



HARRODIAN

8S (YEAR 4)
CURRICULUM HANDBOOK
2025 - 2026

INTRODUCTION

The purpose of this handbook is to provide parents with concise information about the subjects taken by the 8s (Year 4 pupils) at Harrodian.

Pupils will be studying the following subjects:

- Art and Design
- Computing
- Drama
- English
- French
- Humanities (combining History, Geography and Religious Studies)
- Latin
- 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 Personal, Social, Health and Economic Education (PSHE) and Citizenship.

Each department is responsible for implementing marking, assessment and recording within their department, which conforms to 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 may consist of 10 minutes' Mathematics plus 10 minutes' reading and spellings daily. There will also be the opportunity to undertake some independent research or project work, which may take a further 20 minutes, per night. This will be directed by the subject teacher. Homework will be written by the pupil, in their School Planner.

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. Written reports will be uploaded onto the Parent Portal 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.

Mr W Rodricks
Head of Studies (Lower)

ART AND DESIGN

Art, craft and design embody some of the highest forms of human creativity. Art and design education engages, inspires and challenges pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they will develop critical thinking and a deeper understanding of art and design. They will appreciate how art and design both reflect and shape history and contribute to culture, creativity and national identity.

The 8s curriculum for Art and Design aims to ensure that all pupils:

- Produce creative work, exploring their ideas and recording their experiences.
- Become proficient in drawing, painting, sculpture and other art, craft and design techniques.
- Evaluate and analyse creative works using the language of art, craft and design.
- Know about great artists, craft makers and designers and understand the historical and cultural development of their art forms.

Term 1: Drawing and Painting

- Build confidence and control with drawing tools.
- Use shading to add depth and texture. Explore proportion, scale and colour mixing.
- Study and apply artists' techniques, describing the differences and similarities between different practices and disciplines, inspiring the pupil's own work.
- Develop observational drawings using line and tone.
- Creatively combine drawing, painting and traditional techniques.

Term 2: Mixed Media

- Create mixed media artwork inspired by studying and applying artists' techniques.
- Create layered, textured collages with mixed media, use pattern and texture to enhance designs.

Term 3: Drawing and Printing

- Refine drawing skills with a focus on detailed observation.
- Develop and apply printing techniques.
- Produce a final piece combining drawing and printing.
- Use printing methods to explore form and shape.
- Continuously adapt and refine work.

Critical Thinking and Reflection

- Develop the ability to discuss and evaluate their own work and that of others.
- Use appropriate artistic vocabulary when analysing works of art.
- Understand how historical and cultural influences shape different art forms.

Assessment and Attainment Targets

Assessment is carried out throughout the year according to the school guidelines and criteria. Both written and verbal assessment are used, providing pupils with immediate feedback, as well as an opportunity to reflect upon their work in a deeper manner.

By the end of 8s pupils should:

- Demonstrate increased confidence and proficiency in various artistic techniques.
- Show originality and creativity in their own work.
- Analyse and evaluate art using appropriate language.
- Understand and appreciate the work of artists, craft makers and designers.

The 8s curriculum provides a structured yet flexible framework to ensure a balanced and enriching art education, fostering creativity, skill development and an appreciation of artistic heritage.

Resources

Pupils will create sketchbooks to record their observations and use them to review and revisit ideas.

COMPUTING

Topics to be covered this year:

Term One

- Online safety: “SMART” thinking; “Play, Like, Share” challenges
- 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. Using “Save as...”

Term Two

- Using e-mail including sending attachments
- 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, image and caption

Term Three

- Coding skills: wait commands, variables, debugging and procedures. Block coding in Scratch and Discovery Education Coding, and Logo in PurpleMash
- Spreadsheets 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 using sensible filenames and logical folder structure
- use a range of word processing features to save time and enhance the presentation of their work
- type with increased speed and accuracy
- capture information using a questionnaire
- create graphs using a spreadsheet
- use presentation software, choosing appropriate tools to enhance a slideshow
- write programs and debug code to fix mistakes

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

Pupils will each have access to a computer. Links and tutorials will be available via Google Classroom.

