



Loreto Convent School, Gibraltar

YEAR 4 GUIDELINES

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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.

Reading

Word reading

Pupils will learn to:

- Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology), both to read aloud and to understand the meaning of new words they meet.
- Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.
- Read books written at an age-appropriate interest level. They should be able to read them accurately and at a speed that is sufficient for them to focus on understanding what they read rather than on decoding individual words.

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.



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Comprehension

Pupils will learn to:

- Develop positive attitudes to reading and an understanding of what they read
- Learn to justify their views independently, about what they have read.
- Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally.

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.

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:

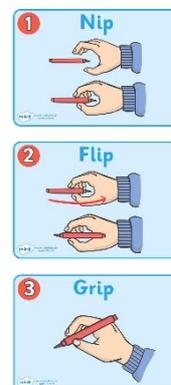
- Non-Chronological Reports.
- Letter Writing (both formal and informal).
- Persuasive writing.
- A set of instructions.
- Personal Response to a text.
- Character Studies.



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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

Pupils' spelling of common words should be correct, including common exception words and other words that they have learnt. Pupils should spell words as accurately as possible using their phonic knowledge and other knowledge of spelling, such as morphology and etymology.

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.

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	
Word	The grammatical difference between plural and possessive –s Standard English forms for verb inflections 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>]
Sentence	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>) Fronted adverbials [for example, <i>Later that day, I heard the bad news.</i>]
Text	Use of paragraphs to organise ideas around a theme Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition



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Year 4: Statutory Requirements	
Punctuation	Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: <i>The conductor shouted, "Sit down!"</i>] Apostrophes to mark plural possession [for example, <i>the girl's name, the girls' names</i>] Use of commas after fronted adverbials
Terminology for pupils	determiner pronoun, possessive pronoun adverbial

MATHEMATICS

Number:

Pupils will learn to:

- Recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones).
- Order and compare numbers beyond 1000 and will round any number to the nearest 10, 100 or 1000.
- Count backwards through zero to include negative numbers.
- Solve number and practical problems that involve all the above and with increasingly large positive numbers.
- Learn various methods for adding and subtracting four digit numbers.

Fractions, Decimals and Percentages

Pupils will learn to:

- Recognise and show, using diagrams, families of common equivalent fractions.
- Count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten.
- Recognise and write decimal equivalents of any number of tenths or hundredths and will simplify fractions where necessary.



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- 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.
- Round decimals with one decimal place to the nearest whole number.
- Continue to practise adding and subtracting fractions with the same denominator.

Measurement

Pupils will learn to:

- Convert between different units of measure [for example, kilometre to metre; hour to minute).
- Measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres find the area of rectilinear shapes by counting squares.
- Read, write and convert time between analogue and digital 12- and 24-hour clocks.
- Solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days.

Geometry [Shape/Position/Direction]

Pupils will learn to:

- Compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes.
- Identify acute and obtuse angles and compare and order angles up to two right angles by size.
- Identify lines of symmetry in 2-d shapes presented in different orientations.
- Describe positions on a 2-d grid as coordinates in the first quadrant.
- Plot specified points and draw sides to complete a given polygon.

Statistics

Pupils will learn to:

- Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs.



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- Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.

SCIENCE

Animals, including humans

Pupils will learn to:

- 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.
- Recognise the environments can change and that this can pose dangers to living things.
- Construct and interpret a variety of food chains, identifying producers, predators and prey.
- Recognise that living things can be grouped in a variety of ways.
- Explore and use classification keys.

Pupils will work scientifically by:

- Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables.
- Comparing the teeth of carnivores and herbivores and suggesting reasons for differences.
- Finding out what damages teeth and how to look after them.

States of matter

Pupils will learn to:

- 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 (°C).



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

Pupils will work scientifically by:

- Grouping and classifying a variety of different materials.
- Exploring the effect of temperature on substances such as chocolate, butter, ice.

Sound

Pupils will learn to:

- 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.

Pupils will work scientifically by:

- Finding patterns in the sounds that are made by different objects such as saucepan lids of different sizes or elastic bands of different thicknesses.
- Making earmuffs from a variety of different materials to investigate which provides the best insulation against sound.

Electricity

Pupils will learn to:

- Identify common appliances that run on electricity.
- Construct a simple electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers.



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- Identify whether or not a lamp will light in a simple 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.
- Recognise some common conductors and insulators, and associate metals with being good conductors.

Pupils will work scientifically by:

- Observing patterns, for example, that bulbs get brighter if more cells are added, that metals tend to be conductors of electricity.
- Testing for materials that can and cannot be used to connect across a gap in a circuit.

RELIGION

Our aim is that pupils leave Loreto Convent School with a wide range of happy and rich memories in RE formed through interesting and exciting experiences driven through an engaging and comprehensive curriculum. The Religious Education within the school promotes awe, wonder, reverence and spirituality within every pupil. It is based on knowledge and understanding of the Catholic faith, enabling them to develop a living and personal faith in Jesus Christ and allows them to know and love God.

Pupils will develop an awareness of God's presence in their lives and the lives of others, developing the spiritual life of each pupil through prayer and reflection. Pupils will be prepared for life in a multi faith society by fostering respect for and understanding of rich cultural diversity.

Learning about Religion

Pupils will gain **knowledge and understanding** of:

- Beliefs, teachings and sources.
- Celebrations and ritual.
- Social and moral practices and way of life.



