Year 4 Yearly Overview

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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English	**Narrative writing** 'The Twits' Using direct speech **Writing composition** Narrative **Grammar Vocabulary and punctuation:** National Curriculum Focus: Singular and Plural Nouns, Pronouns, Standard English, Compound Words, Adverbs To Express Time and Cause. **Spelling:** Words with /aw/ spelt with augh and au. Adding the prefix in- (meaning 'not' or 'into') Adding the prefix im- (before a root word staring with 'm' or 'p') Adding the prefix il- (before a root word staring with 'l') and the prefix ir- (before	**Poetry** 'Firework Night' 'The Tyger' William Blake Rhyming and non-rhyming **Writing composition** Non-chronological and or newspaper **Grammar Vocabulary and punctuation:** National Curriculum Focus: Possessive Pronouns, Fronted Adverbials, Prepositions to Express Time and Cause, Plural and Possessive '-s', Commas. **Spelling:** Words with a /shuhn/ sound, spelt with 'sion' (if root word ends in 'se', 'de' or 'd') Words with a /shuhn/ sound, spelt with	**Text descriptive** 'Danny champion of the World' Setting scene describing characters **Writing composition** Persuasive **Grammar Vocabulary and punctuation:** National Curriculum Focus: Adjectives, Homophones, Commas after Fronted Adverbials, Expanded Noun Phrases, Editing and Evaluating. **Spelling:** Homophones & near homophones. Nouns ending in the suffix -ation. Nouns ending in the suffix -ation. Adding the prefix sub- (meaning 'under') and adding the prefix super- (meaning	**Text Instructional** Linked with science Using perfect and present tense Organizing text into paragraphs **Writing Composition** Poetry **Grammar Vocabulary and punctuation:** National Curriculum Focus: Determiners, Word Families, Prepositional Phrases, Verb Tenses – Present, Inverted Commas. **Spelling:** Adding the prefix inter- (meaning 'between' or 'among') Adding the prefix anti- (meaning 'against') Adding the prefix auto- (meaning 'self' or 'own') Adding the prefix ex- (meaning 'out') Adding the prefix non- (meaning	**Text Explanation** Non-fiction 'History hackers' **Writing Composition** Explanation text **Grammar Vocabulary and punctuation:** National Curriculum Focus: Verb Inflections, Conjunctions to Express Time and Cause, Suffixes, Possessive Apostrophes, Paragraphs. **Spelling:** Adding the suffix -ous (No change to root word) Adding the suffix -ous (No definitive root word) Adding the suffix -ous (Words ending in 'y' become 'i' and words ending in	**Text Narrative** 'Gangsta Granny' **Writing Composition** Review Writing **Grammar Vocabulary and punctuation:** National Curriculum Focus: Verb Tenses – Past, Prefixes Plural, Possessive Apostrophes, Subordinate Clauses, Organisational Devices. **Spelling:** Words with the /s/ sound spelt with 'sc' Words with a 'soft c' spelt with 'ce' Words with a 'soft c' spelt with 'ci' Word families based on common words, showing how words are related in form and meaning Word families based on common words, showing how words

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	a root word staring with ‘r’) Homophones & near homophones Words with /shun/ endings spelt with ‘sion’ (if root word ends in ‘se’, ‘de’ or ‘d’) **Handwriting:** Students will be learning to: use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined, increase the legibility, consistency and quality of their handwriting.	‘ssion’ (if root word ends in ‘ss’ or ‘mit’) Words with a /shuhn/ sound, spelt with ‘tion’ (if root word ends in ‘te’ or ‘t' / or has no definite root) Words with a /shuhn/ sound, spelt with ‘cian’ (if root word ends in ‘c’ or ‘cs’) Words with ‘ough’ to make a long /o/, /oo/ or /or/ sound **Handwriting:** Students will be learning to: use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined, increase the legibility, consistency and quality of their handwriting.	‘above’) Plural Possessive Apostrophes with plural words **Handwriting:** Students will be learning to: use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined, increase the legibility, consistency and quality of their handwriting.	‘not’) Words ending in -ar/ -er **Handwriting:** Students will be learning to: use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined, increase the legibility, consistency and quality of their handwriting.	‘our’ become ‘or’) Adding the suffixous (Words ending in ‘e’ drop the ‘e’ but not ‘ge’) Adverbials of frequency and possibility Adverbials of manner. **Handwriting:** Students will be learning to: use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined, increase the legibility, consistency and quality of their handwriting.	are related in form and meaning Statutory Spellings Challenge Words **Handwriting:** Students will be learning to: use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined, increase the legibility, consistency and quality of their handwriting.

