating deliberate choices of vocabulary for impact. Variation in sentence structure includes: simple, compound and complex structures.</p> <p>Writing Composition (Planning & Drafting) Pupil can consistently use key vocabulary and most suitable ideas from discussion and notes to plan writing, improving and developing ideas to help plan own writing.</p> <p>Writing – Vocab, Grammar & Punctuation: Pupil can consistently and confidently write using the appropriate tense for the task, with virtually no lapses, including choosing to use the present perfect tense where appropriate in contrast to the past tense.</p> <p><i>Any Sp&L opportunities</i></p> <p>Opportunity for the pupil to present relevant information about themselves to prepare for planning the final big write.</p>	I can use fronted adverbials to expand a noun phrase.	Homophones		

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Week 10	Recounts <u>Context:</u> By the end of Week 2 the chn will write a recount on their trip.	I can use apostrophes to mark plural possession.	Homophones		
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<p>Week 11</p>	<p><u>Skills from new curriculum at 'exceeding':</u></p> <p>Writing – Vocab, Grammar & Punctuation: Pupil can consistently and confidently write using the appropriate tense for the task, with virtually no lapses, including choosing to use the present perfect tense where appropriate in contrast to the past tense.</p> <p>Writing – Performing: Pupil can read own writing loudly and clearly enough to be heard by all, pausing for punctuation and interpreting punctuation marks by intonation;</p> <p>Writing – Planning & Drafting: Pupil can, independently, plan paragraphs before they begin to write. Some evidence of ideas being developed within and between paragraphs. Pupil knows how to demarcate paragraphs on the page and almost always remembers to do this as they write.</p> <p><i>Any Sp&L opportunities</i> Link to reading out loud with expression – performing in the role of the letter writer. Thinking about impact on reader – how would they respond to receiving the letter?</p>	<p>I can select a noun/pronoun as appropriate.</p>	<p>Homophones</p>		
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<p>Week 12</p>	<p>Persuasive letter Context: persuading JK Rowling to set her new book at WEPA.</p> <p><u>Skills from new curriculum at 'exceeding':</u></p>	<p>I can use inverted commas correctly.</p>	<p>Year 4 word list – all.</p>		
<p>Week 13</p>	<p>Writing – Planning & Drafting: Pupil can, independently, plan paragraphs before they begin to write. Some evidence of ideas being developed within and between paragraphs. Pupil knows how to demarcate paragraphs on the page and almost always remembers to do this as they write.</p> <p>Writing – Performing: Pupil can read own writing loudly and clearly enough to be heard by all, pausing for punctuation and interpreting punctuation marks by intonation;</p> <p>Writing – Vocab, Grammar & Punctuation: Pupil can consistently and confidently write using the appropriate tense for the task, with virtually no lapses, including choosing to use the present perfect tense where appropriate in contrast to the past tense.</p> <p><i>Any Sp&L opportunities</i> Children will debate if school should be open on Saturdays</p>	<p>I can use commas after fronted adverbials.</p>	<p>Maths language</p>		

Foundation subjects

	History Mayan Civilisation	Art (Week 1-7) DT (Week 8-14) Pablo Picasso Electrical Systems	Music Classical music including Vivaldi and Beethoven.	RE Signs and symbols (week 1-7) Islamic teachings (week 8-14)	PE (PPA) Indoor PE – Swimming Tennis	PSHE Good to be me Relationships/changes Futures week	French French scheme of work: animals
Week 1	LO: I can research information about the Mayan civilisation. Use of laptops/computing suite. Reading links: children using a range of books/websites to find information.	LO: I can explore the work of Pablo Picasso. Use of laptops/computing suite.	LO: I can appreciate a piece of classical music	L.O. I can understand what signs and symbols mean.	Swimming	L.O. I can recognise when I find something difficult and do something about it.	Naming animals at the circus
Week 2	LO: I can understand the Mayan social hierarchy. Comparison discussion with British society.	LO: I can explore ideas on how to create my artwork.		LO: I can understand Christian and Hindu symbols.	Swimming	L.O. I can express myself assertively in a variety of ways.	Naming events at a carnival with animals. Use of time
Week 3	LO: I can understand the Mayan number system. Number work.	LO: I can experiment with different artistic methods.	LO: I can play melodic motifs from Beethoven’s Fifth Symphony	LO: I can understand Islamic and Sikh symbols.	Swimming	L.O. I can recognise when I am beginning to get upset or angry and have some strategies to calm down.	Drawing and labelling animals.

