

Curriculum Overview

YEAR 4

Lusaka International Community School
242A Kakola Road, Roma
P.O. Box 30528, Lusaka, Zambia

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Subject	Term 1	Term 2	Term 3	Term 4
Reading	<p>Stories Which Raise Issues and Dilemmas Their reading in fiction texts, the children look and use these texts to develop their vocabulary, explore abbreviations and verb tenses. They will also look at persuasive writing. The children also develop their reference and research skills, developing subject specific vocabulary They continue to read graded readers on a daily basis and progress towards being independent readers.</p> <p>Poems and Play-scripts on common themes The children will also explore Play-Scripts. Each child takes home a graded reading book every day.</p> <p>Grammar and Punctuation Understand and read conventions of standard English. Recognise pronouns and clauses in compound and complex sentences.</p> <p>Vocabulary and Spellings</p>	<p>Non-chronological Reports In Non Fiction we look at “Information texts” through non-chronological reports.</p> <p>Poems in a variety of forms Various forms of poems will be explored. Each child takes home a graded reading book every day.</p> <p>Children will work in groups and will use iPads to research information for a Non-chronological report.</p> <p>Grammar and Punctuation Understand and read conventions of standard English. Recognise nouns, pronouns and clauses in compound and complex sentences.</p> <p>Vocabulary and Spellings Use dictionaries and thesauruses to check spelling and improve knowledge of words. Learn and apply effective ways of reading new words. Identify unstressed vowels in polysyllabic words.</p>	<p>Fantasy Stories The children have a chance to explore both fiction and non-fiction texts. In fiction they look at Fantasy stories.</p> <p>Explanation and Persuasive Texts The children will look at explanation texts and at persuasive writing. The children also develop their reference and research skills, developing subject specific vocabulary They continue to read graded readers on a daily basis and progress towards being independent readers</p> <p>Poems from different times and cultures The children will explore the figurative language and forms of poetry. Each child takes home a graded reading book every day.</p> <p>Grammar and Punctuation Understand and read conventions of standard English. Recognise pronouns and clauses in compound and complex sentences.</p>	<p>Historical Fiction The children are encouraged to become increasingly confident and competent readers in a range of situations. This term we focus on Historical Fiction.</p> <p>Newspaper Reports Non Fiction “Newspaper reports” 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.</p> <p>Children will work in groups and will use iPads and green screen technology to make a video about a newspaper article.</p> <p>Grammar and Punctuation Understand and read conventions of standard English. Recognise pronouns and clauses in compound and complex sentences.</p>

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	Use dictionaries and thesauruses to check spelling and improve knowledge of words. Learn and apply effective ways of reading new words. Identify unstressed vowels in polysyllabic words.		Vocabulary and Spellings Use dictionaries and thesauruses to check spelling and improve knowledge of words. Learn and apply effective ways of reading new words. Identify unstressed vowels in polysyllabic words.	Vocabulary and Spellings Use dictionaries and thesauruses to check spelling and improve knowledge of words. Learn and apply effective ways of reading new words. Identify unstressed vowels in polysyllabic words.
Writing	Stories Which Raise Issues and Dilemmas Through model texts, the children identify the structure and features of narrative stories with issues and dilemmas. To recognise how the story is structured. To consider story openings and endings prior to writing them. To write a character study, plan a story with an issue and write a story from a plan. To redraft the story, improving the selection of vocabulary and checking spelling and punctuation. These are then used to create a framework for their writing.	Non-chronological Reports The children identify the structure and features of non-chronological reports. To know or find language features of non-chronological report texts. To confirm the function of paragraphs in non-chronological reports. To summarise a paragraph in a sentence. To plan a non-chronological report using information collected from other texts. To plan and write a non-chronological report using information collected from other texts. To present the final text in paragraphs, using headings and subheadings appropriately. Poems in a variety of forms	Fantasy Stories The children experience various forms of writing, from imaginative and creative writing to more formal styles of factual persuasion and explanation. They practise grouping related materials into paragraphs. To recognise how much we need implicit knowledge to read fantasy. To recognise how the story is structured and consider story openings prior to writing them. To plan a fantasy story and explore alternative openings for the story. To write a fantasy story from a plan. To redraft the story, improving the selection of vocabulary and checking spelling and punctuation.	Historical Fiction The children work on improving and extending their writing skills and are given chances to write their own pieces of historical fiction story. To understand how the story is structured and be introduced to the idea of planning this story from a paragraph plan. To use their plan to write a first draft of their story. They will use their success criteria to edit and write the final draft of their historical story. Emphasis is also placed on increasing the accuracy of description.

