

CURRICULUM HANDBOOK

Year 4

2023 - 2024

EXPERIENCING LEADERSHIP



مدرسة جيمس متروبول
GEMS Metropole School
MOTOR CITY



gemsmetropoleschool-dubai.com

GEMS
EDUCATION



Introduction

Welcome to Junior School

On behalf of all of the staff at GEMS Metropole, it is a pleasure to welcome you and your family this academic year.

In the Junior School we believe that everyone can be leaders, promoting leadership in a range of capacities whether it be leading their own learning or leading others. Our Junior School focuses on student voice and building confidence in our students preparing them to become global leaders. Students have opportunities within the junior school to be confident leaders and learners supporting them transitioning to the prep school, senior school and beyond, focusing on public speaking, performing arts, languages and literacy skills.

Parents are strong partners in our learning and it is a pleasure to invite you in to share our journey through the year to a variety of exciting events.

Simon Longdon
Head of Junior School



Welcome to Year 4

On behalf of the Year 4 team, I am delighted to welcome you and your child to Year 4. The Year 4 teachers are really looking forward to getting to know your children and guiding them through the learning journey ahead.

We have many meaningful and engaging activities in store for the children, which are designed to inspire and motivate the children to take a lead in their learning. Our curriculum consists of independent subjects taught through a cross-curricular theme.

Each unit will begin with an inspiring task to activate the children's curiosity for the learning ahead and will end with a final product which showcases their learning. At GEMS Metropole, we pride ourselves on our parent partnership, and there will be regular opportunities to share in your child's learning. You can find out more details about the content covered in the curriculum section further on in this booklet.

Jessie Cleary
Head of Year 4



Junior Leadership Team

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1 Simon Longdon
Head of Junior School

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2 Emily Shepherd
Deputy Head of Primary

3 Neil Corrigan
Deputy Head of Primary

4



5



4 Alexander James
Assistant Head of Primary

5 Brynn Cooper
Assistant Head of Primary

6



7



6 Gemma Brown
Assistant Head of Primary

7 Erin Nelson
Assistant Head of Primary



The Metropole Curriculum Journey

At Metropole, our programme of learning embodies the GEMS Education core values and ensures that students receive a high-quality education in a happy, supportive and nurturing environment, where they are encouraged to explore and take risks.

Teachers plan challenging, well-organised and interesting lessons which engage and motivate our students. There are regular opportunities for leadership, enquiry based learning, critical thinking, decision-making and problem solving where students are encouraged to take an active role in the learning opportunities they encounter. All staff have high expectations of both students and each other.

Early Years Foundation Stage Curriculum – FS1 and FS2

Children learning in Foundation Stage follow the statutory Early Years Foundation Stage framework (EYFS) for teaching and development. This stage is very important in a child's life as it helps prepare your child for school 'readiness' as well as for their future learning and successes.

Children learn skills, acquire new knowledge and demonstrate their understanding through 7 areas of learning and development: Communication and Language, Physical Development, Personal, Social and Emotional Development, Literacy, Mathematics, Understanding the World and Expressive Arts and Design. All 7 areas of learning are used to plan children's learning and activities. Teachers make sure that the activities are suited to your child's unique needs.

The National Curriculum of England Years 1-11

From Years 1-11 students follow The National Curriculum of England and are exposed to a wide range of compulsory subjects which includes: Mathematics, English, Science, Computing, Design and Technology, History, Geography, Art and Design, Music, Physical Education, Modern Foreign languages.

The national curriculum is a non-textbook curriculum which provides pupils with an introduction to the essential knowledge they require to be educated citizens. It introduces pupils to the best that has been thought and said, and helps engender an appreciation of human creativity and achievements.

Ministry of Education Curriculum

Alongside the Early Years Curriculum and National Curriculum of England, students also study the Ministry of Education Curriculum. Through this, students learn Arabic, Islamic Studies and Moral, Social and Cultural Studies.

The UAE leaders along with GEMS Metropole promote the learning and using of Arabic language as it is considered a fundamental pillar of the Emirates national identity, its people's history and its deep-rooted traditions. The Arabic framework supports both native and non-native Arabic speakers. This framework illustrates the levels expected to be achieved by the learner in each of the four language skills (listening, speaking, reading and writing). Where Arabic is the student's non-native language, the curriculum links the achievement of these levels to the number of years spent in studying Arabic, regardless of the learner's current grade.

Leadership Curriculum

Through a bespoke inspiring leadership curriculum, students in the junior school are exposed to and have opportunities to develop their leadership skills as well as lead on their own projects across the year groups. Students will have dedicated lessons which focus on the teaching of core leadership skills. Within these lessons, students learn what a leader is, what it means to be a leader and ultimately, how to be an effective leader. Each term, the students will have a leadership day during which they will be involved in a range of tasks from team building exercises, developing problem solving, social responsibility tasks and leading other year groups in activities. At the end of every academic year, students are involved in a leadership conference led by our students in which they can share their learning with the wider Metropole community.



