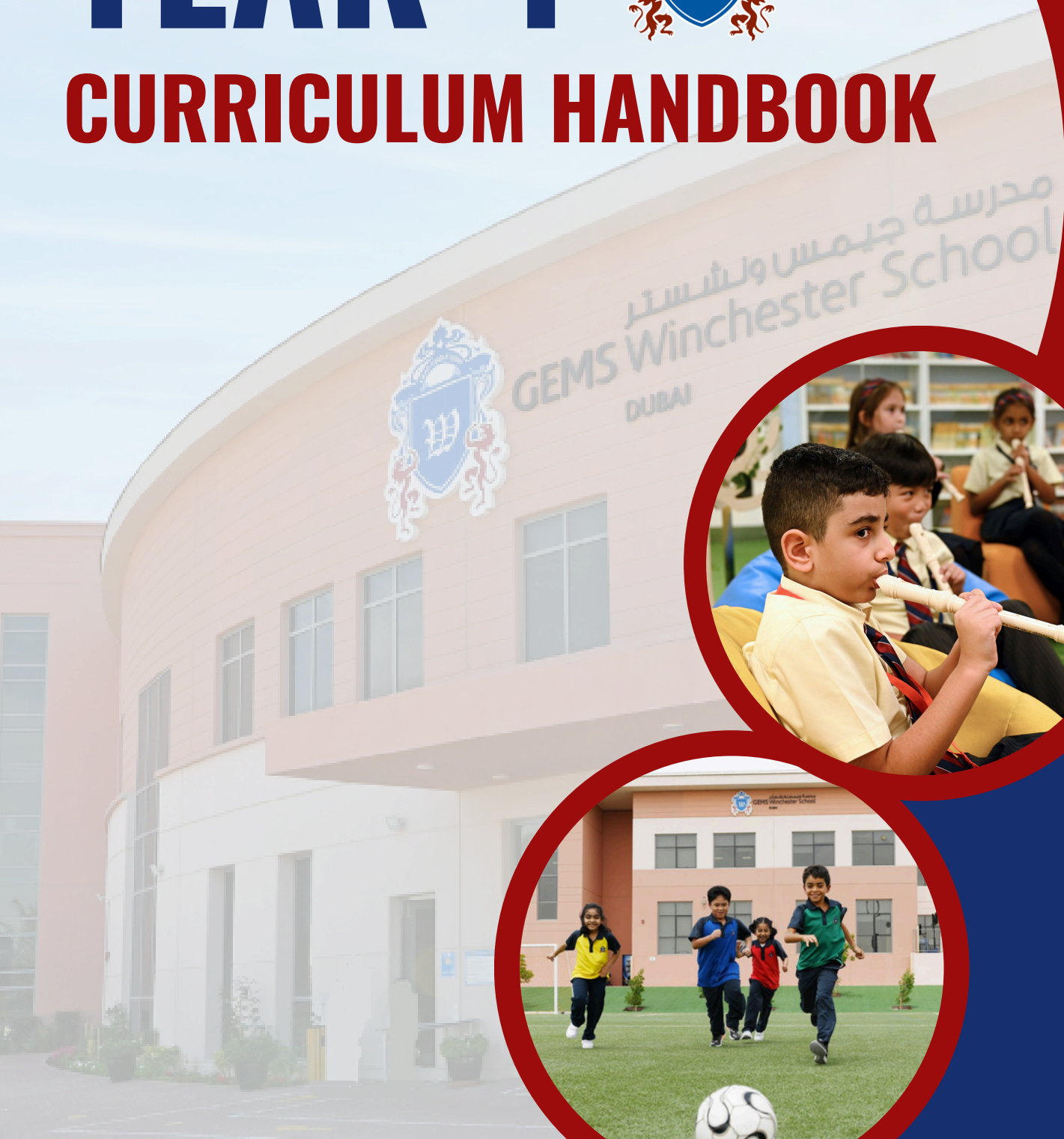


# YEAR 4



## CURRICULUM HANDBOOK



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[gemswinchesterschool-dubai](http://gemswinchesterschool-dubai)

