



## Newhall Primary Academy and Nursery – Half-termly Curriculum Overview

Half Term	Summer 1	Year Group	4
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English	Mathematics	Science
<p>In English, we will be inspired by <b>Land of Roar</b> written by Jenny MacLachlan. We will be basing our own narrative texts on this alongside an explanation text and review.</p> <p>To develop our writing, we will be focussing on precise vocabulary choice to enhance impact of language and effect on the reader alongside developing realistic sounding stories.</p> <p>We will also be exploring the 3 tiers of language to ensure children are using an appropriate selection of subject-specific vocabulary in their non-fiction writing.</p>	<p>This half term, we will be focussing on decimals and will look at tenths and hundreds as both fractions and decimals and will understand what they look like on a number line.</p> <p>We will also look at time, focussing on units of time and converting between digital and analogue clocks and starting to understand 24-hour clocks.</p>	<p>In our Dangers to Living Things unit children will work towards answering the Quest question ‘How can changes to the environment affect the things that live there?’</p> <p>They will construct and interpret food chains, identifying producer, prey, consumer and predator. They will realise that the availability of food is an important factor when considering how animals respond to change in the environment.</p> <p>Children will investigate the effect of a small change to an environment by placing carpet or other covering on the ground and will consider the impact of larger changes to the environment such as fire and flood. They will consider how humans can reduce the impact of some environmental changes.</p>
Geography	Art and Design	Computing
<p>During geography this half term, we will be focussing on the <b>Amazing Amazon</b>.</p> <p>We will be aiming to:</p> <ul style="list-style-type: none"><li>• Understand which countries make up South America and its location in the world.</li><li>• Locate the hemispheres and tropics and recognise how climates differ between them.</li><li>• Name the layers of the rainforest and consider the impact of deforestation.</li></ul>	<p>Our Summer 1 unit is called <b>Impressionism</b>.</p> <p>The project outcome that we will be aiming for is to paint landscapes in the impressionist style.</p> <p>We will be aiming to:</p> <ul style="list-style-type: none"><li>• Create shades, tints and tones.</li><li>• Use brush strokes with intent.</li><li>• Understand and use contrast, colour and shading.</li><li>• Evaluate impressionism and composition.</li><li>• Name Impressionist artists and describe their style.</li><li>• Create impressionist landscapes.</li></ul>	<p>Our next computing unit will be focussed on a program called Logo.</p> <p>During this unit, we will be aiming:</p> <ul style="list-style-type: none"><li>• To learn the structure of the language of 2Logo.</li><li>• To input simple instructions in 2Logo.</li><li>• To use 2Logo to create letter shapes.</li><li>• To use the Repeat command in 2Logo to create shapes.</li><li>• To use and build procedures in 2Logo.</li></ul>

Music	PE	PSHE
<p>In music our focus will be <b>Connecting Notes and Feelings</b>.</p> <p>During this unit, children will discuss and explore:</p> <ul style="list-style-type: none"> <li>• How music can play a significant part in helping us get through our daily life.</li> <li>• Music’s psychological impact.</li> <li>• How listening to music might accompany every step of someone’s working day.</li> <li>• How (on a larger timescale) music punctuates the important parts of many people’s lives.</li> <li>• How musical artists are often role models and influencers who are admired and followed, or considered as moral guides.</li> <li>• How songs that are a part of our identity and history are often very consoling and reassuring in times of need.</li> </ul>	<p>We will</p> <ul style="list-style-type: none"> <li>• Run at different speeds smoothly and with consistency.</li> <li>• Sprint in a relay and practise a take-over from behind.</li> <li>• Run over obstacles.</li> <li>• Demonstrate pacing and keep going and maintain the quality of actions.</li> <li>• Take part in a relay and practise a down sweep take over.</li> </ul>	<p>Our PSHE unit is called Relationships.</p> <p>We are aiming to be able to:</p> <ul style="list-style-type: none"> <li>• recognise situations which can cause jealousy in relationships</li> <li>• identify someone I love and can express why they are special to me</li> <li>• tell you about someone I know that I no longer see</li> <li>• recognise how friendships change, know how to make new friends and how to manage when I fall out with my friends</li> <li>• understand what having a boyfriend/ girlfriend might mean and that it is a special relationship for when I am older</li> <li>• know how to show love and appreciation to the people and animals who are special to me</li> </ul>
RE	French	Key Information for Half-term
<p>This half term in RE, our key question will be: What is the best way for a Buddhist to lead a good life?</p> <p>We will be aiming to:</p> <ul style="list-style-type: none"> <li>• Describe one of my ‘good’ choices and the consequence of it.</li> <li>• Explain the consequences of making a different choice.</li> <li>• Describe how aspects of the 8-fold path would help Buddhists know how to live good lives.</li> <li>• I can start to tell you why some aspects of the 8-fold path might be hard for some Buddhists to stick to.</li> </ul>	<p>Our next unit of French is called En Classe.</p> <p>In this unit the children will learn how to:</p> <ul style="list-style-type: none"> <li>• Remember and recall 12 classroom objects with their indefinite article/determiner.</li> <li>• Replace an indefinite article/determiner with a possessive adjective.</li> <li>• Say and write what they have and do not have in their pencil case.</li> </ul>	<p><u>Juniper</u> Library – Tuesday PE – Wednesday and Friday</p> <p><u>Ash</u> Library – Tuesday PE – Wednesday and Thursday.</p>