FOURTH GRADE CURRICULUM

2023/2024

SMILING INTERNATIONAL SCHOOL

Mathematics

PROBLEM SOLVING

*These objectives should be applied throughout all Maths topics

Overall Expectations

By the end of fourth grade, students should:

- understand the meaning of keywords found in word problems and choose the appropriate operation to solve them
- understand and solve multi-step word and logic problems in different contexts using the four operations
- develop effective methods to help read, understand and tackle word problems

Specific Expectations

- understand and identify key words for the four operations in word problems (more, less, each, equal groups, share, double, difference, altogether, etc)
- explore effective strategies and useful steps to help read, understand and solve multi-step word problems
- use mathematical thinking and processes to solve increasingly complex multi-step word problems (e.g. diagrams, tables, drawings)
- identify and select relevant and useful data in a word problem in order to resolve it
- identify numerical data within a problem that is implied or expressed only in words
- identify missing, useless or contradictory data within a word problem

PLACE VALUE

Overall Expectations

By the end of fourth grade, students should:

- understand and recognise the place value of numbers up to 100.000
- read, write, order and compare whole numbers up to 100.000
- work with whole numbers and carry out operations and solve word problems with confidence, selecting the appropriate mental or written method
- round numbers to a given place value
- explore negative numbers
- develop an understanding of Roman numerals

Specific Expectations

- read, write, compare and order whole numbers up to 100.000
- understand and recognise the place value of numbers up to 100.000
- carry out addition and subtraction operations up to 100.000 using a variety of methods
- understand and apply the commutative and associative properties of addition
- understand and apply the invariant property of subtraction
- carry out mental methods of addition and subtraction making use of effective strategies and the properties of operations
- identify the place value of digits in a number and round to the nearest 10,100 or 1000
- count back through zero to include negative numbers
- read and write Roman numerals up to 1000 (M) and understand the rules of Roman numerals and the patterns in their formation
- use numerical reasoning to resolve 'real life' word problems

MULTIPLICATION AND DIVISION

Overall Expectations

By the end of fourth grade, students should:

- consolidate knowledge of multiplication and division facts and build fluency
- work with increasing confidence when solving problems involving multiplication and division
- understand the concept of factors and multiples
- build confidence when doubling and halving numbers to 1000

Specific Expectations

- carry out multiplication and division operations up to 100.000 using a variety of methods
- master the 'long division' method
- investigate the commutative, distributive and associative properties of multiplication
- investigate the invariant property of division
- carry out mental methods of multiplication and division making use of effective strategies such as inverse rules and properties of operations
- explore the relationship between factors and multiples
- become familiar with the concept of prime numbers
- learn and develop effective mental strategies for doubling and halving numbers to 1000
- use numerical reasoning to resolve 'real life' word problems

FRACTIONS AND DECIMALS

Overall Expectations

By the end of fourth grade, students should:

- understand decimal place value and order and compare decimals
- understand and work with fractions, fractions of shapes and fractions of amounts
- understand, represent, compare and order fractions with like denominators
- identify equivalent fractions, proper fractions, improper fractions and mixed numbers
- understand how fractions and decimals are related
- round decimals to the nearest whole number

Specific Expectations

- distinguish between proper, improper, apparent and mixed number fractions
- identify and work with complimentary fractions
- identify and name equivalent fractions for a given fraction
- use different strategies for finding equivalent fractions, including the multiplication and division of the numerator and denominator by the same factor or multiple
- identify and create decimal fractions
- read, write and solve problems with decimal numbers up to thousandths
- compare and order fractions and decimals
- recognise different ways of representing the same number or quantity (fraction, decimal fraction, decimal number) paying particular attention to the role and position of the decimal point (comma)
- develop strategies to calculate fractions of a number
- convert common fractions to decimals and vice versa (e.g. one-half, one- third, one-quarter, etc)
- carry out the four operations with decimal numbers (learn specific strategies for dividing decimals when the dividend or the divisor is a decimal)
- understand decimal place value and apply rounding rules to round decimals to the nearest whole number
- multiply and divide decimal and whole numbers by 10, 100, and 1000

MEASUREMENT AND MONEY

Overall Expectations

By the end of fourth grade, students should:

- identify and use standard units of measurement for length, capacity, mass, time, money and area
- solve problems involving length, capacity, mass, money, time and area using standard units of measurement