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	<p>Poems and Play-scripts on common themes To discuss the features of different poems. To read playscripts noticing how scenes are built up. To plan to write a poem based on the structure and theme of an existing poem. To plan and write a playscript based upon a familiar story. To redraft the poem/playscript, improving the selection of vocabulary and checking spelling and punctuation.</p> <p>Grammar and Punctuation To recognise adverbs. To recognise <i>-ly</i> as a suffix linked to adverbs. To investigate all tenses of verbs. Select and use a range of technical and descriptive vocabulary. Use adverbs and powerful verbs to create interesting sentences that have correct punctuation. Connectives are emphasised to</p>	<p>To discuss the features of different poems. To plan to write a poem based on the structure and theme of an existing poem. To redraft the poem, improving the selection of vocabulary and checking spelling and punctuation.</p> <p>Grammar and Punctuation 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 “Creating Images” in poetry.</p> <p>Vocabulary and Spellings Dictionary and thesaurus work are components of class work. Spellings are given on a weekly basis.</p> <p>Handwriting Handwriting practice ensures that</p>	<p>Explanation and Persuasive Texts To understand the main features of non-fiction text types To find key ideas and understand how paragraphs are used to organise information. To summarise an explanation and consider how persuasive texts are structured and ordered to make a convincing argument. To explore the language and connectives used in persuasive texts. To develop ideas, express opinions, consider alternative opinions and deal politely with dissent and then plan and write a persuasive and an explanation text.</p> <p>Poems from different times and Cultures To plan and write an explanation. To discuss features of other poems written in a specific form. To plan to write a poem with a specific form.</p> <p>Grammar and Punctuation</p>	<p>Newspaper Reports To know and name different features in a newspaper. To read newspaper reports and recognise that they usually contain both fact and opinion. To consider the writing style and plan a newspaper report. To write a newspaper report from a plan.</p> <p>Vocabulary, Grammar and Punctuation They also explore the grammar of different sentences: such as statements, questions and commands. To introduce the idea that commas can be used to mark clauses in a sentence. Find adverbs of time and place in sentences. Point out how often they are linked with commas. Speech marks are used in dialogue.</p> <p>Vocabulary and Spellings Spelling words are given on a</p>

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	<p>show relationships of time, reason and cause. Experiment with writing Play scripts from a written text.</p> <p>Vocabulary and Spellings Dictionary and thesaurus work are components of class work. Spellings are given on a weekly basis.</p> <p>Handwriting Handwriting practice ensures that standards are improved and maintained. Handwriting practice is focused on weekly, with emphasis on joining letters.</p>	<p>standards are improved and maintained. Handwriting practice is focused on weekly, with emphasis on joining letters.</p>	<p>To recognise <i>-ly</i> as a suffix linked to adverbs. To recognise adverbs. To investigate all tenses of verbs. To develop the use of commas to mark clauses in a sentence. To use apostrophes correctly, use of apostrophe to show omission of letters in words and the possessive apostrophe. Spelling tests focus on words associated with spelling will be given on a weekly basis. How to use apostrophes correctly.</p> <p>Vocabulary and Spellings Dictionary and thesaurus work are regular components of class work.</p> <p>Handwriting Handwriting practice ensures that standards are improved and maintained. Handwriting practice is focused on weekly, with emphasis on joining letters.</p>	<p>weekly basis.</p> <p>Handwriting Handwriting practice ensures that standards are improved and maintained. Handwriting practice is focused on weekly, with emphasis on joining letters.</p>

