



ST. ANTHONY'S SCHOOL
FOR BOYS

YEAR 4

CURRICULUM INFORMATION

2018 – 2019

This booklet provides an outline and general overview of the intended work programme for the year. Given the nature of teaching and learning, there will inevitably be some changes of timing and sequence, but we hope that this gives you a good sense of what the pupils are doing. The curriculum followed and that in following years is, as you would anticipate, configured to best prepare the pupils for the plethora of tests and exams they will face in future years and especially the ISEB Pre-Test and other 11+ screening exams. It also designed to enrich the pupils across the curriculum; we wish to preserve an appropriate balance between the realities of examinations and the need to enrich and stimulate pupils.

Below is a link to the ISEB website. Significant influences on the syllabi, are not just the Year 6 requirements, but also the Common Entrance and scholarship requirements pupils may face.

<https://www.iseb.co.uk/Parents>

Below, is a table providing links to the admission sites to key schools to which our pupils have applied and are likely to apply. Over the next two years, we will be meeting with you to help you steer through these waters of information and guide you and your sons through what often appears to be a maze. We are happy to meet with you to discuss your ideas and to clarify the evolving landscape of senior school entry. Since the beginning of this term, major changes, and possible changes, have already been announced which will affect this cohort. We will update on this as soon as the senior schools have decided their positions.

School	Link to Admissions
ACS Cobham International School	https://www.acs-schools.com/admissions-acs-cobham
Aldenham School	https://aldenham.com/admissions
Ampleforth College	https://www.ampleforth.org.uk/college/admissions
Bedales School	https://www.bedales.org.uk/home/admissions
Belmont	https://www.millhill.org.uk/belmont/admissions
Brighton College	https://www.brightoncollege.org.uk/admissions
Cardinal Vaughan	https://www.cvms.co.uk/Admissions
Charterhouse	https://www.charterhouse.org.uk/admissions/welcome
City of London School	https://www.cityoflondonschool.org.uk/apply/admissions
Dulwich College	https://www.dulwich.org.uk/admissions
Eltham College	https://www.elthamcollege.london/admissions
Eton College	https://www.etoncollege.com/registration.aspx
Forest School	https://www.forest.org.uk/senior-school/admissions/admissions-welcome

Harrow School	https://www.harrowschool.org.uk/Admissions-Home
Haileybury	https://www.haileybury.com/admissions/welcome
Highgate School	https://www.highgateschool.org.uk/admissions
King's School Canterbury	https://www.kings-school.co.uk/admissions/
King's College Wimbledon	https://www.kcs.org.uk/admissions
Lancing College	https://www.lancingcollege.co.uk/admissions
Latymer Upper School	http://www.latymer-upper.org/admissions
Merchant Taylors' School	https://www.mtsn.org.uk/admissions
Mill Hill School	https://www.millhill.org.uk/admissions/
Northbridge House Canonbury	https://www.northbridgehouse.com/senior-canonbury/admissions
Rugby School	https://www.rugbyschool.co.uk/admissions/welcome
Sevenoaks School	https://www.sevenoaksschool.org/admissions/introduction
Sherborne School	https://www.sherborne.org/admissions/welcome
Shrewsbury School	https://www.shrewsbury.org.uk/admissions
St. Albans School	https://www.st-albans.herts.sch.uk/about-us/admissions
St. Benedict's School	https://www.stbenedicts.org.uk/admission-senior-school
St. Paul's	https://www.stpaulsschool.org.uk/admissions
Stonyhurst	https://www.stonyhurst.ac.uk/contact-admissions
Sylvia Young Theatre School	http://www.syts.co.uk/page/?title=Admissions&pid=43
The American School in London	https://www.asl.org/admissions
The Haberdashers' Aske's Boys' School	https://www.habsboys.org.uk/Main-School-Admissions-Overview
The London Oratory School	http://www.london-oratory.org/school-admissions/88.html
Tonbridge School	https://www.tonbridge-school.co.uk/admissions
University College School	https://www.ucs.org.uk/admissions
Westminster	https://www.westminster.org.uk/admissions
Wetherby Senior School	https://www.wetherbysenior.co.uk/admissions
Winchester College	http://www.winchestercollege.org/admissions
Worth School	http://www.worthschool.org.uk/admissions.php

MATHS

Teachers strive to ensure that the school's syllabus is delivered with the most suitable and varied resources available and seek ways to motivate boys to take responsibility for their learning appropriate to their age. Through robust written work, with emphasis on good mathematical structure and presentation, regular exercise of mental skills and exciting online work adapted to each boy's ability, the Mathematics department aims to prepare the boys for application of Mathematics wherever they may encounter it in everyday life, whilst stimulating mathematical thinking and reasoning skills. We know that Mathematics is often perceived to be a difficult, theoretical pursuit, therefore, we aim on the practical application of the subject and to make it accessible to all.

The syllabus contains all topics listed in the 11+ ISEB syllabus but adapted to boys' abilities. These include whole numbers and decimals, whole number calculations, measures, perimeter, area and volume, fractions, decimals and percentages, angles and 2-D shapes, graphs, statistics, transformation and symmetry, expressions and formulae, equations, factors and multiples, constructions of 2-D shapes including triangles, properties and nets of 3-D shapes, sequences, decimal calculations, ratio and proportion. Boys are gently introduced to basic algebraic concepts preparing them for more advance algebraic thinking in Year 5. Boys also study probability and apply their mathematical skills to everyday situations.

Further to this, boys are actively encouraged to attempt to solve unfamiliar mathematical problems where they need to apply novel thought to synthesise what they may know, e.g., in the Primary Mathematics Challenge.

Your son will notice the changes involved when moving from Junior House through to Year 4 and so will you. Up to Year 3, the emphasis in Mathematics is very much on getting the very basics up to a high standard, particularly basic number skills such as knowledge of times tables (\times/\div) and number bonds ($+/ -$). It is vital that your son has developed fluency in these areas or he may struggle as we move on. The pace increases in Year 4, as does the difficulty. However, provided that your son asks for help when the going gets tough, we should manage. Should your son find any topic particularly challenging, there is support to have in the Maths clinic run on Tuesday mornings.

The school makes available to boys an array of online resources. These include:

- Mathletics.com;
- MyMaths.co.uk;
- Kerboodle.com;
- Mangahigh.com;
- Mathsworkout.co.uk.

These serve both as a good introduction to a new topic and for consolidation when some learning has taken place. However, nothing replaces the effort put in grappling with mathematical problems using pencil and paper, expressing solutions in a clear and concise way. Other helpful Maths websites include:

- Multiplication.com
- Mathsonline.org
- Brainpop.com
- Coolmath.com - lots of games, problems and puzzles
- bbc.co.uk/bitesize

<u>Term 1</u>	
Number	<ul style="list-style-type: none"> • Place value to 10 million • Order whole numbers • Round to the nearest 10, 100, 1000 • Double and halve • Add 3 digit numbers • Apply strategies for mental arithmetic • Calculate with negative numbers • Know the order of operations
Money	<ul style="list-style-type: none"> • Addition and subtraction of money, including the use of calculators • Word problems involving money
Multiplication	<ul style="list-style-type: none"> • Revise 2-10 times tables • Multiply a 2 digit number by a single digit • Multiply a 3 digit number by a single digit
Division	<ul style="list-style-type: none"> • Understand the concept of equal sharing • Know division facts linked with times tables • Division of 2 digit numbers by a single digit • Division of 3 digit numbers by a single digit
Length	<ul style="list-style-type: none"> • Estimating and measuring lengths in mm, cm and m • Recording length in mm, cm and m
Time	<ul style="list-style-type: none"> • Revise o'clock, quarter to, quarter past and half past • Distinguishing between am and pm • Read and record analogue and digital time • Solve time duration problems • Calculate minutes past/to the hour • Complete 12 hour and 24 hour clock conversions
Mass	<ul style="list-style-type: none"> • Estimate and measure in g and kg • Record mass in g and kg • Read scales
Capacity	<ul style="list-style-type: none"> • Estimate and measure capacity in ml and l • Record capacity in ml and l • Read scales
Fractions	<ul style="list-style-type: none"> • Identify and approximate fractions of shape • Recognise, name and order fractions • Compare fractions • Find equivalent fractions • Add and subtract simple fractions (with the same denomination) • Convert between improper and mixed number notation • Find fractions of quantities

