

Abbey Primary School - Yearly Overviews 4

Year Planning Overview	Autumn Term	Spring Term	Summer Term
<p>English</p> <p>On going</p> <p><u>Evaluate and edit by assessing the effectiveness of their own and others' writing; suggest improvements (e.g. vocabulary for consistency - with a focus on style and effect eg assessing the relevance of verbs, adjectives and adverbs)</u></p> <p><u>Proof-read for spelling and punctuation errors</u> (choosing nouns and pronouns appropriately for clarity and cohesion). <u>Use standard English (eg we were instead of we was; I did instead of I done; I should have, I was etc).</u></p> <p><u>Spell words that are often miss-spelt</u></p> <p><u>Be able to spell the words on the Y3/4 statutory word list</u></p> <p><u>Pupils should be taught to use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined.</u> Handwriting is fluent, joined and legible.</p> <p><u>Increase the legibility, consistency</u></p>	<p>Fiction- Relationships, suspicion and trust. Dilemma Story Poetry</p> <p>Non Fiction- Information Texts Journalist Recounts</p> <p>Grammar- Inverted Commas <u>Use inverted commas and other punctuation to indicate direct speech (eg a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!"). Use commas after fronted adverbials</u></p> <p>Paragraphs <u>Use paragraphs to organise material around a theme (more controlled use of paragraphs to group ideas).</u></p> <p>Develop plot by exploring alternative endings of issues related to a dilemma.</p>	<p>Fiction- Rhyming verse A story in narrative verse Play scripts</p> <p>Non Fiction- Explanation Texts Evaluating evidence</p> <p>Grammar- Adverbials including fronted adverbials <u>Use fronted adverbials (eg Later that day, I heard the bad news).</u> Plurals, possession and apostrophes <u>Use apostrophes to mark plural possession (eg the girl's name, the girls' names).</u></p> <p>Use language precisely and selectively related to text type (eg to persuade or convey information).</p>	<p>Fiction-Stories with historical settings A story from another culture</p> <p>Non Fiction- Newspapers, Persuasive writing</p> <p>Grammar- Standard English, nouns and pronouns <u>Use noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (eg the teacher expanded to: the strict maths teachers with curly hair).</u></p> <p>Modify nouns by one or more adjective (eg a loud, wailing sound). <u>Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition.</u></p> <p>Grammar- Inverted Commas <u>Use inverted commas and other punctuation to indicate direct speech (eg a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!"). Use commas after fronted adverbials</u></p> <p>Paragraphs <u>Use paragraphs to organise material around a theme (more controlled use of paragraphs</u></p>

<p><u>and quality of handwriting (eg by ensuring the down-strokes of letters are parallel and equidistant; that lines of writing are spaces sufficiently that ascenders and descenders of letters do not touch.</u></p>			<p><u>to group ideas).</u> <u>In narrative, create settings, characters and plot</u> (using language selectively to describe settings effectively, create variety and add interest eg use the weather to create atmosphere). Use powerful verbs to show a character's feelings or motives (eg She stormed out of the room.) Writing shows a growing awareness of the reader (eg language is used for effect and there is a developing level of interest)</p>
<p>Maths</p>	<p>Number and Place value Number: Addition Number: subtraction Measurement: Geometry: Properties of shape Geometry: Position and direction Number: multiplication Number: Division Number: Fractions including decimals Statistics</p>	<p>Number and Place value Number: Addition Number: Subtraction Measurement: area and perimeter Geometry: Angles Geometry: symmetry Number: Multiplication Number: Division Number: Fractions including Decimals</p>	<p>Number and Place value Number: Addition Number: Subtraction Number: Addition and Subtraction Number: Division Measurement: area and perimeter Geometry: Position and direction Number: Multiplication Number: Division Number: Fractions including decimals Geometry: Angles Statistics</p>
<p>Science</p>	<p>States of matter Living things and their habitats</p>	<p>Sound Electricity</p>	<p>Animals, including humans. Revision</p>
<p>Computing</p>	<p>We are software developers We are toy designers</p>	<p>We are musicians We are HTML editors</p>	<p>We are co-authors We are meteorologists</p>
<p>Physical Education</p>	<p>Basketball Haka Swimming</p>	<p>Gymnastics Tennis Swimming</p>	<p>Rounders Athletics Swimming</p>

MFL	Numbers 11-20	Likes and Dislikes Personal descriptions	Transport and countries
Music			
PSHE	Healthy Lifestyles Making Choices Achievements and Goals Feelings and emotions Personal hygiene Changes Staying safe Including internet safety	Feelings Risky or negative relationships Diversity Types of relationships Bullying Positive relationships	Rules Responsibilities Communities Looking after the environment Money
RE	What is it like to be a Hindu? Muslim Ways of Living: Keeping 5 pillars	Christian and Hindu beliefs and questions on life's journey	Finding reasons to care through religious stories - Christianity
I.L.	Cycle 1 Title: Jungle Fever Cycle 2 Title: Robin Hood	I Love where I live Storms and Ship Wrecks	Italian Adventure Walk Like An Egyptian
History	Cycle 1:	Cycle 1: Local History Stone Age, Iron Age looking at changes and progress. Assessing what has remained the same	Cycle 1: Pompeii, Romans. Roman Empire & impact on Britain: - Julius Caesar's attempted invasion - Roman Empire & successful invasion - British resistance, e.g. Boudicca - Romanisation of Britain
	Cycle 2:	Cycle 2:	Cycle 2:
Geography	Cycle 1: World rainforests What is a jungle? Rainforest? Where is this place? Which country is it in? Who lives here? What is the climate of this place? Where do people of the Amazon get their water from?	Cycle 1: Local Area and maps ask geographical questions, collect and record evidence c. analyse evidence and draw conclusions Physical and human environmental features	Cycle 1: World Maps- locate Italy Location compared to England.

	Cycle 2:	Cycle 2:	Cycle 2:
D. T.	Cycle 1: Rainforest in a box Moving animals CAM	Cycle 1: Stone Age stewed fruit recipe	Cycle 1: Queens' 90 th Birthday kite making
	Cycle 2: Pop up books	Cycle 2:	Cycle 2:
Art	Cycle 1: Rainforest animals mirror images	Cycle 1:	Cycle 1: Sistine chapel ceiling water colours Vesuvius using pastels Michelangelo in charcoals
	Cycle 2:	Cycle 2:	Cycle 2: