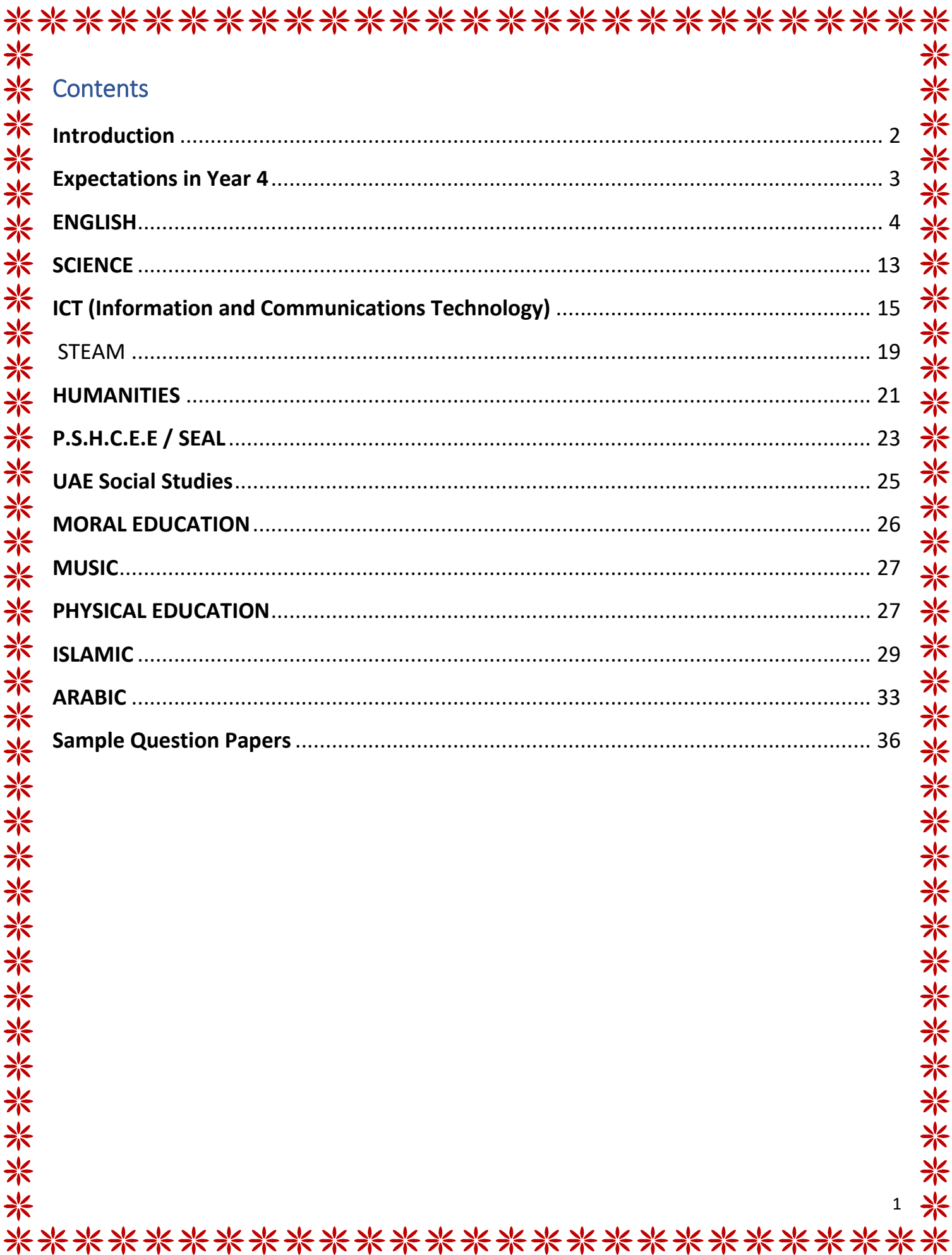


# Curriculum Booklet: 2022-23

## Year- 4





**Contents**

**Introduction** ..... 2

**Expectations in Year 4** ..... 3

**ENGLISH**..... 4

**SCIENCE** ..... 13

**ICT (Information and Communications Technology)** ..... 15

**STEAM** ..... 19

**HUMANITIES** ..... 21

**P.S.H.C.E.E / SEAL**..... 23

**UAE Social Studies**..... 25

**MORAL EDUCATION** ..... 26

**MUSIC**..... 27

**PHYSICAL EDUCATION**..... 27

**ISLAMIC** ..... 29

**ARABIC** ..... 33

**Sample Question Papers** ..... 36

## Introduction

This booklet is designed to summarize the syllabus content of subjects planned for Year 4. The 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 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.

