








YEARLY OVERVIEW YEAR 4

Quality/characteristic	colour
Respect	
Ambition	
Inquisitiveness	
God's love	
Resilience	
Independence	
Service	

	TOPIC	VISIT	Career Links	SCIENCE	HISTORY	GEOGRAPHY	ART	DT	MUSIC	FRENCH	PE	COMPUTING	RSE
Autumn 1	Exploring the United Kingdom	Lake District		<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. <i>-gathering, recording, classifying and presenting data in a variety of ways to help in answering questions</i></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. <i>- Consider how photos provide useful evidence and use a camera independently.</i> <i>- Follow a route on a large-scale map.</i> <i>- Locate position of a photo on a map</i> <i>- Draw an annotated sketch from observation including descriptive labels</i> <i>-Record findings from field trips</i> <i>- Begin to use 8 figure compass and 4 figure grid references to identify features on a map.</i></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) <i>- Use a variety of brushes and experiment with ways of marking with them.</i> <i>- Experiment with watercolour, exploring intensity of colour to develop shades.</i> <i>- Begin to experiment with colour to create more abstract colour palettes (e.g. blue for leaves)</i> <i>- Use the work of artists to replicate ideas or inspire own work</i> <i>-Develop shadows</i></p>			<p>LET'S GO ! <i>-Memorise and present a short, spoken text</i> <i>-Listen for specific words and phrases</i> <i>-Listen for sounds, rhyme and rhythm</i> <i>-Ask and answer questions on several topics</i> <i>-Follow a short, familiar text, listening and reading at the same time</i> <i>-Read and understand a range of familiar, written phrases</i> <i>-Read some familiar words and phrases and pronounce them accurately</i> <i>-Write simple words / phrases using a model</i> <i>-Use question forms</i> <i>-Apply phonic knowledge to write and spell words</i> <i>-Improve ability to memorise, using a range of strategies, such as physical response, visualisation and rhythm.</i></p>	<p>Fundamental Movement <i>Use space well by finding and moving into a free space/passing to teammates when they are in a good space</i> <i>Understand own and others' strengths and weaknesses and have the confidence to practise to improve</i> <i>Develop an effective throwing technique</i> <i>Dodge accurately and effectively</i> <i>Throw and catch consistently and effectively</i> <i>Jump to catch a ball</i> <i>Bowl and bat a ball with some accuracy and power</i></p>	<p>Online Safety <i>Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour, identify a range of ways to report concerns about content and contact.</i> Know that pictures and text shared on-line can end up with strangers Reliably uses a more complex password to access resources Reliably know what to do if they are exposed to unpleasant materials on any device. <i>(Purple Mesh Unit 4.2 - Lesson 1)</i> Know that having a balance of online and offline activities is important <i>(Purple Mesh Unit 4.2- Lesson 4)</i></p>	<p>Get Up! <i>Children can explain that:</i> <i>We are created individually by God</i> <i>God made us with the desire to be loved and to love</i> <i>Every human life is precious from the beginning of life (conception) to natural death</i> <i>Personal and communal prayer and worship are necessary ways of growing in our relationship with God</i> <i>In Baptism God makes us His adopted children and 'receivers' of His love</i> <i>By regularly receiving the Sacrament of Reconciliation, we grow in good deeds (human virtue).</i> <i>It is important to make a nightly examination of conscience</i></p>	