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Maths	**Students will be learning about:** Place value Addition and subtraction Time Multiplication Multiplication grid method	**Students will be learning about:** Addition Expanded column subtraction Multiplication 6 times table 9 times table Metres, centimetres millimetres Place value 4-digit numbers	**Students will be learning about:** Multiplication 3-digit numbers by 1-digit numbers Finding non-unit fractions of 2- and 3-digit numbers Parallel and perpendicular Symmetry Division of 2- and 3-digit numbers by 1 digit Place value of decimal numbers	**Students will be learning about:** Using factors to multiply and divide Subtract to find 10 pounds 20 and or 50 4-digit numbers 5-digit numbers Negative numbers	**Students will be learning about:** Understanding decimals 11- and 12-times table Multiplying and dividing Decimal numbers in length	**Students will be learning about:** Counting in tenths and hundredths Mental and written multiplication Calculating area and perimeter Subtracting 3- and 4-digit numbers Properties of 2d and 3d shapes Scaling Addiing 4-digit numbers
Geography	**South America** Locating lines of longitude and latitude and South America; understanding Brazil's physical features and climate, and its human settlements	**Mediterranean Europe** Key Places in Europe, Climate of Mediterranean Europe, Food and Farming, Landscape and Settlements	**Eastern Europe** Comparing the human and physical features of the Alps, the Amalfi Coast, and a local area, and exploring the impact of tourism in these areas	**Northern Ireland** An Introduction to Northern Ireland, Visiting Northern Ireland, Northern Ireland, the Republic of Ireland and the partition, The Giant's Causeway, The Marble Arch Caves.	**Russia** Geography of the local area, Sketch Maps (Fieldwork), Local Issues, Data Collection (Fieldwork),Graphing data.	**Japan** Location of Japan, Weather and Climate in Japan, Physical features of Japan, Architecture in Japan (Human Features), Feudal Japan
History	**The Romans** The Romans – where they came from, where they established	**Crime and Punishment** Develop chronological knowledge beyond	**Celebrating Classroom Countries and Cultures**	**Ancient Egypt** Discover that the Ancient Egyptians were united under one ruler, Menes, and the empire	**Education Throughout History** Understand that education has evolved drastically	**Outdoor Learning** Self-confidence and self-esteem developed through progressive challenges and skills

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	themselves and how they impacted the world and this historical landscape. Exploring the Roman legacy – what did the Romans ever do for us?	through studying this aspect of social history. The children will find out about the legacy of the Roman justice system and crime and punishment through the medieval periods, the Napoleonic era to modern day approaches.		lasted until 30BC, when the Romans conquered Egypt. What did the Egyptians achieve and how does it impact the world today?	over time. Humanity has passed information by word of mouth. Formal education is said to have begun in ancient Greece. Today digital technology is revolutionizing education.	development. Resilience developed through dealing with adversity. Developing and managing positive relationships between participants, and between participants and accompanying adults. Learning how to live together with other people and resolve differences. Learning how to work in teams. Learning in the local area to develop community understanding. Experiences of different cultures leading to improved community cohesion and tolerance.
Science	**Electricity** Explore common electrical appliances and how to construct simple series circuits. Learn about cells, wires, bulbs and buzzers and about the different types of switches.	**States of Matter** Describe the properties of solids, liquids and gases. Explain that melting and freezing are opposite processes that change the state of a material. Identify the melting and	**Sound** Explain how sound sources vibrate to make sounds. Explain how vibrations change when the loudness of a sound changes. Explain how sounds travel to reach our ears. Describe the	**Living Things and Habitats** Recognise the variety of ways that living things can be grouped, sorted and classified. Identify similarities and differences between living things. Recognise and classify vertebrate	**Digestive System** Describe the simple functions of the basic parts of the digestive system in humans. Use straightforward scientific evidence to answer questions or	**Digestive System** Describe the simple functions of the basic parts of the digestive system in humans. Use straightforward scientific evidence to answer questions or to support their findings.

