

LCA

Strand	Subject	Aims and Purpose / Intent	Content Summary
English	English	<ul style="list-style-type: none"> <li>• <b>To understand</b> how to adapt writing for different purposes and audiences</li> <li>• <b>To experience</b> reading and learning about texts from a wide range of genres and cultures</li> <li>• <b>To develop</b> pupils' spelling, grammar and punctuation</li> </ul>	<p><b>Writing:</b></p> <ul style="list-style-type: none"> <li>• stories in an historical setting using the story of a Celtic warrior called 'The Captive Celt'</li> <li>• newspaper article and report based on events during the Roman time period</li> <li>• a story set in another culture</li> <li>• an explanation text based on Science topic</li> <li>• instructional texts</li> <li>• adventure stories</li> <li>• stories focusing on characters with issues and dilemmas to sort, based on a short story called 'Trapped',</li> <li>• playscripts</li> </ul> <p><b>Handwriting practice:</b></p> <ul style="list-style-type: none"> <li>• focusing on letter formation and joining</li> </ul> <p><b>Reading:</b></p> <ul style="list-style-type: none"> <li>• a whole class reader, 'Stig of the Dump,' as well as Guided Reading and comprehension exercises relating to writing topics</li> </ul> <p><b>Spelling:</b></p> <ul style="list-style-type: none"> <li>• reviewing Year 3 skills, apostrophes for missing letters and suffixes beginning with vowel sounds (-ing, -en and -ation).</li> <li>• studying '-sion/-tion/-ssion' endings</li> <li>• reviewing spelling rules (such as apostrophes and suffixes -tion, -sion and -cian) plus possessive apostrophes and words ending -ous</li> <li>• suffixes '-ly' and '-ally'</li> </ul>

Curriculum Summary 2018-19  
Year 4

			<ul style="list-style-type: none"> <li>• reviewing patterns and learning about the 'sh' sound spelt 'ch', words with -gue and -que endings as well as the 's' sound spelt 'sc'</li> </ul>
<p>Technology, Enterprise &amp; Sport</p>	<p><b>Computing</b></p>	<ul style="list-style-type: none"> <li>• <b>To understand</b> how information technology impacts on every facet of life in Britain</li> <li>• <b>To experience</b> using various software packages to achieve focused outcomes using information technology</li> <li>• <b>To develop</b> an appreciation of the potential and disadvantages of information technology and the skills to use it confidently and appropriately</li> </ul>	<ul style="list-style-type: none"> <li>• DTP: Word.</li> <li>• Internet Searches</li> <li>• iPad: Stop Frame animation</li> <li>• Programming: Scratch</li> <li>• Magazine Design</li> <li>• Workshop</li> <li>• Logo</li> <li>• Programming: Jumping Sumos</li> <li>• Scratch.</li> <li>• iPad: Lightbot</li> <li>• WP Tables PowerPoint</li> <li>• Digital Literacy Unit 2</li> <li>• Producing a Wiki</li> <li>• Video Editing: Previews</li> </ul>
	<p><b>DT</b></p>	<ul style="list-style-type: none"> <li>• <b>To understand</b> how to design, construct, evaluate and market an idea</li> <li>• <b>To experience</b> working with a range of a materials and working on a project from inception to completion including the research and marketing of the product as well as compiling the views of others</li> <li>• <b>To develop</b> and understanding of working with textiles, construction, sheet materials and understanding cooking and nutrition</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Design and make a 'Roman-style' drawstring money purse:</b> pupils will view a number of different purses and wallets and their fastenings. Pupils will draw the design of their purse including any notes, labels, and, in particular, how they will decorate their purse using stitching in a 'Roman' style. They will also list the stages in which they will make their design. Pupils will work through the stages of their design, evaluate their purse and write a report about it</li> <li>• <b>Magical Light-design and make a nightlight for someone who is afraid of the dark:</b> pupils will view a range of lights around the school and how they work and what its use is. Pupils investigate a lamp by taking it apart to see how it</li> </ul>

			<p>works and then create a circuit to understand how it works. Pupils decide on what will be needed in their design and then design a night light also creating a diagram explaining how it will work. Pupils will display and evaluate each other's work.</p>
	<p><b>PE &amp; Games</b></p>	<ul style="list-style-type: none"> <li>• <b>To understand</b> the skills and techniques needed in a variety of sports including netball, hockey, football, rugby, gymnastics and swimming</li> <li>• <b>To experience</b> working individually, in pairs and as part of a team</li> <li>• <b>To develop</b> resilience, teamwork skills, good sportsmanship and appreciation for the dedication required to win.</li> </ul>	<ul style="list-style-type: none"> <li>• Developing coordination, agility and speed: throwing, catching and running techniques which will then develop into team situations.</li> <li>• Indoor Athletics: developing speed, agility and explosive capacity. Pupils will be looking at ways to improve their technique of running and jumping in events such as standing long jump and the 2 lap race.</li> <li>• Gymnastics: pupils will explore balance and receiving their body weight in different ways. Strength and flexibility will be a focus. They will also investigate rolling, strength and flexibility.</li> <li>• Athletics: participating in a variety of events which include sprinting, jumping and throwing activities. Pupils will compete competitively and aim to improve their techniques. There will be opportunities for competitive athletic meetings including sports day.</li> <li>• Cross country</li> <li>• Dance</li> <li>• Swimming</li> <li>• Games: the girls will be learning how to play hockey, netball and rounders while the boys will be developing their ability to play rugby, football and kwik cricket.</li> </ul>

<p>Science</p>	<p>Science</p>	<ul style="list-style-type: none"> <li>• <b>To understand</b> more about the scientific processes and to ensure pupils have a better understanding of both the world around them now as well as the scientists who have impacted upon our way of living today</li> <li>• <b>To experience</b> practical science and have the opportunity to answer their own scientific questions</li> <li>• <b>To develop</b> pupils' investigative and scientific skills</li> </ul>	<ul style="list-style-type: none"> <li>• <b>What's that sound?:</b> pupils will encounter how sounds are made on a variety of instruments and how they can be changed in volume, pitch and over distance. They will explore making sounds on a range of objects that aren't instruments, in order to investigate how sounds are created to make music.</li> <li>• <b>Living things:</b> this topic teaches pupils to recognise that living things can be grouped in a variety of ways. They explore and use keys to identify and name a variety of living things. Finally, they look at how changes to habitats can pose dangers to living things.</li> <li>• <b>Looking at states:</b> pupils compare and group materials together, according to whether they are solids, liquids or gases. They will observe that some materials change state when heated or cooled, and they will identify the part played by evaporation and condensation in the water cycle.</li> <li>• <b>Teeth and Eating:</b> pupils learn about digestion and different types of teeth, before moving on to explore deadly predators and their prey, in their exploration of food chains. They work scientifically throughout the topic, using enquiry, practical experiments and hands-on research to answer questions and investigate how we eat, why we eat and what we eat.</li> <li>• <b>Power it up:</b> pupils learn about electricity in this topic. They revisit some uses of electricity and the importance of safety before constructing simple circuits. Understanding how to change a circuit by changing its components makes up the third part of this topic, leading in a final application of knowledge and skills when the children design and make an alarm using their knowledge of circuits.</li> </ul>
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Curriculum Summary 2018-19  
Year 4

			<ul style="list-style-type: none"> <li>• <b>Brilliant Bubbles:</b> we all enjoying blowing bubbles, but are they always spherical? Can we make square bubbles? What about different coloured bubbles or very tiny ones or ones that last for ages? This topic also looks at places we see bubbles other than when blowing them through soap mixtures, such as in food stuffs to produce lighter (less dense) products.</li> </ul>
Expressive Arts	<b>Art</b>	<ul style="list-style-type: none"> <li>• <b>To understand</b> the impact of Art and Artists on our lives and the world around us</li> <li>• <b>To experience</b> and learn more about a range of Artists, which will then enable the pupils to develop their own ideas and techniques</li> <li>• <b>To develop</b> the skills required to work with a range of media</li> </ul>	<ul style="list-style-type: none"> <li>• Joan Miro using watercolour</li> <li>• Joan Miro using string pictures</li> <li>• DT/Art project</li> </ul>
	<b>Music</b>	<ul style="list-style-type: none"> <li>• <b>To understand</b> how music is composed, developed and interpreted.</li> <li>• <b>To experience</b> a wide range of musical genres from different cultures, traditions, times and experiences.</li> <li>• <b>To develop</b> creativity and expression through musical performance, composition and interpretation.</li> </ul>	<ul style="list-style-type: none"> <li>• Poems, percussion and rhythm</li> <li>• Christmas performance and vocal techniques</li> <li>• Rhythmic notation</li> <li>• The Instruments of the Orchestra</li> <li>• African drumming</li> <li>• Musical Theatre</li> </ul>
Maths	<b>Maths</b>	<ul style="list-style-type: none"> <li>• <b>To understand</b> how important mathematics is within the world around us</li> <li>• <b>To experience</b> a concrete, pictorial and abstract approach to Mathematics</li> <li>• <b>To develop</b> a deeper understanding of the topics covered so children are more equipped and have a better understanding when tackling more complex problems</li> </ul>	<ul style="list-style-type: none"> <li>• reasoning with 4-digit numbers</li> <li>• addition and subtraction</li> <li>• multiplication and division</li> <li>• interpreting and presenting data</li> <li>• securing multiplication facts</li> <li>• fractions</li> <li>• time</li> <li>• decimals</li> <li>• area and perimeter</li> <li>• solving measure and money problems</li> </ul>

