

# Year 4 overview



|                                 | Term 1                                                                                                                                                                                                                                                                                       | Term 2                                                                                                                                                                            | Term 3                                                                                                                                                                                                                                                                                                                                                                               | Term 4                                                                                                               | Term 5                                                                                                                                                                                                                                                                                                                                                                                                   | Term 6                                                                                                                                                                                                                                                                                                                                     |
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| Enquiry                         | What are the achievements of the Ancient Egyptians?                                                                                                                                                                                                                                          |                                                                                                                                                                                   | How do we know the Roman empire was here?                                                                                                                                                                                                                                                                                                                                            |                                                                                                                      | Where in the world do they speak Spanish?                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                            |
| Special events, trips, visitors | -Black History Month                                                                                                                                                                                                                                                                         | -Bristol Museum trip<br>-Christmas Carol concert<br>-Anti Bullying week<br>-UKES Bristol music Beacon<br>-Swimming                                                                | -Image Theatre Performance<br>-Internet Safety Day                                                                                                                                                                                                                                                                                                                                   | -PANTS (PSHE)<br>-World Book Day<br>-Science week<br>-Steel pans (Bristol Plays Music)<br>-Caerleon Roman Town visit | -Hindu Visitor<br>-Barton Hall Residential Visit, Torquay                                                                                                                                                                                                                                                                                                                                                | -Dentist visit<br>-Sports Week                                                                                                                                                                                                                                                                                                             |
| Science (Rising Stars)          | Children will encounter how sounds are made on a variety of instruments and how they can be changed in volume, pitch and over distance. They will explore making sounds on a range of objects that aren't instruments, in order to investigate how sounds are created to make music.         | Children revisit some uses of electricity and the importance of safety before constructing simple circuits, and understanding how to change a circuit by changing its components. | Children will compare and group materials together, according to whether they are solids, liquids or gases. They will observe that some materials change state when heated or cooled, and they will identify the part played by evaporation and condensation in the water cycle.                                                                                                     |                                                                                                                      | To recognise that living things can be grouped in a variety of ways. They explore and use keys to identify and name a variety of living things. Finally, they look at how changes to habitats can pose dangers to living things.                                                                                                                                                                         | Children learn about digestion and different types of teeth, before moving on to explore deadly predators and their prey, in their exploration of food chains. They work scientifically throughout, using enquiry, practical experiments and hands-on research to answer questions and investigate how we eat, why we eat and what we eat. |
| Geography                       |                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                      | An investigation into all the countries in the world that have Spanish as their first language. Children will begin by looking at Spain, comparing the human and physical geography to the UK. They will focus on a particular area (ie. Barcelona) for a more in-depth study. From there, they will investigate other Spanish speaking countries of the world, comparing them to both the UK and Spain. |                                                                                                                                                                                                                                                                                                                                            |
| History                         | Children will study the achievements made in Ancient Egypt including: its multicultural society, agricultural systems, invention of a calendar, monumental architecture and art such as the Pyramids and Sphinx at Giza, Hieroglyphic writing, invention of papyrus and the status of women. |                                                                                                                                                                                   | During this enquiry children will learn about the 'Romanisation' of Britain: sites such as Caerleon and Bath. They study the impact of technology, culture and beliefs, including early Christianity. Children will explore the British Roman Empire, and how it has impacted on modern day Britain: e.g. government, law, language, architecture, Latin, engineering, and religion. |                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                            |

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| R.E                               | What does it mean to be a Hindu in Britain today?                                                                                                                                                                                               | What can we learn from religions about deciding what is right and wrong?                                                                                                                                                                                              |                                                                                                                                                                                                                            | Why is Jesus inspiring to some people?                                                                                                                                                                                | Why are festivals important to religious communities?                                                                                                                       | Why do some people think that life is like a journey and what significant experiences mark this?                                                                                        |
| Art                               | Mixed media-African tie-dye techniques. Create an ancient Egyptian inspired tie-dye t-shirt.                                                                                                                                                    |                                                                                                                                                                                                                                                                       | Drawing-Study and sketch Roman artefacts using a range of media.                                                                                                                                                           | Painting-Study the work of Pablo Picasso. Focus and study Guernica, discussing the concept of cubism. Create paintings in the style of Picasso's work.                                                                |                                                                                                                                                                             |                                                                                                                                                                                         |
| D.T                               | Design and make: a bird box/bird feeder                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                       | Design and make: a Roman catapult                                                                                                                                                                                          |                                                                                                                                                                                                                       | Design and make: a Spanish dish                                                                                                                                             |                                                                                                                                                                                         |
| Computing (Switched on Computing) | We are Musicians<br><i>Creating a piece of music in Garageband</i>                                                                                                                                                                              | We are Meteorologists<br><i>Recording and presenting the weather</i>                                                                                                                                                                                                  | We are artists<br><i>Fusing geometry and art</i>                                                                                                                                                                           | We are bloggers<br><i>Sharing experiences and opinions</i>                                                                                                                                                            | We are Software Developers<br><i>Developing a simple educational game</i>                                                                                                   | We are makers<br><i>Coding for Micro:bit</i>                                                                                                                                            |
| Music                             | Musical Structures                                                                                                                                                                                                                              | Exploring Feelings When You Play                                                                                                                                                                                                                                      | Compose With Your Friends                                                                                                                                                                                                  | Feelings Through Music                                                                                                                                                                                                | Expression and Improvisation                                                                                                                                                | The Show Must Go On                                                                                                                                                                     |
| PSHE (Jigsaw)                     | Being me in my world<br><i>Being part of a class team<br/>Being a school citizen Rights, responsibilities and democracy (school council)<br/>Rewards and consequences<br/>Group decision-making<br/>Having a voice What motivates behaviour</i> | Celebrating difference<br><i>Challenging assumptions<br/>Judging by appearance<br/>Accepting self and others<br/>Understanding influences<br/>Understanding bullying<br/>Problem-solving<br/>Identifying how special and unique everyone is<br/>First impressions</i> | Dreams and goals<br><i>Hopes and dreams<br/>Overcoming disappointment<br/>Creating new realistic dreams<br/>Achieving goals<br/>Working in a group<br/>Celebrating contributions<br/>Resilience<br/>Positive attitudes</i> | Healthy me<br><i>Healthier friendships<br/>Peer influences<br/>Railway safety<br/>Staying safe with friends<br/>Smoking<br/>Alcohol and vaping<br/>Assertiveness<br/>Peer pressure<br/>Celebrating inner strength</i> | Relationships<br><i>Jealousy<br/>Love and loss<br/>Memories of loved ones<br/>Falling out<br/>Girlfriends and Boyfriends<br/>Showing appreciation to people and animals</i> | Changing me<br><i>Being unique<br/>Girls and puberty<br/>Being part of a family<br/>Confidence in change<br/>Accepting change<br/>Preparing for transition<br/>Environmental change</i> |
| P. E                              | Personal Skills<br>Coordination<br>Floor Movement Patterns                                                                                                                                                                                      | Social Skills<br>Dynamic Balance<br>Agility                                                                                                                                                                                                                           | Cognitive Skills<br>Dynamic Balance to Agility<br>Coordination                                                                                                                                                             | Creative Skills<br>Coordination with equipment<br>Counter balance                                                                                                                                                     | Physical Skills<br>Coordination with equipment<br>Agility reaction/response                                                                                                 | Health and Fitness<br>Agility – Ball chasing skills<br>Static Balance – Small base                                                                                                      |