



Year: 4 Half term Autumn 2 overview of planning

Teacher: Mrs Smith and Mrs. Miralles

Topic: Greeks

	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	Week 8
Learning challenge question								
RE	The way the truth and the life scheme Trust in God	The way the truth and the life scheme Trust in God	The way the truth and the life scheme Trust in God	The way the truth and the life scheme Trust in God	The way the truth and the life scheme Trust in God	The way the truth and the life scheme Trust in God	The way the truth and the life scheme Trust in God	The way the truth and the life scheme Trust in God
PSHE	Getting on and Falling out	Getting on and Falling out	Getting on and Falling out	Getting on and Falling out	Getting on and Falling out	Getting on and Falling out	Getting on and Falling out	Getting on and Falling out
Maths	<u>Maths starter</u> Times tables through a range of activities, games and quizzes. <u>Core Focus</u> Measurement, length and perimeter. Measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres	<u>Maths starter</u> Times tables through a range of activities, games and quizzes. Negative numbers. <u>Core Focus</u> Measurement, length and perimeter. Measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres	<u>Maths starter</u> Times tables through a range of activities, games and quizzes. Count in 25s <u>Core Focus</u> Measurement, length and perimeter. Convert between different units of measure [for example, kilometre to metre	<u>Maths starter</u> Times tables through a range of activities, games and quizzes. Rounding to nearest 1000. <u>Core Focus</u> Convert between different units of measure [for example, kilometre to metre	<u>Maths starter</u> Times tables through a range of activities, games and quizzes. <u>Core Focus</u> Multiplication and division Recall and use multiplication and division facts for multiplication tables up to 12×12 . Count in multiples of 6, 7, 9, 25 and 1000	<u>Maths starter</u> Times tables through a range of activities, games and quizzes. <u>Core Focus</u> Multiplication and division Multiplication and division Use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers.	<u>Maths starter</u> Times tables through a range of activities, games and quizzes. <u>Core Focus</u> Multiplication and division Multiplication and division Solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by one digit , integer scaling problems and harder correspondence problems such as n objects are connected to m	<u>Maths starter</u> Times tables through a range of activities, games and quizzes. <u>Core Focus</u> Multiplication and division Multiplication and division Solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by one digit , integer scaling problems and harder correspondence problems such as n objects are connected to m

							objects.	objects.
English (Narrative)	<p>Focus: Traditional stories</p> <p>Chosen text/s: Fairy tale with a Greek twist</p> <p>Plan his/her writing by discussing writing similar to that which he/she is planning to write, in order to understand and learn from its structure, vocabulary and grammar</p> <p>Plan his/her writing by discussing and recording ideas.</p> <p>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.</p> <p><i>Use standard English forms for verb inflections instead of local spoken forms e.g. we were instead of we was, or I did instead of I done.</i></p> <p>Guided Reading:</p>	<p>Focus: Traditional stories</p> <p>Chosen text/s: Fairy tale with a Greek twist</p> <p>Plan his/her writing by discussing writing similar to that which he/she is planning to write, in order to understand and learn from its structure, vocabulary and grammar</p> <p>Plan his/her writing by discussing and recording ideas.</p> <p>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.</p> <p><i>Use commas after fronted adverbials.</i></p>	<p>Focus: Traditional stories</p> <p>Chosen text/s: Fairy tale with a Greek twist</p> <p>Plan his/her writing by discussing writing similar to that which he/she is planning to write, in order to understand and learn from its structure, vocabulary and grammar</p> <p>Plan his/her writing by discussing and recording ideas.</p> <p>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.</p> <p><i>Understand the following terminology: determiner, pronoun, possessive pronoun, adverbial</i></p>	<p>Focus: Traditional stories</p> <p>Chosen text/s: Fairy tale with a Greek twist</p> <p>Plan his/her writing by discussing writing similar to that which he/she is planning to write, in order to understand and learn from its structure, vocabulary and grammar</p> <p>Plan his/her writing by discussing and recording ideas.</p> <p>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.</p> <p><i>Use paragraphs to organise ideas around a theme</i></p> <p>Guided Reading: I can tell from</p>				

