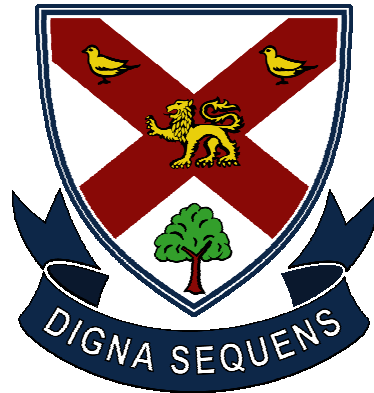


# Widford Lodge

Preparatory School



## Form 4 Curriculum Information Booklet

## **INTRODUCTION**

This booklet contains the curriculum information for your child for this academic year. Each subject is referred to and we hope that this gives you an insight into what your child is likely to experience this year, both in and outside the classroom. Please note however, that there has to be a degree of flexibility within this curriculum, depending on the individual needs of the children.

If you have any queries about anything that is or is not contained in this booklet, please see either myself or the relevant teacher.

Simon Trowell  
September 2011

**Widford Lodge Preparatory School**  
**From 4 Curriculum**

**English (Literacy) in Form 4**

**Fiction and Poetry:** historical stories short novels – the text that we will be using to cover this genre is ‘There’s a Pharaoh in our Bath’ by Jeremy Strong. ‘Stig of the Dump’ by Clive King. Stories about imagined worlds – ‘The Lion, the Witch and the Wardrobe’. Science Fiction: ‘The Spud from Outer Space’. Novels that cover a moral issue: ‘The Bed and Breakfast Star’.

**Other areas** to be covered are: playscripts and poems based on common themes. e.g. space, school, families, feelings and viewpoints. Classic and modern poetry Range of poetry in different forms: haiku, cinquain, couplets, lists, thin poems, alphabets, prayers, epitaphs and free verse.

**Non-Fiction:** a range of text types from reports and articles in newspapers and magazines: instructions. Persuasive writing: adverts, circulars, flyers. Debates and editorials. Information books and newspaper and magazine articles.

**Spelling / Vocabulary:** ‘Nelson Spelling Lists’ and words taken from literacy topics or novels. Regular dictation exercises based on some of the more challenging words from spelling lists and high frequency words. Spelling strategies, spelling conventions and rules.

**Grammar:** Verbs and irregular verb tense changes. Changing nouns and adjectives into verbs by adding a suffix –ate, ify etc Nouns, adjectives and adverbs. Punctuation exercises will include the use of: commas, apostrophes, dashes, hyphens, speech marks, colons, semi-colons. The use of connectives. Paragraphing.

**Handwriting:** joined handwriting – ensure consistency in size and proportion of letters and spacing between letters and words.

**Mathematics in Form 4**

Your child will continue to learn about place value – this means what each digit in a number represents. For example, 3,872 is 3000 + 800 + 70 + 2.

They will use this knowledge to extend number sequences and counting in steps, as well as understanding what happens when numbers are multiplied and divided by 10, 100 or 1,000. They will learn to order numbers, including decimals.

Your child will use the symbols > and < and give a number lying between two given numbers. They will round whole numbers to the nearest 10, 100 or 1,000.

Children will be introduced to negative numbers using number lines and thermometers.

Fractions will be extended to sixths, eighths, fifths, etc of shapes and numbers, together with fraction equivalents such as 2/6 = 1/3. They will recognise some decimal/fraction equivalents, such as 0.25 = 1/4.

Your child will be introduced to ratio and proportion.

Children will be encouraged to add and subtract mentally and in writing using methods such as:

- Number pairs totalling 100 eg 36 and 64
- Addition doubles eg 38 +38
- Partitioning into hundreds, tens and units, for example

$$698 - 343 = (600 - 300) + (90 - 40) + (8 - 3)$$

$$= 300 + 50 + 5 = 355$$

- Adding or subtracting nearest multiple of 10, 100 or 1,000 and adjusting, for example

$$74 + 58 = 74 + 60 = 134 - 2 = 132$$

- Adding and subtracting in sequence with an emphasis on place value, for example

358	672
+ 73	- 321
-----	-----
11 (units)	1 (unit)
120 (tens)	50 (tens)
300 (hundreds)	300 (hundreds)
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431	351

Only then will they progress to column addition and subtraction.

