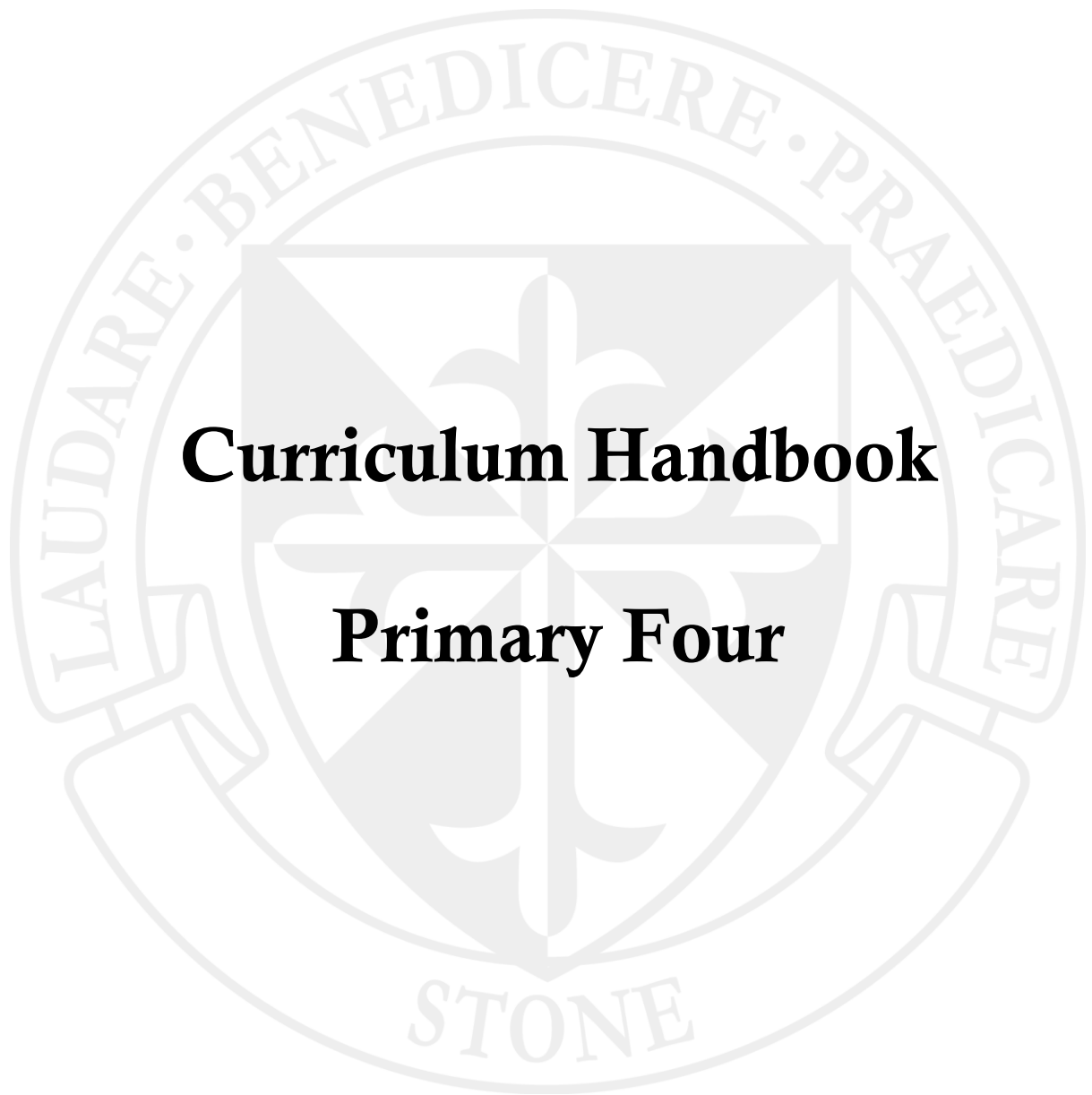


ST. DOMINIC'S PRIORY SCHOOL

Curriculum Handbook

Primary Four



PRIMARY FOUR CURRICULUM OVERVIEW

The following course statements are to provide you with an overview of the academic year in Primary Four. This will enable you to support and help your child in ways appropriate to you. We hope you find this information useful.

