



Broadwood Primary School

Year 4

Yearly Overview

	Autumn Term	Spring Term	Summer Term
English (Texts) Quotes	<u>Escape from Pompeii</u> <i>By Christina Balit</i> ‘A massive cloud of silver ash rose to the heavens, twisting and bubbling in every direction until everything was in total darkness.’ <u>The Wild Robot</u> <i>By Peter Brown</i> ‘The island was teeming with life. And now it had a new kind of life. A strange kind of life. Artificial life.’ <u>The Lost Words</u> <i>By Robert MacFarlane</i> All over the country, there are words disappearing from children's lives. These are the words of the natural world; Dandelion, Otter, Bramble and Acorn, all gone. A wild landscape of imagination and play is rapidly fading from our children's minds.	<u>The Illustrated Encyclopaedia of Extinct Animals</u> <i>By Sami Bayly</i> ‘From the well-known woolly mammoth and sabre-toothed tiger to the laughing owl said to cackle like a madman, discover more about these incredible lost species.’ <u>Say it Loud Performance Poetry</u> <i>By Broadwood Primary School</i> ‘We believe poetry is a powerful tool, one which gives young people a space to express themselves in a safe and supportive environment. We believe creative writing is for everyone.’  World Book Day Performance.	<u>The Boy at the Back of the Class</u> <i>By Onjali Q. Rauf</i> ‘Kindness is the language that can be understood by everyone.’ ‘Being different is what makes us special.’ <u>The Brownstone’s Mythical Collection: Arthur and the Golden Rope</u> <i>By Joe Todd-Stanton</i> ‘Arthur, the unlikeliest of heroes.’
Science	<u>Living Things and their Habitats - Classification of Plants and Animals</u> 1: How are living things classified? 2: How are vertebrates classified? 3: How are invertebrates classified? 4: Can you use a branching key? 5: What is this living thing? 1-5: Knowledge Catcher.	<u>State of Matter</u> 1: Is this material a liquid, a solid or a gas? 2: How is temperature measured? 3: What difference does the temperature make to how quickly the ice blocks melt? 4: What are melting and freezing? 5: Are spaces really empty? 6: What is evaporation and how does it help to get things	<u>Sound</u> 1: How are sounds made? 2: How do sounds reach our ears? 3: How can we change the volume of a sound? 4: How does the volume of a sound change as we move away from the source? 5: How can we change the pitch of a sound? 6: What affects the pitch of a plucked note?

	 Links to the Class Text (The Wild Robot) and Art (Fabric of Nature).  Visit to Scotswood Garden. <u>Living Things and their Habitats - Human Impact on the Environment</u> 1: What is the impact of litter in school? 2: How do materials change over time? 3: How do microplastics get into the food chain? 4: How can we prevent microplastics getting into our seas and oceans? 5: How can we clean up birds affected by an oil spill? 1-5: Knowledge Catcher.  Links to the Class Text and Geography (Rivers).  Cap-a-Pie's Delta workshop.	dry? 7: Where did the water come from? 8: Where did the rain come from? 1-8: Knowledge Catcher.  Science Week. <u>Animals, including Humans - Digestion and Food Chains</u> 1: Where does all the food that we eat go? 2: What teeth do Humans have? 3: What do teeth do in the Digestive system? 4: What happens to food after we put it in our mouths? 5: What do animals eat? 6: What do animals teeth tell us? 1-6: Knowledge Catcher.  Links to Class Text (Encyclopedia of Extinct Animals).	1-6: Knowledge Catcher.  Links to our Hearing Impaired Additionally Resourced Provision. <u>Electricity</u> 1: What makes an appliance work? 2: How can you light the bulb? 3: What does a switch do? 4: Why doesn't the circuit work? 5: Which materials conduct electricity? 1-5: Knowledge Catcher.  Links to Design Technology (Electrical Systems: Torches).
