

Year 4

Yearly Overview Long Term Plan

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Quality text	Roman Diaries (Focus) <u>Writing Outcomes:</u>	Edward Tulane (Power of Reading) <u>Writing Outcomes</u> Poetry Story maps Instructions Writing in role Character descriptions Narrative descriptions Diary entry Autobiography	Edward Tulane (Power of Reading) <u>Writing Outcomes</u> Poetry Story maps Instructions Writing in role Character descriptions Narrative descriptions Diary entry Autobiography	Adventures of Odysseus (Power of Reading) <u>Writing Outcomes:</u> Information Posters Letters Speeches Diaries Newspaper Articles	Street Child (Power of Reading) <u>Writing Outcomes</u> Biography Captions Glossary Non-Fiction Note of Advice Pen Portraits Poetry Recounts	The Tin Forest (Power of Reading) <u>Writing Outcomes:</u> Writing in Role Diary entry Poetry Descriptive Writing Letter Writing Book Reviews Creative Writing

<p>Geography/ History</p> <p>Key Statements</p>	<p>How did Britain change between the end of the Iron age and the end of the Roman occupation?</p> <p>Know why the Romans came to Britain in the first place?</p> <p>Know how the Romans changed the landscape in Britain?</p> <p>Know how the Romans changed the landscape in Britain?</p> <p>Consider what was the most important change the Romans brought to Britain?</p> <p>Know why the Romans left Britain?</p>	<p>Why do so many people go to the Mediterranean for their holidays?</p> <p>Locate the Mediterranean on a map and globe</p> <p>Know which countries are on the Mediterranean coast</p> <p>Consider the climate of the UK and that of the Mediterranean each month</p> <p>Compare and contrast a holiday resort on the Mediterranean with that of one in the UK</p> <p>Consider similarities and differences of food, languages, lifestyle, especially jobs.</p>	<p>How are mountains formed and what causes an earthquake or volcano?</p> <p>Know what tectonic plates are</p> <p>Know how mountains are formed</p> <p>Know and locate the most well-known mountains in the UK and the world</p> <p>Know what causes an earthquake</p> <p>Know what causes a volcano</p>	<p>What did the Ancient Greeks bring to the world?</p> <p>Know why the Ancient Greeks were more advanced than Ancient Britons?</p> <p>Know what the Ancient Greeks introduced that we benefit from today?</p> <p>Know how the Ancient Greeks were influenced by their Gods?</p> <p>Know how important philosophy and democracy was in helping the Greeks to be remembered today ?</p> <p>Know what the main characteristics of the Spartans and the Athenians were?</p>	<p>How did the Industrial Revolution shape the UK we know today?</p> <p>What do we mean by industrial revolution?</p> <p>What were living conditions like for people who worked in some of the industries?</p> <p>Which industries were most prominent during the industrial revolution?</p> <p>What was the impact that immigration had on the industrial revolution?</p> <p>How did the industrial revolution shape Nottingham?</p>	<p>How do we energise ourselves in the UK?</p> <p>Know how important electricity is for homes and industry</p> <p>Know what it meant by nuclear and coal powered energy</p> <p>Know why it is important consider alternative energy</p> <p>Know why solar energy is now more important than ever</p> <p>Know what we mean by wind turbines</p>
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Maths	Number	Additional and Subtraction	Multiplication & Division	Fractions and Decimals	Decimals:	Time:
	Represent numbers to 1,000	Add and subtract 1s, 10s, 100s and 1,000s	Multiply by 10	Understand the whole	Make a whole with tenths	Years, months, weeks and days
	Partition numbers to 1,000	Add up to two 4-digit numbers – no exchange	Multiply by 100	Count beyond 1	Make a whole with hundredths	Hours, minutes and seconds
	Number line to 1,000	Add two 4-digit numbers – one exchange	Divide by 10	Partition a mixed number	Partition decimals	Convert between analogue and digital times
	Thousands	Add two 4-digit numbers – more than one exchange	Divide by 100	Number lines with mixed numbers	Flexibly partition decimals	Convert to the 24-hour clock
	Represent numbers to 10,000	Subtract two 4-digit numbers – no exchange	Related facts – multiplication and division	Compare and order mixed numbers	Compare decimals	Shape:
	Partition numbers to 10,000	Subtract two 4-digit numbers – one exchange	Informal written methods for multiplication	Understand improper fractions	Order decimals	Understand angles as turns