Primary Four provides a smooth transition between lower key stage 2 and upper key stage 2. Work previously covered in Primary Three is extended and consolidated and the children become able to work independently for sustained periods of time. This year, most importantly, teaches the children how to be organised in preparation for their increased work load in upper key stage 2.

The children are assessed regularly by their teachers and progress is reported at Parent's Evening and in written reports.

We follow the National Literacy and Numeracy Strategies. The work is adapted to suit different levels within the class. At this age there is still plenty of practical activity to reinforce learning.

In Primary Four we aim for learning to be fun and to build on what the children can do. Your child will be involved in a number of events throughout the year to promote this positive attitude to learning.

Homework is set on a Thursday and includes weekly spellings, literacy and numeracy worksheets and humanities projects. A spelling test will take place each Tuesday. Please take time to read with your child every night and add a comment or sign their Home/School Communication Book when you have done this.

The children are regularly rewarded with 'good work and behaviour' House Points and marbles (for their marble reward jars) in class and are of course, given plenty of verbal praise.

If you have any resources or expertise linked to the subjects below why not contact the school and offer your services? If there are areas you wish to explore further, please feel free to contact me. Thank you.

Mrs V Banks
Form Teacher

PRIMARY 4

ART AND DESIGN TECHNOLOGY

3 one hour lessons per fortnight

During Key Stage 2 pupils develop their creativity and imagination through more complex activities. These help to build on their skills and improve their control of materials, tools and techniques. They increase their critical awareness of the roles and purposes of art, craft and design in different times and cultures. They become more confident in using visual and tactile elements and material processes to communicate what they see, feel and think.

Our main area of focus will be:

- experimenting with and using a range of materials and processes, including clay, oil pastels, card and papers, paint, mod-roc, etching card, material ICT etc
- to investigate line, proportion and form particularly in observational work in drawing and sketching
- to look at light and shade and its effects
- to link art to other subjects, notably literacy, numeracy, history, ICT and design and technology
- To appreciate art by famous artists using the INTERNET or a museum visit

ASSESSMENT

The pupils will evaluate their own work and those of their classmates to assess whether they have met the specifications.

Teacher assessment will be based on observations and continuous assessment throughout a piece of work.

PRIMARY 4

COMPUTING

1 one hour lesson per fortnight, plus lessons in the computer room which will be linked to other areas of the curriculum in which they will develop their ICT skills.

During Key Stage 2 pupils use a wider range of tools and information sources to support their work in other subjects. They develop their research skills and decide what information is appropriate to their work. They begin to question the plausibility and quality of information. They learn how to amend their work and present it in a way that suits its audience.

Pupils will focus on extending their skills in Microsoft Word and using the Internet for both research and communications in school this year. They will be reminded on how to behave when using the ICT facilities, in order to ensure their own health and safety and that of those around them. They will have basic instruction on how to file their work in an organised way using the software, a very important skill and they will build up a file of work during the year in line with the items below.

Internet safety is a vital part of the computing curriculum. We provide children with the knowledge of how to behave responsibly when using the internet, both at home and at school across a range of devices.

We believe that sound basic ICT skills are essential in the world of work today and good practice should start as young as possible. The ICT lessons are aimed to accomplish this by enabling pupils to use industry standard software packages in an effective way. The pupils will also have the opportunity to apply their knowledge and skills in other areas of the curriculum throughout the academic year.

During the course of the year Primary 3 will study;

- Word processing
- Animation
- Outlook
- Desktop publishing
- Scratch programming
- Logo design
- Web research
- Class comics

Each half term the children revisit internet safety.

PRIMARY 4

DANCE

1 hour lesson per fortnight

The focus of the dance curriculum is on developing the students' ability to compose, perform and appreciate dance as well as to further their knowledge and understanding of health and fitness.