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Speaking and Listening	<p>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.</p> <p>As part of our play script unit the children will work on adopting characters and using their voices in different ways.</p>	<p>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.</p>	<p>Speaking and listening skills are developed across the curriculum, encouraging the children to present their own thoughts and ideas in a clear and coherent manner.</p> <p>The children carry out activities as individuals and as part of a group to develop their level of confidence in speaking to larger groups. They are encouraged to listen carefully to each other and to instructions, in order to fully understand what is said.</p>	<p>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.</p>
Mathematics	<p>Numbers and the number system Read and write number up to 10000. Understand what each digit represents in a three or four digit number and partition into thousands, hundreds, tens and units. Recognise the multiples of 5, 10 and 100 up to 1000. Round 3 and 4 digit numbers to the nearest 10 or 100. Calculation and mental strategies Addition and subtraction up to 3 digits Multiplication and division, 2 digits with 1 digit</p>	<p>Handling Data and Problem Solving The students will answer questions by identifying what data to collect, organising, presenting and interpreting data in tables, diagrams, tally charts, frequency tables, pictograms and bar charts. The will further compare the impact of representations where scales have different intervals. Use Venn or Carroll diagrams to sort data and objects using 2 or 3 criteria. In Problem solving students will explain methods and reasoning orally and in writing; make</p>	<p>Geometry and Problem Solving The children look at 2-D shapes, introducing the heptagon. Types of triangles such as equilateral, isosceles and scalene are covered. They will also look at the polygon. In addition the children will also look at 3D shapes such as the polyhedron. The 6, 7, 8 and 9 times tables are reinforced and applied to multiplication and division problems. We also look at measuring weight. Students will use techniques and skills in solving mathematical problems and further</p>	<p>Number and Problem Solving The student will use number systems to multiply and divide three-digit numbers by 10 (whole number answers) and understand the effect; begin to multiply numbers by 100 and perform related divisions. Use negative numbers in context. Use decimal, fraction notation and place value for tenths and hundredths in context, understand the equivalence between one-place decimals and fractions in tenths. Calculation</p>

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	<p>multiplier and divisor. Problem Solving, using understanding and strategies in solving problems</p> <p>Measure and Problem Solving We will cover measuring length, weight and capacity. In addition we will look at handling data, bar charts and tally charts. We will also look at perimeter and area, time, fractions, decimals and negative numbers. Choose and use standard metric units and their abbreviations when estimating, measuring and recording. In Problem solving we will cover understand everyday systems of measurement in length, weight and capacity and time and use these to solve simple problems as appropriate.</p>	<p>hypotheses and test them out.</p> <p>Numbers and the number system The students learn to read and write whole numbers to at least 10 000 in figures and words, and know what each digit represents. Understand what each digit represents in a three or four digit number and partition into thousands, hundreds, tens and units. Round 3 and 4 digit numbers to the nearest 10 or 100. Multiply and divide three-digit numbers by 10 (whole number answers) and understand the effect; begin to multiply numbers by 100 and perform related divisions. Using negative numbers in context, e.g. temperature. Use decimal notation and place value for tenths and hundredths in context. Calculation Mental strategies. Addition and subtraction, multiplication and division. Multiply or dividing a 2 digit number by a single digit number and problem Solving, Using techniques and skills in solving mathematical problems</p>	<p>use their understanding and strategies in solving problems. The children are given the opportunity to use Excel to create a range of charts to present data in various forms, in ICT.</p> <p>Measure and Problem Solving The students will choose and use standard metric units and their abbreviations when estimating, measuring and recording length, weight and capacity. Know and use the relationships between familiar units of length, mass and capacity, know the meaning of kilo-, cent-, and milli-. Interpret intervals use decimal notation to record measurements Read and tell the time to the nearest minute on 12 hour digital and analogue clocks. Read simple timetables and use a calendar. Using Problem solving skills to understand everyday systems of measurement in length, weight and capacity and time and use these to solve simple problems as appropriate.</p>	<p>Mental strategies, Addition and subtraction and Multiplication and division. Using techniques and skills in solving mathematical problems.</p> <p>Measure and Problem Solving The students will choose and use standard metric units and their abbreviations when estimating, measuring and recording length, weight and capacity. Know and use the relationships between familiar units of length, mass and capacity, know the meaning of kilo-, cent-, and milli-. The students will use problem solving skills to solve simple problems in length, weight and capacity and time. The students will use AM, PM and 12 hour digital clock notation. They will further read simple timetables and use a calendar.</p> <p>Handling Data and Problem solving The students will answer questions by identifying what data to collect, organising, presenting and interpreting data in tables, diagrams, tally charts, frequency tables, pictograms and bar charts. Use or-</p>

