**Year 4 Overview**

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|  | **Autumn 1**  **(6.5 weeks)**  **Sep-Oct** | **Autumn 2**  **(8 weeks)**  **Oct-Dec** | **Spring 1**  **(6 weeks)**  **Jan-Feb** | **Spring 2**  **(9 weeks)**  **Feb-April** | **Summer 1**  **(6 weeks)**  **May-June** | **Summer 2**  **(7 weeks)**  **June-July** |
| **SUBJECT LEAD** | **ART** | **BOOK** | **HISTORY** | **SCIENCE** | **HISTORY** | **GEOGRAPHY** |
| **TOPIC** | **Our World** | **There’s a Boy in the Girls’ Bathroom** | **Romans** | **Water** | **Anglo Saxons** | **The Rainforest** |
| **TRIPS/ WORKSHOPS** |  | Music Trip - Barbican | Verulamium | Science museum |  | Kew Gardens |
| **LEARNING CELEBRATION** |  | Learning celebration |  | Learning celebration |  |  |
| **CHAGIM/**  **SPECIAL EVENTS** | Jewish New Year  Yom Kippur  Succot  Shemini Atzeret  Whole School Writing Project | Remembrance Day  Chanukah  Anti-Bullying/ CMH (November) Replaces PSHE | Tu B’shvat  Chinese New Year  Fairytale Day- Replaces English | Purim  Pesach  Chicks/ducklings  Science week writing | Yom Ha/atzmaut  Lag Ba’omer  Caterpillars  PSHE/ History (Inclusivity week, including diversity- off timetable) | Shavuot  Sports day  Transition activities |
| **CORE TEXT** | Here we are by Oliver Jeffers | There’s a Boy in the Girls’ Bathroom-Louis Sachar | Escape from Pompeii  by Christina Balit | Various non-fiction texts about water and the water cycle | Beowulf by Michael Morpurgo | The Kapok Tree by Lynne Cherry |
| **ENGLISH**  **Spelling** (see English Appendix 1) Pupils should be taught to:  use further prefixes and suffixes and understand how to add them (English Appendix 1)  spell further homophones  spell words that are often misspelt (English Appendix 1)  place the possessive apostrophe accurately in words with regular plurals [for example, girls’, boys’] and in words with irregular plurals [for example, children’s]  use the first two or three letters of a word to check its spelling in a dictionary  write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.  **Handwriting** 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 unjoined  increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].  **Writing**  Pupils should be taught to:  plan their writing by:  discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar  discussing and recording ideas  draft and write by:  composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2)  organising paragraphs around a theme  in narratives, creating settings, characters and plot  in non-narrative material, using simple organisational devices [for example, headings and sub-headings]  evaluate and edit by:  assessing the effectiveness of their own and others’ writing and suggesting improvements  proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences  proof-read for spelling and punctuation errors  read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.  Poetry  Explanation Text  Recount: Letter  Narrative  Recount: Newspaper report  Recount: Diary entry  Chapter story  Explanation text  Persuasive leaflet  Poetry  Historical narrative  Information report  Persuasive letter | | | | | | |
| **Reading Skills and Knowledge:**  The programmes of study for reading at key stages 1 and 2 consist of 2 dimensions:   * word reading * comprehension (both listening and reading)   It is essential that teaching focuses on developing pupils’ competence in both dimensions; different kinds of teaching are needed for each.  Skilled word reading involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Underpinning both is the understanding that the letters on the page represent the sounds in spoken words. This is why phonics should be emphasised in the early teaching of reading to beginners (ie unskilled readers) when they start school.  Good comprehension draws from linguistic knowledge (in particular of vocabulary and grammar) and on knowledge of the world. Comprehension skills develop through pupils’ experience of high-quality discussion with the teacher, as well as from reading and discussing a range of stories, poems and non-fiction. All pupils must be encouraged to read widely across both fiction and non-fiction to develop their knowledge of themselves and the world they live in, to establish an appreciation and love of reading, and to gain knowledge across the curriculum. Reading widely and often increases pupils’ vocabulary because they encounter words they would rarely hear or use in everyday speech. Reading also feeds pupils’ imagination and opens up a treasure house of wonder and joy for curious young minds.  It is essential that, by the end of their primary education, all pupils are able to read fluently, and with confidence, in any subject in their forthcoming secondary education.  **READING**  Cracking comprehension units 1 to 4  Fiction  Cracking comprehension units 5 to 9  Non-fiction and poetry  Literacy shed - Romans  Literacy Shed –  Rivers and Ocean depths  Literacy Shed – The Anglo Saxons  Literacy Shed - Rainforests | | | | | | |
