







## Year 4 Overview Autumn 2: Greece Lightning

English	Maths	Science								
<p><b><u>Narrative</u></b> <b><u>Diary</u></b></p> <p><b><u>Grammar</u></b></p> <ul style="list-style-type: none"><li>➤ Using fronted adverbials</li><li>➤ Possessive pronouns</li><li>➤ Prepositions to express time and cause</li><li>➤ Plural and possessive 's'</li><li>➤ Commas</li></ul> <p><b><u>Punctuation</u></b></p> <ul style="list-style-type: none"><li>➤ Use commas after fronted adverbials</li><li>➤ Use and punctuate direct speech with all relevant punctuation</li><li>➤ Indicate possession by using the possessive apostrophe with plural nouns.</li></ul> <p><b><u>Spellings</u></b></p> <ul style="list-style-type: none"><li>➤ The suffix '-ation'</li><li>➤ 'ly' suffix</li><li>➤ '-lly- suffix</li><li>➤ Words where 'ch' makes a 'sh'</li><li>➤ '-sion' suffix</li><li>➤ Challenge words</li></ul>	<p><b><u>Reading</u></b> <b><u>Prior Learning:</u></b> Y3 - Introduction of VIPERS skills.</p> <p><b><u>Class Novel:</u></b> <b><u>Last Bear</u></b> <b><u>by Hannah Gold</u></b></p> <p><b><u>Wider Reading Across The Curriculum:</u></b> <b><u>Mythologica</u></b> <b><u>The Lost Thing</u></b></p> <p><b><u>Spelling</u></b> <b><u>VIPERS</u></b></p> <table><tr><td><b>Vocabulary</b></td><td rowspan="5">Development of skills across a range of genres and through the curriculum.</td></tr><tr><td><b>Inference</b></td></tr><tr><td><b>Prediction</b></td></tr><tr><td><b>Explain</b></td></tr><tr><td><b>Retrieve</b></td></tr><tr><td><b>Summarise</b></td><td></td></tr></table> <p>Development of reading accuracy and fluency across a range of age appropriate texts.</p>	<b>Vocabulary</b>	Development of skills across a range of genres and through the curriculum.	<b>Inference</b>	<b>Prediction</b>	<b>Explain</b>	<b>Retrieve</b>	<b>Summarise</b>		<p><b><u>Prior Learning:</u></b> Year 3 – Grouping objects based on properties. Observing changes during investigations.</p> <p><b><u>Properties and changes of materials/states of matter</u></b></p> <ul style="list-style-type: none"><li>➤ Compare and group materials together, according to whether they are solids, liquids or gases</li><li>➤ 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)</li><li>➤ Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature</li></ul>
<b>Vocabulary</b>	Development of skills across a range of genres and through the curriculum.									
<b>Inference</b>										
<b>Prediction</b>										
<b>Explain</b>										
<b>Retrieve</b>										
<b>Summarise</b>										

PSHE	French	DT	Computing
<p><b><u>Prior learning:</u></b> Year 3 – Describe different conflicts that might happen in family or friendship groups and how words can be used in hurtful or kind ways when conflicts happen. How being involved with a conflict makes me feel and can offer strategies to help the situation</p> <p><b><u>Celebrating Differences</u></b></p> <ul style="list-style-type: none"> <li>➤ I can tell you a time when my first impression of someone changed as I got to know them.</li> <li>➤ I can also explain why bullying might be difficult to spot and what to do about it if I'm not sure.</li> <li>➤ I can explain why it is good to accept myself and others for who we are.</li> </ul> 	<p><b><u>Prior learning:</u></b> Year 3 -. Listen and respond to familiar spoken words, phrases and sentences (e.g. simple instructions, rhymes, songs). Speak with others using simple words, phrases and short sentences (e.g. greetings and basic information about myself).</p> <p><b><u>Family</u></b></p> <ul style="list-style-type: none"> <li>➤ Tell somebody the members, names and various ages of either their own or a fictional family in French.</li> <li>➤ Continue to count in French, with the option of reaching 100, enabling students to say the age of various family members.</li> <li>➤ Understand the concept of the possessive adjectives 'mon', 'ma' and 'mes' in French.</li> <li>➤ Move from 1st person singular to 3rd person singular of the two high frequency verbs used in this unit: s'appeler (to be called) and avoir (to have).</li> </ul> 	<p><b><u>Prior learning:</u></b> Year 3 - Know some ways to prepare ingredients safely and hygienically. Have some basic knowledge and understanding about healthy eating and The Eatwell Guide. Have used some equipment and utensils and prepared and combined ingredients to make a product.</p> <p><b><u>Food Technology</u></b></p> <p><b><u>Designing</u></b></p> <ul style="list-style-type: none"> <li>➤ Generate and clarify ideas through discussion with peers and adults to develop design criteria including appearance, taste, texture and aroma for an appealing product for a particular user and purpose.</li> <li>➤ Use annotated sketches and appropriate information and communication technology, such as web-based recipes, to develop and communicate ideas.</li> </ul> <p><b><u>Making</u></b></p> <ul style="list-style-type: none"> <li>➤ Plan the main stages of a recipe, listing ingredients, utensils and equipment.</li> <li>➤ Select and use appropriate utensils and equipment to prepare and combine ingredients.</li> <li>➤ Select from a range of ingredients to make appropriate food products, thinking about sensory characteristics.</li> </ul> <p><b><u>Evaluating</u></b></p> <ul style="list-style-type: none"> <li>➤ Carry out sensory evaluations of a variety of ingredients and products. Record the evaluations using e.g. tables and simple graphs.</li> <li>➤ Evaluate the ongoing work and the final product with reference to the design criteria and the views of others.</li> </ul> <p><b><u>Technical knowledge and understanding</u></b></p> <ul style="list-style-type: none"> <li>➤ Know how to use appropriate equipment and utensils to prepare and combine food.</li> <li>➤ Know about a range of fresh and processed ingredients appropriate for their product, and whether they are grown, reared or caught.</li> <li>➤ Know and use relevant technical and sensory vocabulary appropriately</li> </ul>	<p><b><u>Prior learning:</u></b> Year 3 – Creating Media - Stop-frame animation – Capturing and editing still images to produce an animation that tells a story.</p> <p><b><u>Creating Media</u></b></p> <p><b><u>Audio Production</u></b></p> <ul style="list-style-type: none"> <li>➤ Capturing and editing audio to produce a podcast, ensuring that copyright is considered.</li> </ul> <p><b><u>E-Safety</u></b></p>