	<ul style="list-style-type: none"> • Understand the concept of percentage • Find simple percentages
Geometry I	<ul style="list-style-type: none"> • Recognise and estimate angles • Work out missing angles on straight lines • Use a protractor to measure angles • Know names and properties of triangles and quadrilaterals • Recognise perpendicular and parallel lines
<u>Term 2</u>	
Statistics	<ul style="list-style-type: none"> • Collect and organise small sets of data • Solve problems by interpreting data in lists and tables • Construct and interpret pictograms, bar charts, pie charts • Read and record information in the form of line graphs • Calculate statistics for small sets of data, including the mode, median, mean and range
Algebra	<ul style="list-style-type: none"> • Use letters to represent unknown numbers • Simplify algebraic expressions by collecting like terms • Substitute whole numbers into expressions and formulae • Derive a simple formula • Represent functions as sequences of operations (Number machines) • Understand and use inverse operations • Construct and solve simple equations
Geometry II	<ul style="list-style-type: none"> • Identify line symmetry in 2D shapes • Reflect through vertical, horizontal and diagonal lines of symmetry • Find the order of rotational symmetry for 2D shapes • Recognise and name common 3D shapes • Construct simple nets of 3D shapes • Use 2D representation to visualise 3D shapes • Use a protractor to measure and draw angles • Use a ruler and protractor to construct a triangle • Know the parts of a circle
Sequences	<ul style="list-style-type: none"> • Find patterns in sequences of numbers • Identify number sequences from graphic patterns • Describe a sequence using a rule to find the next term • Generate terms in a sequence using • Use negative numbers in a sequence

Term 3

Ratio and proportion	<ul style="list-style-type: none">• Write and use ratios and proportions• Solve simple problems involving ratio and proportion• Solve arithmetic problems in context• Construct and interpret scale drawings
Probability	<ul style="list-style-type: none">• Use the vocabulary and ideas of probability, drawing on experience• Identify the probability of a single event happening• Find probability from listing all possibilities• Understand and use the probability scale, from 0 to 1• Sort objects using a Venn diagram
Revision	<ul style="list-style-type: none">• Revisit all topics covered prior to the final examination

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, story writing, letters, newspaper reports, reviews, factual accounts, note taking, making lists, labeling, crosswords, charts and even filling in forms! We play with language through word games. We also plan and draft work on the computer, including creating 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.

Here is a list of all of the skills students learn, this year:

<https://uk.ixl.com/ela/year-4>

Here are useful websites for tests and games:

<http://www.topmarks.co.uk/english-games/7-11-years/spelling-and-grammar>

https://www.cgpbooks.co.uk/Student/interactive_ks2_english

http://www.bbc.co.uk/bitesize/ks2/english/spelling_grammar/

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 and multiple choice tasks.

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

Term 1 - 'The Demon Headmaster';

Term 2 - 'Stig of the Dump';

Term 3 - 'The Lion, The Witch and The Wardrobe'.

As an additional class reader, in Terms 2 and 3, we use Michael Morpurgo's Kensuke's Kingdom audio book and texts.

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

Skills:

- Handling aural information presented by CD, video, teacher and peers etc.;
- Listening for detail;
- Developing visual memory skills;
- Recalling detail from pictures;
- Presenting facts and opinions, orally;
- Listening to and interpreting facts and opinions of others.

REASONING

Boys in Year 4 will be taught strategies to help further develop their verbal and non-verbal reasoning skills. We use the Schofield and Sims 11+ workbooks in class. You may also wish to use the following websites to gain a better understanding of the type of material we cover:

www.scholfieldandsims.co.uk

<https://www.bofa11plus.com/>

<https://pretestplus.co.uk/the-iseb-common-pre-test-what-you-need-to-know/>

SCIENCE

In Year 4, pupils continue to develop their knowledge, skills and understanding in the disciplines of Biology, Chemistry and Physics. Pupils follow the Independent Schools Examination Board (ISEB) curriculum for science, the content of which is divided into theme-based topics.

