



CLASS 4 (YEAR 4/YEAR 5) AUTUMN 1 OVERVIEW 2022/2023



Core Subjects

Foundation Subjects

ENGLISH (D. Bateman)

Classic Fiction (The Lion, the Witch and the Wardrobe)

Reading

- Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.
- Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.
- Identify, discuss and collect effective words and phrases which capture the reader's interest and imagination (e.g. metaphors, similes).
- Explain the meaning of words within the context of the text.

Writing

- Explore, identify, collect and use noun phrases.
- Use nouns for precision (e.g. *burglar* rather than *man*, *bungalow* rather than *house*).
- Use inverted commas and other punctuation to indicate direct speech.
- Create sentences with fronted adverbials for when.
- Create and punctuate complex sentences using *ed* opening clauses.
- Blend action, dialogue and description within and across paragraphs.

WI: How does CS Lewis use Narnia to tell people about Jesus?
D9: Challenge, Independent, Relevant

Biography (William Shakespeare)

Reading

- Navigate texts (e.g. using contents and index pages), in order to locate and retrieve information in print and on screen.
- Explain the meaning of key vocabulary within the context of the text.
- Use dictionaries to check meanings of words in the texts that they read.
- Distinguish between statements of fact and opinion within a text.
- Scan for key words and text mark to locate key information.

Writing

- Explore, identify and use Standard English verb inflections for writing.
- Use apostrophes for singular and plural possession.
- Use organisational devices in non-fiction writing.
- Identify and use brackets to indicate parenthesis.
- Use devices to build cohesion within a paragraph.
- Use organisation and presentational devices.

D9: Collaborative, Creativity, Relevant
BV: Democracy, Mutual Respect

MATHS (D. Bateman)

Number: Place Value

- Read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of zero and place value.
- Recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones).
- Identify, represent and estimate numbers using different representations.
- Find 1000 more or less than a given number.
- Count in multiples of 6, 7, 9, 25 and 1000.
- Order and compare numbers beyond 1000.
- Round any number to the nearest 10, 100 or 1000.
- Count backwards through zero to include negative numbers.
- Read Roman numerals to 1000 (M) and recognise years written in Roman numerals.
- Read, write, order and compare numbers to at least 1,000,000 and determine the value of each digit.
- Count forwards or backwards in steps of powers of 10 for any given number up to 1,000,000.
- Round any number up to 1,000,000 to the nearest 10, 100, 1000, 10,000 and 100,000.
- Interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero.

Number: Addition and Subtraction

- Add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate.
- Estimate and use inverse operations to check answers to a calculation.
- Solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why.
- Add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction).
- Add and subtract numbers mentally with increasingly large numbers.
- Use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy.
- Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.

SCIENCE (D. Bateman)

PHYSICS Forces and Magnets (Y3)

- Compare how things move on different surfaces
- Notice that some forces need contact between two objects, but magnetic forces can act at a distance
- Observe how magnets attract or repel each other and attract some materials and not others
- Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials
- Describe magnets as having two poles
- Predict whether two magnets will attract or repel each other, depending on which poles are facing.

2 Make systematic and careful observations and, where appropriate, take accurate measurements using standard units.

3 Set up simple practical enquiries, comparative and fair tests.

4 Gather, record, classify and present data in a variety of ways.

8 Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions.

2 Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate.

3 Record data and results of increasing complexity using scientific diagrams and labels, classification keys tables, scatter graphs, bar and line graphs.

WI: Why do Scientists want to understand God's creation?
D9: Challenge, Collaborative, Inspirational, Relevant

RE (D. Bateman)

4.1 God, David and the Psalms

- Explore the life of David and his strengths and qualities.
- Read the Psalms and use them to discover more about the nature of God.
- What values do you consider to be important?
- Who inspires you?
- What are the qualities of a good king?
- What is God like?
- Pupils can identify what influences them and the connections between values, commitments, attitudes and behaviour.
- Pupils are beginning to identify the impact of religion on believers' lives.
- Pupils can describe forms of religious expression.
- Pupils can describe the impact of religion of people's lives.
- Pupils are beginning to apply their own ideas to the experiences of others and describe what inspires and influences them.

