



YEAR 4 CURRICULUM OVERVIEW Term 2 2018-19




UNIT OF INQUIRY - Where We Are In Place And Time

	<p>Central Idea Exploration can lead to discoveries, opportunities and new understandings.</p> <p>Key Concepts Change, Perspective, Causation</p> <p>Related Concepts Location, Time, Navigation, Transportation, Conflict, Cultures</p>	<p>Lines of Inquiry</p> <ul style="list-style-type: none"> • The motivations for exploration • Ways exploration has changed • How human exploration has changed perspective <p>Key Vocabulary Exploration, Continents, Equator, population, Southern Hemisphere, Northern Hemisphere, coordinates, direction, compass, community, encounter, historical, trade, motivation, opportunities</p>
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UNIT OF INQUIRY - How We Organise Ourselves

	<p>Central Idea People within organisations take on a variety of roles to achieve a goal together.</p> <p>Key Concepts Function, Causation, Responsibility</p> <p>Related Concepts Organisations, Hierarchy, Structure, Adaptation, Leadership, Teamwork</p>	<p>Lines of Inquiry</p> <ul style="list-style-type: none"> • Personal organisation • Organisations in the local area • Similarities and differences between organisations <p>Key Vocabulary Organisation, provide, service, local, national, international, assist, support, community, charity, structure, non-governmental organizational</p>
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LANGUAGE

	<p>Reading <i>Fiction:</i> Journals, logs and diaries <i>Non-fiction:</i> Biographies, Written Interviews, Clips of interviews (audio), News articles, Audio clips of news articles, News articles <i>Guided Reading:</i> Read books that are structured in different ways and reading for a range of purposes Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context Discuss words that capture the reader's interest and imagination To identify the key features of fiction and nonfiction text</p> <p>Spelling Independent spelling strategies Using a dictionary to find words Spelling patterns: most prefixes are added to the beginning of root words without any changes in spelling. "anti" - means against, "auto" means self, "in" means not. most prefixes are added to the beginning of root words without any changes in spelling. Before a root word starting with l, in - becomes il. The suffix - ation is added to verbs to form nouns. The suffix - ly is added to an adjective to form an adverb.</p>	<p>Writing To recount: Journal reflecting and diary entries To entertain: <i>Fictional diary entries linked to exploration</i> To inquire: Interviews, questions, surveys, leaflets <i>To inform:</i> Short comparative report of two organisational structures/ two styles of leadership. Editing and redrafting</p> <p>Grammar and punctuation Question mark, Speech marks, Suffixes, Exclamation mark, Sentence types, Speech marks, Reported speech, Paragraphing Word order in sentences (subordinate clauses begin to introduce comma to mark clauses)</p> <p>Vocabulary Headline, byline, caption, columns, paragraphs, witness, journalist, article, editor, fact, opinion, tabloid, broadsheet</p>
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MATHS


	<p>Integrated Maths Shape and Space</p> <ul style="list-style-type: none"> • Sort, describe and model regular and irregular polygons. • Recognize equilateral, isosceles, scalene and right-angled triangles. • Identify different quadrilaterals (e.g. parallelogram, rhombus, trapezium). • Compare and classify geometric shapes based on their properties and sizes. • Identify, describe and model congruence and similarity in 2D shapes
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	<ul style="list-style-type: none"> • Identify acute and obtuse angles. • Compare and order angles up to two right angles by size. • Analyse angles by comparing and describing rotations: whole turn; half turn; quarter turn; north, south, east and west on a compass • Describe and locate positions on a 2D grid as coordinates in the first quadrant • Apply knowledge of transformations (translation, rotation, reflection, enlargement) to problem-solving situations • Describe and/or represent mental images of objects, patterns, and paths • Recognise simple examples of horizontal and vertical lines • Identify lines of symmetry in 2D shapes presented in different orientations <p>Measurement</p> <ul style="list-style-type: none"> • Estimate, measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres. • Find the area of rectilinear shapes by counting squares. • Use standard units of measurement to solve problems in real-life situations involving perimeter, area and volume. • Read, write and convert time between analogue and digital 12- and 24-hour clocks. • Use timelines in units of inquiry and other real-life situations. • Solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days. <p>Data Handling</p> <ul style="list-style-type: none"> • Collect, display and interpret data using tables and simple graphs, e.g. Venn diagrams and Carroll diagrams. • Solve comparison, sum and difference problems using information presented in Venn and Carroll diagrams. • Identify the mode of a set of data. • Select appropriate graph to display data.
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ICT

