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

English

Spring Term 1
T4W Narrative
Focus: Rags to Riches Tale based on Charlie and the Chocolate Factory

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
- Develop descriptions of characters, setting, and atmosphere using precise vocabulary choices (e.g., evocative adjectives, precise nouns, expressive verbs).
- Use figurative language such as similes and metaphors to make the story vivid.
- Proofread for spelling and punctuation errors

Spring Term 2
T4W - Non-Fiction - Explanation Text
Focus: How is chocolate made?

Writing End Points:
Composition
Text Structure:

- To develop a three-part structure: a title and introduction, a series of ordered paragraphs (steps), and a summary conclusion.
- To use paragraphs to organise the text in clear, chronological stages with headings and sub-headings to break the text into manageable sections.
- Proofread for spelling and punctuation errors

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.
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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:

- **Charlie and the Chocolate Factory by Roald Dahl**

Phonics and Spelling

Word Structure

- Show reactions/feelings
- Rhetorical questions
- Figurative language such as similes and metaphors
- Evocative adjectives
- Expressive Verbs
- Technical Vocabulary: Uses subject-specific terms, which may be bolded and defined in a glossary at the end.
- Prefixes: Using in-, im-, il-, ir- (meaning 'not'/'into'), auto- (self), ex- (out), non- (not), and anti- (against).
- Suffixes: Adding -ous (e.g., poisonous, tremendous), -ion (e.g., extension), and mastering ar vs er endings.
- 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 with /shun/: Spelt with -cian (e.g., musician, magician).
- Words ending in -ear: (bear, wear), -are (care, share).
- Tricky Vocabulary: accidentally, caught, enough, knowledge, opposite, peculiar, surprise

Spelling Shed Objectives:

- Words ending in '-sion'
- Words ending in '-ous'
- Words ending in '-ous' incl. those where 'ge' from the base word remains
- Words where a suffix is added to words ending in 'y'
- Words ending in '-ious' and 'eous'
- Words where 'au' makes an /or/ sound
- Words ending in '-tion'
- Words ending in '-sion'
- Words ending in '-cian'
- Words that are adverbs of manner

Grammar and Punctuation
Punctuation:

- Use of a comma with fronted adverbials
- Correctly use exclamation marks, question marks, full stops and capital letters
- Use an increasingly wide range of punctuation, including correct punctuation for direct speech, using new lines for new speakers

Sentence Construction:

- Extend a range of sentences with more than one clause using a wider range of conjunctions (dramatic)
- Use of subordinate sentences
- Use of short sentences for drama
- Use Fronted adverbials
- 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)
- Time Connectives: Use phrases like first, then, after that, and finally which are crucial for ordering steps.
- Cause and Effect: Use conjunctions such as so, because, therefore, and this leads to in order to explain why something happens.
- Present Tense & Third Person: Write in a formal, objective, and non-personal style.
- Varying Sentence Types: Use a mix of simple, compound (using and, but, so), and complex sentences (using when, if, because, although).

Maths

Number and place value

- Count in multiples of 6, 7 and 9.
- Count in multiples of 25.
- Find 1,000 more than a given number.
- Find 1,000 less than a given number.
- Estimate numbers using different representations.
- Round numbers to the nearest 10.
- Round numbers to the nearest 100.
- Round numbers to the nearest 1,000.

Addition and subtraction

- Add four-digit numbers with one exchange.
- Add four-digit numbers with multiple exchanges.
- Subtract four-digit numbers with exchange.
- Estimate answers before calculating.
- Use rounding to check reasonableness of answers.
- Use inverse operations to check calculations.

Multiplication and division

- Recall multiplication facts for tables up to 12 × 12.
- Multiply three numbers together.
- Use known facts to derive new facts.
- Multiply two-digit numbers by one-digit numbers mentally.
- Use distributive law.
- Multiply two-digit numbers by one-digit numbers using formal methods.
- Divide two-digit numbers by one-digit numbers using formal methods.

Statistics

- Present data using bar charts.
- Compare categories within data.
- Answer comparison questions.