The curriculum across subjects have been updated in line with the revised National Curriculum of 2014 as well as benchmark assessments (TIMSS, PIRLS, Progress Tests) thus incorporating higher challenge. As these assessments are not specific to a year group and test the overall knowledge and skills of students across the years in primary school, throughout the year topics previously taught are revisited through STEAM and Innovation in lessons, Family Learning Newsletter & Aim High. Personalized strategies are incorporated in lessons & home learning to meet the needs of ALL groups of students.

The new assessment & reporting system has been introduced this academic year in line with the National Curriculum of England. Children are assessed formatively (class performance, Family Learning Newsletter, notebook work, projects etc.) using rubrics which is ongoing throughout the year and Summative assessments once a year.

|                             | Term 1   | Term 2   | Term 3   |
|-----------------------------|--|--|--|
| <b>Assessment Structure</b> | Ongoing formative assessments conducted in class which will be consolidated and recorded.<br><b>No summative evaluation.</b>   | Ongoing formative assessments conducted in class which will be consolidated and recorded.<br><b>No summative evaluation.</b>   | Ongoing formative assessments conducted in class and <b>end of year Summative Assessment</b> which will be consolidated and recorded.  |
| <b>Recording</b>            | Recording will be done twice, once in Oct as baseline and at the end of term in December.  | Recording will be done once at the end of Term 2 in March.   | Recording will be done once at the end of the year in June.  |
| <b>Reporting</b>            | Reported at the end of Term 1. Attainment will be reported in the reports as Grades A*-E for all subjects. Arabic, Islamic education, PSHCEE, ME, UAE social studies are reported in marks 1-100 | Reported at the end of Term 2. Attainment will be reported in the reports as Grades A*-E for all subjects. Arabic, Islamic education, PSHCEE, ME, UAE social studies are reported in marks 1-100 | Reported at the end of year. Attainment will be reported in the reports as Grades A*-E for all subjects. Arabic, Islamic education, PSHCEE, ME, UAE social studies are reported in marks 1-100 |

## Expectations in Year 4

Children are encouraged at all times at The Winchester School, to be diligent and hard working. 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 organisational skills. There is ample opportunity for their efforts and achievements to be recognized 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.

The purpose of Family Learning Newsletter is:

- To encourage independent learning.
- To help children to become organized.
- To reinforce and extend the work covered in class.
- To facilitate creative work.

You will receive three written reports on your child's progress during the year, and will have the opportunity to meet the teachers every term. Do not hesitate to contact your child's class teacher should you have anything further to discuss. We recommend an appointment be made so that quality time can be given to you

## 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:

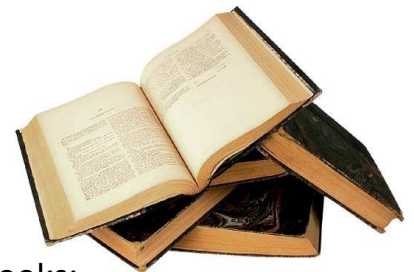
- use spoken language to develop understanding through speculating, hypothesizing, imagining and exploring ideas.
- speak audibly and fluently with an increasing command of Standard English
- participate in discussions, presentations, performances, role play, improvisations and debates.

- 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:

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

- Character Analysis (Reading based Writing tasks)
- Formal Letter Writing (Reading based Writing tasks)
- Descriptive Writing (Free Composition/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- <https://bit.ly/3wm9Rpf>

Appendix 2 Vocabulary, Grammar, Punctuation and Glossary- <https://bit.ly/38mGevL>

## Term 2:

### Reading Comprehension

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

### WRITING:

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

- Summary Writing- (Reading based Writing tasks)
- Newspaper Report Writing- (Reading based Writing tasks)
- Fantasy Fiction/Story Writing- (Free Composition/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- <https://bit.ly/3wm9Rpf>

Appendix 2 Vocabulary, Grammar, Punctuation and Glossary- <https://bit.ly/38mGevL>

## Term 3:

### Reading Comprehension

- Collins Comprehension Pupil Book 4

### Writing

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

- Informal Letter- (Reading based writing)

- Magazine Report- (Reading based Writing tasks)
- Patterns in Poetry/Different forms of Poetry- (Free Composition/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- <https://bit.ly/3wm9Rpf>

