



# HARRODIAN

8S (YEAR 4)  
CURRICULUM HANDBOOK  
2017 - 2018

## INTRODUCTION

The purpose of this handbook is to provide parents with concise information about the subjects taken by the 8s (Year 4 pupils) at The Harroddian School. Pupils will be studying the following subjects:

- Art and Design
- Computing
- Drama
- English
- French
- Humanities (combining History, Geography and Religious Studies)
- Mathematics
- Music
- Science
- Sports

Pupils in the 8s will also have one timetabled form period each week taken by their form teacher. This lesson will be used for class administration and Physical, Health and Social Education (PSHE) and Citizenship.

Each department is responsible for implementing marking, assessment and recording within their department, which conforms to the school policy. At the beginning of the academic year all subject teachers will explain to pupils how their work will be marked and assessed.

Homework in the 8s should take approximately 40 minutes per night. It will consist of one subject specific homework to take 20 minutes supported by daily reading, spelling and timetables practice to take 20 minutes. A homework timetable will be issued to each pupil at the beginning of the Autumn Term.

Pupils will be assessed using a range of methods. It may be an end of module test, a topic progress check, or a spelling test, however these assessments will be ongoing throughout the year. Full written reports will be sent home once a year and parents will also be invited to attend two Parents' Evenings where pupil progress can be discussed with subject teachers. There will also be the opportunity to meet Form Teachers, the Head of Year and Head of Lower Prep, if required.

Should you require further information, please do not hesitate to contact the relevant Head of Department or me for assistance.

Mrs H.M. Locke  
Deputy Head/Director of Studies

## ART AND DESIGN

### **Topics to be covered this year:**

#### **Term One: Containers**

- Keep a folder that explores man-made or natural forms working with shape, line and colour
- Introduction to Pop Artists that have explored shape, line and colour
- Experiment with the use of stencils and combine with traditional materials and processes in an imaginative and creative way
- Develop simple line and tone drawings from source material

#### **Term Two: Pop Art**

- Manipulate materials, tools and techniques
- Develop and extend ideas and introduce other Pop Artists
- Combine visual and tactile qualities for decoration
- Adapt and refine work

#### **Term Three: Pattern and Repetition**

- Respond in line and tone to source material
- Explore positive and negative space
- Use of media to create repeat patterns
- Adapt and improve work as it progresses

#### **By the end of the year pupils should:**

- Learn to investigate and combine visual and tactile qualities of materials and processes.
- Apply their experience of materials and processes, developing skills and control of tools and techniques.

#### **Assessment**

Continual throughout the year according to the school guidelines and criteria.

# COMPUTING

## Topics to be covered this year:

### Term One

- E-safety: “SMART” thinking; Cybercafe simulation
- Use of e-mail including sending attachments
- Multimedia presentation: organising text and images for a specific audience
- Art and Design: working with images and learning to use repeating patterns to design Christmas wrapping paper

### Term Two

- Branching Databases: create and test branching databases
- Using a Word Processor to create and edit an interesting newspaper article. Use spell check and copy and paste. Present a well-laid out newspaper front page including a title, headline, photograph and caption

### Term Three

- Computational skills: 2Code (Gibbon level), including wait commands, variables and debugging. Use procedures in logo
- Spreadsheet and Word Processing: collecting and presenting information using questionnaires and pie charts

### By the end of the year pupils should be able to:

- save and retrieve work over the network using sensible filenames and logical folder structure
- use a range of word processing features to save time and enhance the presentation of their work
- use and create an effective branching database
- type with increased speed and accuracy
- capture information using a questionnaire
- create graphs using a spreadsheet
- use presentation software such as Microsoft PowerPoint to create a slide show
- debug code to fix mistakes in computer programs

### Assessment and Marking

There is no formal assessment in terms of written or practical examinations. The assessment for each pupil is based on the quality of their finished work, attitude in lessons and ability to work independently.

### Resources

Where appropriate, pupils will work independently on a computer and the school provides all software.