Your child should know by heart the 2, 3, 4, 5, 6, 7, 8, 9 and 10 times tables and the corresponding division facts eg 9 x 5 and divide 36 by 4.

They should solve multiplication and division questions mentally and in writing and understand remainders in division.

Children will partition numbers into tens and units to multiply, for example

$$32 \times 3 = (30 \times 3) + (2 \times 3)$$

$$= 90 + 6 = 96$$

Some children may use a grid method to help with multiplication.

For short multiplication, children will set out sums like this:

$$\begin{array}{r} 23 \quad \text{or} \quad 23 \\ \times 7 \quad \quad \times 7 \\ \hline 141 \quad 20 \times 7 \quad 21 \\ \underline{21} \quad 3 \times 7 \quad \underline{141} \\ 161 \quad \quad 161 \end{array}$$

leading to:

$$\begin{array}{r} \text{T U} \\ 23 \\ \times 7 \\ \hline 161 \\ \hline \end{array}$$

For short division they will set out sums like this:

$$96 \div 6$$

$$\underline{\quad\quad} \quad \underline{\quad\quad}$$

$$\begin{array}{r} 6 \overline{) 96} \quad \text{or} \quad 6 \overline{) 96} \\ - \underline{60} \quad 10 \times 6 \quad - \underline{72} \quad 12 \times 6 \\ \quad 36 \quad \quad \quad \quad 24 \\ - \underline{36} \quad 6 \times 6 \quad - \underline{24} \quad 4 \times 6 \\ \quad \quad 0 \quad \quad \quad \quad 0 \\ \text{Answer} = 16 \quad \quad \text{Answer} = 16 \end{array}$$

Children will have the opportunity occasionally to use calculators, always being encouraged to work out approximate answers first so that they can judge whether or not the calculator answers are accurate.

Children will continue to use analogue and digital time to the nearest minute, being introduced to 12 and 24 hour notation. This is a key concept that can be reinforced at home.

They will investigate “what if” statements and solve problems involving money, length, mass, capacity and time. It is important that they know relationships such as 1km = 1000m, 1 cm = 10mm, 1kg = 1000g, 1l = 1000ml, 100 cm = 1m.

Your child will measure and calculate the perimeter (total distance around) and area (surface covered) of simple shapes such as squares and rectangles.

2D and 3D shape knowledge will be extended to include: equilateral and isosceles triangles, heptagon, polygon, hemisphere, tetrahedron and polyhedron. Children will identify nets of common 3D shapes.

Other concepts covered in Form 4 include: symmetry and translations, positions on a grid, compass directions, a turn as 360 degrees and they will begin to learn to draw and measure angles, data in tables, graphs and charts such as tally charts, pictograms, bar charts, Venn diagrams and Carroll diagrams.

## **Science in Form 4**

### **Materials – Solids and Liquids**

In this unit children will learn about the differences between solids and liquids and recognise that the same material can exist as both solid and liquid. They will identify changes that occur when solids and liquids are mixed and how to separate undissolved solids from a liquid. They will learn that melting and dissolving are different and recognise that when a solid dissolves it is still there.

*Experimental and investigative work focuses on: deciding what apparatus to use, making and recording observations and measurements and drawing conclusions.*

### **Moving and Growing**

Through this unit children will learn about how the skeleton is related to movement and support in humans and what happens to the skeleton and muscles as they move. They also compare human bones and skeletons with those of other animals.

*Experimental and investigative work focuses on: turning questions into a form that can be investigated and collecting sufficient evidence, making observations, measurements and comparisons and interpreting evidence.*

## **Habitats**

Through this unit children will begin to understand the concept of a habitat, how it provides organisms found there with conditions for life and how animals depend on plants or other animals that eat plants for food.

*Experimental and investigative work focuses on: turning ideas into a form that can be tested, making a prediction, making observations, deciding whether the evidence supports the prediction and suggesting explanations in terms of their knowledge of science.*

## **Friction**

In this unit children will build on their existing knowledge of forces and learn that forces can be measured and compared. The unit focuses on friction as a force, which exists between objects moving across solid surfaces and opposes motion, and the forces of air resistance and water resistance, which oppose the motion of objects moving through air and water.

*Experimental and investigative work focuses on: deciding what evidence should be collected when planning and carrying out a fair test, making measurements using a forcemeter, looking for patterns in result and interpreting and suggesting explanations for these.*

## **Keeping Warm**

Through this unit children will build on their ideas about temperature as a measure of how hot or cold objects are and learn about thermal insulators as materials, which can help to keep things warm or cool.

