

Long Term Overview
Year 4



	Autumn Term		Spring Term		Summer Term	
	1	2	1	2	1	2
Guided Reading	A Medal for Leroy Narrative Traditional tales Princess and Pea 1 Science Fiction The Iron Man 1	The Boy at the Back of the Class Play script Traditional Tale links 2	Max and the Millions Non-Fiction Newspaper report 1 Narrative Mystery 1 The Whale	Aquila Non-Fiction The Water Cycle Non-Chronological Report 2 Narrative Adventure 2 The BFG	The Magic Faraway Tree Non-Fiction The Water Cycle Non-Chronological Report 2 Narrative Fantasy The Magic Faraway Tree 1 GPS Units	The Firework Maker's Daughter Non –Fiction Persuasive writing Healthy Eating Adverts 2 GPS Units
Spelling	Spelling Ready, Steady, Spell	Spelling Ready, Steady, Spell	Spelling Ready, Steady, Spell	Spelling Ready, Steady, Spell	Spelling Ready, Steady, Spell	Spelling Ready, Steady, Spell
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 <u>NC Objectives:</u> -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 <u>NC Objectives:</u> -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.	Explorify / unts and investigation work.	Animals including humans <u>NC Objectives:</u> -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 <u>NC Objectives:</u> -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 <u>NC Objectives:</u> -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			<u>History</u> The achievements of the earliest civilizations -an overview of where and when the first civilizations appeared. (Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China) -A depth study of Ancient Egypt (River Nile)		<u>History</u> Britain's settlement by the Anglo-Saxons and Scots. -Anglo-Saxon invasions, settlements and kingdoms: place names and village life.	

Geography	<u>Geography</u> Rivers and water cycles <u>Human and physical geography</u> -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 SOLO			<u>Geography</u> Place knowledge <u>Contrasting Regions- England and France</u> -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		<u>Geography</u> <u>Geographical Skills and fieldwork</u> <u>Architecture in Preston and Chorley</u> -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	<u>Art - Picasso</u> Drawing, and Digital Media 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.			<u>Art – Rob Miller Local Artist</u> 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		<u>Art – Egyptians - recycled materials (Tin foil)</u> 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

	-Use research to inspire drawings from memory and imagination. -Explore relationships between line and tone, pattern and shape, line and texture.			need for the task. -Show increasing independence and creativity with the painting process.		been sculpted, modelled or constructed. -Use a variety of materials.
D&T		<u>DT – Mechanism and light up.</u> <i>Night Light for baby / toddler room.</i> -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.	<u>DT - Textiles</u> <i>Design something to help you in school – glasses case, bookmark, water bottle cover etc</i> -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		<u>DT – Food</u> <i>Produce a healthy meal for a vegetarian (Links to English adverts)</i> 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	What influences what people wear? What can we learn about people from what they wear? What influences how some religious believers dress? What influences what I wear?	Is it important to fight for justice? Is justice the same as fairness? What inspires people to fight for justice? How can I make a difference in the world?	Should sacrifice be an important part of life? What does it mean to sacrifice? Why do some Muslims fast during Ramadan? Why is sacrifice an important Christian value? When am I willing to make a sacrifice?		What does it mean to live a good and happy life? What does it mean to be good? How does following their Dharma help Hindus to live a good life? How does the Holy Spirit help Christians develop good character virtues? Why do Humanists search for happiness? How can I lead a good and happy life?	

