

Year 4 Curriculum Summary

This booklet is a curriculum summary for Year 4 which we hope you will find interesting and informative. Our intention in providing you with this document is that you will be better informed about the way the curriculum is organised, and be familiar with specific aspects of the individual subjects. If you require further information during the academic year you are welcome to contact me or speak directly with the teachers.

Mr P Clear
Deputy Head - Academic

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CURRICULUM ORGANISATION

At Clifton College Preparatory School, we believe that every child has great potential and it is our aim to see that this potential is realised and fulfilled. To that end we provide a broad and balanced curriculum which extends well beyond the requirements of the National Curriculum. We are fortunate to be of independent status as this provides us with the opportunity to have a rich and differentiated curriculum to enhance the enjoyment of learning and life experiences of the children. There is a wide range of sports, activities and extracurricular clubs in which our children can participate.

2023-24 Lessons Allocations – Year 4							
English	7	Humanities	7	PSHE	1	PE	2
Maths	7	IT	2	Drama	1	Swimming	2
Science	3	Art	2	Music	1	Games	10
French	2	DT	2				

In addition to class and subject teachers, tutors play an important role in encouraging and supporting the children’s achievements. Tutors are allocated on a house basis and it is their role to meet their tutees on a weekly basis to discuss their progress, and help the children meet their targets.

We have a system of Achievement Points to reward your child for outstanding work, effort and conduct. The Achievement Points accumulate to result in bronze, silver and gold certificates over the year.

In Year 4 the children are expected to complete prep and the details of this expectation are provided by the Year 4 teachers at the beginning of the year.

Please find below our proposed calendar for reporting to parents at the Preparatory School for Year 4.

	Michaelmas Term			Lent Term	Summer Term
	First half of term	Half Term	End of Term	End of Term	End of Term
Year 4	Informal parents information evening	Grades in Core Subjects with settling in Pastoral Comments	Formal Parent Evening and grades	Grades in all subjects and reports in core subjects. <i>(Including House, Games, Music and Tutor Comments)</i>	End of Year Full Written Report with grades

ENGLISH

Head of Department: Mrs S Swallow

The aims of the English Department are to develop the following: oral skills so that the pupils are confident participants and responsive listeners; fluency in a range of reading, both fiction and non-fiction; an enjoyment of literature – novels, plays, short stories and poetry; ability to use the School Library and Information Technology facilities selectively to retrieve information through research; the ability to produce a range of types of writing, appropriate to purpose and audience.

The teaching of language skills – handwriting, grammar, spelling and punctuation – is an integral part of the curriculum but taught as a means to communication not in isolation. Crucial to our aims is a coherent purpose and method which ensures continuity between years and Key Stages and keeps the teachers clear about their role in the process of progression, and hence in their ability to communicate a series of basic skills and strategies to the children in a way that makes the pupils enthusiastic learners.

Year 4

Pupils in Year 4 have their English lessons with a class teacher.

During the week, around seven lessons will be devoted to English; classes will cover reading, written comprehension skills, writing, language skills (handwriting, spelling, grammar and punctuation), speaking and listening, and vocabulary development. A wide range of writing and comprehension is included under the broad headings of Fiction, Poetry and Non-Fiction. Pupils are encouraged to do personal reading every night and will cover several class readers throughout the year.

Progress is assessed regularly by interim reports and by formal assessments mid-year and at the end of the year. A variety of support resources is available, including literacy workbooks. Pupils have a weekly library lesson and we try to ensure that all year groups will have sessions with visiting authors over the year.

MATHEMATICS

Head of Department: Mrs Emily Waters

The Curriculum of the Mathematics Department is largely based on research-based schemes by White Rose which are designed to support a mastery approach to teaching and learning and are consistent with the aims and objectives of the National Curriculum. This will be supplemented by other resources such as Century Tech and Times Tables Rock Stars.

Throughout the system, emphasis will be placed on the skills of numeracy, and Mental Arithmetic is to be given an increasingly high profile, with written calculations being delayed until the level of competence of the children is suitable for their introduction. The use of calculators will be gradually introduced at appropriate stages, but not as a substitute for mental and written techniques, and the use of computers is to be given an appropriate role; they may be used for spreadsheet work, investigations or presentations. In addition every pupil at the Pre has a Century Tech account which is used to support learning. Investigative work and practical tasks will occasionally be used as teaching media with the aim that the subject should not be bound by published texts, rather should be delivered from a variety of standpoints.

