

Curriculum Overview

Grade 4 - Term 1 Part 1 2024-2025

This document is designed to give you an outline of some of the main teaching focuses over the coming weeks to the first half of Term 1.

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



What your child needs to bring

1. **PE Kit** – Brought in on a Wednesday, then taken home and washed. Students are expected to wear uniforms for physical activity-based clubs, unless specified
2. **A healthy packed lunch and morning snack**
3. **A named water bottle**
4. **An old adult sized shirt** for Art and Science. This will remain in school unless sent home for cleaning.

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, this is also due on the Monday and will be assessed the following Thursday.

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.

Children should read at home each night and discuss the story with an adult. They are free to change the Treetops staged reader any day of the week.

In addition to this, 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 just put a note of this in their communication book.

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

English	<u>Phonics, Spelling and Handwriting</u> <ul style="list-style-type: none"> • Spellings – high frequency words • Schofield & Simms Spelling and Grammar Books <u>Speaking and Listening</u> <ul style="list-style-type: none"> • Choose and prepare stories for performance, identifying appropriate expression, tone, volume and use of voices and other sounds. <u>Reading and Comprehension</u> <ul style="list-style-type: none"> • Fiction: Narrative with a historical setting. <u>Writing</u> <ul style="list-style-type: none"> • Students will learn to write a historical fiction story • Students will be able start a story using dialogue. Parents can assist by: <ol style="list-style-type: none"> 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. 	
	Maths	<u>Mental Arithmetic:</u> <ul style="list-style-type: none"> • Develop times tables and develop various calculation strategies through a fixed period in every lesson. All students should know their times tables for numbers up to 12. • Developing multiplication and division strategies. • Finding factors. • Doubling and halving, <u>Number:</u> <ul style="list-style-type: none"> • Place Value – roman numerals to 1,000 • Place value – numbers to 1,000,000 • Read and write numbers to 1,000,000 • Using place value to add and subtract • Compare and order numbers to 1,000,000 • Round to the nearest 10, 100 or 1,000 • Add and subtract whole numbers with more than four digits • Multi-step addition and subtraction problems • Find missing numbers in an equation. Parents can assist by: Completing the homework set each week and discussing any new vocabulary.
Science		<u>Spring and Living Things</u> The children will investigate how animals act and plants grow during spring. The children will look at the life cycle of both plants and animals and how these are affected by the temperature and the weather.
	Ethics	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 assembly each week, what was the theme or what did Mr. Citrano talk about? <u>Class Assembly Dates:</u> May 31 – G4G – Notice One’s Character July 5 – G4Y – Preventing Diseases

Art and Design	<u>Objects and Meanings</u> The children will look at the work of still life artists and analyse their technique, trying out styles for themselves. They will learn to shade using a range of different media and study observational drawing skills. They will also study still-life photography.
Music	<u>Singing</u> Through singing – sing with a natural relaxed and proper breathing style. Understand the lyrics, arrange the appropriate expressions for the music and sing with feelings.
PE (Physical Education)	<u>Games: Striking and Fielding</u> <ul style="list-style-type: none"> • Develop team skills to work in competitive and non-competitive situations • Apply specific skills of kicking, striking, pitching, catching and running in a range of situations. • Follow rules, exercise well, accept victory and defeat, pay attention to safety issues. • Arrange own rules to games and make simple strategies for ball games. • Appreciate the positive benefits of exercise. 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 20minutes per week) if not already involved in a out of school sport.
Social Studies	<u>A Healthy and Rich Life Parts I & II</u> <ul style="list-style-type: none"> • To understand that the business of waste disposal has been operated so as to realize hygienic disposal and the effective use of resources, and that waste disposal businesses help to maintain and improve our living environment. • To understand that businesses that provide drinking water, electricity, and gas are operated so as to secure a safe and stable supply, and those businesses are useful in maintaining and improving healthy life of local people. • What we can do to reuse, reduce and recycle our resources to care for our environment and assist the services.
Integrated Studies	<u>Self-Development</u> Through the broad range of their curricular study, the children will: <ul style="list-style-type: none"> • Think both independently and as a group. • Have independence in planning their learning. • Reflect on their achievements and consider what they have learnt.
Japanese	<u>Kokugo</u> <ol style="list-style-type: none"> 1 Kanji 200 characters throughout a year. (Reading, writing, and composing various idioms.) 2 Use Kanji dictionaries. 3 Reading a story “Shiroi Boushi”, expressing thoughts and feelings. 4 Reading an explanatory text “Hana wo mitsukeru tegakari”, understanding a result and conclusion. 5 Reading Tanka
	<u>Japanese Studies</u> <ol style="list-style-type: none"> 1 Practice Kanji 2 Reading: A story 『星のおくりもの』 to develop their Kanji reading and their vocabulary at their level. 3 Writing : Poem and Diary 4 Speaking; Self Introduction and some other speaking activities joining in Kokugo class
Creative Studies	<u>Creative Studies</u> <ul style="list-style-type: none"> • This half term we will be concentrating on planning our work for the school bazaar. We will work collaboratively creating timetables, games and plan how to collect, order and price goods for our stalls. Parents can assist students by <ol style="list-style-type: none"> 1. Asking students to share their ideas and how we could implement these at MIS. 2. Completing research if necessary via the internet or through talking to a family member or friend on a specific topic.
ICT	The children will: <ul style="list-style-type: none"> • Plan a photo shoot for a project. • Know how to take good photos using a digital camera and improve them using a computer. • Know how to combine photos in a document to create an illustration to go with text.