



SAFA
BRITISH
SCHOOL

Curriculum booklet



Year 4



SAFA
BRITISH
SCHOOL

Contents

English

Mathematics

Science

MSCS

French

Creative Arts

Physical Education





English

Reading

Decoding

- I can read age-appropriate books with confidence and fluency (including whole novels).
- I can read aloud with intonation that shows understanding.
- I can work out the meaning of words from the context.
- I can maintain fluency and accuracy when reading complex sentences, with subordinate clauses.
- I can respond to more sophisticated punctuation.
- I can read a wider range of challenging texts that are above chronological age with fluency and understanding, decoding any unfamiliar words with speed and skill and recognise their meaning through contextual cues.

Comprehension

- I can summarise the main ideas drawn from more than one paragraph.
- I can discuss complex narrative plots.
- I can compare, contrast and evaluate features of non-fiction texts, such as bullet points, labels and diagrams.
- I can retrieve information from non-fiction.
- I can discuss how characters change and develop through texts by drawing inferences based on indirect clues.
- I can draw out key information and summarising the main ideas in a text.

Inference

- I can explain understanding of what I have read, drawing inferences and justifying these with evidence.
- I can predict what might happen from details stated and implied.
- I can draw information from different parts of the text to infer meaning.
- I can infer a character's moods, thoughts, feelings and attitudes using evidence from the text.
- I can recognise different points of view.





English

Reading

Language Features

- I can evaluate how authors use language, including figurative language, considering the impact on the reader.
- I can identify and describe the styles of individual writers and poets.
- I can identify and comment on expressive, figurative and descriptive language to create effect in poetry and prose.
- I can recognise language features of a range of non-fiction text-types that support understanding.
- I can analyse the use of language, including figurative language and how it is used for effect.

Personal Responses

- I am able to talk about themes in a story and recognise thematic links with other texts.
- I can recognise ways in which writer's present issues and points of view in fiction and non-fiction texts.
- I can talk about the author's techniques for describing characters, settings and actions.
- I can consider different accounts of the same event and discuss viewpoints (both of authors and of fictional characters)
- I can compare how two authors present the same theme or idea.

Wider Reading

- I can make comparisons within and across books. How do these books deal with the same theme?
- I can compare the openings of a particular novel with the beginnings of other novels read recently.
- I understand that texts reflect the time and culture in which they were written.
- I can participate in discussions about books, building on my own and others' ideas and challenging views courteously.
- I can participate in discussions about books, building on my own and others' ideas and challenging views courteously.
- I can read for pleasure, discuss, compare and evaluate in depth a wide range of genres including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions.





English

Writing

Handwriting

- Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.
- Increase the legibility, consistency and quality of their handwriting, [for example, by ensuring that the downstrokes of letters are parallel and equidistant, and that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].

Composition

- Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.
- Discussing and recording ideas.
- Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structure.
- Organising paragraphs around a theme.
- In narratives, creating settings, characters and plot.
- In non-narrative material, using simple organisational devices [for example, headings and sub-headings].
- Evaluate and edit by assessing the effectiveness of their own and others' writing and suggesting improvements.
- Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.
- Proofread for spelling and punctuation errors.
- Read their own writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.





English

Spelling, Grammar and Punctuation

Spellings

- Use further prefixes and suffixes and understand how to add them.
- Spell further homophones.
- Spell words that are often misspelt.
- Place the possessive apostrophe accurately in words with regular plurals [for example, *girls'*, *boys'*] and in words with irregular plurals [for example, *children's*].
- Use the first 2 or 3 letters of a word to check its spelling in a dictionary.
- Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.

Grammar and Punctuation

- Extending the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although.
- Using the present perfect form of verbs in contrast to the past tense.
- Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.
- Using conjunctions, adverbs and prepositions to express time and cause.
- Using fronted adverbials.
- Using commas after fronted adverbials.
- Indicating possession by using the possessive apostrophe with plural nouns.
- Using and punctuating direct speech.





