



Year 4 Overview



YEAR	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Subjects						
Enhancements	Rivers		Singing at the Waterside	Roman Day	Halle -Science of sound	Activity Day DT- Mexican food Parent help
Maths	Place Value Addition and Subtraction	Length and Perimeter Multiplication and Division	Multiplication and Division Area Fractions	Fractions Decimals	Decimals Money Time	Properties of shape Position and Direction
Writing Focus	To entertain: writing poetry To persuade: Speech To entertain: Playscript	To explain and persuade. Children will create their own machine and produce a poster to sell their product. To recount – diary entry, night before and entry after the visit.	To entertain: First person narrative To inform: Non-chronological reports	To entertain – adventure narrative To instruct – How to train your dragon	To recount – newspaper report To entertain: Poetry	To recount – biography To inform - letter
Reading Focus	Poems green and blue planet The lost things	Charlie and the Chocolate	My name is not refugee	How to train your dragon	Tuesday	Miraculous Journey of Edward Tulane
Science	Animals including humans What impact does diet have on humans?	Living things and their habitats How can we classify living things from our local habitat?	Electricity Can you use electricity to make an alarm?	Sound Can you explain how to alter the pitch and volume on different instruments?		States of matter Where do our puddles go?
History		Greeks		Romans		Local study

		What do we have to thank Ancient Greece for?		How did the Romans change Britain?		Why was the 1830 Liverpool to Manchester railway so important to our local area?
Geography	Rivers and the water Cycle Why don't we run out of water to fill our rivers?		Earthquakes and Volcanoes How does the Earth shake, rattle and roll?		North and South America What will we see on a great American road trip?	
Art	Drawing: Power prints How can printing be used to show tone, contrast and pattern?		Painting and mixed media: Light and dark. How can you make objects look three dimensional?		Craft and design: Fabric of nature. How can you create a repeated pattern suitable for fabric?	
D and T		Structures Greenhouses What materials would be used to build a mini greenhouse?		Electrical systems Can you make an alarm system to guard a treasure?		Food American Food Can you plan and make a Mexican dish?
Music	Rivers	Rainforests		Romans		Samba
RE	L2.3 Why is Jesus inspiring to some people?		L2.6 Why do some people think that life is like a journey and what significant experiences mark this? · All religions		L2.9 What can we learn from religions about deciding what is right and wrong? · Christians · Jewish · Non- religious responses	
PE	Gymnastics Tennis	Football Netball	Dance Hockey	Volleyball Golf	Cricket Athletics	Rounders Athletics
PSHCE	Being me in my world	Celebrating difference	Dreams and goals	Healthy me	Relationships	Changing Me
Spanish	My Town How do we talk about where you live in Spanish?		My Routine How do we talk about our routines in Spanish?		Shopping How do we talk about shopping in Spanish?	

Computing	Word Processing Can I create a range of different word documents?	Internet Safety I know how to prevent and deal with cyberbullying.	Internet safety	Computing systems and networks What is the Internet?	Coding with Scratch Can I code a maths quiz program?	
Outside Learning Opportunities	Field trip to river Mersey	Science – bee friendly planning	Maths – area and perimeter	Sound – telephones	Reading	Maths – position and direction

Please find below the year groups sticky knowledge. The skills progression for each subject can be found within the website under 'Our Learning'. Information about Maths and English knowledge are sent out separately. Please note the order of topics may change due to cohorts/term length.

Year 4 Autumn Term Overview

Art and Design	Geography	Design and Technology
How can printing be used to show tone, contrast and pattern?	Where does the water come from to fill our rivers?	What materials would be used to build a mini greenhouse?
<p>Knowledge</p> <ul style="list-style-type: none"> • Use pencils of different grades to shade and add tone. • Hold a pencil with varying pressure to create different marks. • Use observation and sketch objects quickly. • Draw objects in proportion to each other. • Use charcoal and a rubber to draw tone. • Use scissors and paper as a method to 'draw'. • Make choices about arranging cut elements to create a composition. • Create a wax resist background. • Use different tools to scratch into a painted surface to add contrast and pattern. • Choose a section of a drawing to recreate as a print. 	<p>Knowledge</p> <p>How water travels round the water system.</p> <p>The water cycle can be split into land and air. Follow the journey of a single drop of water by using geographical vocabulary evaporation, condensation, precipitation, surface run-off.</p> <p>How to label the full water cycle on IWB with additional vocab infiltration and percolation</p> <p>That water we use now was on Earth during the time of dinosaurs as it is a cycle that constantly repeats.</p> <p>How rivers are formed.</p> <p>Rivers begin at the source and end at the mouth.</p> <p>Rivers begin in mountains and flow downhill due to gravity.</p> <p>Features of rivers are meanders and tributaries.</p>	<p>Knowledge</p> <p>I know that a greenhouse is used for creating a microclimate, controlling the temperature and humidity to help plants grow. I know how to how a greenhouse helps plants to grow. I know the different types of greenhouses (lean to, free-standing, gothic, dome, hoop house and saw tooth). I know how explain what a stable structure is. I know that the word stable means - an object or structure not likely to give way or overturn; firmly fixed. I know how to identify factors that make a structure stable. I know how to discuss how to make a structure more/less stable by adding art straws, triangular corner pieces and adding card to weaker sections of a structure. I know how to investigate materials for making a mini greenhouse. I know how to identify suitable materials for the frame and the sections within the frame.</p>