During the course of the year students will learn new skills in a variety of dance styles such as: musical theatre, Indian dance and modern/disco dance. Within these styles, students will learn new terminology and technique to help them with their understanding of how dance is performed. They will develop their knowledge further by learning about the history and origins of the styles and their importance within certain cultures.

Students will explore techniques and devices within choreography. A set theme or stimulus will be provided and students will work in pairs or small groups to produce short movement phrases, which will be developed in a variety of ways.

At the end of each term students will present their work, where they will be assessed either on their performance, choreography or appreciation skills. Students continually learn new skills in appreciation, when they have the chance to observe and give feedback to other pairs and groups in their class. The use of ICT in dance helps students to evaluate their own and others dance work in order for them to improve and achieve individual targets set for them.

Students are provided with extra curricular activities, workshops and performance opportunities throughout the year where they can develop their technique and skills further in various styles of dance, these include:

- Junior Dance club
- Holiday workshops
- Musical Production
- Performing Arts Evening
- Junior Dance Curriculum Performance

PRIMARY 4

DRAMA

Drama and dramatic play are encouraged throughout the St Dominic's Priory School curriculum and in extra-curricular time. As a statutory requirement of the National Curriculum for English as part of the 'speaking and listening' strand, students constantly participate in a wide range of drama activities, ensuring that they:

- use language and actions to explore and convey situations, characters and emotions
- create and sustain roles when working individually and with others
- comment constructively on drama they have watched or in which they have taken part

However, as well as drama that takes place within English lessons, the school also recognises the value of drama and adds weight to it by having a place of its own on the timetable, once a fortnight. In these lessons teachers use a range of strategies that engage the students' creativity and imagination. Using creative and imaginative role play situations, students explore their own and others' feelings about a range of cultural and human issues, but also about narratives and characters they know. They will learn about and how to employ the strategies of hot seating, tableau, freeze frame, slow motion, blocking, thought tracking and conscience alley.

Students will be exploring voice, movement, gesture and facial expression, and learn how to make meaning clear for themselves, and for an audience – such as their peers – as well.

During their lessons students will also learn to

This will include:

- Improvising in groups.
- Make up scripts based on fairy tales or other well known narratives.
- Learning how to use props and costumes to explore characterisation.
- Learning to develop thinking skills by exploring characterisation.
- Learning to explore characterisation by using costumes, masks and puppets.
- Learning to adopt, develop and sustain a role.
- Learning to develop movements using arms and legs.
- Learning to devise a sequence of movements.
- Learning to work in pairs to develop an understanding of movement.
- Learning to devise and participate in a group movement activity.
- Teaching their routine to a partner.
- Working together as a group to devise a movement sequence.
- Evaluating how well they have done and how they can improve.

Drama has cross curricular links with Literacy, RE, Geography, History and PSHE

PRIMARY 4

FRENCH

2 one hour lessons per fortnight

Course: La Jolie Ronde – Bonjour la France for 8-11 year olds.

With this course there is a reinforcement of the vocabulary learnt in Salut Céline et Antoine. The emphasis is on role plays and gives the pupils opportunities to use the language more creatively. In each chapter of the activity book there is writing, new vocabulary, reading and copying activities, plus some geographical and cultural information.

The aims are:

To develop their ability to listen attentively

To develop speaking skills first, then reading and writing skills

To use French creatively and to promote independence

To develop the tools for learning a language

To build their confidence

To promote cultural awareness.

Throughout the year they will learn to use phrases covered by the following topics:
Greetings, about myself, sizes, parts of the face and descriptions of people, transport, places, house, food, shops, animals, weather, numbers, colour and alphabet, days of the week some adjectives, learning about French speaking countries.

You can help by encouraging your child to practise what they have learnt at school. Talk to your child about France and encourage them to take an interest in French culture.

PRIMARY 4

HUMANITIES – GEOGRAPHY/HISTORY

In key stage 2, pupils will learn about significant people, events and places from both the recent and distant past and from near and far. The studies will encourage the development of geography and history skills, vocabulary, knowledge and understanding about people, places and environments.

They will learn about changes and continuity in their own local area, in Britain and in other parts of the world, looking for evidence from political, economic, technological and scientific, social, religious, cultural and aesthetic perspectives.

