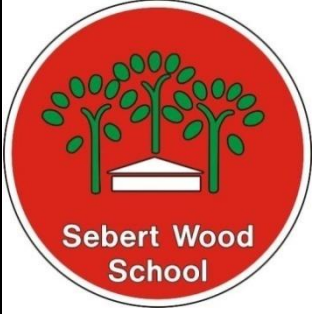


	Our Curriculum in Year 4 Year 4 curriculum includes many opportunities for the children to research and discover. We will be encouraging them to develop their independence as learners and thinkers. All our curriculum topics have been reviewed and updated in line with the new National Curriculum.	
--	--	---

Our plans for our main themes currently are:

Autumn Term	Spring Term	Summer Term
States of Matter/Living Things	Sound/Electricity	Habitats and Digestive Systems
The Human Digestive System	Polar Regions, Biomes & Climate Change	The Anglo Saxons & Vikings
The Romans & Volcanoes/Aqueducts	Pop Art/Snow goggles	Electrical games and Sculptures

English

We have a daily English lesson and a guided reading time. The children have opportunities to study a wide range of genres during English lessons. These include: fiction, non-fiction reports and poetry. At Sebert Wood, we use 'The Write Stuff', by Jane Considine, to drive the development of our pupils' writing skills. 'The Write Stuff' follows a method called Sentence Stacking where there is an emphasis on vocabulary, sentence structure and developing 'chunks of sense'.

An individual lesson is based on a sentence model, broken into three learning chunks. Each learning chunk has three sections:

Initiate section – a stimulus to capture the children's imagination and set up a sentence.

Model section – the teacher models a sentence(s) demonstrating the thoughts and processes of a writer and articulates writing choices.

Enable section – the children write their sentence, following the model.

A class sentence stack is created to celebrate children's sentences. This helps children to clearly see how a piece of writing is crafted and built before independently writing.

At the end of the unit of learning, children apply the skills they have learnt to their own piece of independent writing. After completing their independent piece of writing, the children have a dedicated session to edit their work. The final stage is to 'publish' their writing, where pupils are given the opportunity to demonstrate their best writing and presentation skills.

Writing and Handwriting

Children learn to write for a variety of purposes and we want the children to become enthusiastic and confident writers. We support them in formulating and refining their ideas. There is an ongoing focus on spelling, grammar and punctuation based on the statutory requirements in the National Curriculum. Although these are taught during English lessons, we also teach them discreetly once a week. Children are asked to learn spellings at home. They will complete handwriting activities at least once a week as an early morning task. Where necessary the children will take part in a more intensive handwriting scheme.

Reading

There are many contexts in which the children develop reading skills. The children take part in daily guided reading sessions with the class teacher which focus on language and comprehension skills. Some children will also receive individual reading support to boost their reading. We also support children in developing their inference and deduction skills.

We use 'Accelerated Reader' to develop, monitor and assess children's reading comprehension. After the children have finished their reading book they complete an Accelerated Reader comprehension quiz, on an

iPad or laptop. To pass the quiz, 80% of the answers need to be correct. The children are encouraged to refer back to their book during quizzes. There is a *Parent Guide to Accelerated Reader* on our website.

We want to foster a love of language and reading by sharing books for pleasure and reading to and with the children. We provide a range of graded reading books from the Accelerated Reading schemes for children to use in school and at home. Please read with your child regularly at home and encourage them to discuss the story, characters' actions and any new vocabulary they come across.

Spoken Language

We support children in developing good listening and articulate and clear speaking skills. Speaking and listening skills are also developed across all other areas of the curriculum including through PSHE lessons.

Maths

Throughout the year, children learn about number, shape and space, measures (including money and time), statistics (data handling) and problem solving. We use a variety of recording methods alongside the use of equipment and encourage children to explain to each other how they work out an answer. We emphasise the role maths has in everyday life and aim to apply mathematical skills across the curriculum.

