A CURRICULUM GUIDE FOR YEAR 4 STUDENTS AND THEIR PARENTS

The purpose of this curriculum guide is to provide parents and students with an outline of:

1. The Curriculum Structure in Year 4
2. Assessments and Reports in Year 4
3. Details about Courses in Year 4
4. Assessment Tasks for Year 4

We hope this curriculum guide helps to clarify many of the questions and concerns pertaining to Year 4 academic issues at Arab Unity School, Dubai.

It is strongly recommended that students keep this book for future guidance and information throughout Year 4.

Arab Unity School Dubai.

http://www.arabunityschool.ae/

Head of Primary   Deputy Head of Primary

Head of Primary Welcome Note

Dear Parents and Students,

Thank you for taking the time to read through our Year 4 Curriculum Handbook. We hope that you find the booklet informative in regard to the school, curriculum, assessments and reports.

My name is Lizy Rosaline and I have been the Head of Primary at AUS since January 2023. I feel privileged to lead such a wonderful section of the school and I am delighted that we can offer your child the best possible education in their formative years.

At AUS, we have high expectations of our children and believe in setting challenging, but achievable targets for them. Every child is unique in their own way and our aim is to bring out the best in every one of our students, across a number of curriculum and extra-curricular areas.

Teachers and Teaching Assistants in the Primary School are experienced, hard-working and dedicated. They provide a caring and safe learning environment for all children in their care and deliver the UK National Curriculum to our students. We are proud to offer a varied selection of innovative and enrichment opportunities for our students and take part annually in many internal and external school competitions and events.

We recognise that parents play an important role in the education of their children, and we welcome your views and suggestions throughout the school year. We value the support that parents offer and work in partnership with our school community to ensure our students receive a high standard of education, both inside and outside of the classroom walls.

Throughout your child's learning journey at AUS, the Primary School aims to promote academic, social and emotional intelligence, ensuring that each and every one of our students is well equipped and able for the next chapter in their school life to begin.

Ms. Lizy Rosaline

Head of Primary, Arab Unity School, Dubai.

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SECTION 1:   SCHOOL INFORMATION

INTRODUCTION

Arab Unity School (AUS-DXB) offers the internationally recognised National Curriculum for England and prepares students to take the International General Certificate of Secondary Education (IGCSE) courses, the Advanced Subsidiary (AS) and A Level Examinations of the Universities of Cambridge and London (UK), consistently producing results well above the UK national average, year after year. The school is an approved center for the University of Cambridge Local Examinations Syndicate and for London University.

INNOVATIVE BUILDING AND FACILITIES

The school provides high quality, affordable education to students of all nationalities. The well-designed classrooms and vibrant campus are well suited to create the perfect creative blend so necessary for a multi-cultural setting that well suites learning and provides quality education that is the hallmark of AUS school.

Our additional facilities include: an indoor sports hall, outdoor football pitch, basketball court, cricket nets, outdoor multi-games courts, music, art and science labs, ICT labs, library and indoor play areas.

EXTRA-CURRICULAR ACTIVITIES

School teams and clubs are established in basketball, football, cricket, badminton, swimming, athletics, Eco, Arabic, and ELL (English Language Learners). After school activities such as performing arts, art and craft, public speaking, clay modelling, performing poetry, gardening, jewelry making, debate, henna designing are also offered to engage the interest and enthusiasm of all students.

TEXTBOOKS

At Arab Unity School, we plan and deliver creative, engaging lessons across all areas of the National Curriculum. In the Primary School, we do not use textbooks in the large majority of our subjects, including English, Maths and Science.

SECTION 2:   CORE COURSES

MANDATORY COURSE DESCRIPTIONS:

Arabic (For Arabs and Non-Arabs)

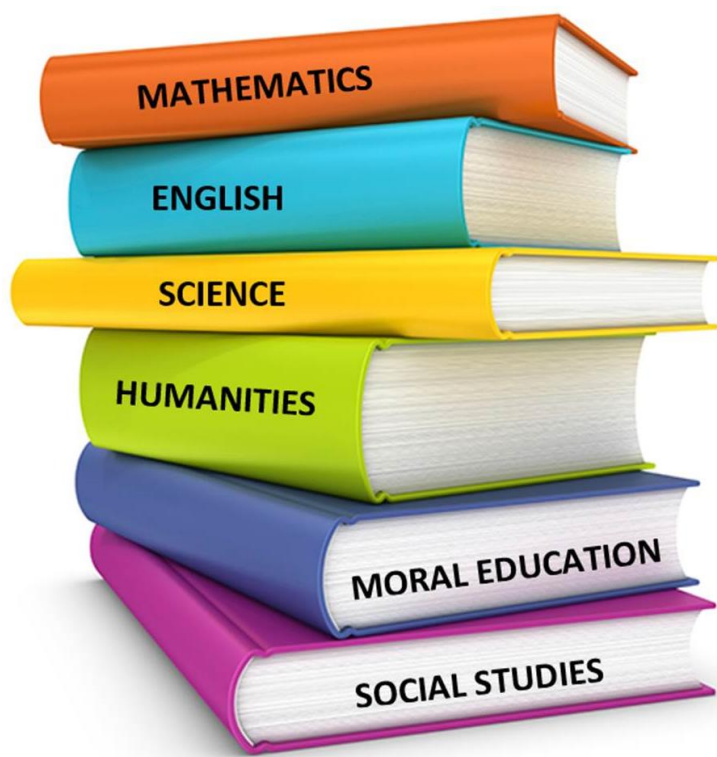Islamic (For Arabs and Non – Arabs) or PSHE (For non-Muslims)

