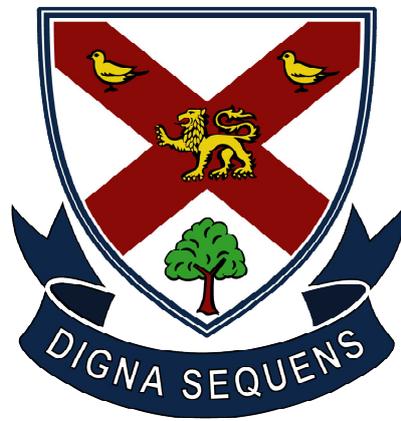


Widford Lodge

Preparatory School



Form 4 Curriculum Information Booklet

INTRODUCTION

This booklet contains curriculum information relevant to your child for this academic year. Each subject is referred to and we hope that it gives you a useful insight into what your child is likely to experience at school this year. However, please note that there has to be a degree of flexibility within this curriculum, depending on the individual needs of each child.

We are proud to be a Forest School from September 2018. Every pupil in the school will take part in a one hour on-site Forest School session each half term.

We have also provided some of the rules and details of the expectations we have of pupils, to ensure the school runs smoothly. There is also a breakdown of the subjects and homework.

If you have any queries about anything in this booklet, or any other issues, please see either myself or the relevant teacher.

Michelle Cole
September 2018

Allocation of lessons in Form 4

There are 50 lessons per week, each of 30 minutes duration. In addition to this, children spend 15 minutes three times a week reading, either in silence or aloud to a teacher. On Tuesday afternoons, all children in the Prep school take part in 45 minute activities sessions on a rota basis, grouped with children from other classes and year groups. Activities include cooking, gardening, drama, philosophy, team games and current news stories. The allocation of lessons in Form 4 is as follows:

Subject	Allocation	Subject	Allocation
Maths	10	R.E	2
English	10	Music	2
Science	4	MFL	2
Art/DT	4	Thinking Skills	2
Computer Science	2	P.E & Games	7
History	2	PSHE	1
Geography	2		

Homework in Form 4

Pupils are expected to read daily, to practise spellings for the weekly tests and to revise times tables regularly.

They will receive Maths homework twice a week, English homework twice a week and one Science based homework per week. Pupils are expected to spend around 30 minutes on each homework task. One Maths task is usually non-written for the first half of the year, for example ActiveLearn tasks or practising times tables.

WHAT DO WE EXPECT FROM WIDFORD LODGE PREP SCHOOL PUPILS?

- **That they will line up quietly**

This is especially important when waiting to go into assembly and at the end of break times. When waiting outside a classroom you may talk quietly but as soon as the teacher arrives you must stop talking and ensure you are in an orderly line, ready to enter the classroom.

- **That they will enter the classroom, ready for the lesson to start**

When entering the classroom you should go straight to your seat with minimal fuss and noise. You should stand behind your chair in silence, ready to greet the teacher. After saying Good Morning/Afternoon you should sit down in silence, ready to listen to instructions.

- **That they will be prepared for lessons**

It is important that you bring your pencil case, prep diary, folder and any homework to lessons. Make sure you have your book and diary for reading sessions. Think ahead and when possible put your pencil case and folder in the classroom ready for your next lesson. You should have the right kit and equipment for PE/Games lessons.

- **That they will use their Prep Diary**

Do make a note of homework tasks each day so you don't forget what needs to be completed. You may also use your diary to remind you of important events, matches etc. Do not doodle or scribble in your diary. Only write in pencil or black pen. Make sure you have a Star Sheet clipped inside the cover of your Prep Diary.

- **That they will work hard and not distract others**

Try your best. Complete work neatly. Concentrate, listen to information, ask questions if you don't understand. Do not start chatting just because the teacher is busy working with a group or writing on the board.

- **That they will look after equipment and leave classrooms tidy at the end of each lesson**

Tidying up is not the start of break time – it is an important part of the lesson. Listen to instructions from the teacher. Work with other people on your table to hand in books and clear away equipment in the most efficient way. When you think you are ready, sit quietly in your seat and wait to be dismissed by the teacher.

