

Aspley Guise - Year 4 Overview

Subject	Autumn: Were the Romans really rotten?	Spring: Changes to our world	Summer: The rainforests of South America
Class readers	The Roman Chronicle by Pearson education Alfie's Adventure with The Romans by Michael Rosen Across the Roman Wall by Theresa Breslin The Thieves of Ostia by Caroline Lawrence	Grandpa's Indian summer by Jamila Gavin Stories from India by Anna Milbourne The Boy at the Back of The Class by Onjali Q Rauf	The Vanishing Rainforest by Richard Platt Running Wild by Michael Morpurgo
Intent	To develop a wider cultural and social understanding of life for children and adults in Ancient Rome	To develop tolerance and respect for people from other cultures and countries	To recognise how we can confront fear and the importance of caring for the environment, understanding that the Earth belongs to everyone.
English - Non-Fiction	Recounts: Roman Newspaper report Letter writing: Formal letter of complaint/Informal letter to Santa Claus	Information text: How to play your favourite sport Biography featuring the main character from 'The boy at the back of the class'	Explanation texts – Wallace and Gromit inventions Persuasive texts – Designing and selling a chocolate bar to help save the rainforests
English – Fiction	Poetry – Autumn senses/Kennings Playscripts Stories with historical settings	Poetry - Limericks Stories from other cultures Mr Man/Little Miss stories	Poetry - Haiku Stories which raise dilemmas
Intent	To understand the key features of formal writing in different forms and the occasions in which it would be used. Organising paragraphs around a theme e.g. creating settings, characters and plot Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action	To write for a different audience- understanding that you need to vary the level of difficulty of the text and its themes. To recognise motive and drives in characterisation. Recognising some different forms of poetry and that performance shapes our understanding of intent.	To write persuasively, using a range of reasons- emotional as well as logical. To write narratives that so an awareness of motive and drives in others and how dilemmas bring motive and values to the fore. To apply a wide range of organisational devices in non-fiction writing, recognising that these can aid understanding.
Maths	Place Value – Order and Compare Numbers Beyond 1000 Rounding, estimation and magnitude Securing addition and subtraction mental and written fluency, including strategies and arithmetic laws Counting in Multiples of 6, 7, 9, 25 and 100 Multiplication and Division Facts Factor Pairs, Integer Scaling and Correspondence Problems Problem Solving including Measures to Multiply and Divide a One or Two-digit Number by 10 and 100 Measure - Conversion of Units Measures, Comparing and Estimating	Properties of Shape including symmetry Calculating with decimals Solving money problem involving decimals to two places Add and subtract fractions with the same denominator Finding fractions of quantities and amounts Equivalent fractions, ordering and comparing Multiplying two and three-digit numbers by a one-digit Number using a formal written layout Dividing two and three-digit numbers by a one-digit number using a formal written method	Time – Read, write, calculate and convert time on analogue and digital 12- and 24-hour clocks Statistics – Interpret and present continuous and discrete data Solve problems incorporating Measures Roman Numerals to 100 and zero Negative Numbers – Counting through zero and calculating in context Geometry – properties of triangles, coordinates in the first quadrant and translations Geometry – Position and direction, incorporating angles and plotting points of a shape Multiplication and division review Area

