

Long Term Overview

Year 4



	Autumn 1 Stone Age to the Iron Age	Autumn 2 Burps, Bottoms and Bile	Spring 1 & Spring 2 Rotten Romans	Summer 1 & Summer 2 Water, Water Everywhere		
Mathematics	<p>Place Value</p> <ul style="list-style-type: none"> - count in multiples of 6, 7, 9, 25 and 1000 - find 1000 more/less than a given number - recognise the place value of each digit in a 4-digit number - order and compare numbers beyond 1000 - round numbers to the nearest 10, 100 and 1000 - count backwards through zero to include negative numbers - read Roman numerals to 100 - solve number and practical problems that involve all of the above <p>Addition and Subtraction</p> <ul style="list-style-type: none"> - add/subtract numbers with up to 4-digits using formal written methods - estimate and use the inverse to check answers 	<p>Addition and Subtraction</p> <ul style="list-style-type: none"> - estimate and use the inverse operations to check answers - solve problems in context <p>Area</p> <ul style="list-style-type: none"> - find the area of rectilinear shapes <p>Multiplication and Division</p> <ul style="list-style-type: none"> - multiply a number by 1 and 0 - divide a number by 1 and itself 	<p>Multiplication and Division</p> <ul style="list-style-type: none"> - recall multiplication facts up to 12 x 12 - recognise and use factor pairs and commutativity - use place value known and derived facts to multiply and divide mentally - multiply 2- and 3-digit numbers by 1-digit numbers using a formal written method - solve problems involving multiplying and adding <p>Length and Perimeter</p> <ul style="list-style-type: none"> - convert between different units of measure - calculate the perimeter of rectilinear figures 	<p>Fractions</p> <ul style="list-style-type: none"> - calculate fractions of amounts/quantities - add and subtract fractions with the same denominator <p>Decimals</p> <ul style="list-style-type: none"> - count in tenths and hundredths - recognise and write the decimal equivalents of tenths and hundredths - find the effect of dividing by 10 and 100 - round decimals to the nearest whole number 	<p>Decimals</p> <ul style="list-style-type: none"> - recognise and write the decimal equivalents of $\frac{1}{2}$, $\frac{1}{4}$, $\frac{3}{4}$ - compare and order numbers with the same number of decimal places <p>Geometry</p> <ul style="list-style-type: none"> - compare and classify geometric shapes - identify, order and compare acute and obtuse angles - identify lines of symmetry in 2D shapes and complete simple symmetric figures 	<p>Geometry</p> <ul style="list-style-type: none"> - describe positions on a grid and plot points on a grid - describe translations of a point on a grid <p>Money</p> <ul style="list-style-type: none"> - estimate, compare and calculate money in £ and p <p>Time</p> <ul style="list-style-type: none"> - read, write and convert time between analogue and digital - convert units of time <p>Statistics</p> <ul style="list-style-type: none"> - interpret and present data using graphical methods - solve comparison, sum and difference problems

