



English

Information Texts

In this unit of work, pupils will learn about the purpose and layouts of information texts. This cross curricular unit of work will link with our work in BREAK, History (where we will be learning about the Romans). The children will undertake research projects to become 'experts' on their topic so that they can produce a detailed, informative and entertaining final piece of writing.

Key curricular aims:

- To understand the audience and purpose of information texts.
- To understand the typical structure of information texts.
- To be able to write effective introductions and endings.
- To understand and use generalisers such as most, many, some, a few.
- To begin to use sentence signposts e.g. also, additionally, furthermore.
- To be able to create a formal tone to their work.
- To be able to use structural devices such as headings, sub-headings, information boxes, lists, bullet points and diagrams.

Escape from Pompeii

We will be studying the text 'Escape from Pompeii'. This links to our work in history and gives the pupils the opportunity to experience fictional text based in the past. We will be focusing on description of Pompeii before and after the eruption of Mount Vesuvius. We will also begin to learn about creating suspense in our own pieces of writing.

Key curricular aims:

- To be able to write effective descriptions about settings that focus on a full range of senses.
- To use subordinates in our sentences.
- To use a range of SPAMO (similies, personification, alliteration, metaphor and onomatopoeia).
- To develop understanding of synonyms and the use of a thesaurus.
- To develop editing skills.

Fables

In our unit on fables, children will develop an understanding of stories that contain a moral or a lesson for human behaviour. Fables show us the strengths and weaknesses inherent in human nature by contrasting behaviours such as fast and slow, loud and quiet.

Key curricular aims:

- 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.

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
- to know how to add suffixes to root words including -ly, ous and tion
- write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.

• Grammar and Punctuation

- Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases
- To use inverted commas and other punctuation to indicate direct speech.
- To use fronted adverbials and adverbials
- To use conjunctions to separate clauses
- 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
- use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.
- **Terminology:** determiner, pronoun, adverbial, noun phrase, conjunction

• 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 two texts **Escape from Pompeii** and **The Roman Empire (Non-fiction)**

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 12×12
- 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 $\frac{1}{4}$; $\frac{1}{2}$; $\frac{3}{4}$
- 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
- 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

Science

Unit 5: 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

1. Sound is created through vibration
2. Sound varies in pitch and volume (loudness)
3. The ear detects sound.

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 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.

Unit 6: States of Matter

Pupils learn that materials come in three states of matter: solid, liquid or gas. They identify materials as solids, liquids or gases, including some that are harder to classify such as sand or sponge. They learn how to use a thermometer and investigate changes of state. They learn about the water cycle.

Key Concepts

1. Materials can be classified as belonging to one of three states of matter: solid, liquid or gas.
2. Each state of matter has specific properties.
3. Many materials can change state between solid, liquid and gas.

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- reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions

Computing

Effective Searching

In this unit, pupils will be taught:

- To locate information on the search results page.
- To use search effectively to find out information.
- To assess whether an information source is true and reliable.

Spreadsheets

In this unit, pupils will be taught:

- To format cells as currency, percentage, decimal to different decimal places or fraction.
- To use the formula wizard to calculate averages.
- To combine tools to make spreadsheet activities such as timed times tables tests.
- To use a spreadsheet to model a real-life situation.
- To add a formula to a cell to automatically make a calculation in that cell.

Coding

In this unit, pupils will be taught:

- To begin to understand selection in computer programming.
- To understand how an IF statement works.
- To understand how to use co-ordinates in computer programming.
- To understand the 'repeat until' command.
- To understand how an IF/ELSE statement works.
- To understand what a variable is in programming.
- To use a number variable.
- To create a playable game.

History

Romans

The pupils 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.

<ul style="list-style-type: none"> • using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions • identifying differences, similarities or changes related to simple scientific ideas and processes 	<h2>Geography</h2> <h3>Natural Disasters</h3> <p>This unit will teach the pupils about the destructive powers of nature, from volcanoes and earthquakes to tsunamis and tornadoes. Through discussion and practical tasks, children will learn about how and why these natural phenomena occur, and the ways in which they affect people and the environment.</p>
<h2>Music</h2> <p>Introduction to playing the Ukulele</p> <p>Charanga: Mamma Mia This is a six-week Unit of Work. All the learning in this unit is focused around one song: Mamma Mia</p> <p>Glockenspiel This is a six-week Unit of Work that continues to teach about the language of music through playing the glockenspiel. The learning is focussed around exploring and developing playing skills through the glockenspiel.</p>	<h2>Religious Education</h2> <h3>Christianity: Gospel: What kind of world did Jesus want?</h3> <p>In this unit, pupils will be taught to:</p> <ul style="list-style-type: none"> • Identify ideas about the kind of world that Jesus wanted as part of a 'Gospel'. • Make clear links between the calling of the first disciples and how Christians today try to follow Jesus. • Offer suggestions about what Jesus' actions towards the leper might mean for a Christian. • Make simple links between Bible texts and the concept of 'Gospel' • Give examples of how Christians try to show love to all, including how members of the clergy follow Jesus' teaching. • Make links between the Bible stories studied and the importance of love, and life in the world today, expressing some ideas of their own clearly. <h3>Sikhism: Inspirational People</h3> <p>In this unit, pupils will be taught about the idea of moving from darkness to light through teaching and knowledge. They will be taught about the concept of a 'guru' and about the life of Guru Nanak. They will also learn about the 'living' Guru Granth Sahib as well as reflecting on how the gurus help move Sikh people from darkness to light.</p>
<h2>Art</h2> <p>Children will study Roman mosaics and aim to produce their own version complete with a geometric border. This unit will support our History work in developing an understanding of the importance of Roman mosaics as historical evidence, and their cultural and artistic significance.</p>	<h2>Physical Education</h2> <p>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.</p> <p>Real PE - Unit 1 The children will develop the following fundamental movement skills: Cardio - Coordination – floor movement patterns.</p>
<h2>D&T</h2> <p>Children will learn about Roman purses and bags before planning, creating and evaluating their own product.</p>	

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:

- **Being me in my world**
- **Celebrating difference**

French

Children will explore the theme of:

My Family and Other Animals

- Animals- zoo and pets
- Gender of nouns and how adjectives change form (depending on gender of noun)
- Common adjectives
- Negative statements
- French rhymes relating to animals
- Members of the Family
- Pronouns
- Traditional French stories – Le Radis Geant
- Christmas in France
- (Revision of colours, greetings, food)

Pupils will develop their skills in listening, speaking, reading (including phonics), writing and grammar

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.

