

Yearly Overview Year 4

2021/22

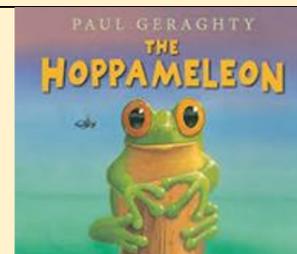
		AUTUMN TERM		SPRING TERM		SUMMER TERM	
		Romans		Sustainable Earth – Our Oceans and seas		Anglo - Saxons	
Hook into topic		Romans Box - HCC					
Home learning project		Roman Shield					
Class trip or visitor				Calshot 'Residential'		Archaeological Trip - Hillier's	
English	English Key Texts for Writing	I was there – Boudicca’s Army Until I Met Dudley Wallace and Gromit – Cracking Contraptions	Dreamtime Stories- Dust Echoes Spear Paul Gerehty (Tortuga)	The day the crayons quit – Drew Daywalt Iron Man – Ted Hughes	Calshot... Flotsam – David Wiesner Solving the Puzzle under the sea – Marie Tharp	Arthur and the Golden Rope – Joe Todd Stanton Rumble Star – Abi Elphinstone	The Hunter – Paul Geraghty Firework Makers Daughter – Philip Pullman
	Writing Outcomes	Narrative: Next chapter of Boudicca’s Army Explanation – How an Onager Works	Myth/ legend – own Dreamtime stories Setting Description short narrative Tortuga	Letters of complaint, postcards, diary– day the crayons quit Iron Man – Ted Hughes Narrative	Diaries Information leaflets – Coasts	Narrative – Adventure story – Arthur and The Golden Rope Non chron reports – information texts	Balanced argument – Animals in captivity Narrative – Action sequence - FWMD
	Read Aloud	I was there – Boudicca’s Army	Cakes in Space (Fiction)	Iron Man – Ted Hughes	Song of the Dolphin Boy – Elizabeth Laird	Charlotte’s Web – E.B. White	Firework Maker’s Daughter (Fiction)
	Shared Reading	The Matchbox Diary – Paul Fleischmann	Cakes in Space (Fiction)	Owen and the Soldier- Lisa Thompson	School Library Association – Information book award	Charlotte’s Web – E.B. White	The 101 Dalmatians – Dodie Smith
	Maths HAMTS MTP	Unit 4.1 NPV / addition & subtraction Unit 4.2 – Measure – money & length Unit 4.3 – multiplication & division	Unit 4.3 – multiplication & division Unit 4.4 – Fractions & geometry Unit 4.5 – NPV with measurement (Length, mass, time)	Unit 4.6 – Fractions & geometry Unit 4.7 - Addition & subtraction	Unit 4.8 – measurement – time Unit 4.9 – multiplication & division with fractions (to include times tables) Unit 4.10 – Addition & subtraction with statistics Measurement (volume, capacity & scales)	Unit 4.11 – Multiplication & division Unit 3.12 – Geometry Unit 4.13 – Addition & subtraction	Unit 4.14 – Multiplication and division with fractions Unit 4.15 – Measures – money & time Unit 4.16 – Measures – length
	Computing	<b>The Internet</b> <b>Audio editing</b> Audacity		<b>Repetition in shapes</b> Logo <b>Photo editing</b> Paul Geraghty book cover		<b>Repetition in games</b> Logo <b>Touch Typing</b>	
	Humanities	<b>The Roman Empire and its impact on Britain</b> <i>The first emperor was Caesar Augustus. The first 200 years of Roman Empire is called the Pax Romana, which means 'Roman peace'. It was a time of great prosperity for the Romans. Julius Caesar was increasing the empire to create more power and wealth. Roman Britain was a province of the Roman Empire from 43 AD to 409 AD. Before the invasions the tribes of Britain had already established cultural and economic links with continental Europe. 51 BC Caratacus revolted and was defeated by the Roman army 61 BC – Iceni tribe attacked Colchester (a roman town) - led by Boudicca – they also attacked St Albans and London - revolt was defeated by Roman army. Roman society merged with Celtic life. The Romans controlled the lands south of Hadrian’s Wall in relative peace and a distinctively Romano British culture developed. From 400 Britain suffered repeated attacks from barbarian invasions and in c. 409 Roman officials departed. Over the next 150 years most of the Roman cities fell into ruins.</i>				<b>Anglo-Saxons and Scots</b> <i>The Scots called themselves Gaels but were called 'Scotti' by the Romans. Lived in area known as Dal Riata. The Scots had lived in Scotland since the Mesolithic era. Scots were skilled hunters and farmers. Scots sailed to Ireland and France and traded wine, salt, glass and dyes. By the AD400s, Roman rule was ending and Britain was being attacked by the Picts and Scots from the north, and the Anglo-Saxons from the sea. The Anglo Saxons invaded and settled in Britain from 450 AD onwards. Anglo-Saxon is used by some historians to designate the Germanic tribes who invaded and settled the south and east of Britain The Jutes came from Jutland, the Angles from the south of Denmark and the Saxons from Germany Anglo-Saxon era denotes the period of English history between about 550 and 1066. Old English was divided into four main dialects: West Saxon, Mercian, Northumbrian and Kentish.</i>	

