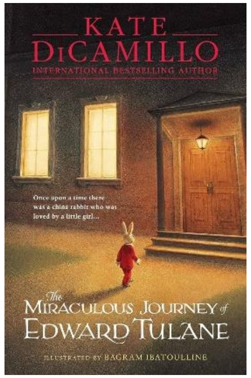
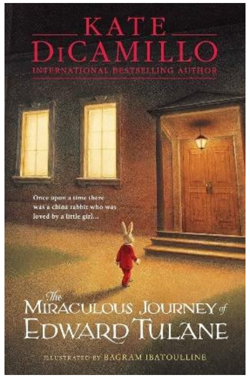
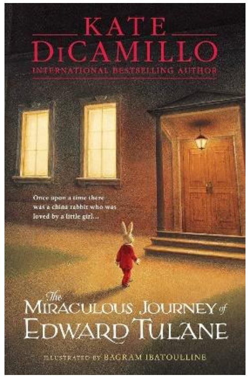
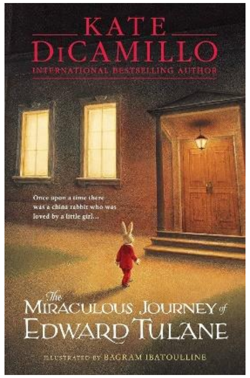
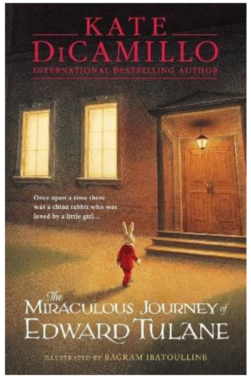
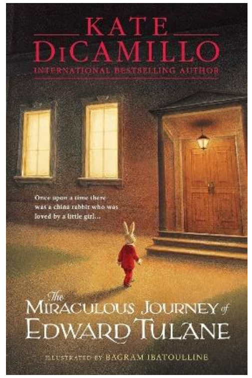
Barnet Hill Academy
FAITH • EXCELLENCE • KNOWLEDGE

Barnet Hill Academy Termly Overview **Year 4** **Term Summer 2**

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Reading	**The Miraculous Journey of Edward Tulane**  Exploring vocabulary Fluency practise Extended reading Exploring	**The Miraculous Journey of Edward Tulane**  Exploring vocabulary Fluency practise Extended reading Exploring	**The Miraculous Journey of Edward Tulane**  Exploring vocabulary Fluency practise Extended reading Exploring	**The Miraculous Journey of Edward Tulane**  Exploring vocabulary Fluency practise Extended reading Exploring	**The Miraculous Journey of Edward Tulane**  Exploring vocabulary Fluency practise Extended reading Exploring	**The Miraculous Journey of Edward Tulane**  Exploring vocabulary Fluency practise Extended reading Exploring
Writing	**Legends** Pupils will be analysing Legendary stories. They will think deeply about the structure and the language used. Legend stories will fascinate the	**Legends** From reading several Legend stories Pupils will begin to appreciate a new culture and how it is different or similar to their own. It will help providing them with lots	**Biographies** Pupils will be exploring a range of Biographies and immerging themselves in several examples. They will be identifying the structural and language features of biographies	**Biographies** After exploring a range of examples pupils research and write a biography of a specific individual. They will also aim to follow the structural and language features when planning	**Performance Poetry** Children will explore and identify the different types of poems. This includes limerick, nonsense, free verse, rhyming and narrative poetry. Children will	**Assessment Week**

	pupils and will help develop their imagination resulting as them making prediction based off the front cover. Pupils will build an understanding on what type of story Legend stories is, whether it is a fictional or nonfictional book.	of unique and invaluable 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.	and practise how to implement these features in their own writing.	and writing their own. They will edit and publish their final piece.	listen and discuss a wide range of poetry and develop annotation skills. After extensive exploration, children will write and perform their own poems.	
Maths	**Shape** Key skills: Pupils will recognise angles as a property of shape or a description of a turn. They will identify acute and obtuse angles and compare and order angles up to two right angles by size. Additionally, pupils will compare and classify geometric shapes, including quadrilaterals and triangles, based on	**Shape** Key skills: Pupils will identify lines of symmetry in 2-D shapes presented in different orientations and will complete a simple symmetric figure with respect to a specific line of symmetry.	**Statistics** Key skills: Pupils will interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs. They will solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.	**Position & Direction** Key skills: Pupils will describe positions on a 2-D grid as coordinates in the first quadrant. They will plot specified points and draw sides to complete a given polygon. Pupils will describe movements between positions as translations of a given unit to the left/right and up/down.	**Revision** Key skills: Pupils will revisit topics covered throughout the year and build on their knowledge and understanding. They will consolidate their learning and develop key skills for answering problems solving questions.	**Revision** Key skills: Pupils will revisit topics covered throughout the year and build on their knowledge and understanding. They will consolidate their learning and develop key skills for answering problems solving questions.