UAE Social Studies (For Arabs and Non-Arabs)

English

Mathematics

Science

Moral Education

SECTION 2:   CORE COURSES

CURRICULUM STRUCTURE:

All Year 4 students at AUS will study the following courses:

Arabic	240 minutes per week (6 lessons)
Islamic	120 minutes per week (3 lessons)
English	240 minutes per week (5 lessons)
Mathematics	240 minutes per week (5 lessons)
Science	200 minutes per week (5 lessons)
Moral, Social and Cultural Studies	160 minutes per week (4 lessons)

In addition to these compulsory courses students also have an opportunity to study National Curriculum courses in:

Art	40 minutes per lesson (1 lesson)
Computing	80 minutes per week (2 lesson)
Music	40 minutes per week (1 lesson)
Physical Education	80 minutes per week (2 lessons)
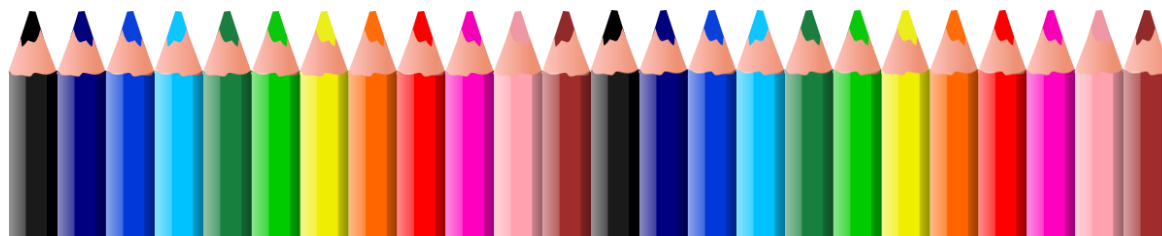
ARABIC: A

Faculty: Arabic and Islamic

Course: MOE Arabic curriculum (Special – Arabs and Regular – Non- Arabs)

المواد الرئيسة   الصف : الرابع

اللغة العربية للطلاب الناطقين بها

القسم : اللغة العربية للناطقين بها

المنهج : منهج اللغة العربية للطلاب العرب التابع لوزارة التربية والتعليم

وفقا لوزارة التربية والتعليم يجب على كل الطلاب العرب دراسة اللغة العربية من الصف الثاني حتى الصف الثالث عشر .

وصف المنهج :

يعتمد المنهج الوزاري لدولة الإمارات العربية المتحدة على أسس وطرائق التعلم العالمية لإكساب اللغات لأبنائها، وتأتي اللغةُ العربيةُ على رأس أولوياتها بفروعها المختلفة، حتى يتمكن الطلابُ من إتقانها ويكونوا قادرينَ على تطوير مهاراتهم اللغوية وجعلهم يقرؤون بصورة مستقلة، يحللون، يُناقشون، يُبدعون، يبحثون.

- وذلك من خلال تكيف الطالب مع عدد ساعات لتعلم اللغة العربية (240 دقيقة) في الأسبوع لطلاب الصف (6) وذلك حسب توجيهات الوزارة.

- **المهارات التي ينبغي على الطالب إتقانها لهذا العام حسب معايير الوثيقة الوطنية :**

- مهارة الكتابة : أن يكتب بدقة نصوصًا تُظهر توجهًا نحو التنظيم والترتيب متلائمة مع المهمة والغاية مع مراعاة القواعد الإملائية .

- مهارة القراءة : أن يصف المتعلم جميع الشخصيات في النص ويحدد تطور الأحداث والصراع بأنواعه وأن يميز بين وجهات النظر ويشرح كيف تختلف ويستنتج علاقة السبب والنتيجة بالأحداث والمفاهيم العلمية .

- مهارة الاستماع : أن يستمع بتركيز إلى نصوص متنوعة مراعيًا آداب الاستماع مظهرًا تفاعلًا مع المسموع ويناقش القضايا الشائعة من خلال التبادل المتعدد للأفكار حول معلومة أو مادة .

- مهارة التحدث : أن ينشيء بسهولة وسائل المساعدة التقليدية الصوتية والمرئية لتعزيز عروضه التقديمية الشفوية ويقدمها بتسلسل منطقي للأحداث مُظهرًا فهمًا عميقًا للموضوع ومستخدمًا لغة مجازية عندما يقتضي الأمر . **التقييم طرق التقييم** هي كل من (اختبارات ، مشاريع كبرى ، عروض قديمية) وتكوينية (مسابقات ، إملاء ، مناقشات ، لعب أدوار ، وأنشطة دراسية أخرى.

SECTION 2:   CORE COURSES

ARABIC: B

Faculty: Arabic for Non-Arabs

Course: MOE Arabic curriculum (non-Arabs)

According to the Ministry of Education ruling, it is compulsory that students study Arabic from Year 2 to 11.

