



HALF TERMLY CURRICULUM OVERVIEW Summer Term (2) 2021 Year Group - 4

| Week                   | 1   | 2   | 3  | 4   | 5   | 6  | 7  |
|------------------------|---|---|--|---|---|--|--|
| DATE                   | 7/6/21<br>4 days  | 14/6/21   | 21/6/21  | 28/6/21   | 5/7/21  | 12/7/21  | 19/7/21  |
| Events                 | Monday 7 <sup>th</sup><br>INSET<br>9 or 10am<br>Support staff<br>meeting with<br>Govs<br>10 <sup>th</sup> Mini Police<br>Y5 (6 weeks)   | 16 <sup>th</sup> EWO<br>monitoring<br>18 <sup>th</sup> Y3<br>Paignton Zoo<br>18 <sup>th</sup> Reports to<br>LS<br>18 <sup>th</sup> Peace<br>Project Y5 and<br>6 | 21 <sup>st</sup> LA advisor<br>visit<br>22 <sup>nd</sup> KS2<br>Sports<br>22 <sup>nd</sup><br>Governors<br>6pm<br>23 <sup>rd</sup> YR/ KS1<br>Sports<br>25 <sup>th</sup> Summer<br>Fair 5-7pm  | 28 <sup>th</sup> Activities<br>Week for Y6<br>incl. 1 <sup>st</sup> July<br>Roadford Lake<br>29 <sup>th</sup> New YR<br>1.30-2.30<br>1 <sup>st</sup> New YR<br>1.15-2.45<br>New YR<br>Parents hall<br>1.30-2.30 | 6 <sup>th</sup> 7 <sup>th</sup> 8 <sup>th</sup> Y6<br>taster days<br>Tavistock<br>College<br>7 <sup>th</sup> Bag2<br>School<br>7 <sup>th</sup> Move On<br>Up Day/Meet<br>the Teacher<br>8 <sup>th</sup> Reports out | 12 <sup>th</sup> Parents'<br>Eve<br><br>Sunday 18 <sup>th</sup><br>Family Fun<br>Day in<br>Meadows 1-<br>5pm   | 20 <sup>th</sup> Governors<br>6pm<br>22 <sup>nd</sup> End of<br>Year<br>Assembly tbc |
| Visits and<br>Visitors |   |   |  | 28 <sup>th</sup> Animal<br>Encounters   |   | Cornish mining<br>project (Y4)   |  |
| English                | <u>The catch</u><br><br><u>Key learning outcome</u><br>To be able to write a cohesive story<br>using a range of literary features to<br>inspire the reader  |   | <u>The whistling Monster</u><br><br><u>Key learning Outcome:</u><br>To write a traditional story based on the plot of The<br>Whistling Monster   |   |   | Empty space for sequence to<br>cover the needs of the pupils   |  |
| Books for Life         | The book with no pictures (fiction)<br>Survivor: Extraordinary tales from the wild and beyond (non-fiction)   |   |  |   |   |  |  |
| Maths                  | <b>4.12 Number Sense</b><br>Pupils can represent and explain<br>how the multiplicative nature of the<br>number system extends into decimal<br>numbers as whole numbers are<br>divided by 10 or 100 and connect<br>this understanding to units of<br>measure. Pupil can represent and<br>explain the relationship between<br>decimals and fractions. They use<br>this understanding to solve |   | <b>4.13 Multiplicative Reasoning</b><br>Pupils can solve problems involving multiplication,<br>division and fractions in different contexts,<br>appropriately choosing and using number facts,<br>understanding of place value, counting, mental and<br>written methods to explain their decision making and<br>justify their solutions. |   |   | <b>4.14 Geometric Reasoning</b><br>Pupils can explain how to find the<br>perimeter and area of a shape<br>and how to complete a<br>symmetrical shape with a given<br>line of symmetry, using this<br>knowledge and understanding to<br>solve problems. |  |

