

Year 4 Curriculum Guide

2025-2026

jags

James Allen's Junior School

INTRODUCTION

We would like to take this opportunity to welcome you and your daughter to a new academic year at JAGS Junior School. We very much look forward to working in close partnership with you to ensure your daughter settles happily, enjoys school life and fulfils her potential in Year 4. This booklet has been produced to give you an overview of the curriculum that your daughter will follow over the course of this year.

The children in Year 4 follow a broad curriculum which consists of English, Mathematics, Science, French, History, Geography, Music, Art, Design and Technology, Computing, Religious Education, Physical Education, Swimming and Games.

We believe that young children learn best when they feel secure and valued, when they are challenged yet supported, when challenges are closely matched to potential, and when learning is fun.

We provide a broad curriculum so that the children develop a wide appreciation and understanding of the world. The academic subjects and class work are enhanced by school trips, enrichment activities, visitors to the classes along with events and activities designed to extend and offer learning beyond the traditional subjects.

It is our role as educators to foster in our pupils; growing responsibility, caring attitudes, eagerness to learn, physical, mental and emotional fitness and the ability to cope in tomorrow's competitive and changing world.

It is for these reasons that the education offered, both within the classroom and beyond, has the following aims:

Both in and out of the classroom:

- To celebrate our diverse and inclusive community.
- To champion social awareness and sustainability.
- To empower courage, creativity and compassion in each student.
- To inspire aspirational and authentic lifelong learners and leaders.
- To nurture respectful, resilient and kind individuals.

As pupils' progress through the Prep School they are encouraged to develop their growing independence so that that they are confident, resilient and ready to embrace the next part of their learning journey.

Please remember that you can contact me or any member of staff if you have questions regarding your daughter's education.

With warm wishes,

Mr Rhys Johnston Deputy Head Academic

CONTACTING TEACHERS

Teachers can be contacted via email using the following format firstname.surname@jags.org.uk, a message can be written in your daughter's home learning planner or email the office prep@jags.org.uk.

HOME LEARNING

The aim of home learning is to encourage our children to work independently and adopt good working habits when they are out of the classroom. Home learning is intended to reinforce or consolidate what your child has learnt in class or give them the opportunity to attempt something independently. The greatest support that you can give your child is to provide a quiet place to work, free from distraction, with encouragement to do their best.

If your child is getting frustrated or overwhelmed with the task set, then please put a note in her home learning planner and her teacher will follow this up at school.

HOLIDAY HOME LEARNING

In Year 4 children are expected to read regularly and keep up with times tables practice.

ASSESSMENT

The purpose of assessment is:

- To provide staff, children and parents with information about individual progress
- To monitor and evaluate the progress that children make in all subjects
- To identify the strengths and weaknesses in learning
- To inform curriculum planning

Following a formal assessment, your daughter's teacher will provide her with feedback, outlining her strengths and next steps to ensure continued progress. This, along with ongoing discussions through teacher feedback, provides a clear picture of her learning and is more useful than merely a mark or score and will form the basis of her twice-yearly written reports.

During the school year there is also the opportunity for parents to attend Parent's Evenings. You then have the opportunity to meet your child's subject and Form teachers and to discuss your daughter's progress and attainment in greater depth.

FEEDBACK AND MARKING

We believe that three principles underpin effective feedback and marking; it should be meaningful, manageable and motivating, while providing constructive feedback to every child, focusing on success and improvement against learning objectives, success criteria and ability.

Feedback helps children to become reflective learners and gives them strategies to evaluate and improve their work and take the next steps in their learning. We aim to provide a system of marking that is consistent and that informs and influences our planning and enhances children's learning.

All work should be marked within a week of completion. On-going work or project work is monitored by the teacher setting the task and children are given clear guidelines about requirements and 'check-in' points so that they are managing their time effectively.

'Assessment for Learning' is used wherever appropriate. Pupils are encouraged to look at the detail of the marking, and the comments made; 'WWW' = what went well, or 'EBI' = even better if. Challenge or extension activities are indicated with the title 'Challenge' written in the child's book.

CURRICULUM INFORMATION

ENGLISH

The English Curriculum is based on the Key Stage 2 National Curriculum and the 11+ entry requirements. The curriculum is presented in a lively and stimulating way and our aim is to extend each child's potential in all areas of the subject.