Course Description:

Arabic for Non - Arabs: This course is designed for non-native speakers and uses a communicative language approach. This approach focuses on the importance of making learning the language communicative and relevant to everyday life through utilising activities and topics that focus on the receptive skills mainly, listening and the productive skills mainly, and speaking. By focusing on those communicative skills we aim to produce learners who are "functional" in the language and who understand the nuances of the Arab culture they live in. In addition to that, students will learn to write from right to left Arabic script and alphabet. Students should start to read and write with a certain degree of fluency

What will students learn?

Students receive **6** Arabic lessons per week (**40** minutes each). We have two sections for each year group (Arabic for Arabs and Arabic for Non-Arabs)

According to the framework for learning Arabic as an additional language:

YEARS OF STUDY	LISTENING	SPEAKING	READING	WRITING
Three Years	• The listener can often understand some information out of simple sentences (one sentence at a time) in personal and social contexts, supported with non-linguistic clues. • The listener can understand sentences that express practical needs, as well as some frequently used expressions and instructions, particularly those learned before.	• The speaker can handle few uncomplicated communication tasks within simple social situations. • The speaker's conversation is limited to familiar and essential topics related to his personal life, direct environment, and interests and needs. The speaker can name basic things. • The speaker can respond to simple and direct questions, or information requests with clear sentences, but cannot keep up the same level of performance at all times. • The speaker can ask some memorized questions. • The speaker can express personal information relying heavily on memorized phrases. He may construct his sentences using his own words or using the familiar language of the person he is conserving with. • The speaker's conversation mostly comprises short sentences in the present tense. These are sometimes grammatically inaccurate. • The speaker's mother tongue greatly affects his pronunciation, vocabulary and structure, which negatively influences the clarity of his message.	• The reader can easily and almost fully understand key words and words borrowed from foreign languages, as well as memorized expressions in a number of simple and short texts with clear context. • The reader can understand simple and predictable words, phrases and sentences in short using words he or she learned previously such as trains' schedule, road maps and traffic signs. • The reader can usually understand the meaning of short simple texts that include key information using text sequencing and non-linguistic support	• The writer can meet simple and limited practical needs, by writing lists, short messages and postcards. • The writer can express himself or herself and write about topics in everyday life relying mainly on memorized material. • The writer is able to recombine learned vocabulary and structures to create simple sentences on very familiar topics, but he is not able to sustain sentence-level writing all the time. Due to inadequate vocabulary and/or grammar, writing may only partially communicate the intentions of the writer.

Assessment:

Assessment methods are both summative (tests, major projects, and presentations) and formative (quizzes, dictation, discussions, role-plays and other class activities).

ARABIC STUDIES

التربية الإسلامية

قسم التربية الإسلامية

رئيسة قسم التربية الإسلامية : لينا إسماعيل عبد السلام

المنهج : التربية الإسلامية الخاصة بالعرب

جميع الطلاب المسلمين دراسة مادة التربية الإسلامية وذلك طبقا لقواعد وزارة التعليم.

وصف المنهج:

سيقوم الطلاب بدراسة حصتين للتربية الإسلامية في الأسبوع و سوف تكون المدة الزمنية للحصة خمسة وخمسون دقيقة، كما ينقسم الطلاب في المرحلة الدراسية إلى قسمين: قسم التربية الإسلامية للعرب وقسم التربية الإسلامية لغير العرب .

ونأمل أن يكون كل طالب مسلم من طلاب مدرسة كامبردج الدولية فخورًا بكونه مسلمًا وأن تتكون لديه المعرفة الأساسية للدين الإسلامي، كما أن هدفنا هو أن يتعرف الطلاب المسلمون على العقيدة و الأخلاق الإسلامية والتي أكدها القرآن الكريم والسنة النبوية فيمكنهم حينها تطبيق ما تعلموه في مواقفهمالحياتية، كما نولى اهتمامنا للمناسبات الدينية مثل عيد الفطر وعيد الأضحى حتى يدرك الطلاب أهميتهما.

سوف يقوم الطلاب بدراسة سيرة سيدنا محمد صلى الله عليه وسلم؛ فهو قدوتنا في الإسلام و سوف يستخلص الطلاب الدروس المستفادة من سيرته العطرة وتطبيقها في حياتهم.

منهج التربية الإسلامية للطلاب العرب

يستند منهج كامبردج للتربية الإسلامية إلى المنهاج الدراسي الموصى به في دولة الإمارات العربية المتحدة والذي يهدف إلى تطوير المتعلمين فيما يلي:

- الوعي الكاملللمفاهيم (الإسلام) و(الإيمان) عن طريق ممارسات دينية متوافقة مع الواقع .
- الوعي بكيفيةتغلغل القضايا الروحية والأخلاقية مثل (الإحسان) في الخبرات الحياتية والتيتتعلق بحياة الطلاب الخاصة.
- احترام التقاليد الدينية والثقافية لدولة الإمارات العربية المتحدة والعالم أجمع.
- تطويرالمهارات العقلية كالبحث و التفكير الناقد لتمكين الطلاب من اتخاذ قرارات مستنيرة وخيارات صحيحة. وفقًا لتعاليم الدين الإسلامي الصحيح .

