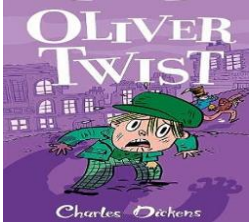
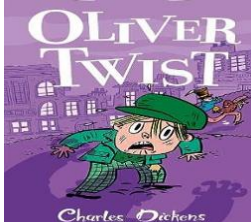
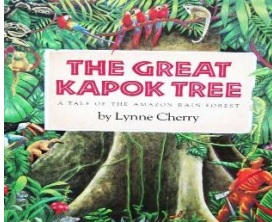
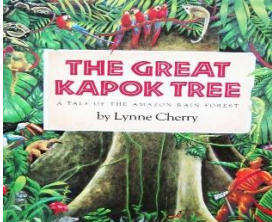
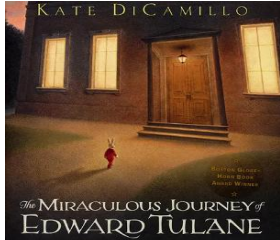
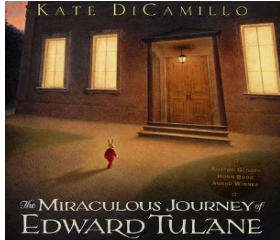




# St. Michael Catholic Primary and Nursery School



## Yearly Overview Year group: Year 4

| English                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
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| Marvellous Medway                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                   | God's Endangered World                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Events that Shaped the World                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| Term 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Term 2                                                                                                                                                                                                                                                                                                                                                                                                            | Term 3                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Term 4                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Term 5                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Term 6                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>PoR: Oliver Twist</b><br><br><br><br><b>Writing Opportunities, purpose and genre coverage:</b><br><i>Writing to entertain</i> <ul style="list-style-type: none"> <li>➤ Character Description</li> </ul> <i>Writing to inform</i> <ul style="list-style-type: none"> <li>➤ Instruction</li> </ul> <i>Writing to persuade</i> <ul style="list-style-type: none"> <li>➤ Persuasive letter</li> </ul> | <b>PoR: Oliver Twist</b><br><br><br><br><b>Writing Opportunities, purpose and genre coverage:</b><br><i>Writing to entertain</i> <ul style="list-style-type: none"> <li>➤ Narrative</li> <li>➤ Poetry</li> <li>➤ Performance</li> </ul> <i>Writing to inform</i> <ul style="list-style-type: none"> <li>➤ Diary Entry</li> </ul> | <b>PoR: The Great Kapok Tree</b><br><br><br><br><b>Writing Opportunities, purpose and genre coverage:</b><br><i>Writing to inform</i> <ul style="list-style-type: none"> <li>➤ Non-Chronological Report</li> </ul> <i>Writing to persuade</i> <ul style="list-style-type: none"> <li>➤ Persuasive letter</li> </ul> <i>Writing to entertain</i> <ul style="list-style-type: none"> <li>➤ Narrative</li> </ul> | <b>PoR: The Great Kapok Tree</b><br><br><br><br><b>Writing Opportunities, purpose and genre coverage:</b><br><i>Writing to inform</i> <ul style="list-style-type: none"> <li>➤ Newspaper article</li> </ul> <i>Writing for persuade</i> <ul style="list-style-type: none"> <li>➤ Poster</li> </ul> <i>Writing to entertain</i> <ul style="list-style-type: none"> <li>➤ Narrative</li> </ul> | <b>PoR: The Miraculous Journey of Edward Tulaze</b><br><br><br><br><b>Writing Opportunities, purpose and genre coverage:</b><br><i>Writing to inform</i> <ul style="list-style-type: none"> <li>➤ Recount</li> </ul> <i>Writing to persuade</i> <ul style="list-style-type: none"> <li>➤ Persuasive letter</li> </ul> <i>Writing to entertain</i> <ul style="list-style-type: none"> <li>➤ Narrative</li> </ul> | <b>PoR: The Miraculous Journey of Edward Tulaze</b><br><br><br><br><b>Writing Opportunities, purpose and genre coverage:</b><br><i>Writing to inform</i> <ul style="list-style-type: none"> <li>➤ Biography</li> <li>➤ Diary entry</li> </ul> <i>Writing to persuade</i> <ul style="list-style-type: none"> <li>➤ Debate/ Advertisement</li> </ul> <i>Writing to entertain</i> <ul style="list-style-type: none"> <li>➤ Narrative</li> </ul> |