*Experimental and investigative work focuses on: turning ideas into a form that can be investigated, using thermometers to make careful measurements of temperature, identifying and suggesting explanations for patterns and trends in results and using results to draw conclusions.*

## **Circuits and Conductors**

This unit builds on children's previous practical experience of making circuits and extends their understanding of circuits, conductors and insulators and the need for a complete circuit in order for a device to work. Children are introduced to ways in which they can vary the current in a circuit.

*Experimental and investigative work focuses on: using ideas about circuits to construct circuits and investigate how they work and using results to draw conclusions.*

## **Geography in Form 4**

### **Improving the Environment:**

- What does the term environment mean?
- Identify different areas around the school – how can they be improved?
- Carry out surveys and collect photographic evidence.
- Map the location of rubbish bins – do we have enough?
- Recycling – visit form 'Waste Busters'.
- How do Land Fill Sites work? Are they a good idea?
- How can we care for different environments?
- What can we do to reduce pollution?

### **Village Settlers**

- Early development of the village.
- Evidence found on maps.
- Villages today.
- Why villages are set up.
- What resources do you need to settle in a place?

### Water

- Local water sources.
- Water around the world.
- Water around the school.
- Moving water around.
- How water is used.
- Household water use.
- Field visit to Abberton Reservoir.

### **History in Form 4**

#### The Romans:

- Where the Romans fit in a chronological framework.
- Why did the Romans invade Britain?
- Describing the Roman way of life and comparing it to ours today.
- Learn about Boudicca's revolt.
- Know that there are conflicting opinions about some aspects of history.
- Observe evidence that tells us how the Romans lived.
- What has survived from the Romans settlement in Britain?
- Visit St Albans.

#### The Saxons:

- Why did the Saxons want to come to Britain?
- Describing the Saxon way of life.
- Visit Sutton Hoo and discuss the findings.
- Use images of Saxon artefacts to predict how the Saxons lived.

#### The Vikings:

- How the Vikings got across to Britain?
- How the Vikings lived while they were here?
- Research some famous Vikings.
- What the Vikings did for us today?

### **Art, Design & Technology in Form 4**

#### Drawing & painting

- Responding to a story as a starting point for imaginative work.
- Using viewfinders to make detailed, analytical observational drawings.
- Selecting and recording observations of linear patterning in natural objects.
- Using landscape and responding to the work of John Brunsdon as a starting point.
- Working on a multi-shaped and textured surface.
- Making practical responses to the work of Georgia O'Keefe and techniques used by J.M.W. Turner.

#### 3D

- Casting forms using brown, gummed tape.
- Investigating different designs and matching these to purpose.
- Experimenting with clay coils to make a 3D form.

#### Collagé

- Responding to the work of Henri Matisse's 'The Dance'.
- Exploring the purposes and intentions of the artist Andy Warhol (Popular Images and Multiple Images).

- Responding to the facial images produced by the artist Francis Bacon (Distorted Portraits).

#### Printmaking

- Exploring and developing designs based on African printmaking.
- Transposing designs into monoprints, then onto Press Print relief blocks.
- Making collograph blocks using African prints as a starting point for designs.
- Printing onto a range of surfaces.

#### Money Containers

- In this unit children learn how textiles containers eg purses, wallets and belt bags are designed for different purposes and different users. They design patterns/templates, and join and reinforce fabrics. Children develop their designing skills when evaluating products and use this information to generate their own ideas and identify design criteria. They communicate their early ideas through modelling with paper or inexpensive fabric, and use decorative techniques e.g. dyeing and embroidery.
- This unit could be adapted to focus on bags for different purposes eg pencil cases, simple bags, insulated bags for cold drinks, or water-proof bags for swimwear.

#### Storybooks

- Researching the content, designing and making a book that is finished to a high standard, with pages that incorporate moving parts, including linkages and levers.
- Developing an understanding of linkage-type mechanisms through investigating a range of products such as books or greetings cards.
- Through focused practical tasks, developing further skills and understanding relating to the construction and assembly of a range of simple mechanisms that can be incorporated into a book with moving parts.

