



# **Curriculum Booklet**

**This is a working document and may be subject to change if it is in the best interests of the pupils.**

**Year 4**

**Key Stage 2**

## Curriculum Overview

This document provides an outline for the main topics that will be covered in this academic year.

The school curriculum aims are:

- To provide opportunities for each pupil to learn and achieve.
- To promote the pupils' development and prepare them for the experiences of life.
- To enable each pupil to respond positively to challenges, opportunities, responsibilities, and to cope with change.
- To provide each pupil with the steps in their academic journey to enable them to make informed choices in school and beyond.

### Homework

Homework is an extension of your child's education and is compulsory. Time should therefore be allowed within your child's day to complete this.

Children will be given homework on a regular basis. In Year 4, pupils are expected to spend up to 30 minutes per day on their written / recorded homework tasks. In addition to this, time should be set aside for reading, spelling and tables practice and/or mental mathematics.

Homework will be set in accordance with the homework timetable and will be recorded on Teams. Homework will be either paper based or online, with teachers giving clear instructions whether it needs to be uploaded to a Teams assignment or handed in physically in class.

Any other homework may be typed straight onto Teams or pupils may complete it by hand and submit a photo.

Children are very different; some enjoy having homework, others dislike it. If possible, set aside a regular time for homework and a table/desk away from distractions such as the TV.

If you have any problems concerning homework please contact your child's class teacher.

### Assessment

During the course of the academic year each pupil will be assessed so that their progress is monitored and we can focus on helping them to achieve their best.

## English

### Overview/Introduction

As a core subject, English is taught every day to enable each pupil to harness the skills and abilities required for them to enhance their reading and writing. These skills are taught through a variety of different genres and topic areas, which are summarized below.

Pupils will also develop their speaking and listening skills, which are essential as they move through Greenacre Independent School. Good verbal skills enhance a child's understanding of both spoken and written language and enable them to communicate effectively.

### Reading, Handwriting, Spelling, Punctuation Grammar

Regular spelling, punctuation and grammar (SPaG) activities are taught throughout the year. These are in accordance with the National Curriculum for Year 4.

Pupils read aloud regularly in class or in small groups and are expected to read regularly at home to themselves and to an adult. A record of pupils reading should be kept through their 'Reading Record' on Teams.

Pupils practise their handwriting regularly. Correct letter formation and a clear, fluent, efficient style based upon the Nelson scheme is taught throughout the Junior School. In Year 4, pupils are encouraged to use joined handwriting. They may also begin to use a handwriting pen, at the teacher's discretion.

Accurate spelling and punctuation is taught and encouraged throughout all lessons. In Year 4, pupils are expected to learn a weekly set of spellings linked to the grammar and vocabulary focus of English lessons. Weekly homework includes a written activity to reinforce these spellings.

Term	Summary
Autumn	Non-fiction: Biographies Discuss inventions, imagine the future and explore the biographies of famous inventors whilst looking carefully at the key features. Look at key techniques used, including the use of verbs, adverbs and adverbials. Finally, pupils will compose a biography, whilst thinking carefully about organising paragraphs around a theme.
	Non-fiction: Instructional writing and explanation texts Pupils will get creative whilst exploring instructions and explanations. They will study possessive apostrophes and pronouns and invent and introduce their own creation.
	Fiction: Friend or Foe Explore historical fiction. Ask questions and make predictions. Use inference to make predictions. Expand vocabulary and use a wider range of punctuation. Understand dialect and accent. Consider opposing ideas and use of debate.
Spring	Fiction: The Spiderwick Chronicles Explore fantasy fiction. Ask questions and develop understanding of inference. Use drama to explore characters and suspense. Develop editing and proofreading skills. Plan, edit and write a new episode of the fantasy story they have studied.
	Non-fiction: Persuasive writing

	<p>Explore issues around animals in captivity, whilst reading texts which show bias for or against zoos. Pupils will look at how techniques, such as expanded noun phrases, can provoke emotion. They will then write their own persuasive piece of writing.</p> <p>Poetry: Creating Images Enjoy the range of poems in the unit and discuss and explore their uses of figurative language. Learn and revise metaphor, simile and personification and then identify the features of free verse, haiku and performance poetry. Finally draft and write their own poems using ones from the unit as models.</p>
<b>Summer</b>	<p>Fiction: How To Train Your Dragon Explore Fantasy fiction. Make comparisons between fictional and historical events. Developing character and comparisons between characters. Create an extra chapter for the story using their own characters and ideas.</p> <p>Non-fiction: Non-chronological reports Pupils will read a selection of non-chronological reports, whilst looking to identify adverbs, prepositions and conjunctions of time/cause. Pupils will then write their own non-chronological report.</p> <p>Poetry: Exploring Poetic Language Explore a range of poems, focusing in-depth on the work of two poets. Learn about personification, simile and metaphor and explore the patterns of rhyme and rhythm in shape and syllabic poems, and then create their own poems.</p>

