



# Scheme of work

## Grade 4

### Term 1



# English

## **Unit 1**

Our first unit, 'Storybook' focuses on fiction and extending the children's range of reading. It encourages them to reflect on their reading preferences and different genres of books.

It also encourages the learners to read as writers and to analyse how a writer builds up character and setting from small details. The emphasis of the unit is introductions and how to grab the reader's attention.

### **Aims and Objectives:**

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

- be able to use 'story talk' terminology effectively
- have the opportunity to predict story plots and discuss characters and setting
- explore narrative and dialogue tense conventions
- practise reading aloud skills focusing on punctuation and expression.

### **Skills Development:**

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

- revise and build on story talk terminology
- develop prediction and inference skills
- refine their word selection skills
- use a variety of texts and ICT opportunities.

## **Unit 2**

Our second unit, 'Going Deep' focuses on finding information in non-fiction books. Children will extend their vocabulary, read an introduction to a non-fiction text and analyse information from non-fiction texts. Children will practise summarising using key words and phrases and making notes. Having practised their skills of collecting and summarising information, children will prepare and deliver an oral presentation and a written report on their knowledge from the non-fiction texts they have read.

### **Aims and Objectives:**

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

- know the difference between a key word, a phrase and a sentence
- understand how to find information in a non-fiction text
- identify some key features of non-fiction texts
- summarise information and write their own notes
- know key information about the world's oceans
- give an oral presentation.
- write a written report

### **Skills Development:**

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

- develop an understanding of new vocabulary
- read non-fiction texts for understanding
- identify and use key words and phrases
- write sentences from key words and phrases
- research and present information.

### **Unit 3**

Our third unit, 'Mind Pictures' focuses on creating mind pictures through imagery using different techniques. Children are introduced to different poetic forms in both historical and modern contexts and are encouraged to write their own poem focusing on descriptive words, rhyme and rhythm.

### **Aims and Objectives:**

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

- differentiate between figurative and literal descriptions
- explore figurative techniques
- show awareness of rhythm, rhyme, repetition and alliteration
- develop planning and review techniques

### **Skills Development:**

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

- use specific poetic terminology (poem, stanza, line, rhyme, rhythm, alliteration, repetition, figurative and literal)
- clap and identify simple rhythms
- read aloud focusing on with rhythm, pace and expression, using layout and punctuation as guides

### **Assessment:**

The assessment of pupils' learning is always ongoing. Through verbal and written feedback, we provide pupils with support and advice in order to help them know and improve on their own next steps in the learning process in English.

During the term, pupils will complete independent pieces of writing, which we will use to assess a range of writing skills more generally. This provides us with feedback on how well your child is attaining relative to grade and curriculum expectations. Formatively, it provides feedback that will help us identify the next steps in writing for your child.

At the end of the year, pupils will complete a curriculum based assessment: Cambridge Progression Test and a standardized based assessment: GL Assessment - Progress Test in English.

**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 first term, Grade 4 will extend their knowledge of numbers and the number system, addition and subtraction, multiplication and division. An understanding of number and place value, number fluency and an ability to calculate accurately underpins all areas of Mathematics and will be taught for the majority of Term 1. For approximately the last four weeks of Term 1, students will work on measuring weight, time, area and perimeter as well as data handling and problem solving.

## Unit 1

### Learning Objectives:

#### **Numbers and the number system**

- Know the value according to where a digit is in a number, for example, units, tens, hundreds, etc.
- Order, compare and round numbers as they extend their knowledge of the number system.
- Read and write numbers to 10,000 and understand the value of each digit.
- Use marked and unmarked number lines to show the relative positions of numbers
- Compare pairs of numbers using the notation  $<$ ,  $>$  or  $=$ .
- Multiply and divide whole numbers by 10 and begin to multiply and divide by 100.