English

Spelling, Grammar and Punctuation

Detail of content to be introduced	
Word	• The grammatical difference between plural and possessive –s • Standard English forms for verb inflections instead of local spoken forms [for example, <i>we were</i> instead of <i>we was</i>, or <i>I did</i> instead of <i>I done</i>]
Sentence	• Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. <i>the teacher</i> expanded to: <i>the strict maths teacher with curly hair</i>) • Fronted adverbials [for example, <i>Later that day</i>, <i>I heard the bad news.</i>]
Text	• Use of paragraphs to organise ideas around a theme • Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition
Punctuation	• Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: <i>The conductor shouted, "Sit down!"</i>] • Apostrophes to mark plural possession [for example, <i>the girl's name</i>, <i>the girls' names</i>] • Use of commas after fronted adverbials
Terminology for pupils	• determiner pronoun, possessive pronoun adverbial





Maths

Term 1

Number: Place Value

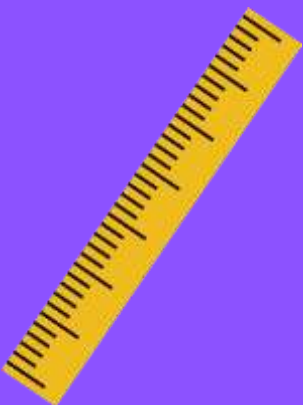
- Count in multiples of 6, 7, 9, 25 and 1000. Find 1000 more or less than a given number.
- Recognise the place value of each digit in a four digit number (thousands, hundreds, tens and ones)
- Order and compare numbers beyond 1000
- Identify, represent and estimate numbers using different representations.
- Round any number to the nearest 10, 100 or 1000
- Solve number and practical problems that involve all of the above and with increasingly large positive numbers.
- Count backwards through zero to include negative numbers.
- Read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of zero and place value.

Number: Addition and Subtraction

- Add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate.
- Estimate and use inverse operations to check answers to a calculation.
- Solve addition and subtraction two step problems in contexts, deciding which operations and methods to use and why.

Number: Multiplication and Division

- Recall and use multiplication and division facts for multiplication tables up to 12×12 .
- Count in multiples of 6, 7, 9, 25 and 1000
- Use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers.
- Solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by one digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects.





Maths

Term 2

Number: Multiplication and Division

I

- Recall and use multiplication and division facts for multiplication tables up to 12×12 .
- Use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers.
- Recognise and use factor pairs and commutativity in mental calculations.
- Multiply two digit and three digit numbers by a one digit number using formal written layout.
- Solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by one digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects.

Measurement: Length and Perimeter

- Measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres
- Convert between different units of measure [for example, kilometre to metre]

Measurement: Area

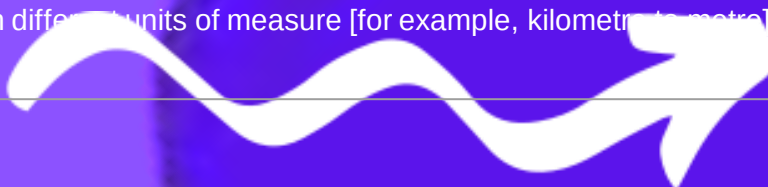
- Find the area of rectilinear shapes by counting squares.

Number: Fractions

- Recognise and show, using diagrams, families of common equivalent fractions.
- Count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten.
- Solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number.
- Add and subtract fractions with the same denominator.

