

Where values build character.



**CURRICULUM
HANDBOOK**

Year 4

2025 - 2026

Discover
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 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 Values 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





Primary School Leadership Team



Emily Shepherd
Head of Forest School



Simon Longdon
Head of Values School



Lucy Nicholls
Deputy Head of Primary



Erin Nelson
Deputy Head of Primary



Lauren McAuley
Assistant Head of Primary



Debbie Simpson
Assistant Head of Primary



Melissa Sweeney
Assistant Head of Primary



Brendan Eveleigh
Assistant Head of Primary

School Values

Excellence

At GEMS Metropole School, we develop students to strive for excellence in all areas of life. Through high academic expectations, personalised support, and a wide range of enrichment opportunities, we guide students to set ambitious goals and work confidently towards achieving them. We help them build the resilience, focus, and self-belief needed to excel—both in and beyond the classroom.

Care

We develop students to be caring, compassionate individuals who value the wellbeing of themselves and others. By embedding kindness, empathy, and respect into our daily routines, we teach students to build strong relationships and contribute positively to their communities. Our wellbeing programmes, peer support systems, and service-learning opportunities ensure students grow with a deep sense of social responsibility.

One Team

At GEMS Metropole School, we develop students to thrive as team players and collaborative leaders. We help them understand the value of unity, communication, and shared goals through group projects, house activities, and team-based challenges. Students learn to listen, contribute, and support others—skills essential for success in school and in life. Together, we build a culture where every voice matters.

Always Learning

We develop students to be curious, reflective, and lifelong learners. Through inquiry-based learning, self-assessment, and real-world problem solving, we teach students how to think critically and adapt to new situations. We encourage them to embrace mistakes as part of the learning process and to stay open to growth. At GEMS Metropole School, learning is a continuous journey—and we walk it together.

Leadership

Leadership at GEMS Metropole School 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 reflects the GEMS Education core values and is delivered through a creative and curiosity-driven curriculum. We are committed to providing a high-quality education within a happy, supportive, and nurturing environment where every child feels empowered to explore, take risks and think independently. Lessons are thoughtfully planned to be challenging, engaging, and purposeful - igniting imagination and inspiring a love of learning. Our approach encourages enquiry, critical thinking, decision-making and problem-solving, with students actively involved in shaping their own learning journey. Opportunities for leadership are embedded across the curriculum, and high expectations are upheld by all members of our school community, ensuring a culture of ambition, respect and continuous growth.

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 and inspiring leadership curriculum, students at the Values School are given regular opportunities to develop their leadership skills and take ownership of their own projects throughout the year. As part of this, students participate in half-termly Leadership Days focused on core leadership skills, where they explore what it means to be a leader and how to lead effectively. In Year 4, the curriculum focuses on developing student-led initiatives, understanding the importance of making a positive change and recognising the different roles within a team. Each year, students take part in a Social Responsibility Project, allowing them to apply their leadership skills in a real-world context by planning and delivering an initiative that benefits their school or local community.





Termly Topic Overviews

Term 1A: *Tomb Raiders: What made 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 in our topic of *Tomb Raiders*. Children will develop their research skills by analysing historical sources and considering how to check the reliability of information. As part of this immersive, cross-curricular topic, they will write their own adventure stories set in Ancient Egypt and even apply for a job as Pharaoh which is great preparation for future leadership roles! Through our Moral, Social, and Cultural Studies, we will reflect on values such as respect and leadership and examine how these were demonstrated during the time of the Pharaohs. To bring the topic to life, students will get hands-on by creating 3D canopic jars, making mummies, and taking a virtual tour through the pyramids. This fascinating unit offers plenty of opportunities for curiosity and creativity as children explore the wonders of one of the world's greatest civilisations.

Term 1B: *From Bulbs to Bots: How do inventions ensure we are always learning and what might we discover next?*

This term, we will launch into our topic *From Bulbs to Bots*, exploring the impact of electricity and the technological developments it has inspired. Rooted in STEM and History, children will explore how inventions have progressed with the introduction of electricity and how AI has been introduced over time. They will consider why it is important to keep developing technology, while also reflecting on the ethical measures needed to ensure it is used responsibly.

With a visit from Pepper the Robot, students will make predictions about where AI is heading and how it could support society in the future, including in areas such as healthcare. They will also build circuits to gain hands-on understanding of how electricity works and compare life in countries with limited access to electricity, exploring how this affects daily life and opportunity. We will also discuss ethical concerns such as privacy and environmental impact of technological developments and think about ways that we can keep ourselves and the world safe.

Termly Topic Overviews

Term 2A: *Sustainable Spaces – How can we show empathy and leadership in caring for our planet and its people?*

To start the new term, students will reflect on the impact they have on the world, with a focus on sustainability and our responsibilities as global citizens. They will explore how our habits have changed over time and develop their geographical fieldwork skills by collecting and analysing data from within our school community. Using the UN Sustainable Development Goals as a guide, children will investigate global environmental challenges and discover how different cultures promote and protect the environment.

