



LA CÔTE INTERNATIONAL SCHOOL
AUBONNE
A NORD ANGLIA EDUCATION SCHOOL

YEAR 4 CURRICULUM BOOK

2025-2026



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WELCOME

Welcome to Year Four's Curriculum Booklet

This booklet sets out all the relevant information that will help parents to understand the structure and content of the year's programmes of study for each subject.

At LCIS, we have developed our own contemporary approach to learning to create an inspiring and personalised education for your children. Our programmes in the Primary school, based on the English National Curriculum and the International Primary Curriculum, have been selected to ensure academic rigour and challenge while providing an educational journey that allows your children to flourish physically, intellectually, emotionally and ethically.

Our French A, native language programme is guided by the French and Swiss curricula, whilst our French B, foreign language programme supports the standards outlined by the Common European Framework. Our unique Performing Arts programme is the fruit of our collaboration with the world-renowned Juilliard School. Our partnerships with MIT and UNICEF offer our students many enriching global opportunities, while our exclusive online learning platform, 'Global Campus', enables Nord Anglia students across the world to connect, discover and interact with one another through cross-curricular, collaborative projects.

We know that children flourish when they are challenged, when they have opportunities to apply their learning, and when they are empowered to discover and build on their individual strengths and passions. Therefore, authentic learning experiences, both inside and outside the classroom, build the core of the personalised teaching we afford our students and equip them to play a proactive and positive role in the world they will inherit.

This curriculum booklet contains the general teaching sequence for Year 4. Please note that the unit blocks may be rearranged depending on the length of the school terms. Please refer to the Year 4 Academic Long-Term Plan 2025-2026 for the teaching sequence for this year, which is attached to this booklet.

We hope this curriculum booklet will help to answer any questions you may have about the fundamentals of your child's learning, and support the collaboration between school and home throughout the year.

Kind Regards,

Year 4 Team

MATHEMATICS

Scheme of Learning

We believe that every child can be successful in Mathematics.

Our model of teaching Mathematics is based on the 'White Rose Maths' approach. Students are taught specific strands e.g. Number: Place Value in blocks; within each block there are small, incremental steps to ensure progression and allow an integrated approach to fluency, reasoning and problem solving. Although each strand is explicitly taught in a block, these are revised throughout the year. Each block has clear links to each year band's Mathematics objectives, which are taken from the English National Curriculum.

Number: Place Value		Number: Addition and Subtraction		Measurement: Time	Number: Multiplication and Division	
Measurement: Length and Perimeter	Number: Multiplication and Division		Measurement: Area	Statistics		Number: Fractions
Number: Decimals (Part 1)		Number: Decimals (Part 2)	Measurement: Money		Geometry: Properties of Shape	Geometry: Position and Direction

UNITS:

Number: Place Value

- ▶ Count in multiples of 6, 7, 8, 9, 25 and 1,000
- ▶ Find 1,000 more or less than a given number
- ▶ Recognise the place value of each digit in a four-digit number
- ▶ Order and compare numbers beyond 1,000
- ▶ Identify, represent and estimate numbers using different representations
- ▶ Round any number to the nearest 10, 100 and 1000
- ▶ Solve number and practical problems that involve all of the above with increasingly large positive numbers
- ▶ Count backwards through zero to include negative numbers

Number: Addition and Subtraction

- ▶ Add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate
- ▶ Estimate and use inverse operations to check answers to a calculation
- ▶ Solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why

Measurement: Time

- ▶ Read, write and convert time between analogue and digital 12- and 24-hour clocks
- ▶ Solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days

Number: Multiplication and Division

- ▶ Recall and use multiplication and division facts for multiplication tables up to 12×12
- ▶ Use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1, dividing by 1, multiplying together three numbers
- ▶ Solve problems involving multiplying and adding, including using the distributive law to multiply two-digit numbers by one-digit

Measurement: Length and Perimeter

- ▶ Measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres
- ▶ Convert between different units of measure

Number: Multiplication and Division

- ▶ Recall and use multiplication and division facts for multiplication tables up to 12×12
- ▶ Use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1, dividing by 1, multiplying together three numbers
- ▶ Recognise and use factor pairs and commutativity in mental calculations
- ▶ Multiply two-digit and three-digit numbers by a one-digit number using formal written layout
- ▶ Solve problems involving multiplying and adding, including using the distributive law to multiply two-digit numbers by one-digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects

Measurement: Area

- ▶ Find the area of rectilinear shapes by counting squares

Statistics

- ▶ Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs
- ▶ Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs

Number: Fractions

- ▶ Recognise and show, using diagrams, families of common equivalent fractions
- ▶ Count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten
- ▶ Solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number
- ▶ Add and subtract fractions with the same denominator

Number: Decimals (Part 1)

- ▶ Recognise and write decimal equivalents of any number of tenths or hundredths
- ▶ Find the effect of dividing a one or two digit number by 10 or 100, identifying the value of the digits in the answer as ones, tenths and hundredths
- ▶ Solve simple measure and money problems involving fractions and decimals to two decimal places
- ▶ Convert between different units of measure

Number: Decimals (Part 2)

- ▶ Compare numbers with the same number of decimal places up to two decimal places
- ▶ Round decimals with one decimal place to the nearest whole number
- ▶ Recognise and write decimal equivalents to $\frac{1}{4}$, $\frac{1}{2}$ and $\frac{3}{4}$
- ▶ Understand the effect of dividing a one or two-digit number by 10 or 100, identifying the value of the digits in the answer as ones, tenths and hundredths

Measurement: Money

- ▶ Estimate, compare and calculate different measures, including money in pounds and pence
- ▶ Solve simple measure and money problems involving fractions and decimals to two decimal places

Geometry: Properties of Shape

- ▶ Identify acute and obtuse angles, and compare and order angles up to two right angles by size
- ▶ Compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes
- ▶ Identify lines of symmetry in 2-D shapes, presented in different orientations
- ▶ Complete a simple symmetric figure with respect to a specific line of symmetry

Geometry: Position and Direction

- ▶ Describe positions on a 2-D grid as coordinates in the first quadrant
- ▶ Plot specified points and draw sides to complete a given polygon
- ▶ Describe movements between positions as translations of a given unit to the left/right and up/down



ENGLISH – WRITING

Scheme of Learning

This scheme of learning uses carefully chosen high-quality texts to guide learning in each unit. These texts help children explore rich language, interesting ideas, and different ways to write. Through reading, talking, and activities, children build important skills like expanding their vocabulary, understanding how sentences and grammar work, and learning to organise their writing clearly. They also practice writing for different purposes and audiences, which helps them become confident, creative writers who can express their thoughts effectively. Twice a year, all students from EYFS to Primary take part in a whole-school book study, fostering a sense of community and shared learning through a variety of writing genres.

A glossary of the terminology used in Year 4 English can be found in the attached Appendix – English Grammar Terminology.

