



HARRODIAN

8S (YEAR 4)
CURRICULUM HANDBOOK
2022 - 2023

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)
- 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 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 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 found on Edulink as well as written by the pupil, in the Student 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. Full written reports will be uploaded onto the parent portal 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: Stories

- Keep a folder that explores imaginative drawings in response to a story working with shape, line and colour
- Introduction to the work of illustrators 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: Out of This World!

- Develop and extend ideas and introduce illustrators working in different styles
- Combine visual and other mark making qualities for decoration
- Adapt and refine work

Term Three: Working in Three Dimensions

- Explore malleable material and use hands to:
- Form and shape
- Make patterns by pinching or impressing
- Model representational or imaginary figures
- Work individually or in groups
- 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

- Online safety: “SMART” thinking; Cybercafe simulation
- 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

- 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, 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 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 vocabulary 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
- spell words in French
- take part in simple role-plays on the topics studied
- respond to instructions in French
- sing one French song
- 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 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

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
- 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 Neasden 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.

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.

Textbook

Maths- No Problem Workbooks 4A and 4B

MUSIC

Topics to be covered this year:

- **Music Theory:** Singing and performing: Pupils will learn a variety of unison songs and rounds as a class. They will learn to play simple tunes on keyboards and tuned percussion as well as learning to follow and play from a simple musical score.
- **Composing:** Pupils will complete a simple composition developing knowledge of musical components by composing music to create a specific mood, such 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.

Pupils are encouraged to take part in 8s and 9s Choir, which is run as a lunchtime club.

PERSONAL, SOCIAL AND HEALTH EDUCATION AND RELATIONSHIPS AND SEX 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 including the water cycle

Term Two

- Sound
- Electricity
- Science week

Term Three

- 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 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 ongoing and regular basis throughout the year.

Textbook

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

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)
- Rugby, 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 the 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.