



# Loreto Convent School, Gibraltar

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## YEAR 4 GUIDELINES

### ENGLISH

#### The Literary Curriculum:

This is a book-based approach to the teaching of primary English. This scheme engages children as writers and immerses them in a literary world while ensuring the progression of skills within the National Curriculum.

Each book focuses on key outcomes for writing, grammar, punctuation and spelling. Year 4 will be reading the following books:

- 'Tar Beach' written by Faith Ringgold
- 'Cinnamon' written by Neil Gaiman
- 'The Selfish Giant' written by Oscar Wilde
- 'Jonathan Swift's Gulliver' written by Martin Jenkins

#### Reading

##### Word reading

Pupils will be given the opportunity to read from a selection of non-fiction texts as well as novels which include:

- "Charlotte's Web" E.B. White
- "The Firework makers daughter" by Philip Pullman
- "The Butterfly Lion" by Michael Morpugo
- "The Iron Man" by Ted Hughes
- "Hitler's Canary" by Sandi Toksvig
- "The Boy at the Back of the Class" by Onjali Q. Raúf

##### Comprehension

Pupils will follow Schofield and Sims 'Complete Comprehension'; a whole school programme designed to equip pupils with everything they need to become strong, successful readers.



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## Writing

### Composition – Fiction

We continue to work on developing pupils' writing skills to improve their creative pieces. This includes working on:

- planning their writing;
- discussing and recording their ideas;
- replacing simple vocabulary with more sophisticated alternatives;
- creating more interesting settings, characters and plots and using dialogue to improve their work;
- editing work, where pupils propose changes to grammar and vocabulary to enhance effects and clarify meaning.

### Composition – Non-Fiction

We learn the features present in, and work on producing:

- Non-Chronological Reports;
- Letter Writing (both formal and informal);
- Persuasive writing;
- A set of instructions;
- Personal Response to a text;
- Character Studies.

## Handwriting

Pupils will spend an hour a week focusing on improving their cursive handwriting by increasing accuracy, fluency and speed. Pupils will be encouraged to use a pincer grip when holding their pencil or pen. Pupils who master their joined-up writing will be awarded a pen licence and will be able use this to complete their class work (except for maths).



## Spelling

We follow Spelling Book 4 [Schofield and Sims] throughout the year. To this we add all words which are statutory requirements in the National Curriculum for the year which are linked to this year group's spelling scheme.



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## Vocabulary, Grammar & Punctuation

We work on Grammar Book 2 and 4 [Nelson] throughout the year as well as on the following:

Year 4: Statutory Requirements	
<b>Word</b>	The grammatical difference between <b>plural</b> and <b>possessive –s</b> Standard English forms for <b>verb inflections</b> instead of local spoken forms [for example, <i>we were</i> instead of <i>we was</i> , or <i>I did</i> instead of <i>I done</i> ]
<b>Sentence</b>	Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. <i>the teacher</i> expanded to: <i>the strict maths teacher with curly hair</i> ) <b>Fronted adverbials</b> [for example, <i>Later that day, I heard the bad news.</i> ]
<b>Text</b>	Use of paragraphs to organise ideas around a theme Appropriate choice of <b>pronoun</b> or <b>noun</b> within and across <b>sentences</b> to aid <b>cohesion</b> and avoid repetition
<b>Punctuation</b>	Use of inverted commas and other <b>punctuation</b> to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: <i>The conductor shouted, "Sit down!"</i> ] <b>Apostrophes</b> to mark <b>plural</b> possession [for example, <i>the girl's name, the girls' names</i> ] Use of commas after <b>fronted adverbials</b>
<b>Terminology for pupils</b>	determiner pronoun, possessive pronoun adverbial

## MATHEMATICS (Abacus Scheme)

### Number:

Pupils will recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones).

Pupils will order and compare numbers beyond 1000 and will round any number to the nearest 10, 100 or 1000.

Pupils will count backwards through zero to include negative numbers.

Pupils will solve number and practical problems that involve all the above and with increasingly large positive numbers

Pupils will learn various methods for adding and subtracting four digit numbers.

### Fractions, Decimals and Percentages



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Pupils will be taught to recognise and show, using diagrams, families of common equivalent fractions.

Pupils will count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten.

Pupils will recognise and write decimal equivalents of any number of tenths or hundredths and will simplify fractions where necessary.

Pupils will find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths.

Pupils will round decimals with one decimal place to the nearest whole number.

Pupils will continue to practise adding and subtracting fractions with the same denominator.

## **Measurement**

Pupils will be taught to convert between different units of measure [for example, kilometre to metre; hour to minute).

Pupils will be able to measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres find the area of rectilinear shapes by counting squares.

Pupils will be taught to read, write and convert time between analogue and digital 12- and 24-hour clocks.

Pupils will solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days.

## **Geometry [Shape/Position/Direction]**

Pupils will be taught to compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes.

Pupils will be taught to identify acute and obtuse angles and compare and order angles up to two right angles by size.

Pupils will identify lines of symmetry in 2-D shapes presented in different orientations.

Pupils should be taught to describe positions on a 2-D grid as coordinates in the first quadrant.

Pupils will plot specified points and draw sides to complete a given polygon.

## **Statistics**

Pupils should be taught to interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs.

Pupils will solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.



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## **SCIENCE**

We study the following topics:

- Changes of State
- Electricity
- Grouping Living Things
- Dangers to Living Things
- Human Nutrition
- Sound

## **RELIGION**

We follow the scheme “The Way, The Truth and The Life” Book 4.

## **HISTORY**

We study the following topics:

- Ancient Egypt;
- Ancient Greece;
- Prehistoric Gibraltar.

## **GEOGRAPHY**

We study the following topics:

- Rainforests
- India;
- Water.