التقييم :

سيتم تقييم الطلاب من خلال التقييم المبدئى و التقييم الختامو أيضًا من خلال ملاحظات المعلم – تلاوة و حفظ القرآن الكريم و تفسيره.

SECTION 2: CORE COURSES

ISLAMIC B:

Faculty: Islamic

Course: MOE Islamic curriculum (Arabs– Non- Arabs)

According to the Ministry of Education ruling, it is compulsory that Muslim students study Islamic studies.

Course Description:

Students receive 3 Islamic lessons per week (40 minutes each). We have two sections for each year group (Islamic for Arabs and Islamic for Non-Arabs)

We hope every Muslim student at AUS is proud to be a Muslim and learns the basic knowledge of the religion. Our aim is to acknowledge all Muslim students regarding the pillars of Islam, the Islamic faith and morals and be able to efficiently apply to life. To increase the knowledge of Islam we share with students, the stories of prophets, manners of living in a Muslim's life. We also pay attention to the religious occasions such as Eid Al-fitar and Eid Al-Adha, so that students realise their importance and value.

What will students learn?

Cambridge's Islamic Education Syllabus is based on UAE recommended Curriculum of study and aims to develop in learners the following:

- An understanding of the concepts of commitment (Islam) and faith (Imaan) in a religious tradition
- An awareness of how spiritual and moral issues (Ihsaan) permeate life experiences and the manner in which those may relate to students' own lives
- A respect for the diverse range of religious and cultural traditions in the UAE and the wider world
- A range of investigative, critical and moral thinking skills to enable them to make informed choices and decisions

Assessment:

Student's assessment will include formative and summative evaluations. Informal assessments will include teacher observations, whole class and group discussions, oral recitation and daily coursework sheets. Formal assessments include projects, quizzes, tests, and oral testing for Qurán memorization and Suwar's meanings.

SECTION 2:   CORE COURSES

MORAL, SOCIAL AND CULTURAL STUDIES:

Faculty: Social Studies

Course: MOE MSC curriculum

According to the Ministry of Education ruling, it is compulsory that student's study MSC Moral social and Cultural Studies. Students receive 2 social studies lessons a week (80 minutes).

Course Description:

The Moral Social Cultural (MSC) Studies program builds upon the integrity of Moral Education and Social Studies through a refined and re-organised scope of familiar learning outcomes into one common framework. It explores the ways in which different peoples acquire and use resources and the way in which they organize and govern themselves to create productive societies. Students also learn the mutual impact people and landforms have on each other and the importance of geography in understanding the human condition. To assist students in their studies they learn to use maps, globes and a wide range of print and electronic resources. Social Studies units are often integrated with the writing program to provide an authentic context for student writing.

What will students learn?

- The purpose of Moral, Social and Cultural Studies is to develop a nation of responsible global citizens who:
- Possess moral values and a secure knowledge of past and present events, which they use to make well-informed judgements and morally sound decisions.
- Know, understand, and tolerate local and global Cultures different from their own, understanding how they evolved and their past and present impacts on the world.
- Understand the governing institutions and their rights and responsibilities as global citizens living in the UAE and develop a sustainable lifestyle.
- Demonstrate loyalty and sense of belonging to the UAE community.
- Work efficiently with physical and digital resources to construct evidence-rich oral and written professional discourse equipping for a career with lifeline learning.

- **The study will focus on the following key areas:**
- Moral Studies: Developing the individual as a moral being. Developing the language, understanding and skills of moral thinking and reasoning. Applying moral thinking to the individual in a variety of social contexts, as well as to the development of others in their school, family and local communities.
- Social Studies: Equipping individuals with a grounding in the common knowledge of the past, human geography, sociology, economics, information literacy and information processing to create an awareness of the commonality of humanity and to understand the value of lifeline learning.
- Cultural Studies: Infusing individuals with knowledge of milestones of UAE national social, economic, and cultural development, heritage and national identity symbols, and the rights and responsibilities of living in the UAE as a global citizen.

- History: Significant people, events, developments that shaped communities and world regions in different periods. The effects of technological developments on societies and social change over time
- Geography: Important features of the earth, including surface structures, national resources and climates. How human activities affect the earth and are affected by it.
- Sociology: How and why communities and societies are formed. Reasons for social change and social transitions across geographical regions and time periods.
- Economics: Economic principles, markets and systems. The role of government in developing national and international economies.

