



# Curriculum Mapping

2021 – 2022

Grade 4



**POI 2021 - 2022**

	UOI 1	UOI 2	UOI 3	UOI 4
	05 SEPT – 04 NOVEMBER 9 WEEKS	07 NOV – 20 JAN 9 WEEKS	23 JAN – 31 MAR 9 WEEKS	03 APR – 09 JUNE 10 WEEKS
KG 1	<b>WHO WE ARE</b> Every day I can learn more about me and who I am	<b>HOW THE WORLD WORKS</b> Understanding materials determines how people use them.	<b>SHARING THE PLANET</b> Living things have specific needs in order to grow and stay healthy.	<b>HOW WE EXPRESS OURSELVES</b> We use self-expression to communicate our ideas and feelings.
KG 2	<b>WHO WE ARE</b> Making and keeping friends are important life skills.	<b>SHARING THE PLANET</b> Plants are an important part of our environment.	<b>HOW WE ORGANISE OURSELVES</b> People play different roles in communities to which they belong.	<b>HOW WE EXPRESS OURSELVES</b> Through play we express our feelings and ideas and come to new understandings.
GRADE 1	<b>WHO WE ARE</b> Family relationships contribute to shaping our identity.	<b>WHERE WE ARE IN PLACE AND TIME</b> The history of my country can teach me about myself.	<b>HOW THE WORLD WORKS</b> All living things go through a process of change	<b>HOW WE EXPRESS OURSELVES</b> Stories can engage their audience and communicate meaning

	UOI 1	UOI 2	UOI 3	UOI 4	UOI 5	UOI 6
	05 SEPT – 14 OCT 6 WEEKS	17 OCT – 25 NOV 6 WEEKS	28 NOV – 27 JAN 7 WEEKS	30 JAN – 17 MAR* 7 WEEKS [PYPX 16-17 Mar]	20 MAR – 28 APR* 6 WEEKS	01 MAY – 09 JUNE 6 WEEKS
GRADE 2	<b>WHO WE ARE</b> Citizens of a community have rights and responsibilities.	<b>WHERE WE ARE IN PLACE AND TIME</b> Homes may be influenced by a variety of factors.	<b>SHARING THE PLANET</b> Animals depend on their habitat for survival.	<b>HOW THE WORLD WORKS</b> Light comes from varying sources and affects us in different ways.	<b>HOW WE ORGANISE OURSELVES</b> Communication connects people and communities.	<b>HOW WE EXPRESS OURSELVES</b> The natural world inspires creative expression.
GRADE 3	<b>HOW WE ORGANISE OURSELVES</b> Communities work together to make and follow agreements.	<b>HOW WE EXPRESS OURSELVES</b> People recognize important events through celebrations and traditions.	<b>WHO WE ARE</b> The choices we make contribute to the well being of ourselves and others.	<b>HOW THE WORLD WORKS</b> People apply their understanding of forces to improve, invent, and create.	<b>SHARING THE PLANET</b> Water is a natural resource that sustains our planet and all living things.	<b>WHERE WE ARE IN PLACE AND TIME</b> Interpreting artefacts provides insight into peoples' histories.
GRADE 4	<b>HOW WE ORGANISE OURSELVES</b> Communities organise systems to manage their environment.	<b>WHO WE ARE</b> Knowledge of our cultural heritage provides an insight into how we relate to others	<b>SHARING THE PLANET</b> Children worldwide encounter a range of challenges and opportunities	<b>HOW THE WORLD WORKS</b> The earth experiences changes caused by geological forces.	<b>WHERE WE ARE IN PLACE AND TIME</b> Exploration can lead to discoveries, opportunities and new understanding.	<b>HOW WE EXPRESS OURSELVES</b> Through the arts people use different forms of expression to convey their uniqueness.
GRADE 5	<b>SHARING THE PLANET</b> Small steps can lead to global change and a more peaceful world.	<b>HOW THE WORLD WORKS</b> Matter exists in different forms which can be changed and used for a variety of purposes.	<b>HOW WE EXPRESS OURSELVES</b> People use sounds, words and images to inform, entertain and persuade specific audiences.	<b>WHO WE ARE</b>  <b>PYP EXHIBITION</b>	<b>HOW WE ORGANISE OURSELVES</b> Economic activity relies on the system of production, exchange and the consumption of goods and services.	<b>WHERE WE ARE IN PLACE AND TIME</b> Migration is a response to human circumstances and challenges.

## Overall Expectations

### **LANGUAGE**

#### **Oral language—listening and speaking**

##### **Phase 4**

Learners show an understanding of the conventions associated with speaking and listening and the value of adhering to those conventions. They are aware that language is a vehicle for becoming knowledgeable; for negotiating understanding; and for negotiating the social dimension.

#### **Visual language—viewing and presenting**

##### **Phase 4**

Learners show an open-mindedness about the use of a range of visual text resources to access information. They think critically, and are articulate about the use of visual text to influence the viewer. They are able to use visual imagery to present factual information, or to tell a story.

#### **Written language—reading**

##### **Phase 4**

Learners show an understanding of the relationship between reading, thinking and reflection. They know that reading is extending their world, both real and imagined, and that there is a reciprocal relationship between the two. Most importantly, they have established reading routines and relish the process of reading.

#### **Written language—writing**

##### **Phase 4**

Learners show an understanding of the role of the author and are able to take on the responsibilities of authorship. They demonstrate an understanding of story structure and are able to make critical judgments about their writing, and the writing of others. They are able to rewrite to improve the quality of their writing.

### **MATHEMATICS**

#### **Data handling**

##### **Phase 3**

Learners will continue to collect, organize, display and analyse data, developing an understanding of how different graphs highlight different aspects of data more efficiently. They will understand that scale can represent different quantities in graphs and that mode can be used to summarize a set of data. The learners will make the connection that probability is based on experimental events and can be expressed numerically.

##### **Phase 4**

Learners will collect, organize and display data for the purposes of valid interpretation and communication. They will create and manipulate an electronic database for their own purposes, including setting up spreadsheets to create graphs. Learners will understand that the probability of an event can be predicted theoretically.

#### **Measurement**

##### **Phase 3**

Learners will continue to use standard units to measure objects. They will select and use appropriate tools and units of measurement.

##### **Phase 4**

Learners will understand that a range of procedures exists to measure different attributes of objects and events. They will be able to decide on the level of accuracy required for measuring. To demonstrate their understanding of angles as a measure of rotation, the learners will be able to measure and construct angles.

#### **Shape and space**

##### **Phase 3**

Learners will sort, describe and model regular and irregular polygons, developing an understanding of their properties. They will be able to describe and model congruency and similarity in 2D shapes. Learners will continue to develop their understanding of symmetry, in particular reflective and rotational symmetry. They will understand how geometric shapes and associated vocabulary are useful for representing and describing objects and events in real-world situations.

#### **Phase 4**

Learners will understand the properties of regular and irregular polyhedra. They will understand the properties of 2D shapes and understand that 2D representations of 3D objects can be used to visualize and solve problems in the real world, for example, through the use of drawing and modelling. They will apply the language and notation of bearing to describe direction and position.

### **Pattern and function**

#### **Phase 3**

Learners will analyse patterns and identify rules for patterns, developing the understanding that functions describe the relationship or rules that uniquely associate members of one set with members of another set. They will understand the inverse relationship between multiplication and division, and the associative and commutative properties of multiplication. They will be able to use their understanding of pattern and function to represent and make sense of real-life situations and, where appropriate, to solve problems involving the four operations.

#### **Phase 4**

Learners will understand that patterns can be represented, analysed and generalized using algebraic expressions, equations or functions. They will use words, tables, graphs and, where possible, symbolic rules to analyse and represent patterns. They will develop an understanding of exponential notation as a way to express repeated products, and of the inverse relationship that exists between exponents and roots. The students will continue to use their understanding of pattern and function to represent and make sense of real-life situations and to solve problems involving the four operations.

### **Number**

#### **Phase 3**

Learners will develop the understanding that fractions are ways of representing whole-part relationships and will demonstrate this understanding by modelling equivalent fractions. They will be able to model, read, write, compare and order fractions, and use them in real-life situations. Learners will have automatic recall of addition, subtraction, multiplication and division facts. They will select, use and describe a range of strategies to solve problems involving addition, subtraction, multiplication and division, using estimation strategies to check the reasonableness of their answers.

#### **Phase 4**

Learners will understand that the base 10 place value system extends infinitely in two directions and will be able to model, compare, read, write and order numbers to millions or beyond, as well as model integers. They will understand that fractions are ways of representing whole-part relationships and will work towards modelling, comparing, reading, writing, ordering and converting fractions. They will use mental and written strategies to solve problems involving whole numbers, fractions in real-life situations, using a range of strategies to evaluate reasonableness of answers.

## **SCIENCE**

### **Ages 7–9 years**

Students will develop their observational skills by using their senses and selected observational tools. They will gather and record observed information in a number of ways, and they will reflect on these findings to identify patterns or connections, make predictions, and test and refine their ideas with increasing accuracy. Students will explore the way objects and phenomena function, identify parts of a system, and gain an understanding of increasingly complex cause and effect relationships. They will examine change over time, and will recognize that change may be affected by one or more variables. They will examine how products and tools have been developed through the application of science concepts. They will be aware of different perspectives and ways of organizing the world, and they will be able to consider how these views and customs may have been formulated. Students will consider ethical issues in science-related contexts and use their learning in science to plan thoughtful and realistic action in order to improve their welfare and that of other living things and the environment. Students will communicate their ideas or provide explanations using their own scientific experience and that of others.

## **Arts**

## **Responding**

### **Phase 3**

Learners show an understanding that issues, beliefs and values can be explored in arts. They demonstrate an understanding that there are similarities and differences between different cultures, places and times. They analyse their own work and identify areas to revise to improve its quality. They use strategies, based on what they know, to interpret arts and understand the role of arts in our world.

### **Phase 4**

Learners show an understanding that throughout different cultures, places and times, people have innovated and created new modes in arts. They can analyse different art forms and identify common or recurring themes or issues. They recognize that there are many ways to enjoy and interpret arts. They accept feedback from others.

