



CURRICULUM NOTES – 2011 / 2012

YEAR 4

Welcome to Year 4. We hope that you are feeling refreshed and relaxed after the Summer break and are now looking forward to supporting your son or daughter during the coming year. We hope that you will find this guide brief, informative and useful, but should you require any further guidance, please do not hesitate to contact Mrs Langley, Miss Furness or Miss Bangert.

Homework

In addition to weekly spellings and timetables practice every night, and the occasional completion of class work, homework will be set at least four times a week. We would also strongly encourage the children to read each night with parent supervision. Homework tends to be set in the core subjects – English, Maths and Science, although this may vary. No child will ever be expected to exceed thirty minutes homework each night.

Timetable

Please find enclosed a copy of your child's class timetable. This is a guideline only, and staff reserve the right to rearrange lessons as the curriculum or circumstances require. Instrumental lessons often take place during designated lesson times and it is the child's responsibility to make up missed work from the appropriate teacher or one of his/her peers. We expect the children to take note of the timetable and ensure that they are suitably equipped for all lessons.

Personal Belongings

We would like each child to bring to school, the following items, which should be named.

- A pencil case containing HB pencils (no more than 4), an eraser, a sharpener, and a set of colouring pencils.
- A glue stick.
- A standard length ruler (30 cm)

Summer Term Trip to Battsborough House

Parents will be invited to a meeting in March 2012 to discuss the forthcoming residential trip which will take place in May.

Curriculum Notes – Year 4

Year 4 finds the children building on the foundations laid down in Year 3. Skills and concepts in each subject are consolidated and new ones are introduced and developed mainly in accordance with National Curriculum requirements for Key Stage 2.

As the year progresses, the children should be aiming to concentrate their efforts more fully on the task in hand so that they develop a sense of pride in their work, as well as a determination to achieve their personal best. These skills combine to help them develop a more independent approach.

Year 4 aims to encourage the development of a cohesive and supportive year group, and the field trip contributes to this team building theme through shared experiences as they live and work together away from home for the first time.

English

Grammar: nouns, adjectives, verbs, adverbs, pronouns, prepositions, conjunctions and prefixes.

Punctuation: capital letters, full stops, apostrophes of contraction and possession, commas, question marks and exclamation marks.

Creative Writing:	descriptive, imaginative, personal, letters, poetry, informative, explanatory texts and persuasive writing.
Spelling:	letter strings, plural endings, silent letters, topical vocabulary and common errors.
Speaking:	talking about a hobby, assembly presentations, poetry recitation, and reading aloud.
Research Skills:	ongoing development of skills in reading, handwriting, book reviews and drafting of written work.

Mathematics

Revision:	addition, subtraction, multiplication, division, tables and place value
Time:	analogue, digital, 12 hour + 24 hour clock
Fractions:	equivalents, mixed and improper
Shape:	2D, 3D, angles and triangles
Measurement:	length, weight, capacity and volume
Symmetry	
Money	
Decimals	
Graphs	
Scales, Approximations and Estimations	
Co-Ordinates and Position	
Perimeter and Area	
Mental Maths	

Science

- Moving and Growing
- Circuits and Conductors
- Keeping Warm
- Solids, Liquids and Mixtures
- Habitats
- Forces and Friction

ICT

The children will cover a range of topics over the year, including;

- Writing for different audiences
- Developing images using repeating patterns
- Branching databases
- Collecting and presenting information
- Modelling effects on screen

In addition to their timetabled lessons, the children will have many opportunities to practise their skills in a variety of contexts across the curriculum.

History

The Victorians
The Vikings
The Greeks

Geography

Volcanoes and Earthquakes
Improving the environment
A village in India

French

In the first two years of French, the emphasis is very much on hearing and speaking the language. Children will hear French spoken by the teacher and by native speakers on tapes. They will learn to give information in French, such as their name and how to spell it, where they live, how old they are, as well as to ask questions of others and to respond to instructions. There will be a variety of activities, songs and games to encourage them to use French and to enjoy the challenge of operating in a different language.

Religious Studies

- Finding out about the Bible, how it was put together
- The Creation Stories
- Noah
- The seasonal stories of Christmas and Easter
- Some miracles of Jesus
- Shepherds in Bible times
- Biblical images – bread, water, light
- Introduction to Hinduism

PSHE

Personal, Social and Health Education, with Citizenship, will be taught as a discrete lesson. This ‘subject’ may be best described as ‘Life Skills’, where the children will have opportunities to give views and opinions on themes that relate to their lives at their age. Various issues will be discussed and explored (e.g. in role-play) in the safe environment of the classroom under the careful supervision of the teacher. Topics include: Community, Safety, Influences.

Music

The emphasis of the music lessons for Year 4 is upon practical music making and full participation. By the end of the year pupils will have a sound understanding of simple rhythms, and will have begun to look at simple melodies in performance and composition. Singing is still a big part of the course, and there are many opportunities for class performances.

All of the projects that Year 4 pupils are involved in focus on one or more areas of study – Performance, Composing and Listening. The study of music notation will be developed continuously throughout the year, ensuring a good basic level of understanding for all.

Pupils will be studying:

- General Music Notation
- An Introduction to the Symphony Orchestra
- Graphic Scores
- A Musical Timeline
- Rhythms of the World

Dance and Drama

Dance and Drama offers pupils an exciting opportunity to be physically creative and expressive within fun and challenging lessons. Whether it be learning a new style of dance such as Jazz, Contemporary or Street, or addressing social or political issues in Drama, pupils will have the chance to explore and develop their own ideas through material designed to promote personal, social and cultural development.

Art – Ceramics - Design Technology (DT)

In Art, children will build upon basic skills. Studies will include; observational drawing techniques, painting, studying the art of the aborigines and exploring pattern and design using a range of medium.

In ceramics, children will be creating a shell inspired vessel with soft slabs, after completing observational drawings of shells and natural forms. They will be exploring natural surface texture using a range of implements and various glazes.

The main emphasis in DT will be placed around the safe and correct handling of tools and equipment. Children will be given the opportunity to design and make simple wooden frames, which they will then test and evaluate. Pupils will also have the opportunity to design and make wallets.

Food Nutrition

Pupils will be studying:

- Personal hygiene and safe working practice in the kitchen.
- A balanced diet with an understanding of the nutritional benefits to our bodies.
- Developing skills and dexterity with kitchen tools.

SENCO

Mrs Symons is our SENCo (Special Educational Needs Coordinator), assisted by Brenda Sykes, and together they coordinate our approach to and delivery of the curriculum for pupils with special educational needs. This involves drawing up Individual Education Plans (IEPs) and communicating the specific needs of individuals to staff and parents – this enables us to cater more effectively for these pupils and enriches their educational experience.

Reporting to Parents

Autumn Term – there will be Parent Interviews, you will receive two sets of Assessments, one set of exam results and an End of Term Report outlining your child's progress in English, Mathematics and Science.

Spring Term – you will receive two sets of Assessments and there will be Parents' Interviews.

Summer Term – you will receive two sets of Assessments, one set of exam results and a full End of Term Report on all subjects.

We are always happy to see you regarding any worries or concerns. We would like to feel that we are all working together and if queries are dealt with at an early stage then crises can be kept to a minimum and your children can look forward to a happy and productive year.

Mrs Langley, Miss Furness and Miss Bangert