



CURRICULUM HANDBOOK

Year 4

2024 - 2025

EXPERIENCING
LEADERSHIP



مدرسة جيمس متروبول
GEMS Metropole School
MOTOR CITY

GEMS
EDUCATION



Introduction

Welcome to the Values School

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

Our Values School, also known as the Junior School, embraces traditional values, with high expectations in a school where academic excellence, empathy and future leaders thrive. We believe that education should not simply be about delivering a curriculum and assessments, but that real learning stems from stimulating intellectual curiosity, a strong grounding and nurturing a love for the subjects taught. With a focus on values, we aim to ensure all students are equipped with the skills and identity to lead in a globalised and forward-thinking world.

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 School, 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 School Leadership Team



Simon Longdon
Head of Junior School



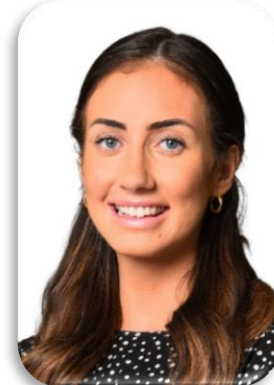
Lucy Nicholls
Deputy Head of Primary
Achievements



Chris Ebbinkhuysen
Deputy Head of Primary
Pastoral



Brendan Eveleigh
Assistant Head of Primary
Year 3 and Year 4



Melissa Jones
Assistant Head of Primary
Year 5 and Year 6



School Values

Respect

Respect at GEMS Metropole means valuing ourselves, others, and our surroundings. We cultivate an environment where students appreciate differences, treat everyone with dignity, and maintain a courteous attitude towards peers, staff, and the wider community. Through various initiatives, including assemblies, workshops, and classroom activities, we emphasise the importance of respect in building a harmonious and effective learning environment.

Kindness

Kindness is at the heart of our school ethos. We encourage students to act with thoughtfulness and generosity in their daily interactions. Through our buddy systems, charity drives, and community service projects, we provide opportunities for students to practise kindness, experiencing the joy of giving and the importance of supporting one another. Our staff model kindness in their interactions, creating a nurturing atmosphere where every student feels valued and cared for.

Compassion

Compassion at GEMS Metropole is about recognising the struggles of others and responding with understanding and support. We integrate compassion into our curriculum through lessons on social responsibility and empathy, and by promoting activities that involve caring for others. Our school counsellors and teachers work closely with students to develop their ability to respond to others' needs with sensitivity and concern.

Empathy

Empathy involves putting oneself in another's shoes to understand their feelings and perspectives. We cultivate empathy through interactive activities such as role-playing, storytelling, and discussions that challenge students to consider different viewpoints. Our inclusive practices at GEMS Metropole ensure that every voice is heard and respected, helping students build strong, empathetic relationships with those around them.

Leadership

Leadership at GEMS Metropole is about empowering students to take initiative, inspire others, and contribute positively to their communities. We offer numerous opportunities for leadership development, including student council, extra-curricular masterclasses and school ambassador programmes. We believe that every student has the potential to lead, and we provide the guidance and resources they need to develop their leadership skills in a supportive and encouraging environment.



The Metropole Curriculum Journey

At GEMS Metropole School, 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 Values 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 accredited as a World Class High Performance Learning School! Students at GEMS 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 1A: What Made the Pharaohs Good Leaders?

We will begin our journey of discovery 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 to ensure our findings are reliable. Throughout this cross-curricular topic, we will head back in time, learning how to write our very own adventure stories and we will even learn how to apply for a job as a Pharaoh. This will give us great practice for the future. Although this topic is heavily history based, the students will develop some geographical knowledge of the world and the different hemispheres. Through our Moral, Social and Cultural studies, we will explore our school values such as Respect and Leadership and see how these were shown during the Ancient Egyptian era. 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 students to explore the different aspects of this fascinating civilisation, answering their own wonderings as they progress through the unit.

Term 1B: How Did Electricity Change the World?

