Year 4

Yearly Overview Long Term Plan

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

Geography /History	**How did Britain change between the end of the Ironage and the end of the Roman occupation?** To know who the Romans were. Know why the Romans came to Britain first Place Know how the Romans changed the landscape in Britain Consider what was the most important change the Romans brought to Britain. To know why there was some resistance against the Roman occupation To know why the Romans left Britain.	**How do we energise ourselves in the UK?** Know how important electricity is for homes and industry Know what is meant by nuclear and coal powered energy Know why it is important consider alternative energy Know why solar energy is now more important than ever Know what we mean by wind turbines	**How are mountains formed and what causes an earthquake or volcano?** Know what tectonic plates are Know how mountains are formed Know and locate the most well-known mountains in the UK and the world Know what causes an earthquake Know what causes a volcano	**What did the Ancient Greeks bring to the world?** Know why the Ancient Greeks were more advanced than Ancient Britons? Know what the Ancient Greeks introduced that webenefit from today? Know how the Ancient Greeks were influenced by their Gods? Know how important philosophy and democracy was in helping the Greeks tobe remembered today ? Know what the main characteristics of the Spartans and the Athenians were?	**How did the Industrial Revolutionshape the UK we know today?** What do we mean by industrial revolution? What were living conditions like for people who worked insome of the industries? Which industries were most prominent during the industrial revolution? What was the impactthat immigration hadon the industrial revolution? How did the industrial revolution shape Nottingham?	**Why do so many people go to the Mediterranean for their holidays?** Locate the Mediterranean on a map and globe Know which countries are on the Mediterranean coast Consider the climate of the Uk and that of the Mediterranean each month Compare and contrast holiday resort on the Mediterranean with that of one in the uk Consider similarities and differences of food, languages, lifestyle, especially jobs.

Geography / History Objectives	Hi2/1.2 Roman Britain Pupils should be taught about the Roman empire andits impact on Britain	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	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	Hi2/2.4 Ancient Greece Pupils should be taught a study of Greek life and achievements and their influence on the western world	Hi2/2.2 Extended chronological study a significant turning point in British history, for example, the first railways or the Battle of Britain	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 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

Maths	**Number** Represent numbers to 1,000 100s, 10s and 1s Number line to 1,000 Round to the nearest 10 Round to the nearest 100 Count in 1,000s 1,000s, 100s, 10s and1s Partitioning Number line to 10,000 Find 1, 10, 100 more or less 1,000 more or less Compare numbers Order numbers Round to the nearest 1,000 Count in 25s Negative numbers	**Multiplication and Division:** Multiply by 10 Multiply by 100 Divide by 10 Divide by 100 Multiply by 1 and 0 Divide by 1 and itself Multiply and divide by 3 The 3 times-table Multiply and divide by 6 Multiply and divide by 9 Multiply and divide by 7 11 and 12 times-table Multiply 3 numbers Factor pairs Written methods Multiply 2-digits by 1-digit (1) Multiply 2-digits by 1-digit Multiply 3-digits by 1-digit Divide 2-digits by 1-digit (1) Divide 2-digits by 1-digit (1)	**Measurement: Area** What is area? Counting squares Making shapes Comparing area	**Fractions and Decimals** Unit and non-unit fractions What is a fraction? Tenths Equivalent fractions Fractions greater than 1 Count in fractions Add fractions Add 2 or more fractions Subtract fractions Subtract from whole amounts Fractions of a set of objects (1) Calculate fractions of a quantity Problem solving – calculate quantities Recognise tenths and hundredths Divide 1-digit by 10 Divide 2-digits by 10 Hundredths	**Measurement: Money and Time** Pounds and pence Ordering money Estimating money Convert pounds and pence Add money Subtract money Find change Four operations Hours, minutes and seconds Years, months, weeks and days Analogue to digital – 12 hour Analogue to digital – 24 hour	**Geometry**: Turns and angles Right angles in shapes Compare angles Identify angles Compare and order angles Recognise and describe 2-D shapes Triangles Quadrilaterals Horizontal and vertical Lines of symmetry Complete a symmetric figure Describe position Draw on a grid Move on a grid Describe movement on a grid Interpret charts Comparison, sum and difference Introducing line graphs

