

Year 4 – Yearly Overview						
	Autumn 1 8 weeks	Autumn 2 7 weeks	Spring 1 5 weeks	Spring 2 5 weeks	Summer 1 7 weeks	Summer 2 7 weeks
Learning umbrella	British History - Tudors		Africa – Ancient Egyptians		Africa – Scramble for Africa	
Spelling	I can use further prefixes (il, im, ir, re, sub, inter, super, anti, auto) and suffixes (ation, ly) and understand how to add them to root words.	I can use words ending in /g/ spelt –gue (French origin) I can use words ending in /k/ spelt – que	I can use words with endings -sure and -ture I can use the suffix -ous	I can use endings spelt -tion, -sion, -ssion and -cian	I can write from memory simple sentences including words and punctuation taught so far	Consolidate and revisit spelling rules taught this year.
	I can spell further homophones I can use the first two or three letters of a word to check in a thesaurus					
Key Words	accident(ally) actual(ly) address answer busy/business caught centre century certain circle complete consider	continue decide describe different difficult disappear exercise experience experiment extreme famous	favourite grammar imagine increase important interest knowledge medicine	mention minute natural naughty notice occasion(ally) particular peculiar	popular position possess(ion) probably promise purpose quarter question recent regular	remember sentence separate strength suppose surprise therefore various
Grammar/punctuation	I can choose nouns or pronouns to make my meaning clear and avoid repetition I can recognise and use collective nouns appropriately I can use the determiners a, an and the appropriately and recognise numbers as determiners I can use a wide range of punctuation accurately and consistently	I can use a wider range of conjunctions to extend a range of sentences with more than one clause I can use a wider range of conjunctions to extend a range of sentences with more than one clause I can identify main and subordinate clauses accurately and consistently	I can use powerful verbs to describe I can make the appropriate tense choices for a task I know and follow the rules of Standard English I can use apostrophe for contraction and possession (including regular and irregular plural nouns)	I can punctuate direct speech using inverted commas and other punctuation I can use fronted adverbials followed by commas (when, where, how and general)	I recognise the difference between a clause and a phrase and use both appropriately I can use conjunctions, adverbs or prepositions to express time, place and cause I can use expanded noun phrases with modifying adjectives and prepositional phrases	Consolidate

Composition	<p>I can plan to use the correct structure in my writing I can open and/or end writing appropriately I can use increasingly varied vocabulary and grammar I can use a variety of stylistic features for purpose and effect I can use techniques to engage the reader I can organise paragraphs around a theme, linking them when appropriate I can change paragraph with increasing accuracy I can create settings, characters and plot in stories I can write non-fiction, using simple devices to organise my work I can evaluate and edit, learning from the effectiveness of my own and others' writing and making improvements. I can evaluate and edit, improving my writing by making changes to grammar and vocabulary I can proofread for spelling and punctuation I can read my own writing to a group or class using appropriate intonation/tone/volume so that the meaning is clear</p>					
Writing	<p>Writing to inform -Non-chronological report Writing to entertain - Setting description</p>	<p>Writing to persuade – Leaflet Writing to inform – Information report</p>	<p>Writing to persuade – Advert Writing to inform – Diary entry</p>	<p>Writing to entertain - Narrative – Characterising speech Writing to entertain - Setting description</p>	<p>Writing to inform - Instructions Writing to entertain - Character description</p>	
Reading	Whole Class Read: 'Treason' - by Berlie Doherty	Whole Class Read: Shakespeare - 'Twelfth Night'	Whole Class Read: 'Cogheart' – Peter Bunzl	Whole Class Read: 'A Good Day For Climbing Trees' - by Jaco Jacobs	Whole Class Read: 'Journey to Jo'Burg' - by Beverley Naidoo	Whole Class Read: 'The Secret of the Purple Lake' - by Yaba Badoe
Maths	<p>Place Value Addition and Subtraction</p>	<p>Measurement: Area Multiplication and Division</p>	<p>Multiplication and Division Measurement: length and perimeter</p>	<p>Fractions Decimals</p>	<p>Decimals Money Time</p>	<p>Shape Statistics Position and Direction</p>
Times Tables	Revisit of tables taught so far.	3, 6, 9 times tables	4. 8. 12 times tables	7 times tables	Consolidate	Consolidate
Science	<p>Children can sort materials by state. Children know that some materials change state. Children know the terms evaporation and condensation. Children notice that light is reflected from surfaces. Children use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.</p>		<p>Children can explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object Children understand how the tilt and rotation of the earth leads to seasonal change Children explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant Children explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</p>		<p>Children can describe the simple functions of the basic parts of the digestive system in humans Children can identify the different types of teeth in humans and their simple functions Children can construct and interpret a variety of food chains, identifying producers, predators and prey. Children identify that humans and some other animals have skeletons and muscles for support, protection and movement. Children can describe in simple terms how fossils are formed when things that have lived are trapped within rock.</p>	

