



Yearly Overview

Year 4



Achieve Believe Care

	Rivers / Ancient Egypt	Where does all our stuff come from? / crime and punishment	Alpine Regions / Romans
Geography	<p>How does the water go round and round?</p> <ul style="list-style-type: none"> • name and locate some of the UK's and the world's most significant rivers and mountain environments • learn about the features of a named river (the River Thames) in the UK, from source to mouth • learn how rivers and mountains are formed • identify some of the processes associated with rivers • understand where rivers and mountains fit into the water cycle 	<p>Where does all our stuff come from?</p> <ul style="list-style-type: none"> • describe and understand key aspects of 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 • use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. 	<p>Where should we go on holiday?</p> <ul style="list-style-type: none"> • use maps to focus on countries, cities and regions in Europe • be taught to understand a region of another European country • be taught to understand some of the physical and human processes that shape a region • extend their knowledge and understanding beyond the local area to include Europe. This will include the location and characteristics of a range of the world's more significant human and physical features.
History	<p>How much did the Ancient Egyptians Achieve?</p> <ul style="list-style-type: none"> • study the achievements of the earliest civilisations • develop a chronologically secure knowledge and understand of British, local and world history • note connections, contrasts and trends over time • develop the use of historical terms • understand how our knowledge of the past is constructed from a range of sources • address and devise historically valid questions about similarity, difference and significance • construct informed responses that involve thoughtful selection and organisation of relevant historical information. 	<p>How has crime and punishment changed over time?</p> <ul style="list-style-type: none"> • develop a chronologically secure knowledge and understanding of British history • establish clear narratives over periods of study • note connections, contrasts and trends over time and develop the use of historical terms • understand how our knowledge of the past is constructed from a range of sources • address historically valid questions about continuity, and change and cause • address and devise historically valid questions about continuity and change, similarity and difference, and significance • construct informed responses that involve thoughtful selection and organisation of relevant historical information. 	<p>What happened when the Romans came to Britain?</p> <ul style="list-style-type: none"> • develop a chronologically secure knowledge and understanding of British history • address historically valid questions about change, cause and significance • construct informed responses that involve the thoughtful selection and organisation of historical information • understand how our knowledge of the past is constructed from a range of sources • note connections, contrasts and trends over time and develop the appropriate use of historical terms • address and devise historically valid questions about similarity and difference
Computing	We are software developers	We are musicians	We are artists

	<ul style="list-style-type: none"> ● develop an educational computer game using selection and repetition ● understand and use variables ● start to debug computer programs ● recognise the importance of user interface design, including consideration of input and output. <p>We are makers</p> <ul style="list-style-type: none"> ● about the input – process – output model of computation ● about the inputs and outputs available on a BBC micro:bit ● to program using the MakeCode blockbased environment ● to test and debug programs they write, using an on-screen simulator and the micro:bit ● how to convert and transfer a program written on screen to the micro:bit. 	<ul style="list-style-type: none"> ● create a repeating percussion rhythm ● play music using virtual instruments ● compose or edit tunes using the piano roll (pitch and duration) tool ● perform electronic music using pre-recorded loops, and create their own loops ● create a multi-track composition or performance using multiple instruments ● give feedback to others on their compositions and performances. <p>We are bloggers</p> <ul style="list-style-type: none"> ● become familiar with blogs as a medium and a genre of writing ● create a sequence of blog posts on a theme ● incorporate additional media ● comment on the posts of others ● develop a critical, reflective view of a range of media, including text. 	<ul style="list-style-type: none"> ● develop an appreciation of the links between geometry and art ● become familiar with the tools and techniques of a vector graphics package ● develop an understanding of turtle graphics ● experiment with the tools available, refining and developing their work as they apply their own criteria to evaluate it, and receive feedback from their peers ● develop some awareness of computer-generated art. <p>We are meteorologists</p> <ul style="list-style-type: none"> ● understand different measurement techniques for weather – both analogue and digital ● use computer-based data logging to automate the recording of some weather data ● use spreadsheets to create charts ● analyse data, explore inconsistencies in data and make predictions ● practise using presentation and video software.
<p>Science</p>	<p>Living things</p> <ul style="list-style-type: none"> -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 <p>Looking at states</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, and measure or 	<p>The big build</p> <ul style="list-style-type: none"> -Ask relevant questions and use different types of scientific enquiries to answer them. -Set up simple practical enquiries, comparative and fair tests. -Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers. -Gather, record, classify and present data in a variety of ways to help in answering questions. -Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables. 	<p>What's that sound?</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 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. <p>Power it up</p> <ul style="list-style-type: none"> -Identify common appliances that run on electricity. -Construct a simple series electrical

