



## Year 4 Overview

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2				
Topic	UK vs Eastern Europe		The Romans (Local Study)		The Vikings					
Text	The day I fell into a Fairytale, Ben Miller	Charlotte's web EB White	Varjak Paw SF Said	The Butterfly Lion Michael Murpurgo	The Worst Witch Jill Murphy	The Hodgeheg Dick King Smith				
Experience	Multi-Faith Visit: St Giles Church /Methodist Church	Polish Christmas/ visit to restaurant	The Media: BBC TV/Radio	Roman Walk Multi-Faith Visit: Judaism	Jorvik Viking Centre Arts week workshops	Lincoln University				
Enrichment	Democracy and councils	Enterprise: Ethical Decisions	STEM Week		Arts Week	Health and wellbeing week				
Child Protection and Safeguarding	Lanyard protocol in school Darker evenings Reflective, road safety: Bonfire night, fire safety, firework safety; Stranger danger, halloween. Equality and Diversity Black History Month, Show racism the red card, Anti-bullying week including cyber bullying and Online safety. Peer pressure Children in Need; Young Carers; Christmas Jumper Day (Save the children); child poverty and food banks. Trusted adults - helping hands		Medical Safety- drugs First aid- basics Keeping Safe Building site safety; Railway safety; Road safety Peer pressure PANTS- NSPCC		Water safety Sun safety Street safety and peer pressure Transition Keeping hydrated Looking after ourselves over the summer holidays E-safety Being safe outside, stranger danger, road safety, Electrical Safety					
Art and Design	Printing Print using at least four colours. Create an accurate print design. Print onto different materials. <i>Explore William Morris, create their own backing/wallpaper/ wrapping paper for christmas by printing.</i> <b>Safety when using tools and materials</b>		Collage <b>Safety when using tools and materials</b> Use ceramic mosaic to produce a piece of art. Combine visual and tactile qualities. <i>Viking Longboats/Seascapes collages.History link</i>		Drawing Begin to show facial expressions and body language in their sketches. Identify and draw simple objects, and use marks and lines to produce texture. Organise line, tone, shape and colour to represent figures and forms in movement, show reflections and explain why they have chosen specific materials to draw with. <i>Draw the other half of a Vikings face and body in detail. History link</i>		Sculpture <b>Safety when using tools and materials</b> Begin to sculpt clay and other moldable materials. <i>Create a Roman artefact with detailed design. History link</i>		Painting <b>Safety when using tools and materials</b> Create all the colours they need. Create mood in their paintings. Successfully use shading to create mood and feeling. <i>Scenery painting- connected to topic. Geography link</i>	
Computing	<b>Researching E safety - staying safe</b> <b>To know how to word their searches.</b> <b>To know how to stay safe whilst researching.</b> <b>To evaluate sources of information-are they reliable?</b> <b>To understand how search results are ranked.</b> <b>To understand how a computer network works.</b> <b>To know what it means to be a responsible digital citizen.</b>		Digital content E-safety - cyberbullying Video Plan video, film and edit Green screen <b>e-safety builds on staying safe online to cyberbullying.</b>		Graphics Import a photograph and explore the effects which can be created Use a range of visual effects such as filters, hues and painting over photographs. Create patterns and montages Select areas and manipulate to give different effects. <b>e-safety builds on staying safe online to cyberbullying.</b>		Programming E-Safety - Gaming <i>Suggestion: Scratch Jr, Create multi level game Mountain game Geography</i> To design a simple programme with a specific focus using algorithms to write the sequence. To use sequence selection and repetition in programmes. To detect and correct errors in algorithms and programmes. To create and implement a range of programmes to accomplish given goals. <b>e-safety builds on staying safe online and cyberbullying through looking at aspects of gaming online.</b>			

