

YEAR 4 CURRICULUM OVERVIEW Term 3 2018-19



UNIT OF INQUIRY 5

	<p>Central Idea The use of finite resources can have implications for the future.</p> <p>Key Concepts Responsibility, Function, Causation</p> <p>Related Concepts Energy, Environment, Conservation, Sustainability</p>	<p>Lines of Inquiry</p> <ul style="list-style-type: none"> • Renewable and nonrenewable energy • Conservation of energy • Our responsibility in sharing finite resources <p>Key Vocabulary Energy, resources, fossil fuels, oil, gas, coal, nuclear, solar, wind, water, geothermal, biomass, renewable, non-renewable, sustainable, finite, extracted</p>
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UNIT OF INQUIRY 6

	<p>Central Idea Performing can be an avenue for creative expression.</p> <p>Key Concepts Reflection, Perspective</p> <p>Related Concepts Performances, Diversity, Entertainment</p>	<p>Lines of Inquiry</p> <ul style="list-style-type: none"> • Dramatic arts • Performances from different cultures • Performing for different purposes <p>Key Vocabulary Performing, performances, expressing, expression, audience, stage, gestures, feeling</p>
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LANGUAGE

	<p>Reading</p> <p>Persuasion Read and analyse a range of persuasive texts to identify key features (e.g. letters to newspapers, discussions of issues in books, such as environmental issues). Distinguish between texts which try to persuade and those that simply inform, or have both.</p> <p>Poetry - Read poems in the forms of haiku, cinquain, discuss how they do not rhyme but use few words to create pictures for the reader - Identify use of onomatopoeia - When reading rhyming poems identify rhyming patterns e.g ABAB - Read shape poems and identify the key vocabulary used</p> <p>Playscripts - Read a variety of stories and playscripts understanding the distinction between prose and playscripts using terms appropriately - Recognise key differences between prose and play script e.g by looking at dialogue, stage directions and layout of text - Present a read play script using simple props where appropriate - Understand and use stage directions</p> <p>Word Level Objectives (Phonics/Spelling, grammar, terminology)</p> <ul style="list-style-type: none"> - Begins to use adverbs at the beginning of sentences e.g Slowly the door opened, Later that day... - Clarifies the meaning and point of view by using varied sentence 	<p>Writing</p> <p>Persuasion - Compose a point of view in the form of an email/letter linking points persuasively and selecting style and vocabulary appropriate to the listener/reader. - From examples of persuasive writing, investigate how style and vocabulary are used to convince the reader - Features of persuasive texts - Rhetorical questions, emotive language, exaggeration, repetition, facts and statistics. - Begin to explore the use of connectives, e.g. adverbs, adverbial phrases, conjunctions, to structure a persuasive argument, e.g. 'if..., then'; 'on the other hand...'; 'finally'; 'so' - Present a point of view both orally and in writing.</p> <p>Performance Poetry</p> <ul style="list-style-type: none"> - Vary volume, pace and use appropriate expression when performing - Use actions, sound effects, musical patterns and images to enhance a poem's meaning - Use language playfully to exaggerate or pretend; <p>Challenge: individuals/pairs/small groups to learn a chosen poem off by heart approx 6 -8 lines. Perform with props/masks etc.</p> <ul style="list-style-type: none"> - rhyming patterns, haiku, cinquain, onomatopoeia - Create images using poems by composing shape poems - Write free verse related to Unit of Inquiry, experiment with rhyming lines in stanzas <p>Playscripts</p> <ul style="list-style-type: none"> - Collect and use words and phrases that describe how people speak. Collect and use words and phrases that describe settings. - Use a frame to plan a playscript - Write, edit and publish a playscript from own plans. This can be individual/pairs or small groups. - Use drama and role play to present short published play scripts.
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	<p>structures (phrases, clauses and adverbials)</p> <ul style="list-style-type: none"> - Uses words such as phrase, clause, adverbial, adverb, apostrophes for possession, prepositions, synonyms 	<p>Sentence Level Objectives (sentence construction, punctuation)</p> <ul style="list-style-type: none"> - Uses a comma to separate the adverbial phrase at the beginning of a sentence e.g Later that day, I heard the bad news. - Uses paragraphs to organise ideas around a theme
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MATHS

