Tenby International School
Curriculum Handbook

Year 4
2013 – 2014
Welcome to Year 4. This Curriculum Handbook provides information on routines and expectations within the year group and a summary of what your child will be learning during the academic year 2013 – 2014.

We hope that you will find this information helpful in supporting your child at home and at school.

Year 4 Team
Routines and Expectations
Year 4 students should now be well settled into Key Stage 2. We would like them to take on more areas of individual responsibility. Therefore, please note the following table of expectations.

<table>
<thead>
<tr>
<th>Uniform</th>
<th>School uniform must be worn properly at all times. Shirts need to be tucked in. Black leather ‘office style’ shoes should be worn. Girls whose hair is shoulder length or longer must tie their hair up.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Homework</td>
<td>Homework is given out on Wednesday each week and it is expected to be returned by the following Wednesday (unless specifically told otherwise).</td>
</tr>
<tr>
<td>Reading Books</td>
<td>Every child should have a reading book to read during appropriate times in the classroom. Children can borrow books from the library but they need to return them punctually. Library fines occur for overdue books.</td>
</tr>
<tr>
<td>School Bags</td>
<td>We expect Year 4 students to organise their own bags and be responsible for their belongings. Students who prepare their own bags are more aware of what school supplies are inside and can begin to take real responsibility for this area of life. Try to ensure that school bags are small enough to fit inside a locker.</td>
</tr>
<tr>
<td>Break/Lunch</td>
<td>Students should organise their own snack/lunch independently. Each student should have money or use their Tenby ID card with credit for each meal time. Students are allowed to bring in packed food but are responsible for their containers/tumblers.</td>
</tr>
<tr>
<td>Swimming/PE</td>
<td>Children should wear their PE kit to school if they have PE before lunch. They should bring their uniform in a bag to change into afterwards. Again we ask that your child takes responsibility for packing their own bags. Please ensure that every item of clothing has your child’s name and class on it. If your child is not doing PE or swimming, they need to be medically exempt (doctor’s note). Generally, if children are well enough to be in school, then they are well enough to participate. As swimming is a vital life skill, students are expected to make up missed swimming lessons, even if this means joining another class.</td>
</tr>
<tr>
<td>Hats</td>
<td>Your child must have their school hats every day, as the school has a ‘NO Hat – NO Play’ policy. A note will go home to parents if a child does not bring their hat to school for 3 days in a row.</td>
</tr>
<tr>
<td>Student Planners</td>
<td>Students should now use the Student Planner on their own, writing important information – such as homework requirements, reading book titles, messages from teachers in it. Students should always keep this book well-presented. Messages from parents that are in the book should be given directly to the teacher. Please acknowledge receipt of any messages.</td>
</tr>
</tbody>
</table>
Class and School Rewards
In Key Stage 2, we reward good behaviour and work. If your child receives 5 points, they will receive a merit. They will also be awarded bronze (25 merits), silver (50 merits) and gold (75 merits) awards by the Principal. In Year 4 we will also be awarding weekly ‘Stars of the Week’. The children can also earn ‘Golden Time’ for 30 minutes on a Friday afternoon.

CCAs
Students should choose their CCAs wisely and should have an interest in their activities. They should organise themselves and go to the CCA designated area before 14:40hrs, when the class begins. It is unacceptable for students not to attend class just because they do not like it, change their mind or do not want to attend.

Attendance
All students are required to be punctual. They should give the class teacher any medical slips or notes from parents for days when they are absent.

Behaviour
Last, but not least, we expect Year 4 students to be able to understand the importance of being kind to others, to listen carefully when appropriate and to take responsibility for their own learning by demonstrating good behaviour.

Recording Reading
Parents are expected to listen to their child read as often as possible. In the student planner there is a section called ‘Description of Work’ for primary students to record their reading and homework details for every day of the week. The reading record should include thoughts on the text assigned by the teacher. This record will help both teachers and parents to monitor reading progress.

Parents, or a more experienced reader, should listen to the child for at least 15 minutes each day.

