

YEAR OVERVIEW 2023 -24 for Year Group 4

Subject	HT1 (6 weeks + 4 days)	HT2 (8 weeks)	HT3 (4 weeks + 4 days)	HT4 (5 weeks+ 4 days)	HT5 (5 weeks + 4 days)	HT6 (7 weeks)
English Writing: Links:	<p><u>Wk1-2:</u> Poetry – Mexican Landscape W3 Make good choices of vocabulary to make writing interesting T9 Assess effectiveness and suggest improvements</p> <p><u>Wk3-4:</u> Biography – Frida Kahlo W1 plural and possessive s W4 Use the correct irregular plurals of nouns S3 Use When Where How Why conjunctions, adverbs and prepositions to start and end a sentence and create a subordinate clause e.g. as, whilst, before, until, so T1 Organise my writing into paragraphs C1 Start to use pronouns to avoid repetition and aid cohesion</p>	<p><u>Wk1-3:</u> Non-Chronological Report – Chichen Itza W4 Use the correct irregular plurals of nouns T2 Write an initial sentence indicating content of the paragraph T6 Non-Narrative Reports: Headings, Subheadings, text boxes, bullet points, captions, more content, T8 Present perfect tense</p> <p><u>Wk4-7:</u> Traditional Stories – Mayan Folk Tales W3 Make good choices of vocabulary to make writing interesting P4 Use apostrophes correctly to show contractions C3 Use similes and metaphors to add description C5 Use suitable intonation when reading work aloud</p>	<p><u>Wk1-2:</u> Songs & Poetry: King Alfred (Rhyme Focus) W3 Make good choices of vocabulary to make writing interesting T9 Assess effectiveness and suggest improvements SH5 Find words in the dictionary and Thesaurus(first 2 or 3 letters)</p> <p><u>Wk3&5:</u> Persuasive Writing: Advertising their drawstring bags. S4 Use modal verbs: could, should, might T10 Propose grammar and vocab changes C2 Use alliteration, repetition and onomatopoeia to make my writing more dynamic C5 Use suitable intonation when reading work aloud</p>	<p><u>Wk1-3:</u> Diary: Attack of the Vikings (Novel Study Link) W2 Use Standard English word inflections – we were, I was (noun verb agreement) W4 Use the correct irregular plurals of nouns P4 Use apostrophes correctly to show contractions C4 Know the difference between the 1st 2nd and 3rd person S2 Use fronted adverbials P3 Use commas after fronted adverbials T3 Use conjunctions which link ideas across paragraphs</p> <p><u>Wk4-6:</u> Non-Chronological Report: Viking Longhouse. W4 Use the correct irregular plurals of nouns</p>	<p><u>Wk1-3:</u> Narrative: Fog Hounds (Mystery Thriller) W5 Use the correct forms of past participles of irregular verbs S1 Write noun phrases expanded by adjectives, nouns and prepositional phrases P1 Use inverted commas or speech marks AND OTHER PUNCTUATION to show direct speech P2 Use apostrophes correctly to mark singular and plural possession T4 describe settings which evoke mood and atmosphere T5 Story structure: Use speech, actions and description to show a character</p> <p><u>Wk5-6:</u> Explanation Text: The Water Cycle S3 Use When Where How Why conjunctions, adverbs</p>	<p><u>Wk1:</u> Multiplication test focus</p> <p><u>Wk2:</u> Recount: Peak District Visit T7 Non-fiction structure: introduction, main points, conclusion C4 Know the difference between the 1st 2nd and 3rd person</p> <p><u>Wk3-5:</u> Adventure / rescue story W5 Use the correct forms of past participles of irregular verbs S1 Write noun phrases expanded by adjectives, nouns and prepositional phrases S3 conjunctions, adverbials and prepositions subordinate clause T4 describe settings which</p>

