



*GEMS Westminster Ras Al Khaimah*

*Curriculum Information*

*Grade Four/Year Five*

*Spring Term*



مدرسة جيمس وستمينستر رأس الخيمة  
GEMS Westminster School  
RAS AL KHAIMAH

## Spring: Grade 4 (Year 5) – Into the Darkness

English	Mathematics	Science	Moral Education
<ul style="list-style-type: none"> <li>● To understand the story by looking at the vocabulary.</li> <li>● To explore and understand themes of the story.</li> <li>● To make predictions about a text.</li> <li>● To make inferences.</li> <li>● To analyse a character.</li> <li>● To use retrieval skills to find information.</li> <li>● To use inference and deduction skills.</li> <li>● To use sequencing skills to understand a story.</li> <li>● To use skimming and scanning skills to find information.</li> <li>● To use comprehension skills to understand a text.</li> <li>● To use figurative language.</li> <li>● To create a biography, poem and story based around the class text.</li>   <li>● To maintain positive attitudes to reading and understanding of what</li> </ul>	<ul style="list-style-type: none"> <li>● To identify, name and write equivalent fractions of a given fraction, represented visually including tenths and hundredths.</li> <li>● To recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements <math>&gt;1</math> as a mixed number [for example <math>2/5 + 4/5 = 6/5 = 1\ 1/5</math>].</li> <li>● To add and subtract fractions with the same denominator and denominators that are multiples of the same number.</li> <li>● To multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams.</li> <li>● To multiply numbers up to 4 digits by a one/two-digit number using a formal written method, including long multiplication for 2-digit numbers.</li> <li>● To divide numbers up to 4 digits by a 1-digit number using the formal written method of short division and interpret remainders appropriately for the context.</li> </ul>	<ul style="list-style-type: none"> <li>● To classify different types of materials.</li> <li>● To compare materials based on their properties.</li> <li>● To understand that some materials are good conductors and insulators of electricity.</li> <li>● To investigate how to keep things warm.</li> <li>● To investigate mixtures and solutions and how to separate them.</li> <li>● To explain the processes used to separate mixtures.</li> <li>● To explain reversible and irreversible changes.</li> <li>● To predict what will happen in an investigation.</li> <li>● To make observations, make and explain predictions.</li> </ul>	<ul style="list-style-type: none"> <li>● To understand what we mean by trade and how it has shaped the UAE.</li> <li>● To explore what life was like along the trade routes and in the cities.</li> <li>● To discuss the impact the camel had on trading in the UAE.</li> <li>● To research the types of items that were traded in the past.</li> <li>● To explain the benefits and potential problems that come with trading between people from different countries.</li> <li>● To discover where and how overland and sea trade routes and cities developed in the region.</li> </ul>