Skills will include:

- Observing, questioning, collecting and recording evidence; analysing and communicating results
- Using geographical and historical vocabulary
- Using atlases and aerial photographs to develop fieldwork and map-reading skills
- Reading and making maps and plans
- Using secondary sources and ICT to research and record work, resources on the Interactive Whiteboard and the Internet
- Understanding that the past can be represented and interpreted in different ways, including pictures, plays, films, reconstructions, visits, video/DVD, museum displays, fictional and non-fictional accounts

The school has adopted a skills topic based delivery of geography and history. The topics in Primary 4 are as follows;

Autumn Term

The Ancient Greeks

Spring Term

The UK and South America

Summer Term

The Roman Empire

PRIMARY 4

LITERACY

Ten 1 hour lessons per fortnight

Our main areas of focus will be:

- **Spelling**
- **Reading and Comprehension** - fiction or non-fiction: sets of instructions, chronological writing, newspaper articles, settings and characters, play scripts, letters, poetry, information texts.
- **Creative Writing** - stages of a story, settings and characters, newspapers reports, character sketches, play scripts, instructions, letter writing, poetry and jingles, making notes and expanding them into paragraphs, descriptive writing and scene setting. Comprehensions have been based on these types of texts.
- **Handwriting**
- **Grammar** - rhyming words, suffixes, verbs, verb tenses, homophones, synonyms, dictionary work, direct speech, adverbs, adjectives, apostrophes for possession and contraction, possessive apostrophes, synonyms, rhyming words, phrases and clauses, conjunctions, prepositions, direct and indirect speech, adverbials, subordinate clauses.
- **Presentation Skills and Speaking & Listening**

These areas will be taught within the three Literacy strands:

1. Narrative
2. Non-Fiction
3. Poetry

Narrative

These units contain stories with historical settings, stories set in imaginary worlds, stories from other cultures, stories which raise issues/dilemmas and plays. The children will learn to:

- tell stories effectively and convey information coherently for listeners/readers
- create roles showing how behaviour can be interpreted from different viewpoints
- develop their ability to write in a script format
- comment on plays and performances, discussing effects and how they are achieved
- identify and summarise evidence from a text to support a hypothesis
- deduce characters' reasons for behaviour from their actions and explain how ideas are developed in non-fiction texts
- explain how writers use figurative and expressive language to create images and

atmosphere

- use settings and characterisation to engage readers' interest
- summarise material and ideas from different sources to write convincing and informative non-narrative texts
- show imagination through language used to create emphasis, humour, atmosphere or suspense
- choose and combine words, images and other features for particular effects
- organise texts into paragraphs to distinguish between different information or events
- use adverbs and conjunctions to establish cohesion within paragraphs
- clarify meaning and point of view by using varied sentence structure
- use commas to mark clauses and the apostrophe for possession
- write consistently with neat, legible and joined handwriting

Non-Fiction

These units contain accounts from newspapers and magazines; information texts, explanation texts and persuasive texts. The children will learn to:

- respond appropriately to the contribution of others in light of differing viewpoints
- take different roles in groups and use the language appropriate to them, including roles of leader, reporter and scribe
- create roles showing how behaviour can be interpreted from different viewpoints
- identify and summarise evidence from a text to support a hypothesis
- deduce characters' reasons for behaviour from their actions and explain how ideas are developed in non-fiction texts
- use knowledge of different organisational features of texts to find information effectively
- read favourite authors/genres and experiment with other types of text
- develop and refine ideas in writing using planning and problem-solving strategies
- summarise and shape material and ideas from different sources to write convincing and informative non-narrative texts
- choose and combine words, images and other features for particular effects
- organise text into paragraphs
- clarify meaning and point of view by using varied sentence structure
- use word-processing packages to present written work and continue to increase speed and accuracy in typing

Poetry

These units contain exercises in creating images and exploring poetry form. The children will learn to:

- respond appropriately on the contributions of others in the light of differing opinions
- use knowledge of phonics and word structure to spell new and unfamiliar words
- distinguish the spelling and meaning of common homophones

- explain how writers use figurative language to create images and atmosphere
- explore texts to deepen and clarify understanding and response
- develop and refine ideas in writing using planning and problem solving strategies
- choose and combine words, images and other features for particular effects
- write consistently with neat, legible and joined handwriting
- use word processing packages to present written work and continue to increase speed and accuracy in typing

The children will have weekly spelling tests based on their spelling ability and sentences to complete on a weekly basis in order to help their learning. They will have a reading book which they will be expected to read every day.

