

# First Semester Objectives 2010

## 4<sup>th</sup> Basico

### ENGLISH

TEXT LEVEL: instructions  
narrative  
poetry  
newspaper & magazine articles

### SENTENCE

LEVEL: proof read and edit  
revise work on verbs and investigate verb tenses, identify powerful verbs  
identify and understand adverbs  
commas  
use powerful verbs; adverbs and their functions  
commas to mark grammatical boundaries  
apostrophe for possession

WORD LEVEL: two-syllable words containing double consonants  
homophones  
spell regular verb endings 's' 'ed' 'ing'  
irregular tenses - go/went, can/could  
suffixes  
words ending in -ight  
words with al- prefixes  
3<sup>rd</sup> and 4<sup>th</sup> place alphabetical order

### MATHS

Unidades, contenidos y distribución temporal

#### **La diversidad en el mundo de los números, las operaciones y las formas geométricas.**

- Representación de números del cero al millón, cantidades y medidas en una recta numérica.
- Repaso de los conceptos y habilidades básicas en el campo de los números naturales del cero al millón: lectura, escritura, orden, comparación y estimación de cantidades y composición y descomposición de números.
- Unidades de medida de uso común de longitud, superficie, "peso" (masa), volumen. Equivalencia entre ellas y su relación con las agrupaciones correspondientes al sistema de numeración decimal (U.D.C.)
- Unidades de tiempo (horas, minutos, segundos) como ejemplo de un sistema no decimal.
- Situaciones que dan origen a fracciones (de reparto y de medición).
- Fraccionamiento de objetos y unidades de medida en partes iguales.
- Lectura y escritura de medios, tercios, cuartos, octavos, décimos y centésimos, considerando el referente.
- Uso de fracciones para representar cantidades y medidas.
- Problematicación de los contenidos tratados en números, con énfasis en la pertinencia de los resultados obtenidos, la comunicación de los procedimientos utilizados y de los resultados obtenidos.
- Combinación de adiciones y sustracciones en la resolución de problemas más complejos.

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- Uso de estrategias de cálculo mental de adiciones y sustracciones.
- Cálculo escrito de adiciones y sustracciones haciendo uso de algoritmos.
- Estimación de resultados de adiciones y sustracciones a partir del redondeo de los términos involucrados.
- Uso de la calculadora para efectuar adiciones y sustracciones dependiendo de la cantidad de cálculos a realizar, del tamaño de los números y de la complejidad de los cálculos.
- La multiplicación y división asociada a situaciones correspondientes a un arreglo bidimensional.
- La división asociada a situaciones de comparación por cociente en contraste con la comparación por diferencia.
- Cálculo mental de productos de un dígito por otro cualquiera, y las divisiones respectivas. Estrategias de cálculo mental de productos y cocientes.
- Cálculo escrito de productos de un número de más de una cifra por otro de una o dos cifras, a partir de la descomposición aditiva de los dos factores. Cálculo escrito de un número por un múltiplo de 10, 100 ó 1 000.
- Cálculo escrito de cocientes determinando el factor por el cual se debe multiplicar el divisor para acercarse al dividendo de modo que el resto sea inferior al divisor.
- Determinación de las propiedades conmutativa, asociativa y distributiva a través del análisis de diversos ejemplos.
- Problematización de los contenidos tratados en el semestre sobre operaciones aritméticas, con énfasis en la pertinencia de los resultados obtenidos, la comunicación de los procedimientos utilizados y de los resultados obtenidos.
- Descripción, clasificación y trazado de cuadriláteros considerando la longitud de sus lados, la medida de sus ángulos, paralelismo de sus lados y el número de ejes de simetría.
- Transformaciones de figuras por rotación, ampliación y reducción.
- Problematización de los contenidos tratados en formas y espacio, con énfasis en la pertinencia de los resultados obtenidos, la comunicación de los procedimientos utilizados y de los resultados obtenidos.

### **CASTELLANO**

- Expresarse oralmente en diversas situaciones comunicativas
- Leer oralmente en forma fluida y expresiva
- Leer textos literarios y no literarios, comprendiendo y apreciando su significado
- Hacer uso de diferentes estrategias de procesamiento de información
- Escribir textos, aplicando los pasos de la escritura, con letra manuscrita ligada y una correcta ortografía
- Disertar frente a un público sobre un tema determinado
- Ampliar el vocabulario, conceptos gramaticales y ortográficos para expresarse en forma oral y escrita correctamente
- Escuchar y comentar cuentos clásicos y contemporáneos

### **NATURAL SCIENCE**

Content:

- Plant Kingdom: parts of the plant and their functions, process of photosynthesis
- Energy: producers, consumers, food chains and food webs
- Matter: states of matter, properties of liquids, solids and gases
- Water cycle

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#### **Skills:**

- Developing laboratory skills: following instructions, time management, independent work, appropriate pair work and handling materials
- Observation skills
- Research skills

#### **SOCIAL STUDIES**

- To note the relationship there is between different people's way of life, their environment and activities involved in producing goods and services.
- To recognise the individuality of each person. To appreciate the diversity among people.
- To identify typical customs.
- To distinguish between and compare different nomadic and sedentary ways of life. To encourage students to accept and respects others. To provide examples which demonstrate intolerance or discrimination. To recognise dialogue as something that enables people to live together more harmoniously.
- To carry out experiments to demonstrate the angle of the Sun's rays. To relate the angle of the Sun's rays with temperature. To distinguish between different climatic zones on a globe and world map. To locate the climatic zones on a globe and world map. To describe the characteristics of each zone, regarding, for examples, temperature, flora, fauna, and clothing. To understand the influence of climate on people's customs and traditions.
- To establish characteristics of social life which are influenced by climate and landscape, as well as the activities involved in producing goods and services.
- To locate the Northern, Central and Southern Zones on a map of Chile. To identify the regions found in each zone.
- To describe the main characteristics of the north, centre and south of the country in relation to climate. To identify the flora and fauna typical of each zone.
- To learn about other places such as Antarctic and Easter Island. To identify the zone they belong to by looking at landscapes. To classify the typical flora and fauna of the Northern, Central and Southern Zones of Chile.
- To learn about and to appreciate the customs and traditions of each zone.
- To recognise the peoples who inhabit the Northern, Central and Southern zones of our country and the characteristics of their way of life. To recognise the characteristics of Rapa Nui culture and their way of life.
- To locate the native peoples from the Northern, Central and Southern zones on a map of Chile. To relate native people's way of life with the conditions of the environment in which they live.

#### **RELIGION**

CATHOLIC: Oración y música religiosa  
Signos del altar  
Cuaresma  
Semana Santa Domingo de ramos  
Semana Santa. Jueves y viernes Santo Última Cena. + canto religioso  
Resurrección de Jesucristo + Canto religioso  
Introducción a Moisés. Historia  
Mandamientos 1 – 10

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Sacramento de la Confesión

- JEWISH:
1. Josué y los Jueces
  2. Fiestas y conmemoraciones Judías
  3. Reconocer que el himno nacional de Israel representa la importancia y la trascendencia que la tierra de Israel tiene para el pueblo Judío
  4. Símbolos Judíos
  5. Identificar y vivenciar los valores de las festividades

PROTESTANT:Genesis: let there be light; days of creation; the 7th day of creation; The Garden of Eden; the fall; Cain and Abel; Noah and the Ark; God's promise; The Tower of Babel

- PHILOSOPHY:
1. What is respect?
  2. Respect at school
  3. Respect towards parents
  4. Respect towards friends
  5. Racism and injustice
  6. Human rights

### ICT

Class Expectations and E-Safety (Lee & Kim's Adventure, covers CyberBullying and not revealing personal information)

Newspapers: Looking at the layouts of newspapers, writing articles and using word processing tools. This will hopefully lead to the production of a class newspaper.

Software to be used – Microsoft Word

Creating Pictures: Learning various drawing techniques and photo manipulating skills.  
Software to be used – Clicker Paint, Photoshop.

### MUSIC

- Play on the recorder (flauta dulce) various melodies that use the notes B, A, G, E, C & high D
- Pupils will read and write simple rhythmic notation and compose using the notes B, A, G, E, C, high D
- Create simple rhythmic patterns
- Perform rhythmic patterns using notation
- Sing songs and accompany them with rhythmic ostinati
- Recognize song structure
- Aurally identify binary and ternary form
- Identify rhythmic patterns when listening to different extracts
- Sing and play Kodaly sol fege with hand sings - sol, mi, la and re

### DRAMA

**DEVELOP INTERNAL AND EXTERNAL PERSONAL RESOURCES**Develop body awareness and spatial perception

- Develop rhythmic sense
- Analyse and imitate physical movement

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- Express moods and concepts through movement
- Build story from movement ideas
- Create clear movement forms to express specific concepts and ideas

