

Yearly Overview



ST. FRANCIS COLLEGE
ST. FRANCIS COLÉGIO INTERNACIONAL



Year 4

	Aug-Sept	October-mid Nov	Mid Nov-Dec	Feb-March	April-mid May	mid May-June
Trans. Theme	How we organize ourselves.	How the world works.	Who we are.	Where we are in place and time.	Sharing the planet.	How we express ourselves.
Unit	No man is an island	The ever-changing earth	What we are all about	Power Throughout Time	Ecosystems	Technology: Connecting people
Central Idea	Communities organize themselves in different ways.	The natural features of the Earth have been formed over time and are still changing.	Society is made up of different cultures.	Differences regarding authority and ownership have caused conflict through the ages.	Living things have been evolving and adapting themselves to their environment.	Technology has altered ways of communicating.
Lines of Inquiry	The variety of communities within a society Comparison of their similarities and needs Hierarchy & Feudalism	Earth’s physical features The earth’s evolution, Changes and effects Consequences of changes	The meaning of culture Different Cultures Different values and Beliefs	Reasons for conflict- ownership, authority, identity, resources Past conflict and future conflict	Different ecosystems Circumstances that lead to adaptation How plants and animals adapt or respond to environmental conditions	Early Communication Circumstances that lead to the innovation & technological evolution of communication
Attitudes	Tolerance and empathy.	Appreciation and curiosity.	Tolerance, confidence and respect.	Independence and integrity.	Appreciation, respect and commitment.	Creativity and empathy.
Related Concepts	Cooperation, Networks	Geology, Erosion, Tectonic plate movement	Differences, Diversity, Values, Acceptance, Culture	Conflict, Authority, Ownership	Evolution, Adaptation, Bio diversity, Eco systems	Communication, Innovation, Technology

Language	Aug-Sept	October-mid Nov	Mid Nov-Dec	Feb-March	April-mid May	mid May-June
----------	----------	-----------------	-------------	-----------	---------------	--------------

Strands It is essential that core skills such as phonic strategies, spelling and handwriting are incorporated into the units to ensure effective learning.

Language Overview

Novels and Stories by Significant children's authors

Read and compare stories by significant children's authors. Include at least one serialised class novel and draw on children's wider reading for examples.

Map and compare story structure in different stories. Compare story openings.

Explore aspects of an author's style, for example themes, settings, typical characters. Make links with children's own reading habits and preferences. Look at different ways of presenting characters, for example dialogue, action, description, and discuss response.

Explore meaning of text through prediction, visualisation and empathy with characters.

Develop particular aspects of written narrative: experiment with story openings; write new scenes or characters into a familiar story in the style of the author; organise scenes using paragraphs effectively.

Poetic Style

Children hear, read, and respond to a range of poems from two contrasting writers. They write their own free verse poems, inspired by those they have read, and borrowing, melding and adapting elements and features from these in order to begin to develop a style of their own.

As a class and in groups, children hear, read and study in depth a range of poems from two significant writers. They explore some of the many elements and features of these poems which together constitute the writer's distinctive style, including language effects, pattern and form, subjects, themes and meaning. Children are encouraged to respond to and perform the poems in a variety of ways.

Older Literature

Select an example of a classic novel to serialise for the class. Use reading journals to record predictions, questions notes and ideas whilst reading. Widen experience of older literature: read extracts aloud and watch extracts of classic TV/film adaptations.

Deduce differences in patterns of relationships, customs and attitudes in comparison to children's own experience. Look at examples of dialogue and degrees of formality between characters.

Reflect on class novel with reference to reading journals. Discuss techniques that children used to help them understand the text (e.g. prediction, visualisation, empathy) and which were most effective. Children explain particular events in the story drawing on evidence from the text and referring to their journals.

Write in the style of a particular author to complete a section of the story, add dialogue or a new chapter. Experiment with the order of sections or paragraphs to achieve different effects.

Classic Narrative Poems

The children engage in active reading and exploration of a narrative poem, *The Highwayman*. Through practical activities and discussion, the children explore how writers use language to create dramatic effects.

Children investigate different aspects of longer, narrative poetry, including the structure. They work as part of a group to use drama strategies to explore characters in depth. They devise questions to ask the main characters and work in roles to explore more complex emotional issues. A reading journal is used to record inferences and demonstrate understanding of characters.

Children reflect upon the usefulness of different techniques used through the sequence to support their understanding of a historical text. They work as a member of a group to perform the poem using drama techniques before selecting and practising stanzas for the choral performance. Performances are evaluated and improved according to chosen success criteria and the impact of theatrical effects is examined in more depth.

Stories from other cultures

Read examples of stories from different cultures and traditions. Include a serialised class novel. Deduce differences in patterns of relationships, customs and attitudes with particular reference to the way characters act and interact.

Look at an author's use of language, for example literal and figurative language for descriptions; to create a comic or dramatic effect. Identify point of view from which a story is told. Select a character and use improvisation and role-play to explore the story from their point of view. Write in role, for example a letter from one character to another.

Plan and retell a whole story from an alternative point of view. Discuss and make decisions about how to portray characters and incidents, what detail to include. Vary pace by using direct and reported speech.

Choral and performance (poetry)

Children hear, read, and experience performance poetry, both on paper and in actual performance. They explore the contribution made by the performance element. They then write, rehearse and present their own performance poem.