| **GRAMMAR** | **Skills and Knowledge:**   * review noun, verb adjective * extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although * Work on determiners and pronouns * Pupils should be taught to:  develop their understanding of the concepts set out in English *  indicate grammatical and other features by:  using commas after fronted adverbials  indicating possession by using the possessive apostrophe with plural nouns | **Skills and Knowledge:**   * using and punctuating direct speech * standard English forms for verb inflections * Appendix 2 by:  extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although *  using the present perfect form of verbs in contrast to the past tense | **Skills and Knowledge:**   * using conjunctions, adverbs and prepositions to express time and cause * using and writing fronted adverbials and demarcating with commas *  choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition  * using conjunctions, adverbs and prepositions to express time and cause  using fronted adverbials  learning the grammar for years 3 and 4 in English Appendix 2 | **Skills and Knowledge:**   * indicating possession by using the possessive apostrophe with singular and plural nouns-plural and possessive s * use of paragraphs to organise ideas around a theme | **Skills and Knowledge:**   * choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition      * noun phrases-modifying adjectives-noun and preposition phrases * using and punctuating direct speech * use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading. | **Skills and Knowledge:**   * using the present perfect form of verbs in contrast to the past tense * Whole year review |
| **MATHS** | **Skills and Knowledge:**  Place Value **Number - number and place value** Pupils should be taught to:   * count in multiples of 6, 7, 9, 25 and 1,000 * find 1,000 more or less than a given number * count backwards through 0 to include negative numbers * recognise the place value of each digit in a four-digit number (1,000s, 100s, 10s, and 1s) * order and compare numbers beyond 1,000 * identify, represent and estimate numbers using different representations * round any number to the nearest 10, 100 or 1,000 * solve number and practical problems that involve all of the above and with increasingly large positive numbers * read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of 0 and place value | **Skills and Knowledge:**  Addition and Subtraction **Number - addition and subtraction** Pupils should be taught to:   * add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate * estimate and use inverse operations to check answers to a calculation * solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why  **Number - multiplication and division** Pupils should be taught to:   * recall multiplication and division facts for multiplication tables up to 12 × 12 * use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together 3 numbers * recognise and use factor pairs and commutativity in mental calculations * multiply two-digit and three-digit numbers by a one-digit number using formal written layout * solve problems involving multiplying and adding, including using the distributive law to multiply two-digit numbers by 1 digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects | **Skills and Knowledge:**  Measurement (Area) **Measurement** Pupils should be taught to:   * convert between different units of measure [for example, kilometre to metre; hour to minute] * measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres * find the area of rectilinear shapes by counting squares * estimate, compare and calculate different measures, including money in pounds and pence * solve problems involving converting from hours to minutes, minutes to seconds, years to months, weeks to days   Multiplication and Division | **Skills and Knowledge:** **Number - fractions (including decimals)** Pupils should be taught to:   * recognise and show, using diagrams, families of common equivalent fractions * count up and down in hundredths; recognise that hundredths arise when dividing an object by 100 and dividing tenths by 10 * solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number * add and subtract fractions with the same denominator * recognise and write decimal equivalents of any number of tenths or hundreds * recognise and write decimal equivalents to 1/4 , 1/2 , 3/4 * find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths | **Skills and Knowledge:**  Decimals **Number - fractions (including decimals)**  * round decimals with 1 decimal place to the nearest whole number * compare numbers with the same number of decimal places up to 2 decimal places   Money **Number - fractions (including decimals)**  * solve simple measure and money problems involving fractions and decimals to 2 decimal places   Measurement - Time **Measurement**  * read, write and convert time between analogue and digital 12- and 24-hour clocks | **Skills and Knowledge:**  Shape **Geometry - properties of shapes** Pupils should be taught to:   * compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes * identify acute and obtuse angles and compare and order angles up to 2 right angles by size * identify lines of symmetry in 2-D shapes presented in different orientations * complete a simple symmetric figure with respect to a specific line of symmetry   Statistics **Statistics** Pupils should be taught to:   * interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs * solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs   Position and Direction **Geometry - position and direction** Pupils should be taught to:   * describe positions on a 2-D grid as coordinates in the first quadrant * describe movements between positions as translations of a given unit to the left/right and up/down * plot specified points and draw sides to complete a given polygon |