Curriculum Summary 2018-19  
Year 4

			<ul style="list-style-type: none"> <li>• 2-D shape and symmetry</li> <li>• position and direction</li> <li>• reasoning with patterns</li> <li>• sequences and shape</li> </ul>
<p>Languages</p>	<p>Spanish</p>	<ul style="list-style-type: none"> <li>• <b>To understand</b> that the acquisition of a foreign language promotes important language learning skills and enables pupils to gain an invaluable insight into other countries and their cultures. From an early age, pupils develop the confidence to use languages other than their own and learn to embrace and accept cultural differences</li> <li>• <b>To experience</b> an international dimension within the curriculum. Practical communication with the country studied enables pupils to practise language skills through visits to Spain and penpal links</li> <li>• <b>To develop</b> linguistic competence at an early stage. Learning a language enriches the curriculum. It provides excitement, enjoyment and challenge for young learners, particularly in the early stage of their development.</li> </ul>	<p>Language learning includes the four skill areas: listening, speaking, reading and writing. Lessons are interactive and provide an age appropriate balance of spoken and written language. The focus is on practical communication and enjoyment.</p> <p>The topics studied are:</p> <ul style="list-style-type: none"> <li>• Mi Cumpleaños</li> <li>• Joan Miró – Colores y Formas</li> <li>• El Cuerpo</li> <li>• Una Historia</li> </ul>
<p>Humanities</p>	<p>Geography</p>	<ul style="list-style-type: none"> <li>• <b>To understand</b> the World around us</li> <li>• <b>To experience</b> other cultures</li> <li>• <b>To develop</b> geographical skills</li> </ul>	<ul style="list-style-type: none"> <li>• <b>‘Can you come on a great American road trip?’:</b> pupils learn to identify some key regions of the American continents and compare cities and built environments.</li> <li>• <b>‘How does water go round and round?’:</b> focuses on rivers, this unit looks at mountains; the source of many rivers, and is underpinned by the water cycle. Pupils look at how people interact with rivers as well as their geographical features.</li> <li>• <b>‘Can the Earth shake rattle and roll?’:</b> pupils learn about the structure of the earth, looking particularly at the causes and distribution of earthquakes and volcanoes and their effects on</li> </ul>

Curriculum Summary 2018-19  
Year 4



			landscape and people.
	<b>History</b>	<ul style="list-style-type: none"> <li>• <b>To understand</b> that History is the search for evidence and the process of enquiry</li> <li>• <b>To experience</b> primary and secondary sources and be able to evaluate them</li> <li>• <b>To develop</b> the ability to imagine what life might have been like in the past and fill in the gaps left by the evidence</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Romans:</b> pupils study the Roman Empire and its impact on Britain, including the reasons for Claudius' invasion and Boudicca's rebellion.</li> <li>• <b>Anglo Saxons:</b> pupils study the Saxon invasion and examine whether Alfred the Great really was great or not. Pupils also study where Anglo-Saxons lived and how we know this.</li> <li>• <b>Vikings:</b> pupils study the coming of Christianity and the Anglo-Saxon struggle with the Vikings. Pupils investigate how our view of Vikings has changed over the years with new discoveries and how technological advances enhance our understanding of how people lived in the past.</li> </ul>
	<b>RS</b>	<ul style="list-style-type: none"> <li>• <b>To understand</b> more about a variety of religions including Christianity, Buddhism, Hinduism, Islam, Judaism and Sikhism</li> <li>• <b>To experience</b> and enhance children's critical thinking and reflection</li> <li>• <b>To develop</b> their spirituality and equip children for a world of diversity</li> </ul>	<ul style="list-style-type: none"> <li>• David &amp; the Psalms</li> <li>• God</li> <li>• Christmas – light</li> <li>• Jesus – Authority</li> <li>• Easter – betrayal and trust</li> <li>• The Church</li> <li>• Other faiths – religious buildings and calendars</li> </ul>

