

## Curriculum Overview Year 4

### Autumn Term 2018

<b>ENGLISH</b>	<b>PARENTS CAN HELP BY</b>
<p><b>Comprehension &amp; Composition</b></p> <ul style="list-style-type: none"> <li>- Stories from other cultures (3 weeks)</li> <li>- Recounts: newspapers/magazines (3 weeks)</li> <li>- Poetry – creating images (2 weeks)</li> </ul> <p><b>Grammar/Word Novel</b> Akimbo and the Elephants by Alexander McCall-Smith</p> <p><b>Spelling</b> Homophones, regular verb endings, suffixes, irregular tense changes</p>	<p><u>Reading/enjoying literature</u> Above all, please make sure that boys read as often and as widely as possible (including set novels if applicable). The English Department has sent home suggested reading lists for each year group. However, boys should feel free to read anything in which they are interested including newspapers, magazines, comics, play-scripts, fiction or non-fiction. Boys are expected to read for 20 minutes, three times between Monday and Thursday and for one hour over the weekend. Boys in Years 4-8 should record their reading on their reading record card and have it signed by an adult. Once a week, boys should read to, and discuss a text with, an adult or older sibling. Discussion might focus on the behaviour and personality of characters, predicting what might happen next and themes such as conflict. Libraries are fantastic places, especially on a rainy day in the holiday! Audio tapes are excellent for long car journeys. Going to the theatre and/or the cinema provides excellent entertainment and intellectual stimulation.</p> <p><u>Spelling</u> Please make sure that boys fill in their spelling grid each night and complete associated weekly prep (if applicable). In addition, they should also be tested on these words (by an adult/older sibling) on a separate piece of paper to double-check knowledge. Spelling games - e.g. Scrabble - provide family fun.</p> <p><u>Vocabulary</u> Chat!!!! Crosswords extend vocabulary. Boys should get into the habit of using a thesaurus when writing. Verbal reasoning papers e.g. Bond Assessment are available from WHSmith etc.</p>
<b>MATHS</b>	<b>PARENTS CAN HELP BY</b>
<p><b>Number – Number and place value</b></p> <p><b>Number – Addition and subtraction of 4-digit numbers</b></p> <p><b>Geometry – Properties of shape, symmetry</b></p> <p><b>Number – Multiplication and division</b></p> <p><b>Number – Fractions, recognise equivalent fractions.</b></p> <p><b>Geometry – Position and direction, coordinate points and translation.</b></p> <p><b>Number – Decimals, rounding and comparing numbers with up to two decimal places.</b></p>	<p>There are so many ways to get your son interested in maths at home. Baking can help with learning about weight and measures and shopping can build confidence with money, adding and subtracting. Playing classic board games, such as monopoly, chess, and snakes and ladders; as well as games, such as cards, dominoes and darts can be a great help reinforcing number bonds and developing strategies.</p> <p>There are also some fantastic maths games online, which your son will thoroughly enjoy playing. For further practice at home, WH Smiths stock some excellent revision materials (e.g. CGP, Galore Park, Schofield &amp; Sims). Talk about maths with your child during everyday activities, e.g. when driving you can discuss speed, metric and imperial measures, time, shapes – almost anything can be linked to solving maths problems.</p> <p>Boys will receive maths homework once a week, in addition to practising times tables each night. They need to aim to be able to recall multiplication and division facts up to 12 x 12. Homework will consist of either a written task or online activity. Each task should take no longer than half an hour. Pupils should use an HB pencil. Please put a note in your son’s diary or send a class dojo message if there is a problem. Help your son to tell the time and solve problems involving time – both analogue and digital clock, as well as converting between the two.</p>

