

YEARLY OVERVIEW

YEAR 4

	TOPIC	VISIT	SCIENCE	HISTORY	GEOGRAPHY	ART	DT	MUSIC	FRENCH	PE	COMPUTING	RSE
Autumn 1	Exploring the United Kingdom		<p>LIVING THINGS 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</p> <p>recognise that environments can change and that this can sometimes pose dangers to living things. -gathering, recording, classifying and presenting data in a variety of ways to help in answering questions</p>	<p>GEOG: LOCAL FIELDWORK STUDY use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. - Consider how photos provide useful evidence and use a camera independently. - Follow a route on a large-scale map. - Locate position of a photo on a map - Draw an annotated sketch from observation including descriptive labels -Record findings from field trips - Begin to use 8 figure compass and 4 figure grid references to identify features on a map.</p>	<p>ART: DRAWING AND PAINTING WATERCOLOUR-TURNER Create sketch books to record their observations and use them to review and revisit idea Improve their mastery of art and design techniques, including drawing, and sculpture with a range of materials (watercolours) Great artists, architects and designers in history (William Turner) - Use a variety of brushes and experiment with ways of marking with them. - Experiment with watercolour, exploring intensity of colour to develop shades. - Begin to experiment with colour to create more abstract colour palettes (e.g. blue for leaves) - Use the work of artists to replicate ideas or inspire own work -Develop shadows</p>	<p>LET'S GO ! -Memorise and present a short, spoken text -Listen for specific words and phrases -Listen for sounds, rhyme and rhythm -Ask and answer questions on several topics -Follow a short, familiar text, listening and reading at the same time -Read and understand a range of familiar, written phrases -Read some familiar words and phrases and pronounce them accurately -Write simple words / phrases using a model -Use question forms -Apply phonic knowledge to write and spell words -Improve ability to memorise, using a range of strategies, such as physical response, visualisation and rhythm.</p>	<p>GYMNASTICS Develop flexibility, strength, technique, control and balance Ball skills - use running, jumping, throwing and catching in isolation and in combination.</p>	<p>Online Safety - Know what the key words are to enter into a Search engine to find information they want.</p> <p>Information Technology- Know how to change font size and style; include shapes and backgrounds and to use the Spellcheck function.</p> <p>To produce a piece of work related to other learning for instance in English or the Humanities.</p>				
Autumn 2	Chocolate (The Maya)		<p>ANIMALS: The Digestive System 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. -setting up simple practical enquiries, comparative and fair tests - ask relevant questions</p>	<p>HIISTORY: THE MAYA A non-European society that provides contrasts with British history (Maya) - Develop increasingly secure chronological knowledge and understanding of history, local, British and world - Put events, people, places and artefacts on a timeline - Use correct terminology to describe events in the past. - Develop use of appropriate subject terminology such as: empire, civilisation, monarch.</p>	<p>DT: TEXTILES PENCIL CASE use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams select from ingredients, according to their functional properties and aesthetic qualities investigate and analyse a range of existing products evaluate their ideas and products against their own design criteria and consider the views of others to improve their work understand how key events and individuals in design and technology have helped shape the world - Follow safety procedures - Know that a single fabric shape can be used to make a 3D textiles product - Consider the views of others, including intended users, to improve their work - Research designs - Use computer-aided design</p>	<p>NETBALL – play competitive games</p>	<p>Online Safety - Reliably uses a more complex password to access resources.</p> <p>Computer Science- Be able to use a program to sequence, use conditionals and use a variety of inputs and outputs (Logo/Scratch).</p>	GET UP!				
Spring 1	Europe		<p>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. - recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables -Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions.</p>	<p>GEOG: WHAT CAN WE DISCOVER ABOUT EUROPE? Name and locate geographical 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. Types of settlement and land use - Locate places on a range of maps (variety of scales) - Locate Europe on a large-scale map or globe, - Identify features on an aerial photograph, digital or computer map. - 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. - Describe and understand key aspects of rivers, mountains, types of settlement and land use.</p>	<p>MUSIC: Ukulele Play and perform in solo and ensemble contexts, using voices and playing musical instruments with increasing accuracy, fluency, control and expression. Listen with attention to detail and recall sounds with increasing aural memory. Appreciate and understand a wide range of live and recorded music drawn from different traditions and from great composers and musicians. - On a tuned instrument, keep a steady pulse in 2/4, 3/4- and 4/4-time signatures and using different tempos. - Perform pieces with at least two rhythms happening together. - Recognise and clap back rhythms, using single quaver rests. - Perform and compose, using 5 pitched notes or 4 chords. - Perform and compose tunes using 5 notes. - Create more developed rhythmic patterns (around 4 bars)</p>	<p>GAMES (BASKETBALL) – play competitive games. SWIMMING</p>	<p>Online Safety - Know that having a balance of online and offline activities is important.</p> <p>Information Technology- Be able to organise their personal folder effectively for instance by organising work into folders for each year at school</p>	WE DON'T HAVE TO BE THE SAME RESPECTING OUR BODIES WHAT IS PUBERTY? CHANGING BODIES BOY/GIRL DISCUSSION GROUPS				
Spring 2	Coal Mining		<p>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. - using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions</p>	<p>HIST: COAL MINING A local history study. - Develop increasingly secure chronological knowledge and understanding of history, local, British and world - Put events, people, places and artefacts on a timeline - Use correct terminology to describe events in the past. - Describe some of the similarities and differences between periods, e.g. social, belief, local, individual - Identify and describe historically significant people and events in situations</p>	<p>ART: COLLAGE MATISSE Create sketch books to record their observations and use them to review and revisit ideas Improve their mastery of art and design techniques, including drawing with a range of materials (collage) About great artists, architects and designers in history. (Henri Matisse) -Create work on a larger scale as a group -Use the work by Matisse(pattern) to influence own work -Represent pattern in different forms such as abstract art</p>	<p>GAMES (TAG RUGBY) - play competitive games. DANCE – The Haka</p>	<p>Online Safety - Can select useful websites from the results of a search.</p> <p>Computer Science- Be able to explain how their program works This could be done by annotating screen shots of any of the activities Be able to modify their program and be able to predict the effects of any changes.</p>	WHAT AM I FEELING? WHAT AM I LOOKING AT? I AM THANKFUL				

