Broadwood Primary School
Year 4
Yearly Overview

	Autumn Term	*Spring Term*	*Summer Term*
English (Texts)	**Varjak Paw by F.S. Said** Mystery Stories Playscripts Narrative Poems Recount – News Report Non-Chronological Report	**The Wild Robot by Peter Brown** Legends Instructions Explanation Texts	**How to train your dragon by Cressida Cowell** Stories with Issues Stories from other cultures Free verse figurative Discussion texts Information text
Science Knowledge and Skills	***States of Matter*** 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 (°C) Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation **Classifying Living things and their habitats** Know different ways to classify animals Group animals dependent on their characteristics Describe the habitats of different animals **Skills** Ask relevant questions Make systematic and careful observations Gather, record, classify and present data in a variety of ways to help in answering questions Set up simple practical comparative and fair tests Record data and results of increasing complexity	**Electricity** Identify common appliances that run on electricity Construct a simple series electrical circuit, identifying and naming its basic parts Identify whether a lamp will light in a simple series circuit Know a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple circuit Know common conductors and insulators **Sound** Know how sounds are made Know how vibrations from sounds travel Find patterns between the pitch of a sound and features of the object that produced it Find patterns between the volume of a sound and the strength of the vibrations that produced it Recognise how sounds get fainter **Skills** Ask relevant questions and answer questions Set up simple practical enquiries and report on findings Identify differences, similarities or changes related to simple scientific ideas and processes Use straightforward scientific evidence	**Living things and their habitats – Conservation** Recognise that environments can change and that this can sometimes pose dangers to living things. Explore air pollution and water pollution and its effect on the environment **Animals including humans** Describe the simple functions of the basic parts of the digestive system in humans Identify the different types of teeth in humans and their simple functions Construct and interpret a variety of food chains, identifying producers, predators and prey **Skills** Make systematic and careful observations Use results to draw simple conclusions Set up simple practical enquiries, comparative and fair tests Gather, record, classify and present data in a variety of ways to help in answering questions Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables

History	**The Roman Empire and its impact on Britain** Why on earth did the Romans leave sunny Italy to invade this cold island on the edge of the empire? Did Claudius invade for the same reasons as Caesar? Why did Boudica stand up to the Romans and what image do we have of her today? How were the Romans able to keep control over such a vast empire? Roman way of life contrast with the Celtic lifestyle they found when they arrived and how do we know? How can we solve the mystery of why this great empire came to an end? How much of our lives today can possibly be influenced by the Romans who lived here 2,000 years ago?	**Anglo Saxons.** Why did the Anglo-Saxons invade and how can we possibly know where they settled? What does the mystery of the empty grave tell us about Saxon Britain? How did people's lives change when Christianity came to Britain and how can we be sure? How were the Saxons able the see off the Viking threat? Just how great was King Alfred, really? Just how effective was Saxon justice? So how dark were the dark Ages, really?	**Vikings** What image do we have of the Vikings? Why have the Vikings gained such a bad reputation? How did the Vikings try to take over the country and how close did they get? How have recent excavations changed our view of the Vikings? (Focus on Jorvik) What can we learn about Viking settlement from a study of place name endings? Raiders or settlers: how should we remember the Vikings?
Geography	**Migration** 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?	**Water and Weather** 1: Where is Earth's water? 2: Why does it rain? 3: Why do we have seasons? 4: What is the weather forecast? 5: Why is the weather in the UK unpredictable?	**Natural Resources** 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?