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Design Technology	<p><i>Planning focus: creating products for Christmas Fair - Linked to RE</i></p> <p><b>Safety when using tools and materials</b></p> <p>To use research, and develop design criteria to design functional and appealing products that are fit for purpose.</p> <p>To consider different ways in which I can creatively record my planning to engage an audience.</p> <p>To create prototypes of shell or frame structures to inform the design process.</p> <p><i>mathematics - Linked to measurement</i></p>		<p>Making focus: Using a variety of tools</p> <p><b>Safety when using tools and materials</b></p> <p>To join and combine a range of materials, some with temporary, fixed or moving joints.</p> <p>To use my investigations of existing products to inform planning of my own product.</p> <p>To check my work as it develops and modify my approach in light of progress.</p> <p><i>To use tools and equipment, including those needed to weigh and measure ingredients, with accuracy. To strengthen frames with diagonal struts. mathematics</i></p> <p><i>To incorporate a circuit with a bulb or buzzer into a model. - Science</i></p>		<p><i>Evaluation/ Cooking Focus History link</i></p> <p><b>Safety when using tools and materials and safety and hygiene when cooking and preparing food</b></p> <p>To discuss how well my product meets the design criteria and the needs of the user.</p> <p><i>To understand and apply the principles of a healthy diet and varied diet.</i></p> <p><i>Science: cooking</i></p> <p><i>English: writing</i></p>	
English and Reading	<p>How Do Lighthouses Work? (Explanation)</p> <p>The Red Prince (Narrative)</p>	<p>Rosie revere Engineer (advert and biography)</p> <p>Peter and the Wolf (Description)</p>	<p>Arthur and the Golden Rope (Description)</p> <p>The Land of Neverbelieve (Non-chronological report)</p>	<p>Mufaro's Beautiful Daughters (Recount)</p> <p>Stig of the Dump (Narrative)</p>	<p>Poetry Week</p> <p>The Highwayman (Character Description and Newspaper report)</p> <p>The Rabbits (Letter)</p>	<p>Mr Stink (Biography and Narrative)</p>
French	<p>La Phonétique - Lesson 2</p> <p>Introduce the second set of phonics sounds/ phonemes in French. The sounds introduced in this lesson are: I IN IQUE ILLE</p> <p>Seasons</p> <p>Name (with accurate pronunciation) and remember the four seasons with the correct article/determiner</p> <p>Learn about what happens in winter and how to say and/or write a short sentence about spring</p> <p>Learn about what happens in winter and how to say and/or write a short sentence about summer</p> <p>Learn about what happens in winter and how to say and/or write a short sentence about autumn</p> <p>Learn about what happens in winter and how to say and/or write a short sentence about winter</p> <p>Continue applying the knowledge, skills and understanding of the language covered in unit one.</p>	<p>Transport</p> <p>Recognise and recall 7 modes of transport</p> <p><b>Respect and tolerance of other cultures and languages.</b></p>	<p>Shapes</p> <p>Name and recognise up to 10 shapes</p> <p>Attempt to spell some of these nouns</p> <p>Recognise that nouns are commonly associated with an article and in this case 'UN' or 'UNE'</p> <p>Have an opportunity to revise numbers 1-5</p>	<p>Presenting Myself</p> <p>Count to 20 in French</p> <p>Say their name and age</p> <p>Say hello and goodbye and then ask how somebody is feeling and answer how they are feeling</p> <p>Tell you where they live</p> <p>Tell you if they are French or English, introducing the concept of gender and agreement</p> <p><b>Respect and tolerance of other cultures and languages.</b></p>	<p>Constant links back to use of articles within French and the differences between them</p> <p>Revisit the language from previous units</p> <p>Family</p> <p>Say the nouns in French for members of their family</p> <p>Tell somebody the ages of their own or a fictitious family</p> <p>Continue to count, reaching 100, to enable students to say the age of various family members</p> <p>Understand the concept of mon, ma and mes in French</p> <p>Move from 1st person singular to 3rd person singular of the two high frequency verbs used in this unit: s'appeler (to be called) and avoir (to have)</p>	<p>My Home</p> <p>Say whether they live in a house or an apartment and say where it is</p> <p>Repeat, recognise and attempt to spell up to ten nouns (including the correct article for each) for the rooms of the house</p> <p>Tell somebody what rooms they have or do not have in their home</p> <p>Ask somebody else what rooms they have or do not have in their home</p> <p>Attempt to create a longer spoken or written passage recycling previously learnt language (incorporating personal details such as their name and age)</p> <p><b>Respect and tolerance of other cultures and languages.</b></p>