<ul style="list-style-type: none"> • Create a monoprint. • <u>Knowledge of artists:</u> Artists choose what to include in a composition, considering both what looks good together and any message they want to communicate. <p><u>Evaluating and analysing:</u> Artists evaluate what they make, and talking about art is one way to do this.</p>	<p>How to use grid references to locate places on an Ordnance survey map</p> <p>Ordnance survey maps are split into squares with 2-digit grid references and are scale drawings of areas of the UK (and wider world)</p> <p>Squares can be identified using 4-digit grid reference.</p> <p>Ordnance survey maps have a key to show specific landmarks and land-use.</p>	
<p><u>Vocabulary</u> abstract, block print, collaborate, collaboratively, Collage, combine, composition contrast, cross-hatching, figurative, gradient, hatching, highlight, mixed media, monoprint, observational drawing, parallel, pattern, precision, printmaking, proportion, shading, shadow, symmetry, three dimensional (3D), tone, viewfinder, wax-resist</p>	<p><u>Vocabulary</u> River, stream, valley, mountain, water cycle, flow, infiltration, percolation, source, mouth, estuary, sea, tributary, meander, evaporate, evaporation, water vapour, condensation, precipitation, surface run-off</p>	<p><u>Vocabulary</u> Ventilate, stable, structure, transparent</p>
<p>RE</p>	<p>History</p>	<p>Spanish</p>
<p>L2.3 Why is Jesus inspiring to some people? Christians</p>	<p>What do we have to thank Ancient Greece for?</p>	<p>How do we talk about where you live in Spanish?</p>
<p><u>Knowledge</u> Talk about heroes and inspiring people. Fictional and ‘real world’ heroes. Why do they inspire others?</p> <p>Make connections between the concept of inspiration and the teaching of Jesus.</p> <p>Know the story of feeding 5000, one of Jesus’ miracles. Make links between the story and the way Jesus was inspiring.</p> <p>Understand difference between a miracle and a magic trick.</p>	<p><u>Knowledge</u> I know where Ancient Greece is on a timeline</p> <ul style="list-style-type: none"> • Place ancient Greece as 776BC -146BC on a timeline of history • Understand the terms BC and AD • Place key events on Ancient Greek timeline: 776 BC first Olympic games, 336 BC Alexander the Great takes control, 508 BC male citizens of Athens gain the vote,146 BC Greece falls under the Roman empire <p>I know that democracy began in Greece</p> <ul style="list-style-type: none"> • Only adult male citizens of Athens could vote • Involvement was direct • All those eligible had to take part • Find 3 similarities and differences between ancient Greek democracy and present-day British democracy to use in class debate PoP. 	<p><u>Knowledge</u> To ask and answer where do you live? Children can ask ‘Donde vivo?’ and answer ‘Vivo en ____’ Children recognise the pronunciations of v as a b sound, ll as a d-y sound, c as a th sound (when followed by e or i) and z as a th sound.</p> <p>To describe what there is in a town. Children can say ‘En mi ciudad, hay ____’ (In my city there is ____) Children can complete the sentence with some of things in their city – school, museum, train station, supermarket, cinema, park, café etc.</p> <p>To count in tens and to 100.</p>

<p>What did Jesus teach? Retell one of Jesus' parables and understand what it means to Christians - The parable of the two builders and the Unforgiving servant.</p> <p>Reflect upon what makes them happy. Describe the importance of Jesus' teaching in the Sermon on the Mount for Christians. Explain what each Beatitude (blessing) means to a Christian.</p>	<p>I know there are similarities and differences between Ancient Greek Olympics to the modern Olympics.</p> <ul style="list-style-type: none"> • When, where, who and why Ancient Greek Olympics began. 776BC to honour king of the gods, Zeus, held at Olympia every 4 years. • What events took place-Discus · Long jump · Javelin · Equestrian <i>events</i> · Running <i>events</i> · Boxing · Wrestling · Pankration • What evidence do we have and what do they tell us: vases, written accounts and coins? • Find 2 similarities and differences between ancient and modern Olympics from PowerPoints and own research to use in PoP debate. <p>I know the meaning of words from Ancient Greece that are part of the English language</p> <ul style="list-style-type: none"> • I can explain that the spread of Greek vocabulary is due to the travels of Alexander the Great <p>I can explain the origin and meaning of e.g. dinosaur, acrobat and democracy.</p> <p>I know that work of Ancient Greek scientists, writers and philosophers is still relevant today.</p> <ul style="list-style-type: none"> • Socrates was a philosopher • Archimedes was a philosopher, mathematician and inventor. • Hippocrates was a doctor 	<p>Children know the words for the tens numbers and can count in tens to 100. Children know the numbers to 100 and recognise the pattern with the numbers between each ten.</p>
<p>Vocabulary <i>parable, beatitude, inspiring, miracle, sermon</i></p>	<p>Vocabulary Olympics, Mount Olympus, Zeus, Athens, legacy, democracy, alphabet, Socrates, Archimedes, Hippocrates</p>	
<p>Music Changes in Pitch, Tempo and Dynamics (Rivers)</p>	<p>Computing Can I create a range of different word documents?</p>	<p>Science What impact does diet have on humans?</p>
<p>Knowledge</p>	<p>Knowledge I know how to select, edit and manipulate text in different ways.</p>	<p>Knowledge</p>

- When you sing without accompaniment it is called 'a cappella'.
 - Harmony means playing two notes at the same time that usually sound good together.
 - An ostinato is a musical pattern that is repeated over and over; a vocal ostinato is a pattern created with your voice.
- 'Performance directions' are words added to musical notation to tell the performers how to play.

