

|  |  |  |  |
| :---: | :---: | :---: | :---: |
| Unit | Unit 5 | AUGUST 2022 | PT2 |
| Unit title | Castles in Stories |  |  |
| Text | Fiction texts: extracts from The Fisherman's Castle by the Brothers Grimm and The Snow Queen's Castle by Hans Christian Andersen |  |  |
| Comprehension focus | Imagining yourself in the story |  |  |
| Vocabulary focus | Gender words |  |  |
| Punctuation focus | Singular possessive nouns |  |  |
| Spelling focus | f/fe word endings |  |  |
| Grammar focus | Adjectives |  |  |
| Writing focus | Settings for stories |  |  |
|  |  |  |  |
|  |  |  |  |
| Unit | Unit 6 | AUGUST 2022 | PT2 |
| Unit title | Let's Celebrate! |  |  |
| Text | Information text: 'New Year Celebrations' Instructions: 'The Firework Code' |  |  |
| Comprehension focus | Investigating instructional writing |  |  |
| Vocabulary focus | Words used as nouns and verbs |  |  |
| Punctuation focus | Using bullet points |  |  |
| Spelling focus | Suffixes ship \& hood |  |  |
| Grammar focus | The present perfect tense: regular \& irregular verbs |  |  |
| Writing focus | Instructions |  |  |
|  |  |  |  |
|  |  |  |  |
| Unit | Unit 7 | $\begin{aligned} & \text { SEPTEMBER } \\ & 2022 \\ & \hline \end{aligned}$ | PT2 |
| Unit title | Stig of the Dump |  |  |
| Text | Fiction text: extract from Stig of the Dump by Clive King |  |  |
| Comprehension focus | Analysing the setting \& characters in a story |  |  |
| Vocabulary focus | Synonyms \& phrases |  |  |
| Punctuation focus | Apostrophes of contraction |  |  |
| Spelling focus | en \& on word endings |  |  |
| Grammar focus | Noun phrases |  |  |
| Writing focus | Setting \& characters |  |  |
|  |  |  |  |
|  |  |  |  |
| Unit | Unit 8 | $\begin{array}{\|l} \text { SEPTEMBER } \\ 2022 \end{array}$ | PT2 |
| Unit title | Reduce, Reuse, Recycle |  |  |
| Text | Information text: 'Dealing with Waste' |  |  |
| Comprehension focus | Analysing information texts |  |  |
| Vocabulary focus | Over-used word: nice |  |  |
| Punctuation focus | Plural possessive nouns |  |  |
| Spelling focus | Prefixes un, mis, dis \& re |  |  |
| Grammar focus | Singular \& plural |  |  |
| Writing focus | Information texts |  |  |
|  |  |  |  |


|  |  |  |  |
| :---: | :---: | :---: | :---: |
| Unit | Unit 9 | SEPTEMBER <br> 2022 | PT2 |
| Unit title | Rainbow Poems |  |  |
| Text | Poetry: 'The Rainbow' by lain Chrichton Smith \& 'My Rainbow Garden' by Marilyn Lott |  |  |
| Comprehension focus | Analysing description \& rhyme schemes in poetry |  |  |
| Vocabulary focus | Using a dictionary |  |  |
| Punctuation focus | Apostrophes of contraction |  |  |
| Spelling focus | Silent letters |  |  |
| Grammar focus | Possessive adjectives \& possessive pronouns |  |  |
| Writing focus | Poetry |  |  |
|  |  |  |  |
|  |  |  |  |
| Unit | Unit 10 | OCTOBER 2022 | PT2 |
| Unit title | Books About Bridges |  |  |
| Text | Extracts from three non-fiction texts about bridges |  |  |
| Comprehension focus | Identifying key words \& phrases |  |  |
| Vocabulary focus | Definitions |  |  |
| Punctuation focus | Commas in numbers |  |  |
| Spelling focus | sion, ssion \& cian word endings |  |  |
| Grammar focus | Past perfect tense |  |  |
| Writing focus | Collecting information |  |  |
|  |  |  |  |
|  |  |  |  |
| Unit | Unit 11 | OCTOBER 2022 | PT2 |
| Unit title | Robert Louis Stevenson |  |  |
| Text | Biographical text: 'Robert Louis Stevenson: A Biography' |  |  |
| Comprehension focus | Analysing a biographical text |  |  |
| Vocabulary focus | Antonyms |  |  |
| Punctuation focus | Plural \& possessive nouns |  |  |
| Spelling focus | The prefixes auto, super \& anti |  |  |
| Grammar focus | Pronouns \& possessive adjectives |  |  |
| Writing focus | Biographical writing |  |  |
|  |  |  |  |
|  |  |  |  |
| Unit | Unit 12 | $\begin{array}{\|l} \text { NOVEMBER } \\ 2022 \\ \hline \end{array}$ | PT3 |
| Unit title | Treasure Island |  |  |
| Text | Fiction text: extract adapted from Treasure Island by Robert Louis Stevenson |  |  |
| Comprehension focus | Reading \& responding to first person narritives |  |  |
| Vocabulary focus | Using a tresaurus |  |  |
| Punctuation focus | Direct Speech - speaker's name first |  |  |
| Spelling focus | Prefixes in, im, il \& ir |  |  |
| Grammar focus | Paragraphing in fiction |  |  |
| Writing focus | First person narrative |  |  |
|  |  |  |  |


