 Long Term Overview 

**Class** Year 4

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|  | **Autumn Term** | | **Spring Term** | | **Summer Term** | |
|  | **1** | **2** | **1** | **2** | **1** | **2** |
| **Guided Reading** | Firework Maker’s Daughter | A Medal for Leroy | A Medal for Leroy | Max and The Millions | Max and The Millions | Variety of GR texts and assessments |
| **Maths** | Number to 10,000  Addition and Subtraction within 10,000  Mult and Division | Further Mult and Division | Graphs  Fractions  Time  Decimals | Money  Mass, Volume and Length  Area of Figures | Position and Movement  Geometry  Roman Numerals | Revision / assessment |
| **Science** | **Electricity**   NC Objectives:  -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. | **Sound**  NC Objectives:  -identify how sounds are made, associating some of them with something vibrating  -recognise that vibrations from 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 sound source increases. |  | **Animals including humans**  NC Objectives:  -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. | **Living things and their habitats**  NC Objectives:  -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 in their local and wider environment  -recognise that environments can change and that this can sometimes pose dangers to living things. | **States of matter**  NC Objectives:  -compare and group materials together, according to whether they are solids, liquids or gases -observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C) -identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. |
| **History** |  | History  **A local history study**  The Great Plague and Fire of London  -a depth study linked to one of the British areas of study listed above  -a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066) - a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality | History  **The achievements of the earliest civilizations**  -an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China |  | History  **A local history study**  Local architecture |  |
| **Geography** | Geography  **Rivers and water cycles**  Human and physical geography  -describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle  -human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water |  |  | Geography  **Place knowledge**  Contrasting Regions- England and France  -understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America |  | Geography  **Geographical skills and fieldwork**  Architecture in Preston and Chorley  -use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied -use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world  -use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. |
| **Art** | Art  Portraits Pastels.  Make informed choices in drawing inc. paper and media.  -Alter and refine drawings and describe changes using art vocabulary.  -Collect images and information independently in a sketchbook.  -Use research to inspire drawings from memory and imagination.  -Explore relationships between line and tone, pattern and shape, line and texture. |  |  | Art  Landscape Painting  -Make and match colours with increasing accuracy.  -Use more specific colour language e.g. tint, tone, shade, hue.  -Choose paints and implements appropriately. -Plan and create different effects and textures with paint according to what they need for the task. -Show increasing independence and creativity with the painting process | . | Art  Sculptures  -Make informed choices about the 3D technique chosen.  -Show an understanding of shape, space and form. -Plan, design, make and adapt models.  -Talk about their work understanding that it has been sculpted, modelled or constructed.  -Use a variety of materials. |
| **D&T** |  | DT  -understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] -apply their understanding of computing to program, monitor and control their products. | DT  -Understanding contexts, users and purposes  -Generating, developing, modelling and communicating ideas  - select, use and explore a variety of materials, tools and techniques  - identify the strengths and areas for development in their ideas and products  consider the views of others, including intended users, to improve their work |  | DT  understand and apply the principles of a healthy and varied diet  -prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques  -understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed. |  |
| **RE** | Sikh Dharma | Christianity (Light)  God | Hindu Dharma | Christianity  Jesus | Judaism  Islam | Christianity (Living the faith) |
| **PSHE** | Core Skills  UNIT 1 | Sex and Relationships  UNIT 2 | Economic well-being and financial capability  UNIT 3 | Taking Part  UNIT 9 | Being Different  UNIT 11 | Drugs, Alcohol and tobacco Awareness UNIT 7 |
| **Computing** | Coding  -use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs | Internet Safety  -use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact | Keyboard Skills  -select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information | Research  -use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content | Internet  -understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration | Email and E-safety/Cyber bullying  -use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. |
| **Music** | Haiku, music and performance (Theme: Hanami festival | | Samba & carnival sounds and instruments: South America | | Body and tuned percussion: Rainforests | |
| **PE** | Year 3/4 Athletics Activities Year 3/4 OAA - Team Work & Problem Solving | The Plague Dance  Gymnastics 1 | Gymnastics 2  Sparks Might Fly Dance | Dodgeball  Net and Wall 1 | Basketball  Handball | Cricket and fielding  Net and Wall 2 |
| **Subject Links** | Geography linked with Explanation Texts. (Water Cycle) | History linked with Fairy Tales. (Pied Piper) | History linked with Information Booklets. (Egypt) | Art linked to Geography contrasting regions and ICT using Paint | Music linked with History  Science linked with History – recognising environments change |  |
| **Personalisation** | Lake District | London. Capital of England | Persuasion (adverts) are linked to likes and interests in Year 4 | England and France. Links to language taught at Manor Road. | Architecture in Preston and Chorley  French linked to Science – Animals | Preston and Chorley |