

## Y4 Summer Overview

Writing	Maths
<p><i>Based on:</i> 'Murder Most Unladylike' by Robin Stephens, 'Aladdin and the Enchanted Lamp' by Philip Pullman (Write Stuff Unit) Soar (Literacy Shed film unit)</p> <p><i>Genres covered:</i> Diary Entry, Recount, Book Review, Setting Description, Letter Writing, Newspaper Article.</p> <p><i>Cross curricular:</i> Non-chronological reports linked to Geography 'Megacities' topic, Biography linked to History 'Normans' topic. Instructional writing for Science 'States of Matter Investigation.</p> <p><i>Other focus:</i> Varied sentence openers, using a dictionary, legible fluent h/wr. Editing and correcting a piece of writing.</p>	<p><i>Objectives:</i></p> <p><u>Fractions:</u>  <div> <div>Adding/subtracting fractions</div> <div>Equivalent fractions</div> </div> <div> <div>Converting between fractions and decimals</div> <div>Tenths and hundredths</div> </div> <div> <div>Making up to 1 whole, mixed numbers and fractions</div> <div>Fractions of numbers</div> </div> </p> <p><u>Coordinates:</u>  <div> <div>Describe positions of 2d shapes in first quadrant</div> <div>Translation of shapes</div> </div> <div> <div>Plot points to draw polygons</div> <div></div> </div> </p> <p><u>Area and Perimeter:</u>  <div> <div>Area and Perimeter of simple shapes</div> <div>Area and Perimeter of complex shapes</div> </div> </p>
SPAG	
<p><u>Standard English:</u>            1. 'Were' or 'Was' and 'Did' or 'Done'            2. 'I' or 'Me'            3. 'Have' not 'Of' and 'These/Those' not 'Them'</p> <p><u>Paragraphs:</u>            Identifying Paragraphs            2. Using Fronted Adverbials in Paragraphs            3. Using Pronouns and Conjunctions in Paragraphs            4. Using Speech in Paragraphs            5. More Than One Paragraph            6. Sequencing Paragraphs</p> <p><u>Consolidation:</u>            1. Consolidating Determiners            2. Consolidating Coordinating Conjunctions            3. Consolidating Subordinating Conjunctions            4. Consolidating Adverbs            5. Consolidating Prepositions            6. Consolidating Speech            7. Consolidating Tenses            8. Consolidating Noun Types            9. Consolidating Root Words            10. Consolidating Fronted Adverbials            11. Consolidating Apostrophes</p>	<p><u>Multiplication and Division:</u>  <div> <div>Recall known multiplication facts</div> <div>Multiplying multiples of 10/100</div> </div> <div> <div>Multiplication and Division Problem Solving</div> <div>Dividing multiples of 10/100</div> </div> <div> <div>Partitioning to multiply 2 digit by 1 mentally</div> <div>Using partitioning to divide mentally</div> </div> <div> <div>Multiplying 3 numbers together</div> <div>To recognise factor pairs</div> </div> <div> <div>To recognise and use factor pairs</div> <div>Written methods for multiplication</div> </div> <div> <div>Division of 2 and 3 digits by 1 digit</div> <div>Revision of multiplication</div> </div> <div> <div>Written methods for division and multiplication</div> <div></div> </div> </p> <p><u>Graphs and Statistics:</u>  <div> <div>Read and Interpret information on a graph</div> <div>Charts and Graphs</div> </div> <div> <div>Present continuous and discrete information in a variety of ways</div> <div></div> </div> </p> <p><u>Problem Solving:</u>  <div> <div>Problem solving using mental methods</div> <div>Solve number problems mentally</div> </div> <div> <div>Revision of addition and subtraction written methods</div> <div>2 step word problems</div> </div> </p> <p><u>Revision of past topics</u></p>

