

Curriculum Statement for the Academic Year 2008/2009

Year 4

The Year 4 Curriculum is planned using the National Curriculum documents for England. English and Mathematics are taught using the revised Primary framework for Literacy and Mathematics.

English (Literacy)

During the course of the year we will be focussing on the three main areas of the English curriculum listed below. A variety of stimuli will be used, including English schemes, commercially published materials, information technology and a wide selection of fiction and non-fiction books.

Speaking and Listening

Pupils will be given the opportunity to talk and listen in different contexts and to explore and communicate their ideas and opinions. They will have the opportunity to participate in debates and make formal presentations and reports on a variety of themes. They will be encouraged to consider non-verbal communication and body language. Pupils will be encouraged to understand and appreciate poetry through dramatisation and to recite and read aloud in a variety of contexts.

Reading

Pupils will be encouraged to read extensively for their own interest and pleasure. Their reading skills will be developed through the use of progressively more challenging and demanding texts, including scientific, geographical and historical documents. They will be introduced to simple scripts and plays in order to have a clear understanding of the characteristics of play-scripts, in contrast to other literary forms. The reading aloud of play-scripts will also help to develop the pupils' listening skills. Other opportunities for reading will include independent reading and group reading. Our main aim will be to increase a child's ability to read with fluency, accuracy, understanding and enjoyment.

Writing

- *Composition*

Pupils will be encouraged to develop their ability to organise and structure their writing through careful planning, drafting, revising, proof reading and presentation. Pupils will be taught to use a variety of presentations, appropriate to the different tasks. Writing tasks will include instruction writing, reports, letters – considering formality; response to text and poetry – expressing opinions, ideas and preferences; story writing – considering openings, endings, settings, characters, feelings and description. Punctuation will be developed to include question and exclamation marks, commas and how to set out direct speech. The children's vocabulary will be extended to include homophones, common adverbs, powerful verbs and adjectives. The children will investigate verb tenses and will learn to use them appropriately.

- *Spelling*

Children will be expected to learn, know and use common words, basic spelling patterns and topic words. They will be encouraged to identify misspelt words in their own writing and keep individual lists of these to learn. Regular written spelling homework will be given.

- *Handwriting*

The children will continue to revise basic joins, letter height and slope of letters. As pupils become increasingly confident, they will be encouraged to develop greater control and fluency.



“English as an Additional Language” Provision

We welcome children of all nationalities and as a consequence, a significant proportion of pupils have English as a second language. There is a wide range of English learning needs in each class, therefore EAL teachers work in partnership with class teachers to assess needs, set targets and work with the children. Support is flexible and can be organised in many different ways, e.g. individual support, small group support or team teaching.

Mathematics (Numeracy)

Number

Pupils will be encouraged to develop their understanding of the number system using the four number operations: addition, subtraction, multiplication and division. They will be introduced to decimals and decimal notation in different contexts, including money using familiar forms of currency. They will be encouraged to further develop their understanding of fractions, mental strategies and problem solving. Pupils will be expected to learn the 2, 3, 4, 5, 6, 7, 8, 9 and 10 multiplication tables as well as division facts, and these will be tested weekly.

Shape, Space and Measures.

The work carried out this year will further develop pupils’ knowledge and understanding of symmetry; shape; angles; area and grid references.

The children will develop their understanding of length, including measuring to the nearest metre and centimetre. They will also be taught to measure the perimeter of different shapes. Pupils will be taught to use and read a variety of scales with increasing accuracy. They will learn to calculate weights using addition and subtraction. The children will measure time to the nearest minute and develop their understanding of am and pm. They will carry out calculations using calendars and dates. The children will measure and estimate volume using standard units of measure. They will apply their knowledge of measures to different problems.

Handling Data

Pupils will continue to develop their ability to collect and analyse data. They will carry out surveys to collect data. They will use tallies to record and will present information using a variety of graphs. They will use tables and calculate averages. The children will also learn about probability through classroom situations and will discuss events using a vocabulary that includes words such as likely, unlikely, and certain.

