

RUNNYMEDE COLLEGE

British International School • Madrid



Founded 1967

Year 4 Curriculum

A Guide for Parents 2009 — 2010

Dear Parents,

The following pages outline the curriculum that your child is studying this year. This should enable you to have a clearer idea and understanding about what is taught in the Junior School. It should also enable you to help in the learning process.

The areas encompass the requirements of the National Curriculum and in some cases an explanation of the attainment targets has been included. There may be some adjustments in the subject area content as all areas are constantly under review, and they will be adapted to the needs of the children. This guide will be re-examined and revised as necessary during the year.

Should you require any further information about the curriculum or about the school in general, please do not hesitate to get in touch.

Yours sincerely,

A handwritten signature in cursive script that reads "Christopher Say". The signature is written in dark ink and includes a horizontal line extending to the right from the end of the name.

Christopher Say

Head of Junior School

General Information

Key Stage 2 begins in Year 3 when a child is 7 and lasts until Year 6 when a child reaches the age of 11. During this time it is our goal to provide a learning environment in which children develop an understanding, appreciation and enjoyment of the world they live in. We wish to give them a thirst for learning in a happy, safe environment and to help them grow as independent and confident people.

Through the curriculum subjects we aim to help the children develop lively, enquiring minds enabling them to apply themselves to mental, physical and artistic tasks. We strive for high academic standards.

In Runnymede the teaching of Literacy and Numeracy are seen as central areas of our curriculum. In English we encourage our children to express themselves and their opinions, to share their ideas and thoughts and we make each child aware that his contribution is valued. The children have the opportunity to read a rich variety of literature and believe that through books we can develop their skills in reading, writing, talking and listening apart from giving them a chance to explore their own imaginations.

Our teaching of Mathematics is based on the National Numeracy Strategy where the emphasis is placed on developing skills in number and particularly mental Mathematics. We use practical activities and 'real life' problems to engage their interest and enthusiasm.

During the key stage we aim to provide the children with continuity and progression for one year group to the next. With this in mind, we have developed a set of guidelines for each area of the curriculum which are under constant review and details of which are included in this booklet. The children are continuously observed and assessed and records are kept of each child's progress. These are passed on to the following class teacher to ensure continuity and progress.

We aim to achieve a balance between class teaching, group activities and individual teaching. In Years 3 and 4 a full time support teacher enables Mathematics to be taught in smaller groups and ensure that all children can share and discuss books at their level in reduced groups at least once a week. The days are planned to maximise opportunities for development throughout the time spent at school.

We place great importance on providing a stimulating, interesting environment that is conducive to learning using displays of children's work to reinforce the 'message' that everyone is valued.

Social and Emotional Development

As we pointed out earlier, we hope that our children will develop confidence, positive motivation and security.

We also hope that they will develop social skills of consideration for others, working as a group, learning to take

turns and to share. Discipline is approached in a positive way and we respect the children first, just as we hope to earn their respect. Rules are simple and adhered to by all, including the teachers. A set of 'Golden Rules' are used as the main focus to encourage positive behaviour in school. Correct behaviour is rewarded each week by a 'Golden Time' session. On the other hand, inappropriate behaviour results in time being lost by a child.

We hope that the children will feel that they are part of a community in which they have a role to play. We expect them to be tidy in class and to help the teachers. In this way the children develop attitudes of responsibility from the beginning.

We have high (but not unrealistic) expectations of the children and we find they live up to them. Each child is seen as an important individual and labels based on stereotypes of race, gender or social class have no place in our school. Each child has talent, potential and special qualities; we seek to foster these, thus enabling each child to grow in positive self-esteem and realise his or her potential.

Assessment and Testing

In Year 4 children are given termly summative tests to assess their progress during that period and in Term 3 they take the non-statutory English Q.C.A. tests in English and Mathematics. The children work under test conditions under the supervision of their class teacher who adheres to strict guidelines to ensure that the children's levels can be determined accurately.

The levels that a child achieves may be discussed with parents in the final Parent/Teacher Meeting of the year. At the end of Year 4 an average child should be achieving between levels 3 and 4, although some children may still be attaining a high level 2. The nature of these levels is fully explained to the parents at an expectations meeting in September.

Runnymede is under no obligation to administer these tests. However, we do base our curriculum on the National Curriculum and believe that the children's progress should be monitored objectively and effectively in order to report to parents. This also ensures a smooth transition back to schools in Britain where families intend to return to Britain.

Other summative tests include the Suffolk Reading Test and the Swift Standardised Spelling test which are administered at the end of Terms 1 and 3 and the Raven non-verbal intelligence test which is administered in Term 3.

Apart from formal summative tests, the children are constantly being monitored, observed and given tasks to ensure that appropriate steps are taken to ensure progress.

ENGLISH

Literacy

In line with current practice in England and Wales, English at Runnymede is taught according to the Primary Framework for literacy. The renewed Framework forms a significant development that builds on the learning that has taken place since the original Framework for teaching literacy was introduced in 1998 and 1999.