- **That they will wear their uniform with pride**

Wear the correct uniform every day. Remember to wear your cap/hat. Be smart - tuck your shirt in. If you have lost or forgotten an item of clothing then explain/apologise to a teacher and be proactive in trying to find lost items. Tie long hair back with plain hairbands in black/brown/school colours. Nail varnish should be removed. Only school badges should be worn on blazer lapels.

- **That they will plan 'comfort breaks' so they do not need to miss lessons**

Wherever possible, go to the toilet and have a drink during break times or between lessons. At break time, do not wait until the bell has gone to line up at the water fountain. You may bring your own drink to lessons but it should be water not juice.

- **That they will move around the school in a purposeful manner**

For safety reasons, you should not run around the school unless you are in the playground. When moving from lesson to lesson you should walk quickly without chatting too much. Keep to the paths – avoid walking on the grass. Take care down the back alley and be prepared to give way to others. Do not loiter in the classrooms/changing rooms when you are supposed to be in the playground.

Mathematics in Form 4

Please refer to our calculations policy available on the school website for details of the mental and written methods used 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 become familiar with Roman numerals including how to write the dates in years.

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, including decimals. They will learn to order numbers, including decimals.

Decimal values including tenths and hundredths are introduced and pupils will compare decimals and round them to the nearest whole number.

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 $\frac{2}{6} = \frac{1}{3}$. They will recognise some decimal/fraction equivalents, such as $0.25 = \frac{1}{4}$. Children will add and subtract fractions with the same denominator and will solve simple measure and money problems involving fractions and decimals.

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 ones, 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 (ones)	1 (one)
120 (tens)	50 (tens)
300 (hundreds)	300 (hundreds)
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, 10, 11 and 12 times tables and the corresponding division facts eg 9×5 and divide 36 by 4. They will recognise and use factor pairs.

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

Children will partition numbers into tens and ones 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:

23	or	23
x 7		x 7
141		21
21		141
161		161

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:

$$96 \div 6$$

$$? \times 6 = 96$$

$$10 \times 6 = 60$$

$$36$$

$$6 \times 6 = 36$$

Answer = 16

Children will occasionally have the opportunity 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, including 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, time and temperature. 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, isosceles and scalene triangles, heptagon, polygon, hemisphere, tetrahedron and polyhedron. Children will identify nets of common 3D shapes. They will identify acute and obtuse angles and will compare angles by size.

Other concepts covered in Form 4 include: symmetry and translations, plotting and reading co-ordinates on a grid, compass directions, a turn as 360 degrees, data in tables, graphs and charts such as tally charts, pictograms, bar charts, Venn diagrams and Carroll diagrams.

English: Form 4

Each week your child will have a selection of English lessons, which cover five different areas. These are spelling, writing, handwriting, grammar and comprehension work. Speaking and listening skills are embedded throughout these areas.

Speaking and Listening:

- Listen and respond appropriately to adults and their peers.
- Ask relevant questions to extend their understanding and knowledge.
- Use relevant strategies to build their vocabulary.
- Articulate and justify answers, arguments and opinions.
- Give well-structured descriptions and explanations
- Maintain attention and participate actively in collaborative conversations
- Speak audibly and fluently with an increasing command of Standard English
- Participate in discussions, presentations, performances, role play, improvisations and debates.
- Consider and evaluate different viewpoints, attending to and building contributions of others.

Spelling:

We will be covering the words and spelling rules as suggested in the New National Curriculum. This year we are using the CGP workbooks for further exercises to reinforce what is suggested in the N.C.

The children will learn to spell by:

- using prefixes and suffixes and understand how to add them
- spell common homophones
- spell words that are often misspelt
- spell words with regular plurals and words with irregular plurals
- use the first 2 or 3 letters of a word to check its spelling in a dictionary
- write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.
- learning the words as suggested by the New National Curriculum.

