



St Mary's
Colchester

Year 4

Curriculum Booklet



Introduction

This booklet is a guide to your daughter's current academic year, giving you an overview of the content of our curriculum at St. Mary's. Our curriculum has been devised to interest and engage your daughter, with the intention to help realise her potential. As with all the best teaching, it may be liable to changes as we respond to the questions, interests and particular needs of the girls, but it will give you a broad idea of the year ahead.

If you have any questions, please speak with your daughter's class teacher or Mrs Zoe Wentworth, Assistant Director of Lower School (Academic).



Year 4 Yearly Overview for English

(Your daughter will be assessed against the following criteria)

Reading	Writing
<ul style="list-style-type: none">• Applies a growing knowledge of root words, prefixes and suffixes (etymology and morphology) - as listed in English appendix 1 of the national curriculum document - both to read aloud and to understand the meaning of new words that are met.• Listens to and discusses a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.• Uses dictionaries to check the meaning of words that have been read.• Identifies themes and conventions in a wide range of books.• Reads further exception words, noting the unusual correspondences between spelling and sound and where these occur in the word.• Checks that the text makes sense to the individual, discussing his understanding and explaining the meaning of words in context.• Draws inferences such as inferring characters' feelings, thoughts and motives from their actions and justifies inferences with evidence.• Predicts what might happen from details stated and implied.• Identifies main ideas drawn from more than one paragraph and summarises these.• Retrieves and records information from non-fiction.	<ul style="list-style-type: none">• Organises paragraphs around a theme.• In narratives, creates settings, characters and plot.• Proof-reads for spelling and punctuation errors.• Writes from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.• Uses standard English forms for verb inflections instead of local spoken forms.• Uses fronted adverbials.• Can choose an appropriate pronoun or noun within and across sentences to aid cohesion and avoid repetition.• Uses inverted commas and other punctuation to indicate direct speech.






Year 4 Yearly Overview for Mathematics

(Your daughter will be assessed against the following criteria)

<p>Number and place value</p> <ul style="list-style-type: none">• Counts in multiples of six, seven, nine, 25 and 1,000.• Counts backwards through zero to include negative numbers.• Orders and compares numbers beyond 1,000.• Rounds any number to the nearest 10, 100 or 1,000. <p>Addition and subtraction</p> <ul style="list-style-type: none">• Solves addition and subtraction two-step problems in context, deciding which operations and methods to use and why. <p>Multiplication and division</p> <ul style="list-style-type: none">• Recalls multiplication and division facts for multiplication tables up to 12 x 12. <p>Fractions (including decimals)</p> <ul style="list-style-type: none">• Recognises and shows, using diagrams, families of common equivalent fractions.• Counts up and down in hundredths; recognises that hundredths arise when dividing an object by 100 and dividing tenths by 10.• Rounds decimals with one decimal place to the nearest whole number.• Solves simple measure and money problems involving fractions and decimals to two decimal places.	<p>Measurement</p> <ul style="list-style-type: none">• Converts between different units of measure e.g. kilometre to metre; hour to minute. <p>Geometry: properties of shape</p> <ul style="list-style-type: none">• Compares and classifies geometric shapes, including quadrilaterals and triangles, based on their properties and sizes.• Identifies lines of symmetry in two dimensional shapes presented in different orientations.• Geometry: position and direction.• Plots specified points and draws sides to complete a given polygon. <p>Statistics</p> <ul style="list-style-type: none">• Solves comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.





Year 4 - Science

Topic / Area of study	Description	The skills the girls will develop through this topic
Animals, including humans States of Matter 	<p>We will learn to describe the simple functions of the basic parts of the human digestive system, will learn to identify different types of teeth and their simple functions and will construct and interpret food chains, identifying producers, predators and prey.</p>	<p>To work scientifically.</p> <p>Set up simple practical enquiries and comparative and fair tests.</p> <p>Make accurate measurements using standard units, using a range of equipment.</p> <p>To understand living things and humans.</p> <p>Give reasons for classifying plants and animals based on specific characteristics.</p> <p>To investigate materials.</p> <p>Compare and group materials together according to whether they are solids, liquids or gases.</p> <p>Observe that some materials change state when they are heated or cooled.</p> <p>To investigate sound and hearing.</p> <p>Identify how sounds are made and recognise that sounds get fainter as the distance from the source increases.</p>
States of Matter Sound 	<p>We will explore a variety of everyday materials and develop simple descriptions of the states of matter (comparing and grouping materials together according to whether they are solids, liquids or gases). Moreover, we will use scientific enquiry to discover what happens to a material when it is heated or cooled and measure or research the temperature at which this happens in degrees Celsius. We will also be investigating the water cycle and learn to identify the part played by evaporation and condensation and associate this with temperature or other variables.</p>	
Electricity Living things and their habitats 	<p>We will explore and identify the way sound is made through vibration, looking at a range of different musical instruments from around the world and finding out how the pitch and volume of sounds can be changed in a variety of ways. We will learn to recognise that vibrations of sounds travel through a medium to the ear.</p> <p>We will learn that living things can be grouped in a variety of ways; we will explore and use classification keys for identification purposes and through investigation of the local environment we will learn that environments change causing dangers to living things.</p>	





