

Year 4 Overview

A U T U M N	English – Key Texts	Science States of Matter	Technology Cyber Safety (LGFL website – Cyber Pass)	R.E. The Bible	History The Romans	Geography European Geography	Art/D.T. Roman artworks	Music	P.E. Swimming
	The Girl Who Speaks Bear	LI: To understand what solids, liquids and gases are. LI: To understand the properties of solids, liquids and gases and the changes that occur when materials are heated or cooled. LI: To complete an investigation into changing states of matter. LI: To write a conclusion and evaluate the investigation into changing states of matter. LI: To know what evaporation and condensations are and find out the part they play in the water cycle. LI: To reinforce the learning of the water cycle.	LI: To be aware of what cyber safety is and why it is important. LI: To be aware of search and profile settings and how to ensure safety. LI: To examine privacy settings and how these should be set to keep you safe. LI: To identify appropriate search engines and know how results are ranked and validity. LI: To know the dangers of sharing on line and taking from online sources. (plagiarism) LI: To know the dangers of online gaming and communicating through games online.	LI: To explore the bible features. L.I. To write a blurb for the bible. L.I. To understand how trust is important. LI: To think about the challenges and blessings Abraham experienced. L.I. How would you feel if you suddenly had to move home? LI: What was God’s plan for Joseph? LI: What can we learn from God’s call to Moses? LI: How did David face the challenge God presented to him? LI: Assessment piece To reflect on how God speaks to us through the Bible	LI: To place the Roman period in British history LI: To describe the three main Roman attempts to invade Britain LI: Why did the Roman Emperor Claudius leave hot sunny Italy to invade cold wet Britain? LI: Why did Boudicca rebel against Roman rule? LI: To compare the lives of a Celt and a Roman soldier LI: What made the Roman army so strong? LI: Why were the Romans able to control such a vast empire? LI: What did the Romans do for us?	LI: To describe what daily life was like for the Romans (Eng. Link) LI: To identify countries included within the Roman Empire LI: To know about the physical geography of Italy LI: To know about the famous cities and landmarks of Italy LI: How did Romans change the way towns were planned? LI: To compare similarities and differences between Italy and Britain, including size, landscape, climate and weather	LI: To show aspects of my personality on a Roman style shield LI: To design a Roman coin LI: To make Roman coin in clay LI: To add detail and paint my Roman coin with Chicken Legs and colour with medium of choice (e.g. paint, pastel, pencil, felt tip) L.I: To paint a Snow Forest scene (choosing appropriate colours to reflect children’s imaginings of class text)	The Programme of Study for Music in KS2 is planned and taught by a music specialist	Swimming
	Into The Forest Coming Home	Electricity LI: To know that electricity is a type of energy and to identify common appliances that run on electricity. LI: To construct and draw a simple circuit and know what makes a complete circuit. LI: To predict and test electrical circuits and begin using electronic symbols. LI: To draw and interpret electrical diagrams. LI: To know which materials are	WeDo Lego Programming, coding and control Hungry Crocodile	Trust in God LI: Why is not always easy to trust God? ALL SAINTS DAY LI: Why was it hard for Zachariah to trust God? ANNUNCIATION LI: Why was it fair for God to ask Mary to do this task? LI: To know why Jesus was sent to Earth	Roman Day	Roman Day	D.T. / F.T. Sewing – calendars Roman bread		Fitness Gymnastics, flexibility & strength Blackheath Rugby Club Instruction