We will embark on an electrifying journey all about electricity. We will explore how the discovery of electricity has impacted the world around us, and how it has been incorporated into innovations since its discovery. We will build our own circuits, giving the students a hands-on understanding of how electricity flows and powers the devices all around us. Students will investigate historical and modern innovations, learning how electricity has transformed our daily lives. We will also focus on the importance of electrical safety, ensuring the students know how to use electricity responsibly. We will explore the impact of having access to electricity, discussing how its use impacts society globally and how its introduction has changed the world. The students will compare life in countries with limited access to electricity in 2024, understanding the day-to-day challenges faced by people in these regions. This immersive topic will not only teach them about the science of electricity but also its social and global implications.



Termly Topic Overviews

Term 2A: Is Exploring Worth the Risk?

This term, Year 4 students will embark on an exciting journey back in time to explore the world's first travellers. They will investigate the adventures of famous explorers such as Ibn Battuta, Marco Polo, and Ernest Shackleton, tracing their routes and understanding the impact of their journeys. Students will learn about the risks and challenges these explorers faced, enhancing their appreciation of these historical journeys, and appreciating that taking on challenges can be rewarding. Through this topic, they will develop a deeper geographical understanding of the globe, focusing on the importance of lines of latitude and longitude and time zones. They will also take part in leadership activities by creating and marketing an explorer's snack bar. Our exploration will include learning about modern adventurers in the UAE, understanding Shackleton's British heritage, and studying the geography and climate of Antarctica and other explored regions. Reflecting on themes of risk, courage, and discovery, this immersive topic will enhance their historical and geographical knowledge while developing students' leadership and entrepreneurial skills.

Term 2B: Are Tourists Always Welcome?

We are excited to take our students on a journey through the captivating world of tourism in Term 2B. We will start by exploring the impact of tourism on local communities and countries, comparing the bustling tourism industry in the UAE with smaller rural tourist hotspots. The students will explore concepts such as heritage and identity, discussing the balance between preserving cultural heritage and promoting tourism in different locations. Through cultural comparisons, they will examine tourism in the UK, UAE, and other countries, considering which is more important: heritage or tourism? This topic will emphasise the responsibility travellers have to show respect and preserve the cultures and environments that they visit. By embracing the diversity of people and places, the students will learn how travel experiences enrich our understanding of the world. They will also investigate how tourism impacts different places, both positively and negatively. To bring this learning to life, the students will create their very own tourist souvenir and share their own cultures in a Moral Education project, reflecting the unique aspects of their chosen countries. This immersive topic will provide a comprehensive understanding of tourism, its benefits and challenges, and the importance of responsible travel.



Termly Topic Overviews

Term 3A: How Can We Protect Our World?

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 and the impact of this on the environment. To put matters into context, we will take a closer look at our travel habits and think about how this has changed over time. We will be developing 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. We will also explore how different countries promote sustainability and what initiatives they have implemented for improving and protecting our environment, such as Dubai's sustainable city and other projects across the world.

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

Year 4 will learn about the impact the Roman empire had on life in Britain. Students will learn about the spread of the Roman empire, the invasion of Britain and the eventual conquest. Students 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. Students 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. Students 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 that develop students' fluency as they read aloud with expression and intonation, fostering their verbal reasoning skills to aid comprehension 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 are taught using the 'The Write Stuff' approach by Jane Considine to bring clarity and consistency to the mechanics of writing and to enable our students to write effectively and coherently. In 'The Write Stuff' approach to writing, children explore high-level, rich vocabulary and are taught grammar in context through different writing lenses on the Writing Rainbow. There are three lenses used to support children in their writing:

Fantastics – ideas for writing **Grammartastics** – tools for writing **Boomtastics** – writing techniques

With the approach, pupils will write for a range of purposes. They will use their vast knowledge of vocabulary to excite, inform and entertain the reader. Pupils will also be able to understand and use a range of grammatical devices.

At GEMS 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 onto 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.



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 first writing unit, we will craft a narrative whereby we develop 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 non-chronological reports. Children will explore different features of this genre and apply these features to their own writing. This writing will be linked to our stimulus theme, 'Tomb Raiders', where we explore 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 Mathematics 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 1A, Year 4 students will study animals, including humans, in Science under the overarching topic of Ancient Egyptians. They will explore the biology of humans and animals, understanding how the Ancient Egyptians mummified bodies and used animals in their daily lives. This fascinating connection will help students appreciate the scientific and cultural aspects of this ancient civilization. In Term 1B, the children will be introduced to our topic of Electricity. This will be the first-time 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, 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.

