



# British School of Ulaanbaatar

## Primary Curriculum Overview - Year 4

Subject	Term 1	Term 2	Term 3
<b>Maths</b>	<p><b><u>Number - Place Value</u></b></p> <ul style="list-style-type: none"> <li>To count in 1,000s</li> <li>To know 1,000s, 100s, 10s and 1s</li> <li>To be able to carry out partitioning</li> <li>To be able to use number lines to 10,000</li> <li>To be able to calculate 1,000 more or less</li> <li>To compare numbers</li> <li>To order Numbers</li> <li>To round to the nearest 1,000</li> <li>To count in 25's</li> <li>To be able to calculate negative numbers</li> <li>To know Roman Numerals 10 100</li> </ul> <p><b><u>Number - Addition and Subtraction</u></b></p> <ul style="list-style-type: none"> <li>To add and subtract 1s, 10s, 100s and 1,000s</li> <li>To add two 4 digit numbers no exchange</li> <li>To add two 4 digit numbers with one exchange</li> <li>To add two 4 digit numbers with more than one exchange</li> <li>To be able to subtract two 4 digit numbers no exchange</li> <li>To subtract two 4 digit numbers one exchange</li> <li>To subtract two 4 digit numbers more than one exchange</li> <li>To learn how to use efficient subtraction</li> <li>To learn how to estimate answers</li> <li>To learn how to checking strategies</li> </ul> <p><b><u>Measurement - Length and Perimeter</u></b></p> <ul style="list-style-type: none"> <li>To know Kilometers</li> <li>To be able to calculate the perimeter of a</li> </ul>	<p><b><u>Number - Multiplication and Division</u></b></p> <ul style="list-style-type: none"> <li>To know the 11 and 12 times table</li> <li>To be able to Multiply 3 numbers</li> <li>To calculate factor pairs</li> <li>To use efficient multiplication</li> <li>To be able to use a variety of written methods</li> <li>To be able to multiply 2-digits by 1-digit</li> <li>To be able to multiply 3 digits by 1 digit</li> <li>To divide 2-digits by 1 digit (1)</li> </ul> <p><b><u>Measurement - Area</u></b></p> <ul style="list-style-type: none"> <li>To know what area is</li> <li>To be able to count squares</li> <li>To be able to making shapes</li> <li>To compare a range of areas</li> </ul> <p><b><u>Number - Fractions</u></b></p> <ul style="list-style-type: none"> <li>To know what fractions are</li> <li>To know equivalent fractions</li> <li>To calculate fractions greater than 1</li> <li>To be able to count in fractions</li> <li>To begin to add 2 or more fractions</li> </ul> <p><b><u>Number - Decimals</u></b></p> <ul style="list-style-type: none"> <li>To recognise tenths and hundredths</li> <li>To represent tenths as decimals</li> <li>To place tenths on a place value grid</li> <li>To place tenths on a number line</li> <li>To know how to divide 1-digit by 10</li> <li>To know how to divide 2-digits by 10</li> <li>To know how to represent hundredths</li> <li>To know how to represent hundredths as decimals</li> </ul>	<p><b><u>Number - Decimals</u></b></p> <ul style="list-style-type: none"> <li>To make a whole</li> <li>To read and write decimals</li> <li>To compare decimals</li> <li>To order decimals</li> <li>To round decimals</li> <li>To be able to calculate halves and quarters</li> </ul> <p><b><u>Measurement - Money</u></b></p> <ul style="list-style-type: none"> <li>Pounds and pence</li> <li>Ordering money</li> <li>Estimating money</li> <li>Four operations</li> </ul> <p><b><u>Measurement - Time</u></b></p> <ul style="list-style-type: none"> <li>To calculate Hours, minutes and seconds</li> <li>To calculate Years, months, weeks and days</li> <li>To convert Analogue to digital - 12 hour</li> <li>To convert Analogue to digital - 24 hour</li> </ul> <p><b><u>Statistics</u></b></p> <ul style="list-style-type: none"> <li>To learn how to interpret charts</li> <li>To know and use the terms- comparison, sum &amp; difference</li> <li>To introduce line graphs</li> <li>To be able to use Line graphs</li> </ul> <p><b><u>Geometry - Properties of Shape</u></b></p> <ul style="list-style-type: none"> <li>To Identify angles</li> <li>To compare and order angles</li> <li>To Triangles</li> <li>To know quadrilaterals</li> </ul>

