



English

Unit 5: Myths

In this unit about myths, pupils explore how stories were once used as a narrative to explain natural or supernatural life such as how the world came to be, occurrences in nature and gods and heroes in Greek mythology. Pupils have the opportunity to explore stories from different parts of the world and to write their own myths.

Curricular aims of this unit:

- To become familiar with a wide range of myths
- To recognise common structural elements and language of myths
- To appreciate diverse cultures and traditions through myths
- To read myths to increase knowledge of world cultures and traditions
- To respond to questions about the myth genre to show inferential understanding
- To explore grammar word classes in context
- To use web tools to access information, publish and illustrate myths
- To use punctuation correctly when writing a conversation between characters
- To achieve an understanding of how the author uses a characters' traits in the story for cause and effect
- To write own versions of myths or alternative stories

Unit 6: Historical Fiction

This unit takes pupils into the past to explore the lives of two children who lived in the same place in different periods of history. The two novels selected explore what life was like at these times, the events taking place and the challenges faced by the main characters. Themes of family loss, friendship, survival and resilience are explored through book talk, drama and writing.

Curricular aims of this unit:

- To build setting, historical period and character from detail when reading.
- To deduce characters' behaviours from their actions.
- To become familiar with a wider range of narrative techniques.
- To emulate these narrative techniques in own writing.
- To appreciate the research needed to write a historical novel.
- To write for a variety of purposes using paragraphing and narrative techniques.
- To undertake research about the historical period to broaden knowledge and understanding of the time and place.

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 '**How to Train Your Dragon**'.

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 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

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
- count up and down in hundredths; recognise that hundredths arise when dividing an object by a hundred and dividing tenths by ten
- identify, name and write equivalent fractions of a given fraction, including tenths and hundredths
- 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 lines of symmetry in 2-D shapes presented in different orientations
- complete a simple symmetric figure with respect to a specific line of symmetry.
- plot specified points and draw sides to complete a given polygon

Statistics

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

Science

Electricity

Pupils learn that some materials allow electricity through them and others do not. They learn about the history of electricity and they make and test electrical circuits with a variety of components. They use their knowledge of electricity to design and build a model of a burglar alarm for a house.

Key Concepts

1. That some materials allow electricity to flow through them and others do not.
2. That a complete, unbroken circuit is needed for electricity to flow.
3. That the different components of a circuit have different and specific functions.

Developing scientific thinking

This unit supports the following elements in particular:

- 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
- gathering, recording, classifying and presenting data in a variety of ways to help in answering questions
- 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

Digestion

Pupils will learn about the structure of the mouth and about how to care for their teeth, investigating which drink stains teeth the most. They learn about the structure of the digestive system, build a model of the digestive process and make “poo”, using their new knowledge to produce a piece of creative writing. They explore interrelationships in food, constructing food chains and food webs.

Key Concepts

1. Animals including humans need to digest (break down) food into chemicals that can be used by the body.
2. This process is carried out by the digestive system
3. Plants make their food using sunlight as an energy source, and all other food is dependent on this

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- asking relevant questions and using different types of scientific enquiries to answer them
- 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
- identifying differences, similarities or changes related to simple scientific ideas and processes
- using straightforward scientific evidence to answer questions or to support their findings.

Computing

We are toy designers

In this unit, the children work together to design a simple toy that incorporates sensors and outputs and then create an on-screen prototype of their toy in Scratch. Finally, they pitch their toy idea to a *Dragons' Den*-style panel.

We are software developers

The pupils start by playing and analysing educational computer games, identifying those features that make a game successful. They then plan and design a game, with a clear target audience in mind. They create a working prototype, and then develop it further to add functionality and improve the user interface. They test their game and make any necessary changes.

History

Romans

The children will explore and understand the impact that the Romans had on Britain. They will be able to identify when the Romans invaded on a timeline and why. From this, children will discover who Boudicca was and what she did. There will be opportunities to explore the Roman way of life and what it might have been like to be a Roman soldier. The learning will conclude with identifying what has survived in Britain from the Roman invasion.

Cross curricular links:

- Art: the children will explore Roman mosaics.
- English: Roman myths and God stories will be read and children will plan and write their own myth.

Music

Children will develop a range of listening and performance skills through the themes of:

Communication

Children create a news programme, complete with theme music and school news headlines. Using songs and raps, this musical news bulletin will alert the school to the burning issues of the day!

Time

Music featuring bells and clocks helps the children to understand rhythm and syncopation. They learn to sing and play bell patterns, listen to an orchestral clock piece, and create their own descriptive music.

In the Past

The children use a variety of notations to build performances from different periods and styles. They learn a Renaissance dance, walk down the aisle to Wagner's Bridal March, and dance the mashed potato!

Food and Drink

The children cook up a musical feast. They enjoy a varied diet of healthy beans, exotic Tudor banquets and DIY pizzas before celebrating in a song performance.

Art

Mosaics

Children will gain an understanding of what a mosaic is and how the Romans crafted mosaics. There will be opportunity to explore and research mosaics in order to discuss the variety of designs and then select one to recreate using paper (This will build on last terms collage unit) and another to print using paint. In a final project, children will design their own mosaic and create it using a variety of stones.

JIGSAW

The creation of Jigsaw is motivated by the genuine belief that if attention is paid to supporting children's personal development in a structured and developmentally appropriate way, this will not only improve their capacity to learn (across the curriculum) but will ultimately improve their life chances. Each session incorporates an element of mindfulness, thoughtfulness and discussion. During this term, children will be reflecting on issues surrounding:

During the Summer term, the children will learn about:

- Relationships
- Changing Me

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 put their skills into practise. They will also travel to North Solihull Sports Centre to be taught swimming each week.

Real PE - Unit 5:

The pupils will develop the following fundamental movement skills:
Cardio - Coordination – floor movement patterns.
Cool Down - Static balance – One leg standing.
During these sessions the additional ability focus will be personal skills.

Real PE - Unit 6:

The pupils will develop the following fundamental movement skills:
Cardio - Dynamic balance to agility.
Cool Down - Static balance – seated.
During these sessions the additional ability focus will be social skills.

Religious Education

Upside down world

This unit is about:

- Pentecost as a sequel to Easter
- Jesus' message – which challenges the values of the world. (It turns the world upside-down)
- The way in which following Jesus changed priorities for Peter, Stephen and for Damien.

Questions to be raised:

What is happiness? Was Jesus right?

When do you feel really happy?

How do you treat people you do not like?

When have you been given a second chance?

What message would you like to give to the world?

What makes people hate each other?

What is love?

There is more to life...

This unit is about:

- God's power
- The mystery of the transcendent

This strand challenges the children's thinking about the transcendent and provides an opportunity to enhance their spiritual experience. Each unit contains material which illustrates that there is more to life than can be understood or easily explained.

Questions to be raised:

What is meant by 'the writing on the wall'?

What do people mean when they say they're like Daniel in the lion's den?

To whom or what do you give your loyalty?

What makes you loyal?

Do miracles happen today?

What is the most amazing thing you have seen or done?

French

In this term, children will build vocabulary in order to speak and increasingly write about:

Likes and dislikes, Leisure activities, Numbers,
Simple weather expressions and Holiday travel