|  |  |  |  |
| :---: | :---: | :---: | :---: |
| Unit | Unit 13 | $\begin{aligned} & \text { NOVEMBER } \\ & 2022 \end{aligned}$ | PT3 |
| Unit title | Wildfire |  |  |
| Text | Fiction text: extract from Wildfire by Mavis Thorpe Clark |  |  |
| Comprehension focus | Looking at how writers add detail to narrative writing |  |  |
| Vocabulary focus | Synonyms for 'said' |  |  |
| Punctuation focus | Direct speech - questions \& exclamations |  |  |
| Spelling focus | ly word ending |  |  |
| Grammar focus | Noun \& verb agreement |  |  |
| Writing focus | Story endings |  |  |
|  |  |  |  |
|  |  |  |  |
| Unit | Unit 14 | $\begin{aligned} & \text { DECEMBER } \\ & 2022 \end{aligned}$ | PT3 |
| Unit title | Fire Beneath Our Feet |  |  |
| Text | Explanatory text: 'Volcanoes' |  |  |
| Comprehension focus | Investigating explanatory writing |  |  |
| Vocabulary focus | Synonyms |  |  |
| Punctuation focus | it's or its? |  |  |
| Spelling focus | tion word ending |  |  |
| Grammar focus | Adverb clauses |  |  |
| Writing focus | Summaries |  |  |
|  |  |  |  |
|  |  |  |  |
| Unit | Unit 15 | $\begin{aligned} & \text { DECEMBER } \\ & 2022 \\ & \hline \end{aligned}$ | PT3 |
| Unit title | The Mango Tree |  |  |
| Text | Fiction text: extract from The Mango Tree by Madhur Jaffrey |  |  |
| Comprehension focus | Exploring a resolution to a character's problems |  |  |
| Vocabulary focus | Diminutives |  |  |
| Punctuation focus | Split direct speech |  |  |
| Spelling focus | able \& ible suffixes |  |  |
| Grammar focus | Verb tense round-up |  |  |
| Writing focus | Solving problems |  |  |
|  |  |  |  |
|  |  |  |  |
| Unit | Unit 16 | JANUARY 2022 | AT |
| Unit title | Travelling in India |  |  |
| Text | Advertisement: 'India will amaze you!' |  |  |
| Comprehension focus | Analysing a persuasive text |  |  |
| Vocabulary focus | Similes |  |  |
| Punctuation focus | Commas in lists |  |  |
| Spelling focus | ous, ious \& eous word endings |  |  |
| Grammar focus | Fronted adverb clauses |  |  |
| Writing focus | Advertisements |  |  |
|  |  |  |  |
|  |  |  |  |


| Unit | Unit 17 | JANUARY 2022 | AT |
| :--- | :--- | :--- | :--- |
| Unit title | On Top of the World |  |  |
| Text | Newspaper report: 'First Sri Lankan Climber to Reach Everest Summit!' |  |  |
| Comprehension focus | Analysing a newspaper article |  |  |
| Vocabulary focus | Homophones |  |  |
| Punctuation focus | Indirect Speech |  |  |
| Spelling focus | Words from French |  |  |
| Grammar focus | Fronted adverb clauses |  |  |
| Writing focus | Newspaper reports |  |  |
|  |  |  |  |


| GRADE 4 GRAMMAR |  |  |
| :---: | :---: | :---: |
| TOPIC | MONTH | ASSESSMENT |
| UNIT 1-Verbs | JUNE 2022 | PT1 |
| UNIT 2-Sentences | JUNE 2022 | PT1 |
| UNIT 3- Nouns | JUNE 2022 | PT1 |
| UNIT 4-Sentences | JULY 2022 | PT1 |
| UNIT 5-Suffixes | JULY 2022 | PT1 |
| UNIT 6- Adjectives \& Adverbs | JULY 2022 | PT1 |
| UNIT 7 - Singular \& plural | AUGUST | PT2 |
| UNIT 8 - Pronouns | AUGUST | PT2 |
| UNIT 9 - Verbs | AUGUST | PT2 |
| UNIT 10 - Adverbs | AUGUST | PT2 |
| UNIT 11 - Sentences | SEPTEMBER | PT2 |
| UNIT 12 - Verbs | SEPTEMBER | PT2 |
| UNIT 13 - Adjectives | SEPTEMBER | PT2 |
| UNIT 14 - Sentences | OCTOBER | PT2 |
| UNIT 15 - Verbs | OCTOBER | PT2 |
| UNIT 16 - Adverbs | OCTOBER | PT2 |
| UNIT 17 - Nouns | OCTOBER | PT2 |
| UNIT 18 - Verbs | NOVEMBER | PT3 |
| UNIT 19 - Paragraphs | NOVEMBER | PT3 |
| UNIT 20 - Sentences | NOVEMBER | PT3 |
| UNIT 21 - Pronouns | NOVEMBER | PT3 |
| UNIT 22 - Verbs | DECEMBER | PT3 |
| UNIT 23 - Adverbs | DECEMBER | PT3 |
| UNIT 24 - Nouns | DECEMBER | PT3 |
| UNIT 25 - Sentences | DECEMBER | PT3 |
| UNIT 26 - Nouns | January | AT |
| UNIT 27 - Adverbs | January | AT |
| UNIT 28 - Paragraphs | January | AT |