# CONTENTS PAGE

3

INTRODUCTION

4

THE YEAR 4 TEAM

5

THE SENIOR LEADERSHIP TEAM

6

THE CURRICULUM

7

COMPETENCIES (7CS)

8

ENGLISH

10

MATHEMATICS

11

SCIENCE

12

MINISTRY OF EDUCATION SUBJECTS

15

THE FOUNDATION SUBJECTS

18

THEMATIC CURRICULUM

# INTRODUCTION

## Welcome to Primary

I am delighted to extend a warm and heartfelt welcome to each and everyone of you to our school community. As the Head of Primary, I consider it a great honour and privilege to be entrusted with the responsibility of nurturing and guiding your children through their educational journey.

At WSD we understand that primary school is a crucial phase in a child's life, laying the foundations for their future success. Therefore, we have designed a comprehensive and well-rounded curriculum that not only focuses on core subjects but also incorporates Art, Music, Sports, and other extra curricular activities. This holistic approach ensures that your child receives a balanced education, fostering their overall development and promoting their individual talents.

I look forward to working alongside you, celebrating your child's achievements and witnessing their growth and development.

Preyanka Sall  
Head of Primary/Cluster Professional Development Lead



# MEET THE YEAR 4 TEAM



My name is Ms. Aneesa Riyaz, and I am proud to be the Head of Year 4. I am committed to ensuring all students thrive both academically and personally this year. I warmly welcome your feedback, whether it's sharing successes or suggestions for improvement, as we work together to make this a positive and successful year for everyone.

Class	Teacher	Email ID
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4C	Ms. Aneesa Riyaz Ahamed	<a href="mailto:aneesa.r_wsd@gemsedu.com">aneesa.r_wsd@gemsedu.com</a>
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
















# SENIOR LEADERSHIP TEAM



GEMS Winchester School Dubai

SLT Roles and Responsibilities 2024-2025

EXECUTIVE LEADERSHIP TEAM							
Mr. Matthew Lecuyer Principal/CEO							
Ms. Preyanka Sall Head of Primary Cluster Professional Development Lead							
SENIOR LEADERSHIP TEAM							
Mr. James Oakden Deputy Head of Primary							
Ms. Jane Pearson Assistant Head (FS1 – Y2)		Ms. Charlotte Goode Assistant Head (Y3 – Y6)		Ms. Doaa Mohamed Assistant Head Arabic & Islamic			
							
EXTENDED SENIOR LEADERSHIP TEAM							
Ms Tajinder Pal EYFS Lead (FS1 & FS2)	Ms. Josephin Carvalho Senior Director	Ms. Deeksha Chauhan Director	Mr. Joannes Esquinas Senior Director	Ms. Bhanushree Sharma Director of Pastoral	Shahida Khan Director of Inclusion		
							
MIDDLE LEADERSHIP TEAM - HEAD OF YEARS							
Ms. Daisy FS1	Ms. Rizwana FS2	Ms. Vidhya Y1	Ms Naznee Y2	Ms. Seema Y3	Ms Aneesa Y4	Ms. Steffi Y5	Ms. Jonabelle Y6
							

Name	Designation	Email ID
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Deeksha Chauhan	Director	<a href="mailto:deeksha.c_wsd@gemsedu.com">deeksha.c_wsd@gemsedu.com</a>

# THE CURRICULUM AT WSD

At GEMS Winchester School Dubai we follow the National Curriculum for England (NCfE) and the UAE Ministry of Education Curriculum for core subjects. This ensures that the skills and knowledge gained are in-line with both UK and UAE expectations.