High Performance Learning at GEMS Metropole

GEMS Metropole School is on a very exciting journey to become world-class! Students at Metropole develop the language and skills to help them explain the current stage of their learning and the next steps they need to take to improve and deepen their understanding. The High Performance Learning approach recognises that all learners have the potential to achieve the very highest results and develops the attitudes and performance characteristics required for this to happen.

High Performance Learning is based around a framework that includes 30 generic characteristics that students need to develop to be high performing learners. These are based around, 'How we think' and 'How we behave'.

High Performance Learning is embedded throughout the curriculum at Metropole and across the wider school.

We truly believe that all students can be high performance learners and we strive for all our students to have a performance mind-set and reach their potential and beyond!



Termly Topic Overviews

Term 1: Why is the world still fascinated by Ancient Egypt?

We will begin our Discovery journey in Year 4 with a trip back in time to the early civilisation of Ancient Egypt. We will be developing our research skills by analysing sources, in order to ensure our findings are reliable. Throughout this cross-curricular topic, we will head back in time, learning how to write our very own portal stories and we will even learn how to apply for a job as a Pharaoh. This will give us great practise for the future. Although this topic is heavily history based, the children will develop some geographical knowledge of the world and the different hemispheres.

Through our Moral, Social and Cultural studies, we will explore culture and beliefs and link this to those of the Egyptians such as mummification. We will get hands on as we create our very own mummies and 3D tombs and will even take a virtual tour through the Pyramids! This is an immersive and captivating topic, which will enable children to explore the different aspects of this fascinating civilisation, answering their own wonderings as they progress through the unit.

Term 2: How does tourism impact the environment?

To start off the new term, students will be reflecting on the impact they have on the world with a focus on the impact we have as Global citizens by travelling around the world for leisure. To put matters into context, we will take a closer look at our travel habits and think about this has changed over time. We will develop our geographical field skills by collecting and analysing primary data from our school community.

Using the UN's sustainable goals, we will look at the way in which tourism is impacting the environment, and research ways in which we can be more sustainable in our travels. We will use our collaboration skills to produce an eco-tourism design for the future to enable us to continue to live globally whilst minimising the impact we have on the planet.



Termly Topic Overviews

Term 3A: How did exploration shape the world?

Following on from our study of tourism, Year 4 students will go back in time to look at the world's first travellers. Students will look at the adventures of great explorers such as Ibn Battuta, Marco Polo and Ernest Shackleton. They will explore the routes they took and the impact their travels had on the world at the time. They will further develop their geographical understanding of the globe and the importance of the lines of latitude and longitude. They will also compare living conditions in different parts of the world, such as the Arctic and Antarctic circles.

Term 3B: What did the Romans do for Britain?

Year 4 will learn about the impact the Roman empire had on life in Britain. Children will learn about the spread of the Roman empire, the invasion of Britain and the eventual conquest. Children will examine and look in detail at some aspects of the Romanisation of Britain, such as the building of Roman roads and link these to modern day. They will use their persuasive skills to argue what was the most important impact of the Roman invasion on Modern Britain.

Children will learn about Roman culture and the beliefs of the Roman people, including the use of Roman numerals. In addition to this, they will have the opportunity to learn about the British resistance of Boudicca and will act in role to look at the events of Boudicca's rebellion from different perspectives. Children will then use their knowledge and understanding to produce their own newspaper reports on these events.



Year 4: Curriculum

English: Reading

The Reading curriculum here at GEMS Metropole focuses on word reading and comprehension by encouraging students to maintain positive attitudes to reading and demonstrating an understanding of what they read through the reading strategies. Reading lessons at GEMS Metropole are taught as a whole class providing ample opportunities for students to practise the skill of reading aloud fluently with intonation that shows understanding and developing their verbal reasoning skills to aid comprehension during a comprehension lesson based on the class texts. To support students' progress and development in reading we ensure we make strong links between home and school reading. Students are assessed termly on reading skills through the NGRT reading assessment. Throughout the school year there are ample opportunities for students to engage in a range of book based activities as well as our student leadership opportunities for students in the Junior School.

English: Writing

At GEMS Metropole, the English curriculum is based upon the National Curriculum of England with some adaptations to suit the needs of our students in the UAE and focuses on spelling and transcription, vocabulary, grammar, punctuation, handwriting and composition.

English writing lessons here at Metropole are taught using the Talk for Writing approach which allows students to internalise a text through oral rehearsal and its key features to support higher writing outcomes. This approach is based on the principles of how children learn – by providing pupils with visual, auditory and kinaesthetic learning opportunities.

