

YEAR 4 – YEARLY OVERVIEW OF LEARNING

	AUTUMN A	AUTUMN B	SPRING A	SPRING B	SUMMER A	SUMMER B
Maths	<ul style="list-style-type: none"> 4-digit numbers Addition & subtraction of 4-d numbers Roman numerals 	<ul style="list-style-type: none"> Length and perimeter Counting in 6s, 7s, 9s, 25s, 1000s 	<ul style="list-style-type: none"> Factor pairs Short multiplication Finding area by counting squares Common equivalent fractions 	<ul style="list-style-type: none"> Fractions of amounts Add and subtract fractions with same denominator Introduction to decimals 	<ul style="list-style-type: none"> Solving problems involving money Converting between units of time 	<ul style="list-style-type: none"> Bar charts, pictograms, time graphs and tables Comparing angles Quadrilaterals & triangles Symmetry Coordinates & translations
English - Texts	<ul style="list-style-type: none"> The Iron Man - Ted Hughes and Laura Carlin Varmints - Helen Ward and Marc Craste *book and film 	<ul style="list-style-type: none"> FaRther - Grahame Baker Smith Until I Met Dudley - Roger McGough 	<ul style="list-style-type: none"> Winter's Child - Angela McAllister and Grahame Baker Smith The Selfish Giant - Oscar Wilde 	<ul style="list-style-type: none"> The Lion and the Unicorn - Shirley Hughes The Matchbox Diary Paul Fleischman 	<ul style="list-style-type: none"> Jonathan Swift's Gulliver - Martin Jenkins and Chris Riddell Weslandia - Paul Fleishman and Kevin Hawkes 	<ul style="list-style-type: none"> The Lion the Witch and the Wardrobe - C.S. Lewis Jabberwocky - Lewis Carroll
Writing	Write a range of narratives and non-fiction texts using a consistent and appropriate structure. Write stories with a clear beginning, middle and end with a coherent plot. Proofread confidently to amend their own writing, eg. adding nouns/pronouns to avoid repetition or correcting tense. Create more detailed settings, characters and plot to engage the reader. Consistently organise writing into paragraphs around a theme.					
Punctuation	Maintain an accurate tense throughout a piece of writing. Use the full range of punctuation from previous year groups. Use all the necessary punctuation in direct speech mostly accurately. Use apostrophes for singular and plural possession with increasing confidence. Use expanded noun phrases, eg. the enormous dragon with fiery breath. Use fronted adverbials, eg. As quick as a flash, Last weekend, - usually demarcated with commas.					
Spelling	In addition to learning all of the Year 3/4 words from the National Curriculum lists: Spell all words with prefixes correctly, eg. irrelevant, autograph, incorrect, disobey, superstar, antisocial. Spell all words with suffixes correctly, eg. usually, poisonous, adoration. Spell homophones correctly, eg. which and witch					
Reading	Apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words. Read further exception words, noting unusual spellings of some sounds. Attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words. Ask relevant questions to improve understanding of a text. Infer meanings and begin to justify them with evidence from the text. Predict what might happen from details stated and from the information I have deduced. Identify where a writer has used precise word choices for effect to impact on the reader. Identify some text type organisational features, eg. narrative, explanation and persuasion. Identify the (simple) themes in texts. Retrieve information from non-fiction texts. Select books for specific purposes, eg. science, geography or history learning. Use a dictionary to check the meaning of unfamiliar words. Discuss and record words and phrases that writers use to engage and impact on the reader. Explain the meaning of words in context. Prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action					

Science	<p align="center"><u>STATES OF MATTER</u> KQ: Why do materials change state?</p> <p>-Observe changes of state -Understand evaporation and condensation -Describe the stages in the water cycle</p>	<p align="center"><u>SOUND</u> KQ: Why do objects make different sounds?</p> <p>-Understand that sound is created by vibrations - Understand how sound travels to the ear -Recognise the relationship between sound and distance -Pitch and volume</p>	<p align="center"><u>ELECTRICITY</u> KQ: What do we need to create power?</p> <p>-Identify appliances that run off electricity - Construct a simple circuit and switch -Identify conductors and Appliances -Conductors & insulators</p>	<p align="center"><u>LIVING THINGS & HABITATS</u> KQ: How can we tell the difference between living things?</p> <p>-Grouping & classification -Use classification keys -Impact of environmental change</p>	<p align="center"><u>ANIMALS & HUMANS</u> KQ: Do we just need our teeth to eat?</p> <p>-Human digestive system -Teeth and their functions -Food chains</p>

