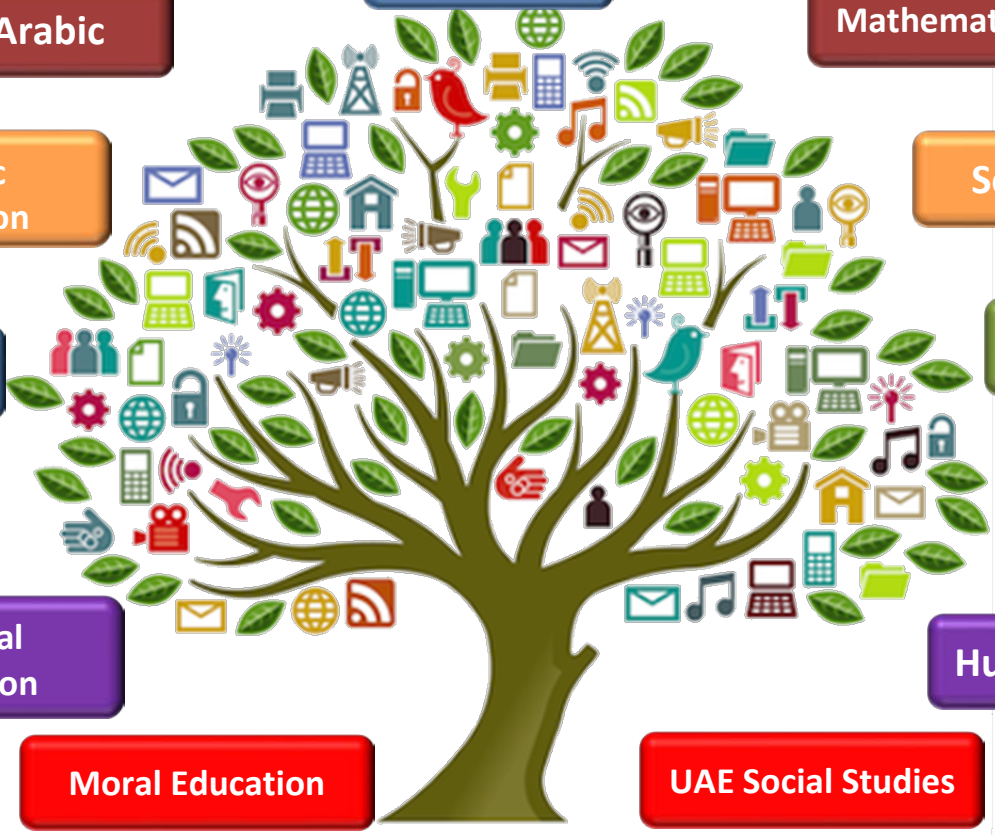
مدرسة وينشستر
The Winchester School
Jebel Ali

Curriculum Booklet: 2023-24

Year-5



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.

GEMS EDUCATION

CONTENTS

Introduction

This booklet is designed to summarize the syllabus content of subjects planned for Year 5. 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 5 therefore, is the beginning 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 5:

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	**Year 5:** Ongoing formative assessments **Summative assessment will be conducted for English, Maths, Science, Arabic and Islamic Education** Term 1 grades or marks will be the consolidation of ongoing formative assessments and summative assessment. The consolidated marks or grades will be recorded on Phoenix.	**Year 5:** Ongoing formative assessments **No summative evaluation for any subjects in Year 4 in Term 2.** Consolidation of ongoing formative assessments will be recorded on Phoenix.	**Year 5:** Ongoing formative assessments **for all subjects** End of Year Summative Assessments- **English, Maths, Science, Arabic and Islamic Education** Term 3 grades will be the consolidation of ongoing formative assessments and end of year summative assessment. **Overall End of Year Grades= 30% T1+30% T2+ 40% T3. Overall End of Year Grade will be recoded on Phoenix**
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 5

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.

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 4 to Year 5, we encourage parent to look at the **Family Learning Newsletters for Year 5** 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 4 in another school, parent can look over the Family Learning Newsletter for Year 4 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 akey 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 participatingfully as a member of society; pupils, therefore, who do not learn to speak, read and writefluently and confidently are effectively disenfranchised.

Reading

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 bothto 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 should maintain positive attitude to reading and understanding of what they read by:

- continuing to read and discuss an increasingly 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 ofpurposes.
- increasing their familiarity with a wide range of books, including myths, legends

andtraditional stories, modern fiction, fiction from our literary heritage, and books fromother cultures and traditions.