I know how to insert images onto a document.
 I know ways to improve a layout.
 I know how to select, edit and manipulate text in various ways.
 I know some of the main keyboard shortcuts.
 I know how to find and use the different functions of the spellcheck tool.
 I know how to insert a simple table.
 I know how to add and delete rows and columns.
 I know how to format the borders of the cells within a table.
 I know how to change the orientation of the page.
 I know how to change the size of the page.
 I know how to choose a relevant website to link my document to.
 I know how to copy the URL that I need.

The simple functions of the basic parts of the digestive system in humans.

The different types of teeth in humans and their simple functions.

How to construct and interpret a variety of food chains, identifying producers, predators and prey.

Vocabulary

a capella, breath control, cue, diction, directing, dynamics, expression, harmony line, layer, melody, mood, notation, opinion, ostinato, percussion, in the round, parts, rhythm, staff notation, tempo, texture, vocal ostinato

Vocabulary

Format, image, insert, Microsoft Word, Google Docs, poster, font, colour, type, size, align, select, folder, edit, document, webpage, copy, paste, toolbar, copyright.
 Layout, object, area, bullets, numbering, insert, image, text box, select, manipulate, edit, align, features, save, wrap, spelling, spellcheck, grammar, ignore, change, ignore all, add to dictionary,
 table, border, cell, shading, colour, rota, toolbar
 Hyperlink, voucher, URL, format, text, images, apply, combine, insert, toolbar, tools, improve, edit, create.

Vocabulary

incisor, canine, molar, premolar, digest, oesophagus, small intestine, large intestine, stomach, herbivore, carnivore, omnivore, predator, prey, producer.

Body and Tuned Percussion (Rainforests)	Do I know how to prevent cyberbullying?	How can we classify living things from our local habitat?
<p>Knowledge</p> <ul style="list-style-type: none"> - To know that deciding the structure of music when composing can help us create interesting music with contrasting sections. - To know that combining different instruments and different rhythms when we compose can create layers of sound we call 'texture'. - To know that a 'loop' in music is a repeated melody or rhythm. - To know that changing the dynamics of a musical phrase or motif can change the texture of a piece of music. 	<p>Knowledge</p> <p>I know how to edit my own messages and comments to make sure I am not being unkind.</p> <p>I know why other people may be hurt by messages.</p> <p>I know how to access a trusted search engine.</p> <p>I know strategies which improve my results when searching online.</p> <p>I know how to use other people's work respectfully.</p> <p>I know what a citation is.</p> <p>I know what information that I shouldn't share online.</p> <p>I know why it is dangerous to share certain information.</p> <p>I know what digital citizenship is.</p> <p>I know how to be a good citizen in real life and online.</p> <p>I know how to design a character that represents at least one aspect of online safety.</p> <p>I know how to use what I have learnt about online safety to explain what behaviour my superhero will look for.</p>	<p>Knowledge</p> <p>That living things can be grouped in a variety of ways.</p> <p>How to use classification keys to help group, identify and name a variety of living things in the local and wider environment.</p> <p>That environments can change and that this can sometimes pose dangers to living things.</p>
<p>Vocabulary</p> <p>body percussion, combine, compose, contrasting rhythms, dynamics, inspiration, layers, loop, organisation, repeated melodies, melody line, pitch, record, rhythm, sections, structure, tempo, texture, tune, tuned percussion</p>	<p>Vocabulary</p> <p>Online, cyberbullying, e-safety, search engine, keywords, synonyms, results, plagiarism, citations/cite, profiles, social media, account, register, private, public, digital citizenship, responsibility.</p>	<p>Vocabulary</p> <p>classification, classification keys, environment, habitat, human impact, positive, negative, migrate, hibernate</p>

Physical Education	Physical Education	Physical Education	Physical Education
Gymnastic	Tennis	Football	Netball
<p>Declarative Knowledge</p> <ul style="list-style-type: none"> • Recognise and explain a good performance. 	<p>Declarative Knowledge</p> <ul style="list-style-type: none"> • Recognise and explain good performances and learn how to recognise and evaluate your own success. • Describe how your body feels when exercising and understand the link 	<p>Declarative Knowledge</p> <ul style="list-style-type: none"> • Employ and explain simple tactics in game situations. • Learn to recognise your own success. • Describe how your body feels when exercising and understand the link 	<p>Declarative Knowledge</p> <ul style="list-style-type: none"> • Develop the understanding of the importance of speed when playing invasion games. • Understand the link between heart rate and breathing during different activities.

	between heart rate and breathing when exercising.	between heart rate and breathing when exercising.	• Identify and describe the skills needed to improve your game.
<u>Procedural Knowledge</u> <ul style="list-style-type: none"> • Find different ways of using a shape, balance, or travel, and link them to make actions and sequences of movement. • Show control, accuracy and fluency of movement when performing actions on your own and with a partner. • Devise and perform a gymnastic sequence, showing a clear beginning, middle and end. • Create, perform, and repeat a combination of actions that include changes of dynamic e.g. changes of level, speed and direction, and clarity of shape. • Collaborate with others. 	<u>Procedural Knowledge</u> <ul style="list-style-type: none"> • Perform basic skills needed for the games with control and accuracy, including hitting a ball towards a target. Perform a basic forehand action with control and accuracy. • Send/ hit a ball into space, at different speeds and heights to make it difficult for your opponent. • Begin to apply basic movements in a range of activities and in combination. • Apply basic principles for attacking including finding and using space in game situations. • Keep a rally going using a range of shots. 	<u>Procedural Knowledge</u> <ul style="list-style-type: none"> • Move the ball keeping it under control whilst changing direction. • Apply basic attacking and defending principles such as finding and using space in game situations. • Pass, shoot and receive a ball with increasing accuracy, control and success. • Challenge a player in possession of the ball. 	<u>Procedural Knowledge</u> <ul style="list-style-type: none"> • Get into good positions to pass, receive, and shoot the ball. • Pass the ball using different techniques. • Shoot and score with increasing accuracy. • Use a range of tactics, including finding and using space, to keep possession of the ball to shoot/score.
<u>Vocabulary</u> Teamwork, transition, experiment, communicate, level, linking, pike, quality, straddle, control, routine, combine, apparatus, arabesque, create, describe	<u>Vocabulary</u> Swing, aim, cooperative play, movement, partner, direction, send, position, court target, power, accuracy, direction, free, space, control, in line, racket	<u>Vocabulary</u> Defending, attacking, communication, cooperate, tactics, teamwork, turn, experiment, power, strike, trick, target, opposition, possession, position	<u>Vocabulary</u> Netballs, hoops, netball nets

