Berkswell Church of England Primary School Curriculum Overview
Year 4 Summer Term – Road Trip USA!

English

Summer Term 1 - T4W Narrative
Focus: Journey Tale based on the book The Miraculous Journey of Edward Tulane
Writing End Points:
Composition:
Text Structure:

- Chronological Order: The tale follows a direct sequence of events (first, then, later).
- Setting Progression: Moving from a "home" location to a "foreign" or "dangerous" location.
- Obstacle-Driven Plot: The structure relies on overcoming trials (monsters, harsh landscapes, or problems) to reach the final goal.
- Paragraphing: Each new location or setback is often highlighted by a new paragraph, helping to sequence the journey.

Summer Term 2 - T4W Non-Fiction Recount (Newspaper Report)
Focus: Newspaper Report based on the book The Miraculous Journey of Edward Tulane
Writing End Points:
Composition:
Text Structure:

- Catchy Headline: A short, punchy title, often using alliteration, puns, or rhyme to grab attention.
- Byline: The name of the reporter.
- Orientation (Introduction): A short opening paragraph that covers the 5 Ws (Who, What, Where, When, Why).
- Main Body Paragraphs: Detailed paragraphs that recount events in chronological order.
- Quotes/Witness Statements: Included to add authenticity and personal perspectives, often in direct speech.
- Pictures and Captions: Images to illustrate the story with a sentence underneath explaining the image.
- Reorientation (Conclusion): A concluding sentence or paragraph that sums up the event or looks ahead to what might happen next.

BREAK
The Miraculous Journey of Edward Tulane by Kate DiCamillio
The Rough-Face Girl by Rafe Martin and David Shannon
VIPERS skills: Vocabulary, Inference, Prediction, Explain, Retrieve and Summarise

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.

The following will be taught and consolidated throughout the summer term:

Spelling:

- Pronoun Use: Choose nouns or pronouns (e.g., he, she, they, it) appropriately to avoid repetitive writing and maintain clarity
- 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).
- Tricky Vocabulary: accidentally, caught, enough, knowledge, opposite, peculiar, surprise

Spelling Shed Objectives:

- Words that are homophones
- Words spelled with ‘c’ before ‘i’ and ‘e’
- Words containing ‘sol’ and ‘real’
- Words containing ‘phon’ and ‘sign’
- Words with the prefixes ’super-’, ‘anti-’ and ‘auto’
- Words with the prefix ’bi-’ meaning two
- Words that are plurals with possessive apostrophes

Punctuation:

- Sentence Demarcation: Consistently use capital letters and full stops and use commas after fronted adverbials.
- Direct Speech: Accurately punctuate dialogue using inverted commas and other required punctuation (e.g., a comma after the reporting clause).
- Commas: Using commas to clarify meaning or avoid ambiguity in writing

Grammar:

- Expanded Noun Phrases: Build detail by adding adjectives, nouns, and prepositional phrases to modify a noun (e.g., "The strict maths teacher with curly hair").
- Varying Sentence Types: Use a mix of simple, compound (using and, but, so), and complex sentences (using when, if, because, although).
- Fronted Adverbials: Start sentences with words or phrases that describe where, when, or how an action happens (e.g., "Deep in the dark woods..." or "Without a sound...").
- Adverbs of time/place: e.g., Eventually, suddenly, further away
- Prepositions of movement: e.g., Across, through, beyond, over
- Powerful verbs: e.g., Struggled, trekked, survived
- Past Tense: Written in the simple past or continuous past, as the event has already occurred.
- Third Person: Written from the perspective of an observer (e.g., he, she, they, it) rather than "I".
- Chronological Conjunctions: Time-based words to order the events (e.g., Firstly, Meanwhile, Later that day, The following morning).
- Formal/Specific Language: Uses precise technical vocabulary to add accuracy.
- Direct/Reported Speech: Uses quotation marks to show what people said.
- Passive Voice: Often used to emphasize the action over the person doing it (e.g., "The bank was robbed" instead of "They robbed the bank").

Maths

Number and place value

- Count backwards through zero.
- Introduce negative numbers in context.
- Compare Roman and Arabic numeral systems.
- Solve place value reasoning problems.
- Apply rounding skills in problem-solving.
- Solve real-life problems involving large numbers.

Addition and subtraction

- Solve two-step addition problems.
- Solve two-step subtraction problems.
- Choose efficient methods independently.
- Solve mixed addition and subtraction problems.
- Explain and justify calculation choices.
- Apply skills in real-life contexts.

Multiplication Division

- Recall multiplication facts for tables up to 12 × 12.
- Multiply three-digit numbers by one-digit numbers using short multiplication.
- Divide three-digit numbers by one-digit numbers using short division.
- Solve scaling problems.
- Solve correspondence problems.
- Solve missing number problems.
- Apply multiplication and division in multi-step contexts.
- Explain reasoning using factors, multiples and known facts.

