

# Menston Primary School Long-Term Overview 2022-23

## Year 4 Autumn Term

	Key English texts	Maths	Geography /History	Science	Art/DT	Computing	PSHE	RE	PE	Music	MFL
<b>Autumn 1</b>	<p>Everest: The Remarkable Story of Edmund Hillary and Tenzing Norgay by Alexandra Stewart, Joe Todd-Stanton</p> <p>Everest by Sangma Francis</p> <p>The Firework Maker's Daughter by Philip Pullman</p> <p>When the Mountains Roared by Jess Butterworth</p>	<p>Place value</p> <p>Addition and subtraction</p> <p>Measurement (area)</p> <p>Multiplication and division</p>	<p><b>What is the significance of mountains?</b></p> <ul style="list-style-type: none"> <li>Can you name the eight points of the compass?</li> <li>Can you name three significant mountain ranges and their country and continent?</li> <li>How can you tell where mountain ranges are on maps?</li> <li>How were the Himalayan mountains formed?</li> <li>What physical/human features would you find in a mountainous region?</li> <li>How do mountains affect weather?</li> <li>How do mountains shape the economy of Everest compared to Mont Blanc?</li> </ul>	<p><b>States of matter:</b></p> <ul style="list-style-type: none"> <li>compare and group materials together, according to whether they are solids, liquids or gases</li> <li>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)</li> <li>identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</li> </ul>	<p><b>Painting &amp; Mixed Media: Light and Dark</b></p> <ul style="list-style-type: none"> <li>Explore the way paint can be used in different ways to create a variety of effects, e.g. creating a range of marks and textures in paint.</li> <li>Develop greater skill and control when using paint to depict forms, e.g. beginning to use tone to create 3D effects.</li> <li>Work selectively, choosing and adapting collage materials to create contrast and considering overall composition.</li> </ul>	<p><b>Computing Systems and Networks The Internet</b></p> <ul style="list-style-type: none"> <li>Connecting networks</li> <li>What is the internet made of?</li> <li>Sharing information</li> <li>What is a website?</li> <li>Who owns the web?</li> <li>Can I believe what I read?</li> </ul>	<p><b>Me and my relationships</b></p> <ul style="list-style-type: none"> <li>Teamwork and collaboration</li> <li>Positive, healthy relationships</li> <li>Assertiveness and saying 'no' to a friend</li> <li>Feelings</li> <li>Bullying</li> <li>Understanding pressure</li> </ul>	<p><b>How are important events remembered in ceremonies?</b></p> <p><i>Judaism, Sikhism and Hinduism. It also includes material related to Paganism and Ancient civilisations.</i></p>	<p><b>Multi Skills</b></p> <ul style="list-style-type: none"> <li>Demonstrate how and when to speed up and slow down when running.</li> <li>Link hopping and jumping actions with some control.</li> <li>Jump for distance and height showing balance and control.</li> <li>Throw with some accuracy and power towards a target area.</li> <li>Demonstrate good balance when performing other fundamental skills.</li> <li>Balance when changing direction at speed in combination with other skills.</li> <li>Begin to co-ordinate their body at speed in response to a task.</li> </ul>	<p><b>Interesting time signatures</b></p> <ul style="list-style-type: none"> <li>Listen to a range of musical pieces and offer an opinion, as well as beginning to make general predictions about time periods.</li> <li>Introduce major and minor chords.</li> </ul>	<p><b>Encore!</b></p> <ul style="list-style-type: none"> <li>Descriptive vocabulary</li> <li>Adjectives</li> <li>Nationalities</li> <li>I am watching...</li> </ul>
