

YEAR OVERVIEW 2024 -25 for Year Group 4

Subject	HT1 8 weeks	HT2 7 weeks	HT3 6 weeks	HT4 5 weeks	HT5 6 weeks	HT6 7 weeks
Writing	<p>Book focus: <i>The Great Kapok Tree</i></p> <p><i>To persuade - debate</i></p> <p><i>To inform - explanation text</i></p>	<p>Book focus: <i>The firework maker's daughter</i> (Oak academy)</p> <p><i>To entertain - part of a quest</i></p> <p><i>To persuade - letter</i></p>	<p>Book focus: <i>Monster Slayer</i></p> <p><i>To entertain: Setting and character description</i></p> <p><i>To inform - biography</i></p>	<p>Book focus: <i>Just so stories - Rudyard Kipling</i></p> <p><i>To entertain - narrative (pourquoi story)</i></p> <p><i>To inform: Information leaflet</i></p>	<p>Book focus: <i>The pebble in my pocket - a history of our earth</i></p> <p>Escape from Pompeii</p> <p><i>To entertain - poem</i></p> <p><i>To inform: Newspaper article</i></p>	<p>Book focus: <i>The lion, the witch and the wardrobe</i></p> <p><i>To entertain - "going through the portal" story</i></p> <p><i>To persuade- Advert (digital?)</i></p>
Reading	<p>Charlie and the Chocolate Factory By Roald Dahl</p>	<p>Charlie and the Chocolate Factory By Roald Dahl</p> <p>/</p> <p>The Chocolate Tree by Linda Lowery and Richard Keep</p>	<p>Attack of the Vikings By Tony Bradman</p>	<p>Attack of the Vikings By Tony Bradman</p> <p>/</p> <p>Viking Poetry or Thor Mythology</p>	<p>Clifftoppers: The Arrowhead Moor Adventure By Fleur Hitchcock</p>	<p>Clifftoppers: The Arrowhead Moor Adventure By Fleur Hitchcock</p> <p>/</p> <p>The Cave (short story)</p>
MATHS	<p>Recap number fluency Wk 1</p> <p>Power Maths 4A Unit 1</p>	<p>Power Maths 4A Unit 4 Measure - Area Wks 1 & 2</p>	<p>Power Maths 4B Unit 6 Multiplication and Division (2) Wks 1,2 & 3</p>	<p>Power Maths 4B Unit 8 Fractions (1) Wk 1</p>	<p>Power Maths 4C Unit 10 Decimals (1) Wk 1</p>	<p>Power Maths Progress tests Sum 1 Wk 1</p>

	<p>Place Value – 4-Digit Numbers (1) Wks 2 & 3</p> <p>Power Maths 4A Unit 2 Place Value – 4-Digit Numbers (2) Wks 4 & 5</p> <p>Power Maths Progress tests Aut 1 Wk 5</p> <p>Power Maths 4A Unit 3 Addition and Subtraction Wks 6, 7 & 8</p>	<p>Power Maths 4A Unit 5 Multiplication and Division (1) Wks 4, 5 & 6</p> <p>Power Maths Progress tests Aut 2 Wk 7</p>	<p>Power Maths 4B Unit 7 Length & Perimeter Wks 4 & 5</p> <p>Power Maths Progress tests Spr 1 Wk 5</p> <p>Power Maths 4B Unit 8 Fractions (1) Wk 6</p>	<p>Power Maths 4B Unit 9 Fractions (2) Wks 2 & 3</p> <p>Power Maths 4B Unit 10 Decimals (1) Wks 4 & 5</p>	<p>Power Maths Progress tests Spr 2 Wk 2</p> <p>Power Maths 4C Unit 11 Decimals (2) Wks 2 & 3</p> <p>Power Maths 4C Unit 12 Money Wks 4 & 5</p> <p>Power Maths 4C Unit 13 Time Wks 5 & 6</p>	<p>Power Maths 4C Unit 14 Geometry - angles and 2D shapes Wks 1 & 2</p> <p>Power Maths 4C Unit 15 Statistics Wks 3 & 4</p> <p>Power Maths 4C Unit 16 Geometry - position and direction Wks 4 & 5</p> <p>Power Maths Progress tests Sum 2 Wk 6</p> <p>Consolidation Wk 7</p>
<p>G/S/T</p> <p>morning work - time, geo, 1x lot of spellings</p>	<p>Geometry - regular revision of names of 2D shapes; identify RA and compare angles; vocab use: horizontal, vertical, parallel, perpendicular, symmetry; position / direction language linked to PE</p> <p>Statistics - bar charts revision linked to Geography</p>	<p>Geometry - regular revision of names of 2D shapes; identify RA and compare angles; vocab use: horizontal, vertical, parallel, perpendicular, symmetry; position / direction language linked to PE</p>	<p>Geometry - regular revision of names of 2D shapes; identify RA and compare angles; vocab use: horizontal, vertical, parallel, perpendicular, symmetry; position / direction language linked to PE</p> <p>Statistics- bar charts revision</p>	<p>Geometry - regular revision of names of 2D shapes; identify RA and compare angles; vocab use: horizontal, vertical, parallel, perpendicular, symmetry; position / direction language linked to PE</p> <p>Statistics - tables revision linked to</p>	<p>Geometry - regular revision of names of 2D shapes; identify RA and compare angles; vocab use: horizontal, vertical, parallel, perpendicular, symmetry; position / direction language linked to PE</p> <p>Statistics - tables/bar charts/line graphs</p>	<p>G/S/T Covered in Maths lessons (see above)</p>

