

Yearly Planning Overview Year 4- 2022-23

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
TOPIC	Invaders and Settlers	India	Story of Stone - Somewhere to Settle		The Rainforest	Ancient Civilisations - Incas
English	<p>Fantasy Stories – 6 Weeks</p> <p>How to train your dragon</p> <p>Settings, style and Characters Pronouns Punctuating direct speech Developing comprehension skills Using fronted adverbials Developing extended writing</p>	<p>New Authors – 3 weeks</p> <p>-Dindy and the Elephant</p> <p>-Asha and the Spirit Bird</p> <p>1 x wow week</p> <p>Persuasive Texts – Letters and adverts (2wks)</p>	<p>Poetry Using Imagery – 3 Weeks</p> <p>Window by Jeannie Baker</p> <p>Exploring language Extended Noun Phrases Comprehension Verbs and Adverbs</p> <p>Stories with historical settings - 1wk</p> <p>The story of Stone – Cross Curricular History</p>	<p>Fiction – Recounts – 3 weeks - Little Mouse’s Big Book of fears.</p> <p>Reports – 2 Wks</p> <p>Cool Architecture by Simon Armstrong</p> <p>Non-chron features Pronouns Note Taking Conjunctions</p>	<p>Stories which raise issues/dilemmas - 3wks</p> <p>The Great Kapok Tree</p> <p>Paragraphs</p> <p>Persuasive Writing – Save the Rainforests – 4 weeks</p> <p>Where the Forest Meets the Sea/The Vanishing Rainforest</p> <p>Text structure Expanded Noun Phrases Comprehension skills Apostrophes for possession Writing an article for a blog.</p>	<p>Stories from other cultures - 3wks</p> <p>-Run, Little Chaski</p> <p>-Addison Cooke and the Treasure of the Incas</p> <p>Non-chronological reports (2wks) Poetry (1 week)</p>
History	<p>Anglo Saxons and Vikings</p> <p>The Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor.</p>		<p>Local study</p> <p>Dating from a period beyond 1066, significant to the locality. Canals and Railways</p>			<p>Ancient Incas Timelines</p> <p>Understand what was important to people during ancient Incan times. Raise questions when confronted with an artefact in order to understand more about this ancient civilisation and select information that is useful in understanding the use of Quipu as a form of communication and recording.</p>

<p>Geography</p>	<p>Viking journeys Locate the world's countries using maps to focus on Europe.</p>	<p>Comparison of India to where we live.</p>	<p>Local area and transport links Map Work using google maps and locally produced maps.</p>	<p>Explain what a settlement is; identify important features of a settlement site; list the things settlers need from a settlement site; explain that settlements have been built at different times in history; list different types of land use; identify land use using a digital map; use a key to identify transport links on maps; use an atlas to find a route between two places; draw a map of a settlement; create a key for a map.</p>	<p>Biomes of the world Islands of East Asia Continents and Oceans Climate Zones Tropic of Cancer/Capricorn</p>	<p>Find where the Incas lived on a map – South America.</p>
<p>Science</p>	<p>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>	<p>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</p>	<p>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</p>	<p>First Lego League Explore STEM Project</p>	<p>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</p>	<p>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.</p>

		sound source increases.	- Recognise some common conductors and insulators, and associate metals with being good conductors.			
Computing	Coding – We are programmers - 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	We are toy designers - 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	We are HTML editors - 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. - Use of interland (google resource)	First Lego League Explore – STEM Project – Practical coding	We are meteorologists - 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.	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 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	<u>2.5a - The Fall</u> <ul style="list-style-type: none"> Explore the Fall (Adam and Eve). Link - global warming- are humans taking responsibility for creation. 	<u>2.2b - Patterns of Worship.</u> <ul style="list-style-type: none"> Advent tradition Christmas Traditions in Church. 	<u>2.1c - Religious Key Figures</u> <ul style="list-style-type: none"> Abraham <p>Understanding Christianity Link - People of God.</p>	<u>2.3d - Attributes of God</u> Old Testaments Names of God Daniel and the Lion's Den - loving, powerful, forgiving. <p>Understanding Christianity Link - People of God.</p>	<u>2.4a - Diversity of Religious Traditions</u> <ul style="list-style-type: none"> Ramadan Eid 	<u>2.4d. Ceremonies/ Special moments in life.</u> <ul style="list-style-type: none"> This can be adapted yearly towards what is relevant for the cohort. Visit to church to explore baptism/ wedding etc.

	Understanding Christianity link - The fall.					
Art and Design	Anglo Saxon-writing runes Painting shield designs Painting dragons with focus on colour mixing	'Sewing a Diwali Decoration' Project	Discovering Wedgewood – making own clay pot Wedgewood designs and patterns James Brindley – famous architect		Focus Artist – John Dyer	Creating Own Quipu Creating own Inca Soap Carving Inca Mask Inca Patterns
PSHE	Me and My School	Happy and Healthy Me	Me and My safety	Me and My Relationships	Me and Other people	Me in the World
Music (Charanga)	Recorders	Mama Mia (Recorders & Glockenspiels)				
Physical Education	Invasion Games Gymnastics	Tag Rugby Gymnastics	Outdoor Adventurous Activities Dance	Dance	Swimming	Swimming
Educational Visits	Viking Workshop to be held in school.	Local History Walk	Laches Wood Residential	Local Area Walk	Chester Zoo	- Transition Visits - Local Habitats Walk