<b>Autumn 2</b>	<p>Beowulf (Monster Slayer by Paul D. Storrie &amp; Ron Randall; Michael Morpurgo)</p> <p>King Arthur and the Knights of the Round Table by Marcia Williams</p> <p>Anglo-Saxon Boy by Tony Bradman</p>		<p><b>How did the Anglo-Saxons shape Britain?</b></p> <ul style="list-style-type: none"> <li>Who were the Anglo-Saxons and the Scotts?</li> <li>Where did the Anglo-Saxons settle?</li> <li>What was life like in Anglo-Saxon times?</li> <li>What can artefacts tell us about the Anglo-Saxon Era? (Settlements – doomsday Menston, Sutton Hoo, Beowulf and the heroic code)</li> </ul>	<p><b>Electricity:</b></p> <ul style="list-style-type: none"> <li>identify common appliances that run on electricity</li> <li>construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers</li> <li>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</li> <li>recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit</li> <li>recognise some common conductors and insulators, and associate metals with being good conductors.</li> </ul>	<p><b>STEM - Electronics</b></p> <p>Design and make a Christmas card with light-up components</p>	<p><b>Creating Media Audio Editing</b></p> <ul style="list-style-type: none"> <li>Digital recording</li> <li>Recording sounds</li> <li>Creating a podcast</li> <li>Editing digital recordings</li> <li>Combining audio</li> <li>Evaluating podcasts</li> </ul>	<p><b>Valuing difference</b></p> <ul style="list-style-type: none"> <li>Negotiation and compromise</li> <li>Understanding difference</li> <li>Responding to aggressive behaviour</li> <li>Respect</li> <li>Understanding stereotypes</li> <li>Different types and features of relationships</li> <li>Personal body space</li> <li>What to do if you feel uncomfortable</li> </ul>	<p><b>What faiths are shared in our country?</b></p> <p><i>Christianity, Judaism, Islam and Sikhism, as well as non-religious approaches</i></p>	<p><b>Tag Rugby</b></p> <ul style="list-style-type: none"> <li>Develop different ways of throwing and catching.</li> <li>Move with the ball using a range of techniques, showing control and fluency.</li> <li>Pass the ball with increasing speed, accuracy and success in a game situation.</li> <li>Occasionally contribute towards helping their team to keep and win back possession of the ball in a team game.</li> <li>Make the best use of space to pass and receive the ball.</li> <li>Use a range of attacking and defending skills and techniques in a game.</li> <li>Use skills as an individual to prevent a player from scoring.</li> <li>Vary the tactics they use in a game.</li> <li>Adapt rules to alter games.</li> </ul>	<p><b>Combining elements to make music</b></p> <ul style="list-style-type: none"> <li>Combine known rhythmic notation with note names to create short pentatonic phrases using a limited range of 5 pitches.</li> <li>Explore developing knowledge of musical components by composing music to create a specific mood (e.g. creating music for a short clip.)</li> <li>Include instruments already known to expand the scope and range of the palette available for composition work.</li> </ul>	<p><b>Quelle heure est-il?</b></p> <ul style="list-style-type: none"> <li>Numbers 1–12</li> <li>Telling the time</li> <li>Activities</li> <li>Time</li> </ul>

