



# Scheme of Work

## Grade 4

### Term 3



# English

## Unit 1

Our first unit is 'Food for thought'. It focuses on different types of persuasive texts. Learners read and respond to persuasive language used in descriptions, reviews and advertisements. They also identify key features of various persuasive texts. They also read instructions and compare this style of writing to that of persuasive texts. Learners consider the use of facts and opinions and the purpose of adjectives and adverbs in a text. With this in mind, learners plan and produce their own texts and give a persuasive speech.

### Aims and Objectives:

#### **By the end of the unit, students will be able to:**

- analyse persuasive texts and identify the key features
- identify persuasive techniques used in various texts
- analyse a text
- be persuasive orally and in written work
- present a persuasive speech as part of an informal debate.

### Skills Development

#### **During the course of this unit, students will:**

- read and analyse an advertisement, a personal profile and a review
- use adjectives and adverbs to be persuasive
- understand how to use facts and opinions for effect
- understand how to use connectives to make a point
- use adjectives effectively
- design an advertisement and write a personal profile
- give an oral presentation as part of an informal debate.

## Unit 2

Our second unit is 'Poems to Ponder'. The unit covers three different types of poems focusing on how words are used to create particular effects. Learners cover word play, sound effects and figurative language, with an emphasis on mood and imagery. Learners both read the poems as writers and perform them to demonstrate and appreciate the effects created by the poets. They also write their own verse following a model.

### Aims and Objectives:

#### **By the end of the unit, students will be able to:**

- appreciate and use word play in a nonsense poem
- practise and perform poems in different styles
- develop poetic technique (similes, personification, alliteration, repetition, rhythm and rhyme)
- be exposed to different ways of creating mood
- write a stanza of a nonsense poem and a sun poem following a model.

**Skills Development:**

**During the course of this unit, students will:**

- practise their poetry performance technique
- identify and invent similes and work with simple personification
- identify different moods
- develop work on prefixes and suffixes
- develop word selection skills for different effects
- develop listening skills
- write a poem of rhyming couplets.

**Assessment:**

The assessment of the students' learning is ongoing through every lesson. Through verbal and written feedback, we provide students with support and advice in order to move their learning on in every English lesson.

During the term, the students will complete an independent piece of writing at the end of each unit, which we will assess and feedback to the students so they know what they need to work on.

**Suggestions for support at home:**

Research indicates that reading is a very strong determiner of how well your child will achieve in all areas of learning and we wish to foster a wonderful reading culture in our school. There is also a strong correlation between achievement and the number of books in your home. To help your child at home, please read with them daily. This can mean reading aloud to your child as well as listening to your child reading aloud to you. Reading can also take many forms; it might be reading signs when out and about, reading online material, games, magazines, subtitles on the television etc.

Please note the importance of 'Mother Tongue' – children's home and first language. It is crucial that children with English as an Additional Language continue to build their ability in their first language in order to support their learning of English and additional languages.

Children also need to learn their spellings (or sounds) daily and then continue to revise them after any spelling assessments or dictations to ensure they have embedded an ever increasing number of spelling rules or sounds. Remember, we are aiming for long term memory rather than short term performance.



# Maths

During the third term, Grade 4 will extend their knowledge of numbers and the number system by exploring special numbers, fractions, division, ratio and proportion. Unit 2, on measurement, is an extension of the work completed in term 1 and 2. The final unit consolidates pupils' knowledge of handling data that has cross curricular links with other curricula. Pupils will finish the term with a review of all aspects of the Grade 4 curriculum including: the number system; addition and subtraction; multiplication and division; fractions, decimals and mixed numbers; mass, length and volume; time; area and perimeter; angles, position and direction; symmetry; 2D and 3D shapes, Carroll and Venn diagrams; and tally charts, tables and bar graphs.

## UNIT 1: NUMBERS

### Learning Objectives:

#### **Special numbers**

- develop mental and oral skills, solve problems, look for patterns and explain results.
- recognise and extend number sequences, including those containing negative numbers.