ICT is a major contributor to the teaching of English. Through the development of keyboard skills, and the use of computers, the children will learn how to edit and revise text. They learn how to improve the presentation of their work, by using desk-top publishing software.

Links with ICT

- Interactive whiteboard
- Internet research
- Using Microsoft Word to write and edit documents

PRIMARY 4

MUSIC

Three 1 hour lessons per fortnight

Music is a subject where the pupils can feel a sense of achievement. They can provide enjoyment for others and themselves. It is both relaxing and stimulating and helps develop reading skills, memory, recognition of patterns, co-ordination, interpretation and knowledge, teamwork and independence as well as a life-long enjoyment. Pupils' understanding of music is developed through activities that bring together Performing, Composing, Listening and Appreciation. Pupils perform solo/small groups and as a whole class. They will compose on their own and in small groups. They will be taught to play and sing a range of music and will listen to a variety of music to develop their knowledge of different styles, places and contexts.

Singing

- A wide range of songs in unison
- Begin to develop those skills required for part-singing and extend their aural vocabulary

Instruments

- Learn notes and time values and play with a musical sound
- Extend repertoire

Pupils are expected to provide their own recorders, clearly named, although there are some school recorders which are always sterilised and available to those who, for one reason or another, do not have a recorder in school.

Instruments

- Use percussion instruments, tuned and untuned
- Compose short rhythms and melodies and play from written music in parts
- Learn to play together through understanding of time values and listening to each other

The Prep department has a wide range of percussion instruments both tuned and untuned.

Learning and Listening

- Recognition of different instruments and of a variety of styles of music, mood and context
- We also use CDs, DVDs, videos and recording equipment

Movement

- Listen and move in time, responding to different rhythms
- Improvise short dances, working in small groups and performing to each other

Performing

There are many opportunities during the school year for performance. These include religious celebrations (Harvest, Christmas and Easter), end of year concerts, and concerts during the school year, assemblies and school productions. Informal performance is part of all music lessons, when pupils are expected to perform to each other, working in small groups and sometimes on their own. Solo work is encouraged but not obligatory.

Instrumental lessons are available (extra cost – bills sent by individual visiting teachers). These lessons are arranged to be before the school day, during breaktimes, lunchtimes and after school if possible. However, due to the large number of girls playing instruments, some lessons do occur during the academic timetable. Where this happens it is either on a rota system or during Art, Music or PE lessons. Girls are expected to catch up on any missed work.

How You Can Help

By taking an interest in the subject and encourage your child to do so. Check on homework and instrument practice.

PRIMARY 4

NUMERACY

Ten 1 hour lessons per fortnight

Number place value

- count in multiples of 6, 7, 9, 25 and 1000
- find 1000 more or less than a given number
- count backwards through zero to include negative numbers
- 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.

Number addition and subtraction

- add and subtract numbers with up to 4 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.

Number multiplication and division

- 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
- 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.

Number - fractions

- 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 of half, quarters.
- 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

Measure

- solve simple measure and money problems involving fractions and decimals to two decimal places.
- 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.

Geometry

- 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.
- 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.

PRIMARY 4

PHYSICAL EDUCATION

Four 1 hour lessons per fortnight

GAMES

To play small-sided invasion, striking and fielding and net/wall skills. To practise and improve attack and defence of a target in the above games. To demonstrate increasing control and accuracy in the skills of sending, receiving, striking & travelling with the ball. To develop an understanding of “possession” in invasion games; when to keep and when to pass.