# St. Michael Catholic Primary and Nursery School



## Yearly Overview Year group: Year 4

| Spelling                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |        |        |        |        |        |
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| Term 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Term 2 | Term 3 | Term 4 | Term 5 | Term 6 |
| <ul style="list-style-type: none"><li>✓ Adding suffixes beginning with vowel letters to words of more than one syllable</li><li>✓ The /ɪ/ sound spelt y elsewhere than at the end of words</li><li>✓ The /u/ sound spelt ou</li><li>✓ More prefixes</li><li>✓ The suffix –ation</li><li>✓ The suffix –ly</li><li>✓ The suffix –ous</li><li>✓ Endings which sound like /ue/, spelt –tion, –sion, –ssion, –cian</li><li>✓ Words with the /k/ sound spelt ch (Greek in origin)</li><li>✓ Words with the /j/ sound spelt ch (mostly French in origin)</li><li>✓ Words ending with the /g/ sound spelt – gue and the /k/ sound spelt –que (French in origin)</li><li>✓ Words with the /s/ sound spelt sc (Latin in origin)</li><li>✓ Words with the /eɪ/ sound spelt ei, eigh, or ey</li><li>✓ Possessive apostrophe with plural words</li><li>✓ Homophones and near-homophones</li><li>✓ Common exception words</li></ul> |        |        |        |        |        |
| Writing (Transcription/Handwriting and Presentation/Composition/Vocabulary, Grammar and Punctuation)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |        |        |        |        |        |
| Term 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Term 2 | Term 3 | Term 4 | Term 5 | Term 6 |
| <p>Writing –transcription</p> <p><b><u>Pupils should be taught to:</u></b></p> <ul style="list-style-type: none"><li>➤ use further prefixes and suffixes and understand how to add them</li><li>➤ spell further homophones spell words that are often misspelt</li><li>➤ place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals</li><li>➤ use the first 2 or 3 letters of a word to check its spelling in a dictionary</li><li>➤ write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far</li></ul>                                                                                                                                                                                                                                                                                                        |        |        |        |        |        |



**Yearly Overview**  
**Year group: Year 4**

Handwriting

**Pupils should be taught to:**

- use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined
- increase the legibility, consistency and quality of their handwriting, (for example, by ensuring that the downstrokes of letters are parallel and equidistant, and that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch)

Writing - composition

**Pupils should be taught to:**

**plan their writing by:**

- discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
- discussing and recording ideas

**draft and write by:**

- composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures English appendix 2 organising paragraphs around a theme in narratives, creating settings, characters and plot in non-narrative material, using simple organisational devices (for example, headings and sub-headings)

**evaluate and edit by:**

- assessing the effectiveness of their own and others' writing and suggesting improvements
- proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
- proofread for spelling and punctuation errors
- read their own writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear

Writing - vocabulary, grammar and punctuation

**Pupils should be taught to:**

- develop their understanding of the concepts set out in English appendix 2 by:
- extending the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although using the present perfect form of verbs in contrast to the past tense
- choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition using conjunctions, adverbs and prepositions to express time and cause



## St. Michael Catholic Primary and Nursery School



### Yearly Overview Year group: Year 4

- using fronted adverbials
- learning the grammar for years 3 and 4 in indicate grammatical and other features by:
- using commas after fronted adverbials indicating possession by using the possessive apostrophe with plural nouns
- using and punctuating direct speech
- use and understand the grammatical terminology in English appendix 2 accurately and appropriately when discussing their writing and reading