Talk for Writing enables children to imitate the language and structure they need for a particular story by creating pictorial story maps and practising retelling a story orally, before reading and analysing it, and then writing their own version of the story. Throughout their time at Metropole, children will also receive specific handwriting and spelling lessons which will supplement and support our Talk for Writing approach to English and aid children to develop their skills as a writer.

At Metropole, children begin their English journey in FS where lessons will centre around, and build upon a range of Nursery rhymes and Traditional Tales, such as Humpty Dumpty and Incy Wincy Spider.

As children move through Key Stage 1, they will begin to retell familiar stories orally and in written form, before going on to invent their own characters and stories. Children will also be introduced to non-fiction writing where they will write instructions, information texts and much more.

In Key Stage 2 children will continue to develop their writing skills by being exposed to a variety of different text types, authors and literature. Children in these year groups will be given a plethora of opportunities to hone, develop and express their writing creativity and skill within a wide variety of writing genres and styles – whether they be newspapers, stories, diaries, information texts, speeches and much more.





Year 4: Curriculum

Year 4 English Overview by Terms

Term 1

During term 1, children will be developing their love of writing and continuing with all the fantastic things they learned in Year 3. In our Talk for Writing units, we will craft two different narratives: portal stories and rags to riches tales. Within these units we will focus on the development of characterisation and setting. Children will also learn more about the importance of dialogue within stories and will be honing their skills in showing not telling the reader. For our Non-fiction unit, we will be studying information texts. Children will delve into the different features of this genre and apply these to their own writing. All of our writing will be linked to our stimulus theme, Ancient Egypt.

Term 2

Term 2 will begin with all our writing linking with our topic, 'How does tourism impact the environment?' Children will write discussion texts linked to tourism and sustainability, where we will focus on developing strong narrative voice and formal language. Students will also develop their use of suspense in narrative writing through writing Warning Tales. As well as looking at the various suspense techniques, students will continue to focus on fronted adverbials, dialogue and descriptions to enhance their narrative style.

Term 3

In the final term of Year 4, we will be developing our point of view by writing diary entries for members of Shackleton's crew as they attempt to cross Antarctica. We will explore the use of formal language and thoughts and feelings, to convey the importance of daily events at the time. In our narrative unit; Journey Tales, students will focus on developing characters using different description techniques. Students will be able to organise their narratives into detailed paragraphs and use knowledge from wider reading to add detail to stories. Students will also write explanation texts linked to our topic of the Romans. Within this term, we will also be holding a 'Take One Book Week'. This will allow the children to look at picture books, examining the impact of illustrations and how they complement the text. We will also explore theme and analyse how the author's craft develops the theme within the text.



Year 4: Curriculum

Mathematics

At GEMS Metropole, we follow the White Rose maths curriculum and long term plan, using additional lesson resources from a variety of other resources. Mastery teaching ensures high expectations for all pupils, and use of the Concrete-Pictorial-Abstract approach. This approach develops children's understanding.

Teaching maths involves employing a range of approaches to help students develop a deep and secure knowledge and understanding of mathematics at each stage of their learning so that by the end of every school year children will have acquired mastery of the mathematical facts and concepts they've been exposed to, equipping them to move on confidently and securely to more advanced material.

Our teaching ensures high expectations from all pupils and the use of the Concrete-Pictorial-Abstract approach. This approach develops children's understanding from Concrete (handling objects, resources, manipulatives), on to Pictorial (visual images and representations), and then Abstract (symbolic stage with more formal strategies).



Year 4: Curriculum

Year 4 Math Overview by Terms

Term 1

In term 1 we learn Place Value, Addition and Subtraction, Shape and Multiplication and Division. Within place value, children build on their understanding of thousands, hundreds, tens and ones. Throughout our first topic of place value, we focus on the concept of concrete, pictorial and abstract to help support learning. We then use our place value knowledge to help us with addition and subtraction. In our properties of shape unit we identify acute and obtuse angles and compare and order angles up to 180 degrees by size. We also compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties. In addition, we identify lines of symmetry in 2-D shapes presented in different orientations. In our multiplication and division unit, we progress through the different written methods of calculation up to multiplying and dividing 3-digits by one digit with exchanges.

We improve times table recall through a variety of approaches throughout the academic year.

Term 2

In term 2, we learn measures, fractions and decimals. In our measures unit, we will explore the different metric units for length and practice converting between them. We learn how to calculate the area and perimeter of rectangles and squares. Within our fractions unit, the children learn how to identify, add and subtract fractions as well as convert improper fractions to mixed numbers and vice versa. We also find equivalent fractions and fractions of amounts. In our decimals unit, children focus on identifying tenths and hundredths on place value grids. We move onto comparing and ordering decimals and multiplying and dividing numbers by 10 and 100. We continue to work on improving our mental calculations speed and times table recall.