	<p>grid</p> <ul style="list-style-type: none"> <li>To be able to calculate the perimeter of a rectangle</li> <li>To be able to calculate the perimeter of rectilinear shapes</li> </ul> <p><b><u>Number - Multiplication and Division</u></b></p> <ul style="list-style-type: none"> <li>To be able to multiply by 10</li> <li>To be able to multiply by 100</li> <li>To be able to divide by 10</li> <li>To be able to divide by 100</li> <li>To be able to multiply by 1 and 0</li> <li>To be able to divide by 1 and itself</li> <li>To be able to multiply and divide by 6</li> <li>To be able to 6 times table and division facts</li> <li>To be able to multiply and divide by 7</li> <li>To know the 7 times table and division facts</li> </ul>	<ul style="list-style-type: none"> <li>To know how to represent hundredths on a place value grid</li> <li>To know how to divide 1 or 2-digits by 100</li> </ul> <p><b><u>Consolidation</u></b></p>	<ul style="list-style-type: none"> <li>To know different lines of symmetry</li> <li>To be able to complete a symmetric figure</li> </ul> <p><b><u>Geometry - Position and Direction Consolidation</u></b></p> <ul style="list-style-type: none"> <li>To be able to describe position</li> <li>To be able to draw onto a grid</li> <li>To be able to move on a grid</li> <li>To describe a movement on a grid</li> </ul> <p><b><u>Consolidation</u></b></p>
<p><b>English</b></p>	<p><b>The Miraculous Journey of Edward Tulane by Kate De Camillo</b>  This is a poignant adventure story set in North America. Edward, a china rabbit, experiences wildly different settings, identities and owners, thereby gradually learning the value of love and friendship. Edward's often harrowing experiences help shape him from a vain, pompous creature into a thoughtful, considerate friend.</p> <p><b><u>Reading</u></b></p> <ul style="list-style-type: none"> <li>To use dictionaries to check the meaning of words that they have read.</li> <li>To increase their familiarity with a wide range of books, including fairy stories and retell some of these orally.</li> <li>To ask questions to improve their understanding of a text.</li> <li>To check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.</li> </ul>	<p><b>Ice Palace by Robert Swindells</b>  <b>Poetry</b>  This short novel is a quest story set in another time and place. Ivan, the main character goes in search of his brother taken by the mysterious 'Starjik'. It is a moving and well written story with strong themes such as family love and bravery and much to explore in terms of character and dilemma.</p> <p><b><u>Reading</u></b></p> <ul style="list-style-type: none"> <li>To listen to and discuss a wide range of fiction, poetry and non-fiction books.</li> <li>To ask questions to improve their understanding of a text.</li> <li>To check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.</li> <li>To draw inferences such as inferring characters' feelings and thoughts from their actions and justify inferences with evidence.</li> </ul>	<p><b>Charlotte's Web by E.B. White</b>  <b>Non-fiction texts</b>  This classic novel for children is the story of Fern, a little girl who saves a pig on the family farm from being killed, and the pig's friendship with a spider who lives alongside him in a barn with the other farm animals. Their lives are woven into the cycle of the seasons and farm life.</p> <p><b><u>Reading</u></b></p> <ul style="list-style-type: none"> <li>To listen to and discuss a wide range of fiction, poetry and non-fiction books.</li> <li>To read books that are structured in different ways and read for a range of purposes.</li> <li>To use dictionaries to check the meaning of words.</li> <li>asking questions to improve their understanding of a text</li> <li>To check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.</li> </ul>

- To draw inferences such as inferring characters' feelings and thoughts from their actions and justify inferences with evidence.
- To predict what might happen from details stated and implied.

**Writing**

- To plan writing by discussing writing similar to that which they are planning to write in order to learn from its structure, vocabulary and grammar.
- To discuss and record ideas.
- To compose and rehearse sentences orally.
- To build a varied and rich vocabulary.
- To build an increasing range of sentence structures.
- To organise paragraphs around a theme.
- To create story settings, characters and plot.
- To assess the effectiveness of their own and others' writing and suggesting improvements.
- To propose changes to grammar and vocabulary.
- To proofread for spelling and punctuation errors
- To read their own writing aloud, using appropriate intonation and controlling the tone and volume so that the meaning is clear.

**Speaking and Listening**

- To use relevant strategies to build their vocabulary.
- To articulate and justify answers and opinions.
- To listen and respond appropriately to adults and peers.
- To speak audibly and fluently with an increasing command of Standard English.
- To participate in discussions, presentations, performances and roleplay.

- To predict what might happen from details stated and implied.
- To retrieve information from a text and use it to support their viewpoint.
- To identify key information in a text.
- To prepare poems and play scripts to read aloud and perform, showing understanding through intonation, tone, volume and action.
- To recognise some different forms of poetry.

**Writing**

- To use well-chosen vocabulary to create noun phrases.
- To use well-chosen vocabulary to create poems.
- To plan (instructional, non-chronological and narrative) writing by discussing writing similar to that which they are planning to write in order to learn from its structure, vocabulary and grammar.
- To research and produce information texts, using simple organisational devices.
- To plan and rehearse sentences orally before writing.
- To assess the effectiveness of their own and others' writing and suggesting improvements.
- To propose changes to grammar and vocabulary.
- To proofread for spelling and punctuation errors
- To read their own writing aloud, using appropriate intonation and controlling the tone and volume so that the meaning is clear.

**Speaking and Listening**

- To use relevant strategies to build their vocabulary.
- To articulate and justify answers and opinions.