Fractions and Decimals

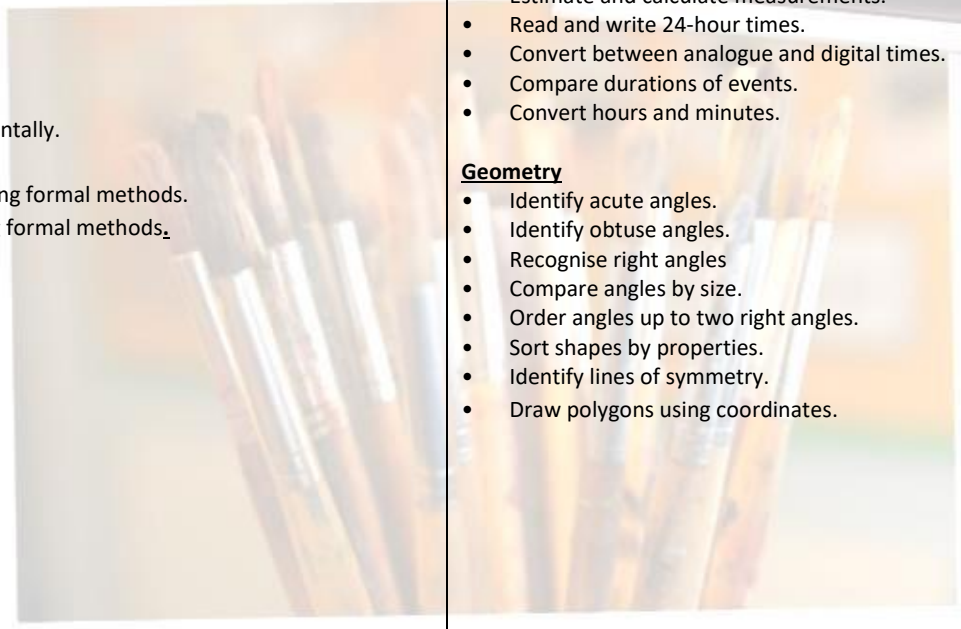
- Count in hundredths.
- Understand hundredths as parts of a whole.
- Find fractions of quantities.
- Find non-unit fractions of quantities.
- Identify and write equivalent fractions.
- Compare equivalent fractions.
- Add fractions with the same denominator.
- Recognise hundredths as decimals.
- Divide one-digit numbers by 10.
- Divide two-digit numbers by 10.
- Divide numbers by 100.
- Identify units, tenths and hundredths.

Measures

- Calculate perimeter of rectangles.
- Calculate perimeter of squares.
- Measure perimeter in centimetres and metres.
- Calculate area of simple rectilinear shapes by counting squares.
- Convert between kilometres and metres.
- Convert between common metric units.
- Estimate and calculate measurements.
- Read and write 24-hour times.
- Convert between analogue and digital times.
- Compare durations of events.
- Convert hours and minutes.

Geometry

- Identify acute angles.
- Identify obtuse angles.
- Recognise right angles
- Compare angles by size.
- Order angles up to two right angles.
- Sort shapes by properties.
- Identify lines of symmetry.
- Draw polygons using coordinates.



Science

Electricity

Children learn that some materials allow electricity through them and others do not. They learn how electricity is made and the dangers of electricity. They make and test electrical circuits with a variety of components. They use their knowledge of circuits to design a switch.

Key Concepts

- That some materials allow electricity to flow through them and others do not.
- That a complete, unbroken circuit is needed for electricity to flow.
- 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, 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.

Teeth and Digestion

Pupils will learn about the structure of the mouth and about how to care for their teeth. 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 learning about producers, herbivores, carnivores and omnivores.

Key Concepts

- Name the different parts of the digestive system
- Animals including humans need to digest (break down) food into chemicals that can be used

Computing

Sound Stories

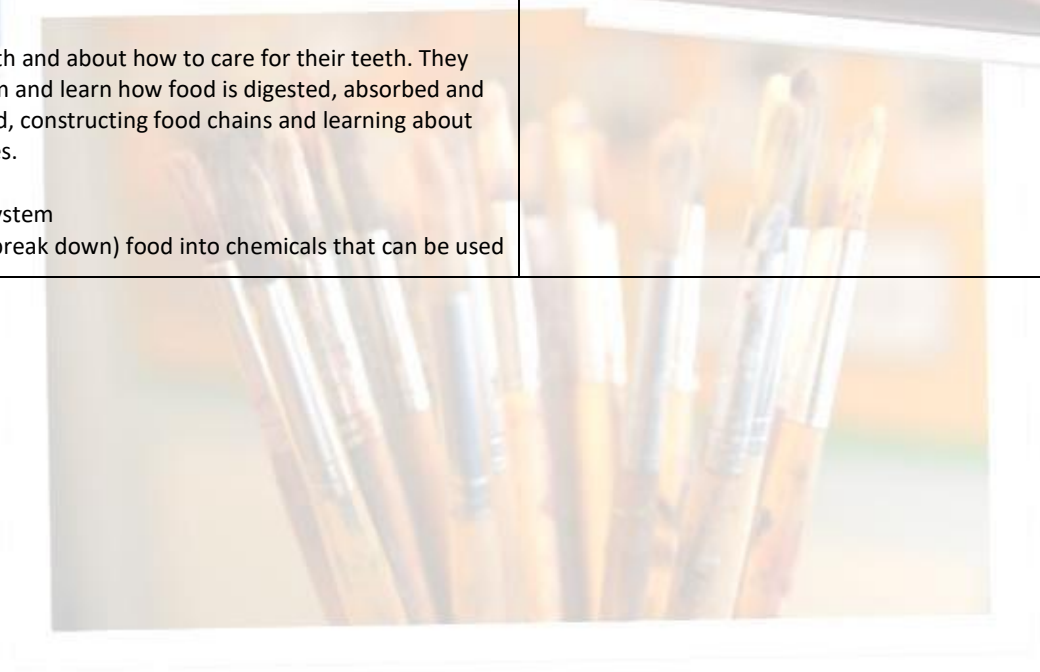
This unit introduces children to 2Cast, an audio recording tool in Purple Mash. Children will explore the features of effective audio books and work as a team to script, record and edit their own.