Term 3

In term 3 we study time, money, statistics and coordinates. Children will be taught to read, write and convert time between analogue and digital 12- and 24-hour clocks. We also solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days. In our statistics unit, we interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs. We also solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs. In conjunction with our geography learning, we learn to describe positions on a 2-D grid as coordinates in the first quadrant. We also plot specified points and draw sides to complete a given polygon and describe movements between positions as translations of a given unit to the left/ right and up/ down.



Year 4: Curriculum

Science

At GEMS Metropole School our science lessons are of a practical, investigative nature. Children are allowed time to explore which further develops the children's natural inquisitive nature. Exploring leads to open-ended discussions about science in real life contexts and helps the children to understand the world they are living in and their place within it.. Within their lessons, children learn to ask scientific questions and discover how science affects their future. Our lessons are based upon the National Curriculum of England and have been amended to suit the needs of the UAE. In the primary school, science is taught by class teachers and is incorporated throughout other subjects and the relevant topic at the time. This ensures a holistic approach in the acquisition of scientific skills and knowledge. Children have science lessons on a weekly basis and cover both knowledge and working scientific skills within these. 'Working scientifically' specifies the understanding of the nature, processes and methods of science.



Year 4: Curriculum

Year 4 Science Overview by Terms

Term 1

In Term 1B, the children will be introduced to our topic of Electricity. This will be the first-time children explore this unit in Key Stage 2. Children will learn about what electricity is and how it was discovered. They will identify which appliances use electricity in their homes and how to keep themselves safe. Children will construct circuits, start to create pictorial circuits and conduct an investigation into how easily different types of switches can break and reconnect a circuit.

Term 2

Have you ever wondered what a particle is or where they can be found? This 'States of Matter' unit will teach your child about the differences between solids, liquids and gases, classifying objects and identifying their properties. They will explore in-depth how water changes state, exploring melting, freezing, condensing as well as a particular focus on evaporation. Finally, they will learn about the stages of the water cycle, creating mini water worlds and an interactive water wheel to represent the different stages.

In term 2B, we will cover two units: classifying living things and animal including humans. When classifying living things, children will explore a variety of ways to identify, sort, group and classify living things. They will learn how animals are split into 'vertebrates' and 'invertebrates' and begin to consider the differences between living things within these classifications. They will use and create classification keys to group, identify and name living things from the local habitat and beyond.

The second part of our Animals including humans topic will see the children explore human teeth and food chains. Children will learn more about herbivores, carnivores and omnivores in the context of teeth, digestion and the food chain. In addition, they will extend their understanding of food chains to more complex chains and food webs.

Term 3

Get yourself ready to make some noise in this term! Our topic for Term 3 is going to be sound. Throughout this unit of learning the children will learn about how vibrations cause sounds and how sounds travel, as well as how sounds can change pitch and loudness. We will explore how sounds are made and carry out demonstrations of vibrations. The children will work in a hands-on way to explore pitch. They will have the opportunity to make a string telephone, and will use this to investigate how sounds change over distance and through different materials. Throughout the topic, the children will work scientifically and collaboratively to carry out various investigations.

Year 4: Curriculum

Moral, Social and Cultural Studies

At GEMS Metropole we follow the Moral, Social and Cultural Studies curriculum as published by the Ministry of Education in the UAE. This curriculum focuses on three domains; moral, social and cultural. There are 10 strands that fit into these domains; character morality, individual and community, history, geography, sociology, economics, information literacy, information processing, heritage and civics. Moral, Social and Cultural Studies outcomes are incorporated across all areas of the curriculum from Year 2 to Year 6 for 40 minutes each week. In addition, some of the time will be integrated throughout discovery lessons when necessary. When teaching Moral, Social and Cultural Studies, we aim to contribute to the making of better global citizens through the development of human capital capabilities, promoting the values of tolerance and respect and being responsible for looking after the place where they live as well as the wider world. We provide students with an awareness of the world around them to help them navigate and be successful in the future, making informed and reasoned decisions as members of a tolerant and culturally diverse society. This will include deepening their understanding of social, political and economic systems. At the end of each term, students will complete a project to enhance their Moral, Social and Cultural knowledge and skills.