Moral	Social & Cultural	History	Geography
Equality and Appreciation Explain what treating people equally means. Ensuring equality and justice. Expressing appreciation and gratitude. My Place in the World What Do I Know About Where I Live? I Take Care of My World Risk Threatening Our World **Consideration for Others Feeling and Cooperation** Treating others with thoughtfulness, consideration, cooperation, and compassion. Identifying the importance of teamwork.	**Resources it gives us.** Describe the landforms of the earth. Landforms in the UAE Waterbodies around the world. Waterbodies in the UAE Importance of waterbodies for the people. Identify and define different types of natural resources. How natural resources affect people's life and where they live. Renewable and non- renewable natural resources. **Heritage** **Understanding the UAE Culture (part 1)** Culture and its importance to people. Cultural identity and the factors that influence it. Cultural Mapping **Resources and How They Help US** Natural, Capital and Human Resources Importance of natural, capital, and human resources for providing goods and services. Conservation of resources through 3R'S.	**The Romans** *The formation of city of Rome in 753 BCE. *Invaded Britain for the first time in 55 BCE. *Build new roads and towns in Britain. *Increased trade from rest of the empire due to new roads and diversity in towns. **Ancient Egypt** *An empire built by king Menes - Unification of upper and lower and Egypt. *Importance of River Nile in farming, craft and trade. *Invention of Hieroglyphics and papyrus. *Building the pyramids for the Pharaohs. *Polytheistic beliefs of the Egyptians. **British Empire** *Invasion of Britain by the Anglo-Saxons and the Scots after the Romans. *Evidence of Anglo-Saxon influence seen in Britain even today. *Preference of Anglo-Saxons to live in small villages rather than towns like Romans. *Religion of the Anglo-Saxons was paganism; they worshipped many gods. *Raise of Christianity as the main religion in Britain.	Locate the countries and major cities around the world using a map. Locate the human and geographical features (Famous Landmarks and Landforms) in United Kingdom and the UAE. Importance of symbols on a map. Use a map grid to locate items or places. Features of physical, political, climate and population map. Identify the position and significance of Latitude, Longitude, Equator, Norther, Southern, Eastern and Western Hemisphere, Tropic of Cancer and Capricorn, Arctic and Antarctic Circles, The Prime Meridian and Time Zones. Describe and understand key aspects of human geography including the distribution of natural resources - energy, minerals, food and water. Describe and understand key aspects of human geography - Land use and economic activities including trade links. Describe and understand key aspects of physical geography - Climate Zones. Describe and understand key aspect of physical geography - Rivers and water-cycle.

	Overcoming scarcity of resources through trade.		
	UAE National Industries.		
	Analyse the UAE economy in the past, present, and future.		
	Invention of Writing		
	Identify the first writing system.		
	Importance of writing for the people in the past.		
	Number System		
	Identify some of the earliest number systems in the world.		
	Importance of number system in our life.		
	Development in Medicine		
	Major development in medicine throughout history.		
	Contribution to medicine by different civilization/culture.		
	How to stop the spread of viruses.		
	Developments in Transportation		
	To identify the major inventions and developments in transportation.		
	Compare new and old ways of transportation.		
	How people travel to space		

Assessment: Assessment methods are both summative (tests, major projects, and presentations) and formative (quizzes, discussions, role-plays and other class activities)

SECTION 2:   CORE COURSES

ENGLISH:

Faculty: English

Course: National Curriculum for England

English is a mandatory course that is studied substantially from FS-2 onwards. Students receive 6 English lessons per week (40 minutes each).

Course Description:

The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment. The national curriculum for English aims to ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas

are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate

What will students learn?

Year 4 students will be taught:

YEAR 4 Reading	Writing	Grammar and vocabulary
- apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) - to read aloud and to understand the meaning of new words they meet - read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word develop positive attitudes to reading and understanding of what they read by: - listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks	- 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 two or three 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. plan their writing by: - discussing writing similar to that which they are planning to write in	**Word** - The grammatical difference between plural and possessive –s Standard English forms for verb inflections instead of local spoken forms **[for example,*we were instead of we was, or I did instead of I done*]** **Sentence** - Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases **(e.g. the teacher expanded to: the strict Maths teacher with curly hair)**

- reading books that are structured in different ways and reading for a range of purposes
- using dictionaries to check the meaning of words that they have read
- increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally
- identifying themes and conventions in a wide range of books
- preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
- discussing words and phrases that capture the reader's interest and imagination
- recognising some different forms of poetry [for example, free verse, narrative poetry]

understand what they read, in books they can read independently, by:

- checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context
- asking questions to improve their understanding of a text
- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- predicting what might happen from details stated and implied
- identifying main ideas drawn from more than one paragraph and summarising these
- identifying how language, structure, and presentation contribute to meaning
- retrieve and record information from non-fiction
- participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say

order to understand and learn from its structure, vocabulary and grammar
- discussing and recording ideas

draft and write by:

- composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures
- 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
- proof-read for spelling and punctuation errors
- read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear

- Fronted adverbials **[for example, Later that day, I heard the bad news]**
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: The conductor shouted, "Sit down!"]
- Apostrophes to mark plural possession [for example, the girl's name, the girls' names]
Use of commas after fronted adverbials
Terminology for pupils
determiner
pronoun, possessive pronoun
adverbial

Assessment:

Students' assessment will include both formal and informal assessment. Assessment will include observation of class participation, oral presentations, Big Write - Fiction and Non – Fiction text, vocabulary, spelling tests, reading responses and reading comprehension.

Section 2:   Core Courses

Mathematics:

Faculty: Mathematics

Course: National Curriculum for England

Maths is a mandatory course that is studied substantially from FS-2 onwards. Students receive 5 Maths lessons per week (40 minutes each).

Course Description:

The National Curriculum for Mathematics aims to ensure that all pupils:

- become fluent in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately.
- reason mathematically by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language.

can solve problems by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions.

What will students learn?

