

Curriculum Overview

Academic Year: **2010 - 2011**

Year: **4**



Subject	Term 1	Term 2	Term 3
Reading	The children are encouraged to become increasingly confident and competent readers in a range of situations. This term we focus on "Stories With Historical Settings" and "Stories which raise issues and dilemmas" in Fiction. In Non Fiction we look at "Information texts" and "persuasive texts" through newspaper and magazine articles. Each child takes home a graded reading book every day.	The children have a chance to explore both fiction and non-fiction texts. In fiction we look at "Stories from Other Cultures". In Non Fiction "Explanation Texts" are covered. They are given opportunities to read for different purposes, both individually and as part of a group. They continue to develop their reference and research skills. The children continue to take home a graded reading book on a daily basis.	Continuing their reading in fiction texts, the children look at "Stories Set In Imaginary Worlds," and use these texts to develop their vocabulary, explore abbreviations and verb tenses. In non-fiction the children look at "recounts." The children also develop their reference and research skills, developing subject specific vocabulary They continue to read graded readers on a daily basis.
Writing	Through model texts, the children identify the structure and features of narrative stories with familiar settings, reports and play scripts. These are then used to create a framework for their writing. They select and use a range of technical and descriptive vocabulary. They are encouraged to use adverbs and powerful verbs to create interesting sentences that have correct punctuation. Connectives are emphasised to show relationships of time, reason and cause. Speech marks are used in dialogue. They experiment with form and image in two poetry units. Dictionary and thesaurus work are regular components of class work. Spellings are given on a weekly basis. Handwriting practice is focused on weekly.	They look at the importance of layout and illustrations in explanation texts. Emphasis continues to be on composing sentences that use adjectives, adverbs and powerful verbs for impact. They practise grouping related materials into paragraphs. The children work on improving and extending their writing skills and are given chances to write their own pieces of fiction, non-fiction and poetry. Spelling words are given on a weekly basis. Handwriting practice ensures that standards are improved and maintained.	The children experience various forms of writing, from imaginative and creative writing to more formal styles of factual research work. There is a focus on all aspects of punctuation and grammar. In all areas of writing, the children are encouraged to take greater responsibility for their work by editing. Spelling tests focus on words associated with spelling patterns. Dictionary and thesaurus work are regular components of class work. Handwriting practice ensures that standards are improved and maintained.
Speaking and Listening	The children are encouraged to develop their speaking and listening skills across the curriculum. Drama and role-play games help to extend each child's ability to speak for a variety of different purposes. Listening skills are encouraged in order to allow each child to understand more complex and detailed explanations, descriptions and instructions.	Speaking and listening skills are developed across the curriculum, encouraging the children to present their own thoughts and ideas in a clear, coherent and appropriate manner. The children carry out activities as individuals and as part of a group to develop their level of confidence in speaking to larger groups. The children are encouraged to listen carefully to each other and to instructions, in order to fully understand what is said.	The children take part in a variety of speaking and listening activities in the class. They are expected to show an increasing level of independence in presenting their own ideas. Individual and group activities across the curriculum allow children to develop subject specific vocabulary.



