**Year 4 Overview Westlea Primary School**

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|  | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
| Maths | Number: Place value.  Number: Addition and subtractions. | Measurement: Length and perimeter.  Number: Multiplication and division. | Number: Multiplications and division.  Measurement: Area  Number: Fractions | Number: Fractions.  Number: Decimals. | Number: Decimals.  Number: Money.  Measurement: Time. | Statistics  Geometry: Properties of shape.  Geometry: Position and direction. |
| English | **How to Wash A Woolly Mammoth (2 Weeks)**  Identify the features of instructions  Explore how language, structure and presentation contribute to meaning  To plan, write and edit own work  **Stone Age Boy (KS2H, SLN) (2 weeks)**  Adverbials of time and place, plan and write a story, setting, character and plot, direct speech,  **Christophe’s Story (3wks)**  Explore character, apostrophes for possession, conjunctions, adverbials and prepositions expressing time and cause, use sentences with more than one clause, singular and plural, noun/verb agreement, determiners | **Shackletons’s Journey (SLN) (2 weeks)**  Past tense, conjunctions, emotive language (Powerful verbs/adjectives), rhetorical question, challenge the reader, counter argument, facts and opinions. Design a leaflet about the Antarctic expedition.  **Explanation text about the water cycle (A3 explanation of how the water cycle works). (1 Week)**  Title, writing in paragraphs, chronological order, time conjunctions, present tense, impersonal tone, technical vocabulary, diagrams/illustrations, passive voice, conjunctions. To create a water cycle poster.  **Poetry Unit 4.3**  **Exploring Poetic Language (2Wks)**  Look at 2 poets in depth  Choral reading  Shape and syllabic poems (rhyme and rhythm)  Watch and evaluate performances | **Spiderwick 4 wks**  Use drama to explore character, direct speech, use a dictionary, write a letter, fronted adverbials, compare 2 texts, plan and write a new setting and character,  **Beowulf – Myths** (2wks)  describe settings, build tension, plan and write a myth, | **The Shirt Machine (Literacy Shed +) (10 days)**  Explanation texts, open and closed questions, imperative verbs, dialogue, expanded noun phrases, figurative language,  **Non – chronological report. Comparing England and France. (2 Weeks)**  Title, writing in paragraphs, sub-headings, facts, bullet points, factual language, present tense, technical language, third person, formal tone, report.  **Persuasive text. (Benjamin franklin – selling electricity) (2 Weeks)**  Past tense, conjunctions, emotive language (Powerful verbs/adjectives), rhetorical question, challenge the reader, counter argument, facts and opinions. To write a persuasive letter by Benjamin Franklin convincing the public about electricity is the future. | **Great Kapok tree (KS2H) 2 wks**  Retrieving information from non-fiction, designing a setting, structure of dilemma stories, punctuating speech, adverbs, persuasive devices, write a persuasive letter, write dilemma story  1 wk)  **Rainforest Information leaflet 2 weeks**  Research habitat of the rainforest and animals which live there. Use to produce information text.  **Diary entry. (How was my cooking) (1 Week)**  Past tense, first person, feelings and thoughts, opinion and facts, ambitious words to describe places/people, informal style, time conjunctions, and inverted commas. To write a diary entry of what they cooked. | **King Arthur (2Wks)**  Write a conversation, diary entries, similes, direct speech, expanded noun phrases, a/an, adjectives for detail  **Newsreport battle of hastings. (2 weeks)**  Structure, language, plan, draft, feedback, past tense, facts, quotes. To plan, write and edit own work.  **Poetry – Playing with Words 3.2 – 2wks**  Listen and respond to a range of poetry, explore and compare the work of two poets. They learn about poems that play with language. They compose class and individualpoems**,** editing and improving their work as part of the process |
| History/Geography | History – The achievements of the earliest civilisations – Ancient Egyptians. | Geography – Human and Physical Geography  The Poles  Concept – Biomes and climate change  Geography – Human and Physical Geography  The Water cycle | History – Britain’s settlement by Anglo-Saxons and Scots | Geography – Place Knowledge  Comparing Wiltshire to a region in Europe  (France) | Geography – Locational Knowledge  Land use patterns | History – The Viking and Anglo-Saxon struggle for the kingdom of England in the time of Edward the Confessor |
| Science | Animals including humans (teeth and digestion) | States of matter  (Rocks as State of matter was taught in year 3) | Sound  (Forces and Magnets as Sound was taught in year 3) | Electricity | Living things and their habitats | Animals including humans (food chains) |
| Art/DT | Art and design - Sculptures (Modroc) | Design and Technology – Electrical  (Design and Technology - Mechanisms / Structures, as Electrical was taught in year 3) | Artist Study –Gunta Stolzi  Art and design - Weaving | Design and Technology – Textiles | Artist Study – Guiseppe Archimboldo  Design and Technology - Food | Art and design - Sculpture (Clay) |
| PE | Dance  Tag Rugby | Hockey  Athletics | Football  Gymnastics | OAA  Fitness | Cricket  Swimming | Swimming  Rounders |
| Music | Mamma Mia | Glockenspiel Stage 2 | Stop! | Lean On Me | Blackbird | Reflect, Rewind and Replay |
| PSHE | Changing me Y3 | Being me in my world | Celebrating differences | Dreams and goals | Healthy me | Relationship/Changing me Y4 |
| RE | L2.8 What does it mean to be a Hindu in Britain today?  **Living** | L2.6 Why do some people think that life is like a journey and what significant experiences mark this?  **Expressing** | L2.3 Why is Jesus inspiring to some people?  **Believing** | L2.5 Why are festivals important to religious communities?  **Expressing** | L2.9 What can we learn from religions about deciding what is right and wrong?  **Living** | L2.8 What does it mean to be a Hindu in Britain today?  **Living** |
| French | Presenting myself | Family | My home | Do you have a pet? | In the classroom | Goldilocks and the 3 bears. |
| Computing | Unit 4.2  Online safety.  Unit 4.3  Spreadsheets. | Unit 4.1  Coding | Unit 4.4  Writing for different audiences  Unit 4.5  Logo | Unit 4.6  Animation | Unit 4.7  Effective searching  Unit 4.8  Hardware investigators | Unit 4.9  Making music |