

**Safa**  
British School



مدرسة الصفا  
البريطانية

# Curriculum booklet



Year 4



# Contents

English

Maths

Science

Arabic

Islamic

MSCS

French

Creative Arts



# 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)

### 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	<ul style="list-style-type: none"> <li>The grammatical difference between plural and possessive –s</li> <li>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>]</li> </ul>
Sentence	<ul style="list-style-type: none"> <li>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>)</li> <li>Fronted adverbials [for example, <i>Later that day</i>, <i>I heard the bad news.</i>]</li> </ul>
Text	<ul style="list-style-type: none"> <li>Use of paragraphs to organise ideas around a theme</li> <li>Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition</li> </ul>
Punctuation	<ul style="list-style-type: none"> <li>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>]</li> <li>Apostrophes to mark plural possession [for example, <i>the girl's name</i>, <i>the girls' names</i>]</li> <li>Use of commas after fronted adverbials</li> </ul>
Terminology for pupils	<ul style="list-style-type: none"> <li>determiner pronoun, possessive pronoun adverbial</li> </ul>



# 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

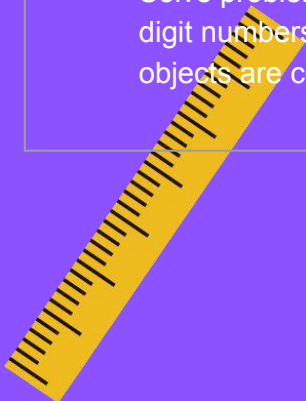
- Add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate.
- Estimate and use inverse operations to check answers to a calculation.
- Solve addition and subtraction two step problems in contexts, deciding which operations and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

### 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]

### Number: Multiplication and Division

- Recall and use multiplication and division facts for multiplication tables up to  $12 \times 12$ .
- 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

- Recall and use multiplication and division facts for multiplication tables up to  $12 \times 12$ .
- 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: Area

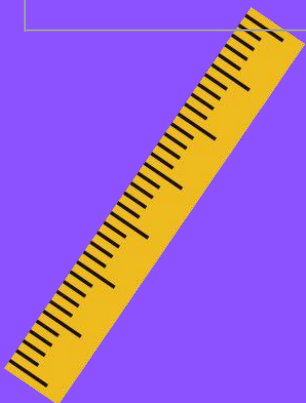
- Find the area of rectilinear shapes by counting squares.

### 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

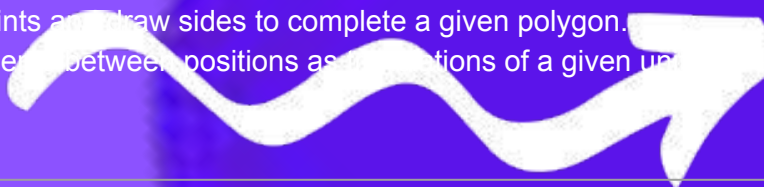
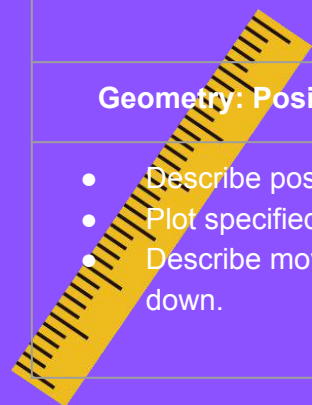
- Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs.
- Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs

### 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 unit (up/down, 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.

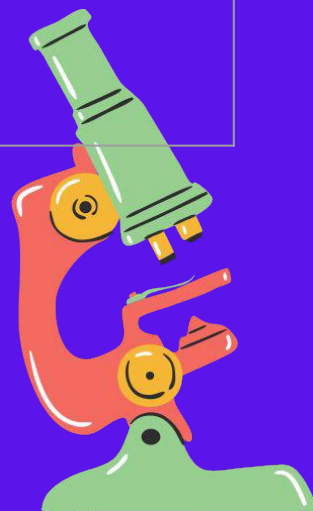
Set up simple practical enquiries, comparative and fair test.

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

### Classification/grouping

I 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.

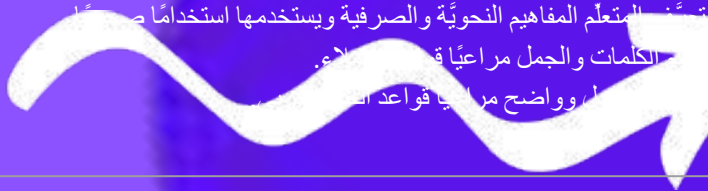
They can identify new questions arising from the data, making predictions for new values within and beyond the data they have collected and find new ways of improving what they have already done.



