



CLASS 4 (YEAR 4/YEAR 5) AUTUMN 2 OVERVIEW 2022/2023



Core Subjects

Foundation Subjects

ENGLISH (D. Bateman)

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

Fiction (The Night Bus Hero & The Boy At The Back Of The Class by Onjali Q Rauf)

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.

D9: Collaborative, Creativity, Relevant

BV: Democracy, Mutual Respect

MATHS (D. Bateman)

Number: Addition and Subtraction

- 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.
- 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.

Number: Multiplication and Division

- Recognise and use factor pairs and commutativity in mental calculations.
- Recall multiplication and division facts for multiplication tables up to 12 x 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.
- Identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers.
- Know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers.
- Establish whether a number up to 100 is prime and recall prime numbers up to 19.
- Recognise and use square (2) and cube (3) numbers, and notation.

Measurement: Length, Perimeter & Area

- Measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres.
- Know area is a measure of surface within a given boundary.
- Find the area of rectilinear shapes by counting squares.
- Measure/calculate the perimeter of composite rectilinear shapes.
- Calculate and compare the area of rectangle, use standard units of square centimetres (cm^2) and square metres (m^2) and estimate the area of irregular shapes.

SCIENCE (D. Bateman)

CHEMISTRY States of Matter (Y4)

- Compare and group materials together, according to whether they are solids, liquids or gases.
- Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius ($^{\circ}C$).
- Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.

2 Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment including thermometers and data loggers.

4 Gather, record, classify and present data in a variety of ways to help answer questions.

5 Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables.

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: We know Jesus can walk on solids and liquids, the Bible tells us. Can He walk on gas?

D9: Challenge, Collaborative, Inspirational, Relevant

RE (D. Bateman)

4.1 God, David and the Psalms

- Read the Psalms and use them to discover more about the nature of God.
- Pupils can identify what influences them and the connections between values, commitments, attitudes and behaviour.

WI: How is God working in your life?

4.2 Christmas: Exploring the Symbolism of Light

- What does the light do to the dark?
- Why is light such a powerful symbol?
- Is light a good metaphor for Jesus?
- The sun already lights the world so how can Jesus be the light?
- In what ways do the actions of Christians show the light of Jesus today?
- Why do people of faith light candles?
- Pupils can ask important and relevant questions about religious experiences and beliefs.
- Pupils can talk with understanding about the symbolism of light.

WI: Why is Jesus described as the Light of the World?

MC: Why is Jesus being a light a comfort for suffering Christians?

D9: Creativity, Inspirational, Unique

BV: Mutual Respect, Tolerance of Different Faiths

GEOGRAPHY / ~~HISTORY~~ (H. Wilson)

Locational Knowledge: Rivers

- Describe and understand key aspects of physical and human geography, including: rivers and the water cycle.
- Can name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers)
- Can name and locate a wider range of places in Europe and the world
- Can understand how some of these aspects have changed over time
- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- use the four points of a compass, four figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world

WI: Which rivers feature in the Bible?

MC: Why are rivers important for different cultures?

D9: Collaborative, Inspiration, Relevant

MUSIC (H. Wilson)

What Stores Does Music Tell Us About The Past? (Y3)

Enjoying Improvisation

- 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.

D9: Challenge, Collaborative, Creativity, Inspirational

BV: Individual Liberty, Mutual Respect

FRENCH (D. Bateman)

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- To count from 0-16
- To ask someone how old they are
- To say how old they are
- Listen attentively to spoken language and show understanding by joining in and responding
- Appreciate songs and rhymes in the language
- Ask and answer questions
- Speak with accurate pronunciation and intonation
- Write at varying length (words, short sentences)
- Read carefully and show understanding of simple writing
- Engage in conversations to communicate facts
- Develop their ability to understand new words that are introduced into familiar written material

D9: Challenge, Courage

BV: Rule of Law

PSHE (D. Bateman)

Me and My Relationships

What makes a family?

Features of family life, positive friendships including online

- As a rule
- Looking after our special people
- How can we solve this problem?
- Friends are special
- Thanks
- When feelings change
- Communication

WI: Why did God create us all different?

MC: Why would Christians say Jesus is the best friend?

D9: Flourish, Relevant, Unique

BV: Democracy, Individual Liberty, Mutual Respect

ART / ~~DT~~ (H. Wilson)

Sculpture: Clay using Tools

Nick Park?

- To know that we can take inspiration from other art forms such as film and literature and make work in 3 dimensions in response.
- To know that we can explore character, narrative and context and create sculptures which convey these qualities.
- To explore the work of artists/sculptors who are inspired by literature.
- To shape, form, model & join with increasing mastery and confidence.
- To use appropriate language, skills and technique.
- To use surface patterns and textures.
- To use sketchbooks to develop ideas & to explore responses to the chosen book/film, making visual notes, jotting down ideas and testing materials.
- To improve mastery of 3D art and design techniques.

WI: What does 'Instruments in the Creator's hands' mean?

D9: Collaborative, Creativity, Relevant

BV: Individual Liberty, Mutual Respect

PE (H. Wilson)

Y4 Invasion Games: Rugby

- Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending
 - To have a positive attitude and offer positive feedback to members of my team.
 - To support and praise others when practising a skill and playing a game.
 - To not give up trying when it gets hard.
 - To evaluate how determined they were when playing a game.
- Apply basic principles suitable for attacking and defending
 - To demonstrate passing a ball using a swing pass accurately.
 - To use a simple tactic in a game.
 - To demonstrate how run with a rugby ball.
 - To move into a space to receive a swing pass in a game.
 - To demonstrate running and passing a rugby ball.

D9: Challenge, Collaborative, Independent

BV: Rule of Law

COMPUTING (D. Bateman)

Creating Media (Y3)

Animation

- To explain that animation is a sequence of drawings or photographs.
- To relate animated movement with a sequence of images.
- To plan an animation.
- To identify the need to work consistently and carefully.
- To review and improve an animation.
- To evaluate the impact of adding other media to an animation.

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