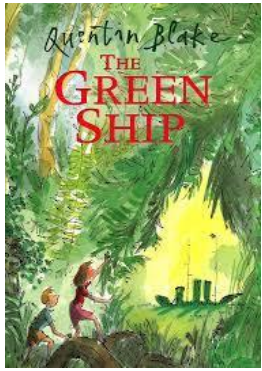
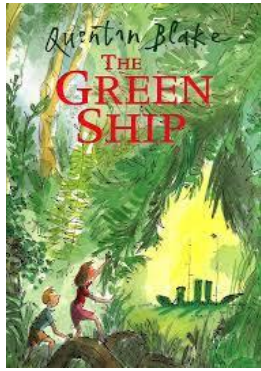



Barnet Hill Academy Termly Overview

Year 4

Term Summer 1

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Reading	<p>The Green Ship</p>  <p>Exploring vocabulary Fluency practise Extended reading Exploring</p>	<p>The Green Ship</p>  <p>Exploring vocabulary Fluency practise Extended reading Exploring</p>	<p>Gregory Cool</p>  <p>Exploring vocabulary Fluency practise Extended reading Exploring</p>	<p>Practise Reading Assessments</p>  <p>Exploring vocabulary Fluency practise Extended reading Exploring</p>	<p>Practise Reading Assessments</p>  <p>Exploring vocabulary Fluency practise Extended reading Exploring</p>	<p>Assessment Week</p>
Writing	<p>Myths</p> <p>Children will be analysing mythical stories. They will think deeply about the structure and the language used. Mythical stories will fascinate the children and will help</p>	<p>Myths</p> <p>From reading several mythical stories children will begin to appreciate a new culture and how it is different or similar to their own. It will help providing them with lots of unique and invaluable</p>	<p>Playscripts</p> <p>Children will be exploring a range of Playscripts and immersing themselves in several examples. They will analyse the details of the Scenes, Character, stage and backdrop. They will be identifying</p>	<p>Playscripts</p> <p>After exploring a range of examples children perform and write their own playscripts including different scenes, characters, stage and backdrop. They will also aim to follow the</p>	<p>Performance Poetry</p> <p>Children will explore and identify the different types of poems. This includes limerick, nonsense, free verse, rhyming and narrative poetry. Children will listen and discuss a wide</p>	<p>Assessment Week</p>



	<p>develop their imagination resulting as them making prediction based off the front cover. Children will build an understanding on what type of story mythical stories is, whether it is a fictional or nonfictional book.</p>	<p>learning experiences. They will figure out the genre of the story and the message behind it. This will help them retelling the story in their own words, to then creating a pictorial map.</p>	<p>the structural and language features of a playscript and practise how to implement these features in their own writing.</p>	<p>structural and language features when planning and writing their own. They will edit and publish their final piece.</p>	<p>range of poetry and develop annotation skills. After extensive exploration, children will write and perform their own poems.</p>	
<p>Maths</p>	<p>Decimals</p> <p>Key skills:</p> <p>Children will learn about tenths and hundredths as fractions, decimals and within the place value grid. They will learn to divide one digit and two-digit numbers by 10 and 100.</p>	<p>Decimals</p> <p>Key skills:</p> <p>Children explore different ways of making 1 whole by combining tenths. They will explore different ways of making 1 whole from hundredths and will learn to partition decimals.</p>	<p>Decimals</p> <p>Key skills:</p> <p>Children carry on partitioning numbers with decimals up to 2 decimal places, with the learning from the previous step being extended to include flexible partitioning. They will compare and order decimals and learn to round to the nearest whole number. Furthermore, will children apply their knowledge of decimal equivalents of hundredths and tenths to recognise and write</p>	<p>Money</p> <p>Key skills:</p> <p>Children explore the use of pounds and pence notation and develop the understanding that the digits following the decimal point represent part of a pound. They will also learn to convert between pounds and pence and will compare amounts of money. They will calculate, estimate and solve problems with money.</p>	<p>Time</p> <p>Key skills:</p> <p>Children use multiplicative reasoning and related number facts to convert and compare the different units of time. They will solve problems involving converting from hours to minutes, minutes to seconds, years to months, weeks to days.</p>	<p>Assessment Week</p>



halves and quarters as decimals.

