



New City Primary School Subject Overview
Core Curriculum Year Four
Spring Term One 2016 - 2017

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<u>Text/Focus</u>	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	Narrative Stories set in Imaginary Worlds The Lion, The Witch and The Wardrobe	Non Fiction Information Texts Comic Relief	Non Fiction Information Texts Comic Relief
<u>Grammar</u>	Fronted adverbials	Using commas after fronted adverbials	Speech Marks	Punctuating direct speech	Connectives	Adjectives
<u>Spelling</u>	Root words	Endings which sound like /shun/ spelt tion/sion/ssion/cian	Words with the /s/ sound spelt sc	Words with the /g/ sound spelt -gue and words with the/k/ sound spelt -que	Root words	Endings which sound like /shun/ spelt tion/sion/ssion/cian
<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.	Assessment which covers AF1/AF2/AF3/AF4 and AF5
<u>Writing Structure</u>	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 pronouns correctly	Organise paragraphs around a theme. Use adverbials, similes and metaphors. Discuss character language	Organise paragraphs around a theme. Discuss character language Punctuate speech Assess effectiveness of	Use organisational devices such as headings/subheadings. Organise paragraphs around a theme. Proof reading for spelling and punctuation errors.	Use organisational devices such as headings/subheadings. Organise paragraphs around a theme. Proof reading for spelling and punctuation errors.

		Correct tense	Punctuate speech	own writing		
<u>Phonics</u>	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	Words with the /g/ sound spelt -gue and words with the/k/ sound spelt -que League, tongue, synagogue, antique, unique, mosque	Root words Sew, situate, strength, sufficient, sure, surprise, surround, thought, through, though, weary	Assessment
<u>Mathematics</u>	<u>Measure, Number and Statistics</u> To add and subtract mentally decimal numbers with 1 decimal pace.	<u>Number</u> To use multiplication facts to recall division facts.	<u>Measure</u> To recognise and use equivalent fractions.	<u>Number and Measure</u> To add and subtract money amounts using partitioning.	<u>Number, Measure and Geometry.</u> To find the area of simple rectilinear shapes.	<u>Number</u> To identify the place value of digits in whole numbers and decimal numbers with 1 and 2 decimal places.
<u>Computing</u> <u>We are Toy Designers</u>	To identify computer devices around the school. To explain inputs and outputs.	To design a toy using a 'paint' programme.	To design a toy in 'Scratch'	To programme a toy simulation.	To test and improve the toy simulation.	To pitch the toy to an audience.
<u>Science</u> <u>States of</u>	To identify solids and liquids.	To know that liquids do not change in volume when they	To explain that consisting of very small pieces behave	To identify materials that can behave like a solid	To investigate the melting point of some solids.	To separate different solids in a mixture.

<u>Matter</u>	To recognise other liquids that are not water.	are poured into a different container.	like liquid (sand)	and a liquid.		To record results and observations.
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