| **SCIENCE** | Animals including Humans **Skills and Knowledge:**  Recognise that living things can be grouped in a variety of ways Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment  Recognise that environments can change and that this can sometimes pose dangers to living things.  Construct and interpret a variety of food chains, identifying producers, predators and prey.  Describe the simple functions of the basic parts of the digestive system in humans  Identify the different types of teeth in humans and their simple functions | States of Matter **Skills and Knowledge:**  compare and group materials together, according to whether they are solids, liquids or gases  observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C)  identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature | Sound **Skills and Knowledge:**  Identify how sounds are made, associating some of them with something vibrating  Recognise that vibrations from sounds travel through a medium to the ear  find patterns between the pitch of a sound and features of the object that produced it find patterns between the volume of a sound and the strength of the vibrations that produced it.  Recognise that sounds get fainter as the distance from the sound source increases | Living Things and Their Habitats **Skills and Knowledge:**   * recognise that living things can be grouped in a variety of ways * explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment * recognise that environments can change and that this can sometimes pose dangers to living things | Electricity **Skills and Knowledge:**  Identify common appliances that run on electricity  construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers  Identify whether or not a lamp will light in a simple series circuit based on whether or not the lamp is part of a complete loop with a battery  Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit  Recognise some common conductors and insulators, and associate metals with being good conductors. | Living Things and Their Habitats **Skills and Knowledge:** |
| **HISTORY/GEOGRAPHY** | **History**  Windrush **Skills and Knowledge:**  Key stage 2 Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study.  They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.  They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. | **History**  Windrush **Skills and Knowledge:**  They should understand how our knowledge of the past is constructed from a range of sources. In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content. | **History**  Ancient Romans- **Skills and Knowledge:**  Develop an awareness of the Roman Empire and its impact on Britain.  Continue to develop a chronologically secure knowledge of British and world history, establishing clear narratives within and across the periods they study.  Develop the appropriate use of historical terms.  Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.  Construct informed responses that involve thoughtful selection and organisation of relevant historical information.  Understand how our knowledge of the past is constructed from a range of sources | **Geography**  The Water Cycle **Skills and Knowledge:**  Describe and understand key aspects of the water cycle in the context of learning about the changing states of matter.  Describe and understand key aspects of the water cycle in the context of explaining the water cycle.  Describe and understand key aspects of the water cycle in the context of learning about clouds and rain.  Describe and understand key aspects of the water cycle in the context of learning about the water treating process.  Describe and understand key aspects of the water cycle in the context of learning about flooding.  Describe and understand key aspects of the water cycle in the context of learning about water pollution. | **History**  Anglo Saxons **Skills and Knowledge:**  Be able to address and sometimes devise historically valid questions about change, cause, similarity and difference and significance by learning about some Anglo-Saxon kings, how they influenced Britain and how they fought against the Vikings  Be able to construct informed responses that involve thoughtful selection and organisation of relevant historical information by learning about the later Viking raids, the actions of King Ethelred II and the introduction of Danegeld.  Be able to construct informed responses that involve thoughtful selection and organisation of relevant historical information by learning about and organising information about Viking life.  Be able to address historically valid questions about change, cause, similarity and difference and significance by learning about the Anglo-Saxon and Viking legal systems and how they are similar and different to the modern legal system in Britain.  Develop a chronologically secure knowledge and understanding of British and world history, establishing clear narratives within and across the periods they study by learning about the last Anglo-Saxon Kings of England and what happened in Britain during their reign | **Geography**  The Rainforest **Skills and Knowledge:**  To locate the world’s countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities in the context of rainforests.  To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied in the context of rainforests.  To identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) in the context of rainforests.  To describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle in the context of a tropical climate.  To describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle in the context of the layers of a rainforest.  To describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle in the context of rainforest inhabitants.  To understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America by comparing the Amazon rainforest and Sherwood Forest.  Protecting the Rainforests To describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water in the context of rainforest conservation |