History  Our KS2 History curriculum builds on skills and knowledge in chronological order within each year group.	<u>Roman Britain</u> How did life change for the Britons when the Romans came? 1: How did the Roman Empire become so successful? 2: How did the Romans invade Britain? 3: How did Britain change under the Romans? 4: Can you plan your own Roman town? 5: Which factors were most important in the fall of the Roman Empire? 6: Unit Checkout - How did life change for the Britons when the Romans came?  Roman links to Class Text (Escape from Pompeii).  Links to PE (Invasion Games).  Visit Roman Army Museum and Vindolanda.	<u>Anglo Saxons</u> How did the Anglo-Saxons change life in Britain? 1: How did control of Britain change after the Romans left? 2: What was life like in Anglo-Saxon Britain? 3: Who ruled Anglo-Saxon Britain? 4: What can written sources tell us about life in Anglo-Saxon Britain? 5: Can you design an Anglo-Saxon burh? 6: Unit Checkout - How did the Anglo Saxons change life in Britain?  Links to Geography (Migration).  Visit Jarrow Hall's Anglo-Saxon Village and Farm.	<u>Vikings</u> Were the Vikings just bloodthirsty warriors? 1: Why did the Vikings raid and invade Britain? 2: Who were the Norse gods? 3: Why did Alfred sign a treaty with Guthrum? 4: Was Alfred right to make a deal with the Vikings? 5: What were the similarities and differences between Norse and Anglo-Saxon beliefs? 6: Unit Checkout - Were the Vikings just bloodthirsty warriors?  Links to the Class Text (Arthur and the Golden Rope).  Visit Holy Island and Lindisfarne Priory.
Geography	<u>Rivers</u> Why should we protect rivers from pollution?	<u>Migration</u> 'Migration has more disadvantages than advantages.' Do you agree?	<u>Natural Resources</u> 'Every country should stop mining natural resources.' How much do you agree with this statement?

	1: Where are the major rivers of the world? 2: What is erosion, transportation and deposition? 3: Why is the Volga River important to people? 4: Why are rivers important to people? 5: How do rivers shape the land around them? 6: Unit Checkout – Why should we protect rivers from pollution?  Links to the Class Text (The Wild Robot) and Science (Human Impact on the Environment).	1: What is migration? 2: What causes people to migrate? 3: How does migration affect people and places? 4: Can I create a profile of a migrant? 5: What is the Windrush generation? 6: Unit Checkout – ‘Migration has more disadvantages than advantages.’ Do you agree?  Links to the Class Text (The Boy at the Back of the Class) and History (Anglo-Saxons).  Film/ Cinema experience – Migration (2023).	1: What are the world’s natural resources? 2: How has the use of natural resources changed? 3: How can using natural resources cause problems? 4: What natural resources does Chile have? 5: What natural resources does the UK have? 6: Unit Checkout – ‘Every country should stop mining natural resources. How much do you agree with this statement?’  Links to the Class Text (Town is by the Sea) and Art (Power Prints).  Cap-a-Pie’s Coal Mining Workshop.
Computing  Online safety is taught and revisited in each half-term.	<u>Computing Systems and Networks – Collaborative Learning</u> 1: Teamwork 2: Sharing a Document 3: Forms 1 4: Forms 2 5: Shared Spreadsheets 6: E-Safety L1 – What Happens When I Search Online? <u>Data Handling – Investigating Weather</u> 1: What is the Weather 2: Weather Stations 3: Extreme Weather 4: Satellites and Forecasts 5: Presenting Forecasts 6: E-Safety L2 – How Do Companies Encourage us to Buy Online?  Links to the Class Text (The Wild Robot).	<u>Programming – Coding with Scratch</u> 1: Scratch Reminder 2: Identifying What Code Does 3: Introduction to Variables 4: Making a Variable 5: Times Tables Project 6: E-Safety L3 – Fact, Opinion or Belief? 7: E-Safety L4 – What is a Bot?	<u>Website Design</u> 1: Getting to Know Microsoft Sway 2: Book Review Webpage 3: Adding Features 4: Planning my Website 5: Creating My Website *Online safety taught in PSHE Summer 1  Links to the Class Text (The Boy at the Back of the Class) publishing writing opportunities on website <u>Programming – Computational Thinking</u> 1: Decomposition and Pattern Recognition 2: Abstraction 3: Algorithm Design 4: Computational Thinking in Action 5: Evaluating Computational Thinking 6: E-Safety L5 – What is my #Techtimetable Like?