In Year 4 students will be taught:

Number	Measurement	Geometry	Statistics
- count in multiples of 6, 7, 9, 25 and 1000 - find 1000 more or less than a given number - count backwards through zero to include negative numbers - 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 - 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 - 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	- Convert between different units of measure [for example, kilometer to meter; hour to minute] - measure and calculate the perimeter of a rectilinear figure (including squares) in centimeters and meters - find the area of rectilinear shapes by counting squares - estimate, compare and calculate different measures, including money in pounds and pence - read, write and convert time between analogue and digital	- compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes - identify acute and obtuse angles and compare and order angles up to two right angles by size - identify lines of symmetry in 2-D shapes presented in different orientations	- 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

• solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why. • recall 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 • 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 • recognise and write decimal equivalents of any number of tenths or hundredths • recognise and write decimal equivalents to ¼, ½, ¾ • find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths • round decimals with one decimal place to the nearest whole number • compare numbers with the same number of decimal places up to two decimal places • solve simple measure and money problems involving fractions and decimals to two decimal places	12- and 24-hour clocks • solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days	• complete a simple symmetric figure with respect to a specific line of symmetry • describe positions on a 2-D grid as coordinates in the first quadrant • describe movements between positions as translations of a given unit to the left/right and up/down • plot specified points and draw sides to complete a given polygon	

Assessment:

Student assessment will include informal and formal assessment. Assessment will also include completion of homework, class participation, quizzes, tests, mathematical investigations and projects.
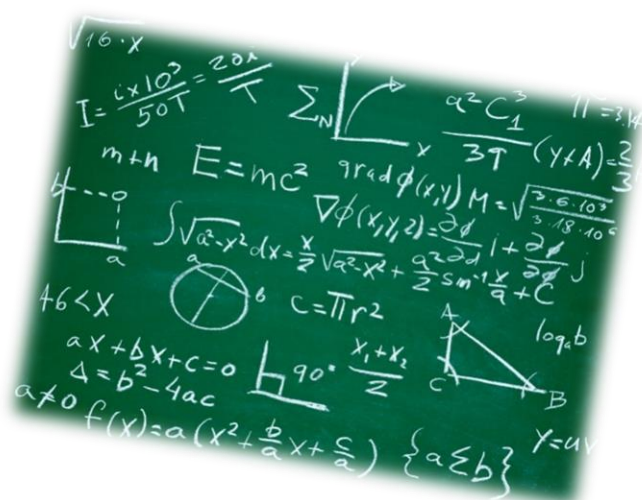
SECTION 2: CORE COURSES

SCIENCE:

Faculty: Science

Course: National Curriculum for England

Science is a mandatory course in Year 4. Students receive 5 Science lessons per week (40 minutes each).

Course Description:

The National Curriculum for Science aims to ensure that all pupils:

- develop scientific knowledge and conceptual understanding through the specific disciplines of Biology, Chemistry and Physics
- develop an understanding of the nature, processes and methods of science through different types of science enquiries that help them to answer scientific questions about the world around them.
- are equipped with the scientific knowledge required to understand the uses and implications of science, today and for the future.

What will students learn?

Year 4 students will be taught:

Working Scientifically	Biology	Chemistry	Physics
• Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary. • Taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate • Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs • Using test results to make predictions to set up further comparative and fair tests • Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations.	• Construct and interpret a variety of food chains, identifying producers, predators and prey • Identify the different types of teeth in humans and their simple functions • Describe the simple functions of the basic parts of the digestive system in humans • Recognise that environments can change and that this can sometimes pose dangers to living things • Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions • Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment	• 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) • Compare and group together materials according to whether they are solids, liquids or gases • Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature	• 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 • Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers • 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 • Recognise that vibrations from sounds

			travel through a medium to the ear.
• Identifying scientific evidence that has been used to support or refute ideas or arguments	• Recognise that living things can be grouped in a variety of ways		• Identify how sounds are made, associating some of them with something vibrating • Find patterns between the volume of a sound and the strength of the vibrations that produced it • Find patterns between the pitch of a sound and features of the object that produced it • Recognise that sounds get fainter as the distance from the sound source increases

Assessment:

Student assessment will include informal and formal assessment. Assessment will also include class participation, quizzes, tests, scientific investigations and projects.

SECTION 3:   FOUNDATION COURSES

ART:

Faculty: Art

Course: National Curriculum for England

Students broaden specified studio skills in the areas of drawing, painting, printmaking, and design. Emphasis is on the development of artistic skills in various media. Creative problem solving and experimentation continue, with an aim to begin development of personal style. Students receive 1 Art lesson per week (40 minutes).

Course Description:

The national curriculum for Art and Design aims to ensure that all pupils:

- produce creative work, exploring their ideas and recording their experiences
- become proficient in drawing, painting, sculpture and other art, craft and design techniques
- evaluate and analyse creative works using the language of art, craft and design
- know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms

What will students learn?

Throughout Key Stage 2 (Year 3-6) students will be taught to:

- develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design
- create sketch books to record their observations and use them to review and revisit ideas
- improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- about great artists, architects and designers in history

Assessment: Teacher observation, participation in class, sketchbook, and projects are used to assess students.

