

Year 4 Topic Overview

Topic/Theme	Europe/Who were the Ancient Greeks?	Anglo-Saxons	Ravishing Rivers
Term	Autumn	Spring	Summer
Hook	Europe hook - pizza making. Greeks hook activities: e.g. Greek pottery	Anglo-Saxon hook activities: Weaving and Ancient Runes code breaking	Rivers day
Key Literature	Mark of the Cyclops by Saviour Pirotta Who Let the Gods Out by Maz Evans	Beowulf by Rob Lloyd Jones The Last Bear by Hannah Gold	Varjack Paw by S.F Said Loki: A Bad God's Guide to Being Good by Louie Stowell
First-hand experiences	Greek hook day	Fitzwilliam Museum trip British Science Week	River visit/fieldwork. Trip to the Museum of Archaeology and Anthropology
English Reading	Read a wide range of books including myths and re-tell these orally. Discuss words and phrases that capture the reader's interest and imagination. Ask questions to improve our understanding of a text. Retrieve and record information from non-fiction texts. Retrieve and record information from non-fiction over a wide range of subjects.	Fiction stories - identify how language, structure and presentation contribute to meaning. Recognise some different forms of poetry - eg free verse, narrative poetry. Newspaper reports Information texts linked to other areas of the curriculum- retrieving information. Poetry- learning poetry and performing it to an audience. Identify main ideas drawn from more than one paragraph and summarise these.	Explanation texts based on the Vikings. Exploring vocabulary and using context to deduce meaning. Fiction - exploring themes and making comparisons across texts. Exploring language and how characters are portrayed differently across texts. Retrieving info from non-fiction texts linked to the topic of Rivers. Poetry- learning poetry and performing it to an audience.

	Predict what might happen from details stated and implied.		
English Writing	<p>Portal Stories: Using a portal story called 'Land of the Roar' to write their own Portal stories. The unit will focus on using description to create an image in the readers' mind.</p> <p>Instructions (based on European recipes) with a focus on using imperative verbs and subordinating conjunctions to add extra information.</p> <p>Myths and legends: Write own myths using inspiration from the Greek Myths studied across the curriculum. The unit will focus on a range of techniques to create characterisation.</p> <p>Non-Chronological Reports – Using technical vocabulary and research to write information texts about mythical creatures (e.g. dragons).</p>	<p>Persuasive Leaflets - writing leaflets using emotive language to persuade people to visit a historical site (model text = "West Stow Anglo Saxon Village").</p> <p>Warning Stories - The Caravan. Using a range of techniques, such as varied sentence lengths, to create suspense.</p> <p>Newspaper Report - Looking at a report about a Dragon on a Rampage.</p> <p>Children then research about the Anglo Saxon Trumpington Cross and innovate to write new newspaper reports on this.</p> <p>Journey Story – Based on the story 'Zaira and the Hidden Treasure'. Children will focus on creating intriguing openings and endings for their reader.</p>	<p>Information Texts based on the term's topic of Rivers. The focus is on using subordinating conjunctions to extend sentences and add extra information.</p> <p>Journey Stories based on an adaptation of the story Arthur and the Golden Rope. This unit focuses on using a range of devices, including dialogue, for characterisation.</p> <p>Diary Entries initially looking at extracts from the story 'Diary of a Killer Cat.'</p> <p>Explanation Texts linking to their Science topic, children write about the Water Cycle using the initial stimulus of the Life Cycle of Flowering Plants. The unit focuses on simple sentences with technical vocabulary to explain a process clearly and logically.</p>
English speaking and listening	<p>Sharing homework tasks and presentations</p> <p>Performing poems as part of Reading lessons.</p>	<p>Sharing homework tasks and presentations</p> <p>Opportunities to perform and speak within Year 4 presentation of learning assembly to parents.</p>	<p>Sharing homework tasks and presentations</p> <p>Performing poems as part of Reading lessons.</p> <p>Sharing stories with peers written in English lessons.</p>
Maths	<p>Number and place value Count in multiples of 6, 7, 9, 25 and 1000. Find 1000 more or less than a given number. Count backwards through 0 to include negative numbers. Recognise the place value of digits in 4-digit numbers (thousands, hundreds, tens and units).</p>	<p>Multiplication and Division Unit continued from Autumn 1, Focusing upon multiplying two-digit and three-digit numbers by a one-digit number. Multiply 2-digit and 3-digit numbers by a 1-digit number using a formal written method.</p>	<p>Geometry Plot positions on a 2-D grid using coordinates. Describe movements between positions as translations of a given unit to the left/right and up/down. Plot points given and draw sides to complete a given polygon.</p>