- recommending books that they have read to their peers, giving reasons for their choices.
- identifying and discussing themes and conventions in and across a wide range of writing.
- making comparisons within and across books.
- earning a wider range of poetry by heart.
- preparing poems and plays to read aloud and to perform, showing understandingthrough intonation, tone and volume so that the meaning is clear to an audience.
- checking that the book makes sense to them, discussing their understanding andexploring the meaning of words in context.
- asking questions to improve their understanding.
- drawing inferences such as inferring characters' feelings, thoughts and motivesfrom their actions, and justifying inferences with evidence.
- predicting what might happen from details stated and implied.
- summarising the main ideas drawn from more than one paragraph, identifying keydetails that support the main ideas.
- identifying how language, structure and presentation contribute to meaning.
- discuss and evaluate how authors use language, including figurative language,considering the impact on the reader.
- distinguish between statements of fact and opinion.
- retrieve, record and present information from non-fiction.
- participate in discussions about books that are read to them and those they can readfor themselves, building on their own and others' ideas and challenging views courteously.
- explain and discuss their understanding of what they have read, including

throughformal presentations and debates, maintaining a focus on the topic and using notes where necessary.

- provide reasoned justifications for their views.

Writing

The programme of study for writing at key stages 2 are 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 the guidance for adding them.
- spell some words with 'silent' letters [for example, knight, psalm, solemn].
- continue to distinguish between homophones and other words which are oftenconfused.
- use knowledge of morphology and etymology in spelling and understand that thespelling of some words needs to be learnt specifically, as listed in English Appendix 1
- use dictionaries to check the spelling and meaning of words.
- use the first three or four letters of a word to check spelling, meaning or both of thesein a dictionary.
- use a thesaurus.

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

Students must plan their writing by:

- identifying the audience for and purpose of the writing, selecting the

appropriateform and using other similar writing as models for their own.

- noting and developing initial ideas, drawing on reading and research where

Writing Vocabulary Grammar & Punctuation

Students must develop their understanding of the concepts set out by:

- recognizing vocabulary and structures that are appropriate for formal speech andwriting, including subjunctive forms.
- using passive verbs to affect the presentation of information in a sentence.
- using the perfect form of verbs to mark relationships of time and cause.
- using expanded noun phrases to convey complicated information concisely.
- using modal verbs or adverbs to indicate degrees of possibility.
- using relative clauses beginning with who, which, where, when, whose, that orwith an implied (i.e. omitted) relative pronoun.
- learning the grammar for years 5.
- indicate grammatical and other features by using commas to clarify meaning or avoidambiguity in writing.
- using hyphens to avoid ambiguity.
- using brackets, dashes or commas to indicate parenthesis.
- using semi-colons, colons or dashes to mark boundaries between independentclauses.
- using a colon to introduce a list.
- punctuating bullet points consistently.
- use and understand the grammatical terminology accurately and appropriately indiscussing their writing and reading.

Speaking & Listening

Students will:

- Use spoken language to develop understanding through speculating, hypothesising,imagining and exploring ideas.
- Speak audibly and fluently with an increasing command of Standard English
- Participate in discussions, presentations, performances, role play, improvisations

anddebates.

- 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:

- Collins Comprehension Pupil Book 5
- Novel – The Butterfly Lion by Michael Morpurgo

WRITING:

Writing tasks will be independent as well as derived from the books:

- Persuasive Writing
- Explanation Text
- Theme 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 given below

Appendix 1: Spelling : Appendix 1- Spelling

Appendix 2: Vocabulary, grammar, punctuation and glossary:

Appendix 2- Vocabulary, grammar and punctuation

Term 2:

READING COMPREHENSION

- Collins Comprehension Pupil Book 5
- Novel- Matilda by Roald Dahl

WRITING:

Writing tasks will be independent as well as derived from the books:

- Descriptive Writing
- Character Analysis
- Biographies

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 1and 2.

Appendix 1: Spelling : Appendix 1- Spelling

Appendix 2: Vocabulary, grammar, punctuation and glossary:

Appendix 2- Vocabulary, grammar and punctuation

Term 3:

READING COMPREHENSION

- Collins Comprehension Pupil Book 5
- The Butterfly Lion- Michael Morpurgo
- Matilda- Roald Dahl

WRITING

Writing tasks will be independent as well as derived from the books:

- Journal Writing
- Newspaper Report Writing
- Narrative 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 1and 2.

Appendix 1: Spelling : Appendix 1- Spelling

Appendix 2: Vocabulary, grammar, punctuation and glossary:

Appendix 2- Vocabulary, grammar and punctuation

Mathematics

In Year 5, students will have access to the following programs of study laid down by theNational Curriculum.