#### Reading

##### Term 1

##### Term 2

##### Term 3

##### Term 4

##### Term 5

##### Term 6

Reading - word reading

#### **Pupils should be taught to:**

- apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in both to read aloud and to understand the meaning of new words they meet
- read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word

Comprehension

#### **Pupils should be taught to:**

- develop positive attitudes to reading, and an understanding of what they read, by:
- listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- reading books that are structured in different ways and reading for a range of purposes
- using dictionaries to check the meaning of words that they have read increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally
- identifying themes and conventions in a wide range of books
- preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
- discussing words and phrases that capture the reader's interest and imagination
- recognising some different forms of poetry
- understand what they read, in books they can read independently, by checking that the text makes sense to them, discussing their understanding
- explaining the meaning of words in context
- asking questions to improve their understanding of a text
- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence



**Yearly Overview**  
**Year group: Year 4**

- predicting what might happen from details stated and implied
- identifying main ideas drawn from more than 1 paragraph and summarising
- identifying how language, structure, and presentation contribute to meaning
- retrieve and record information from non-fiction
- participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say

| Maths                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                              |
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| Term 1                                                                                                                                                                                                                                                                                                                                       | Term 2                                                                                                                                                                                                                                                                                                                   | Term 3                                                                                                                                                                                                                                                                                                                            | Term 4                                                                                                                                                                                                                                                                                                         | Term 5                                                                                                                                                                                                                                                                                                   | Term 6                                                                                                                                                                                                                                                                       |
| <b>Place Value - 4-digit numbers (tenths and hundredths too)</b> <ul style="list-style-type: none"><li>➤ Represent numbers to 10,000, knowing the value of each column</li><li>➤ Understanding the position of numbers on a number line</li><li>➤ being able to find 1000 more or less</li><li>➤ Compare and order 4-digit numbers</li></ul> | <b>Multiplication and Division</b> <ul style="list-style-type: none"><li>➤ Use place value and derived facts to assist in calculations - Multiply 2- and 3-digit numbers by a 1-digit number using formal lay out</li><li>➤ Use factor pairs and commutativity in mental calculations</li><li>➤ Solve problems</li></ul> | <b>Multiplication and Division continue</b> <ul style="list-style-type: none"><li>➤ Use place value and derived facts to assist in calculations - Multiply 2- and 3-digit numbers by a 1-digit number using formal lay out</li><li>➤ Use factor pairs and commutativity in mental calculations</li><li>➤ Solve problems</li></ul> | <b>Fractions</b> <ul style="list-style-type: none"><li>➤ Continue gain an understanding of a fraction, link with division</li><li>➤ Calculate equivalent fractions</li><li>➤ Explore fractions greater than 1</li><li>➤ Count in fractions</li><li>➤ Add and subtract 2 or more fractions, from both</li></ul> | <b>Money</b> <ul style="list-style-type: none"><li>➤ Estimate, compare and calculate different measures, including money in pounds and pence</li></ul><br><b>Time</b> <ul style="list-style-type: none"><li>➤ Read, write and convert time between analogue and digital 12- and 24-hour clocks</li></ul> | <b>Shape</b> <ul style="list-style-type: none"><li>➤ Identify a range of different angles and understand their properties</li><li>➤ Compare and order a range of angles</li><li>➤ Understand the properties of triangles and quadrilaterals including their angles</li></ul> |



