

## Year 4 Programme of Inquiry

| Transdisciplinary Theme       | WHO WE ARE   | WHERE WE ARE IN PLACE & TIME  | HOW THE WORLD WORKS  | HOW WE EXPRESS OURSELVES  | SHARING THE PLANET  | HOW WE ORGANISE OURSELVES   |
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| <b>Central Idea</b>           | Our body is made up of many systems that work together.  | Exploration by great explorers leads to discoveries.  | Energy impacts our experiences.  | Technology impacts communication through time and space.  | Ecosystems are affected by human activity.  | The ability to access children's rights varies worldwide.   |
| <b>An inquiry into...</b>     | <p>How different body systems work.</p> <p>The positive and negative factors that affect the body system.</p> <p>how we can be responsible for keeping our body healthy.</p> | <p>What the reasons could be for exploration.</p> <p>Who the explorers over time are.</p> <p>How exploring space has changed our life on Earth.</p> | <p>Different forms of energy.</p> <p>How energy can be transformed.</p> <p>How energy can be used.</p> | <p>Evolution of technological appliances.</p> <p>Social media acts as a platform for self-expression.</p> <p>Ethics of cyber-space.</p> | <p>How the actions of humans will change an ecosystem.</p> <p>The interdependence of living and non-living organisms.</p> <p>Our responsibility and action required in the conservation system.</p> | <p>Needs and wants worldwide.</p> <p>Rights and responsibilities of children.</p> <p>Organisations supporting the rights of children.</p> |
| <b>Key Concepts</b>           | Function, Causation, Responsibility  | Form, Perspective, Change   | Form, Change, Function   | Responsibility, Function, Change  | Causation, Responsibility, Connection   | Responsibility, Function, Form  |
| <b>Related Concepts</b>       | Patterns, Interdependence, Health  | Conflict, Discovery, Exploration  | Transformation, Properties, Behavior   | Identity, Systems, Citizenship  | Interdependence, Rights, Responsibilities   | Community, Diversity, Equality  |
| <b>Approaches to Learning</b> | Research, Thinking, Communication  | Research, Thinking and Communication  | Self-Management, Thinking, Research  | Research, Self-Management and Thinking  | Research, Self-Management, and Communication  | Social, Communication and Research  |

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| <b>Learner profile Attributes</b> | Balanced<br>Thinkers<br>Reflective   | Inquirers<br>Risk-Takers<br>Communicators   | Inquirers<br>Risk-takers<br>Knowledgeable  | Thinkers<br>Reflective<br>Communicators   | Caring<br>Balanced<br>Knowledgeable   | Open-minded<br>Caring<br>Reflective   |
| <b>Language</b>                   | Narrative<br><br>Understanding audience<br>Persuasion<br>Choice of text type   | Recount<br>Biographies<br><br>Imagery<br>Subjectivity<br>Voice<br>tenses                    | Poetry<br>Stories (Fantasy)<br>Instructions and directions<br><br>Spelling rules<br>Sentence structure<br>Non-fiction v fiction        | Tales<br>News articles<br><br>Genre<br>Word choice<br>Meaning<br>Communication<br>voice                         | Debates<br>Persuasive -<br>Advertisements<br><br>Sequences<br>patterns  | Rules and laws<br>Poetry<br><br>Communication<br>Properties<br>Pattern<br>Structure   |
| <b>Mathematics</b>                | Number   | Number<br>Measurement   | Measurement<br>Geometry<br>Number  | Number<br>Measurement   | Measurement<br>Statistics   |   |
| <b>Science</b>                    | Living Things  | Living Things   | Forces and Energy  | Forces and Energy   | Everyday Materials  | Working Scientifically  |
| <b>UAE Social Studies</b>         | <ul style="list-style-type: none"> <li>History</li> </ul>  | <ul style="list-style-type: none"> <li>Civic Studies</li> <li>Geography</li> </ul>          | <ul style="list-style-type: none"> <li>Geography</li> </ul>  | <ul style="list-style-type: none"> <li>Sociology</li> </ul>   | <ul style="list-style-type: none"> <li>Economics</li> </ul>   | <ul style="list-style-type: none"> <li>Moral Education</li> </ul>   |
|                                   | <ul style="list-style-type: none"> <li>Information Literacy</li> <li>Information processing</li> </ul>                   |   |  |   |   |   |
| <b>MEP</b>                        | Character and Morality (CM5)   | The individual and the community (IC5)  | Cultural Studies (CUS5)  | Character and Morality (CM6)  | The individual and the community (IC6)  | Cultural Studies (CUS6)   |
| <b>PE</b>                         | <b>Health Related Fitness / Movement and Dance</b><br><br>Strength<br>Body Control<br>Persist                            | <b>Athletics</b><br><br>Technique<br>Reaction<br>Awareness                                  | <b>Orienteering / Swimming</b><br><br>Improvement<br>Roles/Safety<br>Structure/Variety   | <b>Netball or Basketball/ Football</b><br><br>Movement<br>Teamwork<br>Adaptation                                | <b>Gymnastics</b><br><br>Initiatives<br>Awareness<br>Body Control<br>Power  | <b>Rounders</b><br><br>Team Work<br>Communication<br>Rights<br>Responsibilities   |
| <b>Art</b>                        | Can we use colour effectively to portray the seasons?<br><br>Colour, transformation, expression, relationships, imagery. | Can we create an artist inspired landscape?<br><br>Design, shape, lines, colour, structure. | What can we learn from Art from another culture?<br><br>Sculpture focus.<br><br>Colour, transformation, expression, structure, design. | What can we learn from Art from another culture?<br><br>Paint focus.<br><br>Colour, transformation, expression. | Endangered animals - How human activity can impact animals.<br><br>Animals that depend on a particular ecosystem and must move or perish due to human impact. | Studying civilisations old and new and monarchy.<br><br>Printmaking in the style of William Morris.<br><br>Structure, shape, space, design. |

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|              |   |  |  |  | Oil pastel studies.   |   |
| <b>Music</b> | Genres, folk songs, melody  | History, music timelines, Classical period   | Performance, musical revues, expression  | Ensemble, performance, reflection  | Vegetable orchestra, recycled orchestra   | Form, music structure, composition  |
| <b>Drama</b> | Using the body and voice - exploring the different ways in which we can create, adapt and show characters without props or costume, just as actors. The impact of the voice and body - Mime. Voice, space & expression. | Using a script - how to read and use a script correctly - names, speech and stage directions. Reading and performing existing scripts and creating own. Voice, relationships & communication | Tales of the Jungle rehearsal process for year group performance. Expression, structure & adaptation | Continued - Tales of the Jungle rehearsal process for year group performance. Expression, structure & adaptation | Character creation - analysing characters in scripts and performances for inspiration of own character profiles and comparisons. Communication, relationships & voice | Kings, Queens and Sheikhs - leadership and civilisations old and new. Creating and performing own scripts within class. Systems, space & expression |

- Related Concepts