

YEAR OVERVIEW 2022 -23 for Year 4

Subject	HT1 (4 days + 6 weeks)	HT2 (7 weeks)	HT3 (3 days + 5 weeks)	HT4 (6 weeks)	HT5 (5 weeks+ 4 days)	HT6 (7 weeks)
English Writing:	<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 – Mayan Architecture 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>Wk4-6:</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</p>	<p><u>Wk1-3:</u> Poetry- Odes and Insults: Rhyme Focus W3 Make good choices of vocabulary to make writing interesting T9 Assess effectiveness and suggest improvements</p> <p><u>Wk4-6:</u> Script writing/ Persuasive writing – Advertising their drawstring bags. (film) 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>Wk 1-3:</u> Diary – Attack of the Vikings (Novel study) 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>Wk 4-6:</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 T8 Use the present perfect tense</p> <p><u>Wk 3-5:</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</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>C5 Use suitable intonation when reading work aloud</p> <p>Wk7: 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>prepositions subordinate clause T4 describe settings which evoke mood and atmosphere T5 Story structure: Use speech, actions and description to show a character P5 Use exclamation marks and question marks correctly</p> <p>Wk 6&7: Grammar focus – prep 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>
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English Reading	Charlie and the Chocolate Factory	Charlie and the Chocolate Factory	Attack of the Vikings	Attack of the Vikings	The Demon Headmaster The Secret Garden?	The Demon Headmaster The Secret Garden?
Maths	<p>Wk1&3: Number – number and place value Unit 1 Place value – 4-digit numbers (1)</p> <p>Wk4&5: Number – number and place value Unit 2 Place value – 4-digit numbers (2)</p> <p>Wk6-7: Number – addition and subtraction Unit 3 Addition and subtraction</p>	<p>Wk1: Number – addition and subtraction Unit 3 Addition and subtraction – problem solving</p> <p>Wk2-4: Number – multiplication and division Unit 5 Multiplication and division (1) Lessons 1-4 Revise Y3 x2,5,10,3,4 Lesson 5-6</p> <p>Wk5&6: Measurement Unit 4 Measure – perimeter</p> <p>Wk7: Christmas</p>	<p>Wk1-4: Number – multiplication and division Unit 6 Multiplication and division (2) Start from lesson 3</p> <p>Wk5: Measurement Unit 7 Measure – area</p> <p>Wk 6: Revision Y3 fractions</p>	<p>Wk1-2: Number – fractions (including decimals) Unit 8 Fractions (1)</p> <p>Wk 3-4: Number – fractions (including decimals) Unit 9 Fractions (2)</p> <p>Wk 5-6: Multiplication and division Book A Unit 5 Lessons 7-11</p>	<p>Wk1-2: Number – fractions (including decimals) Unit 10 Decimals (1) Lessons 1-3, 6-8</p> <p>Wk3-4: Number – fractions (including decimals) Unit 11 Decimals (2)</p> <p>Wk5-6: Measurement Unit 12 Money</p>	<p>Wk 1: No English – Extra maths for Multiplication Test</p> <p>Wk1-2: Geometry – properties of shapes Unit 15 Geometry – angles and 2D shapes</p> <p>Wk3-4: Geometry – position and direction Unit 16 Geometry – position and direction</p> <p>Wk 5-6: Consolidation of all four written methods</p> <p>Wk7: Transition</p>

Job Share Maths	<p>Wk1-2: Roman numerals -Revision -To 100 (Unit 1 Lesson 9)</p> <p>Wk3-4: Negative Numbers (Unit 2 Lesson 8&9)</p> <p>Wk5-7: Fractions Y2/3 revision</p>	<p>Wk1-4: Number lines Link to prioritisation grid 3NPV-3 & 3NPV-4</p> <p>Wk5-7: Calculate compliments to 100</p>	<p>Wk1-3: Revision of angles and shape Link to prioritisation grid 3G-1 & 3G-2</p> <p>Wk 4-6: Statistics Unit 14 Statistics Y4 Book C</p>	<p>Wk1-6: Measurement: 1-2 length (Y3 book B unit 8) 3-4 mass 5-6 Capacity Y3 revision Unit 13 and 14 book 3C</p>	<p>Wk1-6: Measurement: Time - Revision</p>	<p>Wk1-6: Measurement Unit 13 Time</p>
Calculation	<p>x10, 2, 5, 3, 4</p> <ul style="list-style-type: none"> • Fact of the day • Times table of the week • Mini speed books • Multiplication check practise 	<p>x3, 4, 6, 8,</p> <ul style="list-style-type: none"> • Fact of the day • Times table of the week • Mini speed books • Multiplication check practise 	<p>x6, 8, 9, 7,</p> <ul style="list-style-type: none"> • Fact of the day • Times table of the week • Mini speed books • Multiplication check practise 	<p>x9, 7, 11, 12</p> <ul style="list-style-type: none"> • Fact of the day • Times table of the week • Multiplication check practise <p>Cover multiplying and dividing by 10 and 100 (from book B Unit 10)</p>	<p>Re-cap all x12 prior to assessment T6.</p> <ul style="list-style-type: none"> • Fact of the day • Times table of the week • Multiplication check practise 	<p>Consolidation of all four written methods</p>
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.</p> <p>(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 $12 \div 4 = 3$</p>	<p>4MD-2 Manipulate multiplication and division equations, and understand and apply the commutative property of multiplication.</p>