# Arabic A

الإطار العام للمعايير حسب الوثيقة الوطنية:

- مجالات اللغة العربية هي ستة مجالات وفي مايلي المحاور والمعايير الأساسية لكل مجال:
- أساسيات القراءة:
- المعرفة بالكتب والمطبوعات: أن يظهر المتعلم فهماً للمادة المطبوعة ومكوناتها والغرض منها، ويميز البنية التنظيمية للنصوص القرائية.
- الوعي الصوتي: أن يظهر المتعلم فهماً بالأصوات والمقاطع الصوتية، والرُّموز المطبوعة والكلمات التي تمثلها.
- تعرّف الكلمات والطلاقة: أن يطبّق المتعلّم استراتيجيات القراءة الصّحيحة للكلمات والنصوص بدقة وطلاقة مع فهم المعنى والدلالات.
- قراءة النصوص الأدبية :
- معرفة الفكر الرئيسيّة والتفاصيل: أن يحدّد المتعلّم الفكر الرئيسيّة والتفاصيل المساندة التي تسهم في توضيح الفكرة الرئيسيّة، أو الرّسالة العامّة، أو الدروس المقدّمة في النّمُوص الأدبيّة.
- تحليل النّص: أن يحدّد المتعلّم جوانب في النّمُوص الأدبيّة ويفهمها، ويحلل عناصر النّص وخيارات المؤلفين في اختيار الكلمات والأساليب الأدبيّة المناسبة لنصوصهم.
- تكامل المعرفة مع الفكر: أن يقرأ المتعلّم نصوصاً شعريّة أو نثريّة متنوعة ويحللها ويبنيها ويدمج الفكر المتعلقة بها، لبناء معرفة وفهم جيدين عن الفكرة المحوريّة والوسائل المتسلسلة في الأعمال الأدبيّة.
- قراءة النصوص المعلوماتيّة:
- معرفة الفكر الرئيسيّة والتفاصيل: أن يقرأ المتعلّم النّص المعلوماتيّ بعمق وشموليّة ويحدّد الفكرة المركزيّة والفكر الرئيسيّة، ويستنتج العلاقات ضمن النّص الواحد والنّمُوص المختلفة.
- تحليل النّص: أن يحلل المتعلّم عناصر النّص واختيار الكاتب للكلمات، ويقيم الطرائق التي تساهم فيها تراكيب الجمل في بناء النّص، وأساليب عرض وجهة النّظر أو طريقة كتابة النّص وطابعه.
- تكامل المعرفة مع المهارات: أن يبيّن وظيفة النّص من خلال الوسائط المختلفة، وبناءً على ما جاء فيها من معارف وآراء ، ويبني خبرات جديدة ليوظفها في تحديات مصوغة.
- الكتابة:
- البحث لبناء المعرفة: أن يبحث المتعلم عن المعلومات ويطبقها في موضوعات كتابيّة توصله إلى أغراض محدّدة تظهر فهمه بالمادة التي يبحث عنها وتتناسب مع غرض الكتابة و طبيعتها.
- إنتاج الأعمال الكتابية: أن ينتج المتعلّم أعمالاً كتابيّة واضحة ومتنوعة تظهر وعيه نحو التنظيم والترتيب متلائمة مع المهمّة والغاية.
- أن ينتج المتعلم نصوصاً تصف الأشياء والأشخاص من محيطه وتتحدّث عن أحداث وخبرات مألوفة وتنصف له وتظهر فيها السّلامة النّحويّة.
- أن يستخدم المتعلم التكنولوجيا بما فيها الشبكة المعلوماتية وغيرها من المصادر لينشر عملاً كتابيّاً متماسكاً.
- الاستماع والمحادثة:
- استيعاب المعرفة وتقديمها: أن يظهر المتعلم فهماً للمادة المسموعة، ويتواصل مع الآخرين مقدّماً المعلومات والنتائج المدعومة بالأمثلة لإقناع المستمعين وجذبهم نحو الموضوع المطلوب مستخدماً اللغة العربية الفصيحة.
- أن يشارك المتعلم بالنقاشات مع معلميه وزملائه، وذلك وفقاً لمجموعة مصوغة من السياقات والمهام مظهرًا إجادته للغة العربية الفصيحة.
- أن يستخدم المتعلم الوسائل الرقمية في العروض البصرية للتعبير عن المعلومات ، ويفهم المادة المعروضة من خلال هذه الوسائط.
- اللغة:
- اكتساب المفردات واستخدامها " المعجم": أن يكتسب المتعلّم المفردات الجديدة من خلال احتكاكه بمواقف منوّعة " اجتماعيّة، رياضيّة، ...".
- بنية اللّغة العربيّة " النحو والصّرف": أن يتّسّن المتعلّم المفاهيم النحويّة والصرفيّة ويستخدمها استخداماً صحيحاً.
- بنية اللّغة العربيّة " الإملاء": أن يكتسب المتعلّم المفردات الجديدة من خلال احتكاكه بمواقف منوّعة " اجتماعيّة، رياضيّة، ...".
- بنية اللّغة العربيّة " الخط": أن يكتسب المتعلّم المفردات الجديدة من خلال احتكاكه بمواقف منوّعة " اجتماعيّة، رياضيّة، ...".



