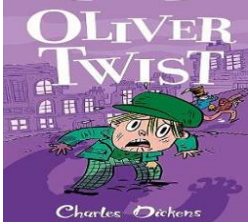
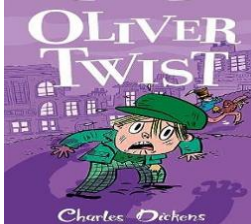
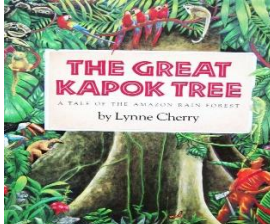
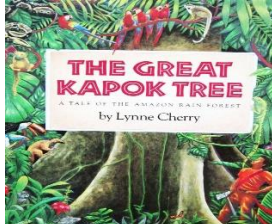
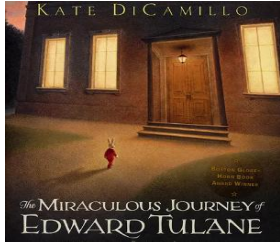
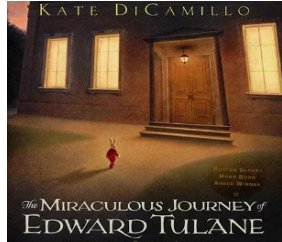




St. Michael Catholic Primary and Nursery School



Yearly Overview Year group: Year 4

English					
Marvellous Medway		God's Endangered World		Events that Shaped the World	
Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
PoR: Oliver Twist  Writing Opportunities, purpose and genre coverage: <i>Writing to inform</i> ➤ Biography ➤ Diary entry <i>Writing to entertain</i> ➤ Narrative	PoR: Oliver Twist  Writing Opportunities, purpose and genre coverage: <i>Writing to inform</i> ➤ Instruction <i>Writing to persuade</i> ➤ Persuasive letter <i>Writing to entertain</i> ➤ Poetry ➤ Performance	PoR: The Great Kapok Tree  Writing Opportunities, purpose and genre coverage: <i>Writing to inform</i> ➤ Non-Chronological Report <i>Writing to persuade</i> ➤ Persuasive letter <i>Writing to entertain</i> ➤ Narrative	PoR: The Great Kapok Tree  Writing Opportunities, purpose and genre coverage: <i>Writing to inform</i> ➤ Newspaper article <i>Writing for persuade</i> ➤ Poster <i>Writing to entertain</i> ➤ Narrative	PoR: The Miraculous Journey of Edward Tulaze  Writing Opportunities, purpose and genre coverage: <i>Writing to inform</i> ➤ Diary entry <i>Writing to persuade</i> ➤ Persuasive letter <i>Writing to entertain</i> ➤ Narrative	PoR: The Miraculous Journey of Edward Tulaze  Writing Opportunities, purpose and genre coverage: <i>Writing to inform</i> ➤ Recount <i>Writing to persuade</i> ➤ Debate/ Advertisement <i>Writing to entertain</i> ➤ Narrative



St. Michael Catholic Primary and Nursery School



Yearly Overview Year group: Year 4

Spelling					
Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
✓ Adding suffixes beginning with vowel letters to words of more than one syllable ✓ The /ɪ/ sound spelt y elsewhere than at the end of words ✓ The /u/ sound spelt ou ✓ More prefixes ✓ The suffix –ation ✓ The suffix –ly ✓ The suffix –ous ✓ Endings which sound like /ue/, spelt –tion, –sion, –ssion, –cian ✓ Words with the /k/ sound spelt ch (Greek in origin) ✓ Words with the /j/ sound spelt ch (mostly French in origin) ✓ Words ending with the /g/ sound spelt – gue and the /k/ sound spelt –que (French in origin) ✓ Words with the /s/ sound spelt sc (Latin in origin) ✓ Words with the /eɪ/ sound spelt ei, eigh, or ey ✓ Possessive apostrophe with plural words ✓ Homophones and near-homophones ✓ Common exception words					
Writing (Transcription/Handwriting and Presentation/Composition/Vocabulary, Grammar and Punctuation)					
Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Writing –transcription <u>Pupils should be taught to:</u> ➤ use further prefixes and suffixes and understand how to add them ➤ spell further homophones spell words that are often misspelt ➤ place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals ➤ use the first 2 or 3 letters of a word to check its spelling in a dictionary ➤ write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far					