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Geography	<p>To be able to use maps, atlases and digital technology to locate countries and geographical regions within countries with confidence</p> <p>To identify aspects of human and physical geography in different locations</p> <p>To make comparisons between physical and human geography of two settings</p> <p><i>To use the eight points on a compass and four a figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world mathematics</i></p> <p>To interpret simple geographical data eg rainfall, mountain height</p> <p><i>To be able to conduct an internet search safely and efficiently Computing</i></p>				<p>Mountains, rivers and coasts</p> <p>To be able to use maps, atlases and digital technology to locate countries and geographical regions within countries with confidence (Link to OS Map work in Y3) <b>mutual respect for people from different places</b></p> <p><b>Water safety</b></p> <p>To name and locate counties and cities of the United Kingdom, geographical regions and their identifying physical characteristics, key topographical features</p> <p>Identify examples locally and internationally of rivers, coasts and mountains <i>(History- Roman Lincoln and history of River Witham as trade route, Vikings using the waterways to reach Lincoln and their use of the Brayford Pool as a trade port)</i></p> <p>To understand how rivers, coasts and mountains are formed</p> <p>Identify examples locally and internationally of rivers, coasts and mountains <i>(History- Roman Lincoln and history of River Whitham as trade route)</i></p> <p><i>To know about the water cycle and it's geographical impact on an identified region Science</i></p> <p><i>To interpret simple geographical data eg rainfall, mountain height mathematics-graphs</i></p> <p>To accurately and use aerial photographs, satellite maps and ordnance survey maps in my learning. (Link to OS Map work in Y3)</p> <p>To use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>	
History			<p>To know where the Roman period fits onto a timeline.</p> <p>To know what settlers and invaders are.</p> <p>To know where the Romans came from.</p> <p>To know what pre-Roman Britain was like.</p> <p>To know how the Roman empire spread.</p> <p>To know how the Romans conquered Britain</p> <p>To know what Roman life was like</p> <p>To know the impacts that the Romans had on Britain and Lincoln.</p> <p>To know what evidence there is in Lincoln today of the Romans.</p> <p><b>Modern perception of Vikings and historically reported behaviour</b></p> <p>Skills to be covered</p> <p>To place learnt events onto a timeline by their date using BC/AD</p> <p>To understand the difference between primary and secondary sources.</p> <p>To generate purposeful questions.</p> <p>To question why something happened and how it impacted people long term.</p> <p>To think about the impact of historical events/people.</p>		<p>The Vikings</p> <p>To be covered:</p> <p>To know where the Viking period fits onto a timeline.</p> <p>To know where the Vikings invaded from and how they travelled.</p> <p>To know why the Vikings invaded Britain.</p> <p>To know the importance of trade to the Vikings and how Lincoln was an important city for trade.</p> <p>To know key aspects of Viking life.</p> <p>To know the role of different Anglo-Saxon kings.</p> <p>To know about Danelaw, including the roles of King Alfred and King Guthrum.</p> <p>To know that Lincoln was part of Danelaw.</p> <p>To know how the Viking invaders were viewed by the Anglo-Saxons.</p> <p>To know about Viking Lincoln and which place names come from the Vikings is in Lincoln today of the Romans.</p> <p><i>(Prior learning from Y3 European countries)</i></p> <p><b>Modern perception of the Romans and historically reported behaviour</b></p> <p>Skills to be covered</p> <p>To place learnt events onto a timeline by their date using BC/AD</p> <p>To understand the difference between primary and secondary sources.</p> <p>To generate purposeful questions.</p> <p>To question why something happened and how it impacted people long term.</p> <p>To think about the impact of historical events/people.</p>	

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Mathematics	Number: Place Value Number: Addition and Subtraction Measurement: Length and Perimeter Number: Multiplication and Division	Number: Multiplication and division Measurement: Area Number: Fractions Number: Decimals	Number: Multiplication and Division Measurement: Area Number: Fractions	Number: Fractions Number: Decimals	Number: Decimals Measurement: Money Measurement: Time	Statistics Geometry: Properties of Shape Geometry: Position and Direction