Through daily lessons, children discuss a wide variety of texts, identifying similarities and differences between them. Under the guidance of the teacher, they move on to identifying those qualities which mark them as examples of good writing. The final stage is the pupils' own writing where they are encouraged to use the techniques they have identified in their discussions.

Within the strategy, less time is devoted to 1 to 1 reading with the teacher. Instead, the teacher works with a group in a session of guided reading where texts are read and discussed and predicted within ability groups.

Similarly, writing skills are developed through guided writing sessions with the teacher.

Additional time outside the Literacy Hour will be given to extended writing and to exercises practising areas taught within the hour.

The English Curriculum contains the following aspects and pupils are assessed on their progress through them.

Speaking

Children will be given the opportunity to further develop the skills acquired in Year 3. They will be given the chance to contribute to the planning and implementation of group activities. The children may be asked to prepare and present poems, stories or factual accounts to the class, individually or in groups. Children will be given the opportunity to explain why they have taken a particular course of action or how they have solved a problem. Children will also be given opportunities to participate in improvised drama and role play activities.

Reading

Children should be able to read aloud fluently from familiar texts, developing expression and demonstrating understanding. Children should be able to read silently with sustained concentration from fiction, nonfiction, verse and prose. Children should begin to discuss stories and poems and start to use deduction and previous reading experience to infer meanings which are beyond the literal. They should begin to develop an understanding of story structure. Children should be able to use the school library appropriately to select reading books and in order to find information from reference material.

Writing

Children should now be able to write descriptive or narrative accounts for a variety of audiences, both real and fictitious. Their stories should now include settings, characters, openings, a series of chronological events and a conclusion. Practice will be given in revising and redrafting work, in discussion with the teacher or other pupils from the class, in order to produce work which is more fluently written and grammatically correct. Children will begin to use commas to separate clauses within sentences. They will also learn how to use paragraphs.

Spelling

Children will work through the Nelson Spelling Scheme which is a differentiated course for structured spelling. A range of strategies and techniques are employed, including puzzles and word games.

Children will be taught in groups according to their spelling ability. They will be given spelling words to learn at home for tests. These will be based on phonic work, words arising from topic work and commonly used, irregularly spelt words.

Children will work through the Stages outlined below using the Nelson Spelling Scheme, although we do not necessarily expect all children to have reached the final stage by Year 6. Most Year 4 children will consolidate their knowledge of Stage 3 and then begin to work at Stage 4. This corresponds to book 2 in the Nelson Scheme.

Handwriting

Children will work through the stages according to the Nelson Handwriting Scheme. The scheme provides structured units linked to spelling and grammar points. Most children will continue to work at Stage 4. This corresponds to Nelson Book 2. In the final term they will learn how to use a fountain pen.

Resources

Launch into Literacy - OUP.

Essential Texts (Stage 2) - Heinemann.

Nelson Handwriting and Spelling.

Cornerstones for Writing - Cambridge.

Homework.

Year 4 children will be given 30-40 minutes English homework once a week. In addition, they will be expected to learn weekly spelling lists. They should continue to read and discuss their books with an adult as often as possible at home.

MATHEMATICS

In Year 4 children will be given the opportunity, through teacher led group and class discussions and activities, to use and apply Mathematics in practical tasks, real life problems and within maths itself. They will take more responsibility for organising their work. Discussion of their reasoning and the seeking of alternative solutions to a problem will be encouraged. At all times children will be encouraged to see Maths as a creative and rewarding field of individual and cooperative study.

Children will be taught in groups according to their Mathematical ability. They will be given class assignments and termly assessments to monitor their progress. Their will be based on the material covered and some revision work.

The Primary Framework for Mathematics

In line with the National Curriculum, Mathematics at Runnymede is taught according to the Primary Framework for Mathematics. This strategy consists of lessons structured into three parts: oral work and mental calculation, the main teaching activity and a plenary.

The oral work and mental calculation last about 5 to 10 minutes. The whole class work together to rehearse, sharpen and develop mental and oral skills.

The main teaching activity lasts about 30 to 40 minutes. The children have direct teaching input and are involved in a range of pupil activities. They may work as a whole class, in groups, in pairs or as individuals.

The plenary lasts about 10 to 15 minutes. Here the teacher works with the whole class to sort out misconceptions and identify progress, to summarise key facts and discuss the next steps.

Within the daily mathematics lesson pupils will be covering the following work and will be assessed on their progress.

Syllabus Outline

1. Numbers and the Number System

The children will understand place value and order to 10,000. They will learn to round any positive integer less than 1000 to the nearest 10 or 100 and be able to use symbols correctly, including 'less than' (<) and 'greater than' (>).

They will begin to recognise simple fractions that are several parts of a whole and mixed numbers and recognise the equivalence of simple fractions and their decimal equivalents.

Negative numbers will be introduced in context.

2. Calculations

The children will use known number facts and place value to add or subtract mentally, including any pair of two digit whole numbers. They will know by heart: multiplication

facts for 2, 3, 4, 5 and 10 times tables. They will work out quickly: division facts corresponding to 2, 3, 4, 5 and 10 times tables. They will also be very familiar with the remaining multiplication and division facts.

