

YEAR 4 OVERVIEW	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Title	ART BOT	POLAR EXPLORERS	CHILDREN IN WORLD WAR ONE		LANGUAGE	EUROVISION
Entry point						
English text (Power of Reading)	Iron Man	Ice Trap!	Friend or Foe	Number the Stars	A Tale Unfolds	Skellig
Science	<p>Power it up Circuits</p> <p>Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers</p> <p>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</p> <p>Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit</p> <p>Recognise some common conductors and insulators, and associate metals with being good conductors</p> <p>Take responsibility, where appropriate, for their own health and safety, weighing risks sensibly and asking for help when necessary (So)</p> <p>Understand that life involves talking risks, but that these risks can be minimised with careful thought for personal health and safety and that of others (So)</p>	<p>Solids, liquids, gases</p> <p>Compare and group materials together, according to whether they are solids, liquids or gases</p> <p>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)</p> <p>Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</p> <p>Take responsibility, where appropriate, for their own health and safety, weighing risks sensibly and asking for help when necessary (So)</p> <p>Understand that life involves talking risks, but that these risks can be minimised with careful thought for personal health and safety and that of others (So)</p>	<p>Sound</p> <p>Identify how sounds are made, associating some of them with something vibrating.</p> <p>Recognise that vibrations from sounds travel through a medium to the ear</p> <p>Find patterns between the pitch of a sound and features of the object that produced it</p> <p>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.</p> <p>To use imagination and creativity in learning (sp)</p>	<p>Teeth</p> <p>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</p> <p>Construct and interpret a variety of food chains, identifying producers, predators and prey.</p> <p>To develop a sense of enjoyment and fascination in learning about themselves (sp)</p>	<p>Living things</p> <p>Recognise that living things can be grouped in a variety of ways</p> <p>Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment</p> <p>Recognise that environments can change and that this can sometimes pose dangers to living things.</p> <p>Understand how natural processes and human thoughtlessness can endanger species, landscapes and environments (M and So)</p> <p>Appreciate their own feelings and responses to the natural world (Sp)</p>	<p>Brilliant bubbles – working scientifically</p> <p>Asking relevant questions and using different types of scientific enquiries to answer them.</p> <p>Setting up simple practical enquiries, comparative and fair tests</p> <p>Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers</p> <p>Take responsibility, where appropriate, for their own health and safety, weighing risks sensibly and asking for help when necessary (So)</p>
Geography		<p>Antarctica and similar regions</p> <p>Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes</p>	<p>Locating where WW2 took place and which countries were affected</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p>		<p>Roman Settlements in Britain</p> <p>Use eight point compass and six grid references, symbols and keys to build knowledge</p>	<p>European countries and their influence</p> <p>Name and locate counties and cities of the United Kingdom, geographical</p>

		<p>and earthquakes, and the water cycle</p> <p>Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy</p>	<p>Identify the position and significance of latitude, longitude, equator, Northern Hemisphere etc</p> <p>Use maps, atlases and globes to locate countries and describe features studied</p> <p>Use the eight points of compass for direction.</p> <p>Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy</p> <p>To accept, respect and celebrate diversity as shown in attitudes to religious, ethnic and socio-economic groups in local, national and global communities (c)</p> <p>To develop a sense of enjoyment and fascination in learning about the world around them (sp)</p> <p>Form opinions on the contribution of individuals to past and present societies (C)</p>	<p>of the UK</p> <p>Roman roads in Britain</p> <p>Form opinions on the contribution of individuals to past and present societies (C)</p>	<p>regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</p>	
<b>History</b>			<p>The historical influence of music through time and how it was used as a political vehicle eg WW2 songs</p> <p>Key events that happened during WW2</p> <p>The life of children during this time period and comparing this time with our own experiences</p> <p>Human geography, including: types of settlement and land use, economic activity including trade links</p> <p>Understand that cultures can change over time (C)</p>	<p>The Romans</p> <p>The Romans and their impact on Britain. Including Julius Caesar's attempted invasion, Boudica and Roman technology</p> <p>To show interest in and understanding of the way communities and societies function (so)</p> <p>Understand that cultures can change over time (C)</p>		
<b>Computing</b>	<p>We are programmers programming an animation.</p> <p>Create a storyboard for an animated scene</p> <p>Contribute to the building of consensus, expressing their own ideas and preferences, but recognising when compromise is necessary (So)</p>	<p>We are bug fixers</p> <p>To be able to debug programmes</p> <p>Contribute to the building of consensus, expressing their own ideas and preferences, but recognising when compromise is necessary (So)</p>	<p>We are presenters</p> <p>Develop skills in shooting video and editing</p> <p>Contribute to the building of consensus, expressing their own ideas and preferences, but recognising when compromise is necessary (So)</p>	<p>We are network engineers</p> <p>Understand the simple features of a network</p> <p>Contribute to the building of consensus, expressing their own ideas and preferences, but recognising when compromise is necessary (So)</p>	<p>We are communicating safely on the internet</p> <p>Develop ability to send email as well as using webcam and be aware of e safety</p> <p>Understand that life involves talking risks, but that these risks can be minimised with careful thought for personal health and safety and that of others (So)</p>	<p>We are pollsters</p> <p>To be able to collect and analyse data using a range of devices</p> <p>Understand that life involves talking risks, but that these risks can be minimised with careful thought for personal health and safety and that of others (So)</p>