12. Consolidation of Writing Paragraphs in Standard and Non-Standard English	
<b>Spelling</b>	
<p><i>Objectives:</i></p> <ul style="list-style-type: none"> <li>- the suffix –tion</li> <li>- the suffix -ssion</li> <li>-adverbs of manner</li> <li>-/s/ sounds, spelled ‘c’</li> <li>-prefixes super-, anti- and auto-</li> <li>- the prefix bi-</li> <li>- challenge words</li> </ul>	
<ul style="list-style-type: none"> <li>- use a dictionary</li> <li>- the digraph au</li> <li>- the suffix –cian</li> <li>-homophones</li> <li>-‘sol’ and ‘real’ word families</li> <li>-‘phon’ and ‘sign’ word families</li> <li>-plural possessive apostrophes</li> <li>-non-negotiable spellings</li> </ul>	
<b>Reading</b>	
<p><i>Texts covered: Murder Most Unladylike</i></p> <p><i>Objectives:</i></p> <p>Predict what might happen from details stated and implied</p> <p>Drawing inferences, such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence</p> <p>Making comparisons with and across books.</p> <p>Participating in discussions about books, explaining their understanding of what they have read and provide reasoned justification for their views.</p>	
<b>Geography</b>	<b>History</b>
<p><b><u>Megacities</u></b></p> <p>What are the differences between a village, town, city and megacity?</p> <p>What are megacities and where are they located?</p> <p>Why did Baghdad become the first city in the world with one million people?</p> <p>Why is Milton Keynes the United Kingdom’s fastest-growing city?</p> <p>Why is Brasilia the fastest-growing city in Brazil?</p> <p>How do the advantages of living in cities compare with the disadvantages?</p>	<p><b><u>Norman Invasion</u></b></p> <p>Why did William Duke of Normandy invade England in 1066?</p> <p>What were the first Norman castles like?</p> <p>How did Norman castles change?</p> <p>What was life like inside a Norman castle and what happened to Geoffrey and Thomas on one day in 1150?</p> <p>Why do so many people visit Norman castles today?</p> <p>Looking at sources and popular culture to separate facts from myths.</p>
	<b>PE</b>

	- Basketball      -Team Games eg. football      - cross-country				
<b>Science</b>	<b>RE</b>				
<p><b><u>Materials</u></b></p> <p>Brainstorming / Topic web</p> <p>Grouping and sorting materials.</p> <p>Scientific Vocabulary, eg. insoluble, magnetic, malleable.</p> <p><b><u>States of Matter</u></b></p> <p>Sort Liquid, solid or gas.</p> <p>Discuss particles and their properties, how they move, maintain form etc.</p> <p>Changing state - Ice to water</p> <p>Investigation to find freezing / melting point of different substances</p> <p>Investigate evaporation and condensation</p>	<p><b><u>Holy Texts:</u></b></p> <p>I can explain where Buddhism was founded.</p> <p>I can explain who Siddhartha Gautama was, and recall his life.</p> <p>I can locate India on a map.</p> <p>I can compare Buddhist beliefs with the beliefs of other religions.</p> <p>I can paint and decorate a Buddhist temple.</p> <p>I can make a Vesak lantern.</p> <p>I can explain what the Tripitaka is, and why it is important to Buddhists.</p> <p>I can match Buddhist symbols to their meanings.</p>				
	<b>Computing</b>				
	<table> <tr> <td><b>Logos</b> 2Logo</td><td><b>Animation</b> 2Animate</td></tr> <tr> <td><b>Effective Searching</b> Browser 2Quiz 2Connect</td><td><b>Hardware Investigators</b> 2Quiz 2Connect Writing Templates</td></tr> </table>	<b>Logos</b> 2Logo	<b>Animation</b> 2Animate	<b>Effective Searching</b> Browser 2Quiz 2Connect	<b>Hardware Investigators</b> 2Quiz 2Connect Writing Templates
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<b>Art</b>	<b>Design Technology</b>				
<p>Painting and decorating a Buddhist Temple</p> <p>Vesak lanterns construction and painting</p> <p>Megacity Skyline paintings</p> <p>Artist Studied: Leonid Afremov – City Paintings</p>	<p><b>Textiles</b> Design, research, make and evaluate a Vesak lantern.</p> <p><b>Structures</b> Designing and making our own model airship.</p> <p><b>Food Technology</b> Making buns (cross-curricular links to 'States of Matter'.</p>				

Music	MFL
Learning a repertoire of songs	<b>Language Angels</b>
Musical Notations	Clothes
Rhythms	The Olympics