

## Learning Overview - Year 4 - 2022/23

Year 4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic	Deadly 60	The Greeks	Italy	Empowering Emperors	Water Pollution	Operation Ouch
Trips / visitors				Trip to Fishbourne Roman Palace		
Hook and Outcome	<p><b>Hook</b> Watch episode of Deadly 60; read an extract from Deadly 60 book</p> <p><b>Outcome</b> To share our non-chronological report with others in our year group.</p>	<p><b>Hook</b> Watch a Greek Myth/read a Greek myth</p> <p><b>Outcome</b> Perform a play for Year 3</p>	<p><b>Hook</b> Watch holiday travel guide/read holiday brochures</p> <p><b>Outcome</b> Make, serve and eat pizza for parents</p>	<p><b>Hook</b> Trip</p> <p><b>Outcome</b> Celebrate learning with Roman day</p>	<p><b>Hook</b> Watch <a href="https://www.youtube.com/watch?v=Yomf5pBN8dY">https://www.youtube.com/watch?v=Yomf5pBN8dY</a></p> <p><b>Outcome</b> Write a persuasive letter. Write information texts</p>	<p><b>Hook</b> Watch operation Ouch</p> <p><b>Outcome</b> A trip around the human body tour guided by children.</p>
Reading	<p>Apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet. Read further exception words, noting between spellings and sound wand where these occur in the word the unusual correspondence</p>					
	<ul style="list-style-type: none"> <li>Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>Reading books that are structured in different ways and reading for a range of purposes</li> <li>Identifying themes and convention in a wide range of books</li> <li>Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</li> <li>Asking questions to improve their understanding of a text</li> <li>Identifying main ideas drawn from more than one</li> </ul>	<ul style="list-style-type: none"> <li>Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>Increasing familiarity with a wide range of books and retelling some of these orally</li> <li>Identifying themes and convention in a wide range of books</li> <li>Preparing poems and play scripts to read aloud and to perform</li> <li>Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</li> <li>Asking questions to improve their understanding of a text</li> </ul>	<ul style="list-style-type: none"> <li>Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>Reading books that are structured in different ways and reading for a range of purpose</li> <li>Identifying themes and convention in a wide range of books</li> <li>Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</li> <li>Asking questions to improve their understanding of a text</li> <li>Identifying main ideas drawn from more than one</li> </ul>	<ul style="list-style-type: none"> <li>Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>Increasing familiarity with a wide range of books and retelling some of these orally</li> <li>Identifying themes and convention in a wide range of books</li> <li>Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</li> <li>Asking questions to improve their understanding of a text</li> <li>Identifying main ideas drawn from more than one</li> </ul>	<ul style="list-style-type: none"> <li>Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>Identifying themes and convention in a wide range of books</li> <li>Recognise some different forms of poetry</li> <li>Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</li> <li>Asking questions to improve their understanding of a text</li> <li>Identifying main ideas drawn from more than one paragraph and summarising these</li> </ul>	<ul style="list-style-type: none"> <li>Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>Reading books that are structured in different ways and reading for a range of purposes#</li> <li>Identifying themes and convention in a wide range of books</li> <li>Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</li> <li>Asking questions to improve their understanding of a text</li> <li>Identifying main ideas drawn from more than one</li> </ul>