PSHE	<u>Me and My Relationships</u> 1: Human machines (<i>Demonstrate strategies for working on a collaborative task</i>) 2: Ok or not ok? (<i>Describe some of the qualities that they admire in other</i>) 3: Ok or not ok? (<i>Recognise that there are times when they might need to say 'no' to a friend</i>) 4: An email from Harold (<i>Explain how different words can express the intensity of feelings</i>) 5: Different feelings (<i>Identify a wide range of feelings</i>)	<u>Valuing Difference</u> 1: Can you sort it? (<i>Define the terms 'negotiation' and 'compromise'</i>) 2: What would I do? (<i>List some of the ways that people are different to each other (including differences of race, gender, religion)</i>) 3: The people we share our world with (<i>List some of the ways in which people are different to each other</i>) 4: That is such a stereotype! (<i>Understand and identify stereotypes, including those promoted in the media</i>)	<u>Keeping Myself Safe</u> 1: Danger, risk or hazard (<i>Define the terms, danger, risk and hazard</i>) 2: How dare you! (<i>Define what is meant by a dare and how to manage this if someone asks you</i>) 3: Keeping ourselves safe (<i>Suggest people they can ask for help in managing risk</i>) 4: Picture Wise (<i>Identify images that are safe/unsafe to share online</i>) 5: Medicines: check the label (<i>Understand that medicines</i>

	6: Under pressure <i>(Give examples of strategies to respond to being bullied, including what people can do and say)</i>  Links to Computing (Collaborative Learning). <u>Melva: Melva's Mountain Adventure</u> 1: Unit Check-in: Melva Pre Assessment. 1: To start conversations with peers and grown-ups about worries and anxieties 2: To start conversations with peers and grown-ups about the type of things we worry about 3: To understand how your niggling voice can be a positive or a negative influence, and start to discuss ways to manage this 4: To understand how your niggling voice can be a positive or a negative influence, and start to discuss ways to manage this 5: To understand how your niggling voice can be a positive or a negative influence, and start to discuss ways to manage this 6: Competence in at least one new practical way to manage our physical response to worrits e.g., mindfulness or shaking out nervous energy 7: Understanding the difference between good and bad worrits 8: Making connections between Melva's life and our own experiences 8: Unit Checkout: Melva Post-Assessment.  Linked to Class Text (The Wild Robot).	5: Friend or acquaintance? <i>(Recognise that they have different types of relationships with people they know)</i> 6: Islands <i>(Understand that they have the right to protect their personal body space)</i>  Links to the Class Text (The Boy at the Back of the Class). <u>Being my Best</u> 1: What makes me ME! <i>(Identify ways in which everyone is unique)</i> 2: Making choices <i>(Give examples of choices they make for themselves and choices others make for them)</i> 3: SCARF Hotel <i>(Understand that the body gets energy from food, water and oxygen and that exercise and sleep are important to our health)</i> 4: Harold's Seven Rs <i>(Understand the ways in which they can contribute to the care of the environment)</i> 5: My school community (1) <i>(Define what is meant by the word 'community')</i> 6: Basic First aid	are drugs)  Links to Computing (E-safety thread). <u>Growing and Changing</u> 1: Moving house <i>(Describe some of the changes that happen to people during their lives)</i> 2: My feelings are all over the place! <i>(Name some positive and negative feelings)</i> 3: All change! <i>(Identify parts of the body that males and females have in common and those that are different)</i> 4: Preparing for changes at puberty <i>(Know the key facts of the menstrual cycle)</i> 5: Secret or surprise? <i>(Define the terms 'secret' and 'surprise' and know the difference between a safe and an unsafe secret)</i> 6: Together <i>(Understand that marriage is a commitment to be entered into freely and not against someone's will)</i>
Art	<u>Craft and Design - Fabric of Nature</u> 1: Inspired by the Rainforest 2: One Picture, Four Views 3: Creating Patterns 4: Repeating Patterns 5: Fabric Design 5: Unit Checkout – Knowledge Catcher.  Links to the Class Text (The Wild Robot) and Science (Living Things and their Habitats).  Outdoor Learning with Mr. Mingstones.	<u>Painting and Mixed Media – Light and Dark</u> 1: Tints and Shades 2: Three Dimensions 3: Painting Techniques 4: Compositions 5: Still Life 5: Unit Checkout – Knowledge Catcher.	<u>Drawing – Exploring Tone, Texture and Proportion</u> 1: 3D pencil drawings 2: Texture and tone 3: Understanding proportion 4: Creating an effective composition 5: Using texture, tone and proportion in drawing 5: Unit Checkout – Knowledge Catcher.