			<p>Fractions</p> <ul style="list-style-type: none"> - count up and down in hundredths - recognise how tenths and hundredths arise - recognise and show families of equivalent fractions 			
<p>Literacy</p>	<p>Books – Stone Age Boy, The Stolen Spear, How to Wash a Woolly Mammoth, Ug: Boy Genius of the Stine Age</p> <p>Writing – Postcard, Setting Description, Story Writing, Kennings</p> <p>Reading – Retrieval skills, Poetry</p> <p>Punctuation and Grammar – Word classes, Sentence types, Plural/Possessive ‘s’, Apostrophes for contraction, Apostrophes for possession, Adverbs of time/place/manner, Inverted commas</p> <p>Spellings – Prefix in-, Prefix im-, Prefixes il- and ir-, Prefixes sub- and super-, Prefixes anti- and auto-</p>	<p>Books – The Astounding Broccoli Boy, Range of Non-Fiction Texts</p> <p>Writing – Instructions, Diary Entry, Non-chronological Report</p> <p>Reading – Retrieval, Inference, Vocabulary</p> <p>Punctuation and Grammar – Expanded noun phrases – 2A sentences and adding prepositional phrases, Verb inflections, BOYS sentences, Fronted adverbials, Main and subordinate clauses</p> <p>Spellings – Adverbs of manner, Adverbs of time, Adverbs of place, Nouns ending –ation, Y3/4 word lists 1 and 2</p>	<p>Books – Escape from Pompeii, Romans on the Rampage, Empire’s End – A Roman Story</p> <p>Writing – Simile Poems, Book Review, Setting Description, Diary Writing, Informal Letter, Persuasive Advert, Newspaper Report</p> <p>Reading – Poetry, Sequencing, True/False Questions, Table Questions, Summarising, Predicting</p> <p>Punctuation and Grammar – Similes, Metaphors, Pronouns, Determiners, Modifiers, Modal verbs, Synonyms/antonyms, Fronted adverbials of manner, 2 pair sentences, Inverted commas (layout)</p> <p>Spellings – Suffix –sure, Suffix –ture, Suffix –sion, Suffix –ssion, Suffix –tion, Suffix –cian, Suffix –ous (no change to root word), Suffix –ous (no root word), Suffix –ous (-our changed to –or), Suffix –ous (-y becomes I), Suffix –ous (root word ends in e)</p>			<p>Books – Flotsam, Rhythm of the Rain, The Lost Whale, The Water Horse</p> <p>Short Film – Contre Temps</p> <p>Writing – Descriptive Writing, Character Description, Formal Letter, Explanation Text, Narrative Dialogue, Rhyming Poetry</p> <p>Reading – Inference, Summarising, Predicting, Retrieval, Poetry</p> <p>Punctuation and Grammar – Co-ordinating conjunctions, Subordinating conjunctions, Embedded clauses, Colons in a list, Colons in clauses, Inverted commas (recap), De:De sentences, Past progressive tense</p> <p>Spellings – Possessive apostrophes (plurals), Suffix –ary, Words spelt –ar, Words spelt –er, Word families uni/bi/tri/quad, Word families pent/hex/oct/dec, Word families acro/acu/accu/aero, Word families ann/annu/aqua/astro, Word families bi/bio, Word families cert/chrono/circ,, Word families co/corp, Word families demo/dent/dia</p>

<p>Religious Education</p>	<p>People (Come and See Topic 1), Hinduism, Judaism</p>	<p>Called (Come and See Topic 2), Gift (Come and See Topic 3)</p>	<p>Community (Come and See Topic 4), Giving and Receiving (Come and See Topic 5)</p>	<p>Giving and Receiving (Come and See Topic 5), Self-Discipline (Come and See Topic 6)</p>	<p>New Life (Come and See Topic 7), Building Bridges (Come and See Topic 8)</p>	<p>Building Bridges (Come and See Topic 8), God's People (Come and See Topic 9)</p>
<p>Science</p>	<p>Living Things and Their Habitats</p> <ul style="list-style-type: none"> - Understand that living things can be grouped in a variety of ways. - Use classification keys to group and identify a variety of living things. - Understand the impact of humans on the environment. <p>Working Scientifically:</p> <ul style="list-style-type: none"> - gathering, recording, classifying and presenting data in a variety of ways - recording findings using simple scientific language, drawing, labelled diagrams, keys, bar charts and tables - making systematic and careful observations 	<p>Animals including Humans</p> <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 food chains, identifying producers, consumers, predators and prey. - Investigate the effect of a variety of substances on teeth. <p>Working Scientifically:</p> <ul style="list-style-type: none"> - asking relevant questions and using different types of scientific enquiries to answer them - setting up practical enquiries, comparative and fair tests - reporting on findings from enquiries 	<p>Electricity</p> <ul style="list-style-type: none"> - Identify appliances which use electricity. - Construct a simple circuit and identify its basic parts - Identify if a circuit is complete or not. - Recognise that a switch opens and closes a circuit. - Recognise some common conductors and insulators. <p>Working Scientifically:</p> <ul style="list-style-type: none"> - asking relevant questions and using different types of scientific enquiries to answer them - setting up practical enquiries, comparative and fair tests - reporting on findings from enquiries - using straightforward scientific evidence to answer questions or to support their findings 		<p>States of Matter</p> <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. - Identify the part played by evaporation and condensation in the water cycle. - Identify that evaporation happens more quickly in hotter temperatures. <p>Working Scientifically:</p> <ul style="list-style-type: none"> - using straightforward scientific evidence to answer questions or to support their findings - using results to draw simple conclusions, make prediction for new values, suggest improvements and raise further questions 	<p>Sound</p> <ul style="list-style-type: none"> - Identify how sounds are made. - Recognise that vibrations from sounds travel to the ear - Find patterns between the pitch of a sound and the object that produced it - Find patterns between the volume of a sound and the strength of the vibrations. - Recognise that sounds get fainter as the distance from the sound source increases <p>Working Scientifically:</p> <ul style="list-style-type: none"> - setting up practical enquiries, comparative and fair tests - reporting on findings from enquiries - identifying differences, patterns, similarities or changes