	Flexible partitioning of numbers to 10,000	Subtract two 4-digit numbers – more than one exchange	Multiply a 2-digit number by a 1-digit number	Convert mixed numbers to improper fractions	Round to the nearest whole number	Identify angles
	Find 1, 10, 100, 1,000 more or less	Efficient subtraction	Multiply a 3-digit number by a 1-digit number	Convert improper fractions to mixed numbers	Halves and quarters as decimals	Compare and order angles
	Number line to 10,000	Area & Perimeter:	Divide a 2-digit number by a 1-digit number (1)	Equivalent fractions on a number line	Money	Triangles
	Estimate on a number line to 10,000	What is area?	Divide a 2-digit number by a 1-digit number (2)	Equivalent fraction families	Write money using decimals	Quadrilaterals
	Compare numbers to 10,000	Count squares	Divide a 3-digit number by a 1-digit number	Add two or more fractions	Convert between pounds and pence	Polygons
	Order numbers to 10,000	Make shapes	Correspondence problems	Add fractions and mixed numbers	Compare amounts of money	Lines of symmetry
	Roman numerals	Compare areas	Measure in kilometres and metres	Subtract two fractions	Estimate with money	Complete a symmetric figure
	Round to the nearest 10	Perimeter on a grid	Equivalent lengths (kilometres and metres)	Subtract from whole amounts	Calculate with money	Statistics
	Round to the nearest 100	Perimeter of a rectangle		Subtract from mixed numbers	Solve problems with money	Interpret charts
	Round to the nearest 1,000	Perimeter of rectilinear shapes		Tenths as fractions	:	Comparison, sum and difference
		Find missing lengths in rectilinear shapes		Tenths as decimals		Interpret line graphs
		Calculate perimeter of rectilinear shapes		Tenths on a place value chart		Draw line graphs
		Perimeter of regular polygons		Tenths on a number line		Direction
				Divide a 1-digit number by 10		Describe position using coordinates
				Divide a 2-digit number by 10		Plot coordinates
				Hundredths as fractions		Draw 2-D shapes on a grid
				Hundredths as decimals		Translate on a grid
						Describe translation on a grid

<p>Geography/ History</p> <p>Objectives</p>	<p>Hi2/1.2 Roman Britain</p> <p>Pupils should be taught about the Roman empire and its impact on Britain</p>	<p>Ge2/1.1a locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p> <p>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, and a region in North or South America</p>	<p>Ge2/1.3a describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p>	<p>Hi2/2.4 Ancient Greece</p> <p>Pupils should be taught a study of Greek life and achievements and their influence on the western world</p>	<p>Hi2/2.2 Extended chronological study</p> <p>a significant turning point in British history, for example, the first railways or the Battle of Britain</p>	<p>Ge2/1.3b describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p>
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DT (Food Technology)				<p>Afternoon Tea:</p> <p>Invite grandparents - Sandwiches, scones, pizza.</p> <p>DT2/2.1a understand and apply the principles of a healthy and varied diet</p> <p>DT2/2.1b cook a repertoire of predominantly savoury dishes so that they are able to feed themselves and others a healthy and varied diet</p> <p>DT2/2.1c become competent in a range of cooking techniques [for example, selecting and preparing ingredients; using utensils and electrical equipment; applying heat in different ways; using awareness of taste, texture and smell to decide how to season dishes and combine ingredients; adapting and using their own recipes]</p> <p>DT2/2.1c understand the source, seasonality and characteristics of a broad range of ingredients</p>		
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<p>Art/DT</p> <p>Key Statements</p>	<p>Create a Roman weapon to propel a marble one metre which is operated by a lever system</p>	<p>Roman Mosaics</p>	<p>Paul Cezanne (Still life using pastels)</p>	<p>Create a A4 personal flag for the opening ceremony of the Ancient Greek Olympics which incorporates a running stitch</p>	<p>LS Lowry</p>	<p>Create a wind turbine that stands at least 50cm and can move in the wind.</p>
	<p>Research to find out more about Roman weapons</p>	<p>Research to find examples of Roman mosaic floors</p>	<p>Research the work of Paul Cezanne and others</p>	<p>Research what happened at the Greek Olympics</p>	<p>Research the work of LS Lowry and talk about his style of painting</p>	<p>Research wind turbines and consider how the blades move</p>
