



Year 4 Termly Overview



Autumn term 2021

Subject	Autumn 1 <i>Potions</i>	Autumn 2 <i>I am warrior</i>
---------	-----------------------------------	----------------------------------------



Year 4 Termly Overview



Autumn term 2021

<p>English reading</p>	<p>Class reader: Alex Sparrow and the Really Big Stink by Jennifer Killick</p> <p>Word Reading:</p> <ul style="list-style-type: none">• Confidently apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet.• Read most exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. <p>Word meaning:</p> <ul style="list-style-type: none">• Use dictionaries, with increasing accuracy, to check the meaning of words that they have read. <p>Range of reading:</p> <ul style="list-style-type: none">• Listen to, discuss and express views about a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. Read books that are structured in different ways and read for a wide range of purposes. <p>Familiarity with texts:</p> <ul style="list-style-type: none">• Confidently explore a wide range of books, including fairy stories, myths and legends, and retell some of these orally. Confidently identify themes and conventions in a growing range of books. <p>Discuss reading:</p> <ul style="list-style-type: none">• Participate in discussions about both books that are read to them and those they can read for themselves, taking turns and listening to what others say. Explain and discuss their understanding of a variety of texts. <p>Poetry:</p> <ul style="list-style-type: none">• Confidently explore a wide range of books, including fairy stories, myths and legends, and retell some of these orally. Confidently identify themes and conventions in a growing range of books.	<p>Word Reading:</p> <ul style="list-style-type: none">• Confidently apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet.• Read most exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. <p>Word meaning:</p> <ul style="list-style-type: none">• Use dictionaries, with increasing accuracy, to check the meaning of words that they have read. <p>Range of reading:</p> <ul style="list-style-type: none">• Listen to, discuss and express views about a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. Read books that are structured in different ways and read for a wide range of purposes. <p>Familiarity with texts:</p> <ul style="list-style-type: none">• Confidently explore a wide range of books, including fairy stories, myths and legends, and retell some of these orally. Confidently identify themes and conventions in a growing range of books. <p>Discuss reading:</p> <ul style="list-style-type: none">• Participate in discussions about both books that are read to them and those they can read for themselves, taking turns and listening to what others say. Explain and discuss their understanding of a variety of texts. <p>Poetry:</p> <ul style="list-style-type: none">• Confidently explore a wide range of books, including fairy stories, myths and legends, and retell some of these orally. Confidently identify themes and conventions in a growing range of books. <p>Non-fiction:</p>
------------------------	----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------



Year 4 Termly Overview



Autumn term 2021

Subject	Autumn 1 <i>Potions</i>	Autumn 2 <i>I am warrior</i>
	<p>Non- fiction:</p> <ul style="list-style-type: none">• Participate in discussions about both books that are read to them and those they can read for themselves, taking turns and listening to what others say. Explain and discuss their understanding of a variety of texts. <p>Understanding:</p> <ul style="list-style-type: none">• Check that the text makes sense to them.• Discuss their understanding and explain the meaning of words in context drawing upon their wider reading and understanding of vocabulary to support this.• Ask and answer questions to improve their understanding of a text.• Identify main ideas drawn from more than one paragraph and summarise these. <p>Inference:</p> <ul style="list-style-type: none">• More confidently draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and consistently justify inferences with evidence. <p>Prediction:</p> <ul style="list-style-type: none">• Confidently, and with increased independence, predict what might happen from details stated and implied. <p>Authorial intent:</p> <ul style="list-style-type: none">• Identify and discuss words and phrases that capture the reader's interest and imagination. Identify how language, structure, and presentation contribute to meaning.	<ul style="list-style-type: none">• Participate in discussions about both books that are read to them and those they can read for themselves, taking turns and listening to what others say. Explain and discuss their understanding of a variety of texts. <p>Understanding:</p> <ul style="list-style-type: none">• Check that the text makes sense to them.• Discuss their understanding and explain the meaning of words in context drawing upon their wider reading and understanding of vocabulary to support this.• Ask and answer questions to improve their understanding of a text.• Identify main ideas drawn from more than one paragraph and summarise these. <p>Inference:</p> <ul style="list-style-type: none">• More confidently draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and consistently justify inferences with evidence. <p>Prediction:</p> <ul style="list-style-type: none">• Confidently, and with increased independence, predict what might happen from details stated and implied. <p>Authorial intent:</p> <ul style="list-style-type: none">• Identify and discuss words and phrases that capture the reader's interest and imagination. Identify how language, structure, and presentation contribute to meaning.