They will develop and refine written methods for: column addition and subtraction of three whole numbers less than 1000 and addition of more than two such numbers.

They will become familiar with remainders after division.

3. Solving Problems

The children will use money to total bills and calculate change over £1. They will also choose and use appropriate number operations and appropriate ways of calculating (mental, mental with jottings, pencil and paper).

4. Handling Data

The children will organise and interpret data from tables, use frequency tables and interpret information from bar graphs. They will use pictograms, Venn and Carroll diagrams.

5. Measures, Shape and Space.

Children will select and use appropriate standard metric units of measure.

They will measure and calculate the perimeter and area of simple shapes.

The children will learn how to read the time from an analogue clock and a 12 hour digital clock to the nearest minute. They will read simple timetables and use this year's calendar.

The children will orally describe and visualise 3D and 2D shapes. They will be able to classify polygons using criteria such as the number of right angles, whether or not they are regular. The children will develop an understanding of symmetry and recognise equilateral and isosceles triangles. They will begin to work with the 8 compass directions.

General Information

Year 4 are grouped into three sets to provide appropriate extension or reinforcement of the programmes of study. The groups are taught by the class teachers and the Key Stage 2 Support Teacher for Years 3 and 4. The groups are flexible and changes may take place on a termly basis.

The general scheme of work is Oxford Maths Zone. Work is supplemented and revised with the selective use of teacher materials, Nelson Mathematics, Ginn Mathematics and some work from Cambridge Mathematics.

Homework

Homework will be set regularly to reinforce class activities.

SCIENCE

Science has an important place in the curriculum. The National Curriculum for Science is divided into the following sections:

Sc 1 Scientific Enquiry

Scientific skills will be taught and developed throughout Years 1 to 6. As Science is a practical study, its skills are, wherever possible, developed in investigations of a practical nature. Children will be observing, predicting, measuring, hypothesising and will be applying these skills to real life situations.

The elements of Sc 1 are developed through the teaching of the following Science sections, which form the 'knowledge and understanding' content of the National Curriculum: Sc. 2. Life Processes and Living Things, Sc. 3. Materials and Their Properties, Sc. 4. Physical Processes.

The teaching of Science in Years 1—6 is based on a carefully structured programme of work which ensures a thorough coverage of the National Curriculum for Science.

The scheme of work is based on the Science QCA documents and is supported using the best elements of published science material such as 'Ginn Star Science' and the 'Bedfordshire Science Team Scheme of Work'. It is also supported by teachers' own ideas and resources.

Within Key Stage 2 the work is covered through a series of science topics which have varying degrees of duration, depending on the depth of the content within each topic. The scheme of work is structured in a such a way that each scientific concept is covered at least twice within the Key Stage, thus enabling the children to consolidate their knowledge and understanding. Within each Year Group the children will cover elements from each of the 3 main areas of 'Knowledge and Understanding'.

Syllabus Outline

Moving and Growing

The children will learn about how the skeleton is related to movement and support in humans and what happens to the skeleton and muscles as they move. They also compare human bones and skeletons with those of other animals.

Solids, Liquids and How they can be Separated

In this unit, children will learn the differences between solids and liquids and recognise that the same materials can exist as both solid and liquid. They will identify changes that occur when solids and liquids are mixed and how to separate undissolved solids from a liquid. They will also learn that melting and dissolving are different and recognise that when a solid dissolves it is still there.

Circuits and Conductors

This unit builds on work started in Year 2 and includes practical experience of making circuits and extends their understanding of circuits, conductors and insulators and the need for a complete circuit in order for a device to work. Children are introduced to ways in which they can vary the current in a circuit. Experimental and investigative work focuses on:

- using ideas about circuits to construct circuits and investigate how they work
- using results to draw conclusions.

Work in this unit also offers opportunities for children to relate their knowledge about electricity to everyday contexts and to recognise and take action to avoid hazards and risks to themselves.

Keeping Warm

Through this unit children build on their ideas about temperature as a measure of how hot or cold objects are and learn about thermal insulators as materials which can help to keep things warm or cool.

Habitats

Throughout this topic, children will begin to understand the concept of a habitat, how it provides organisms found there with conditions for life and how animals depend on plants or other animals which eat plants for food. Throughout the unit ways in which organisms are suited to the habitat will be emphasised.

Resources

Ginn Science 4.

Supplemented by Bedfordshire Science Team Scheme of Work.

DESIGN AND TECHNOLOGY

Design and Technology is about making things for specific purposes. In this area of the curriculum children are encouraged to investigate needs and to develop or modify products, environments, or systems for doing something.

Design and Technology is a practical activity in which making decisions about what to make and why are as important as producing an end product. Children discuss ideas, plan and most importantly, test out their ideas and make adjustments as a result of their evaluation.

Many aspects of Design and Technology have always been a part of the curriculum in the Primary School. However, the National Curriculum has made us more aware of the processes involved when the children take part in this type

of activity, and it has stressed the importance of identifying and linking these aspects.