**Yearly Overview**  
**Year group: Year 4**

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| <ul style="list-style-type: none"> <li>➤ Round to the nearest 10, 100 and 1000</li> <li>➤ To gain understanding of negative numbers and their value</li> <li>➤ to recognize tenths and hundredths, PV and as decimals</li> <li>➤ to multiply and divide by 10, 100 and 1000 - Make a whole</li> <li>➤ order and compare decimals</li> <li>➤ Round decimals to the nearest whole number</li> </ul> <p>Addition and Subtraction - Add and subtract numbers to 10,000 - To use estimation and</p> | <p>involving multiplication such as ratio and scaling problems</p> <ul style="list-style-type: none"> <li>➤ Use short division to solve problems</li> <li>➤ to use all 4 operations in context to solves problems</li> <li>➤ REAL LIFE</li> </ul> <p><b>Measurement – Area</b></p> <ul style="list-style-type: none"> <li>➤ Understand what the area of a shape is</li> <li>➤ Calculate area by both counting squares and multiplying length by width</li> <li>➤ compare the area of objects</li> </ul> | <p>involving multiplication such as ratio and scaling problems</p> <ul style="list-style-type: none"> <li>➤ Use short division to solve problems</li> <li>➤ to use all 4 operations in context to solves problems</li> <li>➤ REAL LIFE</li> </ul> | <p>other fractions and whole amounts</p> <ul style="list-style-type: none"> <li>➤ Calculate fractions of an amount</li> <li>➤ Apply fractions knowledge to a range of problem</li> </ul> <p><b>Decimals</b></p> <ul style="list-style-type: none"> <li>➤ Recognise and write decimal equivalents of any number of tenths or hundreds</li> <li>➤ Recognise and write decimal equivalents to <math>\frac{1}{4}</math>, <math>\frac{1}{2}</math>, <math>\frac{3}{4}</math></li> <li>➤ Find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the</li> </ul> | <ul style="list-style-type: none"> <li>➤ Solve problems involving converting from hours to minutes, minutes to seconds, years to months, weeks to days</li> </ul> | <ul style="list-style-type: none"> <li>➤ Identify lines of symmetry and use this understanding to complete a symmetric figure</li> </ul> <p><b>Position and direction</b></p> <ul style="list-style-type: none"> <li>➤ Describe the position of an object on a grid</li> <li>➤ Draw and move objects on a grid</li> </ul> <p>Describe the movement of an object on a grid</p> <p><b>Statistics</b></p> <ul style="list-style-type: none"> <li>➤ Interpret a range of charts and tables</li> <li>➤ Understand how to compare, find the sum of and</li> </ul> |
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# St. Michael Catholic Primary and Nursery School



## Yearly Overview Year group: Year 4

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| <p>inverse to check answers</p> <p><b>Addition and Subtraction</b></p> <ul style="list-style-type: none"><li>➤ add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate</li><li>➤ estimate and use inverse operations to check answers to a calculation</li><li>➤ solve addition and subtraction two-step problems in contexts, deciding which operations and</li></ul> |  |  | <p>digits in the answer as ones, tenths and hundredths</p> <ul style="list-style-type: none"><li>➤ Round decimals with 1 decimal place to the nearest whole number</li><li>➤ Compare numbers with the same number of decimal places up to 2 decimal places</li><li>➤ Solve simple measure and money problems involving decimals to 2 decimal places</li></ul> |  | <p>differences in data</p> <ul style="list-style-type: none"><li>➤ To plot and interpret line graphs</li></ul> <p>Consolidation</p> <ul style="list-style-type: none"><li>➤ Focus on topics from gap analysis</li></ul> |
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# St. Michael Catholic Primary and Nursery School



## Yearly Overview Year group: Year 4

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| methods to use and why                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                        |        |
| Science                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                        |        |
| Term 1                                                                                                                                                                                                                                                                                                                                        | Term 2                                                                                                                                                                                                                                                                                                                                | Term 3                                                                                                                                                                                                                                                                                                                                                                                                                  | Term 4                                                                                                                                                                                                                                                                                                                                           | Term 5                                                                                                                                                                                                                                                                                                                                 | Term 6 |
| <b>Animal including Humans</b> <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,</li></ul> | <b>Sound</b> <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></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> | <b>States of Matter</b> <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></ul> | <b>Electricity</b> <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</li></ul> |        |