	<p>Wk 5-7: Narrative – Day of the Dead/Coco W4 Use the correct irregular plurals of nouns W5 Use the correct forms of past participles of irregular verbs S1 Write noun phrases expanded by adjectives, nouns and prepositional phrases C4 Know the difference between the 1st 2nd and 3rd person T5 Story structure: Use speech, actions and description to show a character P5 Use exclamation marks and question marks correctly</p>	<p>Wk8: Christmas</p>		<p>T1 Organise my writing into paragraphs T2 Write an initial sentence indicating content of the paragraph T6 Non-Narrative Reports: Headings, Subheadings, text boxes, bullet points, captions, more content, C1 Start to use pronouns to avoid repetition and aid cohesion</p>	<p>and prepositions to start and end a sentence and create a subordinate clause e.g. as, whilst, before, until, so T1 Organise my writing into paragraphs T7 Non-fiction structure: introduction, main points, conclusion T9 Assess effectiveness and suggest improvements</p>	<p>evoke mood and atmosphere T5 Story structure: Use speech, actions and description to show a character P5 Use exclamation marks and question marks correctly Wk6&7: Grammar: Preparation for Y5 T8 Present perfect tense P5 Use exclamation marks and question marks correctly P1 Use inverted commas or speech marks AND OTHER PUNCTUATION to show direct speech W4 Use the correct irregular plurals of nouns P2 Use apostrophes correctly to mark singular and plural possession</p>
<p>ENGLISH: Reading</p>	<p>Charlie and the Chocolate Factory By Roald Dahl</p>	<p>Charlie and the Chocolate Factory By Roald Dahl</p>	<p>Attack of the Vikings By Tony Bradman</p>	<p>Attack of the Vikings By Tony Bradman</p>	<p>Clifftoppers: The Arrowhead Moor Adventure By Fleur Hitchcock (Back Up)</p>	<p>Clifftoppers: The Arrowhead Moor Adventure By Fleur Hitchcock (Back Up)</p>

					The Demon Headmaster	The Demon Headmaster
MATHS Links:	<u>Wk1&2:</u> Unit 1: Place Value – 4-Digit Numbers (1) Lessons 1-8 <u>Wk3&4:</u> Unit 2: Place Value – 4-Digit Numbers (2) Lessons 1-8 <u>Wk5-7:</u> Unit 3: Addition and Subtraction Lessons 1-12	<u>Wk1&2:</u> Unit 4: Measure - Area Lessons 1-5 <u>Wk2:</u> Unit 5: Multiplication and Division (1) Lessons 10-12 <u>Wk3:</u> Y3 Multiplication and Division revision 2x 5x 10x 3x 4x <u>Wk4-8:</u> Unit 6: Multiplication and Division (2) Lessons 1-14 <u>Wk8:</u> Assessment	<u>Wk1:</u> Y3 Fractions Revision <u>Wk2-4:</u> Unit 8: Fractions (1) Lessons 1-9 <u>Wk4&5:</u> Unit 5: Multiplication and Division (1) Lessons 1-6	<u>Wk1&2:</u> Unit 9: Fractions (2) Lessons 1-8 <u>Wk3-5:</u> Unit 10: Decimals (1) Lessons 1-12 <u>Wk6:</u> Unit 5: Multiplication and Division (1) Lessons 7-9 <u>Wk6:</u> Assessment	<u>Wk1&2:</u> Unit 11: Decimals (2) Lessons 1-7 <u>Wk3&4:</u> Unit 12: Money Lessons 1-6 <u>Wk4&5:</u> Unit 7: Perimeter Lessons 1-6 <u>Wk6:</u> Times Table Practise	<u>Wk1:</u> Times Table Practise <u>Wk2&3:</u> Unit 14: Geometry – Angles and 2D Shapes Lessons 1-8 <u>Wk4&5:</u> Unit 16: Geometry – Position and Direction Lessons 1-6 <u>Wk6:</u> Assessment <u>Wk7:</u> Transition
Maths Catch Up	<u>Wk1-3:</u> Compliments to 100 <u>Wk4-7:</u> Numberlines	<u>Wk1-4:</u> Unit 3: Addition and Subtraction Problem Solving Lessons 13-16 <u>Wk5-8:</u> Time Revision	<u>Wk1&2:</u> Unit 6: Multiplication and Division (2) Lessons 15-16 <u>Wk3-5:</u> Angles and Shape Revision	<u>Wk1-6:</u> Measurement – Length, Mass, Capacity	<u>Wk1-6:</u> Unit 15: Statistics Lessons 1-6	<u>Wk1-7:</u> Unit 13: Measurement - Time Lessons 1-5
Calculation	x10, 2, 5, 3, 4 <ul style="list-style-type: none"> • Fact of the day • Times table of the week 	x3, 4, 6, 8, <ul style="list-style-type: none"> • Fact of the day • Times table of the week 	x6, 8,9, 7, <ul style="list-style-type: none"> • Fact of the day • Times table of the week 	x9, 7, 11, 12 <ul style="list-style-type: none"> • Fact of the day • Times table of the week 	Re-cap all x12 prior to assessment T6. <ul style="list-style-type: none"> • Fact of the day • Times table of the week 	Consolidation of all four written methods

