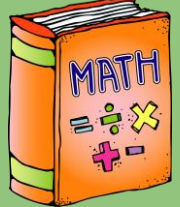


## Year 4 Half-Termly Overview - Autumn 2

| Subject                                                                                                      | Week 1                                                                                                   | Week 2                                                                                                             | Week 3                                                                                                        | Week 4                                                                                                | Week 5                                                                                           | Week 6                                                                                                 | Week 7                                                                                                             |
|--------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------|
| <b>English- Reading</b><br> | <b>Text:</b><br>Tsunamis on the Move<br><br><b>Reading Skill:</b><br>Vocabulary                          | <b>Text:</b><br>Tsunamis on the Move<br><br><b>Reading Skill:</b><br>Word Meaning                                  | <b>Text:</b><br>Russian Doll<br><br><b>Reading Skill:</b><br>Vocabulary                                       | <b>Text:</b><br>Russian Doll<br><br><b>Reading Skill:</b><br>Word meaning                             | <b>Text:</b><br>The Little Daughter of Snow<br><br><b>Reading Skill:</b><br>Vocabulary           | <b>Text:</b><br>The Little Daughter of the Snow<br><br><b>Reading Skill:</b><br>Inference              | <b>Text:</b><br>T'was the night before Christmas<br><br><b>Reading Skill:</b><br>Vocabulary                        |
| <b>English- Writing</b><br> | <b>Text:</b><br>The Magic box<br><br><b>Key focus:</b><br>Poetry                                         | <b>Text:</b><br>The Heart Scarab<br><br><b>Key focus:</b><br>Setting Description                                   | <b>Text:</b><br>The Heart Scarab<br><br><b>Key focus:</b><br>Setting Description                              | <b>Text:</b><br>The Heart Scarab<br><br><b>Key focus:</b><br>Persuasive Letter                        | <b>Text:</b> The Heart Scarab<br><br><b>Key focus:</b><br>Persuasive Letter                      | <b>Text:</b> The Heart Scarab<br><br><b>Key focus:</b><br>Narrative                                    | <b>Text:</b> The Heart Scarab<br><br><b>Key focus:</b><br>Narrative                                                |
| <b>English- GPS</b><br>    | <b>Grammar:</b><br>Conjunctions<br><br><b>Spelling rule:</b><br>Vowel suffixes                           | <b>Grammar:</b><br>Punctuation<br><br><b>Spelling rule:</b><br>'y' as an 'i' sound                                 | <b>Grammar:</b><br>Apostrophe for Possession<br><br><b>Spelling rule:</b><br>Prefixes                         | <b>Grammar:</b><br>Sentence structure<br><br><b>Spelling rule:</b><br>'ch' as 'k' sound               | <b>Grammar:</b><br>Tense<br><br><b>Spelling rule:</b><br>Homophones                              | <b>Grammar:</b><br>Speech<br><br><b>Spelling rule:</b><br>Vowel suffixes                               | <b>Grammar:</b><br>Poetry techniques<br><br><b>Spelling rule:</b><br>Consolidation                                 |
| <b>Mathematics</b><br>    | <b>Maths unit:</b><br>Multiplication and Division<br><br><b>Key Learning:</b><br>Multiplication patterns | <b>Maths unit:</b><br>Multiplication and Division<br><br><b>Key Learning:</b><br>Multiplication and division facts | <b>Maths unit:</b><br>Multiplication and Division<br><br><b>Key Learning:</b><br>properties of multiplication | <b>Maths unit:</b><br>Multiplication and Division<br><br><b>Key Learning:</b><br>Short multiplication | <b>Maths unit:</b><br>Multiplication and Division<br><br><b>Key Learning:</b><br>Mental division | <b>Maths unit:</b><br>Discrete and continuous data<br><br><b>Key Learning:</b><br>Equivalent fractions | <b>Maths unit:</b><br>Discrete and continuous data<br><br><b>Key Learning:</b><br>Ordering and comparing fractions |

