

## Topic overviews

| Semester 1             |   |   |  |
|------------------------|---|---|--|
|                        | Strand  | Content   |  |
| Unit 1:<br>Brain waves | Focus Genre: <b>Creative Text</b> : Poetry- Haiku, Limerick, Acrostic, Free Verse   |   |  |
|                        | Reading   | Read a variety of poems of different forms.   |  |
|                        | Writing   | Write a variety of poems in different forms as a form of self-expression.   |  |
|                        | Grammar   | Use vocabulary which is becoming more specific ( <b>Key Vocabulary</b> : Rhythm, Rhyme, Stanza, Syllable)             |  |
|                        |   | Write sentences using: who, which, where, when, whose.  |  |
|                        |   | Use tools to check the meaning of words and expand vocabulary.  |  |
| Summative Assessment   | Write and perform a poem of self expression.<br><b>Assessment Focus</b> : Concepts of key poetry features explored in class (expression, intonation, rhythm etc) and their understanding of the type of poem they have chosen to write and perform. Assessment of how they perform and engage their audience. |   |  |
| Unit 2: Bake it        | Focus Genre: <b>Instructional Text</b> - Recipe<br>Sub Genre: <b>Information Text</b> : Scientific Report   |   |  |
|                        | Reading   | Determine the meaning of new words by applying appropriate reading and comprehension skills.                          |  |
|                        |   | Use appropriate intonation, tone and volume when reciting or reading aloud to an audience, to make the meaning clear. |  |
|                        |   | Know the different pronunciations of words with the same letter-string e.g. bought, rough, cough, though.             |  |
|                        |   | Read fluently paying attention to punctuation.  |  |
|                        |   | Read and enjoy a growing repertoire of texts, both fiction and non-fiction  |  |
|                        |   | Discuss their understanding of the <b>meaning of words</b> in context, finding other words which are similar          |  |
|                        | Writing   | Discuss and develop ideas in order to plan and draft before writing   |  |

## Topic overviews

|   |   |  |
|---|---|--|
|   |   | Organise writing into sections or paragraphs; create a logical cohesion by linking ideas and connectors within paragraphs.       |
|   |   | Evaluate own and others' writing, with direction, proofread, edit and revise.  |
|   | Grammar   | Write a range of sentence structures which are grammatically accurate.   |
|   |   | Write sentences using: who, which, where, when, whose.   |
|   |   | Usually maintain the correct tense.  |
|   |   | Use vocabulary which is becoming more specific ( <b>Key Vocabulary:</b> Microorganism Yeast, Fair test, Hypothesis, Reaction)    |
|   |   | Use tools to check the meaning of words and expand vocabulary.   |
|   |   | Spell some homophones  |
| Summative Assessment  | Science report explaining the chemical change in making bread.<br><b>Assessment Focus:</b> scientific vocabulary. |  |
| <b>Unit 3:<br/>Water for everyone</b>   | Focus Genre: <b>Information Text:</b> News Report   |  |
|   | Reading   | Read and comprehend a variety of information texts and identify key features.  |
|   |   | Discuss and evaluate how authors use language, including figurative language (e.g. simile, imagery) and its effect on the reader |
|   |   | Readily ask <b>questions</b> to enhance understanding  |
|   |   | Draw <b>inferences</b> and support these with evidence from the text   |
|   |   | Identify the difference between <b>fact</b> and <b>opinion</b> with some success   |
|   |   | Explain what they know or have read including formal presentation and debates, using notes where necessary.                      |
|   | Writing   | Discuss and develop ideas in order to plan and draft before writing  |
|   |   | Use a range of presentational elements, including use of title, subheadings and bullet points.                                   |
|   |   | Find key words and ideas; begin to write a summary.  |
| Evaluate own and others' writing, with direction, proofread, edit and revise. |   |  |

