



Straits International School. Year 4 Long Term Plan

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	<p><u>Story Time (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– Week 4</p> <p><u>Poems to See and Hear (poems)</u> Skills covered: poems that play with words; discuss poetic techniques; prepare and perform a poem; moon poem, appreciate the poem, speaking and listening Assessment points: Add a stanza to a poem - Week 1 Write a sun poem - Week 2</p>	<p><u>Exploring Earth (non-fiction)</u> Skills covered: dictionary work; root words; ordering information; summarise main idea; connectives; compare texts; sentence types Assessment points: Create a contents/index page - Week 2 Create collectors cards - Week 3 Create an information page – Week 4</p> <p>(possible time for revision)</p>	<p><u>Unlock Your Imagination (fiction)</u> Skills covered: blurbs; plots; Harry’s Mad; present a dramatic ending; adverbs and apostrophes; making notes for a storyboard; Voyages of Dr Dolittle; The Scorpion and the Frog Assessment points: present a storyboard of The Scorpion and the Frog– Week 3</p>	<p><u>Making the news (non-fiction)</u> Skills covered: share information; research; building words; compare information texts; asking questions; sequencing; headlines; varying tenses. Assessment points: Create headlines - Week 1 Write a short explanation - Week 2 write a news article– Week 4</p> <p><u>Let’s Perform (poetry)</u> Skills covered: Speaking and listening, comparing adjectives,; summarising your understanding; play scripts; nonsense poetry; folk tales; noticing language. Assessment points: Write stage directions - week 2</p>	<p><u>Food for thought (non-fiction)</u> Skills covered: persuasive language; descriptive language; compare layout; purpose; analyse advertisement; design an advert; write a personal profile; adverbs of degree; speaking and listening; command verbs Assessment points: Write instructions - week 2 present a persuasive speech– Week 3</p> <p><u>Mind pictures (poems)</u> Skills covered: using imagination; modern poet- using kennings; plan and write a kenning poem; poetic technique. Assessment points: write a kenning poem - Week 2 write a colour poem - Week 3</p>	<p><u>What would you do? (fiction)</u> Skills covered: making difficult decisions; summarising your understanding; play scripts; noticing language; note making; speaking and listening; sharing a personal experience; language forms; adverbial phrases . Assessment points: develop a play script and perform it – Week 3</p> <p><u>Book Study: George’s Marvellous Medicine</u> Skills covered: responding to text; story features; analysing characters; predicting and deducing; language features – simile, metaphor, adjective;</p>



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				<p>Create a character profile - week 3</p> <p>Write the ending of a play script - Week 4</p>		<p>fronted adverbials; debate.</p> <p>Assessment points: create a recipe using sequencing language, adjectives and simile- Week 3</p>
Mathematics	<p><u>Unit 1: Number and problem solving</u> Skills covered: Counting and sequences. Negative numbers. Understanding place values. Addition and subtraction of whole numbers.</p> <p>Assessment points: Wk 5 – unit test</p> <p><u>Unit 2: Measure and problem solving</u> Skills covered: Time, timetables and time intervals. 2D shapes.</p> <p>Assessment points: Wk 10 – unit test</p>	<p><u>Unit 3: Statistics and probability</u> Skills covered: Likelihood and chances.</p> <p>Assessment points: Wk 5 (after term break) – unit test</p> <p>Revision for Term 1 Unit 1 – 3.</p>	<p><u>Unit 4: Number and problem solving (cont.)</u> Skills covered: Comparing, rounding and dividing fraction. Fraction and percentages.</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><u>Unit 6: Statistics and probability</u> Skills covered: Collecting and recording data.</p> <p>Assessment points: Wk 4 (after term break) – unit test</p> <p>Revision for Term 1 and 2, Unit 1 – 3.</p>	<p><u>Unit 7: Number and problem solving (cont.)</u> Skills covered: Special numbers. Addition and subtractions. Multiplication and division.</p> <p>Assessment points: Wk 4 – unit test</p> <p><u>Unit 8: Measure and problem solving</u> Skills covered: Area and perimeter. Position, directions and movements.</p> <p>Assessment points: Wk 7 – unit test</p>	<p><u>Unit 9: Statistics and probability</u> Skills covered: Data display and interpretation. Tables and bar charts. Frequency tables and tree diagrams. Venn and Carroll diagrams.</p> <p>Assessment points: Wk 10 – unit test</p>