Children read, hear, watch and experience a range of performance poetry (where possible, live, but probably more usually through audio and/or video recordings). This could involve performance by other children and the teacher, but needs to include at least some experience of one or more professional performance poets. Children read identify features that might make good performance poems, for example well-chosen words, powerful verbs, adjectives, adverbs and precise nouns; use of detail and sense impressions; surprising and illuminating combinations of words; repetition, alliteration, onomatopoeia, rhythm and rhyme. They select, rehearse and present some of them, looking to develop effective use of such features as volume, pace, expression and movement, and possibly adding simple music or rhythm, body percussion, etc. They evaluate and self-evaluate their performances and improve them.

Persuasive writing

Read and evaluate letters, for example from newspapers or magazines, intended to inform, protest, complain, persuade, considering (i) how they are set out, and (ii) how language is used (e.g. to gain attention, respect, manipulate). Select, read and evaluate a range of texts, in print and other media, on paper and on screen (e.g. newspaper comment, headlines, adverts, flyers) for persuasiveness, clarity, quality of information, and to compare writing which informs and persuades, considering for example the deliberate use of ambiguity, half-truth, bias; how opinion can be disguised to seem like fact. Infer writers' perspectives from what is written and from what is implied.

Collect and investigate use of persuasive devices such as words and phrases (e.g. 'surely', 'it wouldn't be very difficult...') persuasive definitions (e.g. 'no one but a complete idiot...!', 'every right-thinking person would...!', 'the real truth is...!'), rhetorical questions (e.g. 'are we expected to...?'), 'where will future audiences come from...?'), pandering, condescension, concession (e.g. 'naturally it takes time for local residents...'), deliberate ambiguities (e.g. 'probably the best...in the world', 'known to cure all...!', 'the professional's choice'). Draft and write individual, group or class persuasive letters for real purposes, for example put a point of view, comment on an emotive issue, protest; edit and present to finished state.

Write a commentary on an issue on paper or screen, for example as a news editorial or leaflet, setting out and justifying a personal view. Use structures from reading to set out and link points (e.g. numbered lists, bullet points).

Construct an argument in note form to persuade others of a point of view, sequencing points logically. Explore how ICT or other use of multimodality might support this (e.g. develop a presentation slideshow). Present as a spoken argument to the class or a group making use of persuasive language. Listen to others doing the same and evaluate own and others' presentations. Understand how persuasive writing can be adapted for different audiences and purposes (e.g. by using formal language where appropriate), and how it can be incorporated into or combined with other text types.

Dramatic Conventions

Demonstrate and illustrate the use of prepared scripts as the basis for a wide range of features on television, radio and other media. Consider these broadcasts, establishing and comparing purpose. Children listen to or watch and analyse broadcast information to identify techniques and styles. Demonstrate the application of playwriting skills (developed in previous years) to the writing of other forms of script. Children write own scripts and perform/record them.

Instructions

This unit covers three areas: information skills (skimming, scanning, close reading and note-taking), instructions and recount (including questioning).

Information skills
Within appropriate curriculum contexts, locate information in a text in print or on screen confidently and efficiently through using contents, indexes, sections, headings (and IT equivalent); skimming to gain overall sense of text; scanning to locate specific information; close reading to aid understanding. Sift through passages for relevant information and present ideas in note form that are effectively grouped and linked. Use simple abbreviations while note-taking. Understand what is meant by 'in your own words' and when it is appropriate to copy, quote and adapt. Make notes for different purposes, for example noting key points as a record of what has been read, listing cues for a talk. Convert personal notes into notes for others to read, paying attention to appropriateness of style, vocabulary and presentation. Create plans for information texts drawing on knowledge of text types to decide form and style for different elements. Record and acknowledge sources in own writing.

Film Narrative

Watch and re-watch the film *The Piano* by Aidan Gibbons. Use key points in the film to discuss features and themes. Explore approaches made by the film-maker to create moods, pace and viewpoint. Develop pupils' film metalanguage by identifying how colour, light, sound and camera angles have been used to tell the narrative. Use a reading journal to record opinions of the narrative. Work as part of a group to use drama strategies to explore characters in depth. Devise questions to ask the main characters and work in role to explore more complex emotional issues. Demonstrate growing understanding of characters to write a short conversation at a key point in the film using the conventions of speech punctuation. Use a reading journal to record inferences and demonstrate understanding of characters by writing in first person.

Develop a storyboard for the narrative by capturing and importing key images into presentational software. Children write their own version of *The Piano*, organising writing into paragraphs, and create a multimodal presentation of this version to include images, voiceover, soundtrack and written text.

Recounts

Children revisit the key features of recount texts. They watch a TV interview, then through a hot seating activity they devise questions and evaluate how effective these have been at extracting relevant information.

Children analyse recounts drawn from a range of media and identify common features and differences. They summarise and present their findings and revise the use of reported speech. Children form news teams and research a topic to report. They produce a plan, carry out interviews, collate and analyse the information they have gathered and then write an article or report.