## Mathematics

### Overview / Introduction

As a core subject Mathematics is taught every day to enable the class to harness the skills and abilities required for each pupil to enhance their numeracy skills.

Mathematics teaching in Year 4 focuses on building understanding of all aspects of number, including the development of mathematical language and reasoning skills.

Recall of number bonds, the multiplication tables and understanding of place value are fundamental to the understanding of number. In Year 4, pupils begin to move away from informal written methods of calculation to more formal written methods for the four number operations. These methods ensure the pupils' understanding of the processes and reasoning involved in calculations, but don't be alarmed if they look a little different to the methods with which you are familiar!

Pupils will also learn about different aspects of measuring (including time), shape and space and data handling.

We use a variety of resources in our maths teaching; the core scheme is Abacus. This provides a range of resources designed to inspire confidence and a love of maths as well as ensuring progression and understanding for every child. We provide detailed differentiation to cater for individual levels of ability.

Term	Topic
Autumn	Instant recall of number bonds to 100. Add 2-digit numbers mentally. Read and write 4-digit numbers; compare 4-digit numbers using < and > and place on a number line. Round 4-digit numbers to the nearest 10, 100 and 1000. Add two 3 or 4-digit numbers using column addition. Subtract 3-digit numbers using the expanded column method and the counting up mental strategy; decide when it is appropriate to use each method. Double 3-digit numbers and halve even 3-digit numbers. Learn $\times$ and $\div$ facts for the 6 and 9 times-table and identify patterns; multiply multiples of 10 by single-digit numbers; recognise multiplication and division as inverse operations. Use the grid method to multiply 2-digit and 3-digit numbers by single-digit numbers; introduce the vertical algorithm; begin to estimate products. Divide numbers (up to 2 digits) by single digit numbers with no remainder, then with a remainder. Revise unit fractions; identify equivalent fractions; reduce a fraction to its simplest form; count in fractions (each fraction in its simplest form); find fractions of amounts. Look at place value in decimals and the relationship between fractions and decimals. Tell and write the time to the minute on analogue and digital clocks; calculate time intervals. Measure in metres, centimetres and millimetres; convert lengths between units and record using decimal notation; convert between g/kg and ml/l; read scales; estimate capacities. Draw bar charts; record and interpret information.

Spring	<p>Revise place value and rounding in 4-digit numbers and beyond. Mentally add and subtract multiples of 10 and 100 to/from 4-digit numbers. Add four-digit numbers with answers greater than 10 000 using a written method. Use expanded and compact written subtraction to subtract pairs of 3 and 4-digit numbers, including decomposition; choose an appropriate method (mental or written) to solve subtractions. Count on and back in multiples of 10, 100 and 1000; count on in multiples of 25 and 50. Learn the <math>7 \times</math> table; use the vertical algorithm to multiply 3-digit numbers by 1-digit; divide 2 and 3-digit numbers by 1-digit, with and without remainders; identify factor pairs and use these to solve multiplications and divisions with larger numbers; solve word problems. Solve money problems with decimals; add amounts of money using mental and written methods; count up (frog) to find change from £10, £20 and £50. Recognise, use, compare and order decimal numbers; divide 2 and 3-digit numbers by 10 and 100; multiply decimal numbers by 10 and 100; round decimal numbers to the nearest whole number. Find non-unit fractions of 2 and 3-digit numbers; find equivalent fractions and use them to simplify fractions (halves, thirds, quarters). Sort 2D shapes according to their properties; draw shapes with given properties; identify perpendicular and parallel lines; recognise and draw lines of symmetry in shapes; recognise and compare acute, right and obtuse angles. Draw lines of a given length; measure and calculate perimeters of rectilinear shapes in cm and m; find missing lengths to work out perimeter; convert from one unit of length to another (mm, cm, m, km); solve word problems involving lengths, including perimeters. Tell the time on a 24 hour clock, using am and pm; convert pm times to 24 hour clock and vice versa; use 24 hour clock in calculating intervals of time.</p>
Summer	<p>Read, write and compare 4 and 5-digit numbers and place on a number line. Use and compare negative numbers in the context of temperature. Revise decimals, including multiplying and dividing by 10 and 100; mark 1 and 2 place decimals on a number line; count in tenths (0.1s) and hundredths (0.01s); say the number one tenth and one hundredth more or less than a given number; round decimal numbers to the nearest whole number. Revise equivalent fractions; write fractions with different denominators with a total of 1; recognise decimal and fraction equivalents. Learn <math>11 \times</math> and <math>12 \times</math> tables; develop and use effective mental multiplication strategies; use a vertical written method to multiply 3-digit numbers, including money, by 1-digit; use rounding to estimate answers; use multiples of 10 to divide numbers above the tables. Recognise and write Roman numerals to 100; begin to know the history of our number system including 0. Add and subtract 0.1 and 0.01 in the context of length; calculate area and perimeter of rectilinear shapes using multiplication and addition; recognise, name and classify 2D shapes, identifying regular and irregular polygons; sort 2D shapes according to properties including types of quadrilaterals and triangles; revise 3D shapes, sort 3D shapes according to properties.</p>

