

## Curriculum Overview

### Grade 4 - Term 3 2022-2023

This document is designed to give you an outline of some of the main teaching focuses over the coming weeks during Term 3.

We will do our utmost to help your child achieve these goals. Your child's teacher is happy to discuss with you how you can best support your child with their learning, as well as celebrating their achievements.



### What your child needs to bring

1. PE Kit & Gym shoes– PE will be on Tuesdays. Gym shoes are to remain at school during the term.
2. A healthy packed morning snack and lunch.
3. A named reusable water bottle.
1. An old adult sized shirt or painting smock for Art and Science. This will remain in school unless sent home for cleaning.
2. Communication please use Seesaw messaging to communicate with your child's teacher. You can write in any language and the 'translate' function will do the rest. If an issue is urgent, please contact the front office.

### Homework

Homework is given out each Thursday and should be handed in on a Monday. It will include one piece of English, and one piece of maths revising topics completed in class. There will also be a spelling strategy for children to learn each week with a matching task in their yellow homework books, this is also due on the Monday and will be assessed the following Thursday. You can see your child's weekly spelling assessment in the back of these books.

Children will read staged readers in class and at home. These books are an indicator of your child's progress and comprehension skills and should be worked through at a steady pace. We would appreciate if you could listen to them read on occasion.

Children should read at home each night and discuss the story with an adult. Children will be able to choose and change books weekly from the school and class library.

Please note that homework is intended as reinforcement of what your child has learnt in class over the past week. If for any reason your child cannot complete their weekly homework, please contact the class teacher via Seesaw.

Should your child have any difficulty completing any tasks set, please inform Mr. Burton or Mr. Warde.

English	<p><b>Phonics, Spelling and Handwriting</b></p> <ul style="list-style-type: none"> <li>• Spellings – Schofield &amp; Sims sequence of spelling strategies</li> <li>• Handwriting practice relating to legibility and sizing</li> </ul> <p><b>Speaking and Listening</b></p> <ul style="list-style-type: none"> <li>• Patterns in newspaper reports</li> <li>• Language choices and organisation of ideas</li> </ul> <p><b>Reading &amp; Comprehension (In addition to the school reading scheme)</b></p> <ul style="list-style-type: none"> <li>• Reading moral narratives for enjoyment and learning</li> <li>• Reading poems from other cultures</li> <li>• Reading stories with a moral message</li> </ul> <p><b>Writing &amp; Grammar</b></p> <ul style="list-style-type: none"> <li>• Students will learn to write a poem about family</li> <li>• Students will be able use alliteration and character description</li> <li>• Students will write explanation texts</li> <li>• Students will write a fictional story</li> <li>• Students will be able to use paragraphs to organise their writing</li> </ul> <p>Parents can assist by:</p> <ol style="list-style-type: none"> <li>1. Asking them to discuss the text they have read. If they are reading non-fiction based text, ask them what they learned, if they are reading a narrative text make them summarise and retell the plot or main events.</li> <li>2. Asking students to keep a log of exciting books in their homework books/folders for future reference.</li> </ol>	
	Maths	<p><b>Area and Perimeter:</b></p> <ul style="list-style-type: none"> <li>• Finding the area and perimeter of compound shapes</li> <li>• Finding the area and perimeter of quadrilaterals including trapezoids</li> </ul> <p><b>Number</b></p> <ul style="list-style-type: none"> <li>• Shape – Students will learn the properties of 2D and 3D shapes.</li> <li>• Geometry – Students will learn how to read coordinates on a 4-quadrant grid and use this to rotate, reflect and translate shapes</li> <li>• Measure – Students will learn how to measure using different apparatus and units of measure</li> <li>• Problem solving - Students will learn to apply the skills they learn in shape, geometry and measure to a range of problem-solving tasks</li> </ul> <p>Parents can assist by:</p> <p>Completing the homework set each week and discussing any new vocabulary.</p> <p>Encouraging your child to complete the weekly maths challenge.</p>
Science		<p><b>The Movement of Stars and Moon</b></p> <p>Students will learn vocabulary associated with this topic and begin to form an understanding of moon and star movements within our galaxy.</p> <p>Parents can assist by:</p> <p>Taking the time together to take a look at the moon and the stars together at night before bed time.</p>
Ethics	<p>Please discuss the topics as they come home as part of our weekly talk time homework. Parents can assist students by asking them to talk about what they have learned in class assemblies each week. This half term we are focussing on newspaper-style reports. Please discuss local and world news when you think the subject is appropriate.</p>	
Art and Design	<p><b>Talking Textiles</b></p> <p>Students explore how stories have been represented in textiles in different times and cultures. They work together to make a two- or three-dimensional work based on a familiar story, myth or legend. They investigate and use a range of materials, techniques and textile processes to create surface patterns and textures and other visual and sound effects.</p> <p>Parents can assist students by encouraging children to discuss the progress they are making with their project look for different surface textures on objects in the home or when out and about.</p>	