Language	Aug-Sept	October-mid Nov	Mid Nov-Dec	Feb-March	April-mid May	mid May-June
Strands						
Ler e escrever Comunicação Escrita:	<p>Ler diferentes gêneros que retratam a organização política e social do Brasil em diferentes épocas.</p> <p>Identificar por meio da análise de textos, as diferentes formas de governo que o Brasil já teve.</p> <p>Investigar os diferentes cargos políticos dentro de uma sociedade democrática.</p> <p>Organizar por meio de esquema as descobertas sobre o tema.</p> <p>Aplicar o vocabulário específico da unidade na produção de textos.</p> <p>Ler relatos sobre as experiências de representantes de classe em outras escolas.</p> <p>Ler diferentes regulamentos e listar as características específicas deste gênero.</p> <p>Escrever palavras com os dígrafos: “ch”, “lh”, “nh”, “rr” e “ss”.</p> <p>Relembrar as regras de separação de sílabas com os dígrafos trabalhados.</p> <p>Identificar e destacar a sílaba tônica das palavras.</p> <p>Empregar o uso da cedilha “ç” na escrita de palavras.</p> <p>Aplicar os “porquês” na formulação de perguntas e respostas.</p> <p>Escrever corretamente palavras com “l/lh”.</p> <p>Escrever palavras com “r” inicial, “r” entre vogais e “rr”.</p>	<p>Listar por escrito os diferentes assuntos apresentados num jornal impresso.</p> <p>Ler manchetes e identificar as suas principais características.</p> <p>Investigar as constantes mudanças ocorridas no Planeta por meio da leitura de notícias.</p> <p>Analisar a estrutura do gênero textual “notícia”.</p> <p>Interpretar notícias respondendo as questões do lide (Quem? Onde? Por quê? Como? Quando?).</p> <p>Sublinhar e identificar o tempo dos verbos presentes numa manchete.</p> <p>Analisar a diferença entre fato e opinião.</p> <p>Escrever uma notícia relacionada ao cotidiano escolar.</p> <p>Diferenciar artigo definido de artigo indefinido.</p> <p>Escrever manchetes e notícias aplicando os artigos definidos e indefinidos.</p> <p>Aplicar o modelo de conjugação de verbos regulares e irregulares no presente do indicativo.</p> <p>Escrever manchetes empregando os verbos no presente do indicativo.</p> <p>Identificar e empregar nos textos os pronomes pessoais do caso reto (eu, tu, ele, nós, vós, eles).</p> <p>Distinguir substantivo próprio de comum.</p> <p>Utilizar a letra maiúscula na escrita de substantivos próprios.</p> <p>Escrever palavras com “al”, “el”, “il”, “ol”, “ul”.</p>	<p>Ler textos que retratam a cultura brasileira.</p> <p>Identificar nos textos, aspectos importantes da nossa cultura (religião, crenças, manifestações folclóricas).</p> <p>Preencher ficha técnica do Brasil, com as informações necessárias (nome do país, adjetivo pátrio, religião predominante).</p> <p>Investigar e listar os países que falam oficialmente a língua portuguesa.</p> <p>Investigar nos guias de viagem, informações relevantes sobre os os países pesquisados.</p> <p>Organizar por escrito as informações sobre os países de língua portuguesa.</p> <p>Elaborar o guia de viagem de um país pesquisado.</p> <p>Identificar e aplicar o adjetivo pátrio referente aos países pesquisados.</p> <p>Empregar os sinais de pontuação na escrita de textos (ponto final, ponto de interrogação e ponto de exclamação).</p> <p>Transformar frases afirmativas em negativas e vice-versa.</p> <p>Escrever palavras com “m” antes de “p” e “b”.</p> <p>Escrever palavras com g/j.</p> <p>Diferenciar substantivo simples de substantivo composto e aplicar na escrita dos textos.</p>	<p>Ler histórias em quadrinhos que retratam conflitos diversos.</p> <p>Listar as etapas de elaboração de uma história em quadrinhos (planejamento e publicação).</p> <p>Elaborar uma história em quadrinhos retratando um conflito pesquisado.</p> <p>Aplicar o modelo de conjugação de verbos regulares e irregulares no pretérito.</p> <p>Identificar e empregar o substantivo coletivo na escrita de textos.</p> <p>Identificar e empregar nos textos os pronomes do caso oblíquo.</p> <p>Identificar o gênero do substantivo e classificá-lo em masculino e feminino.</p> <p>Escrever palavras com “ar”, “er”, “ir”, “or”, “ur”.</p> <p>Diferenciar o tempo verbal de palavras com “am/ão” (passado e futuro).</p> <p>Diferenciar e aplicar o uso do “mal/ mau” na produção de textos.</p> <p>Transformar frases interrogativas em exclamativas e vice-versa.</p> <p>Empregar “s” com som de “z” na escrita das palavras.</p>	<p>Listar por escrito os principais biomas brasileiros (Floresta Amazônica, Pantanal, Caatinga e Cerrado).</p> <p>Ler textos informativos referentes a cada ecossistema e destacar informações importantes (fauna, flora, clima, etc).</p> <p>Ler verbetes enciclopédicos sobre cada bioma listado.</p> <p>Identificar as características específicas do gênero verbete enciclopédico.</p> <p>Aplicar o vocabulário específico na produção de textos sobre o tema (bioma, ecossistema, fauna, flora, habitat, hábitos, etc.).</p> <p>Escrever um verbete enciclopédico sobre um bioma investigado.</p> <p>Identificar o número do substantivo (singular e plural).</p> <p>Formar o plural dos substantivos.</p> <p>Escrever palavras com os diferentes sons do “x” (“s”, “ss”, “cs”).</p> <p>Identificar e classificar os encontros vocálicos em: ditongo, hiato e tritongo</p> <p>Identificar o grau do substantivo (diminutivo e aumentativo).</p> <p>Aplicar o diminutivo e o aumentativo na escrita das palavras.</p> <p>Escrever palavras com “az”, “ez”, “iz”, “oz”, “uz”.</p>	<p>Identificar as principais características de um anúncio publicitário (linguagem persuasiva, objetiva , verbal e não-verbal).</p> <p>Criar um produto e elaborar um anúncio publicitário .</p> <p>Relacionar palavras com o mesmo significado e empregá-las na escrita de textos (sinônimos).</p> <p>Formar o antônimo das palavras e empregarr na escrita de textos.</p> <p>Aplicar o grau do adjetivo na produção de slogans.</p> <p>Escrever palavras com “l” e “u”.</p> <p>Escrever palavras “qu/gu” e “c/g”.</p> <p>Diferenciar o uso do “mais/ mas” nas frases.</p>