Our curriculum design ensures that the relevant learning objectives are met each school year through a bespoke curriculum, whilst ensuring that the culture of the UAE is embedded throughout. Teaching takes a cross-curricular, theme-based approach, designed to immerse children in subjects and inspire them to make connections. There is a clear emphasis on teaching skills and concepts that challenge children at all levels. We also aim to inspire children with creative hooks, exciting hands-on learning experiences and educational trips.

The curriculum is split into 'core' and 'foundation' subjects as outlined below:

## 1

### CORE SUBJECTS

- English
- Mathematics
- Science
- Arabic
- Islamic Studies (for Muslim children)
- Moral, Social, Cultural Studies

## 2

### FOUNDATION SUBJECTS

- Humanities (History and Geography)
- Art
- Computing
- Music
- Physical Education (PE)

In Key Stage 2 specialist teachers deliver Arabic, Islamic, French (from Year 5 upwards), Computing, Art, Music and PE. Lessons.

All other lessons are taught by the homeroom teacher, except in Year 6 where all subjects are taught by a specialist teacher.

# 7 COMPETENCIES (7CS)

Our 7Cs Competency framework embraces the following areas; creativity, communication, collaboration, critical thinking, confidence, curiosity and consciousness. We believe that these skills will ensure that children are equipped with the life skills and knowledge to enable them to face tasks and jobs that are not yet discovered in our ever-changing world. They ensure that the children are ready for the challenges that lie before them and that children have excellent attitudes to learning and metacognition.

Each of the 7Cs comes with an individual character and definition to help children understand the meaning and a set of skills linked to it.

Within lessons children focus on specific skills related to their learning and are assessed against the rubric and criteria for the individual skill.

Below is an example of the assessment rubrics for the Critical Thinking skill:

	Bronze	Silver	Gold
Exploring ideas	I can use information to explore simple ideas.	I can use selected information to explore ideas and make proposals.	I can select and organise evidence gathered to support my ideas or suggest answers.
Exploring different views	I can recognise that different people have different ideas or views.	I can consider different views and distinguish between facts, opinions and beliefs.	I can decide whether I agree or disagree with the views or arguments of others by judging the evidence on which they are based.
Problem solving	I can follow the steps in an example to solve a simple problem.	I know that problems can be broken down into smaller steps and can use this approach to find solutions.	I can break problems down into smaller steps and independently use this approach to find solutions.
	I can identify the information needed to solve a problem.	I can select the appropriate knowledge and skills needed to solve a problem.	I can explain my approach to solving a problem and justify my chosen method.
	I am aware that there might be different ways to solve a problem.	I can identify different ways to solve a problem.	I can evaluate a range of possible approaches to solve a problem and select the most appropriate method.
Generalisation	I can recognise simple patterns or similarities through my observations.	I can identify and explain the connections between events or objects and use these to make simple predictions.	I can identify and explain similarities and differences between events, objects or ideas and use these to develop generalisations.



# ENGLISH

Our English curriculum forms a part of our overarching topics and themes and is designed to nurture a love of Literacy.

In Year 4, your child will be encouraged to think, learn and make decisions with increasing independence. They will be introduced to more complex punctuation such as inverted commas and apostrophes. Children will also learn key spellings, and will continue to develop their reading and writing. They will also continue to focus on developing their cursive handwriting skills.

## READING

**By the end of Year 4, children should be able to:**

- Apply their knowledge of root words, prefixes and suffixes to read aloud and understand the meaning of new words
- Read a range of fiction, poetry, plays and non-fiction texts
- Re-tell stories orally
- Perform poems and play scripts, showing understanding through intonation and action
- Infer a character's feelings through their actions, justifying their inference with evidence
- Identify main ideas drawn and summarise these

### Key Texts:

Beowulf (Usborne) by Rob Lloyd Jones  
There's a Rang Tan in My Bedroom  
Percy Jackson and the Lightning Thief

## WRITING

**By the end of Year 4, children should be able to:**

- Understand how to spell words with a variety of prefixes and suffixes
- Use the possessive apostrophe in words with regular plurals
- Use a wider range of connectives (when, before, after, while, so, because)
- Start using inverted commas to punctuate speech
- Use fronted adverbials with commas
- Create settings, characters and plot in narratives using a range of descriptive language
- Use paragraphs to organise ideas around a theme

# ENGLISH

The list below includes many of the common terms you and your child may come across in English in Year 4 with an explanation of what they mean with an appropriate example.