Music	Poetry: Performance Environment: Composition	Sounds: Exploring sounds Recycling: Structure	Building: Beat Around the World: Pitch	Ancient Worlds: Structure Singing Spanish: Pitch	Communication: Composition Time: Beat	In the Past: Notation Food and Drink: Performance
Physical Education	Synergy - Invasion Games - Tag Rugby  Class Teacher - Swimming  Personal safety getting changed Body awareness - limitations and safe spaces Staying safe when using equipment Water safety	Class Teacher - Swimming  Synergy - Invasion Games - Basketball  Personal safety getting changed Body awareness - limitations and safe spaces Staying safe when using equipment Water safety	Synergy - Dance  Class Teacher - Swimming  Personal safety getting changed Body awareness - limitations and safe spaces Staying safe when using equipment Water safety	Class Teacher Swimming  Synergy Gymnastics  Personal safety getting changed Body awareness - limitations and safe spaces Staying safe when using equipment Water safety	Synergy - OAA Geography  Class Teacher - Striking and Fielding - Cricket  Personal safety getting changed Body awareness - limitations and safe spaces Staying safe when using equipment Water safety	Synergy - Athletics  Class Teacher - Striking and Fielding - Rounders  Personal safety getting changed Body awareness - limitations and safe spaces Staying safe when using equipment Water safety
PSHE	<p>What strengths, skills and interests do we have? (Health and wellbeing)</p> <p>In this unit, children will learn: How to recognise personal qualities and individuality</p> <p>To develop self-worth by identifying positive things about themselves and their achievements</p> <p>How their personal attributes, strengths, skills and interests contribute to their self-esteem</p> <p>How to set goals for themselves</p> <p>How to manage when there are set-backs, learn from mistakes and reframe unhelpful thinking</p>	<p>How do we treat each other with respect? (relationships)</p> <p>In this unit, children will learn: How people's behaviour affects themselves and others, including online</p> <p>How to model being polite and courteous in different situations and recognise the respectful behaviour they should receive in return</p> <p>About the relationship between rights and responsibilities about the right to privacy and how to recognise when a confidence or secret should be kept (such as a nice birthday surprise everyone will find out about) or not agreed to and when to tell (e.g. if someone is being upset or hurt)</p> <p>The rights that children have and why it is important to protect these</p> <p>That everyone should feel included, respected and not discriminated against; how to respond if they witness or experience exclusion, disrespect or discrimination</p> <p>How to respond to aggressive or inappropriate behaviour (including online and unwanted physical contact) How to report concerns</p>	<p>How can we manage our feelings? (Health and wellbeing)</p> <p>In this unit, children will learn: How everyday things can affect feelings</p> <p>How feelings change over time and can be experienced at different levels of intensity</p> <p>The importance of expressing feelings and how they can be expressed in different ways</p> <p>How to respond proportionately to, and manage, feelings in different circumstances</p> <p>Ways of managing feelings at times of loss, grief and change</p> <p>How to access advice and support to help manage their own or others' feelings</p>	<p>How will we grow and change? (Health and wellbeing)</p> <p>In this unit, children will learn: About puberty and how bodies change during puberty, including menstruation and menstrual wellbeing, erections and wet dreams</p> <p>How puberty can affect emotions and feelings</p> <p>How personal hygiene routines change during puberty</p> <p>How to ask for advice and support about growing and changing and puberty</p>	<p>How can our choices make a difference to others and the environment? (Living in the wider world)</p> <p>In this unit, children will learn: How people have a shared responsibility to help protect the world around them</p> <p>How everyday choices can affect the environment</p> <p>How what people choose to buy or spend money on can affect others or the environment (e.g. Fairtrade, single use plastics, giving to charity)</p> <p>The skills and vocabulary to share their thoughts, ideas and opinions in discussion about topical issues</p> <p>How to show care and concern for others (people and animals)</p> <p>How to carry out personal responsibilities in a caring and compassionate way</p>	