Design and Technology	<u>Structures: Pavilions</u> 1: Exploring frame structures 2: Designing a pavilion 3: Pavilion frame 4: Pavilion cladding 4: Unit Checkout - Knowledge Catcher.  Outdoor Learning with Mr. Mingstones.	<u>Cooking and Nutrition: Adapting a recipe</u> 1: Chili Con Carne and Tortilla chips 2: Mexican Steak dish 3: Chicken Gyros 4: 'Pizzadillas' 5: Chicken Tikka wraps 5: Unit Checkout – Knowledge Catcher.  Delivered as part of the Little Chef Project.	<u>Electrical Systems: Torches</u> 1: Electrical Products 2: Evaluating Torches 3: Torch Design 4: Torch Assembly 4: Unit Checkout – Knowledge Catcher.  Links to the Class Text (Arthur and the Golden Rope) and Science (Electricity).
Music  Our Music curriculum is not linked across the curriculum as it often leads to fragmented musical learning.	<u>This Little Light of Mine</u> 1: Get to know the song 1. 2: Get to know the song 2. 3: Progression snapshot 1. Make a video recording of children singing. 4: Play bass notes and a rhythm ostinato with the backing track. 5: Improvise on the notes of the pentatonic scale using the voice and instruments. 6: Create an arrangement of This little light of mine. <u>The Pink Panther Theme</u> 1: Exploring 'The Pink Panther' theme and creating sound effects. 2: Composing new sound effect sequences for the Pink Panther. 3: Composing a short storyboard of events and the accompanying music. <u>Composing with Colour</u> 1: Listen to colour – sound becomes colour. 2: Rothko – colour becomes sound. 3: Kandinsky – shapes become music.	<u>Fanfare for the Common Man:</u> 1: Explore the features of Aaron Copland's Fanfare for the common man. 2: Improvise fanfare melodies based around three notes and repeated rhythms. 3: Compose a short fanfare piece for a special occasion using melody, rhythm, texture, and silence. <u>Spain:</u> 1: Dance and play the habanera. 2: Hot Spanish sunshine. 3: Spanish fiesta! <u>Global Pentatonics</u> 1: Listen to pentatonic melodies. 2: Improvise pentatonic melodies. 3: Compose and notate pentatonic melodies. <u>The Horse in Motion</u> 1: Hooves and rider – body percussion. 2: Hooves and rider – orchestrated. 3: Hooves and rider, and his thoughts.	<u>Band in a Box with 'Perri' teachers</u> 1-6: Lessons to follow Newcastle Music Service Band in a Box programme.  Delivered by 'Perri' at Newcastle Music Service. <u>Favourite Song (Classroom Percussion)</u> 1: Get to know the song – Learn Verse 1, learn the verse chords. 2: Get to know the song – Learn the Chorus, learn the Chorus chords. 3: Progression snapshot 2. Make a video recording of children singing. 4: Recap playing Verse 1 and the Chorus, and compare pieces of music. 5: Practice singing and playing the song. 6: Rehearse and perform.