Year 4: Curriculum

Year 4 Moral, Social & Cultural Studies Overview by Terms

Term 1

We will begin the year with a focus on building class community and setting the class contract. Children will take ownership of how they want their learning journey to be. In Moral studies, we will explore the concepts of equality and discrimination through the use of short stories and classroom scenarios. Linking to the study of the Ancient Egyptians, we will explore the idea of culture. We will identify the features of our own cultures and examining how the UAE expresses its own cultural identity collectively. We will end the term with Social Studies, taking an indepth look at some of the most important inventions and innovations that have shaped our modern world. From the development of writing and modern medicine to the invention of electricity and powered engines, we will look at the impact these have had and what future innovations may look like.

Term 2

We will begin our Moral studies with 'Me and My World'. Children will link what they already know about their home countries with what they would like to find out about the UAE. We will begin to explore the concept of Environmental protection and learn all about the different types of landforms and how to read maps. In Moral Studies we will explore ways in which we can increase our thoughtfulness and cooperation and improve our collaboration skills. This will help us to be successful in our end of term group sustainability projects.

Term 3

We will revisit the idea of culture in term 3 as we look at Dubai's efforts to embrace the diversity of its residents. Children will investigate the ways in which cities, like Dubai, are becoming evermore multicultural and what the benefits of this are. We will end the year with the unit, 'Keeping Safe'. Children will practice their collaboration and presentation skills by working on group projects on the importance of protecting oneself into today's world.

Year 4: Curriculum

Humanities

At GEMS Metropole School, each year group has a range of topics which are taught throughout the course of the year. The topics are history or geography based and usually alternate each half term, giving an even divide of both humanities subjects. Topics begin with an exciting hook, which allows children to explore the new unit and develop a desire and curiosity to learn. The cross-curricular topic is then linked within a variety of curriculum subjects, creating a fully immersive learning experience. History and geography are taught through 'discovery time' at GEMS Metropole, allowing flexibility and creativity within the subjects, as there are no set restrictions on time and content. We provide children with the skills and resources to inquire about topics and independently research and discover new learning. Throughout the topics, children are working towards answering a big question which they showcase in a finale – a final showcase or project which has driven their learning for the term.

Physical Education



In Year 4, students advance their experience and skills in formal games, including basketball, racquet sports, netball and swimming. Alongside skills development, pupils begin to take greater ownership of their performances by judging their technique, measuring times and distances and recognising rule violations such as footwork fouls in netball. Students also have regular opportunities to compete against others as well as set and pursue goals for themselves. They work on individual and team skills, learning how to cooperate and compete against one another. They develop their leadership skills through multiple avenues, for example leading a small team in football. They also have the opportunity to lead themselves, through setting challenges and showing progression in their learning.

Year 4: Curriculum

Performing Arts



In Year 4 we introduce students to 'Performing Arts' through the disciplines of Drama, Dance and Music. Students are taught by specialist performing arts teachers once a week in their class groups. In Dance, students are taught short, simple choreographed routines, looking at simple introductory dance techniques. Students are also given the opportunity to choreograph routines in small groups to chosen pieces of music. In Drama, students continue to develop their understanding of performance, by enhancing and developing their improvisational skills, and begin exploring the technique of 'mime.' Incorporating the skill in short scripted performances. In Music, students continue to develop their singing skills by learning songs that use a wider vocal range and, more dynamic contrast. We develop students listening skills by sharing a range of musical styles and genres, introducing key composers and musicians and explore what they hear and see using a variety of questioning and discussion prompts. In composition, we continue to develop notation skills, and look at the words 'major' and 'minor' and what they mean in music. We also have the opportunity for Year 4 students to take part in the Primary Choir who, represent Metropole at a variety of events throughout the academic year.

Year 4: Curriculum

Art

At GEMS Metropole we value Art and Design as an important part of the children's entitlement to a broad and balanced curriculum. Art and Design provides the children with the opportunities to develop and extend skills and an opportunity to express their individual interests, thought and ideas. Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. In KS2 Pupils are taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. Pupils are taught, to create works to record their observations and use them to review and revisit ideas.

Students will gain an understanding of new techniques, including drawing and painting with a range of materials. They will also be able to gather knowledge about great artists, architects and designers in history.



Year 4: Curriculum

Modern Foreign Language (MFL)



At the start of Year 4, students will have already chosen to study either French or Spanish. If your child is new to Metropole, at the start of Year 4 they will be asked to choose either French or Spanish and will be assigned to class. Please note that students continue with their choice of language throughout their time at Metropole School, and unfortunately, are not allowed to move between subjects. Students receive one hour of Modern Foreign Language (MFL) teaching per week, and this lesson is taught by a member of the MFL department in a specialist language classroom.