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|  | problems.   |  |  |  |   |  |  |
| Science-<br>Living things<br>and their<br>habitats- Help<br>our habitats |   | We are learning about natural and unnatural environmental changes.   | We are learning to identify animal adaptations and how they aid survival.                    | Animal encounters session for science  | We are learning how climate change impacts the environment  | We are learning how humans can impact the environment (both positively and negatively)                     | We are apply positive changes to our school environment (gardening, weeding, litter picking etc) |
| Art-<br>Roman oil lamps  | We are learning to research and create a Roman oil lamp design                            | We are creating a detailed design from various angles  | We are learning to make our Roman oil lamp from terracotta clay                              | We are learning to decorate our Roman oil lamps using glazes/paints                          | We are learning to test and evaluate our Roman oil lamp   | Quiz to recap on knowledge   | Empty week to consolidate learning where necessary   |
| History-The Romans   | Time period- The Romans (753BC)<br><br>We are learning to understand who the Romans were. | Time period- The Romans (753BC)<br><br>We are learning to understand how the Romans changed life in Britain. | Event- Roman invasion of Britain 55BC<br><br>We are learning why the Romans invaded Britain. | Event- Roman invasion of Britain 55BC<br><br>We are learning how the Romans invaded Britain. | Person- Julius Caesar<br><br>We are learning about Julius Caesar and his role on the invasion of the Britannic isles. | Person- Boudica<br><br>We are learning about Boudica's resistance against the Roman invasion.              | Consolidation week   |
| Computing and Online Safety-   | Times table check practice  | Times table check practice   | Times tables check (MUST BE DONE BY THE 25 <sup>TH</sup> )                                   | We are learning how to input data onto a spread sheet  | We are learning how to use a formula on a spreadsheet   | Online safety- Knowing That violence can be incited online and escalate very quickly into offline violence |  |
| French Key Stage 2   | We are learning how to say different garden equipment                                     | We can say n'y a pass to make a negative sentence  | We can ask and answer questions about ourselves and our favourite animals                    | We can ask and answer questions about where we live  | We can ask and answer questions about what we have in our gardens   | We can ask and answer questions about ourselves, our home, our gardens and our favourite animals.          | Last day of term   |
| Music  | Blackbird by the Beatles- sing the song   | Yellow submarine and blackbird by  | Hey Jude and Blackbird by the Beatles-   | Can't buy me love and Blackbird by   | Yesterday and Blackbird by the Beatles-   | Let it be and Blackbird by the Beatles-  | End of term assembly song practice   |

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|                             |   | the Beatles-<br>Sing the song<br>and play<br>instrumental<br>within the song                          | sing the song<br>and improvise<br>using voices<br>and/ or<br>instruments                              | the Beatles-<br>sing the song<br>and perform<br>composition<br>within the song    | choose what<br>you perform<br>today, start to<br>prefer for end<br>of unit<br>performance  | prepare for<br>end of unit<br>performance   |  |
| PE- Cricket and<br>Swimming | Inset DAY (no<br>PE on Monday-<br>swimming on<br>Wednesday)                         | We are<br>learning how<br>to develop our<br>throwing<br>technique and<br>bowling skills.              | We are<br>learning how<br>to develop our<br>throwing<br>technique and<br>catching skills.             | We are<br>learning how<br>to develop our<br>batting<br>technique and<br>accuracy. | We are<br>learning how<br>to work as a<br>team and use<br>our movement<br>skills to field<br>effectively.  | We are<br>applying our<br>learning and<br>skills to<br>competitive<br>cricket game<br>play. | We are<br>applying our<br>learning and<br>skills to<br>competitive<br>cricket game<br>play |
| RE<br>SfS – Risk<br>Taking  | We are learning<br>to understand<br>what Pentecost<br>meant to Jesus'<br>followers. | We are<br>learning to<br>make links<br>between<br>Pentecost and<br>the Kingdom<br>of God on<br>Earth. | We are<br>learning to<br>make links<br>between<br>Pentecost and<br>the Kingdom<br>of God on<br>Earth. | We are<br>learning to<br>think about our<br>life journeys.                        | We are<br>learning to<br>understand the<br>Hindu Sacred<br>Thread<br>ceremony.   | We are<br>learning about<br>the importance<br>of Hindu<br>marriage.                         | Last day of<br>term  |
| Garden Days                 |   |   |   |   | Garden day,<br>Thursday 8 <sup>th</sup><br>July <ul style="list-style-type: none"> <li>• Team building</li> <li>• Test Roman oil lamps</li> <li>• Cricket</li> <li>• Positive environmental changes (litter picking, weeding etc)</li> </ul> |   |  |