

Menston Primary School Long-Term Overview 2023-24

Year 4 Autumn Term

	Key English texts	Maths	Geography /History	Science	Art/DT	Computing	PSHE	RE	PE	Music	MFL
Autumn 1	<p>The Abominables by Eva Ibbotson</p> <p>Everest: The Remarkable Story of Edmund Hillary and Tenzing Norgay by Alexandra Stewart, Joe Todd-Stanton</p> <p>Writing to persuade: travel guide to Mount Everest</p> <p>The Firework Maker's Daughter by Philip Pullman</p> <p>Writing to entertain: adventure story chapter</p>	<p>Place value</p> <p>Addition and subtraction</p> <p>Measurement (area)</p> <p>Multiplication and division</p>	<p>What is the significance of mountains?</p> <ul style="list-style-type: none"> Can you name three significant mountain ranges and their country and continent? How can you tell where mountain ranges are on maps? How were the Himalayan mountains formed? What physical/human features would you find in a mountainous region? How do mountains affect weather? How do mountains shape the economy of Everest compared to Mont Blanc? 	<p>States of matter:</p> <ul style="list-style-type: none"> 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>Painting & Mixed Media: Light and Dark</p> <ul style="list-style-type: none"> 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. Develop greater skill and control when using paint to depict forms, e.g. beginning to use tone to create 3D effects. Work selectively, choosing and adapting collage materials to create contrast and considering overall composition. 	<p>Computing Systems and Networks: The Internet</p> <ul style="list-style-type: none"> Connecting networks What is the internet made of? Sharing information What is a website? Who owns the web? Can I believe what I read? 	Me and my relationships	<p>Are all religions equal?</p> <p>As children explore the origins of various religions, they discover geographical and historical connections among them. They investigate Sikh and Bahá'í beliefs and practices, reflecting unity and equality, and plan a promotional video, poster or slide show for World Religion Day.</p>	<p>Multi Skills</p> <ul style="list-style-type: none"> Demonstrate how and when to speed up and slow down when running. Link hopping and jumping actions with some control. Jump for distance and height showing balance and control. Throw with some accuracy and power towards a target area. Demonstrate good balance when performing other fundamental skills. Balance when changing direction at speed in combination with other skills. Begin to co-ordinate their body at speed in response to a task. 	<p>Body and tuned percussion (Theme: Rainforests)</p> <p>A topic of discovery; children will explore the rainforest through music and be introduced to new musical terms. They will also use a mixture of body percussion and tuned percussion instruments as the children create their own rhythms of the rainforest, layer by layer.</p>	<p>Je me présente (Presenting Myself)</p> <ul style="list-style-type: none"> Count to 20. Say their name and age. Say hello and goodbye, then ask how somebody is feeling and answer how they are feeling. Tell you where they live. Tell you their nationality and understand basic gender agreement rules.
Autumn 2	<p>Cloudbusting by Malorie Blackman</p> <p>For The Birds (digital literacy)</p> <p>Writing to inform: Explanation (letter to the little birds)</p> <p>Beowulf by Paul D. Storrie</p> <p>Writing to entertain: adventure story</p>		<p>How hard was it to invade & settle in Britain?</p> <ul style="list-style-type: none"> Who were the Anglo-Saxons and the Scots? How did the Anglo-Saxons settle in Britain? What does Sutton Hoo tell us about Anglo-Saxon life? How did Christianity arrive in Britain? Was King Alfred really great? How did Anglo-Saxon rule end? 	<p>Electricity:</p> <ul style="list-style-type: none"> 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. 	<p>STEM: Electrical systems (Torches)</p> <ul style="list-style-type: none"> Pupils apply their scientific understanding of electrical circuits to create a torch made from recycled and reclaimed materials and objects. They design and evaluate their product against set design criteria. 	<p>Creating Media: Audio Editing</p> <ul style="list-style-type: none"> Digital recording Recording sounds Creating a podcast Editing digital recordings Combining audio Evaluating podcasts 	Valuing difference	<p>What makes some texts sacred?</p> <p>Building on enquiry about the place of scripture in Year 3, children look at different ways scriptures are used and what this shows about the value placed on them. They experience how the Guru Granth Sahib is treated like royalty and analyse information collaboratively.</p>	<p>Tag Rugby</p> <ul style="list-style-type: none"> Develop different ways of throwing and catching. Move with the ball using a range of techniques, showing control and fluency. Pass the ball with increasing speed, accuracy and success in a game situation. Occasionally contribute towards helping their team to keep and win back possession of the ball in a team game. Make the best use of space to pass and receive the ball. Use a range of attacking and defending skills and techniques in a game. Use skills as an individual to prevent a player from scoring. Vary the tactics they use in a game. Adapt rules to alter games. 	<p>Adapting and transposing motifs (Theme: Romans)</p> <p>Drawing upon their understanding of repeating patterns in music, pupils are introduced to the concept of motifs.</p>	<p>Ma famille (My Family)</p> <ul style="list-style-type: none"> Tell somebody the members, names and various ages of either their own or a fictional family in French. Continue to count in French, with the option of reaching 100, enabling students to say the age of various family members. Understand the concept of the possessive adjectives 'mon', 'ma' and 'mes' in French. Move from 1st person singular to 3rd person singular of the two high frequency verbs used in this unit: s'appeler (to be called) and avoir (to have).