Religions and Worldviews						
PSHE	<u>Mental Health and Wellbeing.</u> Foundations for Wellbeing – Y4 L1: Describing emotions L2: Understanding internal and external distractions L3: Exploring different thinking habits L4: Different ways to manage worries L5: Strategies for calm Change, loss and grief – Y3-4 L2: How do people manage change and loss?	<u>Exploring Ways to Manage Risk</u> Firework safety – KS2 L1: Firework safety Keeping safe at home – KS2 L2: Keeping safe at home Road and rail safety – KS2 L3: Independently crossing the road Exploring risk in relation to gambling – KS2 L1: Exploring risk Drug education – Y3-4 L1: Medicines and household products * L2: Smoking, vaping and alcohol *	<u>Forming Respectful Relationships</u> Friendship and bullying – Y3-4 L1: Valuing friendships L2: Friendship challenges L3: What is bullying OHID: Every mind matters – KS2 L1: Kindness	<u>Money Matters and News Literacy</u> Money and wellbeing – Y4 L1: How money is used L2: Making decisions about money Guardian Foundation: NewsWise – ages 7-9 L4: How news affects feelings L6: Fake or real news? * L7: Questioning images in the news *	<u>Me, My Body and Growing Up</u> Medway: Changing and growing up – Y4-5 L1: Time to change L3: Personal hygiene L4: Emotions and feelings NSPCC: Talk PANTS – ages 7-9 L1: Building confidence	<u>Families and Growing Together</u> Families – KS2 L1: Family relationships L2: Diverse families L3: Family changes Committed relationships and family life – KS2 L1: Marriage and partnership
Computing	<u>Collaborative Learning</u> Selecting using and combining a variety of software to design and create a range of programs, systems and content that accomplish given goals. Understanding opportunities offered by the World Wide Web for communication and collaboration Online Safety Describe how to search over multiple platforms and are aware of the accuracy of the results presented. Describe some of the	<u>Website Design</u> Selecting using and combining a variety of software to design and create a range of programs, systems and content that accomplish given goals. Understanding opportunities offered by the World Wide Web for communication and collaboration. Online Safety Describe how to search over multiple platforms and are aware of the accuracy of the results presented. Describe some of the	<u>Programming 1 Further Coding (Espresso Coding)</u> Understand how to create a simple script in Scratch – be able to change sprite and prevent the sprite from rotating. Use decomposition to identify key features and understand how to decipher actions that make the quiz game work. Understand what a variable is and how to use the ‘say’ and ‘ask’ blocks. Create a variable and be able to use a variable to record a score.	<u>HTML</u> Add text between the heading and paragraph tags. Easily activate the goggles to investigate a web page. Explain how they altered the HTML to create their own posters. Change the colours and sizes of their object elements. Explain how they created their story. Adapt the basic elements of a story within a web page using the ‘Inspect Elements’ tool. Change an image within a web page and create their own news story, replacing the text and images of a webpage. Online Safety	<u>Investigating Weather</u> Understanding why some sources are more trustworthy than others. Understanding the role of inputs and outputs in computerised devices Online Safety Describe how to search over multiple platforms and are aware of the accuracy of the results presented. Describe some of the methods used to persuade people to buy online.	<u>Programming 2 Computational Thinking (Espresso Coding)</u> Understand that problems can be solved more easily using computational thinking. Understand what the different code blocks do and create a simple game. Understand the terms ‘pattern recognition’ and ‘abstraction’ and how they help to solve a problem. Create a Scratch program which draws a square and at least one other shape.