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History	<p align="center"><u>ROMAN EMPIRE & ITS IMPACT ON BRITAIN</u></p> <p>KQ: What did the Romans do for us?</p> <ul style="list-style-type: none"> • Timeline of invasion • Resistance • Legacy of Romans 		<p align="center"><u>ANCIENT EGYPT</u></p> <p>KQ: Who built the pyramids?</p> <ul style="list-style-type: none"> • Pharaohs • Importance of the Nile • Religion • Legacy 			
Geography		<p align="center"><u>RIVERS</u> KQ: Why are rivers important?</p> <ul style="list-style-type: none"> • Features of rivers • Human and physical comparison of different rivers (Thames, Amazon, Nile) • Water cycle 		<p align="center"><u>UNITED KINGDOM</u> KO: What would I see if I travelled from Land's End to John O'Groats?</p> <ul style="list-style-type: none"> • Physical and human comparison of UK counties towns and cities • Geographical vocabulary • Map work 	<p align="center"><u>LOCAL FIELDWORK</u> KO: What do maps tell us about the River Thames?</p> <ul style="list-style-type: none"> • Field study of River Thames • Record and present human and physical features • Use maps, atlases and on-line mapping tools • Consider impact of change – eg flooding 	

RE	<u>BUDDHISM</u> KQ: What do Buddhists believe? <ul style="list-style-type: none"> -Origins -Core beliefs -Festivals & places 	<u>CHRISTIANITY</u> KQ: What do Christians believe? <ul style="list-style-type: none"> -Origins -Core beliefs -Festivals & places 	<u>THE BIBLE</u> KQ: Why is the bible important to Christians? <ul style="list-style-type: none"> -Authorship -Text types -Links to other special books 	<u>FOOD & FASTING</u> KQ: What role does food play in different religions? <ul style="list-style-type: none"> -Food rules within Judaism -Lent -Fasting during Ramadan 	<u>PEOPLE OF FAITH</u> KQ: How can beliefs help people? <ul style="list-style-type: none"> -How faith can provide support for some -Key figures (Malala, Dalai Lamah, Bear Grylls) 	<u>PILGRIMAGES</u> KQ: What is a pilgrimage? <ul style="list-style-type: none"> -The role of pilgrimage -Similarities and differences for religions
Computing	<u>ONLINE SAFETY</u> KQ: Can I copy everything I find? <ul style="list-style-type: none"> -preventing and dealing with cyberbullying -avoiding plagiarism -being a good digital citizen 	<u>SCRATCH – QUESTIONS & QUIZZES</u> KQ: Is my quiz better than yours? <ul style="list-style-type: none"> -use repetition and selection -use duplicate function -create and debug own quiz 	<u>WORD PROCESSING</u> KQ: Why do I need to use all my fingers? <ul style="list-style-type: none"> -develop typing skills -check spellings -create and amend tables -add hyperlinks 	<u>ANIMATION</u> KQ: Can a picture really move? <ul style="list-style-type: none"> -early animation techniques -use onion skinning -use time-sliders -make stop motion film 	<u>USING & APPLYING</u> KQ: Can you create your own cartoon? <ul style="list-style-type: none"> -create cartoon image -create story -combine together to create comic 	<u>PROGRAMMING</u> KQ: How can a turtle go round in circles? <ul style="list-style-type: none"> -create and debug algorithms to create text -create and debug algorithms to draw shapes, including arcs

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Art & Design	<u>DRAWING</u> (Stephen Wiltshire) KQ: What is 3D drawing? <ul style="list-style-type: none"> -line, shape, tone, depth, shadow -experimental marks -sustained drawing -view finders -3D work 	<u>MODELLING</u> (Bruce Foster) KQ: How do pop up books increase in complexity? <ul style="list-style-type: none"> -slots -internal shapes -levers & linkages -movement -complex pop ups 	<u>PRINTING</u> (Andy Warhol) KQ: What is mono printing? <ul style="list-style-type: none"> -make own printing block -2 colour prints (overlay) -polystyrene mono printing pattern in the past 	<u>FOOD</u> (Ainsley Harriot) KQ: How to analyse the food we eat? <ul style="list-style-type: none"> -sensory vocabulary -analyse texture and smell -balanced diet -join and combine ingredients -measure & weigh 	<u>TEXTILES</u> (Frances Pickering) KQ: Which stitch should be used and when? <ul style="list-style-type: none"> -seam allowance -simple pattern -running stitch, over sewing, backstitch -prototypes -fastening, decoration 	<u>COLLAGE</u> (Alice Feagan) KQ: How can less colour be more? <ul style="list-style-type: none"> -explore materials -curl, pleat, scrumple, overlap -repeated images -limited colour palette