- To identify themes and conventions in a range of books.
- To sustain interest and engagement with a longer novel.
- To discuss responses to themes and issues and questions arising from the novel.
- To consider the points of view and perceptions of different characters.
- To explore language features noticed and their effect on the reader.
- To retrieve and record information from non-fiction.

**Writing**

- To plan writing by discussing writing similar to that which they are planning to write in order to learn from its structure, vocabulary and grammar.
- To create story settings, characters and plot.
- To use paragraphs to organise ideas around a theme.
- To research and produce information texts, using simple organisational devices.
- To build a varied and rich vocabulary.
- To build an increasing range of sentence structures.
- To assess the effectiveness of their own and others' writing and suggesting improvements.
- To propose changes to grammar and vocabulary.
- To proofread for spelling and punctuation errors
- To read their own writing aloud, using appropriate intonation and controlling the tone and volume so that the meaning is clear.

**Speaking and Listening**

- To use relevant strategies to build their vocabulary.

	<ul style="list-style-type: none"> <li>To use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.</li> </ul> <p><b><u>Spelling, Punctuation &amp; Grammar (SPaG)</u></b></p> <ul style="list-style-type: none"> <li>To use further prefixes and suffixes and understand how to add them.</li> <li>To spell further homophones.</li> <li>To spell words that are often misspelt.</li> <li>To use the first 3 letters of a word to check its spelling in a dictionary.</li> <li>To extend the range of sentences with more than one clause by using a wider range of conjunctions.</li> <li>To place the possessive apostrophe accurately.</li> <li>To construct noun phrases.</li> <li>To use and punctuate direct speech.</li> <li>To use appropriate nouns and pronouns to avoid repetition.</li> </ul>	<ul style="list-style-type: none"> <li>To listen and respond appropriately to adults and peers.</li> <li>To speak audibly and fluently with an increasing command of Standard English.</li> <li>To participate in discussions, presentations, performances and roleplay.</li> <li>To express views, giving reasons for their answers.</li> <li>To use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.</li> <li>To gain, maintain and monitor the interest of the listener(s).</li> </ul> <p><b><u>Spelling, Punctuation &amp; Grammar (SPaG)</u></b></p> <ul style="list-style-type: none"> <li>To use further prefixes and suffixes and understand how to add them.</li> <li>To extend the range of sentences with more than one clause.</li> <li>To use a wider range of conjunctions.</li> <li>To (revise) the use of the possessive apostrophe.</li> <li>To use prepositions to indicate time.</li> <li>To use fronted adverbials (and commas afterwards).</li> <li>To use noun phrases.</li> </ul>	<ul style="list-style-type: none"> <li>To articulate and justify answers, arguments and opinions.</li> <li>To listen and respond appropriately to adults and peers.</li> <li>To ask relevant questions to extend their knowledge and understanding.</li> <li>To give well-structured descriptions and explanations for different purposes, including for expressing feelings.</li> <li>To maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.</li> <li>To use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.</li> <li>To speak audibly and fluently with an increasing command of Standard English.</li> <li>To participate in discussions, presentations, performances, roleplay and debates.</li> <li>To consider and evaluate different viewpoints, attending to and building on the contributions of others</li> <li>To select and use appropriate registers for effective communication.</li> </ul> <p><b><u>Spelling, Punctuation &amp; Grammar (SPaG)</u></b></p> <ul style="list-style-type: none"> <li>To apply their growing knowledge of root words, prefixes and suffixes to understand the meaning of new words.</li> <li>To write simple sentences, dictated by the teacher, that include words and punctuation taught so far.</li> <li>To use the present perfect form of verbs in contrast to the past tense.</li> <li>To use fronted adverbials (and commas afterwards).</li> <li>To use conjunctions for time and cause.</li> <li>To use and punctuate direct speech.</li> </ul>
<p><b>Science</b></p>	<p><b><u>Animals including Humans</u></b></p> <ul style="list-style-type: none"> <li>To identify and name parts of the human</li> </ul>	<p><b><u>Electricity</u></b></p> <ul style="list-style-type: none"> <li>To explain the ways that electricity is</li> </ul>	<p><b><u>States of Matter</u></b></p> <ul style="list-style-type: none"> <li>To sort and describe materials.</li> </ul>