#### **Fractions and division**

- develop greater understanding of fractions and the ways in which they can be used, including: as parts of a whole; as a point on a number line, or as a division.
- find equivalent fractions and total fractions of a whole.
- understand that fractions and mixed numbers can be shown as a position on a number line and will begin to change fractions to decimals, and decimals to fractions.
- begin to understand the relationship between fractions and division.

#### **Ratio and proportion**

- begin to understand the language of ratio and proportion by carrying out practical activities, for example, exploring different repeating patterns. (They will not use the actual words 'ratio' and 'proportion' yet.)

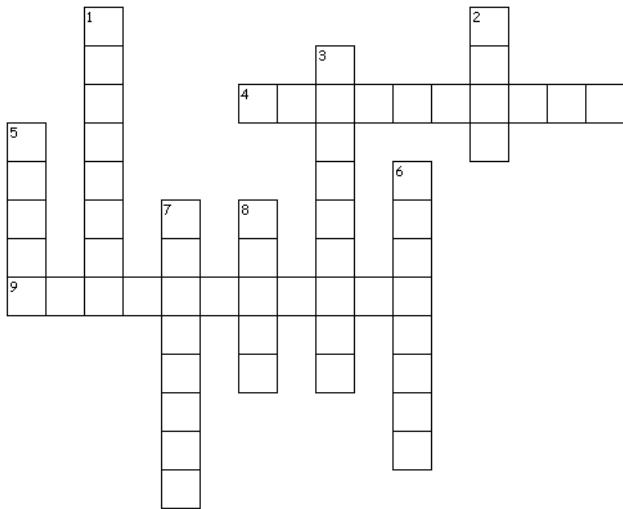
### Suggestions for support at home:

Help your child to see the relevance of mathematics to their everyday life by:

- increasing or decreasing the quantity of ingredients for a recipe, to feed the right number of people
- collecting examples of fractions in newspapers, magazines or elsewhere.

### Fraction crossword

Work with your child to solve this puzzle.



### Clues

#### Across

4. Fractions that are equal in value
9. The bottom number of a fraction

#### Down

1. A \_\_\_ is a part of something
2. Dividing a number by two will give you \_\_\_ of that number
3. The top number of a fraction
5. A \_\_\_ number is a whole number and a fraction
6. Four \_\_\_ make a whole
7. Put fractions in their simplest form
8. 0.1 is equivalent to one \_\_\_

## UNIT 2: MEASUREMENT

### Learning Objectives

#### Capacity

- choose and use the abbreviations ml (millilitre) and l (litre) when estimating, measuring and recording capacity and demonstrate that they know the meaning of 'milli'.
- interpret the scale on measuring jugs and cylinders and record readings accurately.

#### Time

- solve problems by reading and telling the time on digital and analogue clocks and by using calendars and timetables.

#### Area and perimeter

- Learners will investigate the area and perimeter of different rectangles.

**Suggestions for support at home:**

- Include your child in cooking activities at home that involve measuring liquid ingredients in millilitres, litres or pints.
- With your child, estimate and investigate the capacity of different containers in your kitchen.
- Use a calendar and local bus or train timetables to plan a real or imaginary trip with your child.

**UNIT 3: HANDLING DATA**

**Learning Objectives:**

**Tables, bar charts and pictograms**

- collect and organise information to answer their own questions, and present and interpret data in tables and bar charts.
- compare the effect of using different scales on graphs.

**Venn and Carroll diagrams**

- sort objects and numbers in different ways using Venn, Carroll and tree diagrams.

**Suggestions for support at home:**

Talk with your child about any graphs or charts you see in magazines, newspapers or online. Discuss the way each graph is presented, including the title and the scale. Discuss why you think the graph has been included in the article, advertisement or web page. Your child could bring interesting examples of graphs that you have found and show them in class.

*Measuring and recording*

- With your child, choose a measurable skill or an activity that they would like to improve, such as running speed, spelling or score on a computer game.
- Discuss how your child will measure their score.
- Help them to create a table to record the information, and encourage them to record their score on a number of different days.
- Ask your child to make a graph of their scores to show whether they have improved.

*Guess my object*

- Collect together a selection of objects. You choose one of the objects. Your child asks questions to try to identify the object but you can only answer 'yes' or 'no'.
- Your child sorts the objects into a 'yes' pile and a 'no' pile. He or she continues asking questions and sorting the objects until your chosen object has been identified.

