



St Mary's
Colchester

Year 4

Curriculum Booklet



Introduction

This booklet is a guide to your daughter's current academic year, giving you an overview of the content of our curriculum at St. Mary's. Our curriculum has been devised to interest and engage your daughter, with the intention to help realise her 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 girls, but it will give you a broad idea of the year ahead.

If you have any questions please speak with your daughter's class teacher or Mrs Zoe Wentworth, Assistant Director of Lower School (Academic).



Year 4 Yearly Overview for English

(Your daughter will be assessed against the following criteria)

Reading	Writing
<ul style="list-style-type: none">• Applies a growing knowledge of root words, prefixes and suffixes (etymology and morphology) - as listed in English appendix 1 of the national curriculum document - both to read aloud and to understand the meaning of new words that are met.• Listens to and discusses a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.• Uses dictionaries to check the meaning of words that have been read.• Identifies themes and conventions in a wide range of books.• Reads further exception words, noting the unusual correspondences between spelling and sound and where these occur in the word.• Checks that the text makes sense to the individual, discussing his understanding and explaining the meaning of words in context.• Draws inferences such as inferring characters' feelings, thoughts and motives from their actions and justifies inferences with evidence.• Predicts what might happen from details stated and implied.• Identifies main ideas drawn from more than one paragraph and summarises these.• Retrieves and records information from non-fiction.	<ul style="list-style-type: none">• Organises paragraphs around a theme.• In narratives, creates settings, characters and plot.• Proof-reads for spelling and punctuation errors.• Writes from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.• Uses standard English forms for verb inflections instead of local spoken forms.• Uses fronted adverbials.• Can choose an appropriate pronoun or noun within and across sentences to aid cohesion and avoid repetition.• Uses inverted commas and other punctuation to indicate direct speech.






Year 4 Yearly Overview for Mathematics

(Your daughter will be assessed against the following criteria)

<p>Number and place value</p> <ul style="list-style-type: none">• Counts in multiples of six, seven, nine, 25 and 1,000.• Counts backwards through zero to include negative numbers.• Orders and compares numbers beyond 1,000.• Rounds any number to the nearest 10, 100 or 1,000. <p>Addition and subtraction</p> <ul style="list-style-type: none">• Solves addition and subtraction two-step problems in context, deciding which operations and methods to use and why. <p>Multiplication and division</p> <ul style="list-style-type: none">• Recalls multiplication and division facts for multiplication tables up to 12 x 12. <p>Fractions (including decimals)</p> <ul style="list-style-type: none">• Recognises and shows, using diagrams, families of common equivalent fractions.• Counts up and down in hundredths; recognises that hundredths arise when dividing an object by 100 and dividing tenths by 10.• Rounds decimals with one decimal place to the nearest whole number.• Solves simple measure and money problems involving fractions and decimals to two decimal places.	<p>Measurement</p> <ul style="list-style-type: none">• Converts between different units of measure e.g. kilometre to metre; hour to minute. <p>Geometry: properties of shape</p> <ul style="list-style-type: none">• Compares and classifies geometric shapes, including quadrilaterals and triangles, based on their properties and sizes.• Identifies lines of symmetry in two dimensional shapes presented in different orientations.• Geometry: position and direction.• Plots specified points and draws sides to complete a given polygon. <p>Statistics</p> <ul style="list-style-type: none">• Solves comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.





Year 4 - Science

Topic / Area of study	Description	The skills the girls will develop through this topic
Animals, including humans States of Matter 	<p>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.</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 understand living things and humans.</p> <p>Give reasons for classifying plants and animals based on specific characteristics.</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> <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>
States of Matter Sound 	<p>We 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). Moreover, we 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. We will also be investigating the water cycle and learn to identify the part played by evaporation and condensation and associate this with temperature or other variables.</p>	
Electricity Living things and their habitats 	<p>We will explore and identify the way sound is made through vibration, looking at a range of different musical instruments from around the world and finding out how the pitch and volume of sounds can be changed in a variety of ways. We will learn to recognise that vibrations of sounds travel through a medium to the ear.</p> <p>We will learn that living things can be grouped in a variety of ways; we will explore and use classification keys for identification purposes and through investigation of the local environment we will learn that environments change causing dangers to living things.</p>	