#### Lighting it up

- Applying knowledge about electric circuits in a purposeful way by designing and making a simple torch or lighting for a poster or a display.
- Defining a set of clear specifications for the light by considering who will use it and the conditions under which it might be used.
- Also, considering how the light can be controlled by designing and making their own switch.

### **Information and Communication Technology in Form 4**

#### Writing for different audiences

- Reorganising text to make the meaning clearer.
- Amending text through inserting and replacing text.
- Using a spellchecker.
- Amending text using find and replace.
- Editing and reorganising text using different presentation ideas.

#### Developing images using repeated patterns

- Using a stamp tool in an art and graphics package.
- Using different brush sizes in an art and graphics package.
- Copying and resizing images to make a 'duvet' cover pattern.
- Using the symmetry and reflection effects in an art and graphics package.
- Flood filling shapes reproduced from hand drawings.

- Using art and graphics skills to make a Collagé picture.
- Dividing set of objects with yes/no questions.
- Searching a database.
- Using a branching database to organise, reorganise and analyse information.

#### Branching databases

- Dividing set of objects with yes/no questions.
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#### Modelling effects on screen

- Linking a floor turtle to the screen turtle.
- Following and inputting commands and instructions.
- Writing a command for pre-drawn shape.
- Using the repeat command.
- Using and writing procedures.
- Using repeated procedures to produce a desired outcome.

#### Collecting and presenting information: questionnaires and pie charts

- Designing a questionnaire.
- Creating pie charts.
- Creating line graphs.
- Interpreting and analysing information in graphs and charts.

#### Manipulating sound

- Recording of sounds
- Using symbols to organise and reorganise sounds
- Combining electronic and live sounds
- Using ICT to create, organise and reorganise sounds

#### Internet Safety

- Web-browsing
- Email
- Chat Rooms
- Instant Messaging
- On-line forums
- SMS/Text messaging
- Personal on-line space

### **Physical Education and Games in Form 4**

#### Games

Girls – Rounders, Hockey and Netball

Boys – Contact Rugby, Football and Cricket

### Outdoor activities

- Work in a team
- Perform skills effectively
- Problem solve
- Evaluate performance
- Use a map to navigate
- Decision make

### Gymnastics

- Importance of warm up and cool down
- Safely set up and put away equipment
- Safely dismount
- Improve balance and co-ordination
- Improve flexibility
- Perform movement tasks to their own ability, including rolling and sequencing activities

### Dance

- Develop body awareness
- Awareness of weight and time
- Develop co-ordination
- Listen to beats and percussion and move to them
- Travel in a variety of ways
- Change speed and direction
- Plan, practice and perform a sequence of moves
- Work in a group
- Evaluate performances

### Tennis

- Importance of warm up and cool down
- Develop movement and co-ordination skills
- Develop hand-eye co-ordination
- Develop balance
- Introduce forehand, backhand, volley and serving skills
- Understand basic scoring methods

### Athletics

- Importance of warm up and cool down
- Develop movement and co-ordination skills
- Introduce athletic events
- Develop the techniques needed to jump, throw and run.

### Swimming

- Using the pool safely
- Developing front-crawl, breast-stroke and back-crawl
- Participating in a variety of water games
- Developing an awareness of water safety
- Developing the ability to sustain a stroke over a set time

## **Personal Health and Social Education in Form 4**

### Personal Development

- Developing good relationships and respecting the differences between people.
- Recognise how people's behaviour affects other people.
- Listen to other people and work and play cooperatively.
- Family and friends should care for each other.
- Bullying is not acceptable!

### Citizenship

#### Lifestyle:

- Health and hygiene.

#### Relationships

- Friendships.
- Stereotyping.

### **MFL in Form 4 (French)**

#### **Vocabulary and grammar topics**

##### Autumn Term - Unit 3 (cont.): En famille (family)

- Using 'mon / ma / mes' with family nouns
- My family: saying their names, ages, where they live

##### Autumn / Spring Term - Unit 4: Les animaux (Animals)

- Pets & farm animals: singular / plural
- Using positive / negative phrases: j'ai / je n'ai pas, c'est / ce n'est pas
- Nos. 32-49
- Cultural: Noël
- Wild / zoo animals
- Using le, la, l', les + question: 'Qui?'
- Regular / irregular plurals of nouns

