Inspiring all to Aspire, Believe and Care

'Let your Light shine' Matthew 5:16

Year 4 Yearly overview

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Maths	Place Value • Represent numbers to 1,000 • Partition numbers to 1,000 • Number line to 1,000 • Thousands • Represent numbers to 10,000 • Partition numbers to 10,000 • Flexible partitioning of numbers to 10,000 • Find 1, 10, 100, 1,000 more or less • Number line to 10,000 • Estimate on a number line to 10,000 • Compare numbers to 10,000 • Order numbers to 10,000 • Roman numerals	Measurement – Area • What is area? • Count squares • Make shapes • Compare areas Multiplication and division • Multiples of 3 • Multiply and divide by 6 • 6 times-table and division facts • Multiply and divide by 9 • 9 times-table and division facts • The 3, 6 and 9 times-tables • Multiply and divide by 7 • 7 times-table and division facts • 11 times-table and division facts • 12 times-table and division facts	Multiplication and division • Factor pairs • Use factor pairs • Multiply by 10 • Multiply by 100 • Divide by 10 • Divide by 100 • Related facts – multiplication and division • Informal written methods for multiplication • Multiply a 2-digit number by a 1-digit number • Multiply a 3-digit number by a 1-digit number • Divide a 2-digit number by a 1-digit number (1) • Divide a 2-digit number by a 1-digit number (2) • Divide a 3-digit number by a 1-digit number • Correspondence problems • Efficient multiplication	Fractions • Understand the whole • Count beyond 1 • Partition a mixed number • Number lines with mixed numbers • Compare and order mixed numbers • Understand improper fractions • Convert mixed numbers to improper fractions • Convert improper fractions to mixed numbers • Equivalent fractions on a number line • Equivalent fraction families • Add two or more fractions • Add fractions and mixed numbers	Decimals • Make a whole with tenths • Make a whole with hundredths • Partition decimals • Flexibly partition decimals • Compare decimals • Order decimals • Round to the nearest whole number • Halves and quarters as decimals Money • Write money using decimals • Convert between pounds and pence • Compare amounts of money • Estimate with money • Calculate with money • Solve problems with money	Shape • Understand angles as turns • Identify angles • Compare and order angles • Triangles • Quadrilaterals • Polygons • Lines of symmetry • Complete a symmetric figure Statistics • Interpret charts • Comparison, sum and difference • Interpret line graphs • Draw line graphs Position and Direction • Describe position using coordinates • Plot coordinates • Draw 2-D shapes on a grid • Translate on a grid

	• Round to the nearest 10 • Round to the nearest 100 • Round to the nearest 1,000 • Round to the nearest 10, 100 or 1,000 Addition and Subtraction • Add and subtract 1s, 10s, 100s and 1,000s • Add up to two 4-digit numbers – no exchange • Add two 4-digit numbers – one exchange • Add two 4-digit numbers – more than one exchange • Subtract two 4-digit numbers – no exchange • Subtract two 4-digit numbers – one exchange • Subtract two 4-digit numbers – more than one exchange • Efficient subtraction	• Multiply by 1 and 0 • Divide a number by 1 and itself • Multiply three numbers	Measurement – Length and perimeter • Measure in kilometres and metres • Equivalent lengths (kilometres and metres) • Perimeter on a grid • Perimeter of a rectangle • Perimeter of rectilinear shapes • Find missing lengths in rectilinear shapes • Calculate perimeter of rectilinear shapes • Perimeter of regular polygons • Perimeter of polygons	• Subtract two fractions • Subtract from whole amounts • Subtract from mixed numbers Decimals • Tenths as fractions • Tenths as decimals • Tenths on a place value chart • Tenths on a number line • Divide a 1-digit number by 10 • Divide a 2-digit number by 10 • Hundredths as fractions • Hundredths as decimals • Hundredths on a place value chart • Divide a 1- or 2-digit number by 100	Time • Years, months, weeks and days • Hours, minutes and seconds • Convert between analogue and digital times • Convert to the 24-hour clock • Convert from the 24-hour clock	• Describe translation on a grid