## Curriculum Overview Year 4

### Autumn Term 2018

<p>Measurement (mass), converting between different units of mass.</p> <p>Measurement (time), 12 hour and 24 hour clock.</p>	<p>Consolidate mathematical vocabulary e.g. prime numbers, common multiples, factors, product, perimeter, area, the Usborne Junior Illustrated Dictionary of Maths is excellent.</p> <p>Pupils can also play on the relevant topic games from websites such as:</p> <p><a href="http://resources.woodlands-junior.kent.sch.uk/maths/">http://resources.woodlands-junior.kent.sch.uk/maths/</a> <a href="http://www.bbc.co.uk/skillswise/maths/games">http://www.bbc.co.uk/skillswise/maths/games</a>  <a href="http://www.bbc.co.uk/bitesize/ks2/maths/">http://www.bbc.co.uk/bitesize/ks2/maths/</a> <a href="http://www.crickweb.co.uk/ks2numeracy.html">http://www.crickweb.co.uk/ks2numeracy.html</a> <a href="http://mathszone.co.uk/">http://mathszone.co.uk/</a>  <a href="http://nrich.maths.org">http://nrich.maths.org</a></p> <p><a href="http://www.bbc.co.uk/skillswise/game/ma13tabl-game-tables-grid-find">http://www.bbc.co.uk/skillswise/game/ma13tabl-game-tables-grid-find</a></p> <p>Finally, why not attempt Mrs Hunt's Monthly Maths Challenge or attend Maths Club on Friday to boost, consolidate and extend your maths skills?</p>
SCIENCE	<b>PARENTS CAN HELP BY</b>
<p><b>Forces &amp; Friction</b></p> <p><b>Circuits and conductors</b></p>	<p>We will be learning the theory behind Forces &amp; Friction – which surfaces can you slide on and which have more grip; how this information is used in everyday life.</p> <p>Circuits &amp; Conductors – the boys will learn the symbols for simple components and how to build a range of electrical circuits.</p> <p>The boys can extend any investigations carried out in class e.g. building paper aeroplanes to test out aerodynamics; making parachutes or paper spinners to investigate air resistance. By performing science experiments while outside playing will bring a greater understanding of key scientific concepts in an enjoyable way. See if putting your feet on the slide makes you go faster or slower; flying a kite – how does it work? Do large stones sink more quickly than small stones when dropped in water?</p> <p>Electronic sets can be purchased if desired (but this is not necessary) to help with circuit construction and understanding of how electricity flows.</p> <p>Useful websites to help with each topic:  BBC bite size KS2 Science revision: topic specific revision activities <a href="http://www.bbc.co.uk/schools/ks2bitesize/science/">http://www.bbc.co.uk/schools/ks2bitesize/science/</a></p> <p>And the 7-11 activities from the Scibermonkey site: <a href="http://www.scibermonkey.org/">http://www.scibermonkey.org/</a></p> <p>A key stage 2 revision guide, available from book stores, will aid prep and revision activities throughout key stage 2 (years 3-6).</p>
SPANISH	<b>PARENTS CAN HELP BY</b>
Hello	

## Curriculum Overview Year 4

### Autumn Term 2018

<p>-greetings -numbers up to20 -asking &amp; saying your name &amp; age -months of the year -asking &amp; saying your birthday - Christmas-related vocabulary and activities</p>	<p><i>Encouraging children as they seek to learn a new language. Spanish is one of the most widely spoken global languages and it is exciting that the boys experience this new opportunity. Ask them what they have learnt in Spanish and if anyone close to your child can speak even a little Spanish, encourage this interaction. There are a wealth of language resources, songs and games freely available online.</i></p>
HISTORY/GEOGRAPHY	PARENTS CAN HELP BY
<p style="text-align: center;"><b>History</b></p> <p><b>Knights and Castles</b> In this exciting topic, boys will explore how and why castles were built and who lived in them. What do common castles look like and what are their features? Castle attacks, weaponry and Who were Knights?</p> <p><b>YEAR 4</b></p> <p><b>Africa</b> Locations Features Ecosystems People, settlements &amp; development.</p> <p><b>Map Reading</b> Compass directions Scale Grid references (6 figure</p>	<p><b>History</b> - Family outings to historical sites and buildings reinforce learning in the classroom. Reading Museum, The British Museum, The Ashmoleum Museum (Oxford), the Ure Museum (Reading) etc. are fabulous places. Children benefit most when they go to museums often, but for 1-2 hours maximum at a time. Explore local history – find out what is on your doorstep, when your house was built, famous people who came from your area. Watch the news – this is history in the making. You can buy children’s newspapers e.g. First News. Take a source from long ago – discuss what it tells you about the period in which it was made.</p> <p>Watching the David Attenborough documentary on Africa. Encourage use of maps when travelling; locate places you visit, discuss routes and direction. Be aware of news stories regarding natural hazards. Working on Mapping Skills and recognising famous locations in Africa</p>
<p style="text-align: center;"><b>History</b></p> <p><b>Romans</b> When, why and how the Romans invaded Britain What was life like for the Celts</p>	<p><b>History</b> - Family outings to historical sites and buildings reinforce learning in the classroom. Reading Museum, The British Museum, The Ashmoleum Museum (Oxford), the Ure Museum (Reading) etc. are fabulous places. Children benefit most when they go to museums often, but for 1-2 hours maximum at a time. Explore local history – find out what is on your doorstep, when your house was built, famous people who came from your area. <b>Visit Silchester</b> <a href="http://www.english-heritage.org.uk/visit/places/silchester-roman-city-walls-and-amphitheatre">http://www.english-heritage.org.uk/visit/places/silchester-roman-city-walls-and-amphitheatre</a></p>