In all year groups it is policy that pupils cover the syllabus at a rate appropriate for their ability, though more able pupils will deal with topics in greater depth, to achieve 'mastery'. It may be necessary to move more able pupils on to more challenging topics, before it is stipulated in the National Curriculum. It is likely that the difference between most and least able will inevitably increase more rapidly with time. It is also policy that the most able pupils are challenged by the way work is presented, that they should be encouraged to think beyond the basic textbook presentation and that they should be encouraged to work at good pace, with an increasing independence of method gradually moving them away from reliance on pencil and paper techniques.

It is also policy that if there are pupils who have special needs and will need to work at a rate above or below the normal level aimed at for the most or least able, that such pupils will be accommodated and if necessary special provisions will be made for them.

Overview of progression in Year 4

Number and place value

In Year 4, children use place value in four-digit numbers, such as 3742 is three thousands, seven hundreds, four tens and two ones. They learn to count in 6s, 7s, 9s, 25s and 1000s, and say 1000 more or less than a specific number. They encounter negative numbers by counting back past zero on number lines, and continue work on rounding (to the nearest 10, 100 or 1000) and estimation. Children are introduced to Roman numerals to 100 and find out how the number system has changed over time.

Addition and subtraction

Children extend previous years' work by adding and subtracting numbers with up to four digits, using mental and written methods, including columnar addition and subtraction. They keep practising mental methods of addition and subtraction as well as written methods,

performing calculations increasingly quickly and confidently. They continue using estimation as well as inverse operations to help check answers.

Multiplication and division

Children learn the remaining multiplication tables up to the 12 multiplication table, and use facts from the tables to solve increasingly complex multiplication and division problems. They build on their work with mental methods of calculation in Year 3, using their knowledge of place value and number facts to multiply and divide confidently. They begin to use a formal written layout for multiplication when multiplying two-digit and three-digit numbers by one-digit numbers.

Fractions (including decimals)

Developing ideas from Year 3, children confidently count up and down in hundredths. They learn about and recognise equivalent fractions, simplifying them when necessary (for example, understanding that $\frac{1}{3} = \frac{2}{6} = \frac{4}{12}$). They move on to understand and show families of equivalent fractions. They build on earlier work, practising adding and subtracting fractions with the same denominator ($\frac{2}{3} + \frac{7}{9} = \frac{11}{9}$). Children also work with decimal equivalents of tenths and hundredths and of $\frac{1}{2}$, $\frac{1}{4}$, $\frac{3}{4}$, understanding that decimals and fractions are different ways of expressing numbers. They round numbers with one decimal place to the nearest whole number, and compare numbers with the same number of decimal places, up to two decimal places. They use fractions and decimals to solve straightforward money and measure problems.

Measurement

In Year 3, children learned to measure the perimeter of 2D shapes; they now extend this, calculating the perimeter of rectilinear shapes including squares. They work out the area of rectilinear shapes by counting. Children compare digital clocks and analogue clocks, reading, writing and converting time between the two systems. They begin using £ and p notation to record money.

Geometry: properties of shapes

Children learn about a wider range of geometric shapes, including different types of triangles and quadrilaterals. They develop work on acute and obtuse angles from Year 3, comparing and ordering angles up to two right angles. They work with lines of symmetry in 2D shapes.

Geometry: position and direction

Children begin to work with a coordinate grid (first quadrant only), using coordinates to describe positions on a grid.

Statistics

Children are introduced to the difference between discrete and continuous data, using bar charts for discrete data (numbers of children travelling to school by different methods) and line graphs for continuous data (children's heights). Children will build further on their work with line graphs in Year 5.

SCIENCE

Head of Department: Dr S Mumford

Aims

- To stimulate curiosity, interest in and enjoyment of Science.
- To provide opportunities for the pupils to develop their skills, creativity, knowledge and understanding of Science through a range of activities, to work quantitatively, use first-hand and secondary sources of information and to develop their use of ICT.
- To encourage pupils to think carefully and to ask questions during their work; to communicate their ideas and information in a variety of ways (including ICT), using scientific terms and symbols, SI units, and to demonstrate their scientific knowledge and understanding.
- To relate scientific knowledge and understanding to familiar phenomena and things used everyday, to develop awareness of the relevance of Science to their personal health, living things and local environment, how it influences the quality of their lives and how it has contributed to scientific and technological developments.
- To develop pupils' experimental and investigative abilities to obtain evidence to test scientific ideas and to consider how ideas have changed through time; the reasons for these developments, to see that Science provides explanations for many phenomena and that scientific knowledge and understanding need to be supported by evidence to explain these fully.
- To develop pupils' knowledge and understanding of health and safety when working with living things and materials, to recognise hazards and assess risks to themselves and others.