Year 4 - History

Topic / Area of study	Description	The skills the girls will develop through these topics
Ancient Egypt 	<p>Journeying back to the land of the Pharaohs, we 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). We will also take our own trip back in time exploring <i>Journeys in Ancient Egypt</i> an exhibition and museum visit at Ipswich Museum.</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>
Victorians 	<p>In the Spring term, we will step back into the nineteenth century to find out who Queen Victoria was and what she was like. We will discover the similarities and differences between life today and then and explore some of the social and technological advances of the age, including Brunel's bridges and the Industrial Revolution. We will also consider the role of the arts and entertainment (from music halls to Punch and Judy puppets).</p>	<p>To describe the characteristic features of the past, including beliefs, ideas, attitudes and experiences of men, women and children.</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>



Year 4 - Geography

Topic / Area of study	Description	The skills the girls will develop through this topic
India 	<p>Exploring India's rich and diverse landscape, we will develop an understanding of the many regions that make up this country of contrasts. Where the Ganges emerges in the Western Himalayas. We will explore the various topographical features, using atlases, maps and digital mapping, identify similarities and differences between the UK and India and find out about everyday life. We will also use the varied traditions to inspire writing and art.</p>	<p>To describe key aspects of physical and human geography.</p> <p>To describe geographical similarities and differences between areas.</p> <p>To ask and answer geographical questions about the physical and human characteristics of a location.</p>
East Anglia, Rivers and the Water Cycle 	<p>In the Spring term, Year 4 will navigate their way towards an understanding of rivers, their uses, features and effect on the environment. We will study the water cycle, find out how rivers are formed, investigate why rivers are important and what they are used for, river pollution and its effects as well as exploring the local rivers of East Anglia (including the River Stour, River Colne, Great Ouse, Nene etc). We will also compare our local rivers to another region of the world to compare its size and uses.</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>



Year 4 – Additional Subjects

RE

Topics to be covered:

- Christianity – Churches and what happens inside them
- Hinduism – Living as a Hindu
- Buddhism – The Buddha

PSHCEE/Philosophy

Topics to be covered:

- Feelings & Emotions – Jealousy.
- The Working World – Chores at Home Healthy – Healthy Living.
- Growing & Changing – Appropriate Touch (Puberty*).
- A World without Judgement – Breaking Down Barriers.
- First Aid – Asthma & Allergy
- Being Responsible – Coming Home on Time
- Computer Safety – Online Bullying
- Keeping/ Staying Safe – Cycle Safety

Computer Science

Topics to be covered:

- eSafety
- Endangered Species (multi-skills unit)
- Spreadsheet / Presentation Skills
- Coding 4: Introduction to Variables
- Internet Skills: Real or Fake (multi-skills unit)
- Coding 4b: Repetition & Loops

Languages

The main focus within French will be speaking and listening. Other strands which will enrich this are reading and writing. The girls will also develop an awareness of the cultural aspects within French speaking provinces. Topics which will be studied include physical descriptions of people, telling the time, places and directions.



Design and Technology
We will be exploring different tastes, textures and smells and combine ingredients to make scones; adapting and using different recipes. We will be using a range of equipment and materials to compete a textile project, using a developing knowledge of stitches. Both topics will involve planning, making and evaluating.
Art and Design
The girls will look at the work of some artists relating to the strands of drawing, painting, textiles and printing. A range of techniques will be explored and the girls will be given the opportunity to experiment with different materials.
Music
<ul style="list-style-type: none">• To continue to sing from memory with accurate pitch and diction• To recognise the notes on the musical stave• To evaluate music using musical vocabulary to identify areas of likes and dislikes• To compose and perform melodic songs• To play notes on an instrument with care so that they are clear
PE
<ul style="list-style-type: none">• Uphold the spirit of fair play and respect in all competitive situations• To choose and combine skills in a game to outwit an opponent• To follow the rules of the game and play fairly• To refine movements into sequences• To swim between 25 and 50 metres unaided• To use a range of throwing techniques (such as under arm, over arm)• To compete with others and aim to improve personal best performance
Forest School
Your daughter will have opportunities to develop her skills and knowledge in the following areas: Tool use, Ropes and Knots, Fires, Dens and Shelters, Tree climbing and Flora and Fauna. Personal, Social and Emotional Development is a constant feature throughout all of the sessions as the girls experience supported risk taking, physical challenges, working as part of a group, problem solving, choice, opportunities for reflection, solitude and discussion of feelings and emotions to promote self-awareness, social awareness and positive mental health.