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Science	<u>Humans and Animals</u>	<u>Energy</u>	<u>Materials</u>	<u>Earth and its habitats</u>	<u>Light</u>	<u>Electricity</u>
	<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>Experiments:</p> <ol style="list-style-type: none"> 1. Making a human skeleton model with different shaped pastas. 2. Measuring the length of bones for different aged people. 3. Making a model of human muscle. <p>Assessment points: Cut and connect bones to make skeletons. Label bones. Sorting Animal and Human bones into complete skeletons.</p>	<p>Skills covered: Learn that energy is everything around us. Find out that we need energy for any movement or action to happen. Find out that energy can be transferred from one object to another. Observe and describe energy transfers. Observe that energy can change from one form to a different form. Learn why living things need energy.</p> <p>Experiments: Demonstrate what energy does using a ping pong ball.</p> <p>Observe an energy transfer using hot water and petroleum jelly.</p> <p>Assessment points: Week 2: Plan a fair test on energy transfer. Week 4: Find out how electricity is made.</p>	<p>Skills covered: Find out the difference between materials, substances and particles. Learn that the particle model of matter describes the differences between substances that are solids, liquids and gases. Use the particle model to explain how solids and liquids behave. Describe melting and solidifying. Find out that new substances form in chemical reactions.</p> <p>Experiments: Demonstrate that particles of liquids change using food colouring and water.</p> <p>Change of state experiment.</p> <p>Assessment points: Week 2: Make a drawing to record the results of particles experiment. Week 4: Frozen foods project. Week 6: End of unit Assessment with mastery model.</p>	<p>Skills covered: Describe a model of the structure of the Earth. Identify features of volcanoes from pictures and diagrams. Find out that sudden movement of the Earth's crust can result in earthquakes. See how different animals are suited to their habitats. Understand that animals and plants can survive in places that are not their normal habitat.</p> <p>Experiments: Bird watching experiment.</p> <p>Assessment points: Week 2: Use a model to explain the structure of the Earth. Week 4: Draw a diagram of a volcano. Week 6: End of unit Assessment with mastery model.</p>	<p>Skills covered: Investigate how we see things that are not sources of light. Investigate how light travels and how light reflects on different surfaces. Discover that solar systems can contain stars, planets, asteroids and comets. Name the planets in our solar system. Explain what causes night and day. Explain changes in shadows in terms of Earth spinning on its axis.</p> <p>Experiments: How we see things experiment using a flashlight and a box.</p> <p>Investigate how different surfaces reflect light.</p> <p>Investigate shadow lengths.</p>	<p>Skills covered: Find out which materials conduct electricity. Classify materials used in electrical appliances as electrical conductors and insulators. Describe how a simple switch is used to open and close a circuit. Make predictions and identify if results support predictions or not. Describe simple patterns in results and make a conclusion from results.</p> <p>Experiments: Investigate whether water conducts electricity.</p> <p>Make a circuit with a switch.</p>



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	<p>End of the Unit test</p> <p>The summary and the poster for the unit</p>	<p>Week 6: End of unit Assessment with mastery model.</p>			<p>Assessment points:</p> <p>Week 2: Draw ray diagrams.</p> <p>Week 4: Use the diagram of the solar system to find the answers to questions about planets.</p> <p>Week 6: End of unit Assessment with mastery model.</p>	<p>Assessment points:</p> <p>Week 2: Classify materials used in electrical appliances.</p> <p>Week 4: Make predictions about what happens when we change the number of components in a circuit.</p> <p>Week 6: End of unit Assessment with a mastery model.</p>
<p>Humanities</p>	<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</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><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</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.</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 artifacts 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><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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	<p>Write in as a historical character depicting an eruption in your village. w5 Mastery model w7</p>	<p>Assessment points: Historical narrative w3 Debate on the decline of the civilisation w6 Mastery model w8</p>	<p>Persuasive writing in character for/against Boudicca w4 Mastery Model w6</p>	<p>Explain where you would rather live and why</p> <p>Assessment points: Mapping quiz w2 Research Presentation-Poster w5 Mastery Model w6</p>	<p>Assessment points: Diary entry as a Saxon soldier w3 Research project on King Raedwald wk5 Mastery model w6</p>	
<p>Computer Science</p>	<p><u>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. Recognise that not all information online is true. Word processing.</p> <p>Assessment points: Mastery Model Week 4 Create a 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</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:</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>



