# Curriculum Information Booklet

## 2017/2018

## Oxton St. Saviour's CE (Aided) Primary School

## Year Four

## Mrs Bergh

## Our Mission Statement

## Our Vision:

**To deliver a creative curriculum which inspires independent and collaborative learning and stimulates curiosity in our children, making relevant links between different areas of learning whilst delivering skills and knowledge in a thorough, consistent and balanced way within and beyond the classroom.**

# The Romans

**Geography/History**

The Romans

Boudicca

Hadrian's wall

Julius Caesar

Successful invasions

Romanisation of Britain

Water cycle (Science link).

River study

OS maps

River study

Volcanoes & earthquakes.

Where is Rome?

Map skills—locating the invasions

Landmarks in Rome

**PSHE**

New beginnings

Getting on and falling out

**Art and DT**

Mosaics

Roman soldier collage

DT: design and make a healthy pizza

French

Where you live

Places in town

Directions

School rooms

Classroom objects

**ICT**

E safety

Research

Scratch junior

Coding

Google Earth

Pic Collage

**MUSIC**

Clarinet

Responding to music

**RE**

Good news

God

Harvest

Christian community

Incarnation

**PE–**

Indoor PE— Gymnastics

Outdoor PE— Hockey, Swimming

# Mathematics

## Whole year

## Number and Place Value

Count in multiples of 6, 7, 9, 25 and 1000 .
Find 1000 more or less than a given number .
Count backwards through zero to include negative numbers.
Recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones) .
Order and compare numbers beyond 1000 .
Identify, represent and estimate numbers using different representations .
Round any number to the nearest 10, 100 or 1000 .
Solve number and practical problems that involve all of the above and with increasingly large positive numbers .
Read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of zero and place value.
Add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate.
Estimate and use inverse operations to check answers to a calculation.
Solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why.
Recall multiplication and division facts for multiplication tables up to 12 × 12.
Use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers.
Recognise and use factor pairs and commutativity in mental calculations.
Multiply two-digit and three-digit numbers by a one-digit number using formal written layout.
Solve problems involving multiplying and adding, including using the distributive law.
Multiply two digit numbers by one digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects.
Recognise and show, using diagrams, families of common equivalent fractions.
Count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten.
Solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number.
Add and subtract fractions with the same denominator.
Recognise and write decimal equivalents of any number of tenths or hundredths.
Find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths.
Round decimals with one decimal place to the nearest whole number.
Compare numbers with the same number of decimal places up to two decimal Places.
Solve simple measure and money problems involving fractions and decimals to two decimal places.

## Money

Estimate, compare and calculate different measures, including money in pounds and pence.

## Time

Read, write and convert time between analogue and digital 12- and 24-hour clocks. S

Solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days.

## Shape

Compare and classify geometric shapes based on their properties and sizes .
Identify acute and obtuse angles and compare and order angles up to 2 right angles by size.
Identify lines of symmetry in 2-D shapes presented in different orientations.
Complete a simple symmetric figure with respect to a specific line of symmetry.

**Measures**

Convert between different units of measure [for example, kilometre to metre }.

Measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres.

Find the area of rectilinear shapes by counting squares.

Estimate, compare and calculate different measures, including money in pounds and pence.

## Data Handling

Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs .

Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.

## Writing: Vocabulary, Grammar and Punctuation

Using commas after fronted adverbials.
Indicating possession by using the possessive apostrophe with plural nouns.
Using and punctuating direct speech. Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although.
Using the present perfect form of verbs in contrast to the past tense.
Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition .
Using conjunctions, adverbs and prepositions to express time and cause .
Using fronted adverbials .
Use and understand the grammatical terminology .

## Spelling

Use further prefixes and suffixes and understand how to add them (English Appendix 1) Spell further homophones Spell words that are often misspelt (English Appendix 1) Place the possessive apostrophe accurately in words with regular plurals *for example, girls', boys'+ and in words with irregular plurals *for example, children's+ Use the first two or three letters of a word to check its spelling in a dictionary .

Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.

Common exception words.

## Reading Comprehension

Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.
Predicting what might happen from details stated and implied.
Identifying main ideas drawn from more than one paragraph and summarising these.
Retrieve and record information from non-fiction.
Using dictionaries to check. the meaning of words that they have read .
Discussing words and phrases that capture the reader's interest and imagination.
Identifying how language, structure, and presentation contribute to meaning .
Identifying themes and conventions in a wide range of books.
Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.
Reading books that are structured in different ways and reading for a range of purposes.
Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally.

