



Straits International School. Year 4 Long Term Plan 2018-2019

Year 4

Subject	Autumn		Spring		Summer	
	1 st half term	2 nd half term	1 st half term	2 nd half term	1 st half term	2 nd half term
English	<u>Storybook - fiction</u> Skills covered: extend reading range; read and present an extract; verb tenses; beginnings; character and setting; punctuation for meaning; story starter Assessment points: Write a story introduction– wk 4	<u>Krindlekrax – book study</u> Skills covered: deducing and predicting; explaining feelings; empathizing; diary entry in character; using varied sentence structures; sequencing events; retelling chapters Assessment points: Write an alternative ending– wk 4	<u>Just imagine – animal characters (fiction)</u> Skills covered: blurbs; plots; Harry and Mad; present a dramatic ending; adverbs and apostrophes; making notes for a storyboard; Voyages of Dr Dolittle; The Lion and the Mouse Assessment points: present a storyboard of The Lion and the Mouse– wk 4	<u>Making the news – information texts</u> Skills covered: share information; research; building words; compare information texts; asking questions; sequencing; headlines; varying tenses Assessment points: write a news article– wk 3 <u>Sensational poems</u> Skills covered: Talk about it; hear the sounds; punctuation; shapes; assonance; rhyming patterns Assessment points: Create own shape poem to be displayed – wk 6	<u>George’s Marvellous Medicine – book study</u> Skills covered: responding to text; story features; analysing characters; predicting and deducing; language features – simile, metaphor, adjective; fronted adverbials; debate Assessment points: create a recipe using sequencing language, adjectives and simile- wk 3 <u>What would you do?</u> <u>Fiction on everyday life and adventures</u> Skills covered: making difficult decisions; summarising your understanding; play	<u>Food for thought</u> Skills covered: persuasive language; descriptive language; compare layout; purpose; analyse advertisement; design an advert; write a personal profile; adverbs of degree Assessment points: present a persuasive speech– wk 4 <u>Poems to ponder</u> Skills covered: poems that play with words; discuss poetic techniques; prepare and perform a poem; moon poem, appreciate the poem
	<u>Going deep – information text</u> Skills covered: dictionary work; root words; ordering information; summarise main idea; connectives Assessment points: write and give a presentation about the sea– wk8	<u>Mind pictures – riddles and rhymes</u> Skills covered: using imagination; modern poet using kennings; plan and write a kenning poem; poetic technique Assessment points: write a colour poem - wk 6				



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					<p>scripts; noticing language</p> <p>Assessment points: develop a play script and perform it – wk 3</p>	<p>Assessment points: write a sun poem– wk8</p>
Mathematics	<p><u>Unit 1: Number and problem solving</u></p> <p>Skills covered: Place value and partitioning. Ordering and rounding. Multiplying and dividing by 10 and 100. Addition and subtraction (1).</p>	<p><u>Unit 3: Handling data and problem solving</u></p> <p>Skills covered: Tally charts and bar charts. Pictograms. Carroll and Venn diagrams.</p>	<p><u>Unit 4: Number and problem solving (cont.)</u></p> <p>Skills covered: Decimals numbers. Positive and negative numbers. Odd and even numbers. Addition and subtraction (2).</p>	<p><u>Unit 6: Measure and problem solving</u></p> <p>Skills covered: Length (measuring length). Time (2). Using calendars. Area and perimeter (2).</p>	<p><u>Unit 7: Number and problem solving (cont.)</u></p> <p>Skills covered: Special numbers. Fractions, decimals and mixed numbers. Fractions and division. Ratio and proportion.</p>	<p><u>Unit 9: Handling data and problem solving</u></p> <p>Skills covered: Tables and bar charts. Frequency tables and tree diagrams. Venn and Carroll diagrams.</p>



