Berkswell Church of England Primary School Curriculum Overview
Year 4 Spring Term – Chocolate!

English

Unit 1 – The Chocolate Factory (formerly the Fun-Fit Factory)
This 'Writing for Real' unit helps pupils to recognise the persuasive devices used in advertising and to evaluate these critically and objectively. Pupils are then asked to use the knowledge and understanding gained about advertising to create a fictional campaign to promote a new fitness facility for young people. This involves pupils in developing their collaborative working skills and writing for a range of audiences.

Curricular aims of this unit:
- To become aware of how media influences consumer behaviour
- To identify key language features of persuasive texts
- To be aware of various persuasive devices in advertising
- To encourage pupils to evaluate advertising objectively
- To use and adapt the features of persuasion to create own persuasive texts and adverts on a given theme
- To work collaboratively in different groupings, taking a lead where appropriate

Unit 2 – Eye of the Wolf
This unit introduces pupils to a novel *Eye Of The Wolf*, which has a more complex narrative structure to stretch pupils' comprehension skills. It has two narrators and uses the technique of flashback to tell the story of a boy who lives on one continent and a wolf who lives on another continent. The novel raises issues for pupils to explore such as survival, disappearing landscapes and human impact on the natural world. The novel is used as the stimulus for imaginative and creative writing for a range of purposes.

Curricular aims of this unit:
- To become familiar with a story that uses flashback as a key element of the narrative structure
- To analyse and understand the features of a more complex narrative
- To develop inferential understanding
- To explore multi viewpoints in narrative
- To explore issues and dilemmas in fiction
- To explore the use of figurative language
- To locate and retrieve evidence from the text to support understanding of the story and justify responses
- To empathise with characters and situations
- To recognise how writers use language to influence the reader
- To explore grammar and word classes in context
- To use the novel as a stimulus for imaginative and creative writing for different purposes

The following will be taught and consolidated throughout the year:

- **Phonics and Spelling**
  - apply their growing knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of new words they meet
  - spell words that are often misspelt
  - place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]
  - write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.

- **Grammar and Punctuation**
  - Know the difference between **plural** and **possessive** –*s*
  - Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases
  - Use of paragraphs to organise ideas around a theme
  - Appropriate choice of **pronoun** or **noun** within and across **sentences** to aid **cohesion** and avoid repetition
  - **Apostrophes** to mark **plural** possession
  - Indicate grammatical and other features by:
  - indicating possession by using the possessive apostrophe with plural nouns
  - use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.
  - ***Terminology:*** determiner, pronoun, possessive pronoun, adverbial

- **Handwriting**
  - use the diagonal and horizontal strokes that are needed to join letters.
  - increase the legibility, consistency and quality of handwriting [for example, by ensuring that the down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.

Additionally, each class studies a class book during BREAK (Berkswell reads for Enjoyment and Knowledge) sessions. This term, children in Year 4 will be reading **'The Suitcase Kid'.**

Maths

Number and place value

- solve number and practical problems that involve all of the objectives and with increasingly large positive numbers
- count in multiples of 6, 7, 9, 25 and 1000
- find 1000 more or less than a given number
- count backwards through zero to include negative numbers
- recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones)
- order and compare numbers beyond 1000
- identify, represent and estimate numbers using different representations
- round any number to the nearest 10, 100 or 1000

  read Roman numerals to 100 (I to C) and understand how, over time, the numeral system changed to include the concept of zero and place value.

Addition and subtraction

- solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why
- add and subtract numbers with up to 4 digits using the efficient written methods of columnar addition and subtraction where appropriate

  estimate and use inverse operations to check answers to a calculation

Multiplication and division

- solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by one digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects.
- recall multiplication and division facts for multiplication tables up to 12 × 12
- use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers
- recognise and use factor pairs and commutativity in mental calculations
- multiply two-digit and three-digit numbers by a one-digit number using formal written layout (efficient written method of short multiplication for multiplying using multi-digit numbers, and short division with exact answers when dividing by a one-digit number.)

  division two-digit and three-digit numbers by a one-digit number using formal written layout

Data

- solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.

