



British Section, SHAPE International School

CURRICULUM OVERVIEW - SUMMER TERM 2023

YEAR 4 - Phoenix Class



English: This term, the children will study the books '**Who let the Gods out**' and '**The Land of Roar**' as well as non-fiction books relating to Greece. They will continue to learn how to predict and infer and learn the skills of summarising the main events, identifying themes and conventions and how to carefully retrieve and record appropriate facts from non-fiction texts. They will write across fiction and non-fiction genres to entertain - narrative, description, poetry; to inform – explanation, recount and to persuade - letter. Writing skills taught will include appropriate use of nouns and pronouns, expanded noun phrases, formal and informal writing, correct use of fronted adverbials, multi-clause sentences, how to write a narrative with a clear structure and cohesion and how to edit for technical accuracies. Spelling is taught daily and we follow the Jane Considine scheme of learning. This term's spelling focus is how to use a dictionary and thesaurus accurately, how to change the spelling of a root word by adding a prefix or suffix, homophones and homographs and regular and irregular plurals. The children will also continue to learn how to spell the commonly mis-spelt words from the Y3/4 word list.

Home Learning: *In order to practise developing the skills of reading fluently and with expression, the children are expected to read **daily** and record this in their reading record.*

Mathematics: Learning in **number** will focus on **decimals**. Using real-life objects and pictorial representations, the children will explore one tenth and one hundredth of a number, how to write it as a decimal and where it goes on a place value chart. They will compare and order decimals and learn to round to the nearest whole number. Learning in **measurement** will focus on **time** and **money**. They will learn to convert pounds and pence, compare and estimate amounts of money and solve money problems; in **time**, they will recap the relationships between a year, a month, a week and a day from Year 3, convert between analogue and digital times and convert to and from the 24-hour clock. Finally, learning in **geometry** will focus on **shape** and **position and direction**. Here the children will learn to use mathematical vocabulary to describe angles, triangle, quadrilaterals and polygons. They will also recap previous learning on symmetry. They will explore position using coordinates and how to translate points and shapes on a coordinate grid.

Home Learning: *In readiness for the Multiplication Check, the children should use [timestables.co.uk](https://www.timestables.co.uk) daily*

Science: Our first unit, '**Animals including Humans**' takes the children through a series of lessons where they learn how to describe the simple functions of the basic parts of the digestive system in humans; identify the different types of teeth in humans and their simple functions; and finally, construct and interpret a variety of food chains, identifying producers, predators and prey. In our second unit, '**States of Matter**', the children learn how to: compare and group materials together, according to whether they are solids, liquids or gases; observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C); and finally, identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.

Computing: The first unit is entitled '**Creating Media – Photo Editing**'. In this unit the children will develop their understanding of how digital images can be changed and edited, and how they can then be resaved and reused. They will consider the impact that editing images can have, and evaluate the effectiveness of their choices. The second unit is entitled '**Programming – Repetition in games**'. This unit explores the concept of repetition in programming using the program Scratch. It begins with a Scratch activity similar to that carried out previously, where the children discovered similarities between two environments. The children will look at the difference between count-controlled and infinite loops, and use their knowledge to modify existing animations and games using repetition. Their final project is to design and create a game which uses repetition, applying stages of programming design throughout.



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History: This term's focus is **Ancient Greece** – a study of Greek life and achievements and their influence on the Western World. The children will use evidence to reconstruct life in the time studied, identify key features, look for links and effects and be able to offer a reasonable explanation for some events. Key questions to be answered this term are '**How did early Greece begin and what was it like there? What was life like in the city states of Ancient Greece? How did Alexander the Great expand Greek power and influence?**' by looking at the evidence available in text books and from artefacts. They will also begin to evaluate the usefulness of different sources.

Geography: This subject will not be taught this term in Y4.

Art and Design: This term the focus will be on all things **Greek** so the children will first study the patterns and stories on Ancient Greek pottery. They will use their sketch books to recreate the different patterns and colours before designing and creating their own version of Ancient Greek pottery. The children will then move onto **weaving** where they will create a simple loom, design a weave, collect the materials needed and then look at how else the weave could be decorated, using other fabrics.

Design and Technology: The children in Year 4 will focus on the design and technology area of **Structures: shell structures**. In this module of study, the children will investigate a variety of packages, identifying nets, strength, construction and logos used. They will experiment with assembling in nets in numerous ways and then design their own structure for a specific product using annotated sketches and prototypes. They will develop and use their knowledge of how to construct strong, stiff shell structures; develop and use their knowledge of nets of cubes and cuboids and, where appropriate, more complex 3D shapes and be able to use technical vocabulary relevant to the project. Finally, the children will evaluate their product against the original design, and test to make judgements of functionality and use.



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Music: During this term, pupils in Year 4 will continue to develop and increase their musical knowledge and skills in the areas of **singing, improvising, listening** and **performing**. The children will start to learn how to play the ukulele and will learn to play some major and minor chords. We will start to learn to read ukulele tablature and we will use our chord knowledge to learn to sing and play a variety of songs. Pupils will perform regularly in our weekly music lessons. The children will also listen to Jazz and Blues music, understanding some of the history of these genres.

Religious Education: Year 4 will be exploring the key question, '**What does it mean to be a Hindu in Britain today?**' This investigation involves the children learning about the key aspects of Hindu belief and worship. Hindu spiritual practices and diversity will be studied as well as their way of life. British Hinduism will be the focus of the study alongside learning about the original beliefs of traditional Indian Hinduism.

PSHE: The core learning theme this term is **health and wellbeing**. With an initial focus on **physical health and mental wellbeing**, the children will learn how to maintain a balanced lifestyle and learn about oral hygiene and dental care. The second strand will focus on **growing and changing**. Here, the children will learn about the physical and emotional changes in puberty; learn to name external genitalia; the importance of personal hygiene routines; support with puberty. The final strand of this theme will focus on **keeping safe**. The children will learn about the importance of taking medicines correctly and using household products safely and that that drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) can affect health and wellbeing. These studies will continue to be enhanced by our whole-school character education programme, providing a systematic approach to character-building. Within this programme, the children will be supported to develop their learning powers and character virtues.

PE: The first unit, '**Gymnastics**' introduces the 5 basic skills: travelling, rolling, balancing, jumping and using equipment and focusses on **core strength and balance**. The second unit, '**Combat Zone**', focusses on **travelling and agility**. This unit highlights the importance of movement essential to increasingly complex actions whilst performing a range of skills. The children will practise and improve their control and consistency, alongside developing agility and fitness through a range of activities. The children will then move onto **Athletics** in the latter part of the term where they will hone their prowess in running, jumping and throwing, in readiness for **Sports Day** which will help build character and embed values such as perseverance, fairness and respect.

French: The children will enjoy a range of stories, songs, poems and rhymes linked to **parts of the body**. They will listen to spoken language and show their understanding by joining in and responding. Role play opportunities - at the doctors - will enable the children to broaden their vocabulary and develop their ability to understand new words by speaking in sentences, using familiar vocabulary, phrases and basic language structures. They will also continue to develop accurate pronunciation and intonation.