## **Creating**

### **Phase 3**

Learners show that, as artists, they can influence thinking and behaviour through the arts they create. They think critically about their learning and recognize that their personal interests, beliefs and values can inform their creative work. They show an understanding of the relationships between their work and that of others.

### **Phase 4**

Learners show an understanding that their own creative work in dance, drama, music and visual arts can be interpreted and appreciated in different ways. They explore different media and begin to innovate in arts. They consider the feedback from others in improving their learning. They recognize that creating in arts provides a sense of accomplishment, not only in the process, but also in providing them with a way to understand the world.

## **PSPE**

### **Identity**

#### **Phase 3**

Learners understand that a person's identity is shaped by a range of factors and that this identity evolves over time. They explore and reflect on the strategies they use to manage change, approach new challenges and overcome adversity. They analyse how they are connected to the wider community and are open to learning about others. Learners use their understanding of their own emotions to interact positively with others. They are aware that developing self-reliance and persisting with tasks independently will support their efforts to be more autonomous learners.

#### **Phase 4**

Learners understand that the physical changes they will experience at different stages in their lives affect their evolving identities. They understand that the values, beliefs and norms within society can impact on an individual's self-concept and self-worth. Learners understand that being emotionally aware helps them to manage relationships. They recognize and describe how a sense of self-efficacy contributes to human accomplishments and personal well-being. Learners apply and reflect on strategies that develop resilience and, in particular, help them to cope with change, challenge and adversity in their lives.

## **Active Living**

### **Phase 3**

Learners understand the factors that contribute to a healthy lifestyle. They understand that they can enhance their participation in physical activities through developing and maintaining physical fitness, refining movement skills, and reflecting on technique and performance. Learners are able to identify different stages of life and understand that rates of development are different for everyone. Learners understand that there are potential positive and negative outcomes for risk-taking behaviours and are able to identify these risks in order to maximize enjoyment and promote safety.

### **Phase 4**

Learners understand the interconnectedness of the factors that contribute to a safe and healthy lifestyle, and set goals and identify strategies that will help develop well-being. They understand the physical, social and emotional changes associated with puberty. They apply movement skills appropriately, and develop plans to help refine movements, improve performance and enhance participation in a range of physical contexts.

## **Interactions**

### **Phase 3**

Learners understand that group work can be enhanced through the development of a plan of action and through identifying and utilizing the strengths of individual group members. Learners reflect on the perspectives and ideas of others. They understand that healthy relationships are supported by the development and demonstration of constructive attitudes towards other people and the environment.

#### **Phase 4**

Learners understand that they can experience intrinsic satisfaction and personal growth from interactions with others in formal and informal contexts. They understand the need for developing and nurturing relationships with others and are able to apply strategies independently to resolve conflict as it arises. They recognize that people have an interdependent relationship with the environment and other living things and take action to restore and repair when harm has been done.

### **Social Studies**

#### **Ages 7–9 years**

Students will extend their understanding of human society, focusing on themselves and others within their own community as well as other communities that are distant in time and place. They will investigate how and why groups are organized within communities, and the ways in which communities reflect the cultures and customs of their people. They will recognize the interdependency of systems and their function within local and national communities. They will increase their awareness of how people influence, and are influenced by, the places in their environment. Students will explore the relationship between valuing the environment and protecting it. They will extend their understanding of time, recognizing important events in people's lives, and how the past is recorded and remembered in different ways. They will broaden their understanding of the impact of advances in technology over time, on individuals, society and the environment.

### **ICT**

#### **Technology in the PYP**

CURRICULUM MAPPING 2021-2022		SEMESTER 1	
GRADE 4	UOI 1	UOI 2	UOI 3
TD Theme	HOW WE ORGANISE OURSELVES	WHO WE ARE	SHARING THE PLANET
Unit of Inquiry	<p><b>CENTRAL IDEA</b> Communities organise systems to manage their environment.</p> <p><b>LINES OF INQUIRY</b></p> <ul style="list-style-type: none"> <li>Developing systems that lead to a functional community</li> <li>The balance between industry and caring for the environment</li> <li>Sustainable Cities and Communities locally and globally</li> </ul>	<p><b>CENTRAL IDEA</b> Knowledge of our cultural heritage provides an insight into how we relate to others</p> <p><b>LINES OF INQUIRY</b></p> <ul style="list-style-type: none"> <li>Understanding cultural heritage</li> <li>Cultural similarities and differences</li> <li>Living together in a multicultural community</li> </ul>	<p><b>CENTRAL IDEA</b> Children worldwide encounter a range of challenges and opportunities.</p> <p><b>LINES OF INQUIRY</b></p> <ul style="list-style-type: none"> <li>Challenges and opportunities that children encounter [local and global]</li> <li>How children respond to challenges and opportunities</li> <li>Individuals and organisations work to protect children at risk.</li> </ul>
Concepts	<p><b>Form</b> <i>What are the different systems that make up a community?</i></p> <p><b>Connection</b> <i>How are industries impacting on the environment [positive/ negative]?</i></p> <p><b>Function</b> <i>How do communities manage their environments?</i></p>	<p><b>Form</b> <i>What is cultural heritage?</i></p> <p><b>Perspective</b> <i>What similarities/ differences exist between my culture and others?</i></p> <p><b>Connection</b> <i>How can we build relationships with people from other cultures?</i></p>	<p><b>Causation:</b> <i>Why do children face different challenges or opportunities?</i></p> <p><b>Perspective:</b> <i>What is it like to be in someone else's shoes?</i></p> <p><b>Function:</b> <i>How do organisations and individuals protect children at risk?</i></p>
Related Concepts	Maths Social Studies Science	Culture Identity	Consequences rights equality
TD Subjects	Systems Community	Social Studies Art English	Social Studies PSPE
SDG	9. Industry, Innovation and Infrastructure 11. Sustainable Cities and Communities	10. Reduced inequalities	1.No poverty 2. Zero hunger 4. Quality education 10. Reduced inequalities 16. Peace justice and strong institutions 17. Partnerships for the goals
<a href="#">ATL Skills</a>	<p><b>Communication: <u>Literacy Writing</u></b> I can write for different purposes and audiences and I am aware that written language can change forms for different disciplines. Use appropriate forms of writing for different purposes and audiences.</p> <p><b>Research: <u>Information Literacy Synthesising and Interpreting</u></b> I can take relevant bits of information from different sources and put it together into a format that makes sense Take relevant bits of information from different sources and put it together into a format that makes sense.</p> <p><b>Self-Management: <u>States of Mind Mindfulness</u></b> I can focus on the present and manage internal and external distractions. Use strategies to support concentration and overcome distractions.</p> <p><b>Social: <u>Interpersonal Relationships</u></b> I listen closely to others' perspectives and</p>	<p><b>Communication: <u>Exchanging information Speaking</u></b> I can communicate with my peers and my teacher using digital environments and media. Communicate with peers, experts and members of the learning community using a variety of digital environments and media.</p> <p><b>Research: <u>Information literacy Gathering and Documenting</u></b> I can choose a strategy to record my information with support from my teacher. Record observations by drawing, note taking, charting, tallying, writing statements, annotating images.</p> <p><b>Self Management: <u>Managing time and self</u></b> I can make realistic estimates about how much time something will take and adjust if necessary. Take on and complete tasks as agreed</p> <p><b>Social: <u>Interpersonal relationships</u></b> I am respectful to others Be respectful to others</p> <p><b>Thinking: <u>Information Transfer</u></b> I am practicing making use of knowledge and skills I have learned to help myself and others Help others develop conceptual understandings and skills.</p>	<p><b>Communication: <u>Literacy Writing</u></b> I choose and use tools such as graphic organizers to plan, draft and edit my writing. Use tools such as graphic organizers to plan, draft and edit my writing.</p> <p><b>Research: <u>Media Literacy Creating</u></b> I can choose the most effective way to share my learning and explain my choice Make informed choices about modes of communication based on audience.</p> <p><b>Self Management: <u>States of Mind Emotional Management</u></b> I take responsibility for my actions. Take responsibility for one's own actions.</p> <p><b>Social: <u>Interpersonal Relationships</u></b> I practice empathy and care for others. Practise empathy and care for others</p> <p><b>Thinking: <u>Critical Thinking Forming Decisions</u></b> I can draw conclusions based on what I have learned Draw conclusions based on what is learned</p>