Through Design and Technology activities, children are encouraged to:

- (a) consider the needs of themselves and others;
- (b) organise and plan their ideas;
- (c) use drawings, plans and models to develop their ideas;
- (d) select materials and allocate resources effectively;
- (e) avoid wastage of materials;
- (f) use equipment safely and correctly;
- (g) evaluate their ideas constructively;
- (h) become aware of other people's reactions to things they make;
- (i) recognise that people like certain things but not others;
- (j) describe their way of working to other people;

Design and Technology opportunities arise from every area of the curriculum. Time spent on Design and Technology may vary from week to week, as some class projects lend themselves more easily to design technology activities than others. Design and Technology classes are linked to class project work and are also carried out as a separate activity independent of the class project. However, over the course of the year, children will have experienced a range of tasks that involve a balance of the four main Design and Technology areas (identifying needs, generating designs, planning and making, and evaluations).

I.C.T.

In Key Stage 2 children use a wider range of ICT tools and information sources to support their work in other curriculum areas. They also continue to develop specific skills, including research. We encourage children to develop a positive approach to all aspects of ICT in both recreational and work situations.

Syllabus Outline

Children will be given experience in a range of ICT activities across the 4 ICT National Curriculum strands:

Finding things out

Pupils are taught to talk about the information they need and how they can find and use it. They also have opportunities to prepare information for development using ICT, including selecting suitable sources, finding information, classifying it and checking it for accuracy.

Pupils are taught to interpret information and check it is relevant and reasonable.

Developing ideas & making things happen

Pupils are taught to develop and refine ideas by bringing things together, organising text, tables, images and sounds. They learn to work with sequences of instructions and to use simulations and explore models.

Exchanging and sharing information

Pupils are taught how to share and exchange information in a variety of forms including e-mail and to be sensitive to the needs of the audience.

Reviewing, modifying & evaluating work as it progresses

Pupils are taught to review what they and others have done to help them develop new ideas. They must also describe and talk about the effectiveness of their work with ICT and how they could improve future work.

Curriculum Organisation

ICT is taught in a cross-curricular way supporting teaching and learning in other curriculum areas.

Learning activities are taught in a variety of ways that include:

- Direct teaching to introduce a specific program or skill - either whole class or group.
- Practical experience to gain knowledge of a range of software and hardware.
- Whole class, group, paired or individual teaching as necessary in which children can learn to share, co-operate and support each other.
- Activities that allow for different levels of achievement by pupils and promote extension as necessary.

Resources

Each class is provided with:

- 1 computer network linked to 2 printers (one in the junior school and one in the computer room) with a basic suite of core software installed.
- Internet access.
- Children in Key Stage 2 have access to the computer suite at least once a week.

HISTORY

In Key Stage 2 (years 3 to 6) children will be taught about important historical events and developments from Roman to modern times. They will be helped to develop a sense of chronology and learn about changes in everyday life over long periods of time. They will also be taught about ancient civilisations and have opportunities to study local history.

There are 3 attainment targets which chart the children's progress in the acquisition of historical skills, knowledge and understanding and their ability to organise and communicate information:

Knowledge and Understanding of History

Children will develop their ability to analyse historical information. They will study different kinds of historical change (buildings and transport, for example) and make connections between events and situations in different periods of history. They will also study the causes and consequences of past events and investigate the different features of a past society. In the course of this work they will develop a vocabulary to describe the past (ancient, medieval, B.C., A.D., century, etc.).

Interpretation of History

Pupils will have opportunities to develop an awareness of different ways of representing past events (for example in pictures, songs, pageants, models, poems and stories). They will find out why versions of the past differ. Children should become aware that versions of the same events and accounts of life in the past can vary according to and the way they are represented.

Use of Historical Sources

Children will have opportunities to find out about the past from different sources. They will develop their ability to make deductions and put together information from different historical sources.

Children will be helped to investigate historical topics on their own. They will have opportunities to organise and communicate historical material in a variety of ways. This involves choosing sources, collecting and recording information, selecting and organising historical material and its final presentation, orally, visually or in writing.

Although our resource material comes from Britain we are nevertheless conscious of the fact that we are in Spain and the choice of study units reflects this whenever possible. The local environment is also of the utmost importance in the study of History and we make full use of museums, artefacts and archaeological remains in and around Madrid.

From Year 3 to Year 6 children will cover seven History Study Units. 2 of the units will be tackled by each of the Year groups 4, 5, and 6, and 1 by Year 3. The Unit entitled Domestic Life, Families and Childhood will be covered every year when pupils will focus on family life in the period they are studying.

Syllabus Outline

Tudors

- The rulers, court life, major events.
- Way of life of different groups in town and country.
- Religious issues.

Ancient Egypt

- The beginning of civilisation around the Nile.
- Work of the archaeologist.
- Kingship - life under the Pharaohs.
- Daily life.
- Gods and religion.

Domestic Life, Families and Childhood

The children will study family life in Tudor times.

This syllabus will be followed during the school year, but changes could occur as it is under revision and will be adapted to the needs of the children.

Resources

Longman "Sense of History", 'Ginn History', and other resource material from various publishers.