Language	Aug-Sept	October-mid Nov	Mid Nov-Dec	Feb-March	April-mid May	mid May-June
Strands						
Ouvir e falar: Comunicação oral	<p>Expressar os conhecimentos prévios sobre a atual forma de governo da sociedade brasileira.</p> <p>Expressar opiniões e descobertas relacionadas ao tema investigado, utilizando vocabulário específico (comunidade, sociedade, organização, forma de governo, hierarquia, democracia, liberdade de expressão, povo, representante, líder e etc.).</p> <p>Analisar a importância de um regulamento para a atuação de representantes</p>	Listar as informações que fazem parte do cabeçalho de um jornal.	Listar as características específicas do gênero guia de viagem (função, assuntos, formato).	<p>Ouvir músicas que retratam os primeiros conflitos ocorridos no Brasil.</p> <p>Identificar os envolvidos e listar os motivos que causaram os primeiros conflitos no Brasil.</p> <p>Analisar as consequências positivas e negativas destes conflitos para os povos envolvidos .</p>	<p>Analisar o porque de cada animal se adaptar a um determinado bioma.</p> <p>Analisar as características de anúncios publicitários antigos (rádio, tv, e outdoors) e compará-los com os atuais.</p>	Ouvir comerciais de rádio de diferentes épocas.
Visualizar e apresentar Comunicação visual		<p>Analisar diferentes jornais impressos.</p> <p>Identificar a estrutura e os recursos presentes neste suporte textual.</p> <p>Comparar a primeira página de diferentes jornais.</p>	Localizar no mapa-múndi os países de língua portuguesa.	<p>Observar o formato (diagramação) deste gênero textual.</p> <p>Elaborar uma história em quadrinhos retratando um conflito pesquisado.</p> <p>Identificar os recursos característicos do HQ (recordatório, balões, onomatopeias e interjeições).</p>		<p>Assistir à propagandas antigas e atuais.</p> <p>Identificar os principais recursos de um anúncio publicitário (slogan, logo, jingle, etc.).</p> <p>Criar um produto e elaborar um anúncio publicitário .</p>

Maths	Aug-Sept	October-mid Nov	Mid Nov-Dec	Feb-March	April-mid May	mid May-June
Strands						
Numbers	<p>Read, write, compare and order whole numbers to millions or beyond</p> <p>Identify place value to a million</p> <p>Add or subtract quantities to specific values</p> <p>Add or subtract to get a given quantity.</p> <p>Use an appropriate sequence of operations to solve word problems.</p> <p>Use strategies to check accuracy of an answer</p>	<p>Multiply and divide by 10,100,1000</p> <p>Calculate mentally in multiples of ten (1, 10, 100, 1000)</p> <p>Add, subtract, multiply and divide simple amounts of money</p> <p>Use inequality notation between integers (greater than < >)</p> <p>Find multiples and factors of a number.</p> <p>Understand the concept of prime number and square numbers.</p>	<p>Add, subtract, multiply and divide whole numbers.</p> <p>Use the vocabulary of comparing and ordering numbers, and the symbols >, <, =;</p> <p>give a number lying between two given numbers and order a set of numbers</p> <p>Recall times tables to 10.</p>	<p>Represent fractions.</p> <p>Simplify fractions into lowest terms.</p> <p>Place fractions on a number line.</p> <p>Add, subtract and multiply fractions.</p>	<p>Recognise and order negative numbers.</p> <p>Use, read and write, spelling correctly: integer, positive, negative, minus, above/below zero...</p>	<p>Add, subtract, multiply and divide decimal numbers.</p> <p>Find a fraction of a quantity.</p> <p>Model percentages.</p> <p>Know that percentage is out of 100.</p> <p>Understand the relationship between fractions, decimals and percentages.</p> <p>Convert improper fractions to mixed numbers and vice-versa.</p>
Shape & Space	<p>Analyze and describe 2D and 3D shapes according to their properties using geometrical vocabulary.</p>	<p>Draw and classify quadrilaterals into squares, rectangles, parallelograms, rhombuses, trapeziums, kites and arrowheads according to their properties.</p> <p>Know the names of polygons.</p> <p>Identify regular polygons.</p>	<p>Draw lines of symmetry.</p> <p>Translate and reflect simple figures.</p>	<p>Understand an angle as a measure of rotation.</p> <p>Measure and classify angles into acute, obtuse, right, straight and reflex.</p>	<p>Draw and classify triangles into scalene, isosceles and equilateral according to their properties.</p> <p>Identify right-angled triangles.</p> <p>Identify and use perpendicular and parallel lines.</p>	<p>Write coordinates of a given point in a graph.</p> <p>Plot a point when given the coordinates.</p> <p>Identify the origin in a graph.</p>
Pattern & Function		<p>Recognize simple patterns in a shape or in a sequence of shapes.</p>	<p>Write a rule in own words and follow a formula to get an answer.</p> <p>Write the next term in a sequence.</p>	<p>Understand that patterns can be generalized by a rule.</p> <p>Understand that patterns can be represented, analyzed and generalized using tables, graphs, words, and when possible, symbolic rules.</p>	<p>olve mathematical problems or puzzles, recognise and explain patterns and relationships, generalise and predict.</p> <p>Suggest extensions by asking ‘What if...?’</p>	
Measurement	<p>Use measures of time to assist with problem solving in real-life situations.</p> <p>Read and write digital and analogue time On 12-hour and 24-hour clocks.</p>	<p>Use timetables and schedules (12-hour and 24-hour clocks) in real-life situations.</p> <p>Determine times worldwide.</p>	<p>Measure lines using a ruler.</p> <p>Understand unit conversions within measurement systems (metric). Km, m, cm and mm.</p> <p>Understand unit conversions within some monetary systems.</p>	<p>Understand the use of standard units to measure time.</p> <p>Understand that time is measured using universal units of measure, for example, years, months, days, hours, minutes and seconds.</p> <p>Use time measures and conversions to represent real situations and solve problems.</p>	<p>Suggest suitable measuring equipment, record estimates and readings from scales to a suitable degree of accuracy.</p> <p>Measure and calculate the perimeter and area of simple shapes.</p> <p>Use, read and write, spelling correctly: area, covers, surface, perimeter, distance, edge and use the symbols for: square centimetres (cm²), square metres (m²), square millimetres (mm²).</p>	<p>Understand unit conversions within measurement systems (capacity and mass). L, cl and ml; ton, kg and g.</p>
Data Handling	<p>Understand that data can be collected, displayed and interpreted using simple graphs, for example, bar graphs, line graphs.</p> <p>Use, read and write, spelling correctly, the vocabulary from the previous year, and extend to: classify, mode, maximum/minimum value and range.</p>	<p>Solve a problem by collecting, organising, representing, extracting and interpreting data in tables, graphs and charts.</p> <p>Develop understanding of the mode (most common item) and the range (difference between greatest and least) of a set of data.</p>	<p>Understand that scale can represent different quantities graphs.</p> <p>Read data from bar graphs, line graphs and pie charts.</p> <p>Represents information using bar and line graphs.</p> <p>Collects information using tally chart.</p>	<p>Understand that one of the purposes of database is to answer questions and solve problems</p>		<p>Understand that probability is based on experimental events.</p> <p>Understand that probability can be expressed in scale (0-1) or per cent (0% - 100%)</p> <p>Use the concepts impossible, likely and unlikely to describe different kind of events appropriately.</p>