|  | GRADE 4 - MATH |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | SABA TABASSUM |  |  |  |  |  |
| Unit |  | Lesson number | Lesson title | Power Up specifics | Month |  |
| Unit 1 | Place value - 4-digit numbers (1) | 1 | Numbers to 1,000 | Children count in 50s on a number line to find the missing numbers. | June 2022 | PT1 |
| Unit 1 | Place value - 4-digit numbers (1) | 2 | Rounding to the nearest 10 | Children revise place value in 3-digit numbers by working out the hidden numbers behind splats on place value equipment. | June 2022 | PT1 |
| Unit 1 | Place value - 4-digit numbers (1) | 3 | Rounding to the nearest 100 | Children revisit place value in <br> 3-digit numbers, and make 3-digit numbers using different place value equipment. | June 2022 | PT1 |
| Unit 1 | Place value - 4-digit numbers (1) | 4 | Counting in 1,000s | Children match 3digit numbers written out in words to representations in place value equipment. | June 2022 | PT1 |
| Unit 1 | Place value - 4-digit numbers (1) | 5 | Representing 4-digit numbers | Children count forwards and backwards in multiples of 1,000 . | June 2022 | PT1 |
| Unit 1 | Place value - 4-digit numbers (1) | 6 | 1,000s, 100s, 10s and 1s | Children use digit cards to create a 3digit number, then use a number line to support rounding each one to the nearest 10 and nearest 100 . | June 2022 | PT1 |
| Unit 1 | Place value - 4-digit numbers (1) | 7 | The number line to 10,000 (1) | Children use digit cards to create a 4digit number, then use a number line to support rounding each one to the nearest 10 and nearest 100 . | June 2022 | PT1 |
| Unit 1 | Place value - 4-digit numbers (1) | 8 | The number line to 10,000 (2) | Children recap rounding rules, then round 3-digit numbers up and down to the nearest 10 and 100 . | June 2022 | PT1 |
| Unit 1 | Place value - 4-digit numbers (1) | 9 | Roman numerals to 100 | Children match 4digit numbers written out in words to representations in place value equipment. | June 2022 | PT1 |
| Unit 2 | Place value - 4-digit numbers (2) | 1 | Finding 1,000 more or less | Children use the digits $7,2,5$ and 8 to make numbers for certain criteria. | July 2022 | PT1 |
| Unit 2 | Place value - 4-digit numbers (2) | 2 | Comparing 4-digit numbers (1) | Children identify missing digits in 4digit numbers using written clues, working with multiples, rounding and prime numbers. | July 2022 | PT1 |
| Unit 2 | Place value - 4-digit numbers (2) | 3 | Comparing 4-digit numbers (2) | Children choose a challenge to create a 4-digit number from $0-9$ digit cards to meet criteria, such as closest to 2,000 . | July 2022 | PT1 |
| Unit 2 | Place value - 4-digit numbers (2) | 4 | Ordering numbers to 10,000 | Children count forwards and backwards in 1,000s to find missing numbers. | July 2022 | PT1 |


| Unit 2 | Place value - 4-digit numbers (2) | 5 | Rounding to the nearest 1,000 | Children compare pairs of 4-digit numbers using $<,>$ and $=$, using a variety of pictorial representations and place value cards, within same 1,000 and different $1,000 \mathrm{~s}$. | July 2022 | PT1 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Unit 2 | Place value - 4-digit numbers (2) | 6 | Solving problems using rounding | Children are given a number and a sign, then select a number from a pool to complete the equality or inequality. Could have more than one possible solution. | July 2022 | PT1 |
| Unit 2 | Place value - 4-digit numbers (2) | 7 | Counting in 25 s | Children generate a 4digit number, then round to nearest 10 , 100 and 1,000 . | July 2022 | PT1 |
| Unit 2 | Place value - 4-digit numbers (2) | 8 | Negative numbers (1) | Children generate a 4 digit number, then round to nearest 10 , 100 and 1,000 . | July 2022 | PT1 |
| Unit 2 | Place value - 4-digit numbers (2) | 9 | Negative numbers (2) | Children complete a crossword with 4digit number clues involving rounding and place value. | July 2022 | PT1 |
| Unit 3 | Addition and subtraction | 1 | Adding and subtracting 1s, 10s, 100s, 1,000 s | Children count in multiples of 25 on a number line. | July 2022 | PT1 |
| Unit 3 | Addition and subtraction | 2 | Adding two 4-digit numbers (1) | Children create six 4digit numbers from 4, 6,5 and 9 then place in ascending order. | July 2022 | PT1 |
| Unit 3 | Addition and subtraction | 3 | Adding two 4-digit numbers (2) | Children use two sets of 0-9 digit cards to create 4-digit numbers to be placed in a 4 ' 4 grid. | July 2022 | PT1 |
| Unit 3 | Addition and subtraction | 4 | Adding two 4-digit numbers (3) | Children use two sets of 0-9 digit cards to create 4-digit numbers to be placed in a $4 \times 4$ grid. Children identify all 4-digit numbers across rows, columns and diagonals then answer questions based on these numbers. | July 2022 | PT1 |
| Unit 3 | Addition and subtraction | 5 | Subtracting two 4-digit numbers (1) | Children sort addition calculations into sorting circles to show which ones they would do mentally, and which ones to use the column method for. | July 2022 | PT1 |
| Unit 3 | Addition and subtraction | 6 | Subtracting two 4-digit numbers (2) | Children identify patterns in addition and subtraction calculations (4 digits and 2 digits) to help solve the number sentences. | July 2022 | PT1 |
| Unit 3 | Addition and subtraction | 7 | Subtracting two 4-digit numbers (3) | Children find patterns in addition and subtraction calculations with a focus on adding and subtracting multiples of 100 mentally. | July 2022 | PT1 |


| Unit 3 | Addition and subtraction | 8 | Subtracting two 4-digit numbers (4) | Children sort subtraction calculations into sorting circles to show which ones they would do mentally, and which ones to use the column method for. | July 2022 | PT1 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Unit 3 | Addition and subtraction | 9 | Equivalent difference | Children complete a crossword with clues involving the addition and subtraction of 4digit numbers. | July 2022 | PT1 |
| Unit 3 | Addition and subtraction | 10 | Estimating answers to additions and subtractions | Children complete number tracks to count backwards through 0 into negative numbers. Also count backwards in 2 s . | July 2022 | PT1 |
| Unit 3 | Addition and subtraction | 11 | Checking strategies | Children use the thermometer as a number line to complete addition and subtraction calculations given as word problems. Involves counting back through 0 to negative numbers. | July 2022 | PT1 |
| Unit 3 | Addition and subtraction | 12 | Problem solving - addition and subtraction (1) | Children answer word problems for counting backwards and forwards through 0 . | July 2022 | PT1 |
| Unit 3 | Addition and subtraction | 13 | Problem solving - addition and subtraction (2) | Children estimate answer to additions and subtractions involving 4-digit numbers then complete number sentences with $<,>$ and $=$. | July 2022 | PT1 |
| Unit 3 | Addition and subtraction | 14 | Problem solving - addition and subtraction (3) | Children complete a table to show inverse calculations for checking additions and subtractions with 4-digit numbers. | July 2022 | PT1 |
| Unit 3 | Addition and subtraction | 15 | Problem solving - addition and subtraction (4) | Children identify the fact families for partwhole models partitioning 4-digit numbers into other 4digit numbers. | July 2022 | PT1 |
| Unit 4 | Measure - perimeter | 1 | Kilometres | Children identify the two steps of functions in a function machine, using 4-digit numbers, and are encouraged to check using the inverse. | August 2022 | PT2 |
| Unit 4 | Measure - perimeter | 2 | Perimeter of a rectangle (1) | Children complete 2step problems to create balanced calculations with both addition and subtraction. | August 2022 | PT2 |
| Unit 4 | Measure - perimeter | 3 | Perimeter of a rectangle (2) | Children complete a multiplication grid to focus on instant recall of Year 2/Year 3 multiplication facts (2, 3, 4, 5, 8 and 10). | August 2022 | PT2 |


