Berkswell Church of England Primary School Curriculum Overview
Year 4 Autumn Term – Romans on the Rampage

English

Autumn Term 1
T4W - Non-Fiction - Historical Information Texts (Non-chronological text)
Focus: General Information writing based on the topic of The Romans. Linked to Roman Empire book/Celtic Britain

Writing End Points:
Composition:
Text Structure:
- Plan to use the correct structure in their writing, adapting form and style
- Organise paragraphs around a theme, linking them when appropriate
- In non-narrative material, use simple organisational devices such as Titles, headings and sub-headings, pictures with captions, etc.

Autumn Term 2
T4W - Historical Fiction/Narrative
Focus: Losing Tale
Disaster - Escape from Pompeii based on the book Escape from Pompeii (Historical Fiction)

Writing End Points:
Composition:
Text Structure:
- Write narratives with a clear structure, creating setting, character and plot
- Organise paragraphs around a theme, linking them when appropriate
- Proofread for spelling and punctuation errors

Poetry
Volcanos

Handwriting:
- **Joining Skills:** Use diagonal and horizontal strokes to join letters, understanding which letters are best left unjoined.
- **Legibility & Consistency**: Increase the legibility, consistency, and quality of handwriting, ensuring downstrokes are parallel and letters are uniformly sized.
- **Spacing:** Ensure proper spacing between words so that descenders and ascenders do not clash.
- **Fluency & Speed**: Write with increased speed to allow for effective independent writing.
- **Consistency in Writing:** Maintain high-quality, joined handwriting across all subjects, not just in handwriting lessons.

Additionally, each class studies a class book during BREAK (Berkswell Reading for Enjoyment and Knowledge) sessions. This term, children in Year 4 will be reading:
- **The Roman Empire (Information Text)**
- **Escape from Pompeii (Narrative)**
- **The Lion, the Witch and the Wardrobe by C S Lewis**

Phonics and Spelling

Word Structure
- Recognise and use technical vocabulary related to specific topic
- Be factual
- Use a formal/Impersonal tone
- Show reactions/feelings
- Rhetorical questions
- Empty words – something, somebody
- Powerful verbs
- Understanding word families (e.g., solve, solution, insoluble
- Prefixes: Using in-, im-, il-, ir- (meaning 'not'/'into'), auto- (self), ex- (out), non- (not), and anti- (against).
- Homophones: Correcting common errors like medal/meddle, missed/mist, scene/seen.
- Spelling Rules: Using the possessive apostrophe (singular and plural).
- Words with /shun/: Spelt with -sion if the root ends in se, de, or d (e.g., extension, television).
- Words ending in -ear: (bear, wear), -are (care, share).
- Tricky Vocabulary: accidentally, caught, enough, knowledge, opposite, peculiar, surprise

Spelling Shed Objectives:
- Words that are homophones
- Words with the prefix 'in-' meaning 'not
- Words with the prefixes 'il-', 'im-' and 'ir-'
- Words with the prefix 'sub-' meaning 'below' or 'further divided
- Words with the prefix 'inter-' meaning 'between' or 'among'
- Words ending in '-ation'
- Words ending '-ly'
- Words ending '-lly'
- Words where 'ch' makes a /sh/ sound

Grammar and Punctuation
Punctuation:
- Use commas following a fronted adverbial
- Use apostrophes to mark plural possession
- Use speech – correctly punctuated
- Use of a comma with fronted adverbials
- Correctly use exclamation marks

Sentence Construction:
- Use subordinate clauses
- Use fronted adverbials
- Extend a range of sentences with more than one clause using a wider range of conjunctions
- Use the present tense
- Use expanded noun phrases
- Write in the third person
- Extend a range of sentences with more than one clause using a wider range of conjunctions (dramatic)
- Use exclamations
- Use of short sentences for drama
- Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair)

Maths

Number and place value

- Recognise, read and write numbers to 1,000.
- Recognise, read and write numbers beyond 1,000.
- Identify the value of digits in four-digit numbers.
- Partition four-digit numbers into thousands, hundreds, tens and ones.
- Represent numbers using place value charts and concrete resources.
- Compare four-digit numbers.
- Order numbers beyond 1,000.
- Count in multiples of 1,000.
- Read Roman numerals to 100 (I–C). Addition, subtraction, multiplication and division

Addition and subtraction

- Revise mental addition and subtraction strategies.
- Add and subtract 1s, 10s, 100s and 1,000s mentally.
- Add four-digit numbers without exchange.
- Subtract four-digit numbers without exchange.
- recap column addition structure – expanded method.
- Understand column subtraction structure.