Appendix 2 Vocabulary, Grammar, Punctuation and Glossary- <https://bit.ly/38mGeVL>

## **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
- Geometry - Position and Direction (Co-ordinates, Translation)
- Measurement - Capacity, Length, Mass
- Statistics – Bar chart, Pictogram

### Term 2

- Number - Multiplication & Division
- Geometry - Properties of Shape (2D & 3D shapes, Symmetry, Angles)
- Measurement - Perimeter, Area

- Statistics – Venn Diagram & Carrol Diagram

### Term 3

- Number - Fraction
- Geometry - Properties of Shape (Quadrilateral & Triangle)
- Measurement – Time & Money
- Statistics – Line graph & Time graph

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  $12 \times 12$ .
- 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  $12 \times 12$ .
- 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 two decimal 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 right angles 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, Venn diagram, Carroll diagram tables and other graphs.

## SCIENCE

### Term 1

#### ANIMALS INCLUDING HUMANS- Digestive system and teeth



- 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.
- Identify that humans and some other animals have skeletons and muscles for support, protection and movement.

#### 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 functions of conductors and insulators, and associate metals with

### Term 2

#### ORGANISMS AND THEIR HABITATS

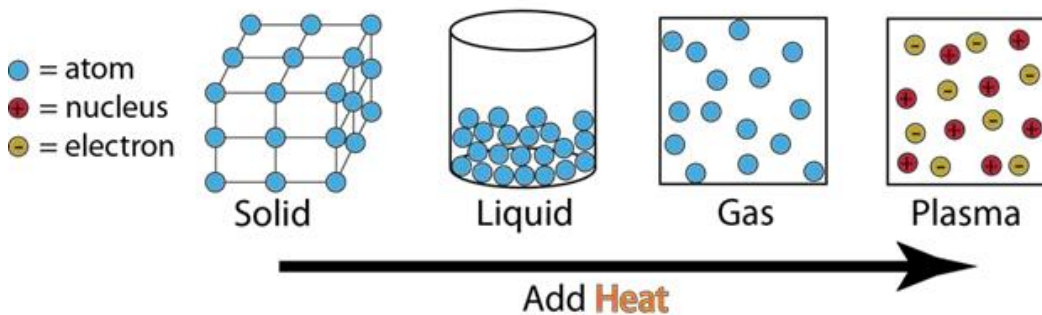
- Recognize that living things can be grouped in a variety of ways.
- Construct and interpret a variety of food chains, identifying producers, predators and prey.
- Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment.

- Recognize that environments can change and that this can sometimes pose dangers to living this.

## STATES OF MATTER

- 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 (°C).
- Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.

## States of Matter



### 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.

# ICT (Information and Communications Technology)



## Term 1

Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information



## MICROSOFT WORD

1. To insert pictures in a document from various sources.
2. To insert tables and textboxes.
3. To format documents with suitable font style color and size.
4. To create a time table and wrap text, wrap pictures, column writing, Color text boxes.

Activity: - Design an awareness poster on digital safety.

Create well-formatted reports, and newsletters in MS Word.

## DIGITAL CITIZENSHIP

Use technology safely, respectfully and responsibly; recognize acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact





Research about the various communities and the types of digital responsibility they have for each community to know the code and conducts of safe use of Internet.



### Cyber Safety

Activity-Design a presentation on the responsibility of good digital citizens.



### **MICROSOFT-POWERPOINT**

1. To add a new slide, type text in the form of bullet points.
2. To insert pictures with borders and picture effects in a PowerPoint presentation.
3. To insert animations and transitions to make the PowerPoint look interesting
4. To use screen recording feature in PowerPoint.
5. 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



1. To use control blocks and sensing blocks for creating a story, game and animations.
2. 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, time setting.

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.

## Term-3



### **PUBLISHER**

1. To add Line Tools and Shape Tools using MS publisher
2. To add and format the publisher page by adding page design and borders
3. To design a greeting Card using a template in DTP.

Activity- Design a welcome card or event poster.



### **DATA-HANDLING, MS-EXCEL.**

1. To enter alphabet and numerical data
2. To present grocery, stationary bills in a well formatted manner.
3. To present data in well formatted bar charts and analyze them.
4. 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.



