





Boston West Yearly Overview

Year 4

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<p>'Working together for success'</p> 	<p>Ancient Egypt</p> 		<p>Anglo Saxons and Vikings</p> 		<p>Rivers and the water cycle</p> 	
	Literacy Tree	Literacy Tree	Literacy Tree	Literacy Tree	Literacy Tree	Literacy Tree
<p>English</p>	Literacy Tree	Literacy Tree	Literacy Tree	Literacy Tree	Literacy Tree	Literacy Tree
<p>Maths</p> <p>Maths resources for teachers White Rose Maths</p>	<p>Place Value</p> <p>Addition & Subtraction</p>	<p>Addition & Subtraction</p> <p>Area</p> <p>Multiplication & Division</p>	<p>Multiplication & Division</p> <p>Length & Perimeter</p> <p>Fractions</p>	<p>Fractions</p> <p>Decimals</p>	<p>Decimals</p> <p>Money</p> <p>Time</p>	<p>Shape</p> <p>Statistics</p> <p>Position & Direction</p>
<p>Science</p> <p>Science</p>	<p>Animals including humans</p> <p>Describe functions of parts of the digestive system in humans. Identify different types of teeth in humans and their function.</p> <p>Gut Garden</p> <p>A Journey Through the Digestive System with Max Axiom</p>	<p>Light</p> <p>Know light is needed to see and dark is the absence of light. Notice that light is reflected from some surfaces. Know light can be dangerous. Recognise how shadows are formed when a light source is blocked. Find patterns in the way shadows change.</p>	<p>Sound</p> <p>Identify how sounds are made, associating this with something vibrating. Know that vibrations from sound travel through a medium to the ear. Explore pitch and volume.</p> <p>Shattering Sounds</p>	<p>States of matter</p> <p>Compare materials according to whether they are solids, liquids or gases. Observe how some materials change state when heated or cooled. Identify the part played by evaporation and condensation in the water cycle.</p> <p>Ghastly Gases</p>	<p>Living things and their habitats</p> <p>Construct and interpret a variety of food chains, identifying producers, predators and prey.</p>	<p>Living things and their habitats</p> <p>Recognise living things can be grouped in a variety of ways using classification keys. Recognise that environments can change which can pose dangers to living things.</p> <p>Scientist study – Jane Goodall and Seirian Sumner (bees)</p> <p>Science Skills Sorted: Habitats</p> <p>Help a Hedgehog and Protect a Polar Bear</p>
<p>Computing</p> <p>Key Stage 2 (teachcomputing.org) Computing</p>	<p>Computing Systems & Networks - The internet</p> <p>Recognising the internet as a network of networks including the www, and why we should evaluate online content.</p>		<p>Programming A – Repetition in Shapes</p> <p>Using a text-based programming language to explore count-controlled loops when drawing shapes.</p>		<p>Creating media – Photo Editing</p> <p>Manipulating digital images, reflecting on the impact of changes and whether the required purpose is fulfilled.</p>	