Handwriting:

We follow the Nelson Handwriting Scheme and will continue to practise letter formations in cursive writing. The children learn to use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.

The children will increase the legibility, consistency and quality of their handwriting.

Children are encouraged to use the correct pencil grip and cursive writing form throughout Form 4. We always encourage the children to present their work to the highest standard. The children have formal lessons in class on letter formations and joins. The children will be entitled to write in pen if they pass a test and receive a 'Pen Licence'.

Writing:

Children are encouraged to write during group work and independently, usually on a daily basis. Children will be taught to use punctuation and grammar correctly. They will learn the techniques and layout of story writing, factual report writing and letter writing. They will write on themes that arise from the novels, poetry and short stories studied in class.

Children will be taught to develop positive attitudes towards and stamina for writing by:

- planning their writing
- discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
- discussing and recording ideas
- composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures
- organising paragraphs around a theme
- in narratives, creating settings, characters and plot

- in non-narrative material, using simple organisational devices [for example, headings and sub-headings]
- assessing the effectiveness of their own and others' writing and suggesting improvements
- proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
- proof-read for spelling and punctuation errors
- read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.

Grammar:

Pupils should be taught to develop their understanding by:

- extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although
- using the present perfect form of verbs in contrast to the past tense
- choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
- using conjunctions, adverbs and prepositions to express time and cause
- using fronted adverbials
- learning the grammar for Form 4 in N.C
- using commas after fronted adverbials
- indicating possession by using the possessive apostrophe with plural nouns
- using and punctuating direct speech
- using and understand grammatical terminology accurately and appropriately when discussing their writing and reading.

Reading:

Children will be heard on a regular basis and are encouraged to read regularly at home. We have a wide variety of reading books and in Form 4 some of the children will be using the 'Book Bag Scheme'. As the children become more confident readers they will progress to books from the library and from several schemes that we have in school. In reading lessons the children will develop positive attitudes to reading and understanding of what they read by:

Word Recognition:

- continue to apply phonic knowledge and skills until reading is fluent
- read accurately words of two or more syllables
- read words containing common suffixes
- read further common exception words
- read most words quickly and accurately
- read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation
- re-read books to build up their fluency and confidence in word reading
- apply their growing knowledge of root words, prefixes and suffixes
- read aloud and understand the meaning of new words they meet
- read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.

Comprehension:

The children will develop positive attitudes to reading and understanding of what they read by:

- listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- reading books that are structured in different ways and reading for a range of purposes
- using dictionaries to check the meaning of words that they have read
- increasing their familiarity with a wide range of books; including myths and legends, and retelling some of these orally
- identifying themes and conventions in a wide range of books preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
- discussing words and phrases that capture the reader's interest and imagination
- recognising some different forms of poetry [for example, free verse, narrative poetry]

- understand what they read, in books they can read independently
- checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context
- asking questions to improve their understanding of a text
- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- predicting what might happen from details stated and implied
- identifying main ideas drawn from more than one paragraph and summarising these
- identifying how language, structure, and presentation contribute to meaning
- retrieve and record information from non-fiction
- participating in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.

Comprehension Exercises:

This will be completed during class lessons in preparation for exams and as homework. We have several text books that are used as part of the children's comprehension work. 'Galore Park' is a text book that we have recently purchased; it has been written for Independent Schools and is used to challenge the children to think laterally in their reading comprehension exercises.

Children will be encouraged to read the questions carefully, understanding what is required for an answer, either factual information from the text or their personal opinion. The children will be taught the layout required and technique of answering in full sentences and using the text for the answers; this is to ensure they have a solid understanding of the text read and the vocabulary used.