<p>Computing</p>	<p>Online Safety (Purple Mash Unit 4.2) Effective Searching (Purple Mash Unit 4.7)</p>	<p>Writing for Different Audiences (Purple Mash Unit 4.4) Animation (Purple Mash Unit 4.6)</p>	<p>Coding (Purple Mash Unit 4.1) Using Logo (Purple Mash Unit 4.5) An Introduction to AI (Purple Mash Unit 4.10)</p>	<p>Spreadsheets (Purple Mash Unit 4.3) Hardware Investigators (Purple Mash Unit 4.8) Making Music (Purple Mash Unit 4.9) Micro:bits (Purple Mash Unit 4.11)</p>	
<p>History</p>	<p>Stone Age to the Iron Age</p> <ul style="list-style-type: none"> - Understand that a timeline can be divided into BC and AD - Begin to use the terminology Primary and Secondary in relation to sources - Ask questions about the past and find out the answers - Describe the similarities and differences between the Stone Age and Iron Age - Use evidence to describe what was important to people from the past - Describe the main changes throughout this period of history <p>Black History Month</p>		<p>Rotten Romans</p> <ul style="list-style-type: none"> - Order significant events on a pre-drawn timeline - Use evidence to show how the lives of the rich and poor differed - Describe how some things from the Roman Empire have influenced how we live today - Use evidence to find out about historical figures e.g., Julius Caesar/Boudicca - Look at different versions of the same event in history and identify the differences - Understand the difference between facts and opinions 		
<p>Geography</p>		<p>Map Skills</p> <ul style="list-style-type: none"> - Recap the 8 points of a compass - Use 4-figure grid references 	<p>Italy</p> <ul style="list-style-type: none"> - Understand geographical similarities and differences through the study of human and physical geography in Italy and the UK 	<p>The Water Cycle and Rivers</p> <ul style="list-style-type: none"> - Ask geographical questions and find out the answers - Know and label the parts of a river - Explore the journey of a river for source to mouth 	

		<ul style="list-style-type: none"> - Understand simple grid references, symbols and keys when using maps - Name and locate the countries in Europe - Use primary and secondary sources of information 	<ul style="list-style-type: none"> E.g., population, land use, rivers, oceans, mountains, tourism, weather - Express their own views about people, places and environments - Explore natural resources and industry in Italy as well as trade links with the UK 	<ul style="list-style-type: none"> - Describe and understand key aspects of the water cycle - Create a water cycle in a bag and observe the different stages of the process
Art	<p>Cave Paintings</p> <ul style="list-style-type: none"> - Understand the historical setting of cave art - Know that different gradients of pencil produce different types of lines - Explore using charcoal - Use the internet to research cave art 	<p>Self-portraits</p> <ul style="list-style-type: none"> - Draw self-portraits with increasing accuracy by using grid lines - Know the primary and secondary colours - Mix and match colours to those in a work of art - Mix flesh colours 	<p>Roman Mosaics and Purses (Collage/Textiles)</p> <ul style="list-style-type: none"> - Use mosaics to create pictures - Use a variety of stitched to make a Roman purse <p>Kaso (Digital Media/3D Design)</p> <ul style="list-style-type: none"> - Begin to use IT to combine text and graphics to present research - Plan, design and make models/sculptures inspired by Kaso's artwork - Use a variety of joining techniques and materials to make models/sculptures - Use tools safely and with increasing accuracy 	<p>Kaso (Digital Media/3D Design)</p> <ul style="list-style-type: none"> - Use the photocopier to reproduce and resize images - Print with at least 3 colours - Create own printing blocks <p>Monet</p> <ul style="list-style-type: none"> - Record and explore ideas from first hand observations, experience and their imagination - Evaluate the work of Monet saying how it makes them feel and what they like/dislike - Compare the work of Monet to that of Kaso - Begin to use collage as a means of collecting ideas and information
Music	<ul style="list-style-type: none"> - Listening and appraising - Improvisation - Composition 		<ul style="list-style-type: none"> - Recorders - Performing 	<ul style="list-style-type: none"> - Handel's Water Music - Listening and appraising - Improvisation - Composition - Performing
Design Technology	<p>Stone Age Tools</p> <ul style="list-style-type: none"> - Begins to model ideas by creating simple prototypes - Explain their choice of tools/equipment 		<p>Making Pizzas</p> <ul style="list-style-type: none"> - Describe the purpose of their product - Gather opinions from a target audience - Develop their own design criteria to inform their ideas - Understand that food can be grown, reared or caught 	