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Year 4 Spring Term

	Key English texts	Maths	Geography /History	Science	Art/DT	Computing	PSHE	RE	PE	Music	MFL
Spring 1	<p>The Wind in the Willows by Kenneth Grahame</p> <p>The River by Valerie Bloom Poetry:</p> <ul style="list-style-type: none"> Rhyming free verse Kenning Haiku <p>A Journey Through the Digestive System by Emily Sohn Writing to inform: Explanation of the digestive system</p>	<p>Multiplication and division</p> <p>Length and perimeter</p> <p>Fractions</p> <p>Decimals</p>	<p>How important are river systems and what do they do?</p> <ul style="list-style-type: none"> Where does the river Wharfe go? Can you name three major river systems and the country that they are in? What key features do river systems have? Can you describe the process of a river system? Can you explain the water cycle? What do humans use rivers for? 	<p>Animals, including humans:</p> <ul style="list-style-type: none"> 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>Drawing: Power Prints</p> <ul style="list-style-type: none"> Apply observational skills, showing a greater awareness of composition and demonstrating the beginnings of an individual style. Use growing knowledge of different drawing materials, combining media for effect. Demonstrate greater control over drawing tools to show awareness of proportion and perspective, continuing to develop use of tone and more intricate mark-making. 	<p>Creating Media: Photo Editing</p> <ul style="list-style-type: none"> Changing digital images Changing the composition of images Changing images for different uses Retouching images Fake images Making and evaluating a publication 	<p>Keeping safe</p>	<p>Just how important are our beliefs?</p>	<p>Gymnastics</p> <ul style="list-style-type: none"> Rolls Jumps Handstands Cartwheels Travelling and linking actions Shapes and balances 	<p>Changes in tempo, pitch and dynamics (Theme: Rivers)</p> <p>Learning to listen to changes in pitch, tempo and dynamics and relate it to something tangible and familiar. Linking to their geography learning, the pupils represent different stages of the river through vocal and percussive ostinatos, culminating in a final group performance.</p>	<p>Boucle d'Or et les Trois Ours (Goldilocks)</p> <ul style="list-style-type: none"> Listen attentively to a story and recognise, understand and remember more of the new language. Increase their memory potential in French by using picture cards, word cards and phrase cards in French. Increase their thinking and reasoning skills in French, identifying strategies to use in the future for memorising new words and phrases. Attempt to spell in French.
Spring 2	<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 Writing to entertain: Myth</p> <p>Everything Vikings by National Geographic Kids Writing to inform: Newspaper report about the Battle of Edington</p>		<p>How did the Vikings and Anglo-Saxons struggle for the kingdom of England?</p> <ul style="list-style-type: none"> Were the Vikings just vicious warriors? How did the Vikings raid and conquer? When did the events leading up to the Danelaw happen? How do we know about life in Jorvik? What do the artefacts tell us about life in a Viking settlement? Were there similarities between the Anglo-Saxons and the Vikings? 	<p>Sound:</p> <ul style="list-style-type: none"> 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. 	<p>Food tech: Soup</p> <ul style="list-style-type: none"> Design and make a healthy soup using seasonal food making healthy eating choices. 	<p>Data and Information: Data Logging</p> <ul style="list-style-type: none"> Answering questions Data collection Logging Analysing data Data for answers Answering my questions 	<p>Rights and respect</p>	<p>Who was Jesus?</p>	<p>Short tennis</p> <ul style="list-style-type: none"> Use a racquet or to hit a ball with accuracy and control. Accurately serve underarm. Build a rally with a partner. Use at least two different shots in a game situation. Use hand-eye coordination to strike a moving and a stationary ball. 	<p>Developing singing technique (Theme: The Vikings)</p> <p>The children develop their singing technique. Learning to keep in time and work on musical notation and rhythm, the unit finishes with a group performance of a song with actions.</p>	<p>En classe (In the Classroom)</p> <ul style="list-style-type: none"> Remember and recall 12 classroom objects with their indefinite article/determiner. Replace an indefinite article/determiner with a possessive adjective. Say and write what they have and do not have in their pencil case.