	<p>paragraph and summarising these</p> <ul style="list-style-type: none"> <li>• Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions and justifying these with evidence</li> <li>• Predicting what might happen from details stated of implied</li> <li>• Discussing words and phrases that capture the reader's interest and imagination</li> <li>• Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say</li> </ul>	<ul style="list-style-type: none"> <li>• Identifying main ideas drawn from more than one paragraph and summarising these</li> <li>• Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions and justifying these with evidence</li> <li>• Predicting what might happen from details stated of implied</li> <li>• Discussing words and phrases that capture the reader's interest and imagination</li> <li>• Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say</li> </ul>	<p>paragraph and summarising these</p> <ul style="list-style-type: none"> <li>• Identifying how language, structure and presentation contribute to meaning</li> <li>• Retrieve and record information from non-fiction</li> <li>• Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say</li> </ul>	<p>paragraph and summarising these</p> <ul style="list-style-type: none"> <li>• Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions and justifying these with evidence</li> <li>• Predicting what might happen from details stated of implied</li> <li>• Discussing words and phrases that capture the reader's interest and imagination</li> <li>• Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say</li> </ul>	<ul style="list-style-type: none"> <li>• Identifying how language, structure and presentation contribute to meaning</li> <li>• Retrieve and record information from non-fiction</li> <li>• Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say</li> </ul>	<p>paragraph and summarising these</p> <ul style="list-style-type: none"> <li>• Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions and justifying these with evidence</li> <li>• Predicting what might happen from details stated of implied</li> <li>• Discussing words and phrases that capture the reader's interest and imagination</li> <li>• Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say</li> </ul>
<b>Writing</b>	<p><b>Factfile</b> A= the class P = to gather information</p> <p><b>Narrative</b> A = Year group P = To entertain</p> <p><b>Letter</b> A= Steve Backshall P = to inform</p>	<p><b>Character description of mythical beast</b> A =peers P= to describe</p> <p><b>Narrative- write own myth</b> A= another year group P = to entertain</p> <p><b>Comparison</b> A= Year 6 P= to inform</p>	<p><b>Non-chronological report</b> A= class P= to inform</p> <p><b>Information text/travel guide (advert/brochure)</b> A= class P= to inform/persuade</p> <p><b>Comparison/report</b> A=Year 6 P= to inform</p>	<p><b>Non-chronological report (explanation/newspaper)</b> A= class P= to inform</p> <p><b>Diary</b> A=1st person recount P= to</p> <p><b>Information/instruction text</b> A= Class P= to plan an escape route</p>	<p><b>Persuasive Writing</b> A= peers P= persuade</p> <p><b>Diary Write</b> A= class P= 1st person recount from viewpoint of river</p> <p><b>Poetry (Haiku/Cinquain)</b> A= Year 4 p= to entertain</p>	<p><b>Poetry (performance poetry/rap)</b> A= Year 4 P= to entertain &amp; inform</p> <p><b>Fact File/information text</b> A= Year 4 P= gather information to inform</p>
<b>SPaG</b>	<ul style="list-style-type: none"> <li>• Consolidate Year 3 punctuation and grammar</li> <li>• Standard English verb inflections [I did vs. I done]</li> </ul>	<ul style="list-style-type: none"> <li>• Use fronted adverbials [for example, Later that day, I heard the bad news.]</li> <li>• Use commas after fronted adverbials</li> <li>• Use inverted commas and other punctuation to</li> </ul>	<ul style="list-style-type: none"> <li>• Use Standard English forms for verb inflections instead of local spoken forms [for example, we were instead of we was, or I</li> <li>• Use noun phrases expanded by the</li> </ul>	<ul style="list-style-type: none"> <li>• Understand the grammatical difference between plural and possessive –s</li> <li>• Possessive apostrophe with plurals</li> <li>• Prefixes: 'anti-' and 'inter-' Suffix '-ation'</li> </ul>	<ul style="list-style-type: none"> <li>• To show an understanding of the features of persuasive writing</li> <li>• Recognise some different form of poetry [e.g. free verse, narrative poetry]</li> </ul>	<ul style="list-style-type: none"> <li>• Consolidate and recap all Year 3 / 4 SPaG as needed</li> <li>• Ensure that pupils are secure in their understanding of Year 3 and 4 curriculum in preparation for Year 5</li> </ul>