	<ul style="list-style-type: none"> Identify risks and work safely with tools - Mark out, cut and shape materials - Assemble, join and combine materials - Understand that materials have functional and aesthetic qualities - understand that materials can be combined to create useful characteristics 		<ul style="list-style-type: none"> - Understand that recipes can be adapted - Create and prepare a pizza showing due care for food hygiene - Evaluate ready-made pizzas - Evaluate their own pizza <p>Roman Purses</p> <ul style="list-style-type: none"> - Identify strengths and areas for development in their product - Analyse how their product has been designed and made - Consider how well the product meets the needs of the user 			
Physical Education	<p>Mindfulness</p> <p>Boccia</p>	<p>Space</p> <p>Game Sense/Invasion</p>	<p>Bridges</p> <p>Handball</p>	<p>Competitions</p> <p>Tennis</p>	<p>Cricket</p> <p>Rounders</p>	<p>Communication and Tactics</p> <p>Athletics</p>
Happy, Healthy Me	<p>Marvellous Me</p> <ul style="list-style-type: none"> - Explore the importance of healthy eating. - Discuss our hobbies and understand the importance of keeping active. - Explore our different emotions and know that different things can affect people's emotions in different ways. - Identify ways of dealing with our emotions. - Set achievable goals for ourselves. 	<p>Working Together</p> <ul style="list-style-type: none"> - Explore how to be a good friend. - Explore how to work well with others. - Explore what makes us angry and how to deal with anger. - Explore how people are different and celebrate our differences. <p>Say NO to Bullying</p>	<p>Being Responsible</p> <ul style="list-style-type: none"> - Understand how we can manage money and finances. - Explore our local area and immigration. - Understand that there are fair trade products and what it means to be fair trade... - Understand that alcohol is found in some drinks. <p>Equality – Understand why people choose to get married</p>	<p>Good to be Me</p> <ul style="list-style-type: none"> - Understand the different types of learners. - Understand the fight, flight and freeze responses to feeling threatened. - Understand the things that make us feel worried and what we can do about our worries. - Understand how our thoughts and feelings can be influenced by others. 	<p>Relationships</p> <ul style="list-style-type: none"> - Explore their feelings within the context of our important relationships. - Understand how to manage conflict in relationships and learn how to compromise. <p>Equality – Asking questions</p>	<p>Changes</p> <ul style="list-style-type: none"> - Understand different types of changes both positive and negative - Understand the changes in our bodies from being in the womb to growing up. RSE – Growing and differences - Explore how we grow and gain an understanding of how we develop from being in the womb, and then grow from babies to children to adults.

	<p>British Values Equality – When to be assertive</p>			<p>Equality – Overcome language as a barrier</p>		<p>- Understand how each person is different and the feelings and emotions they might experience around those differences.</p>
<p>Languages</p>		<p>Fruits</p> <ul style="list-style-type: none"> - Name and recognise up to 10 fruits in French. - Attempt to spell some of these nouns. - Ask somebody in French if they like a particular fruit. - Say what fruits they like and dislike. 		<p>Ancient Britain</p> <ul style="list-style-type: none"> - Learn the French for “I am” (Je suis), “I have” (J’ai) and “I live” (J’habite). - Name in French, the six key periods of ancient Britain, introduced in chronological order. - Be able to say in French three of the types of people who lived in ancient Britain. - Tell somebody in French the three key hunting tools used during the stone age, bronze age and iron age in ancient Britain. - Name the three types of dwellings people lived in during the stone, bronze and iron ages. 		<p>Vegetables</p> <ul style="list-style-type: none"> - Name and recognise up to 10 vegetables in French. - Attempt to spell some of these nouns (including the correct determiner/article) - Learn simple vocabulary to facilitate a role play about buying vegetables from a market stall. - Say if they would like one kilo or a half kilo of a particular vegetable or selection of vegetables.