DRAMA

Topics to be covered this year:

- Introduction to Drama
- Scriptwriting
- Improvisation
- Pantomime
- Genres of Theatre
- Alice in Wonderland

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 once a year.

ENGLISH

Topics to be covered this year:

- Fiction genres: stories with imaginary settings, myths and legends, stories of survival
- Comprehension and composition: narrative, poetry, letter writing, instructional texts, information texts, note-taking and an introduction to Shakespeare
- Grammar and punctuation: adverbs, powerful vocabulary, adjectives, correct verb tenses, conjunctions, full stops, commas, inverted commas, apostrophes, 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, similes, 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 and singular possession
- 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 ongoing 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: Project - Matisse
- 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, pronounce correctly, recognise in the written form, understand and write key sounds, words and structures related to the topics covered
- talk about themselves (name / nationality / birthday / where they live), their family and pets
- express likes and dislikes on topics such as pets
- count in French, give and understand dates and ages
- take part in simple role plays on the topics studied
- respond to instructions in French
- sing along to French songs and rhymes
- use basic grammar structures in order to adapt 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 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: Modern and Ancient Egypt

- The geography of Egypt, including the importance and uses of the River Nile
- 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, city-states and architecture; the birth of democracy
- Use and evaluation of historical sources

Term Three: India and Hinduism

- Hindu beliefs, customs and practices in India; Indian dancing and weddings; a visit to a Hindu temple 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 landscape and political maps for information and 4 figure grid references
- be able to describe the physical and human environments of Egypt, Greece and India
- be able to understand some Hindu beliefs and practices and ask questions about these

Trips

Proposed visits to the British Museum, a residential trip with the theme of Ancient Greece and a visit to a Hindu temple.

Assessment and Marking

Assessment is formative and ongoing, 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, pictures, maps, artefacts and websites will be used.

LATIN

Topics to be covered this year:

Term One

- Meeting and greeting a Roman family; Roman food and dining
- Grammar: masculine and feminine names, nouns, adjectives
- Mythology: Perseus and Medusa, Daedalus and Icarus

Term Two

- Slaves; Roman schools; Life in Roman Britain
- Grammar: present tense verbs (the verbs 'laboro-to work' and 'sum - to be')
- Mythology: Pandora's Box, Echo and Narcissus

Term Three

- Roman travel and shopping; the Roman army; baths; A soldier's life; jewellery, clothes and cosmetics
- Grammar: adverbs, commands
- Mythology: A traveller's tale; Actaeon and Diana; The story of the Trojan Horse; Odysseus and the Cyclops

By the end of the year pupils should:

- understand how masculine and feminine adjectives are used to describe nouns in Latin
- understand how the ending of a verb shows who is doing the action
- have learnt about many new aspects of Roman life and culture and how they have influenced ours
- be able to recognise Latin roots in the English language (and other European languages)
- be familiar with some of the most famous Greek and Roman myths/stories

Assessment and Marking

Pupils will receive a teacher comment and a target for improvement for their next piece of work. These targets correspond to the list found in the front of pupils' exercise books. On receipt of their books, pupils must write out their targets in full. Teaching staff are also available at the end of lessons, break times and during the weekly departmental drop-in session. Pupils will also be frequently tested on vocabulary and there will be end of module tests.

Textbook

Minimus

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 12×12
- 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 subtract 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

Both written and verbal assessment are used throughout the year, providing pupils with immediate feedback as well as an opportunity to reflect upon their work in a deeper manner. End of topic tests are used in combination with ongoing teacher assessment to determine progress and attainment within each topic. A formal end of year assessment provides a summation of the year's work and offers year-on-year progress as well as end of year attainment.