	<p>instructions Listen closely to others' perspectives and to instructions. <b>Thinking: Critical thinking Evaluation</b> I can test conclusions and generalizations Test generalizations and conclusions.</p>		
<b>Learner Profile</b>	Inquirer Caring Thinker	Principled Open Minded Caring	Caring Principled Knowledgeable
<a href="#">PSE</a>	<p><b>Identity</b> <b>Conceptual Understanding</b> Reflecting on the strategies we use to manage change and face challenges helps us to develop new strategies to cope with adversity. <b>Outcome</b></p> <ul style="list-style-type: none"> <li>Work and learn with increasing independence.</li> </ul> <p><b>Interactions</b> <b>Conceptual Understanding</b> Behavior can be modified by applying deliberate strategies. <b>Outcome</b></p> <ul style="list-style-type: none"> <li>Apply different strategies when</li> <li>attempting to resolve conflict.</li> </ul>	<p><b>Identity</b> <b>Conceptual Understanding</b> A person's identity evolves as a result of many cultural influences. <b>Outcomes</b></p> <ul style="list-style-type: none"> <li>Reflect on their own cultural influences, experiences, traditions and perspectives, and are open to those of others.</li> <li>Identify how their attitudes, opinions and beliefs affect the way they act and how those of others also impact on their actions.</li> </ul>	<p><b>Identity</b> <b>Conceptual Understanding</b> Understanding ourselves helps us to understand and empathize with others. <b>Outcome</b></p> <ul style="list-style-type: none"> <li>Reflect on their own cultural influences, experiences, traditions and perspectives, and are open to those of others.</li> <li>Identify how their attitudes, opinions and beliefs affect the way they act and how those of others also impact on their actions</li> </ul>
<b>Language Writing Genre</b>	<p><b>Focused</b> Persuasive [letter/ email] <a href="#">Framework and Features</a></p>	<p><b>Focused</b> Narrative <a href="#">Framework and Features</a></p>	<p><b>Focused</b> Recount <a href="#">Framework and Features</a></p>
<b>Language</b> <a href="#">IB Scope and Sequence</a>	<p><b>Reading Skills</b> <a href="#">Overview</a> <b>Spelling</b> <a href="#">Spelling Scope and Sequence</a> <b>Grammar</b> Present tense Emotive language (e.g. despicable, cruel, heart-warming) Connectives that emphasise (e.g. moreover), contrast (e.g. however) or show cause and effect (e.g. because of this) <b>Punctuation</b> Consolidate</p> <ul style="list-style-type: none"> <li>capital letters</li> <li>full stop</li> <li>question mark</li> <li>exclamation mark</li> <li>comma in lists</li> </ul> <p><b>Handwriting</b> Use a pencil for language and maths work Ascenders and descenders in the correct</p>	<p><b>Reading Skills</b> <a href="#">Overview</a> <b>Comprehension Skills</b> <a href="#">Scope and Sequence</a> <b>Spelling</b> <a href="#">Spelling Scope and Sequence</a> <b>Grammar</b> Common, proper and pronouns Verbs and adjectives Paragraphs - main idea, supporting detail and simple connectives. Consistency of tenses. <b>Punctuation</b> Consolidate punctuation taught Apostrophe of possession <b>Handwriting</b> Use a pencil for language and maths work Joined handwriting the majority of the time Further practice of the four handwriting joins in ine / ut ute/ ve vi / ok oh</p>	<p><b>Reading Skills</b> <a href="#">Overview</a> <b>Comprehension Skills</b> <a href="#">Scope and Sequence</a> <b>Spelling</b> <a href="#">Spelling Scope and Sequence</a> <b>Grammar</b> Time connectives</p> <ul style="list-style-type: none"> <li>words that sequence information in texts, eg first, next, finally</li> </ul> <p>Describing points of view</p> <ul style="list-style-type: none"> <li>writing in the first, second and third person</li> </ul> <p>Tense</p> <ul style="list-style-type: none"> <li>past</li> <li>present/ future</li> </ul> <p><b>Punctuation</b> Consolidate</p> <ul style="list-style-type: none"> <li>capital letters</li> <li>full stop</li> <li>question mark</li> <li>exclamation mark</li> <li>comma in lists</li> <li>' ' quoted speech</li> </ul>

	<p>place and on the lines od oo og( practising joining from the letter o) er ir ur (practising joining to the letter r) ai al ay o you oi</p>		<p><b>Handwriting</b> Use a pencil for language and maths work Joined handwriting the majority of the time Further practice of the four handwriting joins sh as es (practising two ways of joining the letter s) ri ru ry (practising joining from the letter r)</p>
<p><b>Outcomes</b></p>	<p><b>Speaking and Listening</b></p> <ul style="list-style-type: none"> <li>Listen for a specific purpose in a variety of situations</li> <li>Argue persuasively and defend a point of view</li> </ul> <p><b>Reading</b></p> <ul style="list-style-type: none"> <li><a href="#">Participates in shared reading</a></li> <li>Apply knowledge of letter-sound relationships, syllables and blending and segmenting to read multisyllabic words</li> <li>Having read a text, can find the answers to questions <ul style="list-style-type: none"> <li>both written and oral</li> <li>inferential and literal</li> </ul> </li> <li>Make inferences about a story based on own knowledge and experience <a href="#">Comprehension</a> <ul style="list-style-type: none"> <li>revise or confirm predictions as the story progresses</li> </ul> </li> <li>Discuss personality and behaviour of storybook characters <ul style="list-style-type: none"> <li>comment on reasons for why they behave this way</li> </ul> </li> <li>Recognise the Author's purpose <ul style="list-style-type: none"> <li>inform, entertain, persuade, instruct</li> </ul> </li> <li>Develop criteria for establishing personal preferences for literature</li> </ul> <p><b>Writing</b></p> <p><a href="#">Resource</a></p> <ul style="list-style-type: none"> <li>Writes a persuasive letter/ email highlighting the taught framework and features</li> </ul> <p><i>Framework</i></p> <ul style="list-style-type: none"> <li>Date</li> <li>Greeting</li> <li>Body</li> <li>Closing</li> <li>Signature</li> </ul>	<p><b>Speaking and Listening</b></p> <ul style="list-style-type: none"> <li>Listen appreciatively, presenting your own point of view and respecting the views of others</li> </ul> <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>Understand sound symbol relationships and apply reliable phonetic strategies when decoding multisyllabic words <ul style="list-style-type: none"> <li>letter-sound relationships</li> <li>syllables</li> <li>blending and segmenting</li> </ul> </li> <li>Use a range of strategies to self-monitor and self-correct <ul style="list-style-type: none"> <li>context, rereading, reading on, cross checking one cue source against another.<a href="#">Resource</a></li> </ul> </li> <li>Use expression to show awareness of punctuation when reading out loud</li> <li>Having read a text, can find the answers to questions <a href="#">Comprehension</a> <ul style="list-style-type: none"> <li>both written and oral</li> <li>inferential and literal</li> </ul> </li> <li>Read between the lines using clues from texts and illustrations, to discuss thoughts, feelings and actions.</li> <li>Discuss the characters and settings and how language is used to hold the reader's interest</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>Writes a narrative highlighting the taught framework and features.</li> </ul> <p><i>Framework</i></p> <ul style="list-style-type: none"> <li>title</li> <li>an opening that establishes setting and introduces characters</li> <li>initiating event</li> <li>conflict/problem</li> <li>resolution</li> </ul> <p><i>Features</i></p>	<p><b>Speaking and Listening</b></p> <ul style="list-style-type: none"> <li>Verbalise own thinking and explain the reasoning</li> </ul> <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>Understand sound symbol relationships and apply reliable phonetic strategies when decoding multisyllabic words <ul style="list-style-type: none"> <li>letter-sound relationships</li> <li>syllables</li> <li>blending and segmenting</li> </ul> </li> <li>Use a range of strategies to self-monitor and self-correct <ul style="list-style-type: none"> <li>context, rereading, reading on, cross checking one cue source against another.<a href="#">Resource</a></li> </ul> </li> <li>Discuss and outline the sequence of events leading to the final outcome</li> <li>Identify the main idea and supporting details <a href="#">Comprehension</a></li> <li>Identify reasons for actions and events based on evidence in the text</li> <li>Generate questions, including who, what, when, where, why, what if, and how</li> <li>Beginning to skim and scan texts to decide whether they will be useful before attempting to read in detail <a href="#">Resource</a></li> <li>Beginning to use text marking to support retrieval of information or ideas from text</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>Writes a recount highlighting the taught framework and features</li> </ul> <p><i>Framework</i></p> <ul style="list-style-type: none"> <li>Introduction - who, when, where</li> <li>Description of who, when, where</li> <li>Series of events in order</li> <li>Detail of events</li> <li>Conclusion - something about the whole thing</li> </ul> <p><i>Features</i></p> <ul style="list-style-type: none"> <li>Using action verbs</li> </ul>

	<p><b>Features</b></p> <ul style="list-style-type: none"> <li>- Opening state opinion/ claim</li> <li>- Support by 2/ 3 solid reasons</li> <li>- Closing statement to persuade reader to support</li> </ul> <ul style="list-style-type: none"> <li>● Participates in shared writing and makes suggestions with a focus on</li> </ul> <ul style="list-style-type: none"> <li>- introduction starters</li> <li>- reason starters</li> <li>- writing in present tense</li> <li>- emotive language</li> <li>- Connectives that emphasise, contrast, show cause and effect</li> <li>- conclusion stems</li> <li>● Write from modelled sentences with connectives that emphasise , contrast or show cause and effect</li> <li>● Writes a sentence containing subject verb agreement to maintain past tense.</li> <li>● Apply punctuation learnt to everyday writing</li> <li>● Generates emotive language [positive and negative]</li> <li>● Use knowledge of letter patterns and morphemes to write high frequency words</li> <li>● Re-reads own writing to check and edit</li> </ul> <p><b>Viewing and Presenting</b></p> <ul style="list-style-type: none"> <li>● Explore the layout and presentation of writing, in the context of helping it to fit its purpose</li> <li>● Use graphic organisers to plan writing</li> </ul>	<ul style="list-style-type: none"> <li>- Chronological; events that happened in a particular order</li> <li>- characters with recognisable qualities, often stereotypical and contrasting (hero/villain)</li> <li>- Connectives to signal time; move the setting; surprise or create suspense</li> <li>- dialogue</li> <li>- descriptive language is used to create images</li> </ul> <ul style="list-style-type: none"> <li>● Participates in innovation on familiar texts focusing on</li> </ul> <ul style="list-style-type: none"> <li>- paragraphs to organise ideas in a logical sequence.</li> <li>- alternative openings and endings of stories</li> <li>- conflict/problem</li> <li>- resolution</li> <li>- characters with recognisable qualities</li> <li>● Write from modelled paragraphs</li> <li>- main idea and supporting detail.</li> <li>● Applies apostrophe of possession</li> <li>● Use knowledge of letter patterns and morphemes to write high frequency words</li> <li>● Apply punctuation learnt to everyday writing</li> <li>● Re-reads own writing to check and edit</li> </ul> <p><b>Viewing and Presenting</b></p> <ul style="list-style-type: none"> <li>● Understand and explain how visual effects can be used to reflect a particular context</li> <li>● Describe personal reactions to visual messages</li> <li>- reflect why others may perceive the images differently</li> <li>● Use graphic organisers to plan writing</li> </ul>	<ul style="list-style-type: none"> <li>- Written in third person</li> <li>- Written in first person</li> <li>- Time connectives (firstly, finally)</li> <li>- Written in present tense</li> <li>- Written in past tense, present/ future tense</li> </ul> <ul style="list-style-type: none"> <li>● Participates in Innovation on familiar texts focusing on</li> </ul> <ul style="list-style-type: none"> <li>- time connectives</li> <li>- writing in the first, second and third person</li> <li>- consistent use of tense</li> <li>- past</li> <li>- present/ future</li> <li>● Write from modelled paragraphs - powerful verbs and vivid description</li> <li>● Write sentences with quoted (direct) speech</li> <li>● Use knowledge of letter patterns and morphemes to write unknown words</li> <li>● Write using joined letters with legibility and fluency</li> <li>● Re-reads own writing to check and edit</li> </ul> <p><b>Viewing and Presenting</b></p> <ul style="list-style-type: none"> <li>● Use graphic organisers to plan writing</li> </ul>
<b>Maths</b>	<b><u>IB scope and sequence</u></b>	<b><u>IB scope and sequence</u></b>	<b><u>IB scope and sequence</u></b>
<b>Outcomes</b>	<p><b>Number</b></p> <ul style="list-style-type: none"> <li>● Model numbers to thousands or beyond using the base 10 place value system</li> <li>- read, write, compare and order whole numbers up to thousands and beyond</li> </ul>	<p><b>Number</b></p> <ul style="list-style-type: none"> <li>● Use place value understanding to round whole numbers to the nearest 100 or 1000.</li> <li>● Use mental and written strategies for addition of three digit numbers (no regrouping - 1000)</li> <li>- may use vertical / horizontal setting out</li> </ul>	<p><b>Number</b></p> <ul style="list-style-type: none"> <li>● 2 digit addition with regrouping</li> <li>● 2 digit subtraction with regrouping</li> <li>● Add or subtract a near multiple of 10</li> <li>- 56 + 29, 86 – 38</li> </ul> <p><b>Mentally calculate:</b></p> <ul style="list-style-type: none"> <li>● Add any pair of two-digit numbers, including</li> </ul>