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Religious Education	<p><b>Tolerance and respect for people of all faiths and none</b></p> <p>How is Christian belief expressed collectively?</p> <p>Understand how buildings, artefacts and symbols link to worship, ritual and ceremonies.</p> <p>Know what koinonia is (one body of faith, the idea of fellowship).</p> <p>Recognise that there are different Christian denominations (Quaker, Methodist, Evangelical, Pentecostal) and that these all have different ideas of worship e.g. silence, music, actions, cultural traditions) - possible trips to different denominations of churches</p>	<p><b>Tolerance and respect for people of all faiths and none</b></p> <p>How is Hindu worship expressed personally and collectively?</p> <p>Know what Hinduism is and the key features of the religion.</p> <p>Know that Hindus worship is often individual rather than collective e.g. home shrines, personal gods/goddesses.</p> <p>Know what artefacts are used during worship e.g. bell, puja tray.</p> <p>Understand the importance of family and puja in the home and how home shrines and rituals play a part in this.</p> <p>Know what worship in the mandir looks like e.g. puja, bhajan, aarti ceremony, Prashad, murtis.</p>	<p>How do symbols in the Bible help a Christian to relate to God?</p> <p><b>Tolerance and respect for people of all faiths and none</b></p> <p>Know that Christians believe in The Trinity - Father (Creator), Son (God Incarnate) and Holy Spirit (Sustainer).</p> <p>Stories from the Bible</p>	<p>Forgiveness - Christianity, Islam, Hinduism and introduction to Judaism</p> <p><b>Tolerance and respect for people of all faiths and none</b></p> <p>Know and understand the meaning of forgiveness.</p> <p>Identify religious festivals/practices that focus on forgiveness - Yom Kippur, Easter, Holi, Eid-UI-Adha.</p> <p>Understand why these festivals are important.</p>	<p>How do Muslims show they belong?</p> <p><b>Tolerance and respect for people of all faiths and none</b></p> <p>Understand the key elements of Islam.</p> <p>Know that names chosen at birth are often associated with qualities or people of significance.</p> <p>Understand what the role of a madrasah (Islamic school) is - training to become Hafez.</p>	<p>What does the Quran teach Muslims about how they should treat others?</p> <p><b>Tolerance and respect for people of all faiths and none</b></p> <p>Know the roles and responsibilities of various family members and what this means for their day to day life.</p> <p>Understand the key features of living in a Muslim family - prayer life, facilities for wudu, salah and dietary arrangements.</p> <p>Know that the five pillars of Islam binds the global community together: keeps things as Allah intended them to be.</p> <p>Understand what it means to follow the straight path for a Muslim.</p>
Science	<p>Living things: (see also Year 3 plants / animals)</p> <p>Use the local environment throughout the year to raise and answer questions that help them to identify and study plants and animals in their habitat.</p> <p>Identify how the habitat changes throughout the year.</p> <p><i>Explore possible ways of grouping a wide selection of living things that include animals and flowering plants and non-flowering plants.</i></p> <p><i>Begin to put vertebrate animals into groups such as fish, amphibians, reptiles, birds, and mammals; and invertebrates into snails and slugs, worms, spiders, and insects.</i></p> <p>Learn that plants can be grouped into categories such as flowering plants (including grasses) and non-flowering plants, such as ferns and mosses.</p> <p>Explore examples of human impact (both positive and negative) on environments</p> <p><i>Use and make simple guides or keys to explore and identify local plants and animals; making a guide to local living things; raising and answering questions based on their observations of animals and what they have found out about other animals that they have researched.