Year 4 Curriculum Overview – Summer 1

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Key questions							
English		Until I Met Dudley – Explanation Text			Bill's New Frock – Play scripts		
	Sentence construction – during the two days back at school after Easter, we will be focusing on sentence construction.	Hook: The children will receive a letter from Dudley, who has devised a 'who wants to be a millionaire' game for them to complete. This will test their knowledge of how day to day things work. Explore: we will explore the model text 'how does a toaster work?' The children will draw text-maps to help them learn the model text off by heart. We will also look at the structure, language features and technical information/ vocabulary. Cold Write: children will choose a topic to write an explanation about.	The children will box-up and analyse the model text and come up with a toolkit for writing (things that need to be included for a good explanation text). Using the boxed-up model text as a base, the children will innovate it, with their own ideas. They will look at the specific sentence structure, language and grammatical features needed for this type of text.	Using the original text as a model, the children will plan, research, present and polish their final piece of writing. The children will use the success criteria and toolkit for writing that they devised themselves. Hot Write: using all of the tools they have learnt, the children will write their own explanation text	Hook: children will find a bag containing a dress. Who is it from? Children will then explore the text and the storyline by: internalising part of the story using a text-map, identify unfamiliar vocabulary and character exploration. Cold write: using a video stimulus, the children will write a script between two characters.	We will be identifying similarities and differences between play scripts and stories. We will then box-up an example of a play script to identify the key structural and language features. This will help us create our toolkit for writing of things we need to include in our play script. Using the story of Bill's New Frock, we will identify the dialogue, characters and storyline in order to innovate it into a play script.	Using our co-constructed toolkit for writing, the children will plan and write their own play script using another significant event in the book. Once our play scripts have been improved and polished, we will be performing our play scripts to another class. Hot write: children will use what they have learnt to compose their own play script.

Mathematics

Number and Place Value	Measure	Geometry – Shape	Position and Direction
We are learning to: • I can count backwards through zero to include negative numbers • I can find the effect of dividing a one or two digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths. • I can round decimals with one decimal place to the nearest whole number • I can compare numbers with the same number of decimal places up to two decimal places	We are learning to: • I can read roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of zero and place value • I can solve simple measure problems involving fractions and decimals to two decimal places.	We are learning to: • I can identify lines of symmetry in 2D shapes presented in different orientations • I can complete a simple symmetric figure with respect to a specific line of symmetry.	We are learning to: • I can describe positions on a 2D grid as coordinates in the first quadrant • I can describe movements between positions as translations of a given unit to the left/right and up/down • I can plot specified points and draw sides to complete a given polygon

Science

Living things and their habitats

We are learning to:

• Recognise that living things can be grouped in a variety of ways
• Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment.
• Recognise that environments can change and that this can sometimes pose dangers to living things.

History and Geography

Contrasting Locality

We are learning to:

• Understand and explore different localities (Tamworth and London)
• Compare and contrast our local area and environment with that of London.
• Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features and land-use patterns; and understand how some of these aspects have changed over time
• Use maps, atlases and globes to locate countries

	• Use fieldwork to observe, measure and record.
Art and DT	Famous Artists
	We are learning to: • Research famous artist Da Vinci and recreate own art using the same technique/style.
Computing	Mad about ads!
	We are learning to: Children will create their own company to sell a product. They will design and create adverts, logos, slogans and packaging to advertise their products.
RE	
	We are learning to: • Raise questions about issues which cause people to wonder and investigate some answers to be found in religious writings and teachings. • Investigate and reflect on a range of religious responses to suffering, hardship and death. • Investigate stories about God's relationship with people and suggest how, for some people, this helps them to make sense of life. • Make links between beliefs and action and reflect on how this might have local, national and international impact.
British Values – PATHS	Feelings and Relationships
	We are learning to: • Understand and explore feelings and relationships.
P.E.	Athletics
Music	Charanga!
Spanish	We are learning to: Hold a simple conversation, including: • Introducing yourself. • Asking the other person questions about themselves. • Responding to questions with personal details.