Pupils have one double and one single lesson per week and follow the KS2 national curriculum in Science. Teaching resources are drawn from a variety of sources, with teachers discerning on the most suitable resources. Pupils work in class books, which are held within their science classrooms. Pupils also have access to Century Tech and Seneca, and often use CGP workbooks to supplement their studies.

The topics are as follows:

Autumn Term - Safety, Grouping, Birds and Electricity

Spring Term - Animals and Sound

Summer Term - States of Matter and Plants

COMPUTING

Head of Department: Mrs J Hambley

The aims of the Computing Department are to develop the confidence, enjoyment, curiosity and digital fluency of children, whilst developing an appreciation of the potential pitfalls of the Digital World that they live in, and any consequences that may entail, and finally the support systems in place, should they ever need it. We have several CEOP ambassadors at Clifton and there is an E-Safety Officer available for you or your child to talk to, if you have any concerns or want to seek advice. There are a range of articles and assemblies/workshops to help keep you and your child informed of good practice whilst online.

It is essential children learn to work with a range of software and hardware, and develop the skills needed to apply these within different contexts. Concepts and skills are overlapped and developed each year, in order to develop the continuity and progression of their understanding. One third of the curriculum is devoted to teaching pupils how to read, debug and write their own code in order to create programmes, applications and games.

Hardware and Software

Each pupil has their own network account, Scratch account and Google Apps account, and has access to an individual, Windows based, desktop computer.

Computing Curriculum/Scheme of Work Overview for Academic Year 2023-24



Year	Michaelmas Term	Lent Term	Summer
4	An Introduction to Touch Typing Google Apps Internet Safety <i>Bebras Challenge</i>	Programming with Scratch (<i>Animation</i>) Programming with VEX VR and GO	Word Processing Programming <i>Discovery Coding - Block Code</i> Graphic Design
5	Touch Typing Programming with Scratch (<i>Sound</i>) Internet Safety <i>Bebras Challenge</i>	Animation Graphic Design Databases	Physical Computing and Programming <i>BBC Micro Bit and Discovery Coding - Block Code</i> Spreadsheets 3D Design TBC (<i>Sketch Up and 3D Planner TBC</i>)
6	Touch Typing Programming with Scratch (<i>Game Design</i>) Internet Safety <i>Bebras Challenge</i>	Spreadsheets Presentation Graphic Design	Programming with Python (Artwork) Physical Computing (<i>VEX Go</i>)
7	The Digital World <i>Digital Footprint, Social Media Use, Cybersecurity</i> Programming with Scratch (<i>advanced game design</i>) <i>Bebras Challenge</i>	Google Apps and MS Office Programming with Python and Ozaria	Physical Computing VEX IQ Graphic Design Typography Focus using Illustrator
8	Advanced Programming with Python <i>Plus an exploration of Thinker, Scratch, Turtle, Sonic Pi and App Lab</i> Programming with Codecombat ESports <i>Bebras Challenge</i>	The Digital World <i>Youth Produced Imagery, Online Behaviours, Artificial Intelligence</i> Kodu Coding - Game Design Animation using <i>Pivot Animator and Adobe Animate</i>	Graphic Design Image Focus using Photoshop 3D Design (<i>Sketch Up and 3D Planner TBC</i>)

- All pupils will learn and practise touch typing at the start of all ICT lessons for between 5-15 minutes * (Teacher discretion to use this time to finish work/DIRT time)
 - All pupils in Year 7 and 8 have a weekly prep of approx 20/30 minutes
 - All pupils should complete typing tests each term in addition to a baseline one (4 in total) and 'best score' and 'most improved' recorded for each class
 - All lessons should have a starter on the board for pupils to complete whilst waiting to log on/sign in (Any IT based topic) and pupils reminded to 'tidy' their Google Drive
- For pupils in Year 7 and 8, they will use a notebook to answer/make their own notes
- Pupils in Year 7 & 8 should regularly update content and reflect on their work, using their ICT Digital Workbook (Google Site) where possible/appropriate
 - All staff should be able to access and use IMPERO console to monitor pupil activity and as an aid for presenting work
 - During Nov, as a school we enter the Bebras Challenge, a series of computational puzzles, which all pupils are invited to partake in

Next review September 2024

FRENCH

Head of Department: Mrs H Higham

Introduction

The aim of learning French in Year 4 is to motivate the pupils in language learning and to provide a sound base for future years, in particular in exposing pupils to the pronunciation of French at an age when they are especially receptive.