Integrity

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<p>they read by: continuing to read and discuss poetry.</p> <ul style="list-style-type: none"> <li>● To recognise simple recurring literary language in poetry.</li> <li>● To learn a wide range of poetry by heart. To prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience</li> </ul> <p><b>Physical Education:</b></p> <ul style="list-style-type: none"> <li>● Athletics (sprint, relay, long jump, jumping hurdle, throwing shot put and javelin).</li> <li>● Dynamic Dance.</li> <li>● Striking and fielding (passing shooting Striking an Object and Running )</li> </ul>	<ul style="list-style-type: none"> <li>● To read and write decimal numbers as fractions [for example <math>0.71 = 71/100</math>].</li> <li>● To solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates.</li> <li>● To read, write, order and compare numbers with up to three decimal places.</li> <li>● To recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents.</li> <li>● To round decimals with two decimal places to the nearest whole number and to one decimal place.</li> </ul> <p><b>ICT</b></p> <p>Digital Literacy: Common Sense Media</p> <ul style="list-style-type: none"> <li>● Be a respectful user.</li> <li>● To give credit.</li> <li>● To understand digital footprint.</li> <li>● To understand what cyberbullying is.</li> </ul>	<p><b>Music:</b></p> <ul style="list-style-type: none"> <li>● To learn about musical instruments and their families.</li> <li>● To identify musical elements.</li> <li>● To learn about different types of dynamics in music.</li> <li>● To identify pitch in music.</li> <li>● To learn about different types of tempo in music.</li> <li>● To identify different types of Recorders.</li> <li>● To learn about clef in music.</li> <li>● To learn about time signature in music.</li> <li>● To be able to read musical notes on the music staff.</li> <li>● To learn how to play the recorder.</li> </ul> <p><b>Cross-Curricular:</b></p> <p><b>The Stone Age to The Iron Age</b></p> <ul style="list-style-type: none"> <li>● To discover facts about the Stone Age.</li> <li>● To discover facts about the Bronze age.</li> </ul>	<ul style="list-style-type: none"> <li>● To consider how trade impacted on the development of culture.</li> </ul> <p><b>Things to do at home</b></p> <ul style="list-style-type: none"> <li>● To practise the spellings being sent out weekly – children should read and write each word as well as use it within a sentence.</li> <li>● To practise solving questions relating to the four operations in maths, using a method your child is comfortable with.</li> <li>● To read every day. After reading a few pages, a chapter or the book; discuss what has happened in the book and ask questions to develop their comprehension skills.</li> </ul>
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<p><b>Social Studies ( A )</b></p> <p><u>الوحدة الأولى : وطن السعادة</u></p> <p>1- السكان في بلادي</p> <p>2- الأنشطة الاقتصادية في دولة الإمارات العربية المتحدة</p> <p>3- بينتي مسؤوليتي</p> <p><u>الوحدة الثانية: عراقة بلادي</u></p> <p>1- بطولات وأمجاد</p> <p>2- إمارة ومسمى</p>	<p>Computational thinking/ Programming Scratch</p> <ul style="list-style-type: none"> <li>● To use variables.</li> <li>● To ask a random question and check the answer.</li> <li>● To use a counter loop.</li> <li>● To plan and create a program with a conditional loop.</li> <li>● Advantages and disadvantages of using a conditional loop.</li> <li>● To use coordinates to position a sprite on the screen.</li> </ul>	<ul style="list-style-type: none"> <li>● To make connections between all three ages, Stone, Bronze and the iron age.</li> <li>● To create pictures in the style of cave paintings.</li> <li>● To discover homes from the Palaeolithic, Mesolithic and Neolithic times.</li> <li>● To explore what people ate in the Stone Age and how their diet changed.</li> <li>● To create a timeline of events from the Stone Age.</li> </ul>	<p><b>Moral Education (A)</b></p> <p>الطرق القديمة للتجارة ، أين - وكيف ولماذا؟</p> <p>توسع طرق التجارة -</p> <p>الحياة التجارية علي الطرق - وفي الحياة التجارية</p> <p>الطرق التجارية كقنوات ثقافية -</p>
<p><b>Social Studies (B)</b></p> <ul style="list-style-type: none"> <li>● To learn about the natural resources of the UAE and the surrounding Gulf Cooperation Council (GCC)</li> <li>● To explain how life changed in the UAE after the discovery of oil</li> <li>● To explain how life changed in the UAE after the discovery of oil</li> </ul>	<p><b>Arabic (A)</b></p> <p><u>الوحدة الثالثة : بطولات خالدة</u></p> <p>- شهيد الإمارات الأول</p> <p>- صفحات من تاريخ طنّب الكبرى</p> <p>- الجملة الاسمية(2)</p> <p><u>الوحدة الرابعة (مستقبل واعد )</u></p> <p>- سقف الأحلام</p>	<p><b>Islamic (A)</b></p> <p><u>الوحدة الثالثة حسن المعاملة</u></p> <p>- السنن الرواتب</p> <p>- الهجرة إلى الحبشة</p> <p>- حسن المعاملة</p> <p>- سورة الأعلى</p> <p>- صلاة الجماعة</p> <p><u>الوحدة الرابعة: أفلا ينظرون؟</u></p> <p>- سورة الغاشية</p>	

<ul style="list-style-type: none"> <li>To learn about the various natural resources that are produced by different countries in the Middle East based on their location</li> </ul>	<p>- النص المعلوماتي مقالتي صغيرة          - أقسام الفعل          - الألف اللينة في نهاية الأسماء</p> <p><b>الوحدة الخامسة (أطلق العنان لأفكارى)</b></p> <p>- قصة معطفي القرمزي          - الأزياء حول العالم          - الجملة الفعلية          - الألف اللينة في نهاية الأسماء والأفعال          - الكتابة النص السردي</p> <p><b>Arabic (B)</b></p> <p><u>الوحدة الثالثة : أماكن وإتجاهات</u></p> <p><b>Unit 3: Places and Direction</b></p> <p>1- في المطار          At the Air port -1          2- في الفندق          In the hotel -2          3- في المدينة          In the city -3</p>	<p>- البحث والتفكير العلمي          - حمدالله عزوجل على نعمه.</p> <p><b>Islamic (B)</b></p> <ul style="list-style-type: none"> <li>To recite Surat At-Abasa correctly and properly.</li> <li>To learn Surat Abasa by heart.</li> <li>To explain the vocabulary and overall meaning of the holy verses.</li> <li>To give the general meaning of the hadith.</li> <li>To find out the importance of making sure about news before reporting it.</li> <li>To mention the importance of obligatory prayers.</li> <li>To mention the proper behaviour in prayer.</li> <li>To explain That Prophet Muhammad peace be upon him, began calling to Islam with wisdom and good advice.</li> <li>To mention early Muslims and talk about the attitude to call</li> </ul>	
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	<p>الوحدة الرابعة : مشاهير غيروا العالم</p> <p><u>Unit 4: Celebrities who changed the world</u></p> <p>1- ابن الهيثم</p> <p><u>Ibn Al-Haytham</u></p> <p>2- توماس إديسون</p> <p><u>Thomas Edison</u></p> <p>3- عباس ابن فرناس</p>	<p>of the Prophet, peace be upon him.</p>	
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## Spring: Grade 4 (Year 5) – Spelling Words



### Grade 4, Term 2 (Spring Term) – A

Objectives that are in blue are Grade 4 and Grade 5 (Year 5 and 6) statutory requirements. Words that are in blue are from the Grade 4 and Grade 5 (Year 5 and 6) statutory spelling list. The additional words and sets (in black) either reinforce the rule/pattern being taught; practise a spelling rule linked to a Grade 4 and Grade 5 (Y5 and 6) statutory requirement, revisit previous year group skills or relate to a word, sentence or punctuation objective from the English Appendix 2 of the 2014 National Curriculum. Each set of spellings contains 10 words linked to the objective.