Specific Expectations

- carry out measurements of length, mass, capacity and time using conventional standard units
- express measurements and equivalent measurements of length, mass, capacity and time using multiples and submultiples
- perform estimations and practical investigations to record and compare measurements of length, mass and capacity
- solve problems related to net, gross and tare
- solve problems relation to sale, cost and profit
- explore the idea of unit cost and total cost
- use measurement data to calculate length, capacity, mass and time
- solve real-life money problems using common monetary units
- read and write analogue and digital 12 and 24 hour times
- solve problems involving converting between different units of time (e.g. 120 minutes = 2 hours, 24 months = 2 years etc)
- solve real-life problems involving the calculation of time

GEOMETRY

Overall Expectations

By the end of fourth grade, students should:

- understand the concept of lines and angles
- recognise simple and complex shapes and become familiar with their properties
- calculate the area and perimeter of simple 2D shapes
- identify and create symmetry in different shapes
- develop an understanding of coordinates

Specific Expectations

- understand, read and use the conventional terminology associated with geometry
- distinguish between polygons and non-polygons
- analyse, describe and classify 2D and 3D geometric shapes according to their properties
- understand the structure of 3D geometric shapes using 2D nets
- reproduce a 2D or 3D geometric shape from the description of its properties
- identify line segments, curved, straight, intersecting, perpendicular and parallel lines
- recognise, classify and describe angles (acute, right, obtuse, straight, reflex, and full rotation)
- learn how to use a protractor to measure angles
- understand, use and apply the concept of angles to describe and represent a range of geometric shapes
- identify and create lines of symmetry on a given shape and recognise reflective symmetry
- know and be able to identify the properties of triangles (sides, vertices, angles, height)
- know and be able to identify the properties of quadrilaterals (sides, vertices, angles, height)

- calculate the perimeter of a range of geometric shapes
- know the formulae for, and be able to calculate, the area of a square, rectangle, triangle, parallelogram, rhombus and trapezium
- recognise and understand that different 2D shapes may have the same surface area
- use coordinates to plot and locate points and shapes on a grid

STATISTICS

Overall Expectations

By the end of fourth grade, students should:

- read, understand and use different types of graphs

Specific Expectations

- read, interpret and use different types of graphical representations to help solve problems (tables, pictograms, bar charts and graphs)
- create different graphs based on given data or a class survey (e.g. using pictographs, diagrams or bar graphs)

English

SPEAKING AND LISTENING

Overall Expectations

By the end of fourth grade, students should:

- be able to adapt the pace and loudness of speaking when performing or reading aloud
- evaluate what is heard giving reasons for agreement or disagreement, learning to deal politely with opposing points of view

Specific Expectations

- confidently ask and answer questions using correct grammatical structures
- adapt and use appropriate pace, tone and vocabulary when performing or reading aloud
- tell stories and recite texts effectively and convey detailed information coherently for listeners
- listen carefully and respectfully in discussions, contributing relevant comments and questions
- offer reasons and evidence for their views, considering alternative opinions
- evaluate what is heard and give reasons for agreement or disagreement
- sustain conversation in groups by asking questions and giving reasons for opinions and ideas

GRAMMAR AND PUNCTUATION

Overall Expectations

By the end of fourth grade, students should:

- understand and use punctuation with increasing accuracy
- correctly use the conventions of standard English including verb agreement, pronouns and use of prepositions
- analyse and follow grammar rules paying attention to exceptions

Specific Expectations

- correctly use the apostrophe in contractions and to show possession
- use possessive, subject and object pronouns accurately and consistently
- correctly use countable and uncountable nouns
- accurately use subject-verb agreement
- correctly use the present and past continuous tense

- maintain consistency and accuracy in the use of verb tenses (present, past and future)
- confidently form simple past tense verbs (regular and irregular)
- use adverbs and adverbial phrases to modify verbs and adjectives
- accurately use a variety of coordinating and subordinating conjunctions
- understand and analyse the grammar of active and passive sentences
- identify and correctly use imperative verbs
- use and correctly form comparative and superlative adjectives
- explore the difference between direct and indirect speech
- understand and use subordinating and relative clauses
- explore and use prepositional phrases
- correctly identify and use articles, quantifiers and determiners
- identify and use relative, reflexive and demonstrative pronouns

WRITING

Overall Expectations

By the end of fourth grade, students should:

- explore the features of a variety of fiction and non-fiction texts
- write a range of texts including narratives, playscripts and non-chronological reports
- choose vocabulary carefully to provide structure, convey feeling and evoke imaginative response
- review, revise and edit writing

Specific Expectations

Key Skills

- use synonyms of verbs, adjectives and adverbs to enhance writing
- use ‘powerful’ vocabulary to strengthen the impact of descriptive writing
- re-read and edit writing to check punctuation and grammatical sense
- use paragraphs to organise writing and distinguish between different ideas, information or events
- use adverbs and conjunctions to establish cohesion within paragraphs
- summarise a paragraph, passage or book in a limited number of words.
- make short notes from texts

Fiction

- plan and write stories in different genres
- explore alternative story openings and endings
- plan and write narratives with a beginning, middle and ending in which events are sequenced logically and conflicts are resolved
- use settings, dialogue and characterisation effectively to engage readers' interest
- use language to create emphasis, humour, atmosphere or suspense
- write and perform poems, attending to the use of poetic devices (alliteration, rhyme, imagery, figurative language)
- write a short play script

Non-Fiction

- write non-chronological reports (leaflets, instructions, newspaper reports, letters)
- write persuasive texts
- write explanatory texts
- write first- person recounts (diaries, blogs etc)

SPELLING AND VOCABULARY

Overall Expectations

By the end of fourth grade, students should:

- make use of known spellings and spelling patterns in all writing
- carry out spelling 'self-checking' and proofreading
- expand and develop vocabulary

Specific Expectations

- apply and make use of phonics, spelling, grammatical and contextual knowledge to spell new and mis-spelt words
- correctly match spelling to meaning for homophones
- spell words with common letter strings but different pronunciations (e.g. tough, through, trough, plough)
- spell and classify words with common roots (e.g. invent, prevent)
- extend earlier work on prefixes and suffixes (non-, dis-, re-, -proof, -en, -ness, -al)
- apply spelling rules for plurals (e.g. s, es, y/ies, f/ves)
- use more powerful verb synonyms (e.g. 'rushed' instead of 'went')
- explore degrees of intensity in adjective synonyms (e.g. cold, tepid, warm, hot)
- recognise meaning in figurative language: proverbs, idioms, similes, and metaphors

READING AND COMPREHENSION

Overall Expectations

By the end of fourth grade, students should:

- explore the features of a variety of texts (poetry and prose) which recount events and experiences
- read and evaluate non-fiction texts for purpose and organisation, developing note-taking skills
- understand the use of persuasive words and phrases in print and other media
- read a variety of texts, answering questions to evaluate and deepen understanding

Specific Expectations

Key Skills

- learn and apply effective decoding strategies and use context clues and inference to tackle unfamiliar vocabulary
- read a range of different texts with increasing accuracy, expression and fluency
- identify different genres and themes
- explain how writers use figurative and expressive language to create images and atmosphere
- understand how paragraphs and chapters are used to organise ideas
- use knowledge of different organisational text features to find information
- ask and answer questions to demonstrate understanding of a text, referring to the text as the basis for answers.
- identify key words and phrases and make notes about the main points in a passage

Fiction

- describe characters in a story (using their traits, motivations, feelings etc) and explain how their actions contribute to the sequence of events.
- identify different types of imagery used by writers
- explore how different settings can affect plot
- understand the main stages in a story from introduction to resolution
- understand how expressive and descriptive language creates mood
- compare and contrast poems and investigate poetic features such as figurative language, rhyme, alliteration and assonance
- read and perform play scripts, exploring how scenes are built up

Non- Fiction

- correctly identify features of non-fiction texts (headings, glossary, captions, etc)
- discuss and identify specific techniques used in persuasive and explanatory non-fiction texts
- read non-chronological reports and consider how they engage and inform the reader
- distinguish between 'fact' and 'opinion'

Science

BEING A GOOD SCIENTIST

Overall Expectations

By the end of fourth grade, students should:

- understand the scientific method and identify scientific equipment
- analyse and describe a range of scientific phenomena
- understand how to make a fair test, plan a scientific experiment and make predictions
- use a wide range of methods to communicate data in an appropriate and systematic manner
- use appropriate scientific language and terms to communicate ideas and explain the behaviour of living things, materials, phenomena and processes

Specific Expectations

- learn and explain the steps involved in the scientific method, understanding the importance of each one and the order
- identify different scientific tools and explain their use
- begin to ask questions that can be investigated scientifically and decide how to find answers
- recognise that it is important to test ideas using evidence from observation and measurement
- understand how to make a fair test or comparison by changing one factor while keeping other factors the same
- make predictions and analyse outcomes of experiments
- plan a scientific experiment, deciding what to do, what kind of evidence to collect, and what equipment and materials to use
- use a wide range of methods, including diagrams, drawings, tables, bar charts, line graphs and ICT, to communicate data in an appropriate and systematic manner

SOLIDS, LIQUIDS AND GASES

Overall Expectations

By the end of fourth grade, students should:

- demonstrate an understanding of different states of matter
- investigate, test, and compare the physical properties of solids, liquids and gases
- understand how heating and cooling can change a material's state
- demonstrate an understanding of the water cycle and the different processes involved

Specific Expectations

- investigate the different properties of solids, liquids and gases
- group materials into solids, liquids and gases
- learn and understand that all things are made from matter and that all matter is made from particles
- understand the arrangement of particles in solids, liquids and gases
- understand that the differences between solids, liquids and gases can be explained in terms of the proximity and motion of their particles
- investigate and understand changes of state in terms of the movement of particles due to the effect of temperature
- understand and describe the processes of melting, freezing, evaporation and condensation in relation to changes of state
- investigate the properties of water and explore the three states of water in nature
- explain the water cycle and describe the processes involved in changing water from one state to another (condensation, evaporation, precipitation, collection)

HABITATS

Overall Expectations

By the end of fourth grade, students should:

- observe and group living things using keys
- explain that different animals and plants live in different habitats
- identify human activities that can endanger habitats
- identify natural disasters and explain how they can destroy habitats

Specific Expectations

- investigate the use of different types of equipment to study living organisms in their natural habitats
- plan and conduct simple investigations to observe and record living organisms in the local habitat
- use different methods to record and present observations and data including charts, graphs, tables
- understand how to use scientific keys to classify and identify living organisms
- explore fossil fuels and explain how the environment can be negatively impacted by their use
- explore and identify causes of air pollution and understand how air pollution can damage the environment
- identify causes of water pollution and explain how water pollution can endanger living things
- give examples of natural disasters (tsunamis, earthquakes and volcanoes), and describe ways in which they can cause damage to habitats and environments

DIGESTION AND FOOD CHAINS

Overall Expectations

By the end of fourth grade, students should:

- understand the process of digestion in humans
- identify types of teeth and their function
- explain how we can keep our teeth healthy
- understand how the tongue and taste buds are involved in our sense of taste
- understand the importance of a healthy, balanced diet
- understand and describe how the flow of energy is passed through a food chain
- give examples of living things that are producers, consumers, predators or prey
- identify and explain the importance of maintaining balance in the food chain and identify potential risks

Specific Expectations

- identify the main parts of the digestive system and explain their function
- understand that during the process of digestion food is broken down by enzymes to provide the body with energy and nutrients
- understand and explain how nutrients and water are absorbed into the body during digestion
- identify and name different types of teeth and explain their functions
- understand how our sense of taste, our tongue and taste buds can help guide us towards eating the right types of food
- understand that we need to eat a variety of different food types in order to have a healthy, balanced diet (protein, carbohydrates, fats , vitamins and minerals)
- explore the difference between healthy and unhealthy foods and understand the importance of maintaining the right balance
- investigate the effects of sugar and acid on our teeth and explain ways in which we can protect our teeth and keep them healthy
- understand the co-dependent feeding relationship between living things in an environment
- learn that plants (producers) and animals (consumers, prey and predators) are part of food pyramids, chains and food webs
- understand the meaning of producers, consumers, predators and prey, and sort living things into groups according to these definitions
- understand that the sun provides energy for producers (plants) and is the start of all food chains
- understand that food chains, food webs and food pyramids show the flow of energy
- give reasons for, and suggest potential consequences of, the disruption of a food chain, pyramid or web
- construct food chains, webs and pyramids for different types of habitat
- understand, and give examples of how living things have evolved and adapted particular traits in order to survive in specific environments and escape predators

ENERGY AND ELECTRICITY

*Highlighted objectives are not in the Oxford textbook but should be taught using other resources

Overall Expectations

By the end of fourth grade, students should:

- understand that energy can exist in different forms and give examples of different sources of energy
- identify household appliances that use electricity
- understand how simple electrical circuits work
- identify and label parts of an electrical circuit
- construct and test different types of electrical circuit
- understand the difference between conductors and insulators of electricity
- give examples of renewable and non-renewable energy sources
- identify ways to use electricity safely

Specific Expectations

- understand and identify the basic forms of energy: chemical, light, sound, kinetic, thermal, electric, nuclear
- investigate ways in which energy can be transferred (understanding energy is never lost)
- understand that everyday appliances can be powered by either batteries or mains electricity and explain some differences between both methods of producing power
- construct a simple electrical circuit, identifying and naming its basic parts, including batteries, wires, bulbs, switches and buzzers
- recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit
- identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery
- recognise some common conductors and insulators and associate metals with being good conductors
- understand ways in which electricity can be generated, both renewable and non-renewable
- understand and give examples of how to be safe when using electricity

SOUNDS

*Highlighted objectives are not in the Oxford textbook but should be taught using other resources

Overall Expectations

By the end of fourth grade, students should:

- understand how sounds are made and identify ways to measure sound

- understand how sound travels through different materials
- describe patterns between high and low sounds and different pitches
- explain how the inner ear works allowing us to hear sound

Specific Expectations

- explain that sound is a form of energy produced by vibrations and travels through a medium, such as air or water.
- understand that sound is measured using decibels and explore instruments to measure sound
- investigate how sound passes through different materials
- explain how sound is captured and transferred by the workings of the ear
- recognise that sounds get fainter as the distance from the sound source increases
- explore how the pitch and volume of a sound can be changed, and understand the relationship between the size, shape, and material of an object and the sound it produces
- understand how sounds are formed and transferred by sound waves and investigate wave patterns of sound affected by pitch and volume
- find patterns between the volume or pitch of a sound and the features of the object that produced it, by making a musical instrument and explaining how it works

History

FINDING OUT ABOUT HISTORY

*Not a standalone unit, objectives to be incorporated into other units.

Overall Expectations

By the end of fourth grade, students should:

- analyse different historical sources to draw conclusions about the past and evaluate their usefulness
- understand and use historical maps
- understand and use the conventional system of periodisation used in the West and have knowledge of other non-western systems

Specific Expectations

- understand the relationship between cause and effect and develop relevant terminology
- recognise physical changes produced by the passage of time
- recognise objects and materials as useful sources
- investigate how different sources of evidence (e.g. archeological and mythical) can teach us about different civilisations
- compare and extract information from a number of different types of sources
- collect information from photographs and documents
- understand that events in the past can be reconstructed through the interpretation of historical sources and recognise the spoken word as an historical source
- evaluate the value and reliability of different sources
- ask questions and explain the limitations of different sources, suggesting reasons why different sources may be contradictory
- read and interpret geo-historical maps
- organise historical information, and create and use timelines for different civilisations

MESOPOTAMIA

Overall Expectations

By the end of fourth grade, students should:

- understand the importance of geography in shaping a civilisation and historical events and explore the reasons and consequences of the development of agriculture in the first cities
- know the significant economic, political, cultural and religious contexts, events and features of Mesopotamia
- understand and explore differences and similarities between the Sumerian, Babylonian, Assyrian and Hittite civilisations
- explore the contributions made by the Mesopotamian civilisations to the modern world

Specific Expectations

- investigate the climate and geography of the ‘fertile crescent’ and explore how these shaped civilisations
- look at the organisation and structure of Sumerian society
- explore religions of ancient civilisations
- investigate the role played by the Euphrates and Tigris rivers in the development of the Sumerian Civilisation
- locate major Sumerian cities and place the civilisation on a timeline
- investigate the development of writing and literature in Sumer
- evaluate the relative importance of different Sumerian inventions (e.g. the wheel, cities, writing)
- locate the Babylonian civilization on a map and timeline, compare with the Sumerians
- investigate the cities and monuments of the Babylonian civilisation
- evaluate the importance of Hammurabi’s code of laws
- locate the Assyrian civilisation geographically and on a timeline
- investigate the importance of war and slavery to the Assyrian civilisation
- look at the contributions made by civilisations (e.g. the first library)
- compare and contrast Anatolia, where the Hittites came from, with Mesopotamia
- investigate Hittite cities, society and inventions (iron, fast chariots)

ANCIENT EGYPT

Overall Expectations

By the end of fourth grade, students should:

- recognise the relationship between the cultural characteristics of Egypt and its intellectual and artistic heritage
- know the significant economic, political, cultural and religious contexts, events and features of Egypt

Specific Expectations

- investigate and use maps and timelines to show the location of Egypt and its major events
- investigate well known figures from Egyptian history, e.g. Ramses the Great
- investigate the importance of the river Nile to the Egyptian civilisation
- investigate Egyptian social structure
- compare daily life for Egyptians in different places in society
- explore ancient Egyptian religion and its impact on society
- investigate Egyptian art and design and see what it can teach us about civilisation
- look at ancient Egyptian writing
- evaluate different Egyptian contributions to history, e.g. architecture, inventions, art

CIVILISATIONS IN CHINA AND INDIA

Overall Expectations

By the end of fourth grade, students should:

- know the significant geographical, economical, political and religious contexts, events and features of China
- contrast China with other civilisations, and look at the way they interacted (e.g. the Silk Road)
- understand the ways in which civilisations can influence and interact with one another

Specific Expectations

- develop an understanding of unique features of Chinese civilisation (e.g. its longevity, writing system, religious / philosophical traditions)
- explore different Chinese inventions and contributions to history
- contrast China with other civilisations, and look at the way they interacted (e.g. the Silk Road)
- investigate the geography of China, particularly the Yellow river, and see how it influenced the civilisation
- investigate the Indus Valley civilisation, learning about the unique design and features of its cities
- explore the physical artefacts left by the civilisation, investigate what these can teach us

THE EASTERN MEDITERRANEAN

Overall Expectations

By the end of fourth grade, students should:

- know the significant economic, political, cultural and religious contexts, events and features of the Eastern Mediterranean
- develop a growing awareness of collective civil conduct and responsibility

Specific Expectations

- investigate the reasons for the success of the Phoenician civilisation, including their important inventions (phonetic writing, glass blowing)
- analyse and investigate maps that show the movement of people and trade in the Mediterranean region
- explore the early Hebrew civilisation, investigating how it differs from other civilisations studied (e.g. Nomadic for a long time)
- investigate the ancient Minoan civilisation and its importance
- look at cultural influences on the Minoans and their interactions with other civilisations (e.g.

through trade)
- compare and contrast the Mycenaeans with the earlier Minoans
- investigate the construction of Mycenaean cities, see what their remains can tell us about the civilisation

Geography

GEOGRAPHERS' SKILLS

*Not a standalone unit, objectives to be incorporated into other units.

Overall Expectations

By the end of fourth grade, students should:

- orientate within a given space or map using a compass
- represent a known object and/or space using a scale, plan and symbols
- reproduce information using maps and different graphical representations
- use a number of sources to collect geographical information

Specific Expectations

- understand the features of maps and their range of uses, including looking at digital maps
- use and analyse physical, political and thematic maps
- navigate using a compass and be able to orient oneself in real space and on maps
- be able to analyse and draw information from a variety of maps, learning to use and create increasingly detailed keys and symbols
- use both historical and modern maps to derive information about the past
- understand and locate things on a map using longitude and latitude
- use scale maps, understanding what real life distance is represented
- interpret and create graphs showing geographical data

THE PHYSICAL EARTH

Overall Expectations

By the end of fourth grade, students should:

- recognise which elements of the earth are a result of natural processes, and which are the result of human processes
- develop an understanding of major climates and how they interact with the environment
- know and use correct geographical terminology

Specific Expectations

- analyse the physical structure of the earth and related physical phenomena, such as earthquakes and volcanoes
- understand other physical processes which shape the earth, such as the influence of the climate, seas, rocks, etc.
- identify different climatic zones and their particular features

- investigate the impact of different climate zones on the natural world (e.g. through animal adaptation) and human activity
- analyse the ways in which human activity shapes the landscape, e.g. through farming, mineral extraction, urbanisation
- look at the impact of humans on the world's climate

DISCOVERING ITALY

Overall Expectations

By the end of fourth grade, students should:

- observe and analyse the territory, landscape, climate, economy, population and environment of Italy