	<p>e.g. monthly temperature chart Mexico</p> <p>Time - regular revision years, months, days linked to date / birthdays; calendars; 'how many days left in the...?' telling time daily practice linked to school timetable; analogue and digital</p>	<p>Statistics - tables revision linked to Science</p> <p>Time - regular revision years, months, days linked to date / birthdays; calendars; 'how many days left in the...?' telling time daily practice linked to school timetable; analogue and digital</p>	<p>linked to Geography e.g. monthly temperature chart Scandinavia (compare w/ Mexico)</p> <p>Time - continue revision as Aut term, also make space for: months - years equivalence, drawing on 12x table and division strategies</p>	<p>Science; line graphs soft (reading) intro linked to Science</p> <p>Time - continue revision as Aut term, also make space for: months - years equivalence, drawing on 12x table and days - weeks equivalence, drawing on 7x table and division strategies</p>	<p>interpretation linked to Geography</p> <p>Time - Covered in Maths lessons (see above)</p>	
Calculation Y4DC	<p>4NPV-2 Partitioning of 4-digit numbers (standard and non-standard)</p> <p>Times table of the week x10, 2, 5, 3, 4</p>	<p>Extending 3AS- 2 Column addition and subtraction methods</p> <p>Times table of the week x3, 4, 6, 8,</p>	<p>4NF-3 Scaling addition and multiplication facts by 100</p> <p>Times table of the week x6, 8,9, 7</p>	<p>4NF-1 Multiplication and division facts to 12x12</p> <p>Times table of the week x9, 7, 11, 12</p>	<p>Consolidation of multiplication and division facts to 12x12 prior to MTC</p>	<p>Consolidation of column methods - all 4 operations</p>
Calculation Y4AK	Ongoing implementation of Mastering Number KS2 approach / materials - possible crossover to Y4DC					
SCIENCE	<p><u>Electricity</u></p>	<p><u>Animals Including Humans</u></p> <p>INCLUDE RHSE sugar swaps and healthy teeth session.</p>	<p>No Science – Geography - Scandinavia focus</p>	<p><u>States of Matter</u></p> <p>Maths link: use of tables to record info; intro to reading line graphs</p>	<p><u>All Living Things</u></p>	<p><u>Sound</u></p>