	<p>Order and compare numbers beyond 1000.</p> <p>Round numbers to the nearest 10, 100 or 1000.</p> <p>Solve number and practical problems that involve large positive numbers.</p> <p>Read Roman numerals up to 100.</p> <p>Addition and Subtraction</p> <p>Add and subtract numbers with up to 4-digits using the formal column method.</p> <p>Use estimating and the inverse to check answers.</p> <p>Solve two-step addition and subtraction problems using different methods.</p> <p>Multiplication and Division</p> <p>Recall times tables facts up to 12 x 12.</p> <p>Use place value and number facts to multiply and divide mentally, including multiplying by 1 and 0; dividing by 1; and multiplying together 3 numbers.</p> <p>Use factor pairs in mental calculations.</p> <p>Measure: Area and Perimeter</p> <p>Measure and calculate the perimeter of a rectilinear figure in centimetres and metres.</p> <p>Find the area of rectilinear shapes by counting squares.</p>	<p>Solve problems involving multiplication and division.</p> <p>Fractions</p> <p>Recognise and show common equivalent fractions.</p> <p>Count up and down in hundredths and know that dividing an object by 100 creates hundredths as does dividing tenths by ten.</p> <p>Solve problems involving fractions to calculate quantities and fractions to divide quantities.</p> <p>Add and subtract fractions with the same denominator.</p> <p>Solve simple money and measure problems involving fractions.</p> <p>Find decimal equivalents using tenths and hundredths.</p> <p>Find and decimal equivalents of $\frac{1}{4}$, $\frac{1}{2}$ and $\frac{3}{4}$.</p> <p>Divide 1 and 2-digit numbers by 10 and 100.</p> <p>Round decimals to the nearest whole number.</p> <p>Compare numbers with the same number of decimal places (up to two decimal places).</p> <p>Solve simple money and measure problems involving decimals with up to two decimal places.</p> <p>Measurement</p> <p>Estimate, compare and calculate different measures, including money in pounds and pence.</p>	<p>Compare shapes, including quadrilaterals and triangles, based on their properties and sizes.</p> <p>Identify acute and obtuse angles and compare and order angles up to two right angles by size.</p> <p>Identify lines of symmetry in 2-D shapes.</p> <p>Recognise where angles are greater than two right angles and know the term straight angle.</p> <p>Measurement</p> <p>Convert different units of measurement e.g. I can convert km into m or hours into minutes.</p> <p>Read, write and compare time between analogue and digital 12-hour and 24-hour clocks.</p> <p>Solve problems where I need to convert units of time such as hours to minutes.</p> <p>Statistics</p> <p>Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs.</p> <p>Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.</p>
Science	<p>Humans:</p> <p>Identify the different types of teeth in humans and their simple functions.</p>	<p>Living Organisms:</p> <p>Recognise that living things can be grouped in a variety of ways.</p>	<p>States of Matter:</p> <p>Compare and group materials together, according to whether they are solids, liquids or gases.</p>