Pupils in Year 4 have two lessons per week, and no prep. The emphasis is on the oral, however, pupils start to read and write as they use the “Studio Accès” course and appropriate worksheets from the “Rigolo” software. At this level we try to give simple classroom orders in French and conduct as much of the lesson in the target language as possible. Wall displays, flashcards and interactive whiteboards, as well as the course’s software and workbook, are used to support new vocabulary.

Progression

Some pupils will by now have done several years of oral French in the Pre-Prep, and some will be complete beginners. We use a course which covers the basic topics in an accelerated fashion. It revises the topics studied in The Pre-Prep in a new way and introduces the written word and adds new vocabulary to these topics. At the same time it is simple enough for new pupils to follow.

Assessment

Assessment is continuous and in the shape of simple oral, listening, reading and writing activities. In class, pupils are rewarded in line with the school rewards policy to give pupils a sense of achievement. Pupils can also obtain ‘smiley faces’ (sourires) for oral contributions in order to improve pupils’ motivation and participation in class.

ICT

We use the ‘Studio Accès’ , Bitesize and the ‘Rigolo’ software on interactive whiteboards during French lessons to introduce new vocabulary or conversational French and pupils are involved in interactive activities.

Linguistic objectives – Michaelmas Term

Saying your name, hello and goodbye

Saying how you feel and asking others how they feel

The French alphabet and how to spell your name

Numbers 1-31 and saying how old you and other people are

Months of the year and festivals and birthdays

Days of the week

Linguistic objectives – Lent Term

Classroom objects and classroom commands and language

Sports and likes and dislikes

Colours and shapes and some transport

Linguistic objectives – Summer Term

Pets

Family, brothers and sisters

Grammar

Definite and indefinite articles and the gender of words, accents, the plural, adjectival agreements with colours, dictionary skills, possessive adjectives.

HISTORY

Head of Humanities: Mrs R Grubb

History in the Prep School is largely based on the National Curriculum and, while we can, and sometimes do, diverge to include an additional area or aspect that is of interest, we share very much the same basic objectives: to explore periods of British, European and World history, endeavouring to establish an accurate version of what actually happened (through the consideration of both primary and secondary sources), to analyse the events, trying to work out the dynamic forces responsible, and to express what we decide in a clear and cogent manner. These are clearly crucial skills which hopefully will engender an inquiry and perception that will be applicable in many other areas and subjects as well.

We also emphasise a 'hands on' approach – using artefacts, where possible, bringing in History Workshops. The Greek workshop and Romans Day we have brought in over the last few years is a particular success. Watching the pupils drill in Roman fashion with the shields they have made is a high point of the year! The department and KS2 class teachers have complimented the schemes of work and ushered in a celebration of history, competition and playfulness.

As a department, though, we are not always looking backwards. Indeed, we are willing participants of technology wherever we can, using ICT skills, multimedia resource teaching and the like. The history which the children learn here, and the spirit of inquiry and understanding which it should engender, is a start, a start that I hope will then blossom and flourish during the years that follow!

Year 4

Term 1:

The Ancient Greeks: City states, architecture, army life, gods and worship, myths, theatres, Olympic Games, alphabet and legacy. Supported by Drama workshop or the Latin Department, where possible.

Term 2:

The Celts: Timeline, where they came from, settlements, roundhouses, fashion, tribes, hill forts, religion.

Term 3:

Romans in Britain: Timeline, invasions, way of life, Roman baths, army, Boudicca, Roman roads, Hadrian's Wall, towns, numbers, legacy. Roman battle on Whatley with home-made shields and weapons.

GEOGRAPHY

Head of Humanities: Mrs R Grubb

The Geography department at Clifton College Preparatory School is fuelled by an enquiry based approach to learning with a focus on securing key skills. We use creative and practical geographies to generate breadth and depth of knowledge within pupils' learning. This entails an analysis of spaces and places around the globe. Fieldwork is a strong component of the Geography department at Clifton Prep and draws on investigative skills to produce maximum understanding of the processes at work on the earth. The curriculum is ever evolving in line with the dynamic nature of the earth.

Geography helps us to make sense of the fast changing world in which we live. Through Geography we unravel the mystery of people, places and environments. We are able to develop a sense of place, belonging, identity, purpose coupled with awe and wonder at the world we live in. Through this, we make links between physical and human aspects of the subject.

