

Class 9/Year 4 - Curriculum Information Autumn 2018

Subject	Curriculum Content - Class 9/Year 4
<p>English</p>	<p>Issues and Dilemmas</p> <ul style="list-style-type: none"> - Using various mediums to develop understanding of issues and dilemmas in both literature and society - Gorilla by Anthony Browne - The Balaclava Story – George Layton - Debate and discuss current affairs and a modern day issue - Develop debating skills; voicing their opinions whilst respecting differing opinions - Continuing to develop a positive attitude towards reading and understanding what they have read - Create a story based on a dilemma
<p>Maths</p>	<p>Number</p> <ul style="list-style-type: none"> - Recognise the place value of each digit in a three-digit number (hundreds, tens, ones) - Compare and order numbers up to 1000 - Estimate numbers - Solve number problems and practical problems involving these ideas <p>Calculation</p> <ul style="list-style-type: none"> - Add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction - Estimate the answer to a calculation and use inverse operations to check answers - Solve problems, including missing number problems, using number facts, place value - Recall and use multiplication and division facts for the multiplication tables <p>Fractions</p> <ul style="list-style-type: none"> - Recognise and show, using diagrams, equivalent fractions with small denominators - Solve problems that involve fractions <p>Geometry</p> <ul style="list-style-type: none"> - Draw 2-D shapes and make 3-D shapes using modelling materials - Identify horizontal and vertical lines <p>Measure</p> <ul style="list-style-type: none"> - Add and subtract amounts of money to give change, using both £ and p in practical contexts <p>Statistics</p> <ul style="list-style-type: none"> - Interpret and present data using bar charts, pictograms and tables

Science	<p>Sound</p> <ul style="list-style-type: none"> - That sounds are made when objects [for example, strings on musical instruments] vibrate but that vibrations are not always directly visible - How to change the pitch and loudness of sounds produced by some vibrating objects [for example, a drum skin, a plucked string] - Those vibrations from sound sources require a medium [for example, metal, wood, glass, air] through which to travel to the ear - Some effects of loud noises to the ear <p>Living Things</p> <ul style="list-style-type: none"> - To know that there are certain processes which can be used to identify a living thing. - To know the common processes of life – MOVEMENT, REPRODUCTION, SENSITIVITY, GROWTH, RESPIRATION, EXCRETION and NUTRITION. - To know that some animals have skeletons of bones and some do not - To know that some animals can be grouped according to whether they have a backbone or not. - To recognise similarities and differences between different invertebrate groups - To compare and group items according to different criteria - To recognise similarities and differences between different vertebrate groups - To compare and group items according to different criteria - To use secondary resources to research a vertebrate animal of their choice.
Art	<ul style="list-style-type: none"> - Still life - Exploring line, tone, colour, texture - Christine McArthur - Draw still life - Pastels-Blending, technique - Composition - Picasso - Cubism - How different artists approach still life as a subject - Visiting Artist: Diana Tonnison clay sculpture
Humanities History	<p>Roman Britain</p> <ul style="list-style-type: none"> - Why do people move away from where they were born? - Why did the Romans invade and settle in Britain? - Who were the Celts and who were the Britons? - Who was Boudicca? Look at source material and discuss bias. - How did the Romans change Britain when they settled here? <p><i>Objectives:</i></p> <ul style="list-style-type: none"> - discuss the children's and their families' experiences of moving home - establish topic vocabulary for children to learn - research Celts and Romans to compare and contrast lifestyles - look at different source material to learn about fact and opinion - research Boudicca's revolt of AD60 to look at causes and consequences - visit Verulamium Museum to gather evidence about Roman Britain, handle real artefacts and consider the legacy of Roman occupation

Humanities Geography	Europe <ul style="list-style-type: none"> - Look at the countries that make up Europe - Learn about the political, physical and human geography of Europe - What is the European Union and why was it set up? - Develop subject vocabulary - A study of Mediterranean Spain - Understand different reasons for the way land is used in tourism - Consider the growth of tourism and how it can affect a place <i>Objectives:</i> <ul style="list-style-type: none"> - discuss places in Europe that the children have visited - use atlases, maps, books, internet and DVDs to develop research skills - learn subject vocabulary, names of countries, capital cities - research history of the European Union and discuss impact on everyday life - use weather data to look for a pattern in the weather along Mediterranean coastline - discuss past and present tourism and how this has been linked to the development of communications and standards of living
D&T	Packaging To investigate packaging. To learn cardboard construction techniques. To learn effective graphic techniques. (Links with Maths: shape, space, measure)
Music	Film music Class 9 will be studying film music. They will play ensemble arrangements of some well-known film themes and will listen to and discuss a wide range of examples. They will use Garageband software to carry out sound design and compose music for their own film soundtrack.
CTS	Verifiable research using the Internet. Children will learn to NOT just take every result provided by Google as the gospel. Anything we find out must be verified and checked to ensure its authenticity. What is SPAM. How can we tell and what things should we look out for to help us understand a message designed to take our things compared to messages designed to either just chit chat, or help us. Develop looping in programming - why would we use a loop. Collision detection and <i>If... then...</i> loops and breakouts. Look at simple addition using variables. Begin discussions on games that might be written. Examine and start to use, variables.

<p>PE & Games</p>	<p>PE – 1st half term: Gymnastics Routines using basic apparatus, travel, introducing height PE 2nd half term: Health Related Fitness Evaluating fitness and developing ways to improve fitness. What is a healthy diet?</p> <p>Games – Girls: Hockey Developing understanding of the game and decision making. Speed of ball carrying and changing direction, eliminating players and power of shooting. Including some goalkeeping.</p> <p>Games – Boys: Rugby Further development of the essential skills of the game (including contact) and improve understanding of when and how to use these skills.</p>
<p>Trips and/or Visitors Special Events</p>	<p>9s & 10s Parents Workshop: Wednesday 4th October Trip to Verulamium: Thursday 12th October Jena Pang visit: Friday 20th October 'Wear It Wild' Day (WWF): Friday 20th October Christmas Decorations Day: Thursday 30th November & Friday 1st December Junior Prep Christmas Production: Wednesday 6th December School Christmas Fair: Friday 8th December</p>

MILTON KEYNES PREPARATORY SCHOOL



**CLASS 9
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