



New City Primary School Subject Overview
Core Curriculum Overview Year 4
Autumn Term Two 2017 - 2018

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
<u>Text/Focus</u>	Narrative Novels and Stories by Significant Children's Authors Charlotte's Web	Narrative Novels and Stories by Significant Children's Authors Charlotte's Web	Poetry Creating Images	Poetry Creating Images	Narrative Iron Man- Ted Hughes	<u>Assessment Week</u>	Narrative Iron Man- Ted Hughes
<u>Grammar</u>	Direct Speech	Fronted adverbials	Commas after fronted adverbials	Possessive apostrophes with regular nouns	Past and Present Tense	<u>Assessment Week</u>	Difference between plural and possessive apostrophe
<u>Spellings</u>	Suffixes	/u/sound spelt ou	Words with endings sounding /zhuh/or /chuh/	Words with endings sounding /zhun/	Possessive apostrophe with regular plural words	<u>Assessment Week</u>	Words with the/sc/ sound spelt ch
<u>Comprehension</u>	AF2 Understand, describe, select or retrieve information, events or ideas from texts and use quotation and reference to text.	AF3 Deduce, infer or interpret information, events or ideas from text.	AF3 Deduce, infer or interpret information, events or ideas from text	AF4 Identify and comment on the structure and organisation of texts including grammatical and presentational features at text level.	AF5 Explain and comment on writers' use of language, including grammatical and literary features at word and sentence level.	<u>Assessment Week</u>	AF5 Explain and comment on writers' use of language, including grammatical and literary features at word and sentence level.
<u>Writing</u>	Discussing dialogue and character's	Create settings, character and plot.	Discuss and record ideas	Compose and rehearse sentences Read aloud own writing	Create settings, character, plot.	<u>Assessment Week</u>	Using fronted adverbials.

	language Using conjunctions, adverbs and prepositions.	Extending range of sentences using connectives. Using fronted adverbials.	Using fronted adverbials with appropriate use of commas.	using appropriate tone etc Indicate possession using apostrophes	Discuss dialogue Use conjunctions, adverbs and prepositions.		Discussing dialogue Proof reading Using fronted adverbials
<u>Phonics</u>	Suffixes Pompous, previous, ravenous, humorous, glamorous, vigorous, courageous, outrageous, serious, obvious, furious, envious. Information, adoration, sensation, preparation, admiration.	/u/sound spelt ou Young, cousin, double, trouble, couple, country.	Words with endings sounding /zhuh/or /chuh/ Measure, treasure, pleasure, enclosure, picture, adventure, creature, furniture, departure, mixture.	Words with endings sounding /zhun/ Division, invasion, confusion, decision, collision, television	Possessive apostrophe with regular plural words Girls', boys', babies' (plurals ending in s)	<u>Assessment Week</u>	Words with the/sc/ sound spelt ch Chef, chalet, machine, brochure, champagne, chauffeur
<u>Mathematics</u>	<u>Mental Strategies (x and ÷)</u> Mental calculation strategies, partitioning, doubling and doubling, halving and halving, x by 5 and 10 and halving, ÷ by 5 and ÷ by 10 and doubling using known facts, Grouping Bar model problems	<u>Mental Strategies (x and ÷)</u> Reinforce strategies from week 1 Working towards the written methods.	<u>Multiplication (Working towards written method)</u> Written methods for reasoning for division and multiplication as the inverse. Use manipulatives for 3 digits by single digit. Record as horizontal number statement.	<u>Division (Division -Working towards written method)</u> Rehearse mental and written methods through problem solving within different contexts	<u>Shape</u> To explore 3D shapes and their properties. To explore nets of 3D shapes. To classify 2D shapes and their properties. To explore symmetry in 2D shapes. To identify and compare angles in 2D shapes.	<u>Assessment Week</u>	<u>Coordinates</u> To identify co-ordinates. To use and apply co-ordinates to create polygons. To explore movement between positions as translations.

<p><u>Computing</u> <u>We are Toy</u> <u>Designers</u></p>	<p>To identify computer devices around the school.</p>	<p>To design a toy using a 'paint' programme.</p>	<p>To design a toy in 'Scratch'</p>	<p>To programme a toy simulation.</p>	<p>To test and improve the toy simulation.</p>	<p>To pitch the toy to an audience.</p>	<p>To evaluate effectiveness of the pitch and suggest improvements</p>
<p><u>Online Safety</u></p>	<p>To explain inputs and outputs.</p>	<p>To identify what sound is</p> <p>To identify how sounds are made</p>	<p>To compare sounds of musical instruments</p> <p>To explore how vibrations from sound travel through a medium to our ears</p> <p>To identify how pitch and volume can be changed in a variety of ways</p> <p>To compare pitch and volume of instruments</p> <p>To identify patterns between pitch and volume</p>	<p>To identify the relationship between distance and sound</p> <p>To measure how distance effects sound</p> <p>To measure and record results</p>	<p>To investigate what material would make a good earmuff</p> <p>To conclude what material makes a good earmuff</p>	<p><u>Assessment Week</u></p>	<p>To investigate what material makes the highest pitch</p> <p>To conclude what material makes the highest pitch to measure and record results.</p>