	<p>digestive system.</p> <ul style="list-style-type: none"> <li>To explain the functions of the digestive system.</li> <li>To identify the types and functions of teeth.</li> </ul> <p><b><u>Working Scientifically</u></b></p> <ul style="list-style-type: none"> <li>To use scientific evidence to answer questions.</li> <li>To identify similarities and differences related to scientific areas.</li> <li>To ask scientific questions.</li> <li>To choose scientific enquiries.</li> <li>To make careful observations, appropriate recording and using findings to develop and inform further investigations.</li> </ul>	<p>generated.</p> <ul style="list-style-type: none"> <li>To identify electrical appliances and the type of electricity they use.</li> <li>To identify complete and incomplete circuits.</li> <li>To identify and sort materials into electrical conductors and insulators.</li> <li>To explain how a switch works and why switches are needed.</li> </ul> <p><b><u>Working Scientifically</u></b></p> <ul style="list-style-type: none"> <li>To use scientific evidence to answer questions.</li> <li>To identify similarities and differences related to scientific areas.</li> <li>To ask scientific questions.</li> <li>To choose scientific enquiries.</li> <li>To make careful observations, appropriate recording and using findings to develop and inform further investigations.</li> </ul>	<ul style="list-style-type: none"> <li>To investigate gases and explain their properties.</li> <li>To investigate materials as they change state.</li> <li>To explore how water changes state.</li> <li>To investigate how water evaporates.</li> <li>To identify and describe the different stages of the water cycle.</li> </ul> <p><b><u>Sound</u></b></p> <ul style="list-style-type: none"> <li>To describe and explain sound sources.</li> <li>To explain how different sounds travel.</li> <li>To explore ways to change the pitch of a sound.</li> <li>To investigate ways to absorb sound.</li> <li>To make a musical instrument to play different sounds.</li> </ul> <p><b><u>Working Scientifically</u></b></p> <ul style="list-style-type: none"> <li>To use scientific evidence to answer questions.</li> <li>To identify similarities and differences related to scientific areas.</li> <li>To ask scientific questions.</li> <li>To choose scientific enquiries.</li> <li>To make careful observations, appropriate recording and using findings to develop and inform further investigations.</li> </ul>
<p><b>Humanities</b></p>	<p><b><u>Victorians</u></b></p> <p><b><u>History</u></b></p> <ul style="list-style-type: none"> <li>To note connections, contrasts and trends over time and develop the appropriate use of (Victorian) historical terms.</li> <li>To address and devise historically valid questions about change, cause, similarity and difference and significance.</li> <li>To construct informed responses that involve thoughtful selection and organisation of relevant historical information.</li> </ul>	<p><b><u>Railways</u></b></p> <p><b><u>History</u></b></p> <ul style="list-style-type: none"> <li>To continue to develop a chronologically secure knowledge and understanding of British, local and world history, using the topic of railways.</li> <li>To note connections, contrasts and trends over time and develop the appropriate use of historical terms.</li> <li>To address and devise historically valid questions about (transportation) change, cause, similarity and difference and significance.</li> </ul>	<p><b><u>Chocolate</u></b></p> <p><b><u>Geography</u></b></p> <ul style="list-style-type: none"> <li>To locate the world's countries, using maps, to learn about South America.</li> <li>To learn about the environmental regions, key physical and human characteristics, countries and major cities of chocolate producing countries.</li> <li>To identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere and the Tropics of Cancer and Capricorn.</li> <li>To understand geographical similarities and differences (human and physical</li> </ul>

- To understand how our knowledge of the past is constructed from a range of sources.
- To know about Empires (Victorian) and their effects on other countries.
- To study an aspect of British history that extends pupils' chronological knowledge beyond 1066 - the Victorians.
- To know about changes in an aspect of social history - Victorian child labour, industry and housing.
- To find out about a significant turning point in (British) history - the first railways.

#### **Geography**

- To understand how industrialisation changed physical and human features over time.
- To use secondary sources to obtain geographical information.

- To construct informed responses that involve thoughtful selection and organisation of relevant historical information.
- To understand how our knowledge of the past is constructed from a range of sources.
- To know about Empires and their effects on other countries.
- To learn about a local history study - the Trans-Siberian Railway.
- To learn about changes in an aspect of social history - railways.
- To find out about a significant turning point in history - the first railways.
- To find out about a non-European (Mongolian) society that provides contrasts with British history (using railways).

#### **Geography**

- To name and locate counties and cities of the United Kingdom.
- To understand how railways changed physical and human features over time.
- To locate the world's countries, using maps - focus on main railways of the world.
- To describe and understand key aspects of human geography - types of settlement, land use, economic activity and trade, linked to railways.
- To use the eight points of a compass.
- To use four-figure grid references.
- To use symbols and keys (including Ordnance Survey maps) to build knowledge of the United Kingdom, Mongolia and the wider world.
- To use secondary sources to obtain geographical information.
- To use fieldwork to observe, record and present the human and physical (railway) features in the local area.

geography) of a region of Mongolia and a region of South America.

- To describe and understand key aspects of physical geography, including: climate zones and vegetation belts, in relation to chocolate production.
- To use secondary sources to obtain geographical information.
- To use maps, atlases, globes and computer mapping to locate countries and describe features studied.
- To communicate geographical knowledge and understanding.
- To ask and answer questions.

