

YEAR OVERVIEW 2021-22 for YEAR FOUR

Subject	HT1 (8 weeks)	HT2 (7 weeks)	HT3 (6 weeks)	HT4 (6 weeks)	HT5 (6 weeks)	HT6 (7 weeks)
	<u>Mexico</u>		<u>Raiders & Invaders</u>		<u>The Peak District</u>	
<p>English</p> <p><i>All curriculum objectives covered throughout the year. For curriculum links see Lowfield Y4 Writing grid.</i></p>	<p><u>Wk1-3:</u> Poetry – Mexican Landscape</p> <p><u>Wk4-5:</u> Biography – Frida Kahlo</p> <p><u>Wk6-8:</u> Narrative – Day of the Dead/Coco</p>	<p><u>Wk1-3:</u> Non-Chronological Report – Mayan Architecture</p> <p><u>Wk4-6:</u> Traditional Stories – Mayan Folk Tales</p> <p><u>Wk7:</u> Christmas</p>	<p><u>Wk1-3:</u> Poetry- Odes and Insults: Rhyme Focus</p> <p><u>Wk4-6:</u> Script writing/Persuasive writing – Advertising their drawstring bags. (film)</p>	<p><u>Wk1-3:</u> Narrative – Attack of the Vikings (Tony Bradman) – Novel study link?</p> <p><u>Wk4-6:</u> Diary - Vikings</p>	<p><u>Wk1-2:</u> Recount –Peak District Visit</p> <p><u>Wk3-4:</u> Kennings Poems (Vikings Link)</p> <p><u>Wk5-6:</u> Explanation Text – The Water Cycle</p>	<p><u>Wk1-3:</u> Narrative: Fog Hounds (Mystery Thriller)</p> <p><u>Wk4-6:</u> Travel Brochure – Visit the Peaks: Persuasive, descriptive, factual.</p>
<p>Maths</p> <p><i>(inc Number Fluency grid)</i></p> <p><i>Full National Curriculum links in Power Maths overview for Year 4</i></p>	<p><u>Wk 1:</u> Transition Week</p> <p><u>Wk2&3:</u> Number – number and place value Unit 1 Place value – 4-digit numbers (1)</p> <p><u>Wk4&5:</u> Number – number and place value Unit 2 Place value – 4-digit numbers (2)</p> <p><u>Wk6-8:</u> Number – addition and subtraction</p>	<p><u>Wk1-4:</u> Number – multiplication and division Unit 5 Multiplication and division (1)</p> <p><u>Wk5&6:</u> Measurement Unit 4 Measure – perimeter</p> <p><u>Wk7:</u> Christmas</p>	<p><u>Wk1-3:</u> Number – multiplication and division Unit 6 Multiplication and division (2)</p> <p><u>Wk4:</u> Measurement Unit 7 Measure – area</p> <p><u>Wk5&6:</u> Number – fractions (including decimals) Unit 8 Fractions (1)</p>	<p><u>Wk1,2&3:</u> Number – fractions (including decimals) Unit 9 Fractions (2)</p> <p><u>Wk4,5&6:</u> Number – fractions (including decimals) Unit 10 Decimals (1)</p>	<p><u>Wk1&2:</u> Number – fractions (including decimals) Unit 11 Decimals (2)</p> <p><u>Wk3&4:</u> Measurement Unit 12 Money</p> <p><u>Wk5&6:</u> Statistics Unit 14 Statistics</p>	<p><u>Wk1,2&3:</u> Geometry – properties of shapes Unit 15 Geometry – angles and 2D shapes</p> <p><u>Wk4,5&6:</u> Geometry – position and direction Unit 16 Geometry – position and direction</p> <p><u>Wk7:</u> Transition</p>