			halves and quarters as decimals.			
Science Habitats & Deforestation	Living things and their habitats Children will investigate the plants and animals within their locality, and how biodiverse these local habitats are. They should explore the differences between urban and rural habitats and how each type meets the needs of the plants and animals that live there. Key vocabulary Habitat, rural habitat, urban habitat and biodiversity.	Classification keys (Plants & Animals) Children will explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment. They will construct classification keys using the characteristics of plants and animals they might find in the local environment with increasing independence. Key vocabulary Classification key, flowering plant, non-flowering plant, vertebrate and invertebrate.	Human impact on Habitats Children will recognise that environments can change, and that this can sometimes pose dangers to living things. They will explore human impacts on plant and animal habitats and how to prevent/ minimise these risks. Key vocabulary Biodiversity, natural resources, deforestation, rewilding and nature reserve.	What is deforestation? Children will learn what deforestation is and its impact on biodiversity within an area. Children build on their understanding of human impacts on habitats and look at the effects of deforestation both locally and globally. Key vocabulary Biodiversity, natural resources, deforestation, rewilding and nature reserve.	What are the impacts in the UK and the rest of the world? Children explore how deforestation impacts habitats in their local area and the rest of the world. They will use secondary sources, such as books and videos, to understand the impact of deforestation further. Children will investigate changes they could make to their lifestyle to help prevent deforestation around the world. Key vocabulary Biodiversity, natural resources, deforestation, rewilding, sustainable, palm oil, endangered, extinct and nature reserve.	Assessment Week



<p>Computing</p> <p>Creating Media-Photo editing</p>	<p>Changing digital images</p> <p>Children will learn the concept of editing images. They will go on to explore when we need to rotate and crop an image as well as how to use an image editor to make these changes. Learners will then discuss image composition.</p>	<p>Changing the Composition of images.</p> <p>Children will look at the effect that different colours and filters can have on an image. They will choose appropriate effects to fit a scenario, and explain how they made their choices. They will then edit the images using different effects to suit two different scenarios.</p>	<p>Changing images for different uses.</p> <p>Children will be introduced to the cloning tool and its use in both changing the composition of a photo and photo retouching. They will see how parts of a photo can be removed or duplicated using cloning. They will consider what parts of an image can be retouched and learn techniques to make this as unnoticeable as possible. Finally, they will consider when it is necessary to edit photographs in this way.</p>	<p>Retouching images</p> <p>Children will learn how to use different tools to select areas of an image. They will use copy and paste within one image and between two images to produce a combined image. Finally, they will consider when it's appropriate to edit an image and discuss some of the ethics around retouching photos.</p>	<p>Fake images</p> <p>Children will apply all the skills they have learnt in the unit so far. They will start by reviewing some images and considering what makes an image look real or made up. They will then plan their own image. They will search for and download images that they will then use to create their own project.</p>	<p>Making & evaluating a publication</p> <p>Children will review the image that they created in Lesson 5 and will make changes. They will then add text to their image to complete it as a publication.</p>
<p>History</p>	<p>Who were the Vikings and why did they come to Britain?</p> <p>Children will explain when and why the Vikings came to Britain.</p>	<p>What do we know about the Vikings?</p> <p>Children will evaluate the validity of a source.</p>	<p>How did the Vikings travel?</p> <p>Children explore the features of Viking longboats.</p>	<p>Were the Vikings raiders or traders?</p> <p>Children will examine why trading was important to the Vikings.</p>	<p>What were the consequences of the Anglo-Saxon and Vikings' struggle for Britain?</p> <p>Children will learn to extract and interpret information from many sources.</p>	<p>What was Viking life in Britain like?</p> <p>Children will learn to extract and interpret information from many sources.</p>



