



Gosfield School

Year 4 Curriculum Booklet

This booklet is a guide to your child's current academic year, giving you an overview of the content of our curriculum at Gosfield Prep School. Our curriculum has been devised to interest and engage every child to help them realise their potential. As with all the best teaching, it may be liable to changes as we respond to the questions, interests and particular needs of the pupils, but it will give you a broad idea of the year ahead.

If you have any questions please speak with your child's class teacher.

Year 4- Yearly Overview for English

Your child will be assessed against the following criteria:

Reading	Writing
<p>Applies a growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words that are met.</p> <p>Listens to and discusses a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p> <p>Uses dictionaries to check the meaning of words that have been read Identifies themes and conventions in a wide range of books.</p> <p>Reads further exception words, noting the unusual correspondences between spelling and sound and where these occur in the word.</p> <p>Checks that the text makes sense to the individual, discussing his understanding and explaining the meaning of words in context.</p> <p>Draws inferences such as inferring characters' feelings, thoughts and motives from their actions and justifies inferences with evidence.</p> <p>Predicts what might happen from details stated and implied.</p> <p>Identifies main ideas drawn from more than one paragraph and summarises these.</p> <p>Retrieves and records information from non-fiction.</p>	<p>Organises paragraphs around a theme.</p> <p>In narratives, creates settings, characters and plot.</p> <p>Proof-reads for spelling and punctuation errors.</p> <p>Writes from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</p> <p>Uses standard English forms for verb inflections instead of local spoken forms.</p> <p>Uses fronted adverbials.</p> <p>Can choose an appropriate pronoun or noun within and across sentences to aid cohesion and avoid repetition.</p> <p>Uses inverted commas and other punctuation to indicate direct speech.</p>

Year 4 - Yearly Overview for Maths

Your child will be assessed against the following criteria:

Number and Place Value	Addition and Subtraction	Measurement	Properties of Shape
<p>Count in multiples of 6, 7, 9, 25 and 1000.</p> <p>Find 1000 more or less than a given number.</p> <p>Count backwards through 0 to include negative numbers.</p> <p>Recognise the place value of each digit in a four-digit number 1,000s, 100s, 10s and 1s.</p> <p>Order and compare numbers beyond 1000.</p> <p>Identify, represent and estimate numbers using different representations.</p> <p>Round any number to the nearest 10, 100 or 1000.</p> <p>Solve number and practical problems that involve all of the above and with increasingly large positive numbers.</p> <p>Read Roman numerals to 100 and know that over time, the numeral system changed to include the concept of 0 and place value.</p>	<p>Add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate.</p> <p>Estimate and use inverse operations to check answers to a calculation.</p> <p>Solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why.</p>	<p>Convert between different units of measure.</p> <p>Measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres.</p> <p>Find the area of rectilinear shapes by counting squares.</p> <p>Estimate, compare and calculate different measures, including money in pounds and pence.</p> <p>Read, write and convert time between analogue and digital 12 and 24-hour clocks.</p> <p>Solve problems involving converting from hours to minutes, minutes to seconds, years to months, weeks to days.</p>	<p>Compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes.</p> <p>Identify acute and obtuse angles and compare and order angles up to 2 right angles by size.</p> <p>Identify lines of symmetry in 2-D shapes presented in different orientations</p> <p>Complete a simple symmetric figure with respect to a specific line of symmetry.</p>

Year 4 – Science

Topic/Area of Study	Description	The skills developed through this topic
<p>Autumn Term 1 Electricity</p> <p>Sound</p>	<p>In this topic pupils will identify common appliances that run on electricity. They will construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers. They will identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery and recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit. They will learn to recognise some common conductors and insulators, and associate metals with being good conductors.</p> <p>Pupils will explore and identify the way sound is made through vibration and find out how the pitch and volume of sounds can be changed in a variety of ways. They will learn to recognise that vibrations of sounds travel through a medium to the ear. They will look for patterns between the volume of a sound and the strength of the vibrations that produced it and recognise that sounds get fainter as the distance from the sound source increases.</p>	<p>To work scientifically.</p> <p>Set up simple practical enquiries and comparative and fair tests.</p> <p>Make accurate measurements using standard units, using a range of equipment.</p> <p>To investigate sound and hearing.</p> <p>Identify how sounds are made and recognise that sounds get fainter as the distance from the source increases.</p>
<p>Spring Term States of Matter</p>	<p>Pupils will explore a variety of everyday materials and develop simple descriptions of the states of matter (comparing and grouping materials together according to whether they are solids, liquids or gases). They will use scientific enquiry to discover what happens to a material when it is heated or cooled and measure or research the temperature at which this happens in degrees Celsius. They will also investigate the water cycle and learn to identify the part played by evaporation and condensation and associate this with temperature or other variables.</p>	<p>To investigate materials.</p> <p>Compare and group materials together according to whether they are solids, liquids or gases.</p> <p>Observe that some materials change state when they are heated or cooled.</p>