# St. Michael Catholic Primary and Nursery School



## Yearly Overview Year group: Year 4

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| predators and prey. | <ul style="list-style-type: none"><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> |        | <ul style="list-style-type: none"><li>➤ Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</li></ul> | <p>simple series circuit, based on whether or not the lamp is part of a complete loop with a battery.</p> <ul style="list-style-type: none"><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> |        |
| RE                  |                                                                                                                                                                                                                                                 |        |                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                             |        |
| Term 1              | Term 2                                                                                                                                                                                                                                          | Term 3 | Term 4                                                                                                                                                                                | Term 5                                                                                                                                                                                                                                                                                                                                                                                                      | Term 6 |
|                     |                                                                                                                                                                                                                                                 |        |                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                             |        |



## St. Michael Catholic Primary and Nursery School



### Yearly Overview Year group: Year 4

| The Bible                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Trust in God                                                                                                                                                                                                                                                                                                                                                                  | Jesus, the Teacher                                                                                                                                                                                                                                                                                                                                        | Jesus the Saviour                                                                                                                                                                                                                                                                                                                                                                                                           | The Early Christians                                                                                                                                                                                                                                                                                                                                                                                                                         | The Church                                                                                                                                                                                                                                                                                                                                                                                                                  |
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| <ul style="list-style-type: none"><li>➤ Learn that the Bible is a story of God's love and concern for us.</li><li>➤ Learn that the Bible is a living book through which God speaks to us and tells us about himself.</li><li>➤ Learn that the Bible is one story told through many different books and they will learn about Moses, David and Jonah as well as learning how to find a Bible reference.</li><li>➤ Explore how the Bible helps us to pray and experience how</li></ul> | <ul style="list-style-type: none"><li>➤ Learn about Jesus' teaching and the importance of trusting in Him.</li><li>➤ Learn about the promise God made to Mary through the angel Gabriel and learn how Joseph put his trust in God when the angel appeared to him.</li><li>➤ Reflect on the times it is difficult to trust and on the importance of keeping promises</li></ul> | <ul style="list-style-type: none"><li>➤ Know that Mary and Joseph took Jesus to the Temple and reflect on what this means for us</li><li>➤ Know that Jesus was born a Jew.</li><li>➤ Know that Jesus called people to follow him.</li><li>➤ Know that Jesus travelled around teaching people.</li><li>➤ Reflect on the meaning of the parables.</li></ul> | <ul style="list-style-type: none"><li>➤ Know that Jesus is truly God. They will reflect on what this means for us.</li><li>➤ Know about Jesus' entry into Jerusalem and think about the importance of Holy Week for us.</li><li>➤ Understand what happened on Holy Thursday and reflect on how we can show our love for Jesus.</li><li>➤ Know what happened on Good Friday and reflect on the suffering of Jesus.</li></ul> | <ul style="list-style-type: none"><li>➤ Know that Jesus made Peter head of the church and think about what this means for all Christians.</li><li>➤ Know that the Church began at Pentecost and think about what the Holy Spirit is able to do.</li><li>➤ Know what happened to Stephen and Saul and reflect on how brings good out of evil.</li><li>➤ Know about the challenges of being an apostle and reflect on how God worked</li></ul> | <ul style="list-style-type: none"><li>➤ Understand that the Church is a family.</li><li>➤ Understand that the Church is 'good news' for people.</li><li>➤ Know about different seasons in the Church's year and think about why these times are important for us.</li><li>➤ Know about the Communion of Saints and the Holy Souls.</li><li>➤ Know about God's call to individuals and reflect on their responses.</li></ul> |



