

Curriculum Booklet:2023- 24

Year- 4



21st Century Skills, Active and Collaborative Learning, Innovation, Creativity, Design Thinking, Project Based Learning, Critical and Analytical Thinking, Problem Solving, Research, Scientific Enquiry and Investigation based Learning.

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Introduction

This booklet is designed to summarize the syllabus content of subjects planned for Year 4. The new curriculum is challenging and expecting much more from your children, but we believe that they will more than rise to the challenge.

Our aim is to provide a broad curriculum from which the children will successfully progress to the next step in their education. Year 4 therefore, is the crucial final year of the formal preparation, building on the skills and knowledge children have acquired in previous years and progressing towards the demands of Upper Primary.

Curriculum: The school follows the National Curriculum of England which can be viewed at [National Curriculum of England-Primary Curriculum](#)

Assessment Structure in Year 4:

Assessment is an integral part of curriculum delivery at The Winchester School, Jebel Ali. Tracking of individual and class progress informs planning and enables systematic progression to be maintained. Assessment methods vary from formal testing to informal observation depending on the curriculum area.

	Term 1	Term 2	Term 3
Assessment Structure	<p>Year 4: Ongoing formative assessments</p> <p>Summative assessment will be conducted for English, Maths, Science, Arabic and Islamic Education</p> <p>Term 1 grades or marks will be the consolidation of ongoing formative assessments and summative assessment.</p> <p>The consolidated marks or grades will be recorded on Phoenix</p>	<p>Year 4: Ongoing formative assessments</p> <p>No summative evaluation for any subjects in Year 4 in Term 2.</p> <p>Consolidation of ongoing formative assessments will be recorded on Phoenix</p>	<p>Year 4: Ongoing formative assessments for all subjects</p> <p>End of Year Summative Assessments- English, Maths, Science, Arabic and Islamic Education</p> <p>Term 3 grades will be the consolidation of ongoing formative assessments and end of year summative assessment</p> <p>Overall End of Year Grades= 30% T1+30% T2+ 40% T3. Overall End of Year Grade will be recoded on Phoenix</p>
Recording	Recording will be done once at the end of term 1 in December on Phoenix.	Recording will be done once at the end of term 2 in March on Phoenix.	Recording will be done once at the end of year in June on Phoenix.
Reporting	Reported at the end of Term 1.	Reported at the end of Term 2.	Reported at the end of year.
	Attainment will be reported in the reports as Grades A*- E for all subjects. Arabic, Islamic Education, PSHCEE, UAE Social Studies and Moral Education are reported in marks 1-100.		

Expectations in Year 4

Children are always encouraged at The Winchester School, to be confident, creative, innovative, independent and self-motivated learners. The expectations from our staff are high and we try to instill, in the children, a sense of pride and achievement in everything they do. We put emphasis on the presentation of the children's work and monitor their organizational skills. There is ample opportunity for their efforts and achievements to be recognised and celebrated through our star awards and certificates as well as our many concerts, performances, and assemblies.

The children's individual reading is monitored and nurtured; children are taught to appreciate a love of reading as an enjoyable and worthwhile experience while acknowledging the merits and benefits it affords as a cross curricular tool, accessing all areas of the curriculum. Children use a reading diary to help monitor their reading at home and at school.

To further support children in their learning journey, we work in close collaboration with parents. We inform parents a month in advance of the curriculum content and the related activities that will be taught to students at school so that they can support their child at home.

As the children are moving from Year 3 to Year 4, we encourage parent to look at the **Family Learning Newsletters for Year 4** and learn, in advance, about the learning modules, which will be covered in the coming academic year. Please find the below links for Family Learning Newsletter:

<https://www.thewinchesterschool.com/for-parents/family-learning-newsletters/>

These are also very useful for new parents. For example, if your child has completed Year 3 in another school, parent can look over the Family Learning Newsletter for Year 3 and map the child's existing learning to what has been completed at The Winchester School, Jebel Ali thus avoiding any gaps.

We hope parent will be able to use all these valuable learning resources to support and enrich your child in reaching their full potential. The Winchester School deeply values 'Parents as Partners in Learning.'

English

English has a pre-eminent place in education and in society. A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others, and through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society; pupils who do not learn to speak, read and write fluently and confidently are effectively disenfranchised.

Reading Comprehension

The programmes of study for reading at key stage 2 consist of two dimensions:

- Word Reading
- Comprehension (both listening and reading).

It is essential that teaching focuses on developing pupils' competence in both dimensions; different kinds of teaching are needed for each.

Reading- Word Reading

- Students will apply their growing knowledge of root words, prefixes and suffixes both to read aloud and to understand the meaning of new words they meet.
- Students will read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.

Reading Comprehension

Students will develop positive attitudes towards reading and understanding what they read by:

- listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.
- reading books that are structured in different ways and reading for a range of purposes.
- using dictionaries to check the meaning of words that they have read.
- Increasing their familiarity with a wide range of books, including fairy stories,

myths and legends, and retelling some of these orally.

- Identifying themes and conventions in a wide range of books.
- Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.
- Discussing words and phrases that capture the reader's interest and imagination.
- Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.
- Predicting what might happen from details stated and implied.
- Identifying main ideas drawn from more than one paragraph and summarising.
- identifying how language, structure, and presentation contribute to meaning.
- retrieve and record information from non-fiction.