Students in Year 4 follow an interactive and exciting scheme of work called 'Language Angels'. This curriculum focuses on the five key areas of learning a language: listening, speaking, reading, writing and grammar. In lower KS2, this scheme of work introduces students to 'Early Language Teaching', but moves on to 'Intermediate Language Teaching' topics once students are ready to progress. A summary of each unit can be found online by searching for 'Language Angels, summary of units.' In one academic year, MFL students will study six mini-topics, two per term. These topics are taken directly from the Language Angels scheme of work to ensure coverage of the five key areas. Where possible, we sometimes try to link the content taught in MFL lessons to reflect the topic that your child is studying with their class teacher. There is no formal homework in KS2 MFL; however, we do recommend some useful websites should students wish to continue with their learning at home:

www.duolingo.com

www.thefrenchexperiment.com

www.thespanishexperiment.com

www.languageangels.com (pupil games area username: abc password: abc123)

www.linguascope.com (MFL teacher to provide login details as they may change)

Year 4: Curriculum

Computing and Innovation

At Metropole we deliver a high-quality computing education which will equip pupils to use computational thinking and creativity to understand and change the world. The core of computing is computer science, in which pupils are taught the principles of information and computation, how digital systems work, and how to put this knowledge to use through programming. In Year 4, students will be using block coding and learn the use of loops, variables and collision codes to build maze games that have obstacles. Later in the year students will build 3D game environments and apply more complex code.

Moving forward with this knowledge and understanding, pupils are equipped to use information technology to create programs, systems and a range of content. Students will create digital storyboards to feed in to their media topic of stop motion animation. They will use publishing applications to create digital presentations that use animations and hyperlinks.

Projecting ourselves into the future of technology, Metropole offers students virtual and augmented reality experiences using specialist headsets and software. In Year 4, they will create their own 3D environment and then be able to explore it within Virtual Reality.

Computing also ensures that students become digitally literate – able to use, and express themselves and develop their ideas through, information and communication technology. Throughout their lessons students are informed about the importance of E-Safety and how their actions online can have an impact on others as well as how to keep themselves safe.



Year 4: Curriculum

Arabic A

يقوم منهاج الصف الرابع على المهارات والمفاهيم التالية :

لكي يكون الطالب غنياً بلغته سعيًا بها، ولأننا باللغة نصير أكثر ذكاءً ومعرفة وأكبر قلبًا، ونعبر عن أفكارنا تعبيرًا ناضجًا جميلًا يجعل الآخرين يفهموننا ويقدرّونا ، لذلك احتوى كتاب اللغة العربية على قدر مكانة الطالب ومكانة اللغة العربية، حيث يظهر كتاب اللغة العربية في المهارات الأربع كالآتي:

مهارة القراءة: يقرأ الطالب القصص، فعالم القصة عالمٌ خياليّ يتيح لك تخيل الشخصيات، ويسألك عن المعاني، ويقدم لك لغتك العربية في كلماتٍ لطيفةٍ، كما وسيقرأ الطالب نصوصًا معلوماتية تقدم للطالب معلومات في مجالات مهمة، وأيضًا الشعر والأناشيد ليستمتع الطالب بجمال لغته العربية

مهارة الكتابة: يقوم الطالب بالتعرف على كيفية كتابة فقرة متكاملة مراعيًا الأفكار والتنظيم، كما وسيكتب نصوصًا وصفية بسيطة
المفاهيم النحوية والإملائية: يتعرف الطالب مفاهيم جديدة مثل (الجملة الاسمية والجملة الفعلية، وأسلوب النداء وأسلوب التعجب، وهمزة الوصل والقطع).

مهارة الاستماع: حيث يصغي الطالب للنصوص المسموعة ويظهر فهمًا لها ويميز أفكارها ويحللها ويستخلص منها المبادئ والقيم وقيم النص وفق معايير محددة ويلتزم آداب الاستماع.
مهارة التحدث: يُظهر الطالب فهمه وقدرته على المحادثة، كالطلاقة والثقة وتنظيم الأفكار والوضوح واستخدام عناصر اللغة المحاذية مثل: التنعيم، والنبر، والإيماء، والإشارات...، كما يستخدم مهارة المحادثة لأغراض متنوعة كطرح الأسئلة وتبادل المعلومات وإعادة صياغة المسموع أو سرد قصة وتقديم عروض مختلفة

Arabic B

By the end of Year 4, the students will be able to demonstrate the ability to use the present, past and imperative verbs. Also the students will be able to write sentences and memorise the spelling of visual words from the learner's linguistic environment, including names, verbs and letters related to the following: the self (name, gender, body parts, feelings) - the house - the neighbourhood -).