PSHCE

Being me in my world

Being part of a class team
Being a school citizen
Rights, responsibilities and democracy (school council)
Rewards and consequences
Group decision-making
Having a voice
What motivates behaviour

Celebrating difference

Challenging assumptions
Judging by appearance
Accepting self and others
Understanding influences
Understanding bullying
Problem-solving
Identifying how special and unique everyone is
First impressions

Year 4 Spring Term Overview

Art and Design	Geography	Design and Technology
How can you make objects look three dimensional?	How does the Earth shake, rattle and roll?	Can you make an alarm system to guard a treasure?
<p>Knowledge</p> <ul style="list-style-type: none"> ● Mix a tint and a shade by adding black or white. ● Use tints and shades of a colour to create a 3D effect when painting. ● Apply paint using different techniques e.g. stippling, dabbing, washing. ● Choose suitable painting tools. ● Arrange objects to create a still life composition. ● Plan a painting by drawing first. ● Organise painting equipment independently, making choices about tools and materials. <p><u>Evaluating and analysing:</u> Artists make choices about what, how and where they create art. Artworks can fit more than one genre. Art is influenced by the time and place it was made, and this affects how people interpret it. Artists may hide messages or meaning in their work.</p>	<p>Knowledge</p> <p>The cause and outcomes of earthquakes.</p> <p>That the earth is covered with plates that are constantly moving.</p> <p>The plates rub together, move towards and away from each other causing the earth to shake.</p> <p>Earthquakes can cause buildings to collapse.</p> <p>The cause and outcomes of volcanoes.</p> <p>The earth is constantly moving and this leads to a build-up of pressure.</p> <p>Magma is forced upwards and erupts as lava.</p> <p>Ash clouds can shoot high into the air and cover a large area very quickly.</p> <p>Volcanoes spew hot, dangerous gases, ash, lava, and rock that are powerfully destructive. People have died from volcanic blasts. Volcanic eruptions can result in additional threats to health, such as floods, mudslides, power outages, drinking water contamination, and wildfires.</p> <p>That the Ring of Fire in the Pacific Ocean is home to 90% of the world's earthquakes and 75% of volcanoes.</p> <p>That the worst affected countries are Japan, Mexico, Indonesia, West Coast of USA and West coast of Africa</p> <p>That the Ring of Fire is shaped like a horse shoe and I can locate it on an atlas.</p>	<p>Knowledge</p> <p>I know what an alarm system is and what they are used for. I know the components needed to make an alarm work successfully (wire, battery, bulb, buzzer and motor)</p> <p>I know how different types of switches are activated.</p> <p>I know how to create an alarm system.</p> <p>I know how to use the key vocabulary to evaluate a product.</p>

	<p>That people choose to live close to volcanoes because:</p> <ul style="list-style-type: none"> • They are a source of geothermal energy • Volcanic soil is good for farming • Rocks and minerals from volcanic rock can be mined so lead to jobs <p>Tourists are attracted to volcanoes</p>	
<p>Vocabulary abstract, composition, contrasting, dabbing paint, detailed, figurative, formal, grid, landscape, mark-making, muted, paint wash, patterned, pointillism, portrait, shade, shadow, stippling paint, technique, texture, three dimensional (3D), tint, vivid</p>	<p>Vocabulary Mantle, crust, core, molten, magma, lava, crater Plate tectonics, active, dormant, extinct, magnitude</p>	<p>Vocabulary Switches, components, activated</p>
RE	History	Spanish
<p>L2.6 Why do some people think that life is like a journey and what significant experiences mark this?</p> <ul style="list-style-type: none"> • All religions 	<p>How was Britain conquered by the Romans?</p>	<p>How do we talk about our routines in Spanish?</p>
<p>Knowledge Describe how life is seen as a journey by some people. Journey as a metaphor for life.</p> <p>Compare ordinary everyday journeys to special journeys. Think about who is with them on their life journey.</p> <p>Special journeys as milestones in life.</p> <p>Look at different Christian celebrations of belonging/initiation. Baptism and Believers baptism.</p> <p>Describe what happens at a Jewish Bar and Bat Mitzvah ceremony. Find out why these ceremonies are significant to Jewish people. Describe Hindu beliefs about the journey of life and death. Reincarnation, Dharma, Karma and Moksha. Significance of the Sacred Thread ceremony.</p>	<p>Knowledge I can explain the spread of the Roman empire and recall key facts about the invasion of Britain.</p> <ul style="list-style-type: none"> • I know that the Roman Empire spanned from 800BC to 486 AD • Roman invasion of Britain was led by Emperor Claudius in AD43 • Julius Caesar failed twice in 54BC and was fought off by the Celts. • The Roman occupation lasted until AD410. <p>I know why, where and how the romans built new roads in Britain.</p> <ul style="list-style-type: none"> • Roads were built to move troops quickly, move supplies, improve communication and trade • Roman roads were straight. • Fosse way linked Exeter to Lincoln • 2000 miles of road were built • Roads were structured in 4 levels 	<p>Knowledge To say and write a sentence to tell the time. Children can say 'Qué hora es?' (what time is it?) and can say o'clock and half past times in reply. Children can write o'clock and half past times. To say and write at what time I do things. Children can say 'At (insert time), I get up/go to school/eat/go home/go to bed.' To answer orally and in writing the question 'what time is it?' Children can say and write o'clock and half past times in response to the question 'Que hora es?'</p>

Look at similarities and differences between the Sacred Thread and the other ceremonies of commitment in Judaism and Christianity.

