



## English

### Unit 1 – Fables

This unit on fables provides pupils with an understanding of stories that contain a moral or a lesson for human behaviour. The approach moves systematically from pupils' exposure to hearing and reading fables, through a variety of responding opportunities, to the production of original stories. Fables show us the strengths and weaknesses inherent in human nature by contrasting behaviours such as fast and slow, loud and quiet. There is still some controversy over the origin of fables by Aesop. Some say he wrote fables, others say that he never existed; still others say that there were many writers of fables and these were collected by Aesop. Hence, fables come from all parts of the world.

#### Curricular aims of this unit:

- To become familiar with a range of fables and their morals.
- To recognise common structural elements and language of fables.
- To recognise that fables often contain talking animals
- To recognise the human characteristics attributed to the animals
- To introduce the literary technique of personification
- To recognise key characters and their characteristics
- To use a variety of conversational punctuation correctly when writing a conversation between characters,
- To achieve an understanding of how the author uses characters' traits in the story for cause and effect
- To write own versions of fables or alternative stories

### Unit 2 – Poetry

This unit introduces pupils to different kinds of poetry based on the theme of creatures great and small. Poetry has the power to bring children up close to the beauty of nature and enable them to travel the world in their mind's eye to see the variety of wild life in their various habitats. Pupils will be expected to engage with a wider range of literary language and poetic devices. They will learn how poetry can be used to present different perspectives and to position the reader.

#### Curricular aims of this unit:

- To introduce pupils to a range of poetry on a particular theme
- To encourage pupils to respond imaginatively and creatively to poetry
- To use drawing, sounds and drama to show their understanding of poetry
- To explore a wider range of poetry forms and literary devices
- To engage in poetry reading and performance
- To write their own compositions using poems read as an inspiration for their own compositions.
- To explore the different ways authors build character
- To explore how writers use language for dramatic effect
- To write in different forms for a variety of 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 '**Treasure Island**'.

# 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, subtraction, multiplication and division

- 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  $12 \times 12$
- 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.
- interpret and present discrete data using bar charts and continuous data using line graphs

## Fractions

- 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.
- solve simple measure and money problems involving fractions and decimals to two decimal places
- recognise and show, using diagrams, families of common equivalent fractions
- recognise and write decimal equivalents to  $1/4$ ;  $1/2$ ;  $3/4$
- 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 place

## 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

- describe positions on a 2-D grid as coordinates in the first quadrant
- compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes



## Science

### Unit 1 Respecting Our Environment

This unit is intended to be taught across the whole year with at least two lessons in each term. Pupils look at the area within and near the school grounds and at the impact of humans on the environment. They discuss the need to balance human requirements against those of the environment.

#### Key Concepts

1. That humans have an impact on the environment and that this can sometimes be positive or negative for the flora and fauna in the area
2. That there are moral aspects to the way we treat our environment

#### Developing scientific thinking

This unit supports the following elements in particular:

- asking simple questions and recognising that they can be answered in different ways
- observing closely, using simple equipment
- identifying and classifying
- using their observations and ideas to suggest answers to questions
- gathering and recording data to help in answering questions.

### Unit 2 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

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

#### Developing scientific thinking

- 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

## Computing

### We are co-writers (producing a wiki)

In this unit, children use Wikipedia to find specific information they then go on to plan the content for their own class wiki based on an imaginary island which is worked on and edited collaboratively. Finally, the work is edited and evaluated by the children, considering next steps for progression

### Productivity (recording and analysing weather data)

Children find out about ways of measuring the weather and then record the weather at school. Using this data, children begin to predict the weather and consequently prepare and present their own TV style weather forecast.

## Geography

**Physical geography-** Children study natural disasters such as volcanoes and earthquakes, describing how and why they occur.

### Locational knowledge/Map skills- World geography

During this unit, children are taught to identify on maps different patterns of land use and describe how they have changed over time, they use maps, atlases, globes and digital/computer mapping to locate countries and describe their features

Children are taught to identify climate zones, vegetation belts and biomes and locate them on world maps

Children begin to understand and locate the Prime Meridian and time zones and start to use latitude and longitude. Finally, children are taught to identify the position and significance of the equator, Northern and southern hemispheres, the Tropics of Cancer and Capricorn, Arctic and Antarctic circles.

## Music

### Poetry

The children develop performances of contrasting poems. They use their voices to speak expressively and rhythmically, and discover ways to create ostinato accompaniments to enhance their performances.

### Environment

Seasons and the environment provide the stimuli for compositions. The children make descriptive accompaniments and discover how the environment has inspired composers throughout history.

### Sounds

After exploring how sounds are produced and classified, the children use their voices to make beatbox sounds, sing four part songs, and perform a jazzy round.

### Recycling

The children make their own instruments from junk then use them to improvise, compose and play junk jazz music in a variety of different musical structures.

## Art

### Explorers

Children look at the work of Nathaniel Dance who painted portraits of explorers, his most famous being Captain Cook. Children identify key features of his painting style and create their own self-portrait in oil paints.

## PSD

Children will explore the themes of:

### New beginnings

### Getting on and falling out

### Say no to bullying

## French

Children will explore the themes of:

### The high street

### Directions

### Times of the day

## 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 1

The children 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 2:

The children 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

### Unit 1: Growing up in Faith

Focusing on: Growing up, religious celebrations, belonging to a family or community

Growing up in Faith explores the importance of religion in marking the growing up process. It includes a Sikh birth ceremony, Christian and Jewish ceremonies of commitment and two Hindu celebrations focussing on threads

### Questions to be raised:

What important events have you had in your life?

What do you have that you treasure? Why?

What responsibilities do you have in your life?

When do you think you will be an adult?

How will you mark this?

What does being responsible mean?

### Unit 2: There is More to Life

Focusing on: God's power and The mystery of the transcendent

There is More to Life 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. Each provides an opportunity to reflect on a world beyond the material and known.

### 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?