Aug-Sept	October-mid Nov	Mid Nov-Dec	Feb-March	April-mid May	mid May-June
Science					
<p>Understand and explain how some animals organize themselves in communities.</p> <p>Identify different roles of individuals within a community.</p> <p>Understand that the life processes common to humans and other animals include nutrition, movement, growth and reproduction.</p>	<p>Describe and group rocks and soils on the basis of their characteristics, including appearance, texture and permeability.</p> <p>Understand how Earth changes affect us.</p> <p>Understand and explain the formation of mountains.</p> <p>Recognize differences between solids, liquids and gases, in terms of ease of flow and maintenance of shape and volume.</p> <p>Know how to recover dissolved solids by evaporating the liquid from the solution.</p> <p>Understand and explain the characteristics of the different states of matter. Solid, liquid and gas.</p> <p>Use knowledge of solids, liquids and gases to decide how mixtures might be separated.</p> <p>Explain the role of the Earth as an element of the planetary system.</p> <p>Know about the different layers of the core.</p> <p>Identify causes and some consequences of earthquakes, volcanic eruptions and tsunamis.</p>	<p>Understand and explain the concept of human species.</p> <p>Identify different human groups and compare their evolutionary process (Indian tribes in Brazil, Aborigines from Australia, Esquimalt people, Tribes from Africa.</p> <p>Explore similarities and differences between groups of humans.</p>	<p>Understand the importance of natural resources in relation to the economical development of a community.</p> <p>Identify some of the resources acquired in the process of colonisation of Brazil (Brazilian wood, gold, iron, etc)</p> <p>Identify resources acquired in different processes of colonization and their consequences for the communities involved.</p>	<p>Understand that the life processes common to humans and other animals include nutrition, movement, growth and reproduction.</p> <p>Understand that the life processes common to plants include growth, nutrition and reproduction.</p> <p>Identify links between life processes in familiar animals and plants and the environments in which they are found.</p> <p>Understand and explain the importance of a varied diet for health.</p> <p>Compare characteristics of different ecosystems in Brazil and locate them according to Brazilian regions.</p> <p>Know about animals and plants found in different ecosystems in Brazil</p> <p>Explore ecosystems out of Brazil. Know their characteristics and some of the animals and plants that are part of it.</p> <p>Recognize the way in which plants and animals have adapted over time.</p> <p>Asses the impact that changes in environmental conditions can have on living things.</p> <p>Recognize the importance of fossil record to inform the concept of evolution.</p>	<p>Understand and model that vibration from sound sources require a medium (for example, metal, wood, glass, air) through which to travel to the ear.</p> <p>Understand and explain that we see things only when light from them enters our eyes.</p> <p>Understand and model how light cannot pass through some materials, and how this leads to the formation of shadows.</p>