	<p>I can join in a clear reasoned discussion about the books and poems that I have read taking turns and listening to others.</p>	<p>Expanded noun phrases</p> <p>Guided Reading: I can summarise what has happened in a text, using themes from paragraphs to help me.</p>	<p>Guided Reading: I can predict what will happen in a text, using details I have already read to help me.</p>	<p>what I have read how a character is feeling and thinking and why they carry out an action. I can show you the parts of the text that tell me this.</p>				
<p>English (non fiction)</p>					<p>Focus: Report of a significant events in ancient Greece</p> <p>Non Chronological reorts</p> <p>Chosen text/s: Draft and write by organising paragraphs around a theme</p> <p>Draft and write non-narrative material, using simple organisational devices.</p> <p>Evaluate and edit by assessing the effectiveness of his/her own and others' writing and suggesting improvements</p> <p>Use paragraphs to organise ideas around a theme</p> <p>Guided Reading: I can show that I enjoy reading by reading lots of different types of books</p>	<p>Focus: Report of a significant events in ancient Greece</p> <p>Non Chronological reorts</p> <p>Chosen text/s: Draft and write by organising paragraphs around a theme</p> <p>Draft and write non-narrative material, using simple organisational devices.</p> <p>Evaluate and edit by assessing the effectiveness of his/her own and others' writing and suggesting improvements</p> <p>Use commas after fronted adverbials</p> <p>Guided Reading: I can ask questions about what I have read to help me understand a</p>	<p>Focus: Haikus Chosen text/s: A range of Haikus</p> <p>Plan his/her writing by discussing writing similar to that which he/she is planning to write, in order to understand and learn from its structure, vocabulary and grammar.</p> <p>Evaluate and edit by assessing the effectiveness of his/her own and others' writing and suggesting improvements.</p> <p>Confidently read his/her own writing aloud, to a group or the whole class, using appropriate intonation and controlling tone and volume so that the meaning is clear.</p> <p>Guided Reading:</p>	<p>Focus: Haikus Chosen text/s: A range of Haikus</p> <p>Plan his/her writing by discussing writing similar to that which he/she is planning to write, in order to understand and learn from its structure, vocabulary and grammar.</p> <p>Evaluate and edit by assessing the effectiveness of his/her own and others' writing and suggesting improvements.</p> <p>Make the appropriate choice of pronoun or noun, within and across sentences, to aid cohesion and avoid repetition.</p> <p>Guided Reading: I can join in a clear reasoned</p>

					and for different reasons	complicated text.	I can tell from what I have read how a character is feeling and thinking and why they carry out an action. I can show you the parts of the text that tell me this..	discussion about the books and poems that I have read taking turns and listening to others.
Spelling	Follow National Curriculum statutory spellings for year 4 A test will be taken weekly	Follow National Curriculum statutory spellings for year 4 A test will be taken weekly	Follow National Curriculum statutory spellings for year 4 A test will be taken weekly	Follow National Curriculum statutory spellings for year 4 A test will be taken weekly	Follow National Curriculum statutory spellings for year 4 A test will be taken weekly	Follow National Curriculum statutory spellings for year 4 A test will be taken weekly	Follow National Curriculum statutory spellings for year 4 A test will be taken weekly	Follow National Curriculum statutory spellings for year 4 A test will be taken weekly
Science	Grouping Living Things	Classifying vertebrates	Invertebrate Hunt	Classification Keys	Food Chains	Local Habitat Survey	Environmental Changes	Environmental Changes
Computing	design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts	design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts	design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts	design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts	design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts	design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts	design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts	design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts
History Geography	Ancient Greece Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history	Ancient Greece Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history	Ancient Greece They should note connections, contrasts and trends over time and develop the appropriate use of historical terms.	Ancient Greece They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.	Ancient Greece They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.	Ancient Greece They should understand how our knowledge of the past is constructed from a range of sources.	Ancient Greece They should understand how our knowledge of the past is constructed from a range of sources.	Ancient Greece Greek Gods

Art/DT	Greek sculpture / pottery and painting it	Greek sculpture / pottery and painting it	Greek sculpture / pottery and painting it	Design and make the human body using a range of media materials	Design and make the human body using a range of media materials	Design and make the human body using a range of media materials	Design and make the human body using a range of media materials	Design and make the human body using a range of media materials
Music	Singing music skills including rounds, harmonies and different tempos	Singing music skills including rounds, harmonies and different tempos	Singing music skills including rounds, harmonies and different tempos	Singing music skills including rounds, harmonies and different tempos	Singing music skills including rounds, harmonies and different tempos	Singing music skills including rounds, harmonies and different tempos	Singing music skills including rounds, harmonies and different tempos	Singing music skills including rounds, harmonies and different tempos
PE	PE to be led by PE partners: outdoor invasion games	PE to be led by PE partners: outdoor invasion games	PE to be led by PE partners: outdoor invasion games	PE to be led by PE partners: outdoor invasion games	PE to be led by PE partners: outdoor invasion games	PE to be led by PE partners: outdoor invasion games	PE to be led by PE partners: outdoor invasion games	PE to be led by PE partners: outdoor invasion games
MFL	Greetings	Greetings	Introductions	Introductions	Classroom instructions	Classroom instructions	Food	Food
Education al visits/visitors								
Wall and interactive displays								