

Year 4

Yearly Overview Long Term Plan

| Subject | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| Quality text | <p>The Romans: Gods, Emperors and Dormice (Power of Reading)</p> <p><u>Writing Outcomes:</u></p> <p>Writing in role Character descriptions Narrative descriptions Diary entry</p> | <p>Edward Tulane (Power of Reading)</p> <p><u>Writing Outcomes</u></p> <p>Poetry Story maps Instructions Writing in role Character descriptions Narrative descriptions Diary entry Autobiography Play script</p> | <p>What it's like to be a bird. (Power of Reading)</p> <p><u>Writing Outcomes</u></p> <p>Poetry Non-fiction Narrative writing Informative writing Persuasive writing Non chronological report</p> | <p>Adventures of Odysseus (Power of Reading)</p> <p><u>Writing Outcomes:</u></p> <p>Information Posters Letters Speeches Diaries Newspaper Article</p> | <p>Street Child (Power of Reading)</p> <p><u>Writing Outcomes</u></p> <p>Biography Captions Glossary Non-Fiction Note of Advice Pen Portraits Poetry Recounts Persuasive letter</p> | <p>The King who banned the dark (Power of Reading)</p> <p><u>Writing Outcomes:</u></p> <p>Story telling Creative writing Persuasive writing Writing a narrative</p> |

| Geography /History | <u>How did Britain change between the end of the Iron age and the end of the Roman occupation?</u> | <u>Why do so many people go to the Mediterranean for their holidays?</u> | <u>How are mountains formed and what causes an earthquake or volcano?</u> | <u>What did the Ancient Greeks bring to the world?</u> | <u>How did the Industrial Revolution shape the UK we know today?</u> | <u>How do we energise ourselves in the UK?</u> |
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| | <p>To know who the Romans were.</p> <p>Know why the Romans came to Britain first place</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>To know why there was some resistance against the Roman occupation</p> <p>To know why the Romans left Britain.</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>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>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>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>Know how important electricity is for homes and industry</p> <p>Know what is meant by nuclear and coal powered energy</p> <p>Know why it is important to 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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| <p>Geography / History 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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| Maths | Number | Multiplication and Division: | Measurement: Area | Fractions and Decimals | Measurement: Money and Time | Geometry: |
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| | Represent numbers to 1,000 | Multiply by 10 | What is area? | Unit and non-unit fractions | | Turns and angles |
| | 100s, 10s and 1s | Multiply by 100 | Counting squares | What is a fraction? | Pounds and pence | Right angles in shapes |
| | Number line to 1,000 | Divide by 10 | Making shapes | Tenths | Ordering money | Compare angles |
| | Round to the nearest 10 | Divide by 100 | Comparing area | Equivalent fractions | Estimating money | Identify angles |
| | Round to the nearest 100 | Multiply by 1 and 0 | | Fractions greater than 1 | Convert pounds and pence | Compare and order angles |
| | Count in 1,000s | Divide by 1 and itself | | Count in fractions | Add money | Recognise and describe 2-D shapes |
| | 1,000s, 100s, 10s and 1s | Multiply and divide by 3 | | Add fractions | Subtract money | Triangles |
| | Partitioning | The 3 times-table | | Add 2 or more fractions | Find change | Quadrilaterals |
| | Number line to 10,000 | Multiply and divide by 6 | | Subtract fractions | Four operations | Horizontal and vertical |
| | Find 1, 10, 100 more or less | Multiply and divide by 9 | | Subtract from whole amounts | Hours, minutes and seconds | Lines of symmetry |
| | 1,000 more or less | Multiply and divide by 7 | | Fractions of a set of objects (1) | Years, months, weeks and days | Complete a symmetric figure |
| | Compare numbers | 11 and 12 times-table | | Calculate fractions of a quantity | Analogue to digital – 12 hour | Describe position |
| | Order numbers | Multiply 3 numbers | | Problem solving – calculate quantities | Analogue to digital – 24 hour | Draw on a grid |
| | Round to the nearest 1,000 | Factor pairs | | Recognise tenths and hundredths | | Move on a grid |
| | Count in 25s | Written methods | | Divide 1-digit by 10 | | Describe movement on a grid |
| | Negative numbers | Multiply 2-digits by 1-digit (1) | | Divide 2-digits by 10 | | Interpret charts |
| | | Multiply 2-digits by 1-digit | | Hundredths | | Comparison, sum and difference |
| | | Multiply 3-digits by 1-digit | | | | Introducing line graphs |
| | | Divide 2-digits by 1-digit (1) | | | | |
| | | Divide 2-digits by 1-digit (1) | | | | |