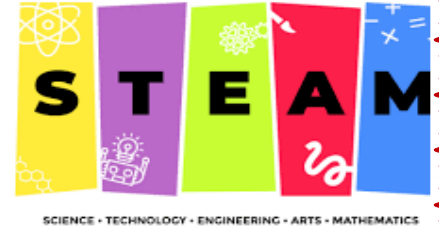
### **WINDOWS MOVIE MAKER**

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

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

## STEAM

### Term 1



## 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.

### Term 2

SIMPLE MACHINE SET

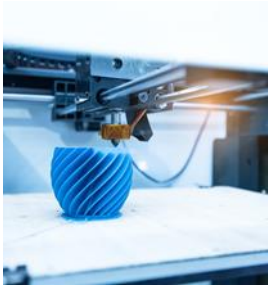
COMPUTATIONAL THINKING

Algorithms and Behavior

Debugging

Robotics and Society.

### Term 3



### **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

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 achievements of the earliest civilizations you have studied – an overview of where and when the first civilizations appeared and a depth study of one of them.

#### Changes in Britain in the Iron Age – the Celts

- Who were the Iron Age Celts?
- Iron Age Celts - Art

#### The Roman Empire and its impact on Britain

- 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.

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 Rebellion
- 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

## **P.S.H.C.E.E / SEAL**

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
  - 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

## **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: Natural Resources – 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**

##### **History**

- Lesson 1: Natural, Capital and Human Resources
- Lesson 2: Conservation of Resources
- Lesson 3: Resources and Trade
- Lesson 4: UAE National Industries
- Lesson 5: Improving our School

### **Term 3**

#### **Student book Grade 3 Volume 3**

##### **National Education**

- Lesson 1: Invention of Writing
- Lesson 2: Number Systems

- Lesson 3: Developments in Medicine
- Lesson 4: Using Electricity
- Lesson 5: Powered Engines
- Lesson 6: Developments in Transportation

## **MORAL EDUCATION**

### **Term 1**

- Equity and Equality
- Understanding what is In Equality
- Confronting Discrimination
- Appreciation and gratitude
- Environment and looking after it
- Kindness
- Tolerance

### **Term 2**

- Values
- Truthfulness and Honesty
- Mindset - Fixed and growth mindset
- Culture
- Cultural Iceberg
- Emirati Culture
- Cultural Identity

### **Term 3**

- Respect
- Respecting rights at school
- Taking responsibilities for my action
- Bullying and Impact of Bullying
- Electronic Bullying - How to stay safe

## **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



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:

1. 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.
2. 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 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

- ✓ السنن 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 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- Congregational Prayer ( Divine revelation)
- 5- The emigration to Abassinia ( Biography)





- 6- Good treatment (The values and ethics of Islam)
- 7- Those among you with the best manners (Divine revelation)
- 8- The verification of news. (Divine revelation).
- 9- The importance an etiquette of obligatory prayer (the rules and purposes of Islam)
- 10- Etiquette of entering or leaving a house (values and manners of Islam)

Part 2

- 1. Surat-Al-Aala ( 1-15)
- 2. Praising Allah (S-W-T) for His blessings.
- 3. Surat-Al-Ghashiya ( 1-22)
- 4. My Fasting is for the sake of my lord.
- 5. In the shade of my Charity.
- 6. Surat Al-Inshiqaq.
- 7. Friendship in Islam
- 8. Othman bin Afan (RAA)
- 9. Sunnan Rwatib
- 10. Year of sadness
- 11. The patience of the Messenger, peace be upon him
- 12. My environment is my responsibility
- 13. Generosity in 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:

1. Grammar is a science that is interested in building the world and its position in sentences.

2. 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.

3. Spelling science, which is focusing on correcting Arabic writing.

4. The science of sounds is a science that is interested in studying sounds, letters pronunciation, and articulation from a linguistic side.

5. 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.

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

7. Semantics which is looking at the original meaning of the word.

8. Arabic texts focus basically on the study of Arabic poetry and the study of figurative speech.

9. 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, its branches, and

## 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 السردى
4. نشيد أطفال نحن
5. مقالاتي 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
9. قصة مصباح وبنديق وتل الدببة الأخضر السعيد



## ARABIC FOR NON – ARABS

### Term 1

- My school and My class ( مدرستي وفصلي )
- Leisure time ( وقت الفراغ )
- Come racing ( تعالوا نتسابق )



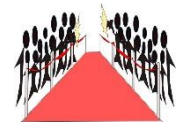
### Term 2

- The restaurant ( المطعم )
- The places in the city ( أماكن في المدينة )
- Come acting ( تعالوا نمثل )



### Term 3

- Celebrities: (famous personalities) ( المشاهير )
- Transportation and Travel ( المواصلات والسفر )



# Sample Question Papers

## 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"/> |

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

Potatoes, Octopuses, Guide Dogs, Wolves, Dinosaurs, Space travel, Greek Mythology, Albino Giraffes, Dodos...

