














## Year 4 Half-Termly Overview - Autumn 1

	<p>States of Matter</p> <p><b>Key Learning:</b> What are solids, liquids and gases?</p>	<p>States of Matter</p> <p><b>Key Learning:</b> Do all liquids behave the same?</p>	<p>States of Matter</p> <p><b>Key Learning:</b> What is a thermometer used for?</p>	<p>States of Matter</p> <p><b>Key Learning:</b> How do materials change state?</p>	<p>States of Matter</p> <p><b>Key Learning:</b> What is the water cycle?</p>	<p>States of Matter</p> <p><b>Key Learning:</b> Do all liquids evaporate?</p>	<p>States of Matter</p> <p><b>Key Learning:</b> Does temperature affect the rate of evaporation?</p>
<p style="text-align: center;"><b>Computing</b></p> 	<p><b>Computing unit:</b> We are Software Developers</p> <p><b>Key Learning:</b> Play and analyse educational games</p>	<p><b>Computing unit:</b> We are Software Developers</p> <p><b>Key Learning:</b> Create a game that asks a question and provides feedback</p>	<p><b>Computing unit:</b> We are Software Developers</p> <p><b>Key Learning:</b> Develop the game to include repetition</p>	<p><b>Computing unit:</b> We are Software Developers</p> <p><b>Key Learning:</b> Improve the interface of the game</p>	<p><b>Computing unit:</b> We are Software Developers</p> <p><b>Key Learning:</b> Make the game increase in difficulty</p>	<p><b>Computing unit:</b> We are Software Developers</p> <p><b>Key Learning:</b> Test and improve the game</p>	<p><b>Computing unit:</b> We are Software Developers</p> <p><b>Key Learning:</b> Playing and reviewing final games</p>
<p style="text-align: center;"><b>History</b></p> 	<p><b>History unit:</b> Ancient Egyptians</p> <p><b>Key Learning:</b> Compare and contrast ancient civilizations</p>	<p><b>History unit:</b> Ancient Egyptians</p> <p><b>Key Learning:</b> Understand BCE and CE</p>	<p><b>History unit:</b> Ancient Egyptians</p> <p><b>Key Learning:</b> Life in early Egypt</p>	<p><b>History unit:</b> Ancient Egyptians</p> <p><b>Key Learning:</b> What was happening in Britain in the time of Ancient Egypt</p>	<p><b>History unit:</b> Ancient Egyptians</p> <p><b>Key Learning:</b> Ancient Egyptian Gods</p>	<p><b>History unit:</b> Ancient Egyptians</p> <p><b>Key Learning:</b> Ancient Egyptian beliefs in the afterlife.</p>	<p><b>History unit:</b> Ancient Egyptians</p> <p><b>Key Learning:</b> How and Why Pyramids were built</p>
<p style="text-align: center;"><b>Art</b></p> 	<p><b>Art Focus:</b> Drawing</p> <p><b>Key Learning:</b> To understand how to create 3D effects and tonal shading</p>	<p><b>Art Focus:</b> Drawing</p> <p><b>Key Learning:</b> To understand how to draw in proportion and with different tones</p>	<p><b>Art Focus:</b> Drawing</p> <p><b>Artist Study:</b> Aala Awad</p>	<p><b>Art Focus:</b> Drawing</p> <p><b>Artist Study:</b> Aala Awad</p>	<p><b>Art Focus:</b> Drawing</p> <p><b>Key Learning:</b> To plan a composition for a mixed-media drawings</p>	<p><b>Art Focus:</b> Drawing</p> <p><b>Key Learning:</b> To use shading techniques to create pattern and contrast.</p>	<p><b>Art Focus:</b> Drawing</p> <p><b>Key Learning:</b> To use shading techniques to create pattern and contrast.</p>

