

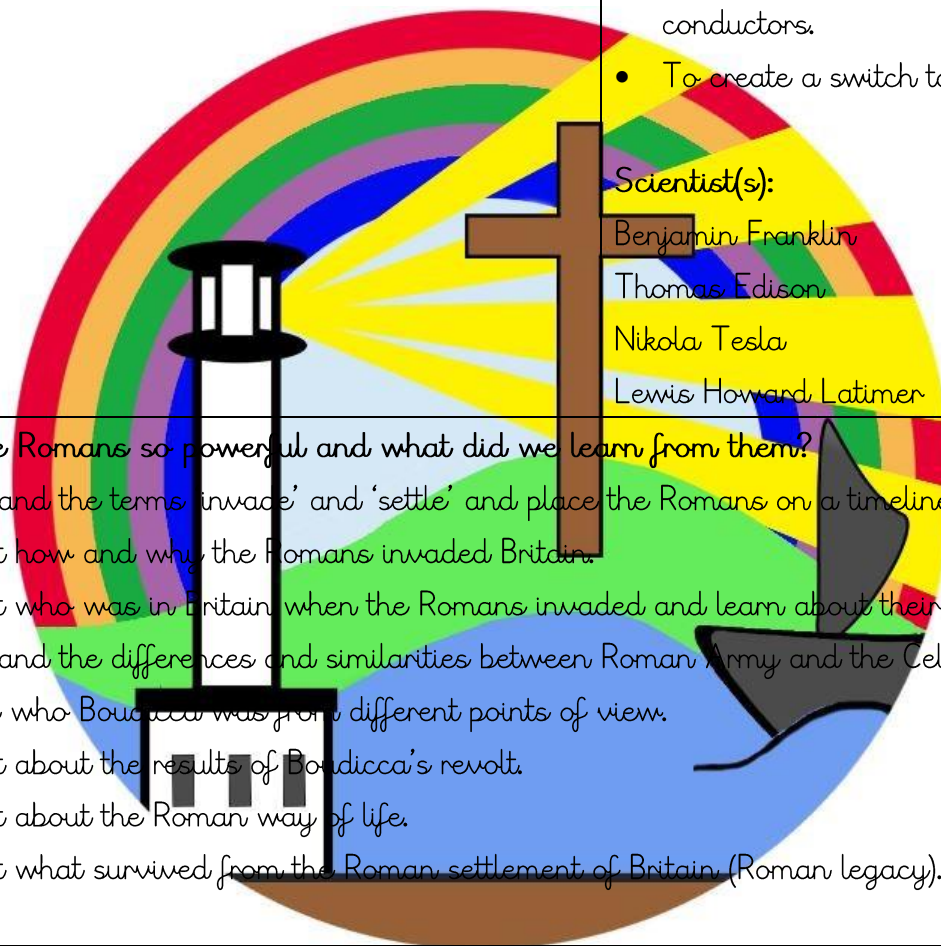
Year 4 Autumn Term Overview

| | Autumn 1 | Autumn 2 |
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| Focus Christian Value | Hope (cycle 1) Courage (cycle 2) | Responsibility (cycle 1) Peace (cycle 2) |
| English | <p>Escape from Pompeii</p> <ul style="list-style-type: none"> 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/ disaster story. <p>Recount- Trip to Vindolanda</p> | <p>Persuasive Holiday Brochure</p> <p>Explanation text- How a Circuit Works</p> <p>Informal letter to Santa</p> <p>Free verse Poem- Bonfire Night Poetry</p> |

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| Reading | <p>Ashley Booth Reading Comprehensions</p> <p>Class Novel: Escape From Pompeii</p> <p>Linked Text Literacy: The Firework Maker's Daughter(Non-Linear time sequence)</p> | <p>Ashley Booth Reading Comprehensions</p> <p>Class Text: Sicily and Rome Holiday Brochures</p> <p>Linked Text Literacy: The Velveteen Rabbit (Archaic Text)</p> |
| Maths | <p>Number: Place Value</p> <p>Number: Addition and Subtraction</p> | <p>Measurement: Length and Perimeter</p> <p>Numbers: Multiplication and Division</p> |
| RE | <p>Creation and Fall</p> <ul style="list-style-type: none"> 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. <p>People of God</p> | <p>Buddhism</p> <ul style="list-style-type: none"> 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. |

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| | <ul style="list-style-type: none"> • 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. | <p>Incarnation</p> <ul style="list-style-type: none"> • 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. <p>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</p> |
| Science | <p>Animals, including humans: Eating and Digestion</p> <ul style="list-style-type: none"> • 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. | <p>Electricity</p> <ul style="list-style-type: none"> • 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. |

