

Year 4 Yearly Overview Plan 2021/22

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Discovery Topic	Road Trip, USA!	How can we change sound? (Companion)	Potions	Blue Abyss	I Am Warrior!	Burps, Bottoms and Bile
Memorable Experience	States Exploration Hunt (School)	Science Investigation (Pitch)	George Marshall Medical Museum, Worcester	Sea Life Centre, Birmingham	Chedworth Roman Villa	Dentist / Dentist Surgery Visit
Class Texts	Charlotte's Web by E.B. White	TBC	George's Marvellous Medicine – Roald Dahl	Treasure Island (Abridged) – R. L. Stevenson		Demon Dentist - David Walliams
End of Topic Showcase	Share posters with other classes	Showcase in front of school.	Potions Afternoon with parents.	Parents come to visit class.		Journey through the body (hall).
Maths						
White Rose Maths Units	Number and Place Value Addition and Subtraction	Addition and Subtraction Multiplication and Division	Multiplication and Division Perimeter and Area	Mass and Capacity Fractions Decimals	Decimals Money Time	Statistics Properties of Shape Position and Direction
Maths Objectives	<ul style="list-style-type: none"> Recognise the place value digit in a four-digit numbers. Order and compare numbers beyond 1000. Find 1000 more or 1000 less than a given number. Count in multiples of 25, 50, 100, 1000. Read Roman Numerals to 100. Round any number to the nearest 10, 100 and 1000. Count backwards through zero to include negative numbers. Identify, represent and estimate numbers using different representations including measures. Solve number and practical using all the above concepts. Add numbers with up to four-digits using the 	<ul style="list-style-type: none"> Subtract numbers with up to four-digits using the formal method of columnar addition. Estimate and use inverse to check answers to a calculation. Solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use. Multiply by 0 and 1, multiply three numbers together. Recognise and use factor pairs and commutativity in mental calculations. 	<ul style="list-style-type: none"> Multiply two-digit and three-digit numbers by a one-digit number using formal written methods. Solve multiplication and division problems. Convert between different units of measure e.g. km to m, hr to min. Measure and calculate the perimeter of a rectilinear figure. Find the area of a rectilinear shape by counting squares. 	<ul style="list-style-type: none"> Recognise and show, using diagrams, families of common equivalent fractions. Count up and down hundredths, recognising that hundredths arise by dividing an object by one hundredths and dividing tenths by ten. Add and subtract fractions with the same denominator. Recognise and write decimal equivalents of any number of tenths or hundredths. Recognise and write decimal equivalents of $\frac{1}{4}$, $\frac{1}{2}$ and $\frac{3}{4}$. Find the effect of dividing one-digit or two-digit numbers by 10 or 100. Solve problems using fractions for calculating quantities and diving quantities. 	<ul style="list-style-type: none"> 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. Solve simple measurement and money problems using fractions and decimals. Estimate, calculate and compare different measure including money. Read, write and convert time between an analogue clock and digital +/- 24 hour clock. Solve problems converting from hrs to mins, mins to secs, years to months, weeks to days. 	<ul style="list-style-type: none"> Compare and classify geometric shapes, including quadrilaterals and triangles based on their properties and sizes. Identify acute and obtuse angles and compare and order angles up to two right-angles. Identify lines of symmetry in 2-D shapes presented in different orientations. Complete a simple symmetric figure with respect to a line of symmetry. Describe positions on a 2-D grid as co-ordinates in the first quadrant. Describe movements between positions as translations of a given unit using left/right/up/down.