# DRAMA

## **Topics to be covered this year:**

- Introduction to Drama
- Sun Wizard
- Suzie and the Snow
- Pantomime
- Genres of Theatre
- The Lion, The Witch and The Wardrobe

## **By the end of the year pupils should:**

- be aware of the needs and requirements to participate in Drama
- have begun to learn the language and ideas of Drama
- have had the opportunity to work in pairs, groups and individually
- have been introduced to the ideas of creating a character
- be able to improvise, when given a scenario, in groups and by themselves
- be able to perform using all parts of the body to express feeling/emotion

## **Trips**

There will be the opportunity for pupils to attend a theatre trip during the year.

## **Assessment and Marking**

Assessment in Drama is ongoing. Evaluative feedback and comments for improvement are given constantly to both individuals and groups. A summative grade for attainment and effort is given on a full report twice a year.

## ENGLISH

### **Topics to be covered this year:**

- Comprehension and composition: narrative, poetry, letter writing, legends, information texts, explanation texts and note-taking.
- Grammar and punctuation: adverbs, powerful vocabulary, adjectives, correct verb tenses, conjunctions, full stops, commas, inverted commas, apostrophe for omission, question marks, exclamation marks.
- Phonics, spellings and vocabulary: learning to spell common letter strings, common homophones, common prefixes and suffixes, compound words, consolidate high and medium frequency words.

### **By the end of the year pupils should be able to:**

- punctuate using full stops, capital letters, question and exclamation marks and begin to use inverted commas, commas and conjunctions correctly
- use adjectives, adverbs and powerful vocabulary to add interest
- use main features of text structure to organise writing, e.g. paragraphs, sub-headings
- maintain consistent person and tense
- use the apostrophe for omission
- edit work - enhancing or deleting
- read a range of fiction and non-fiction with good comprehension, identifying and discussing issues raised in the text
- attempt to spell unfamiliar words using a range of conventions and rules
- use a fluent, joined handwriting script

### **Trips**

The English Department aims to arrange one trip or visit for each year group; however, this depends on the availability of appropriate plays and on the demands of the school calendar.

### **Assessment and Marking**

Pupils' work will be marked and assessed at regular intervals using common abbreviations and in accordance with departmental guidelines. Types of marking will include: right or wrong marking; directed marking and editing by pupils; quality teacher marking which will include positive comments and targets for improvement. Assessments will be formative and on going throughout the year based on a range of evidence in pupils' books.

### **Textbooks**

A variety of textbooks and resources are used throughout the year. Dictionaries and thesauruses are available in all classrooms.

# FRENCH

## **Topics to be covered this year:**

- Greetings and personal details
- Countries and nationalities
- Numbers
- Colours
- Family members, friends and pets (physical descriptions and personality traits)
- Days of the week, months, dates and seasons
- Classroom instructions, classroom equipment
- Alphabet, spelling and words

## **By the end of the year pupils should be able to:**

- use orally, recognise in the written form, understand and write key vocabulary and structures related to the topics covered
- talk about their family and pets
- express likes and dislikes on topics such as pets
- count in French, give and understand dates and ages
- spell words in French
- take part in simple role-plays on the topics studied
- respond to instructions in French
- use basic grammar structures in order to build simple sentences
- have an awareness of French grammar specifically the use of gender and articles, adjectival agreement, possessive adjectives, prepositions, negatives, key question words and the use of the present tense with common verbs.

## **Assessment and Marking**

Pupils' progress will be assessed on a regular basis with a small test focusing usually on one skill. Pupils will also sit more challenging end of topic tests assessing three or four skills - reading, writing, listening and speaking. Pupils may receive a grade or mark as well as feedback and targets.

## HUMANITIES

History, Geography and Religious Studies are combined in the 8s

### **Topics to be covered this year:**

#### **Term One: All About Me / Ancient Egypt**

- A study of where pupils live, their family, history, religion
- The emergence of an ancient civilisation including the nature of settlements, irrigation, the Nile, and forms of worship

#### **Term Two: The Greeks**

- The Geography of Greece; Myths and Gods; Art, Pottery and Architecture; the birth of democracy

#### **Term Three: India and Hinduism**

- The relationship between methods of worship, culture and environment in India. Indian dancing and weddings. A visit to the Hindu Temple in Neasden and a Hindu wedding celebration at school.