Statistics

- Solve sum and difference problems.
- Solve two-step data-handling questions.
- Interpret a range of graph types.
- Present findings clearly.
- Use data to solve practical investigations.
- Explain conclusions using evidence from graphs and charts.

Fractions and Decimals

- Subtract fractions with the same denominator.
- Solve fraction problems involving quantities.
- Apply fractions in practical situations.
- Solve reasoning and problem-solving questions involving fractions.
- Explain relationships between equivalent fractions.
- Recognise decimal equivalents of ¼, ½ and ¾.
- Compare decimals with one decimal place.
- Compare decimals with two decimal places.
- Round decimals with one decimal place to the nearest whole number.
- Solve measure and money problems involving decimals.
- Apply decimals in real-life contexts.

Measures

- Calculate perimeter of complex rectilinear shapes.
- Solve perimeter problems in context.
- Compare areas of different shapes.
- Solve practical area problems.
- Add money amounts.
- Subtract money amounts.
- Solve money problems involving pounds and pence.
- Apply measure skills in multi-step contexts.
- Convert minutes and seconds.
- Convert years and months.
- Convert weeks and days.
- Solve elapsed-time problems.
- Solve multi-step time-conversion problems.

Geometry

- Complete symmetrical figures.
- Explain properties of geometric shapes.
- Solve reasoning problems involving shape and angles.
- Compare and classify shapes using multiple criteria.
- Describe movement on a grid.
- Translate shapes left and right.
- Translate shapes up and down.
- Solve coordinate-based problems.

Science

Classification

Pupils learn about the variety of living things and how they can be grouped according to shared characteristics. They use and construct keys to identify unfamiliar animals and plants.

Key Concepts

- That the wide variety of living organisms can be sorted into classes that have certain characteristics in common
- That there is a hierarchy for sorting organisms

Developing scientific thinking

- This unit supports the following elements in particular:
- asking relevant questions and using different types of scientific enquiries to answer them
- making systematic and careful observations
- recording findings using simple scientific language, keys,
- identifying differences, similarities or changes related to simple scientific ideas and processes

Help Our Habitats!

Children look at different habitats and describe how animals are adapted to live there. They look at threats caused by humans including littering and Global Warming. The children look at the area within and near the school grounds and at the impact of humans on the environment. They discuss the need to balance human requirements against those of the environment.

Key Concepts

- That humans have an impact on the environment and that this can sometimes be positive or negative for the flora and fauna in the area
- That there are moral aspects to the way we treat our environment

Developing scientific thinking

This unit supports the following elements in particular:

- asking simple questions and recognising that they can be answered in different ways
- observing closely, using simple equipment
- identifying and classifying

Computing

Composing Beats - In this unit, pupils will learn to:

- Use the *Busy Beats* tool to explore and compose digital music.
- Understand musical concepts such as pulse, rhythm, and tempo.
- Explore pitch and texture in music composition.
- Create and refine their own melodies using digital tools.

Introduction to AI - In this unit, pupils will learn to:

- Understand what artificial intelligence (AI) is and how it functions.
- Explore how AI can help humans and discuss the ethical considerations around its use.
- Investigate the positive and negative impacts of AI in everyday life.
- Reflect on the future of AI and how it may shape society.

micro:bit - In this unit, pupils will learn to:

- Code using a micro:bit as an external device (or use an emulator where hardware is unavailable).
- Explore sensor inputs and the accelerometer to detect and respond to movement.
- Use variables, inputs, and outputs to control hardware and process data.
- Apply selection and loops in coding to develop interactive programs.

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.

- using their observations and ideas to suggest answers to questions
- gathering and recording data to help in answering questions.

Geography

North America

During the first half term, the children will take a voyage over the Atlantic to discover the continent of North America and all its amazing countries, cities and landscapes. We will learn about the 23 countries of North America, from the vast lands of the USA and Canada down through Central America and on to the Caribbean islands. We will explore various geographical features and different areas of North America and compare them with our own surroundings.

USA

In this, a focused unit on the USA, the children will take a road trip of discovery! They will learn about the 50 states and their characteristics, discover the wild side of the country alongside learning about the unique human and physical features that makes it such an awe-inspiring place.

Religious Education

Do you have to be part of a faith community to express an organised worldview?

- A person's worldview is based on a combination of individual circumstances, community and/or organised worldviews (such as belonging to faith traditions).
- Ways of being part of a faith community are evolving because of digital technology and factors such as the COVID pandemic.
- There can be variations in practice and belief within communal and organised worldviews. Symbols and practices can be common when expressing organised worldviews but not universal. For example, not all Muslims pray 5 times a day and not all Sikhs are Khalsa-affiliated and wearing the 5 Ks.
- Having a communal or organised worldview can form part of a person's identity.
- Places of worship can be public, home-based or simply be a gathering of like-minded people online or in person. Home-based family worship is especially important in Jewish (shabbat) and Hindu (puja at the home shrine) communal worldviews.
- Some worldviews are culturally based as well as faith based, and this leads to diversity.
- Not all worldviews involve having a faith, for example Humanism.
- Holding a Humanist worldview does not necessarily mean you don't or can't acknowledge or take part in celebrations such as Christmas/Easter/Eid/Hanukkah/Diwali etc.

