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| **Year 4 Autumn Term Overview** |
|  | **Autumn 1** | **Autumn 2** |
| **Focus Christian Value** | **Hope** (cycle 1)**Courage** (cycle 2) | **Responsibility** (cycle 1)**Peace** (cycle 2) |
| **English** | **Varjak Paw*** To retell a chapter of a story
* How to write a diary extract
* How to write an eye witness account
* How to describe a character effectively. How to write a newspaper article
* How to write an adventure story
 | **Escape from Pompeii*** How an author uses small details to build character and setting
* How to write in role
* Understand how to use metaphors, similes and personification
* How to write a description using figurative language and imagery.
* How to write a narrative
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| **Reading**  | **Ashley Booth Reading Comprehensions****Class Novel: Varjak Paw** **Linked Text Literacy: Varjak Paw (Adventure Story)** | **Ashley Booth Reading Comprehensions****Class Novel: Escape From Pompeii****Linked Text Literacy: The Firework Makers Daughter (Non-Linear time sequence)** |
| **Maths** | Number: Place ValueNumber: Addition and Subtraction | Measurement: Length and PerimeterNumber: Multiplication and Division |
| **RE** | **Creation and Fall*** Place the concepts of God, Creation and the Fall on a timeline of the Bible’s ‘Big Story’.
* Offer suggestions about what the story of Adam and Eve might show about human nature and how to act.
* Describe how and why Christians might pray to God, say sorry, forgive and ask for forgiveness.
* Make links between what stories in the Bible say about human beings, and pupils’ own ideas about how people should behave.

**People of God*** Make clear links between the story of Abraham and the concept of faith.
* Make simple links between People of God and how some Christians choose to live in their whole lives and in their church communities.
* Suggest answers about how far ideas of covenant, promises and following God might make a difference in the world today.
 | **Buddhism** * To find out who Buddha was and why he is important to Buddhists today.
* To learn about the Four Noble Truths and the Eightfold Path.
* Interview a Buddhist about the meaning of moral precepts in their life
* Agree 5 moral precepts that we should uphold and discuss why greed, gossip and harsh speech might be an unwise action.
* Identify Buddhist symbols and artefacts and give interpretations of their meaning.

**Incarnation*** Identify John 1 as part of a ‘Gospel’, noting some differences between John and the other Gospels.
* Offer suggestions for what texts about God might mean.
* Give examples of what the texts studied mean to some Christians.
* Describe how Christians show their beliefs about God the Trinity in the way they live.

Make links between some of the texts and teachings about God in the Bible and what people believe about God in the world today, expressing some ideas of their own clearly |
| **Science** | **Animals, including humans- Eating and Digestion** * To be able to identify and classify carnivores, herbivores and omnivores.
* To be able to construct and interpret a variety of food chains.
* To identify the different types of teeth in humans and identify their functions.
* To explore different ways of keeping teeth healthy.
* To investigate how the digestive system works.
* To be able to describe the functions of the basic parts of the digestive system.

**Scientist(s):**[Charles Elton](https://www.britannica.com/biography/Charles-Elton) | **Electricity*** To sort electrical and non-electrical items.
* To identify electrical dangers in and around the home.
* To identify and name the basic parts of a simple circuit.
* To construct some simple circuits.
* To investigate the differences between mains and battery-powered circuits.
* To recognise some common conductors and insulators, and associate metals with being good conductors.
* To create a switch to complete a circuit.

**Scientist(s):** Benjamin FranklinThomas EdisonNikola TeslaLewis Howard Latimer |
| **History** | **Why were the Romans so powerful and what did we learn from them?** * To understand the terms ‘invade’ and ‘settle’ and place the Romans on a timeline.
* To find out how and why the Romans invaded Britain.
* To find out who was in Britain when the Romans invaded and learn about their way of life.
* To understand the differences and similarities between Roman Army and the Celts.
* To explore who Boudicca was from different points of view.
* To find out about the results of Boudicca’s revolt.
* To find out about the Roman way of life.
* To find out what survived from the Roman settlement of Britain (Roman legacy).

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| **Geography** |  |  |
| **Art** | **Formal Elements** * To develop a range of mark-making techniques
* To create patterns using printing techniques
* To create patterns using a stamp
* To create patterns using reflection and symmetry

To create a geometric pattern**Artist:** Luz Perez Ojeda(Optical Illusions) | **Every Picture Tells a Story** * To analyse and find meaning in a painting
* To focus on different parts of a painting
* To analyse abstract paintings and describe the stories behind them

**Artist:** David Hockney (My Parents) |
| **DT** |  | **Electrical Systems- Torches*** To evaluate electrical products
* To design a torch
* To make and evaluate a torch
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| **ICT** | **Collaborative Learning** * To understand that software can be used collaboratively online to work as a team
* To understand how to contribute to someone else’s work effectively
* To understand how to create effective presentations
* To understand how to create and share Google Forms
* To understand how to use a shared spreadsheet to explore data
 | **Computational Thinking*** To understand that computational thinking is made up of four key strands
* To understand what decomposition is and how to apply it to solve problems
* To understand what pattern recognition and abstraction mean
* To understand how to create an algorithm and what it can be used for
* To combine computational thinking skills to solve a problem
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| **Music** |  | Music of Ancient GreeceChristmas music |
| **PE** | **Athletics*** 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.

**Sports coach** | **Decisions (Outdoor Adventure)*** Develop some knowledge of orienteering
* To create their own course for a partner to follow
* To learn some common map symbols
* To choose and apply strategies to meet problems.
* To use a map to travel around a simple course.

**Sports coach** |
| **MFL****Spanish** | Core VocabularySpanish Home learning: [www.languageangels.com](http://www.languageangels.com) | **Presenting Myself** Spanish Home learning: [www.languageangels.com](http://www.languageangels.com) |
| **PSHE** | **Me and my relationships** * Understand how body language can show a person’s emotions.
* Give examples of how to help someone else who is upset or being bullied.

Understand what the term ‘assertive’ means and give examples of ways of being assertive. | **Valuing Difference*** Understand how people are different, including religious or cultural differences.

Understand what the word ‘stereotype’ means and explain why it’s important to challenge stereotypes. |
| **Enrichment opportunities** | Forest School sessionsTullie House Habitats Workshop | Roman Museum Life Bus Forest School sessions Water Workshop Hinduism Workshop |