In listening to the child read, please bear in mind the following:

- Discuss the book prior to reading. Look and discuss the cover and any illustrations. Read the name of the author and any other relevant information.
- Note down any words that the child has difficulty with in the box provided.
- After/during reading, ask open questions to encourage comprehension and understanding. Example: “What do you think this story is really about?” or “Which is your favourite / least favourite character in this story? Why?” Use words like why, where, what, when and how.
- Discuss characters, plot and setting.
- Discuss whether the child enjoyed the book. Did they find it easy or hard? Why?
If the child is reading a non-fiction book or a playscript, please make sure to point out the characteristics specific to these types of text. Non-fiction books usually include a table of contents, index, diagrams, headings and captions. Playscripts rely heavily on dialogue with stage directions, etc. Using different voices and reading with emphasis is an important element of drama. Children should be using pitch, volume and rhythm to read the parts fluently and with feeling.

Please record each book read and write comments in the box provided. Here is an example of how an able reader should record their reading:

**Reading Record:** "Jungle Shorts" by Irene Rawnsley

I really liked this story because it is about football and it is really funny! Lenny's mother can only buy jungle patterned shorts instead of proper shorts which is really awful. It is okay though because his friends do something to make him feel better and he is not embarrassed anymore.

**HANDWRITING STYLE**

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abcdefghijklm
nopqrstuvwxyz
ABCDFGHJKLM
NOPQRSTUVWXYZ
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The fox ran behind the dustbin and jumped on the fence. It leaped into the tree and ran along a branch. It jumped down and disappeared through the hedge. The fox looked around, slipped inside a shed and hid between some old boxes.
Curriculum
Core Learning in English

Most children learn:

Speaking
- Offer reasons and evidence for their views, considering alternative opinions
- Respond appropriately to the contributions of others in the light of differing viewpoints
- Tell stories effectively and convey detailed information coherently for listeners
- Use and reflect on some ground rules for sustaining talk and interactions

Listening and responding
- Listen to a speaker, make notes on the talk and use notes to develop a role-play
- Compare the different contributions of music, words and images in short extracts from TV programmes
- Identify how talk varies with age, familiarity, gender and purpose

Group discussion and interaction
- Take different roles in groups and use the language appropriate to them, including the roles of leader, reporter, scribe and mentor
- Use time, resources and group members efficiently by distributing tasks, checking progress and making back-up plans
- Identify the main points of each speaker, compare their arguments and how they are presented

Drama
- Create roles showing how behaviour can be interpreted from different viewpoints
- Develop scripts based on improvisation
- Comment constructively on plays and performances, discussing effects and how they are achieved

Word structure and spelling
- Use knowledge of phonics, morphology and etymology to spell new and unfamiliar words
- Distinguish the spelling and meaning of common homophones
- Know and apply common spelling rules
- Develop a range of personal strategies for learning new and irregular words

Understanding and interpreting texts
- Identify and summarise evidence from a text to support a hypothesis
- Deduce characters’ reasons for behaviour from their actions and explain how ideas are developed in non-fiction texts
- Use knowledge of different organisational features of texts to find information effectively
- Use knowledge of word structures and origins to develop their understanding of word meanings
- Explain how writers use figurative and expressive language to create images and atmosphere

**Engaging with and responding to texts**
- Read extensively favourite authors or genres and experiment with other types of text
- Interrogate texts to deepen and clarify understanding and response
- Explore why and how writers write, including through face-to-face and online contact with authors

**Creating and shaping texts**
- Develop and refine ideas in writing using planning and problem-solving strategies
- Use settings and characterisation to engage readers' interest
- Summarise and shape material and ideas from different sources to write convincing and informative non-narrative texts
- Show imagination through the language used to create emphasis, humour, atmosphere or suspense
- Choose and combine words, images and other features for particular effects

**Text structure and organisation**
- Organise text into paragraphs to distinguish between different information, events or processes
- Use adverbs and conjunctions to establish cohesion within paragraphs

**Sentence structure and punctuation**
- Clarify meaning and point of view by using varied sentence structure (phrases, clauses and adverbials)
- Use commas to mark clauses, and use the apostrophe for possession

**Presentation**
- Write consistently with neat, legible and joined handwriting
- Use wordprocessing packages to present written work and continue to increase speed and accuracy in typing
Core Learning in Mathematics

Most children learn:

Using and applying mathematics
- Solve one-step and two-step problems involving numbers, money or measures, including time; choose and carry out appropriate calculations, using calculator methods where appropriate
- Represent a puzzle or problem using number sentences, statements or diagrams; use these to solve the problem; present and interpret the solution in the context of the problem
- Suggest a line of enquiry and the strategy needed to follow it; collect, organise and interpret selected information to find answers
- Identify and use patterns, relationships and properties of numbers or shapes; investigate a statement involving numbers and test it with examples
- Report solutions to puzzles and problems, giving explanations and reasoning orally and in writing, using diagrams and symbols