	<ul style="list-style-type: none"> <li>- partition into thousands, hundreds, tens, and units</li> <li>- compare three digit numbers, use &lt; and &gt; signs and find a number between</li> <li>● Group, partition and rearrange collections - 1000 in hundreds, tens, ones to facilitate efficient counting</li> </ul> <p><b>Mentally calculate:</b></p> <ul style="list-style-type: none"> <li>● All pairs of multiples of 100 - 1000,</li> <li>- e.g. <math>300 + 700 = 1000</math>, or <math>600 + ? = 1000</math></li> <li>● What must be added to any three-digit number to make the next multiple of 100</li> <li>- <math>520 + ? = 600</math></li> </ul> <p><b>Pattern and function</b></p> <ul style="list-style-type: none"> <li>● Use properties and relationships of addition and subtraction to solve word problems - 50</li> </ul> <p><b>Measurement</b></p> <ul style="list-style-type: none"> <li>● Know the relationship between units of time</li> <li>- 60 sec=1 minute</li> <li>- 60 minute = 1 hour</li> <li>- 24 hour = 1 day</li> <li>● Uses a calendar to solve real life problems involving time intervals</li> <li>- Eg. 2 weeks, months from ...</li> </ul> <p><b>Data Handling</b></p> <ul style="list-style-type: none"> <li>● Answer a question by identifying what data to collect</li> <li>● Plan a method of data collection</li> <li>● Display data in a table</li> </ul> <p><b>Shape and Space</b></p> <ul style="list-style-type: none"> <li>● Create symmetrical patterns, pictures and shapes</li> <li>● Explores lines of symmetry in regular shapes</li> <li>- draws lines of symmetry</li> </ul>	<ul style="list-style-type: none"> <li>- use the language of + eg. add, plus,sum</li> <li>● Use mental and written strategies for subtraction of three digit numbers (no regrouping - 1000)</li> <li>- may use vertical / horizontal setting out</li> <li>- use the language of- eg. take away, minus, difference</li> <li>● Describe mental and written strategies for adding and subtracting</li> </ul> <p><b>Mentally calculate:</b></p> <ul style="list-style-type: none"> <li>● Multiplication facts to <math>10 \times 10</math> and the corresponding division facts</li> <li>● Double any two-digit number</li> <li>- partition the tens and ones separately, then recombine e.g double <math>39 = \text{double } 30 + \text{double } 9 = 60 + 18 = 78</math></li> </ul> <p><b>Pattern and function</b></p> <ul style="list-style-type: none"> <li>● Understand the inverse relationship between addition and subtraction</li> <li>● Understand the associative and commutative properties of addition</li> </ul> <p><b>Measurement</b></p> <ul style="list-style-type: none"> <li>● Use scaled instruments to measure and compare</li> <li>- length mm, cm, m</li> <li>- mass gr, kg</li> <li>- capacity ml, l</li> <li>● Know relationships between units</li> <li>- <math>10\text{mm} = 1\text{cm}</math>, <math>100\text{cm} = 1\text{m}</math></li> <li>- <math>1000\text{g} = 1\text{kg}</math></li> <li>- <math>1000\text{ml} = 1\text{litre}</math></li> </ul> <p><b>Data Handling</b></p> <ul style="list-style-type: none"> <li>● Collect data through simple survey questions</li> <li>● Display data in a bar graph</li> <li>- select appropriate scale</li> <li>- label axis x and y</li> </ul> <p><b>Shape and space</b></p> <ul style="list-style-type: none"> <li>● Understands term “polygons”</li> <li>- properties of polygons</li> <li>- names regular polygons</li> </ul>	<ul style="list-style-type: none"> <li>- crossing the tens and 100 boundary, e.g. <math>47 + 58</math>,</li> <li>- add tens and ones separately, then recombine</li> <li>● Subtract any pair of two-digit numbers, including crossing the tens and 100 boundary, e.g. <math>91 - 35</math></li> <li>- partition: subtract tens and then ones - subtract 30 and then subtract 5</li> </ul> <p><b>Pattern and function</b></p> <ul style="list-style-type: none"> <li>● Addition and subtraction on a number line/ number grid - bridging</li> <li>- Eg. <math>37 + 24</math>; <math>61 - 37</math>;</li> </ul> <p><b>Data Handling</b></p> <ul style="list-style-type: none"> <li>● Conduct chance experiments</li> <li>- identify and describe possible outcomes</li> <li>● Display outcomes in a table</li> </ul> <p><b>Shape and space</b></p> <ul style="list-style-type: none"> <li>● Constructs nets for 3D shapes without using a template</li> </ul>
Science	<p><b>FORCES AND ENERGY</b>  <b>Electricity and magnetism</b>  Cambridge Science Grade 4  Unit 5 5.7 - 5.10</p>	<p><u>LIVING THINGS</u>  Humans and animals  Cambridge Science Grade 4</p>	<p><u>LIVING THINGS</u>  <b>The life cycle of flowering plants</b>  Cambridge Science Grade 5  Unit 2 2.1 - 2.6</p>

	<p>Magnets in everyday life Magnetic poles Strength of magnets Which metals are magnetic</p> <p><i>What is a magnetic field? Form</i></p>	<p>Unit 1 1.1 – 1.4 Skeletons The human skeleton Why do we need a skeleton? Skeletons and movement</p> <p><i>Why do we need a skeleton? Connection</i></p>	<p>Why plants have flowers How seeds are spread Other ways seeds are spread Parts of a flower Pollination Investigating pollination</p> <p><i>Why do plants have flowers? Function</i></p>
<b>Outcomes</b>	<ul style="list-style-type: none"> <li>Knows that magnets attract some metals but not others</li> <li>Knows that magnets can attract and repel each other</li> <li>Measures the strength of different magnets</li> </ul>	<ul style="list-style-type: none"> <li>Knows that humans and some animals have bony skeletons inside their bodies</li> <li>Understand that bones are joined together to form the skeleton</li> <li>Know how skeletons grow/ support and protect the body</li> <li>Understand that muscles work in pairs to help us move</li> </ul>	<ul style="list-style-type: none"> <li>Knows that plants reproduce</li> <li>Observes how seeds can be dispersed in a variety of ways</li> <li>Identifies the 4 main parts of a flower</li> <li>Knows that insects pollinate flowers</li> </ul>
<b>Skills</b>	<ul style="list-style-type: none"> <li>Design a fair test or plan how to collect sufficient evidence</li> <li>Begin to think about the need for repeated measurements</li> <li>Choose apparatus and decide what to measure</li> </ul>	<ul style="list-style-type: none"> <li>Collect evidence and make relevant observations</li> <li>Present results in drawings, bar charts and tables</li> <li>Identify simple trends and patterns in results and suggest explanations for some of these</li> </ul>	<ul style="list-style-type: none"> <li>Discuss the need for repeated observations and measurements</li> <li>Presents results in bar charts and line graphs</li> <li>Interpret data and think about whether it is sufficient to draw conclusions</li> </ul>
<b>Social Studies</b>	<p><b><u>Human systems and economic activities</u></b> Make connections between jobs in the community and how they support each other Able to successfully identify the city and country their community is located in. Describe how human actions modify the physical environment Use maps and other geographic representations Become aware of the complexity of city systems Recognise how cities are organised</p>	<p><b><u>Social organisation and culture</u></b> Explain cultural heritage Compare the similarities and differences between cultures Show respect towards other cultures</p>	<p><b><u>Social organisation and culture</u></b> Understand the differences between terms challenge/ risk/ opportunity Identify global issues facing children Identify similarities and differences between their childhood and others globally Investigate different organisations to promote equality locally, nationally, globally</p>
<b>Art</b>	<p><b>Painting/ 3D form</b> <i>How do maps show us connections in cities?</i> <b>Connection</b> CURRICULUM CONTENT Painting Artist Ruth Piper Paintings created by looking at aerial</p>	<p><b>Painting and drawing</b> <i>How does perspective change our interpretation of meaningful messages?</i> <b>Perspective</b> <b>CURRICULUM CONTENT</b> Exploring and discussing different arabic graffiti murals Contrast and compare Arabic and other graffiti artists. Plan and design a arabic graffiti mural</p>	<p><b>Printmaking</b> <i>How can reflection create opportunities to address challenges?</i> <b>Reflection</b> <b>CURRICULUM CONTENT</b> Basic printmaking techniques, such as polyblocks and monoprinting. Create simple stencils and use them to create basic prints. Create a design and use it to produce a repeating pattern.</p>