Term 3

In Term 3, we will cover the topic 'classifying living things'. 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. In Term 3B, Year 4 students will engage in working scientifically. They will conduct experiments and investigations to understand Roman engineering and innovations, such as aqueducts, roads, and architecture. By exploring the scientific principles behind these advancements, students will gain a deeper appreciation for the technological achievements of the Roman Empire and develop their scientific inquiry skills.

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 two 40-minute lessons each week. 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

In Term 1, Year 4 students will explore the school values of Respect and Leadership in Moral, Social, and Cultural Studies under the overarching theme of Ancient Egyptians. They will learn about the leadership qualities of pharaohs and the importance of respect in Ancient Egyptian society, examining how these values were integral to their culture and governance. Additionally, students will delve into UAE Culture under the overarching topic of electrical inventions. They will explore the UAE's rich cultural heritage alongside its advancements in technology, discovering how modern electrical inventions have influenced and enhanced life in the UAE. This integrated approach will help students appreciate the connections between historical values and contemporary innovations, fostering a deeper understanding of respect, leadership, and cultural heritage.

Term 2

In Term 2A, Year 4 students will explore the theme of Our Earth and the resources it provides in Moral, Social, and Cultural Studies under the overarching theme of Explorers. They will learn about the vital natural resources that sustain life and how explorers have historically sought out and utilized these resources. This will foster an appreciation for the environment and the importance of responsible resource management. In Term 2B, students will shift their focus to exploring Inventions under the overarching theme of Tourism. They will investigate how various inventions have revolutionised the tourism industry, making travel more accessible, comfortable, and enjoyable. Through these studies, students will develop a deeper understanding of the Earth's resources and human ingenuity, appreciating the interconnectedness of exploration, innovation, and global travel.

Term 3

In Term 3A, Year 4 students will explore 'Me and My World' in Moral, Social, and Cultural Studies under the overarching theme of Sustainable Communities. They will learn about their role in creating and maintaining sustainable communities, understanding the importance of social responsibility and cultural awareness. This study will emphasize how individual actions contribute to the well-being of the community and the planet. In Term 2B, students will delve into the topic of Resources and how they help us under the overarching theme of the Romans. They will investigate how the Romans utilised various resources to build and sustain their empire, drawing parallels to the UAE's resources and modern infrastructure development.

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 Languages

At the start of Year 4, students have chosen to study either French or Spanish. If your child is new to Metropole School, at the start of Year 4 they will be asked to choose either French or Spanish and will be assigned to the correct 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.

If a student is already an advanced speaker of French or Spanish, they will be assigned to the language that is new to them. For example, if a pupil can already speak Spanish, they will be placed into a French class. Students receive one hour of Modern Foreign Language (MFL) teaching per week, and this lesson is taught by a member of the MFL department.

Students in Year 4 follow an engaging scheme of work adapted from the rachelhawkes.com website. This curriculum focuses on the five key areas of learning a language: listening, speaking, reading, writing and grammar. In Year 4, students will cover topics that include numbers, dates, shapes, prepositions, parts of the body and members of the family. When possible, the department sometimes adapts the content of MFL lessons to reflect the topic that your child is studying with their class teacher.

There is no formal homework in KS2 for MFL; however, we do recommend some useful websites, should students wish to continue with their learning at home: www.duolingo.com and www.languagenut.com (login details provided by the teacher).



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 into 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

في السنة الرابعة، يهدف منهج اللغة العربية إلى تعزيز المهارات اللغوية التي اكتسبها الطلبة في السنوات السابقة وتوسيعها. يركز المنهج على تعميق فهم الطلبة للنصوص المكتوبة والمسموعة، من خلال تقديم نصوص أكثر تعقيدًا وتنوعًا، تشمل القصص القصيرة، الحكايات الشعبية، النصوص المعلوماتية، والأشعار البسيطة.

يتعلم الطلبة كيفية تحليل النصوص، استخراج الأفكار الرئيسية والتفاصيل المهمة، وتوسيع مفرداتهم اللغوية. يتم تعزيز فهم قواعد النحو والإملاء بشكل متقدم، حيث يتعلمون كيفية استخدام الأزمنة المختلفة للأفعال، القواعد النحوية المتعلقة بالجمل المركبة، وتطبيق علامات الترقيم بشكل صحيح.