The seven strands are as follows:

- Number – Number & Place Value
- Number-Addition & Subtraction

- Number-Multiplication &Division
- Number- Fractions, Decimals & Percentage
- Measurement
- Geometry-Properties of Shape
- Geometry-Position &Direction
- Statistics

Term 1

- Number – Place Value, Addition and Subtraction, Multiplication & Division
- Geometry – Properties of 3D Shapes, Nets of 3D shapes
- Measurement – Perimeter and Area
- Statistics – Bar Graph

Term 2

- Number - Multiples and factors
- Measurement – Length, Time
- Statistics – Time and Line Graph
- Geometry – Properties of Angles, Triangles.
- Number – Fractions and Decimals

Term 3

- Measurement – Mass, Capacity, Volume of Cuboid
- Geometry – Position and Direction - Translation
- Number – Percentage
- Statistics – Tables/ Timetables

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:

- Read, write, order and compare numbers to at least 1 000 000 and determine thevalue of each digit.
- Count forwards or backwards in steps of powers of 10 for any given number up to 1000 000.

- Interpret negative numbers in context, count forwards and backwards with positiveand negative whole numbers, including through zero.
- Round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100000.
- Solve number problems and practical problems that involve all of the above.
- Read Roman numerals to 1000 (M) and recognize years written in Roman numerals.

Number- Addition, Subtraction, Multiplication & Division

- Add and subtract whole numbers with more than 4 digits, including using formalwritten methods (columnar addition and subtraction).
- Add and subtract numbers mentally with increasingly large numbers.
- Use rounding to check answers to calculations and determine, in the context of aproblem, levels of accuracy.
- Solve addition and subtraction multi-step problems in contexts, deciding whichoperations and methods to use and why.
- Identify multiples and factors, including finding all factor pairs of a number, andcommon factors of two numbers.
- Know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers
- Establish whether a number up to 100 is prime and recall prime numbers up to 19
- Multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for two-digit numbers.
- Multiply and divide numbers mentally drawing upon known facts.
- Divide numbers up to 4 digits by a one-digit number using the formal written methodof short division and interpret remainders appropriately for the context.
- Multiply and divide whole numbers and those involving decimals by 10, 100 and1000.
- Recognize and use square numbers and cube numbers, and the notation for squared (2) and cubed (3).
- Solve problems involving multiplication and division including using their knowledgeof factors and multiples, squares and cubes.
- Solve problems involving addition, subtraction, multiplication and division and

acombination of these, including understanding the meaning of the equals sign.

- Solve problems involving multiplication and division, including scaling by simplefractions and problems involving simple rates.

Number- Fractions, Decimals & Percentage

- Compare and order fractions whose denominators are all multiples of the samenumber.
- Identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths.
- Recognize mixed numbers and improper fractions and convert from one
- form to the other and write mathematical statements > 1 as a mixed number [forexample 2/5=4/5=6/5=1 1/5).
- Add and subtract fractions with the same denominator and denominators that aremultiples of the same number.
- Multiply proper fractions and mixed numbers by whole numbers, supported bymaterials and diagrams.
- Read and write decimal numbers as fractions [for example,0.71=71/100]
- Recognize and use thousandths and relate them to tenths, hundredths and decimal equivalents.
- Round decimals with two decimal places to the nearest whole number and to onedecimal place.
- Read, write, order and compare numbers with up to three decimal places.
- Solve problems involving number up to three decimal places.
- Recognize the per cent symbol (%) and understand that per cent relates to 'number of parts per hundred', and write percentages as a fraction with denominator 100, and as a decimal.
- Solve problems which require knowing percentage and decimal equivalents of 1/2,1/4,1/5,2/5,4/5 and those fractions with a denominator of a multiple of 10.

Measurement:

- Convert between different units of metric measure (for example, kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram;

litreand millilitre)

- Understand and use approximate equivalences between metric units and commonimperial units such as inches, pounds and pints.
- Measure and calculate the perimeter of composite rectilinear shapes in centimetresand metres.
- Calculate and compare the area of rectangles (including squares), and
- including Using standard units, square centimetres (cm2) and square metres (m2) and estimate the area of irregular shapes.
- Estimate volume [for example, using 1 cm3 blocks to build cuboids (including cubes)]and capacity [for example, using water]
- Solve problems involving converting between units of time.
- Use all four operations to solve problems involving measure [for example, length,mass, volume, money] using decimal notation, including scaling.

Geometry- Shape & Properties/ Position & Direction:

- Identify 3-D shapes, including cubes and other cuboids, from 2-D representations.
- Know angles are measured in degrees: estimate and compare acute, obtuse andreflex angles.
- Draw given angles, and measure them in degrees (o)
- Identify: angles at a point and one whole turn (total 360o) Angles at a point on astraight-line other multiple of 90o
- Use the properties of rectangles to reduce related facts and find missing length andangles
- Distinguish based on reasoning about equal sides and angles.
- Identify, describe and represent the position of a shape following a reflection ortranslation, using the appropriate language, and know that the shape has not changed.