Living things and their habitats	Pupils will learn that living things can be grouped in a variety of ways. They will explore and use classification keys for identification purposes and through investigation of the local environment will learn that environments change causing dangers to living things.	To understand living things and humans. Give reasons for classifying plants and animals based on specific characteristics.
Summer Term Animals including Humans	We will learn to describe the simple functions of the basic parts of the human digestive system, will learn to identify different types of teeth and their simple functions and will construct and interpret food chains, identifying producers, predators and prey.	To understand living things and humans.

Year 4 - History

Topic/Area of Study	Description	The skills developed through History
<p>Autumn Term Stone Age, Bronze Age, Iron Age</p> <p>India and the British Empire</p>	<p>This half-term pupils will look at the changes that took place in Britain from the Stone Age, through the Bronze Age to the Iron Age and how the discovery and production of metal enabled prehistoric peoples to settle and begin to farm.</p> <p>In the second half-term we will look at a more modern aspect of British History which will extend pupils' chronological knowledge beyond 1066-India and its importance as part of the British Empire.</p>	<p>To use evidence to ask questions and find answers to questions about the past.</p> <p>To use more than one source of evidence for historical enquiry to gain a more accurate understanding of history.</p> <p>To give a broad overview of life in Britain.</p> <p>To describe the characteristic features of the past, including beliefs, ideas, attitudes and experiences of men, women and children.</p>
<p>Spring Term Ancient Egypt</p>	<p>Journeying back to the land of the Pharaohs, pupils will discover Tutankhamen's ancient tomb, the importance of the River Nile and its role in everyday life, the grisly world of mummification and embalming, the pyramids and the importance of artefacts in understanding the past, (including hieroglyphics).</p>	<p>To understand the concept of change over time, representing this, along with evidence, on a timeline.</p> <p>To use historical vocabulary to communicate, including: dates, time period, era, change and chronology.</p>
<p>Summer Term Henry VIII</p> <p>The Tudors</p>	<p>The changing power of the monarchy will be discussed, using Henry VIII as a case study. Pupils will learn about his six wives and the shaping of the Church of England that resulted in his choice of bride.</p> <p>A visit to Kentwell Hall will be a focus for learning how ordinary people lived in Tudor times. Pupils will look at food production, pastimes, crime and punishment as well as the most important discoveries and inventions of the period.</p>	

Year 4 – Geography

Topic/Area of Study	Description	The skills developed through Geography
<p>Autumn Term The Water Cycle</p> <p>Rivers</p>	<p>Pupils will learn about the water cycle, learning about transpiration, climate zones, biomes and vegetation belts.</p> <p>In this topic pupils will name and give information about the major rivers of the world. They will see how the local people use the rivers in their daily lives. They will also learn how a river flows and the effects rivers have on the landscape</p> <p>Children learn, through fieldwork and research, about rivers and the effects they have on the landscape.</p> <p>The unit focuses on:</p> <p>Expanding their knowledge of components of the water cycle how rivers erode, transport and deposit materials to produce particular landscape features the characteristics of a river system in the UK and in other parts of the world.</p> <p>Cross curricular with literacy, mathematics, history, ICT and science.</p>	<p>To describe key aspects of physical and human geography.</p> <p>To describe geographical similarities and differences between countries.</p> <p>To ask and answer geographical questions about the physical and human characteristics of a location.</p> <p>To use maps, atlases, globes and digital/computer mapping to locate countries and describe features.</p> <p>To use a range of resources to identify the key physical and human features of a location.</p>
<p>Spring Term The Geography of Egypt</p>	<p>Pupils will learn to use an atlas to locate Egypt and other African countries. They will look at the physical geography of Egypt and see how the River Nile influenced settlements and farming.</p>	

Modern Europe	Students will use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.	
Summer Term The New World Famous Explorers	Pupils will look at the areas of the New World explored by Europeans in the 15 th and 16 th centuries. They will identify the significance of latitude, longitude, the Equator, the hemispheres and the Arctic and Antarctic circles. Pupils will look at the lives of some famous explorers such as Christopher Columbus, Sir Walter Raleigh and Ferdinand Magellan and learn about their contribution to the shaping of the modern world.	

