Sharing the Planet – Water Matters

Transdisciplinary Theme: Sharing the Planet
An inquiry into rights and responsibilities in the struggle to share finite resources with other people and with other living things; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution.

Central Idea
Water travels on a journey and is used and reused along the way.

Key Concepts
• Change
• Responsibility
• Reflection

Related concepts
conservation, consumption, action, interdependence, sustainability, distribution, health, natural resources, sources, access

Lines of Inquiry
1. Sources of water
2. How water is used
3. Distribution of water
4. Responsibilities regarding water

Language: English

Phonics, Spelling and vocabulary
- Identify syllabic patterns in multisyllabic words.
- Match spelling to meaning when words sound the same (homophones), e.g. to/two/too, right/write.
- Apply phonic/spelling, graphic, grammatical and contextual knowledge in reading unfamiliar words.
- Explore degrees of intensity in adjectives, e.g. cold, tepid, warm, hot.
- Build words from other words with similar meanings, e.g. medical, medicine.

Grammar and Punctuation
- Investigate the grammar of different sentences: statements, questions and orders.
- Understand the use of connectives to structure an argument, e.g. if, although.
- Re-read own writing to check punctuation and grammatical sense.

Reading
- Explore the impact of imagery and figurative language in poetry, including alliteration and simile, e.g. as ... as a .... Retell or paraphrase events from the text in response to questions.
- Understand how points are ordered to make a coherent argument.
- Identify different types of non-fiction text and their known key features.
- Distinguish between fact and opinion in print and ICT sources.

Writing
- Begin to adopt a viewpoint as a writer, expressing opinions about characters or places.
- Show awareness of the reader by adopting an appropriate style or viewpoint.
- Make short notes from a text and use these to aid writing.

Speaking and Listening
- Deal politely with opposing points of view.
Mathematics

Number

Mental Strategies
- Derive quickly pairs of two-digit numbers with a total of 100, e.g. 72 + • = 100
- Derive quickly pairs of multiples of 50 with a total of 1000, e.g. 850 + • = 1000
- Add three or four small numbers, finding pairs that equal 10 or 20
- Add three two-digit multiples of 10, e.g. 40 + 70 + 50
- Add and subtract near multiples of 10 or 100 to or from three-digit numbers, e.g. 367 – 198 or 278 + 49
- Add any pair of two-digit numbers, choosing an appropriate strategy
- Subtract any pair of two-digit numbers, choosing an appropriate strategy
- Find a difference between near multiples of 100, e.g. 304 – 296
- Subtract a small number crossing 100, e.g. 304 – 8

Addition and Subtraction
- Add pairs of three-digit numbers
- Subtract a two-digit number from a three-digit number
- Subtract pairs of three-digit numbers

Geometry
- Describe and identify the position of a square on a grid of squares where rows and columns are numbered and/or lettered
- Devise the directions to give to follow a given path

Length, Mass and Capacity
- Choose and use standard metric units and their abbreviations (km, m, cm, mm, kg, g, l and ml) when estimating, measuring and recording length, weight and capacity
- Know and use the relationships between familiar units of length, mass and capacity; know the meaning of ‘kilo’, ‘centi’ and ‘milli’
- Where appropriate, use decimal notation to record measurements, e.g. 1.3 m, 0.6 kg, 1.2 l.
- Interpret intervals/divisions on partially numbered scales and record readings accurately

Problem Solving
- Choose appropriate mental or written strategies to carry out calculations involving addition or subtraction
- Check the results of adding numbers by adding them in a different order or by subtracting one number from the total
- Check subtraction by adding the answer to the smaller number in the original calculation
- Estimate and approximate when calculating, and check working
- Choose strategies to find answers to addition or subtraction problems; explain and show working
- Use ordered lists and tables to help to solve problems systematically; explain methods and reasoning orally and in writing; make hypotheses and test them out
**Music**

Students make their way up through Karate Belts by achieving certain criteria. Each belt requires students to play a particular piece of music to an excellent standard. Students can work in these pieces either by themselves or as a pair perfecting the pieces. Students’ progress is shown by the colour of ribbons being tied to their recorder and their progress is displayed on a chart in the music room. The extension course challenges and advances the students’ recorder skills by learning and mastering more complex rhythms and a wider range of notes. The belts include film music (Star Wars), famous classical tunes (Spring – Vivaldi) and composition belts where the students create their own recorder compositions displaying their notation skills learnt during this topic.

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**Chinese/Mandarin**

- **Week 1-5 Learn about:**
- Numbers used in dates
- Zodiac animals in Chinese
- Learn to express birthday and zodiac in Chinese
- Learn radicals 仔，日，月
- Learn the zodiac animal story—culture study
- Character study: divide characters into parts.

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**Physical Education**

During the second unit of inquiry, students in Physical Education will be involved in a variety of striking and fielding games. The focus will be on participating in a variety of roles within these games and the safe use of equipment. Players will further refine the skills of striking, catching and throwing, while beginning to develop an understanding of strategies relating to striking and fielding games.

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**Vietnamese Language & Culture (VLC)**

**Language and culture focus:**

**NUMBERS AND ACTION VERBS**

Year 4 will continue their next VLC topics with Numbers and Action verbs. During VLC lessons, the students will learn how to count to 100, ask and tell the times in Vietnamese. They will also learn some useful action verbs and apply their newly learnt vocabulary to describe what someone is doing in Vietnamese.

**Culture focus: Vietnamese currency**

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**Vietnamese National Curriculum (VNC)**

In unit 2, year 4 VNC will be continued on the 3 topics: The community, the countryside, the North, Middle and South. Through these students will have chances to learn new vocabulary, new grammatical points, how to write a longer paragraph, as well as review the phonic.