Why do people choose to get married? Look at two wedding ceremonies - Christian and Hindu. Identify similarities and differences between the two ceremonies and communities.

Look at similarities and differences, possible challenges people might face on the life journey.

I can name towns that the Romans built and can name the benefits they brought

- Londinium was the largest Roman town with 60000 inhabitants.
- Chester was named Deva and was the most important military bases.
- Romans introduced sanitation, fresh water, drains, sewers, public baths and food takeouts in towns

I know that people were affected in different ways and reacted differently. I can compare the reactions of poor, rich and Boudicca.

- When the Romans arrived, many Celtic tribes made peace. They paid taxes in return for peace.
- AD 60 Boudicca- Queen of Iceni tribe- led a revolt which failed but destroyed large parts of London, Colchester and St Albans. After defeat she poisoned herself. This was followed by relative peace in South for 350 years.
- Wealthy town dwellers lived peacefully alongside Romans and copied their ways. They enjoyed the benefits of Roman towns and architecture.
- Village life was mostly untouched.
- Romans never settled and integrated and retreated in 409AD to defend Rome from attack by Germany

Vocabulary

Journey, milestone, Baptism, Bar and Bat Mitzvah, Sacred, ceremony, vows, reincarnation

Vocabulary

Emperor, Claudius, Julius Caesar, Boudicca, Celt, round house, Hadrian's wall, aqueduct, hypocaust, amphitheatre,

Music

Adapting and Transposing Motifs (Romans)

Computing

Do I know how to prevent cyberbullying? - continued

Science

Can you use electricity to make an alarm?

<p>Knowledge</p> <ul style="list-style-type: none"> - To understand that musical motifs (repeating patterns) are used as a building block in many well-known pieces of music for example, Beethoven's fifth symphony (dah dah dah dum!). - To know that 'transposing' a melody means changing its key, making it higher or lower pitched. <p>To know that a motif can be adapted by changing the notes, the rhythm or the order of notes.</p>	<p>Knowledge (See above)</p>	<p>Knowledge</p> <p>Some common appliances that run on electricity.</p> <p>How to construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers.</p> <p>Whether or not a bulb will light in a simple series circuit, based on whether or not the bulb is part of a complete loop with a battery.</p> <p>A switch opens and closes a circuit and we can associate this with whether or not a bulb lights in a simple series circuit.</p> <p>Some common conductors and insulators, and that metals are generally good conductors</p>
<p>Vocabulary</p> <p>backing track, bass line, beat, call and response, compose, crotchet, dotted minim, flats, graphic notation, in-time, in-tune, key, key signature, loop, lyrics, minim, motif, notation, ostinato, pitch, quavers, repeating patterns, repetition, rhythm, rhythmic notation, riff, semibreve, sharps, tempo, transpose, tuned instrument, vocal warm-ups</p>	<p>Vocabulary (See above)</p>	<p>Vocabulary</p> <p>electricity, electrical appliance, mains, plug, electrical circuit, complete circuit, component, cell, battery, positive, negative, connect/connections, crocodile clip, bulb, switch, buzzer, motor, conductor, insulator</p>
	<p>What is the Internet?</p>	<p>Can you explain how to alter the pitch and volume on different instruments?</p>

	<p><u>Knowledge</u></p> <p>I know to describe the internet as a network of networks</p> <p>I know how information is shared across the internet</p> <p>I know networked devices and how they connect</p> <p>I know that the internet is used to provide many services</p> <p>I know where websites are stored when uploaded to the WWW</p> <p>I know how to access websites on the WWW</p> <p>I know what media can be found on websites</p> <p>I know that I can add content to the WWW</p> <p>I know that websites and their content are created by people</p> <p>I know who owns the content on websites</p> <p>I know that not everything on the World Wide Web is true</p> <p>I know why some information I find online may not be honest, accurate, or legal</p>	<p><u>Knowledge</u></p> <p>How sounds are made, associating some of them with something vibrating.</p> <p>That vibrations from sounds travel through a medium to the ear.</p> <p>There are patterns between the volume of a sound and the strength of the vibrations that produced it.</p> <p>Sounds get fainter as the distance from the sound source increases.</p>
	<p><u>Vocabulary</u></p> <p>Internet, network, router, network security, switch, server, wireless access point, website, web page, web address, web browser, World Wide Web, content, links, files, download, sharing, ownership, permission, information, sharing, accurate, honest, content, adverts.</p>	<p><u>Vocabulary</u></p> <p>sound, source, vibrate, vibration, travel, pitch (high, low), volume, faint, loud, insulation</p>

Physical Education	Physical Education	Physical Education	Physical Education
Dance	Hockey	Volleyball	Golf
<p><u>Declarative Knowledge</u></p> <ul style="list-style-type: none"> • Be able to describe your own dance, taking characters into account as well as identifying what they need to practice to improve their dance. • Understand the link between heart rate and breathing when exercising. 	<p><u>Declarative Knowledge</u></p> <ul style="list-style-type: none"> • Explain simple tactics in game situations. • Recognise what you do well and what you find difficult. • Understand the link between heart rate and breathing when exercising. 	<p><u>Declarative Knowledge</u></p> <ul style="list-style-type: none"> • Devise suitable warm-up activities for the upcoming activities. • Learn how to evaluate and recognise their own success. Identify what they need to practice to improve their performance. 	<p><u>Declarative Knowledge</u></p> <ul style="list-style-type: none"> • Understand the importance of accuracy when chipping.