Year 4 – Spanish

Topic/Area of Study	Description	The skills developed through Spanish
Autumn Term	Pupils will learn: <ul style="list-style-type: none"> • Revise how to greet someone and give basic information about themselves. • To talk about their family. • Revise numbers 1 – 100. • To tell the time in Spanish. • The months and how to say when their birthday is. • To describe their morning routine. • A little about the geography of Spain and compass points. • The names of different countries. • About Christmas in Spain. 	<p>Listen attentively to spoken language and show understanding by joining in and responding.</p> <p>Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.</p> <p>Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.</p> <p>Speak in sentences, using familiar vocabulary, phrases and basic language structures.</p>
Spring Term	Pupils will learn: <ul style="list-style-type: none"> • Revise days of the week. • School subjects. • To say which subjects they like and dislike. • To give opinions. • To describe their school. • How to order food and drink in a café. • About Easter in Spain. 	<p>Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.</p> <p>Present ideas and information orally to a range of audiences.</p> <p>Read carefully and show understanding of words, phrases and simple writing.</p>
Summer Term	Pupils will learn: <ul style="list-style-type: none"> • About Spanish food. • How to order food and drink in a restaurant. • Body parts. • Sports and hobbies. 	<p>Appreciate stories, songs, poems and rhymes in the language.</p> <p>Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material.</p> <p>Write phrases from memory, and adapt these to create new sentences, to express ideas clearly.</p>

Year 4- PE

Topic/Area of Study	Description	The skills developed through PE
<p>Autumn Term Multi Skills Fitness</p>	<p>Multi Skills Pupils will focus on:</p> <ul style="list-style-type: none"> • Basic principles of agility, balance and co-ordination. • Improving the ability to move and respond in different ways. • Improving co-ordination skills of upper and lower limbs. <p>Fitness Pupils will focus on:</p> <ul style="list-style-type: none"> • The importance of maintaining a healthy and active lifestyle. • Fitness testing. • Different methods of training to improve fitness. • Why we warm up and cool down for physical activity. • Developing stamina and pacing skills for long distance running. 	<p>Use running, jumping, throwing and catching in isolation and in combination.</p> <p>Develop flexibility, strength, technique, control and balance through athletics and gymnastics.</p> <p>Develop gross and fine motor skills.</p> <p>To use and apply skills with growing accuracy and consistency within competitive situations.</p> <p>Demonstrate a good kinaesthetic awareness, holding shapes and moving with fluency and expression.</p> <p>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>
<p>Spring Term Badminton Gymnastics</p>	<p>Badminton Pupils will focus on:</p> <ul style="list-style-type: none"> • Different types of forehand shot progressing to mini rallies. • Introduce serving technique. • Game play incorporating basic rules and simple scoring. <p>Gymnastics Pupils will focus on:</p> <ul style="list-style-type: none"> • Jumping, rolling, balancing and travelling. • Sequence work independently and progressing to partner work. 	

<p>Summer Term Athletics Tennis</p>	<p>Athletics Pupils will focus on:</p> <ul style="list-style-type: none"> • Developing running, throwing and jumping skills. • Measurement of times and distances. • Experience competitions. <p>Tennis</p> <ul style="list-style-type: none"> • Pupils will focus on: • Forehand ground strokes. • Basic serving technique. • Footwork incorporating court movement. • Rallying. • Simple game play with basic rules and scoring. 	
--	---	--

Year 4 - Games

Topic/Area of Study	Description	The skills developed through Games
<p>Autumn Term Hockey Rugby Football</p>	<p>Hockey Pupils will focus on:</p> <ul style="list-style-type: none"> • Passing, dribbling, tackling and shooting. • Tactics that introduce the basic principles of attack and defence. • Game play incorporating simple rules and scoring. <p>Rugby Pupils will focus on:</p> <ul style="list-style-type: none"> • Passing, scoring, creating space, movement on and off the ball. • Tactics that introduce the principles of attack and defence. • Game play incorporating rules and scoring. 	<p>To uphold the spirit of fair play and respect in all competitive situations.</p> <p>Take part in outdoor and adventurous activity challenges both individually and within a team.</p> <p>Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending.</p>

