**Long Term Overview**

**Year 4**

**Including the Reading Journey**

**Theme**  **Genre** **Author**

Include a range of fiction, non-fiction and poetry

Include a range of text types (e.g. film, animation, text, picture book)

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|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Topic name** | **Egyptians**  **(Tomb raiders)** | **Local Settlements** | **Space**  **(Star Wars)** | **Forests**  **(Into the Jungle)** | **Inventors** | **Adventurers and explorers** |
| **Type of writing** | **Instructions- how to escape from a pyramid (clip, non-chrono texts)**  **Narrative- own version of Cinderella- books from RJ1.**  **GR- 3 weeks Cinderella’s**  **3 weeks- non chron** | **Non chronological report - area in Brighstone (Long stone)**  **Poetry (Long stone)** | **Narrative story telling unit (6 weeks)**  **Character Descriptions (1 week)**  **Setting Descriptions (1 week)** | **Persuasive letters (3 weeks)**    **Poetry (3 weeks)** | **Debates/ Discussions (Iron Man- 3 weeks)**  **Instructions (Roald Dahl 3 weeks)** | **Newspaper report (2 weeks)**  **Recount/ Diary (2 weeks)**  **Letters (2 weeks)** |
| **English** | **Reading Journey 1** | **Reading Journey 1** | **Reading Journey 1** | **Reading Journey 1** | **Reading Journey 1** | **Reading Journey 1** |
| **The Egyptian Cinderella compare to normal Cinderella** | **GR- 3 weeks Wind in the Willows**  **(BBC education section- listen to clips and read)** | **War of the worlds Young Children’s version** | **Jungle Book**  **Where the wild things are** | **Roald Dahl**  **Charlie and chocolate Factory**  **George’s Marvellous Medicine** | **Kensuke’s Kingdom**  **By Michael Morpurgo (6 weeks)** |
| **Reading Journey 2** | **Reading Journey 2** | **Reading Journey 2** | **Reading Journey 2** | **Reading Journey 2** | **Reading Journey 2** |
| **Non chronological reports on Egypt**    **Clip on Literacy Shed** | **GR-**  **Tennyson (3weeks )** | **Non chronological texts on Space** | **Film comparison** | **The Iron Man**  **William’s Workshop- Play script** |  |
| **Maths** | **Phase 1** | **Phase 1**  **Phase 2 in Nov** | **Phase 2**  **Phase 3 after Feb** | **Phase 3** | **Phase 4 after May** | **Phase 4** |
| **Science (Year 4)** | **Animals including Humans**    -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. | **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. | **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. | **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. | **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. | **Revision and gap filling** |
| **History** | **Achievements of earliest civilisations- overview of where and when first civilisations appeared and in-depth study of Ancient Egypt.**  They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources. |  | **A local history study- Rocket Launching** **Examples (non-statutory) ♣ a depth study linked to one of the British areas of study listed above ♣ a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066) ♣ a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.**  They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources. |  | **Victorians or**  **A study of an aspect or theme in British history that extends pupils’ chronological knowledge beyond 1066 a significant turning point in British history, for example, the first railways or the Battle of Britain**  They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources. |  |
| **Geography** |  | **Geographical skills and fieldwork** ♣ 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.  **Place knowledge** ♣ understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America |  | **Locational knowledge** ♣ locate the world’s countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities  **Human and physical geography** ♣ describe and understand key aspects of: ♣ physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle ♣ human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water |  | **Locational knowledge**  ♣ identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)  **Geographical skills and fieldwork** ♣ use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied ♣ use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world |
| **RE** | **(Harvest) Christianity**  **- Creation/Fall**  **Check: Transition- reflective areas and stones for tables** | **(Christmas/ Advent) Christianity- Incarnation** | **(Easter) Christianity- Salvation** | **Christianity- Kingdom of God** | **(Living Difference)**  **Yr3/4 Hinduism- Devotion**  **Yr 4/5 Islam- rituals** | **(Living Difference)**  **Yr3/4 Hinduism – protection**  **Yr 4/5 Islam- peace** |
| **PSHE**  **(SEAL)** | **New Beginnings** | **No bullying** | **Relationships** | **Falling out and getting on** | **Going for goals** | **Sex ED** |
| **Art** |  | **Sketch book work**  **Landscapes**  **Watercolours**  **Pencil drawings- coloured and normal pencils**  to create sketch books to record their observations and use them to review and revisit ideas | **Art techniques**  **Defusing**  **Marbling**  **Chalk/ pastels**  **Alien pictures- cartoonists/pop art style**  **Van Gogh Starry Night**  ♣ to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] | **Artists**  **Batik**  **Different medium chalk, paint, pastels**  ♣ about great artists, architects and designers in history. | **Leonardo Davinci** |  |
| **PE** | **Football/ Rugby** | **Gymnastics/ dance** | **Hockey** | **Basketball/ tennis** | **Rounder’s** | **Athletics** |
| **Music** | **Music specialist** | | | | | |
| **D&T** | **Canopic jars**  Design ♣ use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups ♣ generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design |  | **Moon buggies**  Technical knowledge ♣ apply their understanding of how to strengthen, stiffen and reinforce more complex structures ♣ understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages] ♣ understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors] ♣ apply their understanding of computing to program, monitor and control their products. |  | **Clocks or Dragons Den**  Evaluate ♣ investigate and analyse a range of existing products ♣ evaluate their ideas and products against their own design criteria and consider the views of others to improve their work ♣ understand how key events and individuals in design and technology have helped shape the world  Make and select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately ♣ select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities | **Food**  Cooking and nutrition  understand and apply the principles of a healthy and varied diet ♣ prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques ♣ understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed. |
| **Computing** | To 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 | ♣ 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. |
| **Languages (French)** | Numbers and Dates | Colours and body parts | Animals | School | Weather | Sports |
| **Trips** |  | Local Walk | Y4 Residential / Planetarium at Fort Vic / Needles New Battery | Walk in the forest  ? New Forest | Visitors | Visitors |