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| <div data-bbox="94 90 250 151" data-label="Image"></div> <div data-bbox="94 151 250 1414" data-label="Text"> <p>DT (Food Technology)</p> </div> | | | <p>Afternoon Tea:</p> <p>Making bread, sandwiches, Rice Krispie cakes and salad cups.</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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| Art/DT Key Statements | <u>Create a Roman weapon to propel a marble one metre which is operated by a lever system</u> | <u>Roman Mosaics</u> | <u>Paul Cezanne (Still life using pastels)</u> | <u>Create a A4 personal flag for the opening ceremony of the Ancient Greek Olympics which incorporates a running stitch</u> | <u>LS Lowry</u> | <u>Create a wind turbine that stands at least 50cm and can move in the wind.</u> |
| | Research to find out more about Roman weapons | Research to find examples of Roman mosaic floors | Research the work of Paul Cezanne and others | Research what happened at the Greek Olympics | Research the work of LS Lowry and talk about his style of painting | Research wind turbines and consider how the blades move |
| | Design a weapon with a lever system and has the capability of propelling a marble at least 1m | Use sketchbooks to capture initial ideas of what you want to create | Sketch out some ideas in sketchbooks, paying particular attention to shape, tone and colour | Design a flag that is made from different materials | Use sketchbooks to capture initial ideas linked to Lowry's work | Design a wind turbine that is sturdy enough to withstand the wind and is at least 50cm tall. |
| | Gather the resources needed to make the weapon | Roll clay to a given depth and use spatula to mark the clay carefully | Arrange the natural items in such a way as to create a memory of an environment being focused on | Gather the resources needed to make the flag | Use sketchbooks to capture industrial revolution images and to experiment with paint | Gather resources needed to make the wind turbine |
| | Evaluate the end product (weapon) and consider how it could be improved | Ensure that the marks are clear and allow clay to dry | Take a photograph of the sculpture and then dismantle and start again | Join different parts of the flag by sewing, showing appropriate sewing techniques | Work towards creating a final piece of art work linking painting with the industrial revolution | Make a wind turbine, ensuring that it is fit for purpose |
| | Ensure that the weapon looks authentic and is stable with a working lever system | Paint and glaze the final piece | | Evaluate the completed flag and consider how it could be improved | | Evaluate the wind turbine against the original design |

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| 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 | 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 | 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. | Mu2/1.3 listen with attention to detail and recall sounds with increasing aural memory | Mu2/1.4 use and understand staff and other musical notations | 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 | Mu2/1.2 improvise and compose music for a range of purposes using the interrelated dimensions of music |
| | Mu2/1.6 develop an understanding of the history of music. | Autumn 2 Unit: Glockenspiel Stage 2 | Music Hub-Charanga Spring 1 Unit: Stop! | Music Hub-Charanga Spring 2 Unit: Lean On Me | Music Hub-Charanga Summer 1 Unit: Blackbird | Music Hub-Charanga Unit: Reflect, Rewind and Replay |
| | Music Hub-Charanga Autumn 1 Unit: Mamma Mia | Style: Learning basic instrumental skills by playing tunes in varying styles | Style: Grime, Classical, Bhangra, Tango, Latin Fusion | Style: Gospel | Style: Coming soon! | Style: Western Classical Music and your choice from Year 4 |
| | Style: ABBA | Topic and cross curricular links: Introduction to the language of music, theory and composition. Waltzing Matilda | Topic and cross curricular links: Composition, Bullying. | 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. | Topic and cross curricular links: Coming soon! | 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. |
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Swimming:

PE2/1.2 Swimming and water safety

PE2/1.2a swim competently, confidently and proficiently over a distance of at least 25 metres

PE2/1.2b use a range of strokes effectively

PE2/1.2c perform safe self-rescue in different water-based situations.

