

Curriculum Overview

Grade 4 - Term 1 Part 2 2026-2027

This document is designed to give you an outline of some of the main teaching focuses over the coming weeks during the second 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 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** – Kits will be brought in on a Wednesday, then taken home and washed. Gym shoes are to remain at school during the term.
2. **A healthy packed morning snack and lunch.**
3. **A named reusable water bottle.**
4. **An old adult sized shirt or painting smock** for Art and Science. This will remain in school unless sent home for cleaning.
5. **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 spelling activity from the Schofield and Simms workbook, and one piece of maths revising topics completed in class.

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.

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 contact the class teacher via Seesaw.

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

English	<p>Phonics and Spelling</p> <ul style="list-style-type: none"> Spellings – Schofield & Sims sequence of spelling strategies <p>Speaking and Listening</p> <ul style="list-style-type: none"> To discuss ideas in their pairs and groups about their chosen insect – to plan, research and prepare a 1-minute presentation about their insect. <p>Reading and Comprehension</p> <ul style="list-style-type: none"> Non-fiction: Informational Texts <p>Writing</p> <ul style="list-style-type: none"> Writing an informational text about an insect or bug Using the features of an informational text including paragraph structure, headings, and visual aids Developing topics with facts, definitions, and examples <p>Parents can assist by asking your child to discuss the text they have read. If they are reading non-fiction text, ask them what they learned, if they are reading a narrative text make them summarise and retell the plot or main events.</p>	
	Maths	<p>Fractions</p> <ul style="list-style-type: none"> Order and compare fractions in terms of their value Find equivalence between fractions Convert between improper fractions and mixed numbers Add and subtract fractions <p>Parents can assist by completing the homework set each week and discussing any new vocabulary. Additionally, please encourage your child to complete the weekly maths challenge.</p>
Science	<p>Spring and Living Things</p> <p>The children will continue to 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> <p>Parents can assist by watching nature documentaries together and discussing any features of an animal's life cycle that your child highlights.</p>	<p>Weather and Temperature</p> <p>The children will learn to read and take the temperature. Analyse weather patterns and comment on the weather of their local area.</p> <p>The Direction of Rainwater</p> <p>The children will investigate the way water soaks into the ground depending on the type of soil.</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>Studying for Quizzes and Tests</i>, <i>Identifying Your Traits</i> and <i>Developing Your Values and Beliefs</i>. This is a new initiative at MIS and we hope it will provide children with tools to use in their daily lives.</p> <p>Parents can assist by discussing your child's daily social interactions at school and guiding them where necessary.</p>
Art and Design	<p>Objects and Meanings</p> <p>The children will continue to look at the work of still life artists and analyse their techniques, trying out styles for themselves. They will learn to shade using a range of different media and study observational drawing skills. We will also be constructing a mixed media modelling art piece.</p> <p>Parents can assist by encouraging your children to use a sketchbook to regularly make sketches of their surroundings.</p>	

Music	<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: Running and Jumping</p> <ul style="list-style-type: none"> To experiment with different running styles. To develop an effective running pose. To choose an appropriate starting position. To develop the consistency of their running action in relay events. To increase the number of running techniques they use. <p>Parents can assist 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 an out of school sport.</p>
Social Studies	<p>A healthy and rich life parts I & II</p> <ul style="list-style-type: none"> The children will continue to learn about the 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. <p>Parents can assist by making a plan to reduce, reuse or recycle more at home and put your child in charge of the project.</p>
Japanese	<p>Kokugo</p> <ol style="list-style-type: none"> Kanji 200 characters throughout a year. (Reading, writing, and composing various idioms.) Use Kanji dictionaries. Reading an explanatory text "Hana wo mitsukeru tegakari", understanding a result and conclusion. Making a pamphlet Reading a 'Rakugo' story <p>Japanese Studies</p> <ol style="list-style-type: none"> Practice Hiragana, Katakana and Kanji Reading: a story and a scientific text at their level. Writing : Poem, and Diary Speaking; Speech <p>Cultural Activities; Children's Day, Origami and games</p>
Creative Studies	<p>Creative Studies</p> <ul style="list-style-type: none"> We will be working on raising money and awareness for the Japan Guide Dogs Association
ICT	<p>The children will:</p> <ul style="list-style-type: none"> Evaluate online content and identify trustworthy information Learn about responsible use of AI in creating and sharing content Code with Scratch and Code.org (applying and refining skills) Take and edit photos Create a digital portfolio of their work <p>Parents can assist by:</p> <ol style="list-style-type: none"> Encouraging discussions about what is real or edited online Asking your child to explain how they use AI responsibly Supporting creative photography projects at home Reviewing and celebrating their digital portfolio