We use the White Rose Maths Hub (WRMH) schemes of learning as our medium term planning documents. These schemes support a mastery approach to teaching and learning. All pupils have access to the same curriculum content and should deepen their conceptual understanding by tackling challenging and varied problems. Similarly with calculation strategies, pupils must not simply rote learn procedures but demonstrate their understanding of these procedures through the use of concrete materials and pictorial representations. The principle of the concrete-pictorial-abstract (CPA) approach is that for pupils to have a true understanding of a mathematical concept, they need to master all three phases. Reinforcement is achieved by going back and forth between these representations. We complement the WRMH scheme with other useful resources, such as Classroom Secrets and Nrich.

Pupils' mental maths is fundamental to the application of skills in other areas of mathematics. This ranges from number bonds to times tables and division facts up to 12 x 12. Therefore, pupils take part in 'Maths Badges' to encourage and maintain the knowledge of these mental maths areas. Pupils utilise the online programme, Mathletics. The Year 4 children will take part in the DfE's Year 4 Multiplication Tables Check in June. This is a timed test that is taken on a tablet or computer. It allows six seconds to answer each of the 25 questions covering all of the times tables up to 12 x 12.

Science

The children have opportunities to carry out and plan experiments, they also learn how to make reasoned predictions and plan fair tests. The topics covered during the year are States of Matter, The human digestive system, Living Things and their Habitats, Sound and Electricity. We follow White Rose Science Scheme and science is made as practical as possible along with external visitors to help enhance science.

Computing/Information Technology

In these lessons, children are taught how to use PowerPoint and Word correctly. Programmes such as Scratch and Mecabricks and Lego WeDo. The children learn about e-safety and text/cyber bullying. The children also get a chance to make their own presentation on a topic of their choice. They use a range of digital sources for their research. Computing and ICT is an integral part of the school curriculum and children have regular access to a bank of iPads and laptops.

Art and D&T

We study and reproduce artwork in the style of Georges Seurat in the Autumn term and Andy Warhol in the Spring creating pop art style self-portraits. The children also look at sculptures in the Summer term and create their own Iron Man Sculpture in his style. The children design and make Aqueducts, whilst learning about the Romans and snow goggles whilst learning about the Polar Regions. The children then use their knowledge learnt about electricity in Science to make an electronic game.

Music

Year 4 children are taught to play the recorder and to read basic musical notation. A variety of styles of music are listened to throughout the year, including the works of some of the major European composers.

Humanities

In History, the children study the Invaders and Settlers and their impact on Britain. The Romans are studied in the Autumn term and the children take part in a Roman Enrichment Day. They also learn about contrasting descriptions of Boudicca and that some evidence might be biased or unreliable. The Anglo-Saxons are studied during the 1st half of the summer term, incorporating a visit to the Anglo-Saxon burial site at Sutton Hoo. The Vikings are covered in the 2nd half of the summer term. In Geography, the children focus on learning about European countries in particular Italy and regularly use maps to develop their mapping skills. In addition, the children learn about: volcanoes, The Polar Regions, biomes and climate change.

PE

The children take part in many different games such as tag rugby, tennis and cricket. They develop their accuracy and control in performing skills and increase their ability to become an effective team member. The children also make up dances and increasing their ability to move rhythmically. They work on sequences and control of their bodies in gymnastics. During the Autumn term, swimming takes place weekly.

Personal Social and Health Education

During the year we encourage the children to behave respectfully towards other people and to form appropriate and caring relationships with their friends. In the Autumn term, we look at children's rights and responsibilities both at home and in school. In the Spring, we study medicines which includes discussing the influences, pressures and harmful effects of alcohol and tobacco. We also study the main stages of the human lifecycle, perceptions of what it is like to be a 'grown up' as well the responsibilities that come with it. In the Summer term, we concentrate on working together, families, friendships and our emotions.

Religious Education

In RE we follow Suffolk's agreed syllabus. During the Autumn term we learn about inspirational people with a focus on Christianity and Hinduism. The Spring term focuses on inspirational Islamic people and why Christians believe they are on a mission. In the Summer term we learn about how people put their faith into action, particularly focussing on Sikhism.

French

We teach the children how to listen carefully in order to discriminate sounds and identify meaning in French. They learn to respond to simple classroom commands, short statements and questions. As they become more confident and extend their vocabulary, children learn to ask questions and respond, so that they engage in short conversations. In Key Stage 2 we use practical activities and the excellent Language Angels Scheme.