



# Scheme of work

## Grade 4

### Term 2



# English

## **Unit 1**

Our first unit 'Just Imagine' uses three genres to explore story structure: modern children's literature, a historical fiction book and a fable. The stories are linked by an 'animal as character theme'. Pupils explore the benefit of reading blurbs and sharpen their visual literacy skills. They investigate the different ingredients in a successful story 'recipe' and try their hand at presenting a dramatic reading and a storyboard role play. Reading aloud is an important feature of this unit.

### **Aims and Objectives:**

**By the end of the unit, pupils will be able to:**

- read a blurb for meaning
- develop their visual literacy
- sequence key plot events
- predict a story ending
- present a dramatic reading
- present a storyboard/role play of a story.

### **Skills Development**

**During the course of this unit, pupils will:**

- learn about apostrophes, contractions and possessive form
- explore the descriptive power of adverbs
- investigate unfamiliar works and phrases
- work with verb tenses in stories
- investigate new ways to form questions
- learn more about dialogue
- differentiate between formal and informal writing.

## **Unit 2**

Our second unit is 'Making the news'. It features predominantly non-fiction texts focusing on information in brochures, news articles and instructional texts. Pupils read to find facts and explore vocabulary as well as look at headlines as a form of summarising. Having developed an understanding of the text types, pupils create their own headlines, introductory paragraphs and finally their own news article through planning, oral presentation and writing.

### **Aims and Objectives:**

**By the end of the unit, pupils will be able to:**

- understand the purpose of a brochure and a news article
- identify and compare features of these texts
- increase their vocabulary, spelling and dictionary skills
- develop their comprehension and visual literacy skills
- identify facts and opinions

### **Skills Development:**

#### **During the course of this unit, pupils will:**

- read and interpret pictures, words and texts
- identify and order instructions
- summarise information in a brochure and in a news article
- create headlines to engage the reader and summarise an event
- order instructions and events in a story.

### **Unit 3**

Our third unit 'What would you do?' focuses on formal and informal language through the context of true-to-life fiction. Pupils look at different types of informal language and idiomatic speech. Pupils empathise with the different characters and explore how their characters are built up through descriptive detail and dialogue. Pupils practise developing character profiles and develop and perform a play script. Pupils are encouraged to read as writers and notice the vocabulary, sentences and descriptions as part of the writer's toolkit.

### **Aims and Objectives**

#### **By the end of the unit, pupils will be able to:**

- understand the different types of informal speech
- appreciate different contexts for formal and informal register
- make predictions about character and plot
- have skimmed to identify significant events and infer meaning
- have explored the link between dialogue and play scripts
- develop and perform a play script.

### **Skills Development**

#### **During the course of this unit, pupils will:**

- extend their range of vocabulary
- explore colloquial and idiomatic speech
- work with degrees of comparison
- extend work on connectives to link sentences
- look at the effect of different sentence lengths
- practise reading aloud and expressing meaning
- practise summarising.

### **Unit 4**

During our fourth unit, 'Mind Pictures' we focus on creating mind pictures through imagery using different techniques. Pupils are introduced to kennings in both historical and modern contexts and are encouraged to write their own kenning poem focusing on descriptive words, rhyme and rhythm. Pupils use questions and answers in the next poems to develop creative ideas and images. Learners are also introduced to, and revise, specific poetic techniques.

### **Aims and Objectives**

#### **By the end of the unit, pupils will be able to:**

- be exposed to different types of poetry
- differentiate between figurative and literal descriptions
- explore figurative techniques (kennings)

- show awareness of rhythm, rhyme, repetition and alliteration
- develop planning and review techniques
- write two different types of poem.

### **Skills Development**

#### **During the course of this unit, pupils will:**

- use specific poetic terminology (poem, stanza, line, rhyme, rhythm, alliteration, repetition, figurative and literal)
- consult a dictionary and thesaurus
- clap and identify simple rhythms
- interpret images
- read aloud focusing on with rhythm, pace and expression, using layout and punctuation as guides
- draw up an extended planning mind map/diagram.

### **Assessment:**

The assessment of the students' learning is ongoing through every lesson. Through verbal and written feedback, we provide students with support and advice in order to move their learning on in every English lesson.

During the term, the students will complete an independent piece of writing at the end of each unit, which we will assess and feedback to the students so they know what they need to work on.