<p>Geography Geography</p>	<p>Places Locate the world's countries, using different maps, atlases and globes, focusing on Europe. Locate countries, cities, physical and human features of the UK, focusing on England. Mapwork study: Egypt Use maps, atlases and globes to locate and explore Egypt. Identify and describe key aspects of the physical and human geography of Egypt.</p>		<p>Local Study Describe how the locality has changed over time using digimaps and historical maps. Study: Russia Compare England and Russia. Use maps and atlases to compare the environmental regions, key physical and human characteristics and major cities.</p>	<p>Rivers Explain the physical geography of rivers. Study the River Nile focusing on settlements, land use, changes over time and the impact on people's lives. Where on Earth? Rivers Water Cycle Describe key aspects of the water cycle, using the school grounds to support learning. Surviving in a World Without Water</p>		
<p>History History</p>	<p>Ancient Egypt and early civilisations Comparing Ancient Civilisations and their achievements What else was happening in the World at the time of the Ancient Egyptians? What were the greatest achievements of these civilisations? What do objects tell us about life in Ancient Egypt? Why did people settle in the Nile valley? What was the social structure of Ancient Egypt? What did ancient Egyptians believe about the afterlife? What does the tomb of Tutankhamun tell us about ancient Egyptian pharaohs and Egyptian life in general? Name some Egyptian Gods and Goddesses. So You Think You've Got it Bad? A Kid's Life in Ancient Egypt The Legend of Tutankhamun Meet the Ancient Egyptians Remembrance Who are we remembering and honouring on Armistice Day/ Remembrance Sunday?</p>		<p>Anglo Saxons and Vikings Know the effects of Anglo Saxon, Viking and Scots settlements in Britain. Who were the Anglo-Saxons and Vikings and why did they invade and settle in Britain? How well did the Anglo-Saxons and Vikings get on with each other? What was life really like in Anglo-Saxon and Viking Britain? What did the Anglo-Saxons and Vikings leave behind? Explore! Anglo Saxons Men, Women and Children in Anglo Saxon Times</p>	<p>Hansa traders - Local study Know the importance of water (rivers and the sea) to Boston in the past. The Hanseatic League of Traders in Medieval times What was the importance of the Haven to the town? What sources can we use to find out about Boston (and how water was so important)?</p>		
<p>RE Religious Education</p>	<p>Community, worship and celebration – Christianity How is Christian belief expressed? How does Christian worship and celebration build a sense of community?</p>		<p>Forgiveness What is forgiveness? How is the importance of forgiveness taught through different religions? Do you have to be religious to forgive? What does forgiveness mean to the forgiven? What does forgiveness mean to the forgiver?</p>	<p>Community, worship and celebration – Hinduism How is Hindu belief expressed? How does Hindu worship and celebration build a sense of community?</p>	<p>Community, worship and celebration – Islam How is Muslim belief expressed? How does Muslim worship and celebration build a sense of community? Crescent Moons and Pointed Minarets</p>	
<p>DT Design & technology</p>		<p>Structures Design/Make/Evaluate Egyptian Shaduf Children will know how to design and make a water collecting devise</p>	<p>Electrical Design/Make/Evaluate To apply knowledge about electric circuits by designing and making a simple torch. While all the designing and making skills will be used, there will be a particular emphasis on defining a set of clear specifications for the torch by considering who will use it and the</p>		<p>Textiles Design/Make/Evaluate Keyrings Children will know how to use smaller needles to attach materials Children will know how to attach sequins, beads and buttons with running and joining stitches Children will know how to sew a blanket stitch</p>	<p>Food Design/Make/Evaluate Children will know how to follow simple recipes with guidance from an adult Children will know how to use a knife safely and cut medium resistance food using a claw grip and a bridge grip. Children will know how to use a hand whisk. Children will know how to</p>