	formal method of columnar addition.					<ul style="list-style-type: none"> Plot specified points and draw sides to complete a given polygon. Interpret and present discrete and continuous data using appropriate graphical methods. Solve comparison, sum and difference problems using information presented in graphs and charts.
Writing						
Writing Objectives	<ul style="list-style-type: none"> Plan his/her writing by discussing writing similar to that which he/she is planning to write in order to understand and learn from its structure, vocabulary and grammar. Plan his/her writing by discussing and recording ideas. Draft and write by composing and rehearsing sentences orally (including dialogue), building a varied and rich vocabulary and using sentence structures (English Appendix 2). Draft and write by organising paragraphs around a theme. Draft and write in narratives, creating settings, characters and plot with consideration for the audience and purpose. Evaluate and edit by proposing changes to grammar and vocabulary to improve consistency, including the accurate use of 	<ul style="list-style-type: none"> Understands the grammatical difference between plural and possessive –s. Use standard English forms for verb inflections instead of local spoken forms e.g. we were instead of we was, or I did instead of I done. Use noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases e.g. the teacher expanded to: the strict maths teacher with curly hair. Use fronted adverbials e.g. Later that day, I heard the bad news. Make the appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition. Use inverted commas and other punctuation to indicate direct speech e.g. The conductor shouted, "Sit down!" - a comma 	<ul style="list-style-type: none"> Plan his/her writing by discussing writing similar to that which he/she is planning to write in order to understand and learn from its structure, vocabulary and grammar. Plan his/her writing by discussing and recording ideas. Draft and write by composing and rehearsing sentences orally (including dialogue), building a varied and rich vocabulary and using sentence structures (English Appendix 2). Draft and write by organising paragraphs around a theme. Draft and write in narratives, creating settings, characters and plot with consideration for the audience and purpose. Evaluate and edit by proposing changes to grammar and vocabulary to improve consistency, including the accurate use of 	<ul style="list-style-type: none"> Draft and write non-narrative material, using simple organisational devices. Evaluate and edit by assessing the effectiveness of his/her own and others' writing and suggesting improvements. Evaluate and edit by proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences, expanded noun phrases and fronted adverbials. Proof-read for spelling and punctuation errors, including the use of the apostrophe for possession, speech punctuation and use of the comma for fronted adverbials. Use commas after fronted adverbials. 	<ul style="list-style-type: none"> Plan his/her writing by discussing writing similar to that which he/she is planning to write in order to understand and learn from its structure, vocabulary and grammar. Plan his/her writing by discussing and recording ideas. Draft and write by composing and rehearsing sentences orally (including dialogue), building a varied and rich vocabulary and using sentence structures (English Appendix 2). Draft and write by organising paragraphs around a theme. Draft and write in narratives, creating settings, characters and plot with consideration for the audience and purpose. Evaluate and edit by proposing changes to grammar and vocabulary to improve consistency, including the accurate use of 	<ul style="list-style-type: none"> Draft and write non-narrative material, using simple organisational devices. Evaluate and edit by assessing the effectiveness of his/her own and others' writing and suggesting improvements. Proof-read for spelling and punctuation errors, including the use of the apostrophe for possession, speech punctuation and use of the comma for fronted adverbials. Understand the following terminology: determiner; pronoun, possessive pronoun; and adverbial.

	<p>pronouns in sentences, expanded noun phrases and fronted adverbials.</p> <ul style="list-style-type: none"> • Proof-read for spelling and punctuation errors, including the use of the apostrophe for possession, speech punctuation and use of the comma for fronted adverbials. • Use paragraphs to organise ideas around a theme. 	<p>after the reporting clause; end punctuation within inverted commas.</p> <ul style="list-style-type: none"> • Use apostrophes to mark plural possession e.g. the girl's name, the girls' names. 	<p>pronouns in sentences, expanded noun phrases and fronted adverbials.</p> <ul style="list-style-type: none"> • Proof-read for spelling and punctuation errors, including the use of the apostrophe for possession, speech punctuation and use of the comma for fronted adverbials. • Use paragraphs to organise ideas around a theme. 		<p>pronouns in sentences, expanded noun phrases and fronted adverbials.</p> <ul style="list-style-type: none"> • Proof-read for spelling and punctuation errors, including the use of the apostrophe for possession, speech punctuation and use of the comma for fronted adverbials. • Use paragraphs to organise ideas around a theme. 	
Science						
Science Objectives	<ul style="list-style-type: none"> • Identify common appliances that run of electricity • Complete 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 in 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 	<ul style="list-style-type: none"> • 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 produces it • Find patterns between the volume of a sound and the strength of the vibrations that produce it • Recognise that sounds get fainter as the distance from the sound source increases • Record findings using simple 	<ul style="list-style-type: none"> • 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 • Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature • Ask relevant questions and use different forms of scientific enquiries to answer them 	<ul style="list-style-type: none"> • 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 and have an impact on living things • Gather, record, classify and present data in a variety of ways to help in answering questions • Use straightforward scientific evidence to support answers 		<ul style="list-style-type: none"> • Describe the simple functions of the basic parts of the digestive systems in humans • Construct and interpret a variety of food chains, identifying producers, predators and prey • Identify the different types of teeth in humans and their simple functions • CST 7