	<ul style="list-style-type: none"> <li>Use appropriate choice of pronoun or noun to create cohesion</li> </ul>	<p>indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!"]</p> <ul style="list-style-type: none"> <li>Prefixes: 'in-', 'il-', 'im-' and 'ir-'</li> <li>Suffixes beginning with vowel letters to words of more than one syllable ('-ing', '-en', '-er', 'ed')</li> <li>Possessive apostrophe with singular proper nouns (<i>Cyprus's population</i>)</li> </ul>	<p>addition of adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair)</p>		<ul style="list-style-type: none"> <li>Suffix: '-ly'. Teach the exceptions, for example 'y' changed to 'i', 'le' ending changed to 'ly', 'ic' ending changed to '-ally'</li> <li>Suffix: '-ous' (<i>poisonous, outrageous</i>)</li> <li>Revisit: Prefixes from Year 3: 'un-', 'dis-', 'in-', 're-', 'sub-', 'inter-', 'super-', 'anti-', 'auto-'. Focus where needed</li> </ul>	
<b>Maths</b>	<p><b>Addition and Subtraction</b> Review of column addition and subtraction</p> <p><b>Number and Place Value and Number Facts</b> Numbers to 10,000</p>	<p><b>Geometry</b> Perimeter</p> <p><b>Number Facts</b> 3, 6 and 9 times tables</p>	<p><b>Number Facts</b> 3, 6 and 9 times tables</p> <p><b>Number Facts</b> 7 times tables and patterns</p> <p><b>Multiplication and Division</b> Understanding and manipulating multiplicative relationships</p>	<p><b>Multiplication and Division and Number Facts</b> Understanding and manipulating multiplicative relationships</p> <p><b>Geometry</b> Coordinates</p>	<p><b>Fractions</b> Review of fractions and fractions greater than 1</p>	<p><b>Geometry</b> Symmetry in 2D shapes</p> <p><b>Measure</b> Time</p> <p><b>Number Facts</b> Division with Remainders</p>
<b>Science</b>	<p><b>Living thing and their habitats</b></p> <ul style="list-style-type: none"> <li>recognise that living things can be grouped in a variety of ways</li> <li>explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment</li> </ul>	<p><b>Electricity</b></p> <ul style="list-style-type: none"> <li>identify common appliances that run on electricity</li> <li>construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers</li> <li>identify whether or not a</li> </ul>	<p><b>Sound</b></p> <ul style="list-style-type: none"> <li>identify how sounds are made, associating some of them with something vibrating</li> <li>recognise that vibrations from sounds travel through a medium to the ear</li> <li>find patterns between the pitch of a sound and</li> </ul>		<p><b>States of matter</b></p> <ul style="list-style-type: none"> <li>compare and group materials together, according to whether they are solids, liquids or gases</li> <li>observe that some materials change state when they are heated or cooled, and measure or research the</li> </ul>	<p><b>Animals, including humans</b></p> <ul style="list-style-type: none"> <li>describe the simple functions of the basic parts of the digestive system in humans</li> <li>identify the different types of teeth in humans and their simple functions (animals, including humans)</li> </ul>

	<ul style="list-style-type: none"> <li>- recognise that environments can change and that this can sometimes pose dangers to living things</li> <li>- construct and interpret a variety of food chains, identifying producers, predators and prey</li> </ul>	<p>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> <ul style="list-style-type: none"> <li>- recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit</li> <li>- recognise some common conductors and insulators, and associate metals with being good conductors</li> </ul>	<p>features of the object that produced it</p> <ul style="list-style-type: none"> <li>- find patterns between the volume of a sound and the strength of the vibrations that produced it</li> <li>- recognise that sounds get fainter as the distance from the sound source increases (animals, including humans).</li> </ul>		<p>temperature at which this happens in degrees Celsius (°C)</p> <ul style="list-style-type: none"> <li>- identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature</li> </ul>	
<b>Computing</b>	<p><b><u>Computing systems and networks</u></b> <b><u>The internet</u></b></p> <p>Recognising the internet as a network of networks including the WWW, and why we should evaluate online content.</p>	<p><b><u>Creating media</u></b> <b><u>Audio production</u></b></p> <p>Capturing and editing audio to produce a podcast, ensuring that copyright is considered.</p>	<p><b><u>Programming A</u></b> <b><u>Repetition in shapes</u></b></p> <p>Using a text-based programming language to explore count-controlled loops when drawing shapes.</p>	<p><b><u>Data and information</u></b> <b><u>Data logging</u></b></p> <p>Recognising how and why data is collected over time, before using data loggers to carry out an investigation.</p>	<p><b><u>Creating media</u></b> <b><u>Photo editing</u></b></p> <p>Manipulating digital images, and reflecting on the impact of changes and whether the required purpose is fulfilled.</p>	<p><b><u>Programming B</u></b> <b><u>Repetition in games</u></b></p> <p>Using a block-based programming language to explore count-controlled and infinite loops when creating a game.</p>
<b>Art</b>	<p><b><u>Drawings animals, experimenting with textures. Making this 3D by creating habitat.</u></b></p> <p>Experiment with creating different textures, e.g. hatching, cross-hatching.</p> <p>Shade to show tone and make basic forms (3D shape).</p>	<p><b><u>Mosaics</u></b></p> <p>Improve their mastery of art and design techniques</p>		<p><b><u>Artist study of Vincent van Gogh</u></b></p> <p>Mix colours, to create tones, tints and shades, using poster paint and watercolour.</p>		