	• Estimate answers • Checking strategies					
English writing	**Text: Leo and the Gorgon's Curse by Joe Todd-Stanton** **Outcome:** Non-chronological report (3 weeks) **Purpose**: To inform **Audience**: Anybody with a personal interest in the subject. **Ingredients**: • Use prediction skills • Sequence a text • Summarise a text • Identify key features of non-chronological report • Research mythological creatures • Explore a variety of sentence openers • Use coordinating conjunctions. **Media: Marshmallows film on Literacy Shed** (2 weeks)	**Aesop's Fables** **Retold by Michael Rosen** Narrative – (3 weeks) **Text: Alice's Adventures in Wonderland by Lewis Carroll** (3 weeks) **Outcome**: Narrative **Purpose**: To entertain **Audience**: Anybody interested in Lewis Carroll **Ingredients**: • Capital letters • Fronted adverbials • Relative clauses • Use inverted commas • Use descriptive and ambitious language • Organise into paragraphs **Poetry** **Outcome**: Free verse Poetry **Purpose**: To entertain **Audience**: Anyone who enjoys poetry.	**Kenning Poem** -Roman soldier (1 week) **Outcome**: Kenning Poem **Purpose**: To entertain **Audience**: Anybody interested in poetry **Ingredients**: • A poem that describes without naming the focus • Two words per line • Two words joined together using a hyphen • Research • Describe a Roman Soldier **You wouldn't Want to be A Roman Gladiator by John Malam** (2weeks) **Outcome**: Instructional text. **Purpose**: To inform **Audience**: Anybody interested in Romans. **Ingredients**: • Give and follow verbal instructions • Use prepositions	**Book week** **The Buildings that made London by David Long** (3 weeks) **Outcome**: Formal persuasive Letter **Purpose**: To persuade **Audience**: The person we are persuading **Ingredients**: • Word classes • Commas after fronted adverbials • Commas for parenthesis • Conjunctive adverbs • Fronted adverbials of sequence • Proper nouns • Conjugating tenses • Simple, compound, complex sentences. **Boudicca** **By Collins Big Cat** (2 weeks) **Outcome**: Biography	**Guy Fawkes and the Gunpowder Plot by Izzi Howell** (2 weeks) **Outcome**: Newspaper report **Purpose**: To inform **Audience**: Newspaper reader **Ingredients**: • Provide factual information • Use formal language • Use journalistic language • Understand the layout of a newspaper report • Use past, present and future tense • Include direct speech **The Baker's Boy and the Great Fire of London by Tom and Tony Bradman** **Outcome**: Thank you letter **Purpose**: To express emotion and experience **Audience**: The reader of the letter	**Kiko's Delivery Service by Eiko Kadona** (3 weeks) **Outcome**: Narrative from another culture **Purpose**: To entertain **Audience**: Anybody interested in Japan **Ingredients**: • VIPERS skills • Visualise a scene and draw your interpretation • Use figurative language – similes • Onomatopoeia • Fronted adverbials • Expanded noun phrases • Write in the first person • Plan two settings and compare **Poetry – Free Verse (1 week)** **Outcome**: Tetractys Poem **Purpose**: To entertain

	Outcome: Narrative **Purpose**: To entertain **Audience**: Anyone interested in media **Ingredients**: • Become a 'Setting Sleuth' • Use extended sentences to describe a setting • Create a setting paragraph • Walk the media and create a timeline • Use senses to write a setting description • Preposition phrases • Summarise • Similes • Figurative language • Experiment with different sentence structures **Black history week** **Outcome**: Biography	**Ingredients**: • Onomatopoeia • Repetition • Personification • Alliteration • No rhyme • Choose a theme • Compose your free verse • Describe your topic to paint a vivid picture to your reader	• Read and follow written instructions • Identify how language, structure and presentation contribute to meaning. • Use imperative verbs • Prepare a group performance • Plan instructions • Write instructions • Edit instructions • Present writing. **Escape from Pompeii by Christian Balit** (3 weeks) **Outcome**: Narrative **Purpose**: To entertain **Audience**: Anybody interested in Pompeii **Ingredients**: • Sensory descriptions • Synonyms • Poem Performance • Powerful verbs • Drama performance • Descriptive recount • Story planning • Editing skills	**Purpose**: To inform **Audience**: Anybody interested in Boudicca **Ingredients**: • Hook the reader with questions and an opening statement • Chronological order • Use past tense • Write in the third person • Use passive voice • Research Boudicca • Include key events of her life • Ellipsis • Adverbials	**Ingredients**: • Create a Tudor house • Use drama to understand the text and experience • Create tension and suspense through writing • Fronted adverbials • Include speech • Noun phrases	**Audience**: Anyone who enjoys poetry **Ingredients**: • Five lines long • No rhyme • Written as a short explanation or story. • Each line adds another syllable The last line has ten syllables

	Purpose: To inform **Audience**: Anyone interested in Mary Seacole **Ingredients**: • Identify Mary Seacole • Research Mary Seacole • Create a timeline of events • Create an interesting opening statement to hook the reader • Summarise main events of MS life • Write in chronological order • Include key influences on MS • Use possessive voice • Include how MS is remembered		• Present			
Reading	Each half term, word reading skills are taught alongside comprehension skills using the VIPERS.					