Aug-Sept	October-mid Nov	Mid Nov-Dec	Feb-March	April-mid May	mid May-June
Social Studies					
<p>Understands and explains how decisions are made in different societies (individuals and the whole)</p> <p>Knows the characteristics of different types of government and different decision making processes (Feudal system, some Brazilian indigenous communities, Spartans)</p> <p>Explore the organizational characteristics of a chosen community.</p> <p>Characteristics of different organizations as part of societies/communities</p> <p>Importance of having rules and roles within a community</p> <p>The differences/similarities between the way in which a group of animals, a tribe, an organization and a large country organize themselves.</p> <p>Know some of the different ways in which Brazil was politically organized through history.</p>	<p>Societies that have been affected by natural phenomena during history (Pompey and its importance as an historic source)</p> <p>Impact of natural phenomena in society in present times.</p> <p>Understand and explain some examples of adaptation of human groups according to the natural features of a given place.</p>	<p>Understand and explain the main characteristics of the Brazilian culture.</p> <p>Identify different cultures that merged through history in the conformation of the Brazilian culture (indigenous groups, Portuguese colonization, slavery, migrations from around the world.</p> <p>Identify and explain some of the elements of Brazilian culture (origin of football, African music and its impact in actual music, origin of carnival)</p> <p>Explore other countries and identify the characteristics of their own culture.</p> <p>Understand some of the main characteristics of the main religions around the world.</p>	<p>Understand and explain some of the causes and consequences of the colonization of Brazil by Portugal.</p> <p>Analyze causes and consequences of different colonisations around the world.</p> <p>Analyse some of the characteristics of the Roman Empire.</p> <p>Explore and identify some of the causes and consequences of conflicts through history. (Second World War, Colonization of the Aztecs, Colonization of the Incas)</p>	<p>Understand some of the characteristics of the Neolithic revolution and its consequences for humanity. Identify some of the adaptations humans made.</p> <p>Understand some of the characteristics of the Industrial revolution and its consequences for humanity. Identify some of the adaptations humans made.</p>	<p>Understand some of the characteristics of the communication and information technology revolution and its consequences for humanity. Identify some of the adaptations humans made.</p> <p>Understand the impact made by invention of writing by humanity.</p> <p>Understand the changes produced in the world by the invention of the press.</p>

Aug-Sept	October-mid Nov	Mid Nov-Dec	Feb-March	April-mid May	mid May-June
Drama					
<p>Recognize the importance of each part for the whole to work harmonically in a community.</p> <p>Identify examples of activities where working together creates better results than individually.</p> <p>Evaluate what happens when there is no team work where it is necessary.</p> <p>Create situations where actions depend on team work and a sense of community.</p> <p>Portray objects and machines with the use of body and voice.</p> <p>Work in two groups to create an activity for the other group to perform.</p> <p>Discuss reasons for team work.</p>	<p>Understand of hierarchy (status). Children will explore different relationships in order to grasp understanding of status through freeze-frames.</p> <p>Work on concept of changes – how status can change and how we affect each other and the world around us.</p> <p>Use performance as a problem-solving tool and improvise sequentially, freely and immediately with confidence and imagination.</p> <p>Act out relationships between Humans and earth.</p> <p>Create a debate over what could be done to resolve relationships between man and the Earth.</p> <p>Understand and maintain appropriate behaviours in Drama.</p>	<p>Research on a real or fictitious character which does not belong to one’s own culture or which one would like to know more about.</p> <p>Present research finding to class.</p> <p>Work on voice and body language necessary for presentation.</p> <p>Understand how to prepare a presentation using visual aides.</p> <p>Engage in a Teacher In Role session, when making believe plays a creative part in providing references and ideas for one’s performance.</p> <p>Use one piece of costume or prop to portray who they are and where they come from.</p> <p>Perform as the chosen character, applying physical and vocal expressions.</p>	<p>Explore conflicts and understand meaning and why we have them.</p> <p>Look at conflicts at school, in the city and in the world – focusing not only on violence.</p> <p>Create situations where conflict is present and express this through a mixture of freeze-frames and short scenes and try to show how conflict can be avoided.</p> <p>Act out conflicts and try and come up with the best way to resolve them.</p> <p>Work to enhance the creative ideas and performances of others and exhibit increasing self-confidence in both formal and informal performances.</p> <p>Discuss performance and presentation experiences, to identify what has been effective and what needs to be developed, paying attention to what worked well, and why and develop rubrics and checklists for self-, peer and group assessments.</p>	<p>Use drama to recognize the value of individual creative thought and make suggestions to develop it further.</p> <p>Research and observe animals in movement, trying to imitate movements.</p> <p>Develop concept of speed / weight when creating an animal.</p> <p>Create a mask for chosen animal, and perform wearing it.</p> <p>Perform role-play of animals in different ecosystems focusing on expression of emotion through body, using voice and music to add to the effect.</p>	<p>Show how each part is necessary for the whole to work.</p> <p>Improvise sequentially, freely and immediately with confidence and imagination</p> <p>Create, through games and activities, a team feeling in order for class to realize how important each member of a team is.</p> <p>Display positive criticism when talking about friend’s participation in the process.</p> <p>Understand how we all contribute to our community through discussion</p>

Aug-Sept	October-mid Nov	Mid Nov-Dec	Feb-March	April-mid May	mid May-June
Music					
Describe small instrumental ensembles and their repertoire: duets, trios, quartets, quintets, etc. Learn repertoire of Upper Primary songs.	Describe small group ensembles and their repertoire: pop, classical, jazz, etc. Understand rhythmic and melodic notation.	Describe instruments and ensembles from different cultures: Asia, Americas, Africa, etc. Develop repertoire and voice control to prepare for the Holiday Bazaar.	Read and write rhythmic and melodic notation. Define leadership in music and understand music group hierarchy: conductor, concertmaster band leader, etc.	Describe the instrumentation and structure of orchestras and big bands. Memorize repertoire of Upper Primary songs.	Read and write more complex rhythmic and melodic notation. Explore the various ways music can be done: live, recorded, instrumental, vocal, etc.