## Year 4 Half-Termly Overview - Autumn 2

|                                                                                                                                       |                                                                                                                                  |                                                                                                                            |                                                                                                                                                |                                                                                                                            |                                                                                                                  |                                                                                                                 |                                                                                                                              |
|---------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------|
| <p style="text-align: center;"><b>Science</b></p>    | <p><b>Science unit:</b><br/>Sound</p> <p><b>Key Learning:</b><br/>How are sounds made?</p>                                       | <p><b>Science unit:</b><br/>Sound</p> <p><b>Key Learning:</b><br/>What is sound?</p>                                       | <p><b>Science unit:</b><br/>Sound</p> <p><b>Key Learning:</b><br/>What is inside your ear?</p>                                                 | <p><b>Science unit:</b><br/>Sound</p> <p><b>Key Learning:</b><br/>Does the size of the pinna affect how we hear sound?</p> | <p><b>Science unit:</b><br/>Sound</p> <p><b>Key Learning:</b> What is pitch?</p>                                 | <p><b>Science unit:</b><br/>Sound</p> <p><b>Key Learning:</b><br/>What is volume?</p>                           | <p><b>Science unit:</b><br/>Sound</p> <p><b>Key Learning:</b><br/>Which sound is best for muffling?</p>                      |
| <p style="text-align: center;"><b>Computing</b></p>  | <p><b>Computing unit:</b><br/>Further Coding with Scratch</p> <p><b>Key Learning:</b><br/>Exploring Variables and Conditions</p> | <p><b>Computing unit:</b><br/>Further Coding with Scratch</p> <p><b>Key Learning:</b><br/>Using Conditions and Sensors</p> | <p><b>Computing unit:</b><br/>Further Coding with Scratch</p> <p><b>Key Learning:</b><br/>Planning a Game</p>                                  | <p><b>Computing unit:</b><br/>Further Coding with Scratch</p> <p><b>Key Learning:</b><br/>Programming a Game</p>           | <p><b>Computing unit:</b><br/>Further Coding with Scratch</p> <p><b>Key Learning:</b><br/>Programming a Game</p> | <p><b>Computing unit:</b><br/>Further Coding with Scratch</p> <p><b>Key Learning:</b><br/>Evaluating a Game</p> | <p><b>Computing unit:</b><br/>Online Safety</p> <p><b>Key Learning:</b><br/>How do companies encourage us to buy online?</p> |
| <p style="text-align: center;"><b>History</b></p>   | <p><b>History unit:</b><br/>Ancient Egyptians</p> <p><b>Key Learning:</b><br/>Mummification</p>                                  | <p><b>History unit:</b><br/>Ancient Egyptians</p> <p><b>Key Learning:</b><br/>How and Why Pyramids were built</p>          | <p><b>History unit:</b><br/>Ancient Egyptians</p> <p><b>Key Learning:</b><br/>Consequences of invasion on the Old Kingdom of Ancient Egypt</p> | <p><b>History unit:</b><br/>Ancient Egyptians</p> <p><b>Key Learning:</b><br/>Successes of the New Kingdom</p>             | <p><b>History unit:</b><br/>Ancient Egyptians</p> <p><b>Key Learning:</b><br/>Rameses II</p>                     | <p><b>History unit:</b><br/>Ancient Egyptians</p> <p><b>Key Learning:</b><br/>How the Egyptian Empire Ended</p> | <p><b>History unit:</b><br/>Ancient Egyptians</p> <p><b>Key Learning:</b><br/>Retrieve and recall knowledge</p>              |