كما يركز المنهج على تنمية مهارات الكتابة بشكل أكبر، حيث يتعلم الطلبة كيفية كتابة مقالات و فقرات منظمة حول موضوعات متنوعة. يتم تشجيع الطلبة على التعبير عن آرائهم وأفكارهم بوضوح ودقة من خلال كتابة نصوص وصفية وسردية. يُحفزون على استخدام مخيلتهم في كتابة القصص القصيرة والحوارات، مما يعزز من قدراتهم الإبداعية واللغوية. بالإضافة إلى ذلك، يتم تقديم تدريبات متقدمة في مهارات الكتابة الفنية مثل كتابة الرسائل والمذكرات.

تستمر مهارات الاستماع والتحدث في التطور من خلال الأنشطة الجماعية والمناقشات الصفية. يتم تشجيع الطلبة على المشاركة في الحوار والنقاش، وتقديم العروض الشفوية حول موضوعات مختلفة، مما يساعدهم على تعزيز ثقتهم في استخدام اللغة العربية، كما يتضمن المنهج أنشطة ثقافية وترفيهية مثل الأناشيد، المسرحيات القصيرة، والقصص الشعبية، لتعزيز ارتباط الطلبة بالثقافة العربية وجعل عملية التعلم ممتعة ومثيرة للاهتمام.

Arabic B

By the end of Year 4, the students will demonstrate the ability to use the present, past and imperative verbs. 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

في السنة الرابعة، يهدف منهاج التربية الإسلامية إلى تعزيز المعرفة الدينية لدى الطلبة وتوسيع فهمهم لمبادئ الإسلام وأخلاقه. يتم تقسيم المنهاج إلى ستة محاور رئيسية تشمل مختلف جوانب التربية الإسلامية، تشمل هذه المحاور ما يلي:
الإيمان والعقيدة: يتعرف الطلبة في هذا المحور على المزيد من أركان الإيمان وأهميتها في حياة المسلم. يتم تعليمهم الإيمان بالله، الملائكة، الكتب السماوية، الرسل، اليوم الآخر، والقدر خيره وشره، من خلال الأنشطة التعليمية التفاعلية التي تساهم في ترسيخ هذه المفاهيم

العبادات: يركز هذا المحور على تعليم الطلبة كيفية أداء الصلاة بشكل مفصل، مع التركيز على الأذكار والأدعية المرتبطة بالصلاة. يتم تعريفهم بأهمية العبادات الأخرى مثل الصيام والزكاة وكيفية تطبيقها في حياتهم اليومية. يتعلم الطلبة أيضًا قواعد الطهارة وكيفية أداء الوضوء والغسل بشكل صحيح

القرآن الكريم: يحفظ الطلبة سورًا إضافية من القرآن الكريم مثل الهمزة، والعصر، والتكاثر، والزلزلة. يتم تعزيز مهارات التلاوة والتجويد لديهم، مع التركيز على تفسير معاني هذه السور وفهم الدروس المستفادة منها. يتم تعليم الطلبة أهمية القرآن في حياتهم كمرشد ودليل

السيرة النبوية: يتم تقديم قصص إضافية من حياة النبي محمد صلى الله عليه وسلم وأصحابه، مع التركيز على القيم والأخلاق المستفادة من هذه القصص. يتعلم الطلبة عن الأحداث الهامة في السيرة النبوية وكيفية تطبيق الدروس المستفادة في حياتهم اليومية

الأخلاق والقيم الإسلامية: يتم تعزيز القيم الإسلامية الأساسية مثل الصدق، الأمانة، الاحترام، التعاون، والإحسان، من خلال الأنشطة الصفية والمناقشات. يتم توجيه الطلبة نحو السلوك الإيجابي في المدرسة والمنزل، مع التأكيد على أهمية التعامل بلطف واحترام مع الآخرين. يتعلم الطلبة كيفية التصرف بأخلاق إسلامية في مختلف المواقف

القضايا المعاصرة و المجتمع: يتم تعريف الطلبة بأهمية التعاون والعمل الجماعي في المجتمع، وتشجيعهم على المشاركة في الأنشطة الخيرية والمجتمعية. يتعلم الطلبة حقوق وواجبات المسلم تجاه الآخرين، وكيفية تطبيق هذه القيم في حياتهم اليومية لتعزيز روح التعاون والمشاركة الفعالة في المجتمع. يتم تنظيم أنشطة تفاعلية لتعزيز التفاعل الاجتماعي والعمل الجماعي
من خلال هذه المحاور، يسعى المنهاج إلى تعزيز القيم الإسلامية والمعرفة الدينية لدى الطلبة، مما يساعدهم على تطوير شخصياتهم بشكل متوازن ويعزز انتماءهم لدينهم ومجتمعهم.