		<ul style="list-style-type: none"> <li>• To communicate geographical knowledge and understanding.</li> <li>• To ask and answer questions.</li> </ul>	
<p><b>PSHE</b></p>	<p><b>Physical Health and Wellbeing (link to Science topic Humans and other animals)</b></p> <ul style="list-style-type: none"> <li>• To learn how to maintain good oral hygiene (including correct brushing and flossing); why regular visits to the dentist are essential; the impact of lifestyle choices on dental care (e.g. sugar consumption/acidic drinks such as fruit juices, smoothies and fruit teas; the effects of smoking)</li> <li>• To learn about how sleep contributes to a healthy lifestyle; routines that support good quality sleep; the effects of lack of sleep on the body, feelings, behaviour and ability to learn</li> <li>• To recognise their individuality and personal qualities</li> <li>• To identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth</li> </ul> <p><b>Drugs, Alcohol and Tobacco (link to Science topic Humans and other animals)</b></p> <ul style="list-style-type: none"> <li>• To learn about the risks and effect of legal drugs common to everyday life (eg cigarettes, e-cigarettes, vaping, shisha and alcohol) and their impact on behaviour and health</li> </ul> <p><b>Shared Responsibilities</b></p> <ul style="list-style-type: none"> <li>• To recognise reasons for rules and laws</li> <li>• To value the different contributions that people and groups make to the local community and government</li> <li>• To learn about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes)</li> </ul>	<p><b>Physical Health and Wellbeing</b></p> <ul style="list-style-type: none"> <li>• To learn why people make informed decisions about what they choose to eat or not based on health, religious, cultural or moral grounds</li> </ul> <p><b>Keeping Safe</b></p> <ul style="list-style-type: none"> <li>• To know how to keep safe in the sun and protect skin from sun damage</li> <li>• To understand the reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming</li> <li>• To learn strategies for keeping safe in the local environment or unfamiliar places (rail, water, road) and firework safety - use of digital devices when out and about</li> <li>• To learn about what is meant by first aid; basic techniques for dealing with common injuries</li> <li>• To learn how to respond and react in an emergency situation; how to identify situations that may require the emergency services; how to contact them and what to say</li> </ul> <p><b>Mental Health</b></p> <ul style="list-style-type: none"> <li>• To recognise that feelings can change over time and range in intensity</li> <li>• To learn about everyday things that affect feelings and the importance of expressing feelings</li> <li>• To know and use a varied vocabulary to use when talking about feelings; about how to express feelings in different ways</li> <li>• To develop strategies to respond to</li> </ul>	<p><b>Ourselves, Growing and Changing</b></p> <ul style="list-style-type: none"> <li>• To learn about the physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual well being, erections and wet dreams)</li> <li>• To learn how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene</li> <li>• To find out about where to get more information, help and advice about growing and changing, especially about puberty</li> </ul> <p><b>Relationships</b></p> <ul style="list-style-type: none"> <li>• To know the importance of seeking support if feeling lonely or excluded</li> <li>• To understand that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them</li> <li>• To develop strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others</li> <li>• To understand how friendships can change over time, about making new friends and the benefits of having different types of friends</li> <li>• To understand that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely</li> <li>• To recognise if a friendship (online or offline) is making them feel unsafe or</li> </ul>

		<p>feelings, including intense or conflicting feelings</p> <ul style="list-style-type: none"> <li>• To learn how to manage and respond to feelings appropriately and proportionately in different situations</li> <li>• To recognise warning signs about mental health and wellbeing and how to seek support for themselves and others</li> </ul>	<p>uncomfortable; how to manage this and ask for support if necessary</p>
<b>Computing</b>	<p><b><u>Online Safety</u></b></p> <ul style="list-style-type: none"> <li>• To be internet aware by following the internet safety rules.</li> <li>• To be able to safely send and receive emails.</li> </ul> <p><b><u>Word Processing</u></b></p> <ul style="list-style-type: none"> <li>• To select, edit and manipulate text in different ways.</li> <li>• To insert an image onto a document.</li> <li>• To format images to achieve various effects.</li> </ul>	<p><b><u>Coding</u></b></p> <ul style="list-style-type: none"> <li>• To write and debug a program.</li> <li>• To use sequence and selection.</li> <li>• To write and debug programs which use sequence and repetition.</li> <li>• To work with variables.</li> </ul>	<p><b><u>Questions &amp; Quizzes</u></b></p> <ul style="list-style-type: none"> <li>• To compare quizzes and decompose a problem into smaller parts.</li> <li>• To write and debug a program (see term 2).</li> <li>• To use sequence and selection.</li> <li>• To write and debug programs which use sequence and selection.</li> <li>• To work with variables.</li> <li>• To design, write and debug own program by selecting appropriate block commands to create sequences.</li> </ul>



