

St Mary's CE Primary School

Year 4 Overview



“Love one another as Jesus loved us”
(John 3 v 34-35)

| Subject | Term 1 (Sept-Oct) | Term 2 (Nov/Dec) | Term 3 (Jan/Feb) | Term 4 (Mar/April) | Term 5 (May/June) | Term 6 (July/Aug) |
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| English | <p>Stories with historical settings</p> <p>Information text</p> <p>Key Texts Escape From Pompeii by Christina Ballit Gladiator Story Who were the Romans?</p> | <p>Recounts Trip recount</p> <p>Newspaper Reports Three Little Pigs</p> <p>Poetry: Creating Images</p> <p>Key Texts Is The Moon Tired? In the Bleak Mid Winter By Christina Rossetti</p> | <p>Stories from other cultures</p> <p>Persuasive adverts Multifunctional Mobile Phone</p> <p>Key Texts Rama & Sita Krishna How the Squirrel got its stripes?</p> | <p>Persuasive letter to Mrs Hartley</p> <p>Stories set in Imaginary Worlds</p> <p>Key Texts Whales' Song (Sheldon & Blythe) The Flying Blanket Alice In Wonderland</p> | <p>Stories with Issues & Dilemmas</p> <p>Poetry: Exploring Form, List poems</p> <p>Key Texts Sam's Duck Stolen Cap 10 things found in a wizard's sack Mermaid School</p> | <p>Explanations</p> <p>Playscripts</p> <p>Key Texts Cracking Contraptions Shirt Machine Charlie and the Chocolate Factory Journey to Jo'burg</p> |
| | <p>Grammar Plural and possessives</p> <p>Paragraphs to organise each part of a story</p> <p>Noun phrases expanded by the addition of modifying adjectives,</p> | <p>Grammar Cohesive devices within and across a sentence.</p> <p>Fronted adverbials</p> <p>Pronoun, determiner, possessive pronoun, adverbial phrase</p> <p>Verb tenses – past simple / past perfect.</p> | <p>Grammar Powerful, verbs</p> <p>Dialogue – verb + adverb</p> <p>Develop complex sentences. Main and subordinate clauses.</p> | <p>Grammar Identifying the subject and object of a sentence.</p> <p>Sentences – repetition to persuade</p> <p>Can vary sentences, adding phrases to make the meaning more precise.</p> | <p>Grammar Paragraphs recap</p> <p>Possessive adjectives</p> <p>Sentences -Dropping the ing clause Reinforce complex sentences. Main and subordinate clauses</p> | <p>Grammar Verb tenses</p> <p>Adverb phrases</p> <p>Short sentences to build tension.</p> |



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| | <p>Standard English forms for Verb inflections</p> <p>Identify a noun and types of noun including noun phrases.</p> <p>Using pronouns, nouns and determiners- to introduce the noun</p> <p>Revise simple sentences – subject and one verb.</p> <p>Secure use of compound sentences</p> <p>Secure use of compound sentences Sentence of 3 for action –</p> | <p>Sentences – start with a simile Sentences – ed clauses as starters.</p> <p>Secure use of compound sentences. Equal – conjunction Can use links to show time or cause.</p> | | <p>Include some detail/ description of events or ideas which have been expanded through vocabulary (simple adjectives) or explanation. Vocabulary chosen for effect or appropriateness.</p> | | |
| | <p>Punctuation Revise capital letters, full stops, exclamation marks question marks and commas in lists</p> | <p>Punctuation Use of inverted commas and other punctuation to indicate direct speech. Speech marks- Direct speech Commas to</p> | <p>Punctuation Commas to mark clauses and to mark off fronted adverbials</p> | <p>Punctuation Commas to mark clauses and to mark off fronted adverbials</p> | <p>Punctuation Singular and Plural possession – apostrophes</p> | <p>Punctuation Use of inverted commas and other punctuation to indicate direct speech Each new speaker on a new line. Commas between direct</p> |