	<p>Describe the simple functions of the basic parts of the digestive system.</p> <p>Electricity: Identify common appliances that run on electricity Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers. 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. 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>Enquiry focuses: -Engaging with scientific and technological evidence in the form of research. -Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.</p>	<p>Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment. Construct and interpret a variety of food chains, identifying producers, predators and prey.</p> <p>Sound: Identify how sounds are made, associating some of them with vibrating. Find patterns between the pitch of a sound and features of the object that produced it. Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</p> <p>Enquiry focuses: -Making predictions. -Evaluate, ask questions and plan an enquiry. -Classifying data in a variety of ways to help in answering questions.</p>	<p>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 with temperature.</p> <p>Environmental Change Understand what is meant by environmental change. Understand the impact that environmental change is having on our planet. Understand what action can be taken to make a positive impact on environmental change.</p> <p>Enquiry focuses: -Setting up a fair test. -Interpreting and reporting on results from an investigation.</p>
Computing	<p>Systems and Networks: the Internet and global communication.</p> <p>Digital Literacy: Rings of Responsibility</p> <p>Creating Media: Audio</p> <p>Digital Literacy: Private and Personal Information</p>	<p>Programming: Repetition (using Logo)</p> <p>Digital Literacy: The Key to Keywords</p> <p>Creating Media: Images</p> <p>Digital Literacy: Power of Words</p>	<p>Computing in Real Life: Google Forms/introduction to Lego WeDo</p> <p>Digital Literacy: Whose is it anyway?</p> <p>Programming: Repetition (using Scratch)</p>
Art and Design	<p>Storytelling through drawing: Children will create sequenced imagery to share and tell stories. They</p>	<p>Still Life Drawing- Children will explore a range of artists who are well known for still life drawing. They will then develop their observational</p>	<p>Sculpture and Bird Nests – Explore formal drawing and sculpture skills like line, mark making, shape, form, balance and structure. They will have the</p>

	<p>will be introduced to illustrators and graphic novelists to take inspiration from.</p> <p>Exploring Patterns : Children will explore patterns and develop a range of technical skills and knowledge through drawing and collage.</p>	<p>drawing skills and complete a final project with the choice of using a range of media.</p>	<p>opportunity to work with a range of drawing materials throughout the unit.</p>
Design technology	<p>Food Technology: Children will make foods from around the world, such as Italian pizzas or Greek salads. They will learn how to prepare and cook dishes, understanding seasonality and where a variety of ingredients are grown.</p>	<p>Fourth Plinth- Children will explore how artists use the idea of 'plinth' to make work. They will make their own models to create sculptures of themselves on a plinth. They will present their work as a gallery.</p> <p>Anglo-Saxon weaving - using wool to create own weaved design.</p>	<p>Sculpture and Bird Nests – Children will focus on selecting suitable materials to work with and creating designs that are fit for purpose. They will build their own bird nests that fulfil their own design criteria.</p> <p>Festivals and Feasts – They will use Modroc and other modelling and construction materials to make a shared sculptural feast.</p>
History	<p>Ancient Greece: A study of Greek life and achievements and their influence on the Western World.</p> <p>Through this topic, children will explore the following enquiry questions:</p> <ul style="list-style-type: none"> -Where did the Ancient Greeks live? -What do artefacts tell us about life in Ancient Greece? -How did religion impact the lives of the Ancient Greeks? -What was a city-state, how were they ruled and were they all the same? -What do we know about the achievements of Alexander the Great? -How do our everyday lives compare to Ancient Greek ones? 	<p>Britain's settlement by Anglo-Saxons and Scots.</p> <p>Through this topic, children will explore the following enquiry questions:</p> <ul style="list-style-type: none"> -Where did the Anglo-Saxons come from and when did they arrive? -What evidence do we still have for Anglo-Saxon settlements in Britain? -What do artefacts tell us about life in Anglo-Saxon Britain? -What was life like in Anglo-Saxon Britain? -How did religion impact on the lives of Anglo-Saxons? -What evidence do we have for an Anglo-Saxon settlement in Trumpington? 	<p>The Viking</p> <p>Through this topic, children will explore the following enquiry questions:</p> <ul style="list-style-type: none"> -Who were the Vikings and where did they come from? -Who was more successful, the Vikings or the Anglo-Saxons? -What did the Vikings leave behind? -Why did the Battle of Hastings mark the end of the Anglo-Saxon and Viking era?