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	<p>Romans introduced new developments in agriculture, industry, calendar, religion, architecture, buildings, town planning, roads, education, and language.</p>		<p>600 AD – 800 AD seven kingdoms of Northumbria, Mercia, Kent, East Anglia, Essex, Sussex and Wessex - and - Hwicce, Magonsaete, Kingdom of Lindsey and Middle Anglia. Offa - King of Mercia (758 – 796) - powerful man and a successful warrior. Offa's Dyke by far the largest structure built in Anglo-Saxon times. 128 km long ditch running from north to south along the Welsh border.          Anglo Saxons left a legacy in Britain – e.g. place names/maps. (link to place names - Southampton/Hamwic/Hamtun)          English has its roots in Old English which was spoken during the time of the Saxons. Many words that we use today are based on Saxon original words, including the days of the week          Most Saxons were farmers – they lived in families in small villages          The Saxon society was made up of rich and poor, of Freeman and slaves.          During the Anglo Saxon period many people converted to Christianity – from AD 597 onwards after King Aethalbert of Kent was baptised.          668 there was a golden age of Anglo-Saxon learning. Some Monasteries began to make elaborate manuscripts with exquisite illustrations known as illuminations.          Edward the Confessor the Last Anglo-Saxon King of England in AD 1042          Sutton-Hoo who was found in 1939. Anglo-Saxon chief probably keen Raedwald who ruled East Anglia in the seventh</p>
<p>Geography</p>		<p><b>Oceans and Sustainability – Spring 1</b>  <i>Oceans, seas and coastal areas form an integrated and essential component of the Earth's ecosystem and are critical to sustainable development.</i>  <i>Oceans cover more than two-thirds of the earth's surface and contain 97% of the planet's water. Oceans contribute to poverty eradication by creating sustainable livelihoods and decent work.</i>  <i>Over three billion people depend on marine and coastal resources for their livelihoods.</i>  <i>Oceans are crucial for global food security and human health.</i>  <i>Oceans are the primary regulator of the global climate, an important sink for greenhouse gases and they provide us with water and the oxygen we breathe.</i>  <i>Scientists have identified some 200,000 marine species but suspect that millions more actually call the oceans home.</i>  <i>Some seafloor ecosystems are so remote and inaccessible that we know less about them than we do the surface of Mars.</i>  <i>Marine litter (or debris)* is waste created by humans that has been discharged into the coastal or marine environment (deliberate or accidental discharge of untreated wastewater, dumping of solid wastes and other polluted runoff from a variety of land-based activities directly into our rivers and coastal waters.)</i>  <i>Healthy oceans are productive oceans, and resilient marine and coastal ecosystems are essential to achieve sustainable development.</i>  <i>Marine fisheries directly or indirectly employ over 200 million people.</i>  <i>Since the mid-20th century, advances in technology have given rise to massive industrial fishing operations that can rapidly empty waters of species like Bluefin tuna or Atlantic cod.</i>  <i>UN-tracked fisheries have shown steady declines in catches since 1988.</i>  <i>Some studies estimate that populations of large ocean fish are only 10 percent as big as their preindustrial levels.</i></p> <p><b>Coasts – Spring 2 (Calshot)</b>  <i>The coast is the land along a sea.</i>  <i>The boundary of a coast, where land meets water, is called the coastline.</i>  <i>Waves, tides, and currents and the weather help create coastlines.</i>  <i>When waves crash onto shore, they wear away at, or erode, the land.</i>  <i>Many features are caused by erosion - bay, headland, beach, dune, cave, cliff, arch, stack, stump, spit, mudflat, rock pool.