## Science

### Overview / Introduction

Science is an integral part of the modern world; as such, the curriculum is established to develop the pupils' inquisitive minds. During their educational journey at Bedford Greenacre Independent School, each pupil will be encouraged to make their own observations and perform practical experiments to further their skills, knowledge and understanding in science.

Term	Topic
Autumn	Moving and growing
	Keeping Warm – Temperature
Spring	States of matter
	Living things and their habitats
Summer	Electricity
	Sound

## Humanities

### Overview / Introduction

Pupils will be challenged in geography to understand places, environments (locally, nationally and internationally) and to appreciate differing cultures. Pupils will be taught to understand different types of maps, investigate how geographical events impact society and develop individual research skills.

The history curriculum covers important episodes and developments in Britain and other civilisations in the world. Pupils will investigate how the past has helped to shape the present and how beliefs and cultures have influenced the world we live in today. They will also question and discuss the various interpretations of history through different sources, and investigate differing viewpoints of past events.

Term	Topic	
Autumn	Weather and Climate Zones	Invaders and Settlers: Romans
Spring	Village Settlers	Invaders and Settlers: Anglo-Saxons and Vikings
Summer	Local Study	Invaders and Settlers: Pirates and Explorers

## Information and Communication Technology (ICT)

### Overview / Introduction

Within the ICT curriculum, children will be provided with the essential skills needed to access a variety of technologies through weekly ICT lessons, as well as through the incorporation of ICT within other curriculum areas. As children are constantly surrounded by technology, computer safety is an integral part of our ICT curriculum. We aim to ensure that our pupils know how to access ICT safely and understand the importance of adult supervision when using these technologies.

ICT lessons utilise a range of resources available within the school, such as computers, iPads, laptops, smart touch technology, clever boards, cameras and many other interactive tools.

Children will cover the following topics throughout the year:

Term	Skill
Autumn	Computer systems and networks: The Internet Creating Media: Audio editing
Spring	Creating Media: Photo editing Data Information: Data Logging
Summer	Programming: Repetition in shapes Repetition in games

## Art

### Overview / Introduction

In Year 4 pupils learn processes and techniques that are reinforced and developed each year. Each curriculum project is based in an historical context and the pupils learn the relevance of the process to the theme. Pupils are encouraged to evaluate and refine their art work and pursue their own individual creative ideas. Strong cross-curricular links ensure that knowledge and skills acquired in other subjects are applied and developed in Art lessons.

Term	Skill
Autumn	Introduction to art/drawing Matisse – Colour, shape and layering. Seasonal mini projects.
Spring	Patterns in Culture. Colour Theory – painting skills and colour mixing techniques.
Summer	Pointillism – Painting with dots and creating a collaborative 'masterpiece'.



## Design Technology (DT)

### Overview / Introduction

During their Design Technology lessons the pupils will learn the skills required to design and then create the model in a three dimensional form. This will enable them to look at ideas and concepts in both a theoretical and practical way, which will be useful in both their educational journey at Bedford Greenacre Independent School and the world ahead.

