

## Literacy

This encompasses a range of **speaking & listening skills, writing techniques, grammar, punctuation & spelling rules** plus regular **handwriting**

### **Fiction/Narrative units:**

**Stories set in imaginary worlds:** study & tell a story orally based on role play, using appropriate language features; write a narrative using language to create atmosphere & use paragraphs to organise ideas

**Railway Unit:** extracts from The Railway Children linked to unit on Recount/Diary writing

**Descriptive Writing** Study ways to enliven writing by incorporating sights, sounds & smells

**Poetry:** Unit on Exploring Form linked to Railway Unit above

**Non fiction/non narrative:** Unit on Persuasive Writing

### **Dictionary and Thesaurus skills**

**Spelling:** An investigative approach to learning spelling rules and patterns will be followed using a multi-sensory approach in recognition of children's individual learning styles. Fortnightly units will include homework activity sheets and key words for learning. Assessment will be through fortnightly dictation passages and bi-termly tests to support the objectives learnt throughout the year

**Handwriting:** Regular practice in school with extra worksheets for less fluent writers to practise at home

## Maths

Daily mental maths activities to secure & develop knowledge, skills, understanding & confidence Models & images will be used to support learning. There will also be an emphasis on using correct mathematical vocabulary

**Counting & Understanding Number;** use decimal notation for tenths & hundredths; place decimal numbers on number lines; find fractions of quantities, recognise equivalent fractions/decimals

**Calculating;** develop, refine & use efficient written methods to record, support or explain addition, subtraction, multiplication and division of two digit & three digit numbers and use £ and p with decimals

**Knowing & using number facts;** consolidate instant recall of multiplication and inverse division facts (see separate sheet for individual targets)

**Data handling;** follow a line of enquiry, making use of lists, tables, graphs and tally charts; collect, organise & interpret data presented in different ways (e.g. graphs, tables, charts), probability.

**Shape & Space;** Recognise horizontal & vertical lines; parallel lines, perpendicular lines, diagonals, symmetry, area and perimeter

Ability to **use & apply** mathematical knowledge through 'real life word problems' (one or two step problems) using a calculator when appropriate

The weekly **Maths Games** will provide good opportunities for this important aspect of the Maths curriculum.

## Science

### **Electricity**

Mains & battery electricity; make simple circuits & light switches (using batteries); electrical conductivity; design an alarm system (link to DT)

### **Moving & Growing**

- Human & Animal Movement - skeleton and bones, muscles etc. that help animals and humans move
- Invertebrates & vertebrates
- Effects of exercise
- Animal movement/journeys to include workshops at Bristol Zoo and in the school locality

**Experimental and investigative work** for these units focusing on: fair testing, making measurements looking for patterns, interpreting these & suggesting explanations

## Information & Communications Technology

ICT will be used to research & record topic work. Skills such as combining text & graphics, researching the internet etc. will be incorporated through geographical studies.

A unit on databases will also be undertaken, linking to data handling in Maths.

## **Personal, Social, Health Education including the SEAL Project**

### Unit on Relationships

- Self awareness & managing feelings
- Empathising with those we live & work with

### Unit on Changes

- Facing new challenges positively by looking for help, striving for success in the face of challenging circumstances
- Making responsible choices & taking action

## **Religious Education**

### Unit on Journeys

Practices & events associated with special religious journeys/pilgrimages

## **Music**

Unit on Exploring Sound Colours to include train compositions

Songs relating to Science and Maths curriculum

Link to Dance Electricity Unit

## **French**

Prepare for visit of French penpals on 22nd April

Learn about St Etienne des Oullieres in France

Be able to say I like/ I don't like

Talk about our hobbies and interests

Visiting cafe and shops/asking for things in shops and cafes

## **Physical Education**

- Athletics
- Striking and fielding games (cricket, rounders) – skills and small-sided games
- Swimming
- Dance Unit on Electricity
- Inter schools' Tagtails Tournament

## **Geography**

### Migration

Why do people move? What features attract people to live in a certain place? Focus on Bathampton and French village of penpals near Villefranche, Sur Saone.