Science

Pupils learn about a wide range of living things, materials and phenomena. They learn to make links between ideas and to explain things using simple models and theories and to apply their knowledge and understanding of scientific ideas to familiar phenomena, everyday things and their personal health. They learn to carry out systematic investigations, working on their own and with others and to use a wide range of scientific language, conventional diagrams, charts and graphs. In Year 4, these objectives are achieved through the following topics:

- ***Moving and growing***

Through this work, pupils learn about how the skeleton is related to movement and support in humans and what happens to the skeleton and muscles as they move. They will identify questions to be investigated and consider how to collect and interpret reliable evidence in order to answer the question.

Science continued



- ***Habitats***

Pupils will begin to understand the concept of a habitat and how it provides organisms found there with conditions for life and growth. Pupils will also begin to understand food chains and use terms such as producer and consumer.

- ***Keeping warm***

Children will build on their ideas about temperature as a measure of how hot or cold objects are and learn about thermal insulators as materials which can help keep things warm or cool.

- ***Solids and liquids***

Pupils learn about the differences between solids and liquids and recognise that the same material can exist as both solid and liquid.

- ***Friction***

Children build on their existing knowledge of forces and learn that forces can be measured and compared.

- ***Circuits and conductors***

Children gain practical experience of making circuits and extend their understanding of circuits, conductors and insulators.

Design and Technology

Throughout Years 3-6 pupils work on a range of designing and making activities. They think about what products are used for and the needs of the people who use them. They plan what has to be done and identify what works well and what could be improved in their own and other people's designs. They draw on knowledge and understanding from other areas of the curriculum, such as Science, and use computers in a range of ways. This will be achieved through the following topics:

- ***Electricity***

In this work, children apply knowledge about electrical circuits that they have acquired in Science in a purposeful way in order to make something that will shine light.

- ***Storybooks***

Children design and make a book with pages that incorporate moving parts..

- ***Textiles***

Children learn how textile containers, such as purses, wallets and belt bags, are designed for different purposes and different users. They will design patterns and templates and join and reinforce fabrics.



Information and Communication Technology (ICT)

Throughout Years 3-6, pupils will use a wide range of ICT tools and information sources to support their work in other subjects. They will develop their research skills and will be encouraged to question the plausibility and quality of information. Year 4 programmes of study will include:

- ***Writing for different audiences***

Children use the more advanced features of a word processing programme to help them match their work to their audience.

- ***Developing images***

Children will learn to use a computer graphics package to develop an image using a variety of tools.

- ***Collecting and presenting information***

Children learn how to use a data handling package to create bar charts, pie charts and line graphs.

- ***Modelling effects on screen***

Children learn to enter instructions to control a screen turtle.

History

Throughout Years 3-6, pupils learn about significant people, events and places from both the recent and more distant past. They look at history in a variety of ways, including from political, economic, technological, scientific and social perspectives. In Year 4 the topics will be:

- ***Tudors***

Children will find out about the characteristic features of society at a time in the distant past by asking and answering questions using a range of different sources of information.

- ***A famous person (Henry VIII)***

Children continue their study of Tudor times. They study the life of someone who made a significant impact and portrays some of the key social and cultural changes of the Tudor period.

- ***Romans***

In this unit, children consider the effects of the invasion and settlement of the Romans on Europe.

Geography

Throughout Years 3-6 pupils investigate a variety of people, places and environments throughout the world and start to make links between different places in the world. They learn how people affect the environment and how they are affected by it. They carry out geographical enquiry and in so doing they develop geographical skills using resources such as maps, atlases, photographs and ICT. In Year 4 pupils these skills will be developed through the following topics:

- ***Passport to the world***

The unit will encourage the development of knowledge about places and their locations. The range of activities is designed to ensure that, over time, children learn about places, where the places are and how they are connected.

