

Year 4 Curriculum Letter

Term 3



Explorers and adventurers

Discovering The World

The big idea

Do you love discovering new places? Yes? Well you might just be an explorer. Explorers are people who travel 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. Being an explorer is exciting but scary at the same time. Could you be an explorer? Let's find out.

Explorers and Adventurers

We will be focussing on Geography, History, Art, Science and Society. In Geography we'll be finding out about how particular localities have been affected by human and natural activities. When looking through our history lens we'll be learning about explorers and adventurers from the past. In science we'll be carrying out simple investigations and learning about magnetism and light. When looking through our Art lens we will be learning about artists from our home and host countries and using our own art work as a form of self expression. In Society we will gain a greater understanding of: different groups, home countries and nationalities and learn about their traditions, celebrations and ways of living.

In Geography we'll be finding out:

- How to use geographical terms
- How to use different types of world maps
- How to look for geographical information
- About places we have explored on holiday

In History, we'll be finding out:

- About explorers and adventurers in the past
- How to gather information from maps, pictures and books
- How to answer simple questions about exploration
- How explorers told the time and navigated at sea

In Art, we'll be finding out:

- About the artwork of explorer artists
- How to draw plants and animals with accuracy
- How to draw an imaginary plant or animal

In Society, we'll be finding out:

- If we think exploration is a good thing
- About conflict and exploration in the past
- About female explorers in the past and today

In Science, we'll be finding out:








- About shadows and the sun
- About magnetism and which metals are magnetic
- How to make a compass
- About using sound and echoes

In International, we'll be finding out:

- How exploration has changed the world
- Who owns the Moon and planets in space

Learning Goals

Science

-  2.01a Be able to carry out simple investigations
-  2.01b Be able to prepare a simple investigation which is fair, with one changing factor
-  2.01c Be able to predict the outcome of investigations
-  2.01d Be able to use simple scientific equipment
-  2.01e Be able to test ideas using evidence from observation and measurement
-  2.01f Be able to link evidence to broader scientific knowledge and understanding
-  2.01g Be able to use evidence to draw conclusions

- 2.02 Be able to gather information from simple texts

- 2.03 Understand the importance of collecting scientific evidence

- 2.04 Understand some of the effects of what they learn on people's lives

- 2.31 Be able to compare common materials and objects according to their properties

- 2.34 Understand that different materials are suited for different purposes

2.35 Know about the principles of magnets and magnetic and non-magnetic materials

2.38 Know that forces can have direction

2.39 Know that forces differ in size

2.41 Know that light travels from a source

2.42 Know that objects form shadows when they block the passage of light from a source

2.43 Know that sounds are made when objects vibrate

2.46 Know that the sun, earth and moon are approximately spherical

2.47 Know that the position of the sun appears to change during the course of a day and that shadows change as a result

International

2.01 Know about some of the similarities and differences between the different home countries and between them and the host country

2.02 Know about ways in which these similarities and differences affect the lives of people



2.03 Be able to identify activities and cultures which are different from but equal to their own

Society

2.01 Know that they belong to different groups, have different home countries and different nationalities

2.02 Know that different groups have different purposes

2.03 Know that people within groups have different outlooks, characteristics and purposes

2.05 Know that people in different countries have different traditions, celebrations and ways of living

History

2.01 Know about the main events, dates and characteristics of the past societies they have studied

2.02 Know about the lives of people in those periods

2.03 Know about the main similarities and differences between the past societies they have studied



2.04 Be able to give some reasons for particular events and changes



2.05 Be able to gather information from simple sources

2.06 Be able to use their knowledge and understanding to answer simple questions about the past and about changes

2.07 Understand that the past can be considered in terms of different time periods

2.08 Understand that the past has been recorded in a variety of different ways

Geography

2.01 Know how particular localities have been affected by human activities

2.02 Know how particular localities have been affected by natural features and processes

2.03 Know how the nature of particular localities affect the lives of people



2.05 Be able to use geographical terms



2.06 Be able to describe the main geographical features of the area immediately surrounding the school



2.07 Be able to make simple maps and plans of familiar locations



2.08 Be able to use maps at a variety of scales to locate the position and geographical features of particular localities



2.09 Be able to use secondary sources to obtain geographical information



2.11 Be able to communicate their geographical knowledge and understanding to ask and answer questions about geographical and environmental features

2.12 Understand how places fit into a wider geographical context

Art

2.01 Know how a number of artists - including some from their home country and the host country - use forms, materials and processes to suit their purpose

2.02 Know about some of the work of artists in the host country



2.03 Be able to use art as a means of self expression



2.04 Be able to choose materials and techniques which are appropriate for their task



2.05 Be able to explain their own work in terms of what they have done and why







2.06 Be able to talk about works of art, giving reasons for their opinions

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-  2.06 Be able to talk about works of art, giving reasons for their opinions

IPC Assessment Focuses during Adventurers and Explorers:

Skills

- History: Be able to give some reasons for particular events and changes
- Geography: Be able to use maps at a variety of scales to locate the position and geographical features of particular localities

Knowledge

- Art: Know about some of the work of artists in the host country
- Science: Know about the principles of magnets and magnetic and non-magnetic materials
- Science: Know that the position of the sun appears to change during the course of a day and that shadows change as a result

Understanding

History: Understand that the past has been recorded in a variety of different ways

Language Arts

We use the IPC Language Arts goals to inform our planning. Where possible we try to give learning a purpose by linking it with real life situations and linking it to the IPC topics. Our curriculum is personalized and designed to capture the interest of the learners. Some of the activities we'll be doing this term include using I-Books to create information texts and writing adventure stories. We support reading with weekly guided reading sessions but ask that you support this further by reading with your children at home. The learners have a Library session each week but they can also change their books when they want to. We will have spelling and grammar sessions to match the learners needs at beginning, developing and mastering level.