You never know what you might have the pleasure of reading about in the KS2!!!



1

### SO, WHAT DO YOU NEED TO REMEMBER?

Your first test is whether or not you can remember your own name or not. Hopefully you can. Secondly you need to remember how to spell it properly. And the school name.

*Not too difficult!*

Form name: \_\_\_\_\_  
 Address: \_\_\_\_\_  
 Date entered: Day \_\_\_\_\_ Month \_\_\_\_\_ Year \_\_\_\_\_  
 School name: \_\_\_\_\_  
 Of number: \_\_\_\_\_

2

Key stage 2

English reading  
Reading answer booklet

Find your answers in here

Write your answers in here



3

### WHAT WILL YOU REALLY NEED TO REMEMBER?

1. Look at the paragraph beginning (Glancing nervously...)  
Find and copy one word meaning 'relatives from long ago'.

It's a little known fact that when it says find and copy one word, you have to FIND AND COPY ONE WORD.

That's right! Just the **ONE** word.

1

4

### ALSO, DON'T FORGET...

1

2. And when it says, then guess what? You must only tick one. Not two, or three... or four, says ISE.

3. What were Mother's grandparents' jobs about taking the goats?

Well, then you tick two, don't you?

5

### YOU SHOULD ALSO KNOW:

5. ...they crossed the glassy surface of the lake.

Give two impressions this gives you of the water.

1. \_\_\_\_\_  
 2. \_\_\_\_\_

2 marks

This is a quote from the text.

When the question contains a quote from the text, then the question is about that part of the text. Don't start looking at other parts of the text to find an answer.

6

### YOU SHOULD ALSO KNOW:

5. ...they crossed the glassy surface of the lake.

Give two impressions this gives you of the water.

1. \_\_\_\_\_  
 2. \_\_\_\_\_

2 marks

Oh, and 'give two impressions' means give two - make sure they're different!  
The question is just asking you what it makes you think.

7

8. Look at the paragraph beginning. The tiny island... to the paragraph ending... were cut into it.

What impressions of the island do you get from these two paragraphs?

Give two.

1. \_\_\_\_\_  
 2. \_\_\_\_\_

Impression = what you think based on the text.

8

9. Which of these drawings best represents the monument?

10. If there's a picture, check carefully to make sure all the things on the picture are mentioned in the text before you decide which picture's the best answer.

Maria let Oliver across the tangled ground to the hidden monument. It was a column of marble weathered and mossy with age. A delicate crown sat at the top and an inscription was carved into a flat slab at the base. Oliver used his thumbnail to scrape out the letters that were cut into it.

It says it's a column NOT a lady-shape! Don't tick the lady-shaped one!

9

10. What was revealed at the end of the story?

Tick one.

Oliver was keeping a secret.   
 The monument was damaged.   
 The two families were still enemies.   
 Maria's family did not win the throne.

**Tick one!**

Always check all the possibilities - don't just tick the first one you come to that you think might be right.

10

11. Using information from the text, tick one box in each row. Write whether each statement is True or False.

|                                     | True                                | False                               |
|-------------------------------------|-------------------------------------|-------------------------------------|
| Two families fought for the throne. | <input checked="" type="checkbox"/> | <input type="checkbox"/>            |
| Maria's family symbol was the lion. | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| The monument was for a prince.      | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |
| It was hot on the island.           | <input type="checkbox"/>            | <input checked="" type="checkbox"/> |

Read the information in the question carefully.

11

12. The text begins with Maria going out to visit her grandparents.

Circle one and check the text to make sure it's the correct one.

at the early morning  at evening   
 at the late afternoon  at night

And if you want to change your answer make sure it's really obvious to the person who is marking it which answer is the one you chose. You can ask for a rubber or you can cross it out and circle another.

This horse is terrified. It has nothing to do with anything.