Students will work collaboratively to design sustainable communities and create artwork using recycled or sustainable materials. A visiting architect will share how sustainable design plays a crucial role in shaping our future - through material choices, energy sources, and thoughtful land use. We will look at real-life examples from the UK, the UAE (such as Masdar City and the Dubai Sustainable City), and other parts of the world. Throughout the unit, students will explore values such as leadership, compassion, and patience, and consider how these can guide our actions in caring for the planet and its people.

Term 2B: *When the world comes to visit: How can tourists show kindness and respect to the places they visit?*

In Term 2B, our Geography topic *When the World Comes to Visit* will take students on a journey into the world of tourism. They will explore how tourism impacts different places - comparing the UAE with rural destinations - and consider the balance between preserving heritage and promoting tourism.

Through cultural comparisons between the UK, UAE, and other countries, children will reflect on how tourists can show kindness and respect to local people, customs, and environments. They will take on the role of a local tourist board, creating visitor information and designing a souvenir in a keyring or magnet enterprise project. As part of Moral Education, students will share their own cultures and consider the values of Respect, Tolerance, and Global Citizenship, developing an understanding of how travel connects us to the world and its people.



Termly Topic Overviews

Term 2A: *Brave Journeys, Clever Solutions:*

This term, Year 4 students will set off on an exciting adventure in our topic *Brave Journeys, Clever Solutions*, exploring the lives of famous explorers such as Ibn Battuta, Marco Polo, and Ernest Shackleton. They will investigate the risks, challenges, and achievements of these historical figures, while gaining a deeper geographical understanding of the globe, including lines of latitude, longitude, and time zones.

Students will reflect on the values of courage, curiosity, and leadership, and take part in a hands-on DT project where they will design, create, and market a nutritional snack bar for an explorer. They will also learn about modern adventurers in the UAE and explore Shackleton's British heritage, as well as the geography and climate of Antarctica.

Throughout this topic, students will explore teamwork, survival, and leadership, linking to Shackleton's own story, and how explorers often have to overcome challenges.

Term 3B: *How Rome Changed The World: How did Roman leadership and innovation impact life now?*

This term, Year 4 will explore how Roman leadership and innovation shaped life in Britain and beyond in our topic *How Rome Changed the World*. Students will investigate the spread of the Roman Empire, its invasion and conquest of Britain, and the lasting impact of Roman rule. They will examine Roman roads, numerals, inventions, and culture - making links between Roman innovations and modern life.

To bring the learning to life, students will enjoy a Roman dress-up day and take part in a Roman banquet. They will create mosaics, design aqueducts, and explore how the Roman Empire connected across Europe, Africa, Asia, and ancient trade routes in the Arabian Peninsula. Key values such as Respect and Democracy will be explored, along with the roles of different groups within Roman society, including women, soldiers, and enslaved people.

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 Values School.

English: Writing

At GEMS Metropole School, 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 Fan. 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 School, 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. As students transition into Key Stage 2, they build on their skills from The Forest School to write at length including a wider variety of vocabulary and grammatical features.



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 linked to our topic *Sustainable Communities*. Children will begin by exploring *The Lost Thing*, using it as inspiration to write their own narratives. We will focus on developing descriptions of characters to engage the reader. In the second half of the term, our writing will connect with our next topic of Tourism. Children will learn the key features of persuasive writing and apply them to create their own holiday brochures, encouraging others to visit a chosen location. Throughout the term, students will continue to develop their use of fronted adverbials, precise vocabulary, and cohesive paragraphing to strengthen their writing style.

Term 3

Term 3 will begin with all our writing linked to our topic *Explorers: Brave Journeys, Clever Solutions*. Children will begin by creating vivid setting descriptions, using sensory language and figurative techniques to transport the reader to unfamiliar places. They will then move on to writing diary entries from the perspective of an explorer, focusing on writing in role and using informal language, reflection, and chronological detail. In the second half of the term, our topic will shift to *The Romans*, where children will write a narrative inspired by Roman life. These stories will focus on building suspense and interest through action. Throughout the term, students will continue to refine their sentence structure, paragraphing, and vocabulary choices to enhance their overall writing.

Year 4 Curriculum

Mathematics

At GEMS Metropole School, we follow the White Rose Mathematics curriculum and long-term planning framework, supplemented by a variety of additional resources to enrich our lessons. Our approach to teaching mathematics is grounded in the principles of mastery, which ensures high expectations for all pupils.

Central to our teaching is the Concrete-Pictorial-Abstract (CPA) approach, which supports children in developing a deep and secure understanding of mathematical concepts. This structured method begins with the Concrete stage, where students engage with physical objects and manipulatives. They then progress to the Pictorial stage, using visual representations to deepen their understanding, before moving on to the Abstract stage, where they apply formal mathematical strategies and symbols.