	<p>research the temperature at which this happens in degrees Celsius (°C).</p> <p>-Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</p>	<p>-Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.</p> <p>- Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions.</p> <p>-Identify differences, similarities or changes related to simple scientific ideas and processes.</p> <p>-Use straightforward scientific evidence to answer questions or to support their findings.</p> <p>Teeth and eating</p> <p>-Describe the simple functions of the basic parts of the digestive system in humans.</p> <p>-Identify the different types of teeth in humans and their simple functions.</p> <p>-Construct and interpret a variety of food chains, identifying producers, predators and prey</p>	<p>circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers.</p> <p>-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.</p> <p>-Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit.</p> <p>-Recognise some common conductors and insulators and associate metals with being good conductors.</p>
Art	<p>Craft and design: Ancient Egyptian scrolls</p> <p>Learning about the way colour, scale and pattern influenced ancient Egyptian art, children explore the technique of papermaking to create a papyrus-style scroll.</p>	<p>Drawing: Power prints Using everyday electrical items as a starting point, pupils develop an awareness of composition in drawing and combine media for effect when developing a drawing into a print.</p>	<p>Painting and mixed media: Light and dark</p> <p>Developing colour mixing skills, using shades and tints to show form and create three dimensions when painting. Pupils learn about composition and plan their own still life to paint, applying chosen techniques.</p>
D.T.	<p>Food: Adapting a recipe</p> <p>Work in groups to adapt a simple biscuit recipe, to create the tastiest biscuit ensuring that their creation comes within the given budget of overheads and costs of ingredients.</p>	<p>Textiles: Fastenings</p> <p>Building upon their sewing skills, pupils design and create a book sleeve; exploring a variety of fastenings and selecting the most appropriate for their design based on strength and appropriate use.</p>	<p>Mechanical systems: Making a slingshot car</p> <p>Transforming lollipop sticks, wheels, dowels and straws into a moving car. Using a glue gun to, making a launch mechanism, designing and making the body of the vehicle using nets and assembling these to the chassis.</p>
R.E.	<p>How special is the relationship Jews have with God?</p> <p>-understand the special relationship between Jews and God and the promises they make to each other.</p>	<p>How important is it for Jewish people to do what God asks them to do?</p> <p>understand how celebrating Passover and keeping Kashrut (food laws) help Jews show God they value their special relationship with Him.</p>	<p>What is the best way for a Jew to show commitment to God?</p> <p>understand different ways that Jews show their commitment to God, comparing their practices in</p>

	<p>What is the most significant part of the Nativity story for Christians today?</p> <ul style="list-style-type: none"> -understand the symbolism in the Christmas story and think about what the different parts mean to Christians today. 	<p>Is forgiveness always possible for Christians?</p> <ul style="list-style-type: none"> - understand how Jesus' life, death and resurrection teaches Christians about forgiveness. 	<p>order to explore which shows the most commitment.</p> <p>Do people need to go to Church to show they are Christians?</p> <ul style="list-style-type: none"> -understand how important going to church is to show someone is a Christian.
<p>P.S.H.E.</p>	<p>Health and Wellbeing</p> <p>What strengths, skills and interests do we have?</p> <ul style="list-style-type: none"> -how to recognise personal qualities and individuality -to develop self-worth by identifying positive things about themselves and their achievements -how their personal attributes, strengths, skills and interests contribute to their self-esteem -how to set goals for themselves -how to manage when there are set-backs, learn from mistakes and reframe unhelpful thinking <p>Relationships</p> <p>How do we treat each other with respect?</p> <ul style="list-style-type: none"> -how people's behaviour affects themselves and others, including online -how to model being polite and courteous in different situations and recognise the respectful behaviour they should receive in return -about the relationship between rights and responsibilities -about the right to privacy and how to recognise when a confidence or secret should be kept (such as a nice birthday surprise everyone will find out about) or not agreed to and when to tell (e.g. if someone is being upset or hurt) 	<p>Health and Wellbeing</p> <p>How can we manage our feelings?</p> <ul style="list-style-type: none"> -how everyday things can affect feelings -how feelings change over time and can be experienced at different levels of intensity -the importance of expressing feelings and how they can be expressed in different ways -how to respond proportionately to, and manage, feelings in different circumstances -ways of managing feelings at times of loss, grief and change -how to access advice and support to help manage their own or others' feelings <p>Health and Wellbeing</p> <p>How can we help in an accident or emergency?</p> <ul style="list-style-type: none"> -how to carry out basic first aid including for burns, scalds, cuts, bleeds, choking, asthma attacks or allergic reactions -that if someone has experienced a head injury, they should not be moved -when it is appropriate to use first aid and the importance of seeking adult help 	<p>Living in the Wider World</p> <p>How can our choices make a difference to others and the environment?</p> <ul style="list-style-type: none"> -how people have a shared responsibility to help protect the world around them -how everyday choices can affect the environment -how what people choose to buy or spend money on can affect others or the environment (e.g. Fairtrade, single use plastics, giving to charity) -the skills and vocabulary to share their thoughts, ideas and opinions in discussion about topical issues -how to show care and concern for others (people and animals) -how to carry out personal responsibilities in a caring and compassionate way <p>Health and Wellbeing</p> <p>How can we manage risk in different places?</p> <ul style="list-style-type: none"> -how to recognise, predict, assess and manage risk in different situations -how to keep safe in the local environment and less familiar locations (e.g. near rail, water, road; fire/firework safety; sun safety and the safe use of digital devices when out and about) -how people can be influenced by their peers' behaviour and by a desire for peer approval;