Fiction Studies:

At some stage during the year the children will study the following authors and genres:

- Author study:
 - Historical stories/short novels – 'Stig of the Dump' by Clive King.
 - Stories about imagined worlds – 'The Lion, the Witch and the Wardrobe' -C.S.Lewis
 - Science Fiction: 'The Watertower' (Picture Book)
 - Novels that cover a moral issue - 'The Bed and Breakfast Star'. Extended writing, descriptive passages.
 - Classic text – 'Danny the Champion of the World'. Text analysis, extended chapter writing, application of figurative devices.
- Poetry:
 - Classic and modern poetry: comparison of poetic devices.
 - Range of poetry in different forms:
- Non-Fiction Studies:
 - A range of text types from reports and articles in newspapers and magazines: instructions
 - Persuasive writing: adverts, circulars, flyers
 - Text Organisation
 - Explanatory texts
 - Debates and editorials.
 - Information books and newspaper and magazine articles.

Science in Form 4

In the Prep School children will have 2 hours of Science a week. They have a brief test at the end of each topic, then an exam set in the mid and end of year exams.

Safety in the Laboratory

Children will learn the Widford Lodge Laboratory Rules. They will relate safety in the laboratory to safety in the home. They will become familiar with and learn about different types of laboratory apparatus and begin to recognise and identify different hazard symbols.

Working Scientifically

Please find below the scientific skills and topics, with a brief description of what we hope each child will attain. They will develop scientific skills by:

- Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables.
- Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions.
- Using straightforward scientific evidence to answer questions or to support their findings.
- Asking relevant questions and using different types of scientific enquiries to answer them.
- Identifying differences, similarities or changes related to simple scientific ideas and processes
- Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions.
- Setting up simple practical enquiries, comparative and fair tests.
- Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.
- Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers.

Changes of State

- Can you identify the properties of materials?
- What is a solid?
- What is a Liquid?
- What is a gas?
- What is a state of matter?
- How can we change a state of matter?
- What is a boiling/freezing point?
- Can we separate materials using evaporation?
- How is condensation formed?

Sound

- What is sound?
- How does sound travel?
- How does sound travel through different materials?
- How can sound be muffled?
- What is pitch?
- How can pitch be altered?
- What is loudness/volume?
- How do different instruments create sounds?
- How do our ears work?

Electricity

- What is electricity?
- What appliances use electricity?
- Can I construct a series circuit?
- What symbols do components in a circuit have?
- Can I identify which circuits will light a lamp?
- Can I use a switch to make a lamp light in a simple circuit?
- What materials make the best conductors?

Human Nutrition

- Why do our bodies need food?
- What does the human digestive system look like?
- How is food broken down in the digestive system?
- What sort of teeth do we have?
- Why do we have different types of teeth?
- How can we keep our teeth healthy?

Living Things and their Habitats

- How can we group living things?
- Can I use classification keys to group and identify living things?
- How are plants classified?
- How do habitats change throughout the year?
- How can humans impact on different environments?

Geography in Form 4

Children will develop their mapping skills, including the use of four figure grid references and will use appropriate geographical vocabulary. They will develop their knowledge and understanding of places, patterns and processes through the following topics:

Improving the Environment:

- What does the term environment mean?
What does endangered and extinct mean?
- What is a food chain?
- Survey- Identify different areas around the school – how can they be improved?
- How do Land Fill Sites work? Are they a good idea?
- Why are rainforests important?
- What is pollution and how do we reduce it?
- What does bio-degradable mean and what is the Greenhouse effect?

Village Settlers

- What does Settlement mean?
- Early development of the village.
- How settlements develop.
- Evidence found on maps.
- Villages today.
- Why villages were set up.
- What resources do you need to settle in a place?

South America

At the start of lessons across the year, children will also learn about locations of countries found in South America.

Water

- Local water sources.
- Water around the world.
- Water around the school.
- Moving water around.
- How water is used.
- Household water use.
- Trip to Anglian Water.

History in Form 4

These are the History topics that the children will be learning about in Form 4. As well as studying these key questions, the children will be also be working towards a better sense of chronology, to know when these events occurred and the dates of important events. Children will also be introduced to different sources of evidence: primary and secondary. They will learn that we only understand the past by looking at and studying different types of evidence. The children will be given opportunities to study and interpret different types of evidence for themselves and to think about the reliability of them.