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				dered lists and tables to help to solve problems systematically. Using their problem solving skills, students will explain methods and reasoning orally and in writing; make hypotheses and test them out.
Science	<p>Skeletons and Muscles The children look at the function of skeletons 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.</p>	<p>Sound The children study “Sound” and will learn that it is produced by vibrations which travel from the source through a range of materials before they reach the ear. Musical instruments are used to explore pitch and volume.</p> <p>How Magnets Work The children will look at how magnets attract or repel and which materials are magnetic. They will be investigating the strength and use of different magnets.</p>	<p>How Magnets Work (continued)</p> <p>Making Circuits The children study “Making Circuits”. 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 will learn the symbols used in a diagram of a circuit. They will also explore different types of circuit e.g. with a switch, buzzer etc.</p> <p>Habitats Looking at the topic of “Habitats”, children will begin to understand the</p>	<p>The Three States of Matter Solids, Liquids and Gases” they investigate the differences between the three states of matter and how some materials can exist in all three states. They identify changes that occur when solids and liquids are mixed and how to separate insoluble solids from a liquid. They learn that melting and dissolving are different and recognise that when a solid dissolves it is still there.</p>

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			<p>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 will be emphasised. The children also look at pollution and recycling (which links to the Siavonga trip, early in term 4).</p> <p>Children are given the opportunity in ICT lessons to carry out Science based activities on all topics.</p>	
Social Studies	<p>ISLAM The children learn about the key beliefs and practices in Islam, ending the unit with a visit to the Mosque.</p> <p>Short History & Geography of Zambia Study the geography and history of Zambia. Introduce Zambia as a landlocked country and name its neighbours. Also learn about the</p>	<p>Copper Mining In Zambia We then look at the rise of the Copperbelt and copper mining in Zambia</p> <p>The Active Planet: Earthquakes and volcanoes Through this unit the children will be finding out about volcanoes and earthquakes. They will learn about how the earth is formed, what a volcano island is and where they are in the world. In addition causes of an earth-</p>	<p>Human Habitats This is a history topic where the children will be finding out about different habitats around the world, the changes they have gone through and how the changes that human discoveries have impacted on the places that Earth's creatures live in.</p> <p>Children will be looking at photographs of our locality to see things which have changed and which have</p>	<p>Digital Gamer/Inventions and Technology Children will include finding out about the inventions of the 20th Century and plotting them on a timeline. This will involve using different resources to find out more about inventions. Lastly we shall look at "Reinventing" machines and technologies. Ultimately the children will choose their "best" invention. Children will use the iPad for</p>