## **Assessment**

The assessment of the pupils' learning is ongoing through every lesson. Through verbal and written feedback, we provide students with support and advice in order to move their learning on in every Maths lesson.

At the end of every unit, pupils will be assessed against the learning objectives for that unit. However, pupils will continue to be assessed against these objectives and particularly the objectives they are finding more difficult, throughout the year. Parents will be given feedback on objectives that need more practise at home, through the parent consultation and reporting cycle.

At the end of the year, the students will complete curriculum based assessments: Cambridge Progression Test and a standardized based assessment – GL Assessments – Progress Test in Maths.



# Science

In term 3, Grade 4 will be taught the final module, Electricity and Magnetism. This is a highly practical module and all experiments are carried out under strict supervision, with pupil safety a priority.

This unit is separated into 10 topic areas.

In topic 1, pupils learn that electricity flows in circuits and an electric current is a continuous path of electricity.

**Learning Objectives:**

- show in which direction electric current flows
- understand what a complete circuit is

In topic 2, pupils learn to put together a simple circuit using copper wire, cells, bulbs and bulb holders.

**Learning Objectives:**

- recognise the components of a circuit
- understand how electricity flows in a circuit

In topic 3, pupils learn a switch is a component in a circuit that allows current to flow when it is closed.

**Learning Objectives:**

- explain the role of a switch in a circuit

In topic 4, pupils learn to add more bulbs or cells to a circuit causes bulbs to burn less or more brightly.

**Learning Objectives:**

- choose apparatus to make a circuit
- build a circuit and test it to see if it works
- predict what will happen if I change components
- explain what happens using my scientific knowledge

In topic 5, pupils learn the source of electricity must supply enough voltage for components to work.

**Learning Objectives:**

- predict why a buzzer will not work in a circuit

In topic 6, pupils learn mains electricity has a much stronger voltage than cells.

**Learning Objectives:**

- recognise unsafe uses of mains electricity

In topic 7, pupils learn about magnets in everyday life and that objects attracted to a magnet are magnetic.

**Learning Objectives:**

- carry out a fair test to discover which objects are magnetic
- present my results in a table

- write a conclusion about what I have discovered

In topic 8, pupils learn magnets have two poles and like poles repel, while unlike poles attract.

**Learning Objectives:**

- distinguish between a horseshoe and a bar magnet
- know that magnets have a north pole and a south pole
- know which poles attract and repel each other

In topic 9, pupils learn the strength of a magnet varies with distance from the magnet.

**Learning Objectives:**

- plan and carry out a fair test
- predict what may happen and see if the evidence supports my predictions
- know that repeating measurements can give a more accurate result
- present results in a bar chart

In topic 10, pupils learn which metals are magnetic?

**Learning Objectives:**

- design a tool to pick up metal objects
- write a conclusion based on what I have found out

**Suggestions for support at home**

The most important facet of this topic is to be able to carry out a scientific investigation. Children should be able to discuss what they wanted to find out in their investigations, what they predicted would happen, what they did, what the results were and how their investigation was a 'fair test'. Parents should engage their child in conversation about electricity and magnets in the home and what they have been investigating at school. As this unit is very practical pupils may become very curious. Pupils are encouraged to carry out investigations at home, only under the supervision of an adult as electricity can be very dangerous.

Different practical experiments and additional information on this and all the units covered in Science can be found on <http://www.sciencekids.co.nz/>

**Assessment**

The pupils will complete a unit assessment at the end of each unit, which will assess the pupils learning against the objectives.



**IPC**

In the third term, Grade 4 will be learning about significant people who have touched our lives in some way. Pupils will research people that have made such a big difference in the world that their influence can still be felt today. From scientists to sports people, from politicians to musicians, from all backgrounds, countries, races and religions there are people whose ideas or achievements have singled them out from others.

**In History, we'll be finding out:**

- About world leaders from the past
- How to make a timeline
- How leaders in the past compare to leaders today
- About significant scientists from the past
- About primary and secondary sources of information

**In Society, we'll be finding out:**

- About people who fought for the rights of others

The International Primary Curriculum has links to other subjects however the learning objectives in this unit focus primarily on History goals.