Religious Education	<u>Are all religions equal?</u> 1: Respectful Religion and worldviews – How can we talk about religions and worldviews respectfully? 2: How are different religious worldviews connected? 3: Is there more than one way to understand God? 4: Why is religious harmony important? 5: How can people from different worldviews live in harmony?	<u>Just how important are our beliefs?</u> 1: What do promises mean? 2: What promises do we make? 3: Can we see the importance of someone's beliefs on the outside? 4: How else might some people show their commitment? 5: What else might people give up for their beliefs?	<u>Why is the bible the bestselling book of all time?</u> 1: How did the Christian Bible come to be? 2: How did the Christian Bible come to be? 3: How did the Bible become a bestseller? 4: How can the Bible mean different things to different people? 5: Where might we find the Bible? 6: How is the Bible relevant for some people today?

	6: How and why should we celebrate religious equality? 6: Unit Checkout – Knowledge Catcher. Are all religions equal? <u>What makes some texts sacred?</u> 1: How do people communicate beliefs without words? 2: What can we find out about scripture? 3: What does it mean if scripture was revealed or remembered? 4: Why do some worldviews have more than one book of scripture? 5: How do some people demonstrate the value of scripture? 6: How do sacred texts play a part in some people's lives? 6: Unit Checkout – Knowledge Catcher. What makes some texts sacred?	6: What might someone sacrifice? 6: Unit Checkout – Knowledge Catcher. Are all religions equal? <u>Who was Jesus really?</u> 1: Who was Jesus? 2: Why did some people believe Jesus was the Messiah? 3: What did Jesus do? 4: Why does Jesus have so many names? 5: How did Jesus inspire people? 6: What happened when Jesus died? 6: Unit Checkout – Knowledge Catcher. Who was Jesus really?	6: Unit Checkout – Knowledge Catcher. Why is the bible the bestselling book of all time? <u>Does the language of scripture matter?</u> 1: What came before written scripture? 2: How has Biblical Hebrew evolved? 3: Is all Arabic the same? 4: Should prayers be said in their 'original' languages? 5: How important are translations of religious scripture? 6: Why does some religious scripture contain artwork? 6: Unit Checkout – Knowledge Catcher. Does the language of scripture matter?
Physical Education	<u>Autumn 1 – Invasion Games: Handball and Hockey</u> Invasion Games - Handball 1: To protect the ball from our opponent after catching it. 2: Basic overarm shooting technique. 3: To build an attack in a team using a 3-man weave. 4: To perform turns on the move to get back and defend. 5: To perform a 7-metre throw with power and accuracy. 6: To use a throw-off to restart a game. Invasion Games - Hockey 1: To perform a push pass with accuracy. 2: To perform a straight dribble to maintain possession. 3: To use reverse-stick to control a ball on the far side of our body. 4: To use a slap pass to send the ball over longer distances. 5: To turn to keep the ball under control and move into space. 6: To develop new skills in competitive situations and look to improve.  Year 3 and 4 Invasion Games Competition. <u>Autumn 2 – Gymnastics and Net and Wall Games: Badminton</u> Gymnastics – Unit 1:	<u>Spring 1 – Gymnastics and Striking and Fielding: Cricket</u> Gymnastics – Unit 2: 1: To perform a weighted bunny hop showing control and balance. 2: An arabesque balance and over-the-shoulder roll. 3: To identify and engage core muscles for stability. 4: To smoothly transition from a front support to side support. 5: To perform a shoulder stand with control. 6: To combine all elements of this unit, showing smooth transitions. Striking and Fielding – Cricket: 1: To hit the ball in different directions. 2: To anticipate when to run to score singles. 3: To intercept a moving ball with one hand. 4: To bowl overarm. 5: The pull shot and attempting it in a game. 6: To field a bouncing ball effectively.  Delivered alongside Chance to Shine. <u>Spring 2 – Dance and Target Games: Dodgeball</u>	<u>Summer 1 – Striking and Fielding: Rounders and Swimming</u> Striking and Fielding - Rounders: 1: To hit the ball in different directions. 2: To run between the posts and avoid getting stumped out. 3: To intercept the ball using one hand. 4: To underarm bowl, aiding by the rules of bowling. 5: To play the role of backstop in a small game. 6: To use the rounders scoring system and how to use it in a game.  KS2 Rounders Festival. Swimming: 1-6: Lessons will follow Swim England's Learn to Swim Framework, Stages 1 to 7.  Providers from Elswick Swimming Pool. <u>Summer 2 – Athletics and Outdoor Adventurous Activities (OAA)</u> Athletics: 1: To challenge ourselves in running, jumping and throwing tasks 2: To accelerate over short distances. 3: To run and jump using one-footed take-off.