# English

**Whole year**

## Writing—Transcription

Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined Increase the legibility, consistency and quality of their handwriting *for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch).

## Writing—Composition

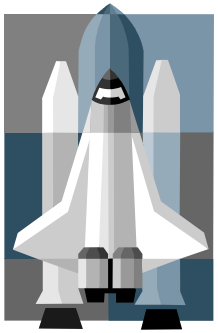
Organising paragraphs around a theme in narratives, creating settings, characters and plot. In non-narrative material, using simple organisational devices *for example, headings and sub-headings* Evaluate and edit by: Assessing the effectiveness of their own and others' writing and suggesting improvements . Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences. Proof-read for spelling and punctuation errors. Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.

**Spoken Language**

Preparing poems and play scripts to read aloud and to perform.
Recognising some different forms of poetry *for example, free verse, narrative poetry* showing understanding through intonation, tone, volume and action.
Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.
Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context .
Asking questions to improve their understanding of a text

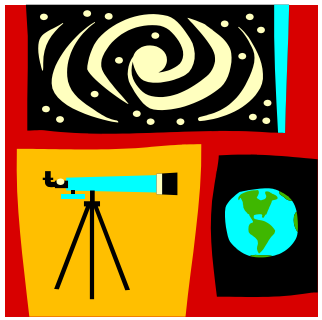
# Science

# Autumn Term



**States of Matter**

- Compare and group materials together, according to whether they are solids, liquids or gases.
- Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius.
- Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.



Working Scientifically

Asking relevant questions and using different types of scientific enquiries to answer them.

Setting up simple practical enquiries, comparative and fair tests .

Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers.

Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions.

Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables.

Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.

Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions.

Identifying differences, similarities or changes related to simple scientific ideas and processes.

Using straightforward scientific evidence to answer questions or to support their findings.

# General Information...

## Naming

Please ensure all items of clothing are named.
This enables teachers to return any lost items quickly.

## Coats

As we often go outside to complete various activities, your child needs to have a waterproof coat with them every day.

## Water

Please provide your child with a named water bottle.

It is school policy that the children are only allowed to drink water in the classrooms.

## Homework

The children will have weekly spellings.

Maths and English homework will be given on a Thursday and brought in on a Tuesday.

Reading books to be brought in each day.

## Hair

Long hair should be tied back, off the face.

### Pierced Ears

In the interest of health and safety, children must be able to remove or cover their own earrings. (Please provide tape or a box for the earrings to be stored in).


## Fruit / Healthy Snacks

The children can bring in a healthy snack in a disposable bag for break times. They also have the opportunity to buy a healthy snack during playtime from our tuck shop—items range from 30p to 50p.

## PE

PE kits need to be in school the first day after each holiday.

Children need to ensure their PE kit is readily available in school on the correct days.

Please ensure you look at the school uniform list to ensure your child has the correct school PE kit and suitable footwear. (For both indoor and outdoor PE).

## How you can help us by supporting your child's learning...

### Reading

Children will bring home a book every day from school. We encourage the children to read little and often. We would ask that the book is brought back into school each day. Although the children are now becoming more fluent readers it is really important and advantageous for them to read aloud to an adult. Asking and answering questions about the text will help develop their comprehension skills.

We do appreciate your comments or concerns about your children's reading in their reading logs.

### Parent Helpers

During the term there may be opportunities for you to support the class on school outings and activities. If you would be interested to help please let us know via the School Office. Your help is greatly appreciated.

### Mathematics

Times tables will be practised in school each week and the children will be asked to practise tables at home too. Activities will be sent appropriate for the stage the children are at. Constant practise of times tables is really important. The new curriculum states that the main aim at the end of Year 4 is for the children to recite all of their times tables.

### Handwriting

We encourage children to maintain a cursive handwriting style. Support from home is greatly appreciated if you can encourage children to complete homework in pencil, in a cursive style.

### Homework

Where possible, it would be beneficial for your child to complete their homework independently. If there is a week where your child has found an area particularly difficult, please do not hesitate to send a note in with the homework. The homework set will be relevant to the skills the children have learnt that

### Bulletin

A celebration of this terms activities will be updated regularly on our school website.

Look out for new information on Makewaves, our school VLE (accessed from the homepage on our website).