Historical Narrative	Narrative (alternative ending)	Explanation Texts
Explanation of a life cycle	Narrative sequel	Newspaper report
Information Text	Non-chronological report	

UNITS:

TERM 1

WRITING OUTCOME	► Own version historical narrative	► Historical fiction narrative (alternative ending)	► Two explanation texts - formal and informal
CLASS TEXT	► The lion and the unicorn	► Riddle of the Runes	► Until I met Dudley
VOCABULARY, GRAMMAR & PUNCTUATION	<ul style="list-style-type: none"> ► Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or prepositions ► Headings and sub-headings to aid presentation ► Use of the present perfect form of verbs instead of the simple past [for example, He has gone out to play contrasted with He went out to play] ► The grammatical difference between plural and possessive -s ► Standard English forms for verb inflections instead of local spoken forms [for example, we were instead of we was, or I did instead of I done] ► Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair) ► Fronted adverbials [for example, Later that day, I heard the bad news.] ► Use of paragraphs to organise ideas around a theme ► Use of inverted commas and other punctuation to indicate direct speech ► Apostrophes to mark plural possession [for example, the girl's name, the girls' names] 	<ul style="list-style-type: none"> ► Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar ► Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition ► Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of] ► Fronted adverbials [for example, Later that day, I heard the bad news.] ► Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair) ► Use of inverted commas and other punctuation to indicate direct speech 	<ul style="list-style-type: none"> ► Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although ► Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition ► Using conjunctions, adverbs and prepositions to express time and cause ► Using fronted adverbials ► Learning the grammar for years 3 and 4 in English Appendix 2 ► Using commas after fronted adverbials ► Indicating possession by using the possessive apostrophe with plural nouns ► Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading
WRITING COMPOSITION - TAUGHT ACROSS ALL UNITS	Planning	<ul style="list-style-type: none"> ► Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar ► Discussing and recording ideas 	
	Draft & Write	<ul style="list-style-type: none"> ► In non-narrative material, using simple organisational devices ► Organising paragraphs around a theme ► In narratives, creating settings, characters and plot ► Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures 	
	Evaluate & Edit	<ul style="list-style-type: none"> ► Assessing the effectiveness of their own and others' writing and suggesting improvements ► Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences ► Proof-read for spelling and punctuation errors ► Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear 	

TERM 2			
WRITING OUTCOME		► Explanation of a life cycle	► Narrative sequel
CLASS TEXT		► Varmints	► Frindleswydle
VOCABULARY, GRAMMAR & PUNCTUATION		<ul style="list-style-type: none"> ► Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of] ► Introduction to paragraphs as a way to group related material ► Headings and sub-headings to aid presentation ► Use of paragraphs to organise ideas around a theme ► Use of commas to clarify meaning or avoid ambiguity ► Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition ► Using fronted adverbials 	<ul style="list-style-type: none"> ► Expressing time, place and cause using conjunctions, adverbs or prepositions ► Use of paragraphs to organise ideas around a theme ► Use of inverted commas and other punctuation to indicate direct speech ► Fronted adverbials [for example, Later that day, I heard the bad news.] ► Use of commas after fronted adverbials ► Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair)
			<ul style="list-style-type: none"> ► Newspaper report
			<ul style="list-style-type: none"> ► Shackleton's Journey
WRITING COMPOSITION - TAUGHT ACROSS ALL UNITS	Planning	<ul style="list-style-type: none"> ► Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar ► Discussing and recording ideas 	
	Draft & Write	<ul style="list-style-type: none"> ► In non-narrative material, using simple organisational devices ► Organising paragraphs around a theme ► In narratives, creating settings, characters and plot ► Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures 	
	Evaluate & Edit	<ul style="list-style-type: none"> ► Assessing the effectiveness of their own and others' writing and suggesting improvements ► Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences ► Proof-read for spelling and punctuation errors ► Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear 	

TERM 3		
<div> <div>MAIN GENRE</div> <div>CLASS TEXT</div> <div>VOCABULARY, GRAMMAR & PUNCTUATION</div> </div>		<ul style="list-style-type: none"> ▶ Information text - a 'book of wonder' ▶ Non-chronological report
		<ul style="list-style-type: none"> ▶ The Crown ▶ The matchbox diary
		<ul style="list-style-type: none"> ▶ Expressing time, place and cause using conjunctions [for example, when, before, after, while, so, because], adverbs [for example, then, next, soon, therefore], or prepositions [for example, before, after, during, in, because of] ▶ Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair) ▶ Use of paragraphs to organise ideas around a theme ▶ Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition ▶ Use of inverted commas and other punctuation to indicate direct speech ▶ Use of the present perfect form of verbs instead of the simple past [for example, He has gone out to play contrasted with He went out to play] ▶ Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although ▶ Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition ▶ Using conjunctions, adverbs and prepositions to express time and cause ▶ Using fronted adverbials ▶ Learning the grammar for years 3 and 4 in English Appendix 2 Indicate grammatical and other features by: <ul style="list-style-type: none"> ▶ Using commas after fronted adverbials ▶ Using and punctuating direct speech ▶ Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading
<div> <div>WRITING COMPOSITION</div> <div>- TAUGHT ACROSS ALL UNITS</div> </div>	Planning	<ul style="list-style-type: none"> ▶ Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar ▶ Discussing and recording ideas
	Draft & Write	<ul style="list-style-type: none"> ▶ In non-narrative material, using simple organisational devices ▶ Organising paragraphs around a theme ▶ In narratives, creating settings, characters and plot ▶ Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures
	Evaluate & Edit	<ul style="list-style-type: none"> ▶ Assessing the effectiveness of their own and others' writing and suggesting improvements ▶ Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences ▶ Proof-read for spelling and punctuation errors ▶ Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear

ENGLISH – READING

Scheme of Learning

Reading is a fundamental skill, which enables children to access and respond to all areas of the curriculum.. Students are offered the opportunity to gain an appreciation and love of reading through a wide and exciting bank of quality texts. Reading skills are taught through a variety of methods, including core texts linked to writing genres, guided reading sessions and research for IPC units. As reading skills are taught continually across many areas, the reading objectives from the English National Curriculum are covered throughout the year and revisited often.

Each objective is related to key readings skills:

READ = word reading and general reading behaviour

R = recall and retrieval

E = exploring the author's language and point of view

A = analysis of structure and organisation

D = deduction and inference

OBJECTIVES COVERED OVER THE YEAR	STUDENTS WILL LEARN TO...	KEY SKILL
	► Read aloud with intonation and expression, taking into account presentational devices (e.g. capital letters or italics for emphasis) and a more sophisticated range of punctuation.	(READ)
	► Read confidently and independently using a range of strategies appropriately to establish meaning, e.g. self-correcting, widening knowledge of vocabulary.	(READ)
	► Skim read texts to gather the general impression of what has been written.	(R)
	► Scan texts to locate specific information.	(R)
	► Use text marking to support retrieval of information or ideas from texts, e.g. highlighting, notes in the margin.	(R)
	► Summarise and explain main points in a text.	(R)
	► Refer to the text to support opinions and predictions.	(R/D)
	► Use clues from action, description and dialogue to help establish meaning.	(D)
	► Read some Y4/5 high frequency words.	(READ)
	► Use knowledge of text structure to locate information, e.g. use appropriate heading and sub-heading in non-fiction, find relevant paragraph or chapter in fiction.	(A)
	► Identify the ways in which paragraphs are linked, e.g. use of connecting adverbs or pronouns for character continuity.	(A)
	► Quote directly from the text to support thoughts and discussions.	(R)

OBJECTIVES COVERED OVER THE YEAR

▶ Work out the meanings of ambitious words and/or phrases in context.	(D)
▶ Read between the lines, using clues from action, dialogue and description to interpret meaning and/or explain what characters are thinking or feeling and the way they act.	(D)
▶ Explore potential alternatives that could have occurred in texts (e.g. a different ending), referring to text to justify their ideas.	(D)
▶ Identify the point of view from which a story is told.	(D)
▶ Identify the effects of different words and phrases to create different images and atmosphere, e.g. powerful verbs, descriptive adjectives and adverbs.	(E)
▶ Identify the author's choice of language and its effect on the reader in non-fiction texts (e.g. 'foul felon' in a newspaper report about a burglary).	(E)
▶ Discuss how a text can affect the reader and the language the author has used to create those feelings.	(E)
▶ Discuss the work of some established authors and knows what is special about their work.	(E)
▶ Identify differences between some different fiction genres.	(A)
▶ Recognise how a character is presented in different ways and respond to this with reference to the text.	(D)
▶ Explain different characters' points of view.	(D)
▶ Compare the structure of different stories to discover how they differ in pace, build up, sequence, complication and resolution.	(A)



INTERNATIONAL PRIMARY CURRICULUM (IPC)

Scheme of Learning

The International Primary Curriculum is a comprehensive, thematic, creative curriculum with specific learning goals for the following areas: History, Geography, Science, Art, Technology, International Mindedness and Society. Each unit or topic varies in length and will focus on specific learning goals in Knowledge, Skills and Understanding. The IPC also supports and facilitates personal learning based on the eight IPC personal goals, for student to become a Collaborator, a Communicator, a Thinker, Empathetic, Ethical, Resilient and Respectful.