	<p>Design a weapon with a lever system and has the capability of propelling a marble at least 1m</p>	<p>Use sketchbooks to capture initial ideas of what you want to create</p>	<p>Sketch out some ideas in sketchbooks, paying particular attention to shape, tone and colour</p>	<p>Design a flag that is made from different materials</p>	<p>Use sketchbooks to capture initial ideas linked to Lowry's work</p>	<p>Design a wind turbine that is sturdy enough to withstand the wind and is at least 50cm tall.</p>
	<p>Gather the resources needed to make the weapon</p>	<p>Roll clay to a given depth and use spatula to mark the clay carefully</p>	<p>Arrange the natural items in such a way as to create a memory of an environment being focused on</p>	<p>Gather the resources needed to make the flag</p>	<p>Use sketchbooks to capture industrial revolution images and to experiment with paint</p>	<p>Gather resources needed to make the wind turbine</p>
	<p>Evaluate the end product (weapon) and consider how it could be improved</p>	<p>Ensure that the marks are clear and allow clay to dry</p>	<p>Take a photograph of the sculpture and then dismantle and start again</p>	<p>Join different parts of the flag by sewing, showing appropriate sewing techniques</p>	<p>Work towards creating a final piece of art work linking painting with the industrial revolution</p>	<p>Make a wind turbine, ensuring that it is fit for purpose</p>
	<p>Ensure that the weapon looks authentic and is stable with a working lever system</p>	<p>Paint and glaze the final piece</p>		<p>Evaluate the completed flag and consider how it could be improved</p>		<p>Evaluate the wind turbine against the original design</p>

Art/DT Objectives	<p>DT2/1.1a 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</p> <p>DT2/1.1b generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</p> <p>DT2/1.2a select from and use a wider range of tools and equipment to perform practical tasks accurately</p> <p>DT2/1.2b select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</p> <p>DT2/1.3a investigate and analyse a range of existing products</p> <p>DT2/1.3b evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p>	<p>Ar2/1.1 to create sketch books to record their observations and use them to review and revisit ideas</p> <p>Ar2/1.2 to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials</p> <p>Ar2/1.3 about great artists, architects and designers in history.</p>	<p>Ar2/1.1 to create sketch books to record their observations and use them to review and revisit ideas</p> <p>Ar2/1.2 to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials</p> <p>Ar2/1.3 about great artists, architects and designers in history.</p>	<p>DT2/1.1a 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</p> <p>DT2/1.1b generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</p> <p>DT2/1.2a select from and use a wider range of tools and equipment to perform practical tasks accurately</p> <p>DT2/1.2b select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</p> <p>DT2/1.3a investigate and analyse a range of existing products</p> <p>DT2/1.3b evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p> <p>DT2/1.3c understand how key events and individuals in design and technology</p>	<p>Ar2/1.1 to create sketch books to record their observations and use them to review and revisit ideas</p> <p>Ar2/1.2 to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials</p> <p>Ar2/1.3 about great artists, architects and designers in history.</p>	<p>DT2/1.1a 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</p> <p>DT2/1.1b generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</p> <p>DT2/1.2a select from and use a wider range of tools and equipment to perform practical tasks accurately</p> <p>DT2/1.2b select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</p> <p>DT2/1.3a investigate and analyse a range of existing products</p> <p>DT2/1.3b evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p> <p>DT2/1.3c understand how key events and individuals in design and technology have helped shape the world</p>
