

## ENGLISH

**Class novel:** *The Origin of Species* – Sabina Radeva (based on the book 'Charles Darwin's On the Origin of Species')

**Guided Reader:** Holes – Louis Sachar

**Writing composition:** non-chronological report; short narrative; argument; witness statement; personal statements (reports) explanation; poetry; plays.

**Spoken Language:** debate

**Poetry:** Rap poetry: Eloise Greenfield

**Reading** – AR, Guided and Shared.

**Grammar and punctuation** – revision: relative clauses; commas to clarify meaning; modal verbs; adverbials; passive voice; formal and informal language; cohesive devices; colons, semi-colons and dashes to mark independent clauses; colons and semi-colons to write lists; and hyphens to avoid ambiguity.

**Spellings & handwriting** – **CEW S1:** opportunity, parliament, persuade, physical, prejudice, privilege, profession, programme, develop, equipment **S2:** pronunciation, queue, recognise, sincerely, sufficient, acquire, fulfil, calendar. **SCODE SPELLING:** /s/ **sound** coded by s, ss, c, -se, -ce and sc – secretary, sacrifice, signature, sincere, persuade, restaurant, especially, suggest, nuisance, soldier, system, symbol, stomach, sufficient, address, possible, possess, pressure, aggressive, embarrass, necessary, harass, cemetery, circle, cereal, centre, medicine, certain, decide, bicycle, bruise, suppose, increase, purpose, pause, mouse, reverse, applause, conscience, existence, convenience, hindrance, sentence, office, convince, device, muscle, science, scent, scissors, discipline, fascinate, crescent; /n/ **sound** coded by n, nn, kn and gn – natural, naughty, notice, answer, necessary, neighbour, language, interrupt, guarantee, finger, explanation, lightning, definite, determined, signature, bargain, interfere, connect, anniversary, funnel, innocent, annoy, announce, channel, innovation, knowledge, knuckle, kneed, knickers, knave, knight, knapsack, knelt, reign, sign, design, campaign, feign, gnarl.

## HISTORY

**Unheard histories: Who should go on the banknote?**

As historians we will: name the features of a banknote; make inferences about a person using a banknote; explain the significance of historical figures; make inferences from sources; apply criteria to decide if a person is historically significant and explain why; explain the significance of William Tuke; research important aspects of a person's life; and explain what makes a person significant.

## GEOGRAPHY

**Where does our energy come from?**

As geographers we will: describe the significance of energy; give examples of sources of energy and their trading routes; define renewable and non-renewable energy; discuss the benefits and drawbacks of different energy sources; describe the significance of the Prime Meridian; identify human features on a digital map; discuss how transport links have changed over time; locate UK cities on a map; use six-figure grid references to identify features on an OS map; consider and justify the location of energy sources. Design and use interview questions; and plot points on a sketch map.

## MATHEMATICS

**Decimals and Percentages:** Order and compare numbers up to three decimal places. Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents.  $\times$  and  $\div$  whole numbers & decimals by 10/100/1000. Identify digit value in numbers given to 3 decimal places. Round decimals with two decimal places to the nearest whole number and to one decimal place. Solve problems which require answers to be rounded to specified degrees of accuracy. Solve problems involving number up to three decimal places.  $\times$  one-digit numbers with up to 2 decimal places by whole numbers. Use written  $\div$  methods in cases where the answer has up to 2 decimal places. Recognise % symbol and understand that per cent relates to 'number of parts per hundred', and write percentages as a fraction with denominator 100, and as a decimal. Solve problems which require knowing percentage and decimal equivalents of and those fractions with a denominator of a multiple of 10 or 25. **Position & Direction:** identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed. Describe positions on the full coordinate grid (all four quadrants). Draw and translate simple shapes on the coordinate plane, and reflect them in the axes. **Measurement:** convert between different units of metric measure. Understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints. Solve problems involving converting between **units of time**. Measure and calculate the perimeter of composite rectilinear shapes in cm and m. Calculate and compare the area of rectangles (including squares), and including using standard units, cm<sup>2</sup>, m<sup>2</sup> estimate the area of irregular shapes. Estimate volume (for example using 1cm<sup>3</sup> blocks to build cuboids (including cubes) and capacity (for example, using water). Use all four operations to solve problems involving measure.



**Summer  
2023.24  
Class 4**



**RE – What does it mean to be a Buddhist in Britain today?** - We will be learning: what Buddhism teaches about suffering; what the role the noble eight-fold path plays in helping a Buddhist live their life well; what samsara is, and how a Buddhist understands karma as a way of breaking free from samsara; and what being part of the sangha means for a practising Buddhist.

**Courageous advocacy and prophetic action** - Whilst being courageous advocates, we will learn: what influencing others means and then come up with creative ways to influence others; the importance of working together to seek climate justice; and how to express why we care about the climate and have opportunities to consider how we can communicate the injustice of climate change.

## French

**À L'École (At School)** - As linguists, we will be learning the vocabulary for school subjects. We will learn how to say what subjects we like and dislike. We will also learn how to tell the time (hours) in French and say what time we study certain subjects. **Le Week-end (The Weekend)** - We will further develop our knowledge of asking what the time is in French. We will also learn how to say what we do at the weekend in French.

## MUSIC

**Warwickshire Sings!**  
(Singing, composition, improvisation)  
Listening and History of Music  
Summer show

## SCIENCE

**Circle of Life & Reproduction in Plants and Animals** - As scientists, we will be learning about reproduction in some types of plants and animals, including humans. We will extend our knowledge of the function of the different parts of flowering plants. We will also learn that plants can reproduce in other ways, through asexual reproduction. We will also find out more about specific mammals, birds, insects and amphibians and how they reproduce. We will be learning about human reproduction, and about the complete human life cycle, including the changes that take place during puberty.

## COMPUTING

**Modelling (5.6)** – we will design a 3D model to fit certain criteria.  
**Concept Maps (5.7)** – we will create a collaborative concept map and present this to an audience.

## ART & DESIGN

**Photography** – as artists we will be developing our photography skills – composition, colour, light, abstract image, underlying messages and capturing and presenting images in different ways.

## DESIGN & TECHNOLOGY

**Mechanical Systems – Making a Pop-up Book** – As design technicians we will be creating a functional four-page pop-up storybook design, using lever, sliders, layers and spacers to create paper-based mechanisms.

## PE

Athletics, Tennis, Cricket & Rounders

**Christian Values** – Compassion & Respect  
**PHSE/JIGSAW** – Relationships & Changing Me  
**BLP** – Resilience, Resourcefulness, Reciprocity & Reflectiveness