	views of a city, simplifying the shapes and creating patterned paintings. Google Map	Experimenting with calligraphy pens. Murals - eL Seed (eL Seed is a French-Tunisia street artist whose works incorporate traditional Arabic calligraphy, a style he calls calligraffiti.)	
<b>Outcomes</b>	<ul style="list-style-type: none"> <li>Developing colour blending technique to create gradients, tones and values</li> <li>Experiments with different effects and textures, including colour blocking, washes, thickened paint</li> </ul>	<ul style="list-style-type: none"> <li>Compares work of different artist noting differences and similarities</li> <li>Creates work in the style</li> </ul>	<ul style="list-style-type: none"> <li>Creates a simple image using basic printmaking techniques - poly blocks and mono printing</li> <li>Creates simple stencils and uses them to create basic prints</li> </ul>
<b>PSPE</b>	<p><b>Adventure challenge The way in which we communicate our thoughts and ideas affect others</b></p> <p><b>Form:</b> How to describe communication? <b>Connection:</b> How does the way in which we communicate affect the outcome? <b>Function:</b> What are the different ways in which to communicate?</p> <p>CURRICULUM CONTENT Pair and group Problem solving activities Benches, Bodyweight - trust exercises, Blindfold leadership activities, Parachute games</p>	<p><b>Games</b></p> <p><b>Knowledge of our cultural heritage provides an insight into how we relate to others</b></p> <p><b>Connection:</b> How are games suited to certain climates and environments? <b>Form:</b> What are the similarities of games played in the past compared to today? <b>Perspective:</b> Do you think technology has changed the way games are played?</p> <p><b>CURRICULUM CONTENT</b> Game based activities Students can devise their own games based on past and present activities and teach another group. -Thinking about: What equipment is needed, What the aim of the game is, Why this particular game?</p>	<p><b>Health related fitness</b></p> <p><b>We improve health by understanding the related components of fitness</b></p> <p><b>Perspective:</b> Why are the components of fitness fundamental to remaining healthy? <b>Causation:</b> Why are these components necessary to maintain a healthy lifestyle? <b>Function:</b> What does it mean to be physically fit?</p> <p><b>CURRICULUM CONTENT</b> Components of Fitness: Cardiovascular Fitness, Muscular Endurance, Flexibility Activities which highlight each of these components How do we test them? Learning journal to be created at home to improve in one of these areas Other areas of Health: Diet, Rest and Sleep</p>
<b>Outcomes</b>	<ul style="list-style-type: none"> <li>Can solve challenging problems, individually, in pairs or in small groups</li> <li>Participate in small group activities to accomplish a common goal.</li> </ul>	<ul style="list-style-type: none"> <li>Participates in activities that refine locomotor skills</li> <li>Plans and plays their own games and related activities</li> </ul>	<ul style="list-style-type: none"> <li>Begin to identify the components of fitness and their importance to leading a Healthy lifestyle</li> <li>Begin to understand the physical changes that occur to their bodies when exercising</li> </ul>
<b>Music</b>		<p><b>Musical similarities and differences around the world.</b></p> <p><i>How musical styles are interrelated despite cultural differences?</i> <b>Connection</b></p> <p><b>SKILLS</b> Understanding the importance of articulation</p> <p><b>CURRICULUM CONTENT</b> Sing songs from a variety of times, culture and languages</p>	<p><b>Risks people encounter promoting music</b></p> <p><i>How did composers not let their social status hinder their passion for music?</i> <b>Perspective</b></p> <p><b>SKILLS</b> Improvise simple tunes</p> <p><b>CURRICULUM CONTENT</b> Create slightly complex rhythmic patterns and use non-traditional notation to represent sounds.</p>
<b>Outcomes</b>	<ul style="list-style-type: none"> <li>Performs together keeping a steady beat</li> <li>Creates simple rhythmic patterns</li> </ul>	<ul style="list-style-type: none"> <li>Uses songs to develop control of pulse, rhythm and pitch</li> <li>Develops awareness of simple phrases</li> </ul>	<ul style="list-style-type: none"> <li>Sings expressively with awareness of tempo, timbre and dynamics</li> <li>Explores and identifies melodic phrases and plays them by ear</li> </ul>
<b>ICT Integration</b>	<b>We Built This City</b>	<b>Going for Gold (My Culture, My Values)</b>	<b>Interface Designer</b>

	<p><b>Connection:</b> <i>How can we use graphic design software to represent the world digitally?</i></p> <p><b>CURRICULUM CONTENT</b> Creates own 3D virtual worlds using Minecraft and Sketchup</p>	<p><b>Connection:</b><i>How to present culture and tradition digitally?</i> <i>How does software /code control hardware?</i></p>	<p><b>Form:</b> <i>How do websites create awareness of NGO's?</i></p> <p><b>Function:</b> <i>How do search engines help us with our school work?</i></p>
<p><b>Digital Literacy and computational thinking/ Coding</b></p>		<p><b>CURRICULUM CONTENT</b> Create a “My Culture, My Values” e-book Make entries of different aspects of cultures and traditions around the world</p> <p><b>Robotics</b> <b>CURRICULUM CONTENT</b> Use Lego WeDo sets to build and programme simple robots and machines.</p>	<p><b>CURRICULUM CONTENT</b> Create a simple site to raise awareness on the plight of children around the world</p> <p><b>Research Skills</b> <b>CURRICULUM CONTENT</b> Search information safely on the internet using keywords and indexes Use safe child friendly search Engines to locate online information Understand that plagiarism is illegal</p>
<p><b>Outcomes</b></p>	<ul style="list-style-type: none"> <li>● Build virtual worlds and environments using online digital tools.</li> <li>● Use Sketchup tools to create 3D objects.</li> <li>● Apply colour and texture to modelled structures</li> </ul>	<ul style="list-style-type: none"> <li>● Describe an eBook</li> <li>● Create a “My Culture, My Values” e-book</li> <li>● Make entries of different aspects of cultures and traditions around the world</li> <li>● Insert images from Google Drive</li> <li>● Insert a video from youtube</li> <li>● Add a new slide to a presentation</li> <li>● Change the layout of a slide</li> <li>● Format text on a slide</li> <li>● Insert an image on a slide</li> <li>● Insert animations on a slide</li> </ul>	<ul style="list-style-type: none"> <li>● Use appropriate search engines to search for information online</li> <li>● Use simple annotation tools to pick out or highlight important information when searching for information online.</li> <li>● Summarise information and present in your own words</li> <li>● Correctly cite information retrieved from the internet</li> <li>● Identify reliable and authentic information sources</li> <li>● Identify internet risks and learn how to be safe online</li> </ul>

CURRICULUM MAPPING 2021-2022		SEMESTER 2	
GRADE 4	UOI 4	UOI 5	UOI 6
TD Theme	HOW THE WORLD WORKS	WHERE WE ARE IN PLACE AND TIME	HOW WE EXPRESS OURSELVES
Unit of Inquiry	<p><b>CENTRAL IDEA</b> The earth experiences changes caused by geological forces.</p> <p><b>LINES OF INQUIRY</b></p> <ul style="list-style-type: none"> <li>Natural features of the earth</li> <li>Causes behind earth's physical changes</li> <li>Earth has changed and will continue to change</li> </ul>	<p><b>CENTRAL IDEA</b> Exploration can lead to discoveries, opportunities and new understanding.</p> <p><b>LINES OF INQUIRY</b></p> <ul style="list-style-type: none"> <li>Reasons for exploration</li> <li>Evolution of exploration</li> <li>Ways exploration has changed our society</li> </ul>	<p><b>CENTRAL IDEA</b> Through the arts people use different forms of expression to convey their uniqueness.</p> <p><b>LINES OF INQUIRY</b></p> <ul style="list-style-type: none"> <li>Individuals are unique</li> <li>The diverse ways in which people express themselves</li> <li>The role of the arts in culture and society</li> </ul>
Concepts	<p><b>Form</b> <i>What are earth's natural features?</i> <b>Causation</b> <i>What causes the earth to physically change?</i> <b>Change</b> <i>Human response to Earth's changes</i></p>	<p><b>Causation:</b> Why do we explore? <b>Connection:</b> What have we learnt through exploration? <b>Change:</b> What is the impact of exploration?</p>	<p><b>Perspective</b> What does it mean to be unique? <b>Connection</b> How do people express themselves to others? <b>Responsibility</b> What is the purpose of arts in society/ culture?</p>
Related Concepts	Geography landscape	Space Discovery	Music PSPE Art English
TD Subjects	Science Maths Social Studies	Science Maths Social Studies	Beliefs Purpose Relationships
SDG	13. Climate Action	9. Industry Innovation and Infrastructure	
<u>ATL Skills</u>	<p><b>Communication: <u>Exchanging Information</u></b> I am able to ask questions for clarification Ask for clarifications.</p> <p><b>Research: <u>Information Literacy Gathering and Documenting</u></b> I can gather information to answer my question from a variety of media. Gather information from a variety of primary and secondary sources.</p> <p><b>Self-Management: <u>States of Mind Self Motivation</u></b> I use my initiative to solve problems and to work through different situations. Practice positive thinking and language that reinforces self-motivation.</p> <p><b>Social: <u>Social and Emotional Intelligence</u></b> I am aware of my own and others impact as a member of a learning group. Be aware of own and others' impact as a member of a learning group.</p> <p><b>Thinking: <u>Creative Thinking Considering New Perspectives</u></b> I can formulate "what if" questions and use them to drive my inquiries Ask "what if" questions and generate testable hypotheses</p>	<p><b>Communication: <u>Digital Citizenship Informed Choices</u></b> I can select the most effective way to communicate based on my audience and my content. Make informed choices about modes of communication based on audience.</p> <p><b>Research: <u>Media Literacy Consuming and Processing</u></b> I can independently select and use appropriate online platforms to find information Locate, organize, analyse, evaluate and synthesize information from a variety of trusted sources, social media and online networks.</p> <p><b>Self Management: <u>Organisation Managing Time and Self</u></b> I can prepare and organize equipment and tools needed for my learning Bring necessary equipment and supplies to class.</p> <p><b>Social: <u>Social and Emotional Intelligence</u></b> I am self and socially aware Be self and socially aware.</p> <p><b>Thinking: <u>Creative Thinking Considering New Perspectives</u></b> I can formulate "what if" questions and use them to drive my inquiries Ask "what if" questions and generate testable hypotheses.</p>	<p><b>Communication: <u>Exchanging Information Interpreting</u></b> I can understand how images and language interact to convey ideas Understand the ways in which images and language interact to convey ideas</p> <p><b>Research: <u>Media Literacy Creating</u></b> I can communicate my ideas and information using different media and on one other platform Communicate information and ideas effectively to multiple audiences using a variety of media and modalities.</p> <p><b>Self-Management: <u>Organization Managing Time and Self</u></b> I can set short and long term goals that are both challenging and realistic. <b>Set goals that are challenging and realistic.</b></p> <p><b>Social: <u>Interpersonal Relationships</u></b> I learn cooperatively in a group: being courteous, sharing and taking turns. <b>Listen closely to others' perspectives and to instructions.</b></p> <p><b>Thinking: <u>Reflection Metacognition</u></b> I can identify my strengths and areas for improvement and turn these into goals Identify strengths and areas for improvement.</p>