### Curriculum enrichment:

- Outdoor day: Mapping and contours
- Outdoor day: Anglo-Saxon theme
- Visit: Menston Catholic Church

# Menston Primary School Long-Term Overview 2022-23

## Year 4 Spring Term

	Key English texts	Maths	Geography /History	Science	Art/DT	Computing	PSHE	RE	PE	Music	MFL
<b>Spring 1</b>	<p>The River (poetry) by Valerie Bloom</p> <p>Digestion</p> <p>Iron Man by Ted Hughes</p>	<p>Multiplication and division</p> <p>Length and perimeter</p> <p>Fractions</p> <p>Decimals</p>	<p><b>How important are river systems and what do they do?</b></p> <ul style="list-style-type: none"> <li>Where does the river Wharf go?</li> <li>Can you name three major river systems and the country that they are in?</li> <li>What key features do river systems have?</li> <li>Can you describe the process of a river system?</li> <li>Can you explain the water cycle?</li> <li>What do humans use rivers for?</li> </ul>	<p><b>Animals, including humans:</b></p> <ul style="list-style-type: none"> <li>describe the simple functions of the basic parts of the digestive system in humans</li> <li>identify the different types of teeth in humans and their simple functions</li> <li>construct and interpret a variety of food chains, identifying producers, predators and prey.</li> </ul>	<p><b>Drawing: Power Prints</b></p> <ul style="list-style-type: none"> <li>Apply observational skills, showing a greater awareness of composition and demonstrating the beginnings of an individual style.</li> <li>Use growing knowledge of different drawing materials, combining media for effect.</li> <li>Demonstrate greater control over drawing tools to show awareness of proportion and perspective, continuing to develop use of tone and more intricate mark-making.</li> </ul>	<p><b>Creating Media</b> <i>Photo Editing</i></p> <ul style="list-style-type: none"> <li>Changing digital images</li> <li>Changing the composition of images</li> <li>Changing images for different uses</li> <li>Retouching images</li> <li>Fake images</li> <li>Making and evaluating a publication</li> </ul>	<p><b>Keeping safe</b></p> <ul style="list-style-type: none"> <li>Danger, risk and hazard</li> <li>Dares</li> <li>Managing risk</li> <li>Being influenced</li> <li>Consequences</li> <li>Safe online sharing</li> <li>Medicines</li> </ul>	<p><b>How do the five pillars guide Muslims in life?</b></p> <p><i>Islam</i></p>	<p><b>Gymnastics</b></p> <ul style="list-style-type: none"> <li>Rolls</li> <li>Jumps</li> <li>Handstands</li> <li>Cartwheels</li> <li>Travelling and linking actions</li> <li>Shapes and balances</li> </ul>	<p><b>BBC Ten Pieces: Earth (Hans Zimmer)</b></p> <ul style="list-style-type: none"> <li>listen and reflect on a piece of orchestral music</li> <li>create their own piece of music using instruments and voice</li> <li>perform as an ensemble</li> <li>learn musical language appropriate to the task</li> <li>Recognise known instruments with increasing accuracy.</li> <li>Use listening skills to begin to make compositional decisions about the overall structure of improvisations</li> </ul>	<p><b>Les fetes</b></p> <ul style="list-style-type: none"> <li>Festivals</li> <li>Presents</li> <li>Numbers 31 – 60</li> <li>Instructions</li> </ul>