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	<p>Multiplication and division (1).</p> <p>Assessment points: Wk 5 – unit test</p> <p><u>Unit 2: Measure and problem solving</u></p> <p>Skills covered: Weight (measuring weight). Time (1). Using timetables. Area and perimeter (1).</p> <p>Assessment points: Wk 10 – unit test</p>	<p>Assessment points: Wk 5 (after term break) – unit test</p> <p><u>Revision for Term 1 Unit 1 – 3.</u></p>	<p>Multiplication and division (2).</p> <p>Assessment points: Wk 5 – unit test</p> <p><u>Unit 5: Geometry and problem solving</u></p> <p>Skills covered: Angles and turning. Position and direction. Symmetry. 2D shapes. 3D shapes.</p> <p>Assessment points: Wk 9 – unit test</p>	<p>Assessment points: Wk 4 (after term break) – unit test</p> <p><u>Revision for Term 1 and 2, Unit 1 – 3.</u></p>	<p>Assessment points: Wk 4 – unit test</p> <p><u>Unit 8: Measure and problem solving</u></p> <p>Skills covered: Capacity (measuring capacity). Measuring time. Calculating time. Area and perimeter (3).</p> <p>Assessment points: Wk 7 – unit test</p>	<p>Assessment points: Wk 10 – unit test</p>
Science	<p><u>Unit 1: Humans and Animals</u></p> <p>Skills covered: Understand what the skeleton is made from, how bones join to muscles and joints to help skeletons move. Functions of the skeleton. Know there is difference between human and animal skeletons. Gain some familiarity of different animal skeletons.</p> <p>Assessment points: Cut and connect bones to make skeletons. Label</p>	<p><u>Unit 3: States of matter</u></p> <p>Skills covered: Differentiate between the properties of solids and liquids. Understand the processes involved when matters are changing from one state to another state. Look at the melting process</p> <p>Assessment points: Writing a scientific report on experiment.</p> <p>End of the Unit test</p> <p>Term test</p>	<p><u>Unit 5: Electricity and Magnetism</u></p> <p>Skills covered: Understand about sources of electricity. Identify materials that conduct and insulate electricity. Associate the brightness of a lamp or the volume of a buzzer with the number or the speed of a motor and voltage of cells used in the circuit. Understand that magnets can attract and repel each other</p>	<p><u>Unit 2: Living Things On the Environment</u></p> <p>Skills covered: Animal classification and animal key comprehension tasks. Defining different classifications of animals. Being able to identify the adaptation of most animals have in their different habitat Invertebrates and Vertebrates - Know the basic differences between their anatomy.</p>	<p><u>Unit 2: Living Things On the Environment cont.</u></p> <p>Skills covered: Animal classification and animal key comprehension tasks. Defining different classifications of animals. Being able to identify the adaptation of most animals have in their different habitat Invertebrates and Vertebrates - Know the basic differences between their anatomy.</p>	<p><u>Unit 4: Sound</u></p> <p>Skills covered: Know about the speed of sound and how it travels. Understand how our ears can hear and how we can muffle sound. Understand how to change the loudness and change the pitch of a sound.</p> <p>Assessment Writing a scientific report on experiment.</p>