Fractions and Decimals

- solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number
- add and subtract fractions with the same denominator
- count up and down in hundredths; recognise that hundredths arise when dividing an object by a hundred and dividing tenths by ten
- solve simple measure and money problems involving fractions and decimals to two decimal places
- recognise and show, using diagrams, families of common equivalent fractions
- find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as units, tenths and hundredths
- round decimals with one decimal place to the nearest whole number compare numbers with the same number of decimal places up to two decimal places

Measures

- solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days
- measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres
- find the area of rectilinear shapes by counting
- estimate, compare and calculate different measures, including money in pounds and pence
- convert between different units of measure (e.g. kilometre to metre; hour to minute)

  read, write and convert time between analogue and digital 12 and 24-hour clocks

Geometry

- identify acute and obtuse angles and compare and order angles up to two right angles by size

  describe movements between positions as translations of a given unit to the left/right and up/down

Science

Unit 1 Classification
Pupils learn about the variety of living things and how they can be grouped according to shared characteristics. They use and construct keys to identify unfamiliar animals and plants

Key Concepts
- That the wide variety of living organisms can be sorted into classes that have certain characteristics in common
- That there is a hierarchy for sorting organisms

Developing scientific thinking
This unit supports the following elements in particular:
- asking relevant questions and using different types of scientific enquiries to answer them
- making systematic and careful observations
- recording findings using simple scientific language, keys,
- identifying differences, similarities or changes related to simple scientific ideas and processes

Unit 2 Sound
Pupils listen to and identify sounds and learn how our ears work to detect sounds. They carry out experiments to help them learn about loudness and pitch and use data loggers to investigate the best material for muffling sound. They make and play musical instruments.

Key Concepts
- Sound is created through vibration
- Sound varies in pitch and volume (loudness)
- The ear detects sound

Developing scientific thinking
- asking relevant questions and using different types of scientific enquiries to answer them
- setting up simple practical enquiries, comparative and fair tests
- making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including data loggers
- recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables
- reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions
- using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions
- using straightforward scientific evidence to answer questions or to support their findings.

Computing

We are HTML editors (Computer Networks)
In this unit the children learn about the history of the web, before studying HTML (hypertext mark-up language), the language in which web pages are written. They learn to edit and write HTML, and then use this knowledge to create a web page.

We Are Musicians (Producing Digital Music)
How many children in your class play an instrument? How many of them like singing, or simply enjoy listening to music? In this unit, the children produce music suitable for any purpose they choose.

History

The History of Chocolate- Children study life in the UK since Cadbury's was founded in the early 1800s. Through various means, children rediscover the realities of life in the Victorian era and study a chronological history of food in Britain over the last 100 years.

British Chronological Study
Children will continue to develop a chronologically secure knowledge and understanding of British, local and world history. They will note connections, contrasts and trends over time and develop appropriate use of historical terms. They will regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. Constructing informed responses that involve thoughtful selection and organisation of relevant historical information will be a focus. Finally, they will understand how our knowledge of the past is constructed from a range of sources.

Music

Building
Building-themed songs allow the children to explore how music can be structured to provide different textures. They use layers and rondo structure to combine ostinato played on body percussion and tuned instruments.
Around the World
The children explore pentatonic melodies and syncopated rhythms, learning that the fundamental dimensions of music are the same all over the world.
Ancient Worlds
The children celebrate achievements of the 'Amazing Egyptians' and explore 20th century minimalist music inspired by the age of Akhenaten. They arrange and perform a layered pyramid structure.
Singing Spanish
A sample of the sights and sounds of the Spanish-speaking world, including greetings, counting to twelve and playing a singing game. She children explore part-singing and accompaniments in four contrasting songs.

Art

Collage
Children look at famous collage artists around the world and begin to develop techniques used by them. As a class they construct a giant class collage requiring teamwork, patience and responsibility.

PSD

Children will explore the themes of:
It's Good to be Me
Changes in Health

French

Children will explore the themes of:
Members of the Family
Short Stories and Traditional Tales
Hobbies
Easter

Physical Education

The Children will be taught a 'Real PE' session each week which focuses on the development of the fundamental movement skills. They will also take part in an additional skills application session each week where they will be able to puts their skills into practise. They will also travel to North Solihull Sports Centre to be taught swimming each week.

Real PE - Unit 3
Cardio Dynamic Balance
Cool Down
Coordination
Ball Skills

Real PE - Unit 2:
Cool Down
Coordination with Equipment
Cool Down
Counter Balance in Pairs

Religious Education

Unit 1: Sikhism Beliefs and Practices

- Duty
- Considering a world beyond the physical
- The authority of sacred words
- Everyone being equal

Beginning with a concrete introduction this strand continues by exploring the life of Guru Nanak and his most important teachings. The authority given to sacred words and the way in which they guide Sikh daily life is explored in the work on the Guru Granth Sahib and the Langar.

Questions to be raised:
Why do people need signs and symbols?
Is there a right way to worship God?
Why do we believe some things and not others?
What are you committed to?
What would you like other people to believe about you?
How do you help them reach these beliefs?

Unit 2: Love One Another

- The commandments
- Jesus' teaching
- Living a faith

Beginning with a study of the commandments and how Jesus' teaching was based upon them, this strand then explores love, what it is and how the work of William Booth puts the meaning of Christmas into context.

Questions to be raised:
Why have rules or codes for living?
Why care about others?
Is it always easy to love others?
Why does God allow suffering?
What can you do to help others?
What is the true message of Christmas?