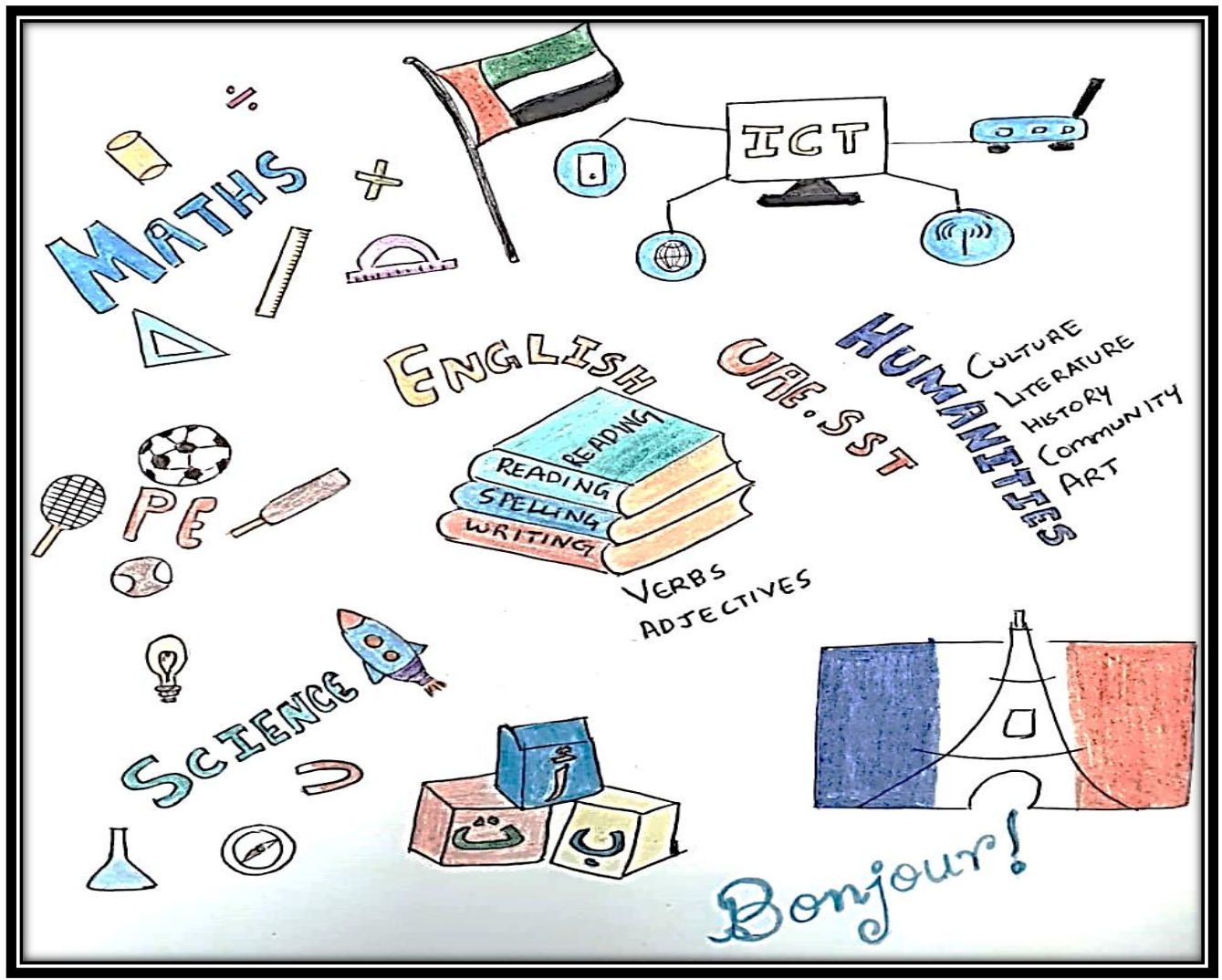


Curriculum Booklet: 2022-23

Year-5



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Introduction

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

Our aim is to provide a broad curriculum from which the children will successfully progress to the next step in their education. Year 4 therefore, is the 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, Home learning & Aim High. Personalised 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, HL, notebook work, projects etc.) using rubrics which is ongoing throughout the year and Summative assessments twice a year (term 1 & term 3).

Check-

	Term 1	Term 2	Term 3
Assessment Structure	Ongoing formative assessments online on PHOENIX/MS TEAMS which will be consolidated and recorded. No summative evaluation.	Ongoing formative assessments online on PHOENIX/MS TEAMS which will be consolidated and recorded. No summative evaluation.	Year 3 and 4- Ongoing formative assessments online on PHOENIX/MS TEAMS which will be consolidated and recorded. No summative evaluation. Year 5-6- Ongoing formative assessments and end of year Summative Assessments.
Recording	Recording will be done twice once in October as baseline and at the end of term 1 in December.	Recording will be done once at the end of term 2 in March.	Recording will be done once at the end of year in June on PHOENIX/MS TEAMS.
Reporting	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, 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, UAE Social Studies are reported in marks 1-100.	Reported at the end of term 3. Attainment will be reported in the reports as Grades A* - E for all subjects. Arabic, Islamic Education, PSHCEE, UAE Social studies are reported in marks 1-100.

