

Year 4 Autumn Term Overview

Topic:	Autumn 1: <i>Invaders</i>	Autumn 2: <i>Rule Britannia</i>
PSHE:	<p><u>Being Responsible</u> Coming home on time</p> <p><u>Keeping/ Staying Healthy</u> Healthy Living</p>	<p><u>Relationships</u> Appropriate touch (relationships)</p>
English:	<p>Time Machine How to be a Viking by Cressida Cowell- VIPERS Sutton Hoo Performance Poetry</p>	<p>Scandinavian Tales- The Stone Trolls The Little Christmas Tree Dish and the Spoon - VIPERS</p>
Maths:	<p><u>Place Value</u> Can I count in multiples of 6, 7, 9, 25 and 1000? Can I find 1000 more or less than a given number? Can I count backwards through zero to include negative numbers? Can I recognise the place value of each digit in a four-digit number? Can I order and compare numbers beyond 1000? Can I identify, represent and estimate numbers using different representations? Can I round any number to the nearest 10, 100 or 1000? Can I solve number and practical problems that involve all of the above and with increasingly large positive numbers? Can I read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of zero and place value?</p> <p><u>Addition & Subtraction</u> Can I add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate? Can I estimate and use inverse operations to check answers to a calculation? Can I solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why?</p>	<p><u>Measurement: Length and Perimeter</u> Can I convert between different units of measure e.g. kilometre to metre? Can I measure and calculate the perimeter of a rectangle (including a square)? Can I estimate, compare and calculate a range of measures (e.g. cm, km, g and l).</p> <p><u>Multiplication & Division</u> Can I recall multiplication and division facts for multiplication tables up to 12×12? Can I use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1 or multiplying together three numbers?</p>
Science:	<p><u>Electricity</u></p> <ul style="list-style-type: none"> - identify common appliances that run on electricity - construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers - identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery - recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit - recognise some common conductors and insulators, and associate metals with being good conductors 	<p><u>Animals, including humans</u></p> <ul style="list-style-type: none"> - describe the simple functions of the basic parts of the digestive system in humans - identify the different types of teeth in humans and their simple functions - construct and interpret a variety of food chains, identifying producers, predators and prey.
History:	<p>Britain's Settlement by Anglo Saxons and Scots</p>	<p>The Viking and Anglo Saxon struggle for the kingdom of England to the time of Edward the Confessor</p> <ul style="list-style-type: none"> - Where the Vikings came from and why they chose to settle in England. - The significant figures and key events that took place during the Viking period. - What life was like for sailors, warriors, children and criminals. - The legacy of the Battle of Hastings and the Bayeux Tapestry.
Geography:	<p>Use atlases, pictures and the internet to establish routes taken by the invaders and discuss the issues they faced showing an understanding of causes and consequences of the end of the Roman occupation in Britain.</p>	<ul style="list-style-type: none"> - How to ask geographical questions. - How to use atlases, maps and plans at a range of scales. - What places are like in their locality.

DT:	Textiles <i>Fastenings</i>	Electrical systems <i>Torches</i>
Computing:	<u>Computing systems and networks – The Internet</u> <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 	<u>Creating media – Audio editing</u> <ul style="list-style-type: none"> - To identify that sound can be digitally recorded - To use a digital device to record sound - To explain that a digital recording is stored as a file - To explain that audio can be changed through editing - To show that different types of audio can be combined and played together - To evaluate editing choices made
Music:	Charanga Unit: Mamma Mia! Anglo Saxon Songs	Charanga Unit: Glockenspiel Stage 2
Art:	<ul style="list-style-type: none"> - Use observational skills to draw houses and artefacts, research skills to develop an understanding of life in an Anglo Saxon village. - Design and reproduce an Anglo Saxon settlement. 	Viking Art -Illuminated letters -Clay Viking Ships -Watercolours/Portraits
PE:	Health and Fitness Games – Basketball	Dance – Toy Story
RSHE:	<u>Healthy & Happy Friendships</u> Solving friendship difficulties. How to act if someone invades your privacy or personal boundaries. Video: Peer mediators	<u>Similarities & Differences</u> Identity and diversity. Seeing different perspectives and not making judgements based on appearance. Video: Celebrating diversity
RE:	<u>BELIEVING</u> Why is Jesus inspiring to some people?	<u>EXPRESSING</u> Why are festivals important to religious communities?
Spanish:	Phonetics lesson 2 The Classroom	At the Cafe