Autumn 2	The Maya	Jo Bath Historian (school visit)	<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>Games – Attack and Defence Use space well by finding and moving into a free space/passing to teammates when they are in a good space Understand own and others' strengths and weaknesses and have the confidence to practise to improve Develop an effective throwing technique Dodge accurately and effectively Throw and catch consistently and effectively Jump to catch a ball Bowl and bat a ball with some accuracy and power</p>	<p>Information Technology- Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information Be able to save a document in a shared folder and retrieve this to continue working on it. Be able to organise their personal folder effectively Know how to change font size and style; include shapes and backgrounds and to use the Spellcheck function. (Purple Mash Unit 4.4 Lesson 1) To be able to use sequence to create an effective presentation Pupils to sequence key ideas before delivering presentation Be able to deliver a simple presentation to their peers</p>	
Spring 1	Europe	Youth Village Residential	<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>THE FOUR FRIENDS -Memorise and present a short, spoken text -Listen for specific words and phrases -Listen for sounds, rhyme and rhythm -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>OAA Think creatively to solve problems in a team Work with a partner to give and follow directions Demonstrate strong teamwork with a good level of communication Develop and refine orienteering and problem solving skills Gymnastics Children should learn to use a broader range of skills in isolation and combination, and develop their sequences of movement with a partner Travelling- Travel with a partner – move away from and together on floor and apparatus Jumping- Develop stag jump Add quarter or half turn into jumps Explore twisted shapes in the air when jumping Balancing – Develop balancing combinations Explore balancing with a partner: facing, besides, behind and on different levels. Move in and out of balance fluently. Rolling - Begin to explore Backward rolls from Rock and Roll</p>	<p>Computer Science Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems, solve problems by decomposing them into smaller parts Use sequence, selection and repetition in programs, work with variables and various forms of input and output Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs Be able to use a program to sequence, use conditionals and use a variety of inputs and outputs Be able to explain how their program works Be able to modify their program and be able to predict the effects of any changes. Know how to break sets of instructions into short steps to achieve a goal (Purple Mash Unit 4.1 - Coding)</p>	<p>WE DON'T HAVE TO BE THE SAME RESPECTING OUR BODIES WHAT IS PUBERTY? CHANGING BODIES BOY/GIRL DISCUSSION GROUPS Similarities and differences between people arise as they grow and make choices, and that by living and working together ('teamwork') we create community Self-confidence arises from being loved by God (not status, etc) They need to respect and look after their bodies as a gift from God through what they wear, what they eat and what they physically do What the term puberty means When they can expect puberty to take place That puberty is part of God's plan for our bodies Correct naming of genitalia What changes will happen to boys during puberty What changes will happen to girls during puberty</p>