					so $300 \times 4 = 1,200$ and $1,200 \div 4 = 300$	
Science	Electricity Sc4/4.2a Sc4/4.2b Sc4/4.2c Sc4/4.2d Sc4/4.2e	Animals Including Humans Sc4/2.2a Sc4/2.2b Sc4/2.2c INCLUDE RHSE sugar swaps and healthy teeth session.	NO Science – Geography / History focus	States of Matter Sc4/3.1a Sc4/3.1b Sc4/3.1c	All Living Things Sc4/2.1a Sc4/2.1b Sc4/2.1c	Sound Sc4/4.1a Sc4/4.1b Sc4/4.1c Sc4/4.1d Sc4/4.1e
Art and design	Drawing Day of the Dead: Sugar Skulls and traditional Mexican decoration	Painting Frida Kahlo: Self Portraits	D&T Focus	D&T Focus	Drawing & Painting The Peak District: Landscapes and Perspective Art Through Technology Taught Through Computing 1.4	3D Clay tiles of Peak District landscape
Computing	0.4 – Key Skills : Using School Computers and Networks Effectively	Computational Thinking + Programming A 4.4 How do I use decomposition to help me write programs?	Communicating: Multimedia 2.4 What makes an excellent multimedia story?	Understanding & Sharing Data 3.4 How is data shared online?	Communicating: Text and Images 1.4 How do I use a computer as an artist or photographer?	Computational Thinking + Programming B 5.4 How do I use selection to change what happens in programs?
Design and technology	Art Focus	Cooking and Nutrition – Nachos Food theory: DT2/2.1a Cooking Techniques: DT2/2.1b	Textile - Drawstring bag Design: DT2/1.1a DT2/1.1b Make:	Construction - Viking Longhouse Design: DT2/1.1a DT2/1.1b Make: DT2/1.2a	Art Focus	Art Focus

		DT2/2.1c Origins of food: DT2/2.1c	DT2/1.2a DT2/1.2b Evaluate: DT2/1.3a DT2/1.3b DT2/1.3c Technological Knowledge: DT2/1.4a	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		
Geography	<u>Mexico</u> Event: Mexican Day of the Dead style party 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	No Geog	<u>Scandinavia</u> Ge2/1.1 Locational Knowledge 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	No Geog	<u>Peak District</u> TRIP: Peak District – Castleton Walk and Blue John Caverns Visitor: Edale Mountain Rescue -TBC Ge2/1.1 Locational Knowledge Ge2/1.1b Ge2/1.2 Place Knowledge Ge2/1.2a Ge2/1.3 Human and Physical Geography Ge2/1.3a Ge2/1.4 Geographical Skills and Fieldwork Ge2/1.4a Ge2/1.4b Ge2/1.4c	
History	No History	<u>The Maya</u> Hi2/2.5 Non-European Study	<u>Anglo-Saxons & Scots</u> Hi2/1.3 Anglo-Saxons & Scots	<u>Anglo Saxons & Vikings</u> Hi2/1.4 Anglo-Saxons & Vikings	No History	No History

			Visitor: Local craftsperson			
MFL Y4 scheme	Year 3 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	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	PE2/1.2 Swimming and water safety PE2/1.2a PE2/1.2b PE2/1.2c					
RE	<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	<p>Wk1&2: Welcome to Y4</p> <p>Wk3-5: Fa3) Are boys and girls the same?</p> <p>Wk6&7: Os4) Personal Information [C2]</p>	<p>Wk1-3: Fr2) Are all friends the same?</p> <p>Wk4-6 Os5) Digital Media [N1]</p> <p>Wk7: Christmas</p>	<p>Wk1,3&5 Fr3) Are friendships always fun?</p> <p><i>Slimmed down RHSE: Topic/DT focus this HT</i></p>	<p>Wk1-3: C2) Where do you feel like you belong?</p> <p>Wk4-6 Os6) Verifying content and echo chambers [N3]</p>	<p>Wk1-6: C3) How can we help the people around us?</p>	<p>Wk1-3: M2) Are we happy all the time?</p> <p>Wk4&5 P3) How do I stop getting ill?</p> <p>Wk6: Pre-Transition – Getting ready for Y5</p> <p>Wk7: Transition</p>
Music	Learn to play the recorder Y4EB	Christmas/Recorder Y4EB	Perform a play In class	Perform a play In class	Learn to play the recorder Y4LSU	Learn to play the recorder Y4LSU
Half Term Themes						
	Mexico		Raiders and Invaders		The Peak District	