SECTION 3:   FOUNDATION COURSES

COMPUTING:

Faculty: Computing

Course: National Curriculum for England

Students will learn basic office productivity skills to be used in their core curriculum classes throughout the year. They will also be focusing on their logical reasoning to explain how simple Algorithm works. They will design, write and debug programs to accomplish specific goals. Students receive 2 Computing lesson per week (40 minutes each).

Course Description:

Computing is taught as a standalone subject and is integrated throughout the curriculum as a teaching tool.

Students today are using the immense power of digital media to explore, connect, create, and learn in ways never before imagined. With this power, young people have extraordinary opportunities, and yet they face potential pitfalls, too. Some issues faced includes cyberbullying, digital cheating, and safety and security concerns. These issues underscore the need for students to learn and for teachers to teach digital literacy and citizenship skills. So as to ensure our students are safe and secured online, we have embedded "Digital Citizenship" as part of our curriculum, using the curriculum designed by Common sense media.

What will students learn?

This scheme is taught discreetly by the ICT team, building on the ICT concepts and topics from primary school. It is designed to offer a full range of differentiated and applied activities in order that all pupils can access ICT regardless of ability and can use it as a tool for a given purpose. Pupils currently have 1 lesson of ICT per week where all curriculum strands are taught. In addition, ICT is regularly used by teachers throughout the school in their own subject areas further developing the knowledge and skills base of the students.

Assessment: Students' assessment will include both formal and informal assessment. Assessment will include observation of class participation, oral presentations, quizzes, tests, and projects.

SECTION 3:   FOUNDATION COURSES

MUSIC:

Faculty: Music

Course: National Curriculum for England

Music is a universal language that embodies one of the highest forms of creativity. A high quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. Students receive 1 Music lesson per week (40 minutes).

Course Description:

The National Curriculum for Music aims to ensure that all pupils:

- perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians
- learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence
- understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations

What will students learn?

Throughout Key Stage 2 (Year 3-6) students will be taught to:

- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- improvise and compose music for a range of purposes using the inter-related dimensions of music
- listen with attention to detail and recall sounds with increasing aural memory
- use and understand staff and other musical notations
- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- develop an understanding of the history of music

Assessment:

Assessment is based on participation, self-evaluation, and assignments both written and played.

SECTION 3:   FOUNDATION COURSES

PHYSICAL EDUCATION:

Faculty: Physical Education

Course: National Curriculum for England

A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. It provides opportunities for pupils to become physically confident in a way which supports their health and fitness. Students receive 2 P.E. lessons per week (40 minutes each).

Course Description:

The National Curriculum for P.E. 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

What will students learn?

Throughout Key Stage 2 (Year3-6) students will be taught to:

- 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, rounder's 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

Assessment:

The course is designed to test students' understanding of the material using a variety of assessment methods including skill performance tests and quizzes, in addition to daily points allotted for attendance and participation.

SECTION 4: ASSESSMENT

INTRODUCTION

Assessment Background

Assessment is an integral part of Teaching and Learning and is required to optimise all students' learning and teachers' teaching by providing a picture of progress and achievements and to identify the next steps to success.

The primary purpose of assessment is to improve students' learning and teachers' teaching as both respond to the information it provides. Assessment is an ongoing process that arises out of the interaction between teaching and learning.

Purpose of Assessment

The purpose of assessment is to collect information. In education, assessment occurs when a teacher collects information about students' skills, understanding, knowledge and attitudes. Teachers collect this information in numerous ways. Some methods are quite structured, such as examinations, tests, practical work and checklists. Others are unstructured, such as conversations, questionnaires, observation schedules and student self-assessment. Teachers use these procedures to build a profile of what the student knows, understands and can do. Each piece of information is used as an indicator and is woven into the profile of the student. The more information put into the profile, the more accurate it will be.

The assessment programme at AUS has been designed to ensure that by reporting on a student's progress the system is fair, valid, reliable, easy to understand and transparent. Assessment at AUS is an ongoing process. For each assessment period a number of activities are planned by Year Leaders and Heads of Faculty in order to assess the students' skills, knowledge and understanding. These activities vary from subject to subjects in accordance with the requirements specific to that subjects.

ASSESSMENT POLICY AND PROCEDURES

Overview

- The purpose is to promote and monitor the progress of students at Arab Unity School via a comprehensive assessment and reporting system that records data on a centralised system, enabling management information to be analysed and reports produced for a variety of audiences
- It is fundamental to our mission that we are open and clear when making judgements about students' progress. We believe that students and parents have an entitlement to assessment information through a precise, informative and understandable reporting system
- This information should tell students and parents how progress is being monitored, what targets and support are required, what an individual's attainment is and how comparable this is in relation to his or her peers

Student Responsibilities

- Complete the prescribed work requirements in each subject by the due date
- Complete all assessment tasks
- Maintain a good record of attendance, punctuality, progress, homework and effort
- Initiate contact with teachers concerning absences from class, missed assessments, extension request and other issues pertaining to assessment
- Collect and keep assessment tasks
- Completed assessment tasks must be given to the assigned teacher

Staff Responsibilities

- Develop a teaching programme that adheres to the AUS assigned curriculum
- Provide students with a course overview and assessment guidelines
- Ensure assessments are fair, valid and reliable
- Maintain accurate records of student's achievement and assessment
- Meet school and external agency timeframes for assessment and reporting
- Inform students and parents of academic progress

Alleged Malpractice in Assessment Tasks or Examinations

Allegations of cheating, plagiarism or unsatisfactory conduct will be reported to the appropriate Head of School for investigation. If the Head of school is satisfied that there is clear evidence of malpractice, the award of zero (0) will be recorded for the Assessment Task. The outcome in such cases will be conveyed in writing to parents.