### **By the end of the year pupils should:**

- have an understanding of life in ancient civilisations and the effect they have had on the modern world
- be able to use maps: to understand scale and 4 figure grid references
- describe the physical and human environments of Egypt, Greece and India
- be able to understand the diversity of Hinduism and ask questions about how and why Hindus worship in India

### **Trips**

Proposed visits to the British Museum, a Greek Day and a visit to the Neasden Temple.

### **Assessment and Marking**

Assessment is formative and on-going, based on teacher judgment using a range of written work and pupil contribution to lessons. Pupils will receive feedback and targets about how to improve the quality of their writing.

### **Resources**

A range of resources, books and on-line resources will be used.

# MATHEMATICS

## **Topics to be covered this year:**

Number and place value, addition and subtraction, multiplication and division, fractions and decimals, measurement, properties of shapes, position and direction, statistics

The above topics are taught and revisited termly, progressing in level of attainment and kinds of strategies involved. Problem solving activities are introduced each term.

## **By the end of the year pupils should be able to:**

### **Number and Place Value**

- count in multiples of 6, 7, 9, 25 and 1000
- find 1000 more or less than a given number
- identify, represent and estimate numbers using different representations, including the number line
- recognise the place value of each digit in a four-digit number (thousands, hundreds, tens and ones)
- order and compare numbers beyond 1000
- identify, represent and estimate numbers using different representations
- round any number to the nearest 10, 100 or 1000
- solve number and practical problems that involve all of the above and with increasingly large positive numbers
- read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of zero and place value

### **Addition and Subtraction**

- add and subtract numbers with up to four digits using the formal written methods of columnar addition and subtraction where appropriate
- estimate and use inverse operations to check answers to a calculation
- solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why
- solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by one digit, integer scaling problems and harder correspondence problems such as  $n$  objects are connected to  $m$  objects

### **Multiplication and Division**

- solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why
- solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by one digit, integer scaling problems and harder correspondence problems such as  $n$  objects are connected to  $m$  objects
- recall multiplication and division facts for multiplication tables up to  $12 \times 12$
- use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers
- recognise and use factor pairs and commutativity in mental calculations
- multiply two-digit and three-digit numbers by a one-digit number using formal written layout

## **Fractions and Decimals**

- 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
- solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number
- add and subtraction fractions with the same denominator
- recognise and write decimal equivalents of any number of tenths or hundredths
- recognise and write decimal equivalents to  $\frac{1}{4}$ ,  $\frac{1}{2}$ ,  $\frac{3}{4}$
- 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
- compare numbers with the same number of decimal places up to two decimal places
- solve simple measure and money problems involving fractions and decimals to two decimal places

## **Measurement**

- 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
- estimate, compare and calculate different measures, including money in pounds and pence
- 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

## **Properties of Shapes**

- 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
- complete a simple symmetric figure with respect to a specific line of symmetry

## **Position and Direction**

- describe positions on a 2-D grid as coordinates in the first quadrant
- describe movements between positions as translations of a given unit to the left/right and up/down
- plot specified points and draw sides to complete a given polygon

## **Statistics**

- interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs
- solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs

**Assessment and Marking**

Marking is accompanied by a comment or explanation to help pupils to correct their mistakes. Teaching staff are also available to help at break times and daily at lunchtime by appointment. Formal assessments take place each term.

**Textbook**

*Collins Busy Ants Maths Pupil Books 4A, 4B and 4C*

# MUSIC

## **Topics to be covered this year:**

Pupils will be covering the following topics, through the medium of performing, composing, listening and writing. They will sing a variety of song types; they will take part in group and class projects, whilst also reinforcing the basic theory of Music.

- **Music Theory:** In this topic pupils will be exploring a variety of pieces of instrumental and vocal music. We will discuss notation, rhythm and some of the basic elements of music.
- **Instruments:** Pupils will continue their understanding of reading Musical notation and rhythm. They will also learn the notes of the keyboard or on their chosen instrument and be able to play melodies from famous pieces.
- **Form and Structure:** Pupils will learn how music is put together to create a final piece. They will look at how to write a melody and will take part in a group composition competition.
- **The Orchestra:** Pupils will be looking at instruments of the orchestra, their families and composers of orchestral works.