- ***What's in the news?***

Using news items, children learn about issues that affect the local area and the wider world.

- ***Improving the local environment***

Children use school buildings, grounds and the immediate locality to investigate environmental issues and improvements. Children are encouraged to learn how they can become actively involved in improving their local environment.



Art and Design

Pupils will be encouraged to improve their control of materials, tools and techniques. They will increase their critical awareness of the roles and purposes of art, craft and design in different times and cultures. Topics in Year 4 will be:

- ***Take a seat***

Children will explore the design of chairs. They will discuss what chairs tell us about everyday life and the way people rest, eat and relate to each other. They look at examples of designs in the past and in other cultures as inspiration for developing their own imaginative designs for a chair for a particular character or occasion.

- ***Viewpoints***

Children explore how to explore and convey the atmosphere and story of a dream. They explore different characters who are photographed 'on location' and develop a narrative to describe the dream. They go on to make prints based on the narrative. They compare the ideas, methods and approaches used in their own and other artists' and print makers' work.

- ***Journeys***

Children explore how signs, symbols and metaphors can be used to communicate ideas and meanings about a journey. They produce a mixed-media work, combining drawing, painting, collage and print-making techniques. They learn about artists, craftspeople and designers who communicate their ideas through signs and symbols.

Music

Pupils will be encouraged to sing songs with increasing confidence, skill, expression and awareness of their own contribution to a group or class performance. They will be encouraged to describe, compare and evaluate different kinds of music including music from other cultures, using an appropriate musical vocabulary. They will be taught to suggest improvements to their own and others' work, commenting on how intentions have been achieved and will be given the opportunity to contribute to an end of year musical performance.

Physical Education

The children will participate in weekly physical education lessons, learning skills from a variety of games and physical activities. The children will take part in activities relating to:

- Games (both net/wall and invasion games.)
- Athletics (running, jumping and throwing.)
- Swimming
- Dance
- Gymnastics

At all times children will be encouraged to enjoy working with their peers and to be active team members. They will be taught the benefits of a healthy lifestyle and basic health and hygiene.

French

Children continue to develop their confidence in French. They are taught to ask and answer simple questions and to understand familiar written words and phrases. They are encouraged to express their feelings and join in a short conversation in French.



Religious Education

Children will be encouraged to develop their knowledge and understanding of faiths to help them understand and respect different religions, beliefs, values and traditions (including ethical life stories), and understand the influence of these on individuals, societies, communities and cultures.

Citizenship and Personal, Social and Health Education

Citizenship and PSHE aims to give pupils the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed active, responsible citizens. The programme of study comprises of four interrelated aspects:

- Developing confidence and responsibility and making the most of their abilities;
- Preparing to play an active role as citizens;
- Developing a healthy, safer lifestyle;
- Developing good relationships and respecting the differences between people.

Homework

Homework will be set on a regular basis usually focusing on mathematics and language activities, including spelling. Children will be expected to read at home to an adult each day. This should be recorded in their reading diary. There will be occasions when the teacher will set other homework for a specific purpose.

Social Expectations

The children are expected to be responsible for:

- Bringing to school the correct equipment and books for the day, including homework and pencil case. (It is recommended that children should have a named pencil case with pencils, rubber, ruler, pencil sharpener and cartridge pen.)
- Bringing to school a change of clothing for PE, including T-shirt, shorts, track-suit bottoms and trainers.
- Keeping their reading log up to date and ensuring that homework is completed on time.
- Keeping their tray neat and tidy at all times.
- Being able to work independently and as part of a team.
- Being able to change quickly and quietly for all activities.
- Demonstrating respect for others' feelings and opinions, being considerate and polite at all times.
- Being able to discuss a disagreement with another peer and resolving it.
- Eating their snack sensibly, in good time and exhibiting good table manners.
- Using their time effectively both inside and outside the classroom.
- Being able to decide for themselves about a sensible course of action when work is finished.
- Always completing activities to a high standard.