We will endeavour to do the following:

- Enjoy the study of the world and local area whilst developing a sense of place.
- Investigate processes that shape our world in physical and human spheres.
- Investigate patterns in our world in both physical and human landscapes.
- Investigate environmental perceptions and stewardship that seeks sustainable futures.
- Encourage pupils to locate places around the world and to develop understanding of how maps work and what they represent.
- Encourage pupils to use a variety of resources to develop their geographical knowledge including field sketches, photographs, plans and maps.

Year 4

Term 1:

Map skills: grid references, symbols and compass direction and use on an atlas. Using maps to locate continents and countries.

Term 2:

India: location, history of the country, village life and city life, seasons and the Himalayan mountain range.

Term 3:

Natural Disasters: causes, effects on the landscape and people, management of environmental events.

ART

Head of Department: Mrs A Kipling

Year 4

In Year 4 students are taught in form groups for one double period per week where the department will employ a thematic approach to teaching Art

Central to the departments' aims in Year 4 are the development of broad skills. Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. By the end of Year 4 Pupils will be able to:

Generate Ideas

Select and use relevant resources to develop ideas.

To create sketch books to record their observations and use them to review and inform ideas when planning for an outcome

Making

Investigate the nature and qualities of different materials and processes.

To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]

Evaluate

Regularly reflect upon their own work and use comparisons with the work of others (pupils and artists) to identify how to improve

Knowledge

To learn about great artists, architects and designers in history. To be able to describe some key ideas, techniques and working practises of a variety of artists, craftspeople, architects and designers that they have studied

To explain and demonstrate how tools are used effectively and with safety.

The primary concern running throughout Year 4 is the nature of 'good practise; learning and acquiring the good habits that will stand students in good stead throughout their time in the art room and, of course, in the presentation of all work in varying subject areas that is embarked upon. Organisation of work, materials and time are stressed. Students will be required to quickly establish disciplined working methods necessary to sustain a creative environment within the department.

They will learn how to cooperate with classmates within a practical environment, treat their work with respect and all other areas of personal management. Students are encouraged to develop their opinions, and to express them with the appropriate subject related critical vocabulary.

Extension Learning

Further opportunities are sought in terms of developing and extending children's knowledge and skills and will often involve working with visiting artists.

Art Club takes place on designated lunchtimes and after school activity slots. All students are encouraged to use the facility to further their art experience.

DESIGN AND TECHNOLOGY

Head of Department: Mr S Webb

It is the aim of the Technology Department to provide a programme of study that offers opportunities for children to:

- Develop their designing and making skills
- Develop knowledge and understanding
- Develop their capability to create high quality products through combining their designing and making skills with knowledge and understanding
- Nurture creativity and innovation through designing and making
- Develop an understanding of the technological processes, products, and their manufacture
- Ensure progression is achieved as the pupils move through the School

The Department is very aware of the natural curiosity and ingenuity of young pupils. However, they must first cover basic practical and graphical work, which will enable them to produce a far more considered approach. As with all years, safety in the workshop is crucial and with a vigorously applied safety policy the pupils are constantly supervised. At a time when, within many schools, Technology is being constantly squeezed for time and resources, Technology at Clifton is a curriculum strength.

The aims of the Department are achieved through the projects below:

Year 4

This will be the first time in the pupil's school career that they have entered the Design and Technology Block. Safety in the classroom is crucial and this will be impressed upon them from their first lesson. Within this framework pupils will develop language, values and attitudes which will allow them to tackle Technology in the correct frame of mind.

Project 1 – Steady Hand Game

This term pupils produce a steady hand game. They will be learning about electronic components and how electricity flows, creating their own circuit using terminal blocks. Pupils will explore how to bend and drill acrylic. They will be introduced to CAD/CAM using the plotter cutter and a SMART material, Polymorph.

Project 2 – Promotional Goods

Pupils will be inspired by images from Wild Place to design and manufacture a laser cut keyring, a textile corner bookmark and the packaging for a chocolate bar. They will experience using CAD and laser cutting for the first time and be introduced to the basics of 2D Design software, and the necessary materials and equipment required to create their designs.

MUSIC

Head of Department: Mr J Edgell

The aim of the Music Department is to offer all pupils the opportunity to gain enjoyment from this broad subject, at as many different levels as possible. The Department encourages pupils to learn instruments individually and to participate in the wide variety of extra-curricular musical activities.

