Yearly Planning Overview Year 4

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Topic Title	**Bean to Bar**	**Angry Anglos and Vicious Vikings**	**The Story of Stone**	**Biomes of the World**	**Kenya**	**Transition to Middle School**
English	Famous Authors (Charlie and the Chocolate Factory) (3wks) Persuasive Texts - Letters and adverts (3wks)	Stories with historical settings (2wks) Non-chronological reports (3wks) Creating images poetry (2wks)	Stories with historical settings (2wks) Recounts - diary writing - linked to Laches Wood (2wks)	Stories which raise issues/dilemmas (3wks) Recount newspaper reports (2wks)	Non-chronological reports (2wks) Stories from other cultures (3wks)	Play scripts (2wks) Exploring form poetry (2wks) Discussion texts - creating balanced arguments (2wks) Speaking and Listening focus - KS2 Production
History	Timelines	Anglo Saxons and Vikings The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.	Local study River/canal Trains Road Transport Dating from a period beyond 1066, significant to the locality.			

Geography	Continents Climate Zones Tropic of Cancer/ Capricorn Human Geog – Land use and trade links. Region of South America.	Viking journeys Locate the word's countries using maps to focus on Europe.	Local area and transport links use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies. Laches Wood Use eight points of a compass, four figure grid references, OS symbols and key to build knowledge of the UK	Biomes of the world Islands of East Asia Rainforests of the World	Continents and Oceans Physical and Human Geographies of Kenya	

Science	Teeth and Eating	Looking at States	Power it Up	What's That Sound?	Living Things	The Big Build
	Understand principles of a healthy and varied diet. Prepare and cook dishes using a range of cooking techniques. Describe the simple functions of the basic parts of the digestive system in humans. Identify the different types of teeth in humans and their simple functions. Construct and interpret a variety of food chains, identifying producers, predators and prey.	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.	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 Recognise some common conductors and insulators, and associate metals with being good conductors.	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.	Recognise that living things can be grouped in a variety of ways Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment Recognise that environments can change and that this can sometimes pose dangers to living things	Focus on working scientifically

Computing	Coding – We are programmers	We are toy designers	We are HTML editors	We are musicians	We are meteorologists	We are co-authors
	Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts Use sequence, selection, and repetition in programs; work with variables and various forms of input and output Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs	Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts Use sequence, selection, and repetition in programs; work with variables and various forms of input and output Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs	Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content Use technology safely, respectfully and responsibly; recognise acceptable/ unacceptable behaviour; identify a range of ways to report concerns about content and contact.	Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information Use technology safely, respectfully and responsibly; recognise acceptable/ unacceptable behaviour; identify a range of ways to report concerns about content and contact.	Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information Use technology safely, respectfully and responsibly; recognise acceptable/ unacceptable behaviour; identify a range of ways to report concerns about content and contact.	Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information Use technology safely, respectfully and responsibly; recognise acceptable/ unacceptable behaviour; identify a range of ways to report concerns about content and contact.

Religious Education	Harvest	Landmarks in life	Commitment: Lent	Study of Chosen religion	Thinking of God	Features and Patterns of Worship
Art and Design	Designing chocolate bar wrappers, adverts and posters	Anglo Saxon writing Runes Painting shield designs Watercolour Painting of Viking warriors	Landscape Painting (watercolour) linked to Railway posters		African Masks African Elephants Dot Art	
Design and Technology	Food Technology – making a chocolate product	Viking longboats construction		Plastics Challenge – investigating plastics and designing a recycled plastics product.	Food Technology – Kenyan Curry	
Music	Recorders	Recorders	TBC	Recorders and glockenspiels	Production (Singing)	Production (Perfomance)
Physical Education	Football/Bucket ball	Football Indoor Tennis	Dance	Gym and Invasion Games	Athletics Swimming	Athletics Rounders

Usual Educational Visits			Laches Wood			Transition Visits to Middle Schools