<b>Learner Profile</b>	Thinker Knowledgeable Communicator	Communicator Inquirer Risk taker	Open minded Inquirer Balanced
<a href="#">PSE</a>	<p><b>Identity</b></p> <p><b>Conceptual Understanding</b> Embracing and developing optimism helps us to have confidence in ourselves and our future.</p> <p><b>Outcome</b></p> <ul style="list-style-type: none"> <li>Motivate themselves intrinsically and behave with belief in themselves.</li> <li>Recognise personal qualities, strengths and limitations.</li> </ul> <p><b>Interactions</b></p> <p><b>Conceptual Understanding</b> Behavior can be modified by applying deliberate strategies.</p> <p><b>Outcome</b></p> <ul style="list-style-type: none"> <li>Discuss ideas and ask questions to clarify meaning.</li> </ul>	<p><b>Identity</b></p> <p><b>Conceptual Understanding</b> Understanding ourselves helps us to understand and empathize with others.</p> <p><b>Outcome</b> Analyse how they are connected to the wider community.</p> <p><b>Interactions</b></p> <p><b>Conceptual understanding</b> A plan of action is a necessary strategy for a group to achieve its goal.</p> <p><b>Outcome</b> Identify individual strengths that can contribute to shared goals.</p> <p><b>Conceptual understanding</b> Communities and their citizens have a collective responsibility to care for local and global environments</p> <p><b>Outcome</b> Understand the impact of their actions on each other and the environment</p>	<p><b>Identity</b></p> <p><b>Conceptual understanding</b> A person's identity evolves as a result of many cultural influences.</p> <p><b>Outcome</b> Explain how a person's identity is made up of many different things, including membership in different cultures, and that this can change over time. Examine different factors (heritable and non-heritable) that shape an identity</p> <p><b>Interaction</b></p> <p><b>Conceptual Understanding</b> An effective group capitalizes on the strengths of its individual members.</p> <p><b>Outcome</b> Reflect on shared and collaborative performance</p>
<b>Language Writing Genre</b>	<b>Focused</b> Report <a href="#">Framework and Features</a>	<b>Focused</b> Narrative <a href="#">Framework and Features</a>	<b>Focused</b> Poetry <a href="#">Framework and Features</a>
<b>Language</b> <a href="#">IB Scope and Sequence</a>	<p><b>Reading Skills</b> <a href="#">Overview</a> <a href="#">Comprehension Skills Scope and Sequence</a></p> <p><b>Spelling</b> <a href="#">Spelling Scope and Sequence</a></p> <p><b>Grammar</b> Adjectives Third person pronouns - he, she, it Paragraphs - main idea, supporting detail and time connectives.</p> <p><b>Punctuation</b> Consolidate</p> <ul style="list-style-type: none"> <li>capital letters</li> <li>full stop</li> <li>question mark</li> <li>exclamation mark</li> <li>comma in lists</li> </ul> <p><b>Handwriting</b> Use a pencil for language and maths work Joined handwriting the majority of the time</p>	<p><b>Reading Skills</b> <a href="#">Overview</a> <a href="#">Comprehension Skills Scope and Sequence</a></p> <p><b>Spelling</b> <a href="#">Spelling Scope and Sequence</a></p> <p><b>Grammar</b> Paragraphs - Supporting detail</p> <p><b>Punctuation</b> Capitals Full stops !, ? “ “ - speech</p> <p><b>Handwriting</b> Use a pencil for language and maths work Ascenders and descenders in the correct place and on the lines ee ea ed (practising joining from the letter e) ow ov ox (practising joining from the letter o) ky hy ly (practising joining to the letter y) ha ta fa (practising joining to the letter a)</p>	<p><b>Reading Skills</b> <a href="#">Overview</a> <a href="#">Comprehension Skills Scope and Sequence</a></p> <p><b>Spelling</b> <a href="#">Spelling Scope and Sequence</a></p> <p><b>Grammar</b> Creative Language</p> <ul style="list-style-type: none"> <li>alliteration</li> <li>simile</li> <li>onomatopoeia</li> <li>personification</li> </ul> <p><b>Punctuation</b> Apostrophe used to signify a contraction Apostrophe used to signify possession</p> <p><b>Handwriting</b> Use a pencil for language and maths work Ascenders and descenders in the correct place and on the lines re oe fe (practising the horizontal join to the letter e) fu wu vu (practising the horizontal join to the letter u)</p>

	Further practice of the four handwriting joins oa ad as (practising joining to and from the letter a)		ot ol ok (practising joining to ascenders) ai al ow ol (practising all the joins)
<b>Outcomes</b>	<p><b>Speaking and Listening</b></p> <ul style="list-style-type: none"> <li>● Plan, rehearse and deliver presentations suited to the audience</li> <li>● Use interactive skills</li> <li>- speaking clearly</li> <li>- varying tone, volume and pace</li> </ul> <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>● <a href="#">Participates in shared reading</a></li> <li>● Apply reliable phonetic strategies when decoding multisyllabic words</li> <li>- letter-sound relationships</li> <li>- syllables</li> <li>- blending and segmenting</li> <li>● Use a range of strategies to self-monitor and self-correct</li> <li>- context, rereading, reading on, cross checking one cue source against another.<a href="#">[Resource]</a></li> <li>● Generate questions, including who, what, when, where, why, what if, and how<a href="#">Comprehension</a></li> <li>● Use contents and index to locate information in non-fiction texts</li> <li>● Skim and scan texts to decide whether they will be useful before attempting to read in detail <a href="#">Resource</a></li> <li>● Beginning to use text marking to support retrieval of information or ideas from text</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>● Writes a non-chronological report highlighting the taught framework and features</li> </ul> <p><i>Framework</i></p> <ul style="list-style-type: none"> <li>- Introduction states what the report is about and includes some or all of the 5 W's: who, what, where, when, why</li> <li>- The body is a series of points with some information about each point.</li> </ul>	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>● Apply reliable phonetic strategies when decoding multisyllabic words</li> <li>- letter-sound relationships</li> <li>- syllables</li> <li>- blending and segmenting</li> <li>● Use a range of strategies to self-monitor and self-correct</li> <li>- context, rereading, reading on, cross checking one cue source against another.<a href="#">[Resource]</a></li> <li>● Recognise how expressive and descriptive language creates mood</li> <li>● Discuss personality and behaviour of storybook characters</li> <li>- comment on reasons for why they behave this way</li> <li>● Discuss how language is used to describe settings in text</li> <li>● Discuss how author's use language to achieve particular effects</li> <li>● Having read a text, can find the answers to questions <a href="#">Comprehension</a></li> <li>- both written and oral</li> <li>- inferential and literal</li> <li>● Draw inferences and support them with textual evidence and prior knowledge</li> <li>● Identify cause and effect - the cause is why something happened.</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>● Writes a narrative highlighting the taught framework and features.</li> </ul> <p><i>Framework</i></p> <ul style="list-style-type: none"> <li>- title</li> <li>- an opening that establishes setting and introduces characters</li> <li>- initiating event</li> <li>- conflict/problem</li> <li>- resolution</li> </ul> <p><i>Features</i></p> <ul style="list-style-type: none"> <li>- Chronological; events that happened in a particular order</li> </ul>	<p><b>Speaking and Listening</b></p> <ul style="list-style-type: none"> <li>● Understand and use figurative language</li> <li>● Use interactive skills</li> <li>- speaking clearly</li> <li>- varying tone, volume and pace</li> </ul> <p><b>Reading</b></p> <ul style="list-style-type: none"> <li>● Apply reliable phonetic strategies when decoding multisyllabic words</li> <li>- letter-sound relationships</li> <li>- syllables</li> <li>- blending and segmenting</li> <li>● Use a range of strategies to self-monitor and self-correct</li> <li>- context, rereading, reading on, cross checking one cue source against another.<a href="#">[Resource]</a></li> <li>● Use expression to show awareness of punctuation when reading out loud</li> <li>● Understand that authors use words and literary devices to evoke mental images</li> <li>● Recognize and understand figurative language</li> <li>● Use text marking to support retrieval of information or ideas from text</li> </ul> <p><b>Writing</b></p> <ul style="list-style-type: none"> <li>● Writes poetry highlighting the taught framework and features</li> <li>- alliteration</li> <li>- simile</li> <li>- onomatopoeia</li> <li>- personification</li> </ul> <ul style="list-style-type: none"> <li>● Uses apostrophe to signify a contraction</li> <li>● Uses apostrophe to signify possession</li> <li>● Re-reads own writing to check and edit</li> </ul> <p><b>Viewing and Presenting</b></p> <ul style="list-style-type: none"> <li>● Interpret visual cues in order to analyse and make inferences about the intention of the message.</li> </ul>