Year 4 Termly Overview



Autumn term 2021

Subject	Autumn 1 <i>Potions</i>	Autumn 2 <i>I am warrior</i>
English writing	<p><u>Writing to entertain:</u></p> <ul style="list-style-type: none">• Embed the use of basic punctuation (Capital letter, full stop, commas for lists.) Year 2 and 3 objectives.• To use the past and present tense correctly (Yr3)• To use apostrophes accurately for contractions (Year 2 and 3)• To write a range of narratives using an appropriate structure.• To use expanded noun phrases.• To identify and use prepositional phrases.• To accurately punctuate direct speech with inverted commas.• To rehearse sentences orally and progressively. <p>Spelling:</p> <ul style="list-style-type: none">• Adding the prefix 'dis-' and 'in-'• Adding 'im-' to root words beginning with m or p.• Adding the suffix '-ous'• Words ending with 'ture'• Spelling homophones.	<p><u>Writing to inform:</u></p> <ul style="list-style-type: none">• To write a range of non fiction pieces using a consistent and appropriate structure.• Use bullet points to organise ideas.• To read aloud their own writing to the group or the class using the appropriate intonation.• To consistently organise their writing into paragraphs around a theme to add cohesion.• To always maintain the correct tense throughout a piece of writing.• To rehearse sentences orally and progressively.• Choose appropriate nouns and pronouns to avoid repetition.• To use subordinate clauses with a wider range of conjunctions.• To use relative pronouns. <p>Spelling:</p> <ul style="list-style-type: none">• Adding '-ation' to verbs to form nouns.• Spelling short 'i' sound spelt with a 'y'• The 'c' sound spelt 'ch'• The 'sh' sound spelt 'ch'• Adding the suffix '-ion'



Year 4 Termly Overview



Autumn term 2021

Subject	Autumn 1 <i>Potions</i>	Autumn 2 <i>I am warrior</i>
Maths	<p><u>Place Value</u></p> <ul style="list-style-type: none">• Order and compare numbers beyond 1,000• recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones)• round any number to the nearest 10 , 100 and 1000• partition 4 digit numbers.• solve number and practical problems that involve all of the above and with increasingly large positive numbers <p><u>Addition</u></p> <ul style="list-style-type: none">• Add two 3 digit numbers – not crossing 10 or 100• Add two 4 digit numbers – no exchange• Add two 3 digit numbers – crossing 10 or 100• Add two 4 digit numbers – one exchange• Add two digit numbers – more than one exchange• Add numbers with up to 4 digits using the formal written methods of columnar addition where appropriate• Estimate and use inverse operations to check answers to a calculation• Solve addition two-step problems in contexts, deciding which operations and methods to use and why	<p><u>Subtraction</u></p> <ul style="list-style-type: none">• Subtract a 3-digit number from a 3-digit number – no exchange• Subtract two 4 digit numbers – no exchange• Subtract a 3 digit number from a 3 digit number – exchange• Subtract two 4 digit numbers – exchange• Subtract two 4 digit numbers – more than one exchange• Estimate answers to calculations• Check strategies• Subtract numbers with up to 4 digits using the formal written method of columnar subtraction• Solve addition two-step problems in contexts, deciding which operations and methods to use and why <p><u>Measuring lengths</u></p> <ul style="list-style-type: none">• Equivalent lengths m and cm• Equivalent lengths mm and cm• kilometres• Add and subtract lengths <p><u>Measuring perimeter:</u></p> <ul style="list-style-type: none">• To measure perimeter• To measure rectangles• To measure the perimeter of rectilinear shapes <p><u>Multiplication and division:</u></p> <ul style="list-style-type: none">• Multiply by 10 and 100• Divide by 10 and 100• Multiply and divide by 1 and 0