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			different effects to create their own quiz.	Mastery model		
PSHE/ Moral	<u>Respecting Self, Place, Others</u> Skills covered: 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 opinions and to try to see things from their points of view. Understand that we all have different needs and need different types of care.	<u>Respecting our neighbours</u> Skills covered: Helping the neighbours within the community. Being responsible, fair, hardworking, honest and polite to their neighbours. Show appreciation for the contribution of neighbours. Being cooperative with their neighbours. Show respect and empathy towards your neighbours. To practice tolerance of differences in neighbours.	<u>World Issues</u> Skills covered: To talk and write about their opinions, and explain their views, on issues that affect themselves and society. To face new challenges positively by collecting information, looking for help, making responsible choices, and taking action. To reflect on spiritual, moral social and cultural issues. To understand that their actions affect themselves and others.	<u>Challenging gender stereotypes</u> Skills covered: To recognise and challenge gender stereotypes. Understand that males and females can do the same tasks and enjoy the same things. Understand that there are different stereotypes (fixed ideas) about what males and females can do.	<u>Hygiene</u> Skills covered: To understand why hygiene is important. Explain why it is important to keep clean. Understand some basic hygiene routines. Understand some areas in which they can look after themselves e.g. dressing and undressing.	
Islamic Studies	<u>Pillar Of Islam & Iman</u> Pillar of Islam : <ul style="list-style-type: none"> Sawm : fasting during the month of Ramadan Pillar of Iman : <ul style="list-style-type: none"> Belief in the Prophets. Skills covered:	<u>Angel (Malaikat) in Islam</u> <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 	<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.	<u>I love Solah</u> Niah for solah asr and how to perform the solah Skills covered: Thinking, reading, writing, listening, speaking Assessment points:	<u>Eid Mubarak</u> <u>Sunnah during Eid Mubarak</u> 1. Get dressed up for 'Eid prayers and also for men can perfume themselves. For women, you should dress neatly and nicely but modestly. 2- The main sunnah for 'Eid is to go to 'Eid	<u>Lobey my Parents</u> How to be Obedient and Helpful to Parents Skills covered: Thinking, reading, writing, listening, speaking



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	<p>Thinking, reading, writing, listening, speaking</p> <p>Assessment points: Write short essay about performing Hajj (30 words)</p>	<p>Allahu ta'ala 'alayhi wa Sallam, religion, belief, deeds, etc.</p> <p>Skills covered: Thinking, reading, writing, listening, speaking</p> <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 stories of prophet Muhammad journey became a prophet</p>	<p>Practical- Solah Asr</p>	<p>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> <p>Skills covered: Thinking, reading, writing, listening, speaking</p> <p>Assessment points: Write a short essay of the Sunnah things to do during eid.</p>	<p>Assessment points: Write short stories of how the students can be helpful to parents (40 words)</p>
Bahasa Malaysia	<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</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 Grama - kata hubung and kata majmuk</p> <p>Assessment points: End of unit test.</p>	<p><u>Living 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.</p>