Counting and understanding number
- Recognise and continue number sequences formed by counting on or back in steps of constant size
- Partition, round and order four-digit whole numbers; use positive and negative numbers in context and position them on a number line; state inequalities using the symbols < and > (e.g. –3 > –5, –1 < +1)
- Use decimal notation for tenths and hundredths and partition decimals; relate the notation to money and measurement; position one-place and two-place decimals on a number line
- Recognise the equivalence between decimal and fraction forms of one half, quarters, tenths and hundredths
- Use diagrams to identify equivalent fractions (e.g. 6/8 and ¾, or 70/100 and 7/10); interpret mixed numbers and position them on a number line (e.g. 3½)
- Use the vocabulary of ratio and proportion to describe the relationship between two quantities (e.g. ‘There are 2 red beads to every 3 blue beads, or 2 beads in every 5 beads are red’); estimate a proportion (e.g. ‘About one quarter of the apples in the box are green’)

Knowing and using number facts
- Use knowledge of addition and subtraction facts and place value to derive sums and differences of pairs of multiples of 10, 100 or 1000
- Identify the doubles of two-digit numbers; use these to calculate doubles of multiples of 10 and 100 and derive the corresponding halves
- Derive and recall multiplication facts up to 10 × 10, the corresponding division facts and multiples of numbers to 10 up to the tenth multiple
- Use knowledge of rounding, number operations and inverses to estimate and check calculations
- Identify pairs of fractions that total 1

**Calculating**
- Add or subtract mentally pairs of two-digit whole numbers (e.g. 47 + 58, 91 – 35)
- Refine and use efficient written methods to add and subtract two-digit and three-digit whole numbers and £p
- Multiply and divide numbers to 1000 by 10 and then 100 (whole-number answers), understanding the effect; relate to scaling up or down
- Develop and use written methods to record, support and explain multiplication and division of two-digit numbers by a one-digit number, including division with remainders (e.g. 15 × 9, 98 ÷ 6)
- Find fractions of numbers, quantities or shapes (e.g. 1/5 of 30 plums, 3/8 of a 6 by 4 rectangle)
- Use a calculator to carry out one-step and two-step calculations involving all four operations; recognise negative numbers in the display, correct mistaken entries and interpret the display correctly in the context of money

**Understanding shape**
- Draw polygons and classify them by identifying their properties, including their line symmetry
- Visualise 3-D objects from 2-D drawings; make nets of common solids
- Recognise horizontal and vertical lines; use the eight compass points to describe direction; describe and identify the position of a square on a grid of squares
- Know that angles are measured in degrees and that one whole turn is 360°; compare and order angles less than 180°

**Measuring**
- Choose and use standard metric units and their abbreviations when estimating, measuring and recording length, weight and capacity; know the meaning of ‘kilo’, ‘centi’ and ‘milli’ and, where appropriate, use decimal notation to record measurements (e.g. 1.3 m or 0.6 kg)
- Interpret intervals and divisions on partially numbered scales and record readings accurately, where appropriate to the nearest tenth of a unit
- Draw rectangles and measure and calculate their perimeters; find the area of rectilinear shapes drawn on a square grid by counting squares
- Read time to the nearest minute; use am, pm and 12-hour clock notation; choose units of time to measure time intervals; calculate time intervals from clocks and timetables
Handling data

- Answer a question by identifying what data to collect; organise, present, analyse and interpret the data in tables, diagrams, tally charts, pictograms and bar charts, using ICT where appropriate.
- Compare the impact of representations where scales have intervals of differing step size.
IPC Unit Study (Term 1)

The units of work are part of the International Primary Curriculum. This new curriculum sets out very clearly what children will learn – the learning goals – in three different areas:

- The subjects of the curriculum. The learning goals for each of these subjects are at least as challenging as anything taught in the curriculum of your child's own country. In many cases, the learning goals are more challenging.
- Personal development – the characteristics which will help children become responsible, independent learners.
- International understanding – which will help children develop both a sense of the independence of their own country and culture and the interdependence between countries and cultures.

Each unit of work is based around specific targets derived from the learning goals for one or more of the subjects.

