

An Introduction to Year Four (Age 8-9) - Curriculum

In Year 4 we build on the increased independence and self-empowered learning developed in Year 3. Our holistic approach uses principles balancing the structured, knowledge-based English National Curriculum with inquiry-based learning and a cross-curricular focus.

We use a variety of teaching approaches at IBIS including discussion by the teacher, dialogue between the teacher and individuals or groups of pupils, between pupils themselves and independent work. Subjects are made relevant by developing learning situations that provide learning contexts to which the pupils can relate. At all times we try to provide the children with a view of how concepts that are taught in school relate not only to one another but to the world as a whole. As such, use is made of our local area, forests and villages to provide genuine, authentic learning experiences.

Children usually work at their desks in the classroom where they are each allocated drawers and storage units to keep their personal items in. On occasions the desk layouts and seating plans may change to allow for differentiated tasks and specific groupings that allow the children to get the most out of collaborative learning with their peers. During whole class discussions, story-time or other presentations children may also sit together on the carpet or even work outside. We also have additional specialist rooms used by all classes including the school library, the music room, the gymnasium, the new hall, the food technology room (kitchen) and the language rooms.

We also have a range of specialist teachers who will work with the class or small groups at various points in the week to develop their understanding and proficiency in Music, EAL (English as an Additional Language), German and Social Studies. Literacy and Maths are supported and extended by the Learning Support and Development (SEN) Department.

The schemes of work taught are designed with clear objectives and assessment opportunities related to the children's learning attainment. These are planned and adapted specifically for each class using ongoing teacher assessments. We also encourage the children to edit and check their work independently or through peer assessment where groups of children attempt to identify how well they have each met the learning objectives. Recognised reading and spelling assessments are also administered to monitor progress throughout the year along with standardised tests that are taken at the beginning and end of each year.

Parents receive detailed written reports twice a year. There are three formal parent-teacher interviews per year and individual meetings can be made as required by parents or teachers. We also aim to invite families to pupil led discussions and presentations to share the learning which has taken place after each half-term.

During the school day children are provided with many opportunities to develop social skills. Children learn to co-operate with peers and adults to help negotiate solutions and to solve interpersonal problems by talking things through independently in the first instance and with adult mediation as required.

Resources used include textbooks, worksheets, videos, DVDs, interactive whiteboards, digital cameras, computers, iPads and a wide variety of other appropriate teaching aids. The school provides the majority of these resources but children are allowed to bring additional pencils or learning aids as required. P.E kits and school uniform can be purchased from the school office.

Educational visits may include local fieldwork, local art galleries, the RömerWelt (in Rheinbrohl), the Bonn Christmas Market, Kommern outdoor museum and other museums according to the relevance of the exhibitions.

English

Our Literacy work is based on the English National curriculum for Year 4. Usually we have five hour-long sessions each week where we will work on specific units relating to non-fiction writing, narrative story writing or poetry. Within this we also have weekly guided reading sessions in small near-ability groups, weekly spelling and reading comprehension tests and regular cursive handwriting practice. It is expected that all children should be writing in cursive script by the end of Year 4, if not before, and that all children read independently in English every evening to build up fluency and vocabulary.

Mathematics

Mathematics is based on the new National Framework for Year 4. We use the Abacus Evolve Maths Scheme. A typical lesson could include:

- 5-10 minutes oral work and mental calculation
- 30-40 minutes main teaching and pupil activities
- 10-15 minutes plenary

There are also support and extension activities as appropriate. Key areas covered are:

- Number and place value
- Addition and subtraction - mental and written methods
- Multiplication and division - mental and written methods
- Solving problems
- Fractions, decimals, ratios and percentages
- Measures
- Geometry - properties of shapes, position and direction
- Statistics - data, graphs and charts

Science

Our topics include:

Living things and habitats: studying animals local to our environment; researching how animals are adapted to their surroundings and how they survive in different climates around the world

Sound: investigating how sound travels and how it is created

Solids, liquids and gases: studying how liquids can change to solids and vice versa; discussing reversible and irreversible changes; experimenting with materials (filtering, sieving and melting)

Teeth and eating: learning about different types of teeth and how digestion works. This is linked closely with predators and prey and the various food chains.

Electricity: Studying how electricity is used safely around us and how we can make circuits and incorporate different items such as motors or bells. Children will also design an alarm using their knowledge of circuits.

Experimental unit based on scientific inquiry: studying how to work scientifically by investigating bubbles.

Social Studies (History and Geography)

The topics covered in Social Studies include looking at historical and geographical aspects of the Roman Empire, ways of improving our environment, Germany and countries of the world.