Year 4 Termly Overview



Autumn term 2021

Subject	Autumn 1 <i>Potions</i>	Autumn 2 <i>I am warrior</i>
Maths arithmetic	<ul style="list-style-type: none">• Timetables and related division facts• Understanding inverse operations• count backwards through zero to include negative numbers• count in multiples of 6, 7, 9, 25 and 1 000• 10/ 100/ 1 000 more or less than a given number• add and subtract numbers mentally, including: a three-digit number and ones ; a three-digit number and tens and a three-digit number and hundreds (Year 3 revision)• Add and subtract 1s, 10s, 100s and 1,000s	<ul style="list-style-type: none">• Timetables and related division facts• Recall and use addition and subtraction facts to 100 fluently, and derive and use related facts up to 1000• Add and subtract numbers mentally and learn to use efficient strategies•



Year 4 Termly Overview

Autumn term 2021

<p>Science</p>	<p>States of Matter:</p> <ul style="list-style-type: none">• Explore a variety of everyday materials and develop simple descriptions of the 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 with temperature. <p>Working Scientifically</p> <ul style="list-style-type: none">• Making decisions, asking relevant questions and using different types of scientific enquiry to answer them.• Setting up simple practical enquiries, comparative and fair tests.• Making systematic and careful observations using notes and simple tables.• Taking accurate measurements using standard units, using a range of equipment including thermometers and data loggers.• Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions.• Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables.• Reporting on findings from enquires, using relevant scientific language, including oral and written explanations, displays, or presentations of results and conclusions.• Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions.	<p>Sound:</p> <ul style="list-style-type: none">• Identify how sounds are made, associating some of them with something vibrating. Recognise that vibrations from sounds travel through a medium to the ear.• 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 that sounds get fainter as the distance from the sound source increases. <p>Working Scientifically</p> <ul style="list-style-type: none">• Making decisions, asking relevant questions and using different types of scientific enquiry to answer them.• Setting up simple practical enquiries, comparative and fair tests.• Making systematic and careful observations using notes and simple tables.• Taking accurate measurements using standard units, using a range of equipment including thermometers and data loggers.• Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions.• Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables.• Reporting on findings from enquires, using relevant scientific language, including oral and written explanations, displays, or presentations of results and conclusions.• Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions.• Identifying differences, patterns, similarities or changes related to simple scientific ideas and processes.
----------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------



Year 4 Termly Overview



Autumn term 2021

Subject	Autumn 1 <i>Potions</i>	Autumn 2 <i>I am warrior</i>
	<ul style="list-style-type: none">• Identifying differences, patterns, similarities or changes related to simple scientific ideas and processes.• Using straightforward scientific evidence to answer questions or to support their findings.• Begin to look for naturally occurring patterns and relationships.	<ul style="list-style-type: none">• Using straightforward scientific evidence to answer questions or to support their findings.• Begin to look for naturally occurring patterns and relationships.



Year 4 Termly Overview



Autumn term 2021

History	<u>Autumn 2 History focus</u>	<p>Ancient Rome:</p> <p>Chronological Understanding</p> <ul style="list-style-type: none">• Understand more complex historical terms e.g. BC/AD/CENTURY, decade, after, before, during.• Names and places dates of significant events from past on a timeline.• Place the time studied on a timeline, compare where this fits in to topics previously studied.• Use terms related to the period and begin to date events. <p>Range and Depth of historical knowledge</p> <ul style="list-style-type: none">• Use evidence to reconstruct life in ancient Rome.• Identify key features and events in ancient Rome.• Look for links and effects in the time studied.• Offer a reasonable explanation for some events. <p>History enquiry</p> <ul style="list-style-type: none">• Understand the difference between primary and secondary sources of evidence.• Uses documents, printed sources, the internet, databases, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past.• Asks questions such as ‘what was it like for a during?’ Suggest sources of evidence from a selection provided to use to help answer questions.• Use evidence to build up a picture of a past event.• Ask and answer a variety of questions.• Use the library and the internet for own personal research.• Answer and begin to devise own historically valid questions.
---------	-------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------



Year 4 Termly Overview



Autumn term 2021

Subject	Autumn 1 <i>Potions</i>	Autumn 2 <i>I am warrior</i>
Geography	<p>Locational knowledge:</p> <ul style="list-style-type: none">• Locate the countries and major cities of North, Central and South America on a world map, atlas or globe.• Identify the location of the Tropics of Cancer and Capricorn on a world map.	<p>Locational knowledge:</p> <ul style="list-style-type: none">• Identify the topography of an area of the UK using contour lines on a map.• Create a detailed study of geographical features including hills, mountains, coasts and rivers of the UK. <p>Place knowledge:</p> <ul style="list-style-type: none">• Describe and compare aspects of physical features. <p>Human and physical knowledge:</p> <ul style="list-style-type: none">• Describe a range of human features and their location and explain how they are interconnected.• Explain ways that settlements, land use or water systems are used in different parts of the world.• Explain climatic variations of a country or continent.



