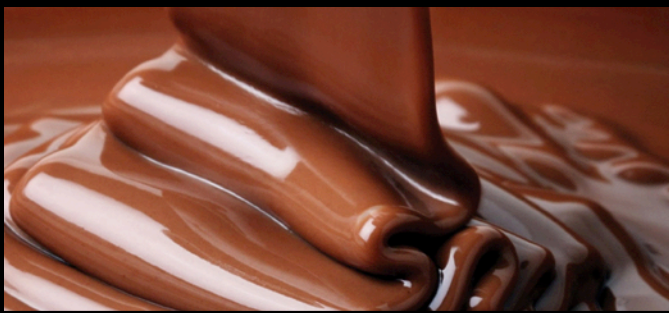


YEAR 4 CURRICULUM LETTER



Wouldn't it be amazing if chocolate grew on trees? Well, it does! Wouldn't it be amazing if I said we were going to make some chocolate? Well, we are! And we're going to discover even more amazing things about chocolate...

IN ART, WE WILL...

- * 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
- * Be able to use art as a means of self expression
- * Be able to choose materials and techniques which are appropriate for their task
- * Be able to explain their own work in terms of what they have done and why
- * Be able to talk about works of art, giving reasons for their opinions

IN INTERNATIONAL, WE WILL...

- * Know about some of the similarities and differences between the different home countries and between them and the host country
- * Know about ways in which these similarities and differences affect the lives of people
- * Be able to identify activities and cultures which are different from but equal to their own

IN TECHNOLOGY, WE WILL...

- * Know that the way in which products in everyday use are designed and made affects their usefulness
- * Be able to design and make products to meet specific needs
- * Be able to make usable plans
- * Be able to use simple tools and equipment with some accuracy
- * Be able to identify and implement improvements to their designs and products
- * Be able to identify the ways in which products in everyday use meet specific needs
- * Be able to suggest improvements to products in everyday use

IPC ASSESSED GOALS:

- * Be able to gather information from simple sources
- * Be able to explain their own work in terms of what they have done and why



IN GEOGRAPHY, WE WILL...

- * Know how particular localities have been affected by human activities
- * Know how the nature of particular localities affect the lives of people
- * Know about the weather and climatic conditions in the host country and how they affect the environment and the lives of people living there
- * Be able to use geographical terms
- * Be able to use maps at a variety of scales to locate the position and geographical features of particular localities
- * Be able to use secondary sources to obtain geographical information
- * Be able to express views on the features of an environment and the way it is being harmed or improved
- * Be able to communicate their geographical knowledge and understanding to ask and answer questions about geographical and environmental features
- * Understand how places fit into a wider geographical context
- * Understand that the quality of the environment can be sustained and improved

IN HISTORY, WE WILL...

- * Know about the main events, dates and characteristics of the past societies they have studied
- * Know about the lives of people in those periods
- * Know about the main similarities and differences between the past societies they have studied
- * Be able to give some reasons for particular events and changes
- * Be able to gather information from simple sources
- * Be able to use their knowledge and understanding to answer simple questions about the past and about changes

IN SCIENCE, WE WILL...

- * Be able to carry out simple investigations
- * Be able to prepare a simple investigation which is fair, with one changing factor
- * Be able to predict the outcome of investigations
- * Be able to use simple scientific equipment
- * Be able to test ideas using evidence from observation and measurement
- * Be able to link evidence to broader scientific knowledge and understanding
- * Be able to use evidence to draw conclusions
- * Be able to gather information from simple texts
- * Understand the importance of collecting scientific evidence
- * Know about the principles of nutrition, growth, movement and reproduction
- * Know about the function and care of teeth in humans and other animals
- * Know about the effect of exercise on the human body
- * Know about the effect of diet on the human body
- * Be able to compare common materials and objects according to their properties
- * Understand that different materials are suited for different purposes

EXPLAINING THE THEME

In Geography, we'll be finding out:

- * Where cacao trees are found
- * About the factors affecting the growth of cacao trees
- * About other cash crops

In History, we'll be finding out:

- * Who first discovered chocolate
- * Who took the first chocolate to Europe
- * About the importance of cocoa beans for trade

In Art, we'll be finding out:

- * How to design a wrapper for our chocolate bar

In International, we'll be finding out:

- * What fair trade chocolate is
- * What other fair trade products there are
- * How important chocolate is

OUR LANGUAGE ARTS FOCUS THIS TERM...