Year 4 pupils by the end of the year should be able to:

- Listen to class discussions and participate in mini debates.
- Read aloud from selected texts fluently and with appropriate expression.
- Read silently with sustained concentration a wide range of literature chosen from the school library, during Reading periods.
- Use reference books and dictionaries, using indices and alphabetical order.
- Produce pieces of writing in sentences with capital letters, full stops, commas and speech marks.
- Begin to use paragraphs when structuring prose.
- Write for a variety of purposes and audience (e.g. stories, instructions, playlets, letters etc.)
- Write a story with a clear structure.
- Understand nouns, verbs, adjectives, adverbs
- Recognise spelling patterns and understand more complex spelling rules.
- Use joined-up handwriting and write in pen.
- Answer comprehension questions in full sentences and questions which demand an opinion. Interpret a text using inference and deduction.



DRAMA

All girls have a weekly drama lesson. The lessons are designed to enhance the girls' confidence throughout their four years in the preparatory school and teach them acting skills which culminate in a Year 4 and a Year 6 play. Lessons are designed to be practical and fun.

Topics covered include:

- Drama strategies and games: unite pupils and foster positive group dynamics.
- Team games: promoting group work.
- Observational skills.
- Memory work: using poems and scripts.
- Mime: developing facial expression and physical gesture as a form of communication.
- Character work: exploring a variety of ways to create characters, including inventing character histories.
- Script work: writing and learning scripts.
- Year 4 Play.

SPEECH & DRAMA

(£ Optional Extra)

- To encourage self-confidence in the use of the spoken word.
- Girls are taught in a small group by a drama specialist.
- Speech and projection exercises.
- Oral presentations: solo. Children are encouraged to speak freely in an unscripted manner, always with the help of visual aids.
- Rhythmic speech and vocal freedom explored through poetry.
- Discussion of vocabulary and verbal dynamics practised in poetry and drama.
- Improvisation to promote imaginative ideas and vocal freedom.
- Character development using short scripted scenes.
- Pupils read aloud from a favourite book and learn the skills of timing, expression and fluency. They are also encouraged to develop their use of sustained eye contact so that they share fully with their listeners.
- All pupils are entered for the Entry Level Entry 2 English Speaking Board examination in June. Preparation for this examination takes place in the Spring and Summer Terms.



MATHEMATICS

The Mathematics Curriculum is in alignment with Key Stage 2 National Curriculum requirements and is based around the White Rose schemes of learning. We cover the Y5 topics on Place Value and Four Operations and the rest of the topics are taught at Y4 level, with extension provided as appropriate. Throughout our learning we use concrete resources and pictorial examples to build a deeper understanding of the concepts for all pupils, which they can then relate to the abstract formal methods. We aim to provide girls with a sound foundation of the concepts taught, from which we use problem-solving and investigations to develop and extend their skills and understanding.

Place Value

- Understand place-value to be able to read, write and partition numbers up to 6 figures.
- Compare and order numbers up to 6 figures
- Counting in 10s, 100s, 1000s, 10 000s, and 100 000s
- Know Roman Numerals for numbers up to 1000.
- Round numbers to nearest 10, 100 etc. up to 100 000
- Negative numbers

4 Operations

- Add and subtract whole numbers with more than 4 digits using the column method
- Round to estimate and approximate
- Inverse operations (addition and subtraction)
- Multi-step addition and subtraction problems
- Understand what multiples and factors are
- Find common factors of two numbers
- Prime numbers

- Square numbers
- Cube numbers
- Multiply and divide by 10, 100 and 1,000
- Multiples of 10, 100 and 1,000
- Multiply 2-, 3- and 4-digit numbers by 2-digit numbers
- Divide 4-digits by 1-digit
- Divide with remainders

Fractions/ Decimals

- What is a fraction?
- Equivalent fractions
- Fractions greater than 1
- Count in fractions
- Add 2 or more fractions
- Subtract 2 fractions
- Subtract from whole amounts
- Calculate fractions of a quantity
- Tenths and hundredths - on a place value grid, on a number line and write as decimals
- Divide 1-digit numbers by 10 and 2-digit numbers by 10 and 100
- Make a whole
- Write, compare, order and round decimals
- Halves and quarters

Geometry

- Identify angles
- Compare and order angles
- Triangles
- Quadrilaterals
- Lines of symmetry
- Complete a symmetric figure
- Describe position
- Draw on a grid
- Move on a grid
- Describe a movement on a grid