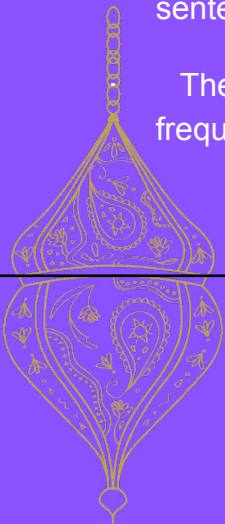
# Arabic B

## Listening

- The listener can often understand simple words, expressions and sentences related to daily life.
- The listener can also understand limited information within an oral discourse, and the general idea sometimes.
- The listener can often understand some information out of simple sentences (one sentence at a time) in personal and social contexts, supported with nonlinguistic clues.
- The listener can understand sentences that express practical needs, as well as some frequently used expressions and instructions, particularly those learned before

## Speaking

- The listener can often understand simple words, expressions and sentences related to daily life.
- The listener can also understand limited information within an oral discourse, and the general idea sometimes.
- The listener can often understand some information out of simple sentences (one sentence at a time) in personal and social contexts, supported with nonlinguistic clues.
- The listener can understand sentences that express practical needs, as well as some frequently used expressions and instructions, particularly those learned before.



# Arabic B

## Reading

- The reader can understand familiar words, expressions and sentences in short simple texts related to daily life.
- The reader can understand some key information in such texts.
- The student can understand a simple comment describing a certain picture.
- The student can understand the categories on a diagram/chart.
- The student can distinguish different greeting messages on postcards.
- The student can recognize city locations on a map.
- The student can understand public transportation schedule.
- The student can understand the working hours of businesses.
- The student can understand the labels on recycling bins.

## Writing

- The student can write about himself/herself, using previously learned sentences and phrases.
- The student can write lists including likes and dislikes, such as school subjects, sports and activities.
- The student can create a table of information on family members to include: name, age, relationship, and their likes and dislikes.
- The student can write simple sentences about where he or she live.
- The student can create simple lists for multiple purposes.
- The student can write simple phrases about weekend activities.
- The writer can write down simple information when he or she listens to a class activity or a short conversation.
- The writer can write short simple texts and comments about familiar everyday topics.

# Islamic A

## الوحي الإلهي

- يُسَمَّع السُّورَ الْقُرْآنِيَّةَ الْآتِيَّةَ مَجُودَةً: البينة، العلق، الهمزة، الشرح، القارعة، الليل، الشمس، البلد، الفجر.
- يَفْسِّرُ الْمَعْنَى الْإِجْمَالِيَّ لِلسُّورِ الْمَقْرَّرَةِ.
- يُطَبِّقُ آدَابَ التَّلَاوَةِ (الاستعاذة والبسملة).
- يُسَمَّعُ ثَمَانِيَّةً مِنَ الْأَحَادِيثِ النَّبَوِيَّةِ الشَّرِيفَةِ:
- الَّذِي يَقْرَأُ الْقُرْآنَ وَهُوَ مَاهِرٌ فِيهِ.
- إِنْ الصَّدَقَ يَهْدِي إِلَى الْبِرِّ.
- مَثَلُ الْمُؤْمِنِينَ فِي تَوَادِهِمْ وَتَرَاحِمِهِمْ.
- الصَّلَوَاتُ الْخَمْسُ وَالْجُمُعَةُ إِلَى الْجُمُعَةِ.
- مَا مِنْ شَيْءٍ أَثْقَلُ فِي مِيزَانِ الْعَبْدِ الْمُؤْمِنِ.
- الْبَخِيلُ مَنْ ذُكِرَتْ عَنْدهُ فَلَمْ يُصَلِّ عَلَيَّ.
- لَا يَدْخُلُ الْجَنَّةَ قَاطِعٌ رَحِمٍ.
- عَنْ أَنَسٍ: أَسْرَّ إِلَى نَبِيِّ اللَّهِ صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ سِرًّا.
- يَسْتَنْتِجُ أَهَمَّ الْهَدَايَاتِ النَّبَوِيَّةِ الَّتِي تَتَضَمَّنُهَا الْأَحَادِيثُ الشَّرِيفَةُ.