| | | separate items in a list | | | | speech and reporting clause |
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| Maths | <u>Number – Place Value</u> Find 1000 more or less than a given number. Recognise the place value of each digit in a four digit number (thousands, hundreds, tens and ones) Order and compare numbers beyond 1000 Identify, represent and estimate numbers using different representations. Round any number to the nearest 10, 100 or 1000 Solve number and practical problems that involve all of the above and with increasingly large positive numbers. Count backwards through zero to include negative numbers. 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. | | <u>Number – multiplication and division</u> Recall and use multiplication and division facts for multiplication tables up to 12×12 . Use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers. Recognise and use factor pairs and commutativity in mental calculations. Multiply two digit and three digit numbers by a one digit number using formal written layout. Solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by one digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects. | | | Compare numbers with the same number of decimal places Round decimals to nearest whole number Decimal equivalents of $\frac{1}{4}$, $\frac{1}{2}$, $\frac{3}{4}$ Convert between different units of time Read, write and convert time – analogue/digital/12 and 24 hour clocks / days, weeks, months Discrete and continuous data – bar charts and time graphs Comparison, sum and difference problems using information in charts and graphs Acute / Obtuse angles Compare/classify shapes, including quadrilaterals and triangles <u>Decimals</u> Compare numbers with the same number of decimal places up to two decimal places. Round decimals with one decimal place to the nearest whole number. Recognise and write decimal equivalents to $\frac{1}{4}$, $\frac{1}{2}$ and $\frac{3}{4}$ Find the effect of dividing a one or two digit number by 10 or 100, identifying the value of the digits in the answer as ones, tenths and hundredths <u>Measurement- Money</u> |
| | <u>Number- Addition and Subtraction</u> Add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate. | | <u>Measurement- Area</u> Find the area of rectilinear shapes by counting squares. <u>Fractions</u> Recognise and show, using diagrams, families of common equivalent fractions. | | | |



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| | <p>Estimate and use inverse operations to check answers to a calculation.</p> <p>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> Measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres</p> <p>Convert between different units of measure [for example, kilometre to metre]</p> <p><u>Number – Multiplication and Division</u> Recall and use multiplication and division facts for multiplication tables up to 12×12.</p> <p>Count in multiples of 6, 7, 9, 25 and 1000 Use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers.</p> <p><u>Solve problems involving multiplying and adding</u>, including using the distributive law to multiply two digit numbers by one digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects.</p> | <p>Count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten.</p> <p>Solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number.</p> <p>Add and subtract fractions with the same denominator.</p> <p><u>Decimals</u> Recognise and write decimal equivalents of any number of tenths or hundredths.</p> <p>Find the effect of dividing a one or two digit number by 10 or 100, identifying the value of the digits in the answer as ones, tenths and hundredths</p> <p>Solve simple measure and money problems involving fractions and decimals to two decimal places.</p> <p>Convert between different units of measure [for example, kilometre to metre]</p> | <p>Estimate, compare and calculate different measures, including money in pounds and pence.</p> <p>Solve simple measure and money problems involving fractions and decimals to two decimal places.</p> <p><u>Time</u> Convert between different units of measure [for example, kilometre to metre; hour to minute]</p> <p>Read, write and convert time between analogue and digital 12- and 24-hour clocks.</p> <p>Solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days.</p> <p><u>Statistics</u> Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs.</p> <p>Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.</p> <p><u>Geometry: Properties of shape</u></p> |
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| | | | | | <p>Identify acute and obtuse angles and compare and order angles up to two right angles by size.</p> <p>Compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes.</p> <p>Identify lines of symmetry in 2-D shapes presented in different orientations.</p> <p>Complete a simple symmetric figure with respect to a specific line of symmetry.</p> <p><u>Geometry- Position and Direction</u> Describe positions on a 2-D grid as coordinates in the first quadrant.</p> <p>Plot specified points and draw sides to complete a given polygon.</p> <p>Describe movements between positions as translations of a given unit to the left/ right and up/ down.</p> | |
| Science | <p>Sound - Strand Physics</p> <p><u>Can you catch a scream?</u></p> | <p>Electricity- Strand Physics</p> <p><u>Can you light up a room?</u></p> | | <p>Living Things and their habitats - Strand Biology</p> <p><u>Where do I fit in?</u> recognise that living things can be</p> | <p>Animals including Humans - Strand Biology</p> <p><u>Who should I be afraid of?</u></p> | <p>States Of Matter - Strand Chemistry</p> <p><u>What is the matter?</u></p> |