GEOGRAPHY

Geography is by definition a huge field of study encompassing a scientific study of the world's surface, its physical features, political divisions, climate, products, and of course, its people. Each of these aspects is unavoidably related to all the rest, and in order for children to acquire an effective understanding of their world, they need to develop basic concepts and skills that can be used to acquire knowledge. For this reason, Geography in the primary school is based upon skills that are developed through studying a wide variety of places and themes.

Throughout Years 3–6, Geography is taught through specific geographical themes and cross-curricular topics. Emphasis is placed on enquiry, pupils being expected to carry out their own research to find and select relevant information. All areas of study fall within the guidelines of the English National Curriculum. To ensure that a balance has been achieved, a series of themes that develop progressively through the school has been planned, these being based on the Ginn Primary Geography Scheme and the National Curriculum (2000 edition).

The Areas of Study

The areas of study to be covered in Key Stage 2 are drawn from the National Curriculum Attainments Targets. These are:

Geographical Skills

Maps and Mapping. Use of photographs. Careful observation and recording. Research. Use of the media. Use of instruments and information technology.

Places and Themes

The local area. Contrasting localities. Localities in the U.K. and Europe. Aspects of the developing world.

Physical Geography

Landscape and features. Rivers and river systems. Weather and weather patterns. Soil. Natural Hazards.

Human Geography

Population studies. Communications and transport. Homes. Settlements. Variations in land use.

Environmental Geography

Natural resources. Manufactured goods. Conservation and pollution.

Elements of these five areas of study will be considered throughout the Junior School within the topic areas that have been planned.

Topics

In Year 4 the following areas will be studied:

A) Water and River Systems.

B) Village Life in India.

During the year the children will be given the opportunity to work individually and in small groups. The tasks involved are clearly identified and aimed at increasing knowledge and understanding of geography through research, problem solving and investigation. It is also intended that the themes covered should incorporate other cross-curricular issues, namely communication skills, personal and social education, and the use of Information Technology.

Resources

Geography topics are always resourced from a wide selection of sources. However, the outlined areas of study are based on the Ginn Geography scheme. The texts involved are as follows:

Water and the Land.

Life in Other Countries.

P.S.H.E. AND CITIZENSHIP

In Key Stage 2, children are taught the P.S.H.E. (Personal, social and health education) and Citizenship Curriculum through the use of circle time, class discussions and through related work in other curriculum areas. Assemblies also play an important role in the delivery of PSHE.

Through PSHE and Citizenship children learn to:

- Develop confidence and responsibility and make the most of their abilities.
- Prepare to play an active role as citizens.
- Develop a healthy, safe lifestyle.
- Develop good relationships and respect the differences between people.

Our work in PSHE and Citizenship focuses on 3 main themes:

1. Rules, discipline and morals – keeping safe.

2. Friendship.

3. The school and the environment.

These themes form the basis of all work, both in the classroom and through assemblies.

Resources for Key Stage 2

Teaching resources are taken from:

Citizenship. A scheme of work for key stages 1 and 2 (QCA).

Health for life Ages 8-11 (Nelson).

Citizenship and Personal, Social and Health Education (Folens).

Developing Circle Time (Lame Duck Publishing).

Quality Circle Time in the Primary Classroom (LDA).

Photocopiable Materials for use with the Jenny Mosley Circle Time Model (LDA).

Quality Circle Time in action video (LDA).

Getting Started with Circle Time (Kent Advisory Service).

SPANISH

This year there are three groups : two First Language and one Foreign Language.

Foreign Language Spanish

Homework

Set once a week (30 minutes) and consists of written exercises and compositions.

Assessment

Pupils are assessed in the following areas:

Oral expression.

Understanding of the spoken language.

Reading.

Writing.

Intermediate

Topics

Los amigos.

Juegos y deportes.

El colegio.

La calle.
La familia.
La vida cotidiana.
Las partes del cuerpo.
Las fiestas.
El tiempo.
La comida.
Los animales.
Las vacaciones.

General objectives

Topic introduction.
To learn some relevant expressions related to each unit.
To increase their vocabulary skills within the unit, learning to pronounce and write new words correctly.
To develop their oral and written understanding and expression by putting into practice the skills already taught.
To encourage spontaneous communication among the students.
To fix the pronunciation of words with some phonetic difficulty and to spell them correctly.
To introduce them to some specific grammatical aspects of Spanish.
To enable them to read and write a story by observing pictures, and also by relating pictures to the text.
To bring closer some aspects of Spanish culture closer to the attention of the student.

Specific objectives

To greet others and introduce themselves and others.
To obtain personal information and establish family relationships.
To become used to gender in Spanish and to apply this to their work.
To describe objects establishing a relation of gender and number between the nouns, the adjectives and articles.
To understand and express orders.
To memorise and reproduce dialogues, songs, poems, ...
To learn the common expressions to communicate on the phone and by letter.
To develop the appropriate intonation in Spanish.
To learn physical and personal qualities to describe people.
To ask and give information about the time, the daily routine, the weather, food and drink.

To acquire a command of the following grammar points: recent past, present and future tenses of verbs, pronouns, prepositions, articles, adverbs,...

To express likes, preferences, feelings and wishes.