Art

Bodies

This unit explores the human body as a source of inspiration in art. Children will experiment with a range of materials and techniques to represent the body in creative and imaginative ways. Pupils will develop their observational and expressive skills by working with both 2D and 3D media. They will learn how artists use line, shape, texture, and form to depict the human figure, and apply these ideas in their own work.

D&T

Battery Operated Game

This unit of work gives children the opportunity to enhance their knowledge and understanding of electrical systems. They will develop their knowledge of series and parallel circuits and of different types of switches and be given the chance to apply their knowledge through designing and making a battery-operated game which will be controlled by a homemade switch.

How have religion and history entwined in this area?

- The historical-social-geographical context shapes the way religion and worldviews are lived out and how they develop and change over time. There are clues about religion and worldviews of the past that can be explored in the present e.g. art and architecture, religious texts, burial rituals and old laws.
- Coventry and Warwickshire have many well-established religious communities and places of worship, some of which are from medieval times, such as St Mary's Priory and Polesworth Abbey.
- The religion and worldviews of individuals from the past, such as William Shakespeare and George Eliot, can be hard to define or know with any certainty but sometimes there are clues in what is left behind e.g. their writings.
- Sometimes similar religion and worldviews can be in conflict despite their similarities. This happened between Catholics and Protestants in the past and led to Henry VIII establishing the Church of England, the Dissolution of the Monasteries and the Gunpowder Plot, all of which had an impact in Coventry and Warwickshire.
- Local places of worship and faith communities have been established in Coventry and Warwickshire over several decades and in response to the different needs of communities.

What kind of World did Jesus want? (Gospels)

- Identify this as part of a 'Gospel', which tells the story of the life and teaching of Jesus.
- Make clear links between the calling of the first disciples and how Christians today try to follow Jesus and be 'fishers of people'.
- Offer suggestions about what Jesus' actions towards the leper might mean for a Christian.
- Make simple links between Bible texts and the concept of 'Gospel' (good news).
- Give examples of how Christians try to show love to all, including how members of the clergy follow Jesus' teaching.
- Make links between the Bible stories studied and the importance of love, and life in the world today, expressing some ideas of their own clearly.

JIGSAW

Jigsaw brings together PSHE education, emotional literacy, social skills, and aspects of spiritual development within a comprehensive and engaging scheme of learning. A range of teaching strategies are used to support different learning styles and ensure all children can access and benefit from the curriculum.

Building Positive and Healthy Relationships

In this unit, children explore relationships, emotions, and change through the story of Jaz. They develop an understanding of how to recognise and manage a range of feelings, including more complex emotions, while learning how to build, maintain, and repair positive relationships with others.

Changing Me

In this unit, children explore how they grow and change over time—physically, emotionally, and socially. Through Jaz's journey, they develop a stronger sense of identity, begin to understand the changes that come with growing up, and build confidence in managing change in a positive and resilient way.

Music

Blackbird

All the learning in this unit is focused around one song: Blackbird by The Beatles - a song about civil rights.

Reflect, rewind, replay

This Unit of Work consolidates the learning that has occurred during the year. All the learning is focused around revisiting songs and musical activities, a context for the History of Music and the beginnings of the Language of Music.

Physical Education

Athletics:

- Throw a javelin/vortex with height and distance.
- Perform a hop, step and jump (standing triple jump).
- Pass a relay baton with control with a partner in adapted games.
- Run and jump over hurdles with some speed and control.

Cricket:

- Bowl at a wicket underarm/overarm with accuracy and control.
- Throw and catch under pressure in modified games.
- Hit a drop fed ball and/or moving ball with a bat.
- Play a game communicating as a team.

Yoga:

- Perform more complex yoga poses developing core strength and good flexibility.
- Begin to focus on breathing in more than one pose.
- Perform individual poses to build up towards Sun Salutation e.g. tree, downward dog
- To perform the challenge pose and swaying tree, with some control and fluency.

Rounders:

- Throw/bowling - Underarm/overarm/at a target
- Catching- Varying distances
- Running - Chasing the ball when fielding
- Co-ordination - Hand-eye (catching and hitting the ball) and balance

French

Children will explore the theme of:

- **Leisure and Hobbies, Numbers to 50**
  - Read, write, speak and listen to different types of leisure activities including football and cricket, and hobbies like art
- **Transport, Geography of France**
  - Read, write, speak and listen to different types of transport, reading maps and identifying French cities, airport
