



Our Curriculum in Year 4

Year 4 curriculum includes many opportunities for the children to research and discover. We will be encouraging them to develop their independence as learners and thinkers. All our curriculum topics have been reviewed and updated in line with the new National Curriculum.



Our plans for our main themes currently are:

Autumn Term	Spring Term	Summer Term
The Romans	Polar Regions	The Vikings
States of Matter	Anglo Saxons	Sound
Humans and other animals	Electricity	Design Technology

English

We have a daily English lesson and a guided reading time. The children have opportunities to study a wide range of genres during English lessons. These include fiction, where the children will write stories about the Roman Invasion and the Polar Explorer Ernest Shackleton, non-fiction reports, poetry and explanation texts. Details of the English National Curriculum content year-by-year can be found on the school's website, however we tailor our teaching to meet the needs of each child by adapting these teaching objectives if necessary.

Writing and Handwriting

Children learn to write for a variety of purposes and we want the children to become enthusiastic and confident writers. We support them in formulating and refining their ideas. There is an ongoing focus on spelling, grammar and punctuation based on the statutory requirements in the National Curriculum. Children are asked to learn spellings at home. They will complete handwriting activities once a week as an early morning task. Where necessary the children will take part in a more intensive handwriting scheme.

Reading

There are many contexts in which the children develop reading skills. The children take part in weekly guided reading sessions where they work in a small group with the class teacher. Some children will also receive individual reading support to boost their reading. We also support children in developing their comprehension and inference and deduction skills.

We use 'Accelerated Reader' to develop, monitor and assess children's reading comprehension. After the children have finished their reading book they complete an Accelerated Reader comprehension quiz, on an ipad or laptop. To pass the quiz 80% of the answers need to be correct. The children are allowed to refer back to their book during quizzes. There is a *Parent Guide to Accelerated Reader* on our website.

We want to foster a love of language and reading by sharing books for pleasure and reading to and with the children. We provide a range of graded reading books from the Accelerated Reading schemes for children to use in school and at home. Please read with your child regularly at home and encourage them to discuss the story, characters' actions and any new vocabulary they come across.

Spoken Language

We support children in developing good listening and articulate and clear speaking skills. In order to help develop their confidence children take part in a 'Just a Minute' talk where they present information to their class. The children are also given the opportunity to deliver an assembly, on a topic of their choice, in front of Key Stage Two. Speaking and listening skills are also developed across all other areas of the curriculum including through philosophy lessons.

Maths

Throughout the year, children learn about number, shape and space, measures (including money and time), statistics (data handling) and problem solving. We use a variety of recording methods alongside the use of equipment and encourage children to explain to each other how they work out an answer. We emphasise the role maths has in everyday life and aim to apply mathematical skills across the curriculum.

We use the White Rose Maths Hub (WRMH) schemes of learning as our medium term planning documents. These schemes support a mastery approach to teaching and learning. All pupils have access to the same curriculum content and should deepen their conceptual understanding by tackling challenging and varied problems. Similarly with calculation strategies, pupils must not simply rote learn procedures but demonstrate their understanding of these procedures through the use of concrete materials and pictorial representations. The principle of the concrete-pictorial-abstract (CPA) approach is that for pupils to have a true understanding of a mathematical concept, they need to master all three phases. Reinforcement is achieved by going back and forth between these representations. We complement the WRMH scheme with other useful resources, such as Maths- No Problem! and Nrich.

Pupils' mental maths is fundamental to the application of skills in other areas of mathematics. This ranges from number bonds to times tables and division facts up to 12 x 12. Therefore, pupils take part in 'Maths Badges' to encourage and maintain the knowledge of these mental maths areas. Later in Year 4 pupils utilise the online programme, Mathletics.

Science

The children have opportunities to carry out and plan experiments, they also learn how to make reasoned predictions and plan fair tests. The topics covered during the year are States of Matter, Electricity, Living Things and their Habitats, Animals including Humans and Sound.

Computing/Information Technology

In these lessons, children are taught how to use the Scratch programme in a variety of different ways. The children collect weather data which will be recorded using Excel spreadsheets and present a weather forecast! We use GarageBand to record a piece of backing music and make short animated slideshows. The programmes Inkscape and Sketch-Up are also be used. The children learn about e-safety, text/cyber bullying. A range of digital sources are used for research in the classroom and to record ideas and work. Computing and ICT is an integral part of the school curriculum and children have regular access to a bank of iPads and laptops.

Art and D&T

The children design and make mosaics, whilst learning about the Romans. We study and reproduce artwork in the style of Henri Matisse and cook and taste some European dishes. The children look at the work of Andy Warhol and create pop art style self-portraits.

Music

Singing assembly takes place weekly. Year 4 children are taught to play the recorder and to read and write basic musical notation. A variety of styles of music are listened to throughout the year, including the works of some of the major European composers.

Humanities

The children study the Invaders and Settlers and their impact on Britain. The Romans are studied in the Autumn term, Anglo-Saxons during the Spring term, incorporating a visit to Sutton Hoo. The Vikings topic is covered in the Summer term. These are linked with the geography curriculum mapping skills, focussing on Europe, specifically the countries these people travelled from. In addition to the mapping skills, the children learn about The Polar Regions, climate change and biomes.

PE

The children take part in many different games such as tag rugby, tennis and cricket. They develop their accuracy and control in performing skills and increase their ability to become an effective team member. The children also make up dances and increasing their ability to move rhythmically. They work on sequences and control of their bodies in gymnastics. During the Autumn term, swimming takes place weekly.

Personal and Social Education and Philosophy

During the year we encourage the children to behave respectfully towards other people and to form appropriate and caring relationships with their friends. We also discuss the influences, pressures and harmful effects of alcohol and tobacco. They are taught about basic finance handling. Every class has curriculum time for Philosophy. The Community of Inquiry is a specific methodology that aims to improve children's thinking and investigative skills. It encourages them to think more deeply about the ideas met in all other areas of the curriculum and reflect on their own thinking and learning.

Religious Education

During the Autumn term we learn about inspirational people with a focus on Christianity and Hinduism. The Spring term focuses on inspirational Islamic people and Sikh symbols and religious expressions. In the Summer term we learn about family and the community particularly focussing on Christianity and Sikhism.

French

We teach the children how to listen carefully in order to discriminate sounds and identify meaning in French. They learn to respond to simple classroom commands, short statements and questions. As they become more confident and extend their vocabulary, children learn to ask questions and respond, so that they engage in short conversations. Children also learn more about the geography and culture of France. In Key stage 2 we use practical activities and the excellent Rigolo programme.