



Year 4 Topic 6 Overview – Our Natural World

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Science States of matter	To be able to compare and group solids, liquids and gases	To know the effects of heating and cooling	To understand evaporation and condensation	To understand the water cycle	To investigate the rate of evaporation	To apply knowledge about the properties of materials to explain changes
Vertical links	To identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses To find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching To identify and classify (e.g. sort objects into living, dead and things that have never been alive)			To observe changes across the four seasons To observe and describe weather associated with the seasons and how day length varies	To gather, record and present data (bar graph, tally) in simple ways to help in answering questions To use results to draw simple conclusions and suggest improvements To identify similarities and differences related to simple scientific ideas and processes To use straightforward scientific evidence to answer questions	To use results to draw simple conclusions and suggest improvements To identify similarities and differences related to simple scientific ideas and processes To use straightforward scientific evidence to answer questions
Horizontal links				To explore a non-fiction picture text linked to the water cycle		
History						
Vertical links						
Horizontal links						



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Geography Mountains and the Water Cycle	To know what a mountain is and to be able to identify them on maps	To describe how mountains are formed and their features	To understand the different types of mountains and how they are formed	To understand the water cycle and its features	To understand the impact of mountains on weather patterns	To know the key features of mountains and the water cycle
Vertical links	To name and locate counties and cities of the UK, geographical regions and their human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers) and how these have changed over time	To understand geographical similarities and differences through the study of human and physical geography of a region in a European Country		To describe and understand key aspects of rivers		
Horizontal links				Read – Exploring a non-fiction picture text linked to the water cycle.		
Art and Design Colour – Monet's haystacks	To name specific colours	To understand how colours can elicit emotions	To understand that colours can show emotions	To apply knowledge of colours to show emotions	To evaluate a piece of artwork	To use their knowledge of colour to create a piece of art
Vertical links	To complete an artist study: Van Gogh To be able to colour mix To make colour wheels To begin to describe colours with object examples e.g. brown like chocolate To make as many tones of one colour as possible (using white) To darken colours without using black (experimenting with different amounts of primary colours)	To colour mix and match: tint, tone, shade To observe colours (naming more specific shades e.g. dark, light, teal, beige, turquoise, violet)	To colour mix and match: tint, tone, shade To observe colours (naming more specific shades e.g. dark, light, teal, beige, turquoise, violet)	To colour mix and match: tint, tone, shade To observe colours (naming more specific shades e.g. dark, light, teal, beige, turquoise, violet)	To complete an artist study: Van Gogh	To apply colour using the following techniques: dotting, scratching, splashing
Horizontal links						



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Design Technology						
Vertical links						
Horizontal links						
Religious Education Islam – inspirations and influences from other Muslims and celebrations	To know what the Qu’ran is and why is it important to Muslims	To understand the three key things that the Qu’ran teaches us about Allah, human life and the world	To know what the Five Pillars of Islam are and why they are important to Muslims	To know how Muslims mark and/or celebrate Eid	To know why Muslims mark and/or celebrate Eid	To know why and how Muslims are influenced in the way they live by the example of others
Vertical links	To know how Muslims worship within the mosque and elsewhere To understand how the prophet Muhammed guides Muslims in their everyday life	To know how Muslims worship within the mosque and elsewhere To understand how the prophet Muhammed guides Muslims in their everyday life	To know what makes places of Muslim pilgrimage and sacred place	To know how Muslims mark and/or celebrate important times in the year and in life To know how Muslims mark and/or celebrate Ramadan	To know how Muslims mark and/or celebrate Ramadan	To know why and how Muslims are influenced in the way they live by the example of others To understand how the prophet Muhammed guides Muslims in their everyday life
Horizontal links						
Computing Photo editing	To explain that the composition of digital images can be changed	To explain that colours can be changed in digital images	To explain how cloning can be used in photo editing	To explain that images can be combined	To combine images for a purpose	To evaluate how changes can improve an image
Vertical links	To understand how to keep safe online.	To input and edit text and photos to create a poster.			To use the terms ‘templates’, ‘orientation’, and ‘placeholders’ and begin to understand how these can support in making the making of own template for a poster- linked to topic	
Horizontal links						



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Physical Education Athletics Rounders	To describe 3 tips for sprinting To throw under arm and over arm	To demonstrate changes in running style between sprinting and distance events To catch using correct technique	To describe best the stance for a one-handed push and pull throw To bat using correct technique	To throw using a straight arm technique similar to discus To use long and short barriers correctly	To identify 3 tips for jumping for distance and height To field correctly	To practise and improve the technique for a walking race To understand the rules of a rounders game
Vertical links	To be able to throw	To be able to sprint over a short distance To be able to catch with a cup shape	To be able to use a bat to hit a ball	To know what a long barrier is	To be able to jump for distance To understand the concept of fielding	To know what a race is
Horizontal links						
PSHE Changing Me	To understand that some of their personal characteristics have come from their birth parents and that this happens because they are made from the joining of their egg and sperm	To correctly label the internal and external parts of male and female bodies that are necessary for making a baby	To describe how a girl's body changes in order for her to be able to have babies when she is an adult To understand that menstruation (having periods) is a natural part of this	To know how the circle of change works To apply the circle of change to changes they want to make in their lives	To identify changes that have been and may continue to be outside of their control that they have learnt to accept	To be able to recall facts about their changing body
Vertical links	To know that in animals and humans lots of changes happen between conception and growing up To know some of the changes that happen between being a baby and a child	To know that in nature it is usually the female that carries the baby To know that in humans a mother carries the baby in her uterus (womb) and this is where it develops To know that the male and female bodies need to change at puberty so they can make babies when they are adults	To know that in animals and humans lots of changes happen between conception and growing up and know some of the changes that happen between being a baby and a child To know that in nature it is usually the female that carries the baby To know that in humans a mother carries the baby in her uterus (womb) and this is where it develops	To be able to suggest ways to help manage their feelings during changes they are more anxious about	To be able to suggest ways to help manage their feelings during changes they are more anxious about	
Horizontal links						



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Music Guitars	To use notes of a blues scale and improvise simple phrases	To play in 3 time To learn the tune to "London's Burning"	To play in rhythmic phases from notation To play in two or more parts	To revise tunes and learn new melodies	To rehearse tunes individually and in groups	To perform songs
Vertical links						
Horizontal links						
MFL The Weather	To be able to describe the weather	To write a written description of the weather	To name the seasons	To learn the flavours of ice creams	To express a preference of ice cream flavours	To explain my favourite ice cream
Vertical links	To know "It is"			To know masculine and feminine nouns	To know "I"	To know "My"
Horizontal links	To observe changes across the four seasons To observe and describe weather associated with the seasons and how day length varies	Rhythm of the Rain. To observe changes across the four seasons To observe and describe weather associated with the seasons and how day length varies	To observe changes across the four seasons To observe and describe weather associated with the seasons and how day length varies			