| Unit 4 | Measure - perimeter | 4 | Perimeter of rectilinear shapes (1) | Children complete a multiplication grid with some products supplied but not all the numbers which are being multiplied, so children use recall of facts and division. | August 2022 | PT2 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Unit 4 | Measure - perimeter | 5 | Perimeter of rectilinear shapes (2) | Children use multiplications up to the 12 times-table to balance calculations. | August 2022 | PT2 |
| Unit 5 | Multiplication and division (1) | 1 | Multiplying by multiples of 10 and 100 | Children complete a multiplication grid to make $\times 10, \times 100$ and $\times 1,000$ tables. | September 2022 | PT2 |
| Unit 5 | Multiplication and division (1) | 2 | Dividing multiples of 10 and 100 | Children complete a multiplication grid to make $\times 5, \times 50$ and $\times 500$ tables. | September 2022 | PT2 |
| Unit 5 | Multiplication and division (1) | 3 | Multiplying by 0 and 1 | Children balance scales linking multiplication facts to identify missing numbers. | September 2022 | PT2 |
| Unit 5 | Multiplication and division (1) | 4 | Dividing by 1 | Children balance scales linking multiplication facts, using <, > and $=$ to identify missing numbers. | September 2022 | PT2 |
| Unit 5 | Multiplication and division (1) | 5 | Multiplying and dividing by 6 | Children balance scales linking timestable and division facts, using $<,>$ and $=$ to identify missing numbers. | September 2022 | PT2 |
| Unit 5 | Multiplication and division (1) | 6 | 6 times-table | Children multiply given numbers by 8 then use sorting circles to show which calculations have a remainder. | September 2022 | PT2 |
| Unit 5 | Multiplication and division (1) | 7 | Multiplying and dividing by 9 | Children use sorting circles to show which numbers are divisible by 5 and 6 (no remainders). | September 2022 | PT2 |
| Unit 5 | Multiplication and division (1) | 8 | 9 times-table | Children throw darts to be given a number and then an operation: divide by 1 , multiply by 1, divide by itself. | September 2022 | PT2 |
| Unit 5 | Multiplication and division (1) | 9 | Multiplying and dividing by 7 | Children choose a number between 1 and 9 . This is the remainder. They write a division statement to give this remainder. | September 2022 | PT2 |
| Unit 5 | Multiplication and division (1) | 10 | 7 times-table | Children count in multiples of 3, 6 and 9, comparing patterns, using one to support the other. | September 2022 | PT2 |
| Unit 5 | Multiplication and division (1) | 11 | 11 and 12 times-tables | Children count up in 7 s to find missing numbers on number tracks. | September 2022 | PT2 |
|  |  |  |  |  |  |  |
| Unit |  | Lesson number | Lesson title | Power Up specifics |  |  |
| Unit 6 | Multiplication and division (2) | 1 | Problem solving - addition and multiplication | Children are given a section of $12 \times 12$ multiplication grid to complete, with products supplied but not multipliers, in order to work out what numbers different shapes represent. | October 2022 | PT2 |


| Unit 6 | Multiplication and division (2) | 2 | Problem solving - mixed problems | Children complete crossword for multiplication facts focusing on $6,7,9,25$ and 1,000 times-tables | October 2022 | PT2 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Unit 6 | Multiplication and division (2) | 3 | Using written methods to multiply | Children use digit cards to find solutions to ${ }^{\prime \prime}{ }^{\prime \prime}+\cdots=50$. | October 2022 | PT2 |
| Unit 6 | Multiplication and division (2) | 4 | Multiplying a 2-digit number by a 1 -digit number | Children use digit cards to find solutions to $\cdots \cdots+\cdots=100$. | October 2022 | PT2 |
| Unit 6 | Multiplication and division (2) | 5 | Multiplying a 3-digit number by a 1 -digit number | Children use digit cards to create 2-digit or 3-digit by 1-digit column multiplications. | October 2022 | PT2 |
| Unit 6 | Multiplication and division (2) | 6 | Problem solving - multiplication | Children find missing digit or digits in 2- or 3-digit by 1-digit column multiplications. | October 2022 | PT2 |
| Unit 6 | Multiplication and division (2) | 7 | Multiplying more than two numbers (1) | Children use function machines to multiply by 10 or 100 , and observe how the numbers change once they've been through the machine. | October 2022 | PT2 |
| Unit 6 | Multiplication and division (2) | 8 | Multiplying more than two numbers (2) | Children use function machines to divide by 10 or 100 , and observe how the numbers change once they've been through the machine. | October 2022 | PT2 |
| Unit 6 | Multiplication and division (2) | 9 | Problem solving - mixed correspondence problem | Children use digit cards to find what is the largest/smallest/closes t to 500 they can make using format $\cdots \cdots \cdot{ }^{\prime} \cdot{ }^{\prime}=$. | October 2022 | PT2 |
| Unit 6 | Multiplication and division (2) | 10 | Dividing a 2 -digit number by a 1 -digit number (1) | Children find all the factor pairs for 64 . | October 2022 | PT2 |
| Unit 6 | Multiplication and division (2) | 11 | Division with remainders | Children sort numbers into a two- way table to show which are even, odd, a square number and not a square number. | October 2022 | PT2 |
| Unit 6 | Multiplication and division (2) | 12 | Dividing a 2 -digit number by a 1-digit number (2) | Children play bingo with factors to numbers between 1 and 15. | October 2022 | PT2 |
| Unit 6 | Multiplication and division (2) | 13 | Dividing a 2 -digit number by a 1-digit number (3) | Children solve a word problem concerning integer scaling. | October 2022 | PT2 |
| Unit 6 | Multiplication and division (2) | 14 | Dividing a 3-digit number by a 1-digit number | Children use dice to randomly choose numbers to first multiply and then add in an attempt to make a total of 24 . | October 2022 | PT2 |
| Unit 6 | Multiplication and division (2) | 15 | Problem solving - division | Children roll four dice and have a target of getting 50 by carrying out two multiplications and an addition. | October 2022 | PT2 |
| Unit 7 | Measure - area | 1 | What is area? | Children choose 1digit numbers and one of the four operations to make a total of 72 . | November 2022 | PT3 |