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	<p>bones. Sorting Animal and Human bones into complete skeletons.</p> <p>End of the Unit test</p> <p>The summary and the poster for the unit</p>		<p>Assessment Writing the scientific report on the experiment (make their own circuit).</p> <p>End of the Unit test</p>	<p>Assessment Making a poster on an animal and identify their physical adaptation.</p>	<p>Assessment Making their own identification key</p>	<p>End of the unit test</p>
Humanities	<p><u>Geography: Volcanoes</u></p> <p>Skills covered: Identify regions of the world with volcanoes using maps/atlas. Investigate geographical features and vocabulary. Explore the history, science and geology behind volcanoes. Investigate the aftermath on people's lives after an eruption.</p> <p>Assessment points: Experiment and presentation on recreating a volcano using resources. w3 Write in as a historical character depicting an eruption in your village. w5 Mastery model w7</p>	<p><u>History: Who were the Mayans and what have we learnt from them?</u></p> <p>Skills covered: Identify who the Maya people were and where they lived. Identify main Mayan Gods and what they represented. Explain how the number and writing system works. Understanding of ancient Maya culture and history. Know that corn and chocolate were important foods and be able to identify some reasons for this. Create a Mayan game</p> <p>Assessment points: Historical narrative w3 Debate on the decline of the civilisation w6 Mastery model w8</p>	<p><u>History: Why were the Romans so powerful and what did we learn from them?</u></p> <p>Skills covered: Explain how the Romans conquered Britain. Describe aspects of Roman life. Understand Boudicca's Rebellion. Distinguish between 'invade' from 'settle' Understand the legacy of Roman life in Britain</p> <p>Assessment points: Roman soldier's letter w2 Persuasive writing in character for/against Boudicca w4 Mastery Model w6</p>	<p><u>Geography: Countries and Continents</u></p> <p>Skills covered: Use an atlas to locate continents/countries /cities Identify human and physical features of continents. Compare and contrast continents (people, society, religion, food, climate, history). Identify what people from different countries are proud of, different climates, diets, schooling, art and music. Explain where you would rather live and why</p> <p>Assessment points: Mapping quiz w2 Research Presentation-Poster w5 Mastery Model w6</p>	<p><u>History: Were the Anglo-Saxons really smashing?</u></p> <p>Skills covered: Explain who the Anglo Saxons and Scots were. Identify key features of life in Anglo Saxon Britain. Describe some artefacts that have been discovered at Sutton Hoo. Explain how life changed as a result of the Anglo Saxon and Scot invasions – recognising similarities and differences. Explore culture, religion and society.</p> <p>Assessment points: Diary entry as a Saxon soldier w3 Research project on King Raedwald wk5 Mastery model w6</p>	<p><u>Geography: Rainforests</u></p> <p>Skills covered: Identify regions that have rainforests. Define the term. Look at climates/countries of rainforests. Explore more about tribes.</p> <p>Assessment points: Presentation poster of rainforest layers w3 Oral presentation of chosen rainforest flora/fauna Mastery model w6</p>



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Computer Science	<p><u>Edmodo, E-Safety and The Tree Octopus</u></p> <p>Skills covered: Staying safe online, Keeping information private, who to ask for help, using the internet safely. Using Edmodo. Recognise that not all information online is true. Word processing.</p> <p>Assessment points: Mastery Model Week 4 Create dummy advertisement for clickbait. Week 6 Word processing a document on e-safety.</p>	<p><u>Excel – collecting and analysing data</u></p> <p>Skills covered: Enter text and numbers into a spreadsheet. Identify and refer to cells by row and column. Be able to enter formulae into cells. Edit data and discuss the effect on results. Use further functions including AVERAGE, MIN and MAX. Create graphs.</p> <p>Assessment points: Mastery Model Design own spreadsheet for a specific purpose</p>	<p><u>Scratch: Quizzes and Questions</u></p> <p>Skills covered: Write a program which accomplishes a specific goal. Create a program that includes a logical sequence. Work with variables and adjust these depending on the effect they wish to create. Debug a program students have written</p> <p>Assessment points: Week 3 Mastery Model & Demonstrate that students understand how to combine a range of different effects to create their own quiz.</p>	<p><u>Scratch - Animated Stories</u></p> <p>Skills covered: Select appropriate characters to match a scene. Animate characters with movement and speech in a story scene. Use broadcast and receive blocks correctly in code. Use show and hide blocks correctly in code Create a sequence of story scenes with added audio. Add interactive features to a scene.</p> <p>Assessment points: Mastery model</p>	<p><u>Podcast and editing</u></p> <p>Skills covered: Plan and record appropriate audio content for a podcast. Evaluate what features makes good quality audio content Rehearse and improve script ideas based on their own evaluation Present audio information confidently and clearly</p> <p>Assessment points: Mastery Model Recorded Podcast</p>	<p><u>Designing an interactive toy</u></p> <p>Skills covered: Review and evaluate interactive toys and games. Design a simple toy that incorporates sensors and outputs Create an on-screen prototype of their toy in Scratch pitch toy idea to produce and sell</p> <p>Assessment points: Creation of game Mastery Model</p>
PSHE/ Moral	<p><u>Respecting Self, Place, Others</u></p> <p>Skills covered: Creating a handbook on their own methods of</p>	<p><u>Getting on</u></p> <p>Skills covered: To talk and write about their opinions, and explain their views, on issues that affect</p>	<p><u>Everybody needs caring for</u></p> <p>Skills covered: To appreciate that everyone needs to be</p>	<p><u>Challenging gender stereotypes</u></p> <p>Skills covered: To recognise and challenge gender</p>	<p><u>Hygiene</u></p> <p>Skills covered: To understand why hygiene is important. Explain why it is important</p>	<p><u>My neighbours</u></p> <p>Skills covered: Helping the neighbours within the community. Being responsible, fair,</p>