In Year Four, students can opt to take their IPC topic lessons in English or in French.

Brainwave: Meta-cognition (Science)	Scavengers and Settlers (History and Geography)	Making Waves! (Science)
Chocolate (History and Geography)	How Humans Work (Science)	
Explorers and Adventurers (History and Geography)	The Nature of Life (Science)	

UNITS:

Brainwave: Metacognition

The Big Idea

Do you remember learning about the brain? We are going to find out more about how our brain and memory work to help us learn. This three weeks unit is all about metacognition! It will help us with all our future learning and actually make us better learners!

Explaining the Theme

In Health and Wellbeing, students will be finding out:

- ▶ What it means to have a growth mindset and how it improves learning
- ▶ About Personal Learning Goals and how they can help us with our learning
- ▶ Strategies to help us remember new knowledge
- ▶ How to regulate our emotions
- ▶ How to use a communication strategy to solve conflict
- ▶ How making connections strengthens learning
- ▶ How sugar impacts on our brain.

In International, students will be finding out:

- ▶ Information and comparing school experiences in different places and different times.

Scavengers and Settlers

The Big Idea

We will be learning about how historians find out about the past civilisations and what clues we can uncover about the people that lived during different eras from the evidence that has been left behind. We will be historians and explore how early humans adapted and developed new skills in order to survive, as well as exploring the different settlements they created long ago. We will also be finding out about our ancestors, who they were and what they did during three key eras: the Stone Age, Bronze Age and Iron Age. Are our ancestors different to the people that live today? What is similar/different about our lives and the lives of the earliest humans?

Explaining the Theme

In History, students will be finding out:

- ▶ How fossils are formed and what we can learn from them
- ▶ How our earliest ancestors might have lived
- ▶ About the migration of early humans
- ▶ How we can learn about the past by investigating a Stone Age village
- ▶ What life was like during the Bronze Age and Iron Ages.

In Art, students will be finding out:

- ▶ How to make and decorating ancient style necklaces
- ▶ How to replicate prehistoric cave paintings.

In Health and Wellbeing, students will be finding out:

- ▶ About the diet of the Stone Age man
- ▶ About the dangers of foraging in the past and today.

In Geography, students will be finding out:

- ▶ About the historical region of Mesopotamia
- ▶ Information on Ancient Mesopotamian farming and how they were self-sufficient.

In International, students will be finding out:

- ▶ The reasons for migration

Making Waves!

The Big Idea

Sound and light are all around us – from the sound of thunder and the flash of lightning in a storm, to a mobile phone ringing and flashing when someone calls us. We are surrounded by lights and sounds. But what is sound? How are sounds made? How do we see and hear? And why do we see lightning before we hear the thunder? We will need to be scientists, musicians and designers to find out all about light and sound waves!

Explaining the Theme

In Science, students will be finding out:

- ▶ How sounds are made
- ▶ How sounds can be changed
- ▶ How sounds travel to the ear
- ▶ How we see and hear things
- ▶ What influences the volume of sound
- ▶ Why we need light to see things
- ▶ About colours in light
- ▶ The differences between how light and sound travel.

In International, students will be finding out:

- ▶ About light and noise pollution
- ▶ How we can take action to reduce light and noise pollution.

Chocolate

The Big Idea

In this unit, we will be learning about something that most of us are familiar with - chocolate! We will be learning all about the impact that chocolate has had on many people's lives for hundreds of years. We will need to be geographers as we find out where and how chocolate is grown and processed, historians as we find out how chocolate made its way across the world, and scientists and designers as we create our own chocolate bars! Does chocolate have a positive or negative impact on the lives of many people today?

Explaining the Theme

In Geography, students will be finding out:

- ▶ Where chocolate is grown and why
- ▶ Information about the Cacao Belt
- ▶ Where chocolate is manufactured
- ▶ About the advantages and disadvantages of commercial farming.

In History, students will be finding out:

- ▶ About the first people to enjoy chocolate many years ago
- ▶ How chocolate made its way from the Aztec Empire in Mexico to Europe
- ▶ How some people were not treated well in the trading of chocolate.

In International, students will be finding out:

- ▶ About the benefits of fair trade to commercial cocoa farms
- ▶ What major chocolate companies are doing to support fair trade practises.
- ▶ Information on other fair trade products
- ▶ About chocolate consumption around the world.

In Science, students will be finding out:

- ▶ How much chocolate we consume
- ▶ About the nutritional values of chocolate
- ▶ How our bodies use (burn) calories
- ▶ Information on solids, liquids and gases.

In Health and Wellbeing, students will be finding out:

- ▶ How chocolate impacts our health

In Design Technology and Innovation, students will be finding out:

- ▶ How to make chocolate
- ▶ How to design flavour combinations for our own chocolate bar
- ▶ About Marketing designs for our product

In Art, students will be finding out:

- ▶ Ways to create a chocolate wrapper for our own bar

How Humans Work

The Big Idea

We will be learning about the different functions of the human body, including how we see, hear, digest, breathe and move. We will also investigate how to maintain a healthy lifestyle, and the effects of diet and exercise on the body. We will need to be scientists, nutritionists and sports instructors in order to gain a deep understanding of how humans work. Have you ever considered how your body works? And what does it really mean to be healthy?

Explaining the Theme

In Science, students will be finding out:

- ▶ About the different jobs our teeth do
- ▶ About the digestive system
- ▶ About the Circulatory System
- ▶ About the Respiratory System
- ▶ About the skeleton and muscles
- ▶ Why we should eat a range of different foods.

In Health and Well-being, students will be finding out:

- ▶ About the Human Life Cycle
- ▶ Information on exercise and healthy lifestyles
- ▶ Mental health
- ▶ How to care for our eyes and ears
- ▶ How to develop oral Hygiene
- ▶ How to protect ourselves from germs.

In International, students will be finding out:

- ▶ About health challenges children face around the world
- ▶ Information on food safety

Explorers and Adventurers

The Big Idea

Have you ever wanted to venture to undiscovered lands? Well, you might just be an explorer! In this unit, we will be learning about explorers and adventurers from the past, the challenges they faced and how they have opened our eyes to the world around us. As we embark on our learning journey, we will need to fasten our seatbelts and become historians, geographers, artists and scientists and along the way, we'll develop our international mindedness as we travel far and wide.

Explaining the Theme

In Geography, students will be finding out:

- ▶ About the places we have been and why
- ▶ How to map journeys of explorers
- ▶ Information on the Earth and how it is represented on maps.

In History, students will be finding out:

- ▶ About explorers and the journeys they made
- ▶ Why explorers tried to discover new places
- ▶ How to create a timeline
- ▶ What changed because of where explorers went
- ▶ How adventurers pushed boundaries.