			conditions under which it might be used. The children also consider how the torch can be controlled by designing and making their own switch.			snip with kitchen scissors (herbs, spring onions, lettuce and cabbage) with control.
Art Art Key Stage 2 Art and design lesson Kapow Primary	Craft & Design Exploring how and why Egyptian Art was created. Apply an understanding of ancient techniques to create an Ancient Egyptian style artwork.			Drawing Develop an awareness of composition in drawing and combine media, including printing, for effect. Explore ways different artists approach drawing.		Painting & Mixed Media Developing colour mixing skills, focusing on tints and shades to create a 3D effect. Experiment with composition and painting techniques in a still-life.
Music Music	Musical structures https://www.lincsmusicservicedigital.org/c/1370757-english-model-music-curriculum-scheme-v2/1370779-year-4/1370780-musical-structures		Ukulele led by Lincolnshire music service Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. Improvise and compose music for a range of purposes using the interrelated dimensions of music. Listen with attention to detail and recall sounds with increasing aural memory. Use and understand musical notations.		Expression and improvisation https://www.lincsmusicservicedigital.org/c/1370757-english-model-music-curriculum-scheme-v2/1370779-year-4/1370784-expression-and-improvisation	
PE Get Set 4 PE: Lesson Plans and Schemes of Work PE	Gymnastics Create more complex sequences using a range of travelling actions and pathways. Develop more advanced actions exploring ways to include apparatus. Develop performance skills considering the quality and control of actions.	Handball Persevere when learning skills such as throwing, catching, dribbling, shooting and principles of defending and attacking. Use attacking skills to maintain possession. Play small-sided games using skills learned to improve and to get into a scoring opportunity, as well as how to best defend as a team.	Netball Develop competencies in key skills and principles such as defending, attacking, throwing, catching and shooting. Learn to use a range of different passes to keep possession and attack towards goal. Begin to play 5-a-side Netball. Learn key rules such as footwork, held ball, contact and obstruction.	Hockey Contribute to the game by helping to keep possession of the ball, use simple attacking tactics using sending, receiving and dribbling a ball. Consider how to use skills, strategies and tactics to outwit the opposition.	Dance Create characters and narrative through movement and gesture. Think about use of movement to explore and communicate ideas and issues, and their own feelings and thoughts.	Athletics Develop basic running, jumping and throwing techniques. Work at challenges for distance and time that involve using different styles and combinations of running, jumping and throwing.
PSHE PSHE & RSE	Relationships Families and friendships Positive friendships, including online Safe relationships Responding to hurtful behaviour; managing confidentiality, recognising risks online Respecting ourselves and others Respecting differences and similarities; discussing difference sensitively		Living in the wider world Media literacy and digital resilience How data is shared and used Money and work Making decisions about money; using and keeping money safe Belonging to a community What makes a community; shared responsibilities		Health and Wellbeing Physical health and wellbeing Maintaining a balanced lifestyle; oral hygiene and dental care Growing and changing Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty Keeping safe	

					Medicines and household products; drugs common to everyday life	
<p style="text-align: center;">MFL</p> <p style="text-align: center;">Home (languageangels.com)</p> <p style="text-align: center;">MFL</p>	<p>Phonetics 1 & 2 (core) Learning to pronounce French phonemes.</p> <p>Colours & Numbers (early)</p>	<p>Numbers 1-10 and colour vocabulary</p> <p>Grand Monstre Vert! – Ed Emberley</p>		<p>Fruits (early) Fruit vocabulary Changing nouns from singular to plural Likes and dislikes</p> <p>Maman – Mario Ramos Vanteen</p>	<p>Presenting Myself (intermediate) Learning about French speaking countries, numbers 0-20, how are you? Saying your name and age asking what your name is, where do you live?</p>	
<p style="text-align: center;">Outdoor Learning</p> <p style="text-align: center;">Staff Team (Boston West) - Outdoor Learning - All Documents (sharepoint.com)</p>	<p>Nightline (AO12.1) Fire afternoon Collect Sticks (AO2) Fire Safety (AO1) Sing Campfire Songs (CO1)</p>	<p>Mandalas (CO3.3) Willow stars</p> <p>James Bunt – outdoor artist</p>	<p>Knotting</p>	<p>Dream catchers (CO7.1)</p> <p>Plants for bees (GC05.1)</p>	<p>Structures unit (AO6, AO8) knots/shelter building</p>	<p>Fire afternoon Bread baking on fire (AO3.2)</p> <p>Bee Study, school hive</p>
<p style="text-align: center;">Y4 Entitlement</p>	<p>Tutankhamun day</p>	<p>Visit to a church or Lincoln Cathedral</p>	<p>Ukulele with the Lincolnshire Music Service</p> <p>Anglo-Saxon Day</p>	<p>Y4 play to parents</p> <p>Ukulele with the Lincolnshire Music Service</p>	<p>Trip to Lincolnshire recycling plant (free trip)</p>	<p>Trip to Yorkshire Wildlife Park (including fieldwork questions)</p> <p>Sports day</p> <p>Bee study school hive</p>

Red indicates books from the year group reading spine to support teaching and learning.