<b>Spring 2</b>	<p>Norse Myths: Tales of Odin, Thor and Loki by Kevin Crossley-Holland</p> <p>Norse Mythology for Kids: Tales of Gods, Creatures, and Quests by Mathias Nordvig</p> <p>The 1,000-year-old Boy by Ross Welford</p>		<p><b>Vikings</b></p> <ul style="list-style-type: none"> <li>Who were the Vikings?</li> <li>Were the Vikings just vicious warriors?</li> <li>How did the Vikings raid and conquer?</li> <li>When did the events leading up to the Danelaw happen?</li> <li>How do we know about life in Jorvik?</li> <li>What do the artefacts tell us about life in a Viking settlement?</li> <li>Were there similarities between the Anglo-Saxons and the Vikings?</li> </ul>	<p><b>Sound:</b></p> <ul style="list-style-type: none"> <li>identify how sounds are made, associating some of them with something vibrating</li> <li>recognise that vibrations from sounds travel through a medium to the ear</li> <li>find patterns between the pitch of a sound and features of the object that produced it</li> <li>find patterns between the volume of a sound and the strength of the vibrations that produced it</li> <li>recognise that sounds get fainter as the distance from the sound source increases.</li> </ul>	<p><b>Food Technology:</b></p> <p>Design and make a healthy soup using seasonal food making healthy eating choices</p>	<p><b>Data and Information</b> <i>Data Logging</i></p> <ul style="list-style-type: none"> <li>Answering questions</li> <li>Data collection</li> <li>Logging</li> <li>Analysing data</li> <li>Data for answers</li> <li>Answering my questions</li> </ul>	<p><b>Rights and respect</b></p> <ul style="list-style-type: none"> <li>Being responsible</li> <li>Staying healthy and safe</li> <li>Rights and responsibilities</li> <li>Rules</li> <li>Democracy</li> <li>Media influence</li> <li>Bystander</li> <li>Antisocial behaviour</li> <li>income tax, NInsurance and VAT</li> <li>Payslips (pay and deductions)</li> <li>Public services</li> </ul>	<p><b>Short tennis</b></p> <ul style="list-style-type: none"> <li>Use a racquet or to hit a ball with accuracy and control.</li> <li>Accurately serve underarm.</li> <li>Build a rally with a partner.</li> <li>Use at least two different shots in a game situation.</li> <li>Use hand-eye coordination to strike a moving and a stationary ball.</li> </ul>	<p><b>Bamboo Tamboo</b></p> <ul style="list-style-type: none"> <li>Introduce and understand the differences between minims, crotchets, paired quavers and rests.</li> <li>Follow and perform simple rhythmic scores to a steady beat: maintain individual parts accurately within the rhythmic texture, achieving a sense of ensemble.</li> <li>Perform in two or more parts.</li> <li>Play and perform melodies following staff notation using a small range (e.g. Middle C–G/do–so) as a whole-class or in small groups.</li> </ul>	<p><b>Ou vas tu?</b></p> <ul style="list-style-type: none"> <li>Directions</li> <li>Weather</li> </ul>	