## Year 4 Half-Termly Overview - Autumn 2

|                                                                                                        |                                                                                                                                                                                                                                                                    |                                                                                                                                 |                                                                                                                                     |                                                                                                                                                       |                                                                                                                                              |                                                                                                                                              |                                                                                                                                              |
|--------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Art</b><br>        | <b>Art Focus:</b><br>Drawing<br><br><b>Key Learning:</b><br><b>Artist study - Hazem Taha Hussein</b><br>Who is Hazem Taha Hussein?<br>What/who is his inspiration?<br>What elements of art does he use?<br>What type of artwork is he best known for?              | <b>Art Focus:</b><br>Drawing<br><br><b>Key Learning:</b><br>To explore and discuss the geometric and Islamic-inspired patterns. | <b>Art Focus:</b><br>Drawing<br><br><b>Key Learning:</b><br>To investigate and understand the meanings of ancient Egyptian symbols. | <b>Art Focus:</b><br>Drawing<br><br><b>Key Learning:</b><br>Plan a mixed-media artwork that combines an Egyptian symbol and Islamic-inspired pattern. | <b>Art Focus:</b><br>Drawing<br><br><b>Key Learning:</b><br>Create artwork in the style of Hazem Taha Hussein.                               | <b>Art Focus:</b><br>Drawing<br><br><b>Key Learning:</b><br>Create artwork in the style of Hazem Taha Hussein.                               | <b>Art Focus:</b><br>Drawing<br><br><b>Key Learning:</b><br>Evaluate artwork created in the style of Hazem Taha Hussein.                     |
| <b>DT</b><br>         | <div style="text-align: center;"> <b>DT Unit: Textiles</b><br/> <b>Key Learning:</b><br/>           Cross-Stitch, develop and use a template, develop the collars, decorate the collars, evaluate the collars<br/> <b>Outcome:</b> Egyptian Collars         </div> |                                                                                                                                 |                                                                                                                                     |                                                                                                                                                       |                                                                                                                                              |                                                                                                                                              |                                                                                                                                              |
| <b>RE</b><br>        | <b>Key Question:</b><br>Why are festivals important to religious communities?<br><br><b>Key Learning:</b><br>Festivals                                                                                                                                             | <b>Key Question:</b><br>Why are festivals important to religious communities?<br><br><b>Key Learning:</b><br>Diwali             | <b>Key Question:</b><br>Why are festivals important to religious communities?<br><br><b>Key Learning:</b><br>Diwali                 | <b>Key Question:</b><br>Why are festivals important to religious communities?<br><br><b>Key Learning:</b><br>Journeys in the Christmas Story          | <b>Key Question:</b><br>Why are festivals important to religious communities?<br><br><b>Key Learning:</b><br>Journeys in the Christmas Story | <b>Key Question:</b><br>Why are festivals important to religious communities?<br><br><b>Key Learning:</b><br>Journeys in the Christmas Story | <b>Key Question:</b><br>Why are festivals important to religious communities?<br><br><b>Key Learning:</b><br>Journeys in the Christmas Story |
| <b>PSHE/RSE</b><br> | <b>PSHE Unit:</b><br>Valuing Difference<br><br><b>Key Learning:</b><br>Negotiation and compromise                                                                                                                                                                  | <b>PSHE Unit:</b><br>Valuing Difference<br><br><b>Key Learning:</b><br>Dealing with someone who is behaving                     | <b>PSHE Unit:</b><br>Valuing Difference<br><br><b>Key Learning:</b><br>Anti Bullying Week                                           | <b>PSHE Unit:</b><br>Valuing Difference<br><br><b>Key Learning:</b><br>Respect each other's differences                                               | <b>PSHE Unit:</b><br>Valuing Difference<br><br><b>Key Learning:</b><br>Friends and acquaintances                                             | <b>PSHE Unit:</b><br>Valuing Difference<br><br><b>Key Learning:</b><br>Protect our body space                                                | <b>PSHE Unit:</b><br>Valuing Difference<br><br><b>Key Learning:</b><br>Protect our body space                                                |