Year 4 - History

Topic / Area of study	Description	The skills the girls will develop through these topics
Ancient Egypt 	Journeying back to the land of the Pharaohs, we will discover Tutankhamen's ancient tomb, the importance of the River Nile and its role in everyday life, the grisly world of mummification and embalming, the pyramids and the importance of artefacts in understanding the past (including hieroglyphics). We will also take our own trip back in time exploring <i>Journeys in Ancient Egypt</i> an exhibition and museum visit at Ipswich Museum.	<p>To use evidence to ask questions and find answers to questions about the past.</p> <p>To use more than one source of evidence for historical enquiry to gain a more accurate understanding of history.</p> <p>To give a broad overview of life in Britain.</p>
Victorians 	We will step back into the nineteenth century to find out who Queen Victoria was and what she was like. We will discover the similarities and differences between life today and then and explore some of the social and technological advances of the age, including Brunel's bridges and the Industrial Revolution. We will also consider the role of the arts and entertainment (from music halls to Punch and Judy puppets).	<p>To describe the characteristic features of the past, including beliefs, ideas, attitudes and experiences of men, women and children.</p> <p>To understand the concept of change over time, representing this, along with evidence, on a timeline.</p> <p>To use historical vocabulary to communicate, including: dates, time period, era, change and chronology.</p>



Year 4 - Geography

Topic / Area of study	Description	The skills the girls will develop through this topic
Volcanoes, Mountains and Earthquakes 	<p>In this unit, children will explore mountains as physical geographical features. They will learn about major mountain ranges like the Alps, Rockies, Andes, and Himalayas, and key features such as peaks, valleys, and rivers. Children will revisit Year 3 skills by reading relief maps and recognising elevation and terrain. They will then be introduced to tectonic plate theory in a simple way, learning about plate boundaries and fault lines, where earthquakes occur and their impact on the Earth's surface, including how to stay safe. Children will also learn how volcanoes are formed and what happens during eruptions. We will explore the Earth's layers—crust, mantle, outer core, and inner core—and how molten rock causes eruptions.</p>	<p>Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</p> <p>Name and locate some key mountain ranges on a world map, explain some features of a mountain and identify some mountainous features on a relief map.</p> <p>Explain how earthquakes and volcanoes occur, name and locate some areas where recent earthquakes have occurred and describe their impact.</p>
Europe 	<p>Children will develop their locational knowledge and their understanding of physical and human features. They will explore the similarities and differences between northern, southern, western and eastern Europe, focusing on the climate, culture, key landmarks and various human and physical features. They will become familiar with the flags of Europe's 44 countries as well as some important capital cities.</p>	<p>Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.</p> <p>Name, locate and describe countries within Europe as well as their capitals.</p> <p>Identify and compare human and physical features in Northern and Southern Europe.</p> <p>Identify and compare climate in Europe.</p>



Year 4 – Additional Subjects

RE

Topics to be covered:

- Christianity – Churches and what happens inside them
- Hinduism – Living as a Hindu
- Buddhism – The Buddha

PSHCEE/Philosophy

Topics to be covered:

- Feelings & Emotions – Jealousy.
- The Working World – Chores at Home Healthy – Healthy Living.
- Growing & Changing – Appropriate Touch (Puberty*).
- A World without Judgement – Breaking Down Barriers.
- First Aid – Asthma & Allergy
- Being Responsible – Coming Home on Time
- Computer Safety – Online Bullying
- Keeping/ Staying Safe – Cycle Safety

Computer Science

Topics to be covered:

- Unpacking Hardware / Software
- Logo
- Sound Stories
- Intro. To AI
- Effective Searching
- Coding
- Composing Beats (taught as a computing themed day, this is linked to music lessons)
- Animation
- Micro:bit (as a computing themed day)



Languages
The main focus within French will be speaking and listening. Other strands which will enrich this are reading and writing. The girls will also develop an awareness of the cultural aspects within French speaking provinces. Topics which will be studied include physical descriptions of people, telling the time, places and directions.
Design and Technology
The girls will complete a STEM Lego project applying problem solving, critical thinking and spatial reasoning through hands-on building and design. They will work as a team to experiment with various solutions developing logical thinking. We will be using a range of equipment and materials to complete a textile project, using a developing knowledge of stitches. Both topics will involve planning, making and evaluating.
Art and Design
The girls will look at the work of some artists relating to the strands of drawing, painting, textiles and printing. A range of techniques will be explored and the girls will be given the opportunity to experiment with different materials.
Music
<ul style="list-style-type: none">• To continue to sing from memory with accurate pitch and diction• To recognise the notes on the musical stave• To evaluate music using musical vocabulary to identify areas of likes and dislikes• To compose and perform melodic songs• To play notes on an instrument with care and take part in group performance
PE
<ul style="list-style-type: none">• Uphold the spirit of fair play and respect in all competitive situations• To choose and combine skills in a game to outwit an opponent• To follow the rules of the game and play fairly• To refine movements into sequences• To swim between 25 and 50 metres unaided• To use a range of throwing techniques (such as under arm, over arm)• To compete with others and aim to improve personal best performance



Forest School

Your daughter will have opportunities to develop her skills and knowledge in the following areas: Tool use, Ropes and Knots, Fires, Dens and Shelters, Tree climbing and Flora and Fauna. Personal, Social and Emotional Development is a constant feature throughout all of the sessions as the girls experience supported risk taking, physical challenges, working as part of a group, problem solving, choice, opportunities for reflection, solitude and discussion of feelings and emotions to promote self-awareness, social awareness and positive mental health.

