

Primary 4

Curriculum Overview



Primary 4 Curriculum Overview & Information

Welcome to Primary 4. This document outlines the general learning intentions that will be taught throughout the year.

Literacy

Primary 4	
<u>Talking and Listening</u>	<ul style="list-style-type: none"> • Speak clearly and audibly with confidence. • Follow instructions. • Read, memorise and recite poems, chants and rhymes. • Take turns at talking and listening in group and paired activities. • Ask and answer questions. • Tell their own stories based on personal experiences and imagination. • Take part in a range of drama activities to support activity or play based learning across the curriculum.
<u>Reading</u>	<ul style="list-style-type: none"> • Understand the key differences between prose and playscript and understand the conventions involved in the reading of a playscript. • Understand how dialogue is presented in stories. • Understand how paragraphing is used to organise dialogue, including in non-chronological reports. • Be aware of the different voices in stories, e.g. using dramatised readings to show differences between the narrator and different characters. • Understand the similarities and differences between a set and a setting. • Understand and investigate how poets use words and phrases, rhyming and non-rhyming, to create impact in poetry. • Express their views about a story or poem, identifying specific words and phrases to support their viewpoint. • Understand the distinction between fact and fiction, noting differences in the style and structure • know how to use terms 'fiction', 'non-fiction', 'fact' and 'information' appropriately • understand why and compare how information is organised in certain ways, e.g. contents, index, headings, sub-headings, page numbers, etc. • know how to identify main points or gist of text.
<u>Writing</u>	<ul style="list-style-type: none"> • Write legibly and use lower- and upper-case letters appropriately. • Use finger spaces between words. • Use reading as a model, to write own passages of dialogue. • Begin to use paragraphing. • Develop the use of settings in stories.

	<ul style="list-style-type: none"> • Investigate suitable words and phrases to write poems and short descriptions. • Generate ideas relevant to a topic, e.g. by brainstorming, word association, etc. • Make a simple record of information from texts read, e.g. by completing a chart of information discovered, by listing key words, drawing together notes from more than one source. • Use commas to punctuate a sentence. • Use more complex conjunctions and time connectives. • Review work against the success criteria and edit it to make improvements.
<p>Children will have the opportunity to explore and write in a range of different genres including:</p> <ul style="list-style-type: none"> • Instructional, Recount, Narrative, Persuasive and Report. <p>They will also have opportunities to read, evaluate and write:</p> <ul style="list-style-type: none"> • Newspaper reports, diary entries and letters. 	

Numeracy

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<u>Mental Maths</u>	<ul style="list-style-type: none"> • Count forwards and backwards in 1's, 2's, 5's and 10's within 999. • Use counting on and back to mentally add or subtract a single digit number from another single digit number, then from 20 and any 2-digit number. • Add or subtract 0, 1, 2,3,4 to any number within 100. • Add a single digit to a single or 2-digit number with and without bridging. • Add or subtract 10 or a multiple of 10 to or from any number within 100. • Add or subtract 9 within 100. • Add or subtract 19, 29, 39 etc within 100. • Add or subtract 11 from a number. • Add or subtract 21,31 41 etc from a number within 100. • Have quick recall of multiplication facts for 2,3,4,5, 6,7 &10 times tables and apply in problem-solving situations. • Have recall of doubles and halves of even numbers within 100
<u>Number</u>	<ul style="list-style-type: none"> • Recognise, read, write and order numbers within 999. • Know numbers 'before', 'after' and 'between' within 999. • Recognise odd and even numbers within 999. • Round numbers within 999 to the nearest 10. • Understand the terms numerator and denominator and a wider range of fractions. • Recognise the links between fractions and division. • Demonstrate value of any number within 999 using 'hundreds, tens and units.' • Add and subtract using HTU vertical method.