<b>DT</b>	<p>Iron man models Light it up games Making Art Bot robots Dragon's Den</p> <p>To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</p> <p>To use imagination and creativity in learning (Sp) Take responsibility, where appropriate, for their own health and safety, weighing risks sensibly and asking for help when necessary (So)</p>	<p>Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</p>				
<b>Art</b>	<p>Insects Christmas cards Christmas hoops</p> <p>To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</p> <p>To create sketchbooks to record their observations and use them to review and revisit their ideas.</p> <p>To participate in artistic opportunities (c) To use imagination and creativity in learning (sp)</p>		<p>Bodies People and clothing</p> <p>To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</p> <p>To create sketchbooks to record their observations and use them to review and revisit their ideas.</p> <p>To participate in artistic opportunities (c) To use imagination and creativity in learning (sp)</p>		<p>European Art</p> <p>To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</p> <p>To create sketchbooks to record their observations and use them to review and revisit their ideas.</p> <p>To participate in artistic opportunities (c) To use imagination and creativity in learning (sp)</p>	
<b>PE outdoor</b>	<p>Invasion games</p> <p>Take part in outdoor adventurous activities with challenge both individually and as a team</p> <p>To recognise the difference between right and wrong and to apply this understanding to their own lives (m)</p>		<p>Net and wall games</p> <p>Play competitive games applying principles of attacking and defending</p> <p>To work as part of a group (so)</p>	<p>Striking and fielding</p> <p>Play competitive games applying principles of attacking and defending</p> <p>To work as part of a group (so)</p>		<p>Athletics</p> <p>Demonstrate improvement to achieve their personal best</p> <p>To recognise the difference between right and wrong and to apply this understanding to their own lives (m)</p>
<b>PE indoor</b>	<p>Gym</p> <p>Develop flexibility and strength, technique, control and balance</p>	<p>Dance</p> <p>Develop flexibility and strength, technique, control and balance</p> <p>To work as part of a group (so)</p>	<p>Games</p> <p>Take part in activities both individually and as part of a team</p> <p>To work as part of a group (so)</p>	<p>Gym</p> <p>Develop flexibility and strength, technique, control and balance</p>	<p>Net and wall games</p> <p>Play competitive games applying principles of attacking and defending</p> <p>To work as part of a group (so)</p>	<p>Athletics</p> <p>Demonstrate improvement to achieve their personal best</p> <p>To recognise the difference between right and wrong and to apply this understanding to their own lives (m)</p>
<b>RE</b>	<p>Islamic Rites of Passage</p> <p>- What Islam is and what the five pillars</p>	<p>Christmas journeys</p> <p>- the importance of Bethlehem to Christians</p>	<p>Hindu worship at home and in the Mandir</p> <p>- important aspects of</p>	<p>Why is Easter important for Christians</p> <p>- the events of Palm</p>	<p>Buddhist festivals</p> <p>- why Buddhists give offerings during Vesak.</p>	<p>Places of worship</p>