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	Troubleshoot and identify whether or not a bulb will light in a simple series circuit and be able to identify a complete circuit. Learn about conductors and insulators and know that metals are very good electrical conductors **Working Scientifically:** asking relevant questions and using different types of scientific enquiries to answer them. Setting up simple practical enquiries, comparative and fair tests. Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including	freezing point of several different materials. Explain that heating causes evaporation and cooling causes condensation. Explain that evaporation and condensation are opposite processes that change the state of a material. Explain that the higher the temperature, the quicker water evaporates. Explain what happens to water at the different stages of the water cycle. **Working Scientifically:** asking relevant questions and using different types of scientific enquiries to answer them. Setting up simple practical enquiries, comparative and fair tests.	pitch of a sound. Describe patterns between the pitch of a sound and the features of the object that made the sound. Explain how sound travels through a string telephone. Identify the best material for absorbing sound. Create a musical instrument that can play high, low, loud and quiet sounds. **Working Scientifically:** asking relevant questions and using different types of scientific enquiries to answer them. Setting up simple practical enquiries, comparative and fair tests. Making systematic and careful observations and, where appropriate, taking accurate	animals into mammals, birds, reptiles, amphibians and fish. Describe the characteristics of different invertebrate groups. Use and create classification keys to help group living things. **Working Scientifically:** asking relevant questions and using different types of scientific enquiries to answer them. Setting up simple practical enquiries, comparative and fair tests. Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers.	to support their findings. Identify the different types of teeth in humans and their simple functions. Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. **Working Scientifically:** asking relevant questions and using different types of scientific enquiries to answer them. Setting up simple practical enquiries, comparative and fair tests. Making systematic and careful observations and, where appropriate, taking accurate measurements using	Identify the different types of teeth in humans and their simple functions. Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. **Working Scientifically:** asking relevant questions and using different types of scientific enquiries to answer them. Setting up simple practical enquiries, comparative and fair tests. Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including

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	thermometers and data loggers. Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions. Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions, identifying differences, similarities or changes related to	Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers. Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions. Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. Using results to draw simple conclusions,	measurements using standard units, using a range of equipment, including thermometers and data loggers. Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions. Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions,	Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions. Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions, identifying differences, similarities or changes related to simple scientific ideas and processes using straightforward scientific evidence to	standard units, using a range of equipment, including thermometers and data loggers. Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions. Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. Using results to draw simple conclusions, make predictions for new values, suggest improvements and	thermometers and data loggers. Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions. Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions, identifying differences, similarities or changes related to simple

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	simple scientific ideas and processes using straightforward scientific evidence to answer questions or to support their findings.	make predictions for new values, suggest improvements and raise further questions, identifying differences, similarities or changes related to simple scientific ideas and processes using straightforward scientific evidence to answer questions or to support their findings.	identifying differences, similarities or changes related to simple scientific ideas and processes using straightforward scientific evidence to answer questions or to support their findings.	answer questions or to support their findings.	raise further questions, identifying differences, similarities or changes related to simple scientific ideas and processes using straightforward scientific evidence to answer questions or to support their findings.	scientific ideas and processes using straightforward scientific evidence to answer questions or to support their findings.
ICT	**Computing systems** and networks – the Internet Learn how to identify and use special keys on the keyboard. Children will practice carrying out an independent research and creating reports. Learn how to create meaningful presentations. Describe how a	**Audio Production** To explore the interface of Audacity. To practice creating music and recording their voice. Children will learn how to make a plan of their podcast and record it individually or in pairs.	**Programming** Repetition in shapes Children will learn basic programming commands in Logo: FD. BK, RT, LT. To practice programming a screen turtle, letters, numbers and shapes. Children will program an image using loops and patterns.	**Data logging** Children will learn what data logging is and how to collect and store data over a period of time. Children will look at data points, data sets, and logging intervals. To practice creating tables and storing information about weather. To learn how	**Photo editing** To explore the interface of Paint. Net for photo editing. To practice inserting, cropping and changing colors. To practice applying filters and using layers. Children will create a digital poster.	**Programming** Repetition in games To learn the concept of repetition in programming using the scratch environment. To discover the difference between count-controlled and infinite loops, and use their knowledge to modify existing animations

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	network can share messages with another network. Describe network devices and how they connect.			to review and analyze data.		and games using repetition.