| Unit 7 | Measure - area | 2 | Counting squares (1) | Children build numbers from a range of ones, tens, hundreds and thousands to make the largest and smallest possible numbers. | November 2022 | PT3 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Unit 7 | Measure - area | 3 | Counting squares (2) | Children use clues of 4-digit numbers written out in words to complete a grid. | November 2022 | PT3 |
| Unit 7 | Measure - area | 4 | Making shapes | Children explore a range of numbers which can be rounded to 3,000 and look at rounding to nearest 10,100 and 1,000 . | November 2022 | PT3 |
| Unit 7 | Measure - area | 5 | Comparing area | Children identify a number or range given rounding clues. | November 2022 | PT3 |
| Unit 8 | Fractions (1) | 1 | Tenths and hundredths | Children identify missing numbers on a number line when 0 is marked in the middle of the line. | November 2022 | PT3 |
| Unit 8 | Fractions (1) | 2 | Hundredths | Children revise tenths, counting up and down a fraction number line to find the missing numbers. | November 2022 | PT3 |
| Unit 8 | Fractions (1) | 3 | Equivalent fractions (1) | Children identify how many hundredths different shapes represent by using a 100 square. | November 2022 | PT3 |
| Unit 8 | Fractions (1) | 4 | Equivalent fractions (2) | Children focus on equivalence between tenths and hundredths. | November 2022 | PT3 |
| Unit 8 | Fractions (1) | 5 | Simplifying fractions | Children find equivalent fractions using a fraction wall. | November 2022 | PT3 |
| Unit 8 | Fractions (1) | 6 | Fractions greater than 1 (1) | Children find the odd one out with equivalent fractions. | November 2022 | PT3 |
| Unit 8 | Fractions (1) | 7 | Fractions greater than 1 (2) | Children identify which image does not show 3 and explain their 5 reasoning. | November 2022 | PT3 |
| Unit 9 | Fractions (2) | 1 | Adding fractions | Children show equivalent improper fractions for 32 . 6 | December 2022 | PT3 |
| Unit 9 | Fractions (2) | 2 | Subtracting fractions (1) | Children complete fraction additions with a variety of fractions but all within 1. | December 2022 | PT3 |
| Unit 9 | Fractions (2) | 3 | Subtracting fractions (2) | Children complete fraction additions, including improper fractions and mixed numbers. | December 2022 | PT3 |
| Unit 9 | Fractions (2) | 4 | Problem solving - adding and subtracting fractions (1) | Children complete fraction subtractions, including a word problem. | December 2022 | PT3 |
| Unit 9 | Fractions (2) | 5 | Problem solving - adding and subtracting | Children complete fraction subtractions, including improper fractions and mixed numbers. | December 2022 | PT3 |


| Unit 9 | Fractions (2) | 6 | Calculating fractions of a quantity | Children find the missing digits in $2-$ and 3-digit number column additions. | December 2022 | PT3 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Unit 9 | Fractions (2) | 7 | Problem solving - fraction of a quantity (1) | Children find the missing digits in $2-$ and 3-digit number column additions. | December 2022 | PT3 |
| Unit 9 | Fractions (2) | 8 | Problem solving - fraction of a quantity (2) | Children find the missing digit in a 3 digit number minus a 2- or <br> 3-digit number column subtraction. | December 2022 | PT3 |
| Unit 10 | Decimals (1) | 1 | Tenths (1) | Children find the missing digits in a 3 digit number minus 2or 3-digit number column subtractions with exchanges. | December 2022 | PT3 |
| Unit 10 | Decimals (1) | 2 | Tenths (2) | Children are given subtractions to check if they are correct and are encouraged to use the inverse. | December 2022 | PT3 |
| Unit 10 | Decimals (1) | 3 | Tenths (3) | Children are given addition calculations and use the inverse to check they are correct. | December 2022 | PT3 |
| Unit 10 | Decimals (1) | 4 | Dividing by 10 (1) | Children explore the relationship between $3,6,9$ and 12 timestables. | December 2022 | PT3 |
| Unit 10 | Decimals (1) | 5 | Dividing by 10 (2) | Children explore the relationship between $2,4,8$ and 12 timestables. | December 2022 | PT3 |
| Unit 10 | Decimals (1) | 6 | Hundredths (1) | Children multiply three numbers together by finding the product of one multiplication first, then completing the calculation. | December 2022 | PT3 |
| Unit 10 | Decimals (1) | 7 | Hundredths (2) | Children are given 144 and 360 as totals and work out which three numbers they would multiply to make that product. | December 2022 | PT3 |
| Unit 10 | Decimals (1) | 8 | Hundredths (3) | Children re-write 2digit number multiplied by 1-digit number calculations to solve using place value and also using the distributive law. | December 2022 | PT3 |
| Unit 10 | Decimals (1) | 9 | Dividing by 100 | Children partition multiplications to make them more efficient to solve. | December 2022 | PT3 |
| Unit 10 | Decimals (1) | 10 | Dividing by 10 and 100 | Children write 1- and 2-digit numbers using Roman numerals. | December 2022 | PT3 |
|  |  |  |  |  |  |  |
| Unit |  | Lesson number | Lesson title | Power Up specifics |  |  |
| Unit 11 | Decimals (2) | 1 | Making a whole | Children convert numbers in Roman numerals to Arabic numerals. | January 2023 | AT |
| Unit 11 | Decimals (2) | 2 | Writing decimals | Children find out how many Roman numerals each number uses from 1 to 30 and look for a pattern. | January 2023 | AT |