**In History, students will:**

- Be able to give some reasons for particular events and changes
- Be able to gather information from simple sources

Knowledge will be learnt and skills and understanding developed through different case studies including:

- A local study: The Legacy left by Sultan Qaboos
- An international study: Nelson Mandela and Rosa Parks
- Inventions that changed the world
- The Roman Legacy

**Suggestions for support at home:**

Children by nature are curious creatures. Combine this with their generation's access to the internet, they are more exposed to the world than some of their peers and other generations.

Students should:

- Talk about famous people they know and what, if any, influence they have had on their lives
- Read biographical texts from print or the internet about famous people  
<https://www.ducksters.com/biography/>

### **Assessment**

There will be no tests however the assessment of pupils' learning will be on-going in lessons. Knowledge will be assessed through oral and written quizzes, skills measured through observations and self-assessment and written and oral feedback on pupils' journals and presentations will be given to develop their understanding.



# PE

This term pupils will study PE through Net Games and Striking and Fielding.

## Unit 1

### **Net Games:**

- Pupils will further develop their net games concepts through Badminton, Short Tennis and Table tennis.
- Pupils will focus on developing movement on court and linking the skills learned previously together to form a rally.
- The Pupils will learn basic attacking and defending strategies and techniques.
- Pupils will select and apply their skills so that they can carry out basic tactics with the intention of outwitting their opponents.
- Pupils will highlight strengths and weakness in order to improve their own performances

## Unit 2

### **Striking and Fielding:**

- Pupils will develop the range of their striking and fielding concepts using basic variations of bats to incorporate games such as Rounder/Cricket/ T ball and Danish Longball
- Pupils will recap the basic skills learned in previous years;
  - - Throwing and Catching a ball to move towards a target. (Chain)
    - Fielding/Stopping a ball
    - Retrieval of a ball
    - Striking a ball
- Pupils will work on aiming for space to outwit opponents.
- To implement simple tactics to form a striking and fielding principle.
- An extension task will be students progressing to a drop feed ball.
- Pupils will develop an understanding of scoring in a variety of games.



This term the students of grade 4 will commence a new IPC Topic “They made a difference”.

**Aims and Objectives:**

**By the end of the unit, students will be able to:**

- know How artists can influence the way we look at the world
- About the work of an important sculptor
- Choose materials and techniques which are appropriate for their task.
- Explain their own work in terms of what they have done and why.
- Talk about works of art, giving reasons for their opinions.
- to identify the work of Antoni Gaudi to understand & appreciate his inspiration.
- To understand the importance of visual presentation sketchbook skills.
- To understand the link between art and architecture.

**Research activity**

- Students will be asked to make a research about the artist “Antoni Gaudi” using school ipads: they will know who Antoni Gaudi is and they will understand the link between art and architecture.
- Introduction to Antoni Gaudi and his work. Pupils will see images of Gaudi’s work, and discover where he came from and where he worked.
- the children, will try to identify the techniques Gaudi used in his art.
- Pupils will know what a mosaic is and they will make their own mosaic using a ‘sunflower’ as inspiration.

**Assessment:**

At the end of the unit, students will be assessed on their knowledge gathered:

-Students will be asked to identify the work of Antoni Gaudi and make their own mosaic using the lizard of “Parc Guell” as inspiration.

**Suggestions for support at home**

To help your child enrich their artistic lives at home, parents can support by creating more artistic activities with their child and encourage them to practice more on the lesson we have covered in class in order to maximize the quality of their skills.



# Drama

This term, in Drama, Grade 4 will be working on 'Voice procedure' and 'Characterisation'.

The voice is a powerful tool in drama and students will be learning and beginning to consider elements such as pitch, pace, projection and pause. We will learn how these can enhance your performance by making it more engaging or simply make it easier to understand for an audience.

Whilst working on our voice we will be looking further into characterisation. Focusing on body language, movement, gesture, facial expressions etc. Scenarios and characters will be given to students in a variety of fun and exciting ways to which they must try and change each element of characterisation accordingly; Thinking about the specific characteristics of the role they are portraying.