## KEY WORDS

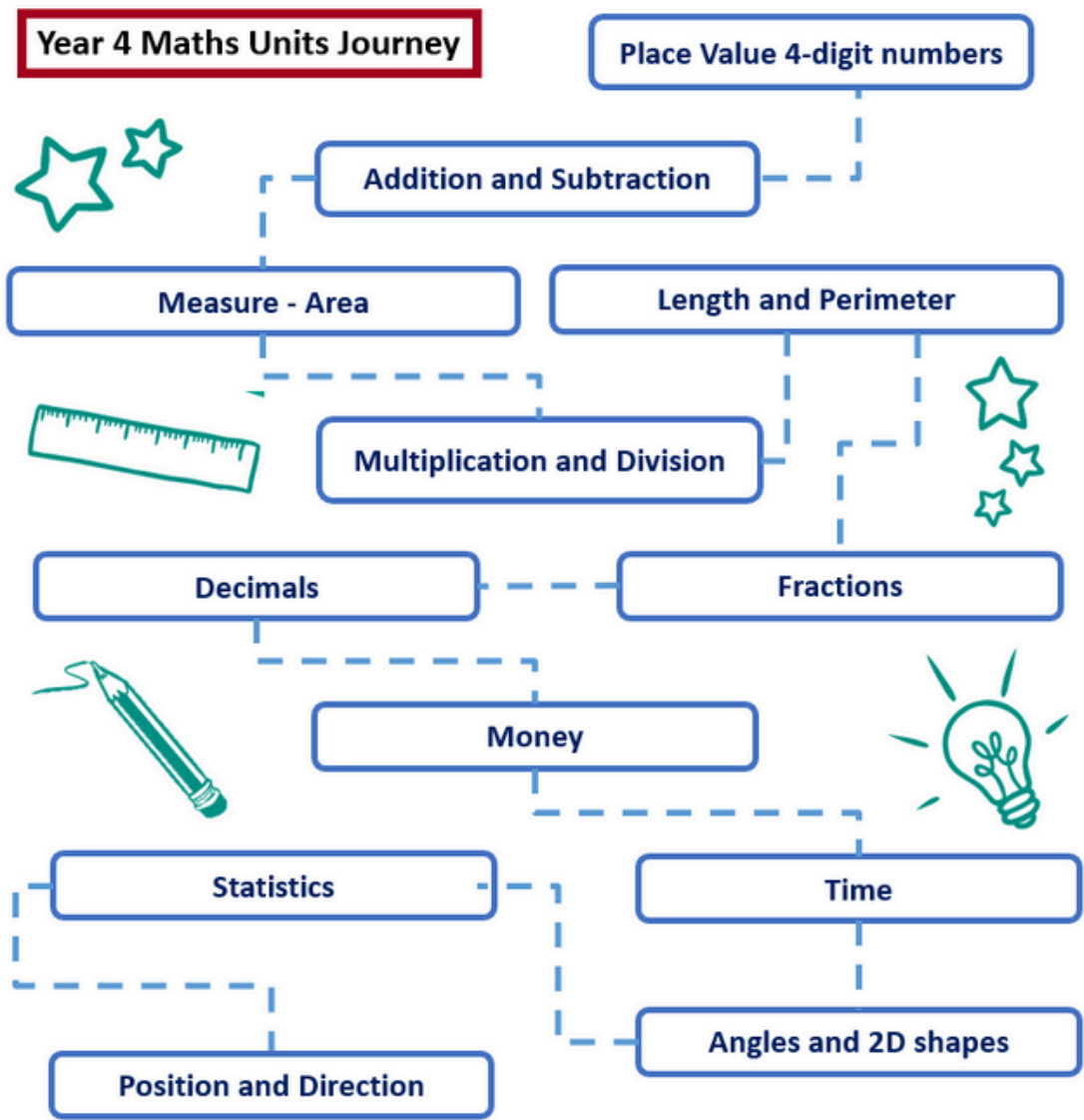
Term	Meaning	Example
<b>Abstract Noun</b>	A feeling or concept which cannot be touched, such as love or happiness	
<b>Adverbial Phrase</b>	A phrase built around an adverb	As quickly as possible, Very rudely,
<b>Article</b>	A word which tells us if a noun is general or specific	The, a, an
<b>Common Noun</b>	Describes a class of objects which do not have a capital letter	Dog, man, day
<b>Concrete noun</b>	Something you can touch. Can be a common noun or a Proper noun.	Bed, pencil, Mr. Jones
<b>Determiner</b>	A word that introduces a noun and identifies it in detail.	
<b>Fronted adverbial</b>	Words or phrases used at the beginning of a sentence, used like adverbs to describe the action that follows.	With a happy smile, she skipped into the room
<b>Imperative verb</b>	A verb that stands alone without a subject noun or pronoun in a command	
<b>Phrase</b>	A small group of words that does not contain a verb	
<b>Personal pronoun</b>	A pronoun which replaces a person, place or thing.	I, you, he, she, we, they, it, me, him, her, us, them
<b>Pronoun</b>	Any word which can be used to replace a noun	
<b>Proper Noun</b>	A noun which names a particular person, place or thing and requires a capital letter.	Abdullah, London, Monday



