Year 4
Yearly Overview Long Term Plan

Subject	Autumn 1 How can we re-discover the wonders of Ancient Egypt?	Autumn 2 Australian Deserts	Spring 1 Why were the Romans so powerful and what did we learn from them?	Spring 2 Why is Italy such a cool place to live?	Summer 1 Why was the Islamic civilization known as the Golden Age?	Summer 2 Why is the River Trent important to Nottinghamshire?
Key Questions	Where is Egypt and why do so many people enjoy going on holiday there? Timeline work + What is an archaeologist and how have they helped us find out about the past? What is mummification? How did the Ancient Egyptians build the pyramids? Can we read Ancient Egyptian writing? Who were the Pharaohs, and why were they very important? Who were the Egyptian Gods? *The Egyptian Cinderella (KS2 History Planning)*	Where is Australia and what are the key features? Where are the deserts and what lives there? What can you find out about animals and plants that inhabit the desert? How important is the desert to Australia and it's people? How would you survive in the desert?	VISIT – Lincoln Castle Timeline – put this period of time in context. What is an invader and which countries did the Romans invade? Who were the Romans and would they have enjoyed coming to Britain? Could you have been a Roman Gladiator? What did the Romans do for us? (Inventions / roads / language) BUILD BISCUIT ROMAN ROAD *Instructional Text – Roman Road building* Why did the Romans need to build forts? Who was Boudicca and why did she become so famous? Who were the famous Romans and what do we know about them?	What is the capital of Italy? What is the population of Italy? Can you trace the growth in Rome's population over the past 100 years? Can you chose 5 popular monuments or buildings in Italy and write a promotional leaflet? From photographs you have taken (research from last week) can you paint one of your favourite places in Italy? What is the main advantage of living in Rome?	What can you find out about the 'House of Wisdom' and what did this' Golden Age' give the world? Who is the Prophet Muhammad and how was he associated with the Golden Age? What part did the 'Golden Age' have in improving health care? What can you discover about the art and culture of the 'Golden Age' and can you make your own paper? Why did the 'Golden Age' come to an end?	Why is Edwinstowe situated where it is? Which famous European cities are situated on a river? Why are rivers important for the lives of the people who live there now and lived there some time ago? How have people adapted rivers and water for their own use? How has the River Trent created jobs for people in Nottinghamshire? Using photographs, can you create a painting of one of the bridges on the River Trent? Which pieces of music are associated with Nottinghamshire or water?

Quality text	*Krindlekrax by Philip Ridley (Power of Reading)* *Writing Outcomes* *Writing in role: letter writing, thought bubbles, diary entry, letter to an agony aunt.* *Magazine interview* *Non-chronological report* *Narrative recount*	*The Pebble in my Pocket: A History of our Earth by Meredith Hooper and Chris Coady (Power of Reading)* *Writing Outcomes* *Free Verse poetry* *Blackout poetry* *Narrative recount* *Explanatory text* *Writing in role* *Persuasive (Leaflet/Letter)* *Information writing* *Narrative* *Historical recount* *Free writing*	*The boy at the back of the class by Onjali Q Rauf (Power of Reading)* *Writing Outcomes* *Postcard* *Scripted News Report* *Critique* *Poster* *Picture Book and Non-fiction Book* *School Policy* *Labels for Art* *Installation Discussion* *Notes* *Free Verse Poetry* *Scripted Infomercial* *Persuasive Poster* *Pamphlet* *Powerpoint* *Fact Cards* *Research Notes*	*Leon and the place between by Angela McAllister (Power of Reading)* *Wrting Outcomes* *Notes on a story scene* *Speech / Thought bubble* *Written predictions* *List poems* *Performance reading* *Creating a descriptive piece about characters and events* *Creating a new picture book spread* *Persuasive Poster* *Writing in role as character* *Creative writing – poem, news report, playscript, story narrative* *Storymaps* *Parallel Narrative*	*Tales told in tents. Sotires from Central Asia by Sally Pomme Clayton (Power of Reading)* *Writing Outcomes* *Poetry* *Letter in role* *Narrative writing* *Story mapping* *Journals and diary entries*	*The wind in the willows by Kenneth Grahame* *Writing Outcomes* *Setting description* *Playscript* *Letter in role* *Persuasive writing.*
Geography/ History	History Hi2/2.3 Ancient Civilizations • To learn about the achievements of the earliest civilizations – an overview of the impact that Ancient Egyptians had on our society. Geography Ge2/1.4a • To use use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied Ge2/1.3a • To describe and understand key aspects of physical	Geography Locate the world's countries using maps. Concentrate on environmental regions, key physical and human characteristics and major cities. Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn. Understand geographical similarities and differences through the study of human and physical geography Describe and understand key aspect of human geography, including: types of settlement and land use, economic activity including trade links,	History Hi2/2.1 Roman Britain • To learn about the Roman empire and its impact on Britain *This could include:* • *Julius Caesar's attempted invasion in 55-54 BC* • *The Roman Empire by AD 42 and the power of its army* • *Successful invasion by Claudius and conquest including Hadrian's Wall* • *British resistance, eg Boudicca* • *'Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture, beliefs, including early Christianity*	Geography Ge2/1.2a Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country Ge2/1.4a use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied Ge2/1.1b name and locate counties and cities of the United Kingdom / Italy Ge2/1.4c Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of	History A non-European society that provides contrast with British history – Early Islamic Civilization, including a study of Baghdad in AD 900. Pupils should know where the Middle East is and particularly Baghdad. Pupils should know that the house of wisdom was similar to a modern university of library Pupils should know that the Islamic civilization around 900AD was known as the Golden Age because	Geography Describe and understand key aspects of physical and human geography Use fieldwork to observe, measure, record and present the human and physical features in the local area