In International, students will be finding out:

- ▶ About the impact of past explorers
- ▶ Information on female explorers and adventurers.

The Nature of Life

The Big Idea

We will be learning about where all life begins and ends. We will need to be Scientists and Technologists to investigate how all living things grow, adapt, feed and reproduce. We will need to use our International awareness to decide if all life forms matter and whether there are some plants or animals that are more important than another?

Explaining the Theme

In Science, students will be finding out:

- ▶ How we know if something is living, non-living or was once alive
- ▶ About different animal life cycles
- ▶ How living things can be grouped or classified
- ▶ Information on the properties of eggs
- ▶ About biodiversity and adaptation.

In Health and Wellbeing, students will be finding out:

- ▶ About the human lifecycle
- ▶ Information on things we are allowed to do as we get older.

In International, students will be finding out:

- ▶ How human behaviour has endangered many species
- ▶ How humans support the survival of different species
- ▶ There are challenges to maintaining biodiversity.

In Geography, students will be finding out:

- ▶ How taking action on the Sustainable Development Goals supports different living things.



FRENCH A

Le programme

Le français en Year 4 occupe 5 heures de l'emploi du temps hebdomadaire des élèves. Durant ces cinq périodes, nous proposons à nos élèves un programme inspiré des deux systèmes suisse et français où l'étude de la langue se fait en contexte, au sein de séances de lecture et d'écriture. Nous travaillons sur des activités spécifiques pour comprendre le fonctionnement de la langue. Les grandes lignes du programme sont les suivantes :

- ▶ Passer de l'oral à l'écrit en lien avec la lecture
- ▶ Enrichir le lexique de l'élève
- ▶ S'initier à l'orthographe lexicale
- ▶ Se repérer dans une phrase simple
- ▶ Maîtriser le niveau de grammaire de l'année en cours

Aventure	Les contes et les arts
Contes amérindiens	Carnets de voyage
Poésie et humour	L'école

UNITS:

GENRE / DESCRIPTION	Aventure Nous allons étudier un récit d'aventure humoristique, raconté à la première personne, du point de vue du jeune héros Entre rêve et investigation, une enquête comme seuls les enfants en ont le secret	Les contes et les arts Nous allons étudier une œuvre qui suit les traces de Claude Monet. L'auteur a imaginé une nouvelle autour de son célèbre tableau La pie Une histoire autour du thème de la disparition et de la perte, qui laisse une large part au rêve Une rencontre entre la peinture et la littérature qui trouvera un écho chez tous les enfants
EXPRESSION ÉCRITE	▶ Planifier une structure narrative	▶ Description d'un tableau choisi par l'élève
GRAMMAIRE	▶ La phrase ▶ La ponctuation ▶ Les différents types de phrase ▶ les formes affirmatives, exclamatives et négatives	▶ Le verbe ▶ Le sujet du verbe
CONJUGAISON	▶ Le passé, présent, futur ▶ La notion d'infinitif et des groupes de verbes ▶ Conjuguer un verbe	▶ Le présent des verbes du premier et deuxième groupe ▶ Le présent des verbes avoir, être, aller et venir ▶ Le présent des verbes pouvoir, vouloir et prendre
ORTHOGRAPHE	▶ Les syllabes, les mots, les phrases ▶ Les accents ▶ Les homophones grammaticaux ▶ (toute l'année): a – à, on-ont, et-est, son-sont, ou-où	▶ Les sons ien/ein, ian/ain, ion/oïn ▶ La lettre s ▶ La lettre g ▶ Le son (j) ▶ Les homophones grammaticaux ▶ (toute l'année): a – à, on-ont, et-est, son-sont, ou-où
VOCABULAIRE	▶ L'ordre alphabétique ▶ Chercher un mot dans le dictionnaire ▶ Lire un article de dictionnaire	▶ Les mots de la même famille ▶ Les préfixes ▶ Les suffixes

GENRE / DESCRIPTION	Contes amérindiens Nous allons étudier huit contes animaliers courts, inspirés de la tradition orale populaire indienne, qui mettent en scène la ruse, la malice mais aussi la cruauté avec humour.	Carnet de voyage Nous allons étudier un livre qui est conçu comme un carnet de voyage, parsemé de textes poétiques avec un merveilleux graphisme et des illustrations à vous couper le souffle, dans une lecture simultanée d'images et de mots.
EXPRESSION ÉCRITE	► Rédiger un conte	► Création d'un carnet de voyage
GRAMMAIRE	► Les pronoms personnels sujets ► Les compléments	► Les noms communs et les noms propres ► Les articles
CONJUGAISON	► Le présent des verbes du 1er, 2ème et 3ème groupe. ► Le futur des verbes du premier et deuxième groupe	► Le futur des verbes avoir, être, aller, faire, dire et voir. ► Le futur des verbes venir, prendre, pouvoir et vouloir
ORTHOGRAPHE	► m devant m, b, p ► Les consonnes doubles ► Les lettres finales muettes ► Les homophones grammaticaux ► (toute l'année): ► a – à, on-ont, et-est, son-sont, ou-où	► Les noms masculins en -é, -er, -ier, -et ► Les mots terminés par le son (o) ► Les mots invariables ► Les homophones grammaticaux ► (toute l'année): ► a – à, on-ont, et-est, son-sont, ou-où
VOCABULAIRE	► Les synonymes ► Les antonymes ► Les niveaux de langue	► Le sens d'après le contexte ► Le sens propre et le sens figuré

GENRE / DESCRIPTION	Poésie et humour Nous allons étudier un livre de sketches plein d'humour et de poésie, écrit dans les années 20 par le poète fantaisiste Tristan Derème. Un texte savoureux sur l'enfance et ses croyances.	L'école Nous allons étudier un récit qui se déroule aux alentours des années 60 et nous offre une peinture de la société de l'époque. Nous allons suivre les aventures d'un petit garçon, Nicolas. On le suit dans toutes les étapes de sa vie d'enfant, toujours ponctuées de bagarres ou bêtises de toutes sortes.
EXPRESSION ÉCRITE	► Écrire un poème	► Ecrire un récit de vie
GRAMMAIRE	► Le groupe nominal ► L'adjectif	► Révision de l'année
CONJUGAISON	► L'imparfait des verbes des premier et deuxième groupes ► L'imparfait des verbes avoir et être ► L'imparfait des verbes aller, voir, faire et dire	► L'imparfait des verbes venir, prendre, pouvoir et vouloir ► Le passé composé
ORTHOGRAPHE	► Le genre et le nombre des noms ► Le féminin des noms ► Le féminin des adjectifs ► Le pluriel des noms ► Les homophones grammaticaux ► (toute l'année): ► a – à, on-ont, et-est, son-sont, ou-où	► Le pluriel des noms en -al, -ail ► Le pluriel des adjectifs ► Les accords dans le groupe nominal ► L'accord du verbe avec le sujet ► Les homophones grammaticaux ► (toute l'année): ► a – à, on-ont, et-est, son-sont, ou-où
VOCABULAIRE	► Enrichir son vocabulaire	► Enrichir son vocabulaire

FRENCH B

Programme

At the end of Year 4 the objective is to reach at least the level of A1 from the Common European Framework of Reference for Language. The students will be developing the four skills of listening, speaking, reading, and writing while discovering various themes and topics related to Art, Science, and Geography in a stimulating and engaging context. We will be using a textbook entitled Les Loustics 4 as a framework. Half of the year's communication goals are inspired by the textbook Les Loustics, the other half is intricately linked to our everyday life as LCIS community members in a series of topics created by the teachers. Projects based learning is a fun way for the students to assimilate and demonstrate what they learn. We also use the DELF examinations 3 times a year to measure our student's attainment and progress against the Common European Framework Reference for Languages.