# St. Michael Catholic Primary and Nursery School



## Yearly Overview Year group: Year 4

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| <p>God speaks to us in the Bible</p> <p>➤ Participate in a liturgy and experience a guided meditation on a text from the</p>                                                                                                | <p>➤ Reflect on how Mary and Joseph placed all their trust in God we receive Jesus and learn that Jesus is present in the Blessed Sacrament in the tabernacle.</p> |                                                                                                    | <p>➤ Begin to understand why Jesus died on a cross and think what this means for us.</p> <p>➤ Understand what happened on Easter Sunday and reflect on the importance for us of the Resurrection of Jesus.</p> | <p>through Paul and Peter.</p> <p>➤ Know about Paul's missionary journeys and reflect on Paul's faith as well courage.</p> <p>➤ Know some of the teaching of the Apostles and reflect on how this teaching helps us today.</p>                                    | <p>➤ Reflect on Mary and on how she can help all of us.</p> |
| <b>History and Geography</b>                                                                                                                                                                                                |                                                                                                                                                                    |                                                                                                    |                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                   |                                                             |
| <b>Term 1</b>                                                                                                                                                                                                               | <b>Term 2</b>                                                                                                                                                      | <b>Term 3</b>                                                                                      | <b>Term 4</b>                                                                                                                                                                                                  | <b>Term 5</b>                                                                                                                                                                                                                                                     | <b>Term 6</b>                                               |
| <b>Marvellous Medway</b>                                                                                                                                                                                                    |                                                                                                                                                                    | <b>God's Endangered World</b>                                                                      |                                                                                                                                                                                                                | <b>Events that shaped the world</b>                                                                                                                                                                                                                               |                                                             |
| <p><b>Rochester Castle/Historic Dockyard</b><br/>(Link to Romans but only their impact on Medway)<br/><b>Rochester Castle –Romans/Normans</b></p> <p><b>Human and physical geography</b></p> <p><b>Use of fieldwork</b></p> |                                                                                                                                                                    | <p><b>The Romans</b></p> <p><b>Human and physical geography</b></p> <p><b>Use of fieldwork</b></p> |                                                                                                                                                                                                                | <p><b>Ancient Greece</b><br/><b>Earthquakes</b></p> <p><b>Human and physical geography</b></p> <p><b>Understand geographical similarities and differences of human and physical geography of a region of the UK, a region in a European country (Greece),</b></p> |                                                             |



# St. Michael Catholic Primary and Nursery School



## Yearly Overview Year group: Year 4

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|                                                                                                                        |                                                                                                                                                               |                                                                                                                          |                                                                        | and a region within North or South America                                                                |                                                                           |
|                                                                                                                        |                                                                                                                                                               |                                                                                                                          |                                                                        | Countries within North and South America                                                                  |                                                                           |
|                                                                                                                        |                                                                                                                                                               |                                                                                                                          |                                                                        | Use of fieldwork                                                                                          |                                                                           |
| The Arts                                                                                                               |                                                                                                                                                               |                                                                                                                          |                                                                        |                                                                                                           |                                                                           |
| Term 1                                                                                                                 | Term 2                                                                                                                                                        | Term 3                                                                                                                   | Term 4                                                                 | Term 5                                                                                                    | Term 6                                                                    |
| <b>Painting</b><br>Mixing colour, tones, tints and hues and watercolour techniques<br><br>Inspired by Georgia O’ Keefe | <b>Observational drawing</b><br>Drawing familiar objects with correct proportions. Inspired by Alberto Giacometti<br>DT – Food technology<br>Biscuit bake off | <b>Take One Picture Project Mixed Media Art</b><br><br>Inspired by ‘The Courtyard of a house in Delft’ by Pieter de Hooc | <b>Design Technology</b><br><b>Stable structures and flight design</b> | <b>Textiles and Collage in African Art</b><br><br>Inspired by Sonia Boyce & Marcellina Oseghale Akpojotor | <b>Sculpture</b><br><br>Clay modelling techniques inspired by Henry Moore |
| PE                                                                                                                     |                                                                                                                                                               |                                                                                                                          |                                                                        |                                                                                                           |                                                                           |
| Term 1                                                                                                                 | Term 2                                                                                                                                                        | Term 3                                                                                                                   | Term 4                                                                 | Term 5                                                                                                    | Term 6                                                                    |
| <b>Hockey</b>                                                                                                          | <b>Basketball</b>                                                                                                                                             | <b>Gymnastic</b>                                                                                                         | <b>Dance</b>                                                           | <b>Athletics</b>                                                                                          | <b>Rounders</b>                                                           |
| Swimming                                                                                                               |                                                                                                                                                               |                                                                                                                          |                                                                        |                                                                                                           |                                                                           |