### **Support at home:**

Research indicates that reading is a very strong determiner of how well your child will achieve in all areas of learning and we wish to foster a wonderful reading culture in our school. There is also a strong correlation between achievement and the number of books in your home. To help your child at home, please read with them daily. This can mean reading aloud to your child as well as listening to your child reading aloud to you. Reading can also take many forms; it might be reading signs when out and about, reading online material, games, magazines, subtitles on the television etc.

Please note the importance of 'Mother Tongue' – children's home and first language. It is crucial that children with English as an Additional Language continue to build their ability in their first language in order to support their learning of English and additional languages.

Children also need to learn their spellings (or sounds) daily and then continue to revise them after any spelling assessments or dictations to ensure they have embedded an ever increasing number of spelling rules or sounds. Remember, we are aiming for long term memory rather than short term performance.



# Maths

During the second term, Grade 4 will extend their knowledge of numbers and the number system, addition and subtraction as well as multiplication and division. An understanding of the number system and properties of numbers underpins all areas of Mathematics and will be taught in the first half of the second term. Unit 3, measurement is an extension of the work completed in term 1, and will also be covered before the mid-term break. Pupils will be taught geometry after the mid-term break, and we aim to start the work on numbers and problem solving from term 3 before the end of term to accommodate for the shorter school days during Ramadan in term 3.

## Unit 1

### Learning Objectives:

#### **The number system and properties of numbers**

- Work on place value including decimal numbers, particularly in the context of money.
- Count on and back to include numbers below zero.
- Explore sequences, solve puzzles and investigate general statements, particularly about odd and even numbers.

#### **Addition and subtraction:**

- Add three two-digit multiples of 10, and add and subtract near-multiples of 10 or 100 to or from three-digit numbers.
- Find the difference between near-multiples of 100 and subtract a small number to go from more than 100 to less than 100.
- Choose mental and written strategies to add and subtract three-digit numbers.

#### **Multiplication and division:**

- Revise and extend earlier work on multiplication and division.
- Increase knowledge of known multiplication table facts to the  $6\times$  and  $9\times$  tables.
- Devise strategies to help them derive further facts from known facts, including how to multiply two single-digit numbers and find doubles of multiples of whole numbers.
- Use table facts to help them choose the most appropriate method for dividing pairs of numbers.
- Understand the need to check whether the answer is reasonable and will know that they can check the result of a division using multiplication.

### Suggestions for support at home

Ask your child which number facts they are learning and try to practise these for a few minutes each day, using a range of vocabulary.

#### *Dicey division*

- Each player chooses five numbers from the list and writes them on a piece of paper.

6 8 9 12 15 18 20 24 30 40

- Take turns to roll a dice. If the number you roll divides exactly into one of your numbers, cross it out. You can only cross out one number at a time.

*Example: You roll a 3, which goes exactly into 12, so cross out 12.*

- The first player to cross out all their numbers wins the game.

## **Unit 2**

### **Learning Objectives:**

#### **Angles, position and direction:**

- Increase their understanding of angles, recognising that angles are measured in degrees and can be compared with the size of a right angle.
- Describe and identify the position of a square on a grid of squares and describe routes on a grid.

#### **Symmetry:**

- Develop their understanding of shape, pattern and reflective symmetry (when one half of something is a mirror image of the other half), and become aware of these in our daily life.

#### **Two-dimensional and three-dimensional shapes:**

- Extend their range of vocabulary as they sort and classify quadrilateral (four-sided) and other two-dimensional shapes.
- Make a range of three-dimensional shapes and recognise these shapes from two-dimensional drawings that could be folded to make the three-dimensional shapes ('nets').

### **Suggestions for support at home**

Look out for shapes in the environment and discuss these with your child. Collect pictures and photographs of interesting shapes, together with boxes and containers. Encourage your child to bring them into school.

- Play 'Guess my shape'. You think of a shape. Your child asks questions to try to identify it but you can only answer 'yes' or 'no'.
- Look for symmetrical objects. Help your child to draw or paint symmetrical pictures or patterns.

## **Unit 3**

### **Learning Objectives:**

#### **Length:**

- Choose and use the abbreviations mm (millimetre), cm (centimetre) and m (metre) when estimating, measuring and recording length, and demonstrate that they know the meaning of 'centi' and 'milli'.
- Learn how to interpret the scale on different equipment for measuring length and record readings accurately.

