



ST. ANTHONY'S SCHOOL
HAMPSTEAD

**YEAR 4
CURRICULUM INFORMATION
2011 – 2012**

Key information for parents and boys in Year 4

These details are an outline of the intended work programme for the year and are subject to change. They do not include all aspects of learning and some aspects from term one are continued through all three terms.

MATHS

Revision of number bonds and times tables is ongoing throughout the year. Your son is expected to practise his mental arithmetic every night.

Term 1

Number

Place value to 1 000 000
Ordering numbers
Rounding to the nearest 10/100
Doubling/halving
Addition of 3 digit numbers
Subtraction of 3 digit numbers
Strategies for mental arithmetic
Word problems

Multiplication

2-10 times tables up to 10 x
Multiplication of 2 digit numbers by 1 digit
Moving on to 3 digits by 1 digit
Word problems

Shape

Names and properties of 2D and 3D shapes
Tessellating shapes

Symmetry

Identifying line symmetry in 2D shapes
Reflecting in vertical and horizontal lines of symmetry

Length

Estimating and measuring lengths in mm, cm and m
Recording length in mm, cm and m

Area and Perimeter

Calculating the perimeter of squares and rectangles (cm²)
Finding the area of regular and irregular shapes

Term 2

Division

Concept of equal sharing
Division facts linked with x tables
Division of 2 digit numbers by a single digit
Moving on to 3 digits by a single digit
Word Problems

Money

Addition and subtraction of money
Word Problems

Fractions

Fractions of shape and number
Recognising, naming and ordering fractions
Comparing fractions
Simple addition of fractions

Time

Revising o'clock, quarter to, quarter past and half past (analogue and digital)
Distinguishing between a.m. and p.m.
Reading and recording analogue and digital time

Weight

Estimating and measuring in g and kg
Recording in g and kg

Term 3

Number

Consolidation of the year's number work

Time

Duration of time, earlier and later
Minutes past/to the hour
Reading and interpreting calendars and timetables
(Extension: 24 hour clock)

Volume and capacity

Estimating and measuring in ml and l
Recording in ml and l

SCIENCE

Term 1

Moving and Growing

Learning how the skeleton is related to movement and support in humans and what happens to the skeleton and muscles as they move. Comparing human bones and skeletons with those of other animals.

Keeping Warm

Building on ideas about temperature as a measure of how hot or cold something is and learning about thermal insulators as materials which keep things warm or cold.

Term 2

Solids, liquids and how they can be separated

Learning about the differences between solids and liquids and understanding that some materials can exist as both. Identifying changes that occur when solids and liquids are mixed and considering how to separate undissolved solids from a

liquid. Learning that melting and dissolving are different and recognising that when a solid dissolves it is still there.

Friction

Building on their existing knowledge of forces and learning that forces can be measured and compared. Focusing on friction as a force which exists between objects moving across solid surfaces and which opposes motion. Also, on the forces of air resistance and water resistance, which oppose the motion of objects moving through air and water.

Term 3

Circuits and conductors

Making circuits and extending their understanding of circuits, conductors and insulators.

Habitats

Understanding the concept of a habitat, how it provides organisms found there with conditions for life and how animals depend on plants or other animals which eat plants for food. Recognising ways in which organisms are suited to their habitat.

HUMANITIES

Term 1

Map Work

Continents, countries, capitals, oceans, seas, rivers and mountains.
The Equator, the Tropics, North and South poles
Grid references
O.S.map symbols
Eight-point compass

Weather and Climate

Temperature, precipitation, wind, clouds and the water cycle
Different climatic regions

Term 2

Population and settlement

Location, expansion, movement and communication

The Anglo-Saxons and the Vikings

Who they were
Anglo-Saxon invasion and settlement
Anglo-Saxon place names and writing
King Arthur

Term 3

The Anglo-Saxons and the Vikings
Paganism and the spread of Christianity
Studying evidence (Sutton Hoo)
Viking raids
King Alfred.
Ethelred the Unready
Viking expansion
Edward the Confessor
Harold
Anglo-Saxon housing.

R.E.

Following the 'The Way, the Truth and the Life' scheme.

ENGLISH

Writing

In Year 4 we explore many different writing styles, while consolidating basic language skills through structured spelling, grammar and comprehension work.

While we complete some extended story writing each term, we are keen to develop the skills necessary for activities such as poetry, letters, newspaper reports, reviews, factual accounts, note taking, making lists, labelling, crosswords, charts and even filling in forms! We play with language through word games. We also plan and draft work on the computer.

Some of our written work will be based around our class readers and current topics as follows:

Term 1

'The Midnight Fox'

Term 2

'Stig of the Dump'

Focus on writing stories

Term 3

'The Lion, The Witch and The Wardrobe'

Bookmaking activities (e.g.: autobiographies)

Spelling

The boys will be given weekly spelling lists throughout the year, following specific objectives. These will include:

Two-syllable words containing double consonants

Exploring suffixes and prefixes

Homophones

Regular verb endings – s, ed, ing

Irregular tense changes e.g.: can/could

Words with common endings e.g.: 'ight'

Spelling words with common letter strings but different pronunciations e.g.: tough, through, plough.

Exploring words with common roots, e.g.: advent, invent, prevent.

Grammar

Throughout the year we continue to consolidate the grammar and punctuation work covered in Year 3 on nouns, adjectives, regular/irregular past tenses and direct speech through formal exercises and through proof-reading our own written work.

In Year 4, we also introduce pronouns, adverbs and the use of the apostrophe for contractions and possession.

Handwriting

Revision of Year 3 work, where relevant, to develop a more personal joined handwriting style. We gradually move from using pencil as a medium to the use of pen.

Reading

We aim to develop sustained concentration and improved comprehension through:

1. Class reading aloud each week from a varied selection of children's literature.
2. Personal silent reading in class.
3. Weekly comprehension exercises including cloze procedure, reading for clues, meaning and information.

In addition, it is important that the boys read for at least ten to fifteen minutes every evening to develop further their clarity, fluency and expression. It would be very helpful if they could be heard to read aloud at least twice a week.

Speaking and Listening

Handling aural information presented by tape, video, teacher and peers

Listening for detail

Recall of detail (from pictures)

Developing visual memory skills.

Oral presentation of facts and opinions aloud.

Listening to and interpreting facts and opinions of others

Gathering facts – individual, pair and group work.

Occasionally, your son may be asked to complete some work at home which requires a degree of research. It may therefore be a good idea to equip your son with a children's encyclopaedia (in book or CD-ROM form) for these occasions. We also recommend that your son has access to a good children's dictionary.

September 2011