

YEAR 4 CURRICULUM OVERVIEW Term 2 2017-18



UNIT OF INQUIRY 3

	<p>Central Idea Exploration can lead to discoveries, opportunities and new understandings.</p> <p>Key Concepts Change, Reflection, Perspective</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 4

	<p>Central Idea Organisations are set up by people who have identified the need for a particular service or activity in an area.</p> <p>Key Concepts Function, Causation</p> <p>Related Concepts Organisations, Hierarchy, Structure, Adaptation</p>	<p>Lines of Inquiry</p> <ul style="list-style-type: none"> • Organisations in the local area • Similarities and differences between organisations • Services that charitable organisations provide <p>Key Vocabulary Organization, 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></p> <ul style="list-style-type: none"> - Biographies - Written Interviews - Clips of interviews (audio) - News articles - Audio clips of news articles - News articles <p><i>Guided Reading:</i> Exploration, James Cook, Christopher Columbus, Robinson Crusoe</p> <ul style="list-style-type: none"> - 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>Spelling Independent spelling strategies Using a dictionary 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</p> <ul style="list-style-type: none"> - 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>Vocabulary Headline, byline, caption, columns, paragraphs, witness, journalist, article, editor, fact, opinion, tabloid, broadsheet</p>
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MATHS

	<p>Integrated Maths</p> <p>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 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 I can choose appropriate tool to create multimedia presentations to share new learning (e.g. Keynote, Google Slides (Chromebook)) plan a storyboard choose appropriate customisation of the elements to enhance communication of presentation. (background, transitions, builds, actions, sound effects, text and graphics, etc.) 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 Use multimedia tools to record information from a primary source.</p> <p>Becoming a responsible digital citizen</p>	<p>Integrated ICT</p> <p>Creating 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 tagul wordclouds).</p> <p>Communicating I can use digital tools to communicate with others (e.g. Blogs, Comments on Google Docs, Google Groups) use proper subject, spelling and grammar participate in a blog discussion with other students create/comment/share a Google Group Discussion reply to other people's post in a respectful way I can choose appropriate tools to communicate and work collaboratively with local students (e.g. Google Sites, Kidblog, Twitter)</p> <p>Organising I can use logical reasoning to explain how</p>
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	<p>I can demonstrate safe use of technologies and understood the consequences of the misuse of technology. I apply basic social protocols when using ICT to communicate with known audiences. I can identify the positives and negative impacts of ICT use at home and at school.</p>	<p>simple algorithms work and identify the purpose of different lines of code (e.g. Scratch, Code.org).</p>
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ART

	<p>Modelling Patterns from the past. Roman mosaics using glass tiles and grout. Planning design to include pattern. Create 3D model linked to unit- choice to be child's own.</p>	<p>Textiles Reproducing a uniform from a chosen job -linked to one from an organisation. Making it recognisable by choosing suitable materials and adding relevant details- buttons, belts, logos etc.</p>
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FRENCH

	<p>Changes in the Weather Learn weather, clothes, different seasons and effects on explorers. To look at weather in different parts of France and home country. Students to create a weather diary. Reading Berthe, Le Meteo, Les vetements. Numbers 1-40.</p>	<p>All Aboard! Different forms of transportation. Use of prepositions with transport. Personal transport diary, transport in home country. Responsibility, reducing pollution. Travel: let's go to Paris! Reading about Paris and its famous monuments. Numbers 1-40 (Review)</p>
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MUSIC

	<p>Looking at music exploration: the concepts of variation and improvisation, which are the basics for music creativity. Listening to the Mozart variations of Twinkle Twinkle, jazz variations of Happy Birthday. Composing own variations of a song that the children choose. Music organisations such as the Performing Rights organisations, band and instrument hire agencies etc. What is their role and how do they help the musicians and composers today?</p>	<p>Singing: learning several new songs from the Viking Saga series: 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. Appreciation: a deeper look into the instruments of the orchestra: Strings and Percussion instruments</p>
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PE

	<p>PE - Gymnastics and Dance 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. In the Dance Unit, students will be researching, choreographing and performing their own dance routine in front of an audience. They will be given a genre and a song and will work in small groups to create sequences of movements.</p>	<p>Games - Rock Climbing, Golf, Health/Fitness and Sports coaching In games lessons, students will participate in Rock climbing and Golf lessons. This will be an opportunity for students to develop their confidence, teamwork and a variety of transferable skills. The Health Unit will cover topics including the health benefits of physical activity, nutrition, relationships and bullying. 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. The Sports Coaching Unit gives the children an insight into planning, creating and delivering a sports lesson.</p>
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