<p><b>Art and Design &amp; Technology</b></p>	<p><b><u>Learning Outcomes:</u></b></p> <ul style="list-style-type: none"> <li>• To use the medium of collage to explore the topic of The Victorians.</li> <li>• To know how an increasing number of artists - including some Mongolian use forms, materials and processes to suit their purpose.</li> <li>• To research and study the life and artworks of the focus artist: Piet Mondrian.</li> <li>• To continue to use art as a means of self-expression in more sophisticated ways.</li> </ul>	<p><b><u>Learning Outcomes:</u></b></p> <ul style="list-style-type: none"> <li>• To use the medium of print to explore the topic of Railways.</li> <li>• To research and study the life and artworks of the focus artist: Andy Warhol.</li> <li>• To better choose materials and techniques which are appropriate for their task.</li> <li>• To explain their own work in terms of what they have done and why using increasingly sophisticated terms and vocabulary.</li> <li>• To talk about works of art, giving developed and thoughtful reasons for their opinions.</li> </ul> <p><b><u>Design and Technology</u></b></p> <p><b>Design</b></p> <ul style="list-style-type: none"> <li>• To generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.</li> </ul> <p><b>Technical knowledge</b></p> <ul style="list-style-type: none"> <li>• To understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors].</li> </ul>	<p><b><u>Learning Outcomes:</u></b></p> <ul style="list-style-type: none"> <li>• To use the medium of textiles to explore the topic Chocolate.</li> <li>• To research and study the life and artworks of the focus artist: William Morris.</li> <li>• To create sketch books to record their observations and use them to review and revisit ideas</li> <li>• To continue to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials</li> <li>• To know about even more great artists, architects and designers in history.</li> </ul> <p><b><u>Cooking and Nutrition</u></b></p> <ul style="list-style-type: none"> <li>• To understand and apply the principles of a healthy and varied diet.</li> <li>• To prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.</li> <li>• To understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</li> </ul>
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<p><b>Music</b></p>	<p><b><u>Singing</u></b></p> <ul style="list-style-type: none"> <li>To play and perform in solo and ensemble contexts, using their voices with increasing accuracy, fluency, control and expression</li> <li>To use and understand staff and other musical notations</li> <li>To appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</li> <li>To develop an understanding of the history of music</li> </ul> <p>Learning progression:</p> <ul style="list-style-type: none"> <li>To sing more complex call and response songs and chants from around the world (incorporating clapping stamping and basic rhythms) including 2 parts songs using unison melodies in each differing part.</li> <li>To learn simple songs with words from memory (no board use) All songs will be presented in a 'singing along with a musician setting (i.e no basic singing along with videos as the task)</li> <li>To have a deeper understanding of pitch (treble, bass) which will be developed through vocal performances.</li> <li>To hold an understanding of dynamics and dynamic changes (crescendo, diminuendo) which will be developed through vocal performances.</li> </ul>	<p><b><u>Percussion</u></b></p> <ul style="list-style-type: none"> <li>To play and perform in solo and ensemble contexts, using and playing musical instruments with increasing accuracy, fluency, control and expression</li> <li>To improvise and compose music for a range of purposes using the interrelated dimensions of music</li> <li>To listen with attention to detail and recall sounds with increasing aural memory</li> <li>To use and understand staff and other musical notations</li> <li>To appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</li> <li>To develop an understanding of the history of music</li> </ul> <p>Learning progression:</p> <ul style="list-style-type: none"> <li>To play more complex call and response pieces and chants from around the world (incorporating clapping stamping and basic rhythms)</li> <li>To learn simple rhythms and recalling them without aid alongside differing rhythms.</li> <li>To learn basic rhythmic musical notations (crotchet, quavers, semi-quavers) and performing off of musical scores.</li> <li>To hold the ability to recognise conducting signals from a conductor and applying these to their own performance.</li> <li>To have an understanding of dynamics and dynamics changes (crescendo, diminuendo) which will be developed through vocal and percussive performances and combinations of the two.</li> </ul>	<p><b><u>Tuned instruments/Songs</u></b></p> <ul style="list-style-type: none"> <li>To play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> <li>To use and understand staff and other musical notations</li> <li>To appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</li> <li>To develop an understanding of the history of music</li> </ul> <p>Learning progression:</p> <ul style="list-style-type: none"> <li>To learn more complex rhythms and melodic parts and recalling them without aid alongside differing rhythms.</li> <li>To learn basic rhythmic musical notations (crotchet, quavers and semiquavers) applying pitch to those notations, and performing off of musical scores.</li> <li>To have the ability to recognise conducting signals from a conductor and applying these to their performance.</li> <li>To have an understanding of pitch (treble and bass) which will be developed through vocal and tuned instrument performances.</li> <li>To have an understanding of dynamics and dynamic changes (crescendo and diminuendo) which will be developed through vocal and percussive performances.</li> </ul>
<p><b>Physical Education</b></p>	<p><b><u>Team invasion games</u></b></p> <ul style="list-style-type: none"> <li>To show determination to achieve his/her personal best.</li> </ul>	<p><b><u>Gymnastics</u></b></p> <ul style="list-style-type: none"> <li>To safely perform balances individually and with a partner.</li> </ul>	<p><b><u>Athletics</u></b></p> <ul style="list-style-type: none"> <li>To demonstrate the difference in sprinting and running techniques.</li> </ul>

