Yearly Planning Overview Year 4- 2020-21

	Autumn 1 (8)	Autumn 2 (7)	Spring 1 (6)	Spring 2 (6)	Summer 1 (6)	Summer 2 (6)
Topic Title						Kenya
English	Viking fictional stories (How to train your dragon) Grammar practice	Stories with historical settings (2wks) Recounts – diary writing (2wks) Recount – newspaper reports (1wk) 1 x wow week (1 week)	Stories with historical settings (2wks) Creating images poetry (1 wk) Non-chronological reports including 1 week wow week (3wks)	Famous Authors (Charlie and the Chocolate Factory) (3wks) Persuasive Texts – Letters and adverts (2wks) Poetry (1 week)	Stories which raise issues/dilemmas (3wks) Discussion texts (Palm oil) (1 week) Recount – more newspaper reports (2wks)	Stories from other cultures (3wks) 1 x wow week Non-chronological reports (2wks)
History	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.		Timelines		
Geography	Viking journeys Locate the word's countries using maps to focus on Europe.	Local area and transport links		.	Biomes of the world Islands of East Asia	Continents Climate Zones Tropic of Cancer/Capricorn, Oceans. Kenya

Science	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.	Animals, including humans - Teeth and Digestion 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.	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 Recognise some common conductors and insulators, and associate metals with being good conductors.	Sound 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.	Living Things and Their Habitats 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	Living Things and Their Habitats
Computing	Coding – We are programmers Design, write and debug programs that accomplish specific goals, including controlling or simulating	We are toy designers Design, write and debug programs that accomplish specific goals, including controlling or	We are HTML editors Understand computer networks including the internet; how they can provide multiple services, such as the	We are musicians Select, use and combine a variety of software (including internet services) on a range of digital devices to design	We are meteorologists Select, use and combine a variety of software (including internet services) on a range of digital devices to design	We are co-authors Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of

	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	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	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.	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.	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.	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	Religious stories and teachings	Landmarks in life	Commitment, Lent	Study of a chosen religion	Thinking about God	Features and patterns of Worship
Art and Design	Anglo Saxon writing Runes Painting shield designs Watercolour Painting of Viking warriors	Sculpture – Pottery Making a clay pot. Finding out about Wedgwood (famous artist) James Brindley (Famous architect)		Designing chocolate bar wrappers, adverts and posters		African Masks African Elephants Dot Art

Music	Music appreciation	Music appreciation	Xylophones Pentatonic Scale	Pulse, rhythm and pitch through instruments	Recorders	Recorders
Physical Education	Athletics (External coach)	Athletics (External coach)	Dance	Dance	Swimming	Swimming
Educational Visits	Viking Workshop to be held in school.			Cadbury World	Chester Zoo	Transition Visits