Aug-Sept	October-mid Nov	Mid Nov-Dec	Feb-March	April-mid May	mid May-June
Visual Arts					
Composing an expressive mural based on the outline of figures Combining how to go about placing the outline of each class member on the mural ARB Identifying important critique from a briefing Outlining exercise in ARB using figures Analysing and prioritising important visual impact when considering the forms to be included in the final mural Considering the visual impact of the outlines of shapes and filling in with oil pastel Criticising and analysing final mural as a group work within the community Organizing the final display	Rubbings and drawings of natural elements such as leaves, plants, flowers, rocks and pebbles etc. Observational drawing through the use of HB, 2B and 4B pencil Observing the botanical paintings of Margaret Mee and similar illustrators. Painting skills with regards to water colour technique Making a colour chart using subtle tones of water colours Understanding and appreciating the use of water colour paper Defining a final description of a flower by initially making a sketch in ARB The philosophy of appreciating nature through Romantic art in Brazil Making a quilt. Students learn how to cut out patches from velvet paper and make a quilt-like composition-art room	Comparing different styles of culture through geometrical forms Printing techniques/observing negative and positive forms Evaluating the characteristics of Primitive art versus Modern Art Explaining both movements through geometrical forms Drawing skills when describing patterns and coming up with printing motif in ARB Original print in ARB Making connections between modern and primitive art Printing out a geometrical form a primitive culture and on craft paper and placing it in ARB Note taking when looking at the work of Delauney and Siapo or primitive work and images of art in ARB Applying EVA rubber stamp technique	Constructing sculpture of an important historical figure Considering important characteristics of that figure in order for other people to identify it Describing a 3d sculpture in ARB in pencil as a planning technique to understand positive and negative forms Appreciating some figurative sculpture throughout history Looking at the qualities of clay Drawing techniques: Working from a model in order to identify outline and posture. Observing proportion ARB Applying carving techniques to describe details of the figure	Pop up images cut out from magazines and prints from the internet of animals and different environments Identifying animals that are related to particular environments Drawing studies of particular animals using pencil only in ARB Describing the outlines of animals using a pencil in ARB Cutting and pasting skills Research skills with regards to choosing appropriate animals and environmental props Collecting object such as a shoe box	Manipulating images using GIMP software Looking at effective advertising techniques How to use a caption when advertising Selecting images and pasting them in ARB as a mock up Drawing the outlines of technological gadgets Associating colour to design gadgets Looking at advertising campaigns Selecting important software tools such as layering, pasting, cutting and positioning. Saving images using the correct size and resolution

Aug-Sept	October-mid Nov	Mid Nov-Dec	Feb-March	April-mid May	mid May-June
Physical Education					
<p><u>Invasion Games (Tag Rugby – adapted games)</u></p> <p>Exchange ideas when creating strategies to be applied in the game.</p> <p>Identify and solve possible conflicts</p> <p>Perform the skills: passing, catching, dodging.</p> <p>Apply adapted rules</p> <p><u>Adventure challenge</u></p> <p>Discuss and apply strategies to solve proposed tasks.</p> <p>Define roles and responsibilities in a given group task.</p> <p>Work cooperatively to solve group tasks.</p> <p>Compare and reflect upon different solutions found by the groups.</p> <p><u>Connection to the Unit</u> Show group organisation when facing challenges .</p>	<p><u>Movement Composition: Rhythmic Gymnastic</u></p> <p>Name different apparatus that are part of rhythmic gymnastics</p> <p>Create a sequence of movements, by combining gymnastics skills with apparatus.</p> <p><u>Games : Strike and Fielding</u></p> <p>Perform the basic skills: throwing, catching, striking, intercepting the ball). Explain and apply positioning strategies while fielding.</p> <p>To be informed</p>	<p><u>Games: Net and Wall</u></p> <p>Identify and apply simple strategies of Net & Wall games.</p> <p>Perform and apply basic rules and skills of Câmbio and Rescue and Endline game (aiming, throwing, catching over a wall or a net)</p> <p><u>Games : Football</u></p> <p>Distinguish futsal from soccer and their main structures and rules</p> <p>Perform basic football skills: passing, dribbling, control, shooting and heading in various drills.</p> <p>Apply the rules and simple strategies in game situations.</p> <p><u>Connection to the unit</u> Justify why football is a powerful representative of Brazilian culture.</p> <p>Add a game from a chosen country/culture to the St. Francis Primary “Games Book”</p>	<p><u>Wrestling</u></p> <p>Acknowledge and perform a variety of games that involve wrestling skills.</p> <p>Apply the basic skills in wrestling games: balance, agility, strength and coordination.</p> <p>Show respect towards the opponents while wrestling</p> <p><u>Individual Pursuits: Swimming</u></p> <p>Swim at least 25 m without stopping (freestyle)</p> <p>Perform Crawl, Breast and Back Stroke applying proper technique.</p> <p>Show commitment to take part in the Inter-House Swimming Festival</p> <p>Identify basic factors of propulsion in swimming strokes</p> <p><u>Connection to the unit</u></p> <p>Show empathy, tolerance and respect towards others when solving conflicts.</p>	<p><u>Games: Target Games</u></p> <p>Explain players’ roles in target games.</p> <p>Perform targeting skills (throwing, catching, passing, aiming)</p> <p>Apply the rules and strategies in game situations.</p> <p><u>Individual pursuits: Athletics (sprint, relays, javelin, long jump)</u></p> <p>Display speed and coordination while performing sprint and relay races.</p> <p>Execute the basic technique of the (adapted) javelin throw.</p> <p>Show coordination while performing the long jump.</p> <p><u>Connection to the unit</u> To be informed</p>	<p><u>Games: Racquets</u></p> <p>Execute the service and the drives on both sides (forehand and backhand) using a paddle racquet.</p> <p><u>Movement Composition: Dance</u></p> <p>Move to a established rhythm or music.</p> <p>Identify traditional dances and their countries of origin.</p> <p>Learn the basic steps of a chosen traditional dance.</p> <p><u>Connection to the unit</u> To be informed</p>