Theme: Learning Brainstorm
During this unit we will be exploring ideas about how learning takes place and some of the different strategies we can use to aid our own learning. We will look at how to encourage children to think about their own learning and how they have control of their own learning.

THIS IS A SPECIAL UNIT OF THE IPC. Its purpose is to introduce children to some ideas about how learning takes place and provide them with some strategies to use in their own learning; for example:

- Investigating
- Thinking
- Mapping
- Reflecting
- Researching
- Drawing
- Modelling

We encourage pupils to think of their learning as something over which they have control.

This unit follows some aspects of the normal IPC structure, although not others. For example, there are no subject divisions in this unit. It doesn’t aim to help children learn specific subject learning goals of the IPC, but to “learn about learning”.

The information is correct at the time of publication (September 2013) and may be subject to change without prior notice.
How you can help:
During their work they may well ask you about your own preferred ways of learning. Please help your child by being as honest as you can, particularly about your own learning habits. Please discuss the work with your child, trying to help them understand themselves as learners rather than imposing a ‘one-size fits all’ approach. Whatever else we may have learned, we know that that is one thing that doesn’t work.

Theme: ‘What’s on the menu’ – Survival

During this unit we will be focusing on Geography, Science, History, Technology, Society and International issues.

In Geography, we will be finding out about:
- Restaurants in the local area
- Where our food comes from
- Which foods are produced locally
- How food travels to the shop or supermarket
- Different types of farming
- What happens on a local farm

In Science, we will be finding out about:
- How fruits and vegetables grow
- How we can grow our own food in the classroom
- Why a balanced diet is important
- How to store our food properly
- What is inside a breakfast egg and how we can cook it

In History, we will be finding out about:
- Popular foods from different periods of history
- What sailors and explorers used to eat when travelling

In Technology, we will be finding out about:
- How to make bread and butter
- How we can present food to make it more interesting
- How to create a healthy fruit sundae
- How to make freezer jam
- How we can make models of farm machines

In Society, we will be finding out about:
- Different diets and food requirements
- Different countries and the role of food in their celebrations and tradition

In International, we will be finding out about:
- Local food and customs in the host country
- How special events are celebrated in our home and host country

We will also find out about similarities and differences between the food and diet of different home countries and the host country.

**How you can help:**
When you’re at the supermarket or local shops with your child, talk about the origins of the foods you’re buying. What country did they come from? How were they produced? Do some simple cooking with your child and let them see how the food changes as it is cooked.

All of the work we are going to do has been specially written to help your child reach the learning goals. Children will be reading, researching, writing, illustrating, working on their own and working in groups.

We will be checking how well your child has learned through particular activities by asking children to explain their work, perhaps to you. We already know the interest you take in your child’s work. If you can, please discuss with your child the work that they have done as the term progresses and let them teach you if they can. If your child has some work to research, please help them – but without actually doing the work!

By the end of the units, we hope your child will have achieved all the learning targets. We hope they have had an enjoyable time in the classroom and we hope you have enjoyed seeing your child work with enthusiasm. If you have any comments about the work your child has done, please get in touch with the class teacher.
IPC Unit Study (Term 2)

The units of work are part of the International Primary Curriculum. This new curriculum sets out very clearly what children will learn – the learning goals – in three different areas:

- The subjects of the curriculum. The learning goals for each of these subjects are at least as challenging as anything taught in the curriculum in your child’s own country. In many cases, the learning goals are more challenging.
- Personal development – the characteristics which will help children become responsible, independent learners.
- International understanding – which will help children develop both a sense of the independence of their own country and culture and the interdependence between countries and cultures.

Each unit of work is based around specific targets derived from the learning goals for one or more of the subjects.

Theme: Saving the World (Rainforests)

During this unit we will be focusing on Geography, Art, Science, Technology, Music, Physical Education and International.

In Geography, we will be finding out about:
- Where rainforests are in the world
- Which rainforest products we use in our everyday lives
- The lives of rainforest people and how they compare with our own
- How and why the rainforest is being destroyed
- Discovering the ways that people are trying to save the rainforest

In Art, we will be finding out about:
- Rainforest body art and painting our faces in a similar style
- How we can use art to create a rainforest scene

In Science, we will be finding out about:
- Different rainforest animals and plants
- Where different animals and plants live in the rainforest
- Colour in the rainforest and how it is used by animals and plants
- Why plants have leaves and why they can be different
- The best conditions to grow a plant
- Rainforest fruits and seeds
- How to grow our own rainforest plant from a seed
In Technology, we will be finding out about:
  - How to plan and make our own tropical fruit drink

In Music, we will be finding out about:
  - How to represent a rainforest scene using music

In PE, we will be finding out about:
  - How to represent a rainforest scene using dance and mime

In International, we will be finding out about:
  - How different countries and organisations are helping to save our rainforests

**How you can help:**
All of the work we are going to do has been specially written to help your child reach the learning goals. Children will be reading, researching, writing, illustrating, working on their own and working in groups.