</i>  <i>Waves leave behind little parts of the sea, such as shells and seaweeds. Sometimes these objects end up as more permanent parts of the coastline.</i>  <i>Coastal changes can take hundreds of years. The way coasts are formed depends on what kind of material is in the land and water. The harder the material in the land, the harder it is to erode.</i>  <i>Tides, the rise and fall of the ocean, affect where sediment and other objects are deposited on the coast.</i>  <i>Coasts are dynamic, or constantly changing, they are important ecosystems. They provide unique homes for marine plants, animals, and insects.</i>  <i>Coasts help us understand natural events, such as weather and changing sea levels.</i>  <i>Humans use a variety of means to protect the coastline - sea walls, groyne, gabions, revetments, sea walls, beach nourishment.</i>  <i>Coasts are affected by pollution, oil spills, and rubbish from both land and sea. Pollution is damaging to the marine life that lives there.</i>  <i>People visit the coast to participate in activities like fishing, boating, and swimming.</i></p>	
<p>Environmental Studies</p>		<p><b>Oceans and Sustainability (Part of Spring 1 Geog Unit)</b>  <i>By their very nature—with all streams flowing to rivers, all rivers leading to the sea—the oceans are the end point for so much of the pollution we produce on land, however far from the coasts we may be. (Year 3 revision)</i>  <i>Gyres are currents that move around in circles. Rubbish in the ocean is carried by currents. Its then forms huge piles or floating islands of plastic pollution.</i>  <i>The largest is the Great Pacific Garbage Patch (GPGP) in the North Pacific.</i></p>	

		<p>The GPGP is 4 times bigger than the United Kingdom. However, scientists believe it could double in size in the next ten years if practice for disposing of plastic do not change.                  The majority of materials in the trash island are discarded plastic or nylon fishing nets. Scientists believe it will take 450 years for a plastic bottle to degrade in the ocean.                  Animals get caught up in plastic, eat plastic and die from plastics.                  Microplastics - When plastic breaks down it doesn't disappear, it gets smaller creating tiny particles called microplastics.                  Microplastics are swallowed by everything from microscopic zooplankton to giant blue whales, they enter the food chain and carry harmful toxins. Microplastics have even been found in human poo.</p>	
<p>Science</p>	<p><b>Living things and their habitats. (Begin in Autumn 1, 2 weeks - this is the Longitudinal Study so needs revisiting every term!)</b>                  In any habitat there are food chains and webs.                  Nutrients are passed from one organism to another when it is eaten.                  If the population of one organism in the chain or web is affected it has a knock on effect to all the others.                  Animals within a habitat are interdependent on each other</p> <p><b>Mixtures and separating them</b>                  When more than one substance is present in the same container it is called a mixture.                  When a substance is added to a liquid it has dissolved if no bits of the substance can be seen and the liquid is transparent.                  A mixture that has a substance dissolved fully is called a solution.                  Not all substances dissolve in water.                  Too much of a substance present in water may not fully dissolve.                  All mixtures can be separated if they have a difference in property. This is because both or all of the materials are still present.                  Separating – difference in property required (wood from stones, sand from soil)                  Filtration and sieving – A solid that does not dissolve in a liquid/ different size solid bits. (Salt/sand from water)                  Magnets – Some materials are magnetic some are not (steel wire and string/plastic)                  Evaporation – A solid dissolved in water and the solid has a high boiling point. (Sugar/water)                  Floating – some materials float and others sink. (plastic bags, sponge etc./water)</p>	<p><b>Electricity – Simple circuits</b>                  Lots of devices are powered by electricity.                  