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	<p>learning and what approaches to working suits them best.</p> <p>To recognise their worth as individuals, by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals. That their actions affect themselves and others. To care about other people's feelings and to try to see things from their points of view.</p>	<p>themselves and society.</p> <p>To face new challenges positively by collecting information, looking for help, making responsible choices, and taking action.</p> <p>To reflect on spiritual, moral social and cultural issues.</p> <p>To understand other people's experiences.</p> <p>To understand that their actions affect themselves and others. To care about other people's feelings and to try to see things from their points of view.</p>	<p>cared for.</p> <p>Identify ways to show care towards each other.</p> <p>Understand that we all have different needs and need different types of care.</p>	<p>stereotypes.</p> <p>Understand that males and females can do the same tasks and enjoy the same things.</p> <p>Understand that there are different stereotypes (fixed ideas) about what males and females can do.</p>	<p>to keep clean. Understand some basic hygiene routines. Understand some areas in which they can look after themselves e.g. dressing and undressing.</p>	<p>hardworking, honesty and polite to their neighbours. Show appreciation for the contribution of neighbours.</p> <p>Being cooperative with their neighbours. Show respect and empathy towards your neighbours. To practice tolerance of differences in neighbours. Practise courage to express their views to their neighbours.</p>
<p>Islamic Studies</p>	<p><u>Pillar Of Islam & Iman</u> Pillar of Islam :</p> <ul style="list-style-type: none"> Sawmn : fasting during the month of Ramadan <p>Pillar of Iman :</p> <ul style="list-style-type: none"> Belief in the Prophets. <p>Skills covered: Thinking, reading, writing, listening, speaking</p> <p>Assessment points: Write short essay about performing Hajj (30 words)</p>	<p><u>Angel (Malaikat) in Islam</u></p> <ul style="list-style-type: none"> Munkar : To question the dead on issues relating to his/her God, prophet Salla Allahu ta'ala 'alayhi wa Sallam, religion, belief, deeds, etc. Questioning in the grave. Nakir: To question the dead on issues relating to his/her God, prophet Salla Allahu ta'ala 'alayhi wa Sallam, religion, belief, deeds, etc. <p>Skills covered: Thinking, reading, writing, listening, speaking</p>	<p><u>Muhammad Becomes a Prophet</u> The journey of Muhammad became a prophet which At the age of 40, Gabriel told him that he would be God's prophet.</p> <p>Skills covered: Thinking, reading, writing, listening, speaking</p> <p>Assessment points: Write short stories of prophet Muhammad journey became a prophet</p>	<p><u>I love Solah</u> Niah for solah asr and how to perform the solah</p> <p>Skills covered: Thinking, reading, writing, listening, speaking</p> <p>Assessment points: Practical- Solah Asr</p>	<p><u>Eid Mubarak</u> <u>Sunnah during Eid Mubarak</u></p> <ol style="list-style-type: none"> Get dressed up for 'Eid prayers and also for men can perfume themselves. For women, you should dress neatly and nicely but modestly. The main sunnah for 'Eid is to go to 'Eid prayers. Prophet Muhammad encouraged everyone to go, men, women, children, even the women who are menstruating are encouraged to go and listen to the prayers and khutbah. 	<p><u>I obey my Parents</u> How to be Obedient and Helpful to Parents</p> <p>Skills covered: Thinking, reading, writing, listening, speaking</p> <p>Assessment points: Write short stories of how the students can be helpful to parents (40 words)</p>