Decimals

- Recognise and write decimal equivalents of any number of tenths or hundredths.
- Find the effect of dividing a one or two digit number by 10 or 100, identifying the value of the digits in the answer as ones, tenths and hundredths
- Solve simple measure and money problems involving fractions and decimals to two decimal places.
- Convert between different units of measure [for example, kilometre to metre]





Maths

Term 3

Decimals

- Compare numbers with the same number of decimal places up to two decimal places.
- Round decimals with one decimal place to the nearest whole number.
- Recognise and write decimal equivalents to $\frac{1}{4}$, $\frac{1}{2}$ and $\frac{3}{4}$
- Find the effect of dividing a one or two digit number by 10 or 100, identifying the value of the digits in the answer as ones, tenths and hundredths

Measurement: Money

- Estimate, compare and calculate different measures, including money in pounds and pence.
- Solve simple measure and money problems involving fractions and decimals to two decimal places.

Time

- Convert between different units of measure [for example, kilometre to metre; hour to minute]
- Read, write and convert time between analogue and digital 12- and 24- hour clocks.
- Solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days.

Statistics

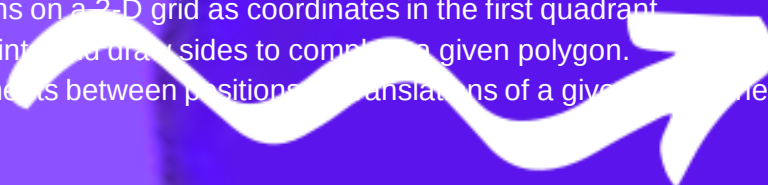
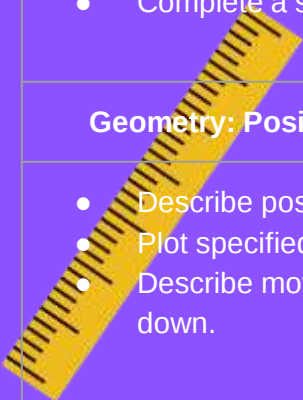
- Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs.
- Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs

Geometry; Properties of Shape

- Identify acute and obtuse angles and compare and order angles up to two right angles by size.
- Compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes.
- Identify lines of symmetry in 2-D shapes presented in different orientations.
- Complete a simple symmetric figure with respect to a specific line of symmetry.

Geometry: Position and Direction

- Describe positions on a 2-D grid as coordinates in the first quadrant
- Plot specified points and draw sides to complete a given polygon.
- Describe movements between positions as translations of a given shape; left/ right and up/ down.





Science

Animals, including humans

- Describe the simple functions of the basic parts of the digestive system in humans. identify the different types of teeth in humans and their simple functions, compare these to the teeth of carnivores and herbivores.
- Construct and interpret a variety of food chains, identifying producers, predators and prey.
- Establish the seven life processes for human beings and plants

All living things in their habitats

- Recognise that living things can be grouped in a variety of ways. **Include vertebrate and invertebrate groups.** explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment .
- Recognise that environments can change and that this can sometimes pose dangers to living things, explore how this affects how creatures carry out their life processes.
- How we can protect living things and their habitats

States of matter

- Compare and group materials together, according to whether they are solids, liquids or gases. Establish the properties of the states of matter.
- Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C). Water must be identified according to its properties.
- Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.





Science

Sound

- Identify how sounds are made, associating some of them with something vibrating e.g the strings on a musical instrument.
- Recognise that vibrations from sounds travel through a medium to the ear.knowledge of how the ear works to hear the sound and appreciation for the dangers of loud sound on the ears.
- Find patterns between the pitch of a sound and features of the object that produced it.be able to change the pitch on a suitable instrument .
- Find patterns between the volume of a sound and the strength of the vibrations that produced it be able to change the loudness on a suitable instrument.
- Recognise that sounds get fainter as the distance from the sound source increases.

Electricity

- Identify common appliances that run on electricity and safety with electricity must be covered.
- Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers.
- Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery. recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit.
- Recognise some common conductors and insulators, and associate metals with being good conductors.





Science

Working Scientifically

Questioning

I can ask my own questions.

Raise their own relevant questions about the world around them.

Scientific enquiry

I can plan and set up different type of enquires.