#### **Time:**

- Improve how they read and tell the time on digital and analogue clocks, using am, pm and 12-hour clock notation.
- Use calendars to solve problems and develop their methods of calculating time intervals.

**Area and perimeter:**

- Learn that area is measured in standard square units, such as centimetre squares and metre squares.
- Develop their understanding of perimeter by drawing rectangles and measuring and calculating their perimeters.

**Suggestions for support at home**

- Help your child to measure and compare the heights of each person in your household and record the measurements in centimetres and metres, for example, 156 cm and 1.56 m.
- Ask your child to make practical use of clocks or watches available in your home, for example to calculate at what time food will have finished cooking, or how much time they have before they need to leave for school.
- Involve your child in writing important entries onto a family calendar. Ask them to work out how many weeks and days it is until an important family occasion.
- With your child, estimate and measure the length of wood, or other material, used to make a window frame in your home. Measure each side and add the measurements together.

**Assessment**

The assessment of the pupils' learning is ongoing through every lesson. Through verbal and written feedback, we provide students with support and advice in order to move their learning on in every Maths lesson.

At the end of every unit, pupils will be assessed against the learning objectives for that unit. However, pupils will continue to be assessed against these objectives and particularly the objectives they are finding more difficult, throughout the year. Parents will be given feedback on objectives that need more practice at home, through the parent consultation and reporting cycle.

At the end of the year, the students will complete curriculum based assessments: Cambridge Progression Test and a standardized based assessment – GL Assessments – Progress Test in Maths.



# Science

## Unit 1

The first unit, which will be taught over the first half term is called 'Solids, liquids and gases'. This unit teaches the pupils about matter and particles and how solids, liquids and gases differ.

The unit is separated into six topic areas.

**Topic 1** introduces the fact that everything around us is formed of 'matter' and that matter can be solid, liquid or gas.

### Learning objectives

- Know that matter can be solid, liquid or gas.

**Topic 2** introduces learners to the idea of using a model to explain things in science.

### Learning objectives

- Know that matter can be solid, liquid or gas.
- Make relevant observations and comparisons.
- Collect evidence.
- Present results in drawings.
- Identify simple trends and patterns and suggest explanations for some of these.

In **Topic 3** pupils observe and investigate how solids, liquids and gases behave, using everyday materials.

### Learning objectives

- ∄ Know that matter can be solid, liquid or gas.
- ∄ Make relevant observations and comparisons.
- ∄ Choose apparatus and decide what to measure.
- ∄ Collect evidence.
- ∄ Explain what the evidence shows and whether it supports predictions.
- ∄ Communicate this clearly to others.
- ∄ Present results in drawings and tables.
- ∄ Identify simple trends and patterns and suggest explanations.
- ∄ Link evidence to scientific knowledge and understanding.

During **Topic 4**, pupils will be introduced the concept of phases of matter. Pupils will investigate what happens when you heat a substance or cool it down. They will be introduced to the terms melting, freezing and boiling to describe what happens during these phase changes. Pupils will make observations and teachers will help them to explain what they observe using the particle model.

### Learning objectives

- Know that matter can be solid, liquid or gas.
- Investigate how materials change when they are heated and cooled.
- Know that melting is when a solid changes into a liquid and is the reverse of freezing.
- Observe how water changes into steam when it is heated but on cooling, the steam turns back into water.

**Topic 5** builds on what pupils have already learnt about melting in topic 4. Pupils find out that different types of matter take different lengths of time to melt.

### **Learning objectives**

- Know that matter can be solid, liquid or gas.
- Investigate how materials change when they are heated and cooled.
- Know that melting is when a solid changes into a liquid and is the reverse of freezing.

**Topic 6** builds on the previous two topics. In this topic, pupils will learn that temperature is the key indicator for melting points and boiling points.

### **Learning objectives**

- Know that matter can be solid, liquid or gas.
- Investigate how materials change when they are heated and cooled.
- Know that melting is when a solid changes into a liquid and is the reverse of freezing.
- Observe how water changes into steam when it is heated but on cooling, the steam turns back into water.