		Maths link: use of tables to record info				
ART AND DESIGN	<u>Drawing</u> Day of the Dead: Sugar Skulls and traditional Mexican decoration	<u>Painting</u> Frida Kahlo: Self Portraits Display: Portraits	NO ART	NO ART	<u>3D ART</u> Clay tiles of Peak District landscape	<u>Art Through Technology</u> <u>Drawing & Painting</u> The Peak District: Landscapes and Perspective
COMPUTING Strand 1 Communicating: Text and images How can I use a computer as an artist	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	NO DT	<u>Cooking and Nutrition – Nachos</u> Food theory/ Cooking Techniques/ Seasonality/ Farm to table	<u>Textile - Drawstring bag</u> Design, make and evaluate More focus on	<u>Construction - Viking Longhouse</u> Design, make and evaluate	NO DT	NO DT
GEOGRAPHY	<u>Mexico</u> Event: Mexican Day of the Dead style party Locational Knowledge Place Knowledge Human and Physical Geography Geographical Skills and Fieldwork Maths link: bar charts	NO GEOGRAPHY	<u>Scandinavia</u> Locational Knowledge Human and Physical Geography Geographical Skills and Fieldwork Maths link: bar charts	NO GEOGRAPHY	<u>Peak District</u> <u>TRIP:</u> Peak District Sum1? Locational Knowledge Place Knowledge Human and Physical Geography Geographical Skills and Fieldwork Maths link: read and interpret bar charts; tables and line graphs	
HISTORY	NO HISTORY	The Maya History Van or experiential day in school - building a Mayan	Raiders and Invaders: Anglo-Saxons Link to Weston Park visit after	Raiders and Invaders: Vikings Explain who the so called 'Vikings' actually were and where their original homelands can	NO HISTORY	NO HISTORY

		<p>pyramid? Role-play? General overview for context (1 lesson) then pupil-led investigations into specific areas see below - prepare for presentation in an assembly?</p> <p>From History curriculum docs:</p> <p>Explain who the ancient Maya were and evaluate some of their achievements</p> <p>Reach informed judgement based on evidence of the features and purpose of various structures/ruins of Mayan civilization.</p> <p>Hypothesise about the purpose of a range of ancient Maya artefacts and justify their views</p> <p>Know how the ancient Maya farmed using mountain terraces</p> <p>Reach an informed judgement regarding the most significant factors and justify their views.</p>	<p>setting context / timeline (1 lesson)</p> <p>From History curriculum docs:</p> <p>Explain what happened in Rome in AD 410 that convinced the Romans to leave Britain.</p> <p>Understand who the Anglo Saxons were and where they came from.</p> <p>Describe and explain why the Anglo Saxons settled in England after the Romans began to leave.</p> <p>Explain why the Anglo Saxons chose to live in villages rather than towns left behind by the Romans.</p> <p>Understand why the Anglo Saxons were referred to as 'pagan'.</p> <p>Describe and explain why England began to convert to Christianity after the arrival of Augustine in AD 597.</p> <p>Explain and reach a judgement regarding how ordinary people were affected by England's conversion to Christianity.</p> <p>Explain why Sutton Hoo is one of the most important archaeological</p>	<p>be found today. - Geog link</p> <p>Understand the significance of the Viking attack on Lindisfarne in 793.</p> <p>Identify, locate and describe how England in Anglo Saxon times was made up of several separate kingdoms.</p> <p>Explain the motives of the Norsemen who invaded Britain in the eighth and ninth centuries.</p> <p>Identify, locate and describe the area of modern day Britain once occupied and settled by Norsemen.</p> <p>Explain how Norse settlements compared with traditional Anglo Saxon homes.</p> <p>Describe and explain how Anglo Saxons resisted invasion and occupation by Norsemen.</p> <p>Children will be able to reach a judgement as to why King Alfred of Wessex has the title 'Great'.</p> <p>Explain why William of Normandy invaded England in 1066 ending the Anglo Saxon period.</p>		
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			<p>sites ever discovered in Britain.</p> <p>Understand that there were many Anglo Saxons living in and working with the Romans long before most Romans left and returned to Rome</p>	<p>Know why it is disputed who the first king of all England actually was.</p> <p>Understand that William of Normandy was also a descendant of the Vikings when he became the first Norman king of England.</p> <p>From History curriculum docs - Evaluation of Y4 history learning:</p> <p>Explain how the way of life of the Maya compared with that of the Anglo Saxons living in Britain at the same time and reach a judgement regarding which they feel was more developed.</p>		
MFL (KS2)	<p><u>Year 3 RECAP</u></p> <p>21: Definite (le,le,les) and indefinite articles (un,une)</p> <p>22: Je voudrais</p> <p>23: The connective 'mais'</p> <p>24: C'est & the Hare and the Tortoise</p>	<p>25: Aussi</p> <p>26: numbers 1–15</p> <p>27: Days of the week</p>	<p><u>Year 4</u></p> <p>1: Animals and classroom instructions</p> <p>2: Animals and a poem</p> <p>3: Monsieur Gentil's day out</p>	<p>4: Talk4Writing: learning a story</p> <p>5: Parts of the body</p> <p>6: Colours</p> <p>7: Monsters!</p>	<p>8: Adjective agreements</p> <p>10: Food</p> <p>11: Opinions about food</p>	<p>13: Shopping for food and pronunciation</p> <p>14: Numbers 1-15 revision and months</p> <p>15: Numbers 1-31 and French maths</p>