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			about festivals in Malaysia		Grammar test, comprehension, oral presentation, mindmap.	Writing sentences based on pictures, picture talking and mind mapping.
Sejarah	<u>States in Malaysia</u> Skills covered: Note taking Presentation Mind mapping Drawing and labelling the Malaysia map Assessment points : Quiz - multiple choice questions.	<u>Places of Interest In Malaysia</u> Skills covered: Group presentation Note taking Mind-mapping Analysing video presentation Assessment points : Presentation	<u>Famous Personalities In Malaysia (Part 1)</u> Skills covered: Research skills Note taking classroom discussion Assessment points : Portfolio on any famous personalities in Malaysia	<u>Famous Personalities In Malaysia (Part 2)</u> Skills covered: Creating graphic organiser on famous personalities and achievements Note taking mind -mapping Assessment points : poster/scrapbook on 'My Idol'	<u>Woman In Malaysian (History)</u> Skills covered: Identifying the successful women in Malaysia and their contributions. Compare and contrast the women's lifestyle in and out of Malaysia Note taking Oral presentation Assessment points : portfolio /group presentation	<u>Woman In Malaysia (Gender Equality)</u> Skills covered: Group presentation Poster creation Classroom discussion Note taking Research skills Assessment points : Compare two women (Malaysian and non - Malaysian) their achievements and service.
Advanced Mandarin	<u>Ambitions</u> Skills covered: Read and understand the paragraph. To answer questions and write new words correctly. Assessment points: Write the English meaning beside the words.	<u>Activities</u> Skills covered: Learn the characters about activities. Read and understand text given and learn to write new words correctly. Learn the reading tone correctly Assessment points:	<u>Manners</u> Skills covered: Read and understand the paragraphs and learn to write new words correctly. Learn the reading tone correctly Assessment points:	<u>Environment</u> Skills covered: Read and understand the content Learn the main word in the text. Assessment points: Write the new words Make terms by using new words.	<u>Animals</u> Skills covered: Learning new terms To recognize the direction words Assessment points: Fill in the blanks with learnt terms.	<u>Interesting Part of Mandarin</u> Skills covered: Learn that characters have several readings and meanings Assessment points: Distinguish the word with Chinese phonetics



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	Practice reading with partner	Write the English meaning beside the words. Practice reading with partner	Write the English meaning beside the words. Practice reading with partner		Making sentences according to the given examples.	Make phrases according to the vocabulary
Intermediate Mandarin	<u>Family members</u> Skills covered: Speaking Listening Reading Writing Assessment points: Match the family To introduce your family members	<u>Colours and Clothes</u> Skills covered: Speaking Listening Reading Writing Assessment points: Colour the picture according to the colours word Presentation about introducing the clothes and colours	<u>Weather and season</u> Skills covered: Speaking Listening Reading Writing Assessment points: Match the weather with the clothes Spelling test on season	<u>School Subjects</u> <u>Stationery</u> Skills covered: Speaking Listening Reading Writing Assessment points: To introduce the subjects you learn Match the stationery with the given Pin Yin	<u>Activities</u> <u>Animals</u> Skills covered: Speaking Listening Reading Writing Assessment points: Presentation about introducing the activities you like Label the animal's keywords to Mandarin with their zoo project	<u>Food and Fruits</u> <u>Transportation</u> Skills covered: Speaking Listening Reading Writing Assessment points: Introduce your favourite food and fruit Match the correct transportation and names
EAL	<u>Your hair looks great</u> <u>The woman in the red dress</u> <u>My neck, my shoulders</u> Skills covered:	<u>What is the weather like?</u> <u>The hottest and coldest places</u> <u>Me and my family</u>	<u>People in our street</u> <u>Things we eat and drink</u> <u>Party things</u> Skills covered:	<u>Different homes</u> <u>Our homes</u> <u>At our school</u> Skills covered:	<u>Let's do some sport!</u> <u>Our hobbies</u> <u>At the hospital</u> Skills covered:	<u>What's the matter?</u> <u>Where?</u> <u>Here and there in town</u> <u>A trip to the city</u>



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	<p>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>Assessment points: Read and transfer information, label different parts of the body/clothing items. Write sentences to describe monsters.</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 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>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>Assessment points: Say which one is different and why, choose the best question words for each sentence, countable/uncountable food</p>	<p>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>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>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>Assessment points: Write about my hobby, reading comprehension, spelling test</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 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:</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</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:</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:</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:</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:</p>