ICT Knowledge and Skills	**Computing Systems and networks – The Internet.** Understand computer networks including the internet; how they can provide multiple services, such as the World Wide Web, and the opportunities they offer for communication and collaboration Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact Use an appropriate tool to share their work and collaborate online. Confidently explore new media to extend what they can achieve.	**Creating Media –** Use search technologies effectively Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact Change the appearance of text to increase its effectiveness Create, modify and present documents for a particular purpose Use a keyboard confidently and make use of a spell checker to write and review their work.	**Programming – Repetition in shapes** Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts Use sequence, selection, and repetition in programs; work with variables and various forms of input and output Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information **Programming – Repetition in Games – scratch Link to History** Consolidate learning objectives above Understands what a repetition is

	Data and Information – Work with various forms of input Organise data in different ways Collect data to help them to answer a question Collect data and identify where it could be inaccurate Add to a database Choose the best way to present data to their peers Talk about the different ways data can be organised Search a ready-made database to answer questions **E-Safety - *Be internet Legends Link to PSHE*** Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour Identify a range of ways to report concerns about content and contact.	**Creating Media – Audio – Audacity** Consolidate learning objectives above Use photos, video and sound to create an atmosphere when presenting to different audiences Give constructive feedback to help peers improve and refine their own work. **Digital Wellbeing** Positive and Negative effects of screen time Mental and physical effects of screen habits	Read, design and write a loop using repetition Plan and run a program of simple commands incorporating repetition Read, design, write and debug a program using repetition to control a simple circuit Experiment and debug a program using repetition to improve on a simple electronic circuit Experiment with another's code to improve a program incorporating repetition Use decomposition to break down a task into smaller, more-manageable parts
PSHE Knowledge and Skills	**Me and My Relationships** An email from Harold *(Explain how different words can express the intensity of feelings)* Ok or not ok? *(Describe some of the qualities that they admire in other)* Ok or not ok? *(Recognise that there are times when they might need to say 'no' to a friend)* Human machines *(Demonstrate strategies for working on a collaborative task)* Different feelings *(Identify a wide range of feelings)* When feelings change *(Demonstrate a range of feelings through their facial expressions and body language)* Under pressure *(Give examples of strategies to respond to being bullied, including what people can do and say)* **Valuing Difference** Can you sort it? *(Define the terms 'negotiation' and 'compromise')* Islands *(Understand that they have the right to protect their personal body space)* Friend or acquaintance? *(Recognise that they have different types of relationships with people they know)* What would I do? *(List some of the ways that people are different to each other (including differences of race, gender, religion)* The people we share our world with *(List some of the ways*	**Keeping Myself Safe** Danger, risk or hazard? *(Define the terms 'danger', 'risk' and 'hazard' and explain the difference)* Picture Wise *(Identify images that are safe/unsafe to share online)* How dare you! *(Define what is meant by the word 'dare')* Medicines: check the label *(Understand that medicines are drugs)* Know the norms *(Understand some of the key risks and effects of smoking and drinking alcohol)* Keeping ourselves safe *(Describe stages of identifying and managing risk)* Raisin Challenge *(Understand that we can be influenced both positively and negatively)* **Rights and Responsibilities** Who helps us stay healthy and safe? *(Explain how different people in the school community help them stay healthy and safe)* It's your right *(Understand that humans have rights and also responsibilities)* How do we make a difference? *(Understand the reason we have rules)* In the news! *(Recognise that reports in the media can influence the way they think about a topic)* Safety in numbers *(Explain the role of the bystander and*	**Being my Best** What makes me ME! *(Identify ways in which everyone is unique)* Making choices *(Give examples of choices they make for themselves and choices others make for them)* SCARF Hotel *(Understand that the body gets energy from food, water and oxygen and that exercise and sleep are important to our health)* Harold's Seven Rs *(Understand the ways in which they can contribute to the care of the environment)* My school community (1) (Define what is meant by the word 'community') Basic First aid **Growing and Changing** Moving house *(Describe some of the changes that happen to people during their lives)* My feelings are all over the place! *(Name some positive and negative feelings)* All change! *(Identify parts of the body that males and females have in common and those that are different)* Preparing for changes at puberty *(Know the key facts of the menstrual cycle)* Secret or surprise? *(Define the terms 'secret' and 'surprise' and know the difference between a safe and an unsafe secret)*

		in which people are different to each other) That is such a stereotype! *(Understand and identify stereotypes, including those promoted in the media)*	*how it can influence bullying or other anti-social behaviour)* Logo quiz *(Understand some of the ways that various national and international environmental organisations work to help take care of the environment)* Harold's expenses *(Define the terms 'income' and 'expenditure')* Why pay taxes? *(Explain what is meant by the terms 'income tax', 'National Insurance' and 'VAT')*	Together *(Understand that marriage is a commitment to be entered into freely and not against someone's will)*
