

### Year 4 Topic 3 Overview

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
<b>Science</b>						
<b>Vertical links</b>						
<b>Horizontal links</b>						
<b>History</b>						
<b>Vertical links</b>						
<b>Horizontal links</b>						
<b>Geography</b> In depth study - Italy	To know some of the physical geography of Campania	To know some of the physical features of Campania compared to Yorkshire and the Humber	To know the human geography of Naples in Campania	To compare the geography of Naples in Campania to Sheffield in Yorkshire and the Humber	To understand how the physical geography of Campania has impacted the land use	To compare the geographical similarities and differences between Campania and Yorkshire
<b>Vertical links</b>	To name and locate Russia and its human and physical features To name and locate geographical regions of Wales and Scotland To begin to know some human and physical features of the local area To learn about the continent of Europe	To name and locate Russia and its human and physical features To begin to know some human and physical features of the local area To learn about the physical and human geography of York, and North and East Yorkshire	To name and locate Russia and its human and physical features To begin to know some human and physical features of the local area	To name and locate Russia and its human and physical features To begin to know some human and physical features of the local area To learn about the physical and human geography of York, and North and East Yorkshire	To name and locate Russia and its human and physical features To begin to know some human and physical features of the local area	To name and locate Russia and its human and physical features To begin to know some human and physical features of the local area To learn about the physical and human geography of York, and North and East Yorkshire
<b>Horizontal links</b>						

<b>Art and Design</b>						
<b>Vertical links</b>						
<b>Horizontal links</b>						
<b>Design Technology</b> Mechanisms – Slingshot cars	To research different car chassis and understand how they work	To use research and develop design criteria to inform the design of a slingshot car	To create a slingshot car that uses a chassis	To create a slingshot car that uses a chassis	To evaluate our slingshot car based on our success criteria	To create a slingshot car based on previous evaluation
<b>Vertical links</b>	To research different pneumatic systems	To understand how pneumatic systems work To design a moving monster which uses pneumatic system	To create a monster which uses a pneumatic system	To create a monster which uses a pneumatic system	To evaluate their pneumatic monsters based on our success criteria and opinions of others To evaluate a stable chair against a success criteria	To create a pneumatic system based on previous evaluation To create a stable chair based on previous evaluation
<b>Horizontal links</b>						



<b>Religious Education</b> Hinduism - Celebrations	To know how Hindus mark or celebrate important times in their lives	To know how Hindus mark or celebrate important times in the year	To know what Hindus, believe about God	To know how different deities help reveal the nature of God	To know how Hindus are influenced in the way they live by the example of others, particularly other Hindus	To understand why Holi is an important festival for Hindus
<b>Vertical links</b>	To know what Hindus believe about God To know why pilgrimage is important to Hindus	To know why Diwali is important to Hindus To know how Hindus celebrate Diwali	To know what the sacred texts teach Hindus about God To know what worship means to Christians	To know how Hindus depict deities and why they are represented in that way	To know how Hindus depict deities and why they are represented in that way	To know why Diwali is important to Hindus To know how Hindus celebrate Diwali
<b>Horizontal link</b>					To know who is in the school community and the role they play To make sensible choices and take appropriate action To know how their actions and attitudes make a difference to the class team	
<b>Computing</b> Repetition in Games	To develop the use of count-controlled loops in a different programming environment	To explain that in programming there are infinite loops and count-controlled loops	To develop a design that includes two or more loops which run at the same time	To modify an infinite loop in a given program	To design a project that includes repetition	To create a project that includes repetition
<b>Vertical links</b>	To explain how digital devices function To recognise the physical components of a network To recognise that a programme has a start	To explain how digital devices function To recognise the physical components of a network To recognise that a programme has a start		To change the appearance of my project	To design a project from a task description	To create a project from a task description
<b>Horizontal links</b>			To design and make a biscuit following the design brief		To design and make a biscuit following the design brief	To design and make a biscuit following the design brief



<b>Physical Education Multi Skills</b>	To travel and move in different ways, changing speed and direction, dodging and pivoting	To bounce and travel with a ball, controlling and guarding	To travel with and control a ball, changing direction and speed, estimating, passing, receiving and timing	To develop passing and throwing skills with an awareness of timing and others	To control a ball by guarding and keeping possession during small-sided games	To take part in small-sided games with an awareness of tactics, controlling a ball, keeping possession and travelling with a ball
Tag Rugby	To throw and catch a rugby ball	To execute a successful pass of a rugby ball while on the move	To know, understand and apply the rules of tagging in tag rugby	To gain possession by intercepting a pass	To use attacking and defending skills and knowledge to make tactical decisions	To apply attacking and defending skills in a game of tag rugby
<b>Vertical links</b>	To travel and move in different ways To be able to throw and catch	To bounce a ball with control To be able to pass a rugby ball	To travel with a ball with control To understand the rules of tagging in tag rugby	To have knowledge of passing skills and an awareness of others To know how to intercept a pass	To control a ball and keep possession To know what attacking and defending are	To take part in a small-sided game To use attacking and defending skills in a game of tag rugby
<b>Horizontal links</b>						
<b>PSHE Dreams and Goals</b>	To be able to explain some personal hopes and dreams	To understand that sometimes hopes and dreams do not come true and that this can hurt	To know that reflecting on positive and happy experiences can help them to counteract disappointment	To know how to make a new plan and set new goals even if they have been disappointed	To know how to work out the steps to take to achieve a goal, and do this successfully as part of a group	To identify the contributions made by themselves and others to the group's achievement
<b>Vertical links</b>	To identify a dream that is important to them	To know their actions and attitudes make a difference to the class team To know that their actions affect themselves and others To understand how rewards and consequences can motivate someone's behaviour To respect and admire people who have overcome obstacles to achieve their goals	To face new challenges positively To recognise how it feels to be happy or sad	To face new challenges positively To recognise how it feels to be happy or sad To be motivated and enthusiastic about achieving a new challenge	To understand how groups come together to make decisions To know how to work cooperatively To recognise obstacles which may hinder their achievement and take steps to overcome them	To know their actions and attitudes make a difference to the class team To know that their actions affect themselves and others To understand how groups come together to make decisions
<b>Horizontal links</b>		To make inferences of the characters' emotions	To explore the lessons in a part of the text		To create a set of instructions	To infer character traits

<b>Music</b> Stop!	To listen and appraise the song "Stop1!"	To use the voice with increasing accuracy and expression to sing and rap	To compose lyrics for rap 1 as a whole class	To compose lyrics for rap 2 in small groups	To compose lyrics for rap 3 in small groups	To perform the song "Stop!" with own composed lyrics
<b>Vertical links</b>			To know what composing is	To work collaboratively	To know how to build on strengths	To know how to perform
<b>Horizontal links</b>						
<b>MFL</b> Family tree and faces	To learn about epiphany in German	To learn family names	To describe a family member	To name parts of the face	To read sentences about the face	To describe an alien
<b>Vertical links</b>	To know epiphany				To know colours and numbers	To know parts of the face
<b>Horizontal links</b>			To retrieve character profiles To infer character traits			