DT (Food Technology)			**Afternoon Tea:** Making bread, sandwiches, Rice Krispie cakes and salad cups. DT2/2.1a understand and apply the principles of a healthy and varied diet 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 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] DT2/2.1c understand the source, seasonality and characteristics of a broad range of ingredients			

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

Art/DT Objectives	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 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 DT2/1.2a select from and use a wider range of tools and equipment to perform practical tasks accurately 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 DT2/1.3a investigate and analyse a range of existing products DT2/1.3b evaluate their ideas and products against their own design criteria and consider the views of others to improve their work	DT2/1.1a use research and develop design criteria to inform the design of innovative, functional, appealing products that are fitfor purpose, aimed at particular individuals or groups DT2/1.1b generate, develop, model and communicate their ideas through discussion, annotatedsketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design DT2/1.2a select from and use a wider range of tools andequipment to perform practical tasks accurately DT2/1.2b select from and use a wider range of materialsand components, including construction materials, textilesand ingredients, according to their functional properties andaesthetic qualities DT2/1.3a investigate and analyse a range of existingproducts DT2/1.3b evaluate their ideas and products against their own design criteria andconsider the views of othersto improve their work DT2/1.3c understand how key events and individuals in design and technology have helped shape the world	Ar2/1.1 to create sketch books to record their observations and use them to review and revisit ideas Ar2/1.2 to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials Ar2/1.3 about great artists, architects and designers in history.	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 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 DT2/1.2a select from and use a wider range of tools and equipment to perform practical tasks accurately 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 DT2/1.3a investigate and analyse a range of existing products DT2/1.3b evaluate their ideas and products against their own design criteria and consider the views of others to improve their work DT2/1.3c understand how key events and individuals in design and technology	Ar2/1.1 to create sketch books to record their observations and use them to review and revisit ideas Ar2/1.2 to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials Ar2/1.3 about great artists, architects and designers in history.	Ar2/1.1 to create sketch books to record their observations and use them to review and revisit ideas Ar2/1.2 to improve their mastery of art and design techniques, including drawing, painting and sculpture with a rangeof materials Ar2/1.3 about great artists, architects and designers in history.

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-CharangaSpring 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-CharangaSpring 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-CharangaSummer 1 Unit: Blackbird Style: Coming soon! Topic and crosscurricular links: Coming soon!	Mu2/1.2 improvise and compose music for a range of purposes using the interrelated dimensionsof music Music Hub-CharangaUnit: 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.

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 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 PE2/1.1f compare their performances with previous ones and demonstrate improvement to achieve their personal best.	Athletics Fitness 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 PE2/1.1e 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.	Gymnastics Basketball PE2/1.1a use running, jumping, throwing and catching in isolation and in combination 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.	Handball Dodgeball 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 PE2/1.1f compare their performances with previous ones and demonstrate improvement to achieve their personal best.	Cricket Netball 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 PE2/1.1f 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	Tennis Sports Day/Tchoukball 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 PE2/1.1f compare their performances with previous ones and demonstrate improvement to achieve their personal best.

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

Science Objectives	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 Sc4/4.1c find patterns between the pitch of a sound and features of the object that produced it Sc4 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	Sc4/4.2a identify common appliances that run on electricity Sc4/4.2b construct a simple series electrical circuit, identifying and naming its basic parts, including cells, 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.	Sc4/2.1a 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 variety of living things in their local and wider environment Sc4/2.1c recognise that environments can change and that this can sometimes pose dangers to living things		Sc4/2.2a describe the simple functions of the basic parts of the digestive system in humans Sc4/2.2b identify thedifferent types of teethin humans and their simple functions Sc4/2.2c construct and interpret a variety of food chains, identifying producers, predators and prey.	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) Sc4/3.1c identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.

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

RE Notts syllabus and Focus challenge curriculum	Why do some people think that lifeis 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 feelingsBullying 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 – Snowmanand 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).**	**Greek Day**	-	-