To locate objects in space.

To locate an event in time (recent past, present or future) and to write short stories applying this to them.

To ask permission to do something.

To give directions with relevant prepositions.

Resources

Aventura 1 (New edition).

Cassettes. Picture cards. Line masters. Posters. Big Books.

Stories for listening comprehension.

Lengua y Cultura Españolas

Escuchar, hablar y conversar

Comprensión de la información contenida en: textos orales con secuencia narrativa, narraciones, conversaciones, noticias, planteamientos finales de cuentos conocidos, textos poéticos, diálogos, textos instructivos y entrevistas radiofónicas.

Producción de textos orales de vivencias personales.

Producción de cualquier tipo de textos especificados en el punto 1 de este bloque.

Atención a una exposición oral.

Valoración de las producciones orales de los compañeros.

Claridad y precisión en la expresión.

Aproximación al concepto de comunicación humana.

Normas de juego.

Pronunciación correcta de los sonidos: r suave y r fuerte, c y qu, /g/, /θ/ y /j/.

Expresión de la información seleccionada con claridad y orden.

Expresión de las propias opiniones.

Entonación correcta de las oraciones afirmativas, interrogativas, exclamativas y negativas.

Argumento de una película.

El diálogo y el consenso en el grupo.

Reconocimiento de la rima de un poema oral.

Técnicas para mejorar la lectura de cómics

Claridad y orden en la explicación de un juego.

Memorización y expresión de frases hechas.

Descripción de compañeros de clase.

Identificar los errores en una narración.
Reconocer la moraleja de los cuentos populares.
Explicación de cuentos con moraleja.
Producción de itinerarios.
Producción de narraciones fantásticas.

Leer y escribir

Comprensión de textos escritos:
Comprensión y valoración de textos escritos (narrativos, descriptivos, cuentos, explicativos, noticias, expositivos, poéticos, cómics, instructivos, teatrales, narraciones fantásticas).
Interés por la lectura y la información.
Ampliación de vocabulario.
Identificación del planteamiento de un cuento y de la información que aporta.
Selección de información.
Valoración de la narración como expresión artística.
Identificación de las fórmulas de finales de cuentos.
Identificación y elaboración de diálogos en una narración.
Identificación de los elementos fantásticos de una narración.
Composición de textos escritos:
La portada del periódico.
El planteamiento de un cuento.
La definición.
El final de un cuento.
El poema y la rima.
El cómic y sus elementos: viñeta, diálogo, bocadillo.
El diálogo en la narración.
El texto instructivo.
La biografía y la autobiografía.
La planificación de actividades.
La descripción de personas y paisajes.
El cuento.
La narración fantástica.

Educación literaria

Valoración de la autonomía lectora.
La fábula.
La noticia y la portada del periódico.
El cuento.
El autor literario.
El texto expositivo.

La narración y las partes de una narración.
El texto narrativo.
El resumen.
El texto argumentativo.
El texto poético.
El cómic.
El cuento popular.
El escritor Carlo Collodi.
La receta e instrucciones de funcionamiento.
Las normas de juego.
La biografía y la autobiografía.
La entrevista.
El texto y el autor teatral.
La descripción.
El cuento popular con moraleja.
La guía turística.
El programa de viajes.
La narración.

Conocimiento de la lengua

La comunicación humana (verbal y no verbal).
El abecedario.
Las grafías br y bl, mp y mb, r y rr, c y qu, g y gu, za, ce, ci, zo, y zu, ja, je, ji, jo, ju / ge, gi, güe y güi, hie- y hue-
Los campos semánticos.
Las palabras polisémicas y compuestas.
Tipos de oraciones: afirmativas, interrogativas, exclamativas y negativas.
El orden alfabético.
Familias de palabras.
Nombres comunes y propios, individuales y colectivos, concretos y abstractos.
Las onomatopeyas.
Los gentilicios.
La mayúscula.
Los sinónimos y antónimos.
El género y el número en el nombre.
Las frases hechas.
El adjetivo calificativo.
Los diminutivos y los aumentativos
La concordancia.
La y final.
El verbo. El tiempo en el verbo.

La sílaba tónica y la sílaba átona.

La comparación.

La coma.

Recursos

Lengua 3º. Proyecto Tornasol. Editorial Teide.

Cuadernos trimestrales de ortografía 1, 2 y 3. Editorial Teide

El memoriápedo.

Buldo.

Biblioteca Básica. El libro de la selva. Editorial Teide.

Biblioteca Básica. El mago de Oz. Editorial Teide

ART

Art plays an integral part in the curriculum throughout the Junior School, and it is incorporated into all areas as a vehicle for learning which can enrich and lend interest. However, in most cases the aim of many activities is not just the finished product for display purposes, important though this is, but mainly to impart essential skills and concepts.

A variety of tasks will be set to help children develop the following skills:

1. Manipulation and hand control.
2. Observation.
3. Memory.
4. Creativity and imagination.
5. Spatial awareness (shape, form and composition).
6. The ability to work individually and in groups.
7. Colouring, painting within a given area.
8. Colour awareness and shading.
9. Work using texture, pattern and line.
10. Introduction to and development of work on scale drawing and proportion.