The topics for Year 4 are:

Human Nutrition;

Sound;

Electricity;

Changes of State;

Dangers to Living Things;

Grouping Living Things.

Topics are covered in a hands-on and investigative manner throughout the school, through which students will develop the following skills:

- paying attention to objectivity and concern for accuracy, precision, repeatability and reproducibility;
- understanding that scientific methods and theories develop as scientists modify earlier explanations to take account of new evidence and ideas, together with the importance of publishing results and peer review;
- evaluating risks;
- asking questions and develop a line of enquiry based on observations of the real world, alongside prior knowledge and experience;
- making predictions using scientific knowledge and understanding;

- selecting, planning and carrying out the most appropriate types of scientific enquiries to test predictions, including identifying independent, dependent and control variables, where appropriate;
- using appropriate techniques, apparatus, and materials during fieldwork and laboratory work, paying attention to health and safety;
- making and recording observations and measurements using a range of methods for different investigations; evaluate the reliability of methods and suggest possible improvements or further investigations;
- applying mathematical concepts and calculating results;
- undertaking basic data analysis including simple statistical techniques;
- using and deriving simple equations and carrying out appropriate calculations;
- presenting observations and data, using appropriate methods, including tables and graphs; carrying out and representing mathematical and simple statistical analysis;
- interpreting observations and data, including identifying patterns and using observations, measurements and data to draw conclusions;
- presenting reasoned explanations, including explaining data in relation to predictions and hypotheses;
- evaluating data, showing awareness of potential sources of random and systematic error;
- identifying further questions arising from their results;

All pupils will be given online access to Dynamic Learning to access Galore Park eTextbooks specifically designed for the content of the ISEB Science Examinations.

Useful websites:

<https://www.bbc.co.uk/education/subjects>

<http://www.sciencekids.co.nz/>

<https://www.natgeokids.com/uk/category/discover/science/>

FRENCH

Year 4

The emphasis is on establishing a grounding in good pronunciation through repetition of basic communication, words and phrases, in addition to developing language recognition skills to aid simple classroom communication. Transferral to the writing skill is done carefully with particular importance on accurate reproduction of spellings and accents. This is done through significant focus on phonemes and sound-spelling links which will serve accuracy in writing in the years to follow. There is ample opportunity for the reinforcement of language through individual and pairwork tasks.

	Christmas Term		Easter Term		Summer term	
Y4	Classroom instructions	Gender of nouns	Alphabet	Gender of nouns	Numbers to 60	Revision of Grammar and conjugations
	Family	Article 'a'	Topical vocabulary: Transport Home	Article 'the'	Colours	
	Days of the Week & Months of the Year		Numbers 20-40	Subject pronouns	Animals	
	Numbers to 20			Etre	Food	
	Alphabet					

Useful websites:

<https://www.bbc.co.uk/education/subjects>

<http://www.languagesonline.org.uk>

<https://www.quia.com/shared/french>

HISTORY

In Year 4, we begin by studying the reasons for the Romans leaving Britain. We will have an initial focus on chronology and timelines when starting to study the Anglo-Saxons and the Vikings and will examine the Causes for the successive invasions of our island. In the summer term, we will change to a contrasting civilisation and continent, the Aztecs in South America which will offer valuable opportunities for contrast and comparison with the earlier topics studied in the year.

Much of the focus is on asking questions about how people lived, studying social structures and different classes, including the lives that people led and the homes they lived in. We also undertake a study of economic factors such as farming, as well as comparing travel and reasons for the movement and settlement of peoples between regions. We will make many comparisons between the three societies we look at, to better understand how they are similar and how and why they are unique, for example, their written languages or the moral code demanded of society and individually.

We will particularly look at people's religions and how these shaped their culture and traditions differently. As a Catholic school, it is particularly important to examine the early years of Britain's conversion from the polytheistic beliefs to Catholicism.