<p>PSCHE (Jigsaw)</p>	<p><u>BEING ME IN MY WORLD</u></p> <ul style="list-style-type: none"> • Class team • School citizen • Democracy • Rewards and consequences • Our learning charter 	<p><u>CELEBRATING DIFFERENCE</u></p> <ul style="list-style-type: none"> • Judging by appearances • Understanding influences • Bullying • Problem solving • Special me 	<p><u>DREAMS AND GOALS</u></p> <ul style="list-style-type: none"> • Hopes and dreams • Broken dreams • Overcoming disappointment • Creating new dreams • Achieving goals 	<p><u>HEALTHY ME</u></p> <ul style="list-style-type: none"> • My friends and me • Group dynamics • Smoking • Alcohol • Healthy friendships 	<p><u>RELATIONSHIPS</u></p> <ul style="list-style-type: none"> • Relationship web • Love and loss • Memories • Are animals special? • Special pets 	<p><u>CHANGING ME</u></p> <ul style="list-style-type: none"> • Unique me • Having a baby • Puberty • Circle of change • Accepting change
<p>FRENCH</p>	<p><u>ENCORE</u></p> <ul style="list-style-type: none"> • Revise ways of describing people • Revise ways of describing people • Describe someone's nationality • Describe people using various adjectives 	<p><u>QUEL HEURE EST-IL?</u></p> <ul style="list-style-type: none"> • Talk about a range of different activities • Tell the time • Talk about what time you do activities 	<p><u>LES FETES</u></p> <ul style="list-style-type: none"> • Talk about festivals and dates • Talk about presents at festivals • Count from 31–60 □ Give and understand instructions 	<p><u>OU VA-TOUT?</u></p> <ul style="list-style-type: none"> • Talk about going to French cities • Give and understand basic directions • Talk about the weather • Talk about the weather and places in France 	<p><u>ON MANGE</u></p> <ul style="list-style-type: none"> • Go shopping for food • Ask how much something costs • Talk about activities at a party • Give opinions about food and various activities 	<p><u>LA CIRQUE</u></p> <ul style="list-style-type: none"> • Discuss francophone countries • Discuss the languages we speak • Identify different items of clothing □ Describe items of clothing
<p>PE - Indoor</p>	<p><u>GYMNASTICS</u> British Gymnastics Proficiency Award 6&5 Vault – Approach and hurdle step to squat onto bench, take off, flight, landing, finish. Wall Apparatus</p>	<p><u>MULTI-ACTIVITY</u> Coordination and control Sequencing skills and refining movement in game situations. Experimenting with multi-use equipment</p>	<p><u>DANCE</u> Stimulus: Rock music Canon Counter balance</p>	<p><u>NET/SWIMMING</u> Tennis Serve Forehand Backhand Volley Swimming 25m</p>	<p><u>STRIKE & FIELD</u> Tri-Golf Putting Chipping</p>	<p><u>NET</u> Volleyball</p>
<p>PE - Outdoor</p>	<p><u>ATHLETICS</u> Locomotor skills: Run (standing & crouch start, relay baton), Jump (2 foot take off for distance), Throwing (distance and bullseye)</p>	<p><u>INVASION</u> Sport Specific games Football Rugby Basketball/Netball Predicting movement</p>	<p><u>INVASION</u> Sport Specific games Football Rugby Basketball/Netball Gaining and Maintaining possession.</p>	<p><u>ORIENTEERING/ADVENTURE</u> Marble Hill Adventure Play Working at height Balance TeamWork Swimming 25m</p>	<p><u>STRIKE & FIELD</u> 3:3 Danish Longball Cricket Striking the ball</p>	<p><u>FESTIVAL OF SPORT PRACTISE</u> Throwing, Catching, Jumping Strength, Stamina, Daily Mile Sprint, Coordination, Agility</p>

21 st Century Skills	Reason critically	Argue effectively	Think creatively	Work collaboratively	Behave responsibly	Learn effectively
<p>The teaching and learning of these skills and attributes is woven throughout the year in all lessons and wider school life.</p>	<ul style="list-style-type: none"> Group, classify, re-classify Make links between causes and effects Discriminate between fact & opinion Weigh up pros and cons Create working hypotheses 	<ul style="list-style-type: none"> Find and use suitable evidence when expressing opinions Begin to present a reasoned case 	<ul style="list-style-type: none"> Use imagination for enjoyment Enjoy the unexpected, unusual and surprising Investigate real-life issues Be willing to take risks in own learning 	<ul style="list-style-type: none"> Develop collaborative learning Become more adept at working in a team Take responsibility within a team Learn from shared and modelled activities Show fairness 	<ul style="list-style-type: none"> Emphasise and respond to needs of others Recognise the beliefs, attitudes and opinions of others Make links between own lives and those of others Recognise unfairness Begin to take appropriate action 	<ul style="list-style-type: none"> Check work routinely for accuracy and precision Persist with tasks until appropriate endpoint Work towards personal target <input type="checkbox"/> Identify and reflect on barriers to learning <input type="checkbox"/> Act on criticisms and suggestions