- They can set up a simple fair test to make comparisons.
- They plan a fair test and isolate variables, explaining why it was fair and which variables have been isolated.
- They can suggest improvements and predictions.
- They can decide which information needs to be collected and decide which is the best way for collecting it.
- They can use their findings to draw a simple conclusion.

Simple test

I can set up my own simple tests.

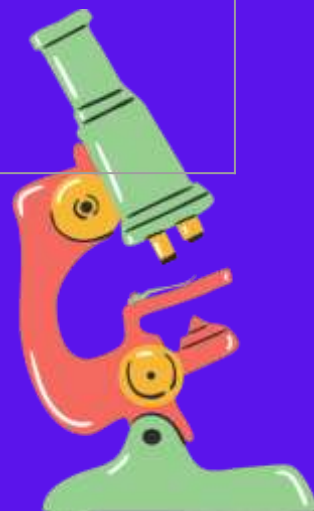
Set up simple practical enquiries, comparative and fair test.

Recognise when a simple fair test is necessary and help to decide how to set it up.

Classification/grouping

can Identifying and Classifying my data.

Talk about the criteria for grouping, sorting and classifying; and use simple keys.





Science

Working Scientifically

Secondary Sources

I can use secondary sources when required.

Recognise when and how secondary sources might help them to answer questions that cannot be answered through practical investigations.

Equipment/measurement

I can use different equipment to measure accurately in standard units.

The type of simple equipment they would need to take accurate measurements using standard units such as thermometers.

Observation

I can make careful observations.

They make systematic and careful observations. Begin to look for naturally occurring patterns and relationships. Decide what data to collect.

Record data

I can gather, record, classify and present data in different ways eg. Labelled diagram.

- They can make decisions about how to analyse this data.
- They can collect, record data from their own observation and take measurements using different equipment and units of measure and record what they have found in a range of ways e.g. notes, bar chart, tables, standard units, drawings, labelled diagrams, keys.
- They can make accurate measurements using standard units. They can explain their findings in different ways (display, presentation, writing).





Science

Working Scientifically

Conclusion

I can draw simple conclusions and explain my conclusion orally or in writing.

They can look for changes, patterns, similarities and differences in their data to draw simple conclusions and answer questions. They can use relevant simple scientific language to discuss their ideas and communicate their findings. They can evaluate what they have found using scientific language, drawings, labelled diagrams, bar charts and tables. They can use straightforward scientific evidence to answer questions or to support their findings.

They can identify differences, similarities or changes related to simple scientific ideas or process

Further Questioning

I can suggest improvements and raise further questions.

They can identify new questions arising from the data, making predictions for new values within and beyond the data they have collected and find new ways of improving what they have already done.





MSC

Moral, Social and Cultural Studies

Character and Morality

- Explain what treating people equally means
- Distinguish between cases of treating people equally and treating people fairly
- Recognise how to respond when confronted with examples of inequality of treatment
- Explain what is meant by appreciation and how to express it in ways that are appropriate
- Demonstrate and show how they know what it means to be thoughtful and show consideration for others
- Show a greater understanding of how their actions affect the feelings of others around them
- Explain why co-operative working is important and how group activities should be conducted
- Participate in group work effectively

Individual and Community

- Demonstrate an awareness of their world and where they fit within it, ranging from their immediate experiences of the world through to the wider world at community and country levels. Inspect the wider world and the people in it
- Name the people and things that matter to them and give reasons why they are important; demonstrate how to show care, value and respect for things that matter to them
- Explain why it is important to protect the environment, at school, in the community and globally, identify the things that can damage these environments and suggest ways to minimise or prevent environmental damage
- Utilise acquired skills and knowledge to protect the environment, using communication skills to work with others and engage them in this action, use problem solving skills to overcome challenges and show commitment and persistence to complete the task
- Illustrate what it means to take responsibility for their own behaviour and identify when and how their behaviour may upset others and how being honest about their own actions can benefit others
- Explain what bullying is and identify the reasons why people bully others; discuss the characteristics of a bully, different forms of bullying, the power imbalance and suggest ways to prevent or stop bullying
- Explain how it might feel to be a target of, or a witness to, bullying
- Recognise when and how to tell someone about bullying and how to have the courage to speak out about it
- Demonstrate how to stay safe online, using basic IT skills to manage safety and using caution to assess interactions and situations that may be unsafe





MSC

Moral, Social and Cultural Studies

History

- Construct timelines and record events chronologically
- Examine historical records, artefacts and photos to answer basic questions about times and events in history
- Explain how the actions of prominent individuals helped shape the world around them
- Explain the roles played by historical figures and their impact on history
- Identify examples of people or groups who have had an impact on world history
- Recognise and analyse connections between people and events in local and regional history

Geography

- Compare and contrast information about the past provided in different sources
- Explain how geographical features and natural resources shape people's lives
- Explain the relationship between various geographical phenomena caused by two movements of earth, for example; day and night, seasons, latitudes and longitudes, etc
- Discuss different types of maps and explain how they serve various purposes
- Choose appropriate resources and geographical tools to generate and interpret information about the earth
- Evaluate the different ways people affect the environment
- Make use of different types of maps to solve problems

Sociology

- Explain significant human activities, and how they affect the environment in different parts of the world
- Create illustrations and models explaining how natural environments impact on people's lives
- Discuss how physical and human characteristics of places and people have changed from past to present
- Recognise how people from different cultural backgrounds meet their needs and concerns

Economics

- Distinguish the differences between human, natural and capital resources
- Explain how land, natural resources, labour, trade and/ or technology, affect economic activities in a local community
- Explain how and for whom, communities produce goods and services





MSC

Moral, Social and Cultural Studies

Information Literacy

- Summarise and compare information gathered from various maps, by reading the map key
- Present information gathered to an intended audience clearly and fluently
- Gather relevant information from various sources for Social Studies topics, independently
- Compose an answer to a question, about some information you have gathered
- Create various forms of written work on some information you have gathered, such as, a poem, a comic, a short story or a PowerPoint, etc

Information Processing

- Design a presentation justifying arguments regarding a certain event
- Propose a plan to solve a contemporary local issue
- Construct an argument using evidence from various sources and present it to others
- Find evidence to analyse various points of view for the same event
- Recommend and implement a plan to solve a school wide or local issue using evidence

Heritage

- Discuss own cultural identity and talk about what has influenced it
- Explain and give a range of examples of 'Culture'
- Identify and explain aspects of Emirati Culture in general, and own individual cultural identity, to peers and the teacher
- Explain how exploring cultural diversity helps to define own culture and also how to appreciate that of others
- Explain how an individual's cultural identity has many aspects and explain how it may be influenced in a variety of ways
- Identify a range of cultural diversity within the UAE
- Construct a simple cultural map
- Discuss some of the challenges and benefits of living in a culturally diverse society
- Explain and compile a simple analysis of ways in which Emirati culture is similar to or different from cultures elsewhere in the world

Civics

- Identify ways in which people make a difference in their community, country or the world
- Identify various forms of institutions and explain how these institutions meet the needs and wants of society
- Explain the benefits and responsibilities of members of a community and the institutions that serve them





French

Classroom Items

- Recall from memory a selection of nouns and indefinite articles for common classroom objects.
 - Learn how to use the negative in French.
 - Describe what we have and do not have in our pencil case.
- Respond to simple classroom commands.

Talking about Myself

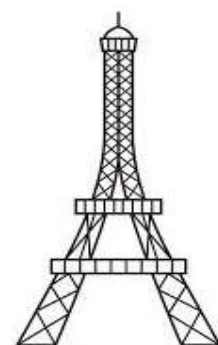
- Use basic greetings in French, ask somebody how they are feeling and reply when asked
- Ask somebody their name in French and reply when asked.
- Ask somebody where they live in French and reply when asked
- Express my nationality in French and understand basic gender agreement rules
- Describe physical appearance (hair and eyes)
- Describe personality

Family

- Remember the nouns for different family members in French from memory with their articles/determiners.
- Describe our own or a fictitious family in French by name, age and relationship
- Learn numbers up to 70 and the multiples of ten (10-100) in French.
- Understand possessive adjectives better in French ('my' form only).