Statistics

- Solve comparison, sum and difference problems using information presented in aline graph.
- Complete, read and interpret information in tables, including timetables.

Science

Term 1

Earth and Space

- Describe the movement of the Earth, and other planets, relative to the Sun in thesolar system.
- Describe the movement of the Moon relative to the Earth.
- Describe the Sun, Earth and Moon as approximately spherical bodies.
- Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.

Electricity

- Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit.
- Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches.
- Use recognised symbols when representing a simple circuit in a diagram.

Term 2

Materials/Separation techniques

- Compare and group together everyday materials on the basis of their properties,including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets.
- Recognize that some materials will dissolve in liquid to form a solution, and describehow to recover a substance from a solution.
- Give reasons, based on evidence from comparative and fair tests, for the particularuses of everyday materials, including metals, wood and plastic.
- Describe different methods of separating mixtures.
- Evaluate and use the most suitable separation techniques in different real-lifesituations.

Changes

- Use knowledge of solids, liquids and gases to decide how mixtures might beseparated, including by filtering, sieving and evaporating.

- Demonstrate that dissolving, mixing and changes of state are reversible changes.
- Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burningand the action of acid on bicarbonate of soda.

Living things and their habitats

- Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.
- Describe the life process of reproduction in some plants and animals.

Animals, including humans

- Describe the changes as humans develop to old age.

Term 3

Plants

- Explore the part that flowers play in the life cycle of flowering plants, includingpollination, seed formation, seed dispersal and germination.

Scientific Skills

- Plan different types of scientific enquiries to answer questions, including recognizingand controlling variables where necessary.
- Take measurements, using a range of scientific equipment, with increasing accuracyand precision, taking repeat readings when appropriate.
- Record data and results of increasing complexity, using scientific diagrams and labels,classification keys, tables, scatter graphs, and bar and line graphs.
- Use test results to make predictions to set up further comparative and fair tests.
- Report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations. Identify scientific evidence that hasbeen used to support or refute ideas or arguments.

Humanities

Term 1

History - Britain's settlement by Anglo-Saxons and Scots

- Who were the Anglo-Saxons?
- Anglo-Saxon place names
- Anglo-Saxon village life
- Anglo-Saxons artefacts and culture
- Anglo-Saxons pastimes

Geography - North America Locational knowledge

Locate North America's countries, using maps to focus on North America, concentrating on its environmental regions, key physical and human characteristics, countries and major cities.
Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and time zones.

Human and physical geography

Describe and understand key aspects of:

- Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes
- Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.

Place knowledge

- Understand geographical similarities and differences through the study of human and physical geography of a region of the United Arab Emirates, a region in an Asian country, and a region within North America

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 the wider world.

Term 2

History – The earliest civilizations: Where, when and their achievements
Ancient Greece – a study of Greek life and achievements

- Who were the ancient Greeks?
- Daily life in ancient Greece
- Athens and Sparta

Geography – North America
Wonders of North America

Magnificent mountains
- Mountain ranges
- Mountain climates
- Mountain travel

Geographical skills
- 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 the wider world.

Term 3

History - Ancient Greece – a study of Greek achievements and their influence on the world
- The Olympic Games
- The Marathon
- The legacy of Greek culture

Geography – Geographical skills
- Four and six-figure grid references
- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

- Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the wider world.

Locational knowledge

- The Prime or Greenwich Meridian
- Time zones.

UAE Social Studies

Term 1: Student book Grade 4 Volume 1

Geography

- Lesson 1: Weather, climate and climate zones
- Lesson 2: Impact of landforms and climate on people
- Lesson 3: Nature and wildlife
- Lesson 4: Climate changes
- Lesson 5: Energy sources and preserving the planet
- Lesson 6: UAE National Day
- Lesson 7: Term Project

Term 2: Student book Grade 4 Volume 2

Economics

- Lesson 1: Our community
- Lesson 2: Goods and services
- Lesson 3: Producers and consumers
- Lesson 4: Supply and demand
- Lesson 5: Saving, budgeting and spending
- Lesson 6: Term Project

TERM 3: Student book Grade 4 Volume 3

Economics and National Education

- Lesson 1: Government Services

- Lesson 2: Courts and Councils
- Lesson 3: Social Responsibilities
- Lesson 4: Safety and Security
- Lesson 5: Healthcare
- Lesson 6: Social Organization
- Lesson 7: Infrastructure
- Lesson 8: Citizenship
- Lesson 9: Term Project