Year 4 Termly Overview



Autumn term 2021

Subject	Autumn 1 <i>Potions</i>	Autumn 2 <i>I am warrior</i>
PSHEE	<p><u>Me and my relationships:</u></p> <ul style="list-style-type: none">• To recognise and respond appropriately to a wider range of feelings in others.• To recognise what constitutes a positive, healthy relationship and to develop the skills to maintain these relationships.• To be able to judge what kind of physical contact is acceptable/unacceptable and how to respond• To work collaboratively towards shared goals.• To develop strategies to solve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves.• To be aware of different types of relationships, including those between friends and families, civil partnerships and marriage.• To recognise and challenge stereotypes.• To realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours and how to respond to them and ask for help.• To listen and respond respectfully to wide range of people, to feel confident to raise their own concerns, to recognise and care about others people's feelings and try to see, respect and if necessary, constructively challenge their points of view .	<p><u>Keeping Myself Safe:</u></p> <ul style="list-style-type: none">• To recognise when and how to ask for help and use basic techniques for resisting pressure (revision).• To learn about people who are responsible for helping them stay healthy and safe and ways that they can support these people.• To understand school rules about health and safety, basic emergency aid procedures and where and how to get help.• To learn strategies for keeping physically and emotionally safe –including road safety, safety in the environment, and online safety (revision).



Year 4 Termly Overview



Autumn term 2021

RE	<p>How did it all begin?</p> <p>Knowledge and Understanding:</p> <ul style="list-style-type: none">• Some religions believe that the world was created by God.• Other religions and cultures have stories about creation that teach stewardship of the natural world.• Describe key beliefs that encourage people to spread resources more fairly• Suggest how belonging to a faith community has a global dimension, and why this is <p>Expressing ideas, beliefs and insights</p> <ul style="list-style-type: none">• That many people believe that God can be discovered through the awe and beauty of nature.• Describe how seeing the world through another person's eyes could help make us better global citizens• Ask and suggest answers to questions about their responsibility as part of a local, national and global community <p>Why do Christians call God 'Father'?</p> <p>Knowledge and Understanding:</p> <ul style="list-style-type: none">• Describe and suggest meanings for the language used in the Lord's Prayer• Make links between the words of the prayer and what Christians believe <p>Expressing ideas, beliefs and insights:</p> <ul style="list-style-type: none">• Compare their own ideas about the character of God with those of others• Create an image/playlist/poem that represents aspect(s) of God's character and explain the symbols/imagery that they have used	<p>How can artists help us understand Christmas?</p> <p>Knowledge and Understanding:</p> <ul style="list-style-type: none">• Investigate sources (e.g. artefacts / art / stories / text) and link what they find with Christian beliefs about God• Describe and suggest meanings for the symbolism used, investigating and connecting them with Christian belief about Jesus being God 'incarnate'• Suggest meanings for a religious symbol or image from an unfamiliar cultural context <p>Expressing ideas, beliefs and insights:</p> <ul style="list-style-type: none">• Use symbolism to express things which are difficult to convey in words• Compare their ideas/symbolism with the ideas/symbolism of others, giving reasons• Identify ideas that others have expressed and compare them with their own
----	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------