## العقيدة

- يُحَدِّدُ أَسْمَاءَ بَعْضِ الْمَلَائِكَةِ وَصِفَاتِهِمْ وَأَدْوَارَهُمْ.
- يَوْضَحُ مَعْرِفَتَهُ بِأَدْوَارِ الْمَلَائِكَةِ فِي تَعْزِيزِ سُلُوكِهِ الْإِجْبَابِي.
- يَعْرِفُ بَاطْنَيْنِ مِنَ أُولَى الْعِزْمِ مِنَ الرُّسُلِ (موسى وعيسى عليهما السلام).
- يَقَارَنُ بَيْنَ مَعْجَزَتَيْ عِيسَى وَمُوسَى عَلَيْهِمَا السَّلَامُ.
- يُبَيِّنُ قِيَمَةَ الْعِلْمِ وَالْبَحْثِ عَنِ الْمَعْرِفَةِ فِي الْإِسْلَامِ.
- يَعْتَبِرُ عَنْ أَهَمِيَّةِ الْبَحْثِ وَالتَّعَلُّمِ مِنْ ذَوِي الْخَبَرَةِ وَالِاخْتِصَاصِ.
- يَقَدِّمُ عَرْضًا تَقْدِيمِيًّا عَنْ مَصَادِرِ الْعِلْمِ وَالْمَعْرِفَةِ.

## قيم الإسلام وأخلاقه:

- يَعْتَبِرُ بِأَسْلُوبِهِ عَنْ قِيَمَةِ بَرِّ الْوَالِدِينَ.
- يَبْرَهِنُ عَلَى قِيَمَةِ التَّعَاوُنِ فِي الْإِسْلَامِ.
- بَدَلَلْ عَلَى قِيَمَةِ التَّسَامُحِ فِي حَيَاةِ الرُّسُولِ صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ مَعَ الْمَسِيئِينَ إِلَيْهِ.
- يَحْفَظُ دُعَاءَ النَّوْمِ وَالِاسْتِيقَاضِ.
- يُطَبِّقُ آدَابَ النَّوْمِ فِي الْإِسْلَامِ.



# Islamic A

## أحكام الإسلام ومقاصدها

- يميز شروط الصلاة، ومبطلاتها.
- يقارن بين الأذان والإقامة ويحسن أداءهما.
- يُبيِّن مفهوم الصوم وفضله.
- بصمِّم عرضاً توضيحياً بالوسائط المتعددة عن إحدى العبادات (الطهارة والصلاة والصوم).

## السيرة و الشخصيات:

- يتحدث عن سيرة النبي صلى الله عليه وسلم بعد نزول الوحي عليه في غار حراء.
- يعرِّف عن كيفية التأسي بالرسول محمد صلى الله عليه وسلم في تعامله مع الجار.
- يستخلص أثار إيمان أبي بكر الصديق رضي الله عنه بالنبي صلى الله عليه وسلم وتصديقه.
- يستخلص دور خديجة بنت خويلد رضي الله عنها في مساندة الرسول صلى الله عليه وسلم وقت الشدة.
- يكتب قائمة ببعض الأعمال التي يستطيع من خلالها خدمة الإسلام.

## الهوية والقضايا المعاصرة:

- يوضِّح أهمية رعاية المحتاج، وسدِّ حاجاته مادياً ومعنوياً.
- يشرح طريقتين يختارهما لمساعدة ذوي الحاجة.
- يعرِّف بلغة مناسبة عن دور وطنه في مساعدة المحتاجين.
- يستنتج العلاقة بين الماء والنبات والحياة على الأرض (كنعم من الله تعالى).
- يقترح طرائق للمحافظة على الماء.



