

Boston West Yearly Overview

Year 4 2026-27

'Working together for success' 	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
English	Literacy Tree W: Fryndleswyde R: Wild Robot W: Wild Robot R: Skygazing	Literacy Tree W: Farther R: The Lion, The Witch and The Wardrobe W: The Baker By The Sea R: Annie Lumsden, Gril from the Sea	Literacy Tree W: Matchbox Diary R: Firework maker's daughter (4 weeks) W: Firework makers Daughter R: Viking Voyagers (3 weeks)	Literacy Tree W: Winter's Child R: Viking Voyagers (3 weeks) W: Viking Voyagers R: Tamarind and the star of Ishta (4weeks)	Literacy Tree W: Shackleton's Journey R: The Last Firefox W: Iron Man R: How does a lighthouse work?	Literacy Tree W: Mermaid of Zennor R: Poems from a Green and blue Planet W: Varmints R: The Lion and The Unicorn
Maths	2 weeks- Place Value (U1) 2 ½ weeks- Addition and Subtraction (U1) 1 ½ weeks- Multiplication and division (U1)	1 week- Time 1 ½ weeks- Fractions (U1) 1 ½ weeks Multiplication and division (U2) 2 weeks- Geometry	2 ½ weeks- Money and decimals (U1) 1 ½ weeks- Place value (U1) 2 weeks- Addition and subtraction (U2)	2 weeks- Multiplication and division (U2) 2 weeks- Fractions (U2) 2 weeks- Statistics	1 ½ weeks- Place value (U3) 2 ½ weeks- Calculation 1 ½ weeks- Money and decimals (U2)	1 ½ weeks- length 1 week- Mass and volume 1 ½ weeks- Patterns and relationships Recap work
Science Science	Module 3: Human Impact on the Environment Recognise that environments can change and that this can sometimes pose dangers to living things. Help a Hedgehog and Protect a Polar Bear	Module 1: Changes of State 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. Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. Ghastly Gases Surviving in a World Without Water	Module 2: Electricity – circuits Identify household devices and appliances that run on electricity and understand plug into the mains and others run on batteries. Recognise that electrical circuit consists of a cell or battery connected to a component using wires. Understand a switch can be added to a circuit to turn the component on and off. Identify if there is a break in a circuit, a loose connection or a short circuit, the component will not work.	Module 4: Digestion & Food Chains 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, predators and prey. Gut Garden A Journey Through the Digestive System with Max Axiom	Module 5: 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. 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	Module 6: Classification of Plants & Animals 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. Scientist study – Jane Goodall and Seirian Sumner (bees) Science Skills Sorted: Habitats

			Identify that metals are good electrical conductors and non-metals are generally electrical insulators except for graphite (pencil lead), human tissue and water.		from the sound source increases. Shattering Sounds	
Computing Key Stage 2 (teachcomputing.org) Computing		Computing Systems & Networks - The internet Recognising the internet as a network of networks including the www, and why we should evaluate online content.		Programming A – Repetition in Shapes Using a text-based programming language to explore count-controlled loops when drawing shapes.		Creating media – Photo Editing Manipulating digital images, reflecting on the impact of changes and whether the required purpose is fulfilled.
Geography Geography	United Kingdom The United Kingdom includes England, Scotland, Wales and Northern Ireland. Each country in the UK has a capital city: London (England), Edinburgh (Scotland), Cardiff (Wales) and Belfast (Northern Ireland). The UK has many physical features, including mountain ranges, rivers and coastlines. There are a number of ways power is generated in the UK. Energy can be generated at gas-fired power stations by nuclear power and by burning coal. There are also renewable power options that use the wind, sun or water to generate energy. Fieldwork trip: to North Hykeham recycling/energy centre		Rivers The water cycle is the way in which water moves around the Earth. It never stops! Rivers have many uses around the world, including cleaning, cooking, growing crops, transport and creating power. Flooding is caused by poor drainage around or close to a river.	The Amazon South America's biggest country is Brazil. Here you'll find the Amazon Rainforest, home to a huge number of animals, plants and insects. Deforestation is a threat to the Amazon Rainforest. A lot of forest has been destroyed, for example to make space for cattle ranches, from which beef is exported worldwide. Manaus is a city in the heart of the Amazon Rainforest region and sits on the Rio Negro, one of two major rivers that flow into the River Amazon.		
History History	Ancient Egypt and early civilisations Comparing Ancient Civilisations and their achievements THIS IS TO BE DONE BEFORE DEPTH STUDY 1.What Ancient civilisations existed around the time of the Ancient Egyptians?		Anglo Saxons and Vikings Know the effects of Anglo Saxon, Viking and Scots settlements in Britain.			Hansa traders - Local study Know the importance of water (rivers and the sea)

