

Termly Overview



Theme:	Hola Mexico!						Year group:	4	Term:	Autumn	Academic year:	2023/2024
	Reading	English	Maths	Science	History/ Geography	Art & Design/DT	Music	RE	Computing	PE	PSHE & C	Languages
Week 1 w/c 4.9		Spelling – Y3 Suffix Revisit	Always success criteria									
Week 2 w/c 11.9	Bill's New Frock	Grammar – Determiners and Clauses Spelling – Y3 Prefix Revisit	<u>Place Value</u> Represent and partition numbers to 1,000. Number lines to 1,000. Thousands Represent numbers to 10,000. Times tables focus: x3	Recognise that living things can be grouped in a variety of ways.	To describe who the Mayan people were	To analyse and explore a range of self-portraits.		To understand what an identity is.	To learn about the features of educational games.	Swimming Football	To understand how everyday things affect our feelings	
Week 3 w/c 18.9	Bill's New Frock	Grammar – Using Direct Speech Spelling – Homophones and Near Homophones	<u>Place Value</u> Partition numbers to 10,000. Flexibly partition numbers. Find 1, 10, 100 or 1000 more or less. Number lines to 10,000. Estimate to 10,000. Times tables focus: x6	To know what a vertebrate and invertebrate is	To describe the religious beliefs of the Maya Civilisation	To create texture and tone when sketching using a pencil.	To learn about time signatures	To explore how I express my identity.	To create the initial stages of a Scratch program.	Swimming Football	To recognise our personal attitudes and achievements	Rot SOW Describing me and others T1 W1: Greetings & classroom routines
Week 4 w/c 25.9	Bill's New Frock	Grammar – Present Perfect and Simple Past Tense Spelling – Prefix 'sub'.	<u>Place Value</u> Compare numbers to 10,000. Order numbers to 10,000. Roman numerals. Round to nearest 10. Round to nearest 100. Times tables focus: x4	Use a classification key to help group, identify and name a variety of animals in the wider environment.	To understand different Maya rituals	To explore the proportion of a face in self-portraits.	To learn about time signatures	To explore what helps to shape my own identity.	To further develop a Scratch program with the variables 'if' and 'else'.	Swimming Football	To recognise how our personal attributes and achievements	Rot SOW Describing me and others T1 W2: Greetings & classroom routines
Week 5 w/c 2.10	Bill's New Frock	Grammar – Paragraphs Spelling – Prefix 'inter'.	<u>Place Value</u> Round to nearest 1000. Rounding End of block assessment. Times tables focus: x8	To group plants in different ways	To understand the Maya number system.	To explore how Frida Kahlo expressed her culture and emotion through her self-portraits.	To learn about time signatures	To explore how religion holds some communities together.	To create a program with a repeat function and evaluate the correct place for this within a block.	Swimming Football	To understand and recognise the importance of expressing and managing feelings	Rot SOW Describing me and others T1 W3: Places in Germany & England; saying where
Week 6 w/c 9.10	Bill's New Frock	Grammar – Recognising Nouns and Pronouns Spelling – Y3/4 challenge words	<u>Addition and Subtraction</u> Add and subtract 1s, 10s, 100s, and 1000s. Add 4-digit numbers. Subtract with no exchange Times tables focus: x7	Explore and use classification keys to help group, identify and name a variety of plants in their local environment.	To discover the food the Maya ate	To create a self-portrait inspired by Frida Kahlo.	To learn about time signatures	To understand how different religious communities, express their identity.	To evaluate a program by finding, fixing and debugging algorithms.	Swimming Football	To know the value of support and resilience	Rot SOW Describing me and others T1 W4: Naming what's in the classroom
Week 7 w/c 16.10	Bill's New Frock	Grammar – Fronted Adverbials Spelling – Words ending in '-ation'.	<u>Addition and Subtraction</u> Subtract with exchanging. Efficient subtraction. Estimating answers. Checking strategies. End of unit assessment Times tables focus: x7	Understands a variety of food chains, identifying producers, predators and prey?	To understand Maya life and culture	To evaluate and analyse own artwork.	To learn about time signatures	To compare the ways in which religious communities and I express identity.	To pull together all the learned elements of Scratch programming to create a new game.	Swimming Football	To be able to set goals and manage setbacks	Rot SOW Describing me and others T1 W5: Colours in different countries; saying hello (song)
Half Term												
Week 8 w/c 30.10	Why the Whales Came	Grammar – Time-specific fronted adverbials Spelling – Suffix '-ation'.	<u>Area</u> What is area? Counting squares. Making shapes. Comparing area. End of unit assessment.	Data Collection?	To locate Mexico using an atlas.	To investigate where flour comes from and how it is used to make bread.	To combine elements to make music.	To understand why Christians give gifts at Christmas.	To learn how to create an animation in its simplest form.	Swimming Gymnastics	To know what a healthy relationship is	Rot SOW Describing me and others T1 W6: Categorising things
Week 9 w/c 6.11	Why the Whales Came	Grammar – Place-specific fronted adverbials Spelling – Words ending in '-ly'.	<u>Multiplication and division</u> Multiples of 3. Multiply and divide by 6. 6 times tables. Multiply and divide by 9. 9 times tables.	Explore solids, liquids and gases.	To identify the different environmental regions in South America.	To understand how different types of bread are made and used for different purposes.	To combine elements to make music.	To understand how Mary and Joseph travelled to Bethlehem.	To understand that animations are made up of many frames.	Swimming Gymnastics	To understand the difference between rights and responsibilities	Rot SOW Describing me and others T1 W7: Identifying things, saying goodbye
Week 10 w/c 13.11	Why the Whales Came	Grammar – Descriptive fronted adverbials Spelling – Words ending in '-lly'.	<u>Multiplication and division</u> 3-, 6- and 9-times tables Multiply and divide by 7. 7 times tables. 11 times tables 12 times tables	Change States	To identify key human characteristics of Mexico	To research different ingredients for soda bread.	To combine elements to make music.	To explore why Mary and Joseph had to travel to Bethlehem.	To understand that animations are made up of many frames.	Swimming Gymnastics	To understand your own privacy rights	Rot SOW Describing me and others T1 W8: Talking about what things are like
Week 11 w/c 20.11	Why the Whales Came	Grammar – Recognising fronted adverbials Spelling – Words with 'ch' that makes the /sh/ sound.	<u>Multiplication and division</u> Multiply by 1 and 0 Divide a number by 1 and itself. Multiply three numbers. End of unit assessment.	Using equipment	To compare similarities and differences between human characteristics of Mexico and the UK.	To plan our own soda bread.	To combine elements to make music.	To understand the difficulties Mary and Joseph faced on their journey to Bethlehem.	To understand that animations are made up of many frames.	Swimming Gymnastics	To know how to be respectful in different situations	Rot SOW Describing me and others T1 W9: Describing where things are
Week 12 w/c 27.11	Why the Whales Came	Grammar – Co-ordinating conjunctions Spelling – Y3/4 challenge words	<u>Consolidation</u>	Plan an investigation	To identify key physical characteristics of Mexico	To make my own soda bread.	To combine elements to make music.	To understand why Mary and Joseph had to leave Bethlehem.	To understand the principles of stop frame animation.	Swimming Gymnastics	To understand the consequences of behaviour	Rot SOW Describing me and others