	Unit 3 Addition and subtraction					
Number Fluency Grid	4NPV-2 Recognise the place value of each digit in four-digit numbers, and compose and decompose four-digit numbers using standard and non-standard partitioning.	Extending 3AS- 2 Pupils should also extend columnar addition and subtraction methods to four-digit numbers.	4NF-3 Apply place-value knowledge to known additive and multiplicative number facts (scaling facts by 100), for example: $8 + 6 = 14$ and $14 - 6 = 8$ so $800 + 600 = 1,400$ and $1,400 - 600 = 800$ and $3 \times 4 = 12$ and $12 \div 4 = 3$ so $300 \times 4 = 1,200$ and $1,200 \div 4 = 300$	4MD-2 Manipulate multiplication and division equations, and understand and apply the commutative property of multiplication.	4NF-1 Recall multiplication and division facts up to 12×12 , and recognise products in multiplication tables as multiples of the corresponding number. (In time for end of Y4 national times table test.)	Consolidation of 4NF-1 Recall multiplication and division facts up to 12×12 , and recognise products in multiplication tables as multiples of the corresponding number.
Job Share: Catch Up Maths	Wk1-4: Roman numerals -Revision -To 100 (Unit 1 Lesson 9) Wk5-8: Negative Numbers (Unit 2 Lesson 8&9)	Wk1-4: Number lines Link to prioritisation grid 3NPV-3 & 3NPV-4 Wk5-7: Calculate compliments to 100	Wk1-6: Revision of angles and shape Link to prioritisation grid 3G-1 & 3G-2	Wk1-3: Worded problems: Addition and subtraction Wk4-6: Multiplication and Division	Wk1-6: Measurement: Time - Revision	Wk1-6: Measurement Unit 13 Time

<p>Science</p>	<p><u>Electricity</u> Sc4/4.2a Identify common appliances that run on electricity Sc4/4.2b Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers Sc4/4.2c 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 Sc4/4.2d Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit Sc4/4.2e Recognise some common conductors and insulators, and associate metals with being good conductors.</p>	<p><u>Animals Including Humans</u> Sc4/2.2a Describe the simple functions of the basic parts of the digestive system in humans Sc4/2.2b Identify the different types of teeth in humans and their simple functions Sc4/2.2c Construct and interpret a variety of food chains, identifying producers, predators and prey.</p>	<p><u>No Science</u></p>	<p><u>All Living Things</u> Sc4/2.1a Recognise that living things can be grouped in a variety of ways Sc4/2.1b Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment Sc4/2.1c Recognise that environments can change and that this can sometimes pose dangers to living things.</p>	<p><u>States of Matter</u> Sc4/3.1a Compare and group materials together, according to whether they are solids, liquids or gases Sc4/3.1b 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) Sc4/3.1c Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</p>	<p><u>Sound</u> Sc4/4.1a Identify how sounds are made, associating some of them with something vibrating Sc4/4.1b Recognise that vibrations from sounds travel through a medium to the ear Sc4/4.1c Find patterns between the pitch of a sound and features of the object that produced it Sc4/4.1d Find patterns between the volume of a sound and the strength of the vibrations that produced it. Sc4/4.1e recognise that sounds get fainter as the distance from the sound source increases</p>
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<p>Art</p>	<p><u>Drawing</u> Day of the Dead</p> <ul style="list-style-type: none"> • Draw for a sustained period at an appropriate level. • Develop intricate patterns using different grades of pencil and other implements to create lines, tones and marks. • Experiment with different grades of pencil and other implements to achieve variations in tone and make marks. • Have opportunities to develop further drawings featuring the third dimension and perspective. • Include in their drawing a range of techniques and begin to understand why they best suit. • Begin to show awareness of representing texture through the choice of marks and lines made 	<p><u>Painting</u> Frida Kahlo: Self Portraits</p> <ul style="list-style-type: none"> • Confidently control the types of marks made and experiment with different effects and textures including blocking in colour and using washes. • Begin to choose appropriate media to work with. • Use light and dark within painting and show understanding of complimentary colours. • Mix colour, shades and tones with increasing confidence. 			<p><u>Drawing & Painting</u> The Peak District See HT1&2</p> <p><u>Art Through Technology</u> Taught Through Computing 1.4</p>	<p><u>3D</u> Clay Models of Peaks Village/ Rivers</p> <ul style="list-style-type: none"> • Work in a safe, organised way, caring for equipment. • Make a slip to join to pieces of clay. • Decorate and produce items confidently. • Show experience in combining pinch, slabbing and coiling to produce end pieces.
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Computing	0.4 – Key Skills : Using School Computers and Networks Effectively	4.4 How do I program a computer to create art?	2.4 What makes an excellent multimedia story?	3.4 How is data shared online?	1.4 How do I use a computer as an artist or photographer? <u>Art Through Technology</u> <ul style="list-style-type: none"> • Create a piece of art which includes integrating a digital image they have taken. • Take a photo from an unusual or thought-provoking viewpoint 	5.4 How do I use interaction in a program to tell stories?
DT		Cooking and Nutrition – Nachos Food theory: DT2/2.1a Cooking Techniques: D2/2.1b DT2/2.1c Origins of food: DT2/2.1d	Textile - Drawstring bag Design: DT2/1.1a DT2/1.1b DT2/1.2a DT2/1.2b Make: DT2/1.2a DT2/1.4a Evaluate: DT2/1.3a DT2/1.3b DT2/1.3c	Construction - Viking Village Design: DT2/1.1a DT2/1.1b Make: DT2/1.2a DT2/1.4a Evaluate: DT2/1.3a DT2/1.3b DT2/1.3c Technological Knowledge: DT2/1.4a DT2/1.4b DT2/1.4c DT2/1.4d		