	methods used to persuade people to buy online. Explain the difference between fact, opinion and belief and recognise these online. Explain what a bot is and give examples of different bots. Explain some positive and negative distractions of using technology and small strategies on how to reduce the amount of time spent on technology.	methods used to persuade people to buy online. Explain the difference between fact, opinion and belief and recognise these online. Explain what a bot is and give examples of different bots. Explain some positive and negative distractions of using technology and small strategies on how to reduce the amount of time spent on technology.	Understand what a variable is and how it works within a program. Online Safety Describe how to search over multiple platforms and are aware of the accuracy of the results presented. Describe some of the methods used to persuade people to buy online. Explain the difference between fact, opinion and belief and recognise these online. Explain what a bot is and give examples of different bots. Explain some positive and negative distractions of using technology and small strategies on how to reduce the amount of time spent on technology.	Describe how to search over multiple platforms and are aware of the accuracy of the results presented. Describe some of the methods used to persuade people to buy online. Explain the difference between fact, opinion and belief and recognise these online. Explain what a bot is and give examples of different bots. Explain some positive and negative distractions of using technology and small strategies on how to reduce the amount of time spent on technology.	Explain the difference between fact, opinion and belief and recognise these online. Explain what a bot is and give examples of different bots. Explain some positive and negative distractions of using technology and small strategies on how to reduce the amount of time spent on technology.	Understand how computational thinking can help to solve problems and apply computational thinking to problems they face. Online Safety Describe how to search over multiple platforms and are aware of the accuracy of the results presented. Describe some of the methods used to persuade people to buy online. Explain the difference between fact, opinion and belief and recognise these online. Explain what a bot is and give examples of different bots. Explain some positive and negative distractions of using technology and small strategies on how to reduce the amount of time spent on technology.
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Music	Lancashire Brass instruments Can reliably buzz the lips, support air, and hold a brass instrument correctly. Plays a designated set of notes (e.g., 3 to 5 pitches) with secure, steady rhythm. Follows a simple graphic or standard staff-notation score while playing. Copies back brief, simple rhythm and pitch patterns played by the teacher.		Samba & carnival sounds and instruments: South America Recognising and discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary. Identifying common features between different genres, styles and traditions of music. Recognising, naming and explaining the effect of the interrelated dimensions of music. Using musical vocabulary to discuss the purpose of a piece of music. Beginning to improvise musically within a given style. Creating a piece of music with at least four different layers and a clear structure. Suggesting improvements to others' work, using musical vocabulary. Singing and playing in time with peers with accuracy and awareness of their part in the group performance. Playing syncopated rhythms with accuracy, control and fluency.		Body and tuned percussion: Rainforests Recognising the use and development of motifs in music. Identifying gradual dynamic and tempo changes within a piece of music. Recognising, naming and explaining the effect of the interrelated dimensions of music. Identifying scaled dynamics (crescendo/decrescendo) within a piece of music. Using musical vocabulary to discuss the purpose of a piece of music. Using musical vocabulary when discussing improvements to their own and others' work. Composing a coherent piece of music in a given style with voices, bodies and instruments. Developing melodies using rhythmic variation, transposition, inversion, and looping. Creating a piece of music with at least four different layers and a clear structure. Suggesting improvements to others work, using musical vocabulary. Composing a coherent piece of music in a given style with voices, bodies and instruments. Beginning to improvise musically within a given style	
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PE	Teamwork & Problem Solving Can lift equipment and travel safely during crossing the swamp. Can travel and balance during "line up". Can travel and carry equipment during millipede challenges. Can cooperate with teammates to solve a problem. Shows encouragement and support to team members. Try different solutions without fear of failure.	Dance 1 (Plague) Can create a group dance that shows contact, canon, unison, changes of direction, formations and dynamics. Pupils will have created their own solo and explored a range of new and innovative ways of moving. Pupils will have developed dance, creative and performance skills. Max W Gymnastics 1 Execute a variety of rolling movements within sequences, including the half teddy bear roll showing fluidity and control. Master basic shapes autonomously and demonstrate control during jumps, turns, and handstand preparations, with an emphasis on form. Engage efficiently in paired activities emphasising balance and coordination, including teamwork during paired balances and throwing and catching on the bench. Children can effectively apply their understanding of movement during various contexts including sequences, with a focus on precision and control. Demonstrates precise recognition of basic movements like the	Gymnastics 2 Attempts shoulder stand and arabesque with some control. Can get into and out of a matched/mirrored balance with fluency. Can perform a matched balance with a partner. Can perform a mirrored shape with a partner. Can perform balances including one-footed, dish and arch balances. Can perform basic rolling actions. Can perform two footed jump and land with $\frac{1}{4}$ and $\frac{1}{2}$ turns. Dance 2 (Sparks) Can create a freeze frame and use transitions to move from one freeze frame to another. Can create a group dance that shows contact, canon, unison, changes of direction, formations and dynamics. Can create their own movement using words as inspiration.	Invasion Games – Netball To demonstrate passing a ball using a chest pass. To move into space after using a chest pass in a game. To perform a pass in an invasion game using a chest pass or bounce pass. To apply a simple tactic to outwit a defender. Target - Dodgeball Can catch a ball thrown to them. Can perform a onehanded throw. Can perform dodging skills in a game.	Net and Wall 2 – Tennis Can hold a racket with the correct technique Can show the ready position Can throw bean bag/ball/shuttlecock into a target or over a barrier Can hold a racket Can strike a ball with my hand or racket	Boccia Can roll a ball underarm with some consistency and accuracy. Can roll a ball with consistency and accuracy Can roll a ball in different ways (i.e overarm, pushing) with consistency and accuracy Can roll the jack to start a game Health and Fitness To perform a pull throw for distance To perform a sprinting technique with control To perform balance type activities with control To perform different types of jumps
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		'bunny jump', and accurately applies movement terminology and vocabulary				
French	Seasons	Vegetables	Presenting Myself	My Family	In the Classroom	What's the Weather?
	Geography: Explanation Texts. (Water Cycle) Lake District Local rivers RE: Uniform – Manor Road	Computing: Manor Road website RE: Uniform Manor Road	PSHE: Discuss children's own views of relationships History: Links for Geography rivers and science water.	Art: Geography contrasting regions and ICT using Paint Art: Local artist to Lancashire England and France. Links to language taught at Manor Road.	Music: History Science: History – recognising environments change	RE: Link to children's own experiences of a good and happy life. Science: Links to geography water cycle. Geography: Preston and Chorley