| Unit 11 | Decimals (2) | 3 | Comparing decimals | Children spot and correct mistakes in formal 4-digit number addition and subtraction calculations. | January 2023 | AT |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Unit 11 | Decimals (2) | 4 | Ordering decimals | Children spot and correct mistakes in formal 3-digit number by 1 - or 2-digit number multiplications. | January 2023 | AT |
| Unit 11 | Decimals (2) | 5 | Rounding decimals | Children use four digit cards to form numbers with 1 decimal place, then order from smallest to largest. | January 2023 | AT |
| Unit 11 | Decimals (2) | 6 | Halves and quarters | Children use four digit cards to form numbers with 2 decimal places, then order from smallest to largest. | January 2023 | AT |
| Unit 11 | Decimals (2) | 7 | Problem solving - decimals | Children have three digit cards and a decimal point to make some numbers with 1 or 2 decimal places. They then round to nearest whole number. | January 2023 | AT |
| Unit 12 | Money | 1 | Pounds and pence | Children spot and correct mistakes in rounding up to 4-digit numbers to 10,100 and 1,000 . Includes litres and kilograms. | January 2023 | AT |
| Unit 12 | Money | 2 | Pounds, tenths and hundredths | Children represent numbers with 2 decimal places using Base 10 equipment. | January 2023 | AT |
| Unit 12 | Money | 3 | Ordering amounts of money | Children represent prices with 2 decimal places using Base 10 equipment, then place in ascending order. | January 2023 | AT |
| Unit 12 | Money | 4 | Rounding money | Children work out total bills for café orders using multiplication and addition with decimal numbers. | January 2023 | AT |
| Unit 12 | Money | 5 | Using rounding to estimate money | Children are given different lengths and find total length using multiplication and division with decimal and whole numbers. | February 2023 | AT |
| Unit 12 | Money | 6 | Problem solving - pounds and pence | Children find total masses using multiplication and addition with decimal and whole numbers. | February 2023 | AT |
| Unit 12 | Money | 7 | Problem solving - multiplication and division | Children solve word problems to work out total volumes using multiplication and addition with decimal and whole numbers. | February 2023 | AT |
| Unit 12 | Money | 8 | Solving two-step problems | Children find fractions of money in pounds and pence. | February 2023 | AT |
| Unit 12 | Money | 9 | Problem solving - money | Children find fractions of lengths in centimetres, metres and kilometres, with whole numbers and to 1 decimal place. | February 2023 | AT |


| Unit 13 | Time | 1 | Units of time (1) | Children find fractions of masses in grams and kilograms, with whole numbers or to 1 decimal place. | February 2023 | AT |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Unit 13 | Time | 2 | Units of time (2) | Children find fractions of capacities in millilitres and litres, with whole numbers and to 1 decimal place. | February 2023 | AT |
| Unit 13 | Time | 3 | Converting times (1) | Children use four digit cards to make an amount in millilitres, then rearrange cards to make a second amount to add to the first amount. Then convert into litres and millilitres. | February 2023 | AT |
| Unit 13 | Time | 4 | Converting times (2) | Children use four digit cards to make an amount in grams. <br> Then rearrange cards to make a second amount to add to the first amount. Then convert into kilograms and grams. | February 2023 | AT |
| Unit 13 | Time | 5 | Problem solving - units of time | Children use four digit cards to make an amount in pence. <br> Then rearrange cards to make a second amount to add to the first amount. Then convert into pounds and pence. | February 2023 | AT |
| Unit 14 | Statistics | 1 | Charts and tables (1) | Children find total number of minutes for a journey given in hours and minutes. | February 2023 | AT |
| Unit 14 | Statistics | 2 | Charts and tables (2) | Children count back in 2 s , then 5 s , from 20 to -20 and explore numbers in the count. | February 2023 | AT |

GRADE 4 SCIENCE

| SOLIDS,LIQUIDS | ARE THEY SOLIDS,LIQUIDS OR GASES | JUNE | PT1 |
| :---: | :---: | :---: | :---: |
| GASES | PARTICLES |  |  |
|  | LIQUIDS |  |  |
|  | GASES |  |  |
|  | HEATING MATERIALS |  |  |
|  | HEATING LIQUIDS | JULY | PT1 |
|  | INVESTIGATING MELTING |  |  |
|  | MELTING AND FREEZING |  |  |
|  | GETTING THE WATER BACK |  |  |
|  | THE WATER CYCLE |  |  |
| UNIT-2 |  |  |  |
| HABITATS | EQUIPMENT FOR INVESTIGATING HABITATS |  |  |
|  | INVESTIGATING A LOCAL HABITAT |  |  |
|  | PRESENTING DATA ABOUT LOCAL HABITATS | AUGUST | PT2 |
|  | IDENTIFICATION KEYS FOR ANIMALS |  |  |
|  | IDENTIFICATION KEYS FOR PLANTS |  |  |
|  | FOSSIL FUELS |  |  |
|  | AIR POLLUTION |  |  |
|  | RIVER POLLUTION |  |  |
|  | NATURAL DISASTERS-TSUNAMI | SEPTEMBER | PT2 |
|  | NATURAL DISASTERS - VOLCANOES |  |  |
|  | NATURAL DISASTERS - EARTHQUAKES |  |  |
|  |  |  |  |
| UNIT-3 |  |  |  |
| DIGESTION AND | BREAKING DOWN FOOD |  |  |
| CHAINS | ABSORBING NUTRIENTS |  |  |
|  | TEETH |  |  |
|  | TASTE |  |  |
|  | SORTING FOOD INTO GROUPS | OCTOBER | PT2 |
|  | UNHEALTHY FOODS |  |  |
|  | LOOKING AFTER TEETH |  |  |
|  | FOOD CHAINS |  |  |
|  | MAKING FOOD WEBS |  |  |
|  | GREEN PLANTS AND SUN LIGHTS |  |  |
|  | PASSING ENERGY ALONG |  |  |
|  | PRODUCERS AND CONSUMERS |  |  |
|  | PREDATORS AND PREY |  |  |
|  |  |  |  |
| UNIT-4 | TOPICS |  |  |
| ELECTRICITY | ELECTRICITY SUPPLY | NOVEMBER | PT3 |