	-What were the Olympics like in Ancient Greece? How are they similar and different from today?		
Geography	<p>Understanding differences between people and countries - focus on the Mediterranean countries.</p> <p>Locate the world's countries, using maps to focus on Europe (including the location of Russia), concentrating on environmental regions, key physical and human characteristics, countries and major cities.</p> <p>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region in a European country.</p> <p>Learn about longitude and latitude.</p> <p>Consolidate use of world maps and 8-point compass directions.</p>	<p>Children will deepen their understanding of the geography of the United Kingdom. They will identify some key topographical features of the United Kingdom (hills, rivers, mountains, coasts).</p> <p>Connect geography learning to Saxon place names and consider why settlements were located where they were.</p> <p>Begin to use OS maps to identify contour lines and use ArcGIS maps to locate hills and mountains in the UK.</p>	<p>Describe and understand key aspects of physical geography, focused on rivers around the world.</p> <p>Name and explain some of the processes associated with rivers.</p> <p>Describe the water cycle in sequence, using appropriate vocabulary.</p> <p>Establish an understanding of the risks that rivers can pose to humans and how these can be mitigated.</p> <p>Visit a local river and conduct a range of tests and observations on the area.</p> <p>Report these findings in a simple geographical report, using scaffolds, using a range of organisational features.</p> <p>Map major rivers in the world and the UK.</p>

<p>Music</p>	<p>Listening – Exploring music from different cultures and historical periods.</p> <p>Singing- Expanding their repertoire with more complex songs. Introduction to harmony and singing in parts. Singing seasonal songs whilst practising vocal and conductor techniques. Introduction to harmony and choral sections.</p> <p>Composition- Compose music on tuned instruments that include written Ostinato. Practise conducting to peers and learning to read basic musical notation.</p> <p>Performance - Improvise using a variety of scales and understand key changes. Freely</p>	<p>Listening – Listening to popular genres (funk and disco), and responding with musical ideas/themes.</p> <p>Composition- Compose using graphic scores and symbols to represent music. Create group compositions based on a theme. Learn to play several parts to a piece of music and attempt to conduct by memorising sections.</p>	<p>Performing- Performing as an ensemble/band. Using tuned and non-tuned percussion, develop a repertoire from previous terms. Play the dedicated parts from stave and/or memory.</p> <p>Listening- Listening to more music genres and identifying genres from common themes.</p> <p>Singing- Develop a singing repertoire by introducing harmony.</p> <p>Improvisation- Improvise using acoustic instruments – use a pentatonic scale. Create rhythms that explore the indicative musical features. Develop rhythms with structure and accompaniment.</p>
<p>RE</p>	<p>What do people believe about the creation of the world?</p> <p>Creation stories according to: Christians, Muslims, Aborigines, Hindus, Chinese, Hopi and Indian</p>	<p>Islam Children to learn about Islam.</p> <p>What difference does belonging to a faith make to a family?</p> <p>Why is prayer important to Muslims?</p>	<p>Christianity - how and why are churches different? Places in Christianity Different buildings Features of a church People found within a church Christian events What are the special religious texts and what moral guidance to sacred texts provide?</p>
<p>PSHE</p>	<p>Rights, Rules and Responsibilities</p> <p>My Emotions</p> <p>Anti-bullying</p>	<p>Working Together</p> <p>Financial Capability</p> <p>Relationships and Sex Education</p>	<p>Managing Risk and Safety in different contexts</p> <p>Drug Education</p> <p>Healthy Lifestyles</p>

PE	Football Health Related Fitness Dance Ball Handling	Swimming OAA Gymnastics Tag Rugby	Athletics Kwik Cricket Rounders Athletics
Spanish	<p>Dates in Spanish- Mastering the numbers to 21 and the months of the year. Learn to ask and answer simple questions like 'when is your birthday?'</p> <p>Pets in Spanish- Learning about the names of different animals and developing knowledge of adjectives that can be used to describe different animals.</p>	<p>In a Spanish Cafe- Learning vocabulary for different foods and drinks. Learning to order foods and drinks in cafes and restaurants</p> <p>Spanish Celebrations- Develop knowledge about vocabulary associated with different celebrations and festivals. Learning how to express likes and dislikes when describing activities related to different celebrations.</p>	<p>Weather in Spain- Learning phrases for different types of weather and identifying different locations using compass points.</p> <p>The Amazon Rainforest- Learning about the Amazon river and using Spanish vocabulary to describe the signs and sounds they might encounter whilst walking through the Amazon Rainforest and along the river.</p>