	Discrete and Continuous Data (Time Graphs), including application of scales and division Perimeter		Fractions Review Problem Solving – Developing Operation Sense
Maths across the curriculum	<b>Science</b> – using Newton meters <b>History</b> – Roman numerals <b>Art</b> – repeating shape patterns <b>D.T.</b> – Measuring length, estimation	<b>Science</b> – using data logger to record data temperature, creating tables to record results <b>Geography</b> – Direction and coordinates <b>D.T.</b> – Measuring length <b>Computing</b> – Direction, repeating patterns <b>PE</b> – Direction	<b>D.T.</b> – Measuring length in different units, converting between the two
<b>R.E</b>	What is the ‘Trinity’ and why is it important for Christians? What kind of world did Jesus want?	Where, how and why do people worship? How and why do people try to make the world a better place? How is faith expressed in Hindu communities and traditions?	For Christians, what is the impact of Pentecost? Why do some people think life is like a journey? How and why do people mark the significant events of life?
Intent	To understand what is meant by ‘Trinity’. How it is represented in worship, churches and art work?  Use stories to understand how Jesus wanted us to treat others. To know how Jesus’ wishes, influence the community work of the church.	To notice similarities and differences between different houses of worship. To understand the features of each place and explain their importance and Intent To identify modern inspirational people and understand how they have a positive influence on our lives.  To understand how Hindus, express their faith in worship/everyday life. To understand some of the key festivals, main Gods and stories of Hinduism.	To understand what is meant by Pentecost and how it influences Christian lives. To identify the symbols of Pentecost in churches and artwork.  To identify significant moments in people’s lives including birth, coming of age, marriage and death. To understand and compare how these moments are celebrated and marked in different religions.
Computing	Purple Mash units: 4.1 Coding 4.2 Online Safety 4.3 Spreadsheets	Purple Mash units: 4.4 Writing for Different Audiences 4.5 Logo	Purple Mash units: 4.6 Animation 4.7 Effective Search 4.8 Hardware Investigators
Intent	To design and write a program that achieves a specific goal. To using variables and if/else statements. To use repetition and user input, debugging as appropriate and working with Variables. To use the formulae wizard advanced mode for formatting cells, timer and spin buttons, line graphs, budgeting and exploring place value.	To use a simulated scenario to produce a news report within Microsoft Word using layout and formatting tools.  To explore the impact of font size and style. To input simple instructions on Logo, using Logo to create letters, using the repeat function and To use the build function.	To create animations, adding backgrounds and sound, exploring stop motion animation. To locate information on a search results page, using search effectively, to assess whether an information source is true and reliable. To show the different parts that make a computer, recalling their functions.
E-safety throughout the year	Learning how to stay safe when using the internet		
Intent	To know of the possible dangers when using the internet for communication and playing games To know who to ask for help and how resolve problems encountered online Can explain the difference between a PEGI 3 and PEGI 7 rating Know that anything they write online is there forever and can be seen by others Explains why there is an appeal to the older games- peer pressure/ looks cool/ older sibling has access Can list mechanisms of help and support when concerned about content and/contact online Issues concerning reliability of people and sources online		

Science	Magnetism: More than just pushes and pulls!	What is sound? Solid, Liquid or Gas?	Animals including humans Living things and their habitats
Intent	<p>To explore forces and magnets and to use Newton meters.</p> <p>To identify two poles of a magnet and understand how they affect each other.</p> <p>To ask relevant questions and use different types of scientific enquiries to answer them.</p> <p>To set up simple practical enquiries, comparative and fair tests.</p> <p>To gather, record, classify and present data in a variety of ways to help in answering questions.</p>	<p>To identify sound as vibration and design and carry out fair tests to investigate pitch, volume and sound proofing.</p> <p>To identify and name main features of the ear and understand how they help us hear.</p> <p>To understand how particles, behave in different states through investigations and careful observations.</p> <p>To make systematic and careful observations using a range of equipment.</p> <p>To record findings using simple scientific language, drawings, labelled diagrams and tables.</p> <p>To report on findings from enquiries, including oral and written explanations, results and conclusions.</p>	<p>To name the main parts of the human digestive system and understand their function, including different types of teeth. To compare herbivores, carnivores and omnivores.</p> <p>To understand how an animal is adapted to its environment. E.g. South American. To understand how changes in the environment impact on food chains and ecosystems.</p> <p>To identify differences, similarities or changes related to simple scientific ideas and processes.</p> <p>To use straightforward scientific evidence to answer questions or to support his/her findings.</p>
History	Who were the Romans and how did they change Britain?	Anglo-Saxons; raiders or settlers?	
Intent	<p>To continue developing a chronological knowledge and understanding of British and world history. To devise historical questions about change, cause, similarity and difference, and significance and answer these questions with informed responses that involve relevant historical information.</p> <p>To understand how our knowledge of the past is constructed from a range of sources.</p> <p>To find out about the Roman Empire, how peoples were incorporated, <b>slavery</b> and its historical and current impact on Britain</p>	<p>To continue developing a chronological knowledge and understanding of British and world history. To devise historical questions about change, cause, similarity and difference, and significance and answer these questions with informed responses that involve relevant historical information.</p> <p>To continue to develop understanding of how our knowledge of the past is constructed from a range of sources.</p> <p>To learn about Anglo-Saxon settlement following the Roman exit of Britain</p>	
Geography		Anglo Saxon settlements Mapping and eight-point compass skills	Why save rainforests?
Intent		<p>To understand the key aspects of settlement and land use by the Anglo-Saxons in Britain.</p> <p>To be able to use maps, atlases and digital/computer mapping to locate local places including the school grounds. To be able to use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps). To use fieldwork to observe, measure, record and present the human and physical features in the local area</p>	<p>To extend their knowledge and understanding about the location, characteristics, key physical and human characteristics of the rainforests around the world. To learn about the key aspects of climate zones. To be able to identify the position of the Tropics of Cancer and Capricorn on a map.</p> <p>To understand the tensions of sustainable development, how this effects the rainforests and our own locality. <b>Showcase the conservation work of LGBT+ people e.g. Ellen DeGeneres &amp; Portia de Rossi do lots of conservation work in Rwanda Showcase the contributions of women in this field e.g Jane Goodall, Dian Fossey</b></p>

