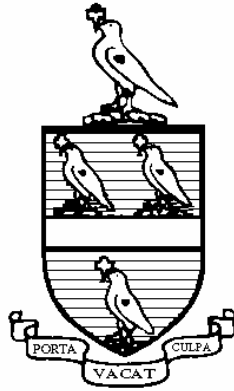


Foremarke Hall



Lower School

School Curriculum
&
Reports

An Outline Guide to the Year 4 Curriculum

General Information

This curriculum document is intended to outline the main themes and topics, which will be covered during the school year. The timings given can only be approximate, and the order covered may vary slightly.

The format of the information for each subject varies. Those, which divide conveniently into separate topics, will be different from those that involve the development of skills.

Homework

In Year 4, prep is set regularly for the children's Maths, English, Reading and Spelling. In addition, they are expected to do some reading or learning times-tables each evening. This should take the children approximately 15 to 20 minutes to complete, in total, and certainly no longer than half an hour. Homework is viewed as an important part of the learning process and the children need to develop good working habits from an early age.

Assessment

There are regular assessments throughout the year in the core subjects – English, Maths and Science, and the children's progress in reading and spelling is carefully monitored.

Mrs P Christodoulou
Head of Lower School

English

Introduction

The schemes of work for English in Year 4 follow the national guidelines without being bound by the associated constraints. Literacy unites the important skills of reading, writing, speaking and listening. Good oral work enhances pupils understanding of language, in both oral and written forms, and of the way language can be used to communicate. It is also an important part of the process through which children read and compose texts.

Through their time at Foremarke, children should be developing their literacy skills. Literate children should:

- Read and write with confidence, fluency and understanding
- Be able to monitor their reading and correct their own mistakes
- Have good technical skills in the important areas of spelling, punctuation and grammar
- Have fluent and legible handwriting and be able to make effective use of ICT skills as appropriate
- Have an interest in words and their meanings and a growing vocabulary
- Know, understand and be able to write in a range of genres in fiction and poetry, and understand and be familiar with some of the ways in which narratives are structured through basic literary ideas of setting, character and plot
- Understand, use and be able to write a range of non-fiction texts
- Plan, draft, revise and edit their own writing
- Have a suitable technical vocabulary through which to understand and discuss their reading and writing
- Be interested in books, read with enjoyment and evaluate and justify their preferences
- Through reading and writing, develop their powers of imagination, inventiveness and critical awareness

Assessment

Standardised reading and spelling tests are used at the beginning of each academic year and there are also formal English assessment tests in reading comprehension, spelling and writing at the end of the Summer Term. Over the year children are monitored and assessed less formally though the process of continuous assessment.

Michaelmas Term

Fiction Focus on historical stories and short novels, play scripts, poems based on common themes, e.g. Christmas

Non-Fiction A range of text types from reports and articles in newspapers and magazines

Text Level – reading and writing

Fiction Use different techniques to plan stories, *e.g.* notes, diagrams, mind mapping
Plan a story identifying each of its stages
Write descriptive extracts
Write play scripts using known stories as a basis

Non-fiction Identify features of non-fiction text in print and ICT, *e.g.* headings, lists, bullet points, captions
Identify the main features of a newspaper including layout, range of information, level of formality, organisation of articles and headlines
Write newspaper style reports
Using ICT to draft and lay out reports, compose headlines
Organise writing into paragraphs
Write non-chronological reports (cross curricular – History – The Lunt)

Sentence Level Work

Grammar Adjectives
Direct Speech
Similes
Subject / verb
Investigate powerful verbs *e.g.* 'hobbled' rather than 'went'
Adverbs including common adverbs with –ly suffix
Rules for poetry

Punctuation Revision of capital letters and full stops, question marks, exclamation marks and speech marks
Commas to mark grammatical boundaries within a sentence
Investigate how words and phrases signal changes in time *e.g.* first then, after, meanwhile, from, where
Paragraphs to organise and sequence written work

Lent Term***Range***

- Fiction** Stories about imagined worlds, sci-fi, fantasy adventure, conversation poetry
- Non-fiction** Information texts on a range of themes

Text Level – Reading and writing

- Fiction** Extended writing
Story settings and descriptions making use of adjectives and similes
Write poetry based on structure and style of poems read
- Non-fiction** Note taking skills
Selecting key words, lists and diagrams
Fill out notes by connecting prose
Using paragraphs, sub-headings and numbering
Instructions