Money

- Pounds and pence
- Ordering money
- Estimating money
- Four operations
- Estimate, compare and calculate different measures, including money in pounds and pence
- Solve simple measure and money problems involving fractions and decimals to two decimal places

Measurement

- Kilometres as a measure of distance
- Perimeter on a grid
- Perimeter of a rectangle and other rectilinear shapes
- Area by counting squares
- Comparing area
- Hours, minutes and seconds
- Years, months, weeks and days
- Time - Analogue to digital – 12 hour and 24 hour

Statistics

- Interpret charts
- Comparison, sum and difference problems using information represented in tables and charts
- Line graphs



SCIENCE

The Science Curriculum covers the three disciplines of biology, chemistry and physics, as well as including many opportunities to develop practical and enquiry skills. Lessons take place in a fully equipped science classroom, where pupils are able to gain plenty of hands-on experience with a range of scientific equipment. The Year 4 girls have two one-hour lessons each week.

Working Scientifically (ongoing skills that are taught throughout the topics listed below)

- Asking relevant questions and answering them through scientific enquiry
- Making observations and taking measurements
- Recording and presenting data
- Presenting scientific information as drawings, diagrams, keys, bar charts and tables
- Reporting on findings from enquiries verbally and in writing
- Using results to draw simple conclusions, make predictions, suggest improvements and further questions
- Identifying differences, similarities or changes related to scientific ideas and processes
- Using scientific evidence to answer questions or support findings

Electricity

- Identify electrical appliances and components
- Describe how to use electricity safely
- Make a simple circuit
- Identify conductors and insulators.
- Using switches in a circuit.
- Draw circuit diagrams.
- Change the brightness of a bulb or volume of a buzzer

Teeth and Eating

- The different types of teeth and their functions
- How to look after teeth
- The digestive system
- Identifying carnivores, herbivores and omnivores from their teeth
- Drawing and interpreting a food chain.

Changing State

- Compare and group materials together, according to state
- Describe how the particles are arranged in solids, liquids and gasses
- Observe that some materials change state when they are heated or cooled
- Evaporation, condensation and the water cycle

Sound

- How sounds are made
- How sound travels and how we hear it
- The pattern between the pitch of a sound and the object that makes the sound
- The pattern between the volume of a sound and the strength of the vibration that produced it
- The pattern between the volume of a sound and the distance from the object that produced it

Classification

- Grouping living things in different ways
- Identifying different types of vertebrates and invertebrates

- Using classification keys
- How environments can change and sometimes endanger living things
- How to care for the environment and prevent habitat destruction



COMPUTING

Computing is taught in our state-of-the-art Computing Suite. The Year 4 girls have a one-hour lesson each week, taught in whole classes. There are opportunities to use a variety of educational software as well as Floor robots/Spheros, Crumbles, Databases, iPads and AI graphics creation. With the introduction of the new digital strategy some of the ICT/Computing skills will be used and taught within other subjects using pupil assigned iPads and laptops.

Topics

- Creating presentation documents
- Creating algorithms including flowcharts
- Robotics
- Coding with Scratch, and Crumble
- Understanding databases
- Creating graphics and animations
- Exploring virtual reality
- Understanding AI
- Internet Safety

Key skills

- Digital literacy
- General ICT Skills
- Planning and design
- Creating and debugging algorithms
- Coding
- Sensing and logging
- Data collection and storage
- Graphics manipulation
- Games Makers

HUMANITIES

In Year 4 we take a topic-based approach to History and Geography. We aim to make relevant cross-curricular links where possible whilst ensuring the key skills of both subjects are embedded. The girls have two double lessons a week of their topic.

HISTORY

Topics

- The Romans in Britain
- The Anglo Saxons
- What was Dulwich like in the past?

Key Skills

- Develop an understanding of chronology and use BC and AD.
- Use primary and secondary source to make deductions about life in the past.
- Understand there are differing opinions about events in the past.

GEOGRAPHY

Topics

- Countries of Europe with a focus on Italy (including mountains and volcanoes)
- How and why settlements change
- What is Dulwich like today?

Key Skills

- Use maps, digital maps, aerial photographs, atlases and globes to locate places.
- Make their own simple maps and plans.
- Use the eight points of a compass, 4 figure grid references, OS symbols and keys.
- Use the scale to calculate distances.