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Music	<p>Social Question: How does music bring us together?</p> <p>Musical spotlight: Musical structures</p> <p>Musical sections that repeat or change help create the structure, or form, of a piece of music or a song (verses and choruses).</p> <p>Look for patterns in the sections of music and songs.</p>	<p><i>Social Question: How does music connect us with our past?</i></p> <p><i>Musical spotlight: Exploring feelings when you play</i></p> <p><i>Sometimes, the music we hear highlights the words we are singing.</i></p> <p><i>There might be a special effect in the music on a particular song lyric to make that word stand out. Explore how special effects in music can make the words we sing more meaningful.</i></p> <p><i>The sounds that we hear in music can also help to communicate specific moods.</i></p>	<p>Social Question: How does music improve our world?</p> <p>Musical spotlight: Compose with your friends</p> <p>Music is often written based on various key signatures that guide melodies used in the music.</p> <p>There is often a note that sounds like 'home', or where a melody should 'land'. This is called the 'tonic pitch' or the 'home note' and makes a melody or a song sound final – like it has been resolved.</p> <p>Practise listening, singing, and playing instruments to explore this important note in music.</p>	<p>Social Question: How does music teach us about our community?</p> <p>Musical spotlight: Feelings through music</p> <p>Music is used for many reasons and can help us express our feelings. Music can be loud or quiet, fast or slow, smooth and connected or short and detached.</p> <p>We can also use instruments with different sounds to help communicate different emotions.</p> <p>Explore the music and try to connect your feelings with what you hear.</p>	<p>Social Question: How does music shape our way of life?</p> <p>Musical spotlight: Expression and improvisation</p> <p>Improvisation is a way to express our feelings; music comes from the heart.</p> <p>To make improvisation more expressive add dynamics.</p>	<p>Social Question: How does music connect us with the environment?</p> <p>Musical spotlight: The show must go on!</p> <p>Create and present a performance. Present what has been learnt with confidence.</p> <p>Introduce the performance with an understanding of what the songs are about and any other connections.</p>
Swimming:	<p>PE2/1.2 Swimming and water safety</p> <p>PE2/1.2a swim competently, confidently and proficiently over a distance of at least 25 metres</p> <p>PE2/1.2b use a range of strokes effectively</p> <p>PE2/1.2c perform safe self-rescue in different water-based situations.</p>					

PE	Invasion games Dance	Basketball Multi-skills	Outdoor Athletics	Net games	Striking and fielding	Gymnastics Hockey
	PE2/1.1a use running, jumping, throwing and catching in isolation and in combination	PE2/1.1a use running, jumping, throwing and catching in isolation and in combination	PE2/1.1a use running, jumping, throwing and catching in isolation and in combination	PE2/1.1a use running, jumping, throwing and catching in isolation and in combination	PE2/1.1a use running, jumping, throwing and catching in isolation and in combination	PE2/1.1a use running, jumping, throwing and catching in isolation and in combination
	PE2/1.1b play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending	PE2/1.1b play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending	PE2/1.1e take part in outdoor and adventurous activity challenges both individually and within a team	PE2/1.1b play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending	PE2/1.1b play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending	PE2/1.1b play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending
	PE2/1.1f compare their performances with previous ones and demonstrate improvement to achieve their personal best.	PE2/1.1e take part in outdoor and adventurous activity challenges both individually and within a team	PE2/1.1f compare their performances with previous ones and demonstrate improvement to achieve their personal best.	PE2/1.1f compare their performances with previous ones and demonstrate improvement to achieve their personal best.	PE2/1.1f compare their performances with previous ones and demonstrate improvement to achieve their personal best.	PE2/1.1f compare their performances with previous ones and demonstrate improvement to achieve their personal best.
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Science Key Statements	How is sound is created and how does it travel?		Why do some solids, liquids and gases change state?	How are living things grouped?	What happens to the food we eat?	What is electricity and why it so important in our lives?