You can find below an overview of the themes and the skills introduced this year as well as the assessment scheme mentioned above.

LES LOUSTICS	ADDITIONAL TOPICS
The new school year	Animals and pets
A winter in Switzerland	Free time
The world around me	Holidays

UNITS:

THE NEW SCHOOL YEAR / ANIMALS AND PETS		
COMMUNICATION GOALS	<ul style="list-style-type: none"> ► Name items and places in school ► Express favourite and least favourite subjects are and explain why ► Talk through daily routines ► Explain where the school is located. ► Talk about how to travel to school ► Create an ideal school 	<ul style="list-style-type: none"> ► Name the zoo animals ► Use idiomatic expressions related to animals using the verb avoir ► Name the farm animals ► Use idiomatic expressions related to animals using the verb être ► Describe a turtle ► Talk about farm products ► Talk about the carnival ► Learn and talk about a Franco Swiss composer ► Present different musical tastes

THE NEW SCHOOL YEAR / ANIMALS AND PETS		
GRAMMAR	<ul style="list-style-type: none"> ► Use prepositions to locate objects ► Use the negative form and connective words to justify one's opinion ► Use reflexive verbs and locate actions in time ► Use the prepositions : en and à to talk about means of transports and the verb aller and venir ► Use the expressions : il fait / il y a/ c'est / il est / il a / il se sent in order to describe a situation ► Use the expression : il y aurait in order to express a wish ► Create questions related to each point above 	<ul style="list-style-type: none"> ► Revision of the question : Qu'est-ce qu'il y a ... ? ► The demonstrative articles : ce, cet, cette, ces ► Introduction of the questions: Que veut dire ... ? , Comment est ... ? Tu connais ... ? , Adjectif + comme quoi ?

NB : We will be studying a variety of books, songs and poems linked to each theme throughout the term.

A WINTER IN SWITZERLAND / FREE TIME		
COMMUNICATION GOALS	<ul style="list-style-type: none"> ► Present the seasons and their specificity. State favourite season and why ► Talk about winter sports and winter food ► Represent what 'A winter in Switzerland' means through a painting. Present and explain artwork ► Make a presentation on the Swiss summits and mountains ► Create and present a booklet on the ideal ski station. 	<ul style="list-style-type: none"> ► Say activities that can be done in free time ► Express the reason behind something ► Talk about a range of musical instruments ► Discuss sports and which ones they play ► Name different activities ► Express equipment needed for an activity ► Talk about the importance of fitness ► Talk about an ideal weekend ► Talk about other people's hobbies
GRAMMAR	<ul style="list-style-type: none"> ► Time adverbs (avant après etc.) , comparative words (plus que ... moins que...) ► Use the expression : on peut ... (followed by the different winter sports and activities) and je voudrais commander ... (to order food in a restaurant) ► Use adverbs to locate things (ici, là-bas etc.) and numbers above 1000 ► Use the imperative form, superlatives and adjectives. ► Create questions related to each point above. 	<ul style="list-style-type: none"> ► The structure être en train de ► Use parce que to justify one's view point ► Use the verb jouer with du ou de la depending on the gender of the instrument ► Use the verb faire with du ou de la depending on the gender of the sport ► Use the verb aller to use the future tense ► Use the personal pronouns elle and il ► Introduction of the following questions : Que sont-ils en train de faire ? Vous faites de la musique ? Tu fais de la musique ? Tu joues de quel instrument ? Vous faites du sport ? Quel sport fais-tu ? , Qu'est-ce que tu vas faire ce week-end ? , De quoi as-tu besoin ?

THE WORLD AROUND ME / HOLIDAYS		
COMMUNICATION GOALS	<ul style="list-style-type: none"> ► Talk about world currencies ► Locate Switzerland in the world and give information on the country ► Be ready to travel using the airport vocabulary ► Say what your needs to be packed in a suitcase depending on the destination ► Describe the weather in various countries of the world ► Talk about animals in the world, giving an opinion on them and justifying it. 	<ul style="list-style-type: none"> ► Express personal fears ► Say what activities can be done at seaside ► Name the main monuments in Paris ► Say what happens at a school party ► Read a postcard ► Write to a friend ► Describe a seaside scenery ► Become a tourist guide for famous monuments in Switzerland, France and Belgium
GRAMMAR	<ul style="list-style-type: none"> ► Use the verb acheter and ask how much something cost using the expression Combien ça coute ► Understand that countries have genders and use the correct form of en / aux / au, use the verb venir, aller, habiter. Answer and ask the questions D'où viens-tu ? and Où vas tu?Où habites tu? ► Use the verbs prendre and mettre and the expression dans ma valise. Answer the question : Que mets tu dans ta valise? ► Use adverbs of location and the expressions: il y a / il fait ► Use the expressions j'adore and je déteste, justify your opinion using the connective word : parce que. 	<ul style="list-style-type: none"> ► Use the expressions : J'ai peur du, de l', de la, des ... ► Use the future tense with aller ► Introduction of the following questions : De quoi avez-vous peur ? De quoi as-tu peur ? , Qu'est-ce que tu vas + verbe ? Où veux-tu aller en vacances ? Que vas-tu faire ? Tu connais ..., Qu'est-ce que vous allez faire ... ?

NB : We will be studying a variety of books, songs and poems inked to each theme throughout the term.

PERSONAL, SOCIAL, HEALTH AND ECONOMIC EDUCATION (PSHE)

Scheme of Learning

Our PSHE education programme has been developed to support our students to thrive in a time of rapid change by addressing their social, emotional, physical, cultural and moral needs. In line with UK guidelines, our programme focuses on three core themes:

- ▶ Health and Wellbeing
- ▶ Relationships
- ▶ Living in the Wider World

Students have the opportunity to explore their attitudes, values and beliefs around these core themes and to develop the skills, language and strategies necessary to manage the challenges they encounter in their daily lives.

PSHE is taught from Year 1 to Year 6 as a stand-alone lesson and is also woven into the school day, such as during registration and circle time, or discussions after breaks. The programme 'Jigsaw' offers a structure to our PSHE lessons, whilst sessions of mindfulness and yoga, in addition to focus weeks and social communication complement our wellbeing scheme of learning.

Being Me In My World	Celebrating Differences (including anti-bullying)
Dreams and Goals	Healthy Me
Relationships	Changing Me

GENERAL DESCRIPTION

Health and Wellbeing	Relationships	Living in the Wider World
<p>Children will learn about:</p> <ul style="list-style-type: none"> ▶ the importance of personal hygiene ▶ the physical differences between boys and girls ▶ road safety, cycle safety and online safety ▶ people who help us ▶ how to talk about their feelings ▶ the benefits of physical activity. 	<p>Children will learn to:</p> <ul style="list-style-type: none"> ▶ recognise that their behaviour can affect other people ▶ listen to other people and work and play cooperatively ▶ identify special people in their lives (parents, siblings, friends) and how they should care for each other ▶ distinguish what physical contact is acceptable and what to do if they're being bullied. 	<p>Children will learn:</p> <ul style="list-style-type: none"> ▶ how to make and follow group, class and school rule ▶ what protects and harms the environment ▶ how to make choices about spending or saving money ▶ ways in which we are all unique and the things we have in common ▶ about basic human rights; and to respect national, regional, religious and ethnic identities.