	<ul style="list-style-type: none"> • Understand the decimal recording of amounts of money up to £10. • Calculate in the context of money within £10. • Calculate the estimated costs by rounding within £1. • Understand multiplication as repeated addition and that multiplication is commutative. • Understand sharing and grouping concepts of division. • Appreciate that multiplication and division are inverse operations. • Deduce division facts from 2 times multiplication facts. • Understand that finding half is equivalent to dividing by 2.
<u>Measure</u>	<ul style="list-style-type: none"> • Measure length, weight, capacity and area using standard units. • Estimate, compare and measure using centimetres, metres, kilograms, millilitres, litres, including half measurements. • Find the area of a shape by counting whole and half squares. • Recognise and make o'clock, half past, quarter past and quarter to times using analogue and digital clocks. • Calculate finish and start times using quarter and half times. • Find durations of multiples of 5. • Calculate how long it will be until an event starts.
<u>Shape and Space</u>	<ul style="list-style-type: none"> • Identify which 2D shapes will tessellate and which will not. • Identify right-angles in the environment and using a right angle tester. • Identify angles in a 2D shape which are greater or smaller than a right angle. • Identify lines of symmetry. • Recognise an increasing amount of 3D shapes including prisms. • Understand $\frac{1}{4}$ and $\frac{3}{4}$ turns clockwise and anti-clockwise, left and right.
<u>Handling Data</u>	<ul style="list-style-type: none"> • Handling Data - tally charts, pictograms, bar graphs, block graphs, tree diagrams and Carroll diagrams and the use of scale. • Collect, represent and interpret data using bar graphs, Venn, Carroll and Tree diagrams. • Discuss, plan, collect, organise and represent data in response to a question or statement. Interpret information and evaluate the effectiveness of the process.

World Around Us

	Primary 4
<u>Topics</u>	<ul style="list-style-type: none"> - Paris and the Olympics - Celebrations - Polar Regions - Oceans - Transport and Travel.

Through the contributory elements of History, Geography and STEAM (Science, Technology, Engineering, Art and Maths), pupils should develop knowledge, understanding and skills in:

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<u>Interdependence</u>	<ul style="list-style-type: none"> • How they and others interact in the world. • How living things rely on each other within the natural world. • Interdependence of people and the environment and how this has been accelerated over time by advances in transport and communications. • The effect of people on the natural and built environment over time.
<u>Place</u>	<ul style="list-style-type: none"> • How place influences the nature of life. • Ways in which people, plants and animals depend on the features and materials in places. • Features of, and variations in places, including physical, human and the climate. • Our place in the universe. • Change over time in places. • Positive and negative effects of natural and human events upon place over time.
<u>Movement and Energy</u>	<ul style="list-style-type: none"> • The causes and effect of energy, forces and movement. • Causes that effect the movement of people and animals. • How movement can be accelerated by human and natural events.
<u>Change Over Time</u>	<ul style="list-style-type: none"> • How change is a feature of the human and natural world and may have consequences for our lives and the world around us. • Ways in which change occurs over both short and long periods of time in the physical and natural world.

The arts and ICT will be taught through WAU and other curricular areas.

Other Curricular Areas

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<u>Religion</u>	<ul style="list-style-type: none">• The Grow In Love programme will be followed on a daily basis.• The P4 children will prepare for and take part in the Sacrament of First Holy Communion. Holy Communion will take place on 3rd May 2025.
<u>PDMU</u> (Personal Development and Mutual Understanding)	<ul style="list-style-type: none">• Children will be provided with opportunities to explore;<ul style="list-style-type: none">• Feelings and Emotions• Relationships and Friendships• Working with others and Conflict Resolution• Children will also participate in lessons from Women's Aid, Helping Hands program, which helps develop their awareness of emotions/feelings and how to keep safe.
<u>P.E.</u>	<p><u>Athletics, Gymnastics, Games and Dance</u></p> <ul style="list-style-type: none">• Experiment with different ways of moving and exploring general and personal space.• Develop confidence, imagination and an awareness of safety.• Develop body awareness through varying body movements in relation to space, levels, speed, pathways, shape and direction.• Use a range of equipment to develop skills in rolling, kicking, hitting etc

Homework

Homework will be given out on a Monday and should be completed and returned to school by Friday along with your child's reading book. Homework folders should be brought into school daily.

Children will complete reading and spellings nightly and written and online homework for Literacy, Numeracy and Grow in Love during the week. Please see the homework overview for further information in the front of your child's homework jotter.

Children will complete a weekly check up of mental maths and spelling in school on Fridays. Copies of these results will be sent home via Seesaw.

General Information

- Please ensure your child attends school every day unless he/she is sick. If absent, please message Mrs O'Hare directly on Seesaw to ensure the absence is recorded correctly on the register.
- Please ensure all uniform is clearly labelled.
- Please provide your child with a glue stick for their personal use in class.
- PE will be on Mondays and Thursdays. PE uniform should be worn.

Snack:

- Please ensure your child has a healthy break. For example, fruit, yoghurt, sandwich.
- **Please do not send in nut products, sesame seeds or any food that contains rice or rice flour.**

Thank you for working with me to support your child's learning this year.

If you want to talk to me about anything, please arrange a suitable time via Seesaw.

Mrs O'Hare