LC+

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Games & Competitions	<ul style="list-style-type: none"> <li>• <b>To understand</b> how teamwork and competition in a variety of settings and fields develops character and skills and how</li> </ul>	<ul style="list-style-type: none"> <li>• Through PE lessons – competitive sports (Netball, hockey, rugby, football, tennis, rounders, cricket, athletics)</li> </ul>

**Curriculum Summary 2018-19**  
**Year 4**

	<p>competitions can lead to improvement and excellence.</p> <ul style="list-style-type: none"> <li>• <b>To experience</b> competing individually and as a team and winning and losing gracefully.</li> <li>• <b>To develop</b> resilience, teamwork skills, good sportsmanship and appreciation for the dedication required to win.</li> </ul>	<ul style="list-style-type: none"> <li>• Through interhouse sporting competitions</li> <li>• Sports' Day</li> <li>• House Pancake race</li> </ul>
<p><b>Artistic Expression</b></p>	<ul style="list-style-type: none"> <li>• <b>To understand</b> how creativity and the arts enrich their lives and our works.</li> <li>• <b>To experience</b> a variety of creative and artistic expression both as a participant and audience.</li> <li>• <b>To develop</b> the confidence and skills to create and engage in creative expression both individually and as a part of a group.</li> </ul>	<p><u>Art</u></p> <ul style="list-style-type: none"> <li>• Participation in the Art Competition as part of House Events (October)</li> <li>• Eycline Art available afterschool</li> <li>• Activity session – Comic drawing, Arts &amp; crafts</li> </ul> <p><u>Music</u></p> <ul style="list-style-type: none"> <li>• <b>Weekly Whole School Singing and worship</b></li> <li>• Opportunity to learn an instrument</li> <li>• Guitar Group</li> <li>• Choir open to all Prep School</li> <li>• College Orchestra open to all who play a musical instrument</li> <li>• Performances during Founders Day, Christingles, Carol Concert, Harvest Festival, Music Festival, Speech Day, The Springtime Soiree in the Palm House</li> <li>• Participation in the school musical.</li> <li>• Informal Concerts</li> <li>• Music based activities during Hispanic and Environment Day</li> <li>• Trip to the Liverpool Philharmonic Hall</li> <li>• <b>Annual International Music Tour open to members of the Choir and Orchestra</b></li> </ul> <p><u>Drama</u></p> <ul style="list-style-type: none"> <li>• Drama afterschool</li> <li>• Embedded in English lessons</li> <li>• School Play (all pupils can audition)</li> <li>• Performances during Christingle, Harvest etc</li> <li>• English Speaking Board (Summer term exams)</li> </ul>