OVER-ARCHING OBJECTIVES

<ul style="list-style-type: none"> ▶ What is meant by a healthy lifestyle ▶ How to maintain physical, mental and emotional health and wellbeing ▶ How to manage risks to physical and emotional health and wellbeing ▶ Ways of keeping physically and emotionally safe ▶ How to manage change, transition and loss ▶ How to make informed choices about health and wellbeing, and where to get help with this ▶ How to respond in an emergency ▶ To identify different influences on health and wellbeing 	<ul style="list-style-type: none"> ▶ How to develop and maintain a variety of relationships, within a range of social and cultural contexts ▶ How to recognise and manage emotions within relationships ▶ How to respond to risky or negative relationships, including bullying and abuse ▶ How to respond to risky or negative relationships and ask for help ▶ How to respect equality and diversity in relationships 	<ul style="list-style-type: none"> ▶ About respect for themselves and others, and the importance of responsible actions and behaviour ▶ About rights and responsibilities as members of families, other groups and citizens ▶ About different groups and communities ▶ To respect equality and diversity, and how to be a productive member of a diverse community ▶ About the importance of respecting and protecting the environment ▶ About where money comes from, keeping it safe, and the importance of managing it effectively ▶ The part that money plays in people's lives
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PHYSICAL EDUCATION (PE)

Scheme of Learning

During Lower Key Stage 2 Physical Education, students will continue to apply and develop a broader range of skills and learning how to use them in different ways to make actions and sequences of movement more efficient. Students will be taught to enjoy communicating, collaborating and competing with each other. Students will develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

UNITS:

- Cross-Country and Fitness
- Invasion Games
- Net Games
- Ski Days
- Gymnastics and Parkour
- Striking and Fielding Activities
- Athletics
- Sports Day

Cross-Country and Fitness

Explaining the Theme

In this curriculum unit, students will embark on an exciting journey through the realms of cross-country running and fitness. Through tailored activities and engaging sessions, students will delve into the intricacies of endurance running and the principles of physical fitness. In this unit, students will not only develop their physical fitness and endurance but also cultivate important life skills such as self-discipline, and a positive attitude towards exercise. This unit will lay the foundations of health and well-being.

In this unit, students will develop their ability to:

- ▶ Enhance cardiovascular endurance, speed, strength and agility
- ▶ Develop running technique, pacing skills and breathing techniques
- ▶ Understand the basic concept of fitness and how different sports require different components of fitness
- ▶ Embrace the enjoyment of running and engage in fitness challenges.

Invasion Games

Explaining the Theme

Students will find ways of attacking and defending successfully using a variety of simple tactics in different invasion games. Students will learn about possession and positioning whilst improving their passing and receiving skills. Students will develop their individual possession and control and learn to make informed decisions during small sided games and simplified versions of recognized competitive games. Students will be taught to understand the correct attitudes of sportsmanship, competitiveness, fair play and enjoyment.

In this unit, students will develop their ability to:

- ▶ Move with ease and show ball control in a range of different invasion games
- ▶ Generate and implement ideas, tactics and strategies to defend and attack
- ▶ Communicate clearly and cooperatively with others during play and in developing tactics
- ▶ Understand the common rules and regulations associated with Invasion Games.

Ski Days

Explaining the Theme

In this unit students will take part in four ski days in the beautiful ski domain of the Portes du Soliel. Under the careful eye of our ski instructors, students will follow the LCIS Snowsports Award scheme. Students will be taught in small groups of eight or less based on their ability and will be presented with their level at the end of the four days.

In this unit, students will develop their ability to:

- ▶ Perform specific skills related to our Snowsports award scheme
- ▶ Replicate accurate movements requiring control and agility on the snow
- ▶ Understand the safety considerations which must be followed when on ski slopes.

Net Games

Explaining the Theme

In this unit students will accurately replicate sending and receiving technique. Students will work on improving the quality of their skills with the intention of outwitting opponents. In net games, it is the players aim to get the ball or shuttlecock to land in the target area so that the opponent cannot return it. Pupil should begin to accurately score and officiate games and to develop an attitude of fair play and sportsmanship.

In this unit, students will develop their ability to:

- ▶ Move efficiently around a court and show control and accuracy in passes and shots
- ▶ Develop hand-eye or racquet-eye coordination
- ▶ Generate and implement ideas and strategies to solve problems
- ▶ Communicate clearly and cooperatively with others in team or doubles activities.

Gymnastics and Parkour

Explaining the Theme

Students will replicate and develop further the quality of their actions, body shapes, balance and choreography. Students will start to link more complex phrases of movement on the floor, on apparatus and to music. Students will develop their aesthetics vocabulary to describe and evaluate the effectiveness and quality of a performance. Students will use their knowledge of performance to refine and develop their own routines. Students will develop the ability how to setup the apparatus safely.

In this unit, students will develop their ability to:

- ▶ Move efficiently, show control in movement, work as a group and interpret music
- ▶ Generate, refine and implement choreography to create simple routines and phrases of movement
- ▶ Communicate clearly and cooperatively with others to achieve a shared outcome.

Striking and Fielding Games

Explaining the Theme

Students will further develop a range of sending, receiving, batting and bowling skills, especially in specific striking and fielding games such as rounders and danish long ball. Students will work on the common skills and principles, including fielding, base running and bowling. Students will develop the ability to work within a team, understand the varying team roles and enhance communication skills.

In this unit, students will develop their ability to:

- ▶ Replicate efficient movements associated with bowling, batting and fielding.
- ▶ Develop an understanding of the common rules associated with striking and fielding games
- ▶ Understand personal strengths and how these relate to their place within the fielding and batting team
- ▶ Understand the common rules associated with striking and fielding games.

Athletics

Explaining the Theme

In this unit students will further develop their ability to throw/jump for distance, using a range of objects and over increasing heights. Students will accurately replicate athletic challenges and competitions that require thought, speed and stamina. In all athletic activity, students will engage in performing skills, measuring and recording their own performance. To be able to follow safety procedures and handle specific equipment.

In this unit, students will develop their ability to:

- ▶ Move with ease and show control in a range of recognized athletics events.
- ▶ Develop an understanding of the different demands of athletics events.
- ▶ Communicate personal strengths and weaknesses associated with athletics events.
- ▶ Understand the rules and regulations for throwing, running and jumping events.

Sports Day

Explaining the Theme

Students will focus on developing basic skills in a variety of sports and activities in preparation for the sports day. In competitive activities, students will think about how to use basic strategies to advance on the opposition. They will learn to plan basic principles of attack and make informed decisions during small sided games. Students will also begin to understand the effect of exercise and develop an attitude of fair play, sportsmanship and enjoyment.

In this unit, students will develop their ability to:

- ▶ Move efficiently, observe and react to the movement of other players
- ▶ Develop ideas of space, movement and communication
- ▶ Generate and implement ideas and strategies to solve problems
- ▶ Communicate clearly and cooperatively with others, verbally and non-verbally.



MUSIC

Scheme of Learning

Music has a rare and unique ability to bring us all together as a community. It is part of the everyday fabric of our lives. In Year 4 Music, our students will be supported in their musical progression as they further their understanding of the subject through whole-class piano teaching, ensemble playing, composition and the study of academic music theory. Students will discover new styles of musical composition, from the Classical Period to world music, as they become more internationally minded, broadening their knowledge of the core elements of music and discovering new instruments, techniques and genres. The students' musical educational development will be supported further by accessing our partnership with the Juilliard Creative Classroom, which will enhance their musical experience as they broaden and deepen their knowledge and love of music.