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		<p>Assessment points: Write and explain of the Angel/ Malaikat</p>			<p>Skills covered: Thinking, reading, writing, listening, speaking</p> <p>Assessment points: Write short essay of the Sunnah things to do during eid.</p>	
<p>Bahasa Malaysia</p>	<p><u>Language and Communication</u></p> <p>Skills covered: Reading short paragraphs Writing simple sentences Speaking with coherence</p> <p>Assessment points: End of unit test. Filing in the blanks, constructing simple sentences, multiple choice questions.</p>	<p><u>Meeting new people and getting new friends</u></p> <p>Skills covered: Learning to say hello, how are you, thank you, you are welcome in Malay Role play.</p> <p>Assessment points: End of unit test. Grammar test and building sentences based on graphic organiser</p>	<p><u>Festivals</u> <u>People and culture.</u></p> <p>Skills covered: Brainstorming in groups about festivals Group presentation Grammar - kata nama, kata kerja and kata adjektif Mind mapping</p> <p>Assessment points: End of unit test. Oral presentation about any festival and writing about festivals in Malaysia</p>	<p><u>Places and customs</u> <u>Travel and transport.</u></p> <p>Skills covered: Reading and writing simple sentences about travelling Grammar and vocabulary Group presentation</p> <p>Assessment points: End of unit test Grammar test, comprehension, oral comprehension and mindmap.</p>	<p><u>Natural and made environment.</u></p> <p>Skills covered: Analysing newspaper articles on these issues Peer sharing Critical reading - short texts Grammar - kata hubung and kata majmuk</p> <p>Assessment points: End of unit test. Grammar test, comprehension, oral presentation, mindmap.</p>	<p><u>Livings on Earth, animals' extinction.</u></p> <p>Skills covered: Writing short paragraphs Proof reading Grammar revision Oral presentation (individual) Mind mapping Create portfolio about endangered species</p> <p>Assessment points: End of unit test. Writing sentences based on pictures, picture talking and mind mapping.</p>
<p>Sejarah</p>	<p><u>States in Malaysia</u></p> <p>Skills covered: Note taking Presentation</p>	<p><u>Places of Interest In Malaysia</u></p> <p>Skills covered: Group presentation</p>	<p><u>Famous Personalities In Malaysia (Part 1)</u></p> <p>Skills covered: Research skills</p>	<p><u>Famous Personalities In Malaysia (Part 2)</u></p> <p>Skills covered: Creating graphic</p>	<p><u>Woman In Malaysian (History)</u></p> <p>Skills covered: Identifying the successful</p>	<p><u>Woman In Malaysia (Gender Equality)</u></p> <p>Skills covered: Group presentation</p>



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	<p>Mind mapping Drawing and labelling the Malaysia map</p> <p>Assessment points : Quiz - multiple choice questions.</p>	<p>Note taking Mind-mapping Analysing video presentation</p> <p>Assessment points : Presentation</p>	<p>Note taking classroom discussion</p> <p>Assessment points : Portfolio on any famous personalities in Malaysia</p>	<p>organiser on famous personalities and achievements Note taking mind -mapping</p> <p>Assessment points : poster/scrapbook on 'My Idol'</p>	<p>women in Malaysia and their contributions. Compare and contrast the women's lifestyle in and out of Malaysia Note taking Oral presentation</p> <p>Assessment points : portfolio /group presentation</p>	<p>Poster creation Classroom discussion Note taking Research skills</p> <p>Assessment points : Compare two women (Malaysian and non - Malaysian) their achievements and service.</p>
Advanced Mandarin	<p><u>Environment</u></p> <p>Skills covered: Read and understand the paragraph. To answer questions and write new words correctly.</p> <p>Assessment points: Write the English meaning beside the words. Practice reading with partner</p>	<p><u>Animals</u></p> <p>Skills covered: Learn the characters of the animals. Read and understand text given and learn to write new words correctly. Learn the reading tone correctly</p> <p>Assessment points: Write the English meaning beside the words. Practice reading with partner</p>	<p><u>Historical Fairy tales from other countries</u></p> <p>Skills covered: Read and understand the first paragraph and learn to write new words correctly. Learn the reading tone correctly</p> <p>Assessment points: Write the English meaning beside the words. Practice reading with partner</p>	<p><u>Little Plane text</u></p> <p>Skills covered: Read and understand the content Learn the main word in the text.</p> <p>Assessment points: Write the new words Make terms by using new words.</p>	<p><u>Fishing tales</u></p> <p>Skills covered: Learning new terms To recognize the conjunctions</p> <p>Assessment points: Fill in the blanks with learnt terms. Making sentences according to the given examples with conjunction.</p>	<p><u>Composer unit</u></p> <p>Skills covered: Learn that characters have several readings and meanings Learn how to use 是。 。 的 。</p> <p>Assessment points: Distinguish the word with Chinese phonetics Make phrases according to the vocabulary</p>