### Curriculum enrichment:

- Outdoor day: Viking theme
- Outdoor day: River theme
- Local fieldwork: River study
- Muslim visitor

# Menston Primary School Long-Term Overview 2022-23

## Year 4 Summer Term

	Key English texts	Maths	Geography /History	Science	Art/DT	Computing	PSHE	RE	PE	Music	MFL
<b>Summer 1</b>	TBC: Frostfire by Jamie Smith	Decimals Money Time Shape Statistics Position and direction	<b>What is the impact of a glacier?</b> <ul style="list-style-type: none"> <li>What is a glacier?</li> <li>Where do glaciers occur and why?</li> <li>What is erosion?</li> <li>Can you name three physical features of a glacier?</li> <li>What features does glaciation cause on the landscape?</li> <li>What is an 'erratic'?</li> <li>Where did the Norber erratics come from and how did they end up where they are?</li> <li>How big are the Norber erratics?</li> </ul>	<b>Living things and their habitats:</b> <ul style="list-style-type: none"> <li>recognise that living things can be grouped in a variety of ways</li> <li>explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment</li> <li>recognise that environments can change and that this can sometimes pose dangers to living things.</li> </ul>	Mechanisms: Pneumatics	<b>Programming A Repetition in Shapes</b> <ul style="list-style-type: none"> <li>Programming a screen turtle</li> <li>Programming letters</li> <li>Patterns and repeats</li> <li>Using loops to create shapes</li> <li>Breaking things down</li> <li>Creating a program</li> </ul>	<b>Being my best</b> <ul style="list-style-type: none"> <li>Uniqueness</li> <li>Choices</li> <li>Staying healthy</li> <li>Caring for the environment</li> <li>Community</li> <li>First aid</li> </ul>	<b>Why are the Gurus at the heart of Sikh belief and practice?</b>  <i>Sikhism</i>	<b>Kwik Cricket</b> <ul style="list-style-type: none"> <li>Hit a ball or shuttlecock with accuracy and control.</li> <li>Accurately bowl underarm.</li> <li>Use at least two different shots in a game situation.</li> <li>Use hand-eye coordination to strike a moving and a stationary ball.</li> <li>Develop different ways of throwing and catching.</li> <li>Pass the ball with increasing speed, accuracy and success in a game situation.</li> <li>Use fielding skills as an individual to prevent a player from scoring.</li> </ul>	<b>Developing pulse and groove through improvisation</b> <ul style="list-style-type: none"> <li>Improvise on a limited range of pitches on an instrument, making use of musical features including smooth (legato) and detached (staccato)</li> </ul>	<b>On mangle!</b> <ul style="list-style-type: none"> <li>Food</li> <li>Using money</li> <li>Party activities</li> <li>Opinions</li> </ul>
<b>Summer 2</b>	Everything Ancient Egypt by DK  Egyptian Cinderella by Shirley Climo		<b>What was it like to live by the river Nile in Ancient Egypt?</b> <ul style="list-style-type: none"> <li>Who and where were the first civilisations?</li> <li>When and where were the Ancient Egyptians?</li> <li>How did the Ancient Egyptian gods influence daily life?</li> <li>Why did the Egyptians build pyramids? [</li> <li>How did the Nile influence Egyptian life?</li> <li>Were all Egyptians equal and how does that compare with Britain now?</li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>	<b>Craft &amp; Design: <u>Ancient Egyptian Scrolls</u></b> <ul style="list-style-type: none"> <li>Learn a new making technique (paper making) and apply it as part of their own project.</li> <li>Investigate the history of a craft technique and share that knowledge in a personal way.</li> <li>Design and make creative work for different purposes, evaluating the successes of the techniques used.</li> </ul> <b>Sculpture &amp; 3D: Mega Materials</b> <ul style="list-style-type: none"> <li>Use more complex techniques to mould and form malleable materials, such as the coil pot technique in clay and adding detailed surface decoration.</li> <li>Show an understanding of appropriate finish and present work to a good standard.</li> <li>Respond to a stimulus and begin to make choices about materials used to work in 3D.</li> </ul>	<b>Programming B Repetition in Games</b> <ul style="list-style-type: none"> <li>Using loops to create shapes</li> <li>Different loops</li> <li>Animate your name</li> <li>Modifying a game</li> <li>Designing a game</li> <li>Creating our games</li> </ul>	<b>Growing and changing</b> <ul style="list-style-type: none"> <li>Managing change</li> <li>Feelings</li> <li>Puberty</li> <li>Falling out with parents</li> <li>Compromise</li> <li>Naming genitalia</li> <li>Menstrual cycle</li> <li>Secrets and surprises</li> <li>Safe and unsafe secrets</li> <li>Asking for help</li> <li>Marriage and civil partnership</li> <li>Same sex and opposite sex partners</li> </ul>	<b>Athletics</b> <ul style="list-style-type: none"> <li>Confidently demonstrate an improved technique for sprinting. Carry out an effective sprint finish.</li> <li>Perform a relay, focusing on the baton changeover technique.</li> <li>Speed up and slow down smoothly.</li> <li>Learn how to combine a hop, step and jump to perform the standing triple jump.</li> <li>Land safely and with control.</li> <li>Begin to measure the distance jumped.</li> <li>Perform a pull throw.</li> <li>Measure the distance of their throws.</li> <li>Continue to develop techniques to throw for increased distance.</li> </ul>	<b>How Does Music Connect Us With the Environment?</b> <ul style="list-style-type: none"> <li>Arrange individual notation cards of note values (i.e. minim, crotchet, crotchet rest and paired quavers) to create sequences of 2-, 3- or 4- beat phrases arranged into bars.</li> <li>Capture and record ideas using a range of graphic symbols, rhythm notations and time signatures, staff notation and technology.</li> </ul>	<b>Le cirque</b> <ul style="list-style-type: none"> <li>Francophone countries</li> <li>Talking about language</li> <li>Clothes</li> <li>Describing colour of clothes</li> </ul>	

### Curriculum enrichment:

- Residential to Ingleborough Hall
- Outdoor day: Ancient Egyptian theme
- Outdoor day: Classification of animals and plants (Science)
- Local fieldwork: Glacial landscapes
- Dance: Wonders of the world
- Medical visitor (PSHE)