<u>List 1</u> Creating nouns using – ity suffix	<u>List 2</u> Creating nouns using – ness suffix	<u>List 3</u> Creating nouns using – ship suffix	<u>List 4</u> Homophones and Near Homophones	<u>List 5</u> Homophones and Near Homophones	<u>List 6</u> Homophones and Near Homophones
Community Curiosity Ability Visibility Captivity Activity Eternity Flexibility Possibility sensitivity	Happiness Hardness Madness Nastiness Silliness Tidiness Childishness Willingness Carelessness foolishness	Membership Ownership Partnership Dictatorship Championship Craftsmanship Fellowship Apprenticeship Citizenship Sponsorship	Stationary Stationery Steal Steel Wary Weary Who's Whose Fate fete	Alter Altar Ascent Assent Bridal Bridle Cereal Serial Compliment complement	Principal Principle Profit Prophet Descent Dissent Desert Dessert Draft draught
<b>Challenge Words:</b> group known	<b>Challenge Words:</b> variety weights	<b>Challenge Words:</b> leisure particularly	<b>Challenge Words:</b> ancient women	<b>Challenge Words:</b> purposes communicate	<b>Challenge Words:</b> suggests physical

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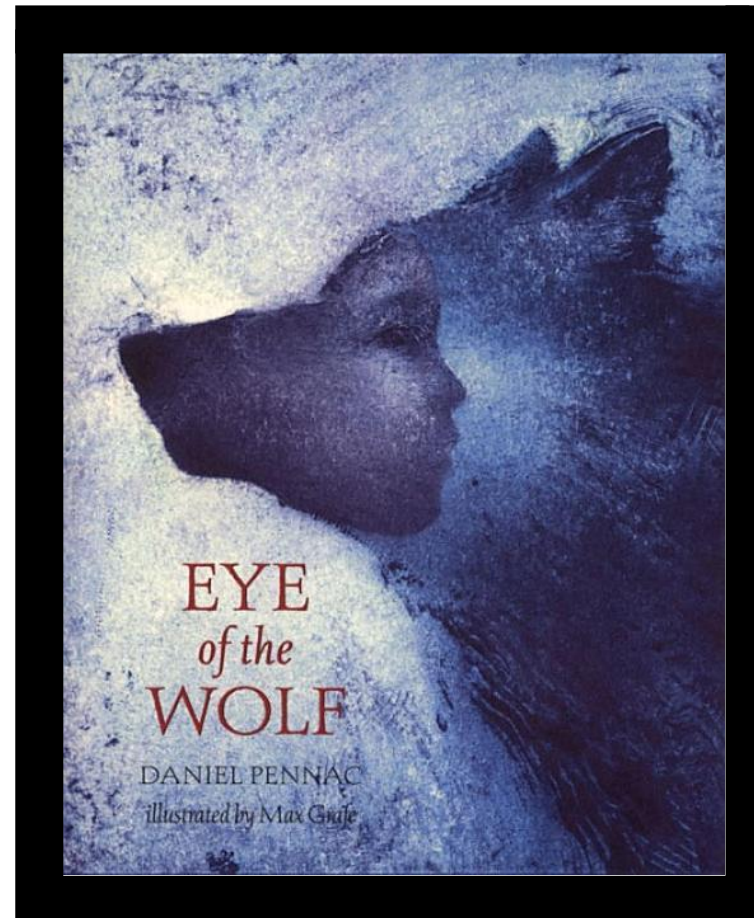
Grade 4, Term 2 (Spring Term) – B

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<u>List 1</u> Words with an /or/ sound spelt 'or'	<u>List 2</u> Words with /or/ sound spelt 'au'	<u>List 3</u> Convert nouns or adjectives into verbs using the suffix -ate	<u>List 4</u> Convert nouns or adjectives into verbs using the suffix -ise	<u>List 5</u> Convert nouns or adjectives into verbs using the suffix -ify	<u>List 6</u>
forty scorch absorb decorate afford enormous category tornado according opportunity	pause cause sauce fraud launch author august applaud astronaut restaurant	pollinate captivate activate motivate communicate medicate elasticate hyphenate alienate validate	criticise advertise capitalise finalise equalise fertilise terrorise socialise visualise vandalise	amplify solidify signify falsify glorify notify testify purify intensify classify	blacken brighten flatten lengthen mistaken straighten shorten thicken tighten toughen
<b>Challenge Words:</b> group known	<b>Challenge Words:</b> variety weights	<b>Challenge Words:</b> leisure particularly	<b>Challenge Words:</b> ancient women	<b>Challenge Words:</b> purposes communicate	<b>Challenge Words:</b> suggests physical



Our Book this term...



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