

Curriculum Overview

Grade 4 - Term 1

Part 1 2026-2027

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 Mrs. Zaidi or Ms. Chow

English	<p>Phonics, Spelling and Handwriting</p> <ul style="list-style-type: none"> • Spellings – high frequency words • Schofield & Simms Spelling and Grammar Books <p>Speaking and Listening</p> <ul style="list-style-type: none"> • Identify appropriate expression, tone, volume and use of their voices to confidently recite their own poem to an audience <p>Reading and Comprehension</p> <ul style="list-style-type: none"> • Reading poems with strong imagery about nature <p>Writing, Grammar & Punctuation</p> <ul style="list-style-type: none"> • Students will learn to write a poem about the seasons • Students will learn how to use a rhyming scheme • Students will learn how to use figurative language <p>Parents can assist by:</p> <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	<p>Place Value</p> <ul style="list-style-type: none"> • Work with to 1,000,000 • Round to the nearest 10, 100 or 1,000 <p>Multiplication and Division</p> <ul style="list-style-type: none"> • Finding multiples and factors • Working with prime, square, and cube numbers • Multiplying and dividing by 10, 100, and 1000 • Multiply up to 4-digit by 2-digit numbers <p>Parents can assist by: Completing the homework set each week and discussing any new vocabulary.</p>
Science		<p>Spring and Living Things</p> <p>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.</p>
	Ethics	<p>We will be using the ‘Be Good People’ SEL (Social Emotional Learning) curriculum to address a range of issues related to the children’s daily experiences. We will cover lessons such as <i>Being on Time and Prepared, Organizing Tasks and Planning Ahead, and Solving Problems.</i></p> <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 and the social and emotional learning lessons each week.</p> <p><u>Class Assembly Dates:</u> May 15th – G4 Japanese Assembly</p>

Art and Design	<p>Objects and Meanings</p> <p>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.</p>
	<p>Music</p> <p>Singing</p> <p>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.</p>
PE (Physical Education)	<p>Games: Striking and Fielding</p> <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. <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 20minutes per week) if not already involved in a out of school sport.</p>
	<p>Social Studies</p> <p>A Healthy and Rich Life Parts I & II</p> <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.
Japanese	<p>Kokugo</p> <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
	<p>Japanese Studies</p> <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	<p>Creative Studies</p> <ul style="list-style-type: none"> • This half term we will be concentrating on planning the flea market for the school bazaar. We will work collaboratively to create timetables, advertise, collect money, and price goods for the market. <p>Parents can assist students by:</p> <ol style="list-style-type: none"> 1. Asking students to share their ideas and how we could implement these at MIS.
	<p>STEAM</p> <p>The children will:</p> <ul style="list-style-type: none"> • Understand digital citizenship through social media • Explore and evaluate different social media platforms • Understand AI and its impact on social media • Learn about the responsible and ethical use of technology and online content • Code with Scratch and Code.org (review and skill-building) • Be introduced to photography (capturing images) <p>Parents can assist by:</p> <ol style="list-style-type: none"> 1. Talking about responsible social media use 2. Discussing how AI is used online (images, videos, content) 3. Encouraging your child to reflect on what they see online 4. Asking them to share their coding work