The students will be able to analyse what they listen to and speak fluently about familiar topics in clear and sound Arabic, and prepare presentations using what they have learned from the linguistic methods, verbally and nonverbally. The students will be able to fluently read various topics aloud and silently in sound Arabic, at an appropriate speed, using phonological and syllabic strategies and developing their understanding of vocabulary

Year 4: Curriculum

Islamic

كي يكون الطالب مُلمًا بتعاليم الإسلام، ولديه وعي حقيقي بدينه وقيمه وثقافته الأصيلة، احتوى كتاب التربية الإسلامية على محاور تضمن للطالب تحقيق معرفة قوية ونضج حقيقي يليق به كمسلم، وقد جاء ذلك تفصيلًا كالتالي :

يتلو الطلاب السور القرآنية المقررة تلاوة مجودة، ثم ينتقلوا إلى استنتاج المعاني الجمالية الواردة في الآيات الكريمة، ومن خلال الأحاديث النبوية الصحيحة يقوم الطلاب بالتمييز بين الأخلاق الحسنة والأخلاق السيئة ومنها يقوموا بالتدليل على أهمية وقيمة الأخلاق في الإسلام.

محور السيرة النبوية:

يتعرف الطلاب على أهم المواقف والأحداث والأشخاص في حياة رسولهم الكريم محمد (صلى الله عليه وسلم)، ثم يقوموا بتحديد أسماء أكثر الأشخاص تأثيرًا في حياة نبيهم الكريم محمد (صلى الله عليه وسلم)، بداية من ولادته إلى وفاته (عليه الصلاة والسلام).

محور الأحكام والعبادات:

يميز الطلاب بين مفهوم العبادات ومفهوم المعاملات في الإسلام ومنها يتعرفوا على أهم العبادات التي يجب على كل مسلم الالتزام بها ، ثم يقوموا باستنتاج بعض الأحكام الخاصة بهذه العبادات والتي تضمن لهم تطبيقها بشكل سليم.

محور القيم والآداب:

يتعرف الطلاب على أهمية الالتزام بالقيم والآداب الإسلامية في الحياة اليومية، ثم يقوموا بتحديد بعض الآداب التي يجب على المسلم التحلي بها في تعامله وزيارته لجميع أفراد المجتمع، ومنها يقوم الطلاب بشرح كيفية تطبيق هذه الآداب بشكل مناسب.

محور العقيدة الإيمانية:

يتعرف الطلاب على مفهوم العقيدة الإسلامية ومنها يقوم الطلاب بتحديد بعض أسس الاعتقاد الصحيح للمسلم تجاه ربه وتجاه رسله وكتبه، ثم يقوم الطلاب بالتدليل على أهمية وقيمة العقيدة وأثرها في حياة وسلوك كل مسلم.

محور الهوية والقضايا المعاصرة:

يتعرف الطلاب على أهم القضايا والمستجدات الحياتية في العالم كله ثم يقوموا بالتعبير عن مشاعرهم تجاه أوطانهم وتراثهم الحضاري والثقافي العظيم.



Year 4: Curriculum

Extra Curricular Opportunities

At GEMS Metropole education does not belong solely in the classroom. Opportunities for enrichment activities help students to develop their interest and abilities, provides valuable learning experiences outside their studies and promotes independence and inter-personal skills. Educational visits off-site are complemented by numerous cultural events in school.

Our curriculum also includes specific events to enrich the lives of our students: dedicated days to learn about key life skills such as internet safety and eco weeks supplement our students' learning. We offer a fantastic range of extracurricular activities: our pupils are lively and curious so we love to feed their enthusiasm!

Masterclass

We run a fantastic Masterclass program which gives students opportunities to get involved in a wide range of projects, societies and activities, creative and performing arts as well as academic subjects. Many activities are run by our own staff but we also work with external organisations and specialist providers to ensure a high-quality offer for students. Masterclass is a timetabled lesson in which students get to select the activity they take part in to further develop a skill or to learn a new one! Activities range from arts and crafts to water polo, rounders, and theatrical face painting. In every year group there is a wide range of activities to suit every child's passion.



Year 4: Curriculum

Resources To Support My Child

We subscribe to Times Tables Rockstars and Literacy Planet. These interactive websites allow children to practise key skills through both teacher set assignments and gamification.

Both can be found in the App store for your child's iPad.

Each week, there will be a home learning letter sent out with suggested activities to consolidate the learning in class. Within this there will be weekly spellings to learn. These are also uploaded to Literacy Planet each week.

Year 4 children are expected to read daily for 20 minutes. Accelerated Reading books should be kept inside the children's school bags to carry between home and school each day. Children should be aiming to change books at least once a week.

A useful website to practice comprehension is also <https://readtheory.org/>

Maths:

As well as Times Tables Rockstars, children are encouraged to revisit key concepts using White rose videos to support with strategies and understanding: <https://whiterosemaths.com/homelearning?year=year-4>

Another useful app to practice key skills is Prodigy.



Year 4: Curriculum

Assessment

At GEMS Metropole School, we believe that accurate, regular and robust assessments are essential tools necessary for ensuring successful teaching and learning. Assessment is a continuous process integral to learning and teaching.