## Curriculum Overview Year 4

### Autumn Term 2018

<p>Boudicca's Revolt A Roman way of life What the Romans left behind</p>	<p><b>Visit Chedworth</b> <a href="https://www.nationaltrust.org.uk/chedworth-roman-villa">https://www.nationaltrust.org.uk/chedworth-roman-villa</a> <b>Have a weekend away at Hadrian's Wall</b> <a href="http://hadrianswallcountry.co.uk/">http://hadrianswallcountry.co.uk/</a></p>
<b>ART/MUSIC</b>	<b>PARENTS CAN HELP BY</b>
<p style="text-align: center;"><b>Art/Design Technology</b></p> <p><b>Greek Art - Vases and Pottery</b></p> <p>Explain what Ancient Greek Pots were used for and understand why they are so important.</p> <p>Boys design own Greek pots using knowledge and understanding of them.</p>	<p>How parents can help:</p> <ul style="list-style-type: none"> <li>• Visit art galleries, when possible, and discuss techniques, interpretation, likes and dislikes.</li> <li>• Stock up on coloured pencils, pens, paints, clay, glue and paper. Let your son build with Lego, junk, construction kits and natural materials.</li> <li>• Encourage your son be creative and complete a project independently. Interest and praise for a child's creation will boost his self-confidence.</li> <li>• Complete an arts and crafts project as a family. This can help to develop new skills a child may not be aware of and increase self-esteem.</li> <li>• Allow your son to experiment through drawing and making things. This could be the key to his creativity and help his imaginative writing.</li> <li>• Allow your son to handle scissors and art tools. This will improve important fine motor skills, coordination and hand and arm strength.</li> <li>• Let your son get messy with glue, paint and glitter. Creating new colours are essential learning experiences which help broaden a child's knowledge base.</li> <li>• Let designing, creating and making things be valued and a positive, relaxing experience.</li> </ul>
<b>MUSIC</b>	
<p><b>Instruments of the Orchestra</b></p> <p><b>Preparing for the Carol Concert</b></p>	<ul style="list-style-type: none"> <li>• Listen to orchestral music at home and discuss the music.</li> <li>• Learn a musical instrument inside/outside of school.</li> </ul>