Specific Expectations

- analyse a physical map of Italy, understanding and remembering the names of the main physical features (e.g. sea names, mountain range names)
- understand the main climate regions of Italy and the features of those regions
- understand the factors which influence climate in Italy
- analyse the location, climate, physical and human features of the mountain, hill, plain, and coastal landscapes
- locate and analyse the main hydrological features of the Italian landscape (lakes and rivers) and assess their significance
- know the location of major cities in Italy
- understand some of the differences between rural and urban life
- analyse different economic sectors in Italy (primary, secondary, tertiary)
- analyse the role of tourism in Italy

CITIZENSHIP AND THE EU

Overall Expectations

By the end of fourth grade, students should:

- explore our rights and responsibilities
- compare and contrast cultural differences with other EU countries

Specific Expectations

- understand our individual rights and responsibilities as global citizens
- develop an awareness and understanding of the civic responsibilities outlined in the 2030 agenda (in particular sustainable development and environmental protection)
- explore and investigate the role of the EU and other international associations

Italiano

Ascolto e oralità

Aspettative generali

Al termine della classe quarta gli studenti dovrebbero:

- Intervenire negli scambi comunicativi in modo appropriato e coerente, rispettando i turni di parola e comprendendo le opinioni altrui.
- Comprendere l'argomento trattato e selezionare, con la guida dell'insegnante le informazioni più importanti.
- Ascoltare testi narrativi, informativi ed espositivi dimostrando di saper individuare il senso generale e le parti più significative.
- Tradurre semplici giochi o attività in una lista di istruzioni e saperla riferire.
- Raccontare storie personali o fantastiche rispettando l'ordine cronologico e producendo una narrazione completa e comprensibile.
- Ascoltare e comprendere testi narrativi di media lunghezza, cogliendone il senso generale e sapendolo riportare ai compagni e all'insegnante.

Aspettative specifiche

- Interagire in una conversazione esponendo il proprio pensiero in modo lineare, porre domande, formulare ipotesi pertinenti al tema trattato e agli interventi fatti in precedenza.
- Comprendere le informazioni principali di un'esposizione volta ad illustrare un argomento o dare istruzioni su un compito.
- Comprendere l'argomento generale e lo scopo dei messaggi trasmessi dai media.
- Chiedere chiarimenti su istruzioni, consegne o spiegazioni.
- Sostenere le proprie opinioni motivandole in modo logico.
- Raccontare esperienze personali o storie di fantasia, inserendo gli opportuni elementi descrittivi o informativi, utili a chiarire il messaggio che si intende trasmettere.

Lettura

Aspettative generali

Al termine della classe quarta gli studenti dovrebbero:

- Leggere in modo scorrevole ed espressivo testi di vario tipo per individuarne il senso globale e le informazioni principali.
- Comprendere gli scopi funzionali di diversi tipi di testo.
- Saper confrontare dati provenienti da testi diversi, anche multimediali, per raccogliere informazioni utili allo studio.

Aspettative specifiche

- Leggere testi ad alta voce in modo espressivo, rispettando la punteggiatura e variando

l'intonazione della voce nelle diverse sequenze dialogiche.
- Leggere testi in modo silenzioso e con ritmo spedito, comprendendone il significato.
- Porsi domande all'inizio e durante la lettura di un testo al fine di comprenderne più facilmente il significato.
- Comprendere i significati espliciti e inferenziali in testi di tipologie diverse.
- Ricavare informazioni di testi espositivi, cogliendone gli eventuali legami.
- Analizzare testi di diversa tipologia, individuando le loro caratteristiche peculiari e distinguendo le diverse funzioni comunicative.
- Ricavare informazioni da semplici schemi, grafici e tabelle.
- Utilizzare consapevolmente e abitualmente semplici tecniche di supporto alla comprensione (sottolineare, costruire semplici mappe…)
- Leggere testi narrativi, distinguendo l'invenzione letteraria dalla realtà.
- Leggere semplici testi poetici, cogliendo l'argomento e le intenzioni dell'autore.

Scrittura

Aspettative generali

Al termine della classe quarta gli studenti dovrebbero:

- Scrivere sotto dettatura testi di media lunghezza, curando in modo particolare l'ortografia con supporto sempre minore da parte dell'insegnante.
- Produrre testi narrativi chiari, completi e coerenti, rispettando le regole ortografiche e sintattiche.
- Produrre testi che rispettino le caratteristiche dei generi narrativi studiati (brivido, avventura…)
- Rispondere a domande in modo completo o breve a seconda della richiesta dell'insegnante.
- Produrre semplici testi poetici, utilizzando la rima e figure retoriche di base.