Our work will integrate historical and geographical inquiry into the past, the world, the land, weather and culture. Skills such as map-work, predicating, deducing, inferring, labelling and drawing will be employed to immerse the children into the complexities of migration, empire and evolution.

Information Technology

Information Technology is taught as a discrete subject but is also integrated throughout the other areas of the curriculum. The children have one weekly lesson where they learn typing skills, word-processing/desk top publishing, graphics and databases in conjunction with other subjects. We also utilise our class iPads and desktop computer to support and extend this work in normal class settings.

IT in Year 4 covers a range of new technology mediums including internet navigation, touch-typing, search engines, email, photography, digital media and coding (amongst others).

Art and Design

The purpose of Art and Design is to develop human creativity by providing engaging, inspiring and challenging activities. Children will be given the knowledge and skills to experiment, invent and create. Activities will include pottery, planning and design, mosaics, sketching techniques, painting using water colours and collage.

German

German is taught for four or five lessons per week and the children are divided into two groups according to their experience of the language. The native speakers also do a lesson of "Sachkunde" following the German curriculum.

Music

Music is taught for one lesson a week by a specialist teacher and is usually linked back

to relevant themes from the broader curriculum.

Personal, Social and Health Education (PSHE)

There is a separate assembly for Key Stage 2 during which a particular moral or ethical topic is introduced and explored. Further guided discussions and problem solving follow in the classroom and during the year many other topics such as bullying, honesty, fairness and respect are discussed.

EAL (English as an Additional Language)

Support from a specialist teacher, usually in small groups, is given to children whom we feel need extra help with language. The amount of help will depend upon the age of the child and his or her level of English.

Physical Education

Field hockey: basic foot and stick work, small team games

Fitness: breathing, jogging and stretching techniques

Gymnastics: formal and creative floor and apparatus work, individual and group sequences

Ball games: passing, catching, marking, dodging and basic rules

Handball: similar skills as in ball games

Athletics: medium distance running, sprinting, jumping, ball throwing

Orienteering: including giving and following directional instructions

Learning Support and Development

Support from a specialist teacher is given individually or in small groups as required.

Homework

Children in Year 4 are given up to 20 minutes homework per day from various topic areas on the weekly timetable. Parents are asked to mark with their initials where help has been given on homework tasks. Each child has a homework book to work in as well as a Homework Folder and a Spelling Journal. Weekly homework includes German, spelling, reading and mathematics (amongst others).

Attainment Targets for Year Four

Mathematics

At the end of Year 4 your child should be able to:

Use known number facts and place value to add or subtract mentally including any pair of two-digit whole numbers
Recall multiplication and division facts for multiplications tables up to 12×12
Know and use the relationships between familiar units of length, mass and capacity
Choose and use appropriate number operations and ways of calculating to solve problems both mentally and on paper
Use symbols correctly including less than ($<$), greater than ($>$), equals ($=$)
Round any positive integer less than 10,000 to the nearest 10, 100 or 1000
Recognise simple fractions that are several parts of a whole and mixed numbers, recognise the equivalence of simple fractions, adding and subtracting fractions with the same denominator
Add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction
Multiply 2-digit and 3-digit numbers by a 1-digit number using formal written layout
Compare and classify geometric shapes based on their properties and size
Identify acute and obtuse angles and compare and order angles up to two right angles by size
Measure and calculate the perimeter and area of shapes in centimetres and metres
Recognise and write decimal equivalents of any number of tenths and hundredths as well as fractions $\frac{1}{4}$, $\frac{1}{2}$, and $\frac{3}{4}$
Interpret and present data using appropriate graphical methods

Literacy

At the end of Year 4 your child should be able to:

1. Speaking and Listening

Speak with confidence in a range of contexts
Listen, understand and respond appropriately
Make contributions relevant to the topic and take turns in discussions

2. Reading

Display confidence, enjoyment and good comprehension when reading
Use a range of monitoring and adjusting strategies when decoding
Gather information from a range of sources
Attempt unfamiliar words with confidence and using a variety of strategies
Be fully engaged in guided reading sessions and take an active role

3. Writing

Write with confidence in a wide range of genres further developing detail and techniques
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Begin to use more complex punctuation correctly such as speech marks, commas and apostrophes
Understand basic parts of speech and use them to improve their own writing
Use dictionaries and word banks to check and enhance vocabulary
Learn personal spellings. Spell accurately including polysyllabic words
Present in a clear, joined handwriting style
Plan, draft, revise and edit own writing using a set framework