Term	Skill
Autumn	Card board modelling – Attachment and strengthening techniques. Building experiments and puppet making. Pupils will also cover graphics and enjoy festive 3D pieces.
Spring	
Summer	

## Food Technology (FT)

### Overview / Introduction

Food Technology introduces the pupils to the principles of healthy eating and the skills and methods required to produce food. They learn how to make predominately savoury items to include in a healthy diet. They will be working in a safe and hygienic manner.

Term	Skill
Autumn	During their rotation, pupils will work on a project based on the works of Roald Dahl, that will provide opportunities for pupils to learn about where our food comes from. Pupils will start to develop a range of skills by creating different dishes based on the project and learn how to work safely and hygienically in a food room.
Spring	
Summer	

## Music

### Overview / Introduction

Key Stage Two children are taught the basic elements of music, note values and how to build a rhythm. The basics of pitch and aural discrimination are covered with extended use of musical elements towards the end of Year 4. This is mostly taught through the use of percussion instruments, body percussion and singing.

Term	Skill
Autumn	The learning of songs for the School Nativity and Harvest Festival
Spring	Scores, Instruments & Structure Chapter 2 of Teaching KS2 Music by Ann Bryant Music Ace software Listening skills using Classical 100
Summer	Mix & Match Elements Selections from Chapter 6 of Teaching KS2 Music Music Ace software Listening skills using Classical 100
These topics will also be supplemented with songs and other performances learnt for performing opportunities that arise through the school year.	

## Drama

### Overview / Introduction

Drama offers an opportunity for pupils to experience the joy of exploring characters and scenes. This will enable them to embrace differing viewpoints and opinions in an environment that is all about perception and interpretation.

We are also pleased to present school productions throughout the pupils' academic career, to give all involved the opportunity to grow in confidence and enhance their public speaking skills.

Term	Skill
Autumn	Create character, scene and atmosphere. Explore stereo-typical characters; mime and physical characterisation.
Spring	Use verbal and physical spontaneous and rehearsed improvisation to convey story, character and build tension. Plan, sequence and rehearse in pairs & groups, creating improvisational scenes.
Summer	Use a range of drama techniques to explore issues, relationships and emotions. Use simple scripts to rehearse & perform e.g. for Harvest Festival & Nativity.

## Personal, Social, Health & Citizenship Education (PSHCE)

### Overview / Introduction

Through Personal, Social, Health & Citizenship Education (PSHCE) we strive to encourage the pupils to develop confidence and responsibility. They are encouraged to be a positive role model for both the school and the wider community.

At Greenacre Independent School we also strive to instil the knowledge and skills that will enable every pupil to enjoy a healthy and safe lifestyle.

Term	Topic		
Autumn	<b>Health and Wellbeing</b>  <b>Safety First:</b> <ul style="list-style-type: none"> <li>• New responsibilities</li> <li>• Risks, hazards &amp; danger</li> <li>• Under pressure</li> <li>• Safety when out &amp; about</li> </ul>	<b>Relationships</b>  <b>Digital Wellbeing:</b> <ul style="list-style-type: none"> <li>• The digital world</li> <li>• Digital kindness</li> <li>• Do I know you?</li> <li>• Online information</li> <li>• Keep it private</li> <li>• My digital wellness</li> </ul>	<b>Living in the Wider World</b>  <b>Diverse Britain:</b> <ul style="list-style-type: none"> <li>• Living in the British Isles</li> <li>• Democracy</li> <li>• Rules, laws &amp; responsibilities</li> <li>• Liberty</li> <li>• Tolerance &amp; respect</li> <li>• What does it mean to be British?</li> </ul>
Spring	<ul style="list-style-type: none"> <li>• Dangerous substances</li> <li>• Injuries &amp; emergencies</li> </ul>		
Summer	<b>It's My Body:</b> <ul style="list-style-type: none"> <li>• Your body is your own</li> <li>• Exercise right, sleep tight</li> <li>• Taking care of our bodies</li> <li>• Harmful substances</li> <li>• How we think &amp; feel about our bodies</li> <li>• Healthy choices</li> </ul>	<b>VIPs:</b> <ul style="list-style-type: none"> <li>• Families &amp; friends</li> <li>• Fabulous friends</li> <li>• Is this a good relationship?</li> <li>• Falling out</li> <li>• What is bullying?</li> <li>• Stand up to bullying</li> </ul>	<b>Money Matters:</b> <ul style="list-style-type: none"> <li>• Where does money come from?</li> <li>• Ways to pay</li> <li>• Lending &amp; borrowing</li> <li>• Priorities</li> <li>• Advertising</li> <li>• Keeping track</li> </ul>

## Religious Education (RE)

### Overview / Introduction

In R.E. children learn about and from religions and worldviews in local, national and global contexts. This enables children to develop knowledge and understanding of the beliefs and practices of the diverse groups that make up our multi-cultural society, including non-religious groups. R.E. also provides an opportunity for children to discuss and ask challenging questions about meaning and purpose in life, beliefs about God, issues of right and wrong and what it means to be human. Through R.E., pupils learn to express their personal beliefs, ideas, values and experiences while respecting the differences of others.