#### **Develop personal creativity**

- Create original dialogue
- Create stories from musical and movement sources
- Create complex dramatic forms, involving movement, sound and text
- Create stories from sensory information, especially visual and sonic

#### **DEVELOP INTERPERSONAL SKILLS AND AWARENESS**

##### **Join with and respond to others in group dramatic activities**

- Improvise group scenes and dialogue
- Observe and criticize one another's work

#### **CREATE THEATRE THROUGH ARTISTIC COLLABORATION**

##### **ACT/role-play**

- Assume roles and interact in improvisations
- Perform theatrical literature
- Imagine and clearly describe characters
- Use variations in movement and voice for different characters
- Remain in role while contributing to the furtherance of a story
- Part singing; rounds and canons; sing in tune with good attention to articulation, breath control and dynamics
- Prepare a musical and dramatic performance for book week. Pupils will sing, dance, act, rehearse and perform together demonstrating an awareness of audience and venue

#### **P.E.**

##### **Green, Health and Fitness**

###### ***Improve level of physical fitness of students.***

- Students should have improved their ability to run for a period of time without stopping.
- Students should have increased the speed at which they can run.
- Students should have improved their upper and lower body strength, flexibility.
- Students should have improved their coordination.

###### ***Develop understanding of health and fitness and its importance.***

- Students should understand that the body changes during exercise eg increased heart rate, increased breathing and transpiration.
- Students should understand why health and fitness is important and be able to correctly identify the features of someone who is healthy and fit.
- Which elements of nutrition are important to eat doing lots of physical activity?

###### ***Develop understanding of the effects of a healthy lifestyle on the environment.***

###### ***How can we make the environment greener?***

- What is health and what is environmental health?
- How can a healthy and fit person help to create a nicer environment?
- Water saving

###### ***Develop social skill through the unit***

- Support your peers

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- Work with different partners
- Apply the sport rules: maintain self control, fair play, treat all players with respect, enjoy the game, play the spirit of the game.

### **Gymnastics**

#### ***Children will learn to:***

- Identify or use a range of travelling, jumping and turning movements on different levels and with perfect control, change of speed and strength.
- Move into and from specific planned balances with an awareness of change of front.
- With a partner, link together a series of movements and balances which demonstrate an understanding of change of front and direction and show contrasts in speed.
- Transfer and extend all these ideas and skills onto suitable angled arrangements of apparatus at every stage.

#### ***Children will improve specific gymnastics skills:***

- *Taking weight on hands and feet:* (1) handstand and cartwheel.
- *Balances:* on large and small parts of the body
- *Rolling:* (1) Forward roll and backwards roll, (2) Moving into or out of a forward and backward roll.
- *Jumping:* (1) take off, (2) flight, (3) landing, (4) shapes and turns in the air.

#### ***Improvement of cognitive knowledge:***

- Understand how to move into and from a range of skills with control and accuracy.
- Observe and describe the movements of others using appropriate language.
- Use space and move complex apparatus safely.
- Recognize that gymnastic activity is a good activity for health and well-being and know how to practice safely.

### **ART**

Understand & explore the elements of art & principles of design

Experiment with a variety of techniques, material & tools

Communicate ideas, thoughts & feelings through different visual expressions

Critique own & others artworks by applying concepts presented

Develop a project together with Spanish for the Bicentennial

Understand basic concepts of Art History

- Experiment with concepts of colour theory
- Explore the interaction of colours
- Experiment with colour to express or evoke moods & emotions
- Explore colour, texture, shape & form in 2 & 3 dimensions
- Explore the conversion of a 2D shape into a 3D form
- Understand structures & how these can be made stronger & more stable
- Measure, mark out, cut & shape a range of materials
- Assemble, join & combine materials & components

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- Design & make static models
- Design & make a product

### **P.S.H.E.:**

- Meeting new classmates
- Building up a sense of group identity
- Developing positive and effective peer relationships
- Start to make new friends
- Friends “on – line”: real friends?
- Reflecting about risks of being too friendly on the web
- Learning to give and receive praise and affection
- To acknowledge the importance of feelings in our life
- Help the students to recognize their feelings
- To identify a range of ways in which people show their feelings
- To encourage the children to express and deal with their feelings in positive ways, recognizing that people respond in different ways to same situations
- Be aware of how we express our feelings and how we “read” expressions in others
- Understand that our feelings and moods can affect others
- To encourage the students to share their feelings with people they trust.