	<ul style="list-style-type: none"> • Mini speed books • Multiplication check practise 	<ul style="list-style-type: none"> • Mini speed books • Multiplication check practise 	<ul style="list-style-type: none"> • Mini speed books • Multiplication check practise 	<ul style="list-style-type: none"> • Multiplication check practise 	<ul style="list-style-type: none"> • Multiplication check practise 	
Number Fluency Grid	<p>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.</p>	<p>Extending 3AS– 2 Pupils should also extend columnar addition and subtraction methods to four-digit numbers.</p>	<p>4NF–1 Recall multiplication and division facts up to 12x12, and recognise products in multiplication tables as multiples of the corresponding number. (In time for end of Y4 national times table test.)</p>	<p>Consolidation of 4NF–1 Recall multiplication and division facts up to 12x12, and recognise products in multiplication tables as multiples of the corresponding number.</p>	<p>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 $3 \times 4 =$ and $12 \div 4 = 3$ so $300 \times 4 = 1,200$ and $1,200 \div 4 = 300$</p>	<p>4MD–2 Manipulate multiplication and division equations, and understand and apply the commutative property of multiplication.</p>
SCIENCE Links:	<p><u>Electricity</u> Sc4/4.2a Sc4/4.2b Sc4/4.2c Sc4/4.2d Sc4/4.2e</p>	<p><u>Animals Including Humans</u> Sc4/2.2a Sc4/2.2b Sc4/2.2c</p> <p>INCLUDE RHSE sugar swaps and healthy teeth session.</p>	No Science – Geography / History focus	<u>States of Matter</u> Sc4/3.1a Sc4/3.1b Sc4/3.1c	<u>All Living Things</u> Sc4/2.1a Sc4/2.1b Sc4/2.1c	<u>Sound</u> Sc4/4.1a Sc4/4.1b Sc4/4.1c Sc4/4.1d Sc4/4.1e
ART AND DESIGN Links:	<p><u>Drawing</u> Day of the Dead: Sugar Skulls and traditional Mexican decoration</p>	<p><u>Painting</u> Frida Kahlo: Self Portraits</p>	D&T Focus	D&T Focus	<p><u>Drawing & Painting</u> The Peak District: Landscapes and Perspective</p> <p><u>Art Through Technology</u> Taught Through Computing 1.4</p>	<p><u>3D</u> Clay tiles of Peak District landscape</p>

COMPUTING Links: Science	0.4 Key Skills Using school computers and networks effectively Type with 10 digits Copy and paste Create folders Use a search engine Use a mouse correctly Input passwords correctly.	4.4 Programming A Decomposition and Infinite Loops in Scratch computer version	1.4 Communicating: Text and images How do I use a computer as an artist or photographer? Create slideshows in Google Classroom (Drive) Themed to Habitats in preparation for Science in HT5.	3.4 How is Data shared online? How the internet shares data How computer networks work Safe and responsible use of the internet Explore how websites share data Produce and share data safely	5.4 Programming B Simple selection in Scratch: Analyse and adapt programs and observe the impact.	2.4 Communicating: Text and images What makes an excellent multimedia story? Create an animation (Stop Motion) and add to a Slideshow.
DESIGN AND TECHNOLOGY Links:	Art Focus	Cooking and Nutrition – Nachos Food theory: DT2/2.1a Cooking Techniques: DT2/2.1b DT2/2.1c Origins of food: DT2/2.1c	Textile - Drawstring bag Design: DT2/1.1a DT2/1.1b Make: DT2/1.2a DT2/1.2b Evaluate: DT2/1.3a DT2/1.3b DT2/1.3c Technological Knowledge: DT2/1.4a	Construction - Viking Longhouse Design: DT2/1.1a DT2/1.1b Make: DT2/1.2a DT2/1.2b Evaluate: DT2/1.3a DT2/1.3b DT2/1.3c Technological Knowledge: DT2/1.4a DT2/1.4b DT2/1.4c DT2/1.4d	Art Focus	Art Focus
GEOGRAPHY Links:	<u>Mexico</u>	No Geography – History Focus	<u>Scandinavia</u> Ge2/1.1 Locational Knowledge	No Geography – History Focus	<u>Peak District</u>	