The World of the Orchestra	A comparison of large musical ensembles – comparing and contrasting the classical and Jazz styles	Skills: Music Theory and Appraisal
World Music	An exploration of rich musical traditions from around the globe	Skills: Ensemble skills, Music Theory and Appraising
Scales and Melody	An investigation into the construction of melodies	Skills: Performance, Sight-Reading and Composition

UNITS:

The World of the Orchestra

A comparison of two types of ensemble – the classical symphony orchestra and the Jazz big band

Explaining the Theme

In this unit, students will explore the construction of two different musical ensembles through the Juilliard Core Work focus - Ludwig van Beethoven's Symphony No 5 and Duke Ellington and Bubba Miley's "East St Louis Toodle-Oo". They will explore the expansive sonic possibilities of large ensembles of varied instrumentation, while also considering the role of the conductor and the forms and structures of orchestral works. Students will:

- ▶ Consider how composers write with specific players in mind.
- ▶ Develop their understanding of interrelated dimensions of music including texture, timbre and mood
- ▶ Gain confidence in using musical vocabulary to describe what they hear or see such as legato strings or piano dynamics
- ▶ Listen to a wide range of orchestral music from multiple periods and reflect as a class
- ▶ Consider the "World of the Orchestra" as they explore the Juilliard Core Work content

Music Theory / Appraising

Throughout the unit, students will continue to build upon their theory knowledge. They will further develop in the following core content:

- ▶ The Treble (G-Clef)
- ▶ Time Signatures (4/4 and 3/4)
- ▶ Rhythmic Notation (Introducing Dotted Notes)
- ▶ Families of Instruments in the Orchestra

Music for Ancient Instruments

An exploration of traditional cultures through their music

Explaining the Theme

In this unit, students will discover new musical and cultural frontiers as they delve into the sound worlds and repertoire of specific ancient instruments of cultures from around the world, specifically China and Armenia. Classes will explore instruments' physical attributes, their evolution over time, and their functions within their societies as they work towards their Exit Point. Through reflecting on the function of music in their own international cultures, students will gain a broad knowledge and experience that will further develop their general musicianship.

Students will:

- ▶ Perform as an Armenian folk band, through studying the Juilliard Core Work, Gasparian's "Marash Dance Tunes", learning about the different techniques of playing the dhol drum and performing Armenian rhythms as well as improvising embellished variations on them.
- ▶ Listen with attention to detail and recall sounds with increasing aural memory.
- ▶ Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.
- ▶ Identify and use the inter-related dimensions of music expressively and with increasing sophistication, including use of tonalities, different types of scales and other musical devices.
- ▶ Explore the Chinese Pipa and discover how it is used to tell ancient stories

Composition / Theory and Appraising

All students will develop ensemble skills and rhythmic ability as they play in the Armenian dhol drumming performance. Students will work within small groups to present their learning at the Exit Point.

Throughout the unit, students will continue to build upon their theory knowledge. They will further develop in the following core content:

- ▶ The Treble (G-Clef)
- ▶ Time Signatures (4/4 and 3/4)
- ▶ Rhythmic Notation
- ▶ Instruments from new cultures
- ▶ The Bass Clef (F-Clef)

Scales and Melody

An exploration of the construction of melodies

Explaining the Theme

In this unit, students will begin to build on understanding of stepwise scale patterns and how they become material for melodies. Through an exploration of Papageno's Birdcall, Bach's Scale Shapes and Stravinsky's Melodic Fragments lessons from the Juilliard Creative Classroom, students will explore the way in which melodies are constructed.

Students will:

- ▶ Understand melodic direction (ascending, descending)
- ▶ Learn to play the scales of C major and A minor on the piano and pitched percussion instruments
Explore patterns that are both stepwise and that use leaps (introduced to arpeggio)
- ▶ Develop their ability to play in an ensemble, paying close attention to rhythmical accuracy, balance and blend of parts and tuning
- ▶ Gain confidence with reading short extracts of score by sight
- ▶ Gain compositional experience crafting and performing their own melodies

Performance / Sight-Reading / Theory and Appraising

Students will all perform a series of scale-based tasks gaining instrument confidence before composing their own melodic phrases that incorporate structure, balance and contour. They will then work independently to unpick a short extract of musical score in the treble clef and, without teacher intervention, attempt to read the notes from the score by sight. Finally, throughout the unit, students will continue to build upon their theory knowledge. They will further develop in the following core content:

- ▶ The Treble (G-Clef)
- ▶ Time Signatures (4/4 and 3/4)
- ▶ Rhythmic Notation
- ▶ Families of Instruments in the Orchestra
- ▶ Basic Intervals
- ▶ The Bass Clef (F-Clef)
- ▶ Italian Terms

DRAMA

Scheme of Learning

In Drama lessons, children are given opportunities to explore, discuss and deal with a range of scenarios, and express their emotions in a supportive environment. It enables them to explore their own cultural values and those of others, past and present. It encourages them to think and act creatively, thus developing critical thinking and problem-solving skills that can be applied in all areas of learning. Through drama, children are encouraged to take responsible roles and make choices – to participate in and guide their own learning. Using the Julliard approach, teachers take an open-ended approach, concentrating on the process of learning, at least as much as – if not more than – the product.

Personal and Social Development	Performance
Drama in Society	Technical Incorporation
Creative Exploration and Expression	Reflection, Evaluation, and Appreciation

UNITS:

Personal and Social Development

Explaining the Theme

In this unit, students will develop their ability to:

- ▶ understand and maintain appropriate behaviours in drama, for example, as a performer or working as part of a team, respecting the needs of others
- ▶ encourage their peers through applause, positive criticism, praise and encouragement.

Supported by Julliard Core Unit: 'Body Talk'

Performance

Explaining the Theme

In this unit, students will develop their ability to:

- ▶ portray and sustain a character role in a given situation
- ▶ predict possible outcomes of a performance
- ▶ use performance as a problem-solving tool
- ▶ create a performance for a particular audience or purpose
- ▶ experiment and develop vocal control in the use of character voices, impersonations and accents
- ▶ share ideas in multiple formats, for example, mime, puppetry or storytelling, distinguishing between formal and informal performance types
- ▶ create a scene in small groups using improvisation.

Supported by Julliard Core Unit: 'Weight of the Word'

Drama in Society

Explaining the Theme

In this unit, students will develop their ability to:

- ▶ experience a variety of live performances
- ▶ display an awareness of stories and theatrical conventions from other cultures and periods
- ▶ recognise connections between the performances of a number of cultures
- ▶ explain and appreciate some of the varied careers within the performing arts.

Supported by Julliard Core Unit: 'Separated at Sea'

Technical Incorporation

Explaining the Theme

In this unit, students will develop their ability to:

- ▶ act out or mime a situation using a range of props, costumes and simple sets
- ▶ safely manage props, sets and costumes
- ▶ write a short script with a beginning, middle and end
- ▶ actively play a role in a short play using memorized lines from a script.

Supported by Julliard Core Unit: 'Objects as Architecture'

Creative Exploration and Expression

Explaining the Theme

In this unit, students will develop their ability to:

- ▶ be introduced to the way materials may be used symbolically to convey location and character
- ▶ value and develop imaginary creations
- ▶ transform a story into a performance.

Supported by Julliard Core Unit: 'Playful Giants'

Reflection, Evaluation and Appreciation

Explaining the Theme

In this unit, students will develop their ability to:

- ▶ accept criticism and build upon it
- ▶ appreciate and use the ideas of others in drama
- ▶ complete assessment tasks or activities, for example, rubrics and checklists, to evaluate performances.

Supported by Julliard Core Unit: 'Animal Gestures'

INTERNATIONAL COLLABORATIONS

We educate your child for a changing world. We collaborate with pioneering institutions such as MIT and Juilliard, developing programmes that will give them the skills, qualities and outlook to create their own exciting future.

