



Wellington  
PREP SCHOOL

Year 4

Curriculum Planning

Enclosed you will find a brief summary of the Year's curriculum planning for your child.

We hope you will find the information interesting and useful. It is important to note that this should not be used as a tick list. Flexibility is always important in education and it is quite possible that teachers may deviate from their plan for several very good reasons.

As always, please feel free to discuss anything further with your teacher should you need to.

## **ENGLISH**

### **Autumn Term**

#### **Reading**

- Regular 1:1 and group reading with the Teacher or Teaching Assistant
- Shared whole class reading: to be decided in the class
- Children are expected to read regularly at home

#### **Writing**

- Exploring narrative: Characterisation, setting and plot
- Poetry on a theme
- Sentence level: Improving sentence construction, grammar and punctuation
- Comprehension
- Developing comprehension skills through tasks linked with a range of curricular subjects

#### **Spoken Language**

- Performing poetry, reading aloud in class
- Weekly opportunities to discuss topical issues (What is in the news?, Reach Out Reporter)
- Sharing personal news

#### **Spelling**

- Weekly spelling tests (focusing on a particular blend, pattern or strategy each week)
- Consolidation of the Year 4 statutory words

#### **Handwriting**

- Weekly practice of consistent joined handwriting
- Vocabulary, Grammar and Presentation
- Speech marks, contractions and revision of sentence structure
- First, second and third person
- Fronted adverbial phrases
- Verb tenses – past, present and future
- Powerful verbs and their use
- Common and proper nouns

### **Spring Term**

#### **Reading**

- Regular 1:1 and group reading with the teacher or Learning Support Assistant
- Developing further comprehension skills
- Playscripts (linking with Drama)
- Children are expected to read regularly at home. House points are awarded each week for an updated reading diary that has been signed by a parent

#### **Writing**

- Myths and Legends
- Non-chronological reports

- Exploring different forms of performance poetry
- Sentence level: Improving sentence construction, grammar and punctuation

### **Spelling**

- Weekly spelling tests (focusing on a particular blend, pattern or strategy each week)
- Consolidation of the Year 4 high frequency words
- Spoken English
- Performing play scripts
- Weekly opportunities to discuss topical issues (What is in the news?)
- Cross curricular links to PSHEE (Communication theme)

### **Handwriting**

- Weekly practice of consistent joined handwriting
- Drama
- Preparation for the production (links with Music and Dance)

## **Summer Term**

### **Reading**

- Regular 1:1 and group reading with the teacher or Learning Support Assistant
- Developing further comprehension skills
- Children are expected to read regularly at home. House points are awarded each week for an updated reading diary that has been signed by a parent

### **Writing**

- Film studies – exploring story-telling through short films
- Recounts of the Kilve Residential
- Persuasive writing
- Sentence level: Improving sentence construction, grammar and punctuation

### **Spelling**

- Weekly spelling tests (focusing on a particular blend, pattern or strategy each week)
- Consolidation of the Year 4 high frequency words
- Spoken English
- Weekly opportunities to discuss topical issues (What is in the news?)
- Cross curricular links to PSHEE

### **Handwriting**

- Weekly practice of consistent, joined handwriting

## **MATHEMATICS**

### **Autumn Term**

Weekly times tables test and daily oral, mental mathematics.

### **Numbers to 10,000**

- Counting in thousands, hundreds, tens and ones
- Using Place Value
- Rounding numbers
- Counting in Sixes, Sevens and Nines
- Comparing and ordering numbers

### **Addition and subtraction within 10,000**

- Finding differences
- Adding and Subtracting using Mental Strategies
- Written addition and subtraction
- Solving Word Problems

### **Multiplication and Division**

- Multiplying and dividing by 6,7,9,11 and 12
- Word problems
- Dividing with remainder
- Multiplying 2 digit and 3 digit numbers

### **Graphs**

- Drawing and Reading Bar and Line Graphs

### **Fractions**

- Writing Mixed numbers
- Finding Equivalent Fractions

### **Spring Term**

#### **Graphs**

- Drawing and Reading Picture, Bar and Line Graphs

#### **Fractions**

- Writing Mixed numbers
- Finding Equivalent Fractions
- Simplifying mixed number fractions
- Adding and subtracting fractions