Big questions will be asked such as: Why did Vikings believe that death in battle would get them into Valhalla, whilst later Anglo-Saxons believed that following the 10 Commandments and helping others would get them into heaven?

Topics

Term 1: Anglo-Saxons

Term 2: The Vikings

Term 3: The Aztecs

Aims:

- To introduce pupils to History as a distinct and rigorous academic subject, build their historical knowledge while at the same time starting to develop their historical skills and conceptual understanding, for example, chronological understanding and starting to develop the concept of Changes and Continuities over periods of time.
- To help pupils to see the subject as one of historical enquiry and to develop problem solving and investigative skills: In order to achieve this, pupils are encouraged to ask questions about the basis of our knowledge of the past and are taught that other disciplines, for example, archaeology, provide evidence for historical theories.

Resources/websites etc:

<https://www.bbc.com/bitesize/topics/ztyr9j6>

BBC Teach on YouTube

http://www.bbc.co.uk/history/british/launch_tl_british.shtml

We advise a family visit to the Museum of London- great for wider chronological understanding!

GEOGRAPHY

Pupils will find answers to the key question: **What is Geography?**

They will learn basic map work, including how to read maps and explain why they are used. They will also learn how to use 4 figure grid references on OS maps including the unique OS map symbols. From the starting point of writing their address, they will locate their house on a local map and a world map and globe. They will locate the major features of Europe, including the equator, lines of latitude and the Prime meridian and International dateline. They will study, describe and distinguish between major physical and human geographical features. This will include studying mountains and their features and climates. They will locate major mountain ranges in Europe and the UK; name and describe features of a mountain environment; study a specific range in detail; and examine the impact of tourism on the landscape and the effect of the landscape on tourism.

Then, they will study rivers and their landscapes and processes, including the features of the water cycle and the major features of a river from source to mouth. They will also name and locate famous rivers of the world. The final physical unit includes a basic study of coastal features. They will define and describe what a coast is and locate examples in the British Isles and further afield. They will name and describe the main features of coasts, including stacks, arches, stumps, beaches, cliffs, spits. They will examine the main land uses on coasts and investigate how human activity affects coastal environments and why we need to manage the coastline.

Topics and Activities

Term 1

Map skills:

- Understanding that maps vary in scale and represent different sizes of land;
- Knowing the main features of a world map e.g., poles, latitudinal lines, continents, oceans, deserts and mountains;
- Knowing the names and locations of several countries and their capitals within the continent of Europe;

- Using 4-figure grid references to locate and place symbols onto simple maps and plans. Recognising that grid references are used to locate information on maps and plans;
- Understanding and utilising the 8-point compass (N, NE, E, SE, S, SW, W, NW) to give and follow directions;
- Interpreting standard symbols on maps from a key and placing standard symbols onto maps to display geographical features.

Term 2

Weather and Climate:

- Knowing the difference between weather and climate;
- Recognising that weather can be represented on maps using symbols and interpreting weather forecasts;
- Using standard units for measuring rainfall and temperature and understanding how to record weather conditions fairly;
- Understanding that water moves in a cycle of evaporation, condensation and precipitation;
- Recognising some key climate patterns (e.g. polar, tropical and desert). Comparing and contrast differing climates around the world;
- Recognising the impact weather has in different climatic areas on the human population.

Term 3

Population:

- Understanding that there are areas of high population and areas of low population;
- Defining the difference between an urban & a rural settlement;
- Comparing & contrasting their life in the UK with children living in Jamaica. - The pupils will study a locality which contrasts with their own. Using Jamaica they will investigate lifestyles, employment and village life. They will also learn and name the major human and physical features of Jamaica;
- Locating UK, Jamaica and Caribbean Islands on a world map;
- Using and interpreting atlases and maps;
- Researching various aspects of life in Jamaica;
- Comparing 2 localities-to study climate and temperature-to look at how this may affect the people who live there;
- Comparing living conditions-use secondary sources of evidence;
- Developing an understand the relationship between location and economic activity;
- Looking at differences between educational facilities in Jamaica and the UK;
- Food;
- Fashion;
- Designing a Jamaica poster.