<b>DT</b>			<b>Cooking</b> - Present a product in an interesting way. Explain how to be hygienic and safe when cooking - Know the difference between boiling and simmering - Know to different methods of cutting - To know a range of cooking techniques: measuring, whisking, beating, weighing (maths) simmering, boiling etc.		<b>Textiles - Making a book sleeve</b> <b>Study Archimedes</b> - Pupils should know about inventors, designers, engineers, chefs and manufacturers who have developed ground-breaking products - Assemble, join and combine materials with some accuracy. - Measure, mark out and cut materials with some accuracy. - Select tools and equipment suitable for the task.	<b>Build a digestive system</b> - 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 . - 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.
<b>History</b>		<b>Greeks</b> - Understand that changes occur over time ~ Add evidence and dates to timeline to represent this - Use dates and historical terminology to describe events. - Give reasons why separate versions of the same event may differ in the accounts. - Explore main events and changes in history, giving causes and consequences - Independently suggest sources of evidence to		<b>Romans</b> - trade (exchanging, buying and selling goods) that made the Roman Empire powerful Trade routes were essential and the competition to control them was fierce, sometimes leading to major conflicts. - retell the events- Julius Caesar's attempted invasion in 55-54 BC. - understand the Roman Empire and the power of its army. - identify British resistance, for example,		

		<p>answer their questions.</p> <ul style="list-style-type: none"> <li>- Give reasons for the changes in the features of the period studied e.g. clothes, beliefs, homes.</li> <li>- Describe how some past events and actions of people affect life today</li> </ul>		<p>Boudica.</p> <ul style="list-style-type: none"> <li>- understand the-"Romanisation" of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity.</li> </ul>		
<b>Geography</b>	<p><b>Habitats and comparing locations</b></p> <ul style="list-style-type: none"> <li>- Know the eight points of a compass</li> <li>- Know how to use four-figure grid references</li> <li>- Identify symbols and key to communicate knowledge of the United Kingdom and the wider world.</li> <li>- Know how to use maps (key, symbols etc)</li> <li>- Name and locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and date time zones</li> <li>- Describe some of the characteristics of these geographical areas.</li> <li>- Describe and compare geographical similarities and differences between countries.</li> <li>- Know and describe key</li> </ul>		<p><b>The World</b></p> <ul style="list-style-type: none"> <li>- Locate the world's countries, using maps and atlas', to focus on Europe and major cities.</li> <li>- Name and locate counties and cities of the United Kingdom.</li> <li>- 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.</li> </ul>		<p><b>Rivers</b></p> <ul style="list-style-type: none"> <li>- Know how to use maps (key, symbols etc)</li> <li>- Name and locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and date time zones</li> <li>- Describe some of the characteristics of geographical areas.</li> <li>- Know and describe key aspects of: physical geography, including: rivers, mountains, volcanoes and earthquakes and the water cycle</li> <li>- Know the meaning of erosion and deposition</li> <li>- Identify patterns in the relationship between the stages of a river and the amount of erosion and deposition that takes place.</li> <li>- Demonstrate how waves</li> </ul>	