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| | <p>identify how sounds are made, associating some of them with something vibrating</p> <p>recognise that vibrations from sounds travel through a medium to the ear</p> <p>find patterns between the pitch of a sound and features of the object that produced it</p> <p>find patterns between the volume of a sound and the strength of the vibrations that produced it</p> <p>recognise that sounds get fainter as the distance from the sound source increases</p> <p><i>explore and identify the way sound is made through vibration in a range of different</i></p> | <p>identify common appliances that run on electricity</p> <p>construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers</p> <p>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</p> <p>recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit</p> <p>recognise some common conductors and insulators, and associate metals with being good conductors</p> | | <p>grouped in a variety of ways</p> <p>explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment</p> <p>recognise that environments can change and that this can sometimes pose dangers to living things</p> <p><i>use the local environment throughout the year to identify and study plants and animals in their habitat.</i></p> <p><i>identify how the habitat changes throughout the year.</i></p> <p><i>explore possible ways of grouping a wide selection of living things that include animals and</i></p> | <p>Construct and interpret a variety of foodchains, identifying producers, predators and prey.</p> | <p>compare and group materials together, according to whether they are solids, liquids or gases</p> <p>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)</p> <p>identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature</p> <p><i>explore a variety of everyday materials and develop simple descriptions of the states of matter (solids hold their shape; liquids form a pool not a pile; gases</i></p> |
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| | <p><i>musical instruments from around the world; and find out how the pitch and volume of sounds can be changed in a variety of ways. find patterns in the sounds that are made by different objects such as saucepan lids of different sizes or elastic bands of different thicknesses.</i></p> | <p><i>Pupils should construct simple series circuits, trying different components, for example, bulbs, buzzers and motors, and including switches, and use their circuits to create simple devices. Pupils should draw the circuit as a pictorial representation, not necessarily using conventional circuit symbols at this stage; these will be introduced in year 6.</i></p> <p><i>Pupils should be taught about precautions for working safely with electricity.</i></p> <p><i>observe patterns, eg.that bulbs get brighter if more cells are added, that metals tend to be conductors of</i></p> | | <p><i>flowering plants and non-flowering plants.</i></p> <p><i>begin to put vertebrate animals into groups such as fish, amphibians, reptiles, birds, and mammals; and invertebrates into snails and slugs, worms, spiders, and insects</i></p> <p><i>group plants into categories such as flowering plants (including grasses) and non-flowering plants, such as ferns and mosses.</i></p> <p><i>explore examples of human impact (both positive and negative) on environments, eg., the positive effects of nature reserves, ecologically planned parks, or garden ponds, and the negative effects of population and</i></p> | <p><i>escape from an unsealed container). observe water as a solid, a liquid and a gas and should note the changes to water when it is heated or cooled.</i></p> <p><i>Note: Teachers should avoid using materials where heating is associated with chemical change, for example, through baking or burning.</i></p> <p><i>group and classify a variety of different materials; exploring the effect of temperature on substances such as chocolate, butter</i></p> <p><i>observe and record evaporation over a period of time, for example, a puddle in the playground or washing on a line, and investigate the effect of temperature</i></p> |
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| | | <i>electricity, and that some materials can and some cannot be used to connect across a gap in a circuit.</i> | | <i>development, litter or deforestation.</i> <i>use and make simple guides or keys to explore and identify local plants and animals</i> | | <i>on washing drying or snowmen melting.</i> |
| Working Scientifically: Recording data; Identifying scientific evidence; Planning enquiries (including recognising / controlling variables); Using test results to make predictions and set up further tests; Report and present findings; Take measurements using a range of scientific equipment. | | | | | | |
| Religious Education | <u>Questful R.E</u> Unit 4.1 – God, David and the psalms. <u>Questful R.E</u> Unit 4.6 – What is prayer? | <u>Questful R.E</u> Unit 4.6 – What is prayer? <u>Questful R.E</u> Unit 4.2 - Christmas Exploring the symbolism of light <u>Non Christian Faith- Jewish/ Hindu festivals of light)</u> | <u>Questful R.E</u> Unit 4.3 – Jesus the Son of God. | <u>Questful R.E</u> Unit 4.4 – Exploring Easter as a story of betrayal and trust. UC- 2A.5- Why do Christians call the day Jesus died Good Friday? (Going Deeper p4/5) (Salvation) | <u>Questful R.E</u> Unit 4.5 – Are all churches the same? | <u>Non Christian Faith- Hinduism</u> Rules Sacred books. Sacred places Hindu Mandir Visit Pilgrimage – Ganges Do all people worship God in the same way? Are all places of worship the same? |
| Computing | E Safety to include emails Social networking sites and gaming sites carry risks. Benefits of a nickname for online use. <i>Twinkl – E-safety – Year 4 – Lesson 5 & 6</i> | Data retrieving and organising Spreadsheets | Algorithms and Programs Design/write a program to achieve a specific goal. Create variables and If/Else statements. Debug a program. Make a control simulation. To understand decomposition and abstraction. <i>Purple Mash –Unit 4.1 Coding</i> Explore some simulations and evaluate them. <i>Lego WeDo –goal kicker and Goal keeper</i> | | Communicating and Presentation Create presentation using powerpoint. Adding transitions. Insert sound recordings. Choose and insert images. <i>Powerpoint</i> | Communicating and Presentation Animation frames. Onion skin tool. Add backgrounds and sounds. Stop Motion animation. <i>Purple Mash –Unit 4.6 Animation</i> |