	geography including rivers **Ge2/1.3b** • To describe and understand key aspects of human geography, including types of settlement and land use, economic activity including trade links, and the distributions of natural resources including energy, food , minerals and water.	and the distribution of natural resources including energy, food, minerals and water. . . . . describe features studied. Use the 8 points of a compass, 4 and 6-figure grid references, symbols and key to build knowledge of the wider world		methods, including sketch maps, plans and graphs, and digital technologies. **Ge2/1.3a** describe and understand key aspects of physical geography, including: rivers and the water cycle	of the positive things they brought the world. Pupils should know that Islamic civilization was the first to introduce hospitals to the world and was advanced where medicine and education was concerned. Pupils should know about the Prophet Muhammad and know key facts about his life. Pupils should know how and why the Golden Age came to an end.	
Art/DT	How will we make our museum exhibits? When designing and making pupils should be taught: • to develop techniques including their control, their use of materials with creative, experimentation and an increasing awareness of different kinds of art, craft and design. Egyptian Death Masks	Would people send out greetings cards (printing) To improve their mastery of art and design techniques. **Can we all go and fly a kite?** When designing and making pupils should be taught to select from and use a wider range of materials and components including textiles.	How will our mosaics prove the look of our school? Collage. To improve their mastery of art and design techniques. **How will our tiles stay on the roof?** When designing and making pupils should be taught to select from and use a wider range of materials Mosaic tiles	What famous artists live near here? Pupils should be taught about great artists, architects and designers in history. **What is your favourite kind of pizza? How will we take our pizza home?** Pupils should be taught to understand the applied principles of a healthy and varied diet. Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques and understand seasonality and know where and how a variety of ingredients are grown, reared, caught and processed.	How can we change the colour of that fabric? To improve their mastery of art and design techniques including drawing, painting, sculpture with a range of materials. **Will our bag for life last that long?** When designing and making pupils should be taught to select from and use a wider range of materials and components including textiles.	How can we bring our drawings to life? To improve their mastery of art and design techniques including drawing. **How can we catch a thief?** When designing and making pupils should be taught to select from and use a wider range of materials and components including textiles.