	<ul style="list-style-type: none"> • Devise suitable warm up activities for the upcoming activity. 	<ul style="list-style-type: none"> • Describe how their bodies feel when exercising. • Explain the tactics they have used in games. 	
<p><u>Procedural Knowledge</u></p> <ul style="list-style-type: none"> • Explore and create characters and narratives in response to a range of stimuli. • Perform dances using a range of movement patterns – accurately, fluently, consistently and with control. • Use different compositional ideas to create motifs incorporating unison, canon, action, and reaction. • Experiment with a wide range of actions, varying and combining spatial patterns, speed, tension, and continuity when working with a partner and in a group. • Work well as part of a team. 	<p><u>Procedural Knowledge</u></p> <ul style="list-style-type: none"> • Move the ball keeping it under control whilst changing direction. • Perform basic skills needed for the games with control and accuracy. Pass, shoot and receive a ball with increasing accuracy, control, and success. • Apply basic attacking and defending principles, collaborating with others, and using tactics to keep possession. 	<p><u>Procedural Knowledge</u></p> <ul style="list-style-type: none"> • Apply basic principles suitable for attacking and defending. • Choose the appropriate throwing technique to meet the demands of the task. • Send a ball into space at different speeds and heights to make it difficult for the opponent. • Adopt a good ‘ready position’ to move and catch a ball. Intercept and stop the ball consistently 	<p><u>Procedural Knowledge</u></p> <ul style="list-style-type: none"> • Explore the skills required to play golf successfully. • Continue to develop and apply the chipping technique to competitive games. (<i>golf</i>) • Develop and demonstrate the ability to ‘putt’ accurately and effectively. • Demonstrate good teamwork and communication skills.
<p><u>Vocabulary</u></p> <p>Performance, phrase, control, emotions, timing, expressions, rehearse, rhythm, unison, canon, choreography, fluency, health & fitness, pose, routine</p>	<p><u>Vocabulary</u></p> <p>Balls, hockey sticks, cones, marker spots, bibs, relay batons</p>	<p><u>Vocabulary</u></p> <p>Ball Flight, aiming, ready Position, bump, success, direction, watch, position, dig, power, speed, teamwork, space, wide, tactics, technique</p>	<p><u>Vocabulary</u></p> <p>Chipping, putting, target, speed ,accuracy, co-ordination technique</p>

PSHCE

Dreams and goals	Healthy me
<p>Hopes and dreams</p> <p>Overcoming disappointment</p> <p>Creating new, realistic dreams</p> <p>Achieving goals</p> <p>Working in a group</p> <p>Celebrating contributions</p> <p>Resilience</p> <p>Positive attitudes</p>	<p>Healthier friendships</p> <p>Group dynamics</p> <p>Smoking</p> <p>Alcohol</p> <p>Assertiveness</p> <p>Peer pressure</p> <p>Celebrating inner strength</p>

Year 4 Summer Term Overview

Art and Design	Geography	Design and Technology
How can you create a repeated pattern inspired by nature?	What will I see on a great American road trip?	Can you plan and make a Mexican dish?
<p>Knowledge That a mood board is a visual collection which aims to convey a general feeling or idea. That batik is a traditional fabric decoration technique that uses hot wax.</p> <ul style="list-style-type: none"> ● Select imagery and use as inspiration for a design project. ● To know how to make a mood board. ● Recognise a theme and develop colour palettes using selected imagery and drawings. ● Draw small sections of one image to docs on colours and texture. ● Develop observational drawings into shapes and pattern for design. ● Transfer a design using a tracing method. ● Make a repeating pattern tile using cut and torn paper shapes. ● Use glue as an alternative batik technique to create patterns on fabric. ● Use materials, like glue, in different ways depending on the desired effect. ● Paint on fabric. ● Wash fabric to remove glue to finish a decorative fabric piece. ● <u>Knowledge of artists:</u> Use subject vocabulary confidently to describe and compare creative works. Work as a professional designer does by collating ideas to generate a theme. ● <u>Evaluating and analysing:</u> Use more complex vocabulary when discussing their own and others' art. Evaluate their work more regularly and 	<p>Knowledge That a continent is a large solid area of land.</p> <p>The Earth has 7 continents.</p> <p>Three of them are N America, S America and Europe.</p> <p>North America is made up of USA, Canada, Mexico and 20 other independent nations.</p> <p>South America is made up of 12 countries.</p> <p>That the Americas stretch from the Arctic to the Antarctic.</p> <p>The meaning of northern and Southern hemisphere, and equator and can identify where North and South America are in relation to these terms.</p> <p>That North and South America are in between the Atlantic Ocean and Pacific Ocean.</p> <p>That the Rockies, Great Lakes Prairies and Arizona Desert are in North America.</p> <p>That the Andes, Atacama Desert, Pampas Grassland and Amazon rainforest are in South America.</p>	<p>Knowledge I know ways in which America's diverse climate regions affect the food they grow (the West has a cooler, drier climate. The west coast has a Mediterranean climate, mid-west has a cool continental climate, the north-east has a temperate climate). I know the ways in which indigenous Americans grew, caught, gathered, prepared, and cooked, food (American Indians were primarily hunter-gatherers. Most of the food they ate was found living and growing wild on the land and in the water. They gathered edible plants growing wild, including rice, berries and nuts. They fished, and hunted wild turkey, deer, buffalo and other animals.) I know about important, traditional staple foods in America, and how the slave trade influenced American cuisine (Today, Americans use the phrase 'soul food' to describe food that originated in the kitchens of slaves, and grew to become very popular in Black American and Deep South communities.) I know about the cultural significance of chillies in Mexican cooking (Chillies have been used in cooking in Central and Southern America for thousands of years. The Incas and the Mayans used chillies in their cooking. They believed the sensation of heat from chillies made it very special, and that it was important for digesting food. Chillies were used in almost every meal, as they are in Mexican and Tex-Mex cooking today.), and about how American food is heavily influenced by food from other cultures.</p>