Letters:

Facts and opinions, persuasive language, personal pronouns.

Instructions:

Title, imperative verbs, numbered steps.

Mystery Narratives:

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

LANGUAGE ARTS GOALS THIS TERM...

- 2.17 Be able to plan their writing.
- 2.18 Be able to draft and revise their writing.
- 2.19 Be able to evaluate their own writing.
- 2.20 Be able to write for different purposes and readers.
- 2.21 Be able to write in different forms.
- 2.22 Be able to write with a structure suited to their purpose.
- 2.24 Be able to write in support of an opinion or argument.
- 2.25 Know that language is used differently in different situations.
- 2.27 Know the key elements of structures commonly used in writing.
- 2.28 Know the names of a range of parts of speech.
- 2.29 Know the names of a range of punctuation marks.
- 2.30 Know the main characteristics of a range of written forms.
- 2.31 Know the main features and conventions commonly used in written texts.
- 2.32 Be able to recognise and use a range of parts of speech.
- 2.34 Be able to use a range of punctuation marks.
- 2.37 Be able to use the main features and conventions commonly used in written texts.
- 2.39 Understand that there are different purposes for the use of language.

OUR MATHS FOCUS THIS TERM...

- * Number place value
- * Calculation
- * Time
- * Position and direction
- * Measurement
- * Fractions, decimals and percentages

LOTE - SPANISH

In Term 1.1, learners will look at the vocabulary of school subjects, school facilities, timetable and time. In addition, they will learn the verbs "to have" in the second and third person singular. In the present tense. Furthermore, they will focus on the negative form of the verb to have in the present tense. Finally, they will study the impersonal sentence structure in Spanish : there is, there are and its negative form.

In Term 1,2, learners will study the vocabulary of names of places in their town or city and the types of activities they can do there. In addition, in the context of international mindedness, they will compare their cities with a city from a hispanic city. Furthermore, they will look at the verb ' to be able to' in Spanish, in the present tense with different pronouns and endings. Finally they will learn a couple of connectives to make longer complex sentences.

MY SCHOOL DAY IN TOWN

In Bahasa Malaysia this term, learners will be learning how to tell the time, subjects and facilities in school in the targeted language. They will also be discussing and expressing their opinions about subjects in school. At the end of the topic, learners in the foreign language pathway will be designing their own timetables and then describe their school day, talking about time and after school activities while for the first language pathway learners, they will be designing their dream schools, introduce them and explain reasons for having certain facilities in their dream schools.

Following that, learners will be learning about types of shops, services and other places around town. Learners in the foreign pathway will be matching names and short descriptions to different places in town. In the first language class, learners will learn to give a short description about a place and also learn how to give directions to places around the school area.

In grammar, they will be revisiting language systems such as common and proper nouns, adverbs, adjectives and punctuations. In writing, they will be making simple sentence structures and writing short stories guided by illustrations and words. Comprehensions according to the learner's level will be given to improve reading and enhance understanding.



PE

During this unit of activity learners will be reintroduced to the basic skills, rules and tactics of Bench ball and will be able to build on their prior knowledge of the game learnt in Y3. Learners will also have the opportunity to further explore the rules and tactics of the game, with a particular emphasis on formulating their own tactics for gameplay. Learners will be reintroduced to the concept of warming up before exercise and they will have the opportunity to create their own warm up routines.

HOLA!

LOTE - MALAY

LOTE - MANDARIN

This term, Mandarin Beginners Level will tackle two topics:

My school day

In town

Learners will learn and understand the words and pronunciation of telling the time, school subjects, different mode of transport, places and activities in town. They will learn the Hanyu Pinyin and Chinese characters of the words. They would be able to match sound to print by reading aloud the target words. They will learn to understand and respond to a range of familiar statements and questions of these topics. They will be engaged in many individual, pair or group activities such as creating a simple time line in Mandarin, explore about Pictograph Chinese characters, show and tell, card games and online activities. Learners will have the opportunity to join the walking trip out to Presint 15 and complete set of activities in group.

BAHASA INTEGRATION

This term in Year 4, learners will be looking at the map of Malaysia to locate the position and geographical features of local cocoa plantations. They will be discussing and doing research on how the environment is being harmed or improved due to various agricultural development in the country. Using the information they have gathered, they will create a summary in the form of a presentation.



Learners will focus on developing their music skills by participating in activities to build on their rhythmic 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. They will also listen to music and begin to use music terminology when discussing the elements of music.