					Children describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.	
Geography	Children know the name and can locate some towns and cities that were important during Tudor times.	Children know where Africa is on a map of the world. Children know the names of the main oceans and seas around Africa – Atlantic, Indian Ocean, Red Sea, Mediterranean Sea. Children know where modern day Egypt is on a map of the world and can describe the climate of the country.	Children know of the 6 main climate zones – polar, continental, temperate, Mediterranean, arid and tropical and how they differ from each other. Children know what lines of latitude are and how they relate to climate zones. Children know how to read a climate graph and can suggest which climate zone and hemisphere the climate graph may be from.	Children can suggest reasons why the River Nile was important to daily life in Egypt. Children can name some natural resources found in some African countries.	Children know how to read a population pyramid (populationpyramid.net) – what is happening to the birth rate in Africa compared to other countries around the world (UK, Japan, USA). Children understand what is meant by the term biome and can identify the common features and location of polar, tundra, taiga, deciduous forest, steppe, Mediterranean, desert, savannah, tropical rainforest, mountain on a world map.	
History	Children suggest why historians disagree on who was the greatest Tudor monarch (Henry 7th or Elizabeth 1st) and/or who was the worst (Henry 8th or Mary 1st).	Children consider if William Shakespeare is still relevant today. Children know why Fountains Abbey is in ruins.	Children know how the social structure of Ancient Egypt relates to the building of the Pyramids. Children know how Ancient Egyptian beliefs impacted their life.	Children suggest whether Cleopatra was a hero or a villain of Ancient Egypt. Children can suggest similarities and differences between Ancient Egyptian life and the Maya People.	Children know what led to the Berlin Conference. Children suggest why a country would wish to control another. Children know some key events of Africa's colonial past.	Children know what impact colonialism had on some African countries. Children suggest why Ethiopia was not colonised.
Art	Children develop skills in different shading techniques (hatching, cross-hatching, contour, stippling, finger-blending).	Children can use wooden mannequins to help them draw a human body in proportion. Children can use simple shapes to draw the basic form of a human body. Children can use different grades of pencil to show line, tone and texture.		Children can make choices on colour to create mood with colour. Children are able to write about their artwork and explain their creative decisions. Children are beginning to feel safe enough to take creative risks and follow their intuition.	Children know how to cross-stitch. Children select the most appropriate techniques to decorate textiles.	Children are able to discuss their own work and offer constructive and thoughtful feedback to their peers. Children can compare the work of different notable artists and designers. Children are able to decide which media would be most

		<p>Children understand how art has been used to influence and potentially mislead people throughout history and into modern day.</p> <p>Children can draw faces in proportion with increasing detail.</p> <p>Children know that changing the pressure on a pencil will give different shades.</p>		<p>Children recognise cultural influences in artists' pieces.</p> <p>Children know which types of brushes are used for specific purposes.</p>		<p>appropriate when creating a final piece.</p> <p>Children understand the qualities and potential of materials as a way of problem solving and expression.</p> <p>Children can apply colour using dotting, scratching and splashing to imitate an artist.</p> <p>Children take inspiration from the Pointillism movement and paint using dots, so tone and shading is evident.</p> <p>Children understand how to add depth to their drawings.</p>
DT	<p>Children can name and sort foods into the five food groups.</p> <p>Children know that a healthy diet is made up from a variety and balance of different food and drink.</p> <p>Children know that to be active and healthy, food and drink are needed to provide energy for the body.</p> <p>Children know that recipes can be adapted to change the appearance, taste, texture and aroma.</p> <p>Children can peel fruit and vegetables safely.</p>		<p>Children can use scientific knowledge of the transference of forces to choose appropriate mechanisms for a product (such as levers, winding mechanisms, pulleys and gears.)</p> <p>Children create products using levers, pulleys and gears.</p> <p>Children develop their own design criteria and use these to inform their ideas.</p> <p>Children can order the main stages of the making of their product.</p> <p>Children apply appropriate cutting and shaping techniques that include cuts within the perimeter of the material (such as slots or cut outs).</p>		<p>Use the work of an African inventor, designer, engineer, chef or manufacturer to generate ideas for designs.</p> <p>Children choose suitable techniques to construct products or to repair items.</p> <p>Children generate realistic ideas, focusing on the needs of the user.</p> <p>Children make design decisions that take account of the availability of resources.</p> <p>Children use smaller eyed needles to sew.</p> <p>Children know how to sew a button onto a piece of fabric.</p>	

