***Year 4 Overview- Autumn 1 2019- 2020***

***Under Attack!***

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| **English** | | **Maths** | **Science** |
| Writing   * Handwriting * Setting descriptions   Spellings   1. Homophones or near homophones 2. Prefix ‘in-‘ meaning ‘not’ 3. Prefix ‘il-’ and ‘ir-‘ 4. Prefix ‘sub-‘ | Reading novel   * Podkin One-Ear by Kieran Larwood   Skills   * Predictions * Inferences * Retrieval * Using dictionaries   Grammar   * Word classes * Clauses | * Number- Roman Numerals * Number- place value * Number- addition and subtraction   Times tables up to and including 12x12 | In science this half term, we will be studying living things. We will explore the difference between a living and non-living thing, and apply our maths skills to sort groups of animals into Venn diagrams. After that, we will be exploring different environments and even creating our own home for wildlife in the school grounds that could withstand an attack! |
| **PSHE** | **History** | **Art and Design and Technology** | **Computing** |
| We will be exploring the statement ‘Being Me in My World.’ How do our attitude and actions make a difference to a team? How good does it feel to be included in a group? How does it feel to be excluded? How can we make people feel valued and welcome? | We will be travelling back in time to discover all about the Ancient Romans. Who were they? Why were their armies so successful? We will even be taking part in a Roman day at Conkers where we will meet Boudicca and a real-life Centurion! | We will be designing and making Roman shields using a variety of materials, tools and processes. We want them to identify you, be visible from afar and strong enough to carry into battle and deflect weapons. We WILL put them to the test! | This half term, we are going to use iPads to experiment with an app called ‘Comic Life’. Using the app, we will plan, create and evaluate our own comic strips. |
| **Geography** | **PE** | **RE** | **Music** |
| We will be using maps to discover where the Roman armies attacked and the lasting impact this had on the geography of the World today. | ***Indoor***- We shall be learning about ‘Personal skills’ such as challenging ourselves. This will also include a physical focus on co-ordination.  ***Outdoor****-* We will be improving our ‘attacking’ skills through rugby lessons. | Our key question this half term is ‘Is it possible for everybody to be happy all of the time?’ We shall be exploring this through learning more about the Buddhist faith. | We will be finding out about music in Ancient Rome. What is a battle cry? What were musical instruments like in Ancient Rome? We will compose and perform our own battle cries. |

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| **Subject** | **Knowledge** | **Skills** |
| Science | * Asking questions and using scientific enquiry to answer them * Setting up simple practical enquiries comparative and fair tests from given equipment * Recognise that they need light in order to see things and that dark is the absence of light. * Notice that light is reflected from surfaces. * Recognise that light from the sun can be dangerous and that there are ways to protect their eyes. * Recognise that shadows are formed when the light from a light source is blocked by a solid object. * Find patterns in the way that the size of shadows change. | * Light * Questioning for scientific enquiry * Practical enquiry |
| Geography | * Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied. * Learn the eight points of a compass, two-figure grid references. * Use fieldwork to observe measure and record the human and physical features in the local area using a range of methods. Focus on collecting data in Boldmere e.g. business type/car colour etc. and putting it into a bar chart. | * Geographical skills and field |
| History | |  | | --- | | * Place the time studied on a time line * Use dates and terms related to the study unit and passing of time * Sequence several events or artefacts | | * Chronological understanding |
| P.E. | * Can improvise freely on their own or with a partner * Can translate ideas into a dance * Can create and link phrases using a simple dance structure * Can perform dances with an awareness of rhythm on their own or in a group | * Dance |
| Computing | * Log on independently using own username and password- discuss security * In, groups use a search engine to find specific content and select a good website for this. * Confidently use the shift key to add punctuation/ capitals whilst maintaining a speed of 10 words a minute. | **Digital literacy-** be selective when using researched digital content/ understand how search technologies select and rank results  **Information technology**-Type at pace of 10 words a min using the shift key |
| P.S.H.E. | * What qualities make a hero? Why? * Can you see any of those qualities in yourself? What? When? * Analyse different people- do they constitute a hero? Why? Justify. * Look at different heroes- compare and contrast. * Respect- discuss meaning- what it looks like? * Respecting and valuing myself. * Name superheors- what do you notice? superMAN, batman, spiderMAN. What do you notice? Debate- do heroes have to be men? | * Being me |
| R.E.  PPA | * Recall facts about religions I have studied. * Talk about the facts that are most significant to the current enquiry. * Recall some similarities and differences about the religions/ beliefs I have learned about. | * Knowledge and understanding of the subject matter |
| Art | * I can make geometric forms and join them together to make more complex forms. * I can combine materials to make patterns and textiles and describe objects. | * Sculpture |
| DT | * Generate ideas for an item, considering its purpose and the user. * Know to make drawings with labels when designing * Select a range of tools and techniques for making their product safely. * Start to evaluate their product against original design criteria. | * Developing, planning and communicating ideas |
| Music  PPA | * I can sing songs from memory with accurate pitch and in tune. * I can show control in my voice and pronounce the words in a song clearly (diction). * I can maintain a simple part within an ensemble. * I can play notes on instruments clearly and including steps/ leaps in pitch. * I can improvise (including call and response) within a group using 1 or 2 parts. | * **Controlling sounds through singing and playing (performing)** |
| French |  |  |