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					
<u>Pupils should be taught to:</u>					
➤ 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					
<u>Pupils should be taught to:</u>					
➤ 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					
Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Place Value - 4-digit numbers (tenths and hundredths too) ➤ Represent numbers to 10,000, knowing the value of each column ➤ Understanding the position of numbers on a number line ➤ being able to find 1000 more or less ➤ Compare and order 4-digit numbers	Multiplication and Division ➤ 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 ➤ Use factor pairs and commutativity in mental calculations ➤ Solve problems	Multiplication and Division continue ➤ 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 ➤ Use factor pairs and commutativity in mental calculations ➤ Solve problems	Fractions ➤ Continue gain an understanding of a fraction, link with division ➤ Calculate equivalent fractions ➤ Explore fractions greater than 1 ➤ Count in fractions ➤ Add and subtract 2 or more fractions, from both	Money ➤ Estimate, compare and calculate different measures, including money in pounds and pence Time ➤ Read, write and convert time between analogue and digital 12- and 24-hour clocks	Shape ➤ Identify a range of different angles and understand their properties ➤ Compare and order a range of angles ➤ Understand the properties of triangles and quadrilaterals including their angles



Yearly Overview
Year group: Year 4

➤ Round to the nearest 10, 100 and 1000 ➤ To gain understanding of negative numbers and their value ➤ to recognize tenths and hundredths, PV and as decimals ➤ to multiply and divide by 10, 100 and 1000 - Make a whole ➤ order and compare decimals ➤ Round decimals to the nearest whole number Addition and Subtraction - Add and subtract numbers to 10,000 - To use estimation and	involving multiplication such as ratio and scaling problems ➤ Use short division to solve problems ➤ to use all 4 operations in context to solves problems ➤ REAL LIFE Measurement – Area ➤ Understand what the area of a shape is ➤ Calculate area by both counting squares and multiplying length by width ➤ compare the area of objects	involving multiplication such as ratio and scaling problems ➤ Use short division to solve problems ➤ to use all 4 operations in context to solves problems ➤ REAL LIFE	other fractions and whole amounts ➤ Calculate fractions of an amount ➤ Apply fractions knowledge to a range of problem Decimals ➤ Recognise and write decimal equivalents of any number of tenths or hundreds ➤ Recognise and write decimal equivalents to $\frac{1}{4}$, $\frac{1}{2}$, $\frac{3}{4}$ ➤ Find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the	➤ Solve problems involving converting from hours to minutes, minutes to seconds, years to months, weeks to days	➤ Identify lines of symmetry and use this understanding to complete a symmetric figure Position and direction ➤ Describe the position of an object on a grid ➤ Draw and move objects on a grid Describe the movement of an object on a grid Statistics ➤ Interpret a range of charts and tables ➤ Understand how to compare, find the sum of and
--	---	---	--	---	---



St. Michael Catholic Primary and Nursery School



Yearly Overview Year group: Year 4

inverse to check answers Addition and Subtraction ➤ add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate ➤ estimate and use inverse operations to check answers to a calculation ➤ solve addition and subtraction two-step problems in contexts, deciding which operations and			digits in the answer as ones, tenths and hundredths ➤ Round decimals with 1 decimal place to the nearest whole number ➤ Compare numbers with the same number of decimal places up to 2 decimal places ➤ Solve simple measure and money problems involving decimals to 2 decimal places		differences in data ➤ To plot and interpret line graphs Consolidation ➤ Focus on topics from gap analysis
---	--	--	---	--	---



St. Michael Catholic Primary and Nursery School



Yearly Overview Year group: Year 4

methods to use and why					
Science					
Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Animals including Humans ➤ Describe the simple functions of the basic parts of the digestive system in humans. ➤ Identify the different types of teeth in humans and their simple functions. ➤ Construct and interpret a variety of food chains, identifying producers,	Sound ➤ Identify how sounds are made, associating some of them with something vibrating. ➤ Recognise that vibrations from sounds travel through a medium to the ear. ➤ Find patterns between the pitch of a sound and features of the object that produced it.	Living things and their habitats ➤ Recognise that living things can be grouped in a variety of ways. ➤ Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment. ➤ Recognise that environments can change and that this can sometimes pose dangers to living things.	States of Matter ➤ Compare and group materials together, according to whether they are solids, liquids or gases. ➤ Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C)	Electricity ➤ Identify common appliances that run on electricity. ➤ Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers. ➤ Identify whether or not a lamp will light in a	



St. Michael Catholic Primary and Nursery School



Yearly Overview
Year group: Year 4

predators and prey.	➤ Find patterns between the volume of a sound and the strength of the vibrations that produced it. ➤ Recognise that sounds get fainter as the distance from the sound source increases.		➤ Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.	simple series circuit, based on whether or not the lamp is part of a complete loop with a battery. ➤ Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit. ➤ Recognise some common conductors and insulators, and associate metals with being good conductors.
---------------------	---	--	---	---



St. Michael Catholic Primary and Nursery School



Yearly Overview Year group: Year 4

RE					
Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Creation and Covenant	Prophecy and Promise	Galilee to Jerusalem	Desert to Garden	To the Ends of the Earth	Dialogue and Encounter
History and Geography					
Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Marvellous Medway		God's Endangered World		Events that shaped the world	
Rochester Castle/Historic Dockyard (Link to Romans but only their impact on Medway) Rochester Castle –Romans/Normans Human and physical geography Use of fieldwork		The Romans Human and physical geography Use of fieldwork		Ancient Greece Earthquakes Human and physical geography Understand geographical similarities and differences of human and physical geography of a region of the UK, a region in a European country (Greece), and a region within North or South America Countries within North and South America Use of fieldwork	



