

Year 4 Overview

A U T U M N	English – Key Texts The Girl Who Speaks Bear Into The Forest Coming Home	Science States of Matter LI: To understand what solids, liquids and gases are. LI: To understand the properties of solids, liquids and gases and the changes that occur when materials are heated or cooled. LI: To complete an investigation into changing states of matter. LI: To write a conclusion and evaluate the investigation into changing states of matter. LI: To know what evaporation and condensations are and find out the part they play in the water cycle. LI: To reinforce the learning of the water cycle. Electricity LI: To know that electricity is a type of energy and to identify common appliances that run on electricity. LI: To construct and draw a simple circuit and know what makes a complete circuit. LI: To predict and test electrical circuits and begin	Technology Cyber Safety (LGFL website – Cyber Pass) LI: To be aware of what cyber safety is and why it is important. LI: To be aware of search and profile settings and how to ensure safety. LI: To examine privacy settings and how these should be set to keep you safe. LI: To identify appropriate search engines and know how results are ranked and validity. LI: To know the dangers of sharing on line and taking from online sources. (plagiarism) LI: To know the dangers of online gaming and communicating through games online. WeDo Lego Programming, coding and control Hungry Crocodile	R.E. The Bible LI: How can the Bible help us? LI: What challenges and blessings did Abraham experience? LI: What was God's plan for Joseph? LI: What can we learn from God's call to Moses? LI: How did David show he had trust in God? LI: Assessment piece To reflect on how God speaks to us through the Bible Trust in God LI: Why is not always easy to trust God? ALL SAINTS DAY LI: Why was it hard for Zachariah to trust God? ANNUNCIATION LI: Why was it fair for God to ask Mary to do this task? LI: To know why Jesus was sent to Earth Visitor: Jon Leigh, Judaism (Not Autumn 2020)	History The Romans LI: To place the Roman period in British history LI: LI: Why did the Roman Emperor Claudius leave hot sunny Italy to invade cold wet Britain? LI: Why did Boudicca rebel against Roman rule? LI: To compare the lives of a Celt and a Roman soldier LI: What made the Roman army so strong? LI: To use evidence sources to differentiate between fact and opinion. LI: To research famous gladiators and present a poster displaying their qualities LI: To understand what daily life was like for the Romans LI: To know the importance of Gods to the Romans and what they represented	Geography European Geography LI: To identify countries included within the Roman Empire LI: To understand how land was used differently in Britain and Italy and why the land was valuable to the Romans LI: To identify differences between Italy and Britain, including size, landscape, climate and weather LI: To identify key landmarks within Rome and the Roman legacy within Europe	Art/D.T. Roman artworks LI: To show aspects of my personality on a Roman style shield LI: To design a Roman coin and make in clay LI: To add detail and paint my Roman coin LI: To examine different artistic portrayals of Boudicca and create a sketch of Boudicca reflecting her personality LI: To examine, design and create a Roman mosaic D.T. / F.T. Sewing – calendars Roman bread (Not Autumn 2020)	Music The Programme of Study for Music in KS2 is planned and taught by a music specialist	P.E. Swimming Mr McGrath -Fitness Circuits Fitness Gymnastics, flexibility & strength
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		<p>using electronic symbols.</p> <p>Ll: To draw and interpret electrical diagrams.</p> <p>Ll: To know which materials are conductors and insulators of electricity.</p> <p>Ll: To know how to be safe around electricity.</p>							
S P R I N G		<p>Sound</p> <p>Ll: To identify how sounds are made, associating some of them with something vibrating.</p> <p>Ll: To understand where meteorites come from and the different types of meteorites.</p> <p>Ll: To understand how we hear with our ears.</p> <p>Ll: To find patterns between the volume of a sound and the strength of the vibrations that produced it.</p> <p>Ll: To recognise that sounds get fainter as the distance from the source increases.</p> <p>Ll: To find patterns between the volume of a sound and the strength of the vibrations it produces.</p> <p>Ll: To consolidate what we know about sound.</p>	<p>Powerpoint</p> <p>R.S. Unit 4.6</p> <p>E-Safety Day</p> <p>Garage band (layered music)</p>	<p>Jesus, the teacher</p> <p>Ll: To know that Mary and Joseph took Jesus to the Temple</p> <p>Ll: To know that Jesus was born a Jew</p> <p>Ll: To know about the Baptism of Jesus</p> <p>Ll: To know that Jesus called people to follow him</p> <p>Ll: To know Jesus travelled around teaching people</p> <p>Ll: To know about parables Jesus taught</p> <p>Ll: To know Jesus came to show us the way to live</p> <p>Jesus, the saviour</p> <p>Ll: To know Jesus is truly God and truly human</p> <p>Ll: To know about Jesus' entry into Jerusalem</p> <p>Ll: To understand what happened on Holy Thursday</p> <p>Ll: To know what happened on Good Friday</p>	<p>The Mayas</p> <p>Ll: To examine, through images, Ancient Mayan settlements</p> <p>Ll: To research daily life in a Mayan village</p> <p>Ll: To understand the importance of the El Castillo temple</p> <p>Ll: To research which Gods the Mayas worshipped</p> <p>Ll: To be aware of Maya festivals and celebrations</p> <p>Ll: To know an Ancient Maya legend and be able to perform the story</p>	<p>Contrasting locations</p> <p>Ll: Use maps to locate Mexico and its surrounding countries</p> <p>Ll: To draw a map showing Mexico's human and physical features</p> <p>Ll: To locate the main cities of the Ancient Mayan civilisation and identify their geographical features</p> <p>Ll: To compare life in cities to rural areas, comparing Mexico with the UK and Europe</p> <p>Ll: To understand the flora and fauna within Mexico</p>	<p>Mayan artworks</p> <p>Ll: To depict a Mayan God</p> <p>Ll: To examine themes within Mayan artwork</p> <p>Ll: Plan a Maya Stelae which can be made using foam/oasis</p> <p>Ll: To paint Maya Stelae in the Mayan style</p> <p>Ll: To paint Mayan masks (mod rock)</p> <p>F.I.</p> <p>Ll: To prepare a Mexican feast</p> <p>Ll: To explore health and safety issues linked to food preparation. Explore current flavour combinations of chocolate that are available</p> <p>Ll: To make Maya chocolate</p>	<p>Music</p> <p>The Programme of Study for Music in KS2 is planned and taught by a music specialist</p>	<p>Mr McGrath</p> <p>Liturgical Dance</p>