	<ul style="list-style-type: none"> -the rights that children have and why it is important to protect these -that everyone should feel included, respected and not discriminated against; how to respond if they witness or experience exclusion, disrespect or discrimination -how to respond to aggressive or inappropriate behaviour (including online and unwanted physical contact) – how to report concerns 		<ul style="list-style-type: none"> -how to manage this influence -how people’s online actions can impact on other people how to keep safe online, including managing requests for personal information and recognising what is appropriate to share or not share online -how to report concerns, including about inappropriate online content and contact -that rules, restrictions and laws exist to help people keep safe and how to respond if they become aware of a situation that is anti-social or against the law
Outdoor P.E.	<p>Invaders</p> <ul style="list-style-type: none"> - to keep possession of a ball. - to use ABC (agility, balance, co-ordination) techniques to keep control of a ball in a competitive situation. - to use accurate passing and dribbling in a game. - to identify and apply ways to move the ball towards an opponent’s goal. - to learn concepts of attack and defence. - to play in a mini football competition. <p>Supplementary</p> <p>Football – revisit skills with a different warm up skill based activity each week, dribbling, running with the ball, passing, shooting – progress in to 1v1 and 2v2 to introduce contact and tackling. Progress to 5v5 with 1v1 tackling rule.</p> <p>Mighty Movers (Boxercise)</p> <ul style="list-style-type: none"> - to learn footwork movement patterns showing co-ordination. -to demonstrate correct technique for a job. - to understand the value of boxercise moves. -to learn how to build an aerobic exercise routine including skilled moves. 	<p>Fitness Frenzy</p> <ul style="list-style-type: none"> - to complete a circuit that includes different aerobic activities. - to perform a boxercise routine with precision. - to develop co-ordination and balance. - To complete an athletics-based circuit with control and accuracy. - to develop cool core moves using balance techniques. - to perform a sequence of moves at each station within a circuit with increased accuracy. <p>Supplementary</p> <p>Hockey – Re visit all skills learned to see who can remember how to use equipment (Sticks) safely. Add shooting technique once all confident with stick, Progress in to small sided 1v1, 2v2 games. Recognise how to create tactics to create space and opportunities to score and make decisive decisions (when to pass, dribble, shoot.)</p> <p>Nimble Nets</p> <ul style="list-style-type: none"> - to become familiar with balls and short tennis rackets. -to get the ball into play. 	<p>Striking and Fielding</p> <ul style="list-style-type: none"> - to develop and investigate different ways of throwing, and to know when each is appropriate. - to use ABC (agility, balance, co-ordination) to field a ball well. - to use ABC (agility, balance, co-ordination) to move into good positions for catching and apply it in a game situation. -to use hand-eye co-ordination to strike a moving and a stationary ball. - to develop fielding skills and understand their importance when playing a game. - to play in a competitive situation, and to demonstrate sporting behaviour. <p>Supplementary</p> <p>Rounders – Striking and Fielding skills to warm up leading to team games, Introduce football Rounders to start to understand where to move when the batting team in a game of rounders.</p> <p>Young Olympians</p> <ul style="list-style-type: none"> - to select and maintain a running pace for different distances. - to practise throwing with power and accuracy.