#### **Time**

- 24-hour clock
- Solving problems on duration of time

#### **Decimals**

- Writing, comparing and ordering tenths and hundredths
- Converting decimals and fractions
- Rounding decimals

#### **Money**

- Solving money problems
- Writing, comparing and rounding amounts
- Division and Multiplication
- Dividing three-digit numbers
- Solving multiplication and division word problems

### **Summer Term**

This term children will be studying:

- Decimals, including the use of money
- Weight, volume and length
- Area
- Geometry
- Position and movement

## SCIENCE

### Autumn Term

- Living things and their habitats
- Introduction to habitats and their features
- Exploring local micro-habitats
- Identifying different types of habitats (on a global scale)
- Grouping organisms
- How creatures are suited to their habitat
- Classification keys and branching diagrams
- Food chains and food webs
- Endangered species and the protection of their habitats
- Electricity
- Identifying common appliances that run on electricity
- Constructing simple series electrical circuits, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers
- Exploring whether or not a lamp will light in a simple series circuit
- Investigating switches in simple circuits
- Understanding and identifying common conductors and insulators

### Spring Term

#### Sound

- How sound is heard
- How sound travels through a medium
- Learning about the ear
- Describing how different instruments make different sounds

#### Help Our Habitats

- How our local environment has changed
- The causes of environmental changes
- Climate change and its impact
- What we can do to help

### Summer Term

Pupils will be looking at “States of Matter” this term. They will learn about whether materials are solids, liquids or gases and what happens as materials are heated or cooled. They will investigate evaporation and condensation. The latter will link in with Geography when we will be looking at the water cycle.

## GEOGRAPHY

### Autumn Term

#### Rivers

- Describing key features of rivers
- Locating the source and the mouth of various rivers
- Using atlases to locate rivers in different countries
- Understand how rivers are formed
- Visit a local river to study the features
- Describing how rivers are used around the world

- Understand how human activity can affect rivers
- Conduct own geographical enquiry to find out about a river

### **Spring Term**

#### **The Environment**

- To find out where our food and clothes come from and locate on a map
- To find out about the effect that waste and rubbish has on our environment
- To understand the impact of change on the environment

### **Summer Term**

#### **Water**

- Where does water come from?
- How is water used?
- Is all water usable? How can water be made usable?
- Living with flood (case studies)
- Water pollution
- Water for life – a thirsty world (case studies)

## **HISTORY**

### **Autumn Term**

- Stone Age to Iron
- Introduce new topic. Chronology: Explain terms BCE (B.C) and CE (A.D). Sequence (as a class) ancient civilisations and where the Stone, Bronze and Iron Ages come. What do they already know about the Stone Age? Artefact investigation
- How do we know about the Stone Age? Assess how we gather knowledge through the rubbish bin activity
- Stone Age homes. what types of shelters did Stone Age people use? Which materials were employed?
- Hunter-gatherers. How did humans collect food in the Stone Age? What things did they eat? What is the difference between a hunter and a gatherer? What dangers / difficulties did each type face? Hunter-gatherer food hunt in the school grounds
- Stone Age animals. What animals existed in the Stone Age? Have any survived to modern times? Stone Age safari story
- Neolithic farmers. Explore the beginnings of farming, its causes and its impact on society
- Comparison between lives of hunter-gatherer and farmer
- Bronze Age: tools and weapons. Innovations in tool/weapon production. How was bronze made? Impact on society examined
- Iron Age and roundhouses. Production of iron. Impact on society. Study of roundhouses- construction and materials
- Hillforts. Explore the development of hillforts in Iron Age times. What were they, what did they contain and why did they develop? Examine the range of jobs and activities within the hillfort
- Stone Age themed day