		<p>Animals incl. Humans</p> <p>LI: To name, locate and explain the function of different types of teeth.</p> <p>LI: To know the structure of a tooth and understand tooth hygiene.</p> <p>LI: To identify and describe the simple functions of the basic parts of the human digestive system.</p> <p>LI: To identify and classify animals and plants as part of a food chain.</p> <p>LI: To construct a food chain that identifies producers, predators and prey.</p>		<p>LI: To understand why Jesus died on the cross</p> <p>LI: To understand what happened on Easter Sunday</p>					
S U M M E R		<p>Living Things and Their Habitats</p> <p>LI: To recognise that living things can be grouped in a variety of ways.</p> <p>LI: To recognise that living things can be grouped in a variety of ways.</p> <p>LI: To explore and use classification keys to help group, identify and name a variety of living things in the local environment.</p> <p>LI: To explore and use classification keys to help group, identify and name a variety of living</p>	<p>J2 Vote program - LGFL</p> <p>VR Headsets? Co-Spaces</p> <p>Create 3D world</p> <p>Using data programmes to analyse river trip results.- Horton Kirby will send</p>	<p>The Early Christians</p> <p>LI: To know that Jesus made Peter head of the Church</p> <p>LI: To know that the Church began at Pentecost</p> <p>LI: To know what happened to Stephen and Saul</p> <p>LI: To know about the challenges of being an apostle</p> <p>LI: To know about Paul's missionary journeys</p> <p>LI: To know some of the teachings of the apostles</p> <p>The Church</p> <p>LI: To understand the Church is a family</p>	<p>Influence of the River and Brunel</p> <p>LI: To be aware of historical river uses</p> <p>LI: To know the historical impact of Brunel and river bridges</p>	<p>Water and Rivers</p> <p>LI: To understand differences between different bodies of water</p> <p>LI: To know about famous world rivers and their features</p> <p>River Trip</p> <p>LI: To draw a river profile from trip</p> <p>LI: To analyse results from trip investigation, identifying flow, speed and erosion</p> <p>LI: To research how physical features of rivers are formed</p>	<p>Water in Art</p> <p>LI: To explore river colour tints using watercolours</p> <p>LI: To explore artists famous for river paintings</p> <p>LI: To visit virtual gallery and examine how rivers are depicted</p> <p>LI: To paint a picture in the style of an artist</p> <p>LI: To explore different methods of artwork using water (bubble, marbling, flick, blow)</p> <p>LI: To explore different materials and weaving</p>	<p>Music</p> <p>The Programme of Study for Music in KS2 is planned and taught by a music specialist</p>	<p>Mr McGrath –</p> <p>Sporathon</p> <p>Clip n' Climb</p> <p>Sports Day</p>

		<p>things in the wider environment. LI: To recognise that environments can change and that this can sometime pose dangers to living things. LI: To investigate human impact on the environment.</p> <p>Scientist Research -Jacques Cousteau -Jane Goodall -Dmitri Mendeleev -Albert Einstein -Alessandro Volta -Nikolas Tesla</p>	<p>LI: To know about different seasons of the Church year LI: To know about the Communion of the Saints and Holy Souls Visit: Gurdwara Gravesend, Sikhism</p>	<p>LI: To be aware of river uses – social/economic LI: To be aware of things which impact on the river – pollution LI: Compare habitat and wildlife of rivers in different countries</p>	<p>methods to create an illusion of water</p> <p>D.T. LI: To explore devices which alter water flow LI: To create a water model with a device that slows the flow of water LI: To examine bridges and bridge designs LI: To design a bridge and plan materials that are necessary for the build LI: To build their bridge using correct tools LI: To evaluate their bridge design and effectiveness of their build</p>		
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