St. Michael Catholic Primary and Nursery School



Yearly Overview Year group: Year 4

The Arts					
Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Painting Mixing colour, tones, tints and hues and watercolour techniques Inspired by Georgia O' Keefe	Observational drawing Drawing familiar objects with correct proportions. Inspired by Alberto Giacometti DT – Food technology Biscuit bake off	Take One Picture Project Mixed Media Art Inspired by 'The Courtyard of a house in Delft' by Pieter de Hooc	Design Technology Stable structures and flight design	Textiles and Collage in African Art Inspired by Sonia Boyce & Marcellina Oseghale Akpojotor	Sculpture Clay modelling techniques inspired by Henry Moore
PE					
Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Hockey	Basketball	Gymnastic	Dance	Athletics	Rounders
Swimming					
Computing					
Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Unpacking Hardware & Software	Introduction to AI	Animation	Micro: bits	Logo	Coding



St. Michael Catholic Primary and Nursery School



Yearly Overview Year group: Year 4

Effective Searching	Sound Stories		Logo	Coding	Composing Beats
RSHE/ Celebration of the Word					
Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
M1: Unit 3 Session 1/2 What Am I feeling? / What am I looking at? M1: Unit 2 Session 1 I am unique <i>Theme: Created and loved by God</i> Session 1: We don't have to be the same covered within CW M1: Unit 4 Session 1/2 Life Cycle/ A Time for everything M1: Unit 1 Story sessions Get Up!	Theme: Treat others with Love Scripture: Matthew 7:12 M2: Unit 2 Session 1 Family, Friends and Others Theme: Forgiveness Scripture: Proverbs 17:9 M2: Unit 2 Session 2 When Things Feel Bad Theme: Compassion for the world Scripture: James 2:14-17	M2: Unit 3 Session 1 Sharing online Theme: The best advice Scripture: John 2:1-11 M2: Unit 3 Session Chatting online Theme: Jesus feels empathy for others. Scripture: Luke 9:10-17 M2: Unit 4 Session 1 Safe in my body	M2: Unit 4 Session 2 Drags alcohol and tobacco Theme: A time for thinking Scripture: Romans 12:1 M2: Unit 4 Session 3 First Aid Heroes Theme: God's Love for the Lost Scripture: Matthew 18:12-14 M2: Unit 4 Session 4 First Aid Heroes- guest to visit Theme: The Compassion of Jesus Scripture: Luke 9:10-17	Prayer Leaders assembly Theme: Mary Our Mother M1: Unit 2 Session 2 Respecting our bodies M1: Unit 2 Session 3 What is puberty? M1: Unit 2 Session 4 Changing bodies	M1: Unit 2 Session 5 Male/Female M3: Unit 1 Session 1 Community of love Theme: You are the body of Christ Scripture: I Corinthians 12:15-27 M3: Unit 1 Session 2 What is the Church? M3: Unit 2 Session 1 How do I love others? Theme: You can do anything Scripture: Philippians 4:13



St. Michael Catholic Primary and Nursery School



Yearly Overview Year group: Year 4

French					
Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Welcome to school ➤ Ask and answer several questions about myself. ➤ Recall and say classroom commands. ➤ Say and read some numbers between 0 to 20. ➤ Remember days and months in French. ➤ Say and write the names of rooms in my school. ➤ Say and write nouns for classroom objects.	My town, your town ➤ Write my own Fireworks Poem. ➤ Say and understand classroom commands. ➤ Use classroom commands to program a robot. ➤ Say and write some places in town. ➤ Ask “where is...?” and answer with “here is + place”. ➤ Understand more nouns of shops in French.	Alien faces & family ➤ Learn some nouns for family members. ➤ Write some personal information about a family member. ➤ Understand and say some parts of the face. ➤ Understand simple sentences using numbers and parts of the face. ➤ Write simple sentences to describe an alien.	Moving our bodies ➤ Say nouns for parts of the body. ➤ Understand how to use colours to describe an alien. ➤ Write a description of an alien including numbers and colours. ➤ Join in and create a body scan sequence. ➤ Join in a yoga sequence in French. ➤ Create a yoga sequence in French.	At the doctor & Jungle animals ➤ Say why I don’t feel well. ➤ Take part in a role-play at the doctors. ➤ Understand some jungle animal nouns in French. ➤ Listen and join in with a story about jungle animals. ➤ Write a sentence to describe a jungle animal. ➤ Create my own jungle explorer’s story.	Summertime ➤ Understand and say some weather phrases. ➤ Give a weather forecast. ➤ Take part in a survey about favourite ice creams. ➤ Say which ice cream I like and dislike. ➤ Take part in an “at the ice cream van” role play.