To support fluency and mental agility, we also use *Race to Mars*, a dedicated programme designed to strengthen pupils' Mental Maths skills in a fun and engaging way.

Through a range of teaching strategies and resources, we aim to help pupils build strong foundations in mathematical understanding, enabling them to approach new concepts with confidence as they progress through their learning journey.



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 Term

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

In Term 2A, 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 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

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 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 School, we follow the UAE Ministry of Education's Moral, Social, and Cultural Studies curriculum, which is structured across three core domains: Moral, Social and Cultural. Each domain is delivered through distinct and purposeful approaches that support the development of well-rounded, responsible and culturally aware students.

The Social domain focuses on society, citizenship and how people live and interact. The curriculum is designed to build students' understanding of local history and geography. It fosters a strong sense of national identity and heritage, while encouraging students to think critically about their communities, the wider world and their role within it.

The Moral domain nurtures students' ethics, values and personal responsibility, helping them to develop strong character and a sense of integrity. Key values such as respect, empathy and tolerance are emphasised to promote responsible and compassionate citizenship.

The Cultural domain incorporates elements of global history and geography to help students understand the beliefs, languages, traditions and customs of different cultures. These lessons deepen students' appreciation of diversity, broaden their global perspectives and encourage respect for cultural heritage and shared human values.



Year 4 Curriculum

Year 4 Moral, Social & Cultural Studies Overview by Term

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 3B, 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

Music

In Year 4, students continue to receive 1 hour per week dedicated to Music and Dance, taught by specialist teachers. In the Music units, students build on their vocal skills by learning songs that incorporate a wider vocal range and greater dynamic contrast. Listening skills are further developed through exposure to a variety of musical styles and genres, with an introduction to key composers and musicians. Students engage in guided discussions to analyse and respond to what they hear. In composition, students continue to explore musical notation and are introduced to the concepts of major and minor, gaining a deeper understanding of how these influence mood and tone in music. Year 4 students also have the opportunity to join the Primary Choir, which represents GEMS Metropole School at events throughout the academic year.



Year 4 Curriculum

Art and Design

At GEMS Metropole School, 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 GEMS 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.

We recommend a useful website, should students wish to continue with their learning at home: www.duolingo.com.



Year 4 Curriculum

Computing and Innovation

In Year 4, students continue to follow the Kapow Primary Computing Curriculum, building on the foundations laid in previous years. They will explore how computer systems and networks operate, learning how digital devices connect and communicate with one another. This helps students understand the structure and purpose of networks, including those used within the school environment, and how collaboration can be supported through digital systems.

In programming, students extend their skills using block-based coding in Scratch. They learn how to use sequences, loops and variables to create more complex and interactive animations and programs. Debugging becomes an important focus, encouraging logical thinking and resilience when faced with challenges in their code. These skills are developed through practical, creative tasks that allow students to see how programming can be applied in real-world contexts.

Students also explore media creation and web design, gaining hands-on experience in combining text, images and audio to design simple web pages. They are introduced to basic HTML elements and begin to understand how websites are structured and presented. This supports both their creative and technical development, giving them greater confidence in using digital tools for communication.

As with all year groups, online safety is a vital part of the curriculum. In Year 4, students continue to build their awareness of how to stay safe online, manage their digital identity and understand the consequences of their actions in digital spaces. They are encouraged to think critically about the content they encounter and to make responsible decisions when engaging with technology.

This comprehensive and progressive approach ensures that students in Year 4 are not only confident users of technology but also thoughtful, safe and creative digital citizens.



Year 4 Curriculum

Arabic A

في السنة الرابعة، يهدف منهاج اللغة العربية إلى تعزيز المهارات اللغوية التي اكتسبها الطلبة في السنوات السابقة وتوسيعها. يركز المنهاج على تعميق فهم الطلبة للنصوص المكتوبة والمسموعة، من خلال تقديم نصوص أكثر تعقيداً وتنوعاً، 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 بالجملة المركبة، وتطبيق علامات الترقيم بشكل صحيح.

كما يركز المنهاج 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 المنهاج 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 أيضاً قواعد الطهارة وكيفية أداء الوضوء والغسل بشكل صحيح.

القرآن الكريم: يحفظ الطلبة سوراً 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.



Year 4 Curriculum

Values in Action

At GEMS Metropole School, our Values in Action programme is delivered through one dedicated hour each week and forms a key part of our commitment to the Moral element of the UAE Moral, Social, and Cultural (MSC) framework.