## Year 4 Half-Termly Overview - Autumn 2

|                                                                                                     |                                                                                                               |                                                                                                                     |                                                                                                                |                                                                                                                                                            |                                                                                                                          |                                                                                                                               |                                                                                                                               |
|-----------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                     |                                                                                                               | aggressively                                                                                                        |                                                                                                                |                                                                                                                                                            |                                                                                                                          |                                                                                                                               |                                                                                                                               |
| <b>PE</b><br>      | <b>PE Unit:</b><br>Problem Solving<br><br><b>Key Learning:</b><br>What makes an effective team                | <b>PE Unit:</b><br>Problem Solving<br><br><b>Key Learning:</b><br>Around the clock challenge                        | <b>PE Unit:</b><br>Problem Solving<br><br><b>Key Learning:</b><br>The pen challenge                            | <b>PE Unit:</b><br>Problem Solving<br><br><b>Key Learning:</b><br>The river rope challenge                                                                 | <b>PE Unit:</b><br>Problem Solving<br><br><b>Key Learning:</b><br>Caving challenges: Part 1                              | <b>PE Unit:</b><br>Problem Solving<br><br><b>Key Learning:</b><br>Caving challenges: Part 2                                   | <b>PE Unit:</b><br>Problem Solving<br><br><b>Key Learning:</b><br>Caving challenges: Part 2                                   |
|                                                                                                     | <b>PE Unit: Dance</b><br><br><b>Key Learning:</b><br>Responding to stimuli working together                   | <b>PE Unit: Dance</b><br><br><b>Key Learning:</b><br>Extending sequences with a partner in character                | <b>PE Unit: Dance</b><br><br><b>Key Learning:</b><br>Developing character dance exploring two contrasting cats | <b>PE Unit: Dance</b><br><br><b>Key Learning:</b><br>Developing sequences with a partner in character that show relationships and interlinking dance moves | <b>PE Unit: Dance</b><br><br><b>Key Learning:</b><br>Sequences, relationships, choreography and performance              | <b>PE Unit: Dance</b><br><br><b>Key Learning:</b><br>The Cats Ball Performance                                                | <b>PE Unit: Dance</b><br><br><b>Key Learning:</b><br>The Cats Ball Performance                                                |
| <b>Music</b><br> | <b>Music Unit:</b><br>Singing and Traditions<br><br><b>Key Learning:</b><br>Introduction to Call and Response | <b>Music Unit:</b><br>Singing and Traditions<br><br><b>Key Learning:</b><br>Developing Harmony and Song Exploration | <b>Music Unit:</b><br>Singing and Traditions<br><br><b>Key Learning:</b><br>Call & Response and 2-Part Harmony | <b>Music Unit:</b><br>Singing and Traditions<br><br><b>Key Learning:</b><br>Musical Traditions and Expression                                              | <b>Music Unit:</b><br>Singing and Traditions<br><br><b>Key Learning:</b><br>Revisiting Traditions and Musical Reflection | <b>Music Unit:</b><br>Singing and Traditions<br><br><b>Key Learning:</b><br>Call and Response, 2-Part Harmony and Performance | <b>Music Unit:</b><br>Singing and Traditions<br><br><b>Key Learning:</b><br>Call and Response, 2-Part Harmony and Performance |
| <b>MFL</b><br>   | <b>MFL Unit: Clothes</b><br><br><b>Key Learning:</b><br>Recognise and use vocabulary relating to              | <b>MFL Unit: Clothes</b><br><br><b>Key Learning:</b><br>Noun and                                                    | <b>MFL Unit: Clothes</b><br><br><b>Key Learning:</b><br>Adjectival position                                    | <b>MFL Unit: Clothes</b><br><br><b>Key Learning:</b><br>To express and                                                                                     | <b>MFL Unit: Clothes</b><br><br><b>Key Learning:</b><br>To express and opinion                                           | <b>MFL Unit: Clothes</b><br><br><b>Key Learning:</b><br>Using adjective correctly                                             | <b>MFL Unit: Clothes</b><br><br><b>Key Learning:</b><br>Using adjective correctly                                             |



## Year 4 Half-Termly Overview - Autumn 2



|  |          |                                     |                                           |         |  |  |  |
|--|----------|-------------------------------------|-------------------------------------------|---------|--|--|--|
|  | clothing | adjective<br>agreement in<br>French | and agreement for<br>gender and<br>number | opinion |  |  |  |
|--|----------|-------------------------------------|-------------------------------------------|---------|--|--|--|