#### **Addition and subtraction:**

- Add three or four small numbers by finding pairs that equal 10 or 20.
- Add any pair of two-digit numbers
- Know methods for subtracting any pair of two-digit numbers.
- Add and subtract pairs of three-digit numbers.
- Subtract two-digit numbers from three-digit numbers.

#### **Multiplication and division:**

- Recall multiplication facts and obtain the related division fact.
- Find out strategies for doubling numbers
- Multiply a two-digit number by a single digit, recognising that there are different methods available to them.
- Apply knowledge of multiplication and division to solve problems.

### Support at home

The mathematics work your child is doing at school may look very different from the work you remember. This is because learners are encouraged to work mentally where possible, using personal jottings to

support their thinking. Ask them which number facts they are learning and try to practise these for a few minutes each day, using a range of vocabulary.

### *Three-digit dice game*

- Roll three dice, or roll a single dice three times.
- Make a three-digit number from the dice scores. For example, if you roll 2, 4 and 6 you could make 462. Work with your child to find out how many different three-digit numbers you can make.
- Ask your child to put the numbers in order, starting with the smallest.
- Ask your child to round each three-digit number to the nearest multiple of 10 (for 462, this is 460), or the nearest multiple of 100 (for 462, this is 500).

### *Times tables*

Practise the 3, 4 and 5 times tables. Say them forwards and backwards. Ask questions such as:

- What are seven fours?
- What is 45 divided by 5?
- How many threes are there in 24?

## **Unit 2**

### **Learning Objectives:**

#### **Weight:**

- Choose and use the correct abbreviations g (gram) and kg (kilogram) when estimating, measuring and recording weight.
- Know the meaning of 'kilo'. They will learn how to interpret the scale on different weighing equipment and record readings accurately.

#### **Time:**

- Learn to read and tell the time on digital and analogue clocks, using am, pm and 12-hour clock notation.
- Use timetables to solve problems and learn methods for calculating time intervals.

#### **Area and perimeter:**

- Measure area in square units
- Find the area of shapes by counting squares.
- Measure perimeter by adding up distances around a shape.

### **Support at home**

Show your child the weight measurements written on whole packets of food at home or whilst shopping. Let them hold the packets to experience what that weight feels like. They could take some packaging that is labelled with the weight into school to show to their class.

- Include your child in cooking activities at home that involve weighing ingredients.
- Look at local bus or train timetables with your child. Plan a real or imaginary trip with the timetables.
- If you have square tiles on a floor or wall surface, help your child to count the squares to work out the area in square tiles. Estimate together, without measuring, how many of those tiles would be needed to cover a different wall or floor.

### **Unit 3**

#### **Learning Objectives:**

##### **Tally charts, bar charts and pictograms:**

- Collect and organise information to answer their own questions.
- Present and interpret data in tally charts and bar charts.
- Draw and interpret pictograms.
- Compare the effect of using different scales on graphs.

##### **Carroll and Venn diagrams:**

- Sort 2D shapes using a Carroll diagram.
- Use Venn diagrams to sort items using three criteria.

### **Support at home**

Ask your child what questions they are investigating and what data they have been collecting in class. You might be able to carry out a similar investigation at home and encourage your child to share their results at school. Possible investigations could be about the number and types of vehicles or wildlife in the local area.

- 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.
- Include your child in organising and sorting objects in your home. This could include putting away toys or arranging shopping in kitchen cupboards.
- Take a selection of objects and sort them into piles, for example according to colour or material, without saying what your rule is for sorting the objects. Ask your child to guess your rule.

## **Assessment**

The assessment of pupils' learning is always ongoing. Through verbal and written feedback, we provide pupils with support and advice in order to help them know and improve on their own next steps in the learning process in Maths.

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, pupils will complete a curriculum based assessment: Cambridge Progression Test and a standardized based assessment: GL Assessment - Progress Test in Maths.



# Science

## **Unit 1**

The first unit, which will be taught over the first half term is called 'Humans and Animals'. This unit teaches the students about animal skeletons; how muscles help us to move; and drugs as medicines. The unit is separated into six topic areas.