Throughout the year children will be taught to:

- Ask geographical questions.
- Collect and record evidence.
- Use appropriate geographical vocabulary.
- Use appropriate fieldwork techniques.
- Use atlases and globes, and maps.
- Use and make maps and plans at a range of scales.

FRENCH

French immersion carries on at the Prep in Year 4, following the teaching and learning style of Year 2 and Year 3. French is taught in half classes throughout the school and each class attends two lessons per week.

We follow the course *Les Loustics*, which prepares for the Diplôme d'études en langue française or Diploma in French Studies – DELF Prim. This is supplemented by a wide range of graded readers, interactive software, audio and video materials. The French teaching room is equipped with an interactive white board. Extensive use of iPads allows the girls to enhance their learning.

A range of topics is covered during the year and French is used as the medium of communication during lessons and outside the classroom.

The focus is put on developing confidence via the acquisition of new vocabulary, skills and structures, and on enjoyment of the language through the use of the computer, interactive whiteboard, games, songs, stories, poems, videos, hands-on activities and role plays.

MUSIC

Music is taught very much as a practical subject, with activities consisting of performing, composing, listening and appraising. Each pupil has two lessons per week, one with the whole class and one as part of a half-group.

Topics:

Autumn Term

- Rhythm and Percussion: West African Drumming
- Harvest and Christmas songs

Spring Term

- Songs for Year 4 play

Summer Term

- Composing and performing Programmatic music

SPORT

Each week the pupils enjoy one 60-minute lesson of Physical Education (PE) and one 60-minute lesson of Games using the extensive facilities at the Prep and JAGS Sports Club. For swimming they have a 60-minute lesson every two weeks at the JAGS Sports Club pool. There are many further opportunities for pupils to take part in sport at the Prep through the squads, clubs and fixtures programme.

PE Lessons

In PE lessons the pupils are challenged to develop their Fundamental Movement Skills (FMS) which can be grouped into three main areas; locomotion, stability and object control and these form the basis for all sports and physical activities. They learn about how the body works in relation to physical activity and learn leadership skills and apply them in small group situations. The pupils will experience a variety of racquet sports such as short tennis, badminton and tennis; ball sports and other activities which aim to diversify their skills across a range of physical activities. It is also in these PE lessons where the pupils experience gymnastics and dance and in the Summer Term they participate in a variety of disciplines in athletics in preparation for Sports Day. In addition to FMS these activities develop the pupils' coordination, body control, flexibility, creativity, striving for personal bests and confidence to perform in front of their peers.

Games Lessons

In their Games lessons pupils learn traditional sports of football and netball in the Autumn Term and hockey in the Spring Term. In the Summer Term pupils take part in cricket. There are many competitive opportunities in these sports, such as open events, Interhouse, collaborative sessions and fixtures with other schools. Games lessons develop the pupils' understanding of rules, teamwork, communication and collaboration skills.

Swimming

Pupils swim every term and continue to develop and understanding of water safety and develop techniques for front crawl, backstroke, breaststroke, diving and experience an introduction to butterfly. They learn how to increase their endurance for swimming and work towards swimming awards.

Clubs & Squads

Information for these can be found in the Sport at JAGS Junior document

Inter-House Events

All pupils in the Prep participate in Inter-House Events across the year. These include:

Autumn Term: Netball & Football

Spring Term: Swimming

Summer Term: Cricket & Sports Day



ART

All girls have one double lesson a week, in half classes in the specialist, Art room. They work through a series of linked activities within larger projects, carefully designed to stimulate and ensure success and enjoyment.

Some activities respond to current events or exhibitions and some repeat from year to year. However, they all fall within a rolling annual framework which targets specific fields of Art, Craft and Design, and builds progressively upon skills and techniques. The girls make regular use of a sketchbook in which to record, develop and evaluate their own work and to appreciate and comment on the work of artists, craftspeople and designers. Towards the end of the year the girls organise their work in a portfolio, which they add to in Year 6.

DESIGN & TECHNOLOGY

Design and Technology is taught throughout the school, building confidence, creativity and skill in our pupils, as they learn to develop projects using the iterative design and make process. Design and Technology lessons and extra-curricular clubs are geared towards providing stimulating and challenging tasks that will prepare the student for a lifetime of learning, exploring and problem solving as an individual and as a member of a team. Pupils must learn to design and make products with confidence within a range of diverse contexts, describing their purpose, their design features, how they work and their appeal to the intended users. Pupils learn to develop projects using the full design process from the Initial Design to evaluating how well it functions once completed. Engaging our pupils in captivating STEM activities at such a foundational stage of their learning, provides a promising platform for a future of significant and worthwhile contribution to our evolving technological world.