Music (using the Charanga Music School)	<p>Mama Mia! Singing: Learn the Christmas play songs for performance. RECORDERS To continue to learn the recorder started in Willow class. Embedding the notes B, A, G and newer notes C and E Work toward the ABRSM prep test.</p>	<p>African drumming Whole class led lessons for a term by an Inspiring music teacher. Multi-part, rhythmic textures work with drums. RECORDERS To continue to learn the recorder started in Willow class. Embedding the notes B, A, G and newer notes C and E Work toward the ABRSM prep test.</p>	<p>Digital music project Whole classroom project led by an inspiring music tutor using iPads and IT. RECORDERS To take the ABRSM Prep test exam <b>Rainforest sounds</b> Make and use rainmakers in Rainforest orchestra.</p>
Intent	<p>Learning to sing, play, improvise and compose with the well-known song Mamma Mia. The children will listen, compare and appraise other ABBA hits.  Sing for enjoyment and performance.  To inspire every child in Cedar Class to make music on an instrument they can all play. Recognising simple music notation. Performing together as an ensemble.</p>	<p><b>Using drums to recreate and capture the authentic sounds of Africa.</b>  Recognising simple music notation. Performing together as an ensemble.  They will know how important tempo is in creating the mood of a piece of music. They will be able to recognise pitch notation on the musical staff.</p>	<p>The children will learn how to manipulate and organise loops, build up sections musically and apply techniques to compose their own chord sequence.  To develop recorder playing skills. Every child to 'Aim higher' by taking the ABRSM prep test in order to start their formal musical pathway.  Children will learn through their recorder playing how dynamics, sound colour and expression are important in the music they are making.</p>
Art and Design	<p>Painting water colour mosaics Printing Autumn leaves Use of sketch books</p>	<p>Sculpture in the style of Henry Moore and Alberto Giacometti</p>	<p>Sketching local habitats in sketch books <b>Tribal face painting</b></p>
Intent	<p>ONGOING ACROSS THE YEAR: To be able to record observations and use them to review and revisit ideas in their sketch books. To be able to describe some ideas and techniques of artists, sculptors, designers and architects To improve mastery of painting techniques.</p>	<p>To improve mastery of sculpture techniques by adapting and improving their work To articulate how they have adapted work using technical terms and reasons</p>	<p>To improve mastery drawing techniques To be able to draw familiar objects with correct proportions</p>
Design Technology	<p>Construct a Roman town maze out of wood</p>	<p>Sew a Mothers' day Bookmark Building on knowledge of researching and evaluating,</p>	<p>Create a rainforest pop-up book</p>
Intent	<p>To be able to research to develop design criteria to inform the design of a functional, appealing product that is aimed at particular groups To be able to use discussion to annotate sketches. To safely use tools and equipment to cut, shape, join and finish more accurately. To evaluate their product against their own design criteria and consider the views of others to improve their work.</p>	<p>To be able to select from and use textiles according to their functional properties and aesthetic qualities To safely use tools and equipment to cut, shape, join and finish more accurately. To be able to evaluate products and their own against their own design criteria and consider the views of others to improve their work</p>	<p>To be able to select from and use techniques according to their functional properties and aesthetic qualities To apply techniques learnt to strengthen, stiffen and reinforce more complex structures. To know how to use pulleys, levers and linkages. To evaluate their product against their group's design criteria and consider the views of others to improve their work</p>