This programme follows the Positive Education Enhanced Curriculum (PEEC), which is designed to develop students' character, wellbeing, and sense of moral responsibility. At the heart of the curriculum are 24-character strengths - such as kindness, perseverance, honesty and courage - which are explicitly taught and modelled throughout the school. These strengths are closely aligned with our school values: *One Team, Excellence, Care, Leadership* and *Always Learning*, as well as our unique Gemstones, which further reinforce the importance of personal growth and positive behaviour.

Lessons are interactive and engaging, incorporating drama and role play to help students explore real-life situations and apply character strengths in meaningful ways. These activities encourage empathy, perspective-taking and collaborative problem-solving, making the learning experience both impactful and memorable. Through reflective discussions and practical application, students learn to recognise and develop their strengths, build positive relationships and grow into responsible, ethical citizens who contribute positively to their communities.



Year 4 Curriculum

Extra-Curricular Opportunities

At GEMS Metropole School, learning extends beyond the classroom through a vibrant programme of extra-curricular activities offered before school, during lunchtime and after school. These opportunities allow students to explore their passions, develop new skills and build confidence in a supportive environment. From sports and music to journalism and debate, there's something to inspire every learner. Alongside our on-campus activities, students also benefit from enriching off-site educational visits. These trips provide real-world context to their studies, promote independence and deepen their understanding of the world around them.

Values and Social Responsibility

At the heart of our school's ethos is a strong commitment to developing values and social responsibility, closely aligned with our core values of Leadership, Excellence, One Team, Always Learning and Care.

We deliver this through a well-rounded and engaging programme that includes Values in Action lessons, built on the Positive Education Enhanced Curriculum, which help students understand and live out these values in meaningful ways.

Our Values in the Community home projects encourage pupils to demonstrate leadership and care by taking initiative and contributing to their communities. Through participation in the Junior Duke award scheme, students strive for excellence as they tackle challenges that build confidence, independence and resilience.

Our Care Packages initiative reinforces the importance of empathy and service, promoting a strong sense of community and compassion. Working collaboratively across all these programmes fosters a One Team spirit, ensuring our students grow into responsible, capable and values-driven individuals.



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.

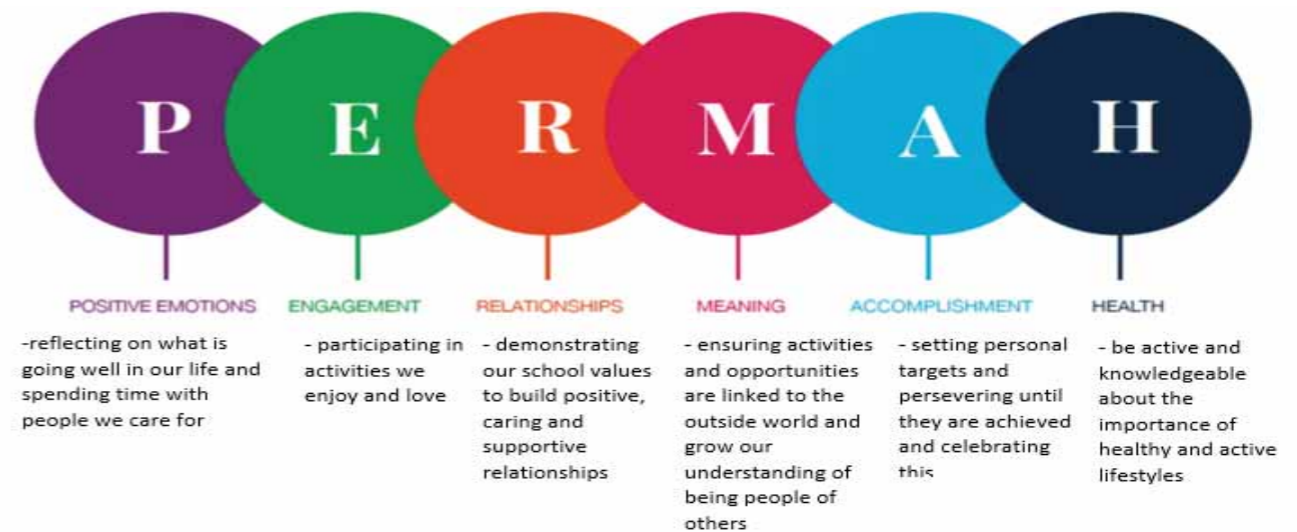
Student Wellbeing

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: 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 information.

Weekly Whole School Newsletter

Every Friday, you will receive the school newsletter, which contains important updates for the entire school. It includes messages from the principal, information on Care and Support, Arabic and Islamic studies, Al Noor Centre, and various ongoing activities.

Head of Values School Newsletter

This newsletter contains a wider view of what is happening within the school.

GO4Schools / School Reports


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


Parent-Teacher Meetings

Your child's class teacher will host 2 parent-teacher meetings over the course of the year. This is an opportunity for you to book an appointment to meet with your teacher and discuss your child's academic and social progress and take a look at their work in books.





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