

Year 4

Oakleigh House School



Contents of our Year 4 curriculum

By the time pupils reach Year Four they should be developing better self organisational skills and show greater independence. I would appreciate it if you could support your child by reading your child's homework diary on a daily basis to check what homework needs to be completed and record any reading done at home. Please could you sign it weekly and I will do the same. In Year four, homework duration should be about 20 minutes. Reading should be done every night.

Please use the diary as a means of home/school communication. I am always available to see parents at a mutually convenient time.

For you, as a parent, it is quite useful to know which steps your child will take during his/her time in Year Four. Below is an outline of the work we cover through the year in each subject area.

Communication, Language and Literacy

The English Curriculum in Year Four will follow the guidelines of the National Curriculum.

We aim to

- extend reading skills and the understanding of text
- develop compositional writing.
- promote grammatical awareness
- develop spelling skills
- extend both written and spoken vocabulary.

Speaking and Listening

Opportunities will be made for pupils to **speak aloud in groups or to the whole class** for a variety of purposes with these main aims:

- to express views and opinions
- to develop powers of reasoning
- to listen carefully and to make appropriate responses

Reading

Reading should be a **pleasurable experience** and through regular practice, pupils will develop fluency and expression.

Where possible each child will read aloud in class each day.

Reading books will be sent home each evening. Fluent readers will be able to choose a book from the school library with guidance from the teacher or from home to read. Pupils are expected to read every evening. The pupils will be given a recommended reading list from which they are expected to read two books every term.



Writing

Pupils are encouraged to develop a neat and well- formed style of joined writing and to form their letters correctly, paying attention to letter size and the spacing of words. By now pupils are usually using a fountain pen or Berol handwriting pen for all their work.

We intend to give pupils the opportunity to **express themselves clearly**, to expand their written vocabulary and to develop imaginative ideas. So pupils have the opportunity to write:

- story planning - to identify each stage
- character sketches
- story starters and story endings
- poetry
- re-tell known stories
- simple plays
- letters
- diary entries
- explanation texts
- non-chronological reports
- instructions



We aim to give pupils the opportunity to **develop spelling strategies** using phonics, word families, word patterns and key words. The understanding of vocabulary in context is an important part of this area of learning and pupils are encouraged to **use a dictionary and thesaurus**.

A spelling list will be sent home each week to be learnt. Pupils will be given spellings according to their ability.

They will also be encouraged to **keep a personal word bank**.

Pupils are encouraged to always make sense of what they are writing and to check their punctuation. The work covered will include:

- full stops, capital letters, commas, question marks, exclamation marks and speech marks.
- nouns, verbs, adjectives and adverbs
- alliteration, similes, metaphors and onomatopoeia
- the understanding of opposites
- synonyms and homonyms
- rhyming words
- plurals
- past tense
- future tense
- prepositions

By the end of Year Four pupils will have had experience of reading a wide genre of novels and poetry:

- Sci fi/fantasy
- Stories in series
- Stories by the same author
- Poems based on common themes
- Classic and modern poetry
- Range of poetry in different forms, eg. Haiku, couplets and monologues.

Year 4 Reading List

Challenge - read one book each half term

Mr. Majeika Books	Humphrey Carpenter
The Dark is Rising sequence	Susan Cooper
Animal Ark series	Lucy Daniels
Various titles	Roald Dahl
Family from One End Street	Eve Garnett
Iron Man/Woman	Ted Hughes
Stig of the Dump	Clive King
Narnia books	C. S. Lewis
Worst Witch collection	Jill Murphy
Snow Spider trilogy	Jenny Nimmo
Tom's Midnight Garden	Phillipa Pearce
Hat Full of Sky	Terry Pratchett
The Carpet People	“ “
Jonny and the Bomb	“ “
The Edge Chronicles	Paul Stewart and Chris Riddell
Harry Potter	J. K. Rowling
Horrid Henry	Francesca Simon & Tony Ross
Charlotte's Web	E.B White
Tracy Beaker	Jacqueline Wilson
Howl's moving castle	Diana Wynne Jones
Ms. Wiz series	Terence Blackman
The Hobbit	J. R. R. Tolkien
Mr. Majeika stories	Humphrey Carpenter
Ottoline series	Chris Riddell
Various titles	Michael Morpurgo
Various titles	Dick King Smith

Mathematics

In teaching maths we follow the guidelines of the **New National Curriculum**. Our aim is to give the pupils confidence and competence with numbers and measures, using a wide range of resources in order to gain:

- a good understanding of the number system,
- accurate computational skills,
- the ability to use mental arithmetic strategies
- a practical understanding of the ways in which information is gathered and presented in charts such as graphs and tables.

