

Year Four Yearly Overview

	Autumn Term		Spring Term		Summer Term	
Topic Name	Anglo - Saxons	Fearsome Scots	Precious Pharaohs	Pirates	Habitats	Wild Rivers
Literacy	Beowulf – 3 stories	Arthur and the knights of the round table (library) The sword in the stone Lancelot	The Egyptian Princess The Egyptian Echo	Treasure Island	The wind in the willows The animals of Farthing Wood	Floodland
Maths	Abacus 1		Abacus 2 Precious Pharaohs – Nets/Cuboids/Pyramids		Abacus 3 Investigations on capacity	
History	Britain's settlement by Anglo-Saxons and Scots Roman withdrawal from Britain in c.AD 410 and the fall of the western Roman Empire. Scots invasion from Ireland to North Britain (now Scotland). Anglo Saxon invasions, settlements and kingdoms: place names and village life. Anglo Saxon art and culture Christian conversion – Canterbury: Iona and Lindis farn		the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt ; The Shang Dynasty of Ancient China □		Local History – River Thames	
Geography	<ul style="list-style-type: none"> locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, and land-use patterns; and understand how some of these aspects have changed over time identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night) use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied 					

	<ul style="list-style-type: none"> use the eight points of a compass, four and six-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 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>Rivers and water cycle economic activity including trade links</p>		
<p>Science</p>	<p>Practical scientific methods, processes and skills through the teaching of the programme of study content for years 3/4:</p> <ul style="list-style-type: none"> asking relevant questions and using different types of scientific enquiries to answer them setting up simple practical enquiries, comparative and fair tests making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers gathering, recording, classifying and presenting data in a variety of ways to help in answering questions recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions identifying differences, similarities or changes related to simple scientific ideas and processes using straightforward scientific evidence to answer questions or to support their findings. 				
	<p>Animals, including humans (Switched on Science topic 4)</p> <ul style="list-style-type: none"> describe the simple functions of the basic parts of the digestive system in humans mouth, tongue, teeth, oesophagus, stomach, small and large intestine identify the different types of teeth in humans and their simple functions Visit from a dentist, children must understand what damages 	<p>Sound (Switched on Science topic 1)</p> <ul style="list-style-type: none"> identify how sounds are made, associating some of them with something vibrating recognise that vibrations from sounds travel through a medium to the ear find patterns between 	<p>Electricity (Switched on Science topic 5)</p> <ul style="list-style-type: none"> identify common appliances that run on electricity Investigate at home, home appliances, how many things run on electricity. construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers 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 recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit recognise some common conductors and insulators, and associate metals with being good conductors. <p>Investigation of how to make the bulb brighter.</p> <p>Making circuits with gaps, which materials can connect the circuit, therefore conduct electricity.</p>	<p>Living Things and their Habitats (Switched on Science topic 2)</p> <ul style="list-style-type: none"> recognise that living things can be grouped in a variety of ways identify vertebrate animals such as fish, amphibians, birds and mammals and invertebrates such as worms, slugs etc.. explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment Visit the Eco park recognise that environments can change and that this can sometimes pose dangers to living things Question: Does this have any impact on a food chain? Visit Deptford Creek. construct and interpret a 	<p>States of Matter (Switched on Science topic 3)</p> <ul style="list-style-type: none"> compare and group materials together, according to whether they are solids, liquids or gases Pupils explore a variety of everyday materials and describe properties of states of matter eg. solids hold their shape, liquids form a pool not a pile, gases escape from an unsealed container. observe that some materials change state

	<ul style="list-style-type: none"> • their teeth and how to look after them. 	<p>the pitch of a sound and features of the object that produced it</p> <ul style="list-style-type: none"> • find patterns between the volume of a sound and the strength of the vibrations that produced it • recognise that sounds get fainter as the distance from the sound source increases. <p>Experiment with different size/thickness saucepan lids, different thickness of elastic bands, make ear muffs to investigate which provides</p>		<p>variety of food chains, identifying producers, predators and prey.</p>	<p>when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C)</p> <ul style="list-style-type: none"> • identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. <p>Investigate how quick a puddle in a playground dries up.</p>
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		the best insulation from sound. Make and play their own instruments.				
D.T		Design and make their own instruments to play.	Textiles – design and create Pirate Flags	Observational drawings to lead to design Collage habitats		
Art	<p>Anglo Saxons</p> <p>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. To create sketch books to record their observations and use them to review and revisit ideas. To study architecture of that era.</p> <p>To make observations and use sketch books an Anglo-Saxon village, look into the Architecture of that era and compare to ours now. Design a Anglo Saxon village in their sketch books. Chn to use their designs to begin creating/assembling a model village in an empty shoe box using card, clay, material, natural resources, recycled resources. Children to work in small groups, working together to create a model, decorate the village and paint.</p>		<p>Precious Pharaohs</p> <p>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. To create sketch books to record their observations and use them to review and revisit ideas.</p> <p>To make observations from Egyptian paintings (look at Egyptian artists from ancient Egypt, using watercolours. Children create a tomb from a cuboid net, using card and developing their cutting skills. Create a Mummy using newspaper and masking tape, introduce mod roc to cover the top/front. Children to use paints to colour the mummy to create a Sarcophagus tomb.</p>		<p>River Thames</p> <p>To create sketch books to record their observations and use them to review and revisit ideas. Make first hand observations drawings in sketch books, then develop the sketches into paintings.</p> <p>Refer to David Hockney's landscapes, slice up into approx 1cm and then weave paintings to create abstract landscapes. Pastels and charcoal and paints to work onto the weave to develop the still life.</p>	
Computing	design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts	design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing	select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and	understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration We are HTML editors Editing and writing HTML Computer networks	select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information	use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content We are meteorologists Presenting the weather

	We are software developers Developing a simple educational game Programming Scratch/2DIY/Snap! labyrinth 2(Ipads)	them into smaller parts We are toy makers Prototyping an interactive toy Computational thinking Arduino/Lego WeDo/Scratch 2Code/Beebot (Ipads)	presenting data and information We are musicians Producing digital music CreativityGarageBand/ Audacity/LMMS/ 2Sequence/Music Paino	Brackets/Notepad/Kompozer 2Investigate Microsoft Notepad	We are co-authors Producing a wiki Communication/Collaboration MediaWiki/PBWorks/Google Sites/2Investigate	Productivity Excel/Google Drive/PowerPoint/IWB Software 2Publish Excel//PowerPoint/IWB Software
MFL	El zoo		La clase		El mercado	
R.E.	Christianity	Judaism	Islam – Unit 3	Weddings	Peace	Islam – Ramadan
Music	Develop their singing voices, play and perform , explore instruments, pitch and sound, rhythm patterns (See Musical Express) Link to science. Scottish music		Composer study – Handel, Benjamin Britten, Beethoven, Mozart - compare and contrast music appreciation, trip to visit orchestra. (History of Music)		Exploring sound, melodies, scales, staff, and other musical notations, and signals. Explore arrangements such as Handels Water Music.	
P.E.	Dance, Gymnastics & Swimmining		Basketball, Swimming & Tag Rugby		Athletics & Hockey	