History	PE	RE	Music
<p><b><u>Prior learning:</u></b> Year 3 – World Historical Study – Ancient Egypt.</p> <p><b>World Historical Study:</b> Life, achievements and influence: <b>Ancient Greece</b></p> <p><b>Key Enquiry Question(s):</b> What was life like in Ancient Greece? Where can we see the influence of Ancient Greece on our world today?</p> <p><b>What were the greatest achievements of Ancient Greece?</b></p> <ul style="list-style-type: none"> <li>➤ How did early Greece begin and what was it like there?</li> <li>➤ What can excavations tell us about early Greece?</li> <li>➤ How did the Minoans trade in early Greece?</li> <li>➤ What was life like in Athens and Sparta?</li> <li>➤ How did the city-states overcome the Persian invasion?</li> <li>➤ What was life like in the city-states of Greece?</li> <li>➤ How did Alexander the Great expand Greek power and influence?</li> </ul> 	<p><b><u>Prior learning:</u></b> Year 3 – Dance - I can take the lead when working with a partner or group. I can make sure my dance moves are clear and fluent. Hockey - Keep possession of a ball. Identify and follow the rules of games. Choose and use simple tactics to suit different situations.</p> <p><b><u>Dance</u></b></p> <ul style="list-style-type: none"> <li>➤ I can work on my movements and refine them.</li> <li>➤ My movements are controlled.</li> <li>➤ I can compose my own dances in a creative and imaginative way.</li> <li>➤ Through dance, develop flexibility, strength, technique, control and balance</li> </ul> <p><b><u>Competitive Games: Hockey</u></b></p> <ul style="list-style-type: none"> <li>➤ Identify and follow the rules of games.</li> <li>➤ Choose and use effective tactics to suit different situations.</li> <li>➤ Use accurate passing technique and possession techniques in a game.</li> </ul> 	<p><b><u>Prior learning:</u></b> Year 3 – Expressing joy – what does this mean to us? Being Thankful – what are we thankful for and why?</p> <p><b><u>Being Reflective and Self-Critical</u></b></p> <ul style="list-style-type: none"> <li>➤ Could you be perfect? What would make a perfect life? How and why do we compare ourselves with others?</li> <li>➤ How do Buddhist teachings encourage people to do better? What are Buddhist teachings about life?</li> <li>➤ How does Buddhism encourage its members to do better? What is it like to meditate?</li> </ul>  <p><b><u>Being Curious and Valuing Knowledge</u></b></p> <ul style="list-style-type: none"> <li>➤ Why is 'why' important?</li> <li>➤ Where do Christians look for answers about Jesus?</li> <li>➤ Where do Humanists look for answers? What do Humanists think about God? Where do members of Religious Traditions look for answers to questions about the world?</li> </ul> 	<p><b><u>Prior learning:</u></b> Year 3 - Play a rhythmical pattern on an instrument clearly Beginning to show an awareness of volume and tempo when performing with others.</p> <p><b><u>Clarinet, Violin and Drums</u></b></p> <ul style="list-style-type: none"> <li>➤ Play a rhythmical melody on an instrument, exploring pitch.</li> <li>➤ Adapting volume and tempo when performing with others.</li> <li>➤ Improvise and compose simple rhythms using Y4 notes</li> <li>➤ Listen to and repeat rhythms with a steady pulse using a rest.</li> <li>➤ Crochets, minims, <b>semibreves</b>, stave and crotchet rests</li> <li>➤ Know the duration of the Y4 notes</li> <li>➤ Show appreciation for music, discussing how music makes us feel.</li> <li>➤ Describe how a piece of music changes throughout using musical vocabulary: <ul style="list-style-type: none"> <li>• Dynamics – <b>piano, forte</b></li> <li>• Tempo – fast, moderate, slow</li> <li>• Timbre – gentle, harsh</li> </ul> </li> <li>➤ Listen and respond to a range of music, discussing how music has changed throughout history.</li> </ul> 