

# **YEAR FOUR CURRICULUM EXPECTATIONS**

## **Overall Aims of Year Four**

- To improve the quality of children's learning within a stimulating environment.
- To continue to provide opportunities for children to gain success across a broad curriculum.
- To teach children the strategies which will enable them to work independently and gain ownership of and responsibility for their own learning.
- To assist children in reflecting upon and analysing their own work.
- To equip children to become purposeful and co-operative team members loyal to the class and their school.

## **Key Learning Outcomes in Literacy**

### **Speaking and Listening**

We aim in year four to develop the ability and confidence of children to speak before a variety of audiences, within a number of different contexts. Speakers should be made aware of the importance of posture and of the need to speak clearly and with expression, in order to communicate successfully. Listeners must be prepared to concentrate upon the speaker, to identify the key points in discussion and to formulate appropriate questions in response to what they have heard.

### **Reading**

We aim to provide readers in Year Four with a wide range of reading matter, including poetry, drama and non-fiction. Year Four is the year in which children will develop their understanding of the reciprocal nature of reading and writing. Year Four children should be increasingly able to discuss what they have read referring to evidence acquired from the text. The might, for example, be asked to look at a novel with a historical setting and then talk about the differences between the period in which the story is set and the present day.

Genres studied in year four include;

Poetry with familiar themes	Stories in imaginary worlds	Poetry in different forms
Stories with historical settings	Stories in a series	Stories that raise issues
Playscripts	Modern and classical poetry	Stories from other cultures
Newspapers	Information books	Discussion texts
Instructional texts	Explanation texts	Persuasive writing
Reports		

### **Areas to consider during independent reading**

- Do they look carefully at the range of books before choosing one to read?
- What kinds of books do they tend to prefer?
- Are they able to find books on the subjects in which they are interested?
- Which features of books do they look at when choosing their reading? Do they look at the cover, the illustrations, the publishers blurb or the contents page?
- Do they concentrate on what they are reading?
- Do they become absorbed in their reading or are they easily distracted?
- Do they discuss what they are reading?
- Do they decode spelling patterns independently and can they identify words with similar patterns in them

### **Writing**

The skills that are learned by children in the course of reading activities are also developed in their writing, so that they can begin to cater for the reader in the same way as a published author may do. A growing awareness of the devices which authors deploy to make their writing more interesting will help children reflect upon their own work. There is a wide range of genres available to the children and they will study various styles in order to stimulate their writing.

## **What should they know?**

By the end of Year Four children should know the following things:

- the function of full stops, capital letters, commas, speech marks and question marks in sentences
- how to structure a sentence so that it is grammatically correct.
- how to use their knowledge of the alphabet to find information
- how to use an increasingly wide range of graphemes and blends to spell polysyllabic words
- how and when to use apostrophes
- how to match writing to purpose and audience
- how to plan and draft their writing
- to check for mistakes and edit and refine where necessary or appropriate (including the use of enhanced vocabulary choices)
- the importance of careful presentation
- to use a joined and legible style of handwriting

## **Key Learning outcomes in Numeracy**

The teaching and learning opportunities provided for children in Year Four build upon the mathematical foundations established in previous years. It is now that children apply the pure mathematics (mathematical knowledge skills and understanding) which they have learned to problem-solving in real life contexts and investigations.

### **Making and monitoring decisions to solve problems:**

Children should be able to:

- select and use materials and mathematics appropriate for a particular task;
- develop their own strategies for working through a problem;
- understand the ways of working through a problem;
- plan and organise their work;
- look at ways of overcoming problems;
- develop different mathematical approaches to a problem;
- begin to make decisions;

### **Developing mathematical language and forms of communication;**

Children should be able to:

- understand and use appropriate mathematical language;
- discuss mathematical work and begin to explain their thinking;
- use and interpret mathematical language and relate it to a range of situations;
- represent their work in a variety of mathematical forms.

### **Developing mathematical reasoning;**

Children should be able to:

- make and test predictions and statements about patterns and relationships;
- investigate statements and predictions by finding and trying out.

## **Other Key Areas Covered include:**

- **Number** - developing an understanding of place value and extending the number system, money, fractions and decimals, negative numbers.
- **Understanding relationships between numbers and developing methods of computation** - pattern, addition, subtraction, multiplication, division.
- **Shape, space and measures** - 3D solids, 2D shapes, symmetry, length, weight and capacity.
- **Understanding and using properties of position and movement** - position, movement and angle, mass (weight), length, volume and capacity, perimeter, area, time.
- **Handling data** - collecting, representing and interpreting data.