P.S.H.E:	How to use a growth mindset The skills needed for getting on and falling out	I am going for my goals I know that it is good to be me	I know how to build positive relationships I can cope with changes in my life
Intent	To be able to recognise their worth as individuals, identifying positive things about themselves and seeing their mistakes as a positive step to learning. To know why and how rules and laws are needed, changing them as necessary. To appreciate that there are different kinds of responsibilities, rights and duties. To understand that their actions affect themselves and others, understanding the feelings of others.	To be able to talk about their opinions, and explain their views, on issues that affect themselves and society, including institutional racism. To recognise their worth as individuals, by identifying positive things about themselves and their achievements. To be able to identify and set personal goals. To know how to face new challenges positively	To know that their actions affect themselves and others. To know how to resolve differences by looking at alternatives, making decisions and explaining choices. To understand the importance of personal hygiene, especially as you grow up. To prepare for change to middle school.
SRE intent within PSHCE	To respect other people's viewpoints and beliefs To be able to name a range of emotions and manage these appropriately To be able to talk about feelings and listen to others	To feel positive about growing up and their achievements	To be aware of different types of relationship and recognise what makes for effective relationships. To understand why it is good to help others. To be able to identify adults they can trust and who they can ask for help and support Basic information about physical and emotional changes at puberty Main stages of human life cycle.
P.E.	Tag rugby Roman life through dance Gymnastics Young Leader training	Netball Bollywood dancing Gymnastics Orienteering PGL whole class trip	Kwik cricket Rounders Gymnastics Athletics
Intent	To move with a ball in attack/defend To link ideas, skills and techniques with control, precision and fluency when performing basic skills To demonstrate precision, control and fluency in response to stimuli To modify my performance and that of others as a result of observation and basic understanding of the structure of the body	To control and catch a ball and accurately pass whilst moving To understand composition by performing more complex sequences To vary dynamics and develop actions with a partner or as part of a group Over a sustained period, to demonstrate rhythm and spatial awareness To show the principles of working safely,	To begin to show a rudimentary understanding of tactics in attack/defend games To describe how to refine, improve and modify performances To improve and sustain running technique at different speeds To demonstrate accuracy and technique in a range of throwing and jumping actions To identify and explain good athletic performance To describe the changes in my body when running, jumping and throwing
	Throughout all P.E., we want children to enjoy physical exercise and develop a passion for sport. We want children to enjoy communication, friendly, sporting competition and working in collaboration with each other. As our children get older, we want them to be able to share their skills, leading younger peers in the fun of exercise and games. Through our outdoor and adventurous residential and work with the Leighton Linslade Sports Partnership, we want children to fully experience a wide range of activities they may otherwise not encounter.		
French	Vocabulary content: Commands, Animals, Weather, Clothes, Nativity Play	Vocabulary content: Family, Pets, Likes/Dislikes, Activities, Numbers to 20	Vocabulary content: More Colours, More Food and Drink, Revision
Intent	To show understanding of a range of familiar spoken words and phrases	To listen to and accurately repeat particular phonemes and begin to make links to spellings	To write words and short phrases

	To ask and answer a range of questions on different topic areas	Using familiar sentences as models, to make varied adaptations to create new sentences	To read a range of familiar written phrases and sentences, recognising their meaning To use all of their previous spoken practice to create more extended role play
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Turquoise highlighting indicates opportunities in the curriculum taken to reinforce diversity, respect and the desire for equality across all communities