There is a dedicated maths lesson each day which will include **daily oral and mental work** to secure strategies learnt and promote rapid recall.

All lessons include differentiation to stretch the more able pupils and help the less able reach their full potential.

Mathematical concepts are introduced and taught termly:

Autumn Term	Spring Term	Summer Term
Number – Place Value	Number – Multiplication and Division	Decimals
Number – Addition and Subtraction	Measurement – Area	Measurement – Money and Time
Measurement – Length and Perimeter	Fractions	Statistics
Number – Multiplication and Division	Decimals	Geometry – Properties of Shape and Position and Direction
Problem Solving and Reasoning	Problem Solving and Reasoning	Problem Solving and Reasoning

Numbers

- Understanding of number to 10,000
- Place value and ordering
- Working knowledge of odd and even numbers
- Positive and negative numbers
- Number patterns
- Understanding of number words
- Simple equations
- Basic mechanical processes
- Estimating and rounding
- Fractions of number and equivalent fractions



Mental Maths

- Rapid addition and subtraction within 10 and 20 and 100
- Addition and subtraction of 10's and 100's
- Doubling
- Halving
- Adding and subtracting 9
- Adding and subtracting 11
- Addition and subtraction to 50
- Money - coins to make..., change
- Revision of all times tables to 10x
- Simple problems

Money

- Revision of money values to £20
- Making amounts of money using a limited number of coins
- Simple bills and giving change
- Changing £'s and pence to pence
- Changing pence to £'s and pence

Shapes

- Recognition and properties of 2-d and 3-d shapes
- Practical activities relating to tessellation and symmetry
- Practical activities using drawing instruments e.g. compass
- Angles and degrees

Measurements

- Measuring in centimetres and half centimetres
- Measuring in metres
- Revision of facts - $10\text{mm}=1\text{cm}$, 0.5cm or $5\text{mm} = \frac{1}{2}\text{cm}$, $100\text{cm}=1\text{m}$, $1000\text{m}=1\text{km}$
- Using string for measuring curved lines
- Working with and understanding litres
- Working with and understanding masses kg and g
- Working with and understanding litres and millilitres

Time

- Understanding time in words (analogue)
- Understanding time in figures (digital)
- Sequence of days, weeks and months.
- Understanding the calendar
- Simple time problems
- Counting passage of time
- Addition and Subtraction of time

Data Handling

- Collecting and interpreting data
- Understanding bar graphs, Venn diagrams and line graphs
- Interpreting tables found in everyday life - time tables, calendars

In our science teaching we aim to **stimulate and excite our pupils' curiosity** about the world around them.

Lessons will include practical experience, an exchange of ideas, introduction of scientific methods and creative thoughts.

The lessons will be backed up with **written work and diagrams**.

Six topics are covered, two each term:

Animals – teeth and digestion

States of matter

Sound

Electricity

Habitats and food chains

Review and further investigative work

Humanities is studied through six different topics covering aspects of **History, Geography, R.E., Personal and Social Education, Global Citizenship and Education for Sustainable Development**. The topics covered (in termly order) will be:

- Romans
- Vikings
- Festivals and Celebrations
- Normans
- Habitats and Adaptations/Environmental Issues

These topics enable us to plan visits to Caerleon, castles and nature reserves.



In these lessons we aim to give the pupils further experience and **confidence with keyboard and basic word processing skills**. We use laptops in the classroom for producing special pieces of work enhanced with graphics. The topics this year are:

- using text and images to develop writing
- enhancing presentation of work
- using databases to store and retrieve information
- using I.T. to support work across the curriculum
- using internet to access information
- e safety – keeping children safe on the internet

Spanish

We feel it is important for pupils to have the experience of learning a foreign language. The pupils are taught Spanish on a weekly basis. The pupils not only learn the language but also find out about the culture and country of Spain.