**Topic 1** introduces the students to the concept that many animals have skeletons made of bone that support their bodies from the inside. This topic explains the role of the skeleton in growth.

### **Learning objectives**

- Know that humans and some animals have bony skeletons inside their bodies.
- Make relevant observations.
- Collect evidence.

In **Topic 2**, children explore further the idea that skeletons are made of bones of different shapes and sizes. Learners have the opportunity to familiarise themselves with the basic structure of the human skeleton and recognise bones of different shapes.

### **Learning objectives**

- Observe that bones have different shapes and sizes.
- Understand that bones are joined together to form the skeleton.
- Link evidence to scientific knowledge and understanding in some contexts.

The key ideas explored in **Topic 3** are that skeletons allow us to grow and they also support and protect other body parts.

### **Learning objectives**

- Know how skeletons grow as humans grow and support and protect the body.
- Identify simple trends and patterns in results and suggest explanations for some of these.

**Topic 4** focuses on the concept that muscles, which are joined to the bones of skeletons, act in antagonistic (opposite) pairs to allow us to move.

### **Learning objectives**

- Know that animals with skeletons have muscles attached to the bones.
- Understand that muscles work in pairs to help us move.
- Know how a muscle has to contract (shorten) to make a bone move.
- Design a fair test and plan how to collect sufficient evidence.

In **Topic 5**, learners find out the difference between drugs and medicines, why we take medicines, and the various forms in which medicines are taken.

### **Learning objectives**

- Explain the role of drugs as medicines.
- Understand that medicines prevent, cure or alleviate symptoms of illness.
- Identify ways in which medicines are taken.

In **Topic 6**, children find out the different ways in which medicines act to make us better. They write an information sheet on how to take medicines safely.

### **Learning objectives**

- Understand that medicines work by killing germs or by replacing missing substances in the body.
- Identify, and write about, safe ways to take medicines.

### **Support at home**

Understanding how to stay safe when using drugs as medicines is an important part of learning science. Talking to your child about the medicines that you have in your house and how you use them safely will deepen your child's understanding of their learning in the classroom.

## **Unit 2**

The second unit, which will be taught over the second half of the term is called 'Living Things and Environments'.

The unit is separated into four topic areas.

**Topic 1** uses birds to show that animals need food, air, water, space and warmth, and that they need a suitable habitat. It shows that different birds are suited to particular habitats.

Children are encouraged to think about how they would observe and record their observations of birds.

### **Learning objectives**

- Investigate how different animals are found in different habitats and are suited to the environment in which they are found.
- Collect evidence from different contexts.
- Make relevant observations and comparisons in a variety of contexts.

**Topic 2** allows children to observe a snail and the habitat that suits it. It allows learners to design and carry out a simple experiment in which they can observe the choices made by snails about habitats.

### **Learning objectives**

- Investigate how different animals are found in different habitats and are suited to the environment in which they are found.
- Test an idea or prediction based on scientific knowledge and understanding.

- Design a fair test and plan how to collect sufficient evidence.
- Choose apparatus and decide what to measure.
- Explain what the evidence shows and whether it supports predictions.
- Communicate these clearly to others.
- Identify simple trends and patterns in results and suggest explanations for these.

**Topic 3** introduces the use of identification keys. It requires children to observe animals carefully and to think about questions that divide sets into two.

#### **Learning objectives**

- Use simple identification keys.
- Make relevant observations and comparisons in a variety of contexts.
- Link evidence to scientific knowledge and understanding in some contexts.

**Topic 4** gives children the opportunity to talk about the ways that people affect the environment. It begins with a description of harm caused by human activity. Children are then asked to think about how they can reduce this damage.

#### **Learning Objectives**

- Recognise ways that people affect the environment, for example, river pollution, recycling waste.
- Link evidence to scientific knowledge and understanding in some contexts.
- Present results in drawings, bar charts and tables.