			Children select appropriate joining techniques/ resources.		Children understand the need for a seam allowance. Children are confident with running stitch and back-stitch and can use stitches to join materials.	
RE	Why is Jesus inspiring to some people?		Why do some people think that life is a journey? What significant experiences mark this?		What does it mean to be a Hindu in Britain today?	
Music	<p>I can listen to different pieces of music and talk about the effect on the mood and how it makes me feel.</p> <p>I can use my extended musical vocabulary to express personal taste.</p> <p>I can create at least one simple melody using up to three different notes.</p> <p>I can improvise freely, using 1 note, making use of known musical features.</p> <p>I can sing in unison and in tune with a sense of phrase, showing control in my voice.</p> <p>I can use my voice or an instrument to maintain a simple part.</p>		<p>I can listen and comment on music from different historical periods, displaying understanding of how music has developed over time.</p> <p>I can both oversee a group and take directions when working on a composition.</p> <p>I can recognise crotchets, crotchet rests, quaver, minims, semibreves and use them to compose rhythms.</p> <p>I can sing accurately with good posture and breathing and can sing songs with a more complicated texture.</p>		<p>I can describe music using words such as duration, timbre, pitch beat, tempo, and texture.</p> <p>I can carry on if I mistake in a performance.</p> <p>I can recognise different note values and arrange these to create a simple repeated pattern.</p> <p>I can perform by ear and by using forms of notation.</p>	
Computing	Computing systems and networks – The Internet	a) Video Editing & b) 3D Design	a) Data handling & b) Inside a computer	a) Programming Scratch & b) Programming Lego We.Do	Ebook Creation	Animation
Latin	<p>Unit 5</p> <p>5.1 How to read a latin sentence (recap)</p> <p>5.2 Sentence practice</p> <p>5.3 More sentence practice</p>	<p>Unit 5</p> <p>5.3a Roman food</p> <p>5.4 Story Translation</p> <p>5.5 Summary and assessment</p>	<p>Unit 6</p> <p>6.1 Recap of work so far</p> <p>6.2 Latin numbers</p> <p>6.2a Greek numbers</p> <p>6.3 'to be'</p>	<p>Unit 6</p> <p>6.4 More 'to be'</p> <p>6.4a Dinosaur compounds</p> <p>6.5 Story</p> <p>6.6 Summary and Assessment</p> <p>6.6a The Olympics</p>	<p>Unit 7</p> <p>7.1 Self descriptions</p> <p>7.2 Guess who?</p> <p>7.2a Scientific classification</p> <p>7.3 Adjectival agreement (gender)</p> <p>7.3a Homeric epic</p>	<p>Unit 7</p> <p>7.4 Adjectival agreement (number)</p> <p>7.5 Adjectival Agreement (subject / object)</p> <p>7.6 Adjectives practice</p> <p>7.7 Story</p> <p>7.8 Summary and Assessment</p>

PE	Coordination – Footwork Static Balance – One Leg	Dynamic Balance to Agility – Jumping and Landing Static Balance - Seated	Gymnastics – Flight and Travel	Dance – Shape, Artistry and Circles	Agility – Reaction/Response Static Balance - Footwork	Athletics: Jump, Throw, Track, Sports Day Training
PHSE	Becoming an Active Citizen	My Healthy Lifestyle	Changing Me	Celebrating Differences	Keeping Myself Safe	Me and My Future
E-safety	Self-Image and Identity	Online Relationships	Online Reputation	Managing Online Information	Health, Wellbeing and Lifestyle	Online Bullying
Coppice 50	Sleep away from home.	Make and sell something to raise money. Raise money for charity.	Create an e-safety guide for parents. Take part in a play or a show	Visit a place of worship – Hinduism	Visit an art gallery, museum, library or theatre. Go fossil hunting.	Go on a ramble – Follow a river Showcase a created film/animation Create own piece of music to accompany a film/book passage.