## Topic overviews

|  |   |   |
|--|---|---|
|  | Grammar   | Usually maintain correct tense  |
|  |   | Punctuate sentences correctly. Use commas for a pause in complex sentences. Begin to use punctuation: brackets, commas, dashes. |
|  |   | Indicate degrees of possibility using adverbs e.g. perhaps, surely, and modal verbs e.g. might, should, must.                   |
|  |   | Use tools to check the meaning of words and expand vocabulary.  |
|  |   | Use vocabulary which is becoming more specific ( <b>Key Vocabulary</b> : Conservation, Fungus, Bacteria, Virus)                 |
| Summative Assessment                         | Write and present a news report for IPC News on a water related topic. Focus on reporting facts not opinion.<br><b>Assessment Focus</b> : structure of text, purpose to inform and use of relevant facts. |   |
| <b>Semester 2</b>                            |   |   |
| <b>Unit 4:<br/>Mission to Mars</b>           | Focus Genre: <b>Information Text</b> : Diary Entries<br>Sub Genre: <b>Creative Text</b> : Narrative   |   |
|  | Reading   | Determine the meaning of new words by applying knowledge of root words and affixes e.g. change/changeable/exchange              |
|  |   | Use appropriate intonation, tone and volume when reciting or reading aloud to an audience, to make the meaning clear.           |
|  |   | Know the different pronunciations of words with the same letter-string e.g. bought, rough, cough, though.                       |
|  |   | Read and understand a variety of information and creative texts using appropriate comprehension strategies.                     |
|  |   | Read and enjoy a growing variety of texts, both fiction and non-fiction   |
|  |   | Recommend books they have read to their peers and give reasons  |
|  |   | Retrieve, record and present information from non-fiction texts   |
|  | Writing   | Discuss and develop initial ideas in order to plan and draft before writing   |
|  |   | Describe characters, settings and plot, with growing precision.   |
| Use dialogue to indicate character and event |   |   |

## Topic overviews

|                               |   |  |
|-------------------------------|---|--|
|                               |   | Organise writing into sections or paragraphs; create cohesion by linking ideas within paragraphs. (Joins between sections may need development; coverage within sections may vary) |
|                               |   | Evaluate own and others' writing, with direction, proofread, edit and revise.  |
|                               |   | Write dictated sentences that have been memorized.   |
|                               |   | Spell most words with prefixes and suffixes e.g. cious, cial, ant, ent, ance, ence   |
|                               | Grammar   | Usually maintain correct tense   |
|                               |   | Identify and select determiners  |
|                               |   | Use tools to check the meaning of words and expand vocabulary.   |
|                               |   | Use vocabulary which is becoming more specific ( <b>Key Vocabulary:</b> Orbit, Rotate, Spherical, Energy, Photosynthesis, Rover, Forces, Friction, Resistance)                     |
|                               | Summative Assessment                            | <b>Task 1:</b> Write a Diary Entry<br><b>Assessment Focus:</b> paragraphs and time connectives.  |
|                               |   | <b>Task 2:</b> Write a Narrative<br><b>Assessment Focus:</b> punctuation of dialogue and use of a variety of sentences.  |
| Unit 5:<br>Young Entrepreneur | Focus Genre: <b>Persuasive Text:</b> Exposition |  |
|                               | Reading   | Determine the meaning of new words by applying knowledge of root words and affixes e.g. change/changeable/exchange   |
|                               |   | Use appropriate intonation, tone and volume when reciting or reading aloud to an audience, to make the meaning clear.  |
|                               |   | Know the different pronunciations of words with the same letter-string e.g. bought, rough, cough, though.  |
|                               |   | Read and understand a variety of information and creative texts using appropriate comprehension strategies.  |
|                               |   | Read and enjoy a growing variety of texts, both fiction and non-fiction  |
|                               |   | <b>Summarise</b> main ideas from more than one paragraph, identifying key details which support the main ideas   |
|                               |   | <b>Make comparisons</b> within and across texts (e.g. compare two ghost stories)   |