	<p>Stand alone</p> <p>Fractions and Decimal Fractions</p> <ul style="list-style-type: none"> - Count up and down in hundredths. - Recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten. - Recognise families of common equivalent fractions. - Recognise decimal equivalents of any number of tenths or hundredths. - Add and subtract fractions with related denominators in real-life situations. - Use decimal fractions to hundredths in real-life situations. - Model addition and subtraction of fractions with related denominators (e.g halves, quarters, eighths). - Model addition and subtraction of decimals. - Use decimal fractions to hundredths in real-life situations. <p>Pattern and function</p> <ul style="list-style-type: none"> - Use number patterns to make predictions and solve problems, including odd and even numbers, patterns in multiplication tables etc. - Select appropriate methods for representing patterns, e.g. using words, symbols and tables. 	<p>Integrated</p> <p>Data Handling</p> <ul style="list-style-type: none"> - Understand that probability is based on experimental events - Use probability to determine mathematically fair and unfair games and to explain possible outcomes. - Collect, display and interpret data using tables and simple graphs, e.g. bar graphs, line graphs, time graphs. - Understand that the mode can be used to summarize a set of data.
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ICT

	<p>Investigating</p> <ul style="list-style-type: none"> - I can use note taking tools effectively to record information (e.g. mind maps, graphic organizers, Google Docs). - I can use multimedia tools to record information from a primary source (e.g. interviews or collecting evidence with iPad video/photos, class skype interviews). <p>Creating</p> <ul style="list-style-type: none"> - Create multimedia presentations and podcasts to share new learning - Design, write and debug simple programs to accomplish specific goals - Create documents, insert images and use adjustment of document (ie. font, size, colour, alignment) to enhance the appearance and usefulness of the document 	<p>Communicating</p> <ul style="list-style-type: none"> - I can use IT tools to give a presentation to a target audience <p>Collaborating</p> <ul style="list-style-type: none"> - Communicate and work collaboratively - Collaborate using Google Apps <p>Organising</p> <ul style="list-style-type: none"> - I can use various methods to access an application and organized files and shortcuts (e.g. iPad - Spotlight, finder, dock Chromebook - app menu). - I can use shortcuts to maximize time - I can take snapshots of the screen to save information for organizing. - I can record audio and video files with equipment
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ART

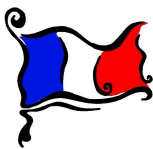
	<p>Printing</p> <p>Exploring the sun as an energy source - Designing and creating prints using different materials and techniques. Producing a powerful image, thinking about what art techniques we have learned to do this</p>	<p>Collage</p> <p>Theatre - exploring different types of theatre</p> <p>Using paper, glue and scissors to create a backdrop for a theatre</p> <p>To make decisions about the backdrop using collage as a media.</p>
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	Printing skills, use of correct amount of ink, using roller and own strength, making appropriate colour choices	Skills: fine hand and eye coordination for cutting, cooperating within a group, managing time to ensure work is completed
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FRENCH

	<u>Integrated</u> To explore the vocabulary/phrases related to school: subjects, timetables, school supplies To continue developing an understanding of how masculine/feminine and plural nouns modify the spelling of adjectives Understand, say, read and write simple phrases about performing arts To express likes and dislikes about arts	<u>Stand Alone</u> To start making longer sentences using simple conjunctions To expand their knowledge of French phonics and make connections with already known vocabulary Apply learned phonic strategies to reading short passages about topics already covered To say, identify and write numbers to 50

MUSIC

	Discover musicians and orchestras making instruments from recycled materials and performing on them. Perform and compose music using the 12 bars blues chord sequence. Sing and perform in two parts. Learn about special wind instruments such as pipe organ, accordion, mouth harmonica.	Explore various aspects of music performance: choosing repertoire, rehearsals, transport; acoustics and style of the venue, arrangement of the stage, lighting, conductor, technicians, event organizers and promoters. Perform and compose music in a 32-bar song structure. Perform eighth notes with a swing feel. Sing songs in a minor key. Learn about electric and electronic instruments.

PE

	<u>Athletics</u> In preparation of our annual Sports Day, students will be participating in a variety of athletic events including javelin, discus, shot-put, long jump, standing triple jump, high jump, 100m, 200m and 400m. The children will also learn and practice relay races.	<u>Striking Sports</u> Students will be exploring their striking and fielding skills by learning and playing a variety of sports including tennis, T-ball, cricket and kickball. <u>Outdoor Adventure</u> In the second-half of the term, students will develop their problem-solving skills as part of the Outdoor Adventure unit. Throughout these challenges, there will be an emphasis on building trust and working as a team. Students will also learn skills for reading maps and understanding directions.