##### Spring / Summer Term - Unit 5: Mon anniversaire (My birthday)

- Nos. 50-60
- Revising: months, seasons, birthday
- Cultural: Mardi Gras / le Carnaval
- Telling the time: (analogue: o'clock, half past)
- Birthday celebration
- Expressing likes / dislikes (food & drink)

##### Summer Term - Unit 6: Qu'est-ce que tu veux? (What would you like?)

- Buying food for a party
- Understanding prices (euros)
- Nos. 61-79

### **Music in Form 4**

The children will learn a number of songs that have a topical or seasonal relevance or that are in preparation for a school concert or production

#### **Autumn Term**

- Exploring rhythmic patterns
- Exploring musical arrangements

**Spring Term**

- Exploring melodies and scales
- Exploring sound colours

**Summer Term**

- Exploring musical signals
- Exploring descriptive sounds

<p><u>Christmas Term - First half</u></p> <p><u>Unit of Study: Play it Again</u></p> <p>Children will learn:</p> <ul style="list-style-type: none"> <li>• About repeated rhythmic patterns</li> <li>• How rhythms can be described through symbols</li> <li>• About rhythmic patterns based on the spoken phrase</li> </ul>	<p><u>Christmas Term - Second half</u></p> <p><u>Unit of Study: The Class Orchestra – Exploring arrangements</u></p> <p>Children will learn:</p> <ul style="list-style-type: none"> <li>• About musical accompaniments</li> <li>• To explore melodic phrases</li> <li>• To explore rhythmic phrases</li> <li>• To consider the intended effect of repeated patterns</li> <li>• About expressive use of musical elements</li> <li>• How to present a class performance</li> </ul>
<p><u>Easter Term-First half</u></p> <p><u>Unit of Study: Dragon Scales</u></p> <p>Children will learn:</p> <ul style="list-style-type: none"> <li>• That melodies are made of intervals that are steps, leaps or repeated notes</li> <li>• About the structure of melodies</li> <li>• To explore melodic phrases</li> <li>• About melodies based on scales</li> <li>• To sing melodies that fit together</li> <li>• To use and apply musical knowledge</li> </ul>	<p><u>Easter Term - Second half</u></p> <p><u>Unit of Study: Painting with Sound – Exploring sound colours</u></p> <p>Children will learn:</p> <ul style="list-style-type: none"> <li>• That music, like pictures can describe images and moods</li> <li>• To relate sounds to visual images</li> <li>• To select appropriate instruments to create an image</li> <li>• How sounds can be combined to create textures</li> <li>• How mood and emotion can be illustrated in music</li> </ul>
<p><u>Summer term - First half</u></p> <p><u>Unit of study: salt, pepper, vinegar and mustard – Exploring signals</u></p> <p>Children should learn:</p> <ul style="list-style-type: none"> <li>• To recognise sound signals</li> <li>• About musical signals</li> <li>• How a repeated pattern can be used as a compositional tool</li> <li>• To set words to music</li> </ul>	<p><u>Summer Term – Second half</u></p> <p><u>Unit of study: Animal Magic – Exploring descriptive sounds</u></p> <p>Children should learn:</p> <ul style="list-style-type: none"> <li>• To identify how music can be used descriptively e.g. to represent various animal characteristic</li> <li>• How to use musical elements to describe animals</li> <li>• How to match sound and movements descriptively</li> <li>• How to use a narration with sounds and movement</li> </ul>

## **R.E. In Form 4**

### Autumn

Dr Martin Luther King  
Abraham's journey to the Promised Land  
The Jewish festival of Sukkot  
God's promise to Abraham, the father of the Jewish people  
Joseph brings the descendants of Abraham to Egypt  
The early life of Moses  
Moses and the burning bush  
God sends plagues upon the Egyptians  
Escape from slavery  
Saint Francis of Assisi  
The Christmas Crib  
Symbolic aspects of the 'Nativity Story'

### Spring

The significance of the Bible  
The origins and contents of the bible  
John baptises Jesus  
Jesus calls four fishermen and a tax collector  
The 12 disciples  
Temptation  
Jesus enters Jerusalem  
The Last Supper and the arrest in the Garden of Gethsemane  
The Crucifixion and the Resurrection

### Summer

Dr Barnardo  
Moses receives the Ten Commandments  
The Ten Commandments  
Sunday worship  
Shabbat  
Jewish food laws and the Kosher home  
Making sacrifices  
Miracles  
The two greatest commandments, according to Jesus.