The Romans

- Where did the Romans come from?
- Why did the Romans invade Britain?
- How did the Romans organise their way of life? Do we still see any evidence of their influence today?
- What has survived from the Roman settlement in Britain?
- Who was Boudicca and why did she lead an army against the Romans?
- Why did the Romans leave Britain?

The Saxons

- Why did the Saxons want to come to Britain?
- How did the Saxons live?
- What impact did the Saxons have on the country?

The Vikings

- Where did the Vikings come from?
- How did the Vikings get across to Britain?
- How did the Vikings live while they were here?
- What happened at The Battle of Maldon?

The Normans

- Why did the Normans invade England?
- Where did they come from?
- Who was William The Conqueror?
- What is The Bayeux Tapestry? When was it made and where is it now?

Kings and Queens of England

- Who are the people who have ruled our country?
- Who has reigned for the longest/shortest amount of time?
- What is a Jubilee?
- Who is in the current line of succession?
- Children will undertake their own individual research about a monarch of their choice.

Art, Design & Technology in Form 4

Introduction

The Art Design and Technology curriculum has been divided into study units with an emphasis towards either Art and Design or Design and Technology. Specific themes may be adapted to compliment topics in other curriculum areas, but will include the Drawing, Painting and 3D, plus either Printing or Collage from the Art based units and at least two of the Design and Technology units

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.

Collage

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

Learning how textiles containers eg purses, wallets and belt bags are designed for different purposes and different users. Designing patterns/templates and learning to join and reinforce fabrics.

This may be adapted to focus on bags for different purposes eg pencil cases, simple bags, insulated bags for cold drinks, or iPod/iPhone case.

Castles

Researching the design and development of castles (real and imaginary). Developing understanding of structures by designing and making static models from sheet and reclaimed materials.

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.

Computing in Form 4

Digital literacy

Using the Internet: using search engines to find a range of relevant websites; analyzing search engine result lists by looking at the web address and site summaries for clues; searching for relevant text and images on the Internet to questions on a topic

Digital communication: history/types of; safe use of digital communications.

Edmodo: virtual learning environment (VLE); logging in, joining groups and changing profile settings; completing tasks and assignments and uploading to 'backpack', messaging groups; replying and commenting; uploading images/attachments/URLs

Internet safety: Think-u-know cyber café – staying safe while web-browsing or using: e-mail, chat rooms, instant messaging (IM), on-line forums, SMS/Text messaging, personal on-line space

Information technology

Reorganising and amending text through inserting and replacing; using spellcheck, editing using 'find' and 'replace', inserting bullets and numbering; exploring a variety word-processing/presentation/publication applications.

Using different brush sizes/strokes, understanding background/foreground; flip/rotate; grids and layers; applying filters (gaussian blur), colour-picker and magic wand tools and inserting and switching between layers

An introduction CAD: basic shapes, lines arcs and nodes; import images, masks and text manipulation

Creating linear presentations, interactive games and activities; recording sound; using symbols to organize and reorganize sounds

Simple databases: collecting and sorting information in an organised way using fields and record cards; exploring record cards stored as numbers; creating and searching databases; using database information to create bar charts; using a database and a bar chart to sort, classify and present information

Computing and programming

Algorithms: definition, writing & flow-charting

Control & modelling: exploring simulations and the effects of changing variables

Writing programmed sequences, including repeat loops, conditionals and while events.

LOGO programming: using LOGO commands to control a screen 'turtle'; understanding syntax, execute/run and debugging; using repeat (loops); creating and embedding procedures; introducing variables and calculation.

Physical Education and Games in Form 4

Games

Traditionally, girls play cricket, hockey and netball and boys play tag rugby, football and cricket. There is the option for girls and boys to change between these if they wish.

General fitness is completed at the beginning of the lesson in the warm up and throughout the lesson.

