

# SCHEME OF WORK

for English First Language

Year 4



TERM	TOPICS
1	<p><b>Phonics, Spelling and Vocabulary:</b> Identify spelling mistakes, identify new spelling patterns and practice new spellings in writing. Infer meaning of unknown words based on context, phonics, grammar. Identify syllabic patterns in multi-syllabic words. Practice organising any word alphabetically. Classify words with common roots.</p> <p><b>Grammar and Punctuation:</b> Synonyms and antonyms. Idiomatic phrases, proverbs and metaphorical phrases. Identify adverbs and adverbial phrases (-ly; where, when and how something was done).</p> <p><b>Reading:</b> Read non-fiction (non-chronological reports, newspaper reports, explanation etc.) and identify the features of each (impersonal, factual, etc.). Identify the main points of a text using key words and phrases and scan texts to answer questions. Understand how paragraphs and chapters are used to organise ideas.</p> <p><b>Writing:</b> Write newspaper reports and instructions. Take notes from a text and use to aid writing. Apply joined-up handwriting in all writing. Apply paragraph organisation for extended writing. Collect and present information from a non-fiction text. Distinguish between fact and opinion.</p> <p><b>Speaking and Listening:</b> Adapt vocabulary, detail, pace and loudness to the situation. In a discussion, develop ideas thoughtfully, convey opinions, disagree politely, give reasons for agreement or disagreement.</p> <p>Assessment test</p>
2	<p><b>Phonics, Spelling and Vocabulary:</b> Identify spelling mistakes, identify new spelling patterns and practise new spellings in writing. Infer meaning of unknown words based on context, phonics, grammar. Build words with similar meanings (medical, medicine). Explore intensity of adjectives.</p>

**Grammar and Punctuation:** Practise using comparatives (adjectives). Identify adverbs and adverbial phrases (-ly; where, when and how something was done). Identify prepositions. Practise using commas to mark meaning within sentences. Inflect punctuation when reading aloud. Expand use of connectives (if... so, if... then, although, however, nevertheless, therefore, moreover, furthermore). Use apostrophes to show basic possession (e.g. girl's, girls'). Direct and reported speech.

**Reading:** Read fiction (stories) and identify historical fiction, fantasy, stories about problems and science fiction. Read and compare work by a favourite author. Investigate the structure of stories from introduction to resolution and identify significant events. Investigate role of detail in building character portraits and settings. Identify the main points of a text using key words and phrases and scan texts to answer questions. Understand how paragraphs and chapters are used to organise ideas. Explore implicit and explicit meaning in a text.

**Writing:** Write book reports. Write fictional stories. Develop detailed character portraits. Use a planning process for extended writing using paragraph organisation. Apply joined-up handwriting in all writing. Explore persuasive writing and the organisation of points in an argument.

**Speaking and Listening:** Adapt vocabulary, detail, pace and loudness to the situation. In a discussion, develop ideas thoughtfully, convey opinions, disagree politely, and give reasons for agreement or disagreement. Listen carefully and understand the significant points.

**Cambridge Primary Progression Test Stage 5**

3	<p><b>Phonics, Spelling and Vocabulary:</b> Identify spelling mistakes, identify new spelling patterns and practise new spellings in writing. Infer meaning of unknown words based on context, phonics, grammar. Build words with similar meanings (medical, medicine). Explore intensity of adjectives.</p> <p><b>Grammar and Punctuation:</b> Practise using comparatives (adjectives). Identify adverbs and adverbial phrases (-ly; where, when and how something was done). Identify prepositions. Practise using commas to mark meaning within sentences. Inflect punctuation when reading aloud. Expand use of connectives (if... so, if... then, although, however, nevertheless, therefore, moreover, furthermore). Use apostrophes to show basic possession (e.g. girl's, girls'). Direct and reported speech.</p> <p><b>Reading:</b> Read fiction (stories) and identify historical fiction, fantasy, stories about problems and science fiction. Read and compare work by a favourite author. Investigate the structure of stories from introduction to resolution and identify significant events. Investigate role of detail in building character portraits and settings. Identify the main points of a text using key words and phrases and scan texts to answer questions. Understand how paragraphs and chapters are used to organise ideas. Explore implicit and explicit meaning in a text.</p> <p><b>Writing:</b> Write book reports. Write fictional stories. Develop detailed character portraits. Use a planning process for extended writing using paragraph organisation. Apply joined-up handwriting in all writing. Explore persuasive writing and the organisation of points in an argument.</p> <p><b>Speaking and Listening:</b> Adapt vocabulary, detail, pace and loudness to the situation. In a discussion, develop ideas thoughtfully, convey opinions, disagree politely, give reasons for agreement or disagreement. Listen carefully and understand the significant points.</p> <p><b>Cambridge Primary Progression Test Stage 5</b></p>
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# SCHEME OF WORK

