

Year 4 Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English	<p>Fiction: Stories which raise issues/dilemmas (3/4 weeks) Text: <i>Charlotte's Web</i> by E.B White</p> <p>Writing Outcome/s: - Setting description - Diary entry - Write the next chapter at key turning point of the novel to share with class</p> <p>Non-fiction: Persuasive Text (3 weeks) Text: <i>Charlotte's Web</i> by E.B White</p> <p>Writing Outcome/s: - Persuasive debate - Persuasive letter - Persuasive speech</p>	<p>Fiction: Stories from other cultures (4 weeks) Text: <i>Omar and the Accidental Trouble Magnet</i> by Zanib Mian</p> <p>Writing Outcome/s: - Setting description - Character description - Letter - Innovate and write a new chapter</p> <p>Non-fiction: Non-Chronological Reports (3 weeks) Text: <i>Omar and the Accidental Trouble Magnet</i> by Zanib Mian</p> <p>Writing Outcome/s: - Write a non-chronological report (with paragraphs) linked to key themes in the text to share with other year group class.</p>	<p>Fiction: Stories with imaginary worlds (4 weeks) Text: <i>MalaManda: an Eerie on Sea Mystery</i> by Thomas Taylor</p> <p>Writing Outcome/s: - Setting description of children's own imaginary world - Innovate and write a new chapter</p> <p>Poetry: Creating Images (2 weeks) Text: <i>What are you?</i> by Pie Corbett</p> <p>Writing Outcome/s: -Write and perform poems using similes, alliteration and other poetic devices to create imagery.</p>	<p>Non-fiction: Recounts: newspapers and magazines (4 weeks) Text: <i>The True Story of the Three Little Pigs</i> by John Scieszka & Lane Smith</p> <p>Writing Outcome/s: Developed recounts with paragraphs: - News bulletin (film) to present to class - Diary entry - Informal letter (recount)</p> <p>Non-Fiction: Explanation Text (3 weeks) Text: <i>Wallace and Gromit's Cracking Contraptions</i> by Haynes</p> <p>Writing Outcome/s: -ch design their own cracking contraption and write an explanation text (with paragraphs) to explain how it works</p>	<p>Fiction: Adventure (5 weeks) Text: <i>The Last Bear</i> by Hannah Gold</p> <p>Writing Outcome/s: - Character description - Setting description - Dialogue - Logbook entry - Blog to present to other year group class</p>	<p>Fiction: Historical Fiction (4/5 weeks) Text: <i>Escape From Pompei</i> by Christina Balti</p> <p>Writing Outcome/s: - Scene description - Character description - Suspense narrative of dilemma - Playscripts based on key points of the plot to perform to class</p> <p>Poetry: Exploring form - Haiku and Cinquain poetry (2 weeks) Text: <i>Escape From Pompei</i> by Christina Balti</p> <p>Writing Outcome/s: Haiku and Cinquain poems linked to key themes in text to perform to other year group class</p>

French	Portraits – describing in French	Clothes – getting dressed in French	French numbers, calendars and birthdays	French weather and the water cycle	French food – Miam, miam!	French and the Eurovision Song Contest
Maths	Place value, addition and subtraction, multiplication and division and area		Multiplication and division, fractions, decimals, length & perimeter		Decimals, money, time, statistics, properties of shapes, position and direction.	
Science	Group and classify living things (3 weeks) Data collection A (1 week) States of matter (7 weeks)		Sound (5 weeks) Data collection B (1 week) Electricity (4 weeks) Energy (1 week)		Data collection C (2 weeks) Habitats (2 weeks) Deforestation (1 week) The digestive system (5 weeks) Food chains (2 weeks)	
Computing	<i>iProgram 1 – Developing thinking and creating programs with Scratch</i>	<i>iData Looking at ways to represent information.</i>	<i>iAnimate Introduction to animation.</i>	<i>iLearn AI Introduction to AI</i>	<i>iPhoto Edit Exploring digital photo editing and AI generated images</i>	<i>iProgram 2 Develop computational thinking and programming</i>
DT		Structures – Pavilions <i>Experimenting with structures and designing landscapes.</i>		Mechanisms <i>Designing and Making a Slingshot car</i>		Electrical – Torches <i>Making a simple circuit to create a functioning torch.</i>
History	How have children’s lives changed?		British history 3: How hard was it to invade and settle in Britain?		How did the achievements of the Ancient Maya impact their society and beyond?	
Geography		Why are rainforests important to us?		Where does our food come from?		What are rivers and how are they used?
Art	Drawing: <i>Exploring tone, texture and proportion</i>		Sculpture and 3D: <i>Mega materials</i>		Craft and Design: Fabric of nature <i>Looking at the fabric of nature</i>	

Music	Rock and Roll	Body and tuned percussion (Theme: Rainforests)	Adapting and transporting motifs (Theme: Romans)	Haiku, music and performance (Theme: Hanami)	Samba and carnival sounds and instruments	Changes in pitch, tempo and dynamics (Theme: Rivers)
PE	Badminton (Net & Wall Games) Hockey (Invasion Games)	Golf (Striking & Fielding) Dance	Gymnastics Tennis (Net & Wall Games)	Basketball (Invasion Games) Sports Hall Athletics	Rounders (Striking & Fielding) OAA Tag Rugby (Invasion Games)	Athletics Cricket (Striking & Fielding) Sports UK Festival
RE	Theme: Buddha's Teaching <i>Key Question: Is it possible for everyone to be happy?</i>	Theme: Christmas <i>Key Question: What is the most significant part of the nativity story for Christians today?</i>	Theme: The 8-Fold Path <i>Key Question: Can the Buddha's teachings make the world a better place?</i>	Theme: Easter <i>Key Question: Is forgiveness always possible with Christians?</i>	Theme: The 8-Fold Path <i>Key Question: What is the best way for a Buddhist to lead a good life?</i>	Theme: Prayer and Worship <i>Key Question: Do people need to go to church to show they are Christians?</i>
PSHE	Being a Good Friend Text: The Moose Belongs to Me	Celebrating Families Text: Proudest Blue	Looking After My Body and Mind Text: The Tunnel	Keeping Safe Text: Penguin Pig	Becoming a Global Citizen Text: Mama Miti	Growing Up Text: The Grand Hotel of Feelings
Educational Events and Visits		Yeadon Tarn		Coal Mining Museum		Golf (Health & Well-being Week)