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<b>DT</b> 	<b>DT Unit: Structures</b> <b>Key Learning:</b> - What makes a good structure - How to reinforce a structure to make it stronger - Consider the aesthetics of the structure by adding cladding - Design and make a structure to a specific specification <b>Outcome: Bee Hotel</b>						
<b>RE</b> 	<b>Key Question:</b> Why do some people think that life is like a journey and what significant experiences mark this?	<b>Key Question:</b> Why do some people think that life is like a journey and what significant experiences mark this?	<b>Key Question:</b> Why do some people think that life is like a journey and what significant experiences mark this?	<b>Key Question:</b> Why do some people think that life is like a journey and what significant experiences mark this?	<b>Key Question:</b> Why do some people think that life is like a journey and what significant experiences mark this?	<b>Key Question:</b> Why do some people think that life is like a journey and what significant experiences mark this?	<b>Key Question:</b> Why do some people think that life is like a journey and what significant experiences mark this?
	<b>Key Learning:</b> What does a journey mean to us?	<b>Key Learning:</b> What is the significance of Baptism to Christians?	<b>Key Learning:</b> How do Jewish people mark becoming an adult?	<b>Key Learning:</b> What ceremonies do Hindus mark in life?	<b>Key Learning:</b> Why do people choose to get married?	<b>Key Learning:</b> Are all journeys similar?	<b>Key Learning:</b> My journey through life: how is it going?
<b>PSHE/RSE</b> 	<b>PSHE Unit:</b> Me and My Relationships	<b>PSHE Unit:</b> Me and My Relationships	<b>PSHE Unit:</b> Me and My Relationships	<b>PSHE Unit:</b> Me and My Relationships	<b>PSHE Unit:</b> Me and My Relationships	<b>PSHE Unit:</b> Me and My Relationships	<b>PSHE Unit:</b> Me and My Relationships
	<b>Key Learning:</b> Strategies for working collaboratively	<b>Key Learning:</b> Positive healthy relationships	<b>Key Learning:</b> Appropriate assertive strategies	<b>Key Learning:</b> Express intensity of feelings	<b>Key Learning:</b> Wide range of feelings	<b>Key Learning:</b> How to respond to bullying.	<b>Key Learning:</b> Reviewing my learning
<b>PE</b> 	<b>PE Unit:</b> Game Sense Invasion	<b>PE Unit:</b> Game Sense Invasion	<b>PE Unit:</b> Game Sense Invasion	<b>PE Unit:</b> Game Sense Invasion	<b>PE Unit:</b> Game Sense Invasion	<b>PE Unit:</b> Game Sense Invasion	<b>PE Unit:</b> Game Sense Invasion
	<b>Key Learning:</b> The focus of the learning is to see	<b>Key Learning:</b> Pupils will create simple tactics for	<b>Key Learning:</b> The focus of the learning is to	<b>Key Learning:</b> The focus of the learning is to	<b>Key Learning:</b> The focus of the learning is for	<b>Key Learning:</b> The focus of the learning is to	<b>Key Learning:</b> The focus of the learning is to bring

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	how effectively pupils can apply their passing and moving skills to keep possession.	creating space and keeping possession.	combine passing, moving and shooting to create an attack which results in a shot on target* against another team.	introduce dribbling in order to keep control and possession of the ball.	pupils to learn how to defend (mark) when they are not in possession.	bring together the suggested sequence of learning into a level 1 tournament.	together the suggested sequence of learning into a level 1 tournament.
	<p><b>PE Unit:</b> Orienteering</p> <p><b>Key Learning:</b> The focus of the learning is to introduce the concept of a map or a plan and to be able to use a key correctly to help us navigate.</p>	<p><b>PE Unit:</b> Orienteering</p> <p><b>Key Learning:</b> The focus of the learning is to introduce the concept of a map or a plan and to be able to use a key correctly to help us navigate.</p>	<p><b>PE Unit:</b> Orienteering</p> <p><b>Key Learning:</b> The focus of the learning is to introduce the concept of orienteering.</p>	<p><b>PE Unit:</b> Orienteering</p> <p><b>Key Learning:</b> The focus of the learning is to challenge pupils to orientate a map.</p>	<p><b>PE Unit:</b> Orienteering</p> <p><b>Key Learning:</b> The focus of the learning is to challenge pupils to orientate a map and locate points on the map in a set order.</p>	<p><b>PE Unit:</b> Orienteering</p> <p><b>Key Learning:</b> They must follow the route they have been given to reach as many points as possible in an allocated time.</p>	<p><b>PE Unit:</b> Orienteering</p> <p><b>Key Learning:</b> The focus of the learning is to bring the orienteering topic together into a competition.</p>
<p style="text-align: center;"><b>Music</b></p> 	<p><b>Music Unit:</b> Mamma Mia</p> <p><b>Key Learning:</b> Listen and appraise</p>	<p><b>Music Unit:</b> Mamma Mia</p> <p><b>Key Learning:</b> Learning the song</p>	<p><b>Music Unit:</b> Mamma Mia</p> <p><b>Key Learning:</b> Improvise with the song</p>	<p><b>Music Unit:</b> Mamma Mia</p> <p><b>Key Learning:</b> Compose with the song</p>	<p><b>Music Unit:</b> Mamma Mia</p> <p><b>Key Learning:</b> Compose with the song</p>	<p><b>Music Unit:</b> Mamma Mia</p> <p><b>Key Learning:</b> Perform the song</p>	<p><b>Music Unit:</b> Mamma Mia</p> <p><b>Key Learning:</b> Evaluate and improve the song</p>
<p style="text-align: center;"><b>MFL</b></p> 	<p><b>MFL Unit:</b> Portraits</p> <p><b>Key Learning:</b> Getting French adjectives to agree</p>	<p><b>MFL Unit:</b> Portraits</p> <p><b>Key Learning:</b> Simple descriptions</p>	<p><b>MFL Unit:</b> Portraits</p> <p><b>Key Learning:</b> Describing people in French</p>	<p><b>MFL Unit:</b> Portraits</p> <p><b>Key Learning:</b> Describing people in French</p>	<p><b>MFL Unit:</b> Portraits</p> <p><b>Key Learning:</b> Describing personality in French</p>	<p><b>MFL Unit:</b> Portraits</p> <p><b>Key Learning:</b> Describing personality in French</p>	<p><b>MFL Unit:</b> Portraits</p> <p><b>Key Learning:</b> Writing portraits of friend in French</p>