

Year 4 Overview

	Autumn -	Spring- What a Wonderful World	Summer - The Romans
Computing	Stone Age - Scratch - Quizzes E-safety	What a wonderful world - posters on different animals/to discourage deforestation using publisher What a wonderful world - PPT Graphs - Microsoft Excel E-safety	The Romans - Archery - Scratch E-safety
History	Stone age Dress up day- Life in Stone Age Sakra Brae	Explorers of the past- Christopher Columbus-wider world Ranulph Fiennes - UK	Romans Dress up day Looking at timelines How they lived Settlements and roads Boudicca's Rebellion Roman Gods and Religion
Geography	Stone age British geography Location of settlements	What a wonderful world Habitats- tropics, local to wider world	Romans Where and why they settled British- Colchester / Bath

<p>Science</p>	<p>Electricity - <i>Identify common appliances that run on electricity.</i> <i>Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers.</i> <i>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</i></p>	<p>Animals Inc. humans - <i>Describe the simple functions of the basic parts of the digestive system in humans</i> <i>Identify the different types of teeth in humans and their simple functions.</i> <i>Construct and interpret a variety of food chains, identifying producers, predators and prey.</i></p> <p>Living things and their habitats -</p>	<p>States of matter - <i>Compare and group materials together, according to whether they are solids, liquids or gases.</i> <i>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).</i></p>
	<p>battery. <i>Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit.</i> <i>Recognise some common conductors and insulators, and associate metals with being good conductors.</i></p> <p>Sound - <i>Identify how sounds are made, associating some of them with something vibrating.</i> <i>Recognise that vibrations from sounds travel through a medium to the ear.</i> <i>Find patterns between the pitch of a sound and features of the object that produced it.</i> <i>Find patterns between the volume of a sound and the strength of the vibrations that produced it.</i> <i>Recognise that sounds get fainter as the distance from the sound source increases.</i></p>	<p><i>Recognise that living things can be grouped in a variety of ways.</i> <i>Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment.</i> <i>Recognise that environments can change and that this can sometimes pose dangers to living things.</i></p>	<p><i>Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</i></p>

DT	<p>Stone age Autumn term Research ingredients that were available to use during the Stone age. Consider how these could be combined and cooked and whether the ingredients would need to be measured accurately.</p>	<p>What a Wonderful World Spring term Make a model of one of the seven wonders of the world based on research. Draw and label plans for your model including materials and methods that are available that will accurately represent the types of materials that might have originally been used.</p>	<p>Romans Summer term Design and make Roman Shields. Look at pictures/artefacts of Roman shields. Consider the shape, size and purpose of the shield.</p>
Art	<p>Autumn- Stone Age A look into prehistoric art.</p> <ul style="list-style-type: none"> • use photographs to help create reflections. • Discuss and build on vocabulary used to compare and contrast. • Rosetta stone/old cave paintings. 	<p>Spring- What a wonderful world Landscape sketching - Turner focus. Experimenting with different texture. Discuss and build on vocabulary used to compare and contrast. Watercolour focus.</p>	<p>Summer- Romans Roman art - visual arts made in Ancient Rome and in the territories of the Roman Empire Discuss and build on vocabulary used to compare and contrast. Tapestries- Roman tiles-mosaics.</p>

RE	<p>How did Jesus change lives? Why do Christians call God 'Father'? Christmas: How can artists help us to understand Christmas?</p>	<p>Why is praying important for Christians? Easter: How does Lent help Christians prepare for Easter?</p>	<p>How can a synagogue help us to understand the Jewish faith? What are important times for Jews?</p>
Music	<p>Charanga x 1 class Guitars - Rock and Pop x 2 classes Glockenspiel and xylophones - Performance</p>	<p>Charanga x 1 class Guitars - Rock and Pop x 2 classes Glockenspiel and xylophones - Performance</p>	<p>Charanga x 1 class Guitars - Rock and Pop x 2 classes Glockenspiel and xylophones - Performance</p>

PE	Autumn- GetSet4PE Dance Unit GetSet4PE Football Unit GetSet4PE basketball Unit GetSet4PE tag rugby Unit Ultimate Coaching Football Ultimate Coaching Netball/basketball Ultimate Coaching hockey Swimming - Woking Leisure Centre lessons weekly. 2 classes for each 1 ½ terms each. 1 hour lesson weekly.	Spring- GetSet4PE- Gymnastics Unit GetSet4PE Fitness Unit Swimming - Woking Leisure Centre lessons weekly. 2 classes for each 1 ½ terms each. 1 hour lesson weekly.	GetSet4PE Cricket Unit GetSet4PE Rounders Unit Ultimate Coaching Cricket/rounders GetSet4PE Fitness Unit Swimming- Woking Leisure Centre lessons weekly. 2 classes for each 1 ½ terms each. 1 hour lesson weekly.
MFL	<u>Encore (More - descriptions)</u> <ul style="list-style-type: none"> - Listen and repeat from Rigolo - Partner talk/small group dialogue - Teacher led q&a/ small group - Picture cards - Written workshhets (Rigolo) - Short written sentences <u>Quelle heure est-il? (What's the time?)</u> - Listen and repeat from Rigolo 	<u>Les fetes (festivities)</u> <ul style="list-style-type: none"> - Listen and repeat from Rigolo - Partner talk/small group dialogue - Teacher led q&a/ small group - Picture and number cards - Written workshhets (Rigolo) <u>Ou vas-tu? (Where are you going?)</u> - Listen and repeat from Rigolo - Partner talk/small group 	<u>On mange (Let's eat)</u> <ul style="list-style-type: none"> - Listen and repeat from Rigolo - Partner talk/small group dialogue - Teacher led q&a/ small group - Picture cards - Role play - Written workshhets (Rigolo) <u>Le cirque (The circus)</u> <ul style="list-style-type: none"> - Listen and repeat from Rigolo
	<ul style="list-style-type: none"> - Partner talk/small group dialogue - Teacher led q&a/ small group - Picture cards - Matching activities - Written workshhets (Rigolo) - 	<ul style="list-style-type: none"> - dialogue - Teacher led q&a/ small group - Picture cards - Map and Atlas - Written workshhets (Rigolo) - 	<ul style="list-style-type: none"> - Partner talk/small group dialogue - Teacher led q&a/ small group - Picture cards - Role play - Matching activities/draw and label - - Written workshhets (Rigolo)

Learning for Life

Me and My Relationships
Keeping Myself Safe

Being my best
Valuing difference

Rights and Responsibilities
Growing and Changing