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Intermediate Mandarin	<p><u>Jobs & Adjectives for people</u></p> <p>Skills covered: Speaking Listening Reading Writing</p> <p>PT1: Match the job title</p> <p>PT2: To introduce a job title and outlook description according to the picture</p> <p>MT: Read the short phrase and translate, spelling</p>	<p><u>Colours and Clothes</u></p> <p>Skills covered: Speaking Listening Reading Writing</p> <p>PT1: Colour the picture according to the colours word</p> <p>PT2: Presentation about introducing the clothes and colours</p> <p>MT: Translate the English sentences to Mandarin about colours and clothes</p>	<p><u>Weather</u></p> <p>Skills covered: Speaking Listening Reading Writing</p> <p>PT1: Match the weather with the clothes</p> <p>PT2: Spelling and fill in pinyin with the word</p> <p>MT: Short comprehension about weather</p>	<p><u>Animals</u></p> <p>Skills covered: Speaking Listening Reading Writing</p> <p>PT1: Role play the animals (listening assessment)</p> <p>PT2: Label the animal's keywords to Mandarin with their zoo project</p> <p>MT: State the animals in phrase</p>	<p><u>School Subjects and facilities</u></p> <p>Skills covered: Speaking Listening Reading Writing</p> <p>PT1: Match the English to Mandarin</p> <p>PT2: Oral and listening (role play on site) about subject, classroom, doing what</p> <p>MT: Make a timetable & translate the English sentences to Mandarin</p>	<p><u>Stationery</u></p> <p>Skills covered: Speaking Listening Reading</p> <p>PT1: Match the vocabulary according to the pictures given</p> <p>PT2: Match the stationery with the given Pin Yin</p> <p>MT: Read the short text of the keywords and translate the English to Mandarin</p>
EAL	<p><u>Your hair looks great</u> <u>The woman in the red dress</u> <u>My neck, my shoulders</u></p> <p>Skills covered: Identify and name different parts of the body, use adjectives to describe appearances, use relative clauses, listen and point/colour, prepositions of place, use comparative adjectives to describe.</p>	<p><u>What is the weather like?</u> <u>The hottest and coldest places</u> <u>Me and my family</u></p> <p>Skills covered: Use suitable vocabulary to talk about weather, use conjunctions, comparative and superlative adjectives, revision of past simple, family trees, reading comprehension about</p>	<p><u>People in our street</u> <u>Things we eat and drink</u> <u>Party things</u></p> <p>Skills covered: Comparative and superlative adjectives, Group the food/ drink into suitable categories, Write sentences to describe the pictures given (What Sam has to do?), question words</p>	<p><u>Different homes</u> <u>Our homes</u> <u>At our school</u></p> <p>Skills covered: Identify new words related to homes; There is/There are; present continuous; find the sentences with mistakes, answer comprehension questions related to school.</p>	<p><u>Let's do some sport!</u> <u>Our hobbies</u> <u>At the hospital</u></p> <p>Skills covered: Use suitable verbs to complete the descriptions about 2 kids, Listening activity (Peter's activities from Monday - Sunday), different hobbies and question words, adjectives (people at the hospital)</p>	<p><u>What's the matter?</u> <u>Where?</u> <u>Here and there in town</u> <u>A trip to the city</u></p> <p>Skills covered: Explore different sicknesses, 'Ch' words, find the differences between 2 kids, identify different places in a town and their functions, and</p>