My Pets

- Know the nouns and indefinite articles for 8 common pets.
- Ask somebody if they have a pet and give an answer back.
- Say in French what pet we have/do not have and give our pet's name.
- Start to use the simple conjunctions et (and) and mais (but) to make more complex and interesting sentences.
- Describe your pet.





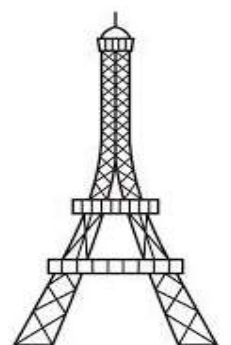
French

Ordering in a Café

- Recall from memory a wider range of nouns and indefinite articles/determiners for common foods, snacks and drinks in a typical French 'salon de thé', improving our cultural knowledge of France.
- Understand better how to make nouns plural in French.
- Improve our knowledge of French currency.
- Order what we would like to eat and drink in a role-play in French.

Weather

- Ask what the weather is like and respond in French.
- Recognise and recall the conjunctions 'et' (and) & 'mais' (but).
- Recognise and recall the 4 core compass points in French.
- Recognise and recall numbers 1-31 in French to express the temperature.
- Recognise and recall the 7 days of the week and the time of day in French.
- Present a weather forecast in French.





Creative Arts

Art

Creating and Exploring

- I continue to use sketches to record my observations.
- I can research using a variety of resources to help develop ideas for my artwork.
- I can develop my technical skills when using new materials or techniques.
- I can explain how a particular technique I used achieves a desired effect and the impact this has on my work.

Evaluating

- Regularly reflect upon their own work, and use comparisons with the work of others (pupils and artists) to identify how to improve.

Generating Ideas

- Select and use relevant resources and references to develop their ideas.
- Use sketchbooks and drawing purposefully to improve understanding, inform ideas and plan for an outcome.

Knowledge

- Talk about and describe some of the key ideas, techniques and working practices of a variety of artists, craftspeople, architects and designers that they have studied.
- Talk about and be able to demonstrate how tools they have chosen to work with should be used effectively and with safety.

Making

- Investigate the nature and qualities of different materials and processes systematically.
- Apply the technical skills they are learning to improve the quality of their work.





Creative Arts

Music

Improvising and Composing

- I can improvise and compose within known structures featuring musical changes.
- I can improvise and compose with an awareness of context and purpose.

Listening and Understanding

- I can listen to music with layered parts, noticing how the layers fit together.
- I can develop an awareness of the music's context, purpose and the composer's intent.
- I can identify some of the structural and expressive aspects of music heard (e.g. rhythmic repetition on the drum).
- I can give opinions, using appropriate musical vocabulary to justify these.
- I can recognise different compositions and name their composer.■

Performance: Instrumental

- I can maintain rhythmic and melodic repetition in 2, 3, and 4 metre.
- I can maintain an independent part within a group, using controlled playing techniques.■

Performance: Vocal

- I can sing rounds and partner songs, maintaining my part.





Physical Education

The national curriculum for physical education aims to ensure that all pupils:

- develop competence to excel in a broad range of physical activities
- are physically active for sustained periods of time
- engage in competitive sports and activities
- lead healthy, active lives

- Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement.
- They should enjoy communicating, collaborating and competing with each other.
- They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.
- use running, jumping, throwing and catching in isolation and in combination
- play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending
- develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- perform dances using a range of movement patterns
- take part in outdoor and adventurous activity challenges both individually and within a team
- compare their performances with previous ones and demonstrate improvement to achieve their personal best.