|  | MAKING CIRCUITS |  |  |
| :---: | :---: | :---: | :---: |
|  | PARTS OF SIMPLE SERIES CIRCUITS |  |  |
|  | MORE ELECTRICAL COMPONENTS |  |  |
|  | USING SWITCHES |  |  |
|  | MAKING CIRCUITS WITH SWITCHES |  |  |
|  | ELECTRICAL CURRENT FLOWS |  |  |
|  | CONDUCTORS AND INSULATORS |  |  |
|  | DANGERS OF ELECTRICITY |  |  |
|  |  |  |  |
| UNIT-5 | TOPICS |  |  |
| SOUNDS | HOW SOUNDS ARE MADE | DECEMBER | PT3 |
|  | OBSERVING AND MEASURING SOUND |  |  |
|  | HOW DOES SOUNDS TRAVEL TO OUR EARS? |  |  |
|  | INVESTIGATING HOW SOUND TRAVELS |  |  |
|  | HOW CAN WE MAKE SOUNDS LOUDER? |  |  |
|  | SOME MATERIALS STOP SOUND TRAVELLING |  |  |
|  | INVESTIGATING WAVE PATTERNS OF SOUND |  |  |
|  | INVESTIGATING THE VOLUME OF SOUNDS |  |  |
|  | MAKING MUSIC |  |  |
|  | INVESGATING GRAVITY,MASS AND WEIGHT |  |  |
|  | MEASURING MASS AND WEIGHT |  |  |
|  | INVESTIGATING FORCES |  |  |
|  | INVESTIGATING MAGNETISM AND FLOATING |  |  |
|  | BALANCED AND UNBALANCED FORCES |  |  |
|  | ENERGY TRANSFERS |  |  |
|  | INVESTIGATING FRICTION |  |  |
|  | FRICTION AND AIR RESISTANCE |  |  |
|  | FRICTION AND WATER RESISTANCE |  |  |
|  | INVESTIGATING SIMPLE MACHINES |  |  |
|  | USING LIVER AS A FORCE MULTIPLIER |  |  |


| GRADE 4 KANNADA |  |  |
| :---: | :---: | :---: |
| 1．రన్నడ నాడు <br> 2．ఒగ్గెడ్డినె శెలస <br> 3．ఇలియు దుత్తి ఇలియయదదె శథి <br> 4．దుంగనన దుదుది | జอనో |  |
| Description భอก－2 | జอనో |  |
| నెอపిరె కెంబగెళวగึอยణ | జుల3 | PT－1 |
| జిలదె దెయి |  | PT－2 |
| Шంนి తినిన్నిలణ | ఆत＜${ }_{\text {c }}$ | PT－2 |
| Шల్లు తШШ入入ెణ |  | PT－2 |
| నెనె ఫందె |  | PT－2 |
| ごあనె | ごब्కెంబరో | PT－2 |
| 历ణ్ణు రాయి దుదుది | అరైల్రబరో | PT－3 |
| సెలి¢o అలి | నెదింబరా | PT－3 |
| Фుట్రనగ గలళి Шై | నెదింబరా | PT－3 |
| రెజా Шత్ر | డిసెంబరా | PT－3 |

GRADE 4 ARABIC LANGUAGE PORTIONS 2022-23

| SUBJECT TEACHER : Mujahid-ul-Islam |  |  |
| :---: | :---: | :---: |
| MADINAH ARABIC READER BOOK 2 | Month | Assessment |
| Lesson No. 1 \& 2 Page No. 5,6 \& 8 to 12 | July | PT1 |
| Vocabulary page No. 14 |  |  |
| Activity (The House) |  |  |
|  |  |  |
| Lesson No. 3, Page No 15 to 20 | August | PT2 |
| (Baa) Page No. 25 to 28 |  |  |
| Vocabulary Page No. 24 \& 30 |  |  |
|  |  |  |
| Lesson No. 3 (jeem) Page No . 31 to 33 \& Lesson No. 4 Page No. 35 to 39 | September | PT2 |
| Vocabulary Page No 42 |  |  |
|  |  |  |
| Lesson No. 5 \& 6 Page No. 43 to 46 \& 49 to 52 | October | PT2 |
| Vocabulary Page No. 48 \&54 |  |  |
|  |  |  |
| Lesson No. 7 \& 8 Page No. 55 to 62 | November | PT3 |
| Vocabulary Page No 58 \& 64 |  |  |
|  |  |  |
| Lesson No. 9 \& 10 page No. 65 to 67 \& 71 to 74 | December | PT3 |
| Vocabulary page no. 70 \& 75 |  |  |
|  |  |  |
| Lesson No. 11, 12 \& 13 | January | AT |
| Page No. 76 to 79 \& 84 to 87 |  |  |
| Vocabulary Page No. 78 \& 83 \& 87 |  |  |