Term	Autumn 1st	Autumn 2nd	Spring 1st	Spring 2nd	Summer 1st	Summer 2nd
Sport	Orienteering and Adventurous Activities	Gymnastics	Dance	Racket sports	Athletics & Swimming	Athletics & Swimming
Details	Children learn basic orienteering skills around the school site, and tackle a variety of problem-solving activities. They take part in team building challenges that really test their physical, mental and co-operative skills.	Gymnastic activities provide an excellent opportunity to improve strength and flexibility. Progression is very much determined by the ability of the child. We follow the British Gymnastics Proficiency awards scheme which is the National Governing Body for Gymnastics in the UK.	Children learn and perform increasingly complex sequences of movements to a variety of styles of music. They help to choreograph group and whole class dances.	Children continue to work on forehand, backhand and volleying skills. They also practise serving. They play doubles and singles games, keeping score themselves. They are also introduced to other net games such as table tennis and badminton.	Children not only participate in sprints, long distance running, relays, high jump, long jump and throwing activities but are also expected to judge and measure performances. Much credit is given to any child who beats their 'personal best' and the children really do encourage each other. Standards are recorded which go towards the House Sports day competition.	We continue to develop stroke technique and style. Children are expected to swim greater distances, increasing stamina in the water. They are introduced to basic survival and rescue techniques.
Kit needed	White shorts and white polo tops. Tracksuits to be worn in colder weather conditions as we are outside. A drinks bottle.	White shorts and white polo tops No baselayers needed. A drinks bottle.	White shorts and white polo tops No baselayers needed. A drinks bottle.	White shorts and white polo tops. Tracksuits to be worn in colder weather conditions as we are outside. A drinks bottle.	White shorts, white polo tops and a blue sunhat. A drinks bottle.	Girls should wear a navy one piece costume. Boys should wear navy trunks (no baggy shorts please). Swimming Hat.

Personal, Social, Health and Economic Education in Form 4

At Widford Lodge we promote wellbeing alongside academic achievement. Where the relationships between wellbeing and learning are recognised and developed, children thrive. PSHEE makes an invaluable contribution to our Form Four's spiritual, moral, cultural and social development as well as enhancing personal development and behaviour.

Myself and My Relationships

What is special about me and other people?

- Understanding feelings, coping with feelings
- Communicating emotions, impact of emotions, sharing feelings with others
- Impulsive behaviour, stopping and thinking before acting
- Relaxation
- Assertiveness, help and support

What are the key characteristics and forms of bullying?

- Types of bullying including prejudice driven bullying, bullying related to race, religion or culture
- Physical, mental and emotional wellbeing
- Strategies for dealing with bullying including assertiveness
- Networks of support
- Bystanders

Citizenship

Why do we need rules at home and at school?

- Managing friendships, special people and networks
- Understanding and valuing difference, other points of view, compromise
- Emotions in relationships, conflict resolution
- Family patterns
- Networks of support

What am I good at and what are others good at?

- Recognising and valuing strengths, developing skills, steps towards goals
- Effective communication, questioning skills, problem solving and perseverance, decision making
- Communication and group work skills, evaluating, giving and receiving feedback

Healthy and Safer Lifestyles

Drugs Education

- Medicines and legal drugs, people who use medicines and legal drugs
- Rules for safe storage, finding risky items
- Influence of friends and media

What risks are there to my safety, my friendships and my feelings?

- Identifying types of risk, dealing with pressure in risky situations, reactions to risk
- Taking action in an emergency
- Road safety, fire safety, beach safety, safety near inland waterways, safety during activities and visits
- Preventing accidents in familiar settings

How can I have a healthy lifestyle?

- Effects of healthy eating and physical activity
- Influences on food choices, balanced diet, 'Eatwell' plate, basic food hygiene
- Dental care
- Leisure activities

Yr 4 Sex and Relationship Education: What does it mean to be 'grown up'?