**By the end of Year 4 through Numeracy lessons children should be able to:**

- Use symbols correctly including less than (<), greater than (>) and equals (=)
- Round whole numbers under 1000 to the nearest 10 or 100
- Recognise simple fractions and the equivalence of them
- Use number facts to add and subtract mentally
- Carry out addition and subtraction up to 1000 using pencil and paper to help
- Know by heart facts for the 2, 3, 4, 5, 6, 7, 8, 9 & 10 multiplication tables
- Be able to divide by 2, 3, 4, 5 or 10 and find a remainder
- Know and use metres, centimetres, millimetres, litres, grams and kilograms
- Know enough about shapes to decide whether or not they are regular or irregular, eg have they right angles?
- Decide on the best method to solve problems

**Key Learning Outcomes in Science**

One lesson of science is taught every week to cover AT1 enquiry and investigative skills. Other scientific themes are taught through cross curricular topics.

**Skills**

Children begin to consider ways in which tests might be altered to make them more fair. They use a number of methods to present their findings, including tables and charts. They make careful observations and measurements and begin to analyse results carefully, identifying any trends or patterns which arise.

The themes covered include:-

- Thermal insulation and conduction
- Environmental awareness
- Electricity
- Light and shadow
- Habitats

**Humanities Topic Areas**

Humanities are taught through the following topics:

History      The Aztecs – Cities of Gold

Geography   Location, Location, Location! The shaping of localities

Faith and Community   Order, Order! Rights and responsibilities

Expressive Arts and Communication   When Mickey met Wallace!

Design & Technology is taught linked to topic areas, covering a range of materials and techniques.

**Homework - 'Learning Together'**

We have addressed parental concern regarding the structure and format of homework and as a result learning at home more fun and interactive. Learning together activities will be sent out weekly. These will consist of a variety of paper or ICT based activities, games etc. If children would rather follow up an area of learning that they have particularly enjoyed instead of the set task, this should be encouraged. It is however imperative that core skills such as times tables, reading and spellings are practised regularly. We would ask that you support us in ensuring that Learning Together activities are presented to the same high standard that is expected of class work.

**Independence Skills****Learning Outcomes & Success Criteria**

It is important that children can articulate clearly what they are learning. It enables them to set success criteria by which they can judge their performance and improve their pace of learning by easily gleaning where their gaps are and what the next targets must be. Strategies to encourage such an independent style of learning have been put in place, whereby speaking and listening are valued in Response Partner sessions and children give presentations about their learning.

## **Responsibilities**

High expectations of behaviour, manners and attitude are expected at all times and in all situations. Always encouraged to consider and respect others and maintain a high degree of self-discipline and personal and moral values. They experience a positive approach to discipline through praise and the raising of self-esteem ie good work assembly, golden dinner table Friday, class stickers, behaviour certificates, team House points, monitors etc. Manners are especially praised, politeness and an appropriate way to talk to adults.

## **Listening**

Despite children's kindness and enthusiasm listening at appropriate times is a skill that is vitally important for the children to develop and for which we have developed strategies. We celebrate success by using a star chair and issue 'Star of the Week' and 'Good Work' Celebratory telegrammes. A time out chair is also available as a consequence when rules have been broken.

Children have developed success criteria for what makes a good listener and we are reinforcing this daily. Those who chatter consistently and mar the quality and standard of their work and that of others will receive a yellow card. If two are received parents are informed. In some incidents a home/school book is set up. Children are encouraged to make valuable contributions to school and class life and realise they have a group responsibility to each other.

We trust that you will support us as we strive to enable children to meet their potential. The development of the ability to follow instructions and to concentrate on tasks for longer periods of time each year are skills that we expect children to acquire as they mature, in order that they can apply themselves in an independent fashion.

## **Registration**

Some children arrive late each morning. In order that we can begin to teach classes on time, we would appreciate your support in helping us to aid our task. We know that you will realise that we have to account for every teaching minute. Therefore we would be grateful if, where possible, all parent/teacher liaisons were done after school. Registers indicate late after 9.10 a.m.

## **Additional information**

- It would be helpful if children could avoid bringing large bags to school as space is limited in classroom trays and cloakrooms.
- Pencil cases, toys, stickers etc are best left at home.
- Please ensure that children have a water bottle in school with them each day.
- For dance and gymnastics sessions children need a pair of sandshoes.
- If children have their ears pierced we would be grateful if they could remove earrings for PE / swimming days. If this is not possible please provide sticking plasters to tape over their earrings for these sessions. Long hair should be tied back or a suitable swimming hat worn.
- Although we fully understand the difficulty of obtaining medical appointments at convenient times please be aware that any time lost during the school impacts significantly on your child's learning. Holidays and appointments will be at the Head teacher's discretion.
- It would be helpful if you could inform staff in writing if your child is to be collected from school at the end of the day by another child's parent or someone unfamiliar to the class teacher.

Please feel free to come in to discuss any concerns that you have with your child's class teacher – we would rather sort out a small worry before it becomes a larger problem. Thank you for your continued support and we look forward to your children enjoying successful final year at Goosehill.