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Week 4	LO: I can describe the characteristics and importance of Mayan gods. S&L oral presentation – description of Gods.	LO: I can mix techniques to best effect.		L.O. I can research the meanings of Buddhist Symbols Use of laptops/computing suite. Reading links	Swimming	L.O. I understand why we sometimes fight or run away when we feel threatened.	Naming different animals
Week 5	LO: I can locate the ancient Mayan cities on a map. Use of co ordinates	LO: I can plan an artwork inspired by Picasso.	LO: I can practice and perform rhythmic and melodic motifs from Beethoven’s Fifth Symphony	L.O. I can explain how Jewish symbols are used in a place of worship.	Swimming	L.O. I know why it is sometimes important to stop and think when we feel angry or stressed.	Naming different animals
Week 6	LO: I can use a range of sources to find out about Mayan cities from the past. Use of laptops/computing suite.	LO: I can create an artwork inspired by the work of Picasso.		L.O. I can compare the use of religious symbols.	Swimming	LO: I can understand how change can affect our feelings of security and confidence.	Naming different animals
Summer 2							
Week 7	LO: I can research and understand the main achievements of the Mayan civilisation. Information guide on all achievements. Use of laptops/computing suite.	LO: I can generate ideas by researching a design criteria.	LO: I can play Samba percussion parts	LO: I can understand the similarities and differences between Christian and Islamic creation stories. Reading links	LO: I can use an underarm serve to hit my opponent’s area.	Futures week	Weather phrases

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Week 8	<p>LO: I can understand and describe why the Mayan civilisation declined.</p> <p>Debate lesson – which reason was most likely?</p>	<p>LO: I can experiment with different materials to adapt a design.</p>	<p>LO: I can play Samba percussion parts</p>	<p>LO: I can name and describe the second pillar of Islam.</p>	<p>LO: I can return a forehand shot in tennis.</p>		<p>Weather phrases</p>
Week 9	<p>Discussion of why British society remains successful.</p>	<p>LO: I can draw a design for my torch.</p> <p>Drawing to scale.</p>		<p>LO: I can name and describe the third pillar of Islam.</p>	<p>LO: I can use footwork to support my backhand shot.</p>		<p>Dates in French</p>
Week 10	<p>LO: I can compare the Mayan civilisation with modern civilisation.</p> <p>Extended writing – comparison.</p>	<p>LO: I can create a step by step plan for the creation of my torch.</p> <p>Decimal number skills.</p>	<p>LO: I can play my Samba rhythm with control and accuracy within a group</p>	<p>LO: I can name and describe the fourth pillar of Islam.</p>	<p>LO: I can perform a volley shot.</p>		<p>Colours of different items</p>
Week 11	<p>Comparison with modern civilisation.</p>	<p>LO: I can create a torch.</p> <p>Measure skills.</p>		<p>LO: I can name and describe the fifth pillar of Islam.</p>	<p>LO: I can select the correct shot to return the ball</p>		<p>Weather phrases</p>
Week 12		<p>LO: I can evaluate my design.</p>	<p>LO: I can play call and response rhythms in a performance</p>	<p>LO: I can explain why the Prophet Muhammad is an important Islamic figure.</p>	<p>LO: Tennis Assessment lesson</p>		<p>Weather phrases</p>
Week 13				<p>LO: I can compare the pillars of Islam to my personal beliefs.</p>	<p>LO: Tennis Assessment lesson</p>		<p>Weather phrases</p>

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