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Mathematics	In Term 1 we learn to read and write whole numbers to at least 10 000 in figures and words, and know what each digit represents. We look at mental addition and subtraction methods for numbers to 1 000, visualise and describe 3-d shapes, as well as look at simple nets. Revise 2, 3, 4, 5, and 10 times tables, and use these to solve multiplication and division problems. We also cover measuring length, bar charts, tally charts, perimeter and area, time, fractions and decimals.	In term 2 we look at 2 d shapes, introducing the heptagon. Types of triangles such as equilateral, isosceles and scalene are covered. The 6, 7, 8 and 9 times tables are introduced, and applied to multiplication and division problems. We also look at measuring weight, Carroll and Venn diagrams, telling the time to the nearest minute. Decimals and fractions are covered as well as money, position, movement and angle. We cover problem solving, estimating and rounding numbers to 10 000 and written methods of addition and subtraction.	In Term 3 we look at measuring capacity, time with digital and analogue clocks, reading a timetable, line symmetry, pictograms, number properties to 10 000, equivalent fractions and decimals. We also cover the 4 processes of addition, subtraction, multiplication and division
Science	In the Science topic of "Moving and Growing" the children look at the development of bones and muscles. Children learn about how the skeleton is related to movement and support in humans and what happens to the skeleton and muscles as they move. They also compare human bones and skeletons with those of other animals. Studying "Solids and Liquids" they investigate the differences between solids and liquids and recognise that the same material can exist as both solid and liquid. They identify changes that occur when solids and liquids are mixed and how to separate undissolved solids from a liquid. They learn that melting and dissolving are different and recognise that when a solid dissolves it is still there.	In Term 2 they study "Circuits and Conductors". This unit builds on children's previous practical experience of making circuits and extends their understanding of circuits, conductors and insulators and the need for a complete circuit in order for a device to work. Children are introduced to ways in which they can vary the current in a circuit. Looking at the topic of "Habitats", children will begin to understand the concept of a habitat, how it provides organisms found there with conditions for life and how animals depend on plants or other animals which eat plants for food. Throughout the unit ways in which organisms are suited to the habitat should be emphasised	In "Keeping Warm" children build on their ideas about temperature as a measure of how hot or cold objects are and learn about thermal insulators as materials which can help to keep things warm or cool. In "Friction" the children learn that forces can be measured and compared. The unit focuses on friction as a force which exists between objects moving across solid surfaces and opposes motion, and the forces of air resistance and water resistance which oppose the motion of objects moving through air and water.
Social Studies	In Term 1, the children study several famous people who have had an impact on society. We also look at the rise of the Copperbelt in Zambia. We study the geography and history of the province. In Social Studies the children learn about the key beliefs and practices in Islam. While emphasis is	In Term 2 we look at "The rise of the Robots". We study the definition of a robot, look at the jobs they do and how they are used in difficult situations. We also look to the future of robots, where they might be useful and where they might take us.	In Term 3 we look at "Rainforests." We study the location of rainforests, including the deforestation and desertification of the rainforests.



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	put on current practices, they are given the opportunity to learn about the historical foundation of the religion.		
Art	Students review basic drawing and shading skills, exploring ways to make 2D shapes look 3D. They review colour theory and explore warm and cool colours in detail using a variety of mediums. The children explore chitenge patterns and design their own pattern that can be repeated using a variety of printing methods. Students apply their "Habitats" topic to Art using a variety of mediums and techniques. They create Art projects related to the savannahs, rainforests and deserts. They do seasonal art activities related to Independence and Christmas.	They learn about Picasso in detail, his various styles and periods, his use of colour and shape in his cubist period. They talk about abstract versus realistic art and create some of their own abstract projects. The students also do several seasonal projects related to Valentine's Day and Easter.	Students do portrait work, studying Picasso's styles and discussing the difference between abstract/cubist portraits as opposed to realistic ones. Then in our „Take a Seat“ project the children explore the design of chairs. They discuss what chairs tell us about everyday life and the way people rest, eat and relate to each other. They look at examples of designs in the past (in Tudor times) and in other cultures then make a 3D de-sign of their own chair design using paper mache.
French	In term 1, children revise the greetings and learn about foods, shops, cutlery part of the body, likes / dislikes, numbers 1 to 50. The method "La Jolie Ronde", Book 3 of 4 (Bonjour la France) is used from unit 10 to unit 13. The new vocabulary is introduced through songs, stories, flash cards, role-plays, finger rhymes, videos and CDs.	In term 2 the children learn about foods, shops months of the year, clothes, likes/dislikes, numbers 1 to 70 part of the body, verb to have present tense affirmative form. The method "La Jolie Ronde", Book 3 of 4 (Bonjour la France) is used from unit 14 to unit 16. The new vocabulary is introduced through songs, stories, flash cards, role-plays, finger rhymes, videos and CDs.	In term 3, the children learn about the months of the year, clothes, the house, objects found in the house, numbers 1 to 100, likes / dislikes, verb "to be" (etre) and "to have" (avoir) present tense affirmative form. The method "La Jolie Ronde", Book 3 of 4 (Bonjour la France) is used from unit 16 to unit 19. The new vocabulary is introduced through songs, stories, flash cards, role-plays, finger rhymes, videos and CDs.
Physical Education	In Games Year 4 Unit 1 & 2 from Primary School Games is used. In Unit 1 the focus is on net, court and wall games: hit with a bat to develop technique, consistency and accuracy; strike different size / weight balls and shuttles with hands and different shapes / sizes of bat; move to hit the ball / shuttle alternatively; singles and doubles games to develop accuracy, control and consistency and develop a range of shots; develop the volley; activities to allow understanding of net /	In Games Year 4 Unit 3 & 4 from Primary School Games is used. In Unit 3 the focus is on invasion games: development of invasion games in small sided games using different formations; sending –passing, throwing, kicking with different implements and balls of different sizes, textures and weights, to develop and extend control, accuracy and consistency; travel with the ball; develop spatial awareness and decision making; develop dodging, marking, signalling and interception and	In Athletics Year 4 Unit 1 & 2 from Primary School Athletics is used. In Unit 1 the focus is on developing techniques of: running for speed and distance; throwing techniques – push and pull; jumping – high and low; sprint speed and take-over from behind; throwing for distance and accuracy; running over obstacles. In Unit 2 the focus is on developing techniques of: paced running for distance; combination jumping; relay take over-down sweep; using different



