New City Primary School Subject Overview
Core Curriculum Overview Year 4
Spring Term One 2017 - 2018

	Week 1	Week 2	Week 3	Week 4	Week 5
Text/Focus	Narrative Stories set in Imaginary Worlds The Lion, The Witch and The Wardrobe	Narrative Stories set in Imaginary Worlds The Lion, The Witch and The Wardrobe	Narrative Stories set in Imaginary Worlds The Lion, The Witch and The Wardrobe	**Assessment Week**	Narrative Stories set in Imaginary Worlds The Lion, The Witch and The Wardrobe
Grammar	Fronted adverbials	Using commas after fronted adverbials	Speech Marks	**Assessment Week**	Punctuating direct speech
Spellings	Root words	Endings which sound like /shun/ spelt tion/sion/ssion/cian	Words with the /s/ sound spelt sc	**Assessment Week**	Words with the /g/ sound spelt –gue and words with the/k/ sound spelt -que
Comprehension	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	**Assessment Week**	AF4 Identify and comment on the structure and organisation of texts including grammatical and presentational features at text level.
Writing	Analysing and interpreting similar texts. Composing and rehearsing sentences. Create settings, character, plot	Create settings, character, plot. Organise paragraphs around a theme. Use adverbials, nouns and	Organise paragraphs around a theme. Use adverbials, similes and metaphors.	**Assessment Week**	Organise paragraphs around a theme. Discuss character language Punctuate speech

			pronouns correctly Correct tense	Discuss character language Punctuate speech		Assess effectiveness of own writing
Phonics		**Root words** medicine, mention, multiply, murmur, nephew, occasion, often, opposite, paragraph, particular, peculiar, position Possess, produce, professor, promise, property, prove, punctuate, quality, quantity, quarrel, quarter, recite, recover, register, regular, reign, remember, sentence, separate	**Endings which sound like /shun/ spelt tion/sion/ssion/cian** Invention, inflation, injection, action, completion, exception, expression, discussion, confession, permission, transmission, admission, expansion, extension, comprehension, tension, musician, electrician, politician, magician,	**Words with the /s/ sound spelt sc** Science, scene, scissors, muscle, disciple, fascinate	**Assessment Week**	**Words with the /g/ sound spelt –gue and words with the/k/ sound spelt –que** League, tongue, synagogue, antique, unique, mosque
Mathematics		**Place Value** Place Value Teach terms positional, multiplicative, additive, base10 and use alongside teaching Place Value to 1000	**Fractions** Fractions, Equivalences between ½,1/4, 1/8 using strips of paper, counting in fractional steps and link this to improper fractions and mixed numbers – e.g. ½, 1, 1 ½, 2, 2½, how many halves?	**Mental Strategies** Mental calculation strategies as in Term 1, picking up on any that weren't covered, linking to **money** (100th), time differences and durations, Perimeter of regular (with formula) and irregular shapes including compound shapes	**Assessment Week**	**Addition – working towards written method** Written calculation methods for addition and subtraction, linking to money, **time differences** and **durations**, multi-step problems

Computing **We are Musicians** **Online Safety**	To identify different genres of music. To listen to different genres of music.	To sequence music using appropriate software. To record different samples of music.	To explore aspects of the digital LMMS digital audio workstation.	To create a full audio composition from the music samples.	To perform the final composition.
Science Animals including humans	To identify the main purpose of the human skeleton To identify the main bones in the skeleton and their purposes	To identify the purpose of the digestive system To explain the process of digestion To describe the basic parts of the digestion system in humans	To construct and interpret a food chain To identify prey and predator To create a classification key	To identify and name the teeth in a human. To compare the teeth of carnivores and herbivores	To investigate what foods are most damaging to teeth To conclude an investigation