Suggested Apps

1. **Google Earth:** A to view every town, city or country in the world from the air. Street View allows you to get ground-level and see anywhere in the world close-up
2. **Globe:** Really useful geography app providing a 3D globe with relevant information on each country.
3. **World Fact Book:** Geographical-based reference book with tons of diverse information on all countries.
4. **Country Quiz:** Simple but effective geography quiz using the continents
5. **World Atlas:** Atlas from National Geographic which also has extra info on individual countries including national flags.
6. **123 World Geography:** Colouring app which helps learners to identify continents and countries.
7. **Accu Weather:** Nicely put together location-based weather app which has some useful features - paid app loses ads.
8. **GB Road Atlas 250K:** Ordnance Survey road map of UK - great for looking in detail at the road system
9. **Easy Globe:** Geography quiz based on continents, countries and rivers
10. **Earth Observer:** Excellent app which has so many uses for geography related learning in schools.
11. **Beautiful Planet:** Wonderful collection of 570 photographs from all over the planet - good for any number of projects.
12. **WeatherBug:** Global weather forecasting app which can use iPad's location for local analysis
13. **Barefoot World Atlas:** Fabulous and immersive atlas app which explores selected aspects of the globe
14. **Distance Tool:** One of a growing number of useful apps which use map data for a range of calculations.
15. **Geogame:** Geography quiz app which splits world into zones & test knowledge of countries - paid unlocks all zones.
16. **Ansel & Clair's Adventures in Africa:** Immersive adventure game for KS1 & 2 children which explores the continent of Africa.
17. **Fragile Earth:** Excellent app highlighting how the planet is changing over time through both human & natural causes.

ADT

This year, the boys will be studying the work, styles and methods of a number of realist and abstract artists including, although not limited to, Salvador Dali and Pablo Picasso. Influenced by the above, they will explore and experiment with a range of media to produce drawings, paintings, collages and models.

Additionally, the boys will carry out a design and technology project and construct a toy vehicle. Through the process, they will have the opportunity to build on their design and woodwork skills and learn about basic cam mechanisms



Terms 1 and 2

Toy Car Making Project;

Exploring Cartoons - Focusing on the use of line, cross-hatching and partials to achieve shade and other desired outcomes, (using pen);

Portrait Project – Exploring portrait drawing and painting styles along with mixed media representations. The key objectives will be for the boys to achieve correct proportions and use shading techniques along with graded pencils to depict tones and textures and suggest light and shade;

Creating a Surreal Room – Producing mixed media compositions that include elements of both realism and surrealism. The boys will strengthen their understanding of, and skill at, drawing scenes in perspective.

Term 3

Exploring Cubism - The boys will create drawings and collage work inspired by artists such as Pablo Picasso, culminating in designing and making cubist-styled model instruments;

Still Life Drawing - Building on observational drawing skills and use of shading.

As added inspiration, I highly recommend visiting the wealth of art galleries and museums that London has to offer. I have listed a few, below, all of which offer events and workshops for children during school holidays. Please check the websites, prior to visiting, to assess the suitability of exhibitions for your child. Some modern/contemporary art exhibitions may not be child appropriate.

Tate Modern and Tate Britain

<https://www.tate.org.uk/visit/tate-modern>

<https://www.tate.org.uk/visit/tate-britain>

The National Gallery

<https://www.nationalgallery.org.uk/>

The National Portrait Gallery

<https://www.npg.org.uk/>

The Royal Academy of Arts

<https://www.royalacademy.org.uk/>

The Saatchi Gallery

<https://www.saatchigallery.com/>

Camden Arts Centre

<https://www.camdenartscentre.org/>

The British Museum

<http://www.britishmuseum.org/>

The V&A

<https://www.vam.ac.uk/>

Religious Education

The religious education curriculum is informed by the *Religious Education Curriculum Directory for Catholic Schools* of the Bishops' Conference of England and Wales (2012) and, in doing so, makes specific use of the programme *The Way, the Truth and the Life* published by the CTS. Resources such as: *Evangelium* and TERE inform our curriculum and teaching

Pupils use the pupil textbook: *The Way, The Truth and The Life* and follow the syllabus below.