- Stages of human life
- Being grown up

- My responsibilities, parents' responsibilities

Economic Wellbeing

What different ways are there to earn and spend money?

- Understanding large amounts of money, sources of money
- Saving and spending, keeping track of money
- Value for money, impact of choices
- Charities
- Emotions

R.E. In Form 4

At the beginning of each term, the children will focus on looking at the life of a significant person. They will enquire and discuss how they feel that this person has had an impact on society and the way we live our lives today.

Autumn

Hinduism

We are learning to investigate what happens during the festival of Diwali and whether the celebrations bring a sense of belonging.

- How do Hindus celebrate Diwali?
- Would celebrating Diwali at home and in the community bring a feeling of belonging?
- Does participating in worship help people to feel closer to their faith?
- Is religion the most important influence and inspiration in everyone's life?

Judaism

We are learning to understand the special relationship between Jews and God, and the promises they make to each other.

- What is an agreement or contract?
- What promise did the Jewish make to God?
- How special is the relationship Jews have with God?
- Why make an affirmation?
- What is a Mezuzah?

Christianity

We are learning to understand the symbolism in the Christmas story and think about what the different parts mean to Christians today.

- What symbols do you know and why have you remembered them?
- What is the symbolic aspect of the Nativity story?
- What is the most significant part of the Christmas story?
- What is the most significant part of the Christmas story today?
- What is Christingle?

Spring

Judaism

We are learning to understand how celebrating Passover and keeping Kashrut (food laws) help Jews show God they value their special relationship with Him.

- How important is it for Jewish people to do what God asks them to do?
- What does Kosher tell us?
- What does the way the Jews celebrate Passover tell us about how important it is for them to do as God asks?
- How might a Jewish child respond if they were invited to a party?

Christianity

We are learning to understand how Jesus' life, death and resurrection teaches Christians about forgiveness.

- Is forgiveness always possible?
- What was Jesus' response to the people who let him down?
- Did Jesus always forgive?
- Is it always possible to forgive?

Summer

Sikhism

We are learning to understand the relevance of Sikh stories today.

- What makes a story special to you?
- Are Sikh stories important today?
- What is the meaning in the story of Guru Nanak, Mardana, the bowl and the jasmine flower?
- How is the story 'Guru Nanak and the Cobra' relevant today to Sikhs?

Christianity

We are learning to understand how important going to church is to show someone is a Christian.

- Do people need to go the church to show they are Christians?
- Do all Christians go to church?
- Why do Christians go to church?
- Is it important that Christians celebrate Communion in church?

MFL in Form 4 (French)

All pupils continue to learn French in Form 4 for one hour per week (2 x 30 minute lessons). We continue to develop skills in listening, speaking, reading and writing. We begin to talk about a 3rd person and to give likes/dislikes. This year we also begin to learn how to use a bilingual dictionary to encourage independent learning.

Autumn term:

- Revise basic questions and answers about myself.
- Family members; how to say "my" in French.
- Saying somebody else's name and age.
- Saying if I have a pet. I have..., He has....., She has....., Do you have.....?
- Describing pets.
- Positive/negative phrases: It is..., it isn't....., I have....I don't have....
- Numbers 32-49 in the spoken and written form.

*Intercultural understanding: European Day of Languages
Christmas in France.*

Spring term:

- Wild/zoo animals.
- Work on different sound patterns in French.
- How to say "the" in French – le/la/l'/les
- Making nouns plural.
- Expressing likes and dislikes of animals.
- How to say "We are going to"
- Numbers 50-60 in spoken and written form.
- Revise numbers, months, seasons and birthdays.

*Intercultural understanding: Mardi Gras (Le Carnaval); Easter in France.
Language Learning Skills: Introduction to using a bilingual dictionary.*

Summer term:

- Telling the time (analogue: o'clock, half past).
- Reading and writing birthday party invitations.
- Birthday party foods and drinks.
- Expressing likes and dislikes.
- Healthy eating.

