



Year 4 Termly Overview

Autumn Term

| Subject | Autumn 1 Burps, Bottoms and Bile | Autumn 2 Volcanoes |
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| Art/ DT | <ul style="list-style-type: none"> Roll-a-Picasso and continuous line drawing Recycled materials sculpture <p>Skills – drawing, sculpture, cutting and shaping Theory – Line (element of art) Artist - Picasso</p> | <ul style="list-style-type: none"> Create an exploding volcano (in class) Volcanic art <p>Skills: painting, drawing, sculpture Theory: drawing texture</p> |
| Computing | <p>Online Safety</p> <ul style="list-style-type: none"> Self-Image and Identity Online Reputation <p>Computing – Questions and answers (Scratch)</p> <ul style="list-style-type: none"> Write a program which accomplishes a specific goal Create a program that includes a logical sequence Debug a program they have written | <p>Online Safety</p> <ul style="list-style-type: none"> Online relationships <p>Computing – Programming – Repetition in Shapes</p> <ul style="list-style-type: none"> Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems Solve problems by decomposing them into smaller parts Use sequence, selection and repetition in programs; work with variables and various forms of input and output Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs |
| French | <p>Salut - Food</p> <ul style="list-style-type: none"> Food I like to eat What are you eating Cutlery Ingredients French toast | <p>Salut – School</p> <ul style="list-style-type: none"> How do you go to school Rooms In your pencil case What time is it? Subjects The magic bag. |



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| Geography | | Volcanoes <ul style="list-style-type: none">• Formation of a volcano• Pompeii• Locations of volcanoes• Pros and Cons of volcanoes• Comparison between Britain and Italy Using Co-ordinates |
| History | History of Pompeii <ul style="list-style-type: none">• Show knowledge and understanding by describing features of past societies and periods.• Identify ideas, beliefs, attitudes and experiences of men, women and children from the past.• Give reasons why changes in houses, culture, leisure, clothes, buildings and their uses, things of importance to people, ways of life, beliefs and attitudes may have occurred during a time period Black History <ul style="list-style-type: none">• Discrimination, including figures such as Jesse Owens <p>We have looked at our curriculum to ensure that our children have access to a diversity of historical events and figures throughout the year. This comes through in our reading texts, as well as our subjects. We feel it is important to also recognise and celebrate Black History month in October too.</p> | |



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| Maths | <p>Number and Calculation</p> <ul style="list-style-type: none"> Secure place value to 1000 Use negative whole numbers Round numbers to nearest 10, 100 or 1000 <p>Addition and Subtraction Column addition & subtraction up to 4 digits</p> | <p>Multiplication</p> <ul style="list-style-type: none"> Multiply & divide mentally Use standard short multiplication Know all tables to 12 x 12 |
| Music | <p>Mamma Mia (ABBA)</p> <ul style="list-style-type: none"> Listen and appraise Singing (tone, volume & pitch) Performing to an audience | <p>Glockenspiel Stage 2 (Building on Stage 1 Glockenspiel skills)</p> <ul style="list-style-type: none"> Understanding and reading musical notation |
| PE | <p>Young Olympians</p> <ul style="list-style-type: none"> Developing the skills of running, jumping and throwing through a range of track and field events. <p>Fitness -Boot camp</p> <ul style="list-style-type: none"> Improving stamina and general levels of fitness through intensive cardio work outs. | <p>Invaders- Football</p> <ul style="list-style-type: none"> Practising ball skills and control leading to working within teams in small sided games. <p>Fitness -Mighty Movers (Boxercise)</p> <ul style="list-style-type: none"> Using controlled and precise movements and that they must all be aware of their personal space. |
| PSHE | <p>Me and my Relationships includes feelings, emotions, conflict, resolution and friendships</p> <ul style="list-style-type: none"> Ok or not OK Different feelings When feelings change Under pressure | <p>Valuing Difference including British Values</p> <ul style="list-style-type: none"> Conflict resolution Diversity Tolerance Respect Friend or acquaintance People we share the world with Stereotypes |



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| <p>RE</p> | <p>Why Do Christians Worship Jesus?</p> <ul style="list-style-type: none"> • Investigate and connect features of religions and beliefs • Make links between beliefs, stories and practices • Describe and suggest meanings for symbols and other forms of expression • Identify the impact of beliefs and practices on people’s lives • Identify what influences and inspires them, and why • Compare their own ideas and feelings about what pupils think is important • Make links between what they and other people think about God and about what is important in life, giving reasons for beliefs, attitudes and actions | <p>Why Is Praying Important For Christians?</p> <ul style="list-style-type: none"> • Understand why the Lord’s Prayer is important to Christians. • Recognise that symbols are used as representations in everyday life. • investigate how art is used to depict Christianity • Express in my own way through Christian symbols the story of the Nativity. |
| <p>Reading</p> | <p>Class Reader: Charlotte’s Web by E.B. White</p> <ul style="list-style-type: none"> • Vocabulary: give. Explain meanings of words in context • Inference: Make inference from the text • Prediction: Predict what my happen from the details stated or implied • Explain: Explain how content is related and contributes to meaning • Retrieve: retrieve and record key information from text. • Summarise/Sequence: Summarise main ideas from more than one paragraph. <p>Additional texts Non – fiction texts – the digestive system</p> | <p>Class Reader: Charlotte’s Web by E.B. White</p> <ul style="list-style-type: none"> • Vocabulary: give. Explain meanings of words in context • Inference: Make inference from the text • Prediction: Predict what my happen from the details stated or implied • Explain: Explain how content is related and contributes to meaning • Retrieve: retrieve and record key information from text. • Summarise/Sequence: Summarise main ideas from more than one paragraph. <p>Additional texts Non – fiction texts – the digestive system</p> |



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| Science | Animals including humans <ul style="list-style-type: none"> Describe the simple functions of the basic parts of the digestive system in humans Identify the different types of teeth in humans and their simple functions Construct and interpret a variety of food chains, identifying producers, predators and prey. | States of Matter <ul style="list-style-type: none"> Compare and group materials together, according to whether they are solids, liquids or gases 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) |
| Writing | Writing to Inform A leaflet about how to care for your teeth properly An explanation text about the journey of food through different organs An informative recount about foods journey through the digestive system Using: <ul style="list-style-type: none"> Paragraphs used to group related ideas Subordinating conjunctions to join clauses, including as openers, difference between persuasive / informative writing headings and sub-headings to label content Paragraphs Expanded noun phrases to inform Commas to separate adjectives in a list Technical language about the digestive system Begin to use present perfect tense to place events in time | Writing to Entertain A narrative based on the eruption in Pompeii A newspaper entry from an eyewitness of an eruption A description about the volcanic eruption Using: <ul style="list-style-type: none"> Fronted adverbials to show how/when an event occurs Use expanded noun phrases to add detail & description Use subordinate clauses to add detail or context Use nouns & pronouns for clarity and cohesion Stories Descriptions Poetry Characters/settings Detailed description Use paragraphs to organise in time sequence |
| Trips and Visits | | |

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