## **By the end of the year pupils should:**

- understand the elements of music in connection with topics studied
- be familiar with a selection of songs and different genres of music.
- have gained confidence in performing with, and in front of, their peers

## **Assessment and Marking**

Pupils will be assessed on a regular basis, through formative and self-assessment. Pupils are encouraged to take part in extra curricular activities to widen their musical understanding and we also encourage pupils to use practice rooms during their free time.

## **Trips**

There will be opportunities for pupils to attend one of the following:

- Trip to Colourscape
- A specific workshop given by external professionals

## PERSONAL, SOCIAL AND HEALTH EDUCATION

### **Topics to be covered this year:**

These topics are revisited each year and developed appropriately for each age group.

- New beginnings
- Getting on and falling out
- Say no to bullying
- Going for goals
- Good to be me
- Relationships
- Changes
- Personal hygiene

All topics will consider the five broad social and emotional aspects of learning: self-awareness, managing feelings, motivation, empathy and social skills.

### **Developing pupils' skills in these areas will equip them to:**

- be successful learners
- make and sustain friendships
- deal and resolve conflict effectively
- solve problems
- manage strong feelings such as anger and anxiety
- persist in the face of difficulties
- work and play cooperatively
- compete fairly
- recognise and stand up for their rights and the rights of others
- understand and value the difference and commonalities between people, respecting the rights of others to have beliefs and values different from their own
- understand the skills needed in future employment by attending a careers fair held at school

# SCIENCE

## Topics to be covered this year:

### Term One

- The Human Body: The digestive system
- Solids, Liquids and how they can change. The Water Cycle

### Term Two

- Electricity
- Sound
- Science week

### Term Three

- Classification of living things in the local and wider environment

## By the end of the year pupils should:

- be able to know scientific vocabulary for the main parts associated with the digestive system
- 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
- compare and group materials together, according to whether they are solids, liquids or gases
- observe that some materials change state when they are cooled or heated
- measure or research the temperature at which heating or cooling happens in degrees celsius (°C)
- know the water cycle
- identify common appliances that run on batteries or mains electricity
- construct a simple series electrical circuit
- recognise that a switch opens and closes a circuit
- recognise common conduction and insulation of electricity
- identify how sound is made
- recognise that vibrations from sound travels 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 sound gets fainter as the distance from the source increases
- recognise that living things can be grouped in a variety of ways
- explore and use classification keys to help groups identify and name a variety of living things
- recognise that environments can change and that this can sometimes pose changes to living things

## Assessment and Marking

Classwork and homework will be marked with comments and explanations to help the pupil understand how to improve their work. Teaching staff are also available after school, to discuss pupils' work and give further help and guidance. Assessments and progress updates will take place on an on-going and regular basis throughout the year.

## Textbook

Pupils do not use a specific textbook but rather use a wide variety of resources

# SPORTS

## **Topics to be covered this year:**

### **Term One**

- Swimming and Health Related Fitness
- Football, Netball and Basketball

### **Term Two**

- Dance and Gymnastics
- Rugby, Hockey, Basketball and Touch Rugby

### **Term Three**

- Swimming and Athletics
- Strike & field/net games eg. Cricket, Rounders and Tennis

## **By the end of the year pupils should:**

- have explored all techniques and vocabulary relevant to the activities covered, developing practical and theoretical skills in order to be successful
- begin to learn the rules necessary to perform effectively
- begin to develop skilful attacking and team play and learn how to work well as a team when attacking and defending
- think about how to use skills, strategies and tactics to outwit the opposition
- continue to develop confidence through positive feedback, practice and reinforcement and to feel the positive benefits of being healthy and active
- begin to develop interpersonal skills pertinent to sport ie. Communication skills, listening skills, sharing, co-operation and leadership

## **Extra-Curricular Activities**

There are competitive intra-school and inter-school fixtures available in the main sports of the term. There are also lunchtime clubs in each sport to augment the contact time of each pupil per week.

- pupils are given access to and contacts for outside clubs

## **Assessment and Marking**

Pupils are continually assessed in four strands of learning: Acquiring and Developing Skills; Selecting and Applying Skills, Tactics and Compositional Ideas; Knowledge and Understanding of Fitness and Health; Evaluating and Improving Performance.