We will be checking how well your child has learned through particular activities by asking children to explain their work, perhaps to you. We already know the interest you take in your child’s work. If you can, please discuss with your child the work that they have done as the term progresses and let them teach you, if they can. If your child has some work to research, please help them – but without actually doing the work!

By the end of the unit, we hope your child will have achieved all the learning targets. We hope they have had an enjoyable time in the classroom and we hope you have enjoyed seeing your child work with enthusiasm. If you have any comments about the work your child has done, please get in touch with the class teacher.
IPC Unit Study (Term 3)

The units of work are part of the International Primary Curriculum. This new curriculum sets out very clearly what children will learn – the learning goals – in three different areas:

- The subjects of the curriculum. The learning goals for each of these subjects are at least as challenging as anything taught in the curriculum in your child’s own country. In many cases, the learning goals are more challenging.
- Personal development – the characteristics which will help children become responsible, independent learners.
- International understanding – which will help children develop both a sense of the independence of their own country and culture and the interdependence between countries and cultures.

Each unit of work is based around specific targets derived from the learning goals for one or more of the subjects.

Theme: Young and Old

During this unit we will be focusing on Art, History, Science, Society, Technology, Physical Education and International.

In Art, we will be finding out about:
- How we can use art to explore the themes of childhood and old age
- How we can use sculpture to capture the movement and energy of youth
- How we can create a magazine product for a target age group

In History, we will be finding out about:
- How we remember important moments of our lives
- How we can find out about an important event from the past
- The jobs that some children did in the past
- Popular games and pastimes in the past
- What school life was like from different periods in history

In Science, we will be finding out about:
- How to look after a baby’s needs
- How to make a nutritious baby food
- How to stay fit and healthy in old age
- The effects of ageing on the human body

In Society, we will be finding out about:
- How society views the elderly
What we hope to see happen during our own lifetime
- How we can create a community centre to meet the needs of young and old people

In Technology, we will be finding out about:
- How to make a pram toy for a baby
- How we can design appropriate clothes for a baby
- How we can design an exercise product for an elderly person

In PE, we will be finding out about:
- How our fitness levels compare with children from the 1950s
- How we can plan and perform an exercise routine for the elderly

In International, we will be finding out about:
- ‘Coming of age’ celebrations from different countries and cultures
- Popular children’s games and pastimes from around the world

How you can help:

**Theme: How Things Work (Inventions That Changed The World)**

During this unit we will be focusing on History, Technology, Science, Art, Society, and International.

In History, we will be finding out about:
- Significant inventions of the last 100 years
- Inventions in the way we communicate
- The Islamic ‘Golden Age of Invention’
- The history of flight and associated inventions

In Technology, we will be finding out about:
- How to make a pinhole camera
- How levers, gears and cams work
- How to make a moving toy
- How to invent and build something to solve a problem

In Science, we will be finding out about:
- The air around us and the science of flight
- How to make a paper glider
- Man-made materials and their properties
- How to carry out a scientific test

In Art, we will be finding out about:
- How technology has been depicted in art
- Techniques in traditional and modern art
- How to create digital art
- How to make a print

In Society, we will be finding out about:
- How technology and inventions affect people’s lives
- How inventions have made life easier or harder
- Inventions in the home and host countries
- Why some countries have fewer or more technologies than others

In International, we will be finding out about:
- How the invention of the Internet has changed the way we communicate
- How the world’s scientists are sharing knowledge about inventions and the latest technology

**How you can help:**
All of the work we are going to do has been specially written to help your child reach the learning goals. Children will be reading, researching, writing, illustrating, working on their own and working in groups.

We will be checking how well your child has learned through particular activities by asking children to explain their work, perhaps to you. We already know the interest you take in your child’s work. If you can, please discuss with your child the work that they have done as the term progresses and let them teach you, if they can. If your child has some work to research, please help them – but without actually doing the work!