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Year 4 Summer Term

	Key English texts	Maths	Geography /History	Science	Art/DT	Computing	PSHE	RE	PE	Music	MFL
Summer 1	<p>Frostfire by Jamie Smith</p> <p>Iron Man by Ted Hughes Writing to entertain: Setting description</p> <p>The Promise by Nicola Davies Writing to entertain: Setting description</p>	<p>Decimals</p> <p>Money</p> <p>Time</p> <p>Shape</p> <p>Statistics</p> <p>Position and direction</p>	<p>What is the impact of a glacier?</p> <ul style="list-style-type: none"> What is a glacier, where do they occur and why? Where did the Norber erratics come from and how did they end up where they are? <p>Where does our energy come from?</p> <ul style="list-style-type: none"> Why is energy important? What is renewable energy? How does the United Kingdom generate energy? What is the best way to generate energy? Where is the best place for a solar panel on the school grounds? 	<p>Living things and their habitats:</p> <ul style="list-style-type: none"> 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>Mechanisms: Slingshot cars</p> <ul style="list-style-type: none"> Transform lollipop sticks, wheels, dowel and straws into a moving car. Pupils use a glue gun to construct, make the launch mechanism, design and create the chassis of a vehicle using nets. 	<p>Programming A: Repetition in Shapes</p> <ul style="list-style-type: none"> Programming a screen turtle Programming letters Patterns and repeats Using loops to create shapes Breaking things down Creating a program 	Being my best	Why is the Bible the best-selling book of all time?	<p>Kwik Cricket</p> <ul style="list-style-type: none"> Hit a ball or shuttlecock with accuracy and control. Accurately bowl underarm. Use at least two different shots in a game situation. Use hand-eye coordination to strike a moving and a stationary ball. Develop different ways of throwing and catching. Pass the ball with increasing speed, accuracy and success in a game situation. Use fielding skills as an individual to prevent a player from scoring. 	<p>Haiku music and performance (Theme: Hanami)</p> <p>This Japanese inspired topic looks at the springtime festival of Hanami, which celebrates the fleeting beauty of spring flowers. Children use descriptive vocabulary to create a Haiku, put it to music and finally add percussion sound effects to bring all elements together before a final, group performance.</p>	<p>Au salon de thé (At the Tea Room)</p> <ul style="list-style-type: none"> Remember and recall a wide variety of foods, snacks, and drinks (with their indefinite article/determiner) typically served in a salon de thé. To understand better how to change a singular noun to plural form. Perform a short role-play ordering what they would like to eat and drink.
Summer 2	<p>The Ancient Egypt Sleepover by Stephen Davies</p> <p>Everything Ancient Egypt by DK Writing to inform: Non-chronological report</p> <p>The Story of Tutankhamun by Patricia Cleveland-Peck Writing to inform: Biography</p>		<p>What did the Ancient Egyptian civilisation believe?</p> <ul style="list-style-type: none"> Who and where were the first civilisations? When and where were the Ancient Egyptians? How did the Ancient Egyptian gods influence daily life? What does the Book of the Dead tell us about ancient Egyptian beliefs? Why did the Egyptians build pyramids? How did the Nile influence Egyptian life? Were all Egyptians equal and how does that compare with Britain now? 		<p>Sculpture & 3D: Mega Materials</p> <ul style="list-style-type: none"> Use more complex techniques to mould and form malleable materials, such as the coil pot technique in clay and adding detailed surface decoration. Show an understanding of appropriate finish and present work to a good standard. Respond to a stimulus and begin to make choices about materials used to work in 3D. 	<p>Programming B: Repetition in Games</p> <ul style="list-style-type: none"> Using loops to create shapes Different loops Animate your name Modifying a game Designing a game Creating our games 	Growing and changing	Does the language of scripture matter?	<p>Athletics</p> <ul style="list-style-type: none"> Confidently demonstrate an improved technique for sprinting. Carry out an effective sprint finish. Perform a relay, focusing on the baton changeover technique. Speed up and slow down smoothly. Learn how to combine a hop, step and jump to perform the standing triple jump. Land safely and with control. Begin to measure the distance jumped. Perform a pull throw. Measure the distance of their throws. Continue to develop techniques to throw for increased distance. 	<p>Composition notation (Theme: Egypt)</p> <p>Based on the theme of Ancient Egypt, children learn to identify the pitch and rhythm of written notes and experiment with notating their compositions, developing their understanding of staff notation.</p>	<p>Quel temps fait-il? What is the weather like?</p> <ul style="list-style-type: none"> Repeat and recognise the vocabulary for weather in French. Ask and say what the weather is like today. Create a French weather map. Describe the weather in different regions of France using a weather map with symbols.