Sentence Level Work

- Grammar** Alphabetical order
Using dictionaries and thesaurus
Superlative and comparative adjectives
Suffixes
Prepositions
Revise the use of similes and metaphors
Verb tenses
- Punctuation** Apostrophe to mark possession
Apostrophe to mark contraction
Use commas, connectives and full stops to join sentences effectively

Summer Term

Range

Fiction Write fiction based on historical events – Lindisfarne

Non-fiction Persuasive writing e.g. adverts, flyers, letters
Information books linked to other curriculum areas

Text Level – reading and writing

Fiction Write a piece of fiction, loosely based on an historical event

Non fiction Plan and present a point of view *e.g.* on hunting, school rules (both orally and in writing)
Summarise in writing the key ideas from a paragraph or chapter
Design an advertisement
Write a structured letter
Create a flyer for Twycross Zoo

Sentence Level Work

Grammar Revise work on nouns, adjectives, verbs, adverbs
Verb tenses

Punctuation Identify common punctuation marks including commas, semi-colons, colons, dashes, hyphens, speech marks
Use connectives to structure an argument, *eg* if ... then, ‘on the other hand’ ... ‘finally’: ‘so’

Maths

During Year 4 the children will regularly practise and develop oral and mental skills (*e.g.* counting, mental strategies, rapid recall of addition, subtraction, multiplication and division facts). There are also ample opportunities for revision of previous work.

The children will cover the following areas:

Michaelmas Term	Place value Addition and subtraction Length Area Time 2D shape Multiplication and division Fractions and decimals Money Roman Numerals Frequency tables, tally charts, pictograms and bar charts
Lent Term	Place value Addition and subtraction Capacity Area and perimeter Symmetry 2D and 3D shape Multiplication and division Fractions and decimals Negative numbers Doubling and halving Reading scales Rounding
Summer Term	Addition and subtraction Time Angles Multiplication and division Fractions of numbers Fractions and decimals Sorting diagrams Direction Co-ordinates Weight

Science

During Year 4 the children cover the areas outlined below. Where appropriate there are end of unit tests which are taken by the whole year group.

Michaelmas Term

Keeping Warm Thermometers
 Temperatures at different times and places
 Keeping things cold and warm
 Insulation
 Electrical and heat conductors

Moving and Growing Human skeleton – naming bones
 Structure of bones
 How bones grow
 Protection of vital organs
 Muscles and joints
 Effects of exercise
 Skeletons of animals

Lent Term

Solids and Liquids Measuring liquids
 Solids acting like liquids
 Water and ice
 Melting
 Mixing and separating solids
 Adding solids to water
 Separating solids from water
 Solids in solutions

Friction Springs and magnets
 Forces and force meters
 Friction
 Water resistance
 Streamlined shapes
 Air resistance

Summer Term

Habitats Organisms
 Different kinds of animal habitats
 Grouping organisms
 Identification keys
 Food chains and webs
 Protecting the environment

Circuits and Conductors Gaps in circuits
 Circuits with bulbs and buzzers
 Batteries and mains electricity
 Conductors
 Insulators
 Switches

History

During Year 4 the children cover the areas outlined below:

Michaelmas Term

Romans Who were the Romans and where did they come from?
Who lived in Britain when the Romans invaded?
Why did they invade Britain? (55BC, 43AD)
Resistance to the Romans
Why were the Romans so successful?
Everyday life in Roman Britain
The legacy of the Romans

Lent Term

Anglo-Saxons What happened when the Romans left Britain?
Why did the Anglo Saxons come to Britain?
What was it like living in Anglo Saxon England?
The Sutton Hoo Treasure – primary evidence
Runes and riddles
What were the religious changes in Anglo-Saxon England?
The importance of King Alfred the Great

Summer Term

Vikings The raids on Lindisfarne
Where did the Vikings attack and why?
The importance of Repton during the Viking era
Viking lifestyle, crime and punishment, names/words, folklore

Geography

During Year 4 the children cover the areas outlined below:

Michaelmas Term and First Half of Lent Term

India

- Locate UK, India and Asia on a world map.
- Use and interpret atlases and maps
- Research various aspects of life in India
- Compare 2 localities-to study climate and temperature-to look at how this may affect the people who live there.
- Compare living conditions-use secondary sources of evidence
- To begin to understand the relationship between location and economic activity
- Look at differences between educational facilities in Chembakolli and Derbyshire
- Food
- Fashion
- India Day

Second Half of Lent Term and Summer Term

The Environment

- To know that the Earth's atmosphere acts like a blanket, protecting the planet and enabling life to exist.
- To know and understand the different layers of the atmosphere.
- To know what the carbon cycle is and how people are changing the natural balance in the carbon cycle.
- To begin to form opinions about climate change and global warming.
- To know some ways in which climate change may affect people, landscapes and the environment.
- To look at the effects of global warming on the Antarctic and its wild life.
- To understand how they personally can make a difference through reducing, reusing and recycling.
- To understand the importance of using local produce and the positive impact that this has on the environment.
- To view a working farm using solar power.
- To understand the never-ending natural cycle of the Water Cycle.
- To understand how we can improve our environment by recycling waste.
- To introduce the different types of renewable energy.
- To look at the benefits and problems which are caused by using the various forms of renewable energy.