## Curriculum Overview Year 4

### Autumn Term 2018

	<ul style="list-style-type: none"> <li>• Encourage children to listen to music- all different types of music! Classical, pop, rock etc.</li>   <li>• Try and listen to different radio station in the car for inspiration! .</li>   <li>• Explore different genres of music on YouTube.</li>   <li>• Watch a live orchestra and discuss likes and dislikes,</li> </ul>
<b>PE/GAMES</b>	
<p><b>HRF (Health-Related Fitness)</b> This is an on-going focus combined with Athletics &amp; the</p> <p><b>SWIMMING</b> Students will be provided with the opportunity to develop water skills &amp; water confidence, safety and stroke techniques in differentiated groups. Students will develop skills in how to start, turn and complete competitive races within specified ASA rules &amp; guidelines.</p> <p><b>RUGBY</b> Developing handling skills, accurate &amp; appropriate passing &amp; running with the ball, agility &amp; incorporating a comprehensive footwork / SAQ (Speed &amp; Quickness) programme to develop better reaction times in practice and competition; basic attacking &amp; defending skills, positioning in</p>	<p><b>Parents can help by:</b> Exposing students to the activities either in practical and / or visual form to allow them the opportunity to experience how different activities, skills and game requirements are learned and played at various levels.</p> <p>Allowing students to become active members of external clubs / organisations in the topics covered over the term and indeed the whole year.</p> <p>Using media resources (eg; BBC Sport website / You Tube / Sports Specific DVD's) to show examples of how the activities and sports covered are played from grass-roots to elite level.</p> <p>Questioning / discuss students' development and what skills and activities have been covered during their lessons to reinforce learning – this may help students set personal targets that can be discussing with PE &amp; Games staff.</p> <p>Questioning / discuss students' development and what skills and activities have been covered during their lessons to reinforce learning.</p> <p>Get your child as 'ACTIVE' as possible – regardless of the activity or how long they may wish to undertake this activity – 'A healthy body &amp; a healthy mind' approach will keep them focused, alert, fit and will increase &amp; stimulate academic performance.</p> <p>An excellent &amp; in-depth website for information on Rugby, Football, HRF and Personal Conditioning / Training in a broad number of Sports, Exercise &amp; Fitness Activities can be found by searching / accessing the link below;</p> <p><a href="http://www.brianmac.demon.co.uk/index.htm">www.brianmac.demon.co.uk/index.htm</a></p>

## Curriculum Overview Year 4

### Autumn Term 2018

<p>attack &amp; defence, communication and appropriate sportsmanship throughout.</p> <p><b>FOOTBALL</b> Dribbling, passing, shooting, control, goalkeeping, positional play, spacing, tackling. Developing skills such as accurate passing of the ball, agility &amp; incorporating a comprehensive footwork / SAQ (Speed &amp; Quickness) programme to develop better reaction times in practice and competition; basic attacking &amp; defending skills, positioning in attack &amp; defence, communication and appropriate sportsmanship throughout.</p> <p><b>BASKETBALL</b> Ball handling skills, incorporating a comprehensive footwork and SAQ (Speed &amp; Quickness) programme to develop agility and reaction times in practice and competition, dribbling skills &amp; ball control whilst passing. Develop various types of pass and improve understanding of basic small-sided game principles &amp; strategies for defence and attack.</p>	<p>(This site provides a huge range of relevant &amp; valid information for all sports training and is used extensively by schools, clubs and elite performers alike – parents may wish to look for advice on technique and to research particular aspects of the curriculum we will cover throughout the year in all activities).</p> <p>Parents are more than welcome to try the exercises with the boys and to assist them in developing their technique &amp; providing additional motivation.</p> <p>All of the exercises are demonstrated &amp; accessible via the school website – a full explanation for each exercise will help the boys develop and improve how the exercises are undertaken.</p>
<b>RS</b>	<b>HOW PARENTS CAN HELP</b>
<p><u>Pilgrimages</u> Boys will explore the role of Pilgrimage in each of the main religions.</p>	<p>Encourage children to ask questions about life and express ideas. Encourage children to develop positive attitudes to religion and show respect to those who follow.</p> <p>Visit places of worship locally and when on holiday. Look at features of religious buildings.</p>

## Curriculum Overview Year 4

### Autumn Term 2018

<p><b><u>The Nativity</u></b></p> <p>Who were Mary and Joseph? What was significance of the Journey taken by Mary and Joseph? Where was Jesus born and why there? How did the Shepherds hear the news and what message did they give to Mary and Joseph? What was the significance of the new star? Why did Herod want to find Jesus and how did he stay safe?</p>	<p>Point out religious signs and symbols in your local area. Discuss ceremonies attended e.g. weddings, baptisms etc. Discuss festivals with friends of different religions.</p>
--	--