<p>Geog.</p>	<p><u>Mexico</u> Ge2/1.1 Locational Knowledge Ge2/ 1.1a Ge2/1.1c</p> <p>Ge2/1.2 Place Knowledge Ge2/1.2a</p> <p>Ge2/1.3 Human and Physical Geography Ge2/1.3a Ge2/1.3b</p> <p>Ge2/1.4 Geographical Skills and Fieldwork Ge2/1.4a</p>		<p><u>Scandinavia</u> Ge2/1.1 Locational Knowledge Ge2/ 1.1a Ge2/1.1c</p> <p>Ge2/1.3 Human and Physical Geography Ge2/1.3a</p> <p>Ge2/1.4 Geographical Skills and Fieldwork Ge2/1.4a</p>		<p><u>Peak District</u> Ge2/1.1 Locational Knowledge Ge2/1.1b Ge2/1.2 Place Knowledge Ge2/1.2a</p> <p>Ge2/1.3 Human and Physical Geography Ge2/1.3a</p> <p>Ge2/1.4 Geographical Skills and Fieldwork Ge2/1.4a Ge2/1.4b Ge2/1.4c</p>	
<p>History</p>		<p><u>The Maya</u></p> <p>Hi2/2.5 Non-European Study Pupils should be taught about a non-European society that provides contrasts with British history</p>	<p><u>Anglo-Saxons & Scots</u></p> <p>Hi2/1.3 Anglo-Saxons & Scots Pupils should be taught about Britain’s settlement by Anglo-Saxons and Scots</p>	<p><u>Anglo Saxons & Vikings</u></p> <p>Hi2/1.4 Anglo-Saxons & Vikings Pupils should be taught about the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p>		

MFL	Continuing with Y3 French from: 13: Colours and Alien Story 14: Colours and opinions 15: Word order of adjectives 18: Numbers 1-10	19: Numbers and j'ai 20: Age 21: Definite (le, la, les) and indefinite articles (un, une) 22: Je voudrais	23: The connective 'mais' 24: C'est & the Hare and the Tortoise 25: Aussi	26: Numbers 1-15 27: Days of the week Y4 French: 1: Animals and classroom instructions	2: Animals and a poem 3: Monsieur Gentil's day out 4: Talk4Writing: learning a story	5: Parts of the body 6: Colours 7: Monsters!
Music	TBC depending on Covid Restrictions					
PE	Games: Football PE2/1.1b Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending	Dance PE2/1.1d Perform dances using a range of movement patterns	Gymnastics PE2/1.1c Develop flexibility, strength, technique, control and balance	Games: Basketball PE2/1.1b Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending	Orienteering PE2/1.1e Take part in outdoor and adventurous activity challenges both individually and within a team.	Key Skills: Athletics PE2/1.1a Use running, jumping, throwing and catching in isolation and in combination
PE2/1.2 Swimming and water safety In particular, pupils should be taught to: PE2/1.2a swim competently, confidently and proficiently over a distance of at least 25 metres PE2/1.2b use a range of strokes effectively PE2/1.2c perform safe self-rescue in different water-based situations.						