### **Suggestions for support at home**

The most important facet of this topic is understanding the vocabulary: solid, liquid, gas, melting, boiling, heating, cooling, matter and particle. Pupils should discuss the words in their Mother Tongue at home. This is also a lovely topic to enrich by cooking with your child. As you cook, your child will be able to observe and discuss the changing states of solids, liquids and gases.

### **Unit 2**

The second unit, which will be taught over the second half of the term is called 'Sound'. The unit is separated into nine topic areas.

During **Topic 1**, the key concepts explored are that sounds come from sources, and that sound travels through materials.

### **Learning objectives**

- Demonstrate that sound travels through materials.
- Make relevant observations and comparisons in a variety of contexts.
- Collect evidence.

**Topic 2** shows pupils that sound travels through all materials. The denser and harder the material, the better the sound travels through it. This means it travels best through solids. Not only does it travel faster through solids, it also loses less energy.

### **Learning objectives**

- Investigate how well sound travels through different materials.
- Collect evidence.
- Make relevant observations and comparisons.
- Test an idea or prediction.
- Present results in drawings, bar charts and tables.

- Identify trends and patterns in results.

**Topic 3** introduces the idea of how sound travels. Sound is a transfer of vibrations from an object to our ears. Vibrations travel from the source, through materials, until they reach our ears. We can hear these vibrations as sounds.

#### **Learning objectives**

- Demonstrate that vibrations cause sound

In **Topic 4**, learners will investigate loud and soft sounds, and how to make sounds louder. The key concept is that trapping the sound vibrations makes the sound louder.

#### **Learning Objectives**

- Investigate how sounds can be loud or soft.
- Make relevant observations and comparisons.
- Measure length.
- Collect evidence.
- Suggest a question to test and make predictions. Communicate these.
- Design a fair test to answer the question.
- Plan how to collect sufficient evidence.

**Topic 5** is all about the volume of sound. The key concept is that sound volume can be measured in units called decibels. Small vibrations produce soft sounds. Large vibrations produce loud sounds.

#### **Learning Objectives**

- Measure volume of sound in decibels.

**Topic 6** explores the idea of muffling sounds. Pupils think about why it is sometimes necessary to muffle sounds.

#### **Learning Objectives**

- Investigate how effective some materials are in preventing sound from travelling through them.

**Topic 7** explores the idea of pitch. Pupils will understand that pitch relates to high and low sounds. They will investigate how to change the pitch on a range of musical instruments.

#### **Learning Objectives**

- Investigate the way pitch describes how high or low a sound is.
- Explore how pitch can be changed in musical instruments in a range of ways.

#### **Suggestions for support at home**

The most important facet of this topic is understanding the vocabulary: sound, vibration, volume, decibel, pitch, high and low. Children should discuss the words in their Mother Tongue at home. An enrichment activity for this topic could be filling bottles with volumes of water and blowing over the top of the bottle. How does the level of water change the sound?

## **Assessment**

The pupils will complete a unit assessment at the end of each unit, which will assess the pupils learning against the objectives.



# IPC

In the second term, Grade 4 are learning about Saving the World. Pupils will learn that rainforests once covered 14% of the earth's surface, however today, they cover less than 5%. Every second, an area of the rainforest the size of a football field is being destroyed. Some scientists believe that, if we lose our rainforests, we might put our whole planet at risk. What will we do to help save the rainforest? Pupils will have the opportunity to make a difference in and around the school and visit different project work in Muscat that are helping save different aspects of our planet.

The International Primary Curriculum has links to other subjects, however, the learning objectives in this unit focus primarily on Geography goals.

### **In Geography, pupils will:**

- 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 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.

Knowledge will be learnt and skills and understanding developed through different projects including:

- Rainforests
- Land Use
- Coasts
- Oceans

### **Suggestions for support at home**

Children by nature are curious creatures. Combine this with their generation's access to the internet, they are more exposed to the world than some of their peers and other generations.

Pupils should:

- Find ways at home to protect the environment e.g. reduce waste.
- Write newspaper articles to highlight the main reasons for e.g. deforestation or plastic in the oceans.
- Keep up to date with current affairs <https://www.bbc.co.uk/newsround>

## **Assessment**

There will be no tests however the assessment of pupil's learning will be on-going in lessons. Knowledge will be assessed through oral and written quizzes, skills measured through observations and self-assessment and written and oral feedback on pupils' journals and presentations will be given to develop their understanding.