| **ART/DT** | **Skills and Knowledge:**  Watercolours  Sketching  Modelled on Caribbean habitats   * develop their techniques, including their control and their use of materials, with creativity. | **Skills and Knowledge:**  Watercolours  Sketching  Modelled on Caribbean habitats   * to create sketch books to record their observations and use them to review and revisit ideas  to improve their mastery of art and design techniques. | **Skills and Knowledge:**  Mosaics – Modelling on Ancient Roman architecture  Textile- sewing   * Including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]  about great artists, architects and designers in history. | | **Skills and Knowledge:**  Sculpture – modelling on Anglo Saxon artefacts   * experimentation and an increasing awareness of different kinds of art, craft and design.   Collage – Rainforest and habitats | |
| **COMPUTING** | **Skills and Knowledge:**  **Computing systems and networks – The Internet**  Learners will apply their knowledge and understanding of networks, to appreciate the internet as a network of networks which need to be kept secure. They will learn that the World Wide Web is part of the internet, and will be given opportunities to explore the World Wide Web for themselves in order to learn about who owns content and what they can access, add, and create. Finally, they will evaluate online content to decide how honest, accurate, or reliable it is, and understand the consequences of false information. | **Skills and Knowledge:**  **Creating media - Audio production**  Learners will identify the input device (microphone) and output devices (speaker or headphones) required to work with sound digitally. Learners will discuss the ownership of digital audio and the copyright implications of duplicating the work of others. In order to record audio themselves, learners will use Audacity to produce a podcast, which will include editing their work, adding multiple tracks, and opening and saving the audio files. Finally, learners will evaluate their work and give feedback to their peers. | **Skills and Knowledge:**  **Programming A – Repetition in shapes**  Repetition and loops within programming. Pupils will create programs by planning, modifying, and testing commands to create shapes and patterns. They will use Logo, a text-based programming language. | **Skills and Knowledge:**  **Data and information – Data logging**  Pupils will consider how and why data is collected over time. Pupils will consider the senses that humans use to experience the environment and how computers can use special input devices called sensors to monitor the environment. Pupils will collect data as well as access data captured over long periods of time. They will look at data points, data sets, and logging intervals. Pupils will spend time using a computer to review and analyse data. Towards the end of the unit, pupils will pose questions and then use data loggers to automatically collect the data needed to answer those questions. | **Skills and Knowledge:**  **Creating media – Photo editing**  Learners will develop their understanding of how digital images can be changed and edited, and how they can then be resaved and reused. They will consider the impact that editing images can have, and evaluate the effectiveness of their choices. | **Skills and Knowledge:**  **Programming B – Repetition in games**  Exploring the concept of repetition in programming using the Scratch environment. It begins with a Scratch activity similar to that carried out in Logo in Programming unit A, where learners can discover similarities between two environments. Learners look at the difference between count-controlled and infinite loops, and use their knowledge to modify existing animations and games using repetition. Their final project is to design and create a game which uses repetition, applying stages of programming design throughout. |
| **PSHE** | **Heads Up Programme**  · Connection Wheel Game  · Lending a Hans-sharing skills with one another  · Sharks · Marshmallow Tower | **Heads Up Programme**  Stepping-Stones  · Our thoughts and Feelings  · Mixed Emotions · How do we try? What is Resilience? | **Kapow Primary Scheme**  -Family and Relationships  · Respect and Manners  · Healthy Friendships  · How my behaviour affects others  · Bullying · Stereotypes: Gender · Stereotypes: Disability  · Families in the Wider world  · Change and Loss | **Kapow Primary Scheme**  -Health and Wellbeing  · Healthy Teeth · Visualisation and Relaxation Techniques  · Celebrating Mistakes  · Meaning and Purpose: My Role  · My happiness · Emotions  · Mental Health | **Kapow Primary Scheme**  -RSE sessions Safety and The Changing Body  · Internet Safety: Age Restrictions  · First Aid: Share Aware  · Asthma  · Privacy and secrecy · Consuming information online  · Growing up  · Introducing puberty · **Relationships and sex education** Relationships and sex education (RSE) is an important part of PSHE education. Relationships education is compulsory for all primary school pupils, and relationships and sex education (RSE) is compulsory for all secondary school pupils.Tobacco | **Kapow Primary Scheme**  Citizenship  · Human rights  · Caring for the environment  · Community  · Contributing  · Diverse communities  · Local councillors Economic well being  · Introduction to money  · Looking after money · Banks and building societies  · Saving and spending · Jobs in school |
| **PE** | **Skills and Knowledge:**  Games – Invasion ‐  Football | **Skills and Knowledge:**  Games – Invasion –  Basketball | **Skills and Knowledge:**  Dance – Space | **Skills and Knowledge:**  Games –  Net/ Wall –  Tennis | **Skills and Knowledge:**  Games ‐ Striking &  Fielding ‐ Cricket | **Skills and Knowledge:**  Games – Striking &  Fielding – Rounders |
| **SECULAR MUSIC** | **Skills and Knowledge:** | **Skills and Knowledge:** | **Skills and Knowledge:** | **Skills and Knowledge:** | **Skills and Knowledge:** | **Skills and Knowledge:** |
| **IVRIT** | **Skills and Knowledge:** | **Skills and Knowledge:** | **Skills and Knowledge:** | **Skills and Knowledge:** | **Skills and Knowledge:** | **Skills and Knowledge:** |