for German First Language

Year 4



TERM	TOPICS
1	<p>Über Sprachen nachdenken und darüber reden: Ein Poster ansprechend gestalten. Texte korrigieren, Rechtschreibregeln und –strategien anwenden. Zusammengesetzte Nomen– Auslautverhärtung an der Silbenfuge. Texte schnell und fehlerfrei abschreiben.</p> <p>Einen Bericht planen, schreiben und überarbeiten</p> <p>Satzglieder erkennen: Subjekt und Prädikat</p> <p>Den Wortstamm erkennen, Wörter Wortfamilien zuordnen</p> <p>Lange und kurze Vokale, Verdopplung von Mitlauten</p> <p>Fantasiegeschichten planen, schreiben und überarbeiten</p> <p>Wiederholung der Zeitformen im Deutschen</p> <p>Nomen mit -heit, -keit, -ung, -nis, -schaft und -tum</p> <p>Silben, Wörter, Sätze und ihre Grenzen erkennen</p> <p>Wörtliche Rede, vorangestellter und nachgestellter Begleitsatz, Zeichensetzung</p> <p>Wörter mit s/ß</p> <p>Satzglieder erkennen: Ortsergänzungen einsetzen und erkennen</p> <p>Satzglieder erkennen: Funktion des Akkusativobjekts</p> <p>Wörter mit silbentrennendem h</p> <p>Wörter mit cks</p> <p>Assessment test</p>

2	<p>Verben: vorangestellte Wortbausteine erkennen, die Grundform (Infinitiv) bilden</p> <p>Teilsätze mit Konjunktionen verbinden</p> <p>Satzglieder erkennen: Funktion des Dativobjekts</p> <p>Verwandte Wörter ä/a und äu/au, Wörter mit e und eu</p> <p>Merkwörter mit langem i</p> <p>Zukunft des Verbs: Futur</p> <p>Über das Mittelalter recherchieren: Fachbegriffe kennen lernen, Texte schreiben, Poster gestalten, Redensarten erklären. Informationen sammeln, einen Informationstext schreiben.</p> <p>Assessment test</p>
3	<p>Satzglieder erfragen, ergänzen und bestimmen.</p> <p>Sachtexte über Tiere und ihre Lebensräume lesen. Informationen markieren. Tiere genau beschreiben. Ein Referat und Poster planen und präsentieren.</p> <p>Wiederholung: Vergleichsstufen von Adjektiven</p> <p>Nomen in den vier Fällen bestimmen</p> <p>Merkwörter mit Dehnungs -h</p> <p>Bilder beschreiben, Comics lesen, Geschichten (zu Bildern) schreiben</p> <p>Eine Ganzschrift lesen. Personen charakterisieren. Den Handlungsverlauf beschreiben. Ein Lesetagebuch führen.</p> <p>Satzglieder erkennen: die Ergänzung der Art und Weise erkennen und bestimmen.</p> <p>Eine Wegbeschreibung lesen und schreiben</p> <p>Wiederholung: Zeitformen, Satzglieder, Zeichensetzung bei wörtlicher Rede, Kommas bei Aufzählungen.</p> <p>Assessment test</p>