Multiplication and division

- Recall multiplication facts for tables up to 12 × 12.
- Recall corresponding division facts.
- Multiply by 0 and 1.
- Divide by 1.
- Identify and use factor pairs.
- Recognise commutative multiplication.
- Divide two-digit numbers by one-digit numbers using formal methods.

Data

- Read tables and pictograms.
- Interpret bar charts.
- Extract information from charts and tables.
- Interpret line graphs.

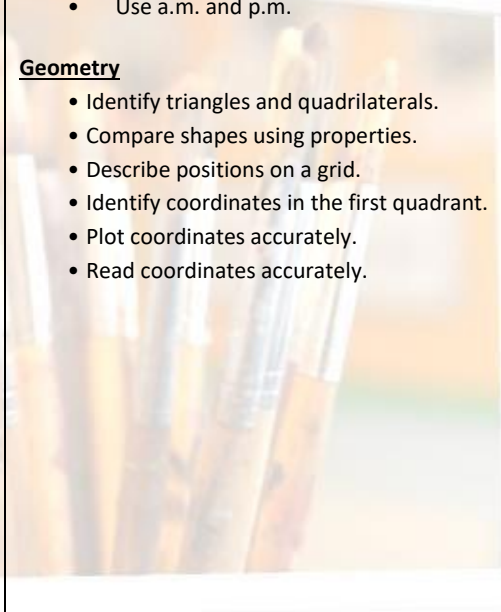


Fractions

- Revise unit and non-unit fractions.
- Count in tenths.
- Recognise tenths as parts of a whole.
- Recognise equivalent fractions using diagrams.
- Identify families of equivalent fractions.
- Find fractions of shapes.
- Recognise tenths as decimals.
- Identify decimal notation alongside fractions.
- •Understand place value in tenths.

Measures

- Understand perimeter as the distance around a shape.
- Measure side lengths accurately.
- Calculate perimeter by addition.
- Recognise area as the space inside a shape.
- Count squares to find area.
- Calculate area of simple rectilinear shapes by counting squares.
- Compare areas informally.
- Measure length, mass and capacity accurately.
- Estimate and compare measurements.
- Read analogue clocks accurately.
- Read digital clocks accurately.
- Tell time using 12-hour notation.
- Use a.m. and p.m.



Geometry

- Identify triangles and quadrilaterals.
- Compare shapes using properties.
- Describe positions on a grid.
- Identify coordinates in the first quadrant.
- Plot coordinates accurately.
- Read coordinates accurately.

Science

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.

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 usingstandard units, using a range of equipment, including thermometers
- 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 ofresults and conclusions
- using results to draw simple conclusions, make predictions for new values, suggest improvements and raisefurther questions
- using straightforward scientific evidence to answer questions or to support their findings

Unit 5: Sound

Pupils listen to and identify sounds and learn how our ears work to detect sounds as well as the dangers of loud sounds. They carry out experiments to help them learn about loudness and pitch and use data loggers to investigate how distance affects sound.They play musical instruments.

Key Concepts

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

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- reporting on findings from enquiries, including oral and written explanations,
- using results to draw simple conclusions, make predictions for new values, suggest improvements and raisefurther questions
- identifying differences, similarities or changes related to simple scientific ideas and processes

Computing

Unpacking Hardware and Software

This unit allows children to further their understanding of technology and computer systems in relation to their hardware and software. Children will understand the role of hardware, the role of software and how they interact together to complete tasks.

