



YEAR 4

**CURRICULUM
INFORMATION
LETTER**

TERM 1

2019 - 2020



In Unit 1, students explored what life was like during Victorian England. They read stories and texts set in the past that focused on schooling and jobs for poor, Victorian children. Their comprehension and listening skills were tested in a variety of ways and students were probed on the differences between how they live their lives in modern times compared to those children of the past. They were encouraged to infer the meaning of statements and actions, and discuss those ideas with their peers. Students identified powerful language within the texts they explored and were tasked with creating their own sentences that demonstrated their ability to use these new words in context. Students became well-rehearsed in identifying different types of sentences in addition to being reminded of good habits in punctuating their writing. They were exposed to new ways of extending their sentences with a range of connectives, and explored a range of spelling rules to support good spelling. Students collaborated to produce a class narrative before working independently to showcase their individual writing ability.

In Unit 2, students discovered the meaning of 'persuasion' and explored how advertising is used to persuade a buyer to purchase a product. They were fascinated by the way sellers used certain techniques to encourage the selling of their product. Students became very familiar with the key features and persuasive techniques of an advertisement, and could identify them with ease. They harnessed their skills in debate- in order to persuade the listener to side with their viewpoint- and argued topics such as, 'Is it better to live on Earth rather Mars?'. Students developed their listening skills and again tested their skills in comprehension while being exposed to new vocabulary. Students were able to describe their opinions and conclude their thoughts on an advertisement and explain why it was effective or ineffective. Students were really challenged to express their standpoint with confidence and clarity through a range of speaking exercises. They explored specific writing aspects of advertisements such as using effective and relevant imperative sentences, comparative and superlative adjectives and adverbs. Students investigated the use of prefixes and suffixes, and collated their own lists of words accordingly. In the second half of the unit, students explored 'persuasive essays' and the key features used to create this style of writing. In the New Year, they will collaborate to write a class persuasive essay before writing their own independently.



LITERATURE

Students were introduced to different elements of a story: plot, protagonist and antagonist , setting, conflict and resolution. Through different activities, students were able to identify them and evaluate their impact on different stories.

They explored the literary work 'The Count of Monte Cristo' by Alexandre Dumas. They were introduced to the different characters and were able to analyze them.

They were also introduced to the different settings of the story and by the end of the term they are now able to create a new setting, introduce a new character and demonstrate his effect on the plot.

-Students were able to relate the change of moods in the story to the theme of every chapter they read using key words in the text and illustrations.

Students visualized and foreshadowed future events, and they learned how to analyze and evaluate a character based on his actions, words, choices and feelings through watching different parts of movies.

Students compared the change of appearance of characters in a story between beginning and end. (the character of Edmond in The Count of Monte Cristo) and related it to the character's change of feelings. Finally, they were also introduced to different types of conflicts in a story. Based on movies they watched, they were able to categorize and analyze each type of conflict.



SCIENCE

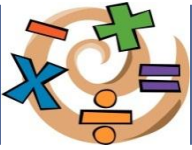
Students learned about the seven life processes to help them differentiate between living and non living things. Also they were able to identify the names of bones of the human skeleton as well as recognizing the main functions of the skeleton. Students also compared between the different forms of medicine.

In the second unit, students learned to compare and contrast different habitats on our planets and highlighted the adaptations of the animals to survive in the habitats they exist in. In addition, they were able to compare between vertebrates and invertebrates as they sorted each group into their subgroups and used the identification key to identify animals.



ARABIC

في خلال هذا الترم تناولت مع طلابي وحدة قرائية عن السياحة في مصر قمت بترسيخ الانتماء للوطن في نفوس الطلاب من خلال التعرف على أهم المعالم السياحية في مصر إلى جانب التعرف على أهمية السياحة من خلال عرض بعض الفيديوهات والصور لأماكن سياحية في مصر والوصول بالتلاميذ للشعور بجمال وطنهم وقيمتهم داخليًا وخارجيًا ، وأعدت التذوق الفني اهتمامًا خاصًا من خلال فرع النصوص وتدريب الطلاب على الالتقاء والاحساس بالكلمات مع توضيح مفاتيح مواطن الجمال واستخراجها من النص، واستطاع التلاميذ استنباط مواطن الجمال و تحديدها وتذوقها من خلال عرض مجموعة من الأبيات الشعرية من قصائد مختلفة مع ابتكار مفاتيح جمالية من نصوص خارجية في مشروع اللغة العربية الأول ، وقد أعدت الخط العربي اهتمامًا خاصًا من خلال تدريب التلاميذ على الكتابة بخطى النسخ والرقعة ، وقمت بتدريب التلاميذ على كيفية كتابة اللافتة واستخدامها في نشر المبادئ ، الإيجابية التي يجب أن تسود المجتمع وابتكار لافتات في مشروع اللغة العربية الثاني الغرض منه القضاء على السلبيات المنتشرة في المجتمع ، واستطاع الطلاب تعريف أنفسهم وهواياتهم ورياضتهم المفضلة والتعبير عن ذاتهم إلى جانب كتابة فقرة معبرًا من خلالها عن موضوع معين بأسلوبه ملخصا المعلومات التي اكتسبها من خلال الدروس ، واستطاع التلاميذ من خلال القواعد النحوية توظيف (الضمائر – أسماء الإشارة – الأسماء الموصولة) توظيفًا سليمًا للتعبير عن المفرد والمثنى والجمع في الكتابة والنطق ، واستطاع التلاميذ التمييز بين الاسم والفعل والحرف من خلال توضيح علامات الاسم وتوضيح دور الحروف في ربط الجمل بعضها ببعض وإكسابها التوضيح اللازم