# St. Michael Catholic Primary and Nursery School



## Yearly Overview Year group: Year 4

| Computing                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                 |                                                                                                                                                                                                                                |                                                                                                                                                                                                                                            |
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| Term 1                                                                                                                                                                                                                                                    | Term 2                                                                                                                                                                                                                                           | Term 3                                                                                                                                                                                                                                                                      | Term 4                                                                                                                                                                                          | Term 5                                                                                                                                                                                                                         | Term 6                                                                                                                                                                                                                                     |
| <b>Online safety (4.2)</b><br>- Phishing<br>- Beware malware<br>- Plagiarism<br><br><b>Effective searching (4.7)</b>                                                                                                                                      | <b>Writing for different audiences (4.4)</b>                                                                                                                                                                                                     | <b>Animation (4.6)</b>                                                                                                                                                                                                                                                      | <b>Coding (4.1)</b>                                                                                                                                                                             | <b>Hardware investigated (4.8) Micro: bits (4.11)</b>                                                                                                                                                                          | <b>Artificial intelligence (4.10)</b>                                                                                                                                                                                                      |
| RSHE/ Celebration of the Word                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                 |                                                                                                                                                                                                                                |                                                                                                                                                                                                                                            |
| Term 1                                                                                                                                                                                                                                                    | Term 2                                                                                                                                                                                                                                           | Term 3                                                                                                                                                                                                                                                                      | Term 4                                                                                                                                                                                          | Term 5                                                                                                                                                                                                                         | Term 6                                                                                                                                                                                                                                     |
| <b>M1: Unit 3 Session 1/2</b><br>What Am I feeling? /<br>What am I looking at?<br><br><b>M1: Unit 2 Session 1</b><br>I am unique<br><br><i>Theme: Created and loved by God</i><br><br><b>Session 1:</b><br>We don't have to be the same covered within CW | <b>Theme: Treat others with Love</b><br><b>Scripture: Matthew 7:12</b><br><br><b>M2: Unit 2</b><br>Session 1<br>Family, Friends and Others<br><b>Theme: Forgiveness</b><br><b>Scripture: Proverbs 17:9</b><br><br><b>M2: Unit 2</b><br>Session 2 | <b>M2: Unit 3</b><br>Session 1<br>Sharing online<br><br><b>Theme: The best advice</b><br><b>Scripture: John 2:1-11</b><br><br><b>M2: Unit 3</b><br><b>Session</b><br>Chatting online<br><br><b>Theme: Jesus feels empathy for others.</b><br><b>Scripture: Luke 9:10-17</b> | <b>M2: Unit 4</b><br>Session 2<br>Drags alcohol and tobacco<br><br><b>Theme: A time for thinking</b><br><b>Scripture: Romans 12:1</b><br><br><b>M2: Unit 4</b><br>Session 3<br>First Aid Heroes | <b>Prayer Leaders assembly</b><br><b>Theme: Mary Our Mother</b><br><br><b>M1: Unit 2</b><br>Session 2<br>Respecting our bodies<br><br><b>M1: Unit 2</b><br>Session 3<br>What is puberty?<br><br><b>M1: Unit 2</b><br>Session 4 | <b>M1: Unit 2</b><br>Session 5<br>Male/Female<br><br><b>M3: Unit 1</b><br>Session 1<br>Community of love<br><br><b>Theme: You are the body of Christ</b><br><b>Scripture: I Corinthians 12:15-27</b><br><br><b>M3: Unit 1</b><br>Session 2 |



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## Yearly Overview Year group: Year 4