	<p>conductors and insulators, and associate metals with being good conductors</p> <ul style="list-style-type: none"> • Set up simple practical enquiries, comparative and fair tests (working scientifically) • Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables (working scientifically) • Report on findings from enquiries including oral and written explanations (working scientifically) • Use results to draw simple conclusions, make predictions, suggest improvements and raise further questions 	<p>scientific language, drawings, labelled diagrams, keys, bar charts and tables (working scientifically)</p> <ul style="list-style-type: none"> • Report on findings from enquiries including oral and written explanations (working scientifically) • Use results to draw simple conclusions, make predictions, suggest improvements and raise further questions 	<p>(working scientifically)</p> <ul style="list-style-type: none"> • Set up simple practical enquiries, comparative and fair tests (working scientifically) • Make systematic and careful observations, take measurements and use a range of equipment (working scientifically) • Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables (working scientifically) • Report on findings from enquiries including oral and written explanations (working scientifically) • Use results to draw simple conclusions, make predictions, suggest improvements and raise further questions 	<ul style="list-style-type: none"> • Identify differences, similarities or changes related to simple scientific ideas and processes 		
PE						
PE Unit	Tag Rugby	Gymnastics	Dance	Hockey	Athletics	Net Wall Games
	OAA	Dance	Gymnastics	Swimming	Swimming	Swimming

Geography						
<p>Geography Objectives</p>	<ul style="list-style-type: none"> ● Explore weather patterns from around the world ● Understand the effect of landscape features on the development of a locality ● Describe how people have been affected by changes in their environment ● Explain about key natural resources e.g. water in the locality ● Understand why there are similarities and differences between places ● Draw accurate maps with more complex keys (skills) ● Plan the steps and strategies for an enquiry (skills) ● Understand and use a widening range of geographical terms (skills) 			<ul style="list-style-type: none"> ● Recognise the different shapes of the continents ● Demonstrate knowledge of features about places around them and beyond the UK ● Draw accurate maps with more complex keys (skills) ● Plan the steps and strategies for an enquiry (skills) ● Understand and use a widening range of geographical terms (skills) 	<ul style="list-style-type: none"> ● Describe human features of UK regions, cities and/or counties ● Know how locality is set within a wider geographical context ● Recognise that people have differing quality of life living in different locations and environments ● Identify where countries are within Europe; including Russia ● Draw accurate maps with more complex keys (skills) ● Explore features on OS maps using 6 figure grid references (skills) ● Measure straight line distances using the appropriate scale (skills) ● Understand and use a widening range of geographical terms (skills) 	
History						
<p>History Objectives</p>	<ul style="list-style-type: none"> ● Use historic terms related to the period of study ● Use sources of information in ways that go beyond simple observations to answer questions about the past ● Use a variety of resources to find out about aspects of life in the past ● Understand that sources can contradict each other ● Communicate their learning in an organised and structured way, using appropriate terminology ● CST 1 and CST2 		<ul style="list-style-type: none"> ● Use historic terms related to the period of study ● Use sources of information in ways that go beyond simple observations to answer questions about the past ● Use a variety of resources to find out about aspects of life in the past ● Understand that sources can contradict each other ● Communicate their learning in an organised and structured way, using appropriate terminology ● CST 4 		<ul style="list-style-type: none"> ● Place some historical periods in a chronological framework ● Use historic terms related to the period of study ● Use sources of information in ways that go beyond simple observations to answer questions about the past ● Use a variety of resources to find out about aspects of life in the past ● Understand that sources can contradict each other ● Communicate their learning in an organised 	