independently during the planning and making process.		I know how to use the key vocabulary to evaluate a product.
<p><u>Vocabulary</u> batik, colour palette, craft, craftsperson, design, develop, designer, imagery, industry, inspiration, mood board, organic, pattern, repeat, repeating, rainforest, symmetrical, texture, theme</p>	<p><u>Vocabulary</u> City, state, country, continent, North America, South America, northern hemisphere, compass points (8), City, country, continent, South America, region, Brazil and other South American countries, southern hemisphere,</p>	<p><u>Vocabulary</u> Diverse, climates, indigenous, staple foods, cultural, influenced, cuisine, regions, traditional, trade and significance.</p>
RE	History	Spanish
<p>L2.9 What can we learn from religions about deciding what is right and wrong?</p> <ul style="list-style-type: none"> • Christians • Jewish • Non- religious responses 	<p>How did the first passenger railway change the lives of Manchester Victorians?</p>	<p>How do we talk about shopping in Spanish?</p>
<p><u>Knowledge</u> The meaning of the Golden Rule. Pay it Forward.</p> <p>How the Ten Commandments might affect the way a Jewish person lives their lives.</p> <p>Similarities and differences between the Beatitudes and Ten Commandments.</p> <p>Ways followers of Judaism and Christianity might use the Beatitudes and Ten Commandments to help them decide right and wrong.</p> <p>How Humanists come to decisions about how to act.</p> <p>To identify similarities and differences between how humanists and people from other religious groups might react when faced with a moral choice.</p>	<p><u>Knowledge</u></p> <p>I know that Manchester population grew during the 19th Century</p> <ul style="list-style-type: none"> • Population 1794 70,000 • Population 1848 400,000 • Population 1892 700,000 • I know that the population growth was due to the Industrial Revolution. • Workers moved from piecemeal work at home in the country to factories in the city • Factories were due to technological advances in use of steam to generate electricity and run machines. <p>I know that links between Manchester and Liverpool were important to trade</p> <ul style="list-style-type: none"> • Raw materials arrived in Liverpool by sea • Raw cotton sent to Manchester by horse drawn coach or canal • Finished textiles sent back to Liverpool and shipped around the world 	<p><u>Knowledge</u></p> <p>To express an opinion orally and in writing using quantifiers. Children know the Spanish word for banana, apple, orange, pear, strawberry. Children recognise how quantifiers change for single/plural amounts (la becomes las, el becomes los) Children can say verbally and in writing what fruits they do/don't like ('Me gusta/gustan ____' or 'No me gusta/gustan ____')</p> <p>To make a polite request in a Spanish shop. Children know the Spanish word for some vegetables – pepper, mushroom, potato, cauliflower. Children can change the quantifiers for singular/plural (un becomes unos, una becomes unas). Children can use 'Quisiera' to say 'I would like' when asking for vegetables in a shop.</p> <p>To express and ask for prices in Spanish Children can use prior knowledge of numbers to say amounts of euros or cents (centimos).</p>

- Manchester known as Cottonopolis
- Cotton was harvested by slaves in Caribbean, USA and S America

I know why the railway was built and by who

- Travel by coach took 3 hours and was dangerous
- Travel by canal took 12 hours
- 1826 George Stevenson – Engineer – won contract to build railway
- Opened 1830
- Invented steam locomotive engine the Rocket
- Journey time now 90 minutes
- Carried goods and passengers
- **The Rocket average 12 mph and had top speed of 30 mph**

I know the benefits of the railway to Manchester

- Cheaper and quicker
- Carried passengers as well as good
- Improved communications between cities and quicker mail service
- Fresh agricultural and dairy produce sent to cities
- Made manufacturers wealthy with huge boost to trade
- People travelled further to find work
- People went to coast for holidays

I know the objection made to the railway

- Fear of accidents Farmers/landowner feared smoke/noise would damage crops and scare animals
- Canal company who faced losing money

I know the legacy of the Liverpool to Manchester railway

- 1830-1845 Railway mania – 35 lines built in Britain

Children can say 'Cuanto vale/valen' to ask the price of fruit or vegetables.

Children can say the price of an item: 'Son ___ euros con ___ centimos' to give a price.