WI: How is God working in your life?

MC: Which Psalms might Christians in Nigeria sing?

D9: Creativity, Inspirational, Unique

BV: Mutual Respect

GEOGRAPHY / HISTORY (H. Wilson)

A Local History Study: TUDORS

- Timeline of Tudors in Britain, significant individuals, Tudor housing, Christianity
- Place events from period studied on a timeline.
- Look for links and effects in time studied.
- Use evidence to build up a picture of the past.
- Make comparisons between different times in the past.
- Begin to identify primary and secondary sources.

WI: What if the Reformation didn't happen?

MC: What was life like for Christians during the Tudor monarchy?

D9: Collaborative, Inspiration, Relevant

BV: Mutual Respect, Tolerance of Different Faiths

MUSIC (D. Bateman)

How Does Music Bring Us Closer Together? (Y3)

Developing Notation Skills

- Identify instruments by ear and through a range of media.
- Record composition using recognised symbols.
- Explore standard notation, using
- minims, semibreves, dotted crotchets, crotchets, quavers and semiquavers, and in simple combinations.
- Read and respond to semibreves, minims, dotted crotchets, crotchets, quavers and semiquavers.
- Use rhythmic variety.
- Identify the musical style of a song or piece of music and any important musical features that distinguish the style.

WI: How do the Psalms express human emotions?

D9: Challenge, Collaborative, Creativity, Inspirational

BV: Individual Liberty, Mutual Respect

FRENCH (D. Bateman)

U1: Bonjour!

- Greet each other and ask simple questions.
- To say your name and age.
- To write simple sentences.
- To identify members of your family.
- Listen for and identify specific words and phrases in instructions, stories and songs.
- Communicate by asking and answering a wider range of questions, using longer phrases and sentences.
- Identify key words or phrases and answer questions.
- Write some familiar words, phrases and simple sentences from memory or using supported written materials (e.g. using a word bank).

D9: Challenge, Courage

BV: Rule of Law

PSHE

Valuing Difference

Responding respectfully to a wide range of people, recognising prejudice and discrimination

- Qualities of friendship
- Kind conversations

WI: Why did God create us all different?

MC: How is discrimination shown throughout the world?

D9: Flourish, Relevant, Unique

BV: Individual Liberty, Mutual Respect, Tolerance of Different Faiths

ART / DT (H. Wilson)

Drawing: Houses and Cityscapes

Stephen Wiltshire

- To use different techniques for purpose.
- To apply tone and shade in a drawing.
- To develop an awareness of scale and composition within their work.
- To compare ideas, methods in their own and others work.
- To say what they would improve of on next time or change.
- To develop vocabulary related to art to describe own and others work.

WI: What would a cityscape of Heaven look like?

MC: What would a cityscape of Bloemfontein look like?

D9: Collaborative, Creativity, Relevant

BV: Individual Liberty, Mutual Respect, Tolerance of Different Faiths

PE (H. Wilson)

Y4 Invasion Games: Basketball

- Use running, jumping, throwing and catching in isolation and in combination
- Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending
- Develop technique
- Compare their performances with previous ones and demonstrate improvement to achieve their personal best

D9: Challenge, Collaborative, Independent

BV: Rule of Law

COMPUTING (D. Bateman)

Computing Systems and Networks (Y3)

Connecting Computers

- How does a digital device work?
- What parts make up a digital device?
- How do digital devices help us?
- How am I connected?
- How are computers connected?
- What does our school network look like?
- Identify input and output devices
- Identify network devices
- Explain how a computer network can be used to share information

SEE TEACH COMPUTING AND NATIONAL ONLINE SAFETY FOR FURTHER DETAIL

D9: Collaborative, Independent, Relevant

BV: Democracy, Rule of Law

Other

What if? Questions

Bringing God into every aspect of life

Multi-Cultural Links

What are the experiences of others?

LES Diamond 9 "Creating Lifelong Learners"

Challenge, Collaborative, Courage, Creativity, Flourish, Independent, Inspirational, Relevant, Unique

British Values

Democracy, Individual Liberty, Mutual Respect, Rule of Law, Tolerance of Different Faiths