

ST ALBERT THE GREAT CATHOLIC PRIMARY SCHOOL



YEAR 4

CURRICULUM BOOKLET

2020 - 2021

STAFF

Mr McIlroy

Mrs Ansell

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## New for 2020 – 2021:

Due to the fact that your child missed some of their learning in school last year, we will also be building in aspects of a 'recovery curriculum' which will enable your child to learn or re-learn missed concepts from Year 3. We will be working closely with children to review and practice concepts that they are struggling with in Reading, Writing and Maths.

## English

We will be using Talk for Writing, developed by Pie Corbett, which enables children to orally imitate the language they need for a specific genre before reading and analysing it. Thereafter, they write their own version.

### Text types:

- Portal/Warning tale (fiction)
- Discussion (non-fiction)
- Journey Tale (fiction)
- Persuasion (non-fiction)
- Problem/Resolution Tale (fiction)
- Non-Chronological Report (non-fiction)

### Grammar for Year 4:

- Use of a or an
- Determiners
- Conjunctions
- Adjectives
- Adverbs
- Prepositions
- General punctuation
- Inverted commas to punctuate direct speech
- Past tense
- Present perfect form of verbs
- Pronouns
- Fronted adverbials
- Apostrophes
- Homophones
- Expanded noun phrases
- Formation of nouns using a range of prefixes and suffixes
- Word families based on common words
- Paragraphs
- Use of Standard English (spoken and written)

## Maths

Numeracy concepts and skills are introduced and revised throughout the year.

### Learning Objectives:

To know and use numbers:

Count in multiples of 2 to 9, 25, 50, 100 and 1000.

Find 1000 more or less than a given number.

Count backwards through zero to include negative numbers.

Read Roman numerals to 100 (I to C).

Order and compare numbers beyond 1000.

Recognise the place value of each digit in a four-digit number.

Round any number to the nearest 10, 100 or 1000.

To add and subtract:

Solve two-step addition and subtraction problems in contexts, deciding which operations and methods to use and why.

Add and subtract numbers with up to four digits using the formal written methods of column addition and subtraction where appropriate.

To multiply and divide:

Multiply two-digit and three-digit numbers by a one-digit number using formal written layout.

Use place value and known facts to multiply and divide mentally and to multiply three numbers together.

Recognise and use factor pairs in mental calculations.

Recall multiplication and division facts for multiplication tables up to 12 x 12.

To use fractions:

Add and subtract fractions with the same denominator.

Find the effect of dividing a one- or two-digit number by 10 and 100.

Recognise, find and write fractions of a discrete set of objects (unit fractions and non-unit fractions).

Round decimals with one decimal place to the nearest whole number.

Compare numbers with two decimal places.

Count in tenths and hundredths.

Compare and order unit fractions with the same denominators.

Recognise and show, using diagrams, common equivalent fractions.

Recognise equivalent fractions and represent as decimals.

To understand the properties of shape:

Draw 2D shapes and model 3D shapes.

Recognise angles as a property of shape or a description of a turn.

Recognise, compare and order right angles, obtuse angles and acute angles.

Identify horizontal, vertical, perpendicular and parallel lines.

Compare and classify geometric shapes based on their properties (e.g. quadrilaterals and triangles).

Identify lines of symmetry in 2D shapes.

To describe position, direction and movement:

Recognise angles as a property of shape and as an amount of rotation.

Identify angles that are greater than a right angle.

Describe positions on a 2D grid as coordinates in the first quadrant.

Describe movements between positions as translations.

Plot specified points and draw sides to complete a given polygon.

To use measures:

Measure, compare, add and subtract lengths/heights (m/cm/mm), mass/weight (kg/g) and volume/capacity (l/ml).

Measure and calculate the area and perimeter of a rectilinear figure.

Add and subtract amounts of money to give change.

Read, write and convert time between analogue and digital 12 and 24 hour clocks.

Estimate and read time with increasing accuracy.

Know the number of seconds in a minute and the number of days in each month, year and leap year.

Compare the duration of events.

Convert between different units of measure.

To use statistics:

Interpret and present data using bar charts, pictograms and tables.

Solve one step and two step questions using information presented in scaled bar charts, pictograms and tables.

To use algebra:

Solve addition and subtraction, multiplication and division problems that involve missing numbers.

## Key vocabulary for Maths

You can help your child by discussing core vocabulary which will be encountered each term to help build confidence and familiarity.