These skills are practised in every year at a different and more advanced level, and teachers will ensure a balance of skills that can be achieved through activities such as:

Drawing.

Painting.

Modelling.

Collage and the use of materials.

Printing.

Working with clay.

Children will also be introduced to famous works of art and well known artists, thus laying the foundations for later Art Appreciation.

At every level the children will be encouraged to work with care and take pride in the task in hand. Praise and encouragement by both teachers and parents plays an important part in fostering confidence and positive attitudes.

MUSIC

Pupils' understanding and enjoyment of music is developed through activities that include listening and appraising together with performing and inventing. Children are encouraged to respond to sounds and music through movement and dance and to sing and play instruments individually, in pairs, in groups and as a class.

Musical Concepts

Children are taught to listen with concentration, exploring and internalising, i.e. hearing in their heads, and recognising the musical elements of:

- a) pitch - high/low;
- b) duration - long/short; pulse or beat; rhythm;
- c) dynamics - loud/quiet/silence;
- d) tempo - fast/slow;
- e) timbre - quality of sound, e.g. tinkling, rattling, smooth, ringing;
- f) texture - several sounds played or sung at the same time/one sound on its own;

Repertoire

The repertoire chosen for performing and listening is chosen to extend pupils' musical experience and knowledge, and develop their appreciation of the richness of our diverse cultural heritage. It includes music in a variety of styles:

- a) from different times and cultures, e.g. from the European 'classical tradition; folk and popular music; the countries and regions of the British Isles; cultures across the world;
- b) by well known composers and performers, past and present.

Performing and Composing

Pupils are taught to:

a) control sounds made by the voice and a range of tuned and untuned instruments:

- i) sing songs, developing control of diction and musical elements, particularly phrasing, e.g. giving shape to a song by breathing at the end of a phrase;
- ii) play pieces and accompaniments and perform musical patterns by ear and from notations, e.g. symbols which define musical elements, with increasing dexterity and control;

b) perform with others, and develop awareness of audience, venue and occasion:

- i) sing songs, including songs and rounds in two parts, and play pieces which have several parts, developing the ability to listen to the other performers.
 - ii) rehearse and present their own projects/performances;
- c) compose in response to a variety of stimuli, and explore a range of resources, e.g. voices, instruments, sounds from the environment:

- i) improvise rhythmic and melodic ideas, e.g. add a percussion part to a song;
- ii) explore, create, select, combine and organise sounds in musical structures, e.g. using repeated sections or verse and chorus;
- d) communicate musical ideas to others:
 - i) use sounds and structures to achieve an intended effect, e.g. to create a particular atmosphere;
 - ii) refine and record their compositions using notation(s), where appropriate;
- e) Be able to lead and direct other pupils in a piece of music being performed.

Listening and Appraising

Pupils are taught to:

- a) listen to, and develop understanding of, music from different times and places, applying knowledge to their own work:
 - i) identify the sounds made by a variety of instruments individually and in combination, e.g. classroom instruments and families of instruments;
 - ii) identify how musical elements and resources, e.g. voices, instruments, performers, can be used to communicate a mood or effect;
 - iii) recognise ways in which music reflects the time and place in which it is created;
- b) respond to, and evaluate, live performances and recorded music, including their own and others' compositions and performances:
 - i) compare music from contrasting musical traditions, and respond to differences in character and mood, e.g. through dance or other suitable forms of expression;
 - ii) express ideas and opinions about music, developing a musical vocabulary and the ability to use musical knowledge to support views;
- c) Reflect on different responses to music and broaden the ability to refine and develop their own work.

Summary

The children perform with increased attention to the artistry and beauty of the music, building constantly on the knowledge acquired in the previous three years. They are able to create in the following aspects of music: text, rhythm, melody and harmony.

Additional Information

a. Complementary instrumental classes are available on a private basis within the school day. These include piano, violin, guitar, flute, saxophone, clarinet, drums and voice.

Children who wish to take the Associated Board Grade exams can both register and sit the exams in Runnymede, which is an official centre.

b. Every week there is a complete Junior School assembly at which the children either sing together or perform to each other.

c. Every year, each Year group will prepare a show with music to be performed to the whole Junior School and for parents.

PHYSICAL EDUCATION

Learning by doing and moving is crucial to the physical, intellectual, emotional and social education of young children. When they start school, some children show greater physical ability than others but all need frequent, regular opportunities to develop gross and fine motor skills through experience. They must “do” and “feel” while they satisfy their need to be active.

For young children, many actions regarded as simple or taken for granted by adults can represent a considerable challenge. Achieving sufficient control in gross and fine motor skills can bring children real delight and a sense of accomplishing something “really important”. They may be happy to repeat a new movement or skill over and over again. They may be eager to explore and suggest alternatives. Work with children of this age is planned to allow plenty of time for practice, repetition and experimenting. Help is given to make children think about their actions and become increasingly aware of what they are able to do.