JUILLIARD	MIT	GLOBAL CAMPUS
<p>Founded in 1905, The Juilliard School is a world leader in performing arts education.</p> <p>In collaboration with The Juilliard School, we aim to transform your child's understanding of the Performing Arts in Music, Drama and Dance. Students will discover iconic works, and their creativity and collaborative skills will flourish with help from a worldwide network of performers and teachers.</p>	<p>MIT (Massachusetts Institute of Technology) has played a key role in the development of modern technology and science, ranking it among the most prestigious academic institutions in the world.</p> <p>Students will tackle challenges and workshops created by MIT experts, and develop skills that will help them invent the future. This practical, hands-on programme will open your child's eyes to the possibilities of science, technology, engineering, arts and mathematics.</p>	<p>Our Global Campus platform brings together online students from different countries and cultures, and encourages them to collaborate, create and learn.</p> <p>With more than 70 international schools in the Nord Anglia family, the world is at your child's doorstep.</p>



EXPECTED GRAMMAR MAT

EXPANDED NOUN PHRASES

Expanded noun phrases are phrases that tell you more about the noun. These can be achieved by adding an adjective to a noun phrase.

The scary monster

The dinosaur had sharp teeth.

You can add a prepositional phrase in order to give additional detail to your expanded noun phrase.

An enormous, menacing monster in the mouth of a dark cave.

TENSE

Verbs are words which express actions and we must look at these to determine the tense of the sentence.

PAST SIMPLE – the action took place in the past and is now finished.

I walked to my friend's house.

PAST PROGRESSIVE – the action took place in the past over a period of time.

I was walking to my friend's house.

PAST PERFECT – the action was completed by a particular point in the past

I had walked to my friend's house.

PRESENT SIMPLE – the action takes place regularly.

I walk to my friend's house.

PRESENT PROGRESSIVE – the action is taking place now.

I am walking to my friend's house.

PRESENT PERFECT – the action is now completed.

I have walked to my friend's house.

The future tense also exists and explains that events have not happened yet but will happen soon or in the future.

SENTENCE TYPES

STATEMENT – tells the reader something.

Tigers have sharp teeth.

COMMAND – tells you to do something.

Go and look at the tiger.

QUESTION – gains further information by asking something.

Did you see the tiger at the zoo?

EXCLAMATION – makes a statement but is usually said with a strong emotion such as anger or surprise.

What sharp teeth the tiger had!

ADVERBS AND FRONTED ADVERBIALS

ADVERBS give you more information about a verb. They tell you where, why, how or when something happens or is done and can be remembered using the acronym **TRaMP**.

T – time
(when)

R – reason
(why)

M – manner
(how)

P – place
(where)

Please make sure that you come home soon. (time)

The dog greedily ate its dinner. (manner)

FRONTED ADVERBIALS are words or phrases at the beginning of a sentence, used to describe the action that follows.

As fast as he could, the little boy sprinted for the finishing line.

CO-ORDINATING CONJUNCTIONS

A co-ordinating conjunction joins two clauses of equal value or importance in a sentence. There are many co-ordinating conjunctions but some of the main ones can be remembered using the acronym **FANBOYS**.

F for

A and

N nor

B but

O or

Y yet

S so

I like swimming and my brother likes football.

We might go to the cinema or we could go to the funfair.

I want to wear my sunhat but it is raining.

SUBORDINATING CONJUNCTIONS

A subordinating conjunction introduces a subordinate clause (a clause that does not make sense on its own). There are many subordinating conjunctions but some of the main ones can be remembered using the acronym **A WHITE BUS**.

A although, after, as

WH when

I if

T that

E even though

B because

U until, unless

S since

We couldn't do PE today because it was raining.

When playtime was over, the teacher rang the bell.

Make sure you wear your coat if it gets too cold.

We wanted to eat the cake that my mum made yesterday.

APPENDIX: YEAR 4 LONG TERM PLAN 2025-2026

AUTUMN TERM – 15 Weeks																							
Aug			September				October			November			December										
	18 th	25 th	1 st	8 th	15 th	22 nd	29 th	6 th	13 th	20 th	27 th	3 rd	10 th	17 th	24 th	1 st	8 th						
Maths	Block 1			Block 2				Half Term										Block 3		Block 4		Block 5	
English	The Lion and the unicorn			Riddle of the Runes														Until I met Dudley		The Snowman			
IPC	Brainwaves			Scavengers and settlers														STEAM					
Art / DT	Drawing self-portrait			Cave paintings		Stone Age jewellery		STEAM		Sculpture Stone Age jewellery			Paintings visual sounds										
French A	Les animaux et la Petite poule qui voulait voir la mer							Ali Papa										Les animaux					
French B	Unité 4 : Nos amies les bêtes							Unité 4 : Nos amies les bêtes (suite)			L'hiver et les fêtes de fin d'année												
Drama	Personal and social development			Body talk				STEAM		Technical incorporation objects as architecture													
ICT	Basic computing			Online safety				STEAM		Effective searching			Making music										
PSHE	Being me in my world			STEAM				Celebrating differences															
PE	SAQ / Fitness / Cross Country			Invasion Games				Invasion Games		Winter Games													
Music	The Ensemble - a comparison of Jazz and Classical ensembles							Halloween		Singing together													

MATHS BLOCKS	
Block 1	Place value
Block 2	Addition and subtraction
Block 3	Multiplication and division A
Block 4	Length and perimeter
Block 5	Area

SPRING TERM – 12 Weeks														
	January				February				March					
	5 th	12 th	19 th	26 th	2 nd	9 th	16 th	23 rd	2 nd	9 th	16 th	23 rd	30 th	
Maths	Block 1				Block 2			Block 2						Block 4
English	Varmints				Frindleswydle			Frindleswydle						Shackleton's Journey
IPC	Chocolate							Chocolate						
Art / DT	Exploring ideas chocolate design project				Printing Andy Warhol									Painting Vincent Van Gogh
French A	Les poules - Le corbeau et le renard				Mademoiselle Zazie a trop d'amoureux									
French B	Unité 5 : Temps libre				Unité 5 : Temps libre									
Drama	Creative exploration and expression playful giants				Performance *Weight of the Word*									
ICT	Artificial intelligence			Logo			Logo							Coding
PSHE	Dreams and goals				Healthy me									
PE	Net Games				Net Games									Gymnastics
Music	Music for Ancient Instruments				Ancient Instruments									Scales and Melody

MATHS BLOCKS	
Block 1	Multiplication and division B
Block 2	Fractions
Block 3	Decimals A
Block 4	Properties of shape

SUMMER TERM – 9 Weeks									
	April			May			June		
	20 th	27 th	4 th	11 th	18 th	25 th	1 st	8 th	15 th
Maths	Block 4	Block 1	Block 2		Block 3	Block 4	Block 5		
English	The Crown			The Matchbox diary			Here We Are		
IPC	Explorers and adventurers			The nature of life					
Art / DT	Drawing portraits			Collage land art					
French A	Hansel et Gretel			Hansel et Gretel et autres contes					
French B	Unité 6 : Bientôt les vacances !			Révisions					
Drama	Drama in society separated at sea			Reflection, evaluation and appreciation animal gestures					
ICT	Animation			Spread sheets and data branching					
PSHE	Relationships			Changing me					
PE	Fitness	Striking Games			House Games				
Music	Scales and Melody								

MATHS BLOCKS	
Block 1	Statistics
Block 2	Money
Block 3	Position and direction
Block 4	Time
Block 5	Decimals B



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