# MATHEMATICS

At GEMS Winchester School Dubai, we follow the Pearson Power Maths curriculum, which is a UK Curriculum mastery programme designed to spark curiosity, excitement and nurture confidence in Mathematics. The philosophy behind Power Maths is that being successful in Mathematics is not just about rote learning of procedures and methods, but instead about problem solving, thinking and discussion.

By the end of Year 4, children are expected to have a good understanding of basic Maths skills, such as times tables to ten, the properties of 2D and 3D shapes and measuring. Other topics such as fractions, decimals and mental maths also become more challenging.





# SCIENCE

At GEMS Winchester School Dubai we follow the Pearson Science Bug International scheme of work for Science. This programme aligns to the UK National Curriculum and focuses on hands-on, practical science. The Science units from Years 1 to 6 also build on each other across the years vertically and during Year 4, they complete six units of work outlined below:

Topic	Description
<b>Electricity</b> How has electricity impacted our world positively?	In this unit children will learn the names and functions of simple electrical components including batteries, buzzers, bulbs, wires and switches. They will construct simple circuits to light a bulb and make a buzzer buzz. They will also insert a switch to turn it off.
<b>Dangers to Living Things</b> How can changes to the environment affect the things that live there?	This unit builds on Year 2 Feeding and Exercise and Habitats units. Children will construct and interpret food chains, identifying producer, prey, consumer and predator. They will also consider how humans can reduce the impact of some environmental changes.
<b>Human Nutrition</b> What do our bodies do with the food we eat?	This unit builds on Year 3 units Movement and Feeding and Year 2 Feeding and Exercise. Children will develop their understanding of their personal health and how this is related to human nutrition, dentition and digestion.
<b>Sound</b> How can we make different sounds?	This unit builds on Year 1 Parts of Animals, which identifies and investigates the senses. Children will identify and describe sounds and will learn that sounds are produced by vibrations.
<b>Grouping Living Things</b> How and why do we group living things?	This unit builds on Year 2 Habitats learning. Children will focus on classification keys and will look at different ways of grouping things and will create classification keys.
<b>Changes of State</b> What is happening when scientists say that the ice caps are melting?	This unit builds on work from Year 1 comparing materials and Year 2 Uses or Materials and changing shape. Children will identify, group and describe different materials as solids, liquids or gases. They will recognise that some materials can live in different states and are able to explain the water cycle.