	<ul style="list-style-type: none"> - to create and perform a boxercise sequence with increased accuracy. - to perform a boxercise routine with precision. <p>Supplementary <i>Cricket – Quick Cricket – Play small sided quick cricket games with main emphasis on learning rules and scoring, encourage children to take risks with main focus on batting. All games should be 1 player in bat and all others fielding. Progress to paired cricket to introduce tactics and defensive batting, children then to make decisions on when to defend and when to attack when in bat. Fielding team also to use tactics based on batsman.</i></p>	<ul style="list-style-type: none"> -to accurately serve underarm. - to build up a rally - to build a rally, focusing on accuracy of strokes. - to play a variety of shots in a game situation and to explore when different shots should be played. - to play a competitive tennis game. <p>Supplementary <i>Netball – Re visit basic passes of netball (Chest, Bounce, Shoulder) and focus on movement without the ball, introduce invasion games in small format, 2v2, 3v3 where player with ball cannot move. Work on how to find space and which pass is the most successful based on situation (for example use a chest pass if no one obstructing pathway). Progress to line ball where each team has to get the ball to a player on the end zone acting as a Goal. Player on end zone however can move across line again to focus on finding space to receive.</i></p>	<ul style="list-style-type: none"> - to throw safely and with understanding. - to demonstrate good running technique in a competitive situation. - to explore different footwork patterns. -to understand which technique is most effective when jumping for distance. - to utilise all the skills learned in this unit in a competitive situation. <p>Supplementary <i>Tennis – warm up with skill based games in pairs, progress to small 1v1 rally's and 1v1 games with points system for advanced players. Introduce serving underarm and progress to overarm for advanced players. Advanced players to be put through to school games competition to compete against other children from Halesowen schools.</i></p>
<p>Indoor PE</p>	<p>Cool Core (Pilates)</p> <ul style="list-style-type: none"> - to improve balance and co-ordination. - to improve balance and co-ordination. -to consolidate and improve the moves learned so far. - to develop balance techniques when performing cool core moves. - to sustain balance and concentration when performing a variety of cool core moves. - to develop cool core moves using balance techniques. <p>Boot Camp</p> <ul style="list-style-type: none"> - to understand how to prepare the body for exercise. -to understand what fitness means. - to complete a range of circuit-based activities and understand the reason for doing them. -to understand what happens to the heart rate during exercise. 	<p>Gym Sequences</p> <ul style="list-style-type: none"> - to identify and practise body shapes. - to identify and practise symmetrical and asymmetrical body shapes. - to construct sequences using balancing and linking movements. - to use counterbalances and incorporate them into a sequence of movements. - to perform movements in canon and in unison. - to perform and evaluate own and others' sequences. <p>Dynamic Dance</p> <ul style="list-style-type: none"> - to identify and practise the patterns and actions of line dancing. - to demonstrate an awareness of the music's rhythm and phrasing when improvising. - to create an individual dance that reflects the line dancing style. 	<p>Gymfit Circuits</p> <ul style="list-style-type: none"> - to understand that a fitness circuit can be sport-specific. - to complete a hockey-based circuit with understanding and accuracy. - to complete a netball/basketball circuit with understanding and accuracy. - to complete a football-based circuit with accuracy and understanding. - to complete a cricket-based circuit with accuracy and understanding. - to complete an athletics-based circuit with control and accuracy. <p>Step to the beat</p> <ul style="list-style-type: none"> - to understand the importance of a warm-up. -to improve fitness, particularly strength and stamina. - to complete a step routine to music to improve fitness.

	<ul style="list-style-type: none"> - to improve a circuit that includes activities previously practised. - to improve a circuit that includes activities previously practised involving balance and coordination. 	<ul style="list-style-type: none"> - to create partnered dances that reflect the line dancing style and apply the key components of dance. - to perform a line dance using a range of movement patterns. -to perform and evaluate own and others' work. 	<ul style="list-style-type: none"> -to develop co-ordination and balance. - to understand the importance of a warm-up.
French	<p>Phonetics 1-2</p> <p>Fruits</p> <p>I Am Able ...</p> <p>I Know How...</p>	<p>Vegetables</p> <p>Presenting Myself</p>	<p>In the Classroom</p> <p>At the Tea Room</p> <p>At the Café</p> <p>At the Restaurant</p>
Music	<p>Throughout this year, all children will learn how to play a musical instrument through specialist whole class tuition provided by Dudley Performing Arts.</p> <ul style="list-style-type: none"> -to treat instruments carefully and with respect. -to play a tuned instrument –a simple part or the melody of the song from memory or using notation. -to rehearse and perform. -to listen to and follow musical instructions from a leader. -to talk about the best place to be when performing and how to stand or sit. -to record the performance and say how they were feeling, what they were pleased with what they would change and why. 		
Cooking	Lasagne		
Trips	<p>Woodgate Valley (field study)</p> <p>Visitors – Fireman (safety talk)</p>	<p>Visit from Dental Hygienist (science link)</p> <p>Visit from Police (link with Crime and Punishment)</p> <p>Visit to Cadbury World</p>	
Texts used	<p>The Egyptian Cinderella by Shirley Cimo</p> <p>The Rhythm of the Rain by Grahame Baker Smith</p> <p>Street Child by Bertie Doherty</p>	<p>Street Child by Berlie Doherty</p> <p>The Miraculous Journey of Edward Tulane by Kate DiCamillo.</p>	<p>Escape from Pompeii by Christina Balit</p> <p>Varjak Paw by F S Said</p> <p>Just so stories by Rudyard Kipling</p>