<p>RE</p>	<p><u>Symbols and religious expression:</u> How do people express their religious and spiritual ideas on pilgrimages? Muslims and Christians Pupils:</p> <ul style="list-style-type: none"> • find out about some interesting examples of religious pilgrimages, gathering knowledge and developing understanding (A1) • consider why people go on pilgrimages. They use a range of exciting stimuli to find out about pilgrimages, and make some connections between Hajj for Muslims and pilgrimage to Lourdes, Iona or the ‘Holy Land’ for Christians, describing the motives people have for making spiritual journeys. They might imagine planning a pilgrimage in detail to show they can connect spiritual ideas with religious practice (A1); • linking to English, pupils find out more about different forms of worship, prayer and meditation in different communities, and write creatively and thoughtfully some songs, prayers or meditations suited to particular occasions and communities (B3); • Linking with the expressive arts curriculum, pupils create works of art or music which express their understanding of what it means to belong to a religion or world view, reflecting on their work on pilgrimage, symbol and religious expression. For example, pupils might plan a pilgrimage / ‘spiritual journey’ for younger children around the school grounds (C1). 	<p><u>Inspirational people from long ago:</u> What can we learn from inspiring leaders who started religions? Moses, the Buddha, Jesus and Muhammad. Pupils:</p> <ul style="list-style-type: none"> • respond thoughtfully to Jewish stories about Moses as the servant of God, learning from stories of the Exodus and the 10 Commandments about how Jewish ideas, festival (Pesach) and stories are connected (A2); • respond thoughtfully to Christian beliefs about Jesus as God come down to earth, learning from stories of his life, teaching and example, connecting stories about Jesus to Christian beliefs (A2) • consider how the meanings of a parable of Jesus are expressed in poetry, video, stained glass and drama, weighing up the effectiveness of the different media (A3) • respond thoughtfully to Muslim teaching about Prophet Muhammad^[PBUH] and the revelation of the Qur’an, learning from selected stories of his life (hadith), and making connections between Muslim teaching and Muslim practice (e.g. in the 5 Pillars) (A2); • respond thoughtfully to stories about the birth, search and enlightenment of the Buddha (A2) • use their thinking about stories of Moses, the Buddha, Jesus or Muhammad to explore how Jews, Christians and Muslims today celebrate key events from their history (e.g. in Passover, Lent or Ramadan) (B3) • discuss and present thoughtfully their own and others’ views about the ways in which leaders in religions inspire their followers, connecting to human rights (C1) 	<p><u>Inspirational people in today’s world:</u> What can we learn from great leaders and inspiring examples in today’s world? Hindu, Christian, Buddhist Pupils:</p> <ul style="list-style-type: none"> • experience well told story telling, and develop their own skills as story tellers in relation to ‘great lives’ in religious story (A2) • describe the lives of some inspirational spiritual and leaders from the modern world (A2) • understand how key leaders can be sources of wisdom for religious believers (A2) • explore the lives of key religious leaders from contemporary life, describing the challenges they have faced and the commitments by which they lived (B2) • apply ideas of their own by giving reasons for their views about how leaders can provide wisdom and inspiration (C1)
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<p>RSHE <i>[The codes in square brackets reference the Sheffield Primary Online Safety Curriculum]</i></p>	<p><u>Wk1&2:</u> Welcome to Y4</p> <p><u>Wk3-5:</u> Fa3) Are boys and girls the same?</p> <p><u>Wk6&7:</u> Os4) Personal Information [C2]</p>	<p><u>Wk1-3:</u> Fr2) Are all friends the same?</p> <p><u>Wk4-6</u> Os5) Digital Media [N1]</p> <p><u>Wk7:</u> Christmas</p>	<p><u>Wk1,3&5</u> Fr3) Are friendships always fun?</p> <p><i>Slimmed down RHSE: Topic/DT focus this HT</i></p>	<p><u>Wk1-3:</u> C2) Where do you feel like you belong?</p> <p><u>Wk4-6</u> Os6) Verifying content and echo chambers [N3]</p>	<p><u>Wk1-6:</u> C3) How can we help the people around us?</p> <p><i>Year Group Project?</i></p>	<p><u>Wk1-3:</u> M2) Are we happy all the time?</p> <p><u>Wk4&5</u> P3) How do I stop getting ill?</p> <p><u>Wk6:</u> Pre-Transition – Getting ready for Y5</p> <p><u>Wk7:</u> Transition</p>
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