

# Year Group Overview Year Group 4 Year 2023-2024



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic/theme	The Roman Empire in Britain	The Roman Empire in Britain	UK Comparison	Britain's settlement by Anglo Saxons and Scots	History of Space Rivers	Where in the World?(Maps)
<b>Communication objectives</b> (Copy and paste your year group objective in here)						
Reading Spine	<u>Class reader</u> Bill's New Frock /Why the whales Came  Guided Reading The Firework Maker's Daughter The Beanstalk Giant Non Fiction: The Romans  Poetry: Minotaur  Fiction: The Beanstalk Giant		<u>Class reader</u> / Charlottes Web  Guided Reading: The Firework Maker's Daughter Non Fiction: The Lake Distict  Poetry:  Fiction: The Firework Makers Daughter?		<u>Class reader</u> Voices in the Park/ The Snowwalker's Son  Guided Reading Non Fiction: Guide Dogs Authors  Poetry:  Fiction:	
English (See T4W map)	Fiction (3 weeks)  Genre: Defeat the Monster  Text: Theseus and the Minotaur  Toolkit Focus: Suspense  Non- Fiction (3 weeks)  Genre: Text:	Fiction (3 weeks)  Genre: Text:  Non- Fiction (3 weeks)  Genre: Instructions Text: What to do if you meet an alien Toolkit Focus: Organisational devices – use 'word' smart art	Fiction (3 weeks)  Genre: Finding Tale Text: The Tear Thief or The Garden Toolkit Focus: Description  Non- Fiction (3 weeks)  Genre: Text:  Poetry	Fiction (3 weeks)  Genre: Text:  Non- Fiction (3 weeks)  Genre: Explanation Text: The Teacher Pleaser Machine Toolkit Focus: Paragraphing / Grouping ideas  Poetry Narrative Poem:	Fiction (3 weeks)  Genre: Fantasy Text: The Macician's Shop Toolkit Focus: Settings  Non- Fiction (3 weeks)  Genre: Text:  Poetry: Poems on a Theme	Fiction (3 weeks)  Genre: Text:  Non- Fiction (3 weeks)  Genre: Discussion Text: Should Children do Household Chores? Toolkit Focus: Paragraphing (linked sentences)  Poetry: Performance Poetry

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	<p><b>Poetry:</b> Haiku (Poetic Forms)  <b>Unit 1</b>  <a href="https://www.hamilton-trust.org.uk/english/year-4-english/syllabic-poems/">https://www.hamilton-trust.org.uk/english/year-4-english/syllabic-poems/</a></p>	<p><b>Poetry</b> (Poetic Language)            Unist 1 and 5  <a href="https://www.hamilton-trust.org.uk/english/year-4-english/poetry-using-imagery/">https://www.hamilton-trust.org.uk/english/year-4-english/poetry-using-imagery/</a></p>		<p><b>Focus:</b> Noun phrases and fronted adverbials</p> <p><b>Text:</b> various Units 1 and 5  <a href="https://www.hamilton-trust.org.uk/english/year-4-english/explore-narrative-poetry/">https://www.hamilton-trust.org.uk/english/year-4-english/explore-narrative-poetry/</a></p>	<p><b>Focus:</b> fronted adverbials and possessive apostrophes</p> <p><a href="https://www.hamilton-trust.org.uk/english/year-4-english/nature-poems/">https://www.hamilton-trust.org.uk/english/year-4-english/nature-poems/</a></p>	<p><b>Text:</b> Off By Heart – Poems for YOU to Remember (Roger Stevens)  <b>Focus:</b> pronouns/ fronted adverbials</p> <p><a href="https://www.hamilton-trust.org.uk/english/year-4-english/heart/">https://www.hamilton-trust.org.uk/english/year-4-english/heart/</a></p>
<b>Cross Curricular Writing</b> (write in subject book)			How to become a Roman Soldier			Rivers (T4W Unit)
<b>Maths</b>	Place Value / Addition & Subtraction	Length & Perimeter / Multiplication & Division	Multiplication & Division / Area	Fractions / Decimals	Decimals / Money /Time	Statistics / Properties of shape / Position & Direction
<b>Science</b>	<p><b>Living Things &amp; Their Habitats</b></p> <p>Talk about criteria for grouping, sorting and classifying use simple keys.            Classify different species            Recognise that living things can be grouped in a variety of ways.</p> <p>Explore and use classification keys to help group, identify and name a variety of living things in their</p>	<p><b>Electricity</b></p> <p>Make predictions drawing on previous knowledge. Gather and record data. Can choose suitable equipment to make a fair test. Testing materials to determine if they are insulators or conductors.</p> <p>Identify common appliances that run on electricity.</p>	<p><b>Electricity</b></p> <p>Record findings using simple scientific drawings, labelled diagrams and keys.            Drawing electrical circuits            Identify common appliances that run on electricity.</p> <p>Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers.</p>	<p><b>States of Matter</b></p> <p>Make careful observations and take accurate measurements using thermometers.            Measure the temperature at which the material changes state</p> <p>Compare and group materials together, according to whether they are solids, liquids or gases. Observe that some materials change state and measure or research the temperature at which</p>	<p><b>Sound – links back to states of matter</b></p> <p>Identify differences and similarities or changes to simple scientific ideas or processes. Make predictions and record data.            Listening to different sounds, noticing differences and similarities to do with pitch and volume.</p> <p>Identify how sounds are made, associating some of them with something</p>	<p><b>Animals including Humans (digestion, teeth &amp; food chains)</b></p> <p>Record findings using oral and written explanations. Use results to raise further questions. Record findings about the human body. Use this to develop questions to improve understanding.</p> <p>Describe the simple functions of the basic parts of the digestive system in humans.</p>