	<ul style="list-style-type: none"> <li>● To encourage others to work to their personal best.</li> <li>● To explain what happens in my body when I warm up and why it is important before a lesson.</li> <li>● To distribute (throw and kick) with some accuracy at a target or a teammate.</li> <li>● To catch with increasing control when static and in motion.</li> <li>● To communicate with teammates to apply simple tactics.</li> <li>● To return to the appropriate position to attack and defend.</li> <li>● To understand the rules of the game, I can use them to play fairly.</li> <li>● To identify when an individual or team was successful and what they need to do to improve.</li> </ul>	<ul style="list-style-type: none"> <li>● To plan and perform sequences with a partner that include a change of level and shape.</li> <li>● To understand how body tension can improve the control and quality of my movements.</li> <li>● To explain what happens in my body why it is important to warm up before taking part in a gymnastics activity.</li> <li>● To watch, describe and suggest possible improvements to others performances and my own.</li> <li>● To use different pieces of apparatus and implement within sequences.</li> </ul>	<ul style="list-style-type: none"> <li>● To jump for distance and height with balance and control.</li> <li>● To throw with some accuracy and power at a target.</li> <li>● To support and work collaboratively with others.</li> <li>● To show determination to achieve personal best.</li> <li>● To explain what happens in the body when he/she warms up.</li> <li>● To identify when he/she was successful and what he/she needs to do to improve.</li> </ul>
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<p><b>Swimming</b></p>	<p>The following objectives are <b>stage 4</b> guidelines from Swim England. All students in year 4 should meet the following objectives by the end of the term:</p> <ul style="list-style-type: none"> <li>● To perform a sequence of changing shapes (minimum of three) whilst floating on the surface and demonstrate an understanding of floating.</li> <li>● To push and glide from the wall towards the pool floor.</li> <li>● To kick 10 metres backstroke (one item of equipment optional).</li> <li>● To kick 10 metres front crawl (one item of equipment optional).</li> <li>● To kick 10 metres butterfly on the front or on the back.</li> <li>● To kick 10 metres breaststroke on the front (one item of equipment optional).</li> <li>● To perform a head first sculling action for 5 metres in a flat position on the back.</li> <li>● To travel on back and log roll in one continuous movement onto front.</li> <li>● To travel on front and log roll in one continuous movement onto back.</li> <li>● To push and glide and swim 10 metres, choice of stroke is optional.</li> </ul> <p>All Swim England <b>stage guidelines</b> are available to see. Please ask a member of the BSU PE team.</p>		
<p><b>Mongolian</b></p>	<ul style="list-style-type: none"> <li>● To learn how to write a letter and introduction of letter writing.</li> <li>● To study making a question and answering briefly and clearly.</li> <li>● To mark the true or false and review our understanding.</li> <li>● To talk to each other about our dream.</li> <li>● Answer the question after reading the conversation.</li> <li>● To study how to write a plan.</li> <li>● To write properly when we do the plan-Consonant with vowels.</li> </ul>	<ul style="list-style-type: none"> <li>● To continue as reading and imagining what is said. – One class</li> <li>● “The three puzzlers”</li> <li>● “Friends”</li> <li>● TO compare and read the same topics.</li> <li>● Vowel consonant-to know the role of voweling.</li> <li>● Let’s describe the main character of the story.</li> <li>● Let’s understand the hidden meaning of the text.</li> <li>● Let’s understand and memorize.</li> </ul>	<ul style="list-style-type: none"> <li>● Let’s continue reading and predict the actions of the character.</li> <li>● Let’s learn to imitate.</li> <li>● How to express your idea?</li> <li>● Let’s find out the right order and read.</li> <li>● Let’s ask about relationships.</li> <li>● The Ugly Duckling.</li> <li>● Let’s write the phrases correctly.</li> <li>● Let’s read and feel about the characters.</li> <li>● Let’s play the role of writing.</li> <li>● Let’s learn to find antonyms and synonyms.</li> </ul>