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| <b>M1: Unit 4 Session 1/2</b><br>Life Cycle/ A Time for everything<br><br><b>M1: Unit 1</b><br>Story sessions<br>Get Up!                                                                                                           | When Things Feel Bad<br><br><b>Theme:</b> <i>Compassion for the world</i><br><b>Scripture:</b> <i>James 2:14-17</i>                                                                                                   | <b>M2: Unit 4 Session 1</b><br>Safe in my body                                                                                                                                                                                   | <b>Theme:</b> <i>God's Love for the Lost</i><br><br><b>Scripture:</b> <i>Matthew 18:12-14</i><br><br><b>M2: Unit 4 Session 4</b><br>First Aid Heroes- guest to visit<br><b>Theme:</b> <i>The Compassion of Jesus</i><br><b>Scripture:</b> <i>Luke 9:10-17</i> | Changing bodies                                                                                                                                                                                                                                                                      | What is the Church?<br><br><b>M3: Unit 2 Session 1</b><br>How do I love others?<br><br><b>Theme:</b> <i>You can do anything</i><br><br><b>Scripture:</b> <i>Philippians 4:13</i>                                   |
| French                                                                                                                                                                                                                             |                                                                                                                                                                                                                       |                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                    |
| Term 1                                                                                                                                                                                                                             | Term 2                                                                                                                                                                                                                | Term 3                                                                                                                                                                                                                           | Term 4                                                                                                                                                                                                                                                        | Term 5                                                                                                                                                                                                                                                                               | Term 6                                                                                                                                                                                                             |
| <b>Welcome to school</b><br><ul style="list-style-type: none"> <li>➤ Ask and answer several questions about myself.</li> <li>➤ Recall and say classroom commands.</li> <li>➤ Say and read some numbers between 0 to 20.</li> </ul> | <b>My town, your town</b><br><ul style="list-style-type: none"> <li>➤ Write my own Fireworks Poem.</li> <li>➤ Say and understand classroom commands.</li> <li>➤ Use classroom commands to program a robot.</li> </ul> | <b>Alien faces &amp; family</b><br><ul style="list-style-type: none"> <li>➤ Learn some nouns for family members.</li> <li>➤ Write some personal information about a family member.</li> <li>➤ Understand and say some</li> </ul> | <b>Moving our bodies</b><br><ul style="list-style-type: none"> <li>➤ Say nouns for parts of the body.</li> <li>➤ Understand how to use colours to describe an alien.</li> <li>➤ Write a description of an alien including</li> </ul>                          | <b>At the doctor &amp; Jungle animals</b><br><ul style="list-style-type: none"> <li>➤ Say why I don't feel well.</li> <li>➤ Take part in a role-play at the doctors.</li> <li>➤ Understand some jungle animal nouns in French.</li> <li>➤ Listen and join in with a story</li> </ul> | <b>Summertime</b><br><ul style="list-style-type: none"> <li>➤ Understand and say some weather phrases.</li> <li>➤ Give a weather forecast.</li> <li>➤ Take part in a survey about favourite ice creams.</li> </ul> |



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### Yearly Overview Year group: Year 4

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| <ul style="list-style-type: none"><li>➤ Remember days and months in French.</li><li>➤ Say and write the names of rooms in my school.</li><li>➤ Say and write nouns for classroom objects.</li></ul> | <ul style="list-style-type: none"><li>➤ Say and write some places in town.</li><li>➤ Ask “where is...?” and answer with “here is + place”.</li><li>➤ Understand more nouns of shops in French.</li></ul> | <ul style="list-style-type: none"><li>parts of the face.</li><li>➤ Understand simple sentences using numbers and parts of the face.</li><li>➤ Write simple sentences to describe an alien.</li></ul> | <ul style="list-style-type: none"><li>numbers and colours.</li><li>➤ Join in and create a body scan sequence.</li><li>➤ Join in a yoga sequence in French.</li><li>➤ Create a yoga sequence in French.</li></ul> | <ul style="list-style-type: none"><li>about jungle animals.</li><li>➤ Write a sentence to describe a jungle animal.</li><li>➤ Create my own jungle explorer’s story.</li></ul> | <ul style="list-style-type: none"><li>➤ Say which ice cream I like and dislike.</li><li>➤ Take part in an “at the ice cream van” role play.</li></ul> |
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