Livingstone Road Primary Federation

Together We Can
Learn Laugh Dream Grow

Year 4, Autumn 2 Overview 2026/27

Monstrous Mountains

	Week 1 2/11	Week 2 9/11	Week 3 16/11	Week 4 23/11	Week 5 30/11	Week 6 7/12	Week 7 14/12
Reading	*The Abominables* by Eva Ibbotson Fiction *At the Top of the World: The Greatest Mountains on Earth* by Robin Jacobs & Ed Brown Non-Fiction	*War Dog* by Tom Palmer & Carolina Rabei Picture book *The Ultimate Kids Guide to Dogs* by Graeme Hall Non-Fiction	*The Remarkables* by Clotilde Perrin Non-Fiction/Fiction *What's the Actually Factually Difference?* By Jane Wilsher & Liz Kay Non-Fiction	*The Rhythm of the Rain* by Grahame Baker-Smith Picture Book *Ghost In the Garden* by Berlie Doherty Poem	*10 Children Who Changed the World* by Joseph Paterson & Savanhu Rumbidzai Non-Fiction *Scarlett: Defender of the Universe* by James Davis Fiction	*Race to Imagination Island* by Mel Taylor-Bessent Fiction *I Flew Around the World* by Zara Rutherford Non-Fiction	*The Beanstalk Murder* by P.G Bell Fiction *I'm With My Iguana* by Brian Moses Poem
Writing	Character description	Character description	Character description	Character description	Character description	Explanation text	Explanation text
Maths	Addition & Subtraction	Addition & Subtraction	Addition & Subtraction	Area	Multiplication & Division	Multiplication & Division	Multiplication & Division
Science **Sound**	To identify how sounds are made, associating some of them with something vibrating.	To recognise that vibrations from sounds travel through a medium to the ear and **learn how to look after our ears.**	To find patterns between the pitch of a sound and features of the object that produced it.	To find patterns between the volume of a sound and the strength of the vibrations that produced it.	To recognise that sounds get fainter as the distance from the sound source increases.	To apply my knowledge of sound to demonstrate and explain how sounds are used to make music.	To apply my knowledge of sound to demonstrate and explain how sounds are used to make music.
Humanities (Geography) **Mountains**	To know the geographical location of the highest mountain in the world.	To know the position of the tectonic plates.	To know how mountains are formed.	To know how volcanoes are formed and their locations.	To know why earthquakes occur.	To compare Ben Nevis and Mount Everest.	To compare Ben Nevis and Mount Everest.
R.E **Christianity**	To know that Christians believe that Jesus was not	To know the main events in the Nativity story.	To know that Jesus is believed to be the son of God and	To know that Christians believe Jesus was a gift	To know that each gift from the Magi	ST CLEMENT'S CHURCH VISIT (9/12)	To make links between the Nativity story and

	born on the 25th of December, but it is celebrated on this day.		the incarnation of God.	from God and was there to save people from their sins.	(wise men) has symbolism.		Jesus' destiny and the impact on Christian's and Catholic's beliefs.
Art **Painting**	To know key facts about Albert Bierstadat, Georgia O'Keefe and Nicholas Roerich.	To identify hue and recreate it using paint.	To create tone and tint effectively, using different mediums.	To use my knowledge of hue and tone to layer materials and create a landscape.	To evaluate an artist's work and use it to inspire my own mountain landscape piece.	To use my knowledge of hue, tone and tint to create a piece inspired by my chosen artist's work.	To use my knowledge of hue, tone and tint to create a piece inspired by my chosen artist's work.
Music **Musical Journeys: Part 2**	To know that an off-beat is played in the gaps between the beats. To know how to follow a body percussion score.	To know that an off-beat is played in the gaps between the beats. To know how to use a correct two-handed technique.	To know that rhythms can be written down. To know how to play rhythms accurately.	To know that a pentatonic scale uses five notes. To know how to compose short repeating melodies.	WINTER PERFORMANCE PREPERATION	WINTER PERFORMANCE PREPERATION	WINTER PERFORMANCE (17/12)
P.E (indoor) **Gymnastics**	To develop individual and partner balances.	To develop individual and partner balances using apparatus.	To develop control in performing and landing rotation jumps.	To develop rotation jumps and sequence building using apparatus.	To develop the straight, barrel, forward and straddle roll.	To assess my straight, barrel, forward and straddle roll.	To assess my straight, barrel, forward and straddle roll.
P.E (outdoor) **Ball Skills**	To develop tracking and collecting skills.	To develop confidence and accuracy when tracking a ball.	To develop dribbling skills with hands and feet.	To develop catching skills using one and two hands.	To explore and develop a variety of throwing techniques.	To use tracking and sending skills with feet.	To use tracking and sending skills with feet.
R.H.E **Relationships**	SAFETY: To know the firework code and to apply this when in the presence of fireworks.	To discuss what I already know about relationships.	To know why we should accept people for who they are.	To make a noise about bullying.	To know why I am special and value the ways in which I am unique.	To know about the impact of bullying, including offline and online and the consequences of hurtful behaviour.	To demonstrate that I know what influences our assumptions and that I can form my own opinions.

	SAFETY: To know about fire hazards and how to respond in the event of a fire.						
Spanish **Shapes**	To learn how to say 5 different shapes with their determiner.	To learn how to say another 5 shapes with their determiner.	To learn more about the 2 determiners for 'a'.	To revise numbers 1-5.	To learn how to use my new knowledge on shapes in a variety of creative tasks.	To learn how to use my new knowledge on shapes in a variety of creative tasks.	To learn how to use my new knowledge on shapes in a variety of creative tasks.
Computing **Computing Systems & Networks – the Internet**	To describe how networks physically connect to other networks.	To recognise how networked devices make up the internet.	To outline how websites can be shared via the World Wide Web (WWW).	To describe how content can be added and accessed on the World Wide Web (WWW).	To recognise how the content of the WWW is created by people.	To recognise how the content of the WWW is created by people.	To evaluate the consequences of unreliable content.

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