



**BRITISH  
INTERNATIONAL  
SCHOOL**

HANOI

A NORD ANGLIA EDUCATION SCHOOL

# Curriculum Statement Year 4



Term One  
September 2017

We will be studying two topics this term, covering work in the curriculum areas of Topic, Art and Design Technology. The main titles of these topics are:

# ACTIVE PLANET

and

## Explorers and Adventurers

In the topic '**Active Planet**' the children will be studying earthquakes, volcanoes and storms globally and in Vietnam. We will look at where earthquakes and volcanoes occur around the world. The children will make their own volcanoes and learn about the different features of a volcano; including the terms active and dormant. We will then use enquiry skills to research specific volcanoes. Children will also consider the effects of earthquakes and storms on people and places. This includes specific events that happened in the past.

In Art, the children will practice basic skills, including painting, drawing, colouring, cutting and sticking. They will use doodle art to explore landscapes and land features and use different materials and techniques to create volcanic pictures.

For the topic '**Explorers and Adventurers**' we will be using historical and geographical enquiry; refining our skills of using different sources of information. We will be looking at chronological timelines and deciding how and where we would place our explorers. The children will gain an understanding that the past can be considered in terms of different time periods, and understand that past explorations and adventures have been recorded in a variety of ways. We will look at the geographical journeys that different explorers made and the places they explored; ranging from Polar regions to space! The children will find out about the different reasons for exploring, how the explorers prepared for their big adventures and how review how successful they were.



### Key vocabulary:

Explorers, Adventurers, Chronological Timeline, Geographical/historical, preparation, Volcanoes, Earthquakes, Tectonic, Crust, Mantle, Eruption, Magma, Lava, Crater

### Relevant books/authors:

Avoid Exploring with Marco Polo  
Adventurers  
Who's Who in Exploration  
True Lives: Captain Cook  
Usborne Young Reading: Christopher Columbus  
Miranda the Explorer

### Related Websites/resources:

[library.thinkquest.org/4034/](http://library.thinkquest.org/4034/)  
[www.bbc.co.uk/schools/famouspeople/standard/columbus/index.shtml](http://www.bbc.co.uk/schools/famouspeople/standard/columbus/index.shtml)  
[www.apples4theteacher.com/holidays/Columbus-day/](http://www.apples4theteacher.com/holidays/Columbus-day/)  
<http://www.woodlands-junior.kent.sch.uk/>

## **MATHEMATICS**

Pupils will read, write and order numbers up to 4-digits. They will add multiples of 10 to 2 and 3-digit numbers, mentally add 2 or 3-digit numbers to a multiple of 10, 100 or 1000, choose and use appropriate number operations to solve problems, and check with the equivalent calculation. They will also mentally subtract 1, 2 and 3-digit number from another, using the 'counting on' strategy. Pupils will learn multiplication facts for the 2, 3, 4, 5, 6, 7, 8, 9, 10, 11 and 12 times tables. They will multiply using informal methods and estimate the result of multiplication using known facts. Pupils will revise 2D shape names and properties, recognise lines of symmetry and sketch the reflection of a shape in a mirror line. They will come to understand the meaning of the area of shapes and finding perimeters. They will understand and read a timetable and solve problems involving time.

### **How you can support at home:**

Sit with your child while he/she completes the homework and discuss it together.

Get your child to practice multiplication facts for 2, 3, 4, 5, 6, 7, 8, 9, 10, 11 and 12 times tables. Help him/her to learn the tables in order and mixed up.

Ask them to tell you the time at home, can they read digital and analogue clocks?

### **Related websites/resources:**

<http://www.wmnet.org.uk/resources/gordon/Hit%20the%20button%20v9.swf>

<http://www.ictgames.com/Y1shape.html>

[http://www.softschools.com/math/games/fishing\\_multi.jsp](http://www.softschools.com/math/games/fishing_multi.jsp)

<http://www.amblesideprimary.com/ambleweb/mentalmaths/numberbond.html>

## **LITERACY – English**

In literacy this term, Year 4 will study Stories set in Imaginary Worlds and poetry that includes imagery. Both genres will be linked to our topic work on 'Active Planet.' The children will be finding out the different features of fictional stories set in imaginary worlds, landscapes and poetry as performance. These will be about different natural disasters, allowing the children to develop their research and writing skills. Over the term they will follow the structure of researching information, planning the texts and then producing them focusing on relevant features, language, grammar and handwriting.

In the fiction genre, the children will learn about different stages of a story - beginning, middle and end, together with how to describe characters and settings. They will use their knowledge to create their own stories as they look at stories set in hostile landscapes. We will focus on the book 'The Whisper' which is a rich story rich in strong visuals and set in fantastical worlds. They will look at the settings and characters in this story, including how the character responds to and immerses themselves in a host of new and exciting worlds.

During the term, children will also have the opportunity to write and develop their poetry skills as well as continually revise and apply their spelling and reading in context.

### **How you can support at home:**

- Practice English by reading books written in English and asking questions to develop comprehension;
- Sit with your child to help him/her practise their spellings every day;
- Write a short daily diary to practise written English;
- Share books for learning English: Collins 'Practice in the Basic Skills English';
- Ensure your child completes their homework to support their classwork.