French							
French	Translation (English)	French	Translation (English)	French	Translation (English)	French	Translation (English)
Nombre:	Number:	Dans ma ville il y a	In my town there is..	Le/la/les	The	Les jeux olympiques	The Olympic games
Un	One	Un théâtre	A theatre	La Tête	Head	Les jeux olympiques	The ancient Olympic games
Deux	Two	Une banque	A bank	La bouche	Mouth	Les jeux olympiques de l'antiquité	The modern Olympic games.
Trois	Three	Un café	A café	Les épaules	Shoulders	Les jeux olympiques modernes	
Quatre	Four	Un cinéma	A cinema	Les genoux	Knees	L'athlétisme	Athletics
Cinq	Five	L'office de tourisme	A tourist information office	Les Pieds	Feet	L'équitation	Horse riding
Six	Six			Les Yeux	Eyes	L'escrime	Fencing
Sept	Seven			Les Oreilles	Ears	L'aviron	Rowing
Huit	Eight			Le Nez	Nose	La natation	Swimming
Neuf	Nine	Un Supermarché	A supermarket	Les cheveux	Hair	La boxe	Boxing
Dix	Ten	Une poste	A post office	La bouche	Mouth	Le cyclisme	Cycling
Onze	Eleven	Une Eglise	A Church	La jambe	Leg	Le plongeon	Diving
Douze	Twelve	Une boulangerie	A bakers	Le bras	Arm	Le tir à l'arc	Archery
Treize	Thirteen	Une Pâtisserie	A cake shop			Le triathlon	The Triathlon
Quatorze	Fourteen	Un ecole	A school	J'ai les yeux...	My eyes are...	Faire	To do/make
Quinze	Fifteen	Une piscine	A swimming pool	J'ai les cheveux...	My hair is...	Je fais de l'	I do..
Seize	Sixteen	Un parc	A park	Courts/longs	Short/long	Je fais du	I do..
Dix-sept	Seventeen	Un marché	A market	Ondulés/frisés	Wavy/ frizzy	Je fais de la	I do...
Dix-huit	Eighteen	Un château	A castle	Bouclés/raides	Curly/ straight	Je ne fais pas de	I don't do...
Dix-neuf	Nineteen	Où est le/la?	Where is the...			Je ne fais pas d'	I don't do..
Vingt	Twenty	Tournez à droite	Turn right	Je m'appelle...	I am called ...	Je fais	I do
Vingt-et-un	Twenty-one	Tournez à gauche	Turn left	J'habite à ...	I live in ...		
Vingt-deux	Twenty-two	Allez tout droit	Go straight on	Assez	Quite		
Vingt-trois	Twenty-three	D'abord	Firstly	très	Very		
Vingt-quatre	Twenty-four	Ensuite	Next	Je suis petit(e)	I am small		



Vingt-cinq	Twenty-five	Et puis	And then	Je suis grand(e)	I am big	Tu fais	You do
Vingt-six	Twenty-six	Enfin	Finally	Je suis timide	I am shy	Il fait	He does
Vingt-sept	Twenty-seven	Je vais à....	I am going to..	Je suis sympa	I am kind	Elle fait	She does
Vingt-huit	Twenty-eight			Je suis drôle	I am funny		
Vingt-neuf	Twenty-nine			Je suis bavarde	I am chatty		
Trente	Thirty			AVOIR	To have		
Trente-et-un	Thirty-one			J'ai	I have		
Trente-deux	Thirty-two			Il a /Elle a	He/She has		
Trente-trois	Thirty-three			ETRE	To be		
Trente-quatre	Thirty-four			Je suis	I am		
Trente-cinq	Thirty-five			Il est	He is		
Trente-six	Thirty-six			Elle est	She is		
Trente-sept	Thirty-seven			Je porte des	I am wearing		
Trente-huit	Thirty-eight			boucles d'oreilles	earrings		
Trente-neuf	Thirty-nine			Je porte des	I am wearing		
Quarante	Forty			lunettes	glasses		
Cinquante	Fifty						
Soixante	Sixty			Joyeux Noël!	Happy Christmas!		
Quelle heure est-il?	What time is it?						
Il est ... heure(s)	It is ... o'clock						
Il est midi	It's midday						
Il est minuit	It's midnight						
Il est ... heure(s) –	It is						
Et demie	Half past						
Et quart	Quarter past						
Moins le quart	Quarter to						
Je me lève à	I get up at..						
Je prends le petit-déjeuner à	I have breakfast at.						
Je vais à l'école à	I go to School at..						
Je mange le diner à	I eat dinner at..						
Je me couche à	I go to bed at..						



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