Art Knowledge and Skills	**Light and shadow -** **Perspective - Lowry** 3D word or Name Use very simple perspective Consider composition – back-, mid-, and foreground Use drawing pencils & chalk to create contrasting effects of line, texture & tone Shade and enhance light Select different techniques for different purposes: shading, hatching, etc . **Fabric Printing** – William Morris Relief technique – canvas bag as a gift Experience using the colour wheel Mix colours to a theme (e.g., Diwali, Christmas) Create a design using warm or cold colours & curved or straight lines Create a relief printing block by carving into safe-ply, using tools safely			**Sculpture- Environment Art** (using clay and recyclable materials) Use digital images as a starting point for creative work in different areas of art Make symmetrical shapes by drawing & cutting paper. Explore qualities of materials & use them effectively. Create small scale collage from observational drawing. Create a clay sculpture from observational drawing, blending attached pieces for strength
Design and Technology Knowledge and Skills			**Little Chef Project** Communicate their ideas through discussion, Select from and use a wider range of tools and equipment to perform practical tasks Evaluate their ideas and products against their own design criteria **Project using electricity** (investigate, design and evaluate) Understand how key events and individuals in design and technology have helped shape the world Understand and use electrical systems in their products [for example, series circuits incorporating switches,	
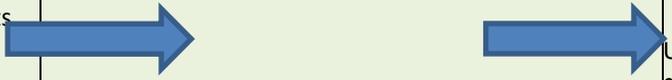
		bulbs, buzzers and motors] Link to Science	
Music Knowledge and Skills	**Interesting Time Signatures** How does Music Bring us together? In this unit, we ask 'How Does Music Bring Us Together?' as an entry point for the broad Social Theme of 'Music Is a Peacebuilder and Friendmaker'. Aside from peace and friendship, this theme is relevant to learning topics such as kindness, responsibility, charity and diplomacy. **Combining elements to make music** How does music connect us to our past? In this unit, we ask 'How Does Music Connect Us with Our Past?' as an entry point for the broad Social Theme of 'Music Is a Storyteller and Time Traveller'. Aside from considering how music relates to history, stories, our past (and our future!), this theme is relevant to learning topics such as cultural identity, changing ideas and inventions over time, creativity, film, TV and communication.	**Developing Pulse and Groove through improvisation** How does Music Improve our world? In this unit, we ask 'How Does Music Improve Our World?' as an entry point for the broad Social Theme of 'Music Is a Changemaker'. Aside from social justice and political issues, this is relevant to learning topics such as psychology, feelings and emotions . **Creating Simple Melodies Together** How does Music Teach us about our Community? In this unit, we ask 'How Does Music Teach Us About Our Community?' as an entry point for the broad Social Theme of 'Music Is a Builder of Community and Guardian of Cultural Identity'. Aside from culture and identity, this is relevant to learning topics such as community, nationality, where we come from, team building and sport.	**Connecting notes and feelings?** How does Music shape our way of life? In this unit, we ask 'How Does Music Shape Our Way of Life?' as an entry point for the broad Social Theme of 'Music Is a Friend, Guide and Support'. This is relevant to learning topics such as identity, motivation, sports, courage, comfort, feelings, psychology, values, loneliness, friendship **Purpose Identity and expression in Music** How does Music connect us with the environment? In this unit, we ask 'How Does Music Connect Us with the Environment?' as an entry point for the broad Social Theme of 'Music Is a Nature Lover and Guardian of the Earth'. This is relevant to learning topics such as nature, environment, animals, geography, biology, art, outdoor education, the Forest School, climate change and environmental justice.
Religious Education Knowledge and Skills	**Religions in the Local Community Unit 5** Know there are many religious traditions in Britain, some of which are represented in the school's local community Identify the different religious traditions in their local community Write about religious beliefs and practices associated with local places of worship Compare and contrast key features of religious traditions in their local area	**The Meaning of Signs & Symbols in Religion Unit 6** Know that symbols and symbolism are important to religious people as a means of understanding, meaning and beliefs **God** – God as mysterious symbolism **The Bible** – How to find stories, signs and symbols Symbolism at Christmas Identify some key religious symbols and some symbolic actions in a religious context Talk about some of the beliefs or ideas which underlie them Discuss the possible meanings of some examples of symbolic language, e.g. words or phrases used by believers to describe God	**Hinduism: God and Worship in the Home** Know Hindus believe that God takes many forms and it is important to show devotion to God through worship **Concept Progression: Easter** – where the story comes in the setting of the Bible and God's plan Know the names of some manifestations of God in Hinduism and some of the terms associated with Hindu worship Explain what worship is, using some technical terms accurately; describe ways in which Hindus worship and suggest why worship is important to them Identify some of the artefacts used in Hindu worship **Hinduism: Beliefs and Practice (LKS2 Unit 8)** Know festivals and celebrations are important events for expressing beliefs through worship for religious believers **Concept Progression: Self** – Look at what others believe Know why Divali is important to Hindus Know that some features of Hindu beliefs and practices are revealed in the festival Give an account of the Rama and Sita story Explain the meaning of symbols associated with Divali