Invasion

- Using a variety of goal types, revise and consolidate practises of scoring (attacking the target) and defending (the target and the opposition).
- Vary the type and size of ball used in these games; develop to include 4 v 4 etc
- Practise to improve the related skills of throwing, kicking, catching, controlling, carrying and dribbling with increasing demand for control and accuracy (eg. working in smaller spaces; narrowing the target; adding a time pressure; increasing the numbers in opposition)
- Play 2 v 1 “possession” games to explore and establish why, when and how to keep or release a ball

Striking/Fielding

- Larger uneven teams with fewer batters and more fielders
- Using a variety of line & point scoring games, revise & consolidate the “scoring” principle (creating space in the fielding area) & the “defending” principle (closing gaps in the fielding area).
- Practise to improve the related skills of striking, catching, retrieving, throwing and underarm bowling, with increasing demand for control and accuracy
- Link skills in pair and small group practises
- Structure small-sided games to lead in to recognisable regulation games (eg. cricket, rounders, badminton and tennis)

Net/Wall

Using small, divided court areas, revise and consolidate scoring points (by placing the ball into spaces away from the opponent) and defending own court (by recovering to a back, central position after a shot). Use co-operative practises to establish skills of hitting the ball over the net into target areas

- An ability to work with others in a team situation
- To practise and improve the skills associated with each game type
- To work both competitively and co-operatively
- To consolidate & develop the range and consistency of their skills in striking, fielding & net games
- Intercept & stop the ball with consistency, catch the ball, returning it quickly and accurately
- Choose and use a range of simple tactics and strategies
- Work co-operatively and encourage healthy competition against self and others
- Play games using a racket, getting their body into good positions, hitting a ball with some accuracy and increasingly keeping a rally going using a small range of shots

ATHLETICS

To revise and consolidate the skills of running, jumping and throwing. Developing scissor kick high jump technique and experiencing early Fosbury flop practice. ESAA Indoor Activities Key Stage 2 activities

Mini competitions and team events:

Running

- Short distances, longer distances
- low/higher hurdling
- shuttles

Jumping

- Standing long jumps
- High jump related activities
- Co-ordinated jumps using variations
- Step and jump; short run and jump

Throwing for Accuracy

- Large and small targets
- Throwing close to and further away from the target

Throwing for Distance

- One-handed, throwing underarm and overarm
- Two-handed, overhead, pushing from chest, slinging

GYMNASTICS

Practise agilities & actions that can be included in sequences, perform different combinations of these actions. Perform actions, body shapes and balances with a partner. Practise and refine performance. Work on tension, extension and transfer of weight. Devise, perform and repeat sequences that include travel, body shapes and balances. Adapt sequences to include apparatus and/or to suit a partner. Understand the importance of stretching exercises. Compare and contrast similar performances:

- Further develop basic gymnastics actions
- Perform a range of actions, agilities, body shapes & balances with consistency, fluency & clarity of movement
- Perform actions and skills more accurately and consistently
- Create and perform sequences within themes or conditions, using changes in speed, level and direction and clarity of shape; gradually increasing length
- Describe how the body reacts during different types of activity & how this affects performance
- Describe their own or others' work, making simple judgements about the quality of performances & suggesting improvements, valuing & supporting other people's ideas
- Using appropriate gymnastic language to assess the quality of movement
- Make similar or contrasting shapes on the floor/apparatus working with a partner
- Combine actions & maintain the quality of performance when performing with a partner
- Work with a partner to make up a short sequence using floor, mats and apparatus, showing consistency, fluency and clarity of movement

OUTDOOR AND ADVENTUROUS ACTIVITIES

These will include parachute games, Shuffle pack, Scavenge hunts, Rescues, Swamps, Photo orienteering and Orienteering:

- Orientate themselves and move with increasing confidence & accuracy when following trails & simple orienteering courses. Teach which way to hold a map and how to relate to the area
- Follow simple treasure hunts or trails, working on their own, in pairs and in small groups
- Use skills with control in problem-solving activities. Teach the children to plan what they are going to do. Alternative strategies. How to record information at the controls and to check their results
- Realise that activities need thinking through & recognise that planning is useful
- Choose sensible skills & approaches for the challenges set

- Meet the challenges effectively in teams; simple introductory team problem-solving activities
- Discuss symbols they will use
- Blindfold trust activities
- Understand how to work safely in each environment & with each other; follow guidance on safe practise
- Learn from their own and others' performances; what went well and what they enjoyed; how they worked with each other; did everyone contribute.