NUMERACY

In chapter one, students learnt to count, read and write numbers to 1000, and were introduced to the concept of place value. They understood what each digit represents in the four-digit numbers and partition into thousands hundreds, tens and units.

In chapter two, students learnt how to compare and order four-digit numbers. The ability to compare numbers provided students with the skills required as they ordered numbers in an increasing or decreasing order. The students also proceeded to make use of a number line to find a number that is 1, 10 or 100 more or less than any four-digit number. They then made use of the strategy of counting on or counting back to complete a number pattern. They also understood the concept of the Negative numbers and how we read them and arrange them and learnt how to round numbers to the nearest tens, hundreds and thousands. They also learnt the concept of the even and odd numbers.

In chapter three, the students learnt how to Identify, describe and draw regular and irregular 2D shapes (Polygons) including pentagons, hexagons, octagons and heptagon and knew how to draw them using some points. They classified 2D shapes according to the number of sides, vertices and regular and irregular. They identified and described 3D shapes (Solids) including pyramids and prisms. They also classified 3D shapes according to the number and shape of faces, number of vertices and edges. Students identified 2D and 3D shapes for everything surrounded us in the environment. understanding of the usage of terms such as 'greater than', 'smaller than', and 'equal 'also they learnt the concept of symmetry in Polygons and how to get the lines of symmetry of different shapes and the also learnt the Nets of the solids.

In chapter four, Students learnt how to add or subtract pairs of three-digit numbers and moved on to adding and subtracting with regrouping. They learnt how to add single- digit numbers or multiples of 10 or 100 to three-digit numbers and subtract single-digit numbers or multiples of 10 or 100 from three-digit numbers. Students also learnt to incorporate strategies learnt previously to help solve more complex word problems in this chapter. The use of strategies helped students to solve word problems while developing proportional reasoning and algebraic thinking as a skill set.

In chapter five, Students learnt to find the doubles of two digits number and understanding the concept of the multiples and knowing how to solve the multiples by tens and hundreds.



SECOND LANGUAGES

This term, students started by revising some basics like greetings and how to start a conversation. Then, they learned about school equipment and supplies .They learned how to describe their class and what they have in their bags and pencil cases.

Then they learned the numbers from 20 to 39 and the months of the year so they can be able to say and write their birthday date.

Also they learned about pets and how to talk about them using (*c'est un/une ou ce sont des*). They revised the theme of family and then they learned how to use the possessive pronouns (*Mon/ ma*) to talk about their school supplies, their pets and family members.

They revised pronouns (*les pronoms personnels sujet*) and verbs: to be (*être*) and to have (*avoir*). They practiced how to form correct sentences. (*Comment faire une bonne phrase?*)

They learned how to present themselves by talking about (name, gender, nationality, birthday, pets, and family members).

They revised and learned some new question words: pourquoi, comment, est ce que, quel (les mots interrogatifs) and they practiced them through lots of comprehension passages and activities. They learned verbs (1er groupe "er"). Also they learned how to use the negative form of the verb "la negation". They started this year's story (Le mystère du grenier) and learned some vocabulary about the house (rooms and furniture). They learned how to describe their houses and their rooms.

In the German classes, students have been introduced to the German culture to have a better understanding of the language they are studying. In the first term they learned about schools, how to read a schedule, which subjects are being taught in Germany, what sort of after school activities are being offered and how the German schooling and grading system are. They also learned how to tell time in German and how to describe a student's daily routine. They compared between the German school system and their own school system in terms of subjects offered, grading system and class jobs. They wrote a text describing their own daily routine and they articulated their preferences of the different subjects. They wrote