	Year 4 Overview					
	Autumn 1	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer2**
Geography		**Landscapes: Rivers** KLP: • A river is part of a physical process called the water cycle. • A river is a natural watercourse flowing towards an ocean, sea, lake or another river. • What happens to water in a river • The relationship between the stages of a river and the amount of erosion and deposition that takes place. • Erosion is when rocks and soil are worn away by the flowing water, which puts lots of sand, mud, pebbles and silt into the river. • Transportation is the moving of the eroded material by the force of the flowing water • Deposition is the dumping of the sand, mud, pebbles and silt being transported when the river slows. **The Water Cycle: The Cycle** KLP: • The water cycle describes the movement of water on the surface and in the atmosphere of the Earth • The five steps of the water cycle. • What a cloud is and how they are formed		**Describing Maps** KLP: • Latitude and longitude are a system of lines used to describe the location of any place on Earth. • Lines of latitude run in an east–west direction across Earth. Lines of longitude run in a north–south direction. • Tropic of Cancer and the Tropic of Capricorn. • That running from north to south is another imaginary line called the Prime Meridian, which splits the Earth into two more hemispheres: the western hemisphere and the eastern hemisphere. **Landscapes: Mountains** KLP: • The physical processes that form volcanoes, fold mountains and block mountains. • The physical process of plate tectonics **Landscapes: Weathering** KLP: • How landforms change due to the physical process of weathering. • The physical process of weathering. • The chemical process of weathering • How changing human processes may lead to a reduction in chemical weathering.		**Climate Change** KLP: • Climate is the long-term temperature expected in a place. • Weather is the day-to day conditions which change frequently. • Climate change (or global warming), is the process of our planet heating up so that temperatures are higher than would be expected. • A warmer climate could affect our planet in a number of ways. • As temperatures rise, some areas will get wetter and humans and animals will need to adapt. • Climate change is already affecting wildlife all over the world. • The main causes of climate change and our attempts to manage climate change. **Landscapes: Erosion and Deposition – Coasts** KLP: • Coasts are where the edges of the higher land meet the oceans or sea. • The geographic features that are found on the coast including are beaches, cliffs, arches, stacks, headlands and bays. • These features are formed through the processes of erosion and deposition. • What causes erosion at coasts? • The physical processes that create: caves; bays; headlands; arches; stacks; cliffs; beaches.

History	**The Roman Empire** KLP: • Some key dates of Roman Britain in the history of the Roman Empire • Who were Romulus and Remus? • Which emperors came to Britain, and when was Britain conquered by the Romans? • Why the Romans invaded Britain. • Who lived in Britain before the Romans. • Who led the Iceni against the Romans • Where did Hadrian build a wall and why • What the Romans did for us - Roman Legacy.		**Ancient Egyptians** KLP: • that there are influential artefacts from the Ancient Egyptian era. • What the Narmer Palette tell us about how the Kingdom of Egypt was created • Why the Rosetta Stone is such an important artefact. • What an obelisk is and what purpose it had for Ancient Egyptians • What an archaeologist does. • Significant dates from the Ancient Egyptian era, adding these to a timeline. • Who were the rulers of Ancient Egypt and explain what makes the Ancient Egyptians significant. • The Egyptian social pyramid, comparing and contrasting daily life for pharaohs and ordinary people. • Why the Ancient Egyptians were able to settle near the River Nile • What irrigation is and why it was important to the Ancient Egyptians. • How a body was prepared for burial and why was it important to preserve the body in this way.		**The Battle of Hastings and the Normans** KLP: • The different claims to the throne in 1066. • Why historians find the Bayeux Tapestry useful in telling us about the past. • Who was William The Conqueror and why did he invade England • The key dates of the Norman invasion and add them onto a timeline. • How we know what happened in 1066. • What happened during the Battle of Hastings • How the Norman Conquest affected the nation of England.	