Music	<p><b>Instruments</b></p> <p>A look back through the key areas that are covered in G3 and G4 and revisit/consolidate learning that is needed to achieve this standard.</p> <ul style="list-style-type: none"> <li>• Improvising with various musical ideas, based on diverse sound sources and their combinations</li> </ul>	
PE	<p><b>Gymnastics and Games</b></p> <ul style="list-style-type: none"> <li>• Develop gymnastic skills for one point and two-point balances</li> <li>• Develop skill of rounding off manoeuvres safely</li> <li>• Learn, practise and perform group sports</li> </ul> <p>Parents can assist students by encouraging children to become more active around the home, or by visiting a local park and encouraging children to take regular aerobic exercise (3 sessions of 20mins per week).</p>	
Social Studies	<p><b>Chiba's Heritage</b></p> <p>Students will look at the life and work of Inō Tadataka (伊能 忠敬) who was a Japanese surveyor and cartographer from Chiba. He is known for completing the first map of Japan using modern surveying techniques. They will look at what he mapped and how it improved the life and work of the people.</p> <p>Parents can assist students by encouraging children to complete further research at home and discuss their findings.</p>	<p><b>How people have shaped Chiba</b></p> <p>Students will look at water irrigation, agriculture, fishing and tourism over the years and how this has impacted upon societies both in Japan and around the world. Students will learn how to use maps and other materials.</p>
Integrated Studies	<p><b>Self-Development</b></p> <p>Through the broad range of their curricular study the children will:</p> <ul style="list-style-type: none"> <li>• Think both independently and as a group as well as have independence in planning their learning</li> <li>• Reflect on their achievements and consider what they have learnt</li> <li>• Reflect on the characteristics that make someone an upstanding digital citizen</li> <li>• Recognize what cyberbullying is</li> <li>• Define "copyright" and explain how it applies to creative work</li> <li>• Describe their rights and responsibilities as creators.</li> </ul>	
Japanese	<p><b>Kokugo:</b></p> <ol style="list-style-type: none"> <li>1 Kanji 200 characters throughout a year. (Reading, writing, and composing various idioms.)</li> <li>2 Learning about Universal Design</li> <li>3 Read "Benri to iukoto", then do the presentation.</li> <li>4 Read "Mokuryu Urushi" to acting out</li> <li>5 Writing a story</li> <li>6 Learning calligraphy</li> </ol> <p><b>Japanese Studies</b></p> <ol style="list-style-type: none"> <li>7 Practice Kanji at their own level</li> <li>8 Reading: Stories and scientific text at their own level</li> <li>9 Writing : Report and book review writing</li> <li>10 Speaking; Speech, play Japanese folk tales, games</li> <li>11 Cultural Activities ; Calligraphy for the New Year, Setsubun, Hinamatsuri</li> </ol>	
Creative Studies	<p>Students will work to complete their Science Fair presentations. For Global Citizenship, Students will be developing empathy by learning about physical disabilities, engaging in practical activities and learning from other people's experiences.</p> <p>Parents can assist students by discussing the events of Creative Studies lessons.</p>	
ICT	<p><b>Computer knowledge and research</b></p> <p>In the weekly ICT lessons, students will supplement learning from other subjects by:</p> <ul style="list-style-type: none"> <li>• Exploring the history of computing and making a quiz</li> <li>• Continuing to use the internet correctly and safely to help with studies in other subjects</li> <li>• Research irrigation in different civilisations throughout history.</li> </ul> <p>Parents can assist students by regularly looking at their Seesaw journals and posting supportive comments</p>	