Physical Education Knowledge and Skills	Gymnastics- Partner work- Pushing and Pulling	Swimming	Outdoor Adventure Activities
	Balance on different points Match a partner's moves in synchrony Compose a sequence with a partner, including matching and contrasts Perform elements of the sequence Match partners asymmetrical balances Work with contrasting dynamics to my partner Work in a group Perform in unison **Invasion Games Skills** Dodge, be aware of environment and others Get in good positions to receive a ball Shield ball from an opponent Turn in different ways whilst in possession Dribble with control using hands and feet Deceive opponents by feinting/dummying/giving the eyes Close a space, wait for opponent to lose control Force opponent onto weaker side Communicate with team players	Water confidence Entering a pool safely Floating Develop Swimming techniques **Dance** Demonstrate some agility, balance, coordination and precision Creatively change static actions into travelling movements Show different levels and pathways when traveling Communicate effectively with a partner/group, improving ideas Evaluate their own and others work **Athletics** Use correct technique to start a sprint race Develop coordination to improve speed Hurdle efficiently and consistently Sprint between hurdles Jump consistently off the same foot Scissor kick Throw overarm accurately Throw overarm with power and distance Run a relay as part of a team Challenge themselves to beat performances	Work as part of a team, showing enthusiasm, determination and resilience Work together in small groups to solve problems Work under pressure Negotiate with group Plan a route map Follow the rules Identify areas of the school grounds using a map Run and think simultaneously to compete in a competition Take photographs of interesting places around the school site **Tri Golf** Grip a golf club appropriately Adopt a stance to strike a ball Putt a ball towards a target, with some accuracy and reasonable weight of shot Strike the ball through the air with an iron, with increasing accuracy Set up to play an iron shot Chip the ball over short distances and over hazards Develop techniques in both iron and putting play
Modern Foreign Languages Knowledge and Skills	**Months, Dates, Christmas & Birthdays**	**Shapes, Prepositions, Body & Face**	**Family**
	Revise key language for basic greetings Revise and know numbers 1-31 and days of the week Know months of the year and seasons Ask and answer 'What date is it today?' Know how to ask for and say your birthday Sing Happy Birthday in Spanish Use language of days, dates, and celebrations to make a birthday party invitation Know about a typical celebratory custom from Mexico To know new Christmas vocabulary Develop confidence and memory by retelling a story Write individual words from memory To perform and record their group café dialogues **Speaking** Give a simple opinion in spoken form with natural fluency and quick recall. **Listening**	Know words for key shapes Combine colour and other adjectives with shapes Know how to describe where things are in a picture Use language to describe and create pictures Know the nouns for parts of the face and body Combine adjectives and nouns to describe faces Design and describe a monster picture **Speaking** Continue to explore, understand and mimic the patterns of sound and language by repeating and possibly learning / recalling from memory songs and raps Pronounce and recite the short poems and rhymes **Listening** Understand much more of what they hear and not only use previous knowledge of a story in English to decode meaning in the foreign language **Reading**	Know nouns for family members Use the alphabet to spell names To ask and answer 'Do you have?' 'What is s/ he called?' and 'How do you spell that?' Know adjectives for describing hair & eyes Use language for describing hair & eyes Use language to describe his/her hair and eyes Listen and follow a story **Speaking** Ask and answer questions in full sentences Describe people, places, things and actions orally (to a range of audiences) **Listening** Listen attentively and show understanding by joining in and responding Link the spelling, sound and meaning of words **Reading**: Read and show understanding of words, phrases and simple

	Appreciate familiar stories and songs **Reading** Improve and develop reading skills further by tackling and understanding longer passages of written text **Writing** Use a dictionary to check spelling and meaning of new language to be used in their written tasks Create written sentences using 1st & possibly 3rd person singular form and 1st & possibly 3rd person plural form incorporating common verbs. **Grammar** To know how to use conjunctions / connectives, improving sentence structure and length by learning to use simple conjunctions like "and" and "but"	Improve and develop reading skills further by tackling and understanding longer passages of written text us To be exposed to a wider range of language and more challenging reading exercises. **Writing** Write a short text or email ensuring grammatical accuracy in the foreign language applying their knowledge of correct word order Write about themselves in more detail using full sentences. To know how to write positive and negative statements. **Grammar** To understand better the use of the positive and negative form.	texts Appreciate stories, songs, poems and rhymes in the language Read aloud with accurate pronunciation **Writing**: Write words and phrases from memory Describe people, places, things and actions in writing **Grammar**: Gender of nouns - definite and indefinite articles Singular and plural forms of nouns Adjectives (place and agreement) Conjugation of key verbs (and making verbs negative)