	<p>Know how sound is made and what happens as sound travels away from its source</p>		<p>Know that certain materials can change state</p>	<p>Explore and use classification keys to group living things</p>	<p>Know and name the parts of the digestive system</p>	<p>Know about common appliances that run on electricity</p>
	<p>Know how sound travels from the source to the ears</p>		<p>Know what the temperature of water is when it boils or freezes</p>	<p>Know that plants can be grouped into flowering and non flowering plants</p>	<p>Know about the function of each organ of the digestive system</p>	<p>Know how to construct a simple series electrical circuit</p>
	<p>Know to associate sound with vibration</p>		<p>Know which materials, other than water, changes state</p>	<p>Know that animals can be grouped into amphibians, reptiles, birds, mammals and fish</p>	<p>Know and identify the different types of teeth in humans</p>	<p>Identify and name the basic parts of the circuit, including cells, wires, bulbs, switches and buzzers</p>
	<p>Know the correlation between pitch and the object producing a sound</p> <p>Know the correlation between the volume of a sound and the strength of the vibrations that produced it</p>		<p>Explain the differences between solids, liquids and gases</p> <p>Know what is meant by the terms: condensation, and evaporation</p>	<p>Recognise that environments can change for good</p> <p>Recognise that some changes to the environment can be a danger to living things</p>	<p>Know the function of different human teeth</p> <p>Construct and use food chains to identify producers, predators and prey</p>	<p>Know that a switch opens and closes a circuit</p> <p>Know about some common conductors and insulators</p>

<p>Science</p> <p>Objectives</p>	<p>Sc4/4.1a identify how sounds are made, associating some of them with something vibrating</p> <p>Sc4/4.1b recognise that vibrations from sounds travel through a medium to the ear</p> <p>Sc4/4.1c find patterns between the pitch of a sound and features of the object that produced it</p> <p>Sc4/4.1d find patterns between the volume of a sound and the strength of the vibrations that produced it.</p> <p>Sc4/4.1e recognise that sounds get fainter as the distance from the sound source increases</p>		<p>Sc4/3.1a compare and group materials together, according to whether they are solids, liquids or gases</p> <p>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)</p> <p>Sc4/3.1c identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</p>	<p>Sc4/2.1a recognise that living things can be grouped in a variety of ways</p> <p>Sc4/2.1b explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment</p> <p>Sc4/2.1c recognise that environments can change and that this can sometimes pose dangers to living things</p>	<p>Sc4/2.2a describe the simple functions of the basic parts of the digestive system in humans</p> <p>Sc4/2.2b identify the different types of teeth in humans and their simple functions</p> <p>Sc4/2.2c construct and interpret a variety of food chains, identifying producers, predators and prey.</p>	<p>Sc4/4.2a identify common appliances that run on electricity</p> <p>Sc4/4.2b construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers</p> <p>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</p> <p>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</p> <p>Sc4/4.2e recognise some common conductors and insulators, and associate metals with being good conductors.</p>
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Computing Teach Computing scheme of work	Computing systems and networks – The Internet <div> -To describe how networks physically connect to other networks -To recognise how networked devices make up the internet -To outline how websites can be shared via the World Wide Web (WWW) -To describe how content can be added and accessed on the World Wide Web (WWW) -To recognise how the content of the WWW is created by people -To evaluate the consequences of unreliable content </div>	Creating media - Audio production <div> -To identify that sound can be recorded -To explain that audio recordings can be edited -To recognise the different parts of creating a podcast project -To apply audio editing skills independently -To combine audio to enhance my podcast project -To evaluate the effective use of audio </div>	Programming A – Repetition in shapes <div> -To identify that accuracy in programming is important -To create a program in a text-based language -To explain what 'repeat' means -To modify a count-controlled loop to produce a given outcome -To decompose a task into small steps -To create a program that uses count-controlled loops to produce a given outcome </div>	Data and information – Data logging <div> -To explain that data gathered over time can be used to answer questions -To use a digital device to collect data automatically -To explain that a data logger collects 'data points' from sensors over time -To recognise how a computer can help us analyse data -To identify the data needed to answer questions -To use data from sensors to answer questions </div>	Creating media – Photo editing <div> -To explain that the composition of digital images can be changed -To explain that colours can be changed in digital images -To explain how cloning can be used in photo editing -To explain that images can be combined -To combine images for a purpose -To evaluate how changes can improve an image </div>	Programming B – Repetition in games <div> -To develop the use of count-controlled loops in a different programming environment -To explain that in programming there are infinite loops and count controlled loops -To develop a design that includes two or more loops which run at the same time -To modify an infinite loop in a given program -To design a project that includes repetition -To create a project that includes repetition </div>
	RE Notts syllabus and Focus challenge curriculum	Why do some people think that life is like a journey	How do people express their religious and spiritual ideas on pilgrimages	Christianity, music and worship. What can we learn?	How do Hindu families practice their faith? What are the deeper meanings of some Hindu festivals?	
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 Christmas – Snowman and Clothes	Animals Pets Family	Conversations about myself Easter poem Easter in France – egg rolling	Using a dictionary Hobbies – verbs Numbers 12-31 Leisure activities	Travelling abroad – clothing Geography Similarities/differences between the UK and France
Reflection:	-	Production	Art Exhibition (Cezanne)	Greek Day	Afternoon Tea -	-