



## YEAR 4 YEARLY OVERVIEW

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>TRIPS</b>			Science visitor - pneumatic systems (changeable)			
<b>Maths</b>	Place value- order and compare numbers beyond 1000 Rounding, estimation and magnitude Securing addition and subtraction mental fluency Securing formal written addition and subtraction fluency Counting in multiples of 6,7,9,25 and 10000 Multiplication and division facts (Times tables) Factor pairs, integer scaling and correspondence problems Problem solving including measures to apply place value, mental strategies and arithmetic laws Multiply and divide a one or two digit number by 10 and 100 Measure- Conversion of units Measures- Compare, estimate and calculate Discrete and continuous data (Time graphs), including application of scales and division Perimeter		Properties of shape Symmetry Decimal numbers Calculating with decimals Measure- Money Problem solving involving decimals to two decimal places Add and subtract fractions with the same denominator Finding fractions of quantities Fractions in the context of measure Equivalent fractions, ordering and comparing Multiply two and three digit numbers by a one digit number using a formal written layout Divide two and three digit numbers by a one digit number using a formal written layout		Time - read, write, calculate and convert times on analogue and digital 12 and 24 hour clocks. Statistics - interpret and present continuous and discrete data, solve problems incorporating measures. Roman Numerals to 100 and Zero. Negative numbers - counting through zero and calculating in context. Geometry - angles. Geometry - properties of triangles. Geometry - coordinates in the first quadrant and translations. Geometry - position and direction, incorporating angles and plotting points of a shape. Multiplication and division. Area. Fractions review. Application and problem solving - developing operation sense.	
<b>English</b>	Poetry: Free verse and Kennings (link to PSHE about them)	Reports (link to DT healthy eating) Christmas writing (RE link)	Poetry: Free Verse and Narrative Stories settings	Plays Non-fiction persuasion (Links to DT advert about	Performance poetry and Narrative (link to History Roman	Stories which raise issues/dilemmas <b>SMSC</b> Explanation and



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	Traditional tales/Myths and Quests			moving monster)	battle) Stories from other cultures <b>SMSC</b>	discussion texts (science - habitats and living things).
<b>History</b>	<p><b>Romans</b></p> <p>Children will be taught about the Roman Empire and its impact on Britain. This could include: Julius Caesar's attempted invasion in 55-54BC, the Roman Empire by 42AD and the power of its army, the successful invasion by Claudius and conquest, including Hadrian's wall, British resistance e.g. Boudica or 'Romanisation' of Britain e.g. Caerwent/ early Christianity.</p> <p><i>'Roman diary' book</i></p> <p><b>Cross curricular links: English-Diary entry</b></p>				<p><b>Ancient Egypt- Indus Valley</b></p> <p>Children will be taught about the ancient civilisation of Ancient Egypt. They will know about the achievements of the early civilisation: an overview of where and when the first civilisation appeared and a depth study of the Indus Valley.</p> <p><i>'The Egyptian Cinderella' book</i></p>	
<b>Geography</b>			<p><b>Rivers and mountains City study</b></p> <p>Children will be taught to name and locate countries and cities of the UK with their human and physical characteristics/ features (locational knowledge). They will also be taught aspects of physical geography (e.g.</p>			



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		<p>climate, biomes, rivers, mountains, volcanoes, earth quakes, water cycle) and aspects of human geography (e.g. settlements, economic activity and distribution of natural resources). Furthermore, children should be taught to use maps, atlases, globes and digital/computer mapping.</p> <p><i>'Wind in the willows' book</i></p> <p><b>Cross curricular links: ICT-</b> Possible school trip</p>	
<b>Computing</b>	<p>Bringing images to life (Internet safety - <b>SMSC</b>) Children develop understanding of digital images. They transform and edit images, respecting copyright and ownership. They explore stop animation creating their own versions. They produce programmed animations, using sequence, repeat and selection.</p>	<p>Programming and games</p> <p>Children explore simulations, investigating the structure and exploring how they might be programmed. They begin to note that abstraction can simplify them. They decompose tasks, creating and debug algorithms and understanding how algorithms support the programming process. They write, test, debug and refine programs to achieve specific objectives, using sequence, repetition and procedures. They explore selection in digital and natural systems.</p>	<p>Data logging (keeping informed)</p> <p>Linked to science to use data loggers Children understand the difference between data and information. They use sensors, dataloggers and other tools as part of their investigations. They use branching and flat-file databases to enter, organise and search data, deriving information which they present in different forms.</p>



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<b>Science</b>	<b>States of Matter</b>	<b>Electricity</b>	<b>Animals including humans</b>	<b>Sound</b>	<b>Living things and their habitats</b>
	<p>Pupils will explore a variety of everyday materials and develop simple descriptions of the states of matter (solids hold their shape; liquids form a pool not a pile; gases escape from an unsealed container). Pupils will observe water as a solid, a liquid and a gas and should note the changes to water when it is heated or cooled.</p> <p><b>Explanation</b></p>	<p>Pupils will construct simple series circuits, trying different components, for example, bulbs, buzzers and motors, and including switches, and use their circuits to create simple devices. Pupils will draw the circuit as a pictorial representation.</p>	<p>Pupils will be introduced to the main body parts associated with the digestive system, for example: mouth, tongue, teeth, oesophagus, stomach, and small and large intestine, and explore questions that help them to understand their special functions. They will also study teeth and how they differ between different animals based on their diets. Pupils will learn about producers, herbivores, carnivores and omnivores within food chains. They will also look at how food chains are part of a wider food web and how changes in an environment will affect them.</p> <p><b>Letter writing</b></p>	<p>Pupils will explore and identify the way sound is made through vibration in a range of different musical instruments from around the world; and find out how the pitch and volume of sounds can be changed in a variety of ways.</p>	<p>Pupils will use the local environment throughout the year to raise and answer questions that help them to identify and study plants and animals in their habitat. They will identify how the habitat changes throughout the year. Pupils will explore possible ways of grouping a wide selection of living things that include animals, flowering plants and non-flowering plants. In addition, pupils should</p>