	V using dictionaries to check the meaning of words that they have read V• use a thesaurus to find synonyms V• discuss why words have been chosen and the effect these have on the reader V• explain how words can capture the interest of the reader V• discuss new and unusual vocabulary and clarify the meaning of these V• find the meaning of new words using the context of the sentence. I• ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives (I know this because questions) I• infer characters' feelings, thoughts and motives from their stated actions. I• consolidate the skill of justifying them using a specific reference point in the text I• use more than one piece of evidence to justify their answer P• justify predictions using evidence from the text. P• use relevant prior knowledge as well as details from the text to form predictions and to justify them. P• monitor these predictions and compare them with the text as they read on E• discussing words and phrases that capture the reader's interest and imagination E• identifying how language, structure, and presentation contribute to meaning E• recognise authorial choices and the purpose of these R• confidently skim and scan texts to record details R• using relevant quotes to support their answers to questions R• retrieve and record information from a fiction or non-fiction text S• use skills developed in year 3 in order to write a brief summary of main points, identifying and using important information. S• identifying main ideas drawn from more than one paragraph. S• identify themes from a wide range of books S• summarise whole paragraphs, chapters or texts S• highlight key information and record it in bullet points, diagrams, maps etc					
Reading for pleasure	Varjak Paw by S.F Said	Varjak Paw by S. F Said Alice's Adventures in Wonderland by Lewis Carroll	The Girl who Stole an Elephant by **Nizrana Farook** Alice's Return to Wonderland	The Girl who stole an Elephant by Nizrana Farook	When the Mountains Roared by Jess Butterworth	Grandpa Frank's Great Big Bucket List
Grammar and Punctuation	Each half term, we teach Grammar and Punctuation explicitly in a SPaG session and interwoven into our Literacy lessons. -Expanded noun phrases -Subordinating conjunctions (AWHITEBUS)					

	-Co-ordinating conjunctions (FANBOYS) -Past simple Past progressive -Present simple Present progressive -Past perfect Present perfect Sentence types: Statement/Command/ Question/Exclamation -Adverbials (TRaMP) -Aa.!? -Inverted commas -Commas to separate a list -Apostrophe for omission and possession -Commas for fronted adverbials					
Spelling	Homophones Ei, eigh, ey sc que, gue 'ch' as 'sh' 'ch' as 'k'	Y in the middle ure sion ous prefix: dis/mis prefix im/re	when to double consonant ou plurals year3/4 spellings prefix: sub, inter, auto, anti	homophones al Suffix: 'ful' Suffixes suffix: 'ous'	Homophones common exception words	unstressed vowels hard and soft g augh and au words compound nouns
PSHE Matters	Being Me	Being Safe	Money Matters	Growing Up	Changes	Drug Education
History	Ancient Greece 1. Ancient Greece: City States 2. Athens and Democracy 3. Sparta 4. The Persian Wars 5. Alexander the Great 6. Greek Philosophy 7. Gods 8. Mythology 9. Art and Architecture 10. The Ancient Olympic Games 11. The Legacy of Ancient Greece		Life in Ancient Rome 1. Locating Ancient Rome 2. Monarchy, Republic, Empire: Rome's different Governments 3. Pompeii 4. A Day in the Life in Ancient Rome 5. Latin	The Rise and Fall of Rome 1. The Punic Wars and the expanding empire 2. Julius Caesar 3. Caesar Augustus and the Pax Romana 4. Christianity in the Roman Empire 5. The Fall of the Roman Empire	The Stuarts 1. James I and the Union of the Crown 2. The Gunpowder Plot 3. Charles I 4. The English Civil War 5. Oliver Cromwell and the Commonwealth 6. The Restoration of Charles II 7. The Great Plague of 1665 8. The Great Fire of London 9. Christopher Wren and the Rebuilding of London 10. James II and the Monmouth Rebellion 11.William of Orange and the Bill of Rights	
Geography	Spatial Sense 1. Globes and the Tropics 2. Scale	Mediterranean Europe 1. Key Places in Europe	Eastern Europe 1. Key Places in Eastern Europe	UK Geography: Northern Ireland 1. An Introduction to	UK Geography: London and the South East	Asia - Japan 1.Location of Japan