	1: To perform a 6-element sequence that uses changes in speed and direction. 2: To use the STEP principle to create and perform a partner sequence. 3: To take weight on our hands, showing control. 4: To develop a sequence using compositional ideas e.g. pathways. 5: To co-operate as a group to refine a short sequence. 6: To compare and judge sequences.  Record and evaluate performances using the ipads. Net and Wall Games - Badminton: 1: To use an underarm forehand shot. 2: To hit an overarm clear shot. 3: To hit a backhand shot with control and accuracy. 4: To use 'trick' shots and interesting ways to hit a shuttle. 5: To work collaboratively to score points in different scenarios. 6: To use forehand and backhand shots in a singles game.  Delivered alongside NEPSSS.	Dance – Unit 1: 1: To create a secret agent solo dance. 2: To remember, perform and master an agent phrase. 3: To develop a trio dance using relationship variations. 4: To create a combat trio. 5: To use gestures to create a secret mission ending. 6: To perform a secret agent dance with control, precision and skill.  Performed to Year 3.  Delivered alongside NEPSSS. Target Games - Dodgeball: 1: To choose the best release position when throwing. 2: To use a tunnel catch. 3: To dodge by ducking and jumping. 4: To block the ball for a teammate. 5: To develop the tactic of team throws. 6: To use our skills and tactics in a dodgeball game, including the return line.  Year 4 Dodgeball Competition.	4: To use a sling action to throw a discus. 5: To run on a curve and exchange a baton in our team 6: To apply the skills we have developed in a competitive way.  Sports Day. Outdoor Adventurous Activities (OAA): 1: To work collaboratively to complete a task. 2: To work collaboratively to create shapes while blindfolded. 3: To name and recognise the cardinal points of a compass. 4: To complete an orienteering task under time pressure. 5: To work with a partner to use a map to follow a course. 6: To recognise and recall common map symbols from a key.  Orienteering trip for all (linked to Geography).  Throughout the year, different groups of children will take part in West End Trust and School Games competitions.  Additional Swimming in Summer 2 for a Target Group.
British Sign Language  Our BSL curriculum is under development to meet the needs of our HIARP context.	<u>Weather</u> 1: To know the days of the week. 2: To know the months of the year. 3: To know the seasons. 4: To talk about the weather.  Links to Geography. <u>Jobs</u> 1: To talk about jobs. 2: To talk about jobs. 3: To talk about job locations. 4: To talk about job skills. 5: To talk about my dream job.  Links to PSHE.	<u>Talk about our Home Town</u> 1: Talk about Newcastle. 2: Talk about Newcastle. 3: To talk about buildings around town. 4: Talk about the buildings around near your home. 5: Say what you like about Newcastle.  Links to Geography. <u>Describe your House</u> 1: To talk about your house. 2: Describe the outside of a house. 3: To talk about a Living room. 4: To talk about a Bedroom. 5: To talk about a Kitchen 6: To talk about a Bathroom.	<u>Assessment</u> 1: Assessment preparation – Describe your dream home. 2-4: Assessment 5: Study of Goya a Deaf Artist.  Deaf Awareness Week. <u>Describe a journey</u> 1: To talk about a journey (Transport) 2: To talk about a journey (Transport) 3: Talk about time in relation to journeys 4: Describe a journey to school 5: Describe a trip using more than one mode of transport