French

Year 4 will be following *the Rigolo* course, incorporating, listening, speaking, reading and writing.

Michaelmas Term

Revision of materials covered in Year 3	Family, descriptions, school, house
Ordering food	Je voudrais
	Au / à la / l' + flavour
Expressing opinions about food	J'aime / je n'aime pas
Saying whether food is healthy / unhealthy	C'est bon / mauvais pour la santé
Places in town	Town vocabulary
Describing own town	Dans ma ville il y a
Saying where you are going	Je vais au / à la / à l'
Revision of time	Il est deux heures.
Saying where you are going	Je vais
Directions	Asking the way with s'il vous plaît
	La poste s'il vous plait
	Giving simple directions

Lent Term

Revision of town and directions	
Forms of transport	Je vais en.... / à
Talking about where you are going and how	Je vais en.... / à
Revision of clothes vocabulary	
Shopping for clothes	Je voudrais
Giving your opinion about clothes	C'est + adjective
Describing your clothes with colour	Noun + adjective (with agreement)
Revision of numbers 1 – 60	
Talking about prices and money in France	Euros
	C'est combien? Ça coute....

Summer Term

Revision of time	Quelle heure est-il? Il est
Introduction to daily routine	Daily routine vocab
	Reflexive verbs 'je' form
Combining times and daily routine	Je me lève à....
Talking about breakfast	Qu' est ce que tu prends? Je prends
Routine and meal times	
Introduction to countries where French is spoken	
Les vacances	Où vas-tu? Je vais en
Giving opinions about holidays	C'est
	J'aime / adore / déteste
Revision of hobbies and free time	
Progress to say what they do on holiday	

Religious Studies

In Year 4, we build on the children's understanding of the work covered in Year 3 and expand it to study a range of world religions. Emphasis is placed on understanding the beliefs and practices of others, discussing their own values and showing respect for all.

Each half term focuses on a different religion and for each religion we cover the following seven foundational areas:

- Symbols
- Who is God?
- Origins
- Holy book
- Key beliefs
- Place of worship
- Main festivals

In the final half term we re-cap our learning and make comparisons between the beliefs and practises of the religions studied.

Michaelmas Term

Hinduism

Christianity

Lent Term

Buddhism

Judaism

Summer Term

Islam

Comparing
religions

This curriculum lays the foundation for Religious Studies in Upper School and introduces important skills of comparison.

Art

During Year 4 the following areas are covered through a range of activities:

- Continued development of fine motor skills to cut, draw and paint
- Further development of the Colour Wheel in order to recognise contrasting colours
- Selecting appropriate materials and tools
- Introduction of one-point perspective
- Drawing and shading 3D shapes
- Tone and colour work, shading and harmonious blending with paints and pencils
- Use of collage / mixed media / mosaics
- Simple clay building and modelling techniques
- Texture, simple printing techniques
- Textiles
- Replicate the works of famous artists

Design and Technology

The nature of Design and Technology is such that it can provide opportunities for children to engage in activities that are challenging, relevant and motivating. They will be encouraged to enjoy the subject, seek satisfaction and purpose, as well as experience a sense of wonder at their ability to design and make. Any design and technology activity will be a learning experience whereby children's repertoire of knowledge, skills and understanding is extended and applied in increasingly more diverse and sophisticated ways.

"Tell me and I forget – show me and I may remember – let me do it and I learn. Learning through making works!" (Prue Leith)

Outline of learning experience

Safe work methods and practices will be further encouraged and reinforced from children's previous experiences in Year 3 and they will be issued with a safety passport listing the pieces of equipment they have used safely and competently.

Work over the coming year will involve children in a range of practical skills and will experience the use of materials and processes by which they can cut, join and form. There will be three main areas of study and practical project that will introduce commonly used mechanism, namely pulley systems, cam systems and gear systems. These systems will be integrated into structures that will form part of an interesting artefact to demonstrate how the mechanism can be practically applied, for instance, a gear system to drive a model of a fairground carousel. There will also be a number of shorter projects in between the main elements of the year's course work.