	<p>Stand-Alone ICT</p> <p>Creating</p> <p>I can choose appropriate tool to create multimedia presentations to share new learning (e.g. Keynote, Google Slides (Chromebook)) plan a storyboard</p> <p>choose appropriate customisation of the elements to enhance communication of presentation. (background, transitions, builds, actions, sound effects, text and graphics, etc.)</p> <p>I can design, write and debug simple programs to accomplish specific goals (e.g. Scratch, Code.org). Solve problems by decomposing them into smaller parts. Use strategies to adjust code rather than starting again from scratch</p> <p>Investigating</p> <p>Use multimedia tools to record information from a primary source.</p> <p>Becoming a responsible digital citizen</p> <p>I can demonstrate safe use of technologies and I understood the consequences of the misuse of technology.</p> <p>I apply basic social protocols when using ICT to communicate with known audiences.</p> <p>I can identify the positives and negative impacts of ICT use at home and at school.</p>	<p>Integrated ICT</p> <p>Creating</p> <p>I can manipulate shapes, photos and images to create a new piece of art form (e.g. Drawing tool in Google Docs, Pixlr Editor (Chrome App), WordItOut and word clouds).</p> <p>Communicating</p> <p>I can use digital tools to communicate with others (e.g. Blogs, Comments on Google Docs, Google Groups)</p> <p>use proper subject, spelling and grammar</p> <p>participate in a blog discussion with other students</p> <p>create/comment/share a Google Group Discussion</p> <p>reply to other people's post in a respectful way</p> <p>I can choose appropriate tools to communicate and work collaboratively with local students (e.g. Google Sites, Kidblog, Twitter)</p> <p>Organising</p> <p>I can use logical reasoning to explain how simple algorithms work and identify the purpose of different lines of code (e.g. Scratch, Code.org).</p>
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ART

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	<p>Modelling Exploring the different continents and creating 3D models of the landscape focusing on elevation, creating a key and adding colours. Choosing suitable materials and exploring the properties of clay and salt dough to create accurate representations of the continents. Adding discoveries related to art from around the world to add detail. The children will work on collaborating as small teams.</p>	<p>Pop Art/Photography In this standalone unit the children will learn more about photography. They will explore different styles, editing techniques and work with technology. They will work on a project inspired by Andy Warhol and Pop Art.</p>
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LANGUAGES

	<p>SPANISH Understand and say numbers 1-31 in Spanish To be able to ask and answer the question 'How old are you?' Understand and say some names of family members to talk about one's family Name some parts of the body Understand and say some names of means of transport and say how one gets to school</p>	<p>FRENCH Looking at sentence structure with the agreement of adjectives with nouns. Saying, reading and writing the numbers 1-40 and beyond Saying and starting to read some names of countries, continents and other natural key features in connection with exploration Looking at different forms of transportation in relation to some explorers Reading and writing the date in French School Routines: Start telling the time (O' clock, half-past a quarter to/past) Timetable with basic School Subjects Writing short paragraphs about themselves by using vocabulary from familiar topics such as family, age, likes/dislikes.</p>
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MUSIC

	<p>Integrated Looking at music exploration: the concepts of variation and improvisation, which are the basics for music creativity. Listening to Mozart variations of Twinkle Twinkle Little Star and jazz variations of Happy Birthday. Composing own variations of a song of children's choice. Music organisations such as promoters, labels and equipment hire agencies. What is their role and how do they help the musicians and composers today?</p>	<p>Stand- Alone Singing: learning new songs: focus on smooth, controlled, gentle singing and building phrases. Rhythm skills: learning to read and play dotted quarter and single eighth notes using percussion instruments. Music reading and performing skills: piano, guitar, recorder, ukulele: new songs, learning the notes high D, low D, F# and E.</p>
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PE

	<p>Team Building & Gymnastics The team building unit will provide an opportunity for the students to develop characteristics of an effective leader, building resilience and facing situations of change, challenge and adversity. Students will also look at how self perception and perception of others can impact a group. In gymnastics, students will learn to perform a variety of static and dynamic balances and rotations including forward rolls and cartwheels. They will also improve their jumping and landing skills and create sequences of movement individually and in small groups.</p>	<p>Trampolining, Health/Fitness and Nutrition In games lessons, students will participate in trampoline lessons. This will be an opportunity for students to develop their confidence, perseverance and a variety of transferable skills. The Health Unit will cover topics including the health benefits of physical activity, nutrition, relationships and social well-being. In the Fitness Unit, students will participate in pre and post fitness testing. They will set goals and work towards improving the components of fitness including speed, agility and power. Nutrition will look at food groups and why are our food consumption is so important for our bodies.</p>
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