## **Spring Term**

### **The Ancient Egyptians**

- What do the children know about Ancient Egypt? Locate Egypt geographically and complete map work showing important landmarks in ancient/modern times
- Examine the importance of the River Nile and the effects of flooding on Ancient Egyptian society
- Explore the social pyramid in Ancient Egypt. What occupations were there? What did their houses look like and what were they made from? Examine the seasons and what happened during them
- Examine the routines of rich and poor men and women, as well as children. Look at sports/pastimes and the worship of cats!
- Explore hieroglyphs. What are they? Why was the Rosetta Stone so important in understanding them? What were cartouches?
- The discovery of Tutankhamun's tomb. Who were Tutankhamun and Howard Carter. How and why did the discovery happen? Examine the course of events and the treasures which were discovered. Why was the discovery so important in our understanding of Ancient Egypt beliefs? What was a death mask?
- Explore the process of mummification and the belief that death was not the end but the beginning of eternal life. What was the 'weighing of the heart' ceremony?
- Examine the development of the pyramids, including types and building processes involved. Look at why they were built, who they were built for, their dimensions, what could be found inside them and the range of people who built them
- Look at the Egyptian story of creation. Who were the main deities? What did they look like, what did they represent and what were their personalities like?
- Examine Cleopatra's family relations, her rise to power and how she maintained her position through alliances with Roman military leaders, plus her eventual death

## **Summer Term**

### **Crime and punishment and social history**

- Explore the Roman justice system. Was it a fair system? How does it compare and differ from Britain's current justice system?
- What was the system of justice used in Anglo-Saxon England? Examine the systems of wergild and trial by ordeals
- What different types of punishments were used during the Tudor period? Why were vagrancy and treason felt to be the most significant crimes? How did class affect punishments?
- Find out about the life of Dick Turpin, through a range of historical sources, which offer different interpretations of his past
- Explore the introduction of a police force in Victorian England and life in Victorian prisons
- Bring together and evaluate the knowledge gained of the history of crime and punishment since Roman times and compare this with modern-day Britain

## RELIGIOUS STUDIES

We will be looking at aspects of Christianity and Hinduism throughout this academic year.

### Autumn Term

- Introduction to the Hindu religion
- Hindu celebrations – Diwali
- Harvest Festival
- Advent
- The Christmas Journey

### Spring Term

- Epiphany
- Shrove Tuesday, Ash Wednesday and the season of Lent
- What do we know about Jesus?
- The Hindu Festival of Holi

### Summer Term

- This term, pupils will continue on with the theme of Christianity. Areas of study will include:
- The different accounts of the life of Jesus
- Miracles of Jesus
- Parables of Jesus

## PERSONAL, SOCIAL HEALTH AND ECONOMIC EDUCATION (PSHEE)

PSHE education is a school subject through which pupils develop the knowledge, skills and attributes they need to keep themselves healthy and safe, preparing them for life and work in modern Britain. PSHE education aims to develop skills and attributes such as resilience, self-esteem, risk-management, team-working and critical thinking in the context of learning, which is grouped into three core themes: health and wellbeing, relationships and living in the wider world (including economic wellbeing). These three core themes are taught throughout the academic year. PSHE education permeates the curriculum across the school. Many topics are covered on a daily basis as they may arise, such as dealing with friendships and relationships. Other cross curricular links are made, where relevant, in specific subjects, e.g. topics encountered when reading a class story. Whole school themes are delivered through whole school and section assemblies.

### Autumn Term

#### Health and Wellbeing

- Online Safety
- Internet use and age limits
- Feelings-Overreacting



### **Relationships**

- Reactions - Frustration
- Self-worth
- Persistence
- Resilience

### **Living in the Wider World**

- Stereotypes-gender
- The Archie Project-caring for people with different needs in our community. Links with Reminiscence Learning and Chelston Gardens Residential Home

### **Spring Term**

#### **Health and Wellbeing**

- Nutrition and Food
- What is a balanced diet?
- Working with food including jobs with food and preparing food
- Emotions - Loss/separation
- Emotions - Family Changes

#### **Relationships**

- Communication
- Responding to others
- Expressing opinions

#### **Living in the Wider World**

- The Archie Project-caring for people with different needs in our community. Links with Reminiscence Learning and Chelston Gardens Residential Home

### **Summer Term**

#### **Health and Wellbeing**

- Aspirations
- Identifying Strengths
- Setting goals
- Emotions - self respect

#### **Relationships**

- Similarities and differences
- Connections between people
- Family links - family tree
- Religious views
- Celebrating diversity

#### **Living in the Wider World**

- Money - Managing and making choices
- The Archie Project-caring for people with different needs in our community. Links with Reminiscence Learning and Chelston Gardens Residential Home