	<ul style="list-style-type: none"> <li>- Muslim birth ceremonies and naming days are</li> <li>- Islamic marriage ceremony</li> <li>- Muslim funeral ceremonies</li> <li>- the importance of the Hajj for a Muslim person</li> </ul> <p>To develop an understanding of different cultures and beliefs, including Christianity (c)</p>	<ul style="list-style-type: none"> <li>- and to find out what a pilgrimage is</li> <li>- Mary and Joseph's journey to Bethlehem</li> <li>- the key features of the nativity story</li> <li>- how religious ideas can be expressed through music and art</li> <li>- how the emotions of the people in the Christmas story are the same emotions as people have today</li> </ul> <p>To develop an understanding of different cultures and beliefs, including Christianity (c)</p>	<ul style="list-style-type: none"> <li>- Hindu beliefs in God.</li> <li>- characteristics of Hindu gods and goddesses</li> <li>- to understand why a shrine is a special place in a Hindu home</li> <li>- why puja is important for Hindus, and how it is practised at home</li> <li>- explore Hindu worship in the mandir</li> </ul> <p>To appreciate the values and customs of other ethnic and faith groups which make up modern British society, and the world beyond (c)</p>	<ul style="list-style-type: none"> <li>- Sunday.</li> <li>- the significance of the Last Supper</li> <li>- the events that led up to Jesus being arrested</li> <li>- the events and emotions surrounding the crucifixion of Jesus</li> <li>- the events of the resurrection and to explore Christian beliefs in life after death</li> <li>- the meaning of 'Messiah' for Jesus and to summarise the events of Holy Week</li> </ul> <p>To develop an understanding of different cultures and beliefs, including Christianity (c)</p>	<ul style="list-style-type: none"> <li>- how and why significant moments in the life of the Buddha are celebrated</li> <li>- how and why Buddhists pay respect to the Buddha</li> <li>- the festival relating to the teachings of the Buddha</li> </ul> <p>To appreciate the values and customs of other ethnic and faith groups which make up modern British society, and the world beyond (c)</p>	
<b>PSHE SEAL/ UNICEF values (on a two year cycle)</b>	<p>Class Charter Class and School Rules Pupil Group Applications</p> <p><b>British Values Rule of Law/Living in the Wider World</b></p> <p>Develop understanding of how to earn trust and loyalty, what it is to show honesty and commitment and why these values are important in relationships (M and So)</p> <p>Appreciate that words <i>do</i> hurt, and that sometimes it is the way something is said, rather than what is said, that hurts (So)</p>		<p><b>Be the Best You Can Be Values/Hot Questions</b></p> <p>Develop understanding of how to earn trust and loyalty, what it is to show honesty and commitment and why these values are important in relationships (M and So)</p> <p>Appreciate that words <i>do</i> hurt, and that sometimes it is the way something is said, rather than what is said, that hurts (So)</p>	<p><b>Be the Best You Can Be</b> Personal growth, development, reflections, celebrations and medallions</p> <p>Develop understanding of how to earn trust and loyalty, what it is to show honesty and commitment and why these values are important in relationships (M and So)</p> <p>Appreciate that words <i>do</i> hurt, and that sometimes it is the way something is said, rather than what is said, that hurts (So)</p>	<p><b>Extremism and Radicalism</b>  Lessons 1-3</p> <p>Develop understanding of how to earn trust and loyalty, what it is to show honesty and commitment and why these values are important in relationships (M and So)</p> <p>Appreciate that words <i>do</i> hurt, and that sometimes it is the way something is said, rather than what is said, that hurts (So)</p>	<p><b>SRE - Growing up</b></p> <p>Develop understanding of how to earn trust and loyalty, what it is to show honesty and commitment and why these values are important in relationships (M and So)</p> <p>Appreciate that words <i>do</i> hurt, and that sometimes it is the way something is said, rather than what is said, that hurts (So)</p>
<b>Writing year objectives</b>	<ul style="list-style-type: none"> <li>• To use commas after fronted adverbials</li> <li>• Writing indicating possession by using the possessive apostrophe with singular and plural nouns using and punctuating direct speech</li> <li>• Use subordination (using when, if, that, or because) and co-ordination (using or, and, or but)</li> <li>• Can confidently use Standard English verb inflections (I did vs I done)</li> <li>• To be able to use extended noun phrases, including with prepositions</li> <li>• To be able to use fronted adverbials</li> <li>• Adding changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</li> </ul>					

	<ul style="list-style-type: none"> <li>• To organising paragraphs around a theme</li> <li>• Children assessing the effectiveness of their own and others' writing and suggesting improvements</li> <li>• Use writing similar to that which they are planning in order to understand and learn from its structure, vocabulary and grammar eg persuasive advertisements</li> <li>• To confidently use diagonal and horizontal strokes needed to join letters</li> <li>• To write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far</li> <li>• To use further prefixes and suffixes and understand how to add them</li> <li>• To use the first two or three letters of a word to check its spelling in a dictionary</li> <li>• Spell further homophones</li> <li>• Use the first two or three letters of a word to check its spelling in a dictionary</li> <li>• Place the possessive apostrophe accurately in words</li> </ul>					
<b>Reading year objectives</b>	<ul style="list-style-type: none"> <li>• Can apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet</li> <li>• Can read further exception words, noting the unusual links between spelling and sound, and where these occur in the word</li> <li>• Can read books that are structured in different ways and reading for a range of purposes</li> <li>• Can listen to and discuss a wide range of fiction, poetry, plays,</li> <li>• Can listen to and discuss nonfiction and reference books or textbooks</li> <li>• Can identifying themes and conventions in a wide range of books</li> <li>• Has increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</li> <li>• Can prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</li> <li>• Can check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</li> <li>• Can ask questions to improve their understanding of a text</li> <li>• Can identifying the main ideas drawn from more than one paragraph and summarising these</li> <li>• Is able to use dictionaries to check the meaning of words that they have read</li> <li>• Can make inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence from the text</li> <li>• Can predict what might happen from details stated and implied</li> <li>• Can discuss words and phrases that the author has chosen that capture the reader's interest and imagination</li> <li>• Can identifying how language, structure, and presentation contribute to meaning of the text</li> <li>• Can retrieve and record information from nonfiction</li> </ul>					
<b>Exit point</b>						
<b>Possible trips</b>		Mosque visit Panto visit to school	World war two day	Imperial war museum	London experience	High Ashurst residential Violin performance to parents