	<p>Football</p> <p>Pupils will focus on:</p> <ul style="list-style-type: none"> • Passing, dribbling, shooting, creating space, movement on and off the ball. • Tactics that introduce the principles of attack and defence. • Game play incorporating rules and scoring. • 	
<p>Spring Term</p> <p>Netball</p> <p>Rugby</p> <p>Football</p>	<p>Netball</p> <p>Pupils will focus on:</p> <ul style="list-style-type: none"> ▪ Passing, footwork, shooting, creating space, movement on and off the ball. ▪ Tactics and strategies incorporating principles of attack and defence. ▪ Game play introducing rules and scoring. <p>Rugby and Football</p> <p>As in previous term.</p>	
<p>Summer Term</p> <p>Striking and Fielding</p>	<p>Striking and Fielding</p> <p>Pupils will focus on:</p> <ul style="list-style-type: none"> • Throwing, catching, batting, bowling and fielding. • Basic tactics and strategies involved in game play. • Match play incorporating rules and scoring. • 	

Year 4 – Additional Subjects

Art

Pupils will be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. They will:

- Create sketch books to record their observations and use them to review and revisit ideas.
- Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials such as pencil, charcoal, paint and clay.
- Learn about great artists, architects and designers in history.

Computing

During the year pupils will learn:

How Computers Work: Understand computer networks including the internet; how they can provide multiple services, such as the World Wide Web; and the opportunities they offer for communication and collaboration. Use technology safely, respectfully and responsibly.

Communication and E Safety: Use search technologies effectively and be discerning in evaluating digital content. Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

Data and Information: 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.

Algorithms and Programming: Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts. Use sequence, selection, and repetition in programs; work with variables and various forms of input and output. Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.

Design Technology

Design: design purposeful, functional, appealing products for themselves and other users based on design criteria. Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.

Make: select from and use a range of tools and equipment to perform practical tasks such as cutting, shaping, joining and finishing. Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.

Evaluate: explore and evaluate a range of existing products. Evaluate their ideas and products against design criteria.

Technical knowledge: build structures, exploring how they can be made stronger, stiffer and more stable. Explore and use mechanisms such as levers, sliders, wheels and axles in their products.

Drama

Pupils will learn to:

- Apply vocal, physical and design skills to communicate in performance.
- Develop and refine creative ideas from stimuli.
- Engage with the process of collaboration.
- Create character, roles, artefacts and designs.
- Analyse and evaluate personal contribution to the creation, development and refinement process.
- Analyse and evaluate performance, design skills and creative intentions within a performance.
- Demonstrate understanding of genre, structure, character, form, style, theatrical convention and language.
- Use drama terminology.

Food Technology

Food and nutrition:

Use the basic principles of a healthy and varied diet to prepare dishes.

Understand where food comes from.

Forest School

At the end of the year pupils will be able to:

- Identify a range of habitats for different wildlife.
- Recognise animal tracks.
- Identify 'clues' left from animals in the environment.
- Use natural materials to make a collage.
- Move a heavy object from one place to another in the environment using natural materials.
- Make a rope walk using a round turn and two half hitches.
- Make a tree guide using tree identification skills.
- Make a musical instrument using natural materials.
- Identify some freshwater wildlife.

Music

Pupils will be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory. They will be taught to:

- Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- Improvise and compose music for a range of purposes using the inter-related dimensions of music.
- Listen with attention to detail and recall sounds with increasing aural memory.
- Use and understand staff and other musical notations.
- Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.
- Develop an understanding of the history of music.

PSHE

During the year pupils will cover the following topics:

- School Life
- Personal Organisation
- My Personality
- Meeting Challenges
- How to look after Pets
- Playtime Behaviour
- Stranger Danger!
- Developing Healthy Eating Habits

- How to be a Good Friend
- What is Bullying?
- Family Units
- Different Religions

RE

Pupils will look at the following key areas:

Hinduism: Worshipping and celebrating in the home: puja and Divali.

Islam: Muhammad and the Qur'an; the mosque and prayer.

Judaism: Moses, the Exodus and the festival of Pesach; Journey to the Promised Land.

Sikhism: Guru Nanak, Guru Gobind Singh and the Khalsa.