It is how teachers gain knowledge of their students' needs, achievements and abilities, enabling planning and delivery to be more effective, thereby raising attainment for every child.

Assessment is at the heart of teaching and learning: We ensure that assessment is central to classroom practice. Teachers will plan tasks, activities and questions which will help students demonstrate their knowledge, understanding and skills.

Assessment for learning focuses on how students learn: We recognise that every student is unique and students learn in different ways. We help students become aware of how they learn as well as what they learn.

Assessment for learning is a key skill for all educators: We ensure that all staff are skilled in assessing students' learning, identifying the next steps and helping the students to progress effectively through the triangulated use of CAT4, Progress Tests, PASS and teacher judgement.

Assessments are always sensitive, constructive and accurate: We ensure that all assessments are accurate, meaningful and are used to inform teaching and learning. We ensure that students are suitably challenged to fulfil their full potential.

Assessments motivate learners: We are aware of how students' confidence can be affected by comments on their work. We celebrate what each student can do, emphasising progress, achievement, effort and attitude.

Assessment for learning helps students understand their goals and the criteria by which they are assessed: We use assessment to help students know how to improve and to reflect on their own learning. We work in partnership with parents and carers, sharing information about their child's progress and help them support their child's learning.



Year 4: Communications

Year 4 Communication

Over the year we will communicate with you in a variety of ways. You can expect to receive communication for your children in the following ways:

Class Email

Each week your child's class teacher will email out information specific to your child's class. This will include learning that has happened that week as well as what will be coming up in the following week. It will also details any upcoming events, trips or important information.

Weekly Junior Newsletter

Every Friday you will have access to the junior newsletter. This includes information relevant to the Junior School and can be accessed through GEMS Connect.

Head of Primary Newsletter

This will be received bi-weekly and will be available on GEMS Connect. This newsletter contains a wider view of what is happening within the school.

GEMS Connect / School Reports

You will receive two reports each term which will be available on GEMS Connect for you to review & download.



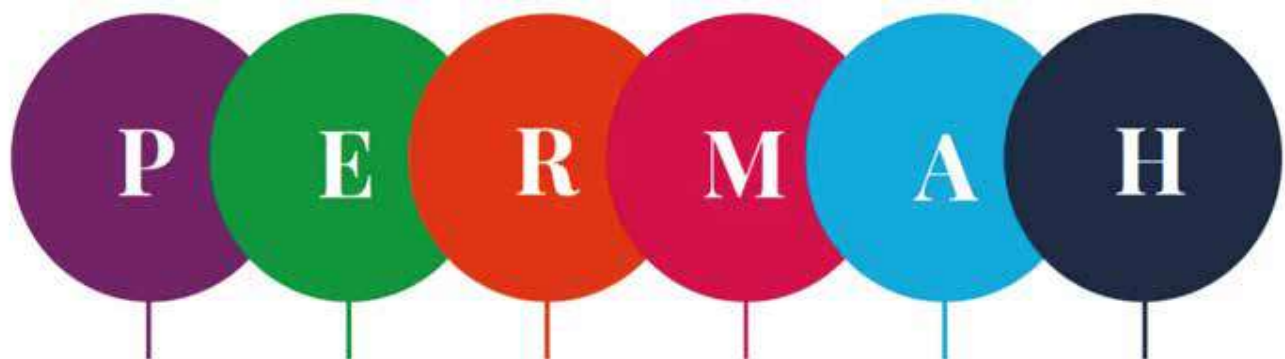
Student Wellbeing

At GEMS Metropole School, we are committed to promoting and supporting the positive mental health and wellbeing of our students. We recognise that mental health and emotional wellbeing is just as important as physical health. Individuals are better prepared for a happier fulfilled life when they are healthy, safe and thriving.

GEMS Metropole School supports the UAE vision for wellbeing by sharing the following vision:

'We are proactive in promoting wellbeing, allowing us all to personally thrive'.

This vision is based on a proactive, positive psychology model, reinforced through the PERMAH framework allowing our community to build their personal sense of happiness and wellbeing, rather than a reactive only approach. Across the school we achieve this through LEAD time, assemblies, happiness rooms, pastoral curriculum, school events, Metropole Mustangs, School Farm and through the 4 school model we have here at GEMS Metropole.



Reflecting on what is going well in our life and spending time with people we care for.

Participating in activities we enjoy and love.

Demonstrating our school values to build positive, caring and supportive relationships.

Ensuring activities and opportunities are linked to the outside world and grow our understanding of being people for others.

Setting personal targets and persevering until they are achieved and celebrating this.

Be active and knowledgeable about the importance of healthy and active lifestyles.





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