MUSIC

Topics to be covered this year:

- **Singing and performing:** Pupils will learn a range of unison songs and rounds as a class. They will also develop their skills by playing simple tunes on classroom instruments, including keyboards, tuned percussion and trumpet, while learning to follow and perform from simple musical scores.
- **Composing:** Pupils will complete a simple composition developing knowledge of musical components by composing music to create a specific mood, such as creating music to accompany a short film clip. Pupils will improvise on a limited range of pitches and begin making use of musical features including smooth (legato) and detached (staccato), as well as starting to make compositional decisions about the overall structure of improvisations.
- **Listening:** Pupils will study pieces from a variety of styles including western classical music, film music, popular music and world music.

By the end of the year pupils should:

- be able to sing a variety of unison songs in a group and hold a simple part in a two part round
- be able to play a simple melody with one hand on the keyboard and/or tuned percussion
- have an understanding of the four main orchestral families and their sounds
- be able to read simple pitch and rhythm notation

Assessment and Marking

Practical and written work will be assessed through teacher feedback and peer assessment.

Co-curricular Music

Pupils are encouraged to take part in the Lower School Choir (8s, 9s and 10s choir) which is run as a lunchtime club.

Pupils playing drums, woodwind, brass or string instruments are encouraged to participate in one of the many school clubs.

PERSONAL, SOCIAL, HEALTH, AND ECONOMIC EDUCATION

In the Lower Prep, we teach Personal, Social, Health and Economic Education as a whole school approach to underpin children's development. The Jigsaw Programme offers a comprehensive, carefully thought through Scheme of Work which brings consistency and progression to our pupils' learning in this vital curriculum area. Jigsaw is sequential - the six puzzles (units) start at the beginning of the school year, change each half term and incorporate key developmental themes.

In order to embed a spiral approach to learning, Jigsaw is also used in the Pre-Prep and Upper Prep, resulting in children building on their prior knowledge in an age appropriate and relevant way. The content is pupil driven and is in line with the most recent national guidance from the DfE. The main aim of PSHE is to empower young people to understand themselves and their minds in order to combat stress, pressure and influences that may cause them harm and know how to lead healthy, happy, fulfilling lives. We include the statutory Relationships and Health Education within our whole-school PSHE Programme.

Topics Covered:

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

- Being Me in My World - 'Who am I and how do I fit?'
- Celebrating Difference - respect for similarity and difference, anti-bullying and being unique
- Dreams and Goals - aspirations, how to achieve goals and understanding the emotions that go with this
- Healthy Me - being and keeping safe and healthy
- Relationships - building positive, healthy relationships
- Changing Me - coping positively with change

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

- understand how to be a good friend and respect people's personal space
- respect and value differences between people
- understand how to care and respect others
- understand different types of committed relationships
- understand how to keep healthy through diet, sleep, hygiene and mental wellbeing
- learn how to cope with feelings and change

SCIENCE

Topics to be covered this year:

- The Human Body: The digestive system
- Solids, Liquids and Gases: how they can change (including the water cycle)
- Sound
- Electricity
- Science Week
- Classification of living things in the local and wider environment
- Human impact on the 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 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 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 pupils 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 ongoing and regular basis throughout the year.

Textbook

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

The curriculum may change during the year due to the implementation of updated Science materials.

SPORTS

PE and Sport lessons should aim to ensure that all pupils:

- develop competence to excel in a broad range of physical activities
- are physically active for sustained periods of time
- engage in competitive sports and activities
- lead healthy, active lives

Topics to be covered this year:

Term One

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

Term Two

- Dance, Health Related Fitness and Gymnastics (GymRun)
- Hockey, Football, Cross Country and Rugby

Term Three

- Swimming and Athletics
- Strike and Field/Net Games eg. Cricket 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. There is a busy fixtures programme for all pupils, at a range of performance levels, which takes place during the week as well as at the weekends. Pupils are given access to and contacts for outside clubs.

Assessment and Marking

Marks will be given for attainment and effort each term. Marks are accompanied by a comment or explanation to help pupils and parents understand how to improve levels of performance. 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. There are celebration assemblies at the end of each term to award pupils for effort, enthusiasm, excellence, and improvement. Our Harrodian Sports values underpin some assessment decisions too.