By the end of the units, we hope your child will have achieved all the learning targets. We hope they have had an enjoyable time in the classroom and we hope you have enjoyed seeing your child work with enthusiasm. If you have any comments about the work your child has done, please get in touch with the class teacher.
Agama (For Malaysian Muslim Students Only)

Term 1
Tawheed
- The Five Pillars of Islam
- Allah is the Creator
- Allah the Kind
- Allah the Provider
- Allah the Helper
- Allah the Protector
- Kalimah Tamjeed
- Kalimah Tawheed
- Kalimah Radde Kufr
- Angels of Allah
- Books of Allah
- Messengers of Man
- Creation of Man
- Allah Awareness
- Thana
- Azaan
- Imaan-e-Mujmal
- Imaan-e-Mufasal

Term 2
Moral and Ethics
- Respect for Mankind
- Respect for Myself
- Responsibility and Behaviour
- Seeking Knowledge
- Makruh Matters
- Care for the Environment
- Etiquette

Term 3
History
- Nabi Ibrahim
- Nabi Hud
- Nabi Salih
- Nabi Yunus
- Nabi Muhammad

Essentials and Practices
- Cleanliness and Tahaarah
 Saalah
 Fasting
 Haj and Umrah
 Islamic Occasions
Art

Term 1
Dreamscapes
In this unit, children explore how to convey the atmosphere and story of a dream. They compare qualities of images to determine which convey the real world and the imagined world. They use this to create their own dreamscape painting.

Term 2
Product Design
In this unit, children explore the design of chairs. They look at examples of designs in the past and in other cultures as inspiration for developing their own imaginative designs for a chair.

Term 3
Symbols
In this unit, children explore how signs and symbols can be used to communicate ideas and meanings. They learn about artists, craftspeople and designers who communicate their ideas through signs and symbols and redesign or create their own symbols for a specific purpose.

Note:
Each term, half a term is devoted to Art and half to Design Technology (DT). Owing to factors such as the preparation of tools, equipment and materials for lessons and limited storage area, the order in which the units are delivered is flexible and determined by the teacher.
Design Technology (DT)

Term 1
Structures & Mechanisms – Pop-up Storybooks/Cards
Students design and make a card that incorporates moving parts, including linkages and levers

Term 2
Food – Biscuits
This unit develops children’s skills, knowledge and understanding of food. The children learn how to adapt a basic recipe to develop a product with specified criteria.

Term 3
Textiles – Money Containers
Students learn how textiles containers e.g. purses, wallets are designed for different purposes and different users

Note:
Each term, half a term is devoted to Art and half to DT. Owing to factors such as the preparation of tools, equipment and materials for lessons and limited storage area, the order in which the units are delivered is flexible and determined by the teacher.
French

Term 1
- Revision of greetings and introductions
- Revision of classroom language
- Family
- Items in your pencil case
- School facilities
- What you do around school

Term 2
- Days and months
- Birthdays
- Saying how old you are
- Festivals
- Parties
- Numbers 21-31

Term 3
- Sports
- Saying which sports you like/don’t like
- Parts of the face
- Parts of the body
- Action verbs
Information and Communications Technology (ICT)

Term 1
Using a Word Processor to Organise, Reorganise and Develop Ideas
The students will be investigating some advanced features that are present in the software to help them adapt their work for differing audiences, as well as getting used to standard procedures, such as saving their work constantly and using appropriate file names.

Using E-Mail and Combining Text and Graphics
The students will learn about how to use e-mails effectively. They will also learn to use graphics programs appropriately to create visually interesting work, making sure they are aware of common issues when dealing with text and graphics together.

Term 2
Collecting and Collating Information
The students will follow the process involved when collecting and collating information to present in both tabular and visual formats, understanding the need for both. This will involve using different methods of data collection and mathematics to analyse the data to create pie and bar charts using appropriate software.

Presenting Information
The students will use the collected information from their previous work and learn how to present them in a way that is suitable for their intended audience. This will involve using different programs within MS Office together to create a presentation or report.

Term 3
Modelling
The students will investigate simulation modelling, why we use models in certain circumstances rather than doing things in real life. They will work using models to understand each element required for a successful model.