Science	**States of Matter** KLP: • Materials can exist as a solid, liquid or gas. • Some materials change state when they are heated or cooled. • What temperature is and how to make accurate measurements using a thermometer. • The part played by evaporation and condensation in the water cycle.	**Electricity** KLP: • Identify common appliances that run on electricity. • Construct a simple series electrical circuit, identifying and naming basic components. • Identify complete and incomplete circuits. • Recognise how switches can be used in a circuit. • Recognise common conductors and insulators.	**Sound** KLP: • Identify how sounds are made. • Recognise that 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 source increase.	**Animals including Humans** **Digestive system & teeth** KLP: • Describe the simple functions of the basic parts of the digestive system in humans. • Identify the different types of teeth in humans and their functions.	**All Living Things and their habitats** **Food Chains** KLP: • 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. • Construct and interpret a variety of food chains. • Recognise that environments can change and that this can sometimes pose dangers and have an impact on living things.
R.E. (PSHE)	**What do we mean by worship ?** KLP to understand: • That everyone is different and that makes our world more interesting. • That we all have different reasons for valuing things. • The importance of showing respect. • What we mean by worship and belief. • Christian Worship. • Hindu Worship. **Christmas** • The role of angels in the Nativity.	**What is Judaism?** **Easter Story** KLP: • Ask and answer questions about a world faith. • Understand some key facts about Judaism. • Understand the story of Abraham and why he is so important to Jews. • The story of Moses and the ten commandments. • How Shabbat is celebrated. **Easter** • Explore and understand the events of Jesus' last meal with his disciples • Explain the purpose of Holy Communion		**What do we mean by commitment?** KLP: • Understand why belonging to a group or community is valuable. • Understand what we mean by commitment. • Understand the challenges of commitment to a faith or belief. • Understand about personal commitment and what it means to be inspirational.	

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<td>Art & Design</td>
<td>Roman Britain
Design and make a MOSAIC Placemat
KLP:
Use their sketch books to plan, compare and discuss ideas with others
Organise tone, shape and colour
Explore and explain art from other periods of history
CLAY POT
KLP:
Gain a clear understanding of clay’s ability to be manipulated by creating pinch or coil pots
Use clay tools to create texture and/or patterns
Consider how they could have made their pot better</td>
<td>Rivers - Create original pieces that are influenced by the studies of chosen artists
KLP:
Experiment using the styles of chosen artists – pastels
Look at and talk about the work of artists– Ken Done and local artist Rolf Parker - who use pastels and identify what techniques may have been used.
Record from observation and imagination
Organise line, tone, shape and colour to represent a river-scape
Choose, use and blend the colours to create mood and feeling
Suggest some improvements and say what was good and not so good about their finished work</td>
<td colspan="2">Ancient Egypt – Drawing Skills
KLP:
Use different grades of pencil shade, to show different tones and texture
Create drawings (observational, imagination etc.) by understanding that they are made using lines to create shapes
Explore how patterns, textures and can be added to with dark and light tones.
Draw objects with correct proportions
Suggest some improvements and say what was good and not so good about their finished work
Recognise different functions of drawing and the purpose of drawing in the wider world – as a tool for design, decoration or communication.
Explore and explain art from other periods of history – Ancient Egypt – frontalism</td>
<td>Normans - TEXTILES
KLP:
Design and make a bookmark
using basic cross stitch and back stitch
Develop and clarify ideas using discussion and labelled sketches
Choose use and mix colours effectively.
Suggest some improvements and say what was good and not so good about their finished work</td>
<td>A Sense of Place
KLP:
Use collage and painting to develop and share ideas.
Explore creating backgrounds using washes, bleeds and splashes
Choose use and mix colours effectively.
Use a range of brushes to create different effects
Make effective and exciting choices when creating textures to combine visual and tactile qualities when creating collage.
Suggest some improvements and say what was good and not so good about their finished work</td>
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<td>Design & Technology</td>
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<td>Crest Activity – Bridge Blunder
KLP:
Construct a bridge that will hold a given weight based on given criteria
Produce a plan and explain it to others
Select the most appropriate techniques (cut/shape/join/finish) and tools to make their bridge.
Measure carefully so as to make sure they have not made mistakes
Come up with solutions to problems as they happen.
Explore how to strengthen, stiffen and reinforce their bridge
Suggest some improvements and say what was good and not so good about their original design</td>
<td>Lighthouse or Windmill Models
KLP:
Make a product that uses simple circuits to illuminate or create motion.