PRIMARY 4

PSHEE – PERSONAL, SOCIAL, HEALTH ECONOMIC EDUCATION

Half an hour session a week

We follow the PSHE Association guidelines and focuses. These are:

- 1) Health and Wellbeing
- 2) Relationships
- 3) Living in the wider world

The resource has been designed to develop children's social and emotional skills.

In Primary Two we focus on the key questions listed below

Autumn 1st Half Term – What makes our class a community? Which substances are dangerous for my body?

Autumn 2nd Half Term – What is respect?

Spring 1st Half Term – How do feelings affect us?

Spring 2nd Half Term – Can I change who I am?

Summer 1st Half Term – How will I change as I get older? How much am I worth?

Summer 2nd Half Term – How can my actions affect the wider world?

The children will have the chance to work as a whole class, in pairs, in small groups and individually, in discussion and written work.

PRIMARY 4

RELIGIOUS EDUCATION

Four 1-hour lessons per fortnight

Our Catholic ethos and values are manifest throughout the school and have their origins in the educational work begun by the Dominican Sisters of Stone in 1856. The Catholic faith lies at the heart of our foundation and is essential to the character of the school.

RE Lessons

Lessons include:

- prayer, discussion, written work, drama, singing, hymn practice and illustration.
- looking at other world religions celebrations and replica religious artefacts.
- building up our knowledge of the Bible and Bible references.

The work undertaken in Primary 4 uses the **Curriculum Strategy for Religious Education – “Come and See”**

The topics for the year are as follows:

Autumn Term

Domestic Church – People The family of God in Scripture
Baptism/Confirmation – Called Confirmation, a call to Witness
Advent/Christmas – Gift God’s gift of love and friendship in Jesus
Local Church – Community Life in the local Christian community.

Spring Term

Eucharist – Giving and Receiving Living in Communion
Reconciliation – Building Bridges Admitting being wrong, being reconciled with ourselves and others.
Lent/Easter – Self Discipline Celebrating growth to new life

Summer Term

Pentecost – New Life To hear and live the Easter message.
Universal Church – God’s People Different Saints show people what God is like.
Other Religions- Including Judaism, Islam, Hinduism and Sikhism.

PRIMARY 4

SCIENCE

Four 1 hour lessons per fortnight

Science stimulates children's curiosity about the world around them. It also satisfies their curiosity with knowledge. "The study of science teaches us how to be good at analysis. It trains our minds in a way that industry prizes..." (Brendan O'Neill, CEO Imperial Chemical Industries PLC)

The programme of study is linked to the National Curriculum and divided into six topics which will each be approximately a half-term in duration:

Moving and Growing

Skeletons, growing, how muscles work, how we move, what happens when we exercise, how our skeletons move, protect and support us.

Circuits and Conductors

Sources of power, complete circuits, safety with electricity, mains and battery power, electrical insulators and conductors, switches.

Keeping Warm

Temperature as a measure of hot and cold, using thermometers, how things cool down or warm up, thermal conductors and insulators.

Solids and Liquids

There are other liquids besides water; liquids flow and don't change their volume; powders are solids that behave like liquids; melting and freezing; different solids melt and freeze at different temperatures; reversible changes; soluble and insoluble solids; separating mixtures by sieving, filtering or evaporating.

Habitats

The seven life processes; living organisms; look at a range of different habitats and the organisms that live there; green plants as producers and animals as consumers; food chains; adaptation to the environment; finding food; grouping living things; identification keys.

Cross Curricular Links

Some lessons will take place in the computer room where the children will have opportunity to conduct their own Internet research and to use games and simulations to extend their understanding. Maths skills are put to practical use throughout the year as pupils learn to present and interpret data from a variety of tables and graphs. Science also links to Literacy as pupils learn to communicate their knowledge verbally and in writing.