## Topic overviews

|   |                               |  |  |
|---|-------------------------------|--|--|
|   |                               | Identify the difference between <b>fact</b> and <b>opinion</b> with some success   |  |
|   | Writing                       | Discuss and develop ideas in order to plan and draft before writing  |  |
|   |                               | Organise writing into sections or paragraphs; create cohesion by linking ideas within paragraphs. (Joins between sections may need development; coverage within sections may vary)   |  |
|   |                               | Evaluate own and others' writing, with direction, proofread, edit and revise.  |  |
|   | Grammar                       | Usually maintain correct tenses  |  |
|   |                               | Begin to recognise active and passive voice  |  |
|   |                               | Use vocabulary and grammar to suit formal and informal writing, with guidance.   |  |
|   |                               | Use tools to check the meaning of words and expand vocabulary.   |  |
|   |                               | Use superlatives   |  |
|   |                               | Use vocabulary which is becoming more specific ( <b>Topic Vocabulary</b> : Persuasion, Community, Sustainability, Business, Charity, Benefits)   |  |
|   | Summative Assessment          | <p><b>Task 1:</b> Writing a business pitch for their invention<br/><b>Assessment Focus:</b> persuasive language</p> <p><b>Task 2:</b> Book Reviews<br/><b>Assessment Focus:</b> forming an opinion and justifications.</p> |  |
|   | <b>Unit 6:<br/>Full Power</b> | <b>Focus Genre: Creative Text- Drama Script</b>  |  |
|   |                               | Reading  | Determine the meaning of new words by applying knowledge of root words and affixes e.g. change/changeable/exchange |
| Use appropriate intonation, tone and volume when reciting or reading aloud to an audience, to make the meaning clear. |                               |  |  |
| Know the different pronunciations of words with the same letter-string e.g. bought, rough, cough, though.             |                               |  |  |
| Read and understand a variety of information and creative texts using appropriate comprehension strategies.           |                               |  |  |
| Read and enjoy a growing variety of texts, both fiction and non-fiction   |                               |  |  |

## Topic overviews

|                |  |  |
|----------------|--|--|
|                |  | Participate in discussion about books, expressing and justifying opinions, building on ideas, and challenging others' views respectfully         |
|                |  | Discuss and comment on themes and conventions in a variety of genres   |
|                | Writing  | Discuss and develop initial ideas in order to plan and draft before writing  |
|                |  | Evaluate own and others' writing, with direction, proofread, edit and revise.  |
|                | Grammar  | Write a range of sentence structures which are grammatically accurate.   |
|                |  | Write sentences using: who, which, where, when, whose.   |
|                |  | Usually maintain correct tense   |
|                |  | Use vocabulary which is becoming more specific ( <b>Key Vocabulary</b> : electricity, power, energy, circuit)                                    |
|                |  | Use tools to check the meaning of words and expand vocabulary.   |
|                | Summative Assessment   | Write and dramatise a script about a famous scientist.<br><b>Assessment Focus:</b> using drama and presentation skills to entertain an audience. |
| <b>Grade 4</b> | <p>All concepts of Literacy are taught within context to create meaningful learning experiences. Students are then taught the mechanics and skills needed to both read and write appropriate genres that will enhance their understanding of other subjects taught. Most concepts are taught multiple times throughout the year to deepen understanding and learn how the concepts are used in English according to genre. Speaking and Listening is taught every day through English language immersion. Teachers are constantly modelling and correcting student speech, pronunciation, intonation and spoken grammar.</p> <p>Some strands of the Literacy curriculum are taught continuously over the year and are differentiated according to students' needs. Spelling and Guided Reading are two of these practices that are taught every day within the context of learning.</p> <p>By the end of <b>Grade 4</b>:</p> <p>Spelling:</p> <ul style="list-style-type: none"> <li>• Spell words silent letters correctly e.g. knight, solemn</li> <li>• Use the hyphen to join a prefix to a root e.g. re-enter</li> <li>• Spell some homophones</li> <li>• And master any spelling skills learned in previous grade levels</li> </ul> <p>Handwriting</p> <ul style="list-style-type: none"> <li>• Writing is legible and becoming increasingly fluent</li> <li>• Correct choice is made about whether to join handwriting or print letters.</li> </ul> |  |

## Topic overviews

**Guided reading:** Book discussions, expressing and justifying opinions, building ideas, challenging others views and FOCUS ON ONE READING SKILL: *main ideas, inference, summaries, character descriptions, predicting, compare and contrast, cause and effect, summarising, author's purpose* (dependant on class needs)

Please note: during distance learning there may be adaptations to this overview.  
All core learning will be covered.