We offer tuition in a variety of instruments, with over 200 music lessons taking place every week. There are many groups and ensembles: Orchestra, Swing Band, Brass Group, Sax group, Flute & Clarinet Groups, String/chamber ensembles, Pop Groups, Guitar Groups and music theory classes. The Chapel Choir is a major focal point and there is also a junior training Choir (Clifton Cantate).

There are also numerous opportunities for performance at special events and in concerts.

In the classroom, all pupils learn about the rudiments and elements of music and are introduced to various musical genres through listening, performing and composing; all classroom activities are based on the National Curriculum recommendations for Key Stage 2.

Year 4

- Introduction to the Musical Elements through song, percussion and keyboard
- Sing and play a range of music, controlling pitch, rhythm, tempo and dynamics;
- Perform simple rhythmic and melodic patterns by ear;
- Devise and develop musical ideas to understand the element of Form;
- Compose using Graphic Scores to show understanding of the elements of music;
- Learn about traditional musical notation, using basic rhythmic symbols;
- Understand the concepts of time signature, bars, bar lines and rests;
- Perform with others in a group, maintaining a simple part independent of another group; (the round and ostinato);
- Investigate, choose and combine sounds to produce simple compositions using the Pentatonic scale;
- Communicate musical ideas to others and assess their own creations;
- Talk in simple but appropriate musical terms about sounds and music listened to, performed or composed.
- Develop elementary rhythmic and introduction of melodic notation using the keyboard.

RELIGIOUS EDUCATION

Head of Humanities: Mrs R Grubb

Religious Education develops children's core knowledge and deeper understanding of the role of religion and belief in people's lives. It extends their natural curiosity, broadens their world view and promotes reflection. Religious Education celebrates the cultural differences of others and promotes the development of shared human values, helping to prepare children for life within a modern, diverse society.

At Clifton College, Religious Education remains an integral component of spiritual, moral and academic life. The beliefs and practices of the Abrahamic traditions and other major world religions are taught throughout the school and in each year group. Local visits, guest speakers, school chaplains and twice-termly services in Chapel extend or complement work in the classroom. At Key Stage 2, pupils receive two periods of Religious Education per week.

Year 4

Pupils who join the Preparatory School, begin their journey with an investigation of the great storytelling that has shaped our lives, community and religions. They learn about the remarkable events in Jesus' life, his parables and ministry, as well as Christian celebrations of Advent, Christmas, Lent and Easter. Alongside a country study of India, pupils are introduced to aspects of Hinduism and get the opportunity to have a go at Bollywood dance. Pupils study these subjects and themes in the following order:

Term 1:

- i. My story, my community
- ii. Moral stories and rules.

Term 2:

- i. The Birth of Jesus, Epiphany
- ii. An investigation of the part played by John the Baptist.
- iii. Jesus' Baptism, temptations, miracles and parables.
- iv. An examination of the events of Holy Week.
- v. The Christian celebrations of Lent and Easter.
- vi. The faces of Jesus.

Term 3:

- i. An introduction to Hinduism, artefacts, a Bollywood & India inspired WoW Day
- ii. Creation story and Trimurti
- iii. gods/goddesses
- iv. Books, beliefs and values
- v. Worship, festivals and celebrations

PHYSICAL EDUCATION

Director of Sport: Mrs L Catchpole

Aims and objectives

The primary aim of Physical Education is to introduce and allow all pupils to experience and enjoy a wide range of physical activities in the hope that they will see the benefit of a healthy, active lifestyle and continue with physical exercise in their later years.

We aim

- To develop self-belief, confidence and competence in physical skills – encouraging each child to reach their full potential.
- To develop each individual’s personal levels of coordination, fitness, flexibility, skill, speed, stamina and strength.
- To appreciate the importance of fair play, honest competition, good sporting behaviour and abiding by the rules and codes of conduct in all activities as individual participants, team members and spectators.
- To learn to cope with success and failure/winning and losing – while stressing the importance of participation.
- To teach that there is a place for fun and competition.
- To experience individual, partner and group participation in both competitive and cooperative situations.
- To encourage cooperation, teamwork, planning and decision-making.
- To appreciate the importance of valuing the contributions of others whatever their level of ability
- To learn to evaluate and comment on performance.
- To be aware of all aspects of safety and to be responsible in matters of personal hygiene.

Time allocation

- Year 4 have one double period of Swimming per week
- Year 4 have one double period of Physical Education per week

Staffing

All teachers in the department are specialist trained.

