

## **English**

### **Spelling**

Using the Spelling Strategies.

Mandatory Spelling Words Year 4.

Pronoun

Possessive pronoun

Homophones and near-homophones.

Grate/great, here/hear, heel/heal/he'll

Knot/not, mail/male, meat/meet, peace/piece, scene/seen, weather/whether, whose/who's.

### **Reading/Writing/Speaking and Listening**

#### **Persuasion:**

Assemble & sequence points in order to plan the **presentation** of a point of view, using graphs, images, visual aids to make the view more convincing.

Plan their writing by:

Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar

Discussing and recording ideas.

- •organising paragraphs around a theme
- •in non-narrative material, using simple organisational devices [for example, headings and sub-headings]

evaluate and edit by:

- •assessing the effectiveness of their own and others' writing and suggesting improvements
- •proof-read for spelling and punctuation errors

extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although

choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition

- •using conjunctions, adverbs and prepositions to express time and cause

#### **Reading**

Use Bloom Taxonomy Questions to further engage with texts and to develop skills of inference and deduction.

- Listen and respond appropriately to adults and their peers.

- listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- reading books that are structured in different ways and reading for a range of purposes
- using dictionaries to check the meaning of words that they have read
- increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally
- identifying themes and conventions in a wide range of books
- preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action (**week 8**)
- discussing words and phrases that capture the reader's interest and imagination
- recognising some different forms of poetry [for example, free verse, narrative poetry]
- understand what they read, in books they can read independently, by:
- checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context

## **PSCHE**

Remembrance

Loss, Separation & Safety

National Day

Values of the Month; Unity & Love

## **Social Studies**

The community: My Village

Old villages- issues vs Modern villages- development

Villages in the UAE: coastal, interior

Village life- jobs, farming, shops.

Bedouin- desert nomads, animal rearing, importance of camels.

The community: My City (p24-29)

Features of cities: infrastructure; housing

Traffic safety and pollution/litter

Districts of Abu Dhabi. Other cities.

Jobs: Industry, trade and commerce, government departments.

## **Maths**

### ***Mental addition and subtraction***

Add/subtract using PV and number facts  
Add/subtract 3-digit numbers using PV and number facts  
Add/subtract money using place value and number facts.  
Add near multiples of 10 or 100 to 3-digit numbers  
Subtract near multiples of 10 or 100 from 3-digit numbers

### ***Written addition or subtraction***

3-digit expanded decomposition with one exchange  
3-digit expanded decomposition with one exchange  
Expanded decomposition, 3-digit – 3-digit  
Expanded decomposition, 3-digit – 3-digit  
Subtracting using decomposition or Frog

### ***SHAPE***

Use compass to draw circles to given radii.  
Draw different polygons; identify their properties  
Study different triangles and identify their properties.  
Study different 3-D shapes and identify their properties.  
Identify and sort 3-D shapes acc. to their properties

### ***Mental multiplication and division***

#### ***Mental multiplication and division***

Grid multiplication  
Division using chunking

### **Assessment**

#### ***Mental multiplication and division***

Divide 2-digit numbers just above the 10th multiple with remainders  
Divide two-digit numbers just above the 10th multiple with remainders  
Count ins  $\frac{1}{4}$ s,  $\frac{1}{3}$ s,  $\frac{1}{8}$ s and  $\frac{1}{10}$ s saying equivalent fractions  
Find unit and non-unit fractions of amounts  
Find unit and non-unit fractions of amounts

#### ***MEASURES/DATA Time, bar charts, pictograms***

Revise telling time, am and pm, to the nearest minute on both analogue and digital clocks; convert between the two  
Find times later, crossing the hour, both analogue and digital clock.  
Calculate time intervals, crossing the hour, using both analogue and digital clocks  
Time events in seconds, record in a bar chart, one step is 5 or 10 seconds  
Collect and represent data in pictograms – one picture represents four units

## Science

### **Habitats**

Children to choose a habitat to find out about, including location, flora and fauna, climate....

Feedback to rest of class.

To be able to describe what a habitat is and to identify various types of habitat, from small to big.

### **Food chains**

Children to establish animals feeding habits within their habitat and to put into a food chain.

What would happen to the food chains if the equilibrium is disrupted, i.e. if an animal is removed, or there's a disaster?

To identify the structure of a food chain in a specific habitat and its key vocabulary

To predict how food chains may be altered, should one of the stages in it change.

To know how and why food chains are fragile.

**Classifying animals**, including the vertebrate groups

To know that animals are either vertebrates or invertebrates. To know the main groups in each and to understand why they are there (know what they share in common)

To make prediction using scientific vocabulary.

I can, with support, identify new questions arising from the data, making predictions for new values within or beyond the data they have collected and finding ways of improving what they have already done.

## **Geography**

### **Endangered Animals theme**

What are habitats?

What kinds of habitats are there?

Give children project to be done at home of completing chosen habitat in model form.

Are they all big?

To recap on previous knowledge from Year 2.

### **Habitats**

Children to choose a habitat to find out about, including location, flora and fauna, climate....

### **Endangered and extinct animals**

Dodo ...

and within chosen habitat, children to focus on an endangered animal found there and to research accordingly...

Reasons why they are endangered, numbers left in the wild etc...

Feedback to rest of class

To know what extinction is and how this differs to being endangered.

To know examples of animals in both categories, and to know the reasons why

Looking at population trends / data handling...

To be able to interpret a line graph and to compile their own

How people can change the habitats of animals over time as animal population numbers..

Why are animals dying out?

Who is to blame for this?

What can be done to stop this?

To analyse evidence and draw conclusions.

To recognise how and why people may seek to manage environments sustainably, and to identify opportunities for their own involvement

Look at maps showing rainforest sizes over time and how they have changed.

Link to desertification and how deserts are growing and the reasons why.

To recognise and explain patterns made by individual physical and human features in the environment

To collect and record evidence

## **Design Technology**

Experimenting with the cam mechanism.

## **ICT**

### **We are software developers . *Developing a simple educational game using Scratch***

Design, write and debug programs that accomplish specific goals.

Use sequence, selection, and repetition in programs; work with variables and various forms of input and output.

Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs