**Year 4 (Phase 2/ Lower Key Stage 2)**

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| **Week** | **Model of Learning** | **Topic** | **Curriculum Standard** | **Learning outcomes** | **Prior Learning** | **Cross curricular links** | **Resources** | **Home learning/ Homework** | **Assessment Platform/ Apps for**  **AFL** | **Key vocabulary** | **Ongoing reflection/**  **Modification** |
| **AUGUST/ SEPTEMBER** | | | | | | | | | | | |
| **Week 1**  **(30/08/2020-03/09/2020)** | 100% Distance Learning | **Animals including humans**  **(revision from previous year)** | Introduction and practice on OneNote, Padlet, Nearpod.  Describe a skeleton. | Students will be able to recall their prior knowledge about the structure of a skeleton. | Identify, name, draw and label the basic part of human skeleton. | Art, English, Moral Education. | Student devices,  Cambridge Elevate,  <https://elevate.cambridge.org/elevate/Q5DMWCP9/Dashboard.aspx>  OneNote,  Developing experts website  <https://developingexperts.com/s/unit-library/curriculum/1/years/1>, PowerPoint presentation, Quizizz | Using matchsticks or straw create a human skeleton. | MS Teams Chat, Mentimeter, Quizizz | Skeleton, Bone,  Frame,  Skull,  Spine, Vertebra | Week 1 is to be orientation week.  Week 2 for familiarizing with apps and recalling past concepts.  Week 1 plan will be carried forward to week 2 mid. |
| **Week 2**  **(06/09/2020-10/09/2020)** | 100% Distance Learning | Animals including humans | Identify that humans and some other animals have skeletons and muscles for support, protection and movement. | Students will be able to examine that bones are joined together from a skeleton. | Identify, name, draw and label the basic part of human skeleton | Art, English, Moral Education. | Student devices,  Cambridge Elevate,  <https://elevate.cambridge.org/elevate/Q5DMWCP9/Dashboard.aspx>  OneNote,  Developing experts website  <https://developingexperts.com/s/unit-library/curriculum/1/years/1>, PowerPoint presentation, MS Teams. | Research at least 3 animals’ skeleton and sketch with proper labelling | MS Teams Chat, Mentimeter | Skeleton, Bone,  Frame,  Skull,  Spine, Vertebra |  |
| **Week 3**  **(13/09/2020-17/09/2020)** | Blended learning | Animals including humans | Identify that humans and some other animals have skeletons and muscles for support, protection and movement. | Students will be able to analyse and compare the growth of bones as the growth in body. | Identification of the main body parts associated with the skeleton and muscles. | Maths, English, Moral education. | Student devices,  Cambridge Elevate,  <https://elevate.cambridge.org/elevate/Q5DMWCP9/Dashboard.aspx>  OneNote,  Developing experts website  <https://developingexperts.com/s/unit-library/curriculum/1/years/1>, PowerPoint presentation, MS Teams., Quizizz | Compare the bones in humans with any animal. | MS Teams Chat | Fracture, Invertebrate, X-ray |  |
| **Week 4**  **(20/09/2020-24/09/2020)** | Blended learning | Animals including humans | Identify that humans and some other animals have skeletons and muscles for support, protection and movement. | Know that animals with skeletons have muscles attached to the bones and illustrate how a muscle has to contract to make a bone move. | Identification of the main body parts associated with the skeleton and muscles. | English, Art, Moral Education. | Student devices,  Cambridge Elevate,  <https://elevate.cambridge.org/elevate/Q5DMWCP9/Dashboard.aspx>  OneNote,  Developing experts website  <https://developingexperts.com/s/unit-library/curriculum/1/years/1>, PowerPoint presentation, MS Teams. | Page 13 Q.2 a & b | MS Teams Chat, observation and discussion. | Contract, Muscles, Relax |  |
| **Week 5**  **(27/09/2020-01/10/2020)** | Blended Learning | Animals including humans | Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function. | Explain the role of drugs as medicine and understand that medicines prevent, cure or alleviate symptoms of illness. | Identify that humans and some other animals have skeletons and muscles for  support, protection and movement. | English, Art, Moral Education. | Student devices,  Cambridge Elevate,  <https://elevate.cambridge.org/elevate/Q5DMWCP9/Dashboard.aspx>  OneNote,  Developing experts website  <https://developingexperts.com/s/unit-library/curriculum/1/years/1>, PowerPoint presentation, MS Teams. | Research work on various ways in which medicines are taken. | MS Teams chat, observation, Quizizz and discussion | Medicine, Prevent |  |
| **OCTOBER** | | | | | | | | | | | |
| **Week 6**  **(04/10/2020-08/10/2020)** | Blended Learning | **Animals including humans** | Identify that humans and some other animals have skeletons and muscles for support, protection and movement. | Students will be able to examine that bones are joined together from a skeleton. | Identify, name, draw and label the basic part of human skeleton | Art, English, Moral Education | Student devices,  Cambridge Elevate,  <https://elevate.cambridge.org/elevate/Q5DMWCP9/Dashboard.aspx>  OneNote,  Developing experts website  <https://developingexperts.com/s/unit-library/curriculum/1/years/1>, PowerPoint presentation, MS Teams. | Research on at least 3 animals’ skeleton and sketch with proper labelling | MS Teams Chat, Mentimeter | Skeleton, Bone,  Frame,  Skull,  Spine, Vertebra |  |
| **Week 7**  **(11/10/2020-15/10/2020)** | Blended Learning | Animals including humans | Identify that humans and some other animals have skeletons and muscles for support, protection and movement. | Students will be able to analyse and compare the growth of bones as the growth in body. | Identification of the main body parts associated with the skeleton and muscles. | Maths, English, Moral Education. | Student devices,  Cambridge Elevate,  <https://elevate.cambridge.org/elevate/Q5DMWCP9/Dashboard.aspx>  OneNote,  Developing experts website  <https://developingexperts.com/s/unit-library/curriculum/1/years/1>, PowerPoint presentation, MS Teams., quizizz | Compare the bones in human with any animal. | MS Teams Chat | Fracture, Invertebrate, X-ray |  |
| **Week 8**  **(18/10/2020-19/10/2020)** | Blended Learning | Animals including humans | Identify that humans and some other animals have skeletons and muscles for support, protection and movement. | Know that animals with skeletons have muscles attached to the bones and illustrate how a muscle has to contract to make a bone move. | Identification of the main body parts associated with the skeleton and muscles. | English, Art, Moral Education. | Student devices,  Cambridge Elevate,  <https://elevate.cambridge.org/elevate/Q5DMWCP9/Dashboard.aspx>  OneNote,  Developing experts website  <https://developingexperts.com/s/unit-library/curriculum/1/years/1>, PowerPoint presentation, MS Teams. | Page 13 Q.2 a & b | MS Teams Chat, observation and discussion. | Contract, Muscles, Relax |  |
| **Parent-Teacher Meeting (20/10/2020)**  **Half Term Break for Students (20/10/2020-22/10/2020)** | | | | | | | | | | | |
| **Week 9**  **(25/10/2020-29/10/2020)** | Blended Learning | Living Things and Environment | Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment | Use Simple classification keys and make relevant observation and comparison in a variety of context. | Identify and name a variety of common animals including fish, amphibians, reptiles,  birds and mammals | English, Moral Education. | Student devices,  Cambridge Elevate,  <https://elevate.cambridge.org/elevate/Q5DMWCP9/Dashboard.aspx>  OneNote,  Developing experts website  <https://developingexperts.com/s/unit-library/curriculum/1/years/1>, PowerPoint presentation, MS Teams. | Page 21 | MS Teams Chat, Mentimeter | Antenna, Insect,  Pooter |  |
| **NOVEMBER** | | | | | | | | | | | |
| **Week 10**  **(01/11/2020-05/11/2020)** | Blended Learning | Living Things and Environment | Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment. | Recognize that people effect environment. | Identify and name a variety of common animals including fish, amphibians, reptiles,  birds and mammals. | English, Moral Education. | Student devices,  Cambridge Elevate,  <https://elevate.cambridge.org/elevate/Q5DMWCP9/Dashboard.aspx>  OneNote,  Developing experts website  <https://developingexperts.com/s/unit-library/curriculum/1/years/1>, PowerPoint presentation, MS Teams. | Project on recyclable material will be given to understand that recycling can save the earth. | MS Teams Chat, Quizizz | Energy,  Man-made disasters, Natural disaster, Protect, Ground water,  Micro-organism, Recycled, Reused |  |
| **Week 11**  **(08/11/2020-12/11/2020)** | Blended Learning | States of Matter | Compare and group materials together, according to whether they are solids, liquids or gases. | Students will be able to understand and compare the states of matters | Identify the matter and its states. | English, Moral Education. | Student devices,  Cambridge Elevate,  <https://elevate.cambridge.org/elevate/Q5DMWCP9/Dashboard.aspx>  OneNote,  Developing experts website  <https://developingexperts.com/s/unit-library/curriculum/1/years/1>, PowerPoint presentation, MS Teams. | Page no. 37 | MS Teams Chat | Matter, Phase,  Solid,  Liquid,  Gas,  Bubbles,  Temperature, Freezing, Melting |  |
| **Week 12**  **(15/11/2020-19/11/2020)** | Blended Learning | States of Matter | Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C) | Investigate how matter can change state when heated or cooled | Identify the matter and its states | English, Maths, Moral Education. | Student devices,  Cambridge Elevate,  <https://elevate.cambridge.org/elevate/Q5DMWCP9/Dashboard.aspx>  OneNote,  Developing experts website  <https://developingexperts.com/s/unit-library/curriculum/1/years/1>, PowerPoint presentation, MS Teams. | Children will have to investigate chocolate’s melting and freezing states by experimenting. | MS Teams Chat | Melting, Freeing, Steam,  Boil |  |
| **Week 13**  **(22/11/2020-26/11/2020)** | Blended Learning | States of Matter | Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C) | Investigate how matter can change state when heated or cooled and compare melting and freezing points of different matters. | Compare and group materials together, according to whether they are solids, liquids or gases. | English, Maths, Moral Education | Student devices,  Cambridge Elevate,  <https://elevate.cambridge.org/elevate/Q5DMWCP9/Dashboard.aspx>  OneNote,  Developing experts website  <https://developingexperts.com/s/unit-library/curriculum/1/years/1>, PowerPoint presentation, MS Teams. | Page no. 30 | Padlet | Melting, Freeing, Steam,  Boil,  Melting point, Boiling point |  |
| **Week 14**  **(29/11/2020-30/11/2020)** | Blended Learning | States of Matter | Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. | Investigate the process of evaporation and condensation and evaluate the result from investigation. | Compare and group materials together, according to whether they are solids, liquids or gases. | English, Maths, Moral Education. | Student devices,  Cambridge Elevate,  <https://elevate.cambridge.org/elevate/Q5DMWCP9/Dashboard.aspx>  OneNote,  Developing experts website  <https://developingexperts.com/s/unit-library/curriculum/1/years/1>, PowerPoint presentation, MS Teams. | Quizizz link for practice | MS Teams Chat | Melting, Freeing, Steam,  Boil,  Melting point, Boiling point |  |
| **Martyr’s Day (01/12/2020)**  **U.A.E. National Day Holiday (02/12/2020-03/12/2020)** | | | | | | | | | | | |
| **DECEMBER** | | | | | | | | | | | |
| **Week 15**  **(06/12/2020-10/12/2020)** | Blended Learning | States of Matter | Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. | Students will be able to investigate water cycle | Compare and group materials together, according to whether they are solids, liquids or gases. | English, Maths, Moral Education. | Student devices,  Cambridge Elevate,  <https://elevate.cambridge.org/elevate/Q5DMWCP9/Dashboard.aspx>  OneNote,  Developing experts website  <https://developingexperts.com/s/unit-library/curriculum/1/years/1>, PowerPoint presentation, MS Teams. | Water Cycle model by using recyclable materials. | Mentimeter, Padlet, Quizizz | Melting, Freeing, Steam,  Boil,  Melting point, Boiling point, Water Cycle. |  |
| **Winter Break**  **(13/12/2020-31/12/2020)** | | | | | | | | | | | |