# Islamic B

## Divine Revelation:

- Recites the following surahs with Tajweed: Al Baynah, Al Alaq, Al Humza, Al Zalzala, Al Qarea, Al Layl, Al Teen, Al Balad, Al Fajr.
- Interprets the total meaning of the surahs included in the curriculum.
- Applies the rules of recitation (Istiadha and Basmalla).
- Recites 8 hadiths:
  - - "The one who is proficient in the recitation of the Qur'an.
  - - "Truth leads to piety and piety leads to Jannah.
  - - "The believers in their mutual kindness, compassion and sympathy are just like one body.
  - - "The five daily (prescribed) Salat, and Friday (prayer) to the next Friday (prayer),
  - - "Nothing is heavier on the believer's Scale on the Day of Judgment than good character.
  - - "A true believer is not involved in taunting, or frequently cursing (others) or in indecency or abusing."
  - - Anyone who cuts off relationship from his nearest relatives will not enter Paradise.
  - - "Whoever is pleased with Allah as (his) Lord, and Islam as (his) religion, and Muhammad as (his) Prophet, then he has tasted the sweetness of faith."
- Concludes the most important Prophetic guidance included in the hadiths.

## Creed:

- Identifies the names of some angels and their qualities and roles.
- Employs his/her knowledge with the angels roles in enhancing his/her positive behavior.
- Introduces two of the patient prophets (Musa and Essa) .
- Compares the miracles of Musa and Essa.

## Values and Morals:

- Explains the value of knowledge and research for information in Islam.
- Expresses the importance of research and learning from the experienced and specialized persons.
- Provides a presentation on the sources of knowledge and information.
- Expresses in his/her way the value of parents obedience.
- Proves the value of cooperation in Islam.
- Provides evidences on the value of tolerance in the prophet life with people who abused him.
- Applies morals of visiting and hosting in Islam.



# Islamic B

## Rules of Islam:

- Distinguishes the conditions and nullifications of prayer.
- Compares the Adhaan and Iqamah and performs them well.
- Explains the concept of fasting and advantages.
- Designs a presentation with multimedia on one of worships (Purification, prayer and fasting)

## Seerah:

- Speaks on the prophet syrah after the revelation in Cave of Hira.
- Expresses how he/she follows the prophet steps in dealing with neighbors.
- Concludes the impact of Abu Bakr Al Seddiq belief in the prophet and trusting him.
- Concludes the role of Khadija bint Khwaild, May Allah bless her, in supporting the prophet at the hard times.

## Identity and contemporary issues

- Writes a list of some works that he/she can serve Islam through them.
- Explains the importance of taking care of the needy people and meet their material and moral needs.
- Explains two ways he/ she selects for helping the needy people.
- Expresses in proper language the role of his/her nation in helping the needy people
- Concludes the relationship between water and plants and life on earth (as blessings from Allah)..
- Suggests ways to save water.



# MSCS

## 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



# MSCS

## 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



# MSCS

## 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

## Numbers

- Count numbers from 1 to 10.
- Can give my age.
- Ask "how old are you?" and reply.

## Greetings

- Can recognise greetings
- understand and say "how are you?"
- ask "what's your name?"
- Can say four sentences to describe themselves (name, age, where I live)

## Parts of the body

- Can recognise some parts of the body
- Can understand a physical description
- Can name five body parts
- Can understand the spoken description of an outfit using nouns and adjectives

## Physical description

- Can understand a physical description
- Can describe themselves using nouns and adjectives
- Can read a basic description of someone's physical appearance matching with images



# French

## Clothes

- Can understand the spoken description of an outfit using nouns and adjectives
- Can ask and answer the question 'what are you wearing?' in a dialogue with a partner and using some adjectives
- Can read a simple description about clothes that people are wearing using the verb 'to wear' and nouns with adjectives
- Can write a few sentences describing an outfit
- Can write accurate sentences using the verb "to wear" to describe their school uniform or other outfit

## Family

- Can identify members of the family
- Can understand a family description
- Can describe their close family
- Can read a basic family description and identify a few members
- Can create a family tree, spelling most words accurately

## House

- Can understand a description of the rooms in a house
- Can ask and answer 'where do you live?' (house or apartment)
- Can read a short text about a house and identify the key information
- Can write a short, mainly accurate, description of their house using some adjectives

## Moments of the day, meals

- Can identify meals and moments of the day
- Can understand a meal description
- Can describe a meal



# 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.