</i></p>	<p>Animals, including humans: (see also Year 3 animals)</p> <p>Introduction to the main body parts associated with the digestive system, for example, mouth, tongue, teeth, esophagus, stomach and small and large intestine</p> <p>Compare the teeth of carnivores and herbivores, and <i>suggesting reasons for differences</i>; finding out what damages teeth and how to look after them.</p> <p>Draw and discuss their ideas about the digestive system and compare them with models or images.</p> <p>Describe the simple functions of the basic parts of the digestive system in humans</p> <p>Identify the different types of teeth in humans and their simple functions</p> <p>Construct and interpret a variety of food chains, identifying producers, predators and prey</p> <p><i>Mathematics data handling</i></p>	<p>Sound:</p> <p><b>Safety when carrying out any practical investigations</b></p> <p>Explore and identify the way sound is made through vibration in a range of different musical instruments from around the world</p> <p><i>Find out how the pitch and volume of sounds can be changed in a variety of ways.</i></p> <p>Find patterns in the sounds that are made by different objects such as saucepan lids of different sizes or elastic bands of different thicknesses.</p> <p><i>Make earmuffs from a variety of different materials to investigate which provides the best insulation against sound.</i></p> <p><i>Make and play their own instruments by using what they have found out about pitch and volume.</i></p> <p>Identify how sounds are made, associating some of them with something vibrating</p> <p>Recognise that vibrations from sounds travel through a medium to the ear</p> <p>Find patterns between the pitch of a sound and features of the object that produced it</p> <p>Find patterns between the volume of a sound and the strength of the vibrations that produced it</p>	<p>Electricity:</p> <p><b>Safety when carrying out any practical investigations</b></p> <p>Construct simple series circuits, trying different components, for example, bulbs, buzzers and motors, and including switches</p> <p>Use their circuits to create simple devices.</p> <p>Draw the circuit as a pictorial representation, (don't use conventional circuit symbols at this stage; these will be introduced in year 6. Also pupils might use the terms current and voltage, but these should not be introduced or defined formally at this stage.)</p> <p><b>Pupils should be taught about precautions for working safely with electricity.</b></p> <p>Observe patterns, for example, that bulbs get brighter if more cells are added, that metals tend to be conductors of electricity, and that some materials can and some cannot be used to connect across a gap in a circuit.</p> <p>Identify common appliances that run on electricity</p> <p>Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers</p>	<p>States of matter: (see also Year 2 materials)</p> <p>Explore a variety of everyday materials and develop simple descriptions of the states of matter (solids hold their shape; liquids form a pool not a pile; gasses escape from an unsealed container). <b>Safety when carrying out any practical investigations</b></p> <p>Observe water as a solid, a liquid and a gas and should note the changes to water when it is heated or cooled. <b>Look at safety implications of extreme heat and cold water</b></p> <p>Research the temperature at which materials change state, for example, when iron melts or when oxygen condenses into a liquid.</p> <p>Observe and record evaporation over a period of time, for example, a puddle in the playground or washing on a line, and investigate the effect of temperature on washing drying or snowmen melting.</p> <p>Compare and group materials together, according to whether they are solids, liquids or gasses</p> <p>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) . Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</p> <p><i>Mathematics data handling</i></p>	

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	<p>recognise that living things can be grouped in a variety of ways</p> <p>explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment</p> <p>recognise that environments can change and that this can sometimes pose dangers to living things.</p> <p><i>Mathematics data handling</i></p>		<p>Recognise that sounds get fainter as the distance from the sound source increases.</p> <p><i>Mathematics data handling</i></p>	<p>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>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>Recognise some common conductors and insulators, and associate metals with being good conductors.</p>		