		conductors and insulators of electricity. LI: To know how to be safe around electricity.						
S P R I N G	The Rain Player	Sound LI: To identify how sounds are made, associating some of them with something vibrating. LI: To understand where meteorites come from and the different types of meteorites. LI: To understand how we hear with our ears. LI: To find patterns between the volume of a sound and the strength of the vibrations that produced it. LI: To recognise that sounds get fainter as the distance from the source increases. LI: To find patterns between the volume of a sound and the strength of the vibrations it produces. LI: To consolidate what we know about sound.	Powerpoint R.S. Unit 4.6 E-Safety Day Chrome Music Lab LI: Create a 3 meter rhythm LI: To use Song Maker to create a pattern and symmetry	Jesus, the teacher LI: To know that Mary and Joseph took Jesus to the Temple LI: To know that Jesus was born a Jew LI: To know about the Baptism of Jesus LI: To know that Jesus called people to follow him LI: To know Jesus travelled around teaching people LI: To know about parables Jesus taught LI: To know Jesus came to show us the way to live Jesus, the saviour LI: To know Jesus is truly God and truly human LI: To know about Jesus' entry into Jerusalem LI: To understand what happened on Holy Thursday LI: To know what happened on Good Friday LI: To understand why Jesus died on the cross LI: To understand what happened on Easter Sunday	The Mayas Maya Day LI: Why do we study the Maya in history at KS2? LI: To find out how the Maya civilisation developed over time LI: To learn about the geographical location of Mexico LI: To explore how the geographical map of Mexico has changed over time LI: What are the reasons for the growth of the Maya empire? LI: How different was life for the rich and poor at the height of Mayan civilization? LI: To find out about Mayan religion and beliefs LI: To use a range of sources to learn about Ancient Maya civilisation LI: If the Maya were so civilised, why then did they carry out human sacrifice? LI: Why did the Mayan empire decline?	Mayan artworks LI: To depict a Mayan God LI: To examine themes within Mayan artwork LI: Plan a Maya Stelae which can be made using soap LI: To carve Maya Stelae in the Mayan style LI: To paint Mayan masks (mod rock) F.T. LI: To explore health and safety issues linked to food preparation. LI: To make Maya chocolate	Music The Programme of Study for Music in KS2 is planned and taught by a music specialist	
	Holes	Animals incl. Humans LI: To name, locate and explain the function of different types of teeth. LI: To know the structure of a tooth and understand tooth hygiene. LI: To identify and describe the simple functions of the basic parts of the human digestive system. LI: To identify and classify animals and						

		plants as part of a food chain. LI: To construct a food chain that identifies producers, predators and prey.						
S U M M E R	Holes	Living Things and Their Habitats LI: To recognise that living things can be grouped in a variety of ways. LI: To recognise that living things can be grouped in a variety of ways. LI: To explore and use classification keys to help group, identify and name a variety of living things in the local environment. LI: To explore and use classification keys to help group, identify and name a variety of living things in the wider environment. LI: To recognise that environments can change and that this can sometime pose dangers to living things. LI: To investigate human impact on the environment.	J2 Vote program - LGFL VR Headsets? Co-Spaces Create 3D world	The Early Christians LI: To know that Jesus made Peter head of the Church LI: To know that the Church began at Pentecost LI: To know what happened to Stephen and Saul LI: To know about the challenges of being an apostle LI: To know about Paul's missionary journeys LI: To know some of the teachings of the apostles The Church L.I. To be aware that we belong to a Church that is part of our family L.I. To be able to explain to others about the Sacraments L.I. To explain the importance of the different seasons in the Church's year LI: To know about the Communion of the Saints and Holy Souls L.I. To reflect on Gods calling to individuals L.I. To deepen our understanding of Mary and reflect on how she can help all of us	Rivers LI: What is a river? LI: To research how physical features of a river are formed LI: To understand differences between different bodies of water L.I: To be aware of river uses – historical and social/economic LI: TBAT understand the Water Cycle LI: To map the River Thames L.I: To investigate similarities and differences between aquatic and non-aquatic plants River Trip LI: To analyse results from trip investigation, identifying flow, speed and erosion LI: To be aware of factors which impact on the river – pollution (x2 weeks) L.I: To explore the impact of human activity on our world's oceans LI: To compare habitat and wildlife of rivers in different countries	Water in Art LI: To use colour to reflect mood using tone and river stimulus LI: To explore colour tone to reflect own mood (watercolour) LI: To analyse and interpret manmade forms of construction (famous bridges and famous bridge artwork) LI: To visit virtual gallery and examine how rivers are depicted LI: To look and respond to the artwork of LI: To paint a picture in the style of an artist using appropriate equipment LI: To explore different methods of artwork using water (bubble, marbling, flick, blow) LI: To explore different materials and weaving methods to create an illusion of water D.T. LI: To examine aqueduct designs and plan sketches and materials that are necessary for the build LI: To build their aqueduct using correct tools LI: To evaluate their aqueduct design and effectiveness of their build	Music The Programme of Study for Music in KS2 is planned and taught by a music specialist	Mr McGrath Sports Day
	Haunted (short stories)	Scientist Research -Jacques Cousteau -Jane Goodall -Dmitri Mendeleev -Albert Einstein -Alessandro Volta -Nikolas Tesla		Visit: Gurdwara Gravesend, Sikhism				

						LI: To explore devices which alter water flow LI: To create a water model with a device that slows the flow of water		
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