| PE | Rugby Hockey | Athletics Fitness | Gymnastics Basketball | Handball Dodgeball | Cricket Netball | Tennis Sports Day/Games |
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| | <p>PE2/1.1a use running, jumping, throwing and catching in isolation and in combination</p> <p>PE2/1.1b play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending</p> <p>PE2/1.1f compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p> | <p>PE2/1.1a use running, jumping, throwing and catching in isolation and in combination</p> <p>PE2/1.1b play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending</p> <p>PE2/1.1e take part in outdoor and adventurous activity challenges both individually and within a team</p> <p>PE2/1.1f compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p> | <p>PE2/1.1a use running, jumping, throwing and catching in isolation and in combination</p> <p>PE2/1.1e take part in outdoor and adventurous activity challenges both individually and within a team</p> <p>PE2/1.1f compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p> | <p>PE2/1.1a use running, jumping, throwing and catching in isolation and in combination</p> <p>PE2/1.1b play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending</p> <p>PE2/1.1f compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p> | <p>PE2/1.1a use running, jumping, throwing and catching in isolation and in combination</p> <p>PE2/1.1b play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending</p> <p>PE2/1.1f compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p> <p>PE2/1.1e take part in outdoor and adventurous activity challenges both individually and within a team</p> | <p>PE2/1.1a use running, jumping, throwing and catching in isolation and in combination</p> <p>PE2/1.1b play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending</p> <p>PE2/1.1f compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p> |

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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? |
| | Know how sound is made and what happens as sound travels away from its source | Know that certain materials can change state | Explore and use classification keys to group living things | | Know and name the parts of the digestive system | Know about common appliances that run on electricity |
| | Know how sound travels from the source to the ears | Know what the temperature of water is when it boils or freezes | Know that plants can be grouped into flowering and non flowering plants | | Know about the function of each organ of the digestive system | Know how to construct a simple series electrical circuit |
| | Know to associate sound with vibration | Know which materials, other than water, changes state | Know that animals can be grouped into amphibians, reptiles, birds, mammals and fish | | Know and identify the different types of teeth in humans | Identify and name the basic parts of the circuit, including cells, wires, bulbs, switches and buzzers |
| | Know the correlation between pitch and the object producing a sound | Explain the differences between solids, liquids and gases | Recognise that environments can change for good | | Know the function of different human teeth | Know that a switch opens and closes a circuit |
| | Know the correlation between the volume of a sound and the strength of the vibrations that produced it | Know what is meant by the terms: condensation, and evaporation | Recognise that some changes to the environment can be a danger to living things | | Construct and use food chains to identify producers, predators and prey | Know about some common conductors and insulators |

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| <p>Science 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 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 | <u>Computing systems and networks – The Internet</u> | <u>Creating media - Audio production</u> | <u>Programming A – Repetition in shapes</u> | <u>Data and information – Data logging</u> | <u>Creating media – Photo editing</u> | <u>Programming B – Repetition in games</u> |
| | Lesson 1 Connecting networks | Lesson 1 Recording sound | Lesson 1 Programming a screen turtle | Lesson 1 Answering questions | Lesson 1 Changing digital images | Lesson 1 Using loops to create shapes |
| | Lesson 2 What is the internet made of? | Lesson 2 Editing audio | Lesson 2 Programming letters | Lesson 2 Data collection | Lesson 2 Recolouring | Lesson 2 Different loops |
| | Lesson 3 Sharing information | Lesson 3 Planning a podcast | Lesson 3 Patterns and repeats | Lesson 3 Logging | Lesson 3 Cloning | Lesson 3 Animate your name |
| | Lesson 4 What is a website? | Lesson 4 Creating a podcast | Lesson 4 Using loops to create shapes | Lesson 4 Analysing data | Lesson 4 Combining | Lesson 4 Modifying a game |
| | Lesson 5 Who owns the web? | Lesson 5 Behind the scenes | Lesson 5 Breaking things down | Lesson 5 Data for answers | Lesson 5 Creating | Lesson 5 Designing a game |
| | Lesson 6 Can I believe what I read? | Lesson 6 Evaluating podcasts | Lesson 6 Creating a program | Lesson 6 Answering my question | Lesson 6 Evaluating | Lesson 6 Creating our games |

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| 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 | Animal 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: | - | - | Art Exhibition (Cezanne & Lowry). | Greek Day | - | - |