These devices need a source of electricity – which could be mains or battery.                  The battery's job is to push electricity to the device.                  The battery needs something to carry the electricity all the way from the supply to the device. This is called a circuit.                  If there are more batteries they push harder and the device will work harder. (Brighter or faster)                  Not everything can carry the electricity from the source to the device.                  Materials that do allow electricity to pass through are called conductors (some metals).                  Materials that do not allow electricity to pass through are called insulators.</p> <p><b>Animals including humans – digestion and healthy eating (Straddles end of spring beg. summer)</b>                  Animals need a variety of foods to help them grow and survive.                  The main food groups are:                  Meat, dairy and pulses provide protein for muscles.                  Grains and root vegetables provide carbohydrates for energy.                  Fat for insulation and energy.                  Fruit and vegetables for minerals, vitamins and fibre. These are essential to keep our bodies working well and protect us from illness.                  Different animals require different foods to survive.                  Humans require a balanced diet to remain healthy.                  Diets vary depending on the type of activity humans do.                  The nutrients in food have to get to every part of the body.                  The blood transports them.                  The role of digestion is to get the nutrients in food to dissolve in the blood.                  If it doesn't dissolve it can't enter the blood and be transported.                  Teeth break up food and make it easier to swallow.                  Different types of teeth do different jobs.                  Incisors cut                  Canines grab and tear                  Molars chew                  Oesophagus – squeezes and relaxes to push food to the stomach.                  Stomach contains acid to further break down food and kill microbes that would be harmful to intestines.                  Intestines contain special chemicals that break down food so much it dissolves in water. This is where the nutrients dissolve in the blood.                  Anything that has not been broken down and dissolved leaves the body through the anus.</p>	<p><b>Animals including humans – digestion (Straddles end of spring beg. summer)</b>                  Animals need a variety of foods to help them grow and survive.                  The main food groups are:                  Meat, dairy and pulses provide protein for muscles.                  Grains and root vegetables provide carbohydrates for energy.                  Fat for insulation and energy.                  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Most plants use insects to pollinate.                  A few plants use the wind to pollinate – these plants often have less colourful petals and little scent.                  Plants have evolved many different ways to disperse their seeds.                  Seed dispersal increases the chances of germination.                  Germination means that the plant can grow into mature plants.                  Seeds and bulbs need the right conditions to germinate.                  Seeds and bulbs contain a food store for the first stages of growth. (Until the plant is able to produce its own food through its leaves)</p>
<p>ART</p>	<p><b>ART FOCUS: Mosaics and collage</b>  <b>Outcomes:</b>                  A Roman mosaic.  <b>Key Skills developed:</b>                  Patterns and tessellations                  Sketching of ideas</p>	<p><b>ART FOCUS: Watercolours and use of ICT in art</b>  <b>ARTIST: Paul Geraghty</b>  <b>Outcomes:</b> A book cover incorporating their artwork (scanned) onto a publisher document  <b>Key skills developed:</b> use of watercolours, Publisher in ICT</p>	<p><b>ART FOCUS: Sculpture</b>  <b>Outcomes: Recycled sculpture – Plant Models HUGE!</b>  <b>Key Skills Developed</b></p>