Expectations in Year 5

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. To assist parents and children we issue **Reading Lists** at the beginning of each year and offer support with the choice of literature. We have the **Oxford Reading Tree** books for which children use a reading diary to help monitor their reading at home and at school.

Homework is set for English, Math, UAE social studies, Arabic and fortnightly for Science and humanities. The purpose of homework is:

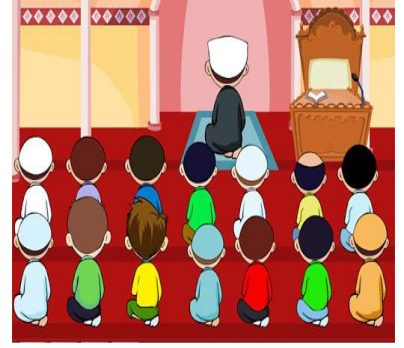
- To encourage independent learning.
- To help children to become organized.
- To reinforce and extend the work covered in class.
- To facilitate creative work.

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.

Islamic for Arabs

Part 1

1. سورة الانفطار
2. المفلس الحقيقي
3. أحب الأعمال إلى الله
4. دعوة أهل الطائف
5. سورة التكوير
6. صلاة الجماعة
7. الإسراء والمعراج
8. الإيمان باليوم الآخر



Part 2

1. سورة عبس
2. القرآن شفيجي
3. آداب ركوب وسائل النقل
4. سورة النزعات
5. القلب الرحيم
6. الرفق خير
7. يسروا ولا تعسروا
8. الهجرة إلى المدينة



Islamic 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.



Arabic for Arabs

Part 1

1. قصة ورقة الحياة
2. أنواع الخبر للجملة الاسمية
3. كتابة اليوميات
4. نشيد اقرأ
5. قصة حوت على الشاطئ
6. ضمائر الرفع المتصلة
7. كتابة نص معلوماتي
8. يا إمارات المحبة
9. قصة تسيل وتسيل حلاوة
10. لجملة الاسمية والجملة الفعلية
11. انظر النخل



Part 2

12. قصة أنا حر
13. الهمزة المتوسطة
14. وطني النجوم
15. كتابة نص إقناعي
16. كان وأخواتها
17. الخوف الذي يأتي من الداخل
18. أنواع خبر كان وأخواتها
19. الهمزة المتوسطة على الياء
20. نشيد القمر

Arabic for Non – Arabs

Term 1

1. Happy occasions (مناسبات سعيدة)
2. Daily routine (الروتين اليومي)
3. Around the Gulf (حول الخليج)



Term 2

1. Famous characters (شخصيات مشهورة)
2. The hobbies (الهوايات)
3. My area (منطقتي)



Term 3

1. My school time (وقتي المدرسي)
2. Technology (التكنولوجيا)
3. Tourism (السياحة)



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, therefore, who do not learn to speak, read and write fluently 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 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 should maintain positive attitudes 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 of purposes.
- increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other 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.

- learning a wider range of poetry by heart.
- preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.
- checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context.
- asking questions to improve their understanding.
- 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.
- summarising the main ideas drawn from more than one paragraph, identifying key details 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 read for themselves, building on their own and others' ideas and challenging views courteously.
- explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.
- provide reasoned justifications for their views.

Writing

The programmes 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 often confused.
- use knowledge of morphology and etymology in spelling and understand that the spelling 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 these in 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 appropriate form and using other similar writing as models for their own.
- noting and developing initial ideas, drawing on reading and research where necessary.
- in writing narratives, considering how authors have developed characters and

settings in what pupils have read, listened to or seen performed.

- selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.
- in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action.
- précising longer passages.
- using a wide range of devices to build cohesion within and across paragraphs.
- using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining].
- assessing the effectiveness of their own and others' writing.
- proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.
- ensuring the consistent and correct use of tense throughout a piece of writing.
- ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register.
- proof-read for spelling and punctuation errors.