Aspettative specifiche

- Raccogliere le idee e pianificare una traccia per la scrittura di un racconto fantastico o di un'esperienza personale.
- Produrre sulla base di schemi sperimentati, testi narrativi che rispettino le convenzioni dei generi studiati.
- Saper riconoscere un testo completo e coeso, intervenendo per correggere eventuali mancanze.
- Saper inserire all'interno di un testo brevi sequenze descrittive o dialogiche al fine di chiarirne il senso e arricchire la narrazione.
- Realizzare testi collettivi in cui si fanno resoconti di esperienze vissute insieme o si registrano opinioni a seguito di confronti avvenuti in classe.
- Rielaborare e autocorreggere testi al fine di integrare l'informazione e migliorare la comprensione.
- Utilizzare e integrare linguaggi diversi a seconda della tipologia di testo, adattando lessico e struttura.
- Produrre testi di varia tipologia, sostanzialmente corretti nella forma e nell'ortografia, utilizzando punteggiatura e lessico adatti alle richieste.
- Saper utilizzare il foglio protocollo, rispettandone impaginazione e struttura.

Lessico

Aspettative generali

Al termine della classe quarta gli studenti dovrebbero:

- Comprendere il significato di parole complesse e non note, basandosi sul raggruppamento in famiglie e sul contesto.
- Ampliare il patrimonio lessicale anche con termini tecnici e specifici.
- Utilizzare consapevolmente le strategie acquisite per migliorare l'acquisizione e la comprensione del lessico.
- Adeguare la propria scelta linguistica alla situazione comunicativa specifica.

Aspettative specifiche

- Arricchire il proprio patrimonio lessicale attraverso attività comunicative orali, di lettura e di scrittura, attivando la conoscenza delle principali relazioni di significato tra le parole.
- Comprendere che le parole hanno diverse accezioni e individuare quella specifica in un determinato testo.
- Comprendere, nei casi più semplici e frequenti, il significato figurato delle parole.
- Comprendere e utilizzare parole e termini specifici legati alle discipline di studio.

Elementi di grammatica esplicita e riflessione linguistica

Aspettative generali

Al termine della classe quarta gli studenti dovrebbero:

- Riflettere sui testi propri e altrui per coglierne le caratteristiche morfosintattiche.
- Padroneggiare e applicare in situazioni diverse le conoscenze fondamentali relative all'organizzazione logico-sintattica della frase.
- Riconoscere e suddividere le frasi all'interno di un testo.
- Applicare con sicurezza all'interno delle proprie produzioni scritte, le regole ortografiche e di interpunzione apprese.
- Saper riconoscere, distinguere e analizzare gli elementi morfosintattici studiati.

Aspettative specifiche

- Applicare correttamente le regole d'interpunzione e rispettare le principali convenzioni ortografiche.
- Conoscere la classificazione di nomi, articoli, aggettivi, pronomi e preposizioni.
- Conoscere la variabilità del verbo rispetto a coniugazione, tempo e persona.
- Conoscere il modo indicativo dei verbi e discriminare la funzione propria o ausiliare dei verbi essere e avere.
- Saper svolgere l'analisi grammaticale degli elementi studiati.
- Saper riconoscere la frase minima e le sue componenti fondamentali.

Citizenship

The Constitution

Overall Expectations

By the end of fourth grade, students should:

- know the unique traits of the Italian Constitution
- develop inclusive and empathetic behaviours

Specific Expectations

- develop a knowledge that the Constitution must be put into practice and protected for the common good
- demonstrate care for oneself and one's own health and safety
- develop an awareness of the European Union and other international organisations
- understand the value of cultural and artistic heritage and the importance of respecting public services and shared amenities

Sustainable Development

Overall Expectations

By the end of fourth grade, students should:

- identify behaviours and actions to safeguard the Earth
- formulate ideas and solutions to address environmental issues

Specific Expectations

- understand the importance of individual and collective responsibility regarding the protection of the environment for ourselves and future generations
- understand the need to take action on sustainable development in relation to the goals of Agenda 2030

Digital Citizenship

Overall Expectations

By the end of fourth grade, students should:

- know and use digital tools to improve knowledge and communication
- be able to distinguish between real life and virtual life

Specific Expectations

- understand the use of different methods of communication, using these appropriately in a variety of situations