#### **Support at home**

Discussing the issue of the impact of human activity on the environment is an important part of your child's learning. Reading and watching news articles on the topic will bring the issue to life for your child. Discussing your own household's impact on the environment is useful in helping your child to reflect upon their own impact as consumers.

#### **Assessment**

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



# IPC

During the first term, Grade 4 are learning about Explorers and Adventurers. Students will be exposed to new places in the world and discover new things that they didn't know existed. So much of what we know today about our world is because we have been explorers in the past. Students will have the opportunity to meet different explorers, visit a local museum and explore the area immediately surrounding the school.

The International Primary Curriculum has links to other subjects however the learning objectives focus on the Geography and History.

### **In Geography, students will:**

- Be able to use geographical terms.
- Be able to describe the main geographical features of the area immediately surrounding the school.
- Be able to make simple maps and plans of familiar locations.
- Be able to use maps at a variety of scales to locate the position and geographical features of particular localities.
- Be able to use secondary sources to obtain geographical information.
- Be able to express views on features of an environment and the way it is being harmed or improved.
- Be able to communicate their geographical knowledge and understanding to ask and answer questions about geographical and environmental features.

### **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 projects including:

- Rivers
- Mountains
- Vikings

### **Support at home**

International students are by nature already explorers and adventurers by living in a country that is not their home, but rather their host country. 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:

- Keep a diary of their travels
- Prepare a scrap book with maps and pictures of their travels.
- Read about different countries from books and on the internet.
- Keep up to date with current affairs <https://www.bbc.co.uk/newsround>

### **Assessment**

There will be no tests however the assessment of students' 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 students' journals and presentations will be given to develop their understanding.



# Art

This term the students of Grade 4 will commence a new IPC Topic 'Explorers and Adventurers'. They will focus on explorers who have combined their travels with an art form such as Margaret Mee who combined botanical art with travelling in the Amazon.

## **Aims and Objectives:**

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

- Use art as a means of self-expression.
- 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.

## **Research activity**

- Firstly, student will conduct to work in pairs, though they could work individually on this task of they prefer in order to make an extensive research about Margaret Mee and to find out about her travels and look at some of her flowers paintings.
- They should choose one of her paintings that they particularly like and they try to imitate it using the same Margaret Mee technique of drawing and painting.

## **Assessment**

After taking the students outside to make observational sketches of different flowering plants in the environment, they will be asked to draw and paint a flowering plant in a detailed style similar to Margaret Mee's flower paintings.

## **Support at home**

To help your child enrich their artistic lives at home, you can support by creating more artistic activities with your child and encourage them to practice the techniques they are learning in the lessons in order to maximize the quality of their skills.



# Drama

This term in Drama, Grade 4 students will be working on 'Elements of drama/key acting principles' and 'Fables & Morals'.

## Unit 1

### **Elements of Drama/Key acting principles:**

Students will learn:

- The importance of 'FREEZE' in drama and the drama studio rules as a performer and audience member.
- Tableaux/Freeze frames
- Facial expression/body language to create character
- The 3 principles of blocking and how to apply these to their performances. Students will spend time rehearsing and demonstrating these skills in various short performances in groups.
- How to create a story which is clear to understand to an audience – focusing on clear structures, beginning/middle/end.
- The use of narration
- To begin building their confidence through consistent short performances to the class.

## Unit 2

### **Fables and Morals:**

Students will learn:

- What a fable is.
- What a moral is.
- A variety of short fables and discuss the lessons learnt/meanings of each and be able to give other examples of these lessons being applied in real life.
- To read stories in small groups or to the class and concentrate on their vocalization.
- To re-create and adapt stories in groups, in order to perform short skits based on the fables learnt to an audience.
- Using the elements of drama previously learnt and being able to apply these to their fable topic.
- To begin forming innovative characters which add to their story appropriately.

The aim for term 1 is to develop initial confidence and ensure all students within the class begin to feel more comfortable performing in front of one another, if not already. For those students in the class whose confidence is more prominent, these skills assist them with beginning to improve their performances skills further whilst sustaining their confidence.