	<p>Key vocabulary</p> <p>Anglo-Saxons, explorer, invader, raider, settler, traders and Vikings.</p>	<p>Key vocabulary</p> <p>Alcuin of York, Anglo-Saxon Chronicle, balanced, bias, inference, one-sided, Simeon of Durham, perspective, primary and Secondary source.</p>	<p>Key vocabulary</p> <p>Engineer, hull, keel, longboat, mast, oars, rudder and sail.</p>	<p>Key vocabulary</p> <p>Baghdad, Barter, Birka, Constantinople, Exchange, feathers and down, Hedeby, Jorvik, trade.</p>	<p>Key vocabulary</p> <p>Cause, consequence, Danelaw, Events, impact, paganism, sacred</p>	<p>Assessment Week</p> <p>Children will complete a double page spread to show their understanding of the topic.</p>
<p>Art Fabric of Nature</p>	<p>Inspired by the rainforest</p> <p>Children will understand starting points in a design process.</p>	<p>One picture, four views</p> <p>Children will explore techniques to develop imagery.</p>	<p>Creating patterns</p> <p>Children will explore using a textile technique to develop patterns.</p>	<p>Repeating patterns</p> <p>Children learn how to create a repeating pattern.</p>	<p>Fabric design</p> <p>Children understand how art is made for different purposes.</p>	<p>Assessment Week</p> <p>Children will produce a final piece of work to demonstrate all the skills they have learnt.</p>
<p>PSHE</p>	<p>What are human rights?</p> <p>Children will begin to understand the Human Rights convention.</p>	<p>Caring for the environment</p> <p>Children will understand how reusing items benefits the environment.</p>	<p>Community</p> <p>Children will understand the role of groups in the wider community.</p>	<p>Contributing</p> <p>Children will understand the contribution groups make to a community.</p>	<p>Diverse communities</p> <p>Children will understand the value of diversity in a community.</p>	<p>Local councillors</p> <p>Children will develop an understanding of the role of the local government.</p>
<p>PE Outdoor Adventure</p>	<p>Communicate and Collaborate!</p> <p>In this lesson, children will develop skills for communicating and collaborating with one another when</p>	<p>Agility and Endurance!</p> <p>During this lesson, children will learn the importance of endurance and agility in orienteering and develop new skills in order to participate in a</p>	<p>Navigation Skills!</p> <p>In this lesson, children will practise basic compass reading, understand why a compass is useful and how it works. They will be</p>	<p>All about Maps!</p> <p>Children should learn basic map reading skills, as well as how to give clear and concise direction to others. They will also</p>	<p>Around the Grounds!</p> <p>In this lesson, children will take part in an orienteering exercise where they will learn the skills needed to navigate around a chosen area,</p>	<p>Orienteering Extravaganza!</p> <p>In this lesson, children will recap on the different orienteering and outdoor adventurous skills and activities they have learnt</p>



	<p>completing challenges. They will have to work as part of a team to utilise a range of different methods to communicate effectively. The aim of this lesson is to take part in outdoor adventurous activity both individually and within a team, in the context of: problem solving; undertaking and surmounting challenges; tackling problems and challenges with a focus on communication and collaboration.</p>	<p>continuous obstacle course. They will also continue their learning from last lesson by working as a team to gain a strong understanding of what orienteering is, and how agility and endurance are useful for this and other sports. The aim of this lesson is to take part in outdoor adventurous activity both individually and within a team, in the context of taking part in activities that simulates moving through an orienteering course. To demonstrate agility and endurance in a range of situations.</p>	<p>introduced to the cardinal points surrounding a compass and will learn how to use it effectively in order to identify the eight different compass directions. They will then take part in challenges and activities to reinforce their basic compass reading skills and learn how to take directional instructions. The aim of this lesson is to take part in outdoor adventurous activity both individually and within a team, in the context of compass skills.</p>	<p>learn how to complete missing information from a map by using the activities to practise. Children will learn that symbols are used to represent different features such a campsite or train station and that a key tells you what the symbols mean. The aim of this lesson is to take part in outdoor adventurous activity both individually and within a team, in the context of map reading.</p>	<p>identify the meaning of orienteering symbols, and mark and find control points on a map. Using skills learnt from prior lessons, children will need to effectively collaborate and communicate with one another in order to complete the orienteering task. The aim of this lesson is to take part in outdoor adventurous activity both individually and within a team, in the context of orienteering.</p>	<p>and taken part in throughout the unit and then use these skills to design and take part in an orienteering exercise. Children will work in groups to set up an orienteering course for others to complete and then work collaboratively to follow a map and plan the best route to complete an orienteering course that has been set by others. The aim of this lesson is to take part in outdoor adventurous activity both individually and within a team, in the context of orienteering.</p>
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