# SCHEME OF WORK

for Mathematics

Year 4



TERM	TOPICS
1	<p><b>Introducing routine:</b> mental math, calendar, shapes</p> <p><b>Place Value System:</b> Numbers and digits and their values. Write in an expanded form (<math>528 = 500 + 20 + 8</math>). Previous and next number/previous and next tens / previous and next hundreds/previous and next thousands. Counting on and back in 1s, 10s, 100s, 1,000s. Counting on and back in steps (e.g. 3s and 4s). Comparing numbers <math>&lt; = &gt;</math> and ordering. Rounding/Estimating. Multiplying and Dividing numbers by 10, 100 and 1,000. Number line (estimate where 3- or 4-digit numbers lie on empty number lines). Order and compare negative and positive numbers on a number line and temperature scale. Calculate a rise or fall in temperature.</p> <p><b>Measurement</b> (Length, mass and capacity): Convert metric units (decimals to one place). Use decimal notation to record measurements. Order measurements in mixed units. Round measurements to the nearest whole unit. Compare readings on different scales. Scales: read, use and record measurements. Draw and measure to the nearest cm and mm.</p> <p><b>Addition and Subtraction:</b> With and without regrouping – mental, step-by-step, vertical. Decimals.</p> <p><b>Geometry:</b> Shapes and geometric reasoning. Identify, draw and classify a wider range of regular and irregular 2D-shapes: names, sides, vertices, number of right angles and symmetrical properties. Reflective symmetry and symmetry lines. Identify, draw and classify a wider range of regular and irregular 3D-shapes: names, sides, vertices, number of right angles and symmetrical properties. Identify real world examples of 2D- and 3D-shapes. Identify and describe all different kinds of triangles.</p>

	<p>Perpendicular and parallel lines in 2D shapes. Measure angles to the nearest <math>5^\circ</math> and classify them as acute right or obtuse. Calculate angles in a straight line.</p> <p><b>Position and movement:</b> Read and plot co-ordinates in the first quadrant. Predict where a polygon will be after reflection</p> <p>Assessment test</p>
2	<p><b>Multiplication and Division:</b> Doubling and Halving. Odd and even numbers (consecutive numbers). All multiplication facts to 100 (mentally!!!). Multiplying numbers by powers of 10. Multiply multiples of 10 to 90 by a 1-digit number. Multiplying 2-digit numbers by 1-digit numbers. Multiplying 2-digit numbers by 2-digit numbers. Multiplying 3-digit numbers by 1-digit numbers. Division facts to 100. Divide 3-digit numbers by 1-digit numbers (with and without remainder). Word problems (decide whether to round up or down after division to give an answer to a problem). Begin to understand simple ideas of ratio and proportion. Begin to use brackets to order operations and understand the relationship between the four operations and how the laws of arithmetic apply to multiplication. Recognize multiples of 6, 7, 8, 9 up to the 10th multiple. Find factors of 2-digit numbers.</p> <p><b>Data, Statistics and Probability:</b> Organizing, categorizing and representing data. Collect, organise, present and interpret data in tally charts, pictograms (symbols representing 2, 5 10 or 20 units), frequency tables, tables, diagrams, bar line charts, bar charts. Vertical axis labelled in 2s, 5s, 10s, 20s or 100s and consider the effect of changing the scale. Construct simple line graphs. Compare scales with different intervals. Mode of a set of data. Use Venn diagrams or Carroll diagrams (using 2 or 3 criteria). Collect, organise, interpret, select and draw conclusions about data. Probability – Using the language of chance or likelihood.</p> <p>Assessment test</p>

3	<p><b>Fractions and Decimals:</b> What is a fraction? Use equivalence to help order fractions. Recognise and order mixed numbers on a number line. Fractions of an amount. Find <math>\frac{1}{2}</math>, <math>\frac{1}{3}</math>, <math>\frac{1}{4}</math>, <math>\frac{1}{10}</math> of shapes and numbers. Use fractions to describe and estimate a simple proportion (<math>\frac{1}{2}</math> of beads are yellow). Use ratio to solve problems (adapting a recipe for 6 people to 1 for 3 or 12 people). Decimals – Understand decimal notation for 10th and 100th in context to the place value system. Understand the equivalence between 1 place decimals and fractions in 10th. Understand that a half is equivalent to 0.5 and to <math>\frac{5}{10}</math>. Recognize the equivalence between a decimal fraction and vulgar fractions form of halves, quarters, tenths and hundredths.</p> <p><b>Measurement – Area and Perimeter:</b> Measure and calculate the perimeter of rectangles. Measure and calculate the perimeter of regular and irregular polygons. Understand area measured in square units. Use the formula to calculate the area of rectangles.</p> <p><b>Cambridge Primary Progression Test stage 5</b></p>
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# SCHEME OF WORK