	<ul style="list-style-type: none"> Was a blueprint for railway expansion around the world 	
<u>Vocabulary</u> <i>Humanist, Commandments, Moral code, beatitude, golden rule</i>	<u>Vocabulary</u> George Stephenson, railway, Rainhill Trials, Manchester, Liverpool, transport, locomotive, travel, The Rocket, Industrial Revolution	
Music	Computing	Science
Samba and Carnival Sounds and Instruments (South America)	How can I use Scratch to write a maths quiz program?	Where do our puddles go?
<u>Knowledge</u> <ul style="list-style-type: none"> To know that samba music originated in Brazil, South America and its main musical feature is syncopated rhythms. To understand that the 'on beat' is the pulse of a piece of music, and the 'off beat' is beats that fall in between these. To understand that a rhythmic break is a place in the music where some of the instruments play a new rhythm before going back to the original rhythms. 	I know what makes a successful quiz. I know the pros and cons of different types of quizzes. I know the difference between open and closed questions. I know how to create a sequence of questions using Scratch. I know how Operators work. I know how to use the selection 'if...then...else...' statements to produce different outcomes. I know how to add and switch backdrops. I know different ways to change backdrops. I know how to select sprites. I know how to add effects to a sprite. I know how to add sounds to a sprite. I know how to create a variable. I know how to design a racetrack backdrop. I know how to use Operators and Variables blocks together. I know how to use touching edge Sensing blocks. I know how to add sounds to my quiz. I know how to add a second sprite to my quiz. I know how to use Costumes to improve my quiz.	<u>Knowledge</u> How to compare and group materials together, according to whether they are solids, liquids or gases. That some materials change state when they are heated or cooled. How to measure or research the temperature at which this happens in degrees Celsius (°C). The part played by evaporation and condensation in the water cycle and that the rate of evaporation is associated with temperature.
<u>Vocabulary</u> agogo, bateria, caixa, carnival, chocalho, composition, crescendo, cowbell, dynamics, ensemble, features, ganza, influenced, metronome, off-beat, percussion, pulse, repique, rhythm, rhythmic break, samba, samba breaks, structure, surdo, syncopated rhythms, tamborim, texture, unison, untuned percussion	<u>Vocabulary</u> Cons, contestant, debug, evaluate, multiple-choice, online, open and closed questions, pros, quiz, software. Algorithm, answer, block, Boolean operators, code, conditions, command, correct, debugging,	<u>Vocabulary</u> solid, liquid, gas, state change, melting, freezing, melting point, boiling point, evaporation, temperature, water cycle

duplication, errors, incorrect, program, quiz, repetition, selection, sequence, sprite.
 backdrop, control, effect, function, looks, operator, project, record, repeat, score, sensing, variable.

Computing

Can I use technology to gather data?

- I can understand what data is
- I can classify data
- I can identify ways that data might be used
- I can understand that some devices use sensors
- I can write simple programs using sensors
- I can use the BBC micro:bit to collect data
- I can explain how repetition is used when programming sensors
- I can follow design criteria to design a product
- I can write algorithms that show how sensors will be used
- I know that data can be used as a condition in selection
- I can explore the effects of changing the value of data in programs
- I can write programs that use data as a condition
- I can read and write algorithms using selection
- I can identify how a digital assistant might work
- I can write a program to use a micro:bit as a digital assistant

Vocabulary

Data, table, layout, input device, sensor, data logger, logging, data point, interval, analyse, data set, data value, import, export, logged, collection, analyse, review, conclusion.

Physical Education	Physical Education	Physical Education	Physical Education
Cricket	Rounders	Athletics	

<p><u>Declarative Knowledge</u></p> <ul style="list-style-type: none"> • Explain the tactics you have used in games. • Communicate, collaborate, and compete with others, following the rules of the game. • Choose fielding skills which make it difficult for your opponent. • Recognise what you do well and what you find difficult and explain good performances. 	<p><u>Declarative Knowledge</u></p> <ul style="list-style-type: none"> • Recognise what you do well and what you find difficult and explain good performances. • Explain the tactics you have used in games. 	<p><u>Declarative Knowledge</u></p> <ul style="list-style-type: none"> • Understand the pace judgement when running over an increased distance, choosing the appropriate speed to meet the demand of the task. • Learn how to evaluate and recognise their own success. • Devise suitable warm-up activities for the upcoming activities. • Describe how their bodies feel when exercising and further understand the link between heart rate and breathing during exercise. 	
<p><u>Procedural Knowledge</u></p> <ul style="list-style-type: none"> • Show control, coordination and consistency when throwing and catching a ball. • Hit a ball with increasing control from a tee and progress to without a tee. • Take up spaces/positions that make it difficult for the opposition. 	<p><u>Procedural Knowledge</u></p> <ul style="list-style-type: none"> • Show control, coordination and consistency when throwing and catching a ball. • Hit a ball with increasing control, accurately towards a target. • Take up spaces/positions that make it difficult for the opposition. • Communicate, collaborate, and compete with others, following the rules of the game. • Chose fielding skills which make it difficult for your opponent 	<p><u>Procedural Knowledge</u></p> <ul style="list-style-type: none"> • Combine basic jump actions to form a jump combination, using a controlled jumping technique. • Perform a throwing technique with control, coordination, and consistency. • Perform competitively with others. 	
<p><u>Vocabulary</u></p> <p>Fielding, fielder, Wickets, communication, striking teamwork, underarm, wicket keeper, skill, technique, points, swing, tournament, compare, evaluate, discuss, free space</p>	<p><u>Vocabulary</u></p> <p>Throwing, fielding, catching, power, get in line, communication, accuracy, technique, batting, score, aiming, space, targets, long barrier</p>	<p><u>Vocabulary</u></p> <p>Athlete, timing coordination technique movement measurements</p>	

Relationships

Jealousy
Love and loss
Memories of loved ones
Getting on and Falling Out
Girlfriends and boyfriends
Showing appreciation to people and animals

Changing Me

Being unique
Having a baby
Girls and puberty
Confidence in change
Accepting change
Preparing for transition
Environmental change