## Curriculum Overview Year 4

### Autumn Term 2018

<b>COMPUTER SCIENCE</b>	<b>HOW PARENTS CAN HELP</b>
Computer Science is changing everything Pupils will look at we can use computers to educate people. Linking to the STEAM topic of Future Cities pupils will learn coding to create a game to educate children to safely cross the road.	<p>Developing typing skills – BBC Dance Mat Typing online is great</p> <p>Allowing children to practice saving and opening documents, and using their skills while using the various Microsoft office applications. When undertaking research on the discuss the search terms that they are using, thinking carefully about keywords to use to get more precise results.</p> <p>Join the Scratch website and encourage the pupils to try the skills they learn in lessons at home.</p> <p>Join <a href="http://www.codeacademy.com">www.codeacademy.com</a> and complete some of the free courses</p>
<b>DRAMA</b>	<b>HOW PARENTS CAN HELP</b>
<p>More advanced physical and vocal limbers</p> <p>Exploring the key elements in the language of making theatre (improvisation)</p> <p>Direct address and theatrical devices</p> <p>Dramatic writing</p> <p>Dramatic images</p> <p>Constructing images</p> <p>Face work and mime.</p> <p>Exploring language.</p>	<p>Encourage conversation and demonstration on what has been learnt in class.</p> <p>Watch films/TV and explore the characters together, looking at elements such as voice, movement and character relationships, hidden thought.</p> <p>Encourage games involving mime and improvisation, increasing confidence and spontaneity.</p> <p>Go and see live theatre.</p> <p>Create scenarios to promote decision taking.</p>
<b>PSHEE</b>	<b>HOW PARENTS CAN HELP</b>
<p><u>Whole School Values Focus</u></p> <p>Tolerance</p> <p>Respect</p> <p>Hard work</p> <p>Curiosity</p>	<p><u>Tolerance</u></p> <p>Express tolerant views, explicitly teaching your son the importance of this.</p> <p>Challenge intolerant views expressed by your son.</p> <p>Explore clubs where your son can work and play with a variety of people, from all groups of society.</p> <p><u>Respect</u></p> <p>Expect respectful behaviour from your son. For example; saying thank you when people hold a door open or stop at a zebra crossing.</p> <p>Make respectful behaviour at home the norm and insist on manners from your son, even to you his parents!</p> <p><u>Hard Work</u></p> <p>Talk about how success is linked to hard work and discuss the success you've achieved through hard work.</p> <p>Expect a high standard from your son when completing homework, praise his efforts to do his best.</p> <p>When you say goodbye in the mornings, tell your son to 'Work Hard today', rather than 'Be good today'.</p> <p><u>Curiosity</u></p> <p>Model finding things out and researching more than originally asked.</p> <p>When watching television, model 'I wonder ...?' questions and then finding out.</p>

## Curriculum Overview Year 4

### Autumn Term 2018

	Show curiosity in what your son is interested in, ask him to explain.
--	---

#### How parents can help with homework:

Evidence shows that children are more successful in school when parents take an active interest in their homework — it shows kids that what they do is important.

Of course, helping with homework shouldn't mean spending hours hunched over a desk. Parents can be supportive by demonstrating study and organization skills, explaining a tricky problem, or just encouraging children to focus or even take a break.

Here are some handy homework guidelines:

1. **Engage with the teachers — understand what they're looking for.** Attend school events, such as Parent Information Meetings and Parents' Evenings, to meet your child's teachers. Ask about their homework and how you should be involved.
2. **Provide a homework-friendly space.** Make sure children have a well-lit area to complete homework tasks. Keep supplies of paper, pencils, glue, scissors — within reach.
3. **Set up a regular homework time.** Some children work best in the afternoon, after school, following a snack and play period; others may prefer to wait until after dinner.
4. **Help them make a plan.** On heavier homework nights or if there are other after school commitments, encourage your child to break up the work into manageable chunks.
5. **Be aware of distractions.** No television, loud music, emailing, texting, unnecessary web surfing, gadget fiddling, phone calls or interruptions from siblings.
6. **Make sure children complete their own work.** Children won't learn if they are not independent thinkers and are not allowed to make mistakes. Parents can provide suggestions and help with directions, but it's a child's job to do the learning.
7. **Be a motivator and monitor.** Ask about assignments, assessments and tests. Give encouragement, check completed homework, sign homework diary and make yourself available for questions and concerns.

## Curriculum Overview Year 4

### Autumn Term 2018

8. **Set a good example.** Do your children ever see you diligently working on a project or reading a book? Children are more likely to follow their parents' examples than their advice.
9. **Praise their good work and efforts.** Display grade cards, homework feedback or good work on the refrigerator or a notice board. Mention achievements to relatives.
10. **If there are continuing problems with homework, get help.** Talk about it with your child's teachers. Some children have trouble seeing the board and may need glasses; others might struggle with organization, need an evaluation for a learning problem or attention disorder.