Year 4 children will have been learning the seven science skills throughout their Primary career and will focus on these during practical Science lessons.



1. Asking Questions

2. Making Predictions

3. Setting up tests

4. Observing and Measuring

5. Recording Data

6. Interpreting Results

7. Evaluating

# MOE SUBJECTS

The Ministry of Education subjects are Arabic, Islamic and Moral, Social, Cultural Education

## 1 ISLAMIC STUDIES

## 2 ARABIC A/B

## 3 MORAL, SOCIAL, CULTURAL STUDIES

### ISLAMIC STUDIES

The children will recite the following chapters: An- Nazi'at, 'Abasa and At-Takwir. They will also practically apply the rules of Tajweed. They will memorise some Dhidr and Du'a to recite in their daily life. The children will learn about Friday and the two feasts of "Eid" prayers. Under the divine revelation, children will learn: Quran is my intercessor, Hadeeth of "The most beloved deeds" and some Islamic manners. Islamic values and morals will be integrated into the Islamic curriculum topics: street etiquette, manners of riding transportation and courage. The children will also learn about the night Journey of Isra' and Mi'raj and under the Islamic rulings and aims, students will learn about congregational prayers.



# ARABIC

## ARABIC A - FOR ARAB STUDENTS

The children will explore different topics related to their everyday life. They will read short stories and poetry, which will also be used as a stimulus for their writing and to develop language and grammatical skills. The children will also have Guided Reading lessons where they will explore the meanings of texts and find clues about stories. They will give their opinions about books and consider balanced arguments. When writing children will be using pronouns and consonants to create pieces of written work. They will focus on organising their sentences correctly and work to improve their writing by using the correct grammar such as 'Kana' and 'Inna'.

## ARABIC B - FOR NON-ARAB STUDENTS

The children will learn about various topics such as clothes, seasons, jobs, Eid and invitation letters. The children will learn to differentiate between integrative and informative sentences. They will learn how to answer simple questions about age, address, hobbies, family, friends and classmates. They will communicate and exchange information about topics using words and phrases. The children will develop their writing skills and can write a simple short text and comment on familiar everyday topics. They will be taught to use pronouns to speak about others and take into consideration the changes in the verbs with male and female. They will practice reading a short text with correct pronunciation of the sounds.



# MOE SUBJECTS

## MORAL. SOCIAL, CULTURAL STUDIES

At GEMS Winchester School Dubai we follow the Moral, Social and Cultural Studies (MSCS) curriculum as published by the Ministry of Education in the UAE from Year 2 to Year 6. The curriculum focuses on 3 domains; moral, social and cultural. There are 10 strands that fit into these domains; character morality, individual and community, history, geography, sociology, economics, information literacy, information processing, heritage and civics. When teaching MSC, we aim to contribute to the making of better global citizens by promoting the values of tolerance and respect and being responsible for looking after the place where they live as well as the wider world.





# FOUNDATION SUBJECTS

Foundation subjects include:

**1** PHYSICAL EDUCATION

**2** ART

**3** MUSIC

## PHYSICAL EDUCATION

In Year 4, children receive one 60-minute PE lesson, taught by a specialist teacher, per week. Throughout their lessons, the children are exploring more complex skills, techniques and tactics and are acquiring sound knowledge of the rules that govern activities.

**Children are taught to:**

- Use running, jumping, throwing and catching in isolation and in combination
- Play competitive games, modified where appropriate
- Develop flexibility, strength, technique, control and balance
- Perform dances using a range of movement patterns
- Compare their performances with previous ones and demonstrate improvement to achieve their personal best



# FOUNDATION SUBJECTS

## ART

In Year 4, children receive one 60-minute Art lesson, taught by a specialist teacher, on a termly rotation.