	<p>Event: Mexican Day of the Dead style party</p> <p>Ge2/1.1 Locational Knowledge Ge2/1.1a Ge2/1.1c Ge2/1.2 Place Knowledge Ge2/1.2a Ge2/1.3 Human and Physical Geography Ge2/1.3a Ge2/1.3b Ge2/1.4 Geographical Skills and Fieldwork Ge2/1.4a</p>		<p>Ge2/1.1a Ge2/1.1c Ge2/1.3 Human and Physical Geography Ge2/1.3a Ge2/1.4 Geographical Skills and Fieldwork Ge2/1.4a</p>		<p>TRIP: Peak District – Castleton Walk and Blue John Caverns</p> <p>Visitor: Edale Mountain Rescue -TBC</p> <p>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>	
HISTORY Links:	No History – Geography focus	The Maya Hi2/2.5 Non-European Study	Raiders and Invaders: Anglo-Saxons Hi2/1.3 Anglo-Saxons Visitor: Local craftsperson TBC	Raiders and Invaders: Vikings Hi2/1.4 Vikings	No History – Geography focus	No History – Geography focus
MFL (KS2) Links:	Year 3 21: Definite (le,le,les) and indefinite articles (un,une) 22: Je voudrais 23: The connective 'mais' 24: C'est & the Hare and the Tortoise 27: Days of the week 25: Aussi	26: numbers 1–15 27: Days of the week Year 4 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!	8: Adjective agreements 10: Food 11: Opinions about food 13: Shopping for food and pronunciation 14: Numbers 1-15 revision and months	15: Numbers 1-31 and French maths 17: Personal descriptions 18: Personal descriptions 2 19: Celebrity descriptions 21: Family	22: Possessive adjectives 23: Dictionary skills and pronunciation 24: Clothes 25: Clothes and colours 28: Revision
PE Links:	Games: Football PE2/1.1b	Dance PE2/1.1d	Gymnastics PE2/1.1c	Games: Basketball PE2/1.1b	Orienteering PE2/1.1e	Key Skills: Athletics PE2/1.1a
	Swimming and Water Safety PE2/1.2 PE2/1.2a					

	PE2/1.2b PE2/1.2c					
RE Links:	<u>Symbols and religious expression:</u> How do people express their religious and spiritual ideas on pilgrimages? Muslims and Christians Pupils: <ul style="list-style-type: none"> • (A1) • (B3) • (C1) 		<u>Inspirational people from long ago:</u> What can we learn from inspiring leaders who started religions? Moses, the Buddha, Jesus and Muhammad. Pupils: <ul style="list-style-type: none"> • (A2); • (A3) • (B3) • (C1) 		<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: <ul style="list-style-type: none"> • (A2) • (B2) • (C1) 	
RSHE Links:	<u>Wk1&2:</u> Welcome to Y4 <u>Wk3-5:</u> Fa3) Are boys and girls the same? <u>Wk6&7:</u> Os4) Personal Information [C2]	<u>Wk1-3:</u> Fr2) Are all friends the same? <u>Wk4-6</u> Os5) Digital Media [N1] <u>Wk7:</u> Christmas	<u>Wk1,3&5</u> Fr3) Are friendships always fun? <i>Slimmed down RHSE: Topic/DT focus this HT</i>	<u>Wk1-3:</u> C2) Where do you feel like you belong? <u>Wk4-6</u> Os6) Verifying content and echo chambers [N3]	<u>Wk1-6:</u> C3) How can we help the people around us?	<u>Wk1-3:</u> M2) Are we happy all the time? <u>Wk4&5</u> P3) How do I stop getting ill? <u>Wk6:</u> Pre-Transition – Getting ready for Y5 <u>Wk7:</u> Transition
MUSIC Links:	One Voice: Singing – All Y4	One Voice: Singing – All Y4 Christmas Performance	Learn to play the keyboard –Y4LSU	Learn to play the keyboard –Y4LSU	Learn to play the keyboard –Y4AK	Learn to play the keyboard –Y4AK
HALF TERM DRIVERS	Mexico	Mexico	Invaders and Raiders	Invaders and Raiders	The Peak District	The Peak District
Experiential	Event: Mexican Day of the Dead style party		Visitor: Local craftsperson TBC		TRIP: Peak District – Castleton Walk and Blue John Caverns Visitor: Edale Mountain Rescue -TBC	