French	Translation (English)	French	Translation (English)	French	Translation (English)	French	Translation (English)
Nombre:	Number:	J'ai un/e/des	I have a ...	Le/la/les	The	La boulangerie	Bakery
Un	One	Un crayon	Pencil	La Tête	Head	La piscine	Swimming pool
Deux	Two	Un sac	Bag	La bouche	Mouth	Le centre sportif	Sports centre
Trois	Three	Un livre	Book	Les épaules	Shoulders	Le château	Castle
Quatre	Four	Un stylo	Pen	Les genoux	Knees	Le jardin public	Park
Cinq	Five	Un cahier	Exercise book	Les Pieds	Feet	Le marché	Market
Six	Six	Une gomme	Rubber	Les Yeux	Eyes	Le supermarché	Supermarket
Sept	Seven	Une règle	Ruler	Les Oreilles	Ears	L'école	School
Huit	Eight	Une trousse	Pencil case	Le Nez	Nose	Le port	Port
Neuf	Nine	Un compas	Compass	Les cheveux	Hair	Le stade	Stadium
Dix	Ten	Des ciseaux	Scissors	La bouche	Mouth	La plage	Beach
Onze	Eleven	Des feutres	Felts	La jambe	Leg	L'hôtel	Hotel
Douze	Twelve	Une colle	Glue-stick	Le bras	Arm		
Treize	Thirteen			J'ai les yeux...	My eyes are...	Qu'est-ce que c'est?	What is it?
Quatorze	Fourteen	Sur/dans	Out/in	J'ai les cheveux...	My hair is...	C'est...	It is ...
Quinze	Fifteen			Courts/longs	Short/long	Où est le/la...?	Where is the ...?
Seize	Sixteen						
Dix-sept	Seventeen			Je m'appelle...	I am called ...	Tournez à droite	Turn right
Dix-huit	Eighteen			J'habite à ...	I live in ...	Tournez à gauche	Turn left
Dix-neuf	Nineteen			Je suis petit(e)	I am small	Allez tout droit	Go straight on
Vingt	Twenty			Je suis grand(e)	I am big		
Vingt-et-un	Twenty-one			Je suis timide	I am shy	D'abord	First
Vingt-deux	Twenty-two			Je suis sympa	I am kind	Ensuite	Then
Vingt-trois	Twenty-three			Je suis drôle	I am funny	Enfin	Finally
Vingt-quatre	Twenty-four			Je suis bavarde	I am chatty		
Vingt-cinq	Twenty-five					Je vais à ...	I am going to... (French town/city)
Vingt-six	Twenty-six						
Vingt-sept	Twenty-seven						
Vingt-huit	Twenty-eight						
Vingt-neuf	Twenty-nine						
Trente	Thirty						
Trente-et-un	Thirty-one						
Trente-deux	Thirty-two						



Trente-trois	Thirty-three						
Trente-quatre	Thirty-four						
Trente-cinq	Thirty-five						
Trente-six	Thirty-six						
Trente-sept	Thirty-seven						
Trente-huit	Thirty-eight						
Trente-neuf	Thirty-nine						
Quarante	Forty						
Cinquante	Fifty						
Soixante	Sixty						
Quelle heure est-il?	What time is it?						
Il est ... heure(s)	It is ... o'clock						
Il est midi	It's midday						
Il est minuit	It's midnight						
Il est ... heure(s) –	It is						
Et demie	Half past						
Et quart	Quarter past						
Moins le quart	Quarter to						