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

English

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

The Miraculous Journey of Edward Tulane

This unit introduces pupils to a novel *The Miraculous Journey of Edward Tulane*, which has a more complex narrative structure to stretch pupils' comprehension skills. The novel is used as the stimulus for imaginative and creative writing for a range of purposes.

Curricular aims of this unit:

- To analyse and understand the features of a more complex narrative
- To develop inferential understanding
- 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]
  - To spell homophones and near homophones
  - 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*
  - 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
  - To use conjunctions to separate clauses
  - To vary sentence openers
  - 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 **Charlie and the Chocolate Factory.**

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

Statistics

- 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

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

Science

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 and learn how food is digested, absorbed and excreted. 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

Developing scientific thinking

This unit supports the following elements in particular:

- 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.

Electricity

Children learn that some materials allow electricity through them and others do not. They learn the dangers of electricity. 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 Lego city.

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

Religious Education

Sikhism: Encountering

How do Sikhs put their beliefs about equality into practice?
Pupils will be taught to engage in discussions about the ideas of equality and its importance with particular reference to Sikhism. Pupils will be taught to explore beliefs about equality through stories and religious texts as well as ways in which equality is practised in the community.

Enquiry: What does it mean to be free?

This unit of work is based upon the Jewish slavery in Egypt and liberation through Moses. The focus is one of a philosophical nature initially and finally, with a strong focus of the narrative in the book of Exodus (theology) and Jewish celebration of Pesach (Passover).

Music

Continue to play the Ukulele.

Charanga

Stop!

This is a six-week Unit of Work. All the learning in this unit is focused around one song: Stop!

Lean on Me.

This is a six-week Unit of Work. All the learning in this unit is focused around one song: Lean On Me.

Art

Investigating Patterns

In this unit of work, children will explore, create and manipulate a variety of different kinds of patterns. They will begin with looking at patterns found at home and in the environment before moving on to studying how shapes can be used to create interesting patterns. The children will have the opportunity to explore making patterns with stencils and printing.

D&T

Chocolate!

Pupils will learn about how products are marketed, complete taste tests, create product plans and create packaging before they make their own products.

Physical Education

Children will be taught a PE session each week which focuses on the development of the fundamental movement skills. They will also travel to North Solihull Sports Centre to be taught swimming each week.

Real PE – unit 3

Real PE – unit 4

JIGSAW

Jigsaw brings together PSHE Education, emotional literacy, mindfulness, social skills and spiritual development. Jigsaw is designed as a whole school approach with all year groups workingon the same theme (Puzzle) at the same time.

The children will cover two themes (puzzles) this term:

- Dreams and goals
- Healthy me

Computing

Writing for different audiences

In this unit, pupils will be taught:

- To explore how font size and style can affect the impact of a text.
- To use a simulated scenario to produce a news report.
- To use a simulated scenario to write for a community campaign.

Logo

In this unit, pupils will be taught:

- To learn the structure of the coding language of Logo.
- To input simple instructions in Logo.
- Using 2Logo to create letter shapes.
- To use the Repeat function in Logo to create shapes.
- To use and build procedures in Logo

History

The Mayan Civilisation:

In this unit, pupils will learn about the ancient Maya civilisation. They will learn who they were and when they lived, use maps and atlases to locate Mayan cities and identify countries in Mesoamerica. In addition, pupils will learn about religious beliefs, rituals, the Maya number system and writing.

French

Children will explore the theme of:

Ourselves and Our School

- Classroom objects and school subjects
- French alphabet, Dictionary Skills
- Leisure and Hobbies (presentation) - Expressing Opinions
- Nouns, Pronouns, Gender. Negative Statements
- Numbers 10-31
- Use of connectives / conjunctions
- Easter celebrations in France

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