Our LA focuses this term:

Recount Diaries:

Past tense, first person, 5Ws, feelings, time connectives

Kenning Poems:

Exciting verbs, 4 line structure, descriptive language

Adventure Narratives:

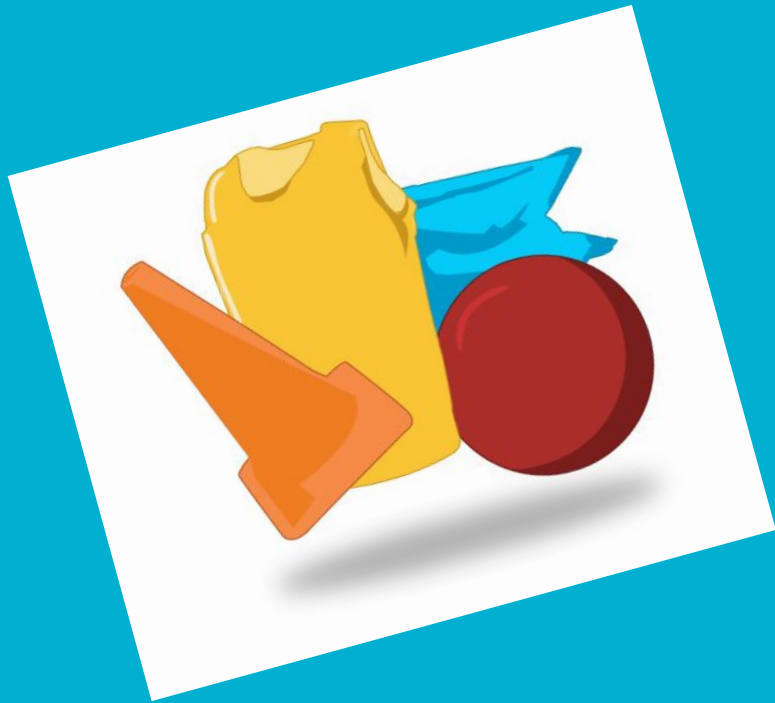
Character and setting descriptions, variety of sentence structures, adventurous adjectives.

Maths

We are following the new British National Curriculum for Maths and use this to create learning ladders. The learners complete a small quiz linked to the next topic on a Friday and from that decide if they are Beginning, Developing or Mastering. This then determines their group for this topic although the group can change if we feel it needs to. Within the groups learning is further personalised. We use a range of resources including technology to keep the learners motivated and support their progress in Maths.

We will be focussing weekly on timestables and developing strategies to help the learners learn these.

Specialists



Our Maths focuses this term:

- Multiply two- and three-digit numbers by a one-digit number
- Use known and derived facts to multiply and divide mentally
- Use coordinates in the first quadrant
- Know multiplication facts up to 12×12
- Know 12- and 24-hour clock conversions
- Use columnar addition and subtraction with numbers up to four digits

We will also be doing revision sessions for the yearly PTM tests.

LOTE

Spanish, Bahasa and Mandarin:

This term learners are going to study the vocabulary related to Holidays. They will look at the vocabulary of countries, weather, sites, food and souvenirs. Furthermore, they will review some regular and irregular verbs in the present tense that will enable them to write about their holidays. They will have to design a couple of pages of a comic strip about their holidays using the vocabulary mentioned above.

Mandarin Advanced:

In this term, Year 4 Advanced learners will be reading passages from Singapore Higher Chinese for Primary Schools Textbook 2A. The learners will be learning two topics which are Unit 8: 感谢我周围的人 and Unit 9: 今天是晴天. They will be learning name of jobs, describe their job function, weather, climate, time date and etc. They will be learning how to write short sentences, comprehension skill, positive and negative statements, antonyms, to construct sentences and short passages to improve on their fluency in communication relating to the topics. For usage of grammar, learners will be learning about linking words, verbs, adjectives, nouns, measure words, direction, prepositions and idioms. They will be engaged in many different kinds of activities that always covered these four skills: listening, speaking, reading and writing. .

PE

This term the learners will continue to focus on developing hand-eye coordination. They will start to put these skills into games and consider tactical points when out in the field. Learners will also be doing Dance for four weeks, where they will be looking at different ways of using expression through the body, by travelling, balance, levels, pair and small group work.

Learners will continue to develop their swimming strokes, confidence and the distance they are able to swim in the pool. Some learners will also focus on their starts and finishes to aid race technique.

Throughout the term learners will continue to broaden their knowledge of the study of physical education concerned with healthy lifestyles, being safe and how physical activity affects the body.

Learners must ensure that they turn up to PE in the correct uniform, this includes their Nexus PE kit, a water bottle, their hair tied up and all jewellery removed, including watches, necklaces, bracelets and earrings.

Music

Using their IPC topic of Active Planet as a stimulus the learners will be focusing on their music skills by participating in activities to build on their rhythmic and melodic awareness. Learners will play and sing more complex songs in unison and as a round to develop their awareness of pitch. Learners will use tuned, un-tuned percussion and recorders/ukuleles to accompany themselves. Learners will also listen to music and begin to use musical vocabulary when discussing the elements of music.

Bahasa Integration

From conquering the summit of Mount Everest to the sailing of the seven seas, learners will be learning the names of Malaysian adventurers and explorers who have done it and succeeded. Through their personal encounters, learners will get a clear picture on how is it like to become a modern day adventurer. Learners will also learn the geography of the country, finding out about the highest point, the longest river, mountain range, tropical rainforests and many more.