# PE

This term, pupils will study PE through Athletics and basketball.

## Unit 1

### **Athletics:**

- In this unit pupils will be introduced to the concept of throwing for distance using a range of objects.
- Pupils will be introduced to jumping for distance.
- Pupils will replicate running challenges and competitions that require both speed and stamina.
- In all athletic activity, pupils will engage in performing skills, measuring and recording their own performance.
- Pupils will develop the ability to follow safety procedures and handle equipment correctly.

All athletics lessons are working towards developing and refining skills to help pupils prepare for KS2 Sports day. Pupils during this term may be invited to represent AGS in the MPSL u9 & u11 Athletics competitions.

## Unit 2

### **Basketball:**

- In basketball pupils will think about the use of strategies learned in benchball and how to use these strategies to outwit opponents.
- Pupils will focus on improving the skills of
  - Passing
  - Receiving
  - Dribbling
  - Shooting
- Pupils will find be encouraged to find ways of attacking successfully through discovery.
- Use a variety of simple tactics for attacking well, keeping possession of the ball as a team, and working to get into scoring positions.
- Pupils will gain better understanding of basketball rules.

### **Swimming:**

When swimming lessons are being taught, all pupils at AGS will follow the whole school swimming curriculum.

All pupils at AGS will follow the whole school swimming curriculum. Pupils will work through ascending levels of a holistic swim programme that leads up to Cambridge iGCSE standard (Level 10). The level that pupils are working towards are determined based on their current swimming ability. The expected working level for each age corresponds with the grade pupils are in, for example, Grade 1 should be working towards level 1 whereas Grade 5 should be working towards level 5. Some pupils will be working below or above expected levels based on their ability.



# Art

This term the pupils of grade 4 will commence a new IPC Topic, 'Saving the World'. They will focus on a variety of examples of rainforest art. These can be by indigenous artists, and also artists from the host and home countries. They will start by looking at examples of Henri Rousseau's art - Exotic Landscape, 1910 and The Flamingoes, 1907.

The pupils will try to identify the techniques Rousseau used in his art, for example:

- Each leaf is clearly outlined in charcoal and is then filled in with colour
- Objects are drawn out of scale with each other
- Animals and people are drawn with a simplified anatomy
- A silhouette effect is often used in the background

## **Aims and Objectives:**

**By the end of the unit, pupils will be able to:**

- Use art as a means of self-expression.
- Choose materials and techniques which are appropriate for their task.
- Explain their own work in terms of what they have done and why.
- Talk about works of art, giving reasons for their opinions.
- to create a poster.

## **Research activity**

- Pupils will be asked to create a poster explaining how we can save the earth.
- Pupils will be asked to choose one of Rousseau's artwork and to try to replicate his technique using paints, pastels, pencils, charcoal or chalks to draw a rainforest plant, flower or animal in their sketchbooks.

## **Assessment:**

Pupils will be asked to create their own rainforest landscapes in a similar style to one of the chosen artists from the host or home countries.

## **Suggestions for support at home:**

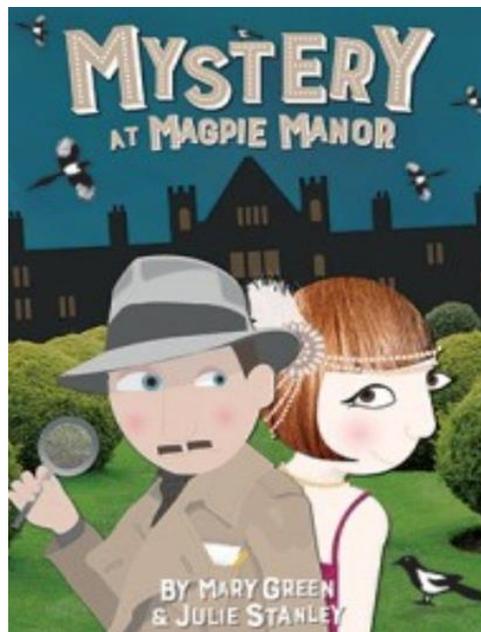
To help your child enrich their artistic lives at home, parents can support by creating more artistic activities with their child and encourage them to practice more on the lesson we have covered in class in order to maximise the quality of their skills.