	their properties and sizes.					
Science **Human Body: Digestive System & Food Chains**	**Types of Teeth** Pupils will identify the different types of teeth in Humans and their simple functions. They learn the names of the four main types of teeth in the mouth. Pupils will also learn about the layers of the teeth. **Key vocabulary** Teeth, incisors, molars, premolars, canines, enamel, root and plaques.	**Eye Anatomy** Pupils will explore Human Eyes and the different parts of the Eyes. They will learn of the function of each part and how it allows Humans to see. **Key vocabulary** Cornea, Lens, Pupils, Iris, Retina, Optic Nerves.	**Digestive System** Pupils will focus on what the Digestive system is and it works. They will describe the simple functions of the basic parts of the Digestive system in Humans. They will explore the digestive system and the route food takes through the body, starting with the teeth. **Key vocabulary** Mouth, Oesophagus, Stomach, Intestines, Rectum and Saliva.	**Digestive System** Pupils will understand the process of digestion through modelling. They will give written and oral explanations about the process of digestion and the stages food goes through as it passes through the body. Pupils will attend a Workshop called 'It takes guts' at the science museum in relation to this topic. **Key vocabulary** Mouth, Oesophagus, Stomach, Intestines, Rectum and Saliva.	**Inside the body (Human Organs)** Pupils will identify the Human Organs and learn about the functions inside the body. **Key vocabulary** Heart, Lungs, Kidney, Stomach, Intestine, Ribcage, Brain, Skin and Bladder.	**Food Chains** **Pupils will c**onstruct and interpret a variety of food chains, identifying producers, predators and prey. **Key vocabulary** Predator, prey, consumer, producer, herbivore, omnivore and carnivore.
Computing **Repetition in Games**	**Using loops to create shapes** Pupils will look at real-life examples of repetition, and identify which parts of instructions are	**Different Loops** Pupils will look at different types of loops: infinite loops and count-controlled loops. They practise using these within Scratch and think	**Animate your name** Pupils will create designs for an animation of the letters in their names. The animation uses repetition to change the costume (appearance) of	**Modifying a game** Pupils will look at an existing game and match parts of the game with the design. They make changes to a sprite in the existing game to match	**Designing a Game** Pupils look at a model project using repetition. They then design their own game based on the model project, producing a design and algorithm	**Creating our Games** Pupils build their games, using the designs they created in lesson 5. They follow their algorithms, fix mistakes and refine designs in their work as

	repeated. Learners then use Scratch, a block-based programming environment, to create shapes using count-controlled loops. They consider what the different values in each loop signify, then use existing code to modify and create new code, and work on reading code and predicting what the output will be once the code is run.	about which might be more suitable for different purposes.	the sprite. The letter sprites will all animate together when the event block (green flag) is clicked. When they have designed their animations, the learners will program them in Scratch. After programming, learners then evaluate their work, considering how effectively they used repetition in their code.	the design. They then look at a completed design, and implement the remaining changes in the Scratch game. They add a sprite, and re-use and modify code blocks within loops, and explain the changes made.	for sprites in the game. They share these designs with a partner and have time to make any changes to their design as required.	they build. They evaluate their work once it is completed, and showcase games at the end.
Geography **What are rivers and how are they used?**	**What is the Water Cycle?** Pupils will describe how the water cycle works. **Key vocabulary** Condensation, evaporation, precipitation, groundwater,	**How is a river formed?** Pupils will recognise the features and courses of a river. **Key vocabulary** Delta, floodplain, estuary, mouth, source, tributary, waterfall, valley, meander and oxbow lake	**Where can we find rivers?** Pupils will name and locate some of the world's longest rivers. **Key vocabulary** Delta, floodplain, estuary, mouth, source, tributary, waterfall, valley, meander and oxbow lake .	**How are rivers used?** Pupils will describe how rivers are used. **Key vocabulary** Delta, floodplain, estuary, mouth, source, tributary, waterfall, valley, meander and oxbow lake	**What can we find out about our local river?** Pupils will identify and locate human and physical features on a map. **Key vocabulary** Compass direction, grid square, human feature,	**What features does our local river have?** Pupils will collect data on the features of a local river. **Key vocabulary** Environmental quality, Likert scale, locality

	transpiration and percolation.				local, physical feature and route.	
D&T	**Chassis and launch mechanism** Pupils will build a car chassis.	**Designing the car body** Pupils will design a shape that reduces air resistance.	**Making the car body** Pupils will make a model based on a chosen design.	**Making the car body** Pupils will make a model based on a chosen design.	**Assembly and testing** Pupils will assemble and test my completed product.	**Assessment Week** Children will produce a final piece of work to demonstrate all the skills they have learnt.
PSHE **Economic Wellbeing**	**Spending Choices** Pupils will begin to understand what makes something good value for money.	**Keeping track of money** Pupils will begin to understand the importance of keeping track of money.	**Looking after money** Pupils will understand ways money can be lost and how this makes people feel.	**Influences on career choices** Pupils will understand that people's decisions about their careers can be influenced by a variety of things.	**Changing job** Pupils will understand that many people will have more than one job or career	**Transition** Pupils will discuss change and transition into year 5 to overcome any challenges.
PE **Athletics**	**Jumping!** Pupils will jump for height & distance	**Positioning!** Pupils will explore different body positions in flight	**Navigation Skills!** Pupils will jump hurdles with developing technique	**All about communication!** Pupils will communicate clearly with partners & teammates	**Inside the body!** Pupils will locate some of the major muscles in the body	**Sports Day!**