German as a Foreign Language

At the end of Year 4 your child should be able to:

1 Listening

Understand and respond to longer instructions and messages
Identify and understand specific details in familiar language
Respond to songs, role-play and games
Deal with longer passages of comprehension

2 Speaking

Respond in longer sentences to what is seen or heard
Ask and answer questions
Express feelings, likes and dislikes
Pronounce and intonate correctly
Speak confidently with limited vocabulary
Participate orally in class
Use grammatically correct speaking patterns according to the level of Year 4

3 Reading

Show fluency when reading short texts
Read a variety of texts with comprehension
Show expression when reading
Recognise and articulate different sounds accurately

4 Writing

Copy words and short sentences accurately
Complete basic exercises
Spell simple words from memory
Use grammatically correct writing patterns according to the level of Year 4

Deutsch als Muttersprache

Am Ende von Year 4 sollte Ihr Kind in der Lage sein:

1 Sprachgebrauch

Anderen nach den allgemeinen Gesprächsregeln zuzuhören und darauf inhaltlich
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angemessen zu reagieren
Persönliche Erlebnisse und Erfahrungen verständlich und differenziert mitzuteilen
Einen mündlich gestellten Arbeitsauftrag zu verstehen und auszuführen
Zu angesprochenen Themen Stellung zu beziehen
Sich weitgehend sprachrichtig auszudrücken

2 Lesen (Umgang mit Texten)

Eine schriftlich gegebene Arbeitsanweisung zu verstehen und zügig auszuführen
Altersgemäße Texte zu lesen und zu verstehen
Fremde Texte fließend und sinnbetont vorzulesen
Verschiedene Textarten (Sachtexte, Prosa, Gedichte) zu lesen, zu verstehen und zu unterscheiden

3 Schreiben, einschließlich Rechtschreibung

Eigene Texte verständlich zu verfassen und zu überarbeiten
Schriftliche Aufgaben konzentriert, zügig und selbstständig zu erledigen
Eigene Texte gut leserlich in Schreibschrift (Nelson) formklar und flüssig zu schreiben
Zwischen Groß- und Kleinschreibung bei Satzanfängen, Nomen, Verben und Adjektiven zu differenzieren
Längere Texte fehlerfrei abzuschreiben
Unterschiedliche Übungsangebote zur Rechtschreibung selbstständig zu nutzen

4 Sprache untersuchen

Die eingeführten Wortarten (Nomen, Verb, Adjektiv, Pronomen, Konjunktion) zu erkennen
Die drei Satzarten - Aussage-, Frage- und Ausrufesätze - sicher voneinander zu unterscheiden
Die Satzglieder (Subjekt und Prädikat) zu erkennen
Wörtliche Rede zu erkennen und zu benutzen

Science

At the end of Year 4 your child should be able to:

Carry out an experiment appropriately, using equipment safely and correctly, co-operating with others
Make accurate observations, predictions and conclusions
Record in a scientific format by writing and drawing charts and graphs
Design, implement and record a fair test more independently
Research and present scientific information, e.g. uses of magnets, life of aquatic animals
Observe and record characteristic features and habits of plants and animals, e.g. local trees and wild flowers, aquatic animals
Use biological knowledge to classify things, e.g. make identification key
Sort materials in different ways, e.g. physical state, conductivity
Examine change in materials, e.g. production, effectiveness and disposal of materials for packaging

Recognise the causes of simple physical effects, e.g. water, glass and mirrors distorting images

Make simple generalisations, e.g. the lower the boiling point, the lower the freezing point

Sachunterricht

Am Ende von Year 4 sollte Ihr Kind in der Lage sein:

1. Raum, Umwelt und Mobilität

Karten und Hilfsmittel als Orientierungshilfen zu nutzen, Strukturen von Lebensräumen zu beschreiben und geographisches Vokabular zu verwenden

Über die Bedeutung und die Nutzung von Ressourcen zu recherchieren und den verantwortungsvollen Umgang mit ihnen zu erkennen

2. Natur und Leben

An Exkursionen teilzunehmen und Beobachtungen aufzuzeichnen

Die Entwicklung von ausgewählten Tieren zu beschreiben, Zusammenhänge zwischen den Lebensräumen und -bedingungen für Tiere, Pflanzen und Menschen zu kennen

Ausgewählte Pflanzensorten zu benennen, Pflanzenteile, Lebensräume und Verarbeitungsmöglichkeiten zu kennen und die Entwicklung von Pflanzen zu beobachten

