**Year 4 Yearly Overview 2023 - 2024**

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|  | **Autumn Term** | | **Spring Term** | | **Summer Term** | |
|  | **History Focus – ‘It’s all Greek to me’** | | **Geography Focus – ‘Living on the Edge’** | **Geography focus – Our World – Our Changing Planet** | **History Focus – ‘What did the Romans ever do for us?** | **‘Road Trip USA’** |
| **History** | * ***Ancient Greece – a study of Greek life and achievements and their influence on the western world*** * **Chronological understanding** * Uses words and phrases: century, decade, BC, AD, after, before, during. * Divides recent history into present, using 21st century, and the past using 19th and 20th centuries. * Names and places dates of significant events from past on a timeline. * **Knowledge and understanding of past events, people and changes in the past** * Shows knowledge and understanding by describing features of past societies and periods. * Identifies some ideas, beliefs, attitudes and experiences of men, women and children from the past. * Gives 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. * Describes how some of the past events/people affect life today. * Gives reasons why there may be different accounts of history | |  |  | * ***the Roman Empire and its impact on Britain:*** * ***This could include:*** * ***Julius Caesar’s attempted invasion in 55-54 BC*** * ***the Roman Empire by AD 42 and the power of its army*** * ***successful invasion by Claudius and conquest, including Hadrian’s Wall*** * ***British resistance, for example, Boudica*** * ***‘Romanisation’ of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity*** * **Chronological understanding** * Uses words and phrases: century, decade, BC, AD, after, before, during. * Divides recent history into present, using 21st century, and the past using 19th and 20th centuries. * Names and places dates of significant events from past on a timeline. * **Knowledge and understanding of past events, people and changes in the past** * Shows knowledge and understanding by describing features of past societies and periods. * Identifies some ideas, beliefs, attitudes and experiences of men, women and children from the past. * Gives 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. * Describes how some of the past events/people affect life today. * Gives reasons why there may be different accounts of history | * ***the achievements of the earliest civilizations – Native American Tribes*** * developing chidlren’s understanding of Native American culture * ***connections, contrasts and trends over time and develop the appropriate use of historical terms.*** * ***regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance*** |
| **Geography** | * ***Locate the world’s countries, using maps to focus on Europe concentrating on their environmental regions, key physical and human characteristics, countries, and major cities*** * ***physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle*** * ***human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water*** | | * ***the location and characteristics of a range of the world’s most significant human and physical features.*** * ***describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle*** * ***use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied*** * ***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*** | |  | * ***use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied*** * ***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*** * ***human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy*** * ***, food, minerals and water*** * ***understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America*** * ***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*** |
| **PSHRE** | Mental Wellbeing   * recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others’ feelings. * benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.   isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.  **Physical Health and Fitness**   * characteristics and mental and physical benefits of an active lifestyle * risks associated with an inactive lifestyle (including obesity). * how and when to seek support including which adults to speak to in school if they are worried about their health.   **Healthy Eating**   * what constitutes a healthy diet (including understanding calories and other nutritional content). * principles of planning and preparing a range of healthy meals.   **Why people may eat or avoid certain foods (religious, moral, cultural or health reasons)**  • explain why a person may avoid certain foods  • ablity to communicate their own personal food needs  • understand that people may follow a particular diet based on their religious, moral, cultural background or for health reasons  **Health and Prevention**   * importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn * facts and science relating to allergies, immunisation and vaccination. * personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.   **Basic First Aid**   * how to make a clear and efficient call to emergency services if necessary.   concepts of basic first-aid, for example dealing with common injuries, including head injuries. | | **Families and people who care for me**   * characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other’s lives. * Understanding that others’ families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children’s families are also characterised by love and care.   **Caring friendships**   * characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. * Understand that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right. * how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.   **Common everyday life drugs (other than medicines)**  • are aware of drugs that are common in everyday life, such as caffeine, alcohol, tobacco or nicotine products, and when they might be used  • identify why a person may choose to use or not use a drug  • able to state some alternatives to using drugs  **Effects and risks of drinking alcohol**  • know how alcohol can affect the body  • explain why drinking alcohol may pose a greater or lesser risk, depending on the individual and the amount of alcohol consumed  • know that there are laws and guidelines related to the consumption of alcohol  **Different patterns of behaviour that are related to drug use**  • explain what is meant by the terms ʻhabitʼ and ʻaddictionʼ  • identify different behaviours that are related to drug use  • know where they can go for help if they are concerned about someone’s use of drugs. | | **Playing Safe near roads, rail, water, building sites and around water**   * identify and assess the level of risk of different activities in the local environment * recognise that in some situations there may be pressure to behave in a way that doesn’t feel safe * identify some ways to respond to unhelpful pressure.   **Being safe**   * know what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). * about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe. * Know that each person’s body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. * respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. * how to recognise and report feelings of being unsafe or feeling bad about any adult. * how to ask for advice or help for themselves or others, and to keep trying until they are heard. * how to report concerns or abuse, and the vocabulary and confidence needed to do so. * where to get advice e.g. family, school and/or other sources   **Internet Safety and harm**   * know that for most people the internet is an integral part of life and has many benefits. * explore about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others’ mental and physical wellbeing. * how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private. * Know why social media, some computer games and online gaming, for example, are age restricted. * Understand that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.   **Respectful Relationships**   * Understand the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. * Learn about the conventions of courtesy and manners * Understand the importance of self-respect and how this links to their own happiness. * Know that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority. * Describe different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help * Explain what a stereotype is, and how stereotypes can be unfair, negative or destructive. * Know the importance of permission-seeking and giving in relationships with friends, peers and adults. | |
| **Science** | * ***Electricity*** * ***identify common appliances that 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 conductor*** | * ***Sound*** * ***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 the pitch of a sound and features of the object that produced it*** * ***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*** | ***Animals including Humans***   * ***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* * *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)* * *identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature* * ***different types of scientific enquiries to answer them*** * ***setting up simple practical enquiries, comparative and fair tests*** | ***Living things and their habitats***   * ***recognise that living things can be grouped in a variety of ways*** * ***explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment*** * ***recognise that environments can change and that this can sometimes pose dangers to living things*** |
| **Computing**  **Purple Mash** | ***Unit 4.2 Online Safety (Digital Literacy)***   * To understand how children can protect themselves from online identity theft. * To understand that information put online leaves a digital footprint or trail and that this can aid identity theft. * To identify the risks and benefits of installing software including apps. * To understand that copying the work of others and presenting it as their own is called 'plagiarism' and to consider the consequences of plagiarism. * • To identify appropriate behaviour when participating or contributing to collaborative online projects for learning. * To identify the positive and negative influences of technology on health and the environment. * • To understand the importance of balancing game and screen time with other parts of their lives.   ***Unit 4.6 Animation***   * To decide what makes a good, animated film or cartoon and discuss favourite animations. * • To learn how animations are created by hand. * • To find out how 2Animate animations can be created in a similar way using technology. * To learn about onion skinning in animation. * • To add backgrounds and sounds to animations. * Introducing ‘stop motion’ animation. * • To share animation the class blog. | ***Unit 4.1 Coding (Computer Science)***   * To create a simple computer program. * To begin to understand selection in computer programming. * To understand how an IF statement works. * To understand the Repeat until command. * To begin to understand selection in computer programming. * To understand how an IF/ELSE statement works. * To understand what a variable is in programming. * To use a number variable. | ***Unit 4.7 Effective Search***   * To locate information on the search results page. * To use search effectively to find out information. * To assess whether an information source is true and reliable.   ***Unit 4.8 Hardware Investigators***   * To understand the different parts that make up a desktop computer. * To recall the different parts that make up a computer. | ***Unit 4.3 Spreadsheets***   * To explore how the numbers entered into cells can be set to either currency or decimal. * • To explore the use of the display of decimal places. * • To find out how to add formulae to a cell. * To explore how tools can be combined to use 2Calculate to make number games. * • To explore the use of the timer, random number and spin button tools. * To use the line graphing tool in 2Calculate with appropriate data. * • To interpret a line graph to estimate values between data readings. * To use the currency formatting tool in 2Calculate. * • To use 2Calculate to create a model of a real-life situation. | ***Unit 4.4 Writing for different audiences***   * To explore how font size and style can affect the impact of a text. * To use a simulated scenario to produce a news report. * To use a simulated scenario to write for a community campaign. | ***Unit 4.5 Logo***   * To learn the structure of the language of 2Logo. * • To input simple instructions in 2Logo * To use 2Logo to create letter shapes. * To use the Repeat command in 2Logo to create shapes. * To use and build procedures in 2Logo.   ***Unit 4.9 Making Music***   * To identify and discuss the main elements of music: Pulse, Rhythm, Tempo, Pitch, Texture * To understand and experiment with rhythm and tempo. * To create a melodic phrase. * To compose a piece of electronic music. |