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	<p>wall principles and tactics. In Unit 2 the focus is on problem solving and inventing games (invasion): games situations to allow varying degrees of problem-solving, decision-making and making up rules; questions to allow understanding of principles of play; situations which allow development of games drawing on the principles, skills and tactics of different families of games. In Swimming the focus is on developing “watermanship” through sculling and treading water skills, complete rotation, and swim 10 metres in every stroke.</p>	<p>understand possession; co-operative teamwork and communication; develop principles and tactics for attack and defence. In Unit 4 the focus is on striking and fielding games: develop striking skills and techniques; develop accuracy of striking and redirection the ball; speed up and develop accuracy in underarm and over arm throwing and bowling; receiving ball from one direction and thro or strike it away in another direction; develop fielding skills to confidently collect high, low, short deliveries; mini-games to experience all roles and positions in a striking-fielding situation and develop attacking and defensive strategies. In Swimming the focus is on developing “watermanship” through sculling and treading water skills, complete rotation, and swim 10 metres in every stroke.</p>	<p>throws for accuracy.</p>
Music	<p>This term they practise note reading skills in a whole class ensemble on pitched percussion. They work on beat and rhythms as they write rap-poems and compose songs as well as working on recorders. African music is explored as well as instruments used in western music.</p>	<p>Students learn a Caribbean song and practise calypso rhythm. They are introduced to the sound of the major scale. Throughout the term the students learn songs related to these topics using pitched and un-pitched classroom instruments.</p>	<p>The children learn to sing some two part songs and rounds. The whole class is involved in ensemble playing on the pitched classroom instruments. They are introduced to music and explore texture in music through listening and class composition.</p>
Information Technology	<p>The students use an imaginary game to promote note taking, thinking skills, mouse and keyboard use. They complete the game and then type a story using Word about their own imaginary adventure, using a range of ICT skills. Students also practise their touch typing skills. They are also introduced to developing images using repeating patterns in a graphics program.</p>	<p>Research skills are improved by using branching databases such as the Internet and other CD-ROM based encyclopaedias. The students learn to use a data-handling package to create a range of charts to present data in various forms.</p>	<p>The students learn modelling effects on the screen using a control program to create patterns. They will appreciate the importance of combinations of shape, colour and size. They also learn key research skills when browsing the Internet.</p>