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	<p>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 the ball</p>	<p>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>Demonstrate the basic jumps on their own and in combination, showing control at take-off and landing</p>	<p>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: Kicking on front and back Using arms to swim unaided</p> <p>Assessment points: Demonstrate ability to float</p> <p>Be able to swim different strokes aided / unaided.</p>	<p>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>Skills covered: Development of: Serving - Backhand or forearm with distance and accuracy. Correct grip Receiving technique Speed around the court</p> <p>Assessment points: Use correct technique to perform a serve</p> <p>Show some ability to receive and return a shuttlecock</p> <p>Demonstrate increased levels of speed and agility when moving around the court.</p>	<p>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>Perform a range of rolls with consistency, fluency and good body tension in a safe manner.</p>	<p>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 and throw it more accurately when fielding</p>
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Music	<p><u>Rhythm Basketball</u></p> <p>Skills covered: play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>Assessment points: Be able to read the rhythm and perform the basketball rhythm as a whole class.</p>	<p><u>Rhythm Cup Exploration 2 part rhythm</u></p> <p>Skills covered: As part of a group, create a piece of music using only percussion • Maintain their rhythm while others are playing a different one • Perform as part of a group (percussion instruments)</p> <p>Assessment points: Be able to keep to a steady rhythm, firstly with a body part and then with an instrument</p>	<p><u>Orchestration – Balinese Gamelan</u></p> <p>Skills covered: To be able to recognise how sounds and instruments can be used expressively and combined to create music in response to a stimulus</p> <p>Assessment points: play and perform in solo and ensemble contexts</p>	<p><u>Shakespeare- Macbeth</u></p> <p>Skills covered: play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression Listen with attention to detail and recall sounds with increasing aural memory use and understand staff and other musical notations</p> <p>Assessment points: play and perform in solo and ensemble contexts</p>	<p><u>Production Preparation</u></p> <p>Skills covered: Be able to use voices expressively and creatively by singing songs and speaking chants and rhymes listen with concentration and understanding to a range of recorded music</p> <p>Assessment points: Sings with reference to dynamics, timbre, and other relevant elements. Maintains a vocal or instrumental part in a group.</p>	<p><u>Production Preparation</u></p> <p>Skills covered: Be able to use voices expressively and creatively by singing songs and speaking chants and rhymes listen with concentration and understanding to a range of recorded music</p> <p>Assessment points: Sings with reference to dynamics, timbre, and other relevant elements. Maintains a vocal or instrumental part in a group.</p>
Drama	<p><u>Folktales, fairytales, myths and legends:</u> <i>The Pied Piper of Hamelin</i> <i>The Town Musicians of Bremen, The Elves and the Shoemaker</i></p>	<p><u>Environment Sustainability</u></p> <p>Skills covered: Improvisation Rumours Mantle of the expert</p>	<p><u>Script: Wicked</u></p> <p>Skills covered: Elements of scripts Directing Characterisation Script learning</p>	<p><u>The Discovery of the Tomb of Tutankhamun</u></p> <p>Skills covered: Thought-tracking Decision alley Improvisation</p>	<p><u>Production Preparation</u></p> <p>Skills covered: Movement and dance (big/small/use of facial expressions) Voice (varying loud/soft)</p>	<p><u>Production Rehearsals</u></p> <p>Skills covered: Performance professionalism. Spatial awareness Working with props</p>



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	<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>	<p>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 meetings whereby councillors speak their viewpoints before the vote.</p>	<p>Rumours Friendship Individuality</p> <p>Assessment points: Group performance of script extract, focusing on characterisation.</p> <p>Sharing ideas and thoughts in class and group discussion.</p>	<p>Mime Freeze frame Physical theatre</p> <p>Assessment points: Improvised debate in pairs.</p> <p>Group movement performance.</p>	<p>Articulation Rhythm Spatial awareness Working with props Being a character.</p> <p>Assessment points: Responding creatively to the story and characters in class.</p> <p>Participating in learning a routine.</p>	<p>Memorising lines. Being a character. Projection</p> <p>Assessment points: Collaborating in rehearsals.</p> <p>Performance.</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>introduction of digital art by using Canva apps. develop their interest and skills in digital design</p> <p>Assessment points:</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 painting</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>Paper Clay Craft</u></p> <p>Skills covered: Carving, layering, coiling</p> <p>Assessment points: Students will finish their mix media printing project.</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 collage.</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> <p>Assessment points:</p>



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	<p>Students will provide one piece of building interior drawing.</p> <p>students will create a simple postcard of their traditional drawing using Canva apps</p>					<p>Students will finish their 'papier mache' collage on paper.</p>
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