Within the Prep School, pupils are taught by a specialist teacher for an hour each week in small groups. They work within a specialist workshop equipped with laptops, a laser cutter, a 3D printer and traditional construction machinery and tools. Pupils are encouraged to develop their design ideas using CAD/CAM and electronics as well as wood, plastic and metal. Pupils learn to think and intervene creatively to produce a wide range of quality products:

In Year 4, pupils work confidently within a range of contexts, such as the home, culture, enterprise, industry and the wider environment. They design and make handcrafted wooden utensils, mechanical cars and programmable crumble lamps.

As well as cross-curricular projects with Maths, Science, Humanities and Computing, pupils repeatedly participate with national STEM competitions to champion their engineering ingenuity and creativity and to encourage an interest in problem-solving using new technologies.

These formative years of Design and Technology emphasize developing practical 'design and make' skills within a specialist workshop environment, helping students to gain confidence in their own creativity while using techniques that involve a number of steps, demonstrating resourcefulness when tackling practical problems. Students develop knowledge and understanding of materials and components; systems and control; tools and equipment; electronics, computer-aided design and manufacture and structures. They learn to combine practical skills with an understanding of aesthetics, function, social, moral, cultural and environmental issues. They learn to explore values and attitudes to their made world; critically analysing how we live, work and interact within it. This all helps to prepare pupils for making significant and worthwhile contribution to life and work in a sustainable technological society.

PSHCE (PERSONAL, SOCIAL, HEALTH, CITIZENSHIP AND ECONOMIC EDUCATION)

This year we have further developed our PSHCE curriculum to make it bespoke to our school community and pupils. Largely, we work from PSHE Association's Programme of Study. This programme builder takes a thematic approach to primary PSHE education, covering all three core themes of the Programme of Study (Health and Wellbeing; relationships; and living in the Wider World) across the school year, with three topics per half-term. This approach allows different year groups to work on similar themes at the same time, building a spiral programme year on year. It also strengthens our links with the Senior School who also work with the PSHE Association curriculum.

PSHCE is taught by form teachers in Years 3, 4 and 5, and by the Deputy Head Pastoral in Year 6. Our PSHE curriculum is further enriched through teaching and learning centred around our Bee Brilliant pastoral programme, our assembly programme, an abundance of leadership opportunities, a wide range of pupil workshops and two form times each week.

RIGHTS RESPECTING SCHOOLS

This year, we will be launching the Rights Respecting Schools Award across the Junior School in both the Prep and Pre-Prep settings. The UK Committee for UNICEF (UNICEF UK) works with schools in the UK to create safe and inspiring places to learn, where children are respected, their talents are nurtured, and they are able to thrive. Our Rights Respecting Schools Award embeds these values in daily school life and gives children the best chance to lead happy, healthy lives and to be responsible, active citizens.

The award essentially puts children's rights at the heart of school life with a focus on wellbeing, participation, relationships and self-esteem. During PSHCE and Form Time, we will learn about the UN Convention of a Child through age-appropriate activities. We aim to achieve the Bronze Award by end of Autumn term/early Spring and be well on our way to achieving Silver by the end of the academic year.

We are excited to engage students, teachers and support staff, parents and governors in the award, and look forward to sharing our journey with this.'

RELIGIOUS EDUCATION

Religious Education is the study of humans' systems of faith and worship around the world and over time. We explore this infinitely rich area to develop spiritual, moral and cultural knowledge and awareness. Religious Education helps the pupils to develop an understanding and an openness towards others and difference amongst people, thus also helping them to place themselves within this evolving human story. Throughout the year the pupils will acknowledge various religious festivals, look at features across major religions and recognise some of the religious threads woven into our everyday lives. In Year 4, we move through the Abrahamic religions observing the common roots and some of the dynamics and divisions over time. We look at both Judaism and Islam from a historical and geographical viewpoint and identify some of the key tenets of each religion.

Autumn Term: Judaism

Spring Term: Abrahamic Religions and Old Testament

Summer Term: Islam



James Allen's Girls' School
Ages 4-18

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