Effective Searching

This unit teaches children to use search technologies effectively by selecting clear keywords, understanding how results are ranked, refining searches for accuracy, and evaluating online content to judge whether it is reliable and trustworthy.

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.



by the body.

- Plants make their food using sunlight as an energy source, and all other food is dependent on this

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Music

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.

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.

Geography

Fairtrade

Our Fairtrade unit of work helps students explore global trade, social justice, and sustainability by tracing everyday products—like bananas, coffee, and cocoa—from farm to shelf. It equips learners to understand global supply chains, the economic realities for producers in developing nations, and how consumer choices drive change.

Religious Education

What or who is 'God' and how is the divine understood in theistic worldviews?

- There are different types of power e.g. transcendent, supernatural, natural, theistic, ultimate
- Christians believe in one God in 3 persons (The mystery of the Holy Trinity.)
- Some things cannot be fully explained and these are referred to as mysteries
- In Islam, the Shahadah is the declaration of faith in Allah and that his messenger his is the prophet Muhammad (PBUH).
- The Qur'an teaches that Allah has 99 names (it is difficult to represent or describe Allah in a few words). Each name relates to a particular attribute of Allah, making him easier to understand and relate to.
- Sikhs believe in One Supreme Being who creates and sustains everything. That One Supreme Being is inside them, is everywhere and they can be connected to it.
- In Sanatan Dharma, Brahman is a creative, conscious and eternal force or energy. Worshipped as one God but in many forms.
- Buddhists do not believe in any kind of God, although there are supernatural figures who can help or hinder people on the path towards enlightenment.
- 'Nones' can be categorised into 3 broad groups. "Campaigning Nones" are atheists; "Tolerant Nones" are broadly atheists but accept religion; and "Spiritual Nones", who share a variety of spiritual beliefs and practices.

Why do Christians call the day Jesus died 'Good Friday?' (Salvation)

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

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- Order Creation and Fall, Incarnation, Gospel and Salvation within a timeline of the Bible's 'big story'.
- Offer suggestions for what the texts about the entry into Jerusalem, and the death and resurrection of Jesus might mean.
- Give examples of what the texts studied mean to some Christians.
- Make simple links between the Gospel texts and how Christians mark the Easter events in their church communities.
- Describe how Christians show their beliefs about Palm Sunday, Good Friday and Easter Sunday in worship.
- Make links between some of the stories and teachings in the Bible and life in the world today,
- expressing some ideas of their own clearly.

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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.

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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 working on the same theme (Puzzle) at the same time.
The children will cover two themes (puzzles) this term:

- **Dreams and goals**
- **Healthy Me**

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PE
Swimming:

- Perform safe self-rescue in different water-based situations
- Swim competently, confidently and proficiently over a distance of at least 25 metres
- Use a range of strokes effectively, for example, front crawl, backstroke and breaststroke.

OAA:

- Use a key to accurately place things in the correct locations according to a plan.
- Develop different methods of communication to achieve a goal.
- Give and follow directions using the eight points of the compass.
- Use co-ordinates on a plan to correctly place and locate different objects

Quicksticks:

- Dribble and stop the ball with control.
- Pass the ball over a longer distance with accuracy and power.
- Perform a short pass and begin to move into a space and receive the ball with some control.
- Tackle a player beginning to use the correct grip and positioning -bend knees, low to the ground.
- Develop shooting - at targets/goals. Beginning to score whilst the ball is moving.

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D and 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.

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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

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