Die Bedeutung von Wasser zu erkennen und seinen Kreislauf zu beschreiben

Versuche durchzuführen und deren Ergebnisse auszuwerten

3. Mensch und Gemeinschaft

Lösungsmöglichkeit für Konfliktsituationen zu entwickeln und darzustellen

4. Zeit und Kultur

An Beispielen die Lebensbedingungen von Menschen anderer Zeiträume darzustellen und mit den heutigen zu vergleichen

Multimedial zu recherchieren, Informationen zu ordnen, auszuwerten und sie auf verschiedene Weise zu präsentieren

Social Studies

At the end of Year 4 your child should be able to:

1. History

Place events, people and changes into correct periods of time

Know the characteristic features of periods and societies studied such as ideas, beliefs, attitudes and experiences of men, women and children

Find out about events, people and changes from a range of sources of information

Ask and answer questions relevant to the focus of the enquiry

Select and organise historical information on a timeline

Communicate knowledge and understanding in a variety of ways

2. Geography

Collect and record evidence in charts and graphs
Analyse evidence and draw conclusions (texts, artefacts, etc.)
Communicate in different ways, e.g. notes, maps, charts...
Use geographical vocabulary
Use atlases, globes, maps and plans
Complete fieldwork investigations

Information Technology

At the end of Year 4 your child should be able to:

Word Processing/Desk Top Publishing

Develop typing speed and accuracy
Use font types, sizes and effects appropriately
Use cut and paste to reorder text
Edit text

Software available in school: MS Word, Text Ease, Type To Learn

Graphics

Create repeating patterns using the stamps and/or copy tool
Create pictures using a variety of brush sizes, shapes and effects
Create patterns using the symmetry tool
Manipulate a graphic within a DTP program, e.g. resize, rotate and reposition

Software available in school: Clipart, Soft Ease Paint

Databases

Create a branching yes/no database
Search and edit a branching database
Design and construct a survey questionnaire using ICT
Use bar charts, pie charts and line graphs appropriately

Computer Coding and Programming (using *Espresso Coding*)

Use logical reasoning to explain how simple algorithms work and to detect and correct errors in algorithms and programs
Create and publish an app and/or game using simple drag and drop components

Art and Design

At the end of Year 4 your child should be able to:

Designing

Follow a short series of spoken or written instructions to achieve a particular design
Devise his/her own plans and steps to make a set end product

Record a realistic, clear plan in stages in a given format
Generate his/her own ideas
Research for suitable ideas

Making

Apply techniques
Implement design
Adapt, evaluate and improve on the original design
Take care in finishing off and pay attention to detail
Complete a task independently

Colour

Mix colour including tone and hue, e.g. dramatic painting, experimenting with coloured dyes etc.
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Line/Shape/Tone

Use a variety of lines, shapes and tones to represent form, mood and atmosphere, e.g. portraits, pictures of buildings
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Form and Space

Plan and construct 3D structures using a wider range of materials, e.g. St. Martin's lantern
--

Knowledge and Understanding

Recognise simple differences and characteristics of a few artistic styles

Music

At the end of Year 4 your child should be able to:

1 Performing

Perform a variety of songs
Perform simple accompaniment patterns with a song
Perform loud/quiet in response to a given instruction
Combine rhythm and pitch

2 Listening

Respond to high and low sounds
Identify loud/quiet music when listening
Aurally recognise pitch moving up or down a step
Respond through movement to different tempos in music

3 Appraising

Discuss which instruments are best for loud and which for quiet
Discuss and share ideas about arranging an accompaniment for a song
Talk about the way to communicate a sound to someone else

Listen to extracts of music and express ideas and opinions
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P.E.

At the end of Year 4 your child should be able to:

Games

Understand and play simple version of games, e.g. hockey, handball and rounders

Understand and employ simple tactics, e.g. defence, attack, dodging and marking

Show acquisition and improvement of basic skills, e.g. sending, receiving, dribbling
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Contribute as a team member and play fairly

Gymnastics

Show ability in e.g. rolling and taking weight on hands in different ways on the floor and apparatus
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Show ability to translate instruction into controlled, specific movement, e.g. backward roll, handstand

Show ability to create and repeat a simple sequence on the floor and apparatus
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Athletics

Running - acquiring and performing skills, e.g. standing start, breathing techniques, style and speed in shuttle run, middle distance and sustained jogging

Jumping - acquiring skills and performing, e.g. run up, simple style, for skipping
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Throwing - including style, accuracy and distance

Orienteering

Demonstrate an understanding of basic map reading

Understand the importance of keys and orientation

Work as part of a team in planning and implementing tactics
