



British Section, SHAPE International School

CURRICULUM OVERVIEW - SPRING TERM 2024

YEAR 4 - Phoenix Class



English: This term, the children will study the book **'The Miraculous Journey of Edward Tulane'** by **Kate DiCamillo** as well as non-fiction books relating to the rainforest. 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, setting and character description, poetry**; to inform – **explanation and biography**. Writing skills taught will include using expanded noun phrases which are expanded by adding modifying adjectives, nouns and preposition phrases, using sentences with more than one clause, use of correctly punctuated fronted adverbials, 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 Spelling Shed scheme of learning. This term's spelling focus is words ending in -ation, -ly, -lly, -sion, -ous, -ious and -eous; words where ch makes a sh sound. 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 neatly in their reading record.*

Mathematics: Measurement and Number are the key focus for this term. They will begin with **Measurement – Length and Perimeter** where they will learn to measure in metres and kilometres. They will then learn how to calculate the perimeter of rectilinear shapes and regular polygons. In **Number**, the children will learn about **mixed numbers, improper and equivalent fractions**. They will learn to convert between mixed numbers and improper fractions and how to add and subtract them. They will then move onto **Decimals** which builds upon the unit of Fractions. They will recap on what a **whole** is and how to divide by 10 and 100 before learning how to represent tenths and hundredths as decimals. They will then learn how to partition decimals and how to order and compare them.

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 **'Living things and their habitats'** takes children through six lessons where they learn how to: recognise that living things can be grouped in a variety of ways; and how to explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment. The second unit is closely linked and is called **'Living things and their habitats – Conservation'**. It takes the children through a further six lessons where they learn how to recognise that environments can change and that this can sometimes pose dangers to living things. This will link closely to our geography topic on Rainforests.

During both units the children will work scientifically by reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. The children will also learn to gather, record, classify and present data in a variety of ways to help in answering questions

Computing: Our first unit called **Programming – Repetition in Shape** is the first of 2 programming units in Year 4 and looks at repetition and loops within programming. The children will create programs by planning, modifying, and testing commands to create shapes and patterns. They will use Logo, a text-based programming language. The second unit is called **Data Logging** where the children will consider how and why data is collected over time. They will consider the senses that humans use to experience the environment and how computers can use special input devices called sensors to monitor the environment. They will collect data as well as access data captured over long periods of time. They will look at data points, data sets, and logging intervals. Pupils will spend time using a computer to review and analyse data. Towards the end of the unit, the children will pose questions and then use data loggers to automatically collect the data needed to answer those questions.



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Geography: This term the children will be learning about **The Rainforest**. They will learn the key elements of a rainforest **biome**, how these contrast with other biomes and the main location of the world's rainforests (including the Congo); the location and principal features of the Amazon, situating it within the globe and the South American continent and comparing and contrasting it with South-East Brazil; how physical processes involving rivers, the water cycle and rainforests distinctively apply to the Amazon and finally, how some human beings have adapted to life in the rainforest and the Amazon. This topic will link closely with our work on **Conservation** in Science.

Forest School: This term Y4 will be going swimming during the allotted time for Forest school for a seven-week block. For the rest of the term in Forest school sessions, Y4 will continue to observe changes with their tree study concerning the alder and poplar tree. They will also look at how the forest is divided into layers (from the forest floor to the emergent layer) and identify how certain plants have adapted in a temperate forest biome. To develop their survival skills, Y4 will learn how to maintain a small fire for a period of 10 minutes without adult intervention.

Art and Design: This term's unit of work is entitled **Exploring Pattern** where the children will explore how they can use colour, line and shape to create patterns, including repeating patterns. The key concepts that will be covered are that the act of making drawings can be mindful; That we can use line, shape and colour to create patterns; that we can use folding, cutting and collage to help us create pattern and that we can create repeated patterns to apply to a range of products or outcomes. The children will study the artworks of Shaheen Ahmed, Andy Gilmore and Rachel Parker, exploring sensory patterns, tessellation and repeated patterns.

Design and Technology: DT is not taught this term.



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Music: During this term the children will continue to improve their skills of **singing, listening, performing and composing**. They will explore the timbre of wood and metal instruments and listen to music from the gamelan orchestra. The children will listen to music from the calypso tradition and enjoy some of the rhythms of this musical style. We will also continue to improve our knowledge of staff notation and understand the pitch of the notes of the treble stave. Simple melodies will be created and played upon tuned percussion instruments.

Religious Education: In RE this term the children will study the RE unit entitled, '**What does it mean to be a Hindu in Britain today?**' The children will study key aspects of Hindu belief and worship and think about what it is like to be a British Hindu today.

PSHE: The core learning theme this term is **Living in the wider world**. The children will learn about **Belonging to a Community** – focussing on what makes a community and shared responsibilities; **Media literacy and digital resilience**– focussing on how data is shared and used; **Money and Work** – making decisions about money; using and keeping money safe.

These studies will 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: This term's PE lessons will focus on **Swimming, Gymnastics and Netball**. In **Swimming**, the children will be taught to swim competently, confidently and proficiently over a distance of at least 25 metres; use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] and perform safe self-rescue in different water-based situations. In **Gymnastics**, the children will learn to devise and perform a gymnastic sequence, showing a clear beginning, middle, and end showcasing travel in different ways, including using flight, and show changes of direction, speed and level. In **Netball**, the children will build on previous learning in Year 3 and learn to develop skills such as marking and footwork, concentrate on control and accuracy when sending and receiving a netball, use correct technique to shoot at a goal with a defender marking the ball and introduce netball positions. During all PE sessions, the children will learn to understand the link between heart rate and breathing when exercising.

French: The children will enjoy a range of stories, songs, poems and rhymes linked to **wild animals**.. They will listen to spoken language and show their understanding by joining in and responding. Role play opportunities – in the jungle - 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.