### Number

tally	estimate
group	roughly
odd, even	exactly
multiple	approximately
sequence	consecutive
predict	alternate
continue	square number
pattern	digit
relationship	equivalent
positive	
negative	
rule	

### Calculations

increase	whole
decrease	fraction
difference	mixed number
calculate	quarter
operation	eighth
reasonable	third
solution	sixth
method	tenth
product	decimal
column	
remainder	

### Time

a.m.	<u>Data Handling</u>
p.m.	questionnaire
months	classify
calendar	tally
digital	frequency
earliest	axis
minute	interval
second	Carroll diagram
hours	Venn diagram
o'clock	diagram
a.m./p.m.	possible
symmetry	probable
morning	
afternoon	
noon	
midnight	

### Measures and Shape

height/ depth	pyramid
width/ breadth	sphere/spherical
distance	prism
scale	pentagon
capacity	hexagon
reflective	octagon
obtuse	vertices
axis of symmetry	clockwise
anticlockwise	vertices
edges	sides
faces	reflective
3D	2D

## Science

Throughout the year the children will carry out observational studies, investigations and practical enquiries to support their scientific learning in the following areas:

### **Sound**

The children will:

identify how sounds are made, associating some of them with something vibrating.

recognise that vibrations from sounds travel through a medium to the ear.

find patterns between the pitch of a sound and features of the object that produced it.

find patterns between the volume of a sound and the strength of the vibrations that produced it.

recognise that sounds get fainter as the distance from the sound source increases

### **All Living Things**

The children will:

recognise that living things can be grouped in a variety of ways.

explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment.

recognise that environments can change and that this can sometimes pose dangers to living things.

### **Animals including humans**

The children will:

describe the simple functions of the basic parts of the digestive system in humans.

identify the different types of teeth in humans and their simple functions.

construct and interpret a variety of food chains, identifying producers, predators and prey.

### **States of Matter**

The children will:

compare and group materials together, according to whether they are solids, liquids or gases.

observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius ( $^{\circ}\text{C}$ ).

identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.

## **Electricity**

The children will:

identify common appliances that run on electricity.

construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers.

identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery.

recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit.

recognise some common conductors and insulators, and associate metals with being good conductors.

## Key vocabulary for Science

You can help your child by discussing core vocabulary which will be encountered each term to help build confidence and familiarity.

### Continuous

estimate                      predict  
fair test                      evidence  
measure                      relationship  
intestine  
describe                      explain  
conclusion

### Animals including humans

mouth                      tongue  
teeth                      oesophagus  
   stomach                      small  
  
herbivore                      large intestine  
carnivore                      canine  
incisor                      molar

### States of Matter

solid                      liquid  
gas                      evaporation  
condensation                      particles  
temperature                      freezing  
heating

### Sound

   volume                      vibration  
wave                      pitch  
tone                      speaker

### Living things and their habitats

vertebrates                      fish  
amphibians                      reptiles  
   switches  
birds                      mammals  
invertebrates                      snails  
slugs                      worms  
spiders                      insects  
environment                      habitats

### Electricity

cells                      wires  
   bulbs  
  
buzzers                      battery  
   circuit                      series  
conductors                      insulators



## R.E

We will be following the Catholic 'Come and See' scheme. This is divided into 3 topics each term, with the common theme running throughout the school.

These topics are as follows:

### Autumn term

Domestic Church

Baptism/Confirmation

Advent/Christmas

### Spring Term

Local Church

Eucharist

Lent/Easter

### Summer Term

Pentecost

Reconciliation

Universal Church

## Helping your child at home

### Homework

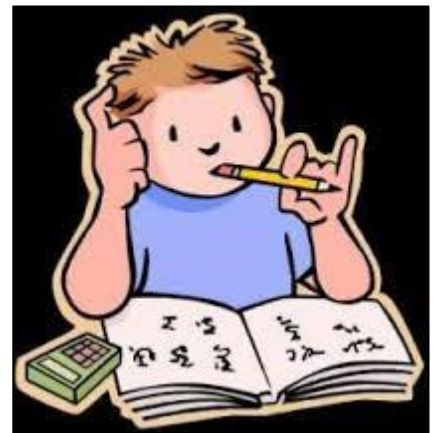
Homework will be handed out half-termly. We are currently in the process of making homework on line based using Google Classrooms.

### Weekly Spellings

Spellings will be set on Monday and the children will be tested every Friday. It is expected that they use their green spelling log book to practice learning their weekly words.

### Reading

It is important that your child reads regularly at home. It is suggested that this is about 15 - 20 minutes each night. This should include a wide range of text (novels, short stories, newspapers, non-fiction books). Please ensure that reading records are signed and commented in at least four times per week and are in school each day.



### Bug Club and Times Tables Rock Stars.

Furthermore, children are expected to develop their skills at home through the ongoing use of Bug Club and TT Rockstars. I have made stickers with their log ins and they are stuck on the inside page of their reading records.



## P.E

PE activities will take place on Wednesdays and Thursdays. Pupils are expected to come in to school wearing full PE kit on these days and will stay in it for the entire day. Any change to the PE timetable will be communicated to the parents. Usually Year 4 would have access to swimming lessons but this is still to be confirmed due to current circumstances.



## PE Kit

1. White T-shirt with a red school badge.
2. Summer and indoor activities: Plain black shorts.
3. Winter: Plain black tracksuit bottoms.
4. Red hooded jumper with a white school badge and the school's name printed on the back.
5. Suitable trainers for sport.