					and structured way, using appropriate terminology	
Design and Technology						
D&T Objectives	<ul style="list-style-type: none"> • Understand seasonality and the advantages of eating seasonal and locally produced food • Read and follow recipes which involve several processes, skills and techniques • Create designs using exploded diagrams • Use techniques which require more accuracy to cut, shape, join and finish his/her work e.g. Cutting internal shapes, slots in frameworks • Understand and use electrical systems in products 		<ul style="list-style-type: none"> • Use knowledge of existing products to design a functional and appealing product for a particular purpose and audience • Use his/her knowledge of techniques and the functional and aesthetic qualities of a wide range of materials to plan how to use them • Consider how existing products and his/her own finished products might be improved and how well they meet the needs of the intended user 			<ul style="list-style-type: none"> • Understand what makes a healthy and balanced diet, and that different foods and drinks provide different substances the body needs to be healthy and active
Art and Design						
Art and Design Objectives	<ul style="list-style-type: none"> • Experiment with creating mood, feeling, movement and areas of interest by selecting appropriate materials and learnt techniques • Plan a sculpture through drawing and other preparatory work 		<ul style="list-style-type: none"> • Use a sketchbook for collecting ideas and developing a plan for a completed piece of artwork • Describe some of the key ideas, techniques and working practices of artists, architects and designers who he/she has studied 	<ul style="list-style-type: none"> • Draw familiar objects with correct proportions • Create different effects by using a variety of tools and techniques such as bleeds, washes, scratches and splashes • Describe some of the key ideas, techniques and working practices of artists, architects and designers who he/she has studied • Use taught technical skills to adapt and improve his/her work • Create different effects by using a variety of tools and techniques such as bleeds, washes, scratches and splashes 	<ul style="list-style-type: none"> • Print on fabrics using tie-dyes or batik • Use a sketchbook for collecting ideas and developing a plan for a completed piece of artwork 	

Music						
Music Units						
PSHE						
PSHE Units	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
French						
French Units	Presenting Myself	The Family	In the Classroom	Do you have a pet?	The Romans	My Home
Computing						
Computing Units	Coding	Online Safety	Spreadsheets and Writing for different Audiences	Writing for different Audiences Logo	Logo Animation Effective Search	Effective Search Hardware Investigators
RE						
RE Units	<ul style="list-style-type: none"> Creation and the Story of Abraham to Isaac Jesus Teaches us to Pray 	<ul style="list-style-type: none"> Advent 	<ul style="list-style-type: none"> Christmas Jesus Light of the World Old Testament: Moses to King David 	<ul style="list-style-type: none"> Lent Holy Week Easter 	<ul style="list-style-type: none"> Pentecost 	<ul style="list-style-type: none"> Sharing in the Life of Christ – The Church as a Community
RSE						
RSE Units	Strategies to Support	Understanding Differences		Respecting our bodies	Puberty and Changing Bodies	Life Before Birth

Catholic Social Teaching

Please cross reference where you will cover Catholic Social Teaching in your weekly lesson grids using the codes below. Each principle must be linked to at least one lesson over the course of the year.

CST 1	Dignity of the Human Person Autumn 1 - History	Each person is made 'in the image and likeness of God.' Thus it follows that 'every person's life and dignity must be respected and supported from conception until the end of their natural life on earth.'
CST 2	Family and Community Autumn 1 - History	'The family, in which the various generations come together and help one another grow wiser and harmonise personal rights with the other requirements of social life, is the foundation of society.'
CST 3	Solidarity and the Common Good	Promoting the common good cannot be pursued by treating each individual separately and looking for the highest 'total benefit', in some kind of utilitarian addition. Because we are interdependent, the common good is more like a multiplication sum, where if any one number is zero then the total is always zero. If anyone is left out and deprived of what is essential, then the common good has been betrayed.
CST 4	Dignity of Work and the Rights of Workers	For the Church, work is seen as a continuance of the gift of Creation whereby we are 'co-creators of Gods world and work is part of our contribution.' Work is also seen as something which brings dignity to the human person as it is the means 'of providing for his life and that of his family, and of serving the human community.'
CST 5	Rights and Responsibilities	Man has the right to live. He has the right to bodily integrity and to the means necessary for the proper development of life, particularly food, clothing, shelter, medical care, rest and finally the necessary social services. In consequence, he has the right to be looked after in the event of ill health; disability stemming from his work; widowhood; old age; enforced unemployment; or whenever through no fault of his own he is deprived of the means of livelihood.'
CST 6	Option for the Poor and Vulnerable	'The Church's love for the poor . . . is a part of her constant tradition.' This love is inspired by the Gospel of the Beatitudes, of the poverty of Jesus, and of his concern for the poor. Love for the poor is even one of the motives for the duty of working so as to 'be able to give to those in need.' It extends not only to material poverty but also to the many forms of cultural and religious poverty.
CST 7	Stewardship of God's Creation Summer 2 - Science	We are agreed today that the earth is essentially a shared inheritance, whose fruits are meant to benefit everyone. For believers, this becomes a question of fidelity to the Creator, since God created the world for everyone. Hence every ecological approach needs to incorporate a social perspective which takes into account the fundamental rights of the poor and the underprivileged.