

# Year 4 Yearly Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>READING</b> 5 plagues of reading	Archaic	Non-linear	Complexity of narrative	Complexity of the plot	Complexity of the plot	Resistant text
<b>BOOK 1</b>	Farm boy	Firework maker's daughter	Woof	The Heart in a Bottle	The Mousehole Cat	The mysteries of Harris Burdick
<b>CURRICULUM BOOK</b>	Stone Age Sentinel (History)	A World of Information Richard Platt & James Brown (Cross Curriculum)	Women in Science (Science)	The Street Beneath My Feet (Geography)	Amazing Muslims Who Changed The World (RE)	Pop-up Volcano – Tom Vaillant (Geography)
<b>POETRY</b>	Deep in the Green Wood – Wes Magee		Hot Like Fire – Valerie Bloom		Hello H2O – John Agard	
<b>WRITING</b>	To write a setting description and a newspaper article based on the story 'The Whale'	To write an outsider narrative and an information text about polar bears based on the book 'Leaf'	To write a myth narrative and instructions based on the book 'Arthur and the Golden Rope'	To write a twisted narrative and a persuasive letter based on the book 'The lost happy endings'	To write a refugee narrative and a diary entry based on the book 'The Journey'	To write an invention narrative and a biography based on the book 'The Manfish'
<b>MATHS</b>	. Number Place value Addition and subtraction	Measurement area Multiplication and division A Consolidation	Number Multiplication and division B Measurement Length and Perimeter.	Number Fractions Number Decimals A.	Number Decimals B Measurement Money Measurement Time	Geometry Shape Statistics Geometry Position and direction

## SCIENCE

### **Biology**

#### **Living things and their habitats**

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.

### **Biology/Chemistry**

#### **Living things and their habitats (3 lesson)**

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  
**States of matter (3 lesson)** 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.

### **Chemistry**

#### **States of matter**

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 associate the rate of evaporation with temperature.

### **Physics**

#### **Electricity**

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.

### **Physics**

#### **Sound**

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.

### **Biology**

#### **Animals, including humans**

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; construct and interpret a variety of food chains, identifying producers, predators and prey.

<b>HISTORY</b>	<p><i>A local history study – a study over time tracing how several aspects of national history are reflected in the locality:</i></p> <p>Enquiry: What was the impact of the slave trade on North West England?</p>		<p><i>The Roman Empire and its impact on North West England:</i></p> <p>Enquiry: What was the impact of the Roman Empire on North West England?</p>		<p><i>Ancient Greece – a study of Greek life and achievements and their influence on the western world:</i></p> <p>Enquiry: Can we thank the Ancient Greeks for anything in our lives today?</p>	
<b>GEOGRAPHY</b>	<p><i>The Water Cycle and Local Rivers</i>  <i>Why is the River Calder&amp; Pendle Water important?</i></p> <p><i>Describe and understand key aspects of physical geography, including rivers and the water cycle</i></p>		<p><i>The UK in relation to Time Zones, Longitude, Latitude and Hemispheres</i>  <i>Where are we, how is our world categorised?</i></p> <p><i>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)</i></p>		<p><i>Comparison Study: UK and Greece</i>  <i>What are the similarities and differences between the UK and Greece?</i></p> <p><i>Locate the world's countries, using maps to focus on Europe (including the location of Russia), concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</i>  <i>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region within Europe</i></p>	
<b>PE</b>	Tag rugby Multi skills/circuit training	Netball Dance	Gymnastics Football	Hockey Short Tennis	Cricket Athletics	Athletics Rounders
<b>Art</b>	<p><b>Colour: Paint</b></p> <p>Focus on <b>colour changes to reflect the level of light.</b>          Children to create an impressionist painting in the style of Monet, using impressionist brush strokes and making appropriate choices of tint and tone to match light levels / time of day.</p>		<p><b>Drawing: coloured pencils</b></p> <p>Focus on <b>still life.</b>          Children to create a photorealism still life drawing in the style of Audrey Flack.  <b>Understand how to sketch lightly to avoid using a rubber for mistakes and annotate their sketches to explain and elaborate ideas.</b>  <b>Use shading to show the effect of light and shadow.</b>  <b>Use hatching and cross hatching to show tone and texture.</b>  <b>Undertake close observation, and use this to reflect scale, proportion and placement in their own work</b>  <b>Replicate some of the techniques used by notable artists, artisans and designers.</b>  <b>Create original pieces that are influenced by studies of others.</b></p>		<p><b>Printing</b></p> <p>Focus on <b>relief (block) printing.</b>          Children to make a printing block to create a repeated and tessellating relief print in the style of William Morris.  <b>Record textures and patterns.</b>  <b>Replicate patterns observed in the natural world.</b>  <b>Make precise repeating patterns.</b>  <b>Understand the term, 'tessellate'.</b>  <b>Replicate some of the techniques used by notable artists, artisans and designers.</b>  <b>Create original pieces that are influenced by studies of others.</b></p>	

DT	Shell structures- packaging  <i>Technical knowledge: apply their understanding of how to strengthen, stiffen and reinforce more complex structures</i> <u>Vocabulary: packaging, net, tab, reinforce, environment, improvements.</u>		Electrical systems- simple circuits and switches.  <i>Technical knowledge: understand and use electrical systems in their products</i> <u>Vocabulary: mechanism, electrical system, circuit, motor, improvements</u>		<u>Food technology – cupcakes</u>  <i>Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</i> <b>weighing</b> <b>mixing</b> <b>heat source</b> <u>Vocabulary: weigh(ing), mix, sweet treat, heat source, nutrition, improvements, presentation</u>	
COMPUTING	<u>Computing systems and networks</u> The internet	<u>Creating media</u> Photo editing	<u>Data and information</u> Data logging <i>Science – States of matter</i>	<u>Creating media</u> Audio editing Science – Sound	<u>Programming</u> Repetition in shapes	<u>Programming</u> Repetition in games
RE	Hindu dharma How do Hindus worship their God	Christianity How does the church support worship at Christmas?	<u>Judaism</u> How does the Synagogue assist Jews in their relationship with God?	Christianity How does the church support worship at Easter?	Islam How does the Mosque support Muslim's relationship with Allah?	Christianity How does the Gurdwara support the relationship between the Sikh and the Guru?
MUSIC	<b>Body and Tuned Percussion</b> <b>Theme: Rainforests</b>	<b>Rock and Roll</b>	Changes in Pitch, Tempo and Dynamics <b>Theme: Rivers</b>	<b>Haiku, Music and Performance</b> <b>Theme: Hanami</b>	<b>Samba and Carnival Sounds and Instruments</b>	<b>Adapting and Transposing Motifs</b> <b>Theme: Romans</b>
PSHE	<b>Relationships</b> <b>Families and friendships</b> - Positive friendships, including online <b>Safe relationships</b> - Responding to hurtful behaviour; managing confidentiality; recognising risks online <b>Respecting ourselves and others</b> - Respecting differences and similarities; discussing difference sensitively		<b>Living in the Wider World</b> <b>Belonging to a community</b> - What makes a community; shared responsibilities <b>Media literacy and digital resilience</b> - How data is shared and used <b>Money and work</b> - Making decisions about money; using and keeping money safe		<b>Health and Wellbeing</b> <b>Physical health and Mental wellbeing</b> - Maintaining a balanced lifestyle; oral hygiene and dental care <b>Growing and changing</b> - Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty <b>Keeping safe</b> - Medicines and household products; drugs common to everyday life	