	<ul style="list-style-type: none"> <li>● To introduce your plan to your parents and friends.</li> <li>● To Understand and use symbols correctly.</li> <li>● To work on the text “Mother’s shirt”</li> <li>● To understand and use clothing care symbols.</li> <li>● To study to write book notes.</li> <li>● Let’s read about Mongolian traditional food.</li> <li>● Let’s understand and write recipes to choose the food correctly.</li> <li>● To learn to cook Mongolian traditional soup.</li> <li>● Let’s write briefly what I know.</li> <li>● Let’s study to write correctly when we compose the essay – —ы, -ий connect correctly with these words ра, го,на,нэ,но</li> <li>● Let’s read as knowing the meaning of the words.</li> <li>● Let’s know about the antonyms of the words.</li> <li>● Let’s learn to talk with questions for knowing reasons.</li> <li>● To work on the text “Why did brown rabbit into white?”.</li> <li>● Let’s state.</li> <li>● To learn to make a question.</li> <li>● To Learn to imitate writing a poem.</li> <li>● To study the above skills.</li> </ul>	<ul style="list-style-type: none"> <li>● Let’s read and understand the meaning of the word.</li> <li>● Let’s talk about the main thing.</li> <li>● To work on the text “The suffering of a mother bird”</li> <li>● Let’s distinguish the phrases between the Hero and Author.</li> <li>● Let’s learn to write and speak with a topic.</li> <li>● Let’s write the word correctly.</li> <li>● Let’s understand and read as chasing the character.</li> <li>● Let’s learn to speak as an understanding reason after listening.</li> <li>● Let’s compile and understand the reason.</li> <li>● Let’s learn to abbreviate the text.</li> </ul>	<ul style="list-style-type: none"> <li>● Let’s find out the character actions and compile.</li> <li>● Let’s discuss what we read.</li> <li>● Let’s find out the personality of characters.</li> <li>● Let’s find out the characters' movements for understanding writing.</li> <li>● Let’s compile as knowing the characters actions.</li> <li>● Let’s know about the characters' opinions.</li> <li>● Let’s write the information from the pictures</li> </ul>
<p><b>Chinese</b></p>	<p><b>Learning Objectives:</b></p> <ul style="list-style-type: none"> <li>● To know the initials <i>b,p,m,f,d,t,n,l,g,k,h,j,q,x,zh,ch,sh,r,z,c</i>, basic 6 finals <i>a,o,e,i,u,ü</i> and their compound finals of Chinese Pinyin.</li> <li>● To read and distinguish four tones, 1st tone “—”, 2nd tone “/”, 3rd tone “V”, 4th tone “\”</li> <li>● To make up of Chinese Syllables using the initials, finals and tones, and to know the rules of pinyin.</li> <li>● To know 5 basic strokes of Chinese</li> </ul>	<p><b>Learning Objectives:</b></p> <ul style="list-style-type: none"> <li>● To ask about the name and identity of a person using the interrogative pronoun “谁”.</li> <li>● To talk about nationality using the interrogative pronoun “哪”, with the structure “哪+measure word/noun+noun”.</li> <li>● To make sentences that indicate possession using the structural particle “的” with the structure “noun/pronoun + 的 + noun”</li> <li>● To form a question about the situation</li> </ul>	<p><b>Learning Objectives:</b></p> <ul style="list-style-type: none"> <li>● Expression of a date with the principle of “the bigger unit coming before the smaller one” with “年, 月, 号/日, 星期”.</li> <li>● To indicate age, time, date, price and so on, using the sentence with a nominal predicate in the sentence, with the structure “Subject+age/time/date/price”.</li> <li>● Using the sentences with a serial verb construction which consists of two or more verbs to describe the latter verb can be the purpose of the former, with the</li> </ul>

	<p>characters, dot “丶”、horizontal “一”、vertical “丨”、left-falling “丿”、right-falling “㇇”, and their compound strokes, to know how to write Chinese characters with right stroke orders.</p> <ul style="list-style-type: none"> <li>● To know how to say and write basic greetings 你好, 你好吗, 您好, 谢谢, 不谢, 再见 in Chinese.</li> <li>● To count numbers from 1-10, and numbers from 100 - 10,000 with hanzi “百, 千, 万”</li> <li>● To say and write 12 months with hanzi “月”, 7 days of a week with hanzi “星期”, and date with hanzi “月” and “日”.</li> <li>● To use the interrogative pronoun “什么” to talk about names with sentence “你叫什么名字?”</li> <li>● To talk about what somebody or something equals or belongs to with determinative sentence, “是” sentence.</li> <li>● To turn the declarative sentences into a question with the particle “吗”, being added at the end of a declarative sentence.</li> </ul>	<p>mentioned previously using the interrogative particle “呢” with the sentence pattern “A……。B呢?”</p> <ul style="list-style-type: none"> <li>● To talk about family members using interrogative pronoun “几” which is used to ask about a number under 10 and interrogative phrase “几口人”.</li> <li>● To talk about age under 10 and above 10 using the interrogative phrase “几岁” and “多大”.</li> <li>● To indicate acquiring an ability through learning with the modal verb “会” and it’s negative form “不会”, using the structure “Subject+会+Verb+Object.”</li> <li>● To use sentences with an adjective predicate to describe the nature or state of somebody of something, with the structure “Subject+adverb of degree 很/不+Adjective”</li> <li>● To ask about the manner of an action with the interrogative pronoun “怎么”.</li> </ul>	<p>structure “Subject+Verb1+Verb2”.</p> <ul style="list-style-type: none"> <li>● To express a hope or plan using the modal verb “想” before a verb, with structure “S+想+V+O”.</li> <li>● To ask numbers larger than 10 with the interrogative pronoun “多少”, and to inquire about prices with the sentence pattern “……多少钱?”</li> <li>● To know the expression of the amount of money, the basic unit of Renminbi “元”and “块”.</li> <li>● To know the measure word “个” which is the most common measure word in Chinese, and “口” which used for members of a family.</li> <li>● To know the structure of Chinese Characters: (1) single-component and compound, for example, “人”, “你”. (2) left-right and left-middle-right, for example, “好”, “谢”. (3) top-bottom and top-middle-bottom, for example, “是”, “高”.</li> </ul>
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