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	different provinces of Zambia. Children will use the iPad for these lessons for their research on the history of Zambia	quake will be studied and how earthquakes can be measured.	stayed the same, for example new Mosques in Lusaka (link to Islam).	these lessons for their research, green screen to create own time-line.
Global Citizenship Education (GCE)	<p>Social Justice and equality Our focus areas will be:</p> <ul style="list-style-type: none"> Understand the word poverty and what it means to thousands of people around the world Imagine alternative possibilities Ask what if questions Think positively about the ways in which one is both similar to others and uniquely different (Islam). 	<p>Identity and diversity Our focus areas will be:</p> <ul style="list-style-type: none"> Adapt behaviour to take into account feelings of others. Offence at unfair treatment of others locally and globally. <p>Globalisation and interdependence Our focus areas will be:</p> <ul style="list-style-type: none"> Identifying issues affecting people locally and globally related to deforestation. <p>To think through consequences of deforestation on others.</p>	<p>Sustainable Development</p> <ul style="list-style-type: none"> Learners to come with a newspaper article from the web e.g. BBC News related to climate change. In groups share articles and commonalities e.g. Temperature, water, people etc To question some causes and effects of conflict globally <p>Peace and conflict</p> <ul style="list-style-type: none"> Conflict can impact people and places locally and globally To use knowledge on others viewpoints and to resolve problems and compromise 	<p>Human rights</p> <ul style="list-style-type: none"> Investigate issues from multiple perspectives To recognise that there may be no single wrong or right answer <p>Power and Governance</p> <ul style="list-style-type: none"> Rules contribute to the well-being of the wider community Willingness to cooperate with others to change things for the better
Art	<p>Unit 1 – Calendar Project Learning to generate ideas from their imagination, memory or observation. Through exploration in their sketchbooks, pupils create a composition for their final piece. Strand: Drawing, Paint and Colour</p>	<p>Unit 3 – Painting Skills Continuing to develop their control of colour through mixing and applying paint in different ways. Recap of Primary and Secondary colours. Learning about tertiary colours. Recap of tint, tone and shade. Using a range of wet and dry media to explore marks,</p>	<p>Unit 5 – Theme: ‘Identity’ How is art part of our identity? Looking at different cultures around the world that are identified through their Art.</p> <p>Unit 6 – Theme: ‘Patterns -Islamic Art’</p>	<p>Unit 8 - Pablo Picasso Exploring Picassos drawing style. Take the dot for a walk. A brief history on his life/works. ‘Cubism’ – Creating a painting inspired by Cubism. Developing their skills in blending and tone.</p>

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	<p>Unit 2 – Drawing Skills Continuing to develop confidence drawing 2-D, 3-D Form organic shapes from observation. Learning about composition types. Observational drawing: working outdoors, working on texture of objects and tone (shadow) Creating a final piece using these skills and depicting a World War two scene. Strand: Drawing Shape/Form/Texture To further develop their skills knowledge. Strand: Drawing</p>	<p>strokes and blending.</p> <p>Unit 4 – Cross curricular ‘Active Planet – Earthquakes and Volcanoes’ Using sketchbooks to explore types of <u>Composition</u>; space and placement of objects and subjects. Making a piece that brings a volcano to life using what they have practiced in drawing and painting. Strand: Drawing, Paint and Colour</p>	<p>Exploring various locations and styles of Islamic Art and more specifically types of ‘patterns’ that are used. They will design their own symmetrical pattern in their sketchbooks and then create a block print with the final design. Strand: Drawing/ Print</p> <p>Unit 7 – Design a Robot ‘Circuits’ Exploring various types and styles of Robot. In sketchbooks; design a robot that would be assembled using found objects. Strand: Assembling/constructing</p>	<p>Strand: Mixed Media, Paint and colour</p>
French	<p>Unit 10 Les magasins: The children learn new vocabulary related to shops and colours through flashcards and videos. Unit 11 Food: The children learn how to relate the colours to nouns (gender agreement) through flashcards and videos. Unit 12 Cutlery: The children learn vocabulary related to cutlery and numbers up to 60. Unit 13 Expressing desire: The children learn how to use the expression “<i>je voudrais</i>” to express likes/dislikes through role play.</p>	<p>Unit 14 Likes and dislikes: The children learn how to express their likes and dislikes through dialogue and learn new vocabulary related to food through posters and videos. Unit 15 Meals: The children learn to identify the different kind of food found in the shops through games and puzzles.</p>	<p>Unit 16 Les mois: The children learn the months of the year through songs and revise the clothing through drawings and videos. Unit 17 Le corps: The children learn vocabulary related to the body parts via flashcards and learn how to use the expression “<i>pour aller a</i>” through role play.</p>	<p>Unit 18 Avoir: The children learn how to use the verb “<i>avoir</i>” to express possession and revise clothing items and gender agreements of noun (<i>un/une</i>). Unit 19 Directions: The children learn vocabulary related to direction and how to give directions through role play and count up to 10.</p>