Autumn	Spring	Summer
Number revision	Geography of Spain / South America	Sports and school day
Food and drink – likes and dislikes	Aztecs of Mexico	Time
Meals / menu	Weather	Animals – farm, domestic, wild
Travel	Money	Clothes
Transport	Numbers 20+	Ice cream flavours
Countries / nationalities	Likes / dislikes	Family - revision
	Fruit	

Physical Development

We aim to develop the pupils' confidence and competence in a variety of physical skills. The pupils will have the opportunity to be competitive and face different challenges as individuals and in teams.

The pupils have two extended morning games lessons each week. Weekly swimming lessons are provided during the summer term. Games lessons take place at the university sports centre where we can make use of the fantastic Astroturf pitches, the indoor gym and the indoor and outdoor athletics facilities.

We practise the team sports of hockey, netball, rugby and football during the first two terms. In the summer term the pupils have experience of athletics, cricket, rounders and tennis.

Creative Development

Music

Music is an important part of our culture both past and present. We aim to **develop the pupils' ability to listen to and appreciate a wide variety** of music.

Work will be based around the elements of music - pitch, rhythm, texture, dynamic and timbre. In Year Four the pupils will:

- learn how to devise and interpret graphic scores
- learn about the instruments of the orchestra
- develop pitch sense
- extend rhythmic sense and learn new note values
- extend knowledge of music from different times and cultures
- develop group composing skills
- improve singing and instrumental playing techniques
- listen to a piece of classical music

We encourage an active involvement in making music through singing, recorders and use of percussion. All pupils will have the opportunity to perform to a wider audience in assemblies and school concerts. The pupils are also offered the opportunity to learn Piano, Trumpet, Violin, Flute, Clarinet and Guitar.

Art and Design Technology (D.T.)

Our aim in art lessons is to stimulate creativity and develop imaginative skills, giving the pupils the opportunity to work with a wide variety of different materials and to explore colour, form, texture and patterns. They investigate the work of prominent artists and their influences. Art projects are often linked to individual class topic work.

Design technology lessons will be incorporated in the art and design lessons.

We aim to encourage pupils to think creatively and become problem solvers.

Drama

Drama has a well established place in the curriculum of Oakleigh House and is recognised as a subject that benefits the pupils through the development of social skills, confidence and the advancement of performance and self-presentation. All pupils participate in our annual Christmas production and in end of year concerts and presentations.

Work is based around methods such as:

- Games
- Story-telling
- Mime and Movement
- Characterisation
- Role play and Improvisation
- Scripted work
- Performance – All pupils have the opportunity to perform in class and to a wider audience.

The pupils are also offered the opportunity to develop their skills in small group peripatetic speech lessons.

Assessment and reporting

In Key Stage 2 we use both formative and summative assessment to evaluate pupils' progress and plan for future learning.

Formative assessment

Pupils are assessed on a daily and weekly basis with class teachers making judgements on pupil progress. For example, in English we use marking ladders and success criteria to evaluate extended writing. Pupils are encouraged to participate in self and peer assessment.

Summative assessment

In line with Cognita Schools and the New National Curriculum, all Key Stage 2 pupils will complete the PTE and PTM tests in Mathematics and English at the end of each academic year. In addition, pupils in Year 4 sit a Cognitive Ability Test at the start of the academic year.

Reporting

Interim target reports are issued just before half term in October and February. Parents' meetings take place to coincide with the issue of these reports. Full end of year reports are issued in June at the end of the academic year.

Conclusion

Your children are good ambassadors for school and so we ask that you ensure they wear correct school uniform, with a blazer to and from school everyday and the correct games kit for their games sessions.

Our School Week:

School starts	8.30 a.m.
School ends	3.30 p.m.
Registration is between	8.45 and 8.50 a.m.
Staff will be on duty from	8.30 a.m.

We will meet at the beginning of term and thereafter I will update you on your child's progress through a termly target report and a Parents' Evening. Should you have any concerns please contact me and I will do my best to solve any problems.

We are looking forward to a happy, productive and successful year.

Carol Garner & Charlotte Alexander