



**St Oswald's Catholic Primary School**

**Year 4 Autumn Overview 2022-23**

<b><u>Subject Area</u></b>	<b><u>Autumn</u></b>	
<p align="center"><b>R.E.</b></p>	<p>Where do I come from?  <b>People</b>            Know and understand:            Our family trees – <i>Explore</i>            The family of God in Scripture – <i>Reveal</i>            Acquire the skills of assimilation, celebration and application of the above – <i>Respond</i></p>	<p>What does it mean to be called and chosen?  <b>Called</b>            Know and understand:            The response to being chosen – <i>Explore</i>            Confirmation: a call to witness – <i>Reveal</i>            Acquire the skills of assimilation, celebration and application of the above – <i>Respond</i></p> <p>What's so special about gifts?  <b>Gift</b>            Know and understand:            The gift of love and friendship – <i>Explore</i>            Advent and Christmas: The Church's seasons of preparing to receive God's gift of love and friendship in Jesus – <i>Reveal</i>            Acquire the skills of assimilation, celebration and application of the above – <i>Respond</i>  <i>Other faiths week: Judaism</i></p>
<p align="center"><b>English</b></p>	<p>Newspapers            Stories with Historical Settings</p>	<p>Stories about imaginary worlds            Advertisements</p>
<p align="center"><b>Mathematics</b></p>	<p>Place value            Addition &amp; Subtraction</p>	<p>Length            Perimeter            Multiplication &amp; Division</p>
<p align="center"><b>Science</b></p>	<p>Is water always wet?  <b>States of matter</b>            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 in degrees Celsius (°C)            Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature</p>	<p>What happens to food and drink when it enters our bodies?  <b>Animals including humans</b>            Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat            Identify that humans and some other animals have skeletons and muscles for support, protection and movement</p>



<p><b>Computing</b></p>	<p>Can I explain the concept of branching databases and create my own?  <b>Branching databases</b>  Pupils learn about the concept of branching database and create their own using presentation software</p>	<p>Can I include repeated loops in my coding?  <b>Repetition and forever loops</b>  Pupil learn to use repeat loops in their code.</p>
<p><b>PE</b></p>	<p>Dance  Explore, improvise and combine movements, create structure in sections of dance using a range of movement patterns  Translate ideas from a variety of stimuli into movement related to character/narrative  Use dance vocabulary to compare and improve my work.</p>	<p>Gymnastics  Create gymnastic sequences that meet a theme or set of objectives  Suggest ways performance can be improved.  Understand working safely. Recognise changes in my body can give reasons why PE is good for health.  Adapt own movements to include a partner.</p>
<p><b>Games</b></p>	<p>Dodgeball  Perform the basic skills needed for the games with control and consistency  Moving and dodging within the game.  Can control and catch a ball with movement.  Understand the rules of the game</p>	<p>Handball  Make progress towards a goal, on their own and with others  Control and catch a ball with movement.  Accurately pass to someone else.  Lead a partner for a warm up</p>
<p><b>MFL</b></p>	<p>What do I look like?  <b>Self, family &amp; friends (describing features)</b>  To know how to describe your own features and that of a family member. To be able to match adjectives with the correct gender noun. To build up more descriptive vocabulary. To write in the first and third person.</p>	<p>What's my favourite subject?  <b>School life - (school subjects)</b>  To know how to describe your lessons in school. To describe your preferences and what you are good at. To explain what time lessons are at by studying a timetable.</p>
<p><b>RSHE</b></p>	<p><i>Journey in Love:</i>  <b>How are we different?</b>  Celebrating differences  Class rules  Internet safety  Democracy and School council  <i>Wellbeing week</i></p>	<p><i>Life to the full:</i>  <b>Created and loved by God:</b>  Religious Understanding  Session 1: Get up!  Session 2: The Sacraments  <b>Created and loved by God:</b> Me, my body, my health  Session 1 We don't have to be the same  Session 2 Respecting Our Bodies</p>



	<i>Black History Month</i>	Session 3 What is puberty? Session 4 Changing bodies Session 5 Boy/girl discussion groups <i>Anti-Bullying week</i> <i>Road safety</i>
<b>History</b>	<p>How did Rome become so powerful?  <b>The Roman Republic</b>          The Roman Republic Foundation myth of Romulus and Remus River Tiber civilisation The early kings of Rome Development of the Roman Republic Punic wars, Hannibal, Roman army Roman religion, Roman myths &amp; legends Roman roads Roman politics and government during the Republic.</p> <p>What can sources reveal about Roman ways of life?  <b>The Roman Empire</b>          The Roman Empire Roman army Julius Caesar, the early emperors (incl Augustus, Claudius, Nero), Jewish-Roman war (pupils made ready through knowledge of Judaism in Y3; and through units on the Roman province of Judea and Christianity in Year 4 so far). Persecutions of Christians in Rome (pupils made ready through knowledge of Christianity since start Y4) Pompeii – depth study (draw together all Roman knowledge so far and develop and demonstrate it synoptically in a Roman town – Pompeii; story of destruction of Pompeii – Pliny etc; reinforce &amp; apply volcano knowledge from geography)</p>	
<b>Geography</b>	<p>How do humans use the Rhine and the Mediterranean?  <b>Rhine and Mediterranean</b>          Cologne and cities on the Rhine Rotterdam and the mouth of the Rhine How the course of the river has been changed by human activity including canals Mediterranean Sea (introduce term ‘peninsula’) Suez Canal This will be quite a synoptic unit, using the Rhine and the Mediterranean to pick up and draw together themes launched already: including, water as a resource, human use of resources, including land, factors influencing the growth of settlements and cities from earlier (also ties in with all Y3 and Y4 history on ancient settlements). Strong knowledge foundation now laid for continuing focus on Rhine and Mediterranean, working towards full regional comparison at end Year 5.</p> <p>How do populations differ from place to place?  <b>Population</b>          Characteristics of population including distribution and diversity. Migration. Depth focus: multicultural London. Depth focus: multicultural Cardiff. Welsh language and culture, effect of changing demographics Welsh or British? Idea of national identity First look at how to use geographical data: the census. What kinds of questions do geographers ask? What are their tools?</p>	



<b>Art</b>	<p>Can I create a self-portrait inspired by Andy Warhol? <b>Andy Warhol</b></p> <p><i>Inspire</i> Discuss simple observational drawings 'Campbell's Soup Cans' (1962) Give opinions on light and shade in 'Marilyn Monroe' (1967)</p> <p><i>Skill</i> Create a simple observational line drawing Use colour to show light and shade</p> <p><i>Final Product</i> Children to create a self-portrait in the style of 'Marilyn Monroe', using colour to show light and shade.</p> <p><i>Must cover skills – Drawing, colour</i></p>
<b>Design Technology</b>	<p>Can I make a Mediterranean vegetable dish? <b>Cooking &amp; Nutrition</b></p> <p>To understand and apply the principles of a healthy and varied diet To prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques To understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed</p> <p>Children will prepare and cook a variety of dishes using a range of cooking techniques focusing on traditional Mediterranean food.</p>
<b>Music</b>	<p>Can my body be an instrument? <b>Body percussion</b></p> <p>The children will explore the making of music and sounds using parts of their body. They will begin to learn basic western notation and experience an alternative notation system through musicogramas. They will explore composition using body percussion through rhythm grids, notation and ostinato.</p>