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Learning from Religion

Pupils will develop the ability to **reflect on meaning** by:

- Engagement with own and others' beliefs and values, *and*
- Engagement with questions of meaning and purpose.
- (To develop positive attitudes and values and to reflect and relate their learning in RE to their own experience.)

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

Modules Studied:

- The Bible- significant figures of the Old Testament.
- Trust in God- God fulfils his promise to man through the birth of Jesus.
- Jesus the Teacher.
- Jesus, the Saviour.
- The Early Christians.
- The Church.

HISTORY

Knowledge and Understanding

Pupils in Year 4 will gain an understanding of the earliest civilisations with particular focus on Ancient Egypt.

Pupils will know and understand the significant aspects of the history of the wider world:

The nature of ancient civilisations- **Ancient Egypt and Ancient Greece.**

A local history study- **Prehistoric Gibraltar.**



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Pupils will study:

- Greek life; the achievements and their influence on the western world.
- A local history study over time tracing how several aspects of national history are reflected in the locality.

Historical Skills

Pupils will:

- Develop their ability to identify similarities and differences between ways of life in different periods.
- Ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.
- Identify and write about contrasting features between past civilisations and present day.
- Study of a variety of sources (primary and secondary) pupils understand how evidence is used rigorously to make historical claims.

GEOGRAPHY

Knowledge and Understanding

Pupils will:

- Identify position and significance of Equator, the Tropics of Cancer and the Tropic of Capricorn.
- Describe and understand key aspects of physical features such as rivers, mountains, climate zones and the water cycle.
- Learn about human geography including types of settlements and land use.

Geographical Skills and field work

Pupils will:

- Use maps to locate countries studied.
- Use maps, atlases, globes and digital/computer mapping to describe features studied.



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Topics Covered:

- Rainforests.
- India.
- Water.

PHYSICAL EDUCATION

Our high-quality physical education curriculum inspires **all** pupils to succeed and excel in competitive sport and other physically-demanding activities. It provides opportunities for pupils to become physically confident in a way which supports their health and fitness. We provide opportunities to compete in sport and other activities which help build character and embed values such as fairness and respect.

Pupils in Year 4 will be given the opportunity to apply and develop a broader range of skills, building on from those taught throughout Key Stage 1 and 2. Pupils will also be given further opportunities to compare their performances with previous ones and learn how to improve to achieve their personal best.

Pupils will be covering the following key skills that are continuously built on throughout Key Stage 2.

Fundamental movement skills:

- Pupils will be taught how to run, jump, throw and catch in isolation and in combination across a range of sports [for example basketball, netball, cricket, rounders, gymnastics and athletics].
- Pupils will be given opportunities to develop their flexibility, strength, technique, control and balance across a range of activities [for example gymnastics and athletics].



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Games skills and basic tactics:

- Pupils will be taught how to play competitive and modified games [for example, badminton, basketball, cricket, football, hockey, netball and rounders], and learn how to apply basic principles suitable for attacking and defending.

Teamwork skills:

- Pupils will be taught how to communicate, collaborate and compete with and against each other.

COMPUTING

Computer Science:

- Pupils will design, write, and debug programs using block coding in Scratch; creating an animation that will use sequence, selection, and repetition in their program.
- Pupils will use logical reasoning to explain how some simple algorithms work and to detect and correct basic errors in algorithms and programs.

ICT:

- Pupils use a variety of software (including internet services) to use a range of programs, systems and content that accomplish given goals. Combining text, graphics, video and sound.

Digital Literacy:

- Pupils use technology safely, respectfully, and responsibly; recognise acceptable/unacceptable behaviour.



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MUSIC

Listening

The teaching of music is enriched by developing pupils' shared knowledge and understanding of the stories, origins, traditions, history and social context of the music they are listening to, singing and playing.

Singing

Pupils will learn to:

- Sing a broad range of unison songs with the range of an octave, pitching the voice accurately and following directions for getting louder and quieter.
- Sing rounds and partner songs in different time signatures and begin to sing repertoire with small and large leaps as well as a simple second part to introduce vocal harmony.

Improvising & Composing

Pupils will learn to:

- Improvise on a limited range of pitches on the instrument they are now learning, making use of musical features.
- Begin to make compositional decisions about the overall structure of improvisations.
- Combine known rhythmic notation with letter names to create short pentatonic phrases.
- Sing and play these phrases as self-standing compositions.
- Arrange individual notation cards of known values to create sequences arranged into bars.
- Explore developing knowledge of musical components by composing music to create a specific mood.
- Introduce major and minor chords.



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Performing

Pupils will learn to:

- Develop basic skills of selected musical instrument.
- Play and perform melodies following staff notation using a small range.
- Performing two or more parts from simple notation using instruments played in whole class teaching.
- Copy short melodic phrases.

Reading notation

Pupils will learn to:

- Introduce and understand the differences between minims, crotchets, paired quavers and rests.
- Read and perform pitch notation within a defined range.
- Follow and perform simple rhythmic scores to a steady beat.

SPANISH

Pupils work from the Mira 1 and Lengua (Anaya) Schemes. Each unit will cover the following key skills:

- Listening.
- Reading.
- Writing.
- Speaking.

There are four Spanish sets:

1. Beginners.
2. Intermediate.
3. Advanced.
4. Native Speakers.



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Pupils will be taught grammar, vocabulary, spellings, and comprehension skills. These will be based on the different topics covered throughout the book which will enable them to communicate in everyday situations.

ART AND DESIGN

Pupils will be taught to:

- Develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.
- Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay].
- Pupils will learn about great artists, architects and designers in history.