4.1 The Bible

4.2 Trust in God

4.3 Jesus the teacher

4.4 Jesus the Saviour

4.5 The mission of the church

4.6 Belonging to the Church

A detailed breakdown is available at the link below.

<http://tere.org/primary/syllabus/>

PSHEE

The following topics will be covered in PSHEE, this year:

Health and Wellbeing:

- To deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others;
- School rules about health and safety, basic emergency aid procedures,

Living in the Wider World:

- To think about the lives of people living in other places, and people with different values and customs;
- Why and how rules and laws that protect themselves and others are made and enforced. Why different rules are needed in different situations;
- To understand the term 'discrimination' and 'stereotype';
- Learn about and reflect on their own spending habits/choices. where and how to get help.

Relationships:

- Understand the terms 'resilience' and 'persistence' and why these character traits are important;
- To recognise and respond appropriately to a wider range of feelings in others;
- To judge what kind of physical contact is acceptable or unacceptable and how to respond;
- Know how to recognise bullying behavior;
- To develop strategies to resolve conflict and disputes through negotiation and appropriate compromise;
- Understand why it is important to work collaboratively;
- Know how to recognise the difference between isolated hostile incidents and bullying;
- Understand the term 'diversity' and appreciate diversity within school.

Music Year 4



Music in the Senior House is divided into several key areas including:

- Great Composers;
- Instruments of the Orchestra;
- Music Genres;
- Music Theory;
- Singing and Vocal Development;
- Musical of the Term;
- Composition using Sibelius and Audacity;
- Aural Skills;
- Performing and Keyboard Skills.



Great Composers

From Bach to Beethoven, Mozart to Mendelssohn and Schumann to Schubert; the history of Music is populated by Great Composers who have influenced one another and performers throughout the ages. Pupils discover the relevance of these incredible musicians and how their music has shaped cultural development.



Instruments of the Orchestra

Strings, Woodwind, Brass and Percussion instruments all combine to create the unique sound of the orchestra. In this topic, pupils will explore each of the four families of instruments, researching famous musicians and composers relevant to each instrument.



Music Genres

Classical, Jazz, Popular, World and Folk, just some of the Music Genres that will be covered in this topic; pupils will develop an appreciation of the vast array of different musical styles and how these have influenced cultures, countries and continents.



Music Theory

An integral part of any musician's vocabulary, Music Theory is the essential tool which lays the foundation of all we do in Music. Pupils will cover aspects of the Grade 1 ABRSM Music Theory syllabus with options for more advanced pupils to prepare for Grade 5 Theory examinations. Topics will include note values, simple time signatures, treble and bass staves, construction of the major scale and some frequently used terms and signs. There is also a Music Theory Club for pupils who wish to develop their knowledge and skills further.

dynamics		
Term:	Symbol:	Effect:
piano	<i>p</i>	soft
pianissimo	<i>pp</i>	very soft
mezzo piano	<i>mp</i>	slightly soft
forte	<i>f</i>	loud
fortissimo	<i>ff</i>	very loud
mezzo forte	<i>mf</i>	slightly loud
fortepiano	<i>fp</i>	loud then soft
sforzando	<i>sfz</i>	sudden accent
crescendo		gradually louder
diminuendo		gradually softer

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Singing and Vocal Development

There is no instrument quite like the human voice; singing can move the soul and regular training of the voice is essential for emotional and musical development. Pupils in Year 4 have the option of singing in the Senior Choir with opportunities to sing and perform in concerts, carol services and Mass. There are also links in the local community including carol singing at the Spring Grove Residential Home.



Musical of the Term

Each term, there is a musical focus where pupils learn the stories and sing the songs behind some of the world's greatest musicals. Recent musicals have included The Wizard of Oz, Willy Wonka and the Chocolate Factory, The Sound of Music, Oliver, Annie and Joseph and the Amazing Technicolour Dreamcoat. In the Summer Term, Year 4 pupils perform a concert with a selection of songs from the three musicals studied over the course of the academic year.