				When designing and making pupils should be taught to select from and use a wider range of materials		
Music	Mu2/1.5 appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians Mu2/1.6 develop an understanding of the history of music. Music Hub- Charanga Autumn 1 Unit: Mamma Mia Style: ABBA	Topic and cross curricular links: Structure of songs linked to literacy. Music and styles of the 70s and 80s, analysing performance, Sweden as a country. Autumn 2 Unit: Glockenspiel Stage 2 Style: Learning basic instrumental skills by playing tunes in varying styles Topic and cross curricular links: Introduction to the language of music, theory and composition. *Waltzing Matilda*	Mu2/1.3 listen with attention to detail and recall sounds with increasing aural memory Music Hub- Charanga Spring 1 Unit: Stop! Style: Grime, Classical, Bhangra, Tango, Latin Fusion Topic and cross curricular links: Composition, Bullying.	Mu2/1.4 use and understand staff and other musical notations Music Hub- Charanga Spring 2 Unit: Lean On Me Style: Gospel Topic and cross curricular links: Gospel in its historical context ie from Beethoven to slavery, Elvis to the Urban Gospel of Beyonce and different choirs like the London Community Gospel Choir. Analysing performance.	Mu2/1.1 play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression Music Hub- Charanga Summer 1 Unit: Blackbird Style: Coming soon! Topic and cross curricular links: Coming soon!	Mu2/1.2 improvise and compose music for a range of purposes using the interrelated dimensions of music Music Hub- Charanga Unit: Reflect, Rewind and Replay Style: Western Classical Music and your choice from Year 4 Topic and cross curricular links: Option to look at all the extension activities documents. Think about the history of music in context, listen to some Western Classical music and place the music from the units you have worked through, in their correct time and space. Consolidate the foundations of the language of music.
PE	Invasion games Dance	Basketball Multi-skills	Gymnastics Hockey	Net games Swimming	Striking and fielding Swimming	Outdoor athletics Swimming
Science	Sc4/3.1 States of Matter Sc4/3.1a compare and group materials together, according to whether they are solids, liquids or gases Sc4/3.1b 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)	Sc4/4.2 Electricity (How could we cope without electricity for one day?) Sc4/4.2a identify common appliances that run on electricity Sc4/4.2b construct a simple series electrical circuit, identifying and naming its basic parts, including cells,	Sc4/4.1 Sound Why are the sounds that the orchestra makes enjoyed by so many? Sc4/4.1a identify how sounds are made, associating some of them with something vibrating Sc4/4.1b recognise that vibrations from sounds travel through a medium to the ear	Sc4/2.2 Animals including humans Sc4/2.2a describe the simple functions of the basic parts of the digestive system in humans Sc4/2.2b identify the different types of teeth in humans and their simple functions	Sc4/3.1 States of Matter (How would we survive without water?) Sc4/3.1c identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature FOCUS CURRICULUM	Science – Which wild animals and plants thrive in your local habitat? Sc4/2.1a Recognise that living things can be grouped in a variety of ways, Sc4/2.1b Explore and use classification keys to help group, identify and name a

		wires, bulbs, switches and buzzers Sc4/4.2c 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 Sc4/4.2d recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit Sc4/4.2e recognise some common conductors and insulators, and associate metals with being good conductors.	Sc4/4.1c find patterns between the pitch of a sound and features of the object that produced it Sc4/4.1d find patterns between the volume of a sound and the strength of the vibrations that produced it. Sc4/4.1e recognise that sounds get fainter as the distance from the sound source increases	Sc4/2.2c construct and interpret a variety of food chains, identifying producers, predators and prey.	How can you classify solids, liquids and gases? Recap from Autumn 1 How do we measure temperature and how does temperature vary during the day and across the world? How can water be a solid, liquid and gas? Which other materials change when they are heated or cooled? Where do puddles on the playground disappear to? Why do windows sometimes steam up? How can you create a dance that shows the three states of water? Can you put together a presentation to show how water is our life line?	variety of living things in the local and wider environment. Sc4/2.1c Recognise that environments can change and that this can sometimes pose dangers to living things.
Computing Purple Mash scheme of work	Coding 4.1 (Week 1-6) 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	Online Safety 4.2 (Week 8-10) 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. Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of	Spreadsheets 4.3 (Week 15-16) 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. **Writing for different audiences 4.4 (Week 17-20)**	Writing for different audiences 4.4 (Week 21) 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. **Logo 4.5 (Week 22-25)**	Animation 4.6 (week 27-28) 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. **Effective Searching 4.7 (Week 29-31)**	Hardware Investigators 4.8 (Week 22-32) 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.

	detect and correct errors in algorithms and programs 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. **Online Safety 4.2 (Week 7)** 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. Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.	ways to report concerns about content and contact. **Spreadsheets 4.3 (Week 11-14)** 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.	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.	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 **Animation 4.6 (week 26)** 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.	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. Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.	
RE Notts syllabus and Focus challenge curriculum	What does 'worship mean?	How is Christmas celebrated in other countries?	What do we mean by commitment?	Why did Jesus tell stories?	What is pilgrimage?	What is Judaism?
PSHCE SCARF	**Me and my relationships** Recognising feelings Bullying Assertive skills	**Valuing Difference** Recognising and celebrating difference Understanding and challenging stereotypes	**Keeping Myself Safe** Managing risk Understanding the norms of drug use influences	**Rights and Responsibilities** Making a difference Media influence Decisions about spending money	**Being my Best** Having choices and making decisions about my health Taking care of my environment	**Growing and Changing** Body changes during puberty Managing difficult feelings Relationships including marriage
MFL	Revise colours Body parts Descriptions	Recite a poem Traditional Story- The Enormous Turnip	Animals Pets Family	Conversations about myself Easter poem Easter in France – egg rolling	Using a dictionary Hobbies – verbs Numbers 12-31	Travelling abroad – clothing Geography

		Christmas – Snowman and Clothes			Leisure activities	Similarities/differences between the UK and France