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	<p>local and wider environment.</p> <p>Recognise that environments can change and that this can sometimes pose dangers to living things</p>	<p>Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers.</p> <p>Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery.</p> <p>Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit.</p> <p>Recognise some common conductors and insulators, associating metals with being good conductors.</p>	<p>Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery.</p> <p>Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit.</p> <p>Recognise some common conductors and insulators, associating metals with being good conductors.</p>	<p>this happens in degrees Celsius (<math>^{\circ}\text{C}</math>)</p> <p>Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</p>	<p>vibrating. Recognise that these vibrations travel through a medium to the ear.</p> <p>Find patterns between the pitch of a sound and features of the object producing it. Find patterns between volumes of sound and the strength of vibrations.</p> <p>Recognise that sounds get fainter as distance from the source increases.</p>	<p>Identify the different types of teeth in humans and their simple functions.</p> <p>Construct and interpret a variety of food chains, identifying producers, predators and prey.</p>
<b>History</b>	The Roman Empire in Britain	The Roman Empire in Britain		Britain's settlement by Anglo Saxons and Scots	History of Space	

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Geography			Italy & Volcanos		Rivers and water cycle	North America – California and Earthquakes
Computing	4.2 Online Safety 4.7 Effective search	4.5 Logo 4.8 Hardware Investigators	4.4 Writing for different audiences	4.1 Coding	4.3 Spreadsheets	4.6 Animations 4.9 Making music
Art	Drawing – Power prints	Drawing – Power prints – CONTINUED	Painting and mixed media: Light and dark	Painting and mixed media: Light and dark – CONTINUED	Sculpture and 3D: Mega materials	Craft and design: Fabric of nature
DT	<i>Pavilions</i>  <i>STRUCTURES</i>	Adapting a Recipe – <b>Whole school day</b>  FOOD		Fastenings TEXTILES	Torches  ELECTRICAL SYSTEMS	<i>KS2 – event</i> <i>Mindful Moments Timer</i> <i>DIGITAL WORLD</i>
RE	L2.3 Why is Jesus inspiring to some people? Christians	L2.5 Why are festivals important to religious communities? Christians plus Jewish and Muslims.	L2.6 Why do some people think that life is a journey and what significant experiences mark this? Christians, Hindus and Jewish people.	L2.6 Why do some people think that life is a journey and what significant experiences mark this? Christians, Hindus and Jewish people.	L2.8 What does it mean to be a Hindu in Britain today? Hindus	L2.9 What can we learn from religions about deciding what is right or wrong? Christians, Jewish people and Humanists.
PE	Tennis	Real PE	Dance/Gymnastics	Real PE	Athletics	Striking and fielding
PSHE	Jigsaw: Being me in my world	Jigsaw: Celebrating difference	Jigsaw: dreams and goals	Jigsaw: Healthy me	Jigsaw: Relationships	Jigsaw: Changing me
P4C (No Outsiders)	Along came a different (accepting difference)	Dogs don't do ballet (choosing when to be assertive)	RED: A crayon's story (To be proud of who I am)	Aalfred and Aalbert (To find common ground)	When sadness comes to call (To look after my mental health)	Julian is a mermaid (To show acceptance)
Music	Mamma Mia	Glockenspiel 2	Stop!	Lean on Me	Blackbird	Reflect, Rewind, Replay
MFL –  French	Core vocabulary and Phonetics (1-2) recap (2 lessons) Presenting myself Numbers 11-20 Ho are you? How old are you? Where do you live?	My Family Family members Names of Family members Numbers 10-100 (units of 10) possessives.	The weather Weather vocabulary Weather map work	Habitats Elements Different habitats	Goldilocks Story telling	Romans Key people Inventions Gods and Goddesses

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Enrichment		Artist - Making shields/swords		Avenue Walk	Castleton Residential	
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