| **RE** | Judaism (2.9) - What does it mean to be Jewish   * Ask important questions about Judaism and investigate their answers * Describe three things that Jewish people believe about God * Begin to identify the impact of the Torah on the lives of Jewish people * Recognise similarities and differences between stories in the Torah and in other religious traditions * Use religious vocabulary to describe the rules of kosher and how these might affect what a Jewish person might eat | How and why do believers show their commitments during the journey of life? (2.6)   * Understand the meaning and significance of rituals which mark the important parts of life – eg birth, marriage, death | Judaism (2.9) - What does it mean to be Jewish   * Ask important questions about Judaism and investigate their answers * Describe three things that Jewish people believe about God * Begin to identify the impact of the Torah on the lives of Jewish people * Recognise similarities and differences between stories in the Torah and in other religious traditions * Use religious vocabulary to describe the rules of kosher and how these might affect what a Jewish person might eat | Religion and the individual: (2.7) What matters most to Christians?  Week 7- Easter Story | Worship, pilgrimage and sacred places: (2.4) Where, how and why do people worship?   * Describe and compare meanings of actions, symbols or ritual in worship for a believer * Identify and understand some differences in the ways people worship * Explain the main functions of the Church, Synagogue and Mandir * Religion and the individual: (2.7) * Demonstrate their understanding of the Christian religion and Humanism * Pupils describe, explain, give meanings, give reasons and make connections | Why do religious people celebrate? (2.5)   * Reflect on what is worth celebrating and remembering in their own life and community * Identify some differences between religious festivals and other types of celebrations * Ask and respond to questions raised by the stories behind religious festivals * Beliefs in action in the world (2.8) – What do religions teach about the natural world and why should we care about it? * Make links between their own values about animals and the idea of God as creator of the world. |
| **Art** | * ***to create sketch books to record their observations and use them to review and revisit ideas*** * ***to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay*** | | * ***to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.*** | | * ***to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]*** | |
| **DT** | • Select the most appropriate techniques to decorate textiles   * ***generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design*** | | • Measure and mark out to the nearest mm.  • Apply appropriate cutting and shaping techniques that include cuts within the perimeter of the material (such as slots or cut outs).   * ***select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately*** | | **Food**  Prepare ingredients hygienically using appropriate utensils.  • Measure ingredients to the nearest gram.  • Assemble and cook ingredients (controlling the temperature of the oven or hob, if cooking).   * ***understand and apply the principles of a healthy and varied diet*** * ***prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques*** * ***understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.*** | |
| **Music** | ***Exploring Pentatonic Scales***  ***develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.***  **Creating and developing musical ideas**  create rhythmical and simple melodic patterns using an increased number of notes.  join layers of sound, thinking about musical dynamics of each layer and understanding the effect. | | ***Exploring Rhythmic Patterns***  ***develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.*** | | ***Exploring Sound Colours***   * ***improvise and compose music for a range of purposes using the inter-related dimensions of music*** * ***listen with attention to detail and recall sounds with increasing aural memory*** * ***use and understand staff and other musical notations*** | |
| **PE** | Games –   * ***play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending*** * ***use running, jumping, throwing and catching in isolation and in combination***   Gymnastics   * ***compare their performances with previous ones and demonstrate improvement to achieve their personal best.*** * ***develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics*** * Links skills with control, technique, coordination and fluency. * Understands composition by performing more complex sequences. * Beginning to use gym vocabulary to describe how to improve and refine performances. * Develops strength, technique and flexibility throughout performances. * Creates sequences using various body shapes and equipment. * Combines equipment with movement to create sequences. | | Gymnastics   * ***compare their performances with previous ones and demonstrate improvement to achieve their personal best.*** * ***develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics*** * ***perform dances using a range of movement patterns*** * Confidently improvises with a partner or on their own. * Beginning to create longer dance sequences in a larger group. * Demonstrating precision and some control in response to stimuli. * Beginning to vary dynamics and develop actions and motifs. * Demonstrates rhythm and spatial awareness. * Modifies parts of a sequence as a result of self-evaluation. * Uses simple dance vocabulary to compare and improve work.   Outdoor and Adventure   * ***take part in outdoor and adventurous activity challenges both individually and within a team*** | | Games   * ***play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending*** * ***use running, jumping, throwing and catching in isolation and in combination*** * compare their performances with previous ones and demonstrate improvement to achieve their personal best.   Athletics   * develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] * Beginning to build a variety of running techniques and use with confidence. * Can perform a running jump with more than one component.*e.g. hop skip jump (triple jump)* * Demonstrates accuracy in throwing and catching activities. * Describes good athletic performance using correct vocabulary. * Can use equipment safely and with good control | |

**\*coloured objectives are from the National Curriculum**