

Year 4 Overview 2024-2025

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English	<p><u>Reading</u> The Great Kapok Tree</p> <p><u>Writing</u> Setting descriptions Story Petition to persuade Poetry</p>	<p><u>Reading</u> Marcy and the Riddle of the Sphinx</p> <p><u>Writing</u> Character profile Journal entry Non-chronological report</p>	<p><u>Reading</u> Shackleton's Journey</p> <p><u>Writing</u> Poetry Formal letter Survival Guide</p>	<p><u>Reading</u> Stone Age Boy</p> <p><u>Writing</u> Character comparison Recount Story</p>	<p><u>Reading</u> The Lion the Witch and the Wardrobe</p> <p><u>Writing</u> Diary Election Speech - persuade</p>	<p><u>Reading</u> The Brontes</p> <p><u>Writing</u> Letter Biography</p>
Maths	Number and Place Value	Addition and Subtraction	Multiplication and division	Fractions	Statistics/Measurement	Geometry
Science	Living things and their habitats	Animals including humans	States of matter	Sound	Sound (continued)  Electricity	Electricity (continued)
Computing	<p><u>Online Safety</u> National Online Safety</p>	<p><u>Effective Searching</u> Purple Mash unit 4.7</p>	<p><u>Animation</u> Purple Mash unit 4.6 followed by stop motion work on iPads</p>	<p><u>Networks</u> Explore the World Wide Web. Evaluate online content to decide</p>	<p><u>Spreadsheets</u> Purple Mash unit 4.3 Begin on Purple Mash and move to Excel</p>	<p><u>Programming</u> <u>Scratch 3</u> -Slug trail</p>

				how honest, accurate or reliable it is. Self-assessment on Word and save it in their own folder.		
PSHE - Jigsaw	Being me in my world	Celebrating difference	Dreams and goals	Healthy me	Relationships	Changing me
PE	<p>Football</p> <p><u>Key skills:</u></p> <p><b>Sending &amp; receiving:</b> develop passing techniques appropriate to the game with increasing success. Catch a ball using one and two hands and receive a ball with feet/object with increasing success.</p> <p><b>Dribbling:</b> link dribbling the ball</p>	<p>Rounders</p> <p><u>Key skills:</u></p> <p><b>Striking:</b> develop batting technique with a range of equipment.</p> <p><b>Fielding:</b> develop bowling with some consistency, abiding by the rules of the game.</p> <p><b>Throwing:</b> use overarm and underarm throwing with</p>	<p>Gymnastics</p> <p><u>Key skills:</u></p> <p><b>Shapes:</b> develop the range of shapes I use in my sequences.</p> <p><b>Inverted movements:</b> develop strength in bridge and shoulder stand.</p> <p><b>Balances:</b> develop control and fluency in individual and partner balances.</p> <p><b>Rolls:</b> develop the straight, barrel, forward and</p>	<p>Football</p> <p><u>Key skills:</u></p> <p><b>Sending &amp; receiving:</b> develop passing techniques appropriate to the game with increasing success. Catch a ball using one and two hands and receive a ball with feet/object with increasing success.</p> <p><b>Dribbling:</b> link dribbling the ball</p>	<p>Athletics</p> <p><u>Key skills:</u></p> <p><b>Running:</b> develop an understanding of speed and pace in relation to distance. Develop power and speed in the sprinting technique.</p> <p><b>Jumping:</b> develop technique when jumping for distance.</p> <p><b>Throwing:</b> explore power and technique when throwing for distance in a pull and heave throw.</p>	<p>Dance</p> <p><u>Progression Statements:</u></p> <p>Copy, remember and adapt set choreography.</p> <p>Choreograph considering structure individually, with a partner and in a group.</p> <p>Use action and reaction to represent an idea.</p> <p>Change dynamics to express changes in character or narrative.</p>

	<p>with other actions and change direction whilst dribbling with some control. <b>Space:</b> develop moving into space to help my team. <b>Attacking:</b> change direction to lose an opponent with some success. <b>Defending:</b> develop defending one on one and begin to intercept.</p>	<p>increased consistency in game situations. <b>Catching:</b> begin to catch with one and two hands with some consistency in game situations.</p>	<p>straddle roll and perform them with increased control. <b>Jumps:</b> develop control in performing and landing rotation jumps</p>	<p>with other actions and change direction whilst dribbling with some control. <b>Space:</b> develop moving into space to help my team. <b>Attacking:</b> change direction to lose an opponent with some success. <b>Defending:</b> develop defending one on one and begin to intercept.</p>		<p>Use counts when choreographing short phrases.</p> <p><b>NC Objectives:</b> Perform dances using simple movement patterns.</p>
RE	<p>How are important events remembered?</p> <p>Judaism, Sikhism and Hinduism</p>	<p>What faiths are shared in our country?</p> <p>Christianity, Judaism, Islam &amp; Sikhism</p>	<p>Why are Gurus at the heart of Sikh belief and practice?</p> <p>Sikhism</p>	<p>How do the five pillars guide Muslims?</p> <p>Islam</p>		
Art and design	<p><b>Printing (textiles link)</b> Artist/Stimulus: Brazil Carnival</p>	<p><b>Drawing and painting</b> Artist/Stimulus: David McEown</p>	<p><b>Mr Bullock</b> Cragg Vale Coiners</p>	<p><b>Drawing and Painting</b> Artist/Stimulus: Mike Barrett</p>		

Music	<p>Body and tuned percussion (Theme: Rainforests)</p> <p>Identifying structure and texture in music. Creating musical rhythms using body percussion. Creating simple tunes. Building and improving a composition.</p>			<p>Samba and Carnival sounds and instruments</p> <p>Recognising and identifying the main features of samba music. Understanding and playing syncopated rhythms. Composing a basic rhythmic break. Performing rhythmic breaks within the samba piece.</p>	<p>Changes in pitch, tempo and dynamics (Theme: Rivers)</p> <p>Singing accurately in two parts using expression and dynamics. Recognising and identifying key elements of music. Knowing what an ostinato is and creating and performing a vocal ostinato. Improving and performing a piece of music based around ostinatos.</p>	<p>Adapting and transposing motifs (Theme: Romans)</p> <p>Singing in tune and in time with other people and a backing track. Understanding what a musical motif is. Composing, notating, developing and transposing a motif. Combining and performing different versions of a musical motif.</p>
History	N/A	Ancient Egypt	N/A	Stone Age to Iron Age	Cragg Vale Coiners	N/A
Geography	Brazil	N/A	Antarctica	N/A	N/A	Yorkshire
Design and technology	Moving Rainforest scene	Tabbouleh (bulgur wheat with vegetables - Egyptian /	Brazilian carrot cake Healthy eating Consumer awareness/Topic link	Seasonal Spring salad with bread plaits	Baked Polish Pieroghi (dumplings) Consumer awareness Healthy eating (Cooking and nutrition)	Light up Brazil tourist model  (Electrical systems with simple series circuit)

	(Mechanical systems - levers and linkages)	Mediterranean foods) Topic link - Egyptian foods importance of the Nile (Cooking and nutrition)	(Cooking and nutrition)	Topic link/consumer awareness Food knowledge (Cooking and nutrition)		
Wider Experiences	Samba drumming workshop (Brazilian carnivals link)  Cromwell Bottom Nature Reserve	Ancient Egyptian Civilisation Cliffe Castle Museum		Self-led Cliffe Castle Resources including activities based on Stone Age/Bronze Age pottery and tools.	Heptonstall trip - sketching landscapes, David Hartley's grave.	Visit Howarth. See Bronte House and the moors  Another World Adventure.