YEAR 4 SPRING 2 Overview

| WEEK | Week 1 24.2.25 | Week 2 3.3.25 | Week 3 10.3.25 | Week 4 17.3.25 | Week 5 21.3.25 | Week 6 31.3.25 |
|---|---|---|--|---|--|---|
| Thinking like | | | | | | |
| an author | Fiction text: Hello Lighthouse, by Sophie Blackall. Can I make predications about a text? Can I sequence key events in a story? Can I use my inference skills to understand how characters might be feeling? Can I explore the use of different language features and techniques, and use these in my own writing? Can I construct my own third person narrative using s scene from Hello Lighthouse as inspiration? | | | Non-Fiction text: Letter to persuade against deforestation in the Amazon. Can I summarise the main ideas in a text? Can I identify the features of a persuasive text? Can I compare arguments for and against deforestation? Can I prepare ideas for a debate? Can I participate in a debate? Can I organise paragraphs around a theme? Can I create a plan for my persuasive letter? Can I use persuasive features in a letter? | | |
| Thinking like a mathematician | Fractions- white rose | Fractions- white rose | Fractions- white rose | Decimals- white rose | Decimals- white rose | Times tables and consolidation |
| Thinking like a scientistist | Can I explore a range of electrical components and understand electrical safety? | What are electrical components in a series circuit? Can I investigate electrical circuits? | What are conductors and insulators? | What are electrical switches and how do they work? How might different types of switches are there and | How can electrical components change in within a circuit? Can I create my own investigation? | Whole day: Can I make my lighthouse? Can I evaluate my lighthouse? |
| Thinking like a designer | How do battery powered products work? (explore, disassemble) | | | how might each be useful in different types of products? Can I design and create a switch? | Can I look at different methods for constructing and attaching the various components of my design? Can I design a light house that includes an electrical circuit? | |
| RE Christianity Easter - Salvation | What is the meaning of forgiveness? | Who is Jesus and did he have enemies? The last Supper www.bbc.co.uk/education/clip s/z8vcd2p and The last Supper (animation) www.bbc.co.uk/education/clip s/zrfgkqt | What was Jesus' response to the people who let him down? Did he forgive them? Bible stories- see discovery | What do Christians believe about forgiveness and how do they show foregiveness in their lives? | | |
| PSHE | Money and Work How do people make different spending decisions based on their needs, values and budget? | Money and Work How can I keep track of money and why is this important? | Money and Work How can I pay for different things and what are their purpose? | Money and Work How can people's spending affect others? | | Developing brilliance, visit from Andy Cope with a focus on developing resilience. (All Tuesday PM) |
| Thinking like a musician | Feelings through music- charanga | Feelings through music- charanga | Feelings through music- charanga | Feelings through music- charanga | Feelings through music- charanga | Feelings through music- charanga |

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| PE 1 – Ball Skills – Dodging, Throwing & Catching. | Can I develop tracking and collecting skills? | Can I develop confidence and accuracy when tracking a ball? | Can I develop dribbling skills with hands and feet? | How can I catch a ball using one and two hands? | Can I explore and develop a variety of throwing techniques? | Can I use tracking and sending skills with feet? |
| PE 2 – OAA | Can I develop co- operation and teamwork skills? | Can I orientate a map and navigate around a grid? | Can I develop observational skills, listening to others and following instructions? | Can I develop trust whilst listening to others and following instructions? | Can I identify, draw and follow a simple map? | Can I orientate and navigate around a map and draw a route using directions? |
| Thinking like a geographer | What can we learn from a visit to the Achuar villages? | What can we learn from a visit to the Achuar villages? | How is the rainforest changing and how do the Achuar people try to protect it? How can we help protect the rainforest? How can we shop in a way that will cause less harm to the rainforest? | What do we mean by 'threatened' and 'endangered'? Which rainforest animals are unique to particular rainforests? How can we share information about the rainforest in our school? | Can we find out about some of the charitable organisations working to protect the rainforests and the plants and creatures living within them? | |
| Thinking like an artsit | | | Can I use oil pastels and water colours to piant a poison dart frog or rainforest buttefly? | Who is Henri Rousseau and what are his paintings of the rainforest like? Can I use a viewfinder and a pirce of artwork from Rousseau to create my own artwork from a piece of work? | Can I gain inspitation from the the work of Henri Rousseau to create my own piece of artwork that highlights to beauty of the rainforest and the creatures living there? | |
| Thinking like a computer scientist | What is Tinkercad and how can it help me create a design a new toy? | Can I create a project plan for my new toy? | Can I explore the tools and features of Tinkercad? | How can I use virtual materials to make a new toy? | How can I use virtual materials to make a new toy? | Can I evaluate my design? |
| Guided Reading | | | | | | |
| Spelling and Handwriting | Homophones – revisit & statutory words | Prefixes anti/inter | Suffix –ation English KS2: Suffixes - part 3 of 4 - BBC Teach | Words ending 'sion' | Proofreading inc dictionary work | Dictation (inc statutory words) & assessment |
| Outdoor Learning opportunities and trips | | | | | | Marwell zoo- rainforest and conservation trip |

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| French | Unit "je Peux" | How to name (with accurate | Consolidate all ten infinitive | Revise and consolidate all | Consolidate their | To revise all language |
|--------|----------------------|-------------------------------|--------------------------------|-----------------------------|---------------------------|------------------------|
| | Learn how to name | pronunciation) and remember | verbs and will start to | ten verbs and how to put | knowledge of how to | covered so far and to |
| | (with accurate | five more infinitive verbs in | attempt to put them into | them into a sentence, using | describe what they can | complete the end of |
| | pronunciation) and | French. | sentences describing what | je peux + infinitive verb. | and cannot do in French | unit assessment. |
| | remember five high | | they can do in French. | | Using the ten verbs and | |
| | frequency infinitive | | | | will learn how to extend | |
| | verbs in French. | | | | these sentences with the | |
| | | | | | conjunctions 'et' (and) & | |
| | | | | | 'mais' (but). | |