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| | <ul style="list-style-type: none"> To be able to describe the functions of the basic parts of the digestive system. <p>Scientist(s): Charles Elton</p> | <ul style="list-style-type: none"> To recognise some common conductors and insulators, and associate metals with being good conductors. To create a switch to complete a circuit. <p>Scientist(s): Benjamin Franklin Thomas Edison Nikola Tesla Lewis Howard Latimer</p> |
| History | <p>Why were the Romans so powerful and what did we learn from them?</p> <ul style="list-style-type: none"> 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). | |
| Geography | | |
| Art | Formal Elements | Every Picture Tells a Story |



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| | <ul style="list-style-type: none"> 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 <p>To create a geometric pattern</p> | <ul style="list-style-type: none"> 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 |
| DT | | <p>Electrical Systems- Torches</p> <ul style="list-style-type: none"> To evaluate electrical products To design a torch To make and evaluate a torch |
| ICT | <p>E-safety unit: Online Bullying</p> <ul style="list-style-type: none"> I can recognise when someone is upset, hurt or angry online I can describe ways people can be bullied through a range of media (e.g. images, video, text, chat). I can explain why people need to think carefully about how content they post might affect others, their feelings and how it may affect how others feel about them (their reputation). | <p>E-safety unit: Privacy and Security</p> <ul style="list-style-type: none"> I can describe strategies for keeping personal information private, depending on context. I can explain that internet use is never fully private and is monitored, e.g. adult supervision. I can describe how some online services may seek consent to store information about me; I know how to respond appropriately and who I can ask if I am not sure. I know what the digital age of consent is and the impact this has on online services asking for consent. |

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| | <p>Computing Unit: How the internet works</p> <ul style="list-style-type: none"> To describe how networks physically connect to other networks To recognise how networked devices make up the internet To outline how websites can be shared via the World Wide Web (WWW) To describe how content can be added and accessed on the World Wide Web (WWW) To recognise how the content of the WWW is created by people To evaluate the consequences of unreliable content | <p>Computing Unit: Creating Media: Web design</p> <ul style="list-style-type: none"> Exploring the features of Google Sites to learn how to create content for a web page. Planning content for a web page as a collaborative online piece of work |
| Music | | Music with Mr Clarke |
| PE | <p>Dribbling, movement and teamwork (Invasion Hockey and Football)</p> <ul style="list-style-type: none"> To play games competitively. To develop teamwork and team play. To develop attacking and defending skills. | <p>Gym- What's My Direction?</p> <ul style="list-style-type: none"> To accelerate and decelerate whilst moving. To develop some knowledge of Rhythmic Gymnastics. To perform a roll using control, body tension and flow. |

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| | <ul style="list-style-type: none"> To consolidate dribbling using a football and/ or a hockey stick. To develop skills in finding and using space. <p>Sports coach</p> | <ul style="list-style-type: none"> To use equipment with sequence. To identify well performed skills when watching other groups. <p>Sports coach</p> |
| MFL Spanish | <p>I'm Learning Spanish</p> <p>I can find Spain on a map of the world if I am shown Europe first.</p> <ul style="list-style-type: none"> I can name the capital of Spain immediately and three other well-known Spanish cities if I am given an opportunity to look at a map first. I can name one other country where they speak Spanish in the world. I can tell you my name, count to ten and how I am feeling in Spanish with the help of an adult or the PowerPoint used in class | <p>Animals</p> <p>I can repeat all the numbers 1-10 in Spanish usually unaided. Counting backwards is harder</p> <ul style="list-style-type: none"> I can tell you what these numbers mean in English when they are out of sequence with a word bank with matching digits I can say and match all the animals to their appropriate picture and attempt to spell three animals in Spanish <p>Phonetics lesson 2</p> <p>CA CE CI CO CU</p> <p>I can hear and say individual sounds.</p> |

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| | Spanish Home learning: www.languageangels.com | <p>I can hear and say the sound in words.</p> <p>I can hear and say the sound in a piece of authentic text.</p> <p>Spanish Home learning: www.languageangels.com</p> |
| PSHE | <p>Me and my relationships</p> <ul style="list-style-type: none"> Understand how body language can show a person's emotions. Give examples of how to help someone else who is upset or being bullied. <p>Understand what the term 'assertive' means and give examples of ways of being assertive.</p> | <p>Valuing Difference</p> <ul style="list-style-type: none"> Understand how people are different, including religious or cultural differences. <p>Understand what the word 'stereotype' means and explain why it's important to challenge stereotypes.</p> |
| Enrichment opportunities | <p>Forest School sessions</p> <p>Vindolanda and The Roman Museum</p> <p>Outdoor prayer spaces</p> | <p>Maryport Roman Museum</p> <p>C-STEM Y4 Electricity workshop</p> <p>Christmas Pantomime</p> <p>Christmas stocking workshop</p> <p>St Mary's Church visit</p> <p>Outdoor prayer spaces</p> <p>Poet visit- Andy Tooze</p> <p>Pantomime Visit</p> |