Composition using Sibelius and Audacity

The Music Room is equipped with ten computers which include a number of music technology programs. Pupils have the opportunity to use their composition skills using the latest updated Sibelius software. Composition, using music technology in a more contemporary way, is highly encouraged. Pupils use the open-source program Audacity in the classroom supported by a website (freesounds) that provides samples to use. Pupils use the program to import audio files, edit files and add effects.



Aural Skills

From the very beginning years at St. Anthony's, pupils are encouraged to recognise pitch and rhythm, sing intervals and rhythmic patterns accurately and sing both in unison and parts. All practical ABRSM exams have an aural section and boys are assessed in the following areas:

- Responding to the pulse of the music and identifying whether it is in 2 or 3 time
- Echo singing
- Noticing changes in pitch
- Answering questions on features of a piece



Performing and keyboard skills

St. Anthony's offers a number of excellent performing opportunities for pupils, including regular concerts and performances; Senior and Junior House concerts, concerts for advanced performers and opportunities for the many ensembles to perform including String Group, Jazz Band, Rock Band, Recorder Ensemble, Cello Ensemble, Singing Group, Senior and Chamber Choir. The Music Room is also equipped with ten electronic keyboards for pupils to develop their keyboard skills.



ICT

Computer Science at St. Anthony's aims to bring coding and digital literacy to everybody in a fun and engaging way. Each and every interaction between humans and computers is governed by it. With technology changing every industry on the planet, computing knowledge has become part of a well-rounded skillset.

Computing is concerned with how computers and computer systems work, how they are designed and programmed, how to apply computational thinking, and how to make best use of information technology. It aims to give pupils a broad education that encourages creativity and equips them with the knowledge and skills to understand and change the world

Computing brings new challenges and opportunities that should excite and empower pupils and teachers. Some of these changes may require you to update existing skills and knowledge.

Digital literacy is the ability to effectively, responsibly, safely and critically navigate, evaluate and create digital artefacts using a range of digital technologies.”

Year 4:

- E-Safety
- Learn how to Log In
- Touch Typing
 - <https://www.bbc.com/bitesize/articles/z3c6tfr>
- Using the Internet and being safe
- How to research on the Internet
- Bebras Competition
 - <http://www.bebras.uk/>
- MS Office Word
- MS Office Power Point
- MS Office Excel
- Introduction to Programming using KODU
 - <https://www.kodugamelab.com/>

Sport

All boys in the Senior House have a PE/Swimming lesson each week and two Games sessions at Brondesbury. In addition, we run an extra-curricular programme that runs before and after School, giving boys the opportunity to take part in physical activity every day of the week. The major Sports at the School are Football, Rugby, Cricket and Cross-Country.

PE/Swimming

Year 4 – Swimming: Boys work through the ASA Swimming Awards Scheme and are prepared for competitive galas. They have a range of activities in swimming including speed testing, endurance testing, life-saving, water polo, synchronized swimming and more.

Games

Games lessons take place at Brondesbury Cricket Club, which is a 10 minute bus journey away from St. Anthony's. Facilities at Brondesbury include 6 x 7 a side football pitches, 2 x Rugby pitches, 2 cricket pitches, 2 squash courts, 7 tennis courts, 3 cricket nets and athletics equipment.

Year 4 – Games: Boys in Year 4 take part in a rotation of activities throughout the Christmas and Easter Term, Football, Rugby and Hockey. During the Summer Term, their rotation includes Cricket, Tennis and Athletics. We also enter boys into Cross-Country events in the Easter Term. They Year 4 Games sessions take place on a Monday and Thursday morning.

School Games Kit

All Games kit can be purchased online through Uniform4Kids.

Year 4 – for the first two terms, all boys require a green football shirt (Yellow Goalkeeper top for keepers), blue shorts, blue and green football socks, studded football boots, trainers and a mouth guard for Rugby/Hockey. OPRO are visiting the School in September to fit mouth guards for boys. During the Summer Term, boys require a white branded school PE t-shirt, blue shorts, trainers and white trainer socks. School Sun hats are also available.

All boys in School require Swimming Trunks, Goggles, towel and flip flops for Swimming lessons.