As their concentration span is limited, children need variety when working on a specific skill. This also helps to broaden their range and scope of skills while providing different, interesting experiences. How a child deals with a proposed activity isn't “right” or “wrong”, it is just one of the possible solutions. Discovering by oneself and/or imitating classmates will help to stimulate and develop motor skills as well as body image.

Children are also taught to co-operate with others in order to stimulate a sense of team spirit during work on different skills, tasks, team competitions or simple routine class chores.

Expectations

Planning and performing

Plan and perform simple skills with increased efficiency and sensitivity.

Skills are executed more efficiently such as: a ball hitting a target; a jump showing a shape in the air before a controlled landing; stroke development in swimming. Children show increased sensitivity in dance to a variety of stimuli.

Linking actions

Show increasing control in linking longer series of actions.

The number of actions in a sequence or dance motif increase. There is a developing control and understanding of speed. Actions have greater clarity, efficiency and the beginning of fluency. In games, children work together to pass, avoid opposition and score.

Improving performance

Improve accuracy and consistency of their performance through practice.

Developments include an ability to work at an action or series of movements for longer in order to improve its success rate or its accuracy. Children understand the criteria they are using to improve their performance.

Relationship

Work alone and with a partner and increasingly in a small group.

Children suggest ways to work in a group or help a partner in activities, by sharing equipment and devising a game, or adapting their own movements to accommodate their partner.

Making judgements

Recognise what can be improved in their own and others' work.

Children recognise criteria which lead to improved performance. They know that a change in levels might improve a sequence or motif, and they observe and describe this in others' performance as well as their own.

Health related exercise

Sustain energetic activity in a range of physical activities and describe the changes that happen to their bodies during this exercise.

Children describe changes that happen to their bodies and begin to understand some of the simpler effects of exercise, such as the fact that their breathing rate increases because their body needs more oxygen.

SPECIAL EDUCATIONAL NEEDS

Nationally, about 20 per cent of children may have some form of Special Educational Needs (SEN) at some time during their school careers. Special Educational Needs may range from learning difficulties, such as dyslexia or mild behavioural problems, to those high achieving students who may be considered gifted and talented.

At Runnymede College we acknowledge that a small number of pupils will need additional support and guidance on account of their special educational needs. It is the responsibility of the SEN department, therefore, to liaise with teachers and parents in order to identify, assess and address special educational needs when they arise.

The earlier an educational difficulty is identified and addressed the more probable it is that the specific difficulty will be overcome. It is for this reason that the child's passage through the Junior school is carefully monitored, starting from Nursery all the way through to Year 6. Therefore, a special emphasis is made on liaising with the Early Years and Infant teachers through classroom observation and ongoing assessment of children's progress with teachers.

SEN Policy

The SEN Department has drawn up a policy which is the result of a general consensus on special educational needs at Runnymede and on the roles and responsibilities of management, staff, pupils and parents. It also clearly sets out the procedure to be followed once specific needs have been identified.

Referral

When a teacher or parent shows concern about a particular child a process of referral is followed where the parent or teacher fills in a referral form explaining what the problem is and how it has been addressed up to the present time. According to the nature of the problem, the school psychologist will liaise with both teachers and parents in order to obtain as much information about the child as possible. Assessment of the child may also involve testing to identify specific learning difficulties. When necessary, the child may be referred to outside specialists for further testing and/or treatment.

Individual Education Plans

Once the specific difficulties have been identified the school psychologist will liaise with the classroom teacher in order to develop a common plan of action that will address the child's needs within the classroom context. This common plan of action is called an Individual Educational Plan (IEP). The IEP sets out the main areas of work which the teacher is going to carry out with the specific child. The teacher also specifies the targets s/he hopes to achieve by the end of each term. The child's progress is, therefore, reviewed at the end of each term and new targets and approaches are agreed upon. The child's parents are regularly informed of the progress made and are advised as to how they can best help their child at home.

Screening

Central to the work of the SEN department is the early identification of difficulties. The screening of children starting at the Foundation Stage is crucial for an effective intervention. Screening is carried out through observation, regular meetings with teachers or through formal assessment. A process of intervention and monitoring is activated

once difficulties are identified and cases reviewed at the end of each term.

Intervention

Intervention may take place in a variety of ways:

1. Within the normal classroom context, following the basic school curriculum, with differentiated work appropriate for a child's particular needs which can be taught and monitored by the class teacher.
2. Within the normal classroom context children having similar needs may be placed in small groups which will receive individualised support on specific areas of the curriculum.
3. A child or a small group of children, who have similar needs, may be withdrawn from the classroom to work with the school psychologist or support staff. This work may take the place of some part of the curriculum. Every effort will be made for withdrawal to take place at a time which is not going to interfere with the teaching of any new concept in the classroom. The work will focus directly on the specific skill development necessary to enable the child to have greater access to the curriculum in the future.
4. For children who require a greater provision than the school can provide the SEN department will contact outside agencies for extra support.

The main objective, through this method of intervention, is to help the child overcome his/her difficulties and minimise, as far as possible, the interference which these may have on learning processes. Our purpose, therefore, is to ensure that early identification, assessment and intervention in the Junior School will enable a child to make a smooth transition into the Senior School in later years.