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	<p>Assessment points: Read and transfer information, label different parts of the body/clothing items. Write sentences to describe monsters.</p>	<p>Ben's family.</p> <p>Assessment points: Interview a friend about today's weather, use words like windy/sunny/cold/cloudy to describe pictures, identify suitable words to describe different family members</p>	<p>Assessment points: Say which one is different and why, choose the best question words for each sentence, countable/uncountable food</p>	<p>Assessment points: There is/ There are questions about where you live, complete a dialogue between 2 people, present continuous (choose between some words) based on a picture.</p>	<p>Assessment points: Write about my hobby, reading comprehension, spelling test</p>	<p>complete a chart to show the differences and similarities of a village and city.</p> <p>Assessment points: Write a postcard to describe some interesting places in your town, reading comprehension (Fred and Grace)</p>
PE	<p><u>Invasion Games</u></p> <p><u>Football / Hockey</u></p> <p>Skills covered: Development of: Dribbling / running with the ball Controlling the ball Passing with accuracy</p> <p>Assessment points: Demonstrate dribbling and stopping techniques, showing levels of consistency and control</p> <p>Demonstrate passing and receiving techniques, showing levels of consistency and control when kicking and stopping</p>	<p><u>Fitness & Athletics</u></p> <p>Skills covered: Development of: Throw for distance Jumping for height or distance Running with speed and distance</p> <p>Assessment points: Throw with increasing accuracy and coordination into targets set at different distances</p> <p>Demonstrate a range of throwing actions.</p> <p>Use different techniques, speeds and effort to meet challenges set for running</p>	<p><u>Invasion Games</u></p> <p><u>Basketball / Netball</u></p> <p>Skills covered: Development of: Controlling a ball with both hands Pass a basketball (range of passes) Aiming at a target</p> <p>Assessment points: Demonstrate some ability to control the ball showing levels of consistency</p> <p>Be able to pass the ball showing different techniques with levels of consistency.</p>	<p><u>Aquatics</u></p> <p>Skills covered: Development of: Freestyle with breathing technique Freestyle arm technique Backstroke with arm techniques. Water Safety awareness</p> <p>Assessment points: Demonstrate correct technique for Freestyle.</p> <p>Begin to show correct technique for backstroke.</p> <p><u>Net / Wall Games</u></p> <p><u>Badminton / Volleyball</u></p>	<p><u>Dance & Gymnastics</u></p> <p><u>Gymnastics</u></p> <p>Skills covered: Development of: Static positions Balance Beam Spring and Land forward rolls, teddy rolls and log rolls</p> <p>Assessment points: Demonstrate the ability to perform a static hold</p> <p>Perform partner balances and combine these with other actions to make sequences with changes of level and clarity of shape</p>	<p><u>Striking and Fielding</u></p> <p><u>Softball / Teeball</u></p> <p>Skills covered: Development of: Throw and catch Striking a ball using a bat Fielding and stopping techniques.</p> <p>Assessment points: Demonstrate ability and consistency to hit a ball</p> <p>Use throwing and catching skills in fielding games and relays</p> <p>Strike a ball with intent</p>



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	the ball	Demonstrate the basic jumps on their own and in combination, showing control at take-off and landing	<u>Aquatics</u> Skills covered: Development of: Kicking on front and back Using arms to swim unaided Assessment points: Demonstrate ability to float Be able to swim different strokes aided / unaided.	Skills covered: Development of: Serving - Backhand or forearm with distance and accuracy. Correct grip Receiving technique Speed around the court Assessment points: Use correct technique to perform a serve Show some ability to receive and return a shuttlecock Demonstrate increased levels of speed and agility when moving around the court.	Perform a range of rolls with consistency, fluency and good body tension in a safe manner.	and throw it more accurately when fielding
Music	<u>Play it Again</u> Skills covered: Perform with awareness of different parts with steady beat and make improvements to their work. Assessment points: Invent simple lyrics to fit set rhythm patterns.	<u>The Class orchestra</u> Skills covered: Explore melodic phrases and rhythmic patterns. Assessment points: Complete the class arrangement and perform the arrangements.	<u>Dragon Scales</u> Skills covered: Identify scale passages in a melody Assessment points: Create a melody from a set of intervals	<u>Painting with sound</u> Skills covered: Identify descriptive features in music Assessment points: Compose music in groups to describe a picture	<u>Salt Pepper vinegar mustard (Rehearsal)</u> Skills covered: Identify different sound signals and structure of a song. Assessment points: Invent suitable lyrics for a verse of a song.	<u>Production</u> Skills covered: Consolidate the skills that learned. Assessment points: Performance for the production