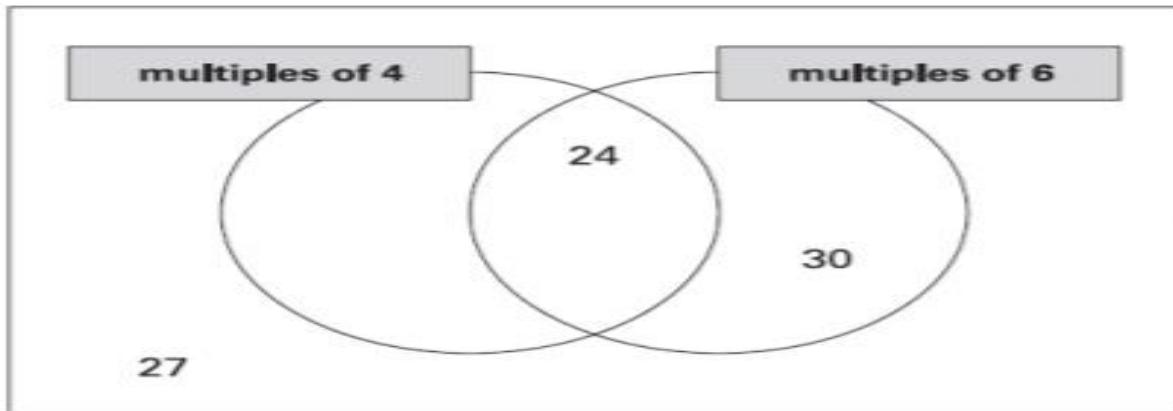
12

# Maths

## Final Term Assessment sample questions

Write these numbers in the correct places on this sorting diagram.

16      26      36



4 pineapples cost £3.40



Calculate the cost of 1 pineapple.





Kato has three bowls filled with water and soap bubbles.

He wants to see what happens if he adds sugar or salt to the bowls. His results are shown in the table.

| Bowl | What is added to the soap and water? | Result                                |
|------|--------------------------------------|---------------------------------------|
| 1    | nothing                              | large bubbles that last for 1 minute  |
| 2    | salt                                 | small bubbles that pop quickly        |
| 3    | sugar                                | large bubbles that last for 3 minutes |

Based on Kato's results, what is the best way to make good bubbles?

A. add nothing

B. add salt

C. add sugar

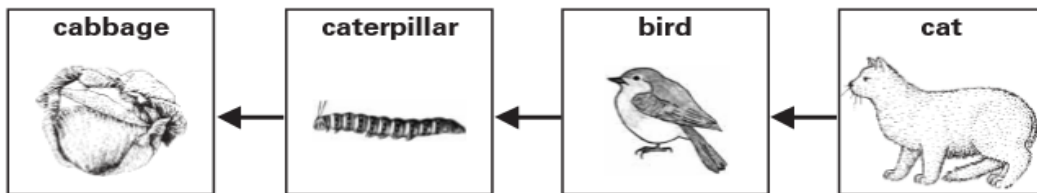
D. add salt and sugar

## 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

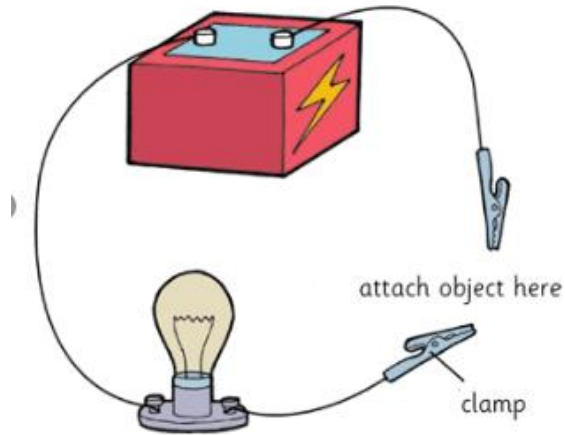
producer

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

Kato has three bowls filled with water and soap bubbles.

He wants to see what happens if he adds sugar or salt to the bowls. His results are shown in the table.

| Bowl | What is added to the soap and water? | Result                                |
|------|--------------------------------------|---------------------------------------|
| 1    | nothing                              | large bubbles that last for 1 minute  |
| 2    | salt                                 | small bubbles that pop quickly        |
| 3    | sugar                                | large bubbles that last for 3 minutes |

Based on Kato's results, what is the best way to make good bubbles?

A. add nothing

B. add salt

C. add sugar

D. add salt and sugar

## 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

.....



Polar bears live on ice.

What change in the environment would be the **greatest** danger for polar bears?



A

an increase in the Earth's temperature

B

a decrease in the Earth's temperature

C

an increase in yearly rainfall

D

a decrease in yearly rainfall