	3. Grid References 4. Our Local Area 5. Our Local Area: Changes over Time	2. Climate of Mediterranean Europe 3. Food and Farming 4. Landscape 5. Settlements	2. Climate of Eastern Europe 3. Russia 4. Compare and contrast physical features (with UK Moscow/London) 5. Compare and contrast human features (with UK Moscow/London)	Northern Ireland 2. Visiting Northern Ireland 3. Northern Ireland, the Republic of Ireland and the partition 4. Finn MacCool and the Giant's Causeway 5. The Marble Arch Caves	1.Introduction to the South East 2. London 3. The River Thames and the Thames Barrier 4. Canterbury 5. White Cliffs of Dover – Coastal Erosion and Weathering	2.Weather and Climate in Japan 3. Physical features of Japan 4.Architecture in Japan (Human Features) 5.Feudal Japan
Science	The Human Body The muscular system, the skeletal system, the nervous system, the digestive system, teeth.	Classification of Plants and Animals Cold-blooded or warm-blooded, vertebrates or invertebrates, characteristics of animal classes, classification of plants.	Ecology Habitats, interdependence of organisms and their environment, producers, consumers and decomposers, food webs, producers, predators and prey, human threats to the environment.	Sound How sound is created, how sound travels, sound waves, speed of sound, pitch, intensity, the human voice, hearing, the human ear.	States of Matter and the Water Cycle Change of state, evaporation, condensation, precipitation, humidity, groundwater	Electricity Electric current, circuits, switches, conductors and insulators.
Art	Light Artists: Caravaggio, Vermeer, Goncharova, Begum Concepts: light shows form, using tone to show form and drama, chiaroscuro, ground and underpainting, using/showing light in different ways Skills: Observational drawing, continuous line drawing, using chalk and charcoal for tone, using acrylic paint for tone, painting a ground, underpainting mixing tints	Space Artists: Matisse, Millet, Bruegel, Turner Concepts: Three dimensions: height, width and depth, the illusion of three dimensions, using foreground, middle ground and background, using colour and detail to create depth Skills: Using shade to create tone, using line to draw a landscape, creating a relief in cardboard 3D FORM DRAWING	Design Artists: Matisse, Munch, Kauffman Concepts: Meaning of design in art, the elements of art, composition, cutouts, expressionism, colour and line to create emotion, complementary colours Skills: Arranging a composition, using lines to show expression, painting with watercolour DRAWING PAINTING	Monuments of Ancient Rome: Monuments: The Pantheon, Colosseum, Trajan's Column Concepts: What is a monument, monuments shows Emperor's power, construction and use of the Pantheon and Colosseum (domes and arches), relief sculpture on Trajan's column Skills: Following instructions, model making, working as a team 3D FORM	Monuments of the Byzantine Empire Monuments: Hagia Sofia, Basilica of San Vitale – Ravenna, icons Concepts: Byzantine empire, Constantine and Constantinople, mosaics, Byzantine patterns, what is an icon Skills: copying patterns, painting with watercolour, collage PAINTING COLLAGE	Needlework, Embroidery and Weaving Designers/Artists: MacDonald, Hartnell – Coronation robes, Duchess of Cambridge wedding dress, Raphael, Albers Concepts: What is embroidery, what is weaving – looms, warp thread, weft thread, tapestries Skills: cross-stitch design, cross-stitch, weaving TEXTILES