Year 4 Course content

Michaelmas Term and Lent Term				Summer Term	
Swimming	Swimming	Swimming	Swimming	Swimming	Swimming
Health-related Fitness	Games Skills	Gymnastics	Movement & Dance	Athletics	Athletics

Swimming

The children learn and work on:

- Stroke development – Front crawl, Back crawl, Breaststroke and introduced to Butterfly

- Individual standards – against the clock
- Personal survival – water safety/diving
- Tumble and Touch Turns
- Diving

Health-related fitness

The children are taught simple concepts of fitness:

- The importance of Warm Up and Cool Down
- The effects of exercise on the body (physiological responses to exercise)
- The Breathing Rate and the effects of different intensities of exercise
- The Pulse Rate and the effects of different intensities of exercise
- The Recovery Rate and variations between individuals

Games skills

Pupils are taught to understand and play small-sided games and simplified versions of recognized competitive team games covering the following types:

Invasion Games e.g. Basketball, Touch Rugby, Uni-hoc

Striking/Fielding Games e.g. Cricket, Rounders

Net/Wall Games e.g. Mini Tennis

Emphasis is placed on the development of motor skills and hand-eye coordination to improve individual skills in sending, receiving, striking and travelling with a ball and in understanding the strategies linked to playing games.

Gymnastics

Pupils are taught to perform a variety of skills from the following skills categories:

- Travelling
- Balancing
- Flight

Emphasis is placed on the aesthetic qualities including body tension and extension, changes in body shape, level, speed and direction of movement.

Pupils practice, refine and repeat increasingly complex movement sequences on the floor and on the apparatus. They work both individually or with a partner and are encouraged to perform to a limited audience.

Movement and Dance

Through teacher direction, the children learn to create or compose simple dance sequences. In response to a range of music and stimuli, pupils are encouraged to explore and experiment with ideas, develop expression, rhythm, and use of imagination and non-verbal communication through movement/dance.

Athletics

Children learn to develop and refine basic techniques in:

- Running e.g. over short distances, over longer distances, in relays
- Throwing e.g. for accuracy and distance

- Jumping e.g. for height and distance

Pupils are encouraged to improve their own individual performances

GAMES

Director of Sport: Mrs L Catchpole

Rationale

Games at Clifton College have a place for everyone. We aim to provide all children with the opportunity to develop their skills, reach their full potential and enjoy participation in sport.

The Games programme is a very important aspect of school life here at Clifton and it takes place in addition to the Physical Education curriculum on a Wednesday, Friday and Saturday morning.

The children follow a progressive balanced programme of training and competition throughout their time at the Preparatory School. This programme respects the children's natural stages of physical, mental and emotional development. Its key aim is to increase the likelihood that children of all abilities will remain active throughout their lifetimes.

Staffing

We are very fortunate to have a number of very experienced and specialist coaches who are supported by enthusiastic and experienced members of staff. Each team has its own coach and mentor throughout the season. With an excellent staff to pupil ratio every child is provided with the perfect opportunity to flourish, fulfil their true potential and develop a love of sport.

Time allocation

All major games have three sessions set aside for the development of core skills, tactical knowledge and games awareness, alongside promoting positive attitudes which value respect, commitment, determination and teamwork.

Major Sports

Hockey is the major sport for girls in the Michaelmas Term, Netball in the Lent Term and Tennis/Cricket in the Summer Term. We also offer Sailing for Years 7&8.

Rugby is the major sport for boys in the Michaelmas Term, Hockey in the Lent Term and Cricket/tennis in the Summer Term. We also offer Sailing for Years 7&8.

In addition to the major sports covered, pupils have the opportunity to experience many other sporting activities. These are on offer as part of the extensive after school Activity programme and for example includes: Gymnastics, Dance, Football, Badminton, Squash, Cross Country, Judo, Karate, Tennis, Athletics, Sailing, Swimming, Triathlon, Equestrian, Archery and Skiing.

PERSONAL, SOCIAL, HEALTH & ECONOMIC EDUCATION (PSHE)

Head of Department: Mrs M Byas

Personal, Social, Health and Economic Education help to give pupils the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active, responsible citizens. Pupils are encouraged to take part in a wide range of activities and experiences across and beyond the curriculum, contributing fully to the life of their school and communities. In doing so they learn to recognise their own worth, work well with others and become increasingly responsible for their own learning. They reflect on their experiences and understand how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues that are part of growing up. They also find out about the main political and social institutions that affect their lives, and about responsibilities, rights and duties as individuals and members of communities. They learn to understand and respect our common humanity, diversity and differences so that they can go on to form the effective, fulfilling relationships that are an essential part of life and learning.