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| | <p>Behave appropriately online. Cyber bullying and reporting. <i>Azooome – Search it up</i> <i>What does your selfie say?</i></p> <p><i>Azooome – Search it up</i> <i>Session 3 “Bullying isn’t nice”</i></p> <p>Twinkl – E-safety – Year 4 – Lesson 1 – Cyberbullying</p> <p><i>Session 7 “Is being kind online different to offline?”</i> Identify when attachments may not be safe. Use cc and bcc. Send work to class teacher. <i>Purple Mash</i></p> | | | | <p>Create an extended piece of music using pre-recorded sample for specific audience and evaluate. <i>Garage band app</i></p> |
| E Safety will be revisited at the start of each half term | | | | | |
| <p>Geography</p> | | | <p>Place Knowledge</p> <p>UK Cities and North West Region/European Countries/Region of Spain (Catalonia)</p> | | |



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| | | | <p><u>Donde en Espana estoy?</u> <u>(Where in Spain am I?)</u> <u>Where in the UK/World am I?</u></p> <p>Locate the world's countries, using maps to focus on Europe (including the location of Russia), concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</p> <p>Name and locate counties and cities of the United Kingdom, and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers).</p> <p>Focus on region of NW England</p> <p>Understand geographical similarities and differences through the study of human and physical geography of a region in a European country (Catalonia).</p> <p>Human geography, including: types of settlement and land use, economic activity including trade links.</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</p> <p>Use the eight points of a compass, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</p> | | |
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| | Ongoing development of geographical skills and fieldwork | | | | |
| History | <p>The Roman Empire and its impact on Britain 9 weeks <u>Why were the Romans so powerful and how do we know they were here?</u></p> <p>Julius Caesar's attempted invasion in 55-54 BC the Roman Empire by AD 42 and the power of its army successful invasion by Claudius and conquest, including Hadrian's Wall British resistance, for example, Boudica 'Romanisation' of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity</p> | <p>Local History (history of Manchester) 4 weeks <u>Would you want to be in their shoes?</u></p> <p>What was life like as a child during the Industrial Revolution?</p> | <p>Local History (history of Manchester) 5 weeks <u>Would you want to be in their shoes?</u></p> <p>What was life like as a child during the Industrial Revolution?</p> | | <p>Britain's Settlement by Anglo-Saxons and Scots</p> <p><u>Who were the greatest invaders?</u></p> <p>Roman withdrawal from Britain in c. AD 410 and the fall of the western Roman Empire Scots invasions from Ireland to north Britain (now Scotland) Anglo-Saxon invasions, settlements and kingdoms: place names and village life Anglo-Saxon art and culture Christian conversion – Canterbury, Iona and Lindisfarne</p> |
| | Ongoing development of chronological understanding and historical enquiry skills | | | | |
| Art | <p>Drawing <i>Show body language in sketches</i></p> | <p>Painting <i>Understand warm and cool colours</i></p> | <p>Printing</p> | <p>Textiles <i>Introduce the skill of</i></p> | |