**Curriculum Summary 2018-19**  
**Year 4**

<b>Spiritual Formation</b>	<ul style="list-style-type: none"> <li>• <b>To understand</b> more about their own spiritual tradition and that of others, to understand the spiritual roots of the College and its founders.</li> <li>• <b>To experience</b> Christian worship, in line with the founding aims of the College.</li> <li>• <b>To develop</b> as critical thinkers as they reflect on their place in the world, philosophical questions of human existence, and Christian answers to those questions.</li> </ul>	<ul style="list-style-type: none"> <li>• Chapel – once per week</li> <li>• Founders Day service in Cathedral</li> <li>• Workshops on different faiths</li> <li>• Assemblies with well-known hymns</li> </ul>
<b>PSHE</b>	<ul style="list-style-type: none"> <li>• <b>To understand</b> the critical opportunities and challenges which will keep them safe and healthy and prepare them for fulfilling lives.</li> <li>• <b>To experience</b> interactions, meetings, discussions, and events which will prepare them to identify and manage opportunities and challenges that lead to healthy, safe and fulfilling lives.</li> <li>• <b>To develop</b> skills to author their own lives as citizens and members of a community and to make good decisions about their safety, mental and physical health and wellbeing.</li> </ul>	<ul style="list-style-type: none"> <li>• <b>Being Me in My World:</b> becoming a class team, being a school citizen, rights, responsibilities and democracy, rewards and consequence, our learning charter, owning our learning charter.</li> <li>• <b>Celebrating difference:</b> judging by appearances, understanding influences, understanding bullying, problem-solving, special me, celebrating difference: how we look</li> <li>• <b>Dreams and Goals:</b> hopes and dreams, broken dreams, overcoming disappointment, creating new dreams, achieving goals, we did it!</li> <li>• <b>Healthy Me:</b> my friends and me, group dynamics, smoking, alcohol, healthy friendships, celebrating my inner strength and assertiveness.</li> <li>• <b>Relationships:</b> relationship web, love and loss, memories, are animals special?, special pets, celebrating my relationships with people and animals.</li> <li>• <b>Changing Me:</b> unique me, circles of change, accepting change, looking ahead.</li> </ul>
<b>Careers &amp; STEM</b>	<ul style="list-style-type: none"> <li>• <b>To understand</b> the world of work and the skills needed to succeed in it and the way in which entrepreneurs generate wealth and opportunities.</li> <li>• <b>To understand</b> their own aptitudes and interests and how</li> </ul>	<ul style="list-style-type: none"> <li>• Marine Biologist talk</li> <li>• Programming and Robotics workshop</li> <li>• Children’s Author and Poet- Professional life</li> <li>• Exceptional writers Masterclass</li> </ul>

## Curriculum Summary 2018-19 Year 4

	<p>they can be developed and how they might be used in the world of work and the specific contribution STEM makes to our society and its economic flourishing.</p> <ul style="list-style-type: none"> <li>• <b>To experience</b> individual and independent careers advice and guidance and self-assessment and reflection about aptitude and interests.</li> <li>• <b>To experience</b> interactions with a wide variety of people and institutions from the world of work and making a clear plan which relates current efforts in school to possible future outcomes.</li> <li>• <b>To develop</b> ambitions and high expectations for their future, a positive attitude to the relevance of their current studies and a range of career management, enterprise and employability skills.</li> </ul>	<ul style="list-style-type: none"> <li>• Architecture day and creative bridge building workshop</li> <li>• Wildlife Trust Marine Engagement Officer talk</li> <li>• Professional Poet – My life</li> </ul>
<b>Charity &amp; Service</b>	<ul style="list-style-type: none"> <li>• <b>To understand</b> servant leadership and the moral imperative to serve and share.</li> <li>• <b>To experience</b> serving others in settings in and outside the school and promoting a better and more just society through service and charity.</li> <li>• <b>To experience</b> sharing what we have and what we can do with those who are in need.</li> <li>• <b>To develop</b> an attitude of gratitude and a commitment to service and charity.</li> </ul>	<ul style="list-style-type: none"> <li>• Opportunity to collect for local food banks at Harvest time.</li> <li>• Fund raising for charity at Christingle</li> <li>• Charity Week – all children get the opportunity to sell cakes, hold stalls, competitions to raise money for a chosen charity each year.</li> <li>• Pupils are voted onto the school council (2 per year group) and share the views of the year group based on different topics/themes</li> </ul>
<b>Leadership Education</b>	<ul style="list-style-type: none"> <li>• <b>To understand</b> what leadership is and what it requires and how leaders develop.</li> <li>• <b>To experience</b> challenges and activities which require leadership and in which they build resilience and accept responsibility for themselves and for others.</li> <li>• <b>To develop</b> resilience and the confidence and skills to lead effectively.</li> </ul>	<ul style="list-style-type: none"> <li>• Half term course ‘First steps in leadership’ delivered by S Harper</li> <li>• Voted and leading as part of the school council</li> <li>• Positions of responsibility in class eg Computer monitor</li> </ul>

Curriculum Summary 2018-19  
Year 4



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