	What were the greatest achievements of these civilisations? What were Ancient Egyptian’s greatest achievements? 2.How do we know so much about the Ancient Egyptians? (sources/ hieroglyphics) 3.What different groups of people lived in Ancient Egypt? (social structure and how they contributed to AE success) 4. What can we learn about the Ancient Egyptian’s achievements from pyramids and tombs? How were the ancient Egyptians able to be successful? (River Nile) 5.What did ancient Egyptians believe about death and the afterlife? (religion) 6. What was life like for Ancient Egyptians? (What does this tell us about their achievements?) 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? 1 lesson as an assembly		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			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)?
RE Religious Education		Community, worship and celebration – Christianity How is Christian belief expressed? How does Christian worship and celebration build a sense of community?	Community, worship and celebration – Hinduism How is Hindu belief expressed? How does Hindu worship and celebration build a sense of community?	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		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?
DT Design & technology		Structures Design/Make/Evaluate Egyptian Shaduf Children will know how to design and make a water collecting devise	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		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 conditions under which it might be used. The children also consider how the torch can be controlled by designing and making their own switch.	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 snip with kitchen scissors (herbs, spring onions, lettuce and cabbage) with control.
Art Art	Craft & Design Exploring how and why Egyptian Art was created. Apply an			Drawing Develop an awareness of composition in		Painting & Mixed Media Developing colour mixing skills, focusing on tints and shades to create a 3D

Key Stage 2 Art and design lesson Kapow Primary	understanding of ancient techniques to create an Ancient Egyptian style artwork.			drawing and combine media, including printing, for effect. Explore ways different artists approach drawing.		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	Y4 play - songs		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.	
PE Get Set 4 PE: Lesson Plans and Schemes of Work PE	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.	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.	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.	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.	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
MFL Grammarsaurus MFL	Review Year 3 2 lessons	Numbers Numbers 20-50 3 lessons	The date and birthdays 3 lessons	At home 4 lessons	Pets 3 lessons	Weather and Seasons 3 lessons
Outdoor Learning Staff Team (Boston West) - Outdoor Learning - All Documents (sharepoint.com)	Adventurous Outdoors Children will begin to whittle thicker sticks, using a knife safely. (AO10) (Whittle sticks to cook bread on). Children will understand fire safety and fire circle conduct , and the importance of the fire triangle (oxygen, heat, fuel). (AO1) Children will collect a range of stick sizes (TKM – tinder, kindling and max fuel) and set up simple fire lays safely (tipi and criss-cross lays) (adult only lighting). (AO2) Children begin to understand how to use outdoor cooking equipment to create a meal from prepared	Nature Outdoors Children will act as ‘caretakers’ for insects, amphibians and small mammals, providing habitats for the colder months. (ITNO1) (Build a dead hedge) Creative Outdoors Children will manipulate (bend) willow, with adult demonstration through step-by-step instructions. (CO6) (Willow stars)	Adventurous Outdoors Children will know how to fix a rope ridgeline between two trees, securing with a half hitch. (AO7) Children will know how to secure a tarp to a ridgeline, using a Prusik knot. (AO8) (Knotting)	Growing and Caring Outdoors Children will sow bee-friendly flower seeds for pollinators, creating colourful summer displays. (GC05) Creative Outdoors Children will understand how to make natural hanging decorations, combining a willow structure, wrapping, knotting and natural resources. (CO7) (Dream catchers)	Adventurous Outdoors Children will understand how to erect an A-frame (tent-style) tarpaulin shelter. (AO6) Children will know how to fix a rope ridgeline between two trees, securing with a half hitch. (AO7) Children will know how to secure a tarp to a ridgeline, using a Prusik knot. (AO8) (Shelter building) Nature Outdoors Children will act as ‘caretakers’ for insects. (ITNO 1) (Homes for bees)	Adventurous Outdoors Children will understand how fire can be used to make useful products. (AO5) (Make charcoal) Creative Outdoors Children will sing traditional campfire songs. (CO1)

	ingredients (adult led). (AO3) Growing & Caring Outdoors Children will select and use appropriate equipment to care for a variety of environments. GCO3 Children will maintain existing bee-friendly plants. GCO 5 (Emptying and preparing planters for Autumn).					
Y4 Entitlement	Trip to Lincolnshire recycling plant (free trip)			Y4 play to parents	Ukulele with the Lincolnshire Music Service	Ukulele with the Lincolnshire Music Service Trip to Wildlife Park Sports day

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