PSHE, of course, starts within the family and is developed by the prevailing ethos of the School, as well as by the set curriculum. This is indeed very important, as the foundation subject, Citizenship, puts further demands on an already busy schedule.

We aim to maintain flexibility within the framework, to allow discussion of current affairs, both within school and in the world outside. Some topics are developed across five years, and for others there is a spiral curriculum to allow for the growing understanding of the children.

The curriculum encompasses many areas of PSHE study and is complemented by the weekly Form Tutor sessions.

We follow the Jigsaw Curriculum and the six pieces of the puzzle:

- Being Me in My World
- Celebrating Difference
- Dreams and Goals
- Healthy Me
- Relationships
- Changing Me

LEARNING SUPPORT

Head of Department: Mrs A Gowdy

The Learning Support department aims to ensure that every child is provided with the individual education which they require. This may involve specialist teachers and teaching programmes for children who are experiencing a range of barriers to their learning.

Learning Support

In order to support children who require extra support, either due to a specific learning difficulty, such as Dyslexia or Dyspraxia, or through the necessity simply to catch up with the mainstream, due to illness or a gap in their previous education, one of three approaches may be employed:

- The pupil may be withdrawn from classes to receive individual tuition from a specialist teacher in the Learning Support department.
- The pupil may be supported within the mainstream classroom through 'Class Support' by their teacher with the guidance of the Learning Support department.
- A combination of both of the above.

Identification

Identification of children who might need support is achieved through screening administered by our specialist teachers or by an Educational Psychologist. On the basis of the assessment obtained the children may be given individual specialist support as detailed above.

Reporting

All children who receive additional support from the Learning Support department have an Individual Education Plan (IEP) prepared for them by their Learning Support teacher. This IEP will set out the learning programme and targets for the term.

All parents, whose children are new to the Learning Support department are invited, during the first term, to come into the department to discuss the style of teaching that will take place and how best they can support their child at home.

An updated IEP is sent out termly and Learning Support teachers are always available to meet parents. A parental response sheet is attached to all IEPs to encourage feedback. All Learning Support staff attend Parents' Evenings and liaise closely with the mainstream curriculum teachers on target setting.

Inclusion

Only if the Learning Support department is integrated within the mainstream can it be fully effective. At the School's weekly staff meetings, Learning Support teachers discuss progress and concerns for individual children and help to support staff's understanding of Specific Learning Difficulties (SpLD) and how best to support the individual in the classroom.

Facilities

The Learning Support department has its own building on campus and is extremely well resourced with the latest in computer software and hardware. The school takes this specialist

support extremely seriously and, as a consequence, is given a generous budget to allow the department to keep itself at the forefront of new initiatives.

Charges

When support involves withdrawal from the classroom and the provision of individual specialist teaching in the Learning Support department, a charge is made.

Children's needs vary enormously, but as a guideline most children require two specialist lessons of 35 minutes per week. For those who require support both in Literacy and Numeracy, this may rise to three or more lessons.

Inspection

The School is regularly inspected by the Council for the Registration of Schools Teaching Dyslexic Pupils (CReSTeD). In the most recent CReSTeD report the Inspector concluded:

The School both meets and exceeds the criteria for re-registration and provides an environment where pupils with SpLD are encouraged to build on their strengths whilst being supported to address their weaknesses. The School has a focus on engendering pupils who are confident learners.

ACTIVITIES

Head of Department: Mrs J Hambley

There are a wealth of groups and activities that take place during the week, with something for everyone, whether that be based in the Arts, Music, Culture, Sport, Support, Academic or just good old-fashioned family board games.

The children are encouraged to participate in as wide a range of these activities as they are able, to give them a diversity of interests and to enable them to discover talents that might, otherwise, remain hidden. Children are free to pick the activity that they enjoy and we encourage them to do at least one activity a week.

All of this provides an important opportunity for the children, and the staff, to savour a variety of skills and interests that hopefully broadens the mind and provides a contrast with the pressures of the 'mainstream'. It is, if you like, the much quoted 'Added Extra' – and there is no doubt that it now represents a significant element in the mix.

Time moves on and fashions continually change. In line with this, we regularly consult the children and the staff about new ideas and, so long as the ideas are feasible, are more than willing to add them in. Indeed, if you have any ideas of your own, we would be only too delighted to hear of them!