<p>MUSIC</p>	<p>Singing:</p> <p>South American songs with instrumental accompaniment</p> <p>From curriculum docs:</p> <p>Perform a round in three parts</p> <p>Perform a simple additional part on own, e.g. round, ostinato</p> <p>Sing with an open mouth, relaxed jaw and clear pronunciation</p> <p>Sing with dynamic nuance e.g. crescendo</p> <p>Ideally: Range of an octave with leaps</p>	<p>Singing:</p> <p>Christmas songs with instrumental accompaniment</p> <p>From curriculum docs:</p> <p>Listen to and discuss music from the western classical tradition</p> <p>Compare the music of two western classical composers e.g. Bach and Beethoven</p> <p>Recognise the pentatonic scale in music</p>	<p>Performance & Composition:</p> <p>Interpreting graphic notation using a range of tuned and untuned instruments</p> <p>From curriculum docs:</p> <p>Perform using the pentatonic scale on tuned percussion</p> <p>Use Italian musical terms when talking about music e.g. forte, piano, crescendo</p> <p>Increase range of dynamic control to include more nuanced effects e.g. crescendo and diminuendo</p> <p>Recognise and describe melodic shapes e.g. by using graphic notation</p>	<p>Performance & Composition:</p> <p>Composing for a range of tuned and untuned instruments using graphic notation</p> <p>From curriculum docs:</p> <p>Compose and notate pentatonic melodies on a graphic score</p> <p>Use simple musical structures when improvising e.g. binary A-B</p> <p>Create more complex graphic notation for pitch and rhythm</p>	<p>Learning an instrument:</p> <p>Glockenspiels (Charanga)</p> <p>Reading Western staff notation</p> <p>From curriculum docs:</p> <p>Play ostinato patterns from staff notation – rhythm specified but not pitch</p> <p>Read staff notation for rhythm – quaver pairs, crotchets (and their rest), minims</p> <p>Rhythmic playing with at least three note lengths</p> <p>Match rhythmic patterns they hear to staff notation</p>	<p>Learning an instrument:</p> <p>Glockenspiels (Charanga)</p> <p>Reading Western staff notation</p> <p>Performance - parents/Y3?</p>
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			Improvise melodies with a given set of five notes e.g. the pentatonic scale			
PE	Games: Football	Dance	Gymnastics	Games: Basketball	Key Skills: Athletics	Orienteering
RE	Unit 25 What kind of world did Jesus want? (Gospel)	Unit 26 For Christians, when Jesus left; what was the impact of Pentecost? (Kingdom of God)	Unit 27 What do Hindus believe God is like? (Hindus)	Unit 28 Why do Christians call the day that Jesus died 'Good Friday'? (Salvation)	Unit 29 What does it mean to be a Hindu in Britain today? (Hindus)	Unit 30 How and why do people mark the significant events of life? (Thematic)
RSHE	Wk1&2: Welcome to Y4 Wk3-5: Fa3) Are boys and girls the same? Wk6&7: Os4) Personal Information [C2]	Wk1-3: Fr2) Are all friends the same? Wk4-6 Os5) Digital Media [N1] Wk7: Christmas	Wk1,3&5 Fr3) Are friendships always fun?	Wk1-3: C2) Where do you feel like you belong? Wk4-6 Os6) Verifying content and echo chambers [N3]	Wk1-6: C3) How can we help the people around us?	Wk1-3: M2) Are we happy all the time? Wk4&5 P3) How do I stop getting ill? Wk6: Pre-Transition – Getting ready for Y5

						Wk7: Transition
Key events	Mexico	Mexico	Invaders and Raiders	Invaders and Raiders	The Peak District	The Peak District