Arabic for Arabs

Term 1	Term 2	Term 3
أحبك ياشجرتي العزيزة	أنا حر	الخوف الذي يأتي من الداخل
أنواع الخبر	كان وأخواتها	النص المعلوماتي الانتصار على الخجل
الهمزة المتوسطة على الألف والواو	كتابة نص سردي	القمر
كتابة نص معلوماتي	وطن النجوم	إن وأخواتها
حوت على الشاطئ	ورقة الحياة	العمل التطوعي
ضمائر الرفع المتصلة	أحوال خبر كان وأخواتها	تواق في مهب الريح
تسيل وتسيل حلاوة	كتابة نص إقناعي	أحوال خبر إن وأخواتها
الجملة الاسمية والفعلية	اقرأ اقرأ	كتابة استجابة أدبية
الضمائر المنفصلة	كتابة رسالة	وصفة النجاح

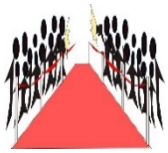
Arabic for Non – Arabs

Term 1

- Happy occasions (مناسبات سعيدة)
- Daily routine (الروتين اليومي)
- Around the Gulf (حول الخليج)

Term 2

- Famous characters (شخصيات مشهورة)
- The hobbies (الهوايات)
- My area (منطقتي)



Term 3

- My school time (وقتي المدرسي)
- Technology (التكنولوجيا)
- Tourism (السياحة)


Islamic Education for Arabs

Term 1	Term 2	Term 3
سورة الإنفطار	سورة عبس	سورة النبأ
محبة الله	القلقة	الطريق إلى الجنة
المفلس الحقيقي	القرآن شفيعي	نعمة العقل
أحب الأعمال إلى الله	آداب المواصلات	آداب الطريق
دعوة أهل الطائف	فاطمة بنت عبد الملك	صلاة الجمعة وصلاة العيدين
سورة التكوير	الرفق خير	مع رسولي في الجنة
حسن المعاملة	يسر الإسلام	الشجاعة
الإيمان باليوم الأخر	القلب الرحيم	عمربن الخطاب رضي الله عنه
صلاة الجماعة	الهجرة إلى المدينة	الإنسان والكون

Islamic Education for Non – Arabs

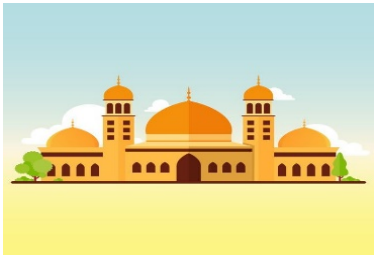
Part 1

1- Surat Al- Infitar.
2- Calling the people of Ta’if.
3- The real bankrupt.
4- Belief in the day of judgement.
5- The congregational Prayer.
6- Doing good to people.
7- Al-Isra Wa Al-Mi'raj.

8- The most beloved deeds to Allah.

Part 2

1. Surat Abasa.
2. Loving Allah (S-w).
3. The etiquette of using means of public transportation.
4. Surat An-Nabaa.
5. Make things easy.
6. Surat An-Nazia't.
7. Friday Prayer and the Prayer of the two feasts.
8. The Kindness.



Information and Communication Technology (ICT)

AIMS

The national curriculum for computing aims to ensure that all pupils:

- Understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation
- Analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems
- Evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems
- Are responsible, competent, confident and creative users of information and communication technology.

Term 1

Multimedia Presentation – Movie Maker

- Basic video editing with visual effects.
- Simple use of transitions and animations.
- Capturing, storing and combining images and videos to enhance presentation

App Inventor

Use MIT App Inventor to build apps

- Canvas coordinates and properties
- Timers, Intervals, and Timer-driven events
- User-driven events (touch, fling, drag, shake)
- Automatic events (timer, collision)
- Properties of sprites, making sprites move

Audacity

- Audio manipulating skills
- Create an Advert

Computational Thinking – Algorithms and flowchart

- Design and write programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts (VEX IQ).

Digital Literacy

- Understand risks when using technology and how to protect individuals and systems.
- To create an awareness on information that can be shared online

Term 2

Controlling Devices

- Controlling simple devices.
- Creating and understanding a sequence of instructions to control devices

Design and Technology - 3D Modelling – TinkerCad

- Create their own 3D model using Tinkercad.

- To brainstorm and sketch ideas to design a Trophy cup, use Tinkercad to design in 3D, evaluate their ideas, get feedback, tweak their ideas, and then finally share their ideas with a broader audience.

Desktop Publishing (continuation of object-based graphics package)

- Define desktop publishing and distinguish it from word-processing.
- Demonstrate how to draw, move, resize shapes and to fill objects with color.
- Demonstrate how to utilize WordArt and ClipArt.
- Demonstrate how to set object layer ordering and work with multiple pages.

The Internet and Cybersecurity
Moral and ethical behavior relating to technology

- To be able to evaluate the meaning of being responsible and respectful to their offline and online communities and become a good digital citizen.

Term 3

Multimedia Presentation – Stop motion Animation

- Define and give examples of stop motion animation
- Creating a basic short animated sequence to communicate a specific idea.

Spreadsheet Modelling – Microsoft Excel

- To use functions (AUTOSUM/Min/Max/Average) to solve problems, and recognize the effect of changing variables.
- To create a graph to present data in Excel.

Programming – Scratch

- Use sequence, selection, and repetition in programs; work with variables and various forms of input and output; generate appropriate inputs and predicted outputs to test programs.
- Use machine learning with scratch and Create a game in Scratch that learns when you describe a glass as half-full or half-empty. Teach a computer to predict your answers.

Moral Education

Pillar – Character and Morality

Unit – CM7 - Compassion, Empathy

Unit Description

This unit builds on the Tolerance and respect for difference unit in Grade 2 (CM3), in which students will have focused on themselves and their school. In this Grade 4 unit students (i) expand their understanding of what the various qualities mean and how they are expressed and (ii) are required not only to think about themselves and their school, but also to widen their discussions to consider different communities, both national and global.

Pillar – The Individual and the Community

Unit – IC7 – Growing up and wellbeing

Unit Description

The unit covers a series of topics: growing up, wellbeing, and dealing with change and loss. These topics are designed to be the foundations of learning through cycles 2 and 3. The topic of growing up, specifically what enables students to ensure wellbeing, continues the concepts introduced in IC4 (Being healthy and staying well). The coverage of this unit builds on the knowledge from IC4 and begins to equip students with more advanced techniques and tools to help them grow and develop in a positive way. Changes and challenges they may face are covered, along with methods for dealing with these situations. The topic then splits into more detailed content coverage in cycle 2, when students delve in more detail into physical and mental health issues (IC11 and IC12).

Caring for themselves and others is woven through a number of units in this cycle, broadening in the following unit (IC8 – Helping and making a difference) to deal with how students can support each other.

Pillar – Cultural Studies

Unit – CUS7 – Trade, travel and communication's influence on culture

Unit Description

This unit is the first of three (CUS7, CUS8 and CIS2) which consider – in increasing depth – issues of trade and communication. This unit is concerned with the early growth of trade in the region; CUS8 looks at modern-day trade and communication, and also introduces students to some simple economic concepts; and CIS2 addresses issues of globalization and sustainability.

Pillar – Character and Morality

Unit – CM8 – Peace, Responsibility

Unit Description

This unit focuses on values that require students to be proactive in their relationships at home, at school and in the community – peace (conflict resolution) and responsibility. It involves a deeper understanding of values covered in previous units in cycle 1 (such as respect, care, appreciation and thoughtfulness) and links to the unit IC6 about being brave and staying safe, particularly with regard to bullying. This is the final unit in cycle 1 based around the values needed to be able to tackle the more complex moral subjects taught in Grade 5 and in cycles 2 and 3.

Pillar –The Individual and the Community

Unit – IC8 Helping and making a difference

Unit description

This unit builds on the concepts introduced in IC2 (Friendship) and IC3 (Self-identity and working with others) from the first two grades of cycle 1. It develops ideas around respect and enables students to develop skills to enhance the relationships they have

with others.

Pillar – Cultural Studies

Unit – CUS8 – Trade, Travel and communication's influence on culture

Unit description

This unit is the second of three (CUS7, CUS8 and CIS2) which consider – in increasing depth issues of trade and communication. This unit, CUS8 looks at modern-day trade and communication, and also introduces students to some simple economic concepts; and CIS2 addresses issues of globalization and sustainability.

Personal, Social, Health, Citizenship and Economic / Enterprise Education (P.S.H.C.E.E)

Social and emotional aspects of learning (S.E.A.L.)

Term 1

- New beginnings – Creating a community (a learning classroom), class charter, exploring feelings, calming down, welcoming and belonging, class guide challenge
- Taking part – developing skills of communication and participation – Developing our communication skills, working together – making decisions
- Road Safety
- Dreams and Aspirations
- Getting on and falling out – levels of friendship, managing conflict, making up, revisiting anger, taking responsibility, working together in groups
- Say no to Bullying – focus on bullying behaviour, those who bully others (doing it), what is bullying, similarities and differences between us, proud to be different, feelings of a bullied child, being kind to them, when you feel sad it affects the way you behave and how you think, who to talk to in and out of school if you are feeling unhappy or being bullied, what to do if you are bullied
- Respect for property – What are the consequences of crime? Why should we respect shared property? Why should we take responsibility for public spaces?
- Additional/alternative activity: Taking responsibility – what new uses can we find for empty buildings?

Term 2

Growth Mind set

- **Going for goals** – effective learners, role models, planning to reach a goal, hall of fame and roll of honour, applying what we have learnt
- **Healthy Lifestyles** – Building knowledge and understanding about alcohol – practising skills to deal with situations – Learning about alcohol (the dangers of alcohol), attitudes to drinking alcohol
- **Careers**
- **Financial capability** – Spending and saving – Luxury or necessity? What influences spending?
- **Enterprise** education
- **Good to be me** – feeling good about myself, proud and boastful, mixed feelings, making choices, agreeing and disagreeing, understanding my feelings.
- **Living in a diverse world –** What are different places like? What do we know about our local community?

Term 3

- **Relationships** – people around us, embarrassed, pick me up, don't put me down, don't judge a book by its cover
- **Electrical safety**
- **The environment** – The effect recycling has on the planet
- **Changes** – common responses to change, Melanie's story, understanding individual differences in our responses to change, whose fault is it anyway?

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.
- Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.
- Develop an understanding of the history of music.

French

AIMS

The national curriculum for French language aims to ensure that all students:

- Understand and respond to spoken and written language from a variety of authentic sources.
- Speak with increasing confidence, fluency and spontaneity, finding ways of communicating, motivating through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation.
- Can write using the variety of grammatical structures that they have learnt.
- Discover and develop a range of writing skills.

Key Areas of Focus

- Listen attentively to spoken language and show understanding.
- Explore the patterns and sound of language through songs and rhymes.
- Engage in conversations; ask and answer questions; express opinions and justifications using familiar vocabulary, phrases and basic language structures.
- Develop accurate pronunciation when they are reading aloud or using familiar words and phrases.
- Read carefully and show understanding of words, phrases and simple writing.
- Broaden their vocabulary and develop their ability to understand new words using dictionary.
- Write phrases from memory, create new sentences to express ideas and opinions.
- Apply their grammatical knowledge to written and spoken languag

Term 1

Bienvenue

- Greet others in French.
- Introduce self/others in French (Name/ Age / Gender.)
- Count and spell Numbers up to 30.
- Say when is your/others birthday.

Où habites-tu?

- Describe where do you live.

Je vais au zoo.

- Describe animals using adjective agreement.
- Give basic opinions about animals.

Term 2

Ma famille

- Identify family members using possessive adjectives / definite articles.
- Introduce my family using verb s'appeler / verb avoir in present tense (name / age).

La description

- Describe self/ others personalities.
- Describe self / others appearance.

Term 3

À Lécole

- Describe school objects using adjective agreement.
- Give opinions and justifications about school subjects.
- Read and understand the time.
- Create school time table.

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 studies.

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 recognise 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
- 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
- Soccer
- Rounders
- Sports day practice
- Fitness Test
- Health Education

Term 2

- Basketball
- Badminton
- Volleyball
- Fitness Test
- Health Education

Term 3

- Rules of the games
- Cricket
- Board games
- Sports quiz/Presentation about games
- Fitness Test
- Health Education

Sample Question Papers

Please find below the link to SAT style questions:
https://www.sats-papers.co.uk/

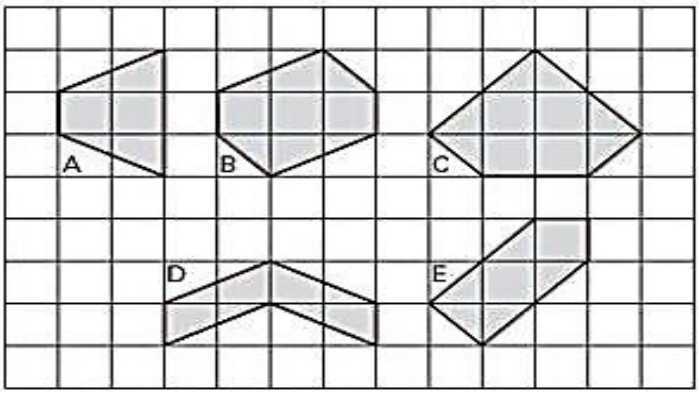
Mathematics

1. Calculate **96 ÷ 3**

Answer: ☐

1 mark

2. Here are some shaded shapes on a square grid.



3. Write the letters of the **two** shapes which are hexagons.

Answer: ..... and .....