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| | <p>Marks/lines to produce texture Represent objects with correct proportions and scale Shading to show to light and shadow and reflections</p> <p>Roman Architecture and artefacts and people</p> | | <p>Understand and identify complimentary and contrasting colours Control brushes and materials with confidence.</p> <p>Picasso</p> | | <p>Experiment with relief and impressed printing. Recording textures/patterns. Mono-printing, colour mixing through overlapping colour prints. Eg String using upto 4 colours to print pattern</p> | | <p>stitching</p> <p>(Textiles and sewing covered in DT project)</p> <p>Different stitch types and Pattern Pieces</p> <p>Name different types of stitches introduced</p> | |
| | | | Artist to studied: Picasso | | | | | |
| Design Technology | <p>Electrical Simple Circuits and switch Light up Card</p> | | <p>Food How a variety of ingredients are grown, reared, caught and processed Biscuits</p> | | <p>Textiles Stitches and Pattern Pieces Purses</p> | | | |
| | | | Key Individual to study: George Washington Carver Agricultural and food scientist | | | | | |
| Physical education (PE) | <p>Dance - These shoes were made for walking Giraffes can dance</p> | <p>Dance - Electricity – Unit 2 Val Sabin</p> | <p>Games – Invasion</p> | <p>Dance – Explorers Val Sabin</p> | <p>Games – striking and fielding rounders</p> | <p>Games – intro to tennis</p> | <p>Games – Netball – passing/moving</p> | <p>Gymnastics – Balance</p> |
| | | <p>Gymnastics – rolling</p> | <p>Gymnastics – bodyweight</p> | <p>Athletics – jumping for height</p> | <p>Athletics – fling throwing</p> | additional sessions to promote exercise for good health ie Daily Mile | | |
| Languages (Spanish) | Retratos (Portraits) | | Los cuatro amigos (The 4 friends) | | Cultivando unas cosas (Growing things) | | | |
| Personal. Social & Health Education | Respecting One Another/Bullying and Stereotypes | | Staying Safe School health and safety rules | | Keeping Mentally Healthy Personal feelings R3.4 H6.2 H6.3 | | | |



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| <p>(PSHE) (inc British Values and RSE)</p> | <p><i>Discrimination, teasing, bullying and aggressive behaviours (inc. cyber-bullying, prejudice-based language and ‘trolling’) R3.6 R4.2 H6.8</i> <i>Stereotypes R3.7</i> <i>How to recognise bullying/abuse R3.6 R7.5</i> <i>Consequences of bullying and harmful behaviours including discrimination R3.6 H6.8</i> <i>Strategies for getting support H6.9</i></p> | | <p><i>Basic emergency aid H12.2</i> <i>Road / Cycle Safety (Bikeability) and safety in the environment (inc. rail, water and fire safety)</i> <i>Online safety, including how to keep personal information safe and how to report concerns R4.4 H7.3 H7.7</i></p> | | <p><i>Conflicting emotions H6.2 H6.3 H6.4</i> <i>Strategies to resolve disputes / differences within friendships R2.4</i></p> | |
| <p>British Values</p> | <p>Democracy: Election of School Council Rule of Law: How/why rules and laws are made and enforced, including health and Safety rules Tolerance of Different Faiths and beliefs: Hindu festival of light</p> | | <p>Respect: that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous</p> | | <p>Tolerance of Different Faiths and beliefs: Hinduism – sacred books, sacred places, the pilgrimage. Visit to Hindu Mandir Individual Liberty: Keeping yourself safe, Debates around topical issues which allow children to reflect on their differences and understand everyone is free to have different opinions</p> | |
| <p>Global Citizenship</p> | | | <p>One World: Climate change Urban and Rural Inequality Organisations</p> | | | |
| <p>Music</p> | <p>Duration (Pulse and Rhythm) Tempo Texture</p> <p><i>Performing Composing and Improvising Listening and Appraising Vocal Skills</i></p> | <p>Timbre Notation</p> <p><i>Performing Composing and Improvising Listening and Appraising Vocal Skills</i></p> | <p>Duration (Pulse and Rhythm) Texture Notation</p> <p><i>Performing Composing and Improvising Listening and Appraising Vocal Skills</i></p> | <p>Pitch Structure</p> <p><i>Performing Composing and Improvising Listening and Appraising Vocal Skills</i></p> | <p>Duration (Pulse and Rhythm) Pitch Texture Structure</p> <p><i>Performing Composing and Improvising Listening and Appraising Vocal Skills</i></p> | <p>Timbre Notation</p> <p><i>Performing Composing and Improvising Listening and Appraising Vocal Skills</i></p> |

St Mary's CE Primary School

Year 4 Overview



**“Love one another as Jesus loved us”
(John 3 v 34-35)**

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| | Music Express : Poetry | Music Express : Sounds | Music Express : Building | Music Express : Around The World | Music Express : Time | Music Express : Environment |
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