Spring 2	Coal Mining	Beamish		<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>Dance Structure a dance phrase, connecting different ideas showing a clear beginning, middle and end</p> <p>Show co-ordination, control and strength</p> <p>Show focus, projection and musicality</p> <p>Copy, repeat and remember movement, developing movement memory</p> <p>Compare and comment on their own and others work</p> <p>Identify strengths and areas for improvement using simple dance vocabulary</p> <p>Net and Wall Games Use space well by finding and moving into a free space/passing to teammates when they are in a good space</p> <p>Understand own and others' strengths and weaknesses and have the confidence to practise to improve</p> <p>Develop an effective throwing technique</p> <p>Dodge accurately and effectively</p> <p>Throw and catch consistently and effectively</p> <p>Jump to catch a ball</p> <p>Bowl and bat a ball with some accuracy and power</p>	<p>Online Safety and Digital Literacy</p> <p>Understand computer networks including the internet; how they can provide multiple services, such as the world wide web, and the opportunities they offer for communication and collaboration</p> <p>Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</p> <p>Know what the key words are to enter into a Search engine to find information they want.</p> <p>Can select useful website from the results of a search.</p> <p>(Purple Mash Unit 4.2 - Lessons 1,2 and 3)</p>	<p>WHAT AM I FEELING? WHAT AM I LOOKING AT? I AM THANKFUL That emotions change as they grow up (including hormonal effects) A deeper understanding of the range and intensity of their feelings What emotional well-being means That positive actions help emotional well-being That talking to trusted people helps emotional well-being That images in the media do not always reflect reality and can affect how people feel about themselves That some behaviour is wrong, unacceptable, unhealthy and risky That thankfulness builds resilience against feelings of envy, inadequacy and insecurity</p>
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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) <i>- recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables.</i> <i>-take accurate measurements using standard units, where appropriate.</i> <i>-Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions.</i></p>	<p>HIST: VIKINGS The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor. <i>- Develop increasingly secure chronological knowledge and understanding of history, local, British and world</i> <i>- Put events, people, places and artefacts on a timeline</i> <i>- Use correct terminology to describe events in the past.</i> <i>- Identify some of the results of historical events, situations and changes.</i> <i>- Identify and describe historically significant people and events in situations.</i></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 <i>- Use annotated sketches, cross-sectional drawings and diagrams.</i> <i>- Research design</i> <i>- Develop their own design criteria and use these to inform their ideas.</i> <i>- Explain their choice of tools and equipment in relation to the skills and techniques they will be using</i> <i>- Follow procedures for safety.</i> <i>- Investigate existing products – why materials have been chosen.</i> <i>- Know how to make strong, stiff shell structures</i></p>	<p>LIFE AND HEALTH <i>-Memorise and present a short, spoken text</i> <i>-Listen for specific words and phrases</i> <i>-Listen for sounds, rhyme and rhythm</i> <i>-Ask and answer questions on several topics</i> <i>-Follow a short, familiar text, listening and reading at the same time</i> <i>-Read and understand a range of familiar, written phrases</i> <i>-Read some familiar words and phrases and pronounce them accurately</i> <i>-Write simple words / phrases using a model</i> <i>-Recognise and apply simple agreements</i> <i>-Use question forms</i> <i>-Apply phonic knowledge to write and spell words</i> <i>-Improve ability to memorise, using a range of strategies, such as physical response, visualisation and rhythm.</i></p>	<p>Gymnastics <i>Children should learn to use a broader range of skills in isolation and combination, and develop their sequences of movement with a partner</i></p> <p><i>Travelling- Travel with a partner – move away from and together on floor and apparatus</i></p> <p><i>Jumping- Develop stag jump</i> <i>Add quarter or half turn into jumps</i> <i>Explore twisted shapes in the air when jumping</i></p> <p><i>Balancing – Develop balancing combinations</i> <i>Explore balancing with a partner: facing, besides, behind and on different levels.</i> <i>Move in and out of balance fluently.</i></p> <p><i>Rolling - Begin to explore Backward rolls from Rock and Roll</i></p> <p>Striking and Fielding</p> <p><i>Use space well by finding and moving into a free space/passing to teammates when they are in a good space</i></p> <p><i>Understand own and others' strengths and weaknesses and have the confidence to practise to improve</i></p> <p><i>Develop an effective throwing technique</i></p> <p><i>Dodge accurately and effectively</i></p> <p><i>Throw and catch consistently and effectively</i></p> <p><i>Jump to catch a ball</i></p> <p><i>Bowl and bat a ball with some accuracy and power</i></p>	<p>Information Technology <i>Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</i></p> <p><i>Know how to edit a photograph</i></p> <p>(NCE Y4 Unit – Photo Editing)</p>	<p>LIFE CYCLES <i>That they were handmade by God with the help of their parents</i> <i>How a baby grows and develops in its mother's womb including, scientifically, the uniqueness of the moment of conception</i> <i>How conception and life in the womb fits into the cycle of life</i></p>

Summer 2	Coastlines	Seaham Harbour		<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>Athletics <i>Choose different styles of running of different distances</i> <i>Pace and sustain their effort over longer distances</i> <i>Carry out stretching and warm-up safely</i> <i>With guidance, set realistic targets of times to achieve over a short and longer distance</i> <i>With guidance, set realistic targets when jumping for distance or height</i> <i>Throw with greater control</i> <i>Consistently hit a target with a range of implements</i> <i>With guidance, set realistic targets when throwing over an increasing distance and understand that some implements will travel</i></p>	<p>Computer Science <i>Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems, solve problems by decomposing them into smaller parts</i> <i>Use sequence, selection and repetition in programs, work with variables and various forms of input and output</i> <i>Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</i> <i>Be able to use a program to sequence, use conditionals and use a variety of inputs and outputs</i> <i>Be able to explain how their program works</i> <i>Be able to modify their program and be able to predict the effects of any changes.</i> <i>Know how to break sets of instructions into short steps to achieve a goal</i> <i>(MCEE Yr 4 Unit – Programming A – Repetition in Slides)</i></p>	<p>A COMMUNITY OF LOVE WHAT IS THE CHURCH? HOW DO I LOVE OTHERS? <i>God is Love as shown by the Trinity – a 'communion of persons supporting each other in their self-giving relationship'</i> <i>The human family can reflect the Holy Trinity in charity and generosity</i> <i>The Church family comprises home, school and parish (which is part of the diocese)</i></p>
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