Generate, develop and clarify ideas using discussion and labelled sketches
Select the most appropriate materials, techniques (cut/shape/join/finish) and tools to make a product.
Make accurate measurements.
Come up with solutions to problems as they happen.
Apply their understanding of how to strengthen, stiffen and reinforce their more complex structure
Explain how they can improve their original design</td>
<td>Egyptian Tombs/Pyramids
KLP:
Make a model pyramid or tomb that includes at least one hidden compartment
Select the most appropriate materials, techniques (cut/shape/join/finish) and tools to make a product.
Measure accurate enough to ensure that everything is precise
Come up with solutions to problems as they happen.
Evaluate appearance and function against the original criteria.</td>
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Music	**Mamma Mia** **Listen and Appraise:** Listen to a variety of music from different styles, traditions and times, and begin to place the music in its historical context. Start to recognise / identify different style indicators and different instruments used. **Musical games:** Find and internalise the pulse through body movement. **Playing Instruments:** Explore and create music using percussion, tuned and un-tuned, to play melodies, tunes and accompaniments. **Improvisation**: Explore and create musical sound with voices and instruments **Composition**: Begin to create more complex tunes and melodies as part of a group or whole class.	**Christmas Performance Rehearsals.** **KLP to understand:** How to work together as part of a group and with their friends, developing the confidence to sing alone. The importance of warming up our voices and to establish a good singing position. How to perform a song as stylistically and musically as you can. How to sing with a good sense of the pulse internally and sing together and in time. How to follow a leader/conductor with confidence.	**Glockenspiel Stage 2** **Listen and Appraise:** Understand pulse **Musical games:** Understanding that pulse is the foundation of music upon which all the other dimensions are built. **Playing Instruments:** Continue to play and move between differentiated parts **Improvisation**: Make up own tune or rhythm within boundaries given. **Composition**: Compose using two notes, increasing to three notes and beyond.	**Stop**! **Listen and Appraise:** Continue to use correct musical language to describe the music you are listening to and your feelings towards it **Musical games:** Understand pulse, rhythm and beat **Playing Instruments:** Continue to play together in a band or ensemble, following a leader / conductor. **Improvisation**: Improvise simple solo melodies **Composition**: Record the composition in any way that is appropriate	**Lean on Me** **Listen and Appraise:** Listen, with respect, to other people's ideas and feelings towards the music you have listened to **Musical games:** Clap a rhythm; improvising a rhythm; using pitch; improvising using the voice. **Playing Instruments:** Learn to treat each instrument with respect and use the correct techniques to play them. **Improvisation:** Create own rhythmic patterns that lead to melodies **Composition**: Use of the interrelated dimensions of music. Describe the quality of sounds and how they are made (timbre).	**Blackbird** **Listen and Appraise:** Discuss other dimensions of music and how they fit into the music being listened to **Musical games:** Begin to understand how the other dimensions of music are sprinkled through songs and pieces of music **Playing Instruments:** Begin to recognise / identify and musically demonstrate awareness of a link between shape and pitch graphic notations. Start to understand the basics and foundations of notations. **Improvisation:** Start to perform rhythms and melodies with confidence and understanding. Start improvising using two notes, increasing to three notes Start to use voice, sounds, technology and instruments in creative ways. **Composition**: Begin to use graphic notations.
Computing	**The internet** KLP: Recognising the internet as a network of networks including the WWW, and why we should evaluate online content.	**Audio editing** KLP: Capturing and editing audio to produce a podcast, ensuring that copyright is considered.	**Repetition in shapes** KLP: Using a text-based programming language to explore count-controlled loops when drawing shapes.	**Data logging** KLP: Recognising how and why data is collected over time, before using data loggers to carry out an investigation.	**Photo editing** KLP: Manipulating digital images, and reflecting on the impact of changes and whether the required purpose is fulfilled.	**Repetition in games** KLP: Using a block-based programming language to explore count-controlled and infinite loops when creating a game.