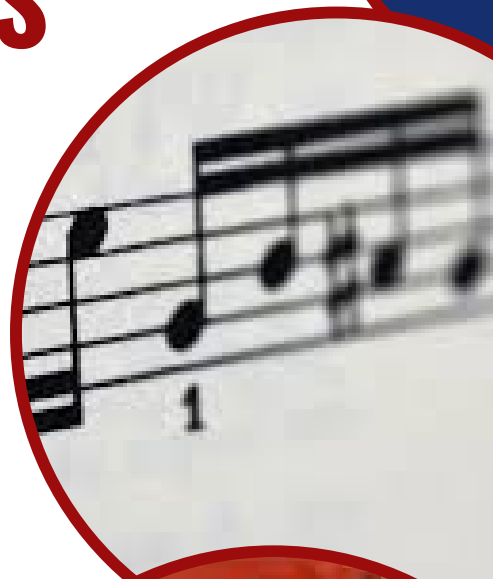
At GEMS Winchester School Dubai the Art curriculum strives to engage and inspire children to express their individual creativity and produce their own pieces of artwork. Within Year 4, students will build on their existing knowledge of concepts to consider light, space and design. They will also develop their understanding of different artists and build on their knowledge of different civilisations by looking at and replicating monuments from different time periods e.g. Ancient Rome. They will also use different media.

## MUSIC

In Year 4, children receive one 60-minute Music lesson, taught by a specialist teacher, on a termly rotation.

At WSD we teach Music using the Music Express Scheme in line with the UK National Curriculum. In their Music activities children are encouraged to play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. Children will improvise and compose music for a range of purposes and will listen with attention to detail and recall sounds with increasing aural memory. They will use and understand staff and other musical notations.

They also learn to play the recorder!





# COMPUTING

**A high-quality computing education equips pupils to use computational thinking and creativity to understand and change the world.**

**- 2014 UK National Curriculum**

The core of Computing is computer science, in which children are taught the principals of information and computation, how digital systems work and how to put this knowledge to use through programming. Building on this knowledge and understanding, children are equipped to use information technology to create programs, systems and a range of content. Computing also ensures that children become digitally literate – able to use, and express themselves and develop their ideas through, information and communication technology – at a level suitable for the future workplace and as active participants in a digital world.

**In Key Stage 2 children will be taught to:**

- Design, write and debug programs that accomplish specific goals
- Use sequence, selection and repetition in programs
- Use logical reasoning to explain how simple algorithms work and to detect and correct errors in algorithms and programs
- Understand computer networks, including the internet
- Use search technologies effectively
- Select, use and combine a variety of software on a range of digital services to design and create programs, systems and content
- Use technology safely, respectfully and responsibly

# THEMATIC TOPIC OVERVIEWS

## TERM 1 - LEISURE & ENTERTAINMENT



The children will explore Leisure and Entertainment from the 20th Century. The children will explore the rise in popularity of the cinema and why it was important to people during the 1930s. They will also gain a chronological understanding of how technology developed over our century. The children will debate the effect of increased television watching on modern lifestyles and how changes in technology has affected our lives today.

## TERM 2 - THE RAINFOREST



The children will trek into the depths of the rainforest and will discover where the rainforests are located, what they are like and who lives in the rainforests (including animals, plants and indigenous people). They will find out about the climate and different layers of the rainforest including the plants and animals that can be found in each layer. The children will also look at the threats that the rainforest faces and some of the reasons behind deforestation and the effects this has on the animals, plants and people who live there.

## TERM 3 - TRADERS AND RAIDERS



Who is that waving axes and brandishing swords? It's the Saxons invading!

The children will use online maps to plot the locations of Roman shore forts and draw their own sketch maps. They will also use maps to identify the places where the invaders came from and locate Viking invasion sights. They will research Viking beliefs and what they ate. The children will also consider what it would have been like to be a child during these times.

# COMMUNICATION AT WSD

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us



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