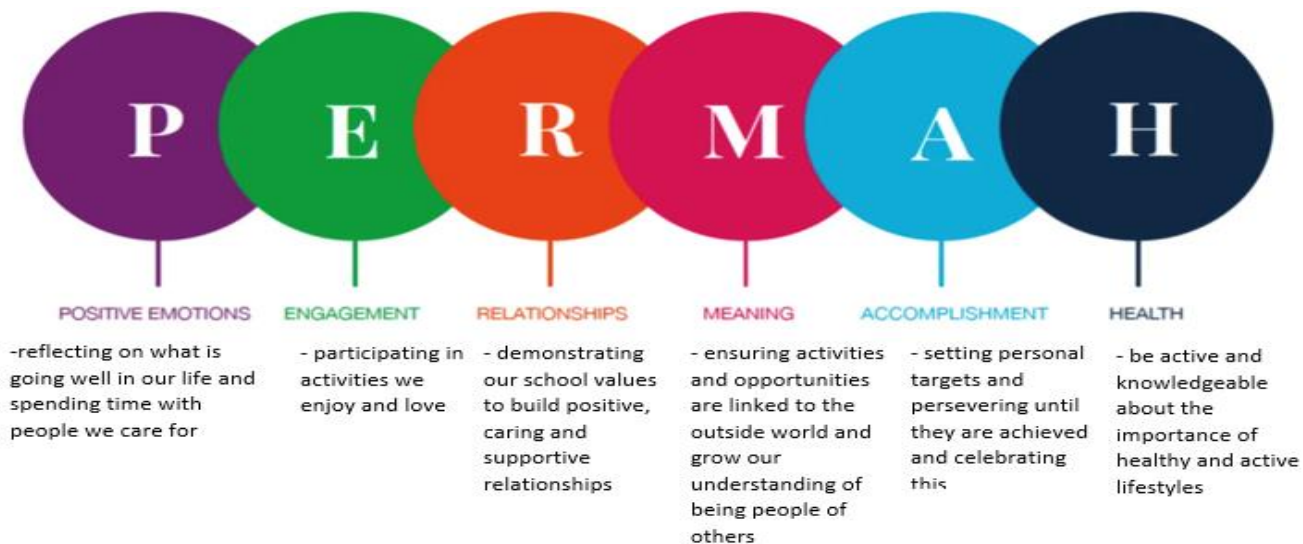
Student Wellbeing

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.





Year 4 Curriculum

Leadership Curriculum

Through a rich and 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 weekly lessons which will be dedicated to 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 lead by our students in which they can share their learning with the wider Metropole community. Key Skills to be developed through the Junior leadership programme:

Management

Empathy

Teamwork

Responsibility

Organisation

Presentation

Optimism

Loyalty

Empowerment

All students have a leadership portfolio which they develop and add to over their time in the Junior School to showcase their learning and their own personal leadership journey.

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

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.

Reading

Year 4 children are expected to read daily for 20 minutes. 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 practise comprehension is also <https://readtheory.org/>

Maths

We subscribe to Times Tables Rockstars. This interactive website/app allows children to practise their times tables skills through gamification. It can be found in the App store for your child's iPad. 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 student's 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 detail any upcoming events, trips or important communication.

Weekly Junior School Newsletter

Every Friday, you will have access to the Junior School newsletter. This includes information relevant to the Junior School and can be accessed through the class teacher's weekly email.

Head of Junior School Newsletter

This will be received monthly and will be available through the Junior School newsletter. This newsletter contains a wider view of what is happening within the Junior School.

GO4Schools / School Reports

You will receive two reports each term which will be available on GO4Schools for you to review & download.





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