Year 4 Termly Overview



Autumn term 2021

Subject	Autumn 1 <i>Potions</i>	Autumn 2 <i>I am warrior</i>
Art	<p><u>Wax work art</u> Art skills:</p> <ul style="list-style-type: none">• Exploring art techniques (using wax). <p>Art theory:</p> <ul style="list-style-type: none">• Art elements – space, colour, shape and line <p><u>Design a potion bottle:</u> Art skills:</p> <ul style="list-style-type: none">• Sketching – HB, colour pencil, chalk <p>Art theory:</p> <ul style="list-style-type: none">• Art elements – space, colour, shape and line	<p><u>Gladiator Mosaics</u> Art skills:</p> <ul style="list-style-type: none">• Collage - mosaics <p>Art theory:</p> <ul style="list-style-type: none">• Ancient art from various eras <p><u>Boudicca Sketches</u> Art skills:</p> <ul style="list-style-type: none">• Sketching – HB, colour pencil, chalk <p>Art theory:</p> <ul style="list-style-type: none">• Ancient art / sculpture from various eras• Art elements – space, colour, shape and line



Year 4 Termly Overview



Autumn term 2021

DT	<p><u>Design and make a bath bomb</u></p> <p>Design:</p> <ul style="list-style-type: none">• show design meets a range of requirements and is fit for purpose• begin to create own design criteria• have at least one idea about how to create product and suggest improvements for design.• produce a plan and explain it to others• say how realistic plan is.• make and explain design decisions considering availability of resources• explain how product will work• make a prototype <p>Make:</p> <ul style="list-style-type: none">• explain choices in relation to required techniques and use accurately• select appropriate materials, fit for purpose; explain choices• work through plan in order.• realise if product is going to be good quality• combine materials and components with some accuracy• apply a range of finishing techniques with some accuracy <p>Evaluate:</p> <ul style="list-style-type: none">• refer to design criteria while designing and making• use criteria to evaluate product• begin to explain how I could improve original design• evaluate existing products, considering: how well they've been made, materials, whether they work, how they have been made, fit for purpose• research whether products can be recycled or reused	<p><u>Roman shields</u></p> <p>Design:</p> <ul style="list-style-type: none">• use research for design ideas• show design meets a range of requirements and is fit for purpose• begin to create own design criteria• have at least one idea about how to create product and suggest improvements for design.• produce a plan and explain it to others• say how realistic plan is.• include an annotated sketch• make and explain design decisions considering availability of resources• explain how product will work• make a prototype• begin to use computers to show design. <p>Make:</p> <ul style="list-style-type: none">• select suitable tools and equipment, explain choices in relation to required techniques and use accurately• select appropriate materials, fit for purpose; explain choices• work through plan in order.• realise if product is going to be good quality• mark out, cut and shape materials/components with some accuracy• assemble, join and combine materials and components with some accuracy• apply a range of finishing techniques with some accuracy <p>Evaluate:</p> <ul style="list-style-type: none">• refer to design criteria while designing and making• use criteria to evaluate product• begin to explain how I could improve original design
----	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------



Year 4 Termly Overview



Autumn term 2021

Subject	Autumn 1 <i>Potions</i>	Autumn 2 <i>I am warrior</i>
		<ul style="list-style-type: none">• evaluate existing products, considering: how well they've been made, materials, whether they work, how they have been made, fit for purpose• research whether products can be recycled or reused <p><u>Cookery – Roman bread</u></p> <p>Technical Knowledge- Food and Nutrition</p> <ul style="list-style-type: none">• explain how to be safe/hygienic• think about presenting product in interesting/ attractive ways• understand ingredients can be fresh, pre-cooked or processed• begin to understand about food being grown, reared or caught in the UK or wider world• prepare and cook some dishes safely and hygienically



Year 4 Termly Overview



Autumn term 2021

Subject	Autumn 1 <i>Potions</i>	Autumn 2 <i>I am warrior</i>
Music	<p>Charanga: Mamma Mia</p> <p>Performing</p> <ul style="list-style-type: none">• To perform a simple part rhythmically.• To sing songs from memory with accurate pitch.• To improvise using repeated patterns. <p>Appraisal</p> <ul style="list-style-type: none">• To describe and identify the different purposes of music.	<p>Charanga: Glockenspiel (Stage 2)</p> <p>To play clear notes on Instruments.</p> <p>Composing (including notation)</p> <ul style="list-style-type: none">• To use notations to record and interpret sequences of pitches.• To use standard notation.• To use notations to record compositions in a small group or on their own. <p>Appraisal</p> <ul style="list-style-type: none">• To describe and identify the different purposes of music.