- Saying what I would like...Je voudrais.....
- Story reading comprehension strategies.
- Numbers 61-79 in spoken and written form.
- Understanding prices (euros).

Intercultural understanding: using euros.

Music in Form 4

ONGOING SKILL DEVELOPMENT

- **Listening and appraising:** Children will be encouraged to focus on the instrumentation and interrelated elements of music and describe what they hear using an ever increasing range of technical vocabulary e.g. pitch, rhythm etc.
- **Performing and recognising rhythm, pulse and pitch in music**
- **Developing good singing technique and singing songs with increasing level of complexity:** The children will learn a number of songs that may have a topical or seasonal relevance or as part of preparation for a school concert, assembly or production.

Recorder: Children in Form 4 will continue to learn the recorder throughout the year.

CHRISTMAS TERM

Learning to play the Glockenspiel

- Perform a number of melodies in time to a backing track
- Performing whilst following conventional notation
- Simple improvisation

A Study of Western Classical Music

- Listening and appraising a range of classical music
- Exploring context and meaning in music
- Learning about the historical context of music
- Learning to recognise elements and structure in music

EASTER TERM

Exploring Repeated Rhythmic patterns

- Recognising repeated patterns in music
- Performing songs and instrumental parts with repeated patterns
- Creating a rap

Exploring Gospel Music

- Musical games
- Recognising style indicators

- Singing a range of gospel music

SUMMER TERM

Painting with Sound

- Recognising how music is characterised
- Cominbing sounds to create a particular effect or mood
- Setting poems to music

Exploring Pop Music

- Learning about the structure of songs
- Musical styles of 70s and 80s



A GUIDE FOR PARENTS

What is Edmodo?

Edmodo is a free, online learning space designed specifically for schools.

What can my child do on Edmodo?

Using *Edmodo* will help pupils to learn about the benefits of using the Internet for digital communication in a safe environment. They can:

- share information and send messages to their year/class group page for all their peers to look at and reply to;
- upload and share: files, pictures or website links with their friends;
- hand in work to be marked online by a teacher, such as a piece of writing or their answer to a maths puzzle;
- take part in polls;
- earn badges to display on their profile page, such as for writing an interesting post for others to read or for using correct spellings.

How safe is Edmodo?

Whilst *Edmodo* may look like *Facebook*, it is designed specifically for schools. Pupils' accounts are created by the school using a unique code. It is not possible for a member of the public to access the school community. Strangers cannot 'friend' them. Pupils can only access and send messages to their whole year/class group - they cannot send private messages between themselves and their profiles are only visible to those within the school community.

Messages appear online instantly to allow for real-time discussions to take place. Staff at Widford Lodge can see everyone's messages and regularly monitor them. Children are taught about the importance of only writing nice, sensible messages during e-safety lessons in school, however staff can respond to any unsuitable messages by editing or deleting them. Repeat offenders can also be stopped from writing any messages - gaining just 'read-only' access instead.

Can a parent have a login for *Edmodo*?

Parents are welcome to join *Edmodo* to monitor what your child is doing. Parent accounts let you:

- view some messages from your child's year group that we select as being interesting;
- view homework 'assignments' put onto *Edmodo* and what your child has handed in for them;
- view any messages sent between a teacher and your child (e.g. feedback on their work/their marks).

What to expect from pupils who use Edmodo?



When sending messages we:

-  **use Standard English**
- no text talk (e.g. gr8, 2nite)
-  **write in good English**
- including grammar and punctuation
-  **are polite**
- using only nice words
-  **keep safe**
- by not revealing personal information

Messages may be edited or deleted if they don't follow these rules.
Repeat offenders may be stopped from writing any more messages.

What our Widford Lodge 'Test Pilots' think of Edmodo?

- "I can talk to all of my friends from class."
- "I like it because you can do homework on it instead of on paper and your writing isn't scruffy and is better."
- "I like *Edmodo* because you and share things with one another."

If you have any queries or concerns regarding *Edmodo*, please contact Mr Blundell.