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Physical Education	<p>Basketball: With control and fluency show that they can perform throwing, catching, shooting skills and use the dribble to attack and outwit their opponents and the block to defend.</p> <p>Swimming: Skill development of all 4 strokes.</p>	<p>Basketball: Baseline assessment. Dribbling, chest passing, overhead passing, shoulder passing and bounce passing and catching. Leveling assessment.</p> <p>Swimming: Develop skill techniques in swimming. Front-crawl, breast-stroke, backstroke and butterfly. Students also focus on competitive swimming. Leveling assessment.</p>	<p>Swimming: Refine all water skills, advanced breathing, buoyance, and propulsion and streamlining, as well as the 4 stroke development.</p> <p>Football: Effective skills development. Dribbling, passing and shooting are reinforced. Leveling assessment.</p> <p>Netball: basic game-playing skills, throwing and catching. Movement into space, defending the ball. Beginning to outwit opponents.</p>	<p>Hockey: The children develop skills of passing and receiving on the move with a partner. They learn the correct way of dribbling, passing, stopping a ball and a few additional rules of the game. Leveling assessment.</p> <p>Athletics: the children perform a variety of events designed to show good technique and a sound knowledge of the activities such as shuttle runs, standing long jump and throwing for distance.</p>
Music	<p>Create and Melody Composition Practise note reading skills in a whole class ensemble on pitched instruments. They work on beat and rhythms and compose songs as well as working on recorders. Compose rhythms for melodies by using a combination of different note lengths and rests. Compose three-note melodies (high, middle and low) and notate them.</p>	<p>Rhythm Composition Listen to two contrasting pieces of music, each one from a different period of musical history. They make a list of the similarities and differences between the two pieces. In groups children share and combine melodies to build up longer ones. African music is explored as well as instruments used in western music.</p>	<p>Singing-Two Part Harmony Learning 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>	<p>Introduction to the Orchestra Learn a Caribbean song and practise calypso rhythm. Tying in with the Social Studies theme of "Rainforests" the children also look at instruments and music from the Rainforest Tribes. 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. The children will learn different instruments and sound sources – link to Science (Sound).</p>

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Information Technology	<p>Search: to use internet tools to find information, use web browser software and search engines, use of effective search terms and use of more than one source for authenticity.</p> <p>Digital Citizenship: Digital Footprint and what impact it could have on their future.</p> <p>Coding and programming: programme more complex courses for programmable toys such as 'Dash' including all coding functions; sequencing, loops, events, functions and conditionals.</p> <p>iPad apps: Keynote for cross curricular use in the classroom</p>	<p>Email: how to collect and read email messages, reply to email message, send emails and add attachments.</p> <p>Digital Citizenship: Cyberbullying</p> <p>Coding and programming: use Scratch to programme a game.</p> <p>iPad apps: Pages for cross curricular use in the classroom</p>	<p>MSPowerPoint: to create a page of text, images and sounds which are activated by appropriately named and positioned buttons, use effective page design, organise screens and identify appropriate choices and links.</p> <p>Digital Citizenship: creative credit.</p> <p>Coding and programming: complete course C on code.org.</p> <p>iPad apps: iMovie Trailer</p>	<p>Students consolidate the knowledge they have learnt over the past 3 terms in a combined project.</p> <p>Cross curricular: a range of multi-media program activities to enhance their language, number and science skills.</p>
Personal, Social and Health Education	<p>Classroom rules are discussed and the WITS slogan is reinforced. We also look at the SEAL topics of "New Beginnings" as well as "Getting On and Falling Out".</p>	<p>We look at "Conflicts" and different ways of resolving them. Children learn how to deal with conflicts in different situations.</p>	<p>The topics this term are "Going for Goals" and "Good to be Me." In "Going for Goals", the children are encouraged to reflect on themselves particularly their strengths as learners and how they learn most effectively. "Good to be me" explores feelings in the context of the child as an individual, developing self-awareness and helping the child to realise that it really is 'Good to be Me'.</p>	<p>This terms topics are "Say No To Bullying" and "Relationships" We discuss stereotyping which fits in with our Literacy topic of "Stories that Raise Issues and Dilemmas".</p>

LICS: Maximising the potential of future world citizens

