

English and Maths Overviews Year 4
Spring Term One 2018 - 2019

| | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 |
|---|---|---|--|-------------------------------|--|---|
| <u>Text/Focus</u> | <u>Mufaro's beautiful daughters</u> (Stories from other cultures) | <u>Mufaro's beautiful daughters</u> (Stories from other cultures) | <u>Poetry</u> <u>Creating Images</u> | <u>ASSESSMENT WEEK</u> | <u>Explanation Test</u> <u>Link to Topic</u> <u>(history/science)</u> | <u>Explanation Test</u> <u>Link to Topic</u> <u>(history/science)</u> |
| <u>Grammar</u> | Use the possessive apostrophe in words with regular plurals. | Homophones | comparative and superlative adjectives. | <u>ASSESSMENT WEEK</u> | Prepositions | Standard English verb inflections |
| <u>Spellings</u> | chalet, chef, chute, chic, quiche, machine, brochure, parachute, chandelier, moustache. | girls', boys', neighbours', babies', children's, women's, men's, mice's, sheep's, Cyprus's. | except/affect/effect, ball/bawl, berry/bury, brake/break, fair/fare, heal/heel, groan/grown. | Root words | interact, interfere, intervene, interrupt, interviewer, intervening, intercom, intervals, interwoven, intersect. | advent, invent, prevent, adventure, geometry, geology, geography, geologist, spectacle, spectator. |
| <u>Comprehension</u> | Apply knowledge of root words, prefixes and suffixes to understand the meaning of new words. | Discuss words and phrases that capture the reader's interest and imagination. | Identify how language and structure contributes to meaning. | <u>ASSESSMENT WEEK</u> | Identify and comment on the structure and organisation of texts, including grammatical and presentational features at text level. | Identify structure and presentation contributes to meaning. |
| <u>Composition & Transcription</u> | Assess the effectiveness of others' writing. | Assess the effectiveness of own writing. | Discuss words and phrases that capture the reader's imagination. | <u>ASSESSMENT WEEK</u> | Show evidence of editing writing to improve the outcome. | Proof-read for spelling and punctuation errors. Show evidence of editing using green pen. |
| <u>Phonics</u> | <u>Root words</u> 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 | <u>Endings which sound like /shun/ spelt tion/sion/ssion/cian</u> Invention, inflation, injection, action, completion, exception, expression, discussion, confession, permission, transmission, admission, expansion, extension, comprehension, tension, musician, electrician, politician, magician, | <u>Words with the /s/ sound spelt sc</u> Science, scene, scissors, muscle, disciple, fascinate | <u>Assessment Week</u> | <u>Words with the /g/ sound spelt -gue and words with the/k/ sound spelt -que</u> League, tongue, synagogue, antique, unique, mosque | <u>Root words</u> Sew, situate, strength, sufficient, sure, surprise, surround, thought, through, though, weary |

| | | | | | | |
|----------------------------------|---|--|--|--------------------------------------|---|--|
| <p><u>Mathematics</u></p> | <p><u>Place Value</u></p> <p>Place Value Teach terms positional, multiplicative, additive, base10 and use alongside teaching Place Value to 1000</p> | <p><u>Fractions</u></p> <p>Fractions, Equivalences between $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{8}$ using strips of paper, counting in fractional steps and link this to improper fractions and mixed numbers – e.g. $\frac{1}{2}$, 1, $1\frac{1}{2}$, 2, $2\frac{1}{2}$, how many halves?</p> | <p><u>Mental Strategies</u></p> <p>Mental calculation strategies as in Term 1, picking up on any that weren't covered, linking to money (100^{th}), time differences and durations, Perimeter of regular (with formula) and irregular shapes including compound shapes</p> | <p><u>Assessment Week</u></p> | <p><u>Addition – working towards written method</u></p> <p>Written calculation methods for addition and subtraction, linking to money, time differences and durations, multi-step problems</p> | <p><u>Subtraction – working towards written method</u></p> <p>Consolidate written calculation methods for addition and subtraction, lining to measures such as Length and Height, Mass and Volume</p> |
|----------------------------------|---|--|--|--------------------------------------|---|--|