Aug-Sept	October-mid Nov	Mid Nov-Dec	Feb-March	April-mid May	mid May-June
ICT					
<p>Digital research</p> <p>In this unit pupils will be exploring the way the web is structured and created, and who puts information up on the Internet. They will learn how to find out a bit more about a website and to evaluate it's usefulness to them in their research.</p> <p>that the parts of a web address (URL) can give useful information</p> <p>that a web browser keeps a history of pages visited</p> <p>that search engines use tools that catalogue website content to create a searchable database</p> <p>that searching the whole internet using Google can be time consuming and difficult</p> <p>that there are some sites designed for children to search that search results should be skimmed to save time</p> <p>that some results from a search engine query have been paid for by the website owners (sponsored links)</p> <p>that information from the internet should not be cut and pasted into original work without giving a reference</p>	<p>Modelling by design</p> <p>This unit further develops the idea of using computer simulations and models to explore choices and decisions. The unit looks at using real-world simulations for training, and the use of models for designing and modifying room and garden layouts for different uses. There is the opportunity to discuss computer games which will give valuable insight into home computer use. There are whole class activities, paired and group work.</p> <p>that computer simulations allow one to explore controlling aspects of a real life situations but there are limitations</p> <p>that a graphical model can be used to explore alternatives and identify patterns and relationships e.g. classroom layout, playground/garden design using suitable software</p> <p>that graphics software can be used to create a variety of effects e.g. using filters</p> <p>That transformation tools in graphics software can be used to cut out sections of a picture and paste it into another, to create a digital collage</p>	<p>Control</p> <p>In this unit pupils explore the Logo programming language, and learn how to write a program using repeat commands and procedures to create complex geometrical patterns and shapes. Pupils can work collaboratively to share ideas and solve problems, and then work on their own patterns individually. There are opportunities to develop perseverance and problem solving strategies.</p> <p>that computer programs can be written that control very complex situations like computer games and plane autopilots etc</p> <p>that there are a variety of programming languages which are used for different purposes</p> <p>that instructions can be grouped into a procedure, and named and saved</p> <p>that procedures can call other procedures to create complex sets of instructions</p>	<p>Text & Graphics</p> <p>This unit is about making good decisions about how to organise available resources to create an effective presentation bearing the audience in mind. It involves working together to plan, compose and review presentations.</p> <p>that there is a range of software applications each one best suited to a different communication task e.g. WP, DTP, Slide Presentation</p> <p>that presentation software can be used to communicate information effectively for a given context or audience</p> <p>a range of tools including callouts, tables, text boxes and formatting tools can be useful in achieving the desired layout or effect</p> <p>that email is used to communicate between computers using an internet connection</p> <p>that email addresses have a particular form</p>	<p>Data Handling & Logging</p> <p>The focus of this unit is answering questions. Pupils need to gather data in a way which will prove useful later. Pupils could gather data, analyse it and then make presentations in text and graphics time.</p> <p>In this unit pupils will use a data logger to record changing data over time as a line graph, and identify simple events from the recorded data. The unit links closely with the science units for year 4.</p> <p>that the initial questions should determine the type of data collected, and the structure of the database</p> <p>that a database is created by collecting and inputting data into a prepared structure</p> <p>that tables and graphs can show more than one variable allowing one to look at relationships more clearly</p> <p>that pie charts are useful for answering some questions while line graphs are more appropriate for others</p> <p>that errors can occur during data collection and entry, and input will need to be checked</p> <p>that there are advantages to using computers to monitor and log data e.g. they can take accurate and reliable readings in dangerous conditions</p>	<p>Multimedia & Digital Images</p> <p>This unit develops pupils understanding of the language of pictures. Choices pupils make when taking and presenting pictures. It also focuses on the role of music within multimedia texts and how choices of tempo and instrumentation affect audience response. This unit also develops the idea of thinking about audience & making films to address particular audiences. Pupils are asked to think about & discuss how they want the finished film to look as they are shooting the initial footage.</p> <p>that there are different tones and registers for multimedia elements as well as text that are suitable for different audiences and purposes</p> <p>that multimedia elements can take up a lot of digital storage space, and files may have to be compressed and edited</p> <p>that genre is an idea which applies to films as well as books, so films have particular audiences & talk to those audiences in particular ways</p> <p>that shooting successful DV involves taking account of what will be required at the editing stage</p> <p>that the audience for a piece of work should be involved in feedback & evaluation</p> <p>that it is useful to look at examples of similar publications</p> <p>that digital photographs may be planned with particular purposes & audiences in mind</p> <p>that scanners & cameras have automated settings that make choices about how the image is recorded</p>