# Music

## **Keyboard Skills**

Students learn the scale using the solfege system. They sing and hand sign a variety of songs to learn this.

Grade 4 will develop keyboard skills using Twinkle, Twinkle Little Star and London Bridge.

## **Learning objectives**

- Participate in unison and part singing or playing
- Contribute to performances with mostly accurate timing and with increasingly accurate tuning, control, and expression.

## **Support at home**

You can support your child by encouraging them to sing and play the songs that they have learnt in their music lesson and by singing the musical scale using do, re, mi.

If your child shows interest in the subject then investment in a piano keyboard would be excellent for them. The following website has a lot of songs to try:

[https://easymusicnotes.com/index.php?option=com\\_content&view=category&id=145:piano-level-1&Itemid=155&layout=default](https://easymusicnotes.com/index.php?option=com_content&view=category&id=145:piano-level-1&Itemid=155&layout=default)

Listen to a variety of music at home, perhaps exploring composers such as Vivaldi, Mozart, Beethoven, Stravinsky

## **Assessment**

Students are assessed each week by the teacher according to how well they can sing as part of a group and whether they are singing in tune and in time.

They have an individual assessment on how accurately they can play Twinkle, Twinkle Little Star on the keyboard.



# 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 1**

This module will be taught over the first half-term and focuses on the following broad themes:

- Introducing oneself and greetings
- Saying your name and asking others their name
- Classroom language
- Locating France on a map and locating Paris on a map of France
- Numbers 1-24 in French

**Topic 1** introduces the students to greetings in French.

### **Learning objectives**

- Learn how to greet my teacher and other adults
- Learn how to greet my friends
- Learn how to say goodbye

**Topic 2** introduces students to giving their name and to asking others what their name is.

### **Learning objective**

- Learn how to ask someone for his or her name and be able to tell them my name

**Topic 3** introduces children to language they may hear in the classroom and to which they will be expected to be able to respond.

### **Learning objective**

- Learn vocabulary which is used in the classroom

**Topic 4** aims to give the students some contextual understanding of the language they are studying by introducing them to locating France on a map of Europe and Paris on a map of France.

### **Learning objectives**

- Learn where France is located
- Learn where Paris is located in France

**Topic 5** focuses on the children being able to use and understand numbers up to 24 in French.

### **Learning objectives**

- Learn to use numbers 0-24 in French
- Learn to understand numbers 0-24 in French

## **Support at home**

In language learning, it is vital that children are given the chance to practise and review what 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 Memrise to support consolidating of vocabulary learning.

### **Assessment**

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

### **Module 2**

Module 2 will be taught over the second half-term and focuses on the following broad themes:

- Animals in the garden
- Revising of saying your name and asking others their name
- Saying your age and asking others their age
- Colours and adjectives

The unit is separated into four topic areas.

**Topic 1** teaches learners the names for some common animals and tests their ability to use and understand the question: qu'est-ce qu'il y a dans le jardin (what is there in the garden?)

#### **Learning objectives**

- Learn to use and understand the question: qu'est-ce qu'il y a dans le jardin
- Learn to use and understand the names for common animals

**Topic 2** provides the opportunity for learners to revisit how to say what their name is and ask others for their name.

#### **Learning objectives**

- Revise how to say what your name is in French.
- Revise how to ask others what their name is in French.

**Topic 3** prepares students to say how old they are in French and ask others their age.

#### **Learning objectives**

- Learn how to say how old I am in French
- Learn how to ask others their age in French
- Understand the responses of others

**Topic 4** introduces the children to basic colours in French and specifically the use of colours with nouns as adjectives.

#### **Learning objectives**

- Learn about adjectival placement and agreement in French
- Learn the vocabulary for basic colours in French
- Learn how to produce sentences in French using nouns and adjectives (colours)

### **Assessment**

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