External Assessments at AUS:

AUS takes part in Baseline (FS student test), The Cognitive Abilities Test (CAT4), and Progress Tests (PT English, Maths and Science).

Baseline:
These test measures a pupil's stage in language, literacy and mathematics upon completion of FS-2. The assessment contains a mixture of oral and touch based questions, with full-colour illustrations that will be highly appealing to young children. There are three sections that measures literacy, language and mathematics on entry and, optionally literacy and mathematics at the end of the Foundation Stage.

Used together the assessment provides a more rounded view of each pupil which compliments teacher's observational assessments.

The Cognitive Abilities Test (CAT4):
CAT4 assesses a pupil's ability to reason with and manipulate different types of material through a series of Verbal, Non-Verbal, Quantitative and Spatial Ability tasks. Together, these four tests provide teachers with a comprehensive profile of a pupil's reasoning abilities, and as such the core abilities related to learning.

The resulting data can then be used to identify a pupil's strengths, weaknesses and learning preferences, providing accurate and reliable information that is essential for personalised learning. The more we know about a pupil, the better position we should be in to offer a learning environment and ways of teaching and learning that allow pupils to maximise their potential. Information about a pupil's reasoning ability will be key to many decisions and is considered alongside attainment data and other factors known to impact on learning, such as attendance and attitude.

Progress Tests (PT):
These are nationally benchmarked assessments. They will be used year-on-year to support teachers at WSR in identifying current levels of attainment and monitoring progress. The group of tests reflects the English National Curriculum as well as the other UK curricula, making it up-to-date and highly relevant.

Year	Baseline	CAT4	Progress Test
FS1	✔		
FS2	✔		
1	✔		
2	✔		✔
3	✔		✔
4	✔	✔	✔
5	✔		✔
6	✔		✔
7	✔	✔	✔
8	✔	✔	✔
9	✔	✔	✔

Target Setting

Targets for students be generated from external assessments: CAT4

National Curriculum Point Score

National Curriculum Point Score are used to track students' education at AUS from Year 1-9. Each Point Score in a subject describes a set of knowledge, skills and understanding in that subject. Students are graded using the Point Score.

POINT SCORE	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9
9									
8									
7									
6									
5									
4									
3									
2									
1									

At Point Score Expected	Slightly below Point Score Expected	Beyond Expected Point Score	Working below Expected Point Score

SECTION 5:   REPORTING

REPORTING TO PARENTS

Reporting Overview

The aims of reporting:

- Reports should provide parents with an accurate picture about pupils' achievements and progress, in clear and accessible language
- Reports should reflect attainment and achievement within the National Curriculum
- Reports should be based on evidence from formative assessment and recording
- Reports should be manageable for teachers to produce
- Reports should have a positive effect on pupils' attitudes and motivation
- Reports should support pupils' learning by setting targets
- The reporting process should provide opportunities for pupil involvement
- The reporting process should be part of a continuing dialogue with parents and encourage parental involvement and support

Direct contact between Staff and Parents:

- **Parent Coffee Mornings** (see school calendar for dates) – Parents are invited to come into school to meet senior leaders and discuss any areas of learning regarding their child's progress
- **Parent Teacher Meeting**– Three times during the school year, for parents to meet with classroom teachers and subject teachers to discuss progress, attainment, effort and attitude to learning

Year 4 Point Score Thresholds

POINT SCORE	Year 4 ENGLISH	Year 4 MATHS	Year 4 SCIENCE
9	96% above	96% above	90% above
8	85%-95%	90%-95%	86%-89%
7	75%-84%	85%-89%	80%-85%
6	70%-74%	75%-84%	76%-79%
5	65%-69%	65%-74%	70%-75%
4	55%-64%	55%-64%	60%-69%
3	35%-54%	45%-54%	40%-59%
2	25%-34%	25%-44%	20%-39%
1	1%-24%	1%-24%	1%-19%

At Point Score Expected	Slightly below Point Score Expected	Beyond Expected Point Score	Working below Expected Point Score

Scholastics in Islamic/Arabic and MSC

POINT SCORE	Year 4 ARABIC	Year 4 ISLAMIC	Year 4 MSC
9	96% above	96% above	96% above
8	85%-95%	85%-95%	85%-95%
7	75%-84%	75%-84%	75%-84%
6	70%-74%	70%-74%	70%-74%
5	65%-69%	65%-69%	65%-69%
4	55%-64%	55%-64%	55%-64%
3	35%-54%	35%-54%	35%-54%
2	25%-34%	25%-34%	25%-34%
1	1%-24%	1%-24%	1%-24%

At Point Score Expected	Slightly below Point Score Expected	Beyond Expected Point Score	Working below Expected Point Score

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مدرسة الوحدة العربية
ARAB UNITY SCHOOL

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