Year 4 Half Termly Overview – AUTUMN TERM 1

1. THE CIRCLE OF LIFE How do organisms live?	2. IT'S ALL GREEK TO ME What was the Greeks' legacy?
Big Impact Event: Animal Club day – Science and Art	**Celebration of Learning:** Art exhibition to parents

Science – Living Things
Knowledge Block 1- Classifying living things
- Living things can be divided into groups based upon their characteristics
- Classification keys help group, identify and name living things • Animals can be classified as vertebrates (having a spine) or invertebrates (lacking a spine)
- In any habitat there are food chains and webs where nutrients are passed from one organism to another when it is eaten
- If the population of one organism in the chain or web is affected, it has a knock-on effect to all the others

Knowledge Block 2- Life cycles
- Mammals, amphibians, insects and birds have different life cycles.
- Lifecycles vary in time depending on the species of animal- it can be as short as just a few weeks for insects, to up to 200 years for sea urchins. Larger animals often have longer life cycles but not always.
- All animal life cycles begin with growth and development followed by reproduction.
- Some animals undergo a complete metamorphosis as they grow. Metamorphosis is a process where animals undergo an abrupt and obvious change in the structure of their body and their behaviour.
- Some animals are eusocial. This means they live in colonies (groups) with one animal or group producing young and the others working to care for them.

History – Ancient Greece
Concepts
Significance including short/long term
Cause and Consequence including short/long term
- Place events from the period studied on a time line.
- Use terms related to the time period and begin to date events.
- Use evidence when discussing the everyday life of people in time studied.
- Look for links and effects in time studied.
- Offer a reasonable explanation for some events.
- Use evidence to build up a picture of a past event.
- Ask a variety of questions. Use the library and internet for research.
- Choose relevant material to present a picture of one aspect of life in a time period.
- Begin to evaluate the usefulness of different sources.
- Use textbooks and historical knowledge to support new information learnt.

Games – Football, Netball, Multi-skills
How can I improve on attacking and defending?
To attack and defend effectively using a range of skills and techniques when playing games. They may be good at one or more specific game.

PE – Dance
How can I improve my movement patterns?
To use different movement patterns effectively when performing.

Music – Composition (HMS Mystic Moments)
Improvise
- Improvise on a limited range of pitches on the instrument they are now learning, making use of musical features including smooth (legato) and detached (staccato).
- Begin to make compositional decisions about the overall structure of improvisations. Continue this process in the composition tasks below.
Compose
- Combine known rhythmic notation with letter names to create short pentatonic phrases using a limited range of 5 pitches suitable for the instruments being learnt. Sing and play these phrases as self-standing compositions
- Arrange individual notation cards of known note values (i.e. minim, crotchet, crotchet rest and paired quavers) to create sequences of 2-, 3- or 4-beat phrases, arranged into bars.
- Explore developing knowledge of musical components by composing music to create a specific mood, for example creating music to accompany a short film clip (eg Harry Potter)
- Introduce major and minor chords.
- Include instruments played in whole-class/group/individual teaching to expand the scope and range of the sound palette available for composition work
- Capture and record creative ideas using any of: graphic symbols, rhythm notation and time signatures, staff notation, technology.

Art and Design - Sketching animals
How do we draw accurately?
- Develop techniques to create increasingly intricate textures and patterns with a growing range of drawing tools.
- Use these techniques to continue developing texture and tone.
- Experiment with different grades of pencil and begin to show consideration of choice of pencil.
- Draw from observation with increasing accuracy, focusing on figures and still life.
- Show and awareness of third dimension and simple perspective in drawings.

RE – Avatar or God?
What's the difference between an Avatar and God? Is there one?
- Express creatively and describe with more detail responses to own experiences of concepts introduced.
- Recognise and describe how their responses relate to their own lives and the wider world.
- Accurately describe what has been taught and how it could be used in the tradition covered.
- Accurately describe what has been taught and how it could vary within the concept and people around that concept being studied.
- Children can understand and describe the value of concepts that have been studied and can recognize the issues that may arise within personal experience and communities.

Computing – Programming (Scratch Helicopter game)
BASIC SEQUENCE/REPETITION, LOOPS, SIMPLE PROCEDURES
- Using the Scratch program – The Helicopter Game (PRIMM)
- Identify and predict what a 'loop' might do.
- Read a basic piece of code and predict what it might do.
- Investigate a piece of code and answer questions about it.
- Modify the piece of code according to a new set of values.
- Explain what they had to do to change it.
- Create their own version of the game using 'continuous loops'. The helicopter will move across the screen. The other character will move across the screen.

PSHCE - Keeping/Staying Safe
Water safety:
- Identify a range of danger signs
- Recognise the impact and possible consequences of an accident or incident
Healthy living:
- Explain what is meant by a balanced diet
- Describe different ways to maintain a healthy lifestyle

MFL – Alphabet
- Can I count to 20 and say where I live?
- Can I sing the alphabet in French?

Geography, DT – not covered in this unit	Enrichment Opportunities e.g. outdoor learning History - Archaeological dig/Greek Olympics