Year 4 Termly Overview



Autumn term 2021

Subject	Autumn 1 <i>Potions</i>	Autumn 2 <i>I am warrior</i>
Computing	<p><u>Computer Science - Espresso Coding</u></p> <ul style="list-style-type: none">• Create a program using a range of events/inputs to control what happens.• Recognise that we can decompose a problem into smaller parts to help solve it.• Explain when to use forever loops and count-controlled loops, and use them in programs.• Recognise selection in a program or algorithm.• Use selection in algorithms in programs to alter what happens when a condition changes, e.g. if...then...• Design a program for a purpose. Decompose into parts and create an algorithm for each one.• Recognise common mistakes in programs and how to correct them.	<p><u>Information Technology</u></p> <ul style="list-style-type: none">• Collect, organise and present information using a range of media. - Design and create digital content for a specific purpose, e.g. poster, animation.• Edit digital content to improve it according to feedback.• Identify the features of a good piece of digital content and apply these in own design.• Explain the benefits of using technology to present information.• Collaborate with peers using online tools, e.g. blogs, Google Drive, Office 365, if available.• Recognise that school computers are connected together on a network.• Recognise that the Internet is made up of computers and other digital devices connected together all around the world.• Know that you use a web browser to access information stored on the internet.• Appreciate that you need to use specific software to work. <p><u>Digital Literacy</u></p> <ul style="list-style-type: none">• Remember and use an individual password.• Recognise what kinds of websites are trustworthy sources of information.• Recognise the benefits and risks of different apps and websites.



Year 4 Termly Overview



Autumn term 2021

Subject	Autumn 1 <i>Potions</i>	Autumn 2 <i>I am warrior</i>
MFL	<p>Listening:</p> <ul style="list-style-type: none">• Listen attentively to spoken language and show understanding by joining in and responding (e.g. with an action)• Pick out known words in an 'authentic' conversation Children can understand and respond to a range of familiar spoken words and short phrases. <p>Speaking:</p> <ul style="list-style-type: none">• Use common phrases• Develop accuracy when pronouncing phrases, by listening to and repeating recordings of authentic speakers. <p>Writing:</p> <ul style="list-style-type: none">• Children can write simple words and several short phrases from memory. <p>Reading:</p> <ul style="list-style-type: none">• Begin to recognise written vocabulary/ single words	<p>Listening:</p> <ul style="list-style-type: none">• Children can understand and respond to a range of familiar spoken words and short phrases. <p>Speaking:</p> <ul style="list-style-type: none">• Use common phrases• Develop accuracy when pronouncing phrases, by listening to and repeating recordings of authentic speakers• Produce short prepared phrases on a familiar topic, with increasingly secure pronunciation. <p>Writing:</p> <ul style="list-style-type: none">• Children can write simple words and several short phrases from memory. <p>Reading:</p> <ul style="list-style-type: none">• Begin to recognise written phrases.



Year 4 Termly Overview



Autumn term 2021

Subject	Autumn 1 <i>Potions</i>	Autumn 2 <i>I am warrior</i>
PE	<p>Sport: Invaders (Football)</p> <ul style="list-style-type: none">• Pass, receive and shoot the ball with increasing control.• Work as part of a team to keep possession and score goals when attacking.• Defend one on one and know when and how to win the ball.• Use simple tactics to help a team score or gain possession. <p>Health and Fitness: Inside Out and Boot Camp.</p> <ul style="list-style-type: none">• Awareness of body changes before, during and after exercise.• Awareness of how exercise is important for a healthy body and lifestyle.• Awareness of how exercise can help support our mental wellbeing.• Understanding the importance of exercise and sport in social environments.	<p>Sport: Striking and Fielding (Kwik Cricket)</p> <ul style="list-style-type: none">• Use overarm and underarm throwing, and catching skills with increasing accuracy.• Strike a bowl and ball after a bounce.• Bowl a ball with some accuracy, and consistency.• Choose and use simple tactics for different situations. <p>Health and Fitness: Going for Goals and Mighty Movers (Boxercise)</p> <ul style="list-style-type: none">• Awareness of body changes before, during and after exercise.• Awareness of how exercise is important for a healthy body and lifestyle.• Awareness of how exercise can help support our mental wellbeing.• Understanding the importance of exercise and sport in social environments