Summer 1	Viking Invasion		<p>STATES OF MATTER identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. 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) - recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables. -take accurate measurements using standard units, where appropriate. -Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions.</p>	<p>HIST: VIKINGS The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor. - Develop increasingly secure chronological knowledge and understanding of history, local, British and world - Put events, people, places and artefacts on a timeline - Use correct terminology to describe events in the past. - Identify some of the results of historical events, situations and changes. - Identify and describe historically significant people and events in situations.</p>	<p>DT: CONSTRUCTION DESIGN AND MAKE A NARROW BOAT use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design select from and use a wider range of tools and equipment to perform practical tasks select from and use a wider range of materials and components evaluate their ideas and products against their own design criteria and consider the views of others to improve their work understand how key events and individuals in design and technology have helped shape the world - Use annotated sketches, cross-sectional drawings and diagrams. - Research design - Develop their own design criteria and use these to inform their ideas. - Explain their choice of tools and equipment in relation to the skills and techniques they will be using - Follow procedures for safety. - Investigate existing products – why materials have been chosen. - Know how to make strong, stiff shell structures</p>	<p>LIFE AND HEALTH -Memorise and present a short, spoken text -Listen for specific words and phrases -Listen for sounds, rhyme and rhythm -Ask and answer questions on several topics -Follow a short, familiar text, listening and reading at the same time -Read and understand a range of familiar, written phrases -Read some familiar words and phrases and pronounce them accurately -Write simple words / phrases using a model -Recognise and apply simple agreements -Use question forms -Apply phonic knowledge to write and spell words -Improve ability to memorise, using a range of strategies, such as physical response, visualisation and rhythm.</p>	<p>TENNIS - play competitive games GYMNASTICS- develop flexibility, strength, technique, control and balance</p>	<p>Online Safety - Know that pictures and text share on-line can end up with strangers Information Technology- To be able to use sequence to create an effective presentation or video Keynote, Powerpoint or iMovie. Pupils to sequence key ideas before delivering presentation Keynote, Powerpoint Slides Be able to deliver a simple presentation to their peers</p>	LIFE CYCLES
Summer 2	Coastlines		<p>ANIMALS construct and interpret a variety of food chains, identifying producers, predators and prey. - gathering, recording, classifying and presenting data in a variety of ways to help in answering questions</p>	<p>GEOG: IS THE UK THE SAME EVERYWHERE? Name and locate countries and cities of the UK, geographical 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. Coasts Rivers - Locate position of a photo on a map. - Draw an annotated sketch from observation including descriptive/explanatory labels and indicating direction. - Record findings from fieldtrips. - Locate places on a range of maps (variety of scales - Identify features on an aerial photograph, digital or computer map - Name & locate the counties and cities of the UK</p>	<p>MUSIC: Singing and Listening K&U Improvise and compose music for a range of purposes using the inter-related dimensions of music. Listen with attention to detail and recall sounds with increasing aural memory. Appreciate and understand a wide range of live and recorded music drawn from different traditions and from great composers and musicians. - Singing pieces in two parts that have contrasting melodies and countermelodies. - Compare pieces of music in different traditions. - Perform music heard orally that contains 2 different parts at the same time.</p>		<p>GAMES (CRICKET)- play competitive games Kick Rounders – play competitive games</p>	<p>Online Safety -Reliably know what to do if they are exposed to unpleasant materials on any device. Computer Science- Know how to break sets of instructions into short steps to achieve goal. For instance, drawing repeated squares to make a pattern.</p>	<p>A COMMUNITY OF LOVE WHAT IS THE CHURCH? HOW DO I LOVE OTHERS?</p>