Animation

This unit introduces children to animation and the common techniques used by animators. Children will use traditional animation methods and compare these methods with using animation software (2Animate). Children will learn techniques, such as onion skinning, ending with the production of their own digital 2D animation.

Logo

This unit introduces children to Logo programming, focusing on developing their understanding of basic commands and programming concepts. Children will learn to create shapes and letters using instructions that contain advanced features such as procedures.

Being safe in a digital world

Children will learn the fundamentals of staying safe online. They will explore this through the themes of self-image and identity, online relationships, online reputation and online bullying.

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.

Geography

Natural Disasters

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.

Music

Charanga:

Mamma Mia

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

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.

Religious Education

How might your worldview lead you to do hard things for good reasons?

- Sacrifice and making hard choices are important parts of many worldviews.
- The Five Pillars are of spiritual significance to those with Muslim worldviews. The pillars are faith, prayer, charity, fasting and making the pilgrimage to the holy city of Makkah.
- Sawm (fasting) is especially important for those with Muslim worldviews during Ramadan.
- Many people with Christian worldviews fast during Lent by giving something up.
- Many people with religious and non-religious worldviews make choice around the food they eat for special reasons, for example, ahimsa (doing no harm) is a guiding concept for those with Hindu worldviews.
- Many people with religious and non-religious worldviews engage in charity work, for example, Tzedakah is a Jewish belief in doing things to help others.
- Pilgrimage can be an important part of religious worldviews. For example, Christians visit Canterbury and Muslims make the hajj to Mecca.
- Quaker worldviews are especially characterised by non-violence and
- finding ways to live at peace with others.

Layover unit (Theistic worldview) What is the Trinity? Incarnation/God (Blocked)

BY THE END OF THIS UNIT, PUPILS ARE EXPECTED TO BE ABLE TO:

- Identify the difference between a 'Gospel', which tells the story of the life and teaching of Jesus, and a letter.
- Offer suggestions about what texts about baptism and Trinity might mean.
- Give examples of what these texts mean to some Christians today.
- Describe how Christians show their beliefs about God the Trinity in worship (in baptism and prayer, for example) and in the way they live.
- Make links between some Bible texts studied and the idea of God in Christianity, expressing clearly some ideas of their own about what the

Art

Roman Mosaics

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.

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**

PE

Tag Rugby:

- Can tag another player when moving
- Can move with control in a variety of directions with the ball in my hands using the correct
- handling position.
- Can pass a ball with some control and accuracy.
- Can pass a ball with some control and accuracy when moving.
- Can sometimes avoid a defender to score a try

Gymnastics:

- Can travel across a mat with some fluency and control
- Can perform a Teddy Bear roll with a partner with control
- Can perform a matching and mirroring balance in a sequence with control and some fluency
- Can bunny hop onto apparatus from standing with control, and some precision
- Can perform a sequence in unison showing different levels, good body tension and control
- Can perform a sequence using both the compulsory elements and optional elements

Handball:

- Can move the ball around my body and catch it with control

D and T **Sewing containers** Children will develop their sewing skills thinking about choice of colour, patterns and design with a purpose. They will learn to join materials and opening and closing devices to make a functional purse/wallet/glass case/pencil container.	**French** Children will explore the theme of: **My Family and Other Animals** • Animals- zoo and pets • Common adjectives • Negative Statements • French rhymes relating to animals • Members of the Family • Traditional French stories – Le Radis Geant • Christmas in France • (Revision of colours, greetings, food)	• Can step forward with one foot when making a pass • Can take two steps, bounce the ball and pass with some control • Can attempt to shoot while on the move with some accuracy • Can play and embrace the rules, being gracious in victory and defeat **Roman Dance:** • Can dance in unison with a partner/group performing a simple movement pattern • Can dance in canon when performing with a group and show a simple movement pattern • Can perform a range of pathways when performing with some control • Can perform using two different levels with a partner/group • Can communicate clearly with others in my group to perform a range of formations • Can perform with a good sense timing, expression and energy