	<ul style="list-style-type: none"> <li>- Information is under headings and subheadings</li> <li>- The end says something about the whole thing and repeats the main points.</li> <li>- Include a diagram, picture or table</li> <li>- May include other text types.</li> </ul> <p><b>Features</b></p> <ul style="list-style-type: none"> <li>- Generalised participants - e.g. 'Dogs like going for walks' not 'My dog ...'</li> <li>- Write in the present tense as if it is happening now - unless it is historical</li> <li>- Subject specific vocabulary</li> <li>- Adjectives to provide description to supporting detail</li> <li>- Description is factual and not emotional.</li> </ul> <ul style="list-style-type: none"> <li>● Participates in innovation on familiar texts focusing on <ul style="list-style-type: none"> <li>- impersonal objective language</li> <li>- similar points grouped together.</li> <li>- subheadings</li> <li>- subject specific vocabulary</li> <li>- end says something about the whole thing</li> </ul> </li> <li>● Write from modelled paragraphs <ul style="list-style-type: none"> <li>- factual description</li> </ul> </li> <li>● Write sentences with third person pronouns</li> <li>● Use knowledge of letter patterns including double letters, spelling generalisations to write more complex words</li> <li>● Write using clearly formed joined letters, and develop increased fluency and automaticity.</li> </ul> <p><b>Viewing and Presenting</b></p> <ul style="list-style-type: none"> <li>● Use tools such as graphic organizers to plan, draft writing</li> <li>● Select and incorporate colours, shapes, symbols and images into visual representations</li> </ul>	<ul style="list-style-type: none"> <li>- characters with recognisable qualities, often stereotypical and contrasting (hero/villain)</li> <li>- Connectives to signal time; move the setting; surprise or create suspense</li> <li>- dialogue</li> <li>- descriptive language is used to create images</li> </ul> <ul style="list-style-type: none"> <li>● Participates in innovation on familiar texts focusing on <ul style="list-style-type: none"> <li>- paragraphs to organise ideas in a logical sequence.</li> <li>- alternative openings and endings of stories</li> <li>- conflict/problem</li> <li>- resolution</li> <li>- characters with recognisable qualities</li> </ul> </li> <li>● Write from modelled paragraphs <ul style="list-style-type: none"> <li>- main idea and supporting detail.</li> </ul> </li> <li>● Applies dialogue</li> <li>● Use knowledge of letter patterns and morphemes to write high frequency words</li> <li>● Apply punctuation learnt to everyday writing</li> <li>● Re-reads own writing to check and edit</li> </ul> <p><b>Viewing and Presenting</b></p> <ul style="list-style-type: none"> <li>● Use a range of software to construct, edit and publish written text</li> <li>● Select visuals and audio elements</li> </ul>	
<b>Maths</b>	<b>IB scope and sequence</b>	<b>IB scope and sequence</b>	<b>IB scope and sequence</b>

<p><b>Outcomes</b></p>	<p><b>Number</b> <a href="#">Resource</a></p> <ul style="list-style-type: none"> <li>● Knows and uses terms <ul style="list-style-type: none"> <li>- numerator, denominator</li> </ul> </li> <li>● Model and represent unit fractions to a complete whole <ul style="list-style-type: none"> <li>- Whole, <math>\frac{1}{2}</math>, <math>\frac{1}{3}</math>, <math>\frac{1}{4}</math>, <math>\frac{1}{5}</math>,</li> </ul> </li> </ul> <p>Eg. <math>\frac{1}{3}</math>, <math>\frac{2}{3}</math>, <math>\frac{3}{3}</math>, whole</p> <ul style="list-style-type: none"> <li>● Read fractions in real life situations <ul style="list-style-type: none"> <li>- Eg. clock, fuel gauge, pizza, cooking</li> </ul> </li> <li>● Fractions of regular shapes</li> </ul> <p><b>Pattern and Function</b> <a href="#">Resource</a></p> <ul style="list-style-type: none"> <li>● Model, represent and order fractions on a number line</li> <li>● Investigate equivalent fractions</li> </ul> <p><b>Measurement</b></p> <ul style="list-style-type: none"> <li>● Tell the time to the hour and half hour <ul style="list-style-type: none"> <li>- digital</li> </ul> </li> <li>● Tell the time to the quarter hour <ul style="list-style-type: none"> <li>- analogue</li> <li>- use language of <i>past</i> and <i>to</i></li> </ul> </li> </ul> <p><b>Data handling</b></p> <ul style="list-style-type: none"> <li>● Collect data through simple survey questions <ul style="list-style-type: none"> <li>- display data in a bar graph</li> <li>- select appropriate scale</li> <li>- label axis x and y</li> </ul> </li> </ul> <p><b>Shape and Space</b></p> <ul style="list-style-type: none"> <li>● Understand the properties of regular and irregular polygons <ul style="list-style-type: none"> <li>- up to 8 sides</li> <li>- compare and contrast eg regular with irregular pentagon</li> </ul> </li> </ul>	<p><b>Number</b></p> <ul style="list-style-type: none"> <li>● Divide two-digit numbers by single digit numbers <ul style="list-style-type: none"> <li>- answers no greater than 20</li> <li>- no remainders</li> </ul> </li> <li>● Multiply two and three numbers by single digit numbers <ul style="list-style-type: none"> <li>- no regrouping</li> </ul> </li> </ul> <p><b>Mentally calculate</b></p> <ul style="list-style-type: none"> <li>● Multiplication facts to <math>10 \times 10</math> and the corresponding division facts</li> <li>● Double any two-digit number <ul style="list-style-type: none"> <li>- partition the tens and ones separately, then recombine e.g double 39 = double 30 + double 9 = <math>60 + 18 = 78</math></li> </ul> </li> </ul> <p><b>Pattern and Function</b> <a href="#">Resource</a></p> <ul style="list-style-type: none"> <li>● Number patterns and sequences <ul style="list-style-type: none"> <li>- Identifies and describes the pattern that establishes a common relationship between all numbers eg 35, 38, 41, ..., .... [adding 3]</li> </ul> </li> <li>● Geometric patterns <ul style="list-style-type: none"> <li>- Identifies and describes the pattern that establishes a common relationship between shapes</li> </ul> </li> </ul> <p><b>Measurement</b></p> <ul style="list-style-type: none"> <li>- Understand timelines during the unit of inquiry</li> </ul> <p><b>Data handling</b></p> <ul style="list-style-type: none"> <li>● Design questions for data collection</li> <li>● Displays collected data as a line graph <ul style="list-style-type: none"> <li>- select appropriate scale</li> <li>- label axis x and y</li> </ul> </li> <li>● Interprets information on graphs <ul style="list-style-type: none"> <li>- line and bar graphs</li> <li>- answers questions and solves problems</li> </ul> </li> </ul> <p><b>Shape and Space</b></p> <ul style="list-style-type: none"> <li>● Create and interpret simple grid maps to show position and pathways</li> <li>● Identify angles as measures of turn <ul style="list-style-type: none"> <li>- An angle is two lines that intersect at a point, called the turn centre</li> </ul> </li> <li>● Identify angles in everyday situations <ul style="list-style-type: none"> <li>- clock, door opening, rotation of planets, shadows and the sun</li> </ul> </li> </ul>	<p><b>Number</b></p> <ul style="list-style-type: none"> <li>● Add any pair of three-digit numbers, including crossing the tens and 100 boundary, eg <math>195 + 127</math> <ul style="list-style-type: none"> <li>- mentally: add hundreds, tens and ones separately, then recombine [<math>100+100 = 200</math> <math>90 + 20 = 110</math>; <math>5+7 = 12</math> : <math>200 +110 + 12 = 322</math>]</li> </ul> </li> <li>● Subtract any pair of two -digit numbers, including crossing the tens and 100 boundary, e.g. <math>91 - 27</math> <ul style="list-style-type: none"> <li>- mentally: subtract tens and then ones [<math>91 - 20 : 71 - 7</math>]</li> </ul> </li> </ul> <p><b>Mentally calculate</b></p> <ul style="list-style-type: none"> <li>● Use knowledge of place value and related calculations, e.g. work out <math>140 + 150 = 290</math> using <math>14 + 15 = 29</math></li> </ul> <p><b>Pattern and Function</b> <a href="#">Resource</a></p> <ul style="list-style-type: none"> <li>● Describe and generate the rule for a pattern in a variety of ways <ul style="list-style-type: none"> <li>- number patterns and sequences</li> <li>- geometric patterns</li> <li>- number puzzles</li> </ul> </li> </ul> <p><b>Shape and space</b></p> <ul style="list-style-type: none"> <li>● Introduce the right angle <ul style="list-style-type: none"> <li>- identify in everyday situations</li> <li>- Introduce a protractor</li> <li>- draw a right angle</li> </ul> </li> <li>● Compare and classify angles as equal to, greater than or less than a right angle</li> <li>● Compare angel sizes in everyday situations</li> </ul>
<p><b>Science</b></p>	<p><b>MATERIALS AND MATTER</b></p>	<p><b>EARTH AND SPACE</b> <b>Earth's movements</b></p>	<p><b>FORCES AND ENERGY</b> <b>Sound</b></p>