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DT	<b>Mechanical systems</b>  <b>Project Outcome: Roman Catapults</b>  <b>Key Skills developed:</b> cutting, gluing, design and evaluation			<b>Electrical systems</b> <b>Project Outcome:</b> Cards with lights <b>Key Skills developed:</b> Electrical systems; simple circuits and switches)		<b>Textiles</b>  <b>Project Outcome:</b> Pencil cases	
RE	<b>Focus: Making choices</b> <b>Concept : Temptation</b> <i>Content: What does it mean to do the right thing?                  How easy is it to choose to do the right thing?                  How do Christians know what to do?                  How did you feel? How did you choose?                  Can the children think of any times when it would be alright to be tempted and to go ahead and do it? When? How would you feel?</i>  <b>Focus ; Mary Mother of God</b> <b>Concept: Holy</b> <i>Content: What does holy mean?                  How do Christians show that they believe Mary is holy?                  What is our opinion about Christians showing reverence to Holy Mary?                  What do we think of the concept of holy in our experience?                  How does the sense of holy (special) impact on their lives</i>		<b>Focus: Myth - Hinduism</b> <b>Concept Myth</b> <i>Content</i>  <b>Focus Paschal Candle</b> <b>Concept - Ritual</b> <i>Content - What are rituals?                  How do Christians use the Paschal Candle in a ritual?                  What is the value of the Paschal Candle ritual?                  What is my experience of rituals?                  How do rituals affect our lives?</i>		<b>Focus Hindu Worship</b> <b>Concept Devotion</b> <i>Content: describe their own and others ideas about the concept of devotion                  describe how devotion is contextualised in the Hindu religion                  describe how important it is for Hindus to show their devotion in worship                  describe their own response to devotion                  describe examples of how devotion can be applied to their own lives and others</i>  <b>Focus: Trees</b> <b>Concept Symbol</b> <i>Content describe their own response to trees as symbols,                  describe examples of when the tree symbol is used/is useful,                  describe what the word symbol,means                  describe how the symbol of a tree is used in Christianity and Islam                  describe the importance of the tree as a symbol to Christians</i>		
PHSE	<b>Feeling good</b> <i>Home and school values, emotional wellbeing – recognising emotions, talking about feelings, having a healthy online life</i>  <b>Keeping healthy</b> <i>A healthy diet, planning a preparing healthy meals, benefits of physical activity, basic first aid, making an emergency call</i>		<b>Changes in families</b> <i>Respecting different kinds of family situations, understanding the meaning of privacy, appropriate and inappropriate physical behaviours/social contact, links to puberty</i>  <b>Ups and downs in relationships</b> <i>Different relationships including those online, understanding the meaning of friendship and loyalty, unhappy relationships and seeking support</i>		<b>Keeping safe outside of school</b> <i>Hazardous substances, legal and illegal drugs, risks in the environment, bullying and abuse to include cyber-bullying, seeking help from trusted adults and the emergency services</i>  <b>Looking ahead</b> <i>Coping with change, setting personal goals and motivation, choices and influencing the future, self-respect and aspiration</i>		
PE	<b>Coordination</b> Footwork <b>Static Balance</b> One leg  <b>Sports coaching with Mr S</b>	<b>Dynamic Balance to Agility</b> Jumping and landing <b>Static Balance</b> Seated  <b>Sports coaching with Mr S</b>	<b>Dynamic Balance</b> On a Line <b>Coordination</b> Ball skills  <b>Sports coaching with Mr S</b>	<b>Coordination</b> Sending and receiving <b>Counter Balance</b> With a partner  <b>Sports coaching with Mr S</b>	<b>Agility</b> Reaction/response <b>Static Balance</b> Floor work  <b>Sports coaching with Mr S</b>	<b>Agility</b> Ball Chasing <b>Static Balance</b> Stance  <b>Sports coaching with Mr S</b>	
Music	Listen 2 Me Guitar		Listen 2 Me		Listen 2 Me		
French	Colours, Animals Adjectives Masculine and feminine nouns <b>Lessons 1-10</b>		New Year. La Galette – recipe Months of the year The Dordogne In my house, Introduce verbs <b>Lessons 11-20</b>		Clothing Towns in France Questions and answers Birthdays <b>Lessons 21-30</b>		