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 and writing, 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 or with 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 avoid ambiguity 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 independent clauses.
- using a colon to introduce a list.
- punctuating bullet points consistently.
- use and understand the grammatical terminology accurately and appropriately in discussing 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 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 – The Butterfly Lion by Michael Morpurgo
- Collins Comprehension Pupil Book 5

WRITING:

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

- Character Sketch (Reading based Writing tasks)
- Journal Writing (Reading based Writing tasks)
- Biography (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/3vZ2WTI>

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

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:

- Persuasive Writing- (Reading based Writing tasks)
- Newspaper Report 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/3vZ2WTI>

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

Term 3:

READING COMPREHENSION

- Collins Comprehension Pupil Book 5

WRITING

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

- Explanation Text- (Reading based writing)
- Theme Analysis- (Reading based Writing tasks)
- Adventure 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/3vZ2WTI>

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

Mathematics

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

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 the value of each digit.
- Count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000.
- Interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero.
- Round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000.
- 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 formal written 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 a problem, levels of accuracy.
- Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.
- Identify multiples and factors, including finding all factor pairs of a number, and common 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 method of short division and interpret remainders appropriately for the context.
- Multiply and divide whole numbers and those involving decimals by 10, 100 and 1000.
- 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 knowledge of factors and multiples, squares and cubes.
- Solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign.
- Solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates.

Number- Fractions, Decimals & Percentage

- Compare and order fractions whose denominators are all multiples of the same number.
- 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 [for example $2/5=4/5=6/5=1\ 1/5$].
- Add and subtract fractions with the same denominator and denominators that are multiples of the same number.
- Multiply proper fractions and mixed numbers by whole numbers, supported by materials 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 one decimal 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 $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{5}$, $\frac{2}{5}$, $\frac{4}{5}$ 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; litre and millilitre)
- Understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints.
- Measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres.
- Calculate and compare the area of rectangles (including squares), and including Using standard units, square centimetres (cm^2) and square metres (m^2) and estimate the area of irregular shapes.
- Estimate volume [for example, using 1 cm^3 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 and reflex 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 a straight-line other multiple of 90o
- Use the properties of rectangles to reduce related facts and find missing length and angles
- Distinguish based on reasoning about equal sides and angles.
- Identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed.

Statistics

- Solve comparison, sum and difference problems using information presented in a line 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 the solar 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.

Forces

- Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object.
- Identify the effects of air resistance, water resistance and friction, that act between

moving surfaces.

- Recognize that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.

Animals including Humans

- Describe the functions of the important organelles of the eukaryotic cell.
- Compare prokaryotic and eukaryotic cells, compare animal and plant cells.
- Describe the changes as humans develop into old age.

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 describe how to recover a substance from a solution.
- Give reasons, based on evidence from comparative and fair tests, for the particular uses 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-life situations.

Changes

- Use knowledge of solids, liquids and gases to decide how mixtures might be separated, 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 burning and the action of acid on bicarbonate of soda.

Term 3

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.

Plants

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

Scientific Skills

- Plan different types of scientific enquiries to answer questions, including recognizing and controlling variables where necessary.
- Take measurements, using a range of scientific equipment, with increasing accuracy and 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 has been used to support or refute ideas or arguments.

Humanities

Term 1

History – The earliest civilizations: Where, when and their achievements

Ancient Greece – a study of Greek life and achievements

- Who were the ancient Greeks?
- Alexander the Great's empire
- Daily life in ancient Greece
- Athens and Sparta

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 - Ancient Greece – a study of Greek achievements and their influence on the world

- Discovering the ancient Olympics
- The Olympic Games then and now
- The battle of Marathon
- Ancient Greek democracy
- The legacy of Greek culture

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 - Britain's settlement by Anglo-Saxons and Scots

- Who were the Anglo-Saxons?
- Anglo-Saxon artefacts and culture

- Anglo-Saxon pastimes

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 and 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

Geography

- Lesson 1: Institutions and people in a 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

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?

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 language.

Term 1

Bienvenue

- Greet others in French.
- Introduce self/others in French (Name/ Age / Gender.)
- Count and spell Numbers up to 69.
- 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 L' école

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

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.



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 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

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.

Final Term Sample Questions

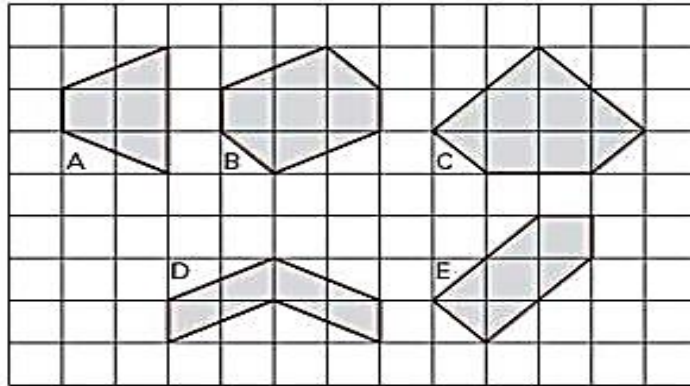
Mathematics

1. Calculate $96 \div 3$

Q181

1 mark

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



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

Q182 and
.....

1 mark

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

Q183 and
.....

1 mark

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

Q184

smallest 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	HHH /
once a day	HHH / IIII
once a week less	HHH HHH /
than once a week	III
never	I

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

2. Creative Writing

Instruction Leaflet

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