

Unit 5: How the World Works

Energize Me

Dear Parents,

Over the next 6 weeks in Year 4 we will be working on a Science unit, which focuses on energy and its importance to humans.

The Central idea:

Energy may be converted and transformed to sustain human progress.

Lines of Inquiry:

- Different forms of energy sources (renewable and non-renewable)
- How energy is used
- Using energy responsibly

Science Inquiry

In Science the children will be focusing on the following skills:

- Record observations in a systematic way
- Describe what is happening using an increasing scientific vocabulary
- Look for and recognise patterns in observations
- Interpret information and offer explanations
- Observe and discuss similarities and differences.

English

Students will explore non-fiction and non-chronological reports within the context of energy. This will include examining texts about renewable and non-renewable energy. They will use what they learn to write a non-fiction text about the features of a source of energy, including several facts about the energy, its designation as renewable or non-renewable, how it is stored and

used by communities and means of conservation. They will also be using their oral language skills to debate the pros and cons of renewable and non-renewable energy.

Mathematics

Year 4 will be working on decimals with the view to be able to add and subtract decimals. This will reinforce and build on their knowledge of place value. They will then move on to looking at multiplication and division and understand the relationship between operations.

Art

Title: A Look Back in Time

The students have spent the last unit exploring different types of resources that we can use to create Art. We used clay and printmaking as our chosen art mediums, to create collaborative art pieces that will be displayed in our school. The students looked into the reasons of why these resources are important to our planet, and how we can use these specific resources for a purpose. They also learnt about their emotions and how they can be affected by different art pieces. The students thoroughly enjoyed the unit and showed a great understanding of the theme 'Sharing the Planet'.

For our next unit the students will be exploring the Transdisciplinary theme of 'Where we are in time and place'. The students will be investigating the central idea of – *An inquiry into the past of how people communicated using Art*. Students will be exploring Art from different cultures, and histories which will help them to understand how Art has changed over time. The students will be working both individually and collaboratively as a class throughout the Unit.



Music

During the previous unit, students have learned to play the Quarter beat and eighth beat on the Drums and they have shown progress in these two basic rhythmic pattern.

In unit 5, students will be having a continuation of the previous lesson and will be focusing on the sixteenth beat and beat combinations on drums' playing. The main purpose of the unit is to let them be aware of different playing style on the drums. The central idea of the unit is the rhythmic pattern and the main topic of this unit is about the sixteenth beat and combination of rhythmic style in drum's playing.



PE

Dear Parent/Guardian



| UNIT 4 | Title | Key Concepts | Related Concepts | Global |
|-----------|-------------------------|---------------------|------------------|-------------------------------------|
| Net Games | Racquet familiarization | Communication Logic | Adaptation | Scientific and Technical Innovation |

CENTRAL IDEA

To better coordinate movements of our hands, eyes, and feet to increase success in net games.

In year 4 we have finished net games. Students had the opportunity to understand different types of shots that were played, and learned the importance of footwork. They also explored and practiced individual control over the shuttle/ball using a racquet and reinforced basic skills of using forehand and back hand shots enabling them to develop the range



and consistency of their skills shots.

| UNIT 5 | Title | Key Concepts | Related Concepts | Global |
|-----------|------------------------|------------------------------|---------------------|-------------------------------------|
| Athletics | Track and Field Events | Change Time, Place and Space | Adaptation Movement | Scientific and Technical Innovation |

CENTRAL IDEA

Achieving our personal best in Athletics requires us to understand the specific techniques required in each event.

Students in year 4, their next unit will be focusing on Athletics track and field events. EtonHouse will be hosting sports day sometime soon in the summer and students will be working on their technical skills during each event. They will have the opportunity to differentiate, different skills required for different events and understand the use of the legs in throwing events and the use of arms in jumping events are key essentials. Students will be setting their own targets for each event to achieve their best results.

If you have any questions, are interested in observing/volunteering or anything else, please email me at aminul.choudhury@etonhouse.com.cn

Kind Regards,

Yours sincerely

Aminul Choudhury

Physical Education Teacher



Mandarin

For foundation level kids, we finished our last unit "where we are in time and place" , and we are going to learn the new unit "how the world works". In this unit, students will learn different forms of energy, and the use of new energy resource in China.

Throughout the Unit 4, the advanced Year 4 students have been studying some articles and Tang poems about autumn. When they read, they start to find and record creative and descriptive phrases and sentences, in order to consistently enrich their language. In writing, they practiced how to describe a person these last two weeks.

In the next Unit, after learning some wonderful fairy tales, they will start to create their own story. That will be interesting. I can't wait to read their story.