for SST

Year Year 4



TERM	TOPICS
1	<p><b>Science Topics</b></p> <p>Humans and Animals: Know that humans have bony skeletons, which grow as humans grow, support and protect the body. Know that muscles are attached to bones, which act in pairs and contract to make a bone move. Explain the roles of drugs as medicines.</p> <p>Living Things and their environment: Investigate how animals are adapted to different habitats. Use simple identification keys. Recognise ways that human activity affects the environment.</p> <p>Keeping Warm. Know which materials are good conductors and which materials are good insulators. Know that objects gain or lose heat until they reach room temperature. Know how to use a thermometer carefully and accurately.</p> <p><b>Geography Topics</b></p> <p>Identify continents and oceans. Discuss tectonic plates and movement. Map of Germany – Identify the 16 states of Germany and their capital cities.</p> <p><b>History Topics</b></p> <p>Know definition of BC and AD. Create a timeline using a topic (e.g. inventions in writing) that spans B.C. and A.D. Discuss decades and centuries.</p> <p>Assessment test</p>
2	<p><b>Science Topics</b></p> <p>States of matter: Know that matter can be solid, liquid or gas and be able to describe the properties of each state. Investigate how materials change when they are heated or cooled. Know that melting turns solids to liquids and freezing is the reverse.</p> <p>Sound: Explore how sounds are made when objects, materials or air</p>

	<p>vibrate. Measure volume of sounds in decibel with sound level meter. Investigate how sound travels through different materials. Investigate pitch; know that high and low sounds can be loud or soft.</p> <p><b>History Topics</b></p> <p>Identify the different time periods in which dinosaurs lived, plot them on a timeline. Discuss how archaeologists and the process of fossil preservation. Investigate life in the prehistoric period (Oetzi the Iceman).</p> <p><b>Geography Topic</b></p> <p>Europe: Make maps of Europe. Notice major mountain ranges, rivers, lakes and seas.</p> <p>Assessment test</p>
<b>3</b>	<p><b>Science Topic</b></p> <p>Electricity and Magnetism: Construct complete circuits using switch, cell, wire and lamps. Explore how electrical devices will not work if there is a break in the circuit. Know that electrical current flows and that models can describe this flow. Explore the forces between magnets. Know that magnets can attract or repel each other. Know that magnets attract some metals but not others.</p> <p><b>History Topic</b></p> <p>Braunschweig Sites: Visit and gather information about one or more historical sites in Braunschweig. Explore the evolution of a site over time</p> <p><b>Geographic Topic</b></p> <p>Europe: Know the names and location of the countries in Europe. Know the capital cities of the European countries.</p> <p><b>Cambridge Primary Progression Test Science stage 4</b></p>

# SCHEME OF WORK

For EMR  
 Year 4



TERM	TOPICS
1	How are we same and how are we different? Celebrations – Harvest Festivals/ Halloween/ Diwali Christmas – What is the difference between a favourite book and the Bible to a Christian; what makes a book special?
2	New Year Resolutions Team Building – together we can be really strong Toys around the world Prayer and Worship
3	Easter Story Creation: myths, beliefs and theories Community Helpers

# SCHEME OF WORK

for Art  
 Year 4



TERM	TOPICS
1	<p><b>Pictures of Relations.</b> In this unit students will investigate how paintings, prints, photographs and other images that include figures communicate ideas about relationships.</p> <p>Pupils will learn how to compose a draft. They will learn how to compose a group picture, and develop an understanding of the relationship between figures, posing, expression and character. Pupils will learn to design a background that includes their favourite objects and colours.</p>
2	<p><b>Patterns and Textiles.</b> Students will use composition skills to make a double portrait that conveys ideas about themselves and their relationship with another person in their lives. They will learn how to use different techniques related to contrasting colours.</p> <p>Students will investigate the use of patterns in art and textiles and look at the use of patterns in different times and cultures. Pupils will also look at shapes and colour to see how they might make their own pattern, and investigate the connection between pattern and mathematics.</p>
3	<p><b>Can We Change Places?</b> Children will explore sculpture in public buildings and spaces. Experimentation with material and technique will occur throughout the unit. Students will examine the work of artists who work in a public space. Example: Anthony Gormley. They will explore and use shape, form, colour and pattern to make a maquette or model of a sculpture for a site in the school or the local area.</p>