	aspects of: physical geography, including: rivers, mountains, volcanoes and earthquakes and the water cycle				erode coasts. - Compare and contrast the physical process of the water cycle with any other two physical geographical processes you know of.	
<b>RHE</b>	<b>Health and Welbeing</b> <ul style="list-style-type: none"> <li>Keeping Safe</li> <li>Growing and Changing</li> <li>Healthy Lifestyle</li> </ul> <b>Family and Relationships</b> <ul style="list-style-type: none"> <li>Family</li> <li>Friendships</li> <li>Respectful relationships</li> <li>Change and loss</li> </ul>		<b>Relationships</b> <ul style="list-style-type: none"> <li>Feelings and Emotions</li> <li>Healthy Relationships</li> <li>Valuing Difference</li> </ul> <b>Health and Wellbeing</b> <ul style="list-style-type: none"> <li>Health and Prevention</li> <li>Mental wellbeing</li> </ul>		<b>Living in the Wider World</b> <ul style="list-style-type: none"> <li>Rights and Responsibilities</li> <li>Money</li> <li>Taking Care of the Environment</li> </ul> <b>Safety and the Changing Body</b> <ul style="list-style-type: none"> <li>Being safe (including online)</li> <li>Basic First Aid</li> <li>The changing adolescent body</li> </ul>	
<b>Music</b>	<b>Bamboo Tamboo</b> rhythm and texture	<b>First Access:</b> Class 1: Brass: PBuzz Class 2: Woodwind: TooTs  <b>Listening focus:</b> brass / woodwind repertoire	<b>First Access:</b> Class 1: Woodwind: TooTs Class 2: Brass: PBuzz  <b>Listening focus:</b> brass / woodwind repertoire	<b>Spring Production</b> Singing and performing	<b>First Access:</b> Strings: Ukulele  <b>Listening focus:</b> String repertoire	<b>First Access:</b> Keyboard / tuned percussion <i>garageband live instruments</i>  <b>Listening focus:</b> Great composers
<b>RE</b>	<b>Divine</b> Know that in Christianity Jesus is considered to be divine  Know that Jesus' divinity is demonstrated through the miracle stories in the Bible eg Jesus walking on the water ; Jesus calms the storm ; Jesus raises Lazarus; The	<b>Holy</b> Know that holy means chosen or given by God, referring to a person or thing  Know that Mary was the mother of Jesus and that she was chosen by God for this role.  God sent a message to Mary through the angel	<b>Wisdom</b> Find and explain origins of Sikhism To explain main beliefs of Sikhism To understand Sikh place of worship Explain what their Sikh holy book is and how it is used Name and describe special	<b>Ritual</b> Know that a ritual is a set of fixed actions and sometimes words performed regularly, especially as part of a ceremony  Know the sequence of the Easter story (Holy Week) Last supper, Judas' betrayal, Jesus dies on the	<b>Temptation</b> Know that temptation is when you have the desire to do something even though you know it's wrong.  Know that there are examples of temptation in the Bible. Know that the devil tried to tempt Jesus.	<b>Ceremony</b>  Step 1 – Communicate: What do we think about death ceremonies? Step 2 – Apply: Are death ceremonies important in people's lives? Step 3 – Enquire: What does the word ceremony mean?

	<p>Transfiguration; Jesus' resurrection</p> <p>Know why the concept of divine and the miracle stories are important to Christians.</p> <p>Know when people may call for miracles (divine intervention) to occur.</p> <p>Know what modern day situations are referred to as miracles by believers.</p>	<p>Gabriel.</p> <p>Know that Mary is important to Christians as she is the mother of Jesus and she was chosen by God because she believed in God and would do everything God wanted her to do.</p> <p>Know that Mary is shown in many paintings, church windows and statues and is mentioned in the Bible as well as in prayers and carols we sing at Christmas.</p>	Sikh festivals	<p>cross (crucifixion), he is buried in a tomb but was resurrected by God).</p> <p>Know the difference between a ritual and a routine</p> <p>Know that a Paschal Candle is used on Easter Sunday as a symbol to show that Jesus has come back to life (the light shines again).</p> <p>Know that Christians use a paschal candle to remember the importance of Jesus dying on the cross for them and being brought back to life.</p> <p>Know that parts of the Paschal Candle are symbols to represent different things:</p>	<p>Know the story of the Golden Calf and link to temptation.</p> <p>Know that Christians ask for guidance to avoid temptation when saying the Lord's Prayer.</p> <p>Know that making the right choice can be difficult and relate this to own experience.</p> <p>Know that sometimes temptation can lead to a <i>moral dilemma</i> and that on these occasions it may be better to make a 'wrong' choice in order to help someone.</p>	<p>Step 4 – Contextualise: What is a Christian death ceremony like?</p> <p>Step 5 – Evaluate: What is the value of the ceremony for Christians and what are our opinions?</p>
PE	Invasion games	Creative learning	Net and wall games	Outdoor adventurous activities	Athletics	Strike and Field