



# Year 4 - YEARLY OVERVIEW

For more detailed plans including skills covered, please see subject specific documents

Year 4	Autumn 1 (7 weeks)	Autumn 2 ( 7 weeks 4 days)	Spring 1 ( 5 weeks)	Spring 2 ( 6 weeks)	Summer 1 (6 weeks)	Summer 2 (7 weeks 3 days)	
<b>Theme</b>	<b>This is us</b>	<b>It's all Ancient History</b>	<b>Picture Perfect</b>	<b>The world around us</b>	<b>Into the Unknown</b>	<b>Fight for the right</b>	
<b>TOPIC</b>	<b>Attenborough and Seacole</b>	<b>Saxons to Vikings</b>	<b>Every picture tells a story</b>	<b>The Rainforest</b>	<b>Robots</b>	<b>Women's Rights</b>	
<b>Experiences</b>	Etham Palace/ Hampton Court Palace V and A Tower of London	Live like a Viking Oxleas Woods National Maritime Museum- Viking workshop Canterbury Cathedral	Wildlife Centre, Greenwich Park Buddhist Temple (Amitabha Garden)	Jungle cave restaurant/Rainforest cafe	Visit the Mandir Tower Bridge robot workshop	Museum of London- Suffragettes Suffragette workshop- The Drama Hut	
<b>Key events</b>	Diwali	St Andrew's day (30 <sup>th</sup> November) Christmas	Chinese New Year	Easter, St David's day (1 <sup>st</sup> March), St Patrick's day (17 <sup>th</sup> March), Mother's day, Ramadan	St George's Day (23rd April), Eid	Father's day	
<b>Key Text</b>	<i>David Attenborough: Children's Biography</i> by Abigail Rosas <i>Our Planet: The official children's companion</i> by Matt Whyman <i>The Extraordinary Life of Mary Seacole</i> by Naida Redgrave	<i>Beowulf</i> by Michael Morpurgo <i>How to Train Your Dragon</i> by Cressida Cowell <i>Anglo-Saxon Boy/Viking Boy</i> by Tony Bradman <i>Who Were the Vikings?</i> By Jane Chisholm <i>The Saga of Erik the Viking</i> by Terry Jones <i>Norse Myths: Tales of Odin, Thor and Loki</i> by Kevin Crossley-Holland	<i>Varmints</i> by Helen Ward	<i>The Explorer</i> by Katherine Rundell <i>Journey to the River Sea</i> by Eva Ibbotson <i>Running Wild</i> by Michael Morpurgo <i>Unfolding Journeys: Amazon Adventure</i> (Lonely Planet Kids) <i>DK Eyewitness Books: The Amazon</i>	<i>The Wild Robot</i> by Peter Brown <i>The Iron Man</i> by Ted Hughes <i>Runaway Robot</i> by Frank Cottrell-Boyce <i>Troo Friend</i> by Kirsty Applebaum <i>DK Robot: Meet the Machines of the Future</i>	<i>The Princess and the Suffragette</i> by Holly Webb <i>Opal Plumstead</i> by Jacqueline Wilson <i>I Could Do That!</i> by Linda Arms White <i>How Women Won the Vote</i> by Susan Campbell Bartoletti <i>Razia's Ray of Hope</i> by Elizabeth Suneby	
<b>Writing Genre</b>	To be covered over the course of the year: <b>Descriptive writing, newspaper article, non-chron report, biography, explanation text, persuasive speech, X2-3 narratives</b>						
<b>Poetic form</b>	During English lesson: Nonsense poems Guided reading: topic-related poem	Guided reading: song	Guided reading: song	During English lesson: Cinquains/tanka poems Guided reading: topic-related poem	Guided reading: song	During English lesson: Free verse Guided reading: topic-related poem	
<b>Maths</b>	Number: Place value Number: Addition and subtraction	Measure: Area Number: Multiplication and division	Number: Multiplication and division Length and perimeter	Number: Fractions Number: Decimals	Number: Decimals Measure: Money Measure: Time	Geometry: Properties of shape Statistics Geometry: Position and direction Consolidation	
<b>Science</b>	Animals including humans	States of matter	Sound	Living things and their habitats	Electricity	Working scientifically	
<b>History</b>	Tudors Link to Nursing and medicine if possible	Saxons to Vikings				The Suffragettes	
<b>Geography</b>			Fieldwork skills	Biomes and vegetation, the Equator, comparisons with south America	Using maps and atlases		
<b>Art</b>	Fideli Sundqvist – link to Tudor rose		Barbara Hepworth – geometric abstract shapes – link to core text	Romero Brito – Brazilian Andy Goldsworthy			
<b>DT</b>		Textiles – looms and weaving			RM - Electrical systems: make a robot with glowing eyes/buzzer sound	Food tech – Suffragette meals	
<b>Music</b>	Unit 1: Poetry – Performance Unit 2: Environment - Composition	Unit 3: Sounds – Exploring sounds Unit 4: Recycling - Structure	Unit 5: Building – Beat Unit 6: Around the world - Pitch	Unit 7: Ancient worlds – Structure Unit 8: Singing Spanish - Pitch	Unit 9: Communication – Composition Unit 10: Time - Beat	Unit 11: In the past – notation Unit 12: Food and drink - Performance	
<b>Computing</b>		Collaborative learning Further coding with Scratch		Data handling – investigating weather Computational thinking	Computational thinking continued Online safety		
<b>MFL</b>	Phonetics lesson 2 (C) & Presenting Myself (I)	Family (I)	Goldilocks or Tudors (I)	Habitats (I)	Classroom (I)	My Home (I)	
<b>PE (PE lead)</b> <i>(Class teacher)</i>	PE- Fundamentals	PE – Games (Basketball & Hockey)	Attenborough PE – Gymnastics/OAA CT - OAA	Seacole SWIMMING	Attenborough SWIMMING	Seacole PE - Dance CT - Net/Wall ball	Net/Wall ball Athletics HRF
	CT – Games Netball & Football	CT - Gymnastics					
<b>PHSE</b>	Being me in my world	Celebrating difference	Dreams and goals	Healthy me	Relationships	Changing me	
<b>RE</b>	Christianity (Who was Jesus) Buddhism (The Buddha and Buddhist teaching)		Hinduism (Gods and beliefs) Judaism (The Synagogue)			Islam (Ramadan) Worship	