## FRENCH

### Autumn Term

- Où habites-tu? Where do you live?
- Write simple fact file about where they live.
- Revise body parts and colours
- Draw and label parts of the body – describe and draw a monster.
- Revise numbers 1-30. Introduce numbers to 40.
- Revise vocabulary for la famille.
- Revise how to ask how many brothers and sisters you have. To understand the questions.
- As-tu des frères ou des soeurs? Have you any brothers or sisters?
- To be able to say j'ai (I have? And je n'ai pas de (I haven't any...)
- Write sentences about ma famille (my family)

### Spring Term

- 'Le Petit Chien Gourmand' - story
- 'La chenille qui a très faim' (Hungry Caterpillar)
- Food
- J'aime je n'aime pas
- Supermarket shopping game

### Summer Term

- Introduction to Italian - numbers (compare with French words)
- Italian Colours (compare with French words)
- Italian greetings (compare with French words)
- Key Italian words and phrases for simple conversation
- Italian food

## COMPUTING

### Autumn Term

#### **Computer Science/Programming**

- Children will learn to design, write and debug programs that accomplish specific goals, and by solving problems by decomposing them into smaller parts
- Children will use sequence, selection, and repetition in programs; work with variables and various forms of input and output
- Children will use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs
- Children will start to understand computer networks including the internet; how they can provide multiple services, such as the World Wide Web
- Children will learn to appreciate how search results are selected and ranked

#### **Data Handling/Technology in our lives**

- Children will use search technologies effectively
- Children will select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that

accomplish given goals, including collecting, analysing, evaluating and presenting data and information

### **Digital Literacy**

- Children will learn to understand the opportunities networks offer for communication and collaboration
- Children will learn to be discerning in evaluating digital content
- Children will learn to use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact

### **Spring Term**

#### **Programming**

- To know that I need to keep testing my program while putting it together
- To use a variety of tools to create a program
- To recognise an error in a program and debug it
- To use a sensor to detect a change which can select an action within a program
- To use a procedure to simplify a program
- To recognise that an algorithm that will help sequence more complex programs

#### **Handling Data**

- To organise data in different ways
- To collect data and identify where it could be inaccurate
- To use a datalogger to record and share my readings with my friends

#### **Technology in our lives**

- To recognise whether a resource is on the Internet, the school network or your own device
- To identify key words to use when searching safely on the World Wide Web
- To can create a hyperlink to a resource on the World Wide Web

#### **e-Safety**

- To recognise the need to keep my personal information safe when online
- To use the safety features of websites as well as reporting concerns to an adult
- To comment positively and respectfully online

### **Summer Term**

#### **Handling Data**

- To organise data in different ways
- To plan, create and search a database to answer questions
- To choose the best way to present data to my friends

#### **Programming**

- To use a variety of tools to create a program
- To know that I need to keep testing my program while I am putting it together
- To recognise that an algorithm will help me sequence more complex programs
- To recognise an error in a program and debug it
- To recognise that using algorithms will also help solve problems in other learning such as Maths

#### **Multimedia and Technology in our Lives**

- To use photos, video and sound to create an atmosphere when presenting to different audiences
- To explore new media to extend what I can achieve

- To create, modify and present documents for a specific purpose
- To give constructive feedback to my friends to help them improve their work and consider my own work in the same way

## **MUSIC**

### **Autumn Term**

- To listen to and analyse a variety of musical styles
- To explore the ABRSM Classical 100
- To study Mussorgsky's 'Pictures at an Exhibition'
- To explore the Elements of Music
- To complete the 'cello 'taster' sessions started in Year 3

### **Spring Term**

- Understanding that melodies have phrases
- Comparing and contrasting structure
- Exploring layers and layering
- Identifying key features of minimalist structure
- Making instruments
- Interpreting notation and improvising
- Understanding ABA structure
- Performing rondo form
- Learn songs for the production
- Learn to perform together being aware of other parts performing at the same time
- Learn how practice can make a performance better and how important all the small touches are to an overall performance

### **Summer Term**

- Pupils will learn songs for the Year 4 Production.
- Pupils will revisit Mussorgsky's Pictures at an Exhibition in readiness for the live event.
- Pupils will explore pitch notation using 'blobs'

## **DRAMA**

### **Autumn Term**

- How to train your Dragon from when they hatch /to walking and flying. Using dialogue and mime. Encouraging imagination and ability to believe for themselves how magical it can be to believe.
- To use Fairy stories like Hansel and Gretel to encourage dialogue in pairs or groups. To discover the house - how does it feel being eaten. Meet the witch and re-enact the story in parts before putting it together. Freeze frame/creating dialogue.