1 mark

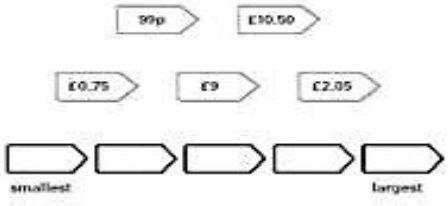
4. Write the letters of the **two** shapes which have **right angles.**

Answer: ..... and .....

1 mark

5. Write these prices in order from smallest to largest.

1 mark



SCIENCE

Balanced Diets

(a) A class carries out a survey to find out how often the children eat vegetables.

Tally chart to show how often the children eat vegetables

How often?	How often?
more than once a day	𝍸 /
once a day	𝍸 ////
once a week less	𝍸 𝍸 /
than once a week	///
never	/

Use the tally chart. How many children eat vegetables more than once a day?

..... 1Mark

b.) Eleven children gave the same answer as each other.

Use the tally chart to find out what answer these eleven children gave.

.....

c.) In a balanced diet, each food group has a special function in the body.

Each food below is a good source of something the body needs.

Draw THREE lines below to match each food to its special function.

Oranges and carrots	Fuel for activity
Bread and cake	New material for growth
Chicken and eggs	Vitamins for health

ENGLISH
Reading Comprehension

Space Tourism

In 1969, a man walked on the Moon for the first time. After this, many people thought that space travel would be available by the year 2000 and that we would all be space tourists. However, here we are in 2015 and space tourism is still an impossible dream for most of us. It is a reality for only a very few, very rich, people.

How would you get to your space hotel?

In the future there may be hotels in space for all the tourists. It wouldn't take long for the space shuttle to get out of the Earth's atmosphere. Then, without Earth's gravity, you would become weightless. Arrival at the hotel would be like an aeroplane parking at an airport, but you would leave the cabin floating along the access tube, holding on to a cable.

Fact: The Russian Space Agency offers flights on board a spacecraft to the International Space Station (ISS), where people can stay. The ISS was built in 1998 and is so big that it can be seen from Earth. Tickets to the ISS are very limited.

What would a space holiday be like?

Once in the hotel, you could admire the unique views of Earth and space and enjoy the endless entertainment of being weightless – and there would always be the possibility of a space-walk.

Fact: The first tourist in space was Dennis Tito in 2001. His trip cost him around £14 million.

Questions 1–15 are about *Space Tourism* (pages 4–6).

1 Look at the introduction.

Why is space tourism *impossible* for most people?

_____

_____

1 mark

2 How would you get from the spacecraft to the space hotel?

_____

_____

1 mark

3 Look at page 4.

According to the text, what could you do on your space holiday?

Give **two** examples:

1. _____
2. _____

2 marks

4 How much did the first space tourist pay to go into space?

_____

1 mark

5 How can you tell that the International Space Station is very large?

_____

_____

1 mark

6 How did Anousheh's trip into space make history?

_____

_____

1 mark

7 Look at the text box ***Who has already had a holiday in space?***

Complete the table about Anousheh's trip into space.

Where did she start her trip?	
Where did she stay in space?	
How long did she stay in space?	

2 marks

8 Look at Anousheh's blog entry for September 25th.

Find and **copy** a group of words that shows that Anousheh wrote her blog for others to read.

_____

_____

1 mark

Creative Writing

2. Creative Writing

InstructionLeaflet

When Joe's special boots arrived, he wasn't sure how to use them. He looked into the box and found the instruction leaflet.

What kind of things do you think would be written on it?

Write the instructions that came with Joe's boots.

Think about

- what Joe needs to know to make them work
- What could go wrong if he doesn't use them properly
- What does he have to do to make sure they don't get damaged

Write your information under the three headings:

How to use these boots Warnings and safety information

How to care for your boots

SPAG

1 Tick the sentence that must end with a **question mark**.

Tick **one**.

What I wanted had already sold out	☐
Ask Ryan what he thinks about it	☐
What time will the film start	☐
I didn't know what to say	☐

1 mark

2 Which **pair of verbs** correctly completes the sentence below?

Pluto _____ now called a dwarf planet, but once it _____ classified as a planet.

Tick **one**.

was	is	☐
was	was	☐
is	is	☐
is	was	☐

1 mark

3 Draw a line to match each **prefix** to the correct word so that it makes a new word.

Prefix	Word
re	mature
de	understood
mis	legible
im	frost
il	do

1 mark

4 Which sentence has been punctuated correctly?

Tick **one**.

- Immediately after, dinner we did the washing up. ☐
- Immediately after dinner we did, the washing up. ☐
- Immediately after dinner, we did the washing up. ☐
- Immediately, after dinner we did the washing up. ☐

1 mark