Class Teacher: Saba Tabassum - GRADE 4

| 1 | हिन्दी वर्ण माला | JUNE | PT1 |
| :---: | :---: | :---: | :---: |
| 2 | दूवित्व व्यंजन | JUNE |  |
| 3 | लालची कुत्ता | JULY |  |
| 4 | संयुक्त व्यंजन | JULY |  |
|  | खान - पान अचछीसंबंधी आदतें | JULY |  |
|  | गिनती 1-10 | JULY |  |
|  |  |  | PT2 |
| 5 | र के विभिन्न प्रयोग | AUGUST |  |
| 6 | एक अनेक - हमारे साथी | AUGUST |  |
| 7 | मैं, तुम, आप, हम | AUGUST |  |
| 8 | सुंदर बगीचा - विशेषता पहचानो | AUGUST |  |
| 9 | शैला के दोस्त - पशु पक्षी और उनके बच्चे | SEPTEMBER |  |
| 10 | गीत - कविता | SEPTEMBER |  |
|  | गिनती 1-30 | OCTOBER |  |
|  |  |  | PT3 |
| 11 | बड़ा कौन ? | NOVEMBER |  |
| 12 | मोट्र और पतलू | NOVEMBER |  |
| 13 | सब करते अपना -अपना काम | NOVEMBER |  |
|  | कुछ क्रियाएँ | NOVEMBER |  |
|  | बुनो कहानी, सुनो कहानी | DECEMBER |  |
| 14 | गिनती | DECEMBER |  |
| 15 | चलो पिकनिक मनाएँ | DECEMBER |  |
|  | गिनती 1-40 | DECEMBER |  |


| ISLAMIC STUDIES - 4 |  |  | ASSESSMENT |
| :---: | :---: | :---: | :---: |
|  | Module 1 | June | PT1 |
| 1 | There is only one Lord - Allah | June | PT1 |
| 2 | Tahaarah(Ritual Purity) | June | PT1 |
| 3 | Cleanliness | July | PT1 |
| 4 | Prophet Muhammad (part -1) | July | PT1 |
| 5 | Surat - ul - Asr | July | PT1 |
| 6 | The Greeting of Islam | July | PT1 |
| 7 | Remembrance of Allah after Salah | July | PT1 |
| 8 | Said the prophet | July | PT1 |
|  |  |  |  |
|  | Module 2 |  |  |
| 9 | Allah has knowledge of All Things | August | PT2 |
| 10 | Conditions of Salah | August | PT2 |
| 11 | The Pillars of Salah | August | PT2 |
| 12 | Prophet Muhammad (part -2) | August | PT2 |
| 13 | Surat - ul- Feel | August | PT2 |
| 14 | Zakah - The purifying Dues | Sep | PT2 |
| 15 | Halaal and Haraam Foods and Drinks | Sep | PT2 |
| 16 | Zayd ibn Haarithah | Sep | PT2 |
|  | Module 3 |  |  |
| 17 | Ar- Rahmaan Ar- Raheem | Oct | PT2 |
| 18 | The Obligatory acts of Salah | Oct | PT2 |
| 19 | The Sunan acts of Salah | Oct | PT2 |
| 20 | Prophet Muhammad (part- 3) | Nov | PT2 |
| 21 | Surat - un - Nasr | Nov | PT2 |
| 22 | Eid - ul - Fitr | Nov | PT2 |
|  |  |  |  |
| 23 | Hajj and Eid - ul- Adha -haa | Nov | PT3 |
| 24 | Fatimah bint Muhammad | Nov | PT3 |
|  | Module 4 |  |  |
| 25 | The Quran | Dec | PT3 |
| 26 | Fasting (Sawm) | Dec | PT3 |
| 27 | The Fast of Ramadan | Dec | PT3 |
| 28 | Prophet Muhammad (part 4) | Dec | PT3 |
| 29 | Surat - ul - Masad | Dec | PT3 |
| 30 | Reward and punishment | Dec | PT3 |
| 31 | Umm Ayman | Dec | PT3 |

GRADE 4 COMPUTING PORTIONS 2022-23 (BOOK 3)

| 1 | The nature of technology: Digital devices | AUGUST | PT2 |
| :---: | :---: | :---: | :---: |
|  | 1.1 Digital devices |  |  |
|  | 12 The parts of a computer |  |  |
|  | 1.3 Mobile devices |  |  |
|  | 1.4 Computers at work |  |  |
|  | 1.5 How computers help |  |  |
|  | 1.6 Making good choices |  |  |
|  |  |  |  |
| 2 | Digital literacy: Explorers | AUGUST | PT2 |
|  | 2.1 Communicating |  |  |
|  | 2.2 What does an email look like |  |  |
|  | 2.3 Send an email |  |  |
|  | 2.4 Open an email |  |  |
|  | 2.5 Attachments |  |  |
|  | 2.6 Staying safe |  |  |
|  |  |  |  |
| 3 | Computational thinking: Turning inputs into outputs | SEPTEMBER | PT2 |
|  | 3.1 Program output |  |  |
|  | 3.2 Program input |  |  |
|  | 3.3 Turn input into output |  |  |
|  | 3.4 Simple maths |  |  |
|  | 3.5 Plan and do |  |  |
|  | 3.6 Inputs forever |  |  |
|  |  |  |  |
| 4 | Programming: The Drawing Bug | OCTOBER | PT2 |
|  | 4.1 Draw with a pen |  |  |
|  | 4.2 Making changes |  |  |
|  | 4.3 How many steps? |  |  |
|  | 4.4 How many degrees? |  |  |
|  | 4.5 Find and fix errors |  |  |
|  | 4.6 Error challenge |  |  |
|  |  |  |  |
| 5 | Multimedia: Storyland | NOVEMBER | PT3 |
|  | 5.1 Tell a story |  |  |
|  | 5.2 Write a story |  |  |
|  | 5.3 Add images |  |  |
|  | 5.4 Correct a document |  |  |
|  | 5.5 Add animations |  |  |
|  | 5.6 Looking great |  |  |
|  |  |  |  |
| 6 | Numbers and data: Sunflowers | DECEMBER | PT3 |
|  | 6.1 Make a spreadsheet |  |  |


|  | 6.2 Make a line chart |  |  |
| :--- | :--- | :--- | :--- |
|  | 6.3 Improve the chart |  |  |
|  | 6.4 Calculate growth |  |  |
|  | 6.5 Compare plants |  |  |
|  | 6.6 Understand values |  |  |