## **Art/DT**

A study of movement using 2D and 3D media and natural materials to create art in the environment

## **History**

Why were canals built? The history of Bathampton Canal; how its use has changed over the past

## **Special Visits/Occasions**

Bathampton Canal visit

Visit to Bristol Zoo to include workshop 'Animal Journeys'

Fieldwork in school locality

## General Points

- **It is important to be punctual in the mornings. School starts from 8:40 am and all children are expected to be settled in the classroom, ready to start work by 8:50am. Arrival after this time can result in a late mark in the register. It also disrupts the education of the child concerned and that of other children in the class.**
- **The children use the downstairs cloakrooms and are encouraged to come in independently up the back stairs.**
- **If you have issues to discuss, please come in to see one of us at the end of the day, or send a letter in with your child.**
- **If your child is unable to participate in PE activities please send in a note otherwise we will assume that your child is fit to participate.**
- **If your child has to be withdrawn from school for a medical appointment, music exam etc. please inform the office staff in writing so that the correct code can be entered into the register; this is also in case of an evacuation emergency.**

## Homework Guidelines

(Refer to Homework Information sheet for further details)

- Ten/fifteen minutes of shared or independent reading **at least twice a week**. Advanced literacy skills are essential for making progress across the curriculum in addition to being lifelong skills. Children may take home books from the class library or read their own books. Please either comment in the Yellow Reading Diary or encourage your child to comment on what they have read. This will help to monitor your child's reading progress. **Paired reading** with an adult is an enjoyable way of introducing and tackling more challenging texts. **If your child is a more fluent reader, please encourage him/her to make inferences & deductions from what they have read by encouraging them to 'read between the lines'**
  - Familiarisation of spellings with common letter strings. Fortnightly activity sheets will be sent home (usually on a Monday for completion by the following Monday). *Several sessions during the week will be more beneficial than trying to complete all the spelling tasks in one session.* **Please remember to focus on helping your child to learn the spelling rules as well as the specified words.**
  - **Maths Homework sheets** will be given on alternate Mondays (non-spelling weeks) for completion by the Thursday of the same week
  - Weekly Maths Games. These will be distributed on a Thursday for return the following Thursday
  - Familiarisation of multiplication and inverse division facts. Multiplication facts will be constantly revisited in a range of guises to enable children to use & apply their knowledge to different scenarios. All children should be aware of their 'Milestone' table targets; these should be practised on a regular basis to embed facts for life! Use of websites such as **Tutpup and BBC Revise Wise** are encouraged to help enhance rapid recall of multiplication facts
  - For additional practice in Maths skills the following are recommended: **CGP Homework books** (available for each year group from [www.cpgbooks.co.uk](http://www.cpgbooks.co.uk)); **Mental Maths** (Bks 1,2 & 3) by Anita Straker & activities on the BBC websites [bbc.co.uk/schools](http://bbc.co.uk/schools) and The Grid Club [www.gridclub.com](http://www.gridclub.com) *User Name: bat0219, Password BA26TQ*),
  - Regular practice of keyboard typing skills – an essential skill! Go to: [bbc.co.uk/schools](http://bbc.co.uk/schools). Click on 4 – 11 then other subjects, then Dance Mat Typing
  - Occasional tasks linked to topic work or issues in the news
- Children will be encouraged to record any homework tasks in their Homework Books.**

### Additional tasks

Children can either research in-depth one aspect of the topic that particularly interests them, or look at a series of mini-aspects. They could use topic books from the local library or the Internet, or may even be able to talk to people they know who have some personal experience of the topic. They may like to show their learning in the form of a written booklet, a word document or PowerPoint presentation, or may prefer to talk about their learning in class towards the end of the topic. To make a worthwhile presentation takes time; we would encourage children to create something that they will feel proud of, although the major benefit is in setting out to learn about something independently and for pleasure.

# Curriculum Guidelines

## Class Four Terms 5 & 6 – Summer 2013

### Moving & Growing

### Moving About

### Electricity



This information booklet is designed to give details of the curriculum and classroom routines and to enable you to support your child in their learning.

Class Four Teachers: Ms Johnson & Mrs Flint