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Drama	<p><u>Voice and Movement: Production Preparation</u></p> <p>Skills covered: Movement and dance (big/small/use of facial expressions) Voice (varying loud/soft) Articulation Rhythm Spatial awareness Working with props Being a character.</p> <p>Assessment points: Responding creatively to story and characters in class.</p> <p>Participating in learning routine.</p>	<p><u>.Voice and Movement: Production Rehearsals</u></p> <p>Skills covered: Performance professionalism. Spatial awareness Working with props Memorising lines. Being a character. Projection</p> <p>Assessment points: Collaborating in rehearsals.</p> <p>Performance.</p>	<p><u>Scripts</u></p> <p>Skills covered: Elements of scripts Directing Characterisation Body language Facial expressions Tone Proxemics Using props Script learning</p> <p>Assessment points: Group performance of script extract, focusing on characterisation and proxemics.</p> <p>Responding to another group's performance by reflecting on the use of elements of drama, using drama terminology.</p>	<p><u>Environment Sustainability</u></p> <p>Skills covered: Improvisation Rumours Mantle of the expert Small group play-making Performance carousel Conscience alley Ritual</p> <p>Assessment points: In small groups students will create and perform a short piece for a film (approx. a minute long).</p> <p>Class role-play of council meeting whereby councilors speak their viewpoints before the vote.</p>	<p><u>Roald Dahl's Revolting Rhymes and Other Stories</u></p> <p>Skills covered: Role-play Improvisation Story-telling Miming Character development Freeze frames Flashbacks Hot-seating Physical theatre Using poetry as a stimulus</p> <p>Assessment points: In pairs, students will hot-seat each other in character.</p> <p>In small groups, students will present a Dahl poem or story using flashbacks and freeze frames.</p>	<p><u>Folktales, fairytales, myths and legends</u></p> <p>Skills covered: Improvisation Characterisation of folk characters and animals. Relationships between characters and character development. Monologues. Marking the moment. Traditions of telling folktales.</p> <p>Assessment points: Monologues: written or performed.</p> <p>Characterisation in performances.</p>
Art	<p><u>Building – x ray vision (drawing)</u></p> <p>Skills covered: Building drawing, perspective, and idea development toward their creativity</p> <p>Assessment points: Students will provide one piece of building interior</p>	<p><u>What is a Landscape? (painting)</u></p> <p>Skills covered: Colour mixing, painting process and idea development</p> <p>Assessment points: Students will finish Penang's landscape</p>	<p><u>String prints</u></p> <p>Skills covered: Composition and shape drawing, abstract craft printing</p> <p>Assessment points: Students will finish their string printing on paper.</p>	<p><u>Tube String prints</u></p> <p>Skills covered: Idea development and modification, mix media process, printing skill.</p> <p>Assessment points: Students will finish their mix media printing</p>	<p><u>Exploring rainforest collage</u></p> <p>Skills covered: Collage techniques. Arrangement and composition techniques, gluing techniques</p> <p>Assessment points: Students will finish and provide forest theme</p>	<p><u>Exploring rainforest collage/production</u></p> <p>Skills covered: Mix media Collage techniques. Arrangement and composition techniques, gluing techniques, 'papeir mache' techniques</p>



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	drawing	painting		project.	collage.	Assessment points: Students will finish their 'papier mache' collage on paper.
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