# SCHEME OF WORK

for Music  
 Year 4



TERM	TOPICS
1	<p><b>Exploring rhythmic patterns:</b> This unit develops children's ability to create simple rhythmic patterns and perform them rhythmically using notation as a support.</p> <p><b>Exploring arrangements:</b> This unit develops children's ability to create, combine and perform rhythmic and melodic material as part of a class performance of a song.</p> <p><b>Autumn 1 Mamma Mia</b>  <b>Autumn 2 Five Gold Rings</b>            Christmas units</p>
2	<p><b>Exploring pentatonic scales:</b> This unit develops children's ability to recognize, and use pentatonic scales and create short melodies and accompaniments.</p> <p><b>Exploring sound colours:</b> This unit develops children's ability to create, perform and analyze expressive compositions and extend their sound vocabulary.</p> <p><b>Spring 1 Glockenspiel Stage 3</b>  <b>Spring 2 Benjamin Britten – Cuckoo!</b></p>

3	<p><b>Exploring singing games:</b> This unit develops children's ability to recognize and explore some characteristics of singing games. It consolidates their sense of pulse and ability to perform with others.</p> <p><b>Exploring descriptive sounds:</b> This unit develops children's ability to create, perform and analyse short descriptive compositions that combine sounds, movements and words.</p> <p><b>Summer 1 Lean On Me</b> <b>Summer 2 Reflect, Rewind and Replay</b></p>
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# SCHEME OF WORK

for Sports  
 Year 3, 4 and 5



At the beginning of the school year and continuously throughout the year, pupils are taught the Health and Safety Rules in our school:

- rules during sports lessons and expected behaviour in the changing room
- how to handle all the equipment (setting up, moving equipment, storing it safely in its allocated place, etc.)

TERM	TOPICS
1	<p><b>Gymnastics (floor exercises and apparatus gymnastics):</b> Pupils should extend their body management skills and improve the variety and quality of movement through practice on floor and apparatus.                      Pupils should have opportunities to:</p> <ul style="list-style-type: none"> <li>• Explore, practice and refine a range of movement skills, including travelling, flight, rolling, balancing, transferring weight, including weight on hands, twisting, turning and stretching (for example learning sequences leading to forward role, backward role, handstand, cartwheel, etc.)</li> <li>• Explore, select, develop, refine and repeat sequences of movement in response to set tasks on the floor;</li> <li>• Emphasise changes of speed, direction and shape.</li> <li>• <u>Apparatus gymnastics</u>: explore, practice and refine movement skills using the horizontal bar, parallel bars, long box, rings etc.</li> </ul> <p><b>Dance</b></p> <ul style="list-style-type: none"> <li>• Develop more effective use of space levels, for example high, medium, low, directions, speed and strength, for example heavy/light;</li> <li>• Move with increased control, co-ordination and poise, using a variety of actions and gestures which communicate ideas and feelings;</li> <li>• Create, practice and perform movement sequences, using a variety of</li> </ul>

	<p>stimuli, for voice, music, percussion, traditional street rhymes, poems, stories and art work;</p> <ul style="list-style-type: none"> <li>• Structure dances with clear beginnings, middles and ends; Perform any simple dance (for example folk dance)</li> </ul>
<b>2</b>	<p><b>Games (net- and invasion games)</b></p> <p>Pupils should develop co-operation and team-work through involvement in a variety of games.</p> <p>Pupils should have opportunities to:</p> <ul style="list-style-type: none"> <li>• Develop control in running, jumping, changing speed, stopping and starting, with and without small equipment;</li> <li>• Improve their skills of handling, hitting and kicking;</li> <li>• Explore and understand common skills and principles, including attack and defence, in invasion, net/wall, and field/run-scoring games;</li> <li>• Make up, play and refine their own games and explain the rules of scoring;</li> <li>• Develop an understanding of, and play, small-sided, adapted and mini-games.</li> </ul>
<b>3</b>	<p><b>Athletics</b></p> <p>Pupils should become involved in personal challenges and, through them, improve performances.</p> <p>Pupils will be encouraged to explore and develop:</p> <ul style="list-style-type: none"> <li>• Practice and develop basic actions in: running over short and longer distances and relays; jumping for height or length; throwing for accuracy and distance using a variety of equipment</li> <li>• Measure, compare and improve their performances.</li> </ul> <p><b>Outdoor and adventurous activities</b></p> <ul style="list-style-type: none"> <li>• Taking part in outdoor and adventurous activity challenges both individually and within a team</li> <li>• Orienteering inside the gym and outside (school grounds etc.)</li> </ul>