### **Related websites/resources:**

[www.bbc.co.uk/bitesize/ks2/english/writing/story\\_plan/play/](http://www.bbc.co.uk/bitesize/ks2/english/writing/story_plan/play/)

[www.purplemash.com/settings/](http://www.purplemash.com/settings/)

[www.collinseducation.com](http://www.collinseducation.com)

[www.thebookpeople.co.uk](http://www.thebookpeople.co.uk)

<http://www.turtlediary.com/>

## Vietnamese

In Vietnamese, Year 4 will begin exploring and doing activities to celebrate the Moon Festival. Then children will learn about performance poetry. They will research to find out famous performance poets in Vietnam, how to perform a poem using gesture and tone. After that children will write and perform their very own poems.

Next, Year 4 will be looking at traditional stories, fables, myths, legends . During this topic children will have a chance to explore other explanations for the formation of natural phenomena. They will also identify all the features of a legend and practice the writing techniques to describe character, setting to write their own story.

Children will begin a non-fiction unit for this term on persuasive texts. We will revisit at the features of a letter, then write a persuasive letter using real life context.

In the latter part of the term, children will learn about the lay out and structure of instructional writing. With understanding of key words to include in instructions and how to write an instruction text that will give guidance on how to handle an emergency situation in real life.

Year 4 still focus on grammar, spellings and punctuations session to widen vocabulary and sentence structures to improve their writing every week.

### How you can support at home:

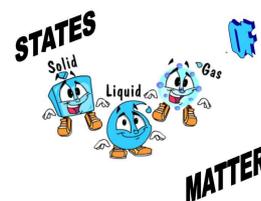
- Encourage your child to read books and answer the comprehension questions that are set for homework.
- Encourage your child to complete the homework at home by her/himself.

## SCIENCE



In Term 1a the children in Year 4 will be learning about **sound** through our science topic, 'Turn it Up'. They will learn how sound is generated, how we hear (learning the parts of the ear) as well as developing their investigation skills by exploring how sound is made, how we change sound and how sounds travel through different mediums in different ways, i.e. solid, liquid and gas.

For term 1b we will be studying **different states of matter** though out the topic 'Shake it Up'. The children will learn how solids, liquids and gases are different, how they behave differently and how they can be used in a variety of ways. They will also explore and investigate each state of matter though experiments and activities.



### How you can support at home:

Encourage your child to look at different changes of state that take place everyday such as water boiling, washing, drying and ice cubes melting. You can also discuss the different sounds you hear around the home and why they are different.

### Related websites/resources:

<http://terry-eng35.blogspot.co.uk/search/label/frequency%20pitch%20loudness>

<http://terry-eng35.blogspot.co.uk/search/label/solids%20liquids%20gases>

[http://www.bbc.co.uk/bitesize/ks2/science/physical\\_processes/changing\\_sounds/play/](http://www.bbc.co.uk/bitesize/ks2/science/physical_processes/changing_sounds/play/)



## INFORMATION AND COMMUNICATION TECHNOLOGY -

In the first term, Year 4 will be using a variety of coding and programming tools to complete fun scenario-based challenges. They will learn how to use sequencing, pattern recognition, loops, and conditional logic to create programs. When students have developed these skills they will be able to build simple games, animations, and a variety of simple projects.

**P.S.H.E.** – As always, children will focus on the BIS Aide Memoire and the Golden Rules as a guide to their behaviour and attitude within school and towards others. Our focus for Term 1 are the attitudes of Care and Respect.

As we look at caring we will think about those around us at home and school, as well as considering other things we should care about—school and personal property, the world around us, our school work.

Whilst thinking about respect, again our consideration will be how to treat others around us as well as our school environment.

The children will explore through discussions, drama and games ways to care and respect.



**PHYSICAL EDUCATION** - In Term 1, children in Year 4 will focus on enhancing their fundamental skills embedding skills of coordination; balance; reaction time and speed. Introduction to racket activities focusing on short tennis and badminton will be covered during this term. Children will have the opportunity to develop their knowledge and understanding of invasion games through Handball and Football. In the swimming unit children will develop their strokes over 25meters. Freestyle and Backstroke will be the focus for stroke development.



**MUSIC** - This term is a particularly exciting for Music in Year 4. Students will be introduced to the new Juilliard curriculum which provides deeper learning throughout the year whilst also receiving keyboard tuition as a method of learning. In the first half term, students will be discovering the possibilities of improvisation through the aid of 'Blue Monk.' This is a creative adventure for students whereby they will be developing their keyboard, rhythmical and melodic skills. In the second half term, students will be learning about 'Music that tells a story,' using Stravinsky as their stimuli. This will encourage students to build their relationships between music and emotions whilst creating links between the meaning of sound.



**MFL**- After a successful starter with Spanish last year and the positive effect in our students' lives and their understanding of the world around them, we will carry on covering basic vocabulary through games and enjoyable activities. We aim to ensure that students learn to appreciate the fun of learning a foreign language from an early age.

We do hope that the above information will be useful for you when supporting your child's homework and discussing his/her learning. Should you have any further questions please contact your child's class teacher.