Branching Databases
The students will learn to use and create branching databases to sort and classify information. By using simple yes / no questions, they will separate objects into sets and subsets.
Malay

Term 1
Topic
- Myself
- My favourite games

Culture Learning
- Introduce traditional game – ‘batu seremban’

Language Systems
- Nouns
- Personal pronouns

Comprehension
- Reading texts

Writing
- Complete the sentences and construct simple sentences

Speaking
- Speech – presentation on a topic

Term 2
Topic
- Playground
- Favourite food
- Stories (Book Week: Story telling)

Language Systems
- Verbs
- Adjectives

Comprehension
- Reading texts

Writing
- Complete the sentences and construct simple sentences

Speaking
- Speech – presentation on a topic or story telling
Term 3
Topic
- My family activities
- My friends

Language Systems
- Questions words
- Prepositions

Comprehension
- Reading texts

Writing
- Complete the sentences and construct simple sentences

Speaking
- Speech – presentation on a topic

Note:
The IPC topics covered will be incorporated into the curriculum whenever relevant.
Mandarin (Beginner & Intermediate)

Term 1
- Clothing
- Parts of body
- Adjectives
- Pet animals

Term 2
- Fruits and vegetables
- Drinks

Term 3
- My school bag
- Stationery
- Rooms in my house
Mandarin (Advanced)

Term 1
- School subjects
- My class
- Nationality
- Country
- Radicals

Term 2
- Language
- My school
- My school's facilities
- Radicals

Term 3
- Instructions in the classroom
- Things in my classroom
- Time and daily life
- Radicals
Music

Term 1
Play It Again – Exploring Rhythmic Patterns
- Playing with patterns
- Suo-Gan (lullaby rhythms)
- Jelly on a plate
- Unsquare rhythms
- Hip hoppy kid
- Keep our school neat and tidy

The Class Orchestra – Exploring Arrangements
- Rhythmic accompaniment
- Ki Yo Wah Ji Neh – playing by ear
- Christmas calypso
- Rhythms and jives
- Playing Christmas calypso
- Completely calypso

Term 2
Dragon Scales – Exploring Pentatonic Scales
- Pitch movement
- Pitch your melody – playing intervals
- Skye boat song
- Scaly songs – Tonic sol-fa
- Do-re-mi
- Jibber jabber

Painting with Sound – Exploring Sound Colours
- Programme music
- Day off – Around the world
- In the mood
- Running round the world – globe trotting
- Seashore
- Moody seas

Term 3
Salt Pepper Vinegar Mustard – Exploring Signals
- Crowded city
- Follow the leader
- Inspector Morse – Morse code
- The signal song
- Is it a signal?
Signal to perform

Animal Magic – Exploring Descriptive Sounds
- Assorted animals
- A Gnu
- Bellipong and Zippi
- Animal consequences
- May I present?
- Animal competition
Physical Education

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<tr>
<th>Year 4</th>
<th>2\textsuperscript{nd} September – 11\textsuperscript{th} October</th>
<th>21\textsuperscript{st} October – 6\textsuperscript{th} December</th>
<th>6\textsuperscript{th} January – 28\textsuperscript{th} February</th>
<th>3\textsuperscript{rd} March – 11\textsuperscript{th} April</th>
<th>28\textsuperscript{th} April – 13\textsuperscript{th} June</th>
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Personal, Social, Health and Economic Education (PSHE)

The curriculum is aims led, flexible and coherent. The aims place personal development and the acquisition of personal, learning and thinking skills at the heart of the curriculum.

The curriculum will enable all young people to become:
- successful learners who enjoy learning, make progress and achieve
- confident individuals who are able to live safe, healthy and fulfilling lives
- responsible citizens who make a positive contribution to society

Unit 1: New Beginnings

Topic Overview
This unit aims to develop self confidence, dealing with emotions and citizenship.

Students will cover what their own talents are, developing safe friendships, risk taking and dealing with emotions. Additionally students will cover a section on finance which will link in with risk taking.

The lessons aim to develop students as active citizens.

Unit 2: Getting Connected

Topic Overview
This unit aims to develop students’ awareness of technology, in particular internet safety. Students will work through a series of tasks in lessons and then carry out an independent study where they will produce a video or presentation on internet safety. Students will have access to ICT facilities in order to complete their project work.

Unit 3: People in My Community

Topic Overview
This unit aims to encourage links with different careers that help the community. They will research the work of the emergency services and other sectors of the community. Students will learn about services provided in their own community and those of children overseas.