In Year 4, pupils have a weekly R.E. lesson. Throughout the year, they will cover six main topics. However, there will also be many opportunities to extend their learning into other areas through assemblies, visits and visiting speakers.

The main topics for each year are:

Term	Topic	
<b>Autumn</b>	<b>Buddhism:</b> <ul style="list-style-type: none"> <li>• Who &amp; Where?</li> <li>• Main Beliefs</li> <li>• Special Places</li> <li>• Special Festivals</li> <li>• Holy Book</li> <li>• Symbols &amp; Meanings</li> </ul>	<b>People of Faith:</b> <ul style="list-style-type: none"> <li>• Malala Yousafzai</li> <li>• Dalai Lama</li> <li>• Rabbi Jonathan Sacks</li> <li>• Fauja Singh</li> <li>• Bear Grylls</li> <li>• How Do My Beliefs Impact on My Life?</li> </ul>
<b>Spring</b>	<b>Christianity:</b> <ul style="list-style-type: none"> <li>• Who &amp; Where?</li> <li>• Main Beliefs</li> <li>• Special Places</li> <li>• Special Festivals</li> <li>• Holy Book</li> <li>• Symbols &amp; Meanings</li> </ul>	<b>Food &amp; Fasting:</b> <ul style="list-style-type: none"> <li>• How Do We Think About Food?</li> <li>• Religious Rules About Food</li> <li>• Giving Up Food</li> <li>• Fasting</li> <li>• Food For Celebration</li> </ul>
<b>Summer</b>	<b>Pilgrimages:</b> <ul style="list-style-type: none"> <li>• Buddhist Pilgrimages</li> <li>• Christian Pilgrimages</li> <li>• Hindu Pilgrimages</li> <li>• Muslim Pilgrimages</li> <li>• Jewish Pilgrimages</li> <li>• Special Journeys</li> </ul>	<b>The Bible:</b> <ul style="list-style-type: none"> <li>• What Makes a Text Sacred?</li> <li>• Who Wrote the Bible?</li> <li>• Stories, Songs &amp; Psalms</li> <li>• Speaking in Stories</li> <li>• How Do Christians Use the Bible?</li> <li>• What is Sacred to You?</li> </ul>



## Physical Education including Swimming (PE)

### Overview / Introduction

Physical Education (PE) provides a valuable and rewarding selection of activities (including weekly swimming at Robinson pool). PE can help to fulfil the pupils' educational journey as it helps them to work in teams, where they will explore different roles and activities, all working for a common achievement, as well as learning to develop and improve their own unique abilities.

Term	Games	P.E
Autumn	Swimming Rugby Hockey	Invasion Games Fitness
Spring	Swimming Netball Football	Indoor athletics Racket sports
Summer	Swimming Athletics Cricket	Dance Striking and fielding skills

## French

### Overview / Introduction

When a child learns a second language, they begin to absorb the mechanics of language. This can help to give them a better grasp of the complexities of English grammar, improve their listening skills and make them more effective communicators. In a multicultural society, it is important for children to learn about other countries, cultures and traditions. Learning another language can provide the perfect backdrop for exploring these things. It can also give children greater confidence to express themselves. At Bedford Greenacre Independent School, we teach key aspects of the language, in a fun and engaging way, from an early age to enable the children to embrace it fully.

Children in Year 4 will have a weekly French lesson. Throughout the year the children will follow a structured language programme to teach and promote confidence with basic vocabulary and phrases:

Term	Topic
Autumn	Describing me and others Saying what I and others have Numbers 1-50 & Revision of Days of the Week Asking for & Giving Own Birthday Noël / La Fête des Rois
Spring	Saying what I and others do Saying how many and describing things Months, Dates & Seasons Shapes & Colours Parts of the Face/Body & Adjectives
Summer	Describing things and people Expressing likes and saying what I and others do My Family, Siblings & pets