# Drama & Music

This term in Drama and Music, Grade 4 pupils will begin working through the script 'Mystery at Magpie Manor', this year's Junior School Musical. We will be concentrating mainly on choreography, singing, chorus performance. All pupils will be expected to recite the lyrics to the songs. Each class will also be allocated certain songs which will require movements that need to be learnt and rehearsed ready to perform on stage to an audience.

They will develop further skills in character development and how to deliver a confident and convincing performance to an audience. Elements of drama will be recapped, along with techniques learnt in music, melody/rhythm, pace/tempo and delivery.



## Suggestions for support at home

You can support your child in many different ways when they are practising their lines or songs at home. Encourage them to project their voice by getting them to stand at one end of the room or at the bottom of the stairs, whilst you stand at the other end or at the top of stairs when they are speaking to ensure they raise their voice so that you can hear them. Songs will be sent home on Seesaw so please play them for your children daily so they can practise the lyrics to the music.

This performance will be open to all parents to come and watch on the **18th and 19th March** to see what the children have been working towards. We hope to see you there!



# French

The Scheme of Work followed for French is that provided by the Primary French Project, which has been devised by the Institut Français <https://www.institut-francais.org.uk/>.

**Module 3**, which will be taught over the first half-term, focuses on the following broad themes:

## Learning Objectives

### **Leçon 11:**

- Find out what a conjunction is.
- Learn how to use the conjunction *ou* to link two words together.
- Be able to understand and ask questions using (*C'est + noun?*), *C'est Paris ? Oui, c'est Paris Non, c'est Belfast.*

### **Leçon 12:**

- Understand and respond to some more classroom instructions.
- Find out about new Paris landmarks and learn how to name them.
- find out about vowels/consonants.
- Find out about the ligature 'oe' and be able to identify it when you see and hear it.

### **Leçon 13:**

- find out about strategies to develop accurate pronunciation and to memorise vocabulary
- learn how to give a number label in written and spoken form
- be able to ask questions in pairs using number labels and answer those questions using *Oui* or *Non*.

### **Leçon 14:**

- Learn how to say the numbers 7, 8, 9 and 10.
- Be able to ask and answer questions in pairs using number labels, *C'est* and the conjunction *ou*.

### **Leçon 15:**

- Check your knowledge of numbers 0 to 10.
- Check your knowledge of Paris monuments.
- Check your ability to ask questions, combining the use of *C'est*, the conjunction *ou*, some proper nouns and the right intonation.

**Module 4**, which will be taught over the first half-term, focuses on the following broad themes:

## Learning Objectives

### **Leçon 16:**

- Find out about new Paris landmarks and learn how to name them.
- Find out what an adverb and a verb are and how they are used to construct sentences.
- Learn how to use the adverbial phrase *à Paris,...* (in Paris...) + the verb *il y a* (there is/there are) to talk about what there is in Paris.

**Leçon 17:**

- sentences about landmarks in Paris.
- Find out about new Paris landmarks and learn how to name them.

**Leçon 18:**

- Learn about the conjunction et (and) and how it is used to link two words together.
- Be able to follow a speaking frame to form sentences describing two things that there are in Paris, using À Paris, il y a ... et ...

**Leçon 19:**

- Learn about the use of a comma in combination with the conjunction et to link more than two words together.
- Be able to form sentences to talk about more than two things in Paris, using adverbial opener, a verb, at least three nouns and a conjunction.

**Leçon 20:**

- Learn about the adverb aussi and how it is used in a sentence.
- Check the ability to create sentences using adverbs, a verb, nouns and a conjunction.

**Assessment**

The pupils will complete a unit assessment at the end of each unit, which will assess the pupils learning against the objectives.

**Suggestions for support at home:**

- Children are encouraged to practise more on the lesson we have covered in class in order to maximise the quality of their skills they have learnt.
- Memorisation of vocabulary is key to building up a good base to enable effective recall and retrieval. To this end, at home, please speak to your child, testing them on the vocabulary they have learnt. This will help with improving their recall skills.
- There are similarly a number of applications for mobile devices which support the learning of languages and are presented in an interactive, child-friendly way. We would highly recommend using Quizlet and Memrise to support consolidating of vocabulary learning.