

## Yearly Overview Year 4

Year Group	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<b>English</b>	Ivan and the place between	Ice Palace	Mousehole Cat	Varjak Paw	Midsummer Night's dream <i>Musical Production</i> Wolves	Into the Forest <i>and other books by Anthony Browne</i> The Enchanter's Daughter <i>and other picture books</i>
<b>Maths</b>	Number and place value, addition and subtraction	Multiplication and division, length and perimeter	Multiplication and division, fractions, area	Fractions and decimals	Decimals, measurement (money), time, statistics	Properties of shape, position and direction
<b>Learning Journey</b>	The best town in the world!	What makes Earth angry?	What is Skara Brae?	Were the Vikings really vicious?	To dream or not to dream?	What have the Romans ever done for us?
<b>History</b>			Anglo Saxons and Vikings		Romans + off-site learning	
<b>Geography</b>	Why is East Sussex a cool place to live? + off-site learning	Climate zones, biomes and vegetation belts, rivers, mountains, volcanoes, earthquakes and the water cycle.				
<b>Science</b>	Science week and follow up: working scientifically	Animals, including humans	States of matter	Sound	Electricity: insulation and conduction	Living things and habitats
<b>RE</b>	Buddha's teachings: the 4 noble truths & the 10 precepts Christianity: the first Christmas		Buddhism: symbolism and art + off-site learning Christianity: the teachings of Jesus – the Beatitudes		Buddhist beliefs: reincarnation, samsara, nirvana and karma	
<b>PE</b>	Invasion games	Gymnastics - movement	Dance	Net and wall games	Striking and fielding games, e.g. rounders, stoolball	Athletics- prep for sports day
<b>Art</b>	Multi-media, linked to English	Printing	Drawing from observation	Great artists	Sketching	Painting
<b>Computing</b>	E safety		Logo (linked to geometry)		Logo (linked to geometry)	
<b>Music</b>	Recorders: 3 notes		Recorders: rehearsing for Hastings International Music Festival		Singing, songs for musical production.	

Topic embedded PSHE	<ul style="list-style-type: none"><li>• appreciate range of national, regional, religious and ethnic identities in the UK</li><li>• the role money plays in their own and others’ lives, including how to manage money and being a critical consumer</li><li>• what being part of a community means, and the varied institutions that support communities locally</li><li>• recognise the role of voluntary, community and pressure groups</li></ul>		<ul style="list-style-type: none"><li>• appreciate range of national, regional, religious and ethnic identities in the UK</li><li>• think about the lives of people living in other places, and people with different values and customs</li></ul>	<ul style="list-style-type: none"><li>• recognise opportunities to make choices about food, what might influence choices, benefits of a balanced diet</li><li>• bacteria and viruses affect health and following simple routines can reduce spread</li><li>• which, why and how, commonly available substances and drugs (including alcohol and tobacco) could damage health and safety, that some are legal, some are restricted and some are illegal (low level)</li><li>• research, discuss and debate topical issues, problems and events concerning health and wellbeing and offer recommendations to appropriate people</li></ul>	
Discrete PSHE	Communication weeks <ul style="list-style-type: none"><li>• about change, including transitions (Key Stages), loss, separation, divorce, bereavement</li><li>• importance of protecting personal information, passwords, addresses and images</li><li>• people who are responsible for helping them stay healthy and safe and ways that they can help these people</li><li>• to work collaboratively towards shared goals</li><li>• school rules about health and safety, basic emergency</li></ul>	Anti-bullying week <ul style="list-style-type: none"><li>• recognise increasing independence brings increased responsibility to keep themselves and others safe</li><li>• recognise when and how to ask for help, use basic techniques for resisting pressure</li><li>• importance of protecting personal information, passwords, addresses and images</li><li>• people who are responsible for helping them stay healthy and safe and ways that they can help these people</li><li>• differences and similarities arise from factors, including family,</li></ul>	PSHE Running throughout via Thrive input <ul style="list-style-type: none"><li>• how to make informed choices (including recognising choices can have positive, neutral and negative consequences)</li><li>• deepen understanding of good and not so good feelings, extend vocabulary to enable them to explain the range and intensity of feelings to others</li><li>• recognise they may experience conflicting emotions and when they might need to listen to emotions or overcome them</li><li>• to recognize and respond appropriately to a wider range of feelings in others</li><li>• to listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and to try to see, respect and if necessary constructively challenge their points of view</li><li>• to develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves</li><li>• to resolve differences by looking at alternatives, seeing and respecting others’</li></ul>	SRE – <ul style="list-style-type: none"><li>• how to make informed choices (eg recognising choices can have positive, neutral and negative consequences)</li><li>• how their body changes as they approach and move through puberty</li><li>• about human reproduction</li><li>• be aware of different types of relationship</li><li>• judge what kind of physical contact is acceptable or unacceptable and how to respond</li><li>• concept of ‘keeping something confidential or</li></ul>	Transition – <ul style="list-style-type: none"><li>• about change, including transitions</li><li>• recognise when and how to ask for help, use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable, anxious or that they believe to be wrong</li></ul>

	aid procedures, where and how to get help	cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation, and disability	points of view, making decisions and explaining choices <ul style="list-style-type: none"><li>• to reflect on and celebrate their achievements, identify their strengths, areas for improvement, set high aspirations and goals</li></ul>	secret', when we should or should not agree to this and when it is right to 'break a confidence' or 'share a secret'	
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