P.E.	**Gymnastics** KLP: • To use equipment within a sequence. • Identify well performed skills when watching other groups. • To accelerate and decelerate whilst travelling. • To develop some knowledge of Rhythmic Gymnastics. • Perform a roll using control, body tension and flow.	**Invasion** **Games Sports coaching** KLP: • To know when to move within a game. • To know when to pass during a game. • Show an awareness of space and know how to use it in games. • To travel using change of direction and speed easily. • Describe what happens to their bodies when warming up.	**Swimming – Leisure Centre Plans** KLP: • To perform correct back crawl arm action. • To perform correct back crawl leg action. • To regulate breathing. • To evaluate their own performance. • Discuss safe self-rescue. **Dance – Egyptian** KLP: • Able to move with rigid and floppy dynamics. • Able to execute Egyptian-style actions. • Able to develop relationships – contact and balance with partner. • Able to demonstrate isolations with the head and shoulders. • Able to demonstrate and create 2-dimensional shapes.	**Athletics** **Sports Coaching** KLP: • To jump for height & distance • To explore different body positions in flight. • To jump hurdles with developing technique. • To communicate clearly with partners & team mates. • To locate some of the major muscles in the body.	
Literacy	Captive Celt by T. Deary (TB) KLP: • Retell a chapter of a story • How to write a diary entry • How to write an eye witness account • How to describe a character effectively.	This morning I met a whale by M.Morpurgo (TB) KLP: • How to write an information text (fantasy) • How to write a formal letter • How to write a newspaper article • How to write a personal account	Kensuke's Kingdom by Michael Morpurgo (PR) KLP: • How to write a balance argument • How an author uses small details to build character and setting • How to analyse characters • How to write in role • How to write an informal letter • Understand how to use metaphors, similes and personification • How to write a description using figurative language and imagery. • How to write a narrative	Mouse, Bird Snake, Wolf – D. Almond (PR) KLP: • How to write a persuasive letter • How to write Kennings • How to write a balanced argument • How to write a diary entry (in role)	Shakespeare – The Tempest KLP: • Know how to write a play script • How to write a descriptive poem. Stories on a Theme: Faraway Places – Cloud Tree Monkeys by Mal Peet & Elspeth Graham (TB) KLP: • How to write a narrative • How to write a persuasive text (advertisement)

SPaG	**Spelling** • Spell words from the Year 3/4 Statutory words list • Spell homophones • Spell words ending in –sure **Grammar & Punctuation** • Possessive apostrophes • Word families • subordinate clauses • Subordinating conjunctions • Adverbs • Prepositions • Determiners (Capital letters, full stops, exclamation marks, question marks throughout)	**Spelling** • Spell words from the Year 3/4 Statutory words list • Spell words containing prefixes and suffixes • Spell words containing 'ei', 'eigh' or 'ey' grapheme **Grammar & Punctuation** • Verb/Tense agreement • Adverbials • Inverted Commas (Capital letters, full stops, exclamation marks, question marks throughout)	**Spelling** • Spell words from the Year 3/4 Statutory words list • Spell words containing prefixes • Spell words with endings that sound like /ʃən/ spelt '-cian', '-sion', '-tion' and '-ssion' **Grammar & Punctuation -** • Commas to clarify meaning • Statements/Commands • Verbs/Adjectives/Nouns • Present and Past progressive continuous tense • Pronouns (Capital letters, full stops, exclamation marks, question marks throughout)	**Spelling** • Spell words from the Year 3/4 Statutory words list • Spell words with the /s/ sound • spelt 'sc' • Spell words ending 'sion' • Homophones **Grammar & Punctuation** • Apostrophes for possession, including singular and plural • Commas to clarify meaning • Present and Past progressive continuous tense • Adverbs • Adverbials (Capital letters, full stops, exclamation marks, question marks throughout)	**Spelling** • Spell words from the Year 3/4 Statutory words list **Grammar & Punctuation - Understand and identify:** • Coordinating conjunctions • Commas in lists • Inverted commas • Commas after fronted adverbials (Capital letters, full stops, exclamation marks, question marks throughout)	**Spelling** • Spell words from the Year 3/4 Statutory words list • Spell words containing prefixes and suffixes. **Grammar & Punctuation - Understand and identify:** • Tense agreement • Noun phrases • Present and Past progressive continuous tense (Capital letters, full stops, exclamation marks, question marks throughout)