For example: An older person's movement may be slightly slower, hunched back, not too steady on their feet. Their eyes may be squinted as their eyesight is poor and they may be holding their back for support to show the aches and pains of ageing.



They will develop further skills in character development, communication, facial and body expression, gesture, posture and vocal presence, all whilst hopefully having some fun!



# Music

## **Recorder Skills and Singing**

Students will begin to learn the descant recorder and continue learning new songs from Out of the Ark to develop their singing skills

### **Learning objectives**

- Learn tonguing techniques to produce a clear, pleasant sound
- To learn finger positions for G A B C and D
- Work on good posture and following the director to produce a good choral sound

### **Suggestions for support at home**

You can support your child by encouraging them to sing and play the songs that they have learnt in class. Here is the link to Out of the Ark:

[https://www.outoftheark.co.uk/ootam-at-home/?utm\\_source=megamenu&utm\\_campaign=ootamathome1\\_d5&utm\\_medium=advertsquare](https://www.outoftheark.co.uk/ootam-at-home/?utm_source=megamenu&utm_campaign=ootamathome1_d5&utm_medium=advertsquare)

Your child should have access to a recorder. Either buy them a recorder if you can, or they can be purchased through the school at a cost of 1 OMR. These videos on YouTube offer a good introduction to the instrument:

<https://www.youtube.com/watch?v=lucqBt9sZr0>

### **Assessment**

Students are assessed each week by the teacher according to how well they can blow into the recorder to produce a good sound and cover the correct holes.

They are assessed on how well they can follow direction and sing as part of a group.



# French

The Scheme of Work followed for French is that provided by the Primary French Project, which has been devised by the Institut Français <https://www.institut-francais.org.uk/>.

**Module 3** focuses on the following broad themes:

**Learning Objectives:**

**Lesson 21:**

- Ask questions using Où est...?
- Understand form of definite article to use with nouns e.g. le furet, la coccinelle, l'araignée
- Learn about the subject pronouns il and elle.

**Lesson 22:**

Talk about favorite animals

- Revise 4 forms of definite article; le, la, l', les - learn about subject pronouns in the plural
- Ils and Elles
- Learn a plural verb form - sont

**Lesson 23:**

- Talk about likes and dislikes using j'aime and je n'aime pas...
- Understand the function of the negative adverb ne...pas
- learn the plural indefinite article – des – and know that it cannot be omitted in French. **Lesson 24:**
- Conversations about which animals I like
- Ask and answer questions: how many things?

**Lesson 25:**

- Learn how to use the adverbial pronoun en
- Practise talking about Paris, using a growing bank of words.

**Module 4** focuses on the following broad themes:

**Learning Objectives:**

**Lesson 26:**

- Find out about London landmarks and learn how to name them
- Be able to use a speaking frame to talk about what landmarks there are in London
- Acute accent on the letter 'é' and the different ways of writing the phoneme [e]

**Lesson 27:**

- Be able to use a speaking frame to talk about what landmarks there are in Paris
- Find out about definite articles le, la, l' and les as in le Louvre or la Tour Eiffel

**Lesson 28:**

- Be able to recall vocabulary by identifying images
- Develop language learning skills

- Listening and reading comprehension;
- Reading aloud; speaking from memory
- Be able to describe a place orally

**Lesson29:**

- Further develop language learning skills
- Using context and other clues in reading comprehension
- Writing from memory
- Be able to describe a place in writing

**Lesson 30:**

- Further develop language learning skills
- Ask and answer questions
- Speak in sentences with a speaking frame
- Be able to describe a place orally

**Assessment**

The students will complete a unit assessment at the end of each unit, which will assess the students learning against the objectives.

**Suggestions for support at home**

-Student are encouraged to practice more on the lesson we have covered in class in order to maximize the quality of their skills they have learnt.

-Memorisation of vocabulary is key to building up a good base to enable effective recall and retrieval. To this end, at home, please speak to your child, testing them on the vocabulary they have learnt. This will help with improving their recall skills.

-There are similarly a number of applications for mobile devices which support the learning of languages and are presented in an interactive, child-friendly way. We would highly recommend using Quizlet and Memorize to support consolidating of vocabulary learning.