Writing

The programmes of study for writing at key stage 2 is constructed similarly to those for reading:

- Transcription (spelling and handwriting)
- Composition (articulating ideas and structuring them in speech and writing)
- It is essential that teaching develops pupils' competence in these two dimensions.

Writing Transcription-Spelling and Handwriting

Students must:

- use further prefixes and suffixes and understand how to add them.
- spell further homophones.
- spell words that are often misspelt.
- place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's].
- use the first two or three letters of a word to check its spelling in a dictionary.
- write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.
- use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un joined.

Writing Composition- Articulating ideas and structuring them in speech and writing

- discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.
- students will draft and write by organizing paragraphs around a theme.
- students will draft and write- in narratives, creating settings, characters and plot and in non-narrative material, using simple organisational devices [for example, headings and sub-headings].
- 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.

Writing Vocabulary Grammar & Punctuation

Students will develop their understanding of the concepts set out in by extending the range of sentences with more than one clause by

- using a wider range of conjunctions, including when, if, because, although.
- using the present perfect form of verbs in contrast to the past tense.
- 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 year 4.

Speaking & Listening

Students will:

- use spoken language to develop understanding through speculating, hypothesizing, imagining and exploring ideas.
- speak audibly and fluently with an increasing command of Standard English
- participate in discussions, presentations, performances, role play, improvisations and debates.
- gain, maintain and monitor the interest of the listener(s).

- consider and evaluate different viewpoints, attending to and building on the contributions of others.
- select and use appropriate registers for effective communication.
- listen and respond appropriately to adults and their peers.
- ask relevant questions to extend their understanding and knowledge.
- use relevant strategies to build their vocabulary.
- articulate and justify answers, arguments and opinions.
- give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.
- maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.

Term 1:

READING COMPREHENSION

- Novel – Charlie and the Chocolate Factory by Roald Dahl
- Collins Comprehension Pupil Book 4

WRITING

- Character Analysis
- Informal Letter
- Descriptive Writing

LISTENING COMPREHENSION

- Fortnightly listening comprehension practices.

SPEAKING

Assessed and developed continuously through class discussions and activities.

For spelling, vocabulary, grammar and punctuation, kindly refer to the appendices 1 and 2.

Appendix 1: Spelling : [Appendix 1- Spelling](#)

Appendix 2: Vocabulary, grammar, punctuation and glossary:
[Appendix 2- Vocabulary, grammar and punctuation](#)

Term 2:

READING COMPREHENSION

- Novel – The Owl Who Was Afraid of the Dark by Jill Tomlinson
- Collins Comprehension Pupil Book 4

WRITING

- Newspaper Report Writing-
- Narrative Writing (Fantasy/Adventure Stories)
- Formal Letter Writing
- Different forms of Poetry

LISTENING COMPREHENSION

- Fortnightly listening comprehension practices.

SPEAKING

Assessed and developed continuously through class discussions and activities. For spelling, vocabulary, grammar and punctuation, kindly refer to the appendices 1 and 2.

Appendix 1: Spelling : [Appendix 1- Spelling](#)

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Term 3:

READING COMPREHENSION

- Novel – Charlie and the Chocolate Factory by Roald Dahl
- Novel – The Owl Who Was Afraid of the Dark by Jill Tomlinson
- Collins Comprehension Pupil Book 4

WRITING

- Magazine Article
- Summary Writing
- Language Analysis

LISTENING COMPREHENSION

Fortnightly listening comprehension practices.

SPEAKING

Assessed and developed continuously through class discussions and activities. For spelling, vocabulary, grammar and punctuation, kindly refer to the appendices 1 and 2.

Appendix 1: Spelling : [Appendix 1- Spelling](#)

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[Appendix 2- Vocabulary, grammar and punctuation](#)

Mathematics

Maths curriculum planning is based on the updated National Curriculum 2014. The schemes have been adapted to the local environments. We plan our lessons so that they build upon prior learning. In Year 4, students will have access to the following programs of study laid down by the National Curriculum.

Term 1

- Number - Place Value, Addition and Subtraction
- Number – Fractions
- Measurement: Mass, Length
- Statistics – Bar chart, Pictogram
- Geometry-2-D & 3-D shapes, Symmetry

Term 2

- Number - Multiplication & Division, and Decimals
- Measurement – Capacity and Perimeter and Area
- Statistics – Time and Line Graph
- Geometry –Position and direction

Term 3

- Number: -Negative numbers
- Geometry - Quadrilateral & Triangle)
- Measurement – Time & Money
- Statistics – Carroll Diagram and Venn diagram
- In each term, concepts from each strand listed above are taught and these become more complex and provide more challenge over the 3 terms.

The skills listed below is an overview of the full academic year.

Number – Number & Place Value

- Count in multiples of 6, 7, 9, 25 and 1000.

- Find 1000 more or less than a given number.
- Count backwards through zero to include negative numbers.
- Recognize the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones).
- Order and compare numbers beyond 1000.
- Identify, represent and estimate numbers using different representations.
- Round any number to the nearest 10, 100 or 1000.
- Solve number and practical problems that involve all of the above and with increasingly large positive numbers.
- Read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of zero and place value.
- Recall 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.
- Recognize and use factor pairs 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.

Number-Addition & Subtraction/Multiplication & Division

- 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.
- Recall 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.
- Recognize and use factor pairs and commutativity in mental calculation.
- 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.

Number- Fractions

- Solve measure and money problems involving fractions and decimals to twodecimal places.
- Recognize and write decimal equivalents to $\frac{1}{4}$, $\frac{1}{2}$, $\frac{3}{4}$.
- Find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths.
- Round decimals with one decimal place to the nearest whole number.
- Compare numbers with the same number of decimal places up to two decimal places.
- Count up and down in hundredths; recognize 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.
- Recognize and show, using diagrams, families of common equivalent fractions. Add and subtract fractions with the same denominator.

Measurement

- Convert between different units of measure [for example, kilometer to meter; hour to minute]
- Measure and calculate the perimeter of a rectilinear figure (including squares) in centimeters and meters.
- Find the area of rectilinear shapes by counting squares.
- Estimate, compare and calculate different measures, including money in pounds and pence.
- 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.

Geometry-Properties of Shape

- Compare and classify geometric shapes, including quadrilaterals and triangles, based

on their properties and sizes.

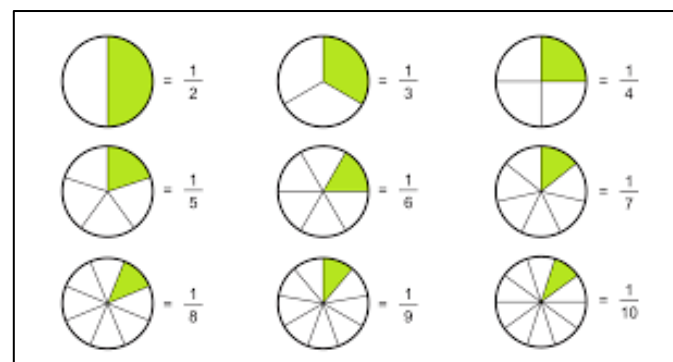
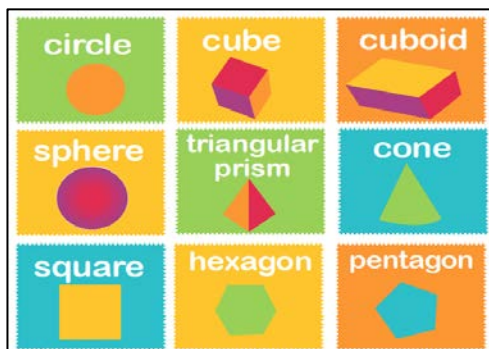
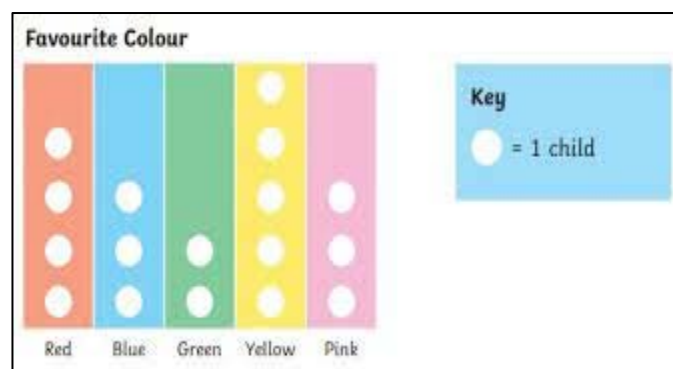
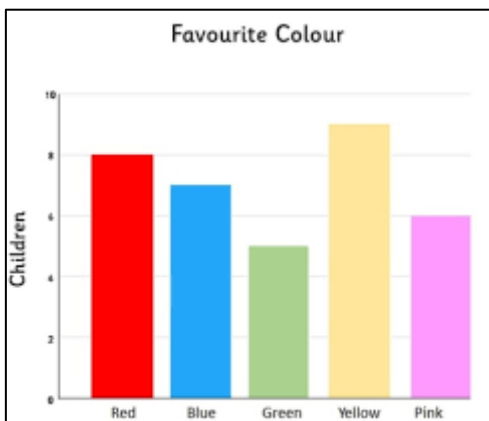
- Identify acute and obtuse angles and compare and order angles up to two rightangles size.
- Identify lines of symmetry in 2-D shapes presented in different orientations
- Complete a simple symmetric figure with respect to a specific line of symmetry.

Geometry-Position & Direction

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

Statistics

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

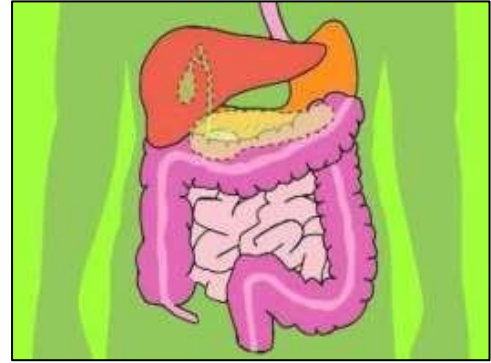


Science

Term 1

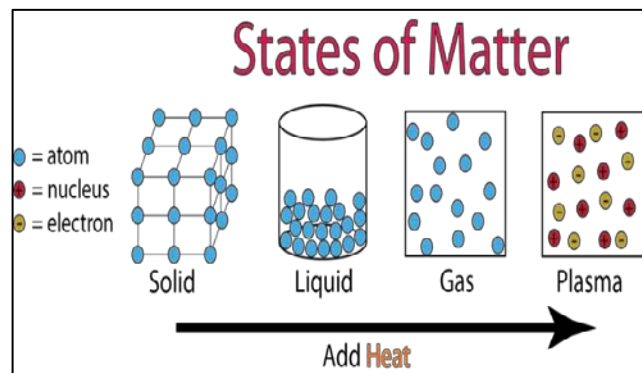
Animals including Humans

- Describe the simple functions of the basic parts of the digestive system in humans.
- Identify the different types of teeth in humans and their simple functions.
- Construct and interpret a variety of food chains, identifying producers, predators and prey.



States of matter- Objectives

- Compare and group materials together, according to whether they are solids, liquids or gases.
- 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 ($^{\circ}\text{C}$).
- Identify the part played by evaporation and condensation in the water cycle, and associate the rate of evaporation with temperature.



Term 2

Electricity

- Identify common appliances that run on electricity.
- Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers.
- 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.
- Recognize that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit.
- Recognize some common conductors and insulators, and associate metals with being good conductors.

Living things and their habitats

- Recognize that living things can be grouped in a variety of ways.
- Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment.
- Recognize that environments can change and that this can sometimes pose dangers and have an impact on living things.

Term 3

Sound

- Identify how sounds are made, associating some of them with something vibrating.
- Recognize that vibrations from sounds travel through a medium to the ear.
- Find patterns between the pitch of a sound and features of the object that produced it.
- Find patterns between the volume of a sound and the strength of the vibrations that produced it.
- Recognize that sounds get fainter as the distance from the sound source increases.

Working Scientifically

- Ask relevant questions and use different types of scientific enquiries to answer them.
- Set up simple practical enquiries, comparative and fair tests.
- Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions.
- Identify differences, similarities or changes related to simple scientific ideas and processes.
- Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables.
- Use straightforward scientific evidence to answer questions or to support his/her findings.



- To use screen recording feature in PowerPoint.
 - To use hyperlink in the slides for creation of Quiz
- Activity 1- Create an interactive quiz based on the given topic.



Activity 2: -Design a presentation to present your research on current blooming technologies.

MICROSOFT-SWAY

- To bring your content together beautifully using Sway Design.



Activity- Create a Sway presentation based on monuments of your country.

Activity: -Design a newsletter on any event organized at school/community.

Term 2

SCRATCH PROGRAMMING- Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts; use sequence, selection, and repetition in programs; work with variables and various forms of input and output

- To use control blocks and sensing blocks for creating a story, game and animations.
- To make colorful patterns using the Pen instruction

Activity- To design various scenario-based projects.

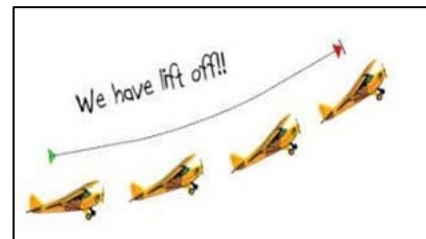


POWERPOINT ANIMATION

- To customize an animation based on different features such as path selection, timesetting.

Activity 1- Create an animated birthday card,

Activity 2- Create a maze and the character game to reach the end point by drawing custom path.



PAINT-3D-

Activity 1-Design a clown fish with its habitats.

Activity 2- Design a medal for 3D printing.



KEEPING MYSELF SAFE

- To explore the different features on online safety.
- Make a poster about “How to Surf Safe”

FOLLOW THE DIGITAL TRIAL

- To distinguish between which information is OK to have in the digital footprint.

Activity: - Create comic strips using illustrations, speech bubbles, and captions using online tool on three things that are

OK to reveal on the Internet and three things that are not OK to reveal.

Term 3

PUBLISHER



- To add Line Tools and Shape Tools using MS publisher
- To add and format the publisher page by adding page design and borders
- To design a greeting Card using a template in DTP.Activity- Design a welcome card or event poster.

DATA-HANDLING, MS-EXCEL.

- To enter alphabet and numerical data
- To present grocery, stationary bills in a well formatted manner.
- To present data in well formatted bar charts and analyze them.
- To sort the data and use SUM for calculation.



Activity: - Design a budget sheet to visit the Dubai theme park attractions within a given budget.

WINDOWS MOVIE MAKER

- To add title and pictures to create a movie.
- To use the basic features, adding captions and credits to create a movie.



Activity 1- Create a short movie on your favorite travel destination.



ROBOTICS, CODING AND PROGRAMMING

LEGO WEDO 2.0

Activity 1- Design and build a vehicle or a device for lifting, moving or packing a predetermined set of objects. They should also consider how boxes can be designed to be moved and stored easily.

Activity 2- Students to explore collection technology and vehicles used and being proposed to clean the oceans.

Activity 3: Exploring and using sensors in the model.

SOCIAL CONTEXT

- Discuss and create a report on different benefits of Robots to mankind.
- Explore the different applications of motors and sensors are being used in our daily life.

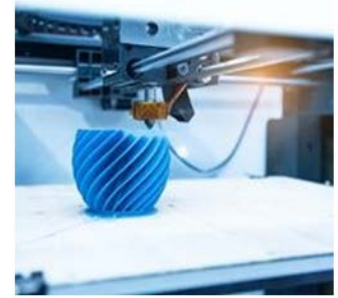
MINECRAFT EDUCATION EDITION

- Computing with Minecraft ages (8-10).
- Create loops, debug code, build structures, and create your own animations with Instructions, based on CSTA standards.



SIMPLE MACHINE SET COMPUTATIONAL THINKING

- Algorithms and Behavior
- Debugging
- Robotics and Society.



3D-DESIGNING AND PRINTING.

- To design creative 3D models using TINKERCAD and download the .stl file.

SAM LABS

Students will be introduced to the SAM Space app and the SAM hardware Blocks. They will be shown how the app works. Students will be given a basic understanding of coding, and shown how to turn their blocks on/off, connect, add to their workspace, and store away.

Activity: - Students will create a simple system that turns on a light using a sensor.



Humanities

The Humanities curriculum planning is based on the updated National Curriculum. The schemes have been adapted to the local environments. Lessons are planned so that they build upon prior learning.

In Year 4, students will have access to the following programs of study laid down by the National Curriculum.

Term 1

History

The Roman Empire and its impact on Britain

- Who were the Iron Age Celts?
- Iron Age Celts – Art
- The invasions

Geography

Exploring Europe

Locational knowledge

Locate the world's countries, using maps to focus on Europe (including the location of Russia) concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.

Place knowledge

Identify the position and significance of latitude, the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle.

Human and physical geography

Describe and understand key aspects of: Physical geography, including: rivers and mountains.

Geographical skills and fieldwork

- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- Use the eight points of a compass, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of Europe and the wider world.
- Continents, Countries and Cities
- Comparing Landscapes

Term 2

History

The Roman Empire and its impact on Britain

- Boudicca's story
- Roman Roads

Geography

Exploring Europe

Place knowledge

Understand geographical similarities and differences through the study of human and physical geography of a region of the United Arab Emirates and a region in a European country.

Human and physical geography

Describe and understand key aspects of physical geography, including: climate, human geography, including: types of settlement and land use, economic activity including the population, main languages spoken, major towns and cities and landmarks/buildings.

Geographical skills and fieldwork

- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- Use the eight points of a compass, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of Europe and the wider world.
- Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies
- Comparing Climates
- Comparing Places

Term 3

History:

The Roman Empire and its impact on Britain

- Hadrian's Wall
- Roman Baths





Geography:

Exploring Europe Geographical skills and fieldwork

- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- Use the eight points of a compass, four-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.
- Planning a trip to Europe
- Four-figure grid references



UAE Social Studies

Term 1

Student book Grade 3 Volume 1

Geography

- Lesson 1: Landforms
- Lesson 2: Bodies of water
- Lesson 3: Natural Resources – Land and Water
- Lesson 4: Other Natural Resources
- Lesson 5: New ideas for Natural Resources
- Lesson 6: Reading a map
- Lesson 7: Different kinds of maps



Term 2

Student book Grade 3 Volume 2

Economy

- Lesson 1: Natural, Capital and Human Resources
- Lesson 2: Reduce, Reuse and Recycle!
- Lesson 3: Resources and Trade
- Lesson 4: The UAE Economy
- Lesson 5: School Project



Term 3

Student book Grade 3 Volume 3

History

- Lesson 1: Invention of Writing
- Lesson 2: Number Systems
- Lesson 3: Developments in Medicine
- Lesson 4: Using Electricity
- Lesson 5: Powered Engines
- Lesson 6: Transportation

Personal, Social, Health, Citizenship and Economic Education (PSHCEE)

Term 1

- **New Beginnings:** Calming Down, creating a community, joining a new group, Recognize and learn to know that they belong to a community.
- **Team Work:** Understand the concept of Team and Teamwork, Importance of Collaboration and Cooperation in a Team
- **Benefits of making mistakes**
- **Dreams and Aspirations**
- **Children's rights**
 - Human rights & what are our rights?
 - Taking responsibility
- **Getting on and falling out** – key qualities in a friend, understanding anger, working together
- **Say no to Bullying**
- **Road Safety**
- **Living in a diverse world – What are communities like?**

Term 2

- **Career planning & its importance**
- **Going for Goals**
- **Good to be me**

- Hopeful and Disappointment
- When to show and when to hide your feelings
- Dealing with Anger
- Being Assertive
- Being Realistic
- Fight or Flight
- Enterprise Education
- Recycling and Environment
- Peer Pressure: Relationships, Conflicts and Compromise, Taking Risks
- Choices - What influences our choices? - How do we make informed choices in our everyday lives?

Term 3

- Changes
 - Imposed or unwelcomed change
 - Identify feelings of change - Positive and Negative
- Citizenship
- Financial Capabilities
 - Needs and wants can be met through saving
 - Plan a budget that balances income and spending
- Relationships
 - Special People
 - Loss of pet
- Rules and Laws
 - Identify rules and laws and why they are needed
 - To identify that how they can take part in decision-making

Moral Education

Term 1

- Equity and Equality.
 - Understanding In-Equality.
 - Confronting Discrimination.

- Appreciation and gratitude.
- Me and My world.
 - Environment and looking after it.
 - Value and respect for the environment.
 - Understand why it is important to protect the environment (school, community and global).

Term 2

- Thoughtfulness, co-operation.
 - Act in ways it means to be thoughtful and show consideration for others.
 - Show a greater understanding of how their actions affect the feelings of others around them.
 - Working in groups / teams and cooperation is important.
 - Character and morality.
- Being brave and staying safe.
 - Respect.
 - Respecting rights at school.
 - Taking responsibility for my action.
 - Bullying and Impact of Bullying.
 - Electronic Bullying - How to stay safe

Term 3

- Understanding UAE culture.
 - Culture.
 - Cultural Identity.
 - Cultural Iceberg.
 - Emirati Culture.
- Understanding UAE culture (part 2).
 - Cultural Diversity.
 - Identify a range of cultural diversity within the UAE.
 - Emirati culture is similar to/different from cultures elsewhere in the world.
 - Challenges and benefits of living in a culturally diverse society.

Music

- Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from

aural memory.

- Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- Use and understand staff and other musical notations
- Improvise and compose music for a range of purposes using the interrelated dimensions of music
- Listen with attention to detail and recall sounds with aural memory

Physical Education

Purpose of study

- A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities.
- It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness.
- Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.

Aims

The national curriculum for physical education aims to ensure that all pupils:

- develop competence to excel in a broad range of physical activities
- are physically active for sustained periods of time,
- engage in competitive sports and activities,
- lead healthy, active lives.

Attainment targets

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

Subject content

Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement.

They should enjoy communicating, collaborating and competing with each other. They

should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognize their own success.

Pupils should be taught to:

- use running, jumping, throwing and catching in isolation and in combination
- play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, netball, rounders and tennis], and apply basic principles suitable for attacking and defending
- develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- perform dances using a range of movement patterns,
- take part in outdoor and adventurous activity challenges both individually and within a team,
- compare their performances with previous ones and demonstrate improvement to achieve their personal best.

Term 1

- Fitness Exercises/Yoga
- Volleyball
- Throwball
- Fitness Test
- Health Education
- Sports day practice

Term 2

- Cricket
- Soccer
- Fitness Test
- Health Education

Term 3

- Basketball
- Fitness Test
- Health Education
- Board Games
- Rules of the game, Sports Quiz / Presentation about Games

Islamic Education

Islamic Education it's a religion, subject, and culture we are focusing on all these elements through the following sub- subjects:



The divine revelation: this includes two main themes:

- Quran: Where students learn the target Surahs. They memorize the verses according to the rules of recitation and also, understand their meaning according to the Tafseer and scholars' interpretations.
- The Noble Hadith: deals with some hadiths of Prophet Mohammad, PBUH, chosen to cover specific topics and fields.
 - The Islamic belief/creed: where students learn about the core Islamic elements that build their religion and belief (Pillars of Islam/ Pillars of Iman/ Tawheed ...)
 - The Acts of worship: Students here get the correct ways, conditions, nullifiers, morals, virtues, and rewards of their Islamic practices (Ablution/ Supplications/ Prayer/ Fasting/ Pilgrimage ...)
 - The Ethics of Islam: Students are exposed here to all the Islamic values and manners that should shape their lives when dealing with others according to the Divine and Sunnah's teaching.
 - The Prophetic biography and Personalities: Here the life of Prophet Mohammad, PBUH, and other Islamic personalities (Other Prophets/ the companions...) are introduced as role models meant to critically be followed by the students and positively affect their daily lives.
 - Identity and contemporary Issues: that deal with different modern topics closely related to the students' lives (Belonging/ sciences/ word events ...) from an Islamic perspective and with reference to Quran, Sunnah, and Sirah.

Thus, Islamic education is one of the core subjects in the Winchester school. It is a

comprehensive and balanced subject that targets personality development, open-mindedness, intellectual, spiritual, and harmonious coexistence through Qur'an and hadith, the fundamental sources of Islamic education, through action and speech and through wisdom.

It is important to note that Islamic education is not mere memorization of some Islamic texts; rather it is the comprehensive and conscious understanding of all aspects of life.

Islamic Education for Arabs

Term 1

- ✓ آداب دخول المنزل والخروج منه
- ✓ سورة البروج
- ✓ المؤمن القوي
- ✓ بداية الدعوة
- ✓ أم المؤمنين السيدة زينب بنت خزيمة
- ✓ الإيمان بالكتب السماوية
- ✓ سورة الطارق
- ✓ التثيت من الأخبار
- ✓ أهمية الصلاة
- ✓ أحسنكم أخلاقا
- ✓ أهمية الصلاة المفروضة



Term 2

- ✓ الرواتب
- ✓ الهجرة إلى الحبشة
- ✓ حسن المعاملة
- ✓ سورة الأعلى
- ✓ سورة الغاشية



- ✓ البحث والتفكير العلمي
- ✓ صلاة الجماعة
- ✓ حمد الله على نعمه
- ✓ صبر النبي
- ✓ عام الحزن
- ✓ أخلاق المتقين

Term 3

- ✓ سورة الانشقاق
- ✓ الرفق
- ✓ الصوم
- ✓ في ظل صدقتي
- ✓ سورة المطففين
- ✓ الكرم
- ✓ من كمال الإيمان
- ✓ بيئي مسؤوليتي
- ذو النورين عثمان بن عفان

Islamic Education for Non-Arabs

Part 1

- 1- Surat Al- Burouj (Divine revelation)
- 2- The early call of Islam (Biography) The strong believer (Divine revelation)
- 3- Belief in Divine Books (Islamic belief)
- 4- 4- Congregational Prayer (Divine revelation)
- 5- 5- The emigration to Abassinia (Biography)
- 6- Good treatment (The values and ethics of Islam)

* **Arabic**

* Arabic is one of the most widely spoken languages in the world and is of paramount importance for our learners. The student should grow up loving Arabic to be able to learn about the beauty of Arabic and its literature, and he should be able to study the branches of Arabic. Arabic is important in its study because it enables the student to read correctly and gain the ability to use the language properly in communication with others, such as speed, quality of speech and good expression, and his habit of listening well to what he hears in Arabic, and it develops the literary taste of the student so that he understands the aesthetic aspects of speech, meanings. This subject is meant to cover the whole range of Arabic fields and culture through the following sub-subjects:

* Grammar is a science that is interested in building the world and its position in sentences.
* Rhetoric includes several branches, including: Meaning, a science that examines the conditions of the Arabic word. The science of the statement, which is interested in studying the coordination of words to be suitable for the situation.

* Spelling science, which is focusing on correcting Arabic writing.
* The science of sounds is a science that is interested in studying sounds, letters pronunciation, and articulation from a linguistic side.

* Linguistics, a science that examines the history of human language, and is also interested in studying the characteristics of language, and organizing it in general systems and frameworks.

* Arabic dictionaries (lexicon): which is focusing on arranging the vocabulary of the language and explaining its meanings and derivations.

* Semantics which is looking at the original meaning of the word.
* Arabic texts focus basically on the study of Arabic poetry and the study of figurative speech.
* Literary criticism is based mainly on the critical appreciation of literary works.

* Thus, Teaching and learning Arabic imposed itself on the scene, and has become the focus of the attention of the whole world and is appreciated by all peoples as it is the official language in the Middle East and is the official language of the Arab League, furthermore, Arabic media relies mainly on the use of classical Arabic. As well known, the greatest poets in the world are Arab poets who wrote their poems in Arabic, and in order to understand this world and keep up with it you must be familiar with the rules of the Arabic language and its branches.

ARABIC FOR ARABS

Term 1

1. أمير الجمل الصغير (قراءة)
2. التمييز بين الجملة والتركيب ، التمييز بين الجملة الاسمية والفعلية (نحو)
3. أنت الوطن (نشيد)
4. قصة النمر الأرقط
5. الجملة الاسمية
6. النص الوصفي
7. نشيد صديقي

Term 2

1. سقف الأحلام
2. أقسام الفعل
3. النص السري
4. نشيد أطفال نحن
5. مقلاتي صغيرة
6. معطفي القرمزي
7. الجملة الفعلية
8. فكرة تبذر الحلم



Term 3

1. ميرابل
2. ضمائر الرفع المنفصلة
3. نشيد التعاون
4. قصة الغراب والبومة
5. قصة أمير الأطباء نشيد تعلم يا صديقي
6. لويس برايل
7. الشمس والطفل
8. أسلوب الاستفهام



ARABIC FOR NON – ARABS

Term 1

1. My school and My class (مدرستي وفصلي)
2. Leisure time (وقت الفراغ)
3. Come racing (تعالوا نتسابق)



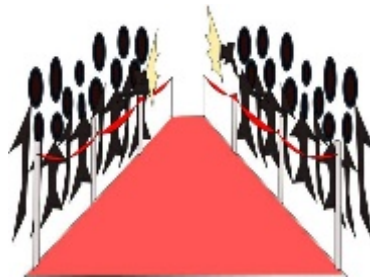
Term 2

1. The restaurant (المطعم)
2. The places in the city (أماكن في المدينة)
3. Come acting (تعالوا نمثل)



Term 3

1. Celebrities: (famous personalities) (المشاهير)
2. Transportation and Travel (المواصلات والسفر)



Sample Question Papers

Please find below the link to SAT style questions:

<https://www.sats-papers.co.uk/>

English

satspapers.org

1 Tick **one** box to complete the sentence below.

The children played _____ it was time to go inside.

Tick **one**.

instead	<input type="checkbox"/>
until	<input type="checkbox"/>
whereas	<input type="checkbox"/>
since	<input type="checkbox"/>

1 mark

satspapers.org

2 Draw a line to match each sentence with the most suitable **connective**.

One has been done for you.

Sentence	Connective
I loved playing hide and seek _____ I was younger.	if
The teacher asked me _____ I was feeling alright.	before
I put on my coat _____ leaving the house.	where
I went to the park _____ school had finished.	when
The bone was exactly _____ the dog had left it.	after

1 mark

3 Tick **one** box to complete the sentence below.

Every morning, James turns off his alarm and _____ out of bed.

Tick **one**.

had leapt

is leaping

leaps

leapt

 1 mark

4 Tick **one** box to complete the sentence below.

I haven't seen my friend _____ he came back from his holiday.

Tick **one**.

before

while

since

during

 1 mark

Mathematics

1

Circle the time that is 30 minutes before midnight.



12:30 am

12:30 pm

11:30 am

11:30 pm

3 am

1
1 mark

2

Here are four digit cards.

4

6

2

7

Use all four digit cards to make this sum correct.



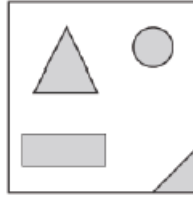
+

= 100

2
1 mark

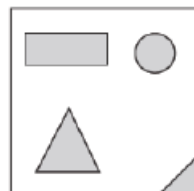
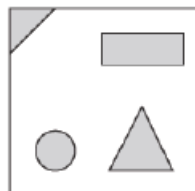
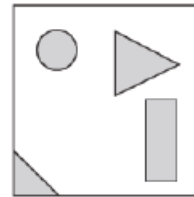
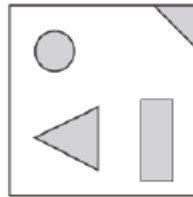
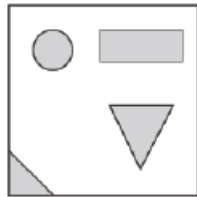
3

Stefan makes this design on a square tile.



He turns the tile.

Put a tick (✓) on the tile below that has the same design as Stefan's tile.

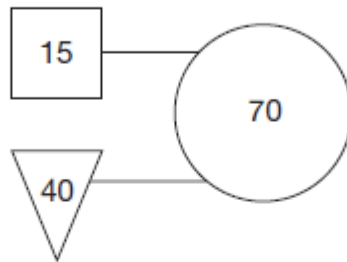


3

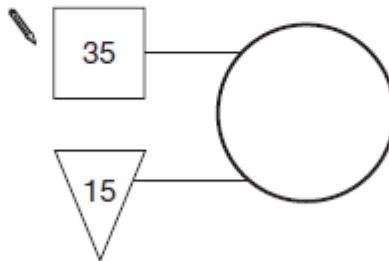
4

In this diagram the rule is

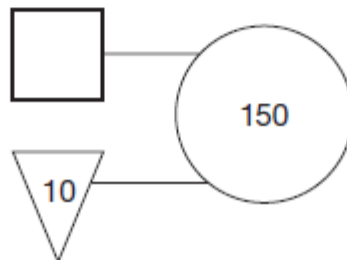
*'double the number in the square
and add the number in the triangle
to make the number in the circle'.*



Use the same rule to write in the missing numbers below.



4a
1 mark



4b
1 mark

5

This table shows where 100 people went on holiday in 2007 and 2008.

	2007	2008
Spain	18	26
England	38	17
Scotland	21	13
Wales	19	28
USA	4	16

Look at the table.

How many **more** people went to Wales than to Scotland in 2008?



5a

1 mark

Which country had the **greatest increase** in visitors from 2007 to 2008?



5b

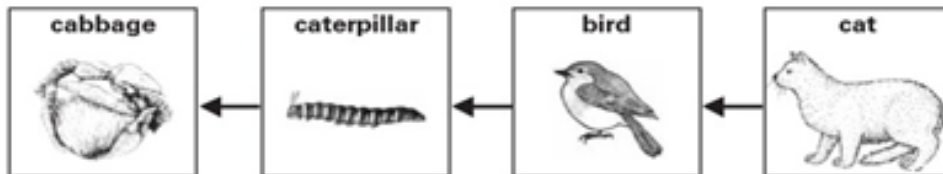
1 mark

Science

4

Nature walk

- (a) Some children draw a food chain about living things they see in the garden. There is a mistake in their food chain.



What is the mistake in their food chain?



.....

.....

- (b) The children correct their food chain. They make a table showing if each animal in the food chain is a predator, prey or both.

Tick **ONE** box in each row of the table to show whether each animal in the food chain is a **predator**, **prey** or **both**.



Animal	Predator	Prey	Both
caterpillar			
bird			
cat			

- (c) Which word best describes the function of the **cabbage** in the food chain?



Tick **ONE** box.

fertiliser

consumer

organism

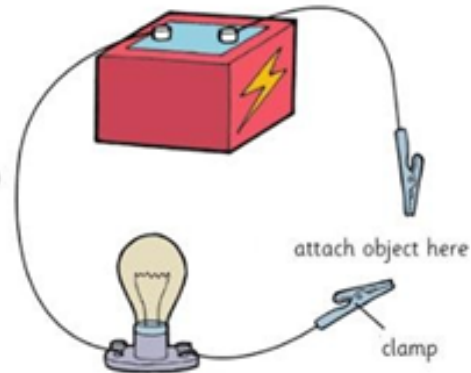
producer

Mrs Patel tests 10 different objects to see if electricity will flow through them.

She attaches each object to the circuit with clamps.

The bulb will light if electricity flows through the object.

What should Mrs Patel do after she attaches each object to the circuit?



- A make a prediction about the circuit
- B add a second object to the circuit
- C observe the change to the object
- D record what happens to the bulb

Science activity

Follow this yes/no animal key to find the names of the insects in the pictures.

Clue 1 Does the insect have very large eyes? If yes, go to clue 2.
Does the insect have small eyes? If yes, go to clue 3.

Clue 2 Are the insect's eyes touching? If yes, it is a dragonfly.
If the insect's eyes are not touching, it is a damselfly.

Clue 3 Does the head have a long pointed beak? If yes, it is a scorpion fly.
If the head does not have a pointed beak, go to clue 4.

Clue 4 Does the insect have three tails? If yes, it is a mayfly.
Does the insect have only one tail? If yes, it is a lacewing fly.



This is a

.....



This is a

.....

This is a

.....



This is a

.....