### **Spring Term**

- Year 4 production at the end of the Spring Term

### **Summer Term**

- Pirates - how to behave like a pirate, walk, talk. Games on board. Famous pirates. Sound walls to create storms and live the life of the most feared pirate of all Captain Hook. Use the book Peter Pan and clips from the film that use imagination: the feast
- Stories to share Minpins, Wolves in the wall, George's Marvellous Medicine, The Green Ship. To share the stories and use examples to encourage the group to behave like George and his Grandmother/Storm at Sea /What the wolves are saying

## **ART and DESIGN TECHNOLOGY**

### **Autumn Term**

#### **ART**

- Sketching and drawing. Establishing shades and a wide tonal range, including the concept of value when shading
- Exploring landscapes and the components of a good composition
- Looking at the work of established and well-known landscape painters
- To create landscapes using different media – paint, collage, charcoal and mixed media inspired by a real-life landscape

#### **DESIGN TECHNOLOGY**

- To learn to design and problem solve using the process of trial and error and working as a team. Challenge based activities with STEM based content
- Up-cycling design projects to include design briefs and working to specifications
- Creating something useful to use or wear by recycling materials
- Investigating different joins and ways of connecting materials
- Evaluating products against the original specifications and identifying
- Strengths and areas for development

### **Spring Term**

- 'Take One Picture' project in conjunction with the National Gallery
- Group and individual work
- experimenting with ideas and techniques - learning a new process

### **Summer Term**

#### **ART**

- Creating iPad artworks
- Exploring Viewpoints
- Animation (Group project)

#### **DESIGN TECHNOLOGY**

- electrical circuits
- Features of products using electrical circuits
- designing and making a product with an electrical circuit - for example, a torch
- Evaluating the product

## **PHYSICAL EDUCATION**

### **Autumn Term**

#### **Sport and Wellbeing**

- During the course of the year children will take part in the following activities:

- Robustness
- SAQ (speed, agility and quickness)
- Swimming
- Yoga

### **Games**

#### **Boys' Rugby**

- Core skills
- Handling
- Introduction to contact
- Develop tackling
- Fixtures against other schools

#### **Girls' Hockey**

- Introduction to basic skills – push passing, hitting and tackling
- Learning rules and beginning to develop tactical play
- Fixtures against other schools

**Movement mornings** - developing fundamental movements and increasing physical literacy

### **Spring Term**

#### **Sport and Wellbeing**

- During the course of the term children will take part in the following activities:
- Robustness
- Swimming
- Yoga
- Speed, Agility and Quickness (SAQ)

### **Games**

#### **Boys' Hockey**

- Introduction to basic skills – push passing, hitting and tackling
- Learning rules and beginning to develop tactical play
- Fixtures against other schools

#### **Girls' Netball**

- Developing ball handling skills – ie: push passes
- Consolidating rules and beginning to understand tactical play
- Fixtures against other schools

#### **Cross Country**

- Training for boys and girls
- The annual Lungley Dash - Inter-house cross country race

**Movement mornings** - developing fundamental movements and increasing physical literacy

### **Summer Term**

#### **Sport and Wellbeing**

- During the course of the term children will take part in most of the following activities:
- Robustness
- Swimming
- Yoga
- Speed, Agility and Quickness (SAQ)

### **Games**

#### **Boys' Cricket**

- Introduction to basic skills – hitting, catching, throwing and bowling

- Learning rules and beginning to develop tactical play
- Fixtures against other schools

#### **Girls' Cricket**

- Introduction to basic skills – hitting, catching, throwing and bowling
- Learning rules and beginning to develop tactical play
- Fixtures against other schools

#### **Athletics**

- Continuation and development of the basic fundamentals to athletics track and field events in a controlled and safe environment. Throws, jumps and running activities will all be covered in preparation for Sports Day.

**Movement mornings** - developing fundamental movements and increasing physical literacy