	<p><i>There is no suitable unit from the Cambridge program.</i>          Scott Foresman          Science          Panda Cover          Chapter 7 Hurricanes and Tornadoes          Chapter 8 Minerals and Rocks          Chapter 9 Changes to Earth's Surface</p> <p><i>What did the earth look like a thousand years ago? <b>Change</b></i></p>	<p>Cambridge Science Grade 5          Unit 6 6.1-6.7          The Sun, earth, moon          Does the sun move?          The earth rotates on its axis          Sunrise/ sunset          The earth revolves around the sun          Exploring the solar system          Exploring the stars</p> <p>What makes the sun the centre of the solar system?  <b>Causation</b></p>	<p>Cambridge Science Grade 4          Unit 4 4.1-4.6          Sound travels through materials          Sound travels through different materials          How sound travels          Loud and soft sounds          Sound volume          Muffling sounds  <b>4.7-4.9 MUSIC INTEGRATION</b>          High and low sounds          Pitch on percussion instruments          Having fun with wind instruments</p> <p>What is the relationship between vibration and sound? <b>Connection</b></p>
<b>Outcomes</b>	<ul style="list-style-type: none"> <li>• Describes how rocks and minerals are formed</li> <li>• Describes the causes behind earth's physical changes</li> <li>• Explains how earth's physical events impact humans</li> </ul>	<ul style="list-style-type: none"> <li>• Understand orbits, the earth around the Sun and the Moon around the Earth</li> <li>• Understand the sun doesn't move</li> <li>• Knows the Earth spins on its axis once every 24 hours and takes a year to orbit the sun</li> <li>• Researches the life and discoveries of scientists that explored the solar system and the stars</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrates that sound travels through materials</li> <li>• Demonstrates that vibrations cause sound</li> <li>• Demonstrates how effective some materials are in preventing sound from travelling through them</li> </ul>
<b>Skills</b>	<ul style="list-style-type: none"> <li>• Collect evidence in a variety of contexts</li> <li>• Link evidence to scientific knowledge and understanding in some contexts</li> </ul>	<ul style="list-style-type: none"> <li>• Makes relevant observations</li> <li>• Make predictions of what will happen based on scientific knowledge and understanding, and suggest and communicate how to test these</li> <li>• Decide whether results support predictions</li> </ul>	<ul style="list-style-type: none"> <li>• Make relevant observations and comparisons in a variety of contexts</li> <li>• Collect evidence</li> <li>• Test an idea or prediction</li> <li>• Design a fair test and plan how to collect sufficient evidence</li> </ul>
<b>Social Studies</b>	<p><b><u>Continuity and change through time</u></b>  <b><u>Human and natural environments</u></b>          Identify the physical features of the earth. Identify and locate on a map the physical features of Oman and their characteristics including flora and fauna (wadis, ocean, mountains, and deserts)          Identify the evidence that the Earth has changed and will continue to change (landforms, erosion, rivers and their paths)          Reflect on a range of sources and explanations as to why the Earth changes. Explore scientific and technological developments that help people monitor and measure changes.</p>	<p><b><u>Continuity and change through time</u></b>          Use geographic tools such as maps and globes to represent places          Ask questions, share information and discuss ideas about the past          Exploration influences the development and interaction of different communities and regions</p>	<p><b><u>Social organisation and culture</u></b>          The ways in which individuals, groups and societies interact with each other through the Arts</p>

	Explore the impact of earth's changes on human life.		
<b>Art</b>	<p><b>Painting/ 3D form</b>  <i>What evidence exists to show the earth has changed? Connection</i>  <b>CURRICULUM CONTENT</b>  Painting  Artist Ruth Piper  Paintings created by looking at aerial views of a city, simplifying the shapes and creating patterned paintings.  Google Map</p>	<p><b>Exploring and developing ideas</b>  How can experimentation and exploration lead to new discoveries? <b>Function</b>  <b>CURRICULUM CONTENT</b>  Exploration of ideas, development of a body of work, media experimentation  Create a series of experimental artwork using different media exploration to develop creative thinking. Can have Monster Theme to link the pieces as one body of work. Pieces can also be linked by size - having each piece created in the same dimensions.  - Spilled ink monsters  - Interactive Drawings  - Graphic design Monster Paintings</p>	<p><b>Drawing</b>  How can nature become art? <b>Change</b>  <b>CURRICULUM CONTENT</b>  Research, planning &amp; preparation, artist interpretation, installation art, line drawing, proportion, scale  Land art. Students create pieces at the beach inspired by  Artist: Jim Denevan.</p>
<b>Outcomes</b>	<ul style="list-style-type: none"> <li>• Visualize structures and processes in three dimensions.</li> <li>• Develop colour blending technique to create gradients, tones and values</li> <li>• Experiment with different effects and textures, including colour blocking, washes, thickened paint</li> </ul>	<ul style="list-style-type: none"> <li>• Uses colour effectively in their work</li> <li>• Questions and makes thoughtful observations about starting points and selects ideas to use in their work</li> </ul>	<ul style="list-style-type: none"> <li>• Plans simple narratives to express a thought, message or story and documents it through photography</li> </ul>
<b>PSPE</b>	<p><b>Net Games</b>  <b>Exploration with equipment can lead to self discoveries and new understandings.</b>  <b>Causation:</b> <i>Why do people explore and play Net games?</i>  <b>Change:</b> <i>How do our techniques change when a net is involved?</i>  <b>Connection:</b> <i>What have we learnt through exploration?</i>  <b>CURRICULUM CONTENT</b>  Exploration with racket sports: Badminton, table tennis, tennis  How to hold the racket or paddle bat  What does it mean by coordination?</p>	<p><b>Individual Pursuits - Athletics</b>  <b>Investigation into Athletics can lead to improved performance</b>  <b>Form:</b> What does good technique look like?  <b>Causation:</b> How does technique improve performance?  <b>Change:</b> What do I need to change to make sure I perform as well as I can?  <b>CURRICULUM CONTENT</b>  Students to further develop individual techniques of running, jumping and throwing  Students to explore sprint starts - Crouch and upright  Jumping from stationary compared to a 2.4.6 foot run up - What happens to the jump?</p>	<p><b>Movement combination</b>  <b>Learning about the arts inspire people to bring change in society</b>  <b>Perspective:</b> What does it mean to be unique?  <b>Connection:</b> How do people express themselves to others?  <b>Responsibility:</b> What is the purpose of arts in society/ culture?  <b>CURRICULUM CONTENT</b>  [Girls]:  Look at different traditional dances around the world.  Students can research using their chromebooks the dances performed around the world and how each one is unique to the country or region.  [Boys]:  Development of basic gymnastics skills - Shape, Rolls, Balances and rotation.  Students create a routine using the above movements as a pair or small group  As a progression include either a Football,</p>

			Basketball or tennis ball within the routine
<b>Outcomes</b>	<ul style="list-style-type: none"> <li>Become an independent practitioner in handling small equipment.</li> <li>Develop coordination, manipulation, balance and spatial awareness using small equipment.</li> </ul>	<ul style="list-style-type: none"> <li>Understand and identify the safety rules in physical activities events.</li> <li>Demonstrate body control and spatial awareness in physical activities.</li> </ul>	<ul style="list-style-type: none"> <li>Create a simple individual movement sequence using traditional gymnastics skills</li> <li>Combine locomotor and non-locomotor skills while using home-made equipment</li> </ul>
<b>Music</b>	<p><b>Physical appearance of instruments</b> <i>How have modern instruments improved considerable in comparison to their ancestors? Change</i></p> <p><b>SKILLS</b> Apply notation skills on xylophones</p> <p><b>CURRICULUM CONTENT/ OUTCOMES</b> Perform simple melodic and ensemble pieces on percussion instruments with accompaniments</p>	<p><b>Exploring music</b> How does exploration leads to new musical styles?</p> <p><b>Causation SKILLS</b> Explore musical compositions</p> <p><b>CURRICULUM CONTENT</b> Identify different ways sounds are used to accompany songs and phrases that could be used as a prelude and interlude.</p>	<p><b>Different sections in an orchestra</b> How are the different sections arranged in an orchestra? <b>Connection SKILLS</b> Create simple ensemble patterns</p> <p><b>CURRICULUM CONTENT</b> Identify and describe how music can be used descriptively.</p>
<b>Outcomes</b>	<ul style="list-style-type: none"> <li>Has control of pulse, rhythm and pitch</li> <li>Develops awareness of simple structures</li> <li>Creates simple rhythmic patterns</li> </ul>	<ul style="list-style-type: none"> <li>Identifies prelude, interlude and ending</li> <li>Performs rhythmic and melodic ostinato</li> </ul>	<ul style="list-style-type: none"> <li>Sings expressively using dynamics</li> <li>Develops the ability to sing from memory</li> </ul>
<b>ICT Integration</b>	<p><b>Heroes</b> <b>Connections:</b> <i>How can we use codes to create simulations of physical landforms and processes?</i></p> <p><b>CURRICULUM CONTENT</b> Creates animations that illustrate the earth's physical changes using Google slides, stop motion animator or Scratch.</p>	<p><b>Back to the Future</b> <b>Function:</b> How does technology support our endeavours? <b>Connection</b> How can we use digital tools to make representations of real objects? <b>CURRICULUM CONTENT</b> Create a research blog Learn about different technologies- old and new Learn about technology inventors and inventions</p>	<p><b>Hooray for Hollywood</b> <b>Form:</b> What is a database? <b>Function:</b> How can we use databases to organise information? <b>CURRICULUM CONTENT</b> Devise their own characters, plot and story board then film a short movie from created characters, plot and story board. Use /Screencastify to record presentations</p>
<b>Digital Literacy and computational thinking/ Coding</b>	<p><b>Design an interactive game</b> <b>CURRICULUM CONTENT</b> Slug Trail Game Dressing Game</p>	<p><b>Coding in Scratch</b> <b>CURRICULUM CONTENT</b> Prototyping an Interactive toy Built a simple toy the incorporates sensors and outputs, then create an on-screen prototype of the toy in scratch</p>	<p><b>Branching Databases</b> <b>CURRICULUM CONTENT</b> Learn how to search and create a branching database in Google Slides Use branching databases to classify objects using Yes/No questions.</p>
<b>Outcomes</b>	<ul style="list-style-type: none"> <li>Build virtual worlds and environments using online digital tools.</li> <li>Use Scratch to code animations</li> <li>Create Sprites with multiple costumes</li> <li>Code a Sprite to Switch costumes</li> </ul>	<ul style="list-style-type: none"> <li>Use the design tools in scratch to design a prototype of a toy</li> <li>Create scripts that will successfully bring the toy to its functionality.</li> <li>Identify different technologies, both old and new</li> <li>Describe technological inventions.</li> </ul>	<ul style="list-style-type: none"> <li>Link slides in a presentation</li> <li>Create a database to classify objects using Yes/No questions</li> </ul>