	and shades in acrylic DRAWING PAINTING					
Computing	The Internet During this unit learners will apply their knowledge and understanding of networks, to appreciate the internet as a network of networks which need to be kept secure. They will learn that the World Wide Web is part of the internet, and be given opportunities to explore the World Wide Web for themselves to learn about who owns content and what they can access, add, and create. Finally they will evaluate online content to decide how honest, accurate, or reliable it is, and understand the consequences of false information.	Audio Production In this unit, learners will initially examine devices capable of recording digital audio, which will include identifying the input device (microphone) and output devices (speaker or headphones) if available. Learners will discuss the ownership of digital audio and the copyright implications of duplicating the work of others. In order to record audio themselves, learners will use Audacity to produce a podcast, which will include editing their work, adding multiple tracks, and opening and saving the audio files. Finally, learners will evaluate their work and give feedback to their peers.	Photo Editing In this unit, pupils will consider how and why data is collected over time. Pupils will consider the senses that humans use to experience the environment and how computers can use special input devices called sensors to monitor the environment. Pupils will collect data as well as access data captured over long periods of time. They will look at data points, data sets, and logging intervals. Pupils will spend time using a computer to review and analyse data. Towards the end of the unit, pupils will pose questions and then use data loggers to automatically collect the data needed to answer those questions.	Data Logging In this unit, pupils will consider how and why data is collected over time. Pupils will consider the senses that humans use to experience the environment and how computers can use special input devices called sensors to monitor the environment. Pupils will collect data as well as access data captured over long periods of time. They will look at data points, data sets, and logging intervals. Pupils will spend time using a computer to review and analyse data. Towards the end of the unit, pupils will pose questions and then use data loggers to automatically collect the data needed to answer those questions.	Photo Editing Repetition in shapes This unit is the first of the two programming units in Year 4, and looks at repetition and loops within programming. Pupils will create programs by planning, modifying, and testing commands to create shapes and patterns. They will use Logo, a text-based programming language.	Repetition in games This unit explores the concept of repetition in programming using the Scratch environment. It begins with a Scratch activity similar to that carried out in Logo in Programming unit A, where learners can discover similarities between two environments. Learners look at the difference between count-controlled and infinite loops, and use their knowledge to modify existing animations and games using repetition. Their final project is to design and create a game which uses repetition, applying stages of programming design throughout.
Computing online	Self-image and online reputation	Online relationships and Online bullying	Managing online information	privacy and security	Copywrite and ownership	Health, wellbeing and lifestyles
Music Cathedral Choir	Interesting time signatures How does music bring us together?	Combining elements to make music How does music connect us with our past?	Developing pulse and groove through improvisation How does music improve our world?	Creating simple melodies together How does music teach us about our community?	Connecting notes and feelings? How does music shape our way of life?	Purpose, identity and expression in music How does music connect us with the environment?

RE	**2.9** What can we learn from religions about what is right and wrong? (Living)	What is the Trinity? (Incarnation / GOD)	**2.6** Why do some people think that life is like a journey and what significant experiences mark this? (Expressing)	When Jesus left, what was the impact of Pentecost? (Kingdom of God)	What kind of world did Jesus want? (Gospel)	2.3 Why is Jesus inspiring to some people? (Believing)
PE	A- Athletics B- Athletics	A- Fitness B- Basketball/ Handball	A- Dodgeball B- Dance	A- Netball B- Gymnastics	A- Tag rugby/Football B- Gymnastics	A- Hockey B- Tennis
French (KS2)	Greetings Introducing yourself - Classroom language (QCA Unit 7) On y va (All aboard) Days of the week (QCA Unit 4) Colours (QCA Unit 2) Understanding and using the numbers up to 15. (QCA Unit 12) Quel temps fait-il? (What's the weather like?) Weather sentences		(QCA Unit 12) Quel temps fait-il? (What's the weather like?) Weather - Making a weather forecast -Saying the date. (QCA Unit 3) On fait la fête (Celebrations) Months of the year.		(QCA Unit 3) On fait la fête (Celebrations) Birthdays Celebrating achievements and special occasions. (QCA Unit 2) Jeux et chansons (Games and songs) Responding to a song in French. (QCA Unit 2) Understanding and using the numbers up to 20	
Design and Technology	Build- Moving Miniature Playgrounds		**Cook – Ratatouille and Couscous** **Food** • Ratatouille and Couscous – savoury, cooked vegetables, wheat. **Skills** • Following a recipe • Weighing using scales • Using a knife – bridge and claw method • Using a chopping board • Chopping • Peeling an onion • Cooking vegetables • Soaking • Taste and evaluate		**SEW- Cushions** **Product/User/ Purpose** – • Making a cushion decorated with the appliqué technique for their own/a family member's/a friend's use at home **Skills** – • Research and Investigate - Appliqué, cushions, running stitch, backstitch, overcast stitch (whipstitch) • Design - Devising criteria (user, purpose, function, appeal), generate/innovate/ develop ideas, annotated drawings • Make - Select tools/materials, making paper templates/patterns, drawing/cutting shapes, pinning, threading a needle, tying a knot, running stitch, backstitch, overcast stitch (whipstitch), appliqué, stuffing • Use and Evaluate - Photograph, written evaluation, peer evaluation—against criteria	

Events and trips	In school workshop – Ancient Greeks	Trip to Bosworth Battle Fields	Eyam