Numeracy	**Number and place value** Recognise the place value of each digit in a four-digit number including decimals Round any number to the nearest 10, 100 or 1000 Find 0.1, 1, 10, 100 or 1000 more or less than a given number. **Addition and Subtraction** Add and subtract numbers with up to 4 digits and decimals with one decimal place using the formal written methods of columnar addition and subtraction **Calculations** Understand how to check calculations using inverse operations **Geometry** Recognise properties of 2D shapes including angles and symmetry **Time** **R**ead time to the nearest minute is developed to include converting between different time systems (analogue and digital) and different units of time. **Roman Numerals** Recognise Roman Numerals **Multiplication** Recall multiplication facts up to and including 12x 12	**Multiplication & Division** Understand place value and multiplication facts to develop written methods for multiplication. Develop a written methods of division Mental Division, using place value, known and derived facts to divide mentally. **Measures** Estimate, measure and compare lengths Calculate the perimeter and area of rectangles **Position and Direction** Describe positions on a 2-D grid as coordinates in the first quadrant. **Statistics** Interpret and present discrete data using appropriate graphical methods, including in bar charts, pictograms, tables and other graphs. **Multiplication** Recall multiplication facts up to and including 12x 12	**Number & Place Value** Use place value describe and extend number sequences involving counting on or back in different steps, including sequences with multiplication and division steps. Count backwards through zero to include negative numbers. **Fraction & Decimals** Understand that a fraction is one whole number divided by another (for example, $\frac{3}{4}$ can be interpreted as 3 ÷ 4). Add and subtract fractions with the same denominator. Recognise, find and write fractions of a discrete set of objects including those with a range of numerators and denominators. Recognise and write decimal equivalents to ¼ ; ½ ; ¾ . Solve simple measure and money problems involving fractions and decimals to two decimal places. **Multiplication** Recall multiplication facts up to and including 12x 12	**Number and Place Value** Identify the place value of each digit to two decimal places. **Multiplication** Know how to multiply together three numbers. Recognise and use factor pairs and commutativity in mental calculations. Develop use of written multiplication for problem solving **Geometry** Identify lines of symmetry in 2-D shapes presented in different orientations. Plot specified points and draw sides to complete a given polygon **Addition & Subtraction** Add and subtract numbers with up to 4 digits and decimals with one decimal place using the formal written methods of columnar addition and subtraction where appropriate. **Statistics** Interpret discrete and continuous data using appropriate graphical methods, including bar charts and time graphs. **Multiplication** Recall multiplication facts up to and including 12x 12	**Number and Place Value** Describe and extend number sequences involving counting on or back in different steps, including sequences with multiplication and division steps. **Decimals** Develop their knowledge and understanding of decimals and relate multiplying and dividing by 10 and 100 to decimal notation and to converting units of measure. **Measures** Estimate, compare and calculate different measures. Apply their knowledge of the number system when measuring lengths (mm, cm, m), capacities / volumes (ml, l) and masses (g, kg). Solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days and problems involving money and measures. **Geometry** Complete a simple symmetric figure with respect to a specific line of symmetry. Plot specified points and draw sides to complete a given polygon **Position & Direction** Describe movements between positions on a 2-D grid as translations of a given unit to the left/right and up/down. **Multiplication** Recall multiplication facts up to and including 12x 12	**Number** Solve number and practical problems that with increasingly large positive number including decimals **Statistics** Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs **Addition and Subtraction** Add and subtract numbers with up to 4 digits and decimals with one decimal place using the efficient written methods of columnar addition and subtraction where appropriate. **Multiplication and division** Solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by one digit, division (including remainders) **Geometry** Use a variety of sorting diagrams to compare and classify numbers and geometric shapes, including quadrilaterals and triangles, based on their properties and sizes. **Multiplication** Recall multiplication facts up to and including 12x 12
LOtC	Tullie House Assembly. Senhouse Roman Museum, Maryport	River study – West Cumbria Rivers Trust (day workshop.) Visit from local artist	Tullie House Egyptian Curriculum day (TBC)	Glaramara Residential Fair Trade		