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						explore examples of human impact (both positive and negative) on environments <b>Poem - haiku</b>
<b>PSHE</b>	<b><u>Being me and my world</u></b>  Includes understanding my place in the class, school and global community as well as devising Learning Charters.	<b><u>Celebrating difference</u></b>  Includes anti-bullying (cyber and homophobic bullying included) and diversity work.	<b><u>Dreams and goals</u></b>  Includes goal-setting, aspirations for individuals and the world and working together.	<b><u>Healthy me</u></b>  Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices.	<b><u>Relationships</u></b>  Includes understanding friendship, family and other relationships, conflict resolution, communication skills and bereavement, loss and change.	<b><u>Changing me</u></b>  This puzzle includes relationship education in the context of coping positively with change.
<b>DT</b>		Catapults  Children will use a range of equipment to create a working catapult. They will explore the forces and explore how far items can be thrown using the catapult		Moving Monsters  Children will make moving monsters (toys). Children will use levers and linkages		Lights and circuits (creating a lighthouse)  Children will create a fully functional lighthouse which links



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		(linking to maths). Children will also get to work with saws and other various equipment.		in order to create the motion of the monster moving.		closely to their science topic. They will create a working circuit and design a lighthouse.
<b>Art</b>	Still life  Roman Artefacts Children will explore a range of different artefacts that link to the history topic. They will explore making, painting and creating different artefacts using a range of resources.		Painting Reflections (Claude Monet)  Children will focus on the famous French painter and research before creating and exploring his artwork. Children will look at reflections and explore how light and shadows are created.		Clay- Creating a Sphink  This topic links to the children's history topic. Children will create their own version of an ancient Sphink using clay.	
<b>PE 1</b>	<b>Handball</b>	<b>Hockey</b>	<b>Tag Rugby</b>	<b>Tennis</b>	<b>Cricket</b>	<b>Rounders</b>



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<p><b>PE swimming</b></p>	<p><b>Swimming</b> The children will build up confidence in the water and be assessed for ability.</p>	<p><b>Swimming</b> Swim whilst controlling breathing.</p>	<p><b>Swimming</b> Swimming for a minimum of 45 seconds using one stroke.</p>	<p><b>Swimming</b> Swim confidently and fluidly both on the surface and under the water.</p>	<p><b>Swimming</b> Enter the water safely and in a variety of ways.</p>	<p><b>Swimming</b> Swim using three different strokes on their front and back.</p>
<p><b>RE</b></p>	<p><b>Identity and belonging</b> Understand the challenges of individual commitment to a community of faith or belief. Examine the role of religious leadership and why belonging to religious communities that may be valuable in their own lives.</p> <p>Show an understanding of some of the challenges individuals face when belonging to a faith community. Demonstrate how it may help them. Explore how some religious people are guided by their religious leaders.</p> <p>Cross-curricular link -Kenning on belonging</p>	<p><b>Ultimate Questions</b> Discuss and present thoughtfully, through creative media, their own and others views and challenging questions about belonging, meaning, purpose and truth.</p> <p>Respond to a range of challenging "if" and "why" question about making sense of the world, expressing personal reflections.</p> <p>Cross-curricular link - persuasion text on good and bad</p>	<p><b>Human responsibility and values</b></p> <p>Consider and apply ideas about ways in which diverse communities can live together for the wellbeing of all. Respond thoughtfully to ideas about values, respect and human responsibilities.</p> <p>Illustrate how diverse communities can live together respectfully sharing the same important values and sense of responsibility.</p> <p><b>Justice and fairness</b> Discuss and apply their own and others ideas about ethical questions, reflecting on ideas about what is right and wrong and what is just and fair.</p>			



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					Cross-curricular links - children to create an advert for a particular charity	
<b>French</b> Children will be learning various French topics such as greetings, common questions and responses, colours, numbers	<b>Animals</b> Children will learn about the animals and the way that they move.	<b>Likes/Dislikes/Days of the week.</b> Children will learn how to say whether they like/love/hate something and learn the days of the week.	<b>Days of the week/Numbers 21-31</b> Children to recap the days of the week and learn numbers from 21 to 31.	<b>Months of the year/Days of the year/Birthdays</b> Children learn the days of the month and annual celebrations.	<b>Body parts</b> Children to learn the different parts of the body, asking and answering if something hurts.	<b>Classroom items</b> Children to list different classroom items and using adjectives to describe them.
<b>Music YR 4</b>	<b>Musical Theatre- outside provider Charlie and The Chocolate Factory:</b> To introduce the Story of Charlie and the Chocolate Factory To discuss characters and have a deeper understanding of them To start to learn script work and	<b>Musical Theatre outside provider; Annie</b> To improvise in groups To understand the different roles of each characters and discuss as a group To understand the importance				



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	<p>set opening number Create own short story To work on voice projection story and act out in groups To learn scenes 4 and 5 and run through all scenes</p>	<p>of applying the knowledge of characters personalities to our script work To cast and rehearse the next scene in the script To cast and rehearse the next scene applying characterisation knowledge To understand the importance of setting the scene with other actors in the background</p>	
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