Structures are an important element within these projects and to ensure accuracy of construction, children will be introduced to the 'Lynx' jointer, with a specially made plastic template to hold the timber sections in place whilst the glue is drying. They will also construct their own gear, using specially provided templates.

Drawing skills will continue to be encouraged and retrospective drawings made of completed project work to stimulate their ideas in designing in two dimensional form.

Music

Years 3 and 4 receive one music lesson per week. Class music lessons take place in the Music School. All children receive theory tuition during their class music lessons: we use the Associated Board of the Royal Schools of Music theory syllabus and Music Theory for Young Musicians by Ying Ting Ng. Additional theory classes are organised by the Director of Music.

Singing is an important part of music at Foremarke Hall. In class, vocal music includes hymns and songs to be performed in assemblies, class music assemblies and other occasions for example the Carol Service.

Instrumental performances are also a feature of class music. Children are encouraged to perform as soloists, either in preparation for a performance in a music assembly, exam or because they would like to perform a piece to their class. Children are also encouraged to play in instrumental ensembles.

PERIODS OF MUSIC AND TIMELINE OF COMPOSERS

Michaelmas term: Baroque – demonstrated through listening activities with Brandenburg Concerto No.3 in G major to include listening activities that will enable students to explore Baroque instrumentation, ensemble and timbres.

Lent term: Classical – Symphony 40 in G minor by Mozart, to include listening activities that will enable children to explore classical instrumentation, the use of the orchestra and structure of classical composition.

Summer term: 19th Century – the Nutcracker by Tchaikovsky to include listening activities that will enable students to explore the use of the orchestra and the setting of music to ballet.

Physical Education

Throughout the school all children follow a syllabus that offers breadth of activity whilst focusing on the main sport of the term. The focus in the younger years is on technical development and skill acquisition. Children are taught the core skills in the relevant activity and shown how to apply these skills in game situations. They are also encouraged to develop their understanding of some tactical aspects of each sport.

Pupils follow the same programme of activity within their PE programme. Each lesson is delivered by specialist, qualified physical educationalists. The programme in the Michaelmas and Lent term follows a block of swimming and gym. This is followed by athletics in the summer term. Within all PE and games lessons the pupils are taught the importance of health and fitness; the need to warm up and cool down, as well as how to exercise safely.

In the Lower School, considerable emphasis is placed on the development of independence and personal organisation skills. This is encouraged through the children taking responsibility for their own kit, dressing themselves and maintaining the tidiness of their pegs.

During the course of each term some children are selected for representative teams. Children who are selected for sports squads are expected to commit to their team and be available for all published matches on Saturday mornings or Monday afternoons. The criteria for selection are based on the pupils' effort and ability in the sport of the term. Team coaches will always select the team that they believe has the best chance of winning the fixture. In the Lower School a rotation policy may apply for fringe players in order to involve as many children as possible. All children experience sporting competition through the House system irrespective of ability. Each pupil is given the opportunity to compete in year group House events in Football, Hockey, Swimming, Netball, Rounders, Cricket and Athletics. Sport also forms a part of the school's activity programme with sessions taking place in many games.

Main activity of the term figured in bold (<i>girls' sport in italics</i>)	Michaelmas Term	<i>Hockey / Football</i> Swimming/ Gymnastics
	Lent Term	<i>Netball / Hockey</i> Swimming/ Gymnastics
	Summer Term	<i>Rounders / Cricket</i> Athletics

ICT

Aims and Objectives-

It is the aim of the ICT department to encourage confident and competent users of ICT who can use their common sense when assessing ICT solutions.

Through a variety of experiences we aim for each child to develop skills in the following areas:

- Communicating ideas through words, pictures, and sounds.
- Entering, storing and classifying information.
- Accessing and obtaining information
- Giving signals and commands

Michaelmas Term	
	<ul style="list-style-type: none"> • Staying safe-internet safety • Creating folders and saving work • Creating and editing text • Pre-programming logic and sequencing • ColorMagic art program looking at repeating patterns and pointillism (Georges-Pierre Seurat)
Lent Term	
	<ul style="list-style-type: none"> • Computer-based mindmapping • Power Point presentations-linked to English class work • Simple formulae in Excel
Summer Term	
	<ul style="list-style-type: none"> • Introduction to simple programming • Branching databases • Developing a simple program