


Yearly Overview Year 4 2021 - 2022

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| Core School Values | September: Kindness and Cooperation October: Thankfulness | November: Friendship and Sharing December: Respect | January: Unity February: Responsibility | March: Hope and Peace April: Patience and Perseverance | May: Trust and Honesty | June: Happiness July: Courage |
| British Values  | Democracy | Tolerance | Mutual Respect | Rule of Law | Individual Liberty | Rule of Law |
| Year Group Theme | Here Come the Romans | | Riotous Rainforest | | Invaders and Settlers | |
| Learning Launch/Outcomes <i>(including enrichment days and trips)</i> | Virtual tour of The British Museum – Roman rooms | Mill Green Museum and Welwyn Roman Baths | Virtual rainforest field trip | RSPB Sandy Local study - woodlands | History off the Page The Dark Ages – Saxons and Vikings | Viking day – living life a Viking |
| Key Texts | Roman Myths – Romulus and Remus Various Haikus - poetry | Escape from Pompeii – Christine Balit Until I met Dudley – Roger McGough | Hansel and Gretel and Various Aesop’s Fables The Great Kapok Tree by Lynne Cherry The Shaman’s Apprentice by Lynne Cherry Various limericks | The Saga of Eric the Viking – Terry Jones Various Kennings poetry | Viking Long ship, Mick Manning & Brita Granström | |
| Writing Genres | Roman Myth, Haikus | Recount, Explanation, | Traditional tale; Stories that raise issues - persuasive writing; non-chronological report; poetry - limericks | Adventure/saga story Kennings | Information text | |
| Writing Outcomes <i>(where you will publish your writing)</i> | Roman myth (Narrative), Haikus | Diary entry Explain how an invention works | Traditional tale; letter to persuade government to stop deforestation; non-chronological report – animals of the rainforest; limerick; | Viking saga adventure Kenning poem | Information leaflet Instruction – how to sail a Viking Long ship | |
| Personal, Social, Health, Citizenship Education (P.S.H.C.E) | Health and Wellbeing Unit 4 Aspirations | Health and Wellbeing Unit 5 Emotions | Health and Wellbeing Unit 6 Safety | Health and Wellbeing Unit 7 Changing and Growing | Relationships Unit 4 Similarities and Differences Unit 5 Healthy Relationships | Living in the Wider World Unit 3 Discrimination Unit 4 Economic Awareness |
| Maths | Place value Addition and subtraction | Measurement: length and perimeter Multiplication and division | Multiplication and division Measurement: area | Fractions Decimals | Decimals Measurement: money Time | Statistics Geometry: properties of shape Position and direction |
| Science <i>(including study of key scientists)</i> | Sound Alexander Graham Bell | Animals including humans | Living things and their habitats Classification Carl Linnaeus | Electricity Michael Faraday Thomas Edison | States of matter Marie Curie | |

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| Science Practical Investigation – at least one per half term | Investigate sources of sound | Investigate function of different teeth in animals including humans | Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment | | Construct simple series circuits – troubleshoot. | Observe and record evaporation over a period of time. Investigate irreversible and reversible changes |
| History | Develop a chronologically secure knowledge and understanding of British, local and world history through study of the Roman Empire | | | | Explore Viking raids and invasion, including the resistance by Alfred the Great and Athelstan, first king of England | |
| Geography | | | Use fieldwork to observe physical features in the local area (comparing woodland to rainforest) Describe physical geography, including: climate zones. | | | Describe the water cycle |
| Computing | Online Safety | Word processing | Scratch – questions and quizzes | Programming – Turtle Logo | Animation | Using and applying |
| Art <i>(including artists)</i> | Create sketch books to record their observations. Roman Mosaics - collage | | Create sketch books to record their observations. Sculpture – animals of the rainforest | | Create sketch books to record their observations. Drawing – portraits using pencil and charcoal | |
| Design and Technology | Design, make and evaluate a Roman soldier’s shield | | | | Design, make and evaluate a Viking long ship | |
| Music <i>(Inspiring Music Online)</i> | Mamma Mia! | Glockenspiel Stage 2 | Stop! | Lean on me | Blackbird | Reflect, Rewind and Replay |
| Physical Education (P.E) | Outdoor Ed Football | Rugby | Dance | Gymnastics | Cricket/Rounders Golf | Athletics |
| Religious Education (R.E) | Where, how and why do people worship? | How do festivals and worship show what matters to Muslims? | Why do Christians call the day Jesus died ‘Good Friday’? | What kind of world did Jesus want? | How and why do people try to make the world a better place? | Why do some people think life is like a journey? How and why do people mark the significant events of life? |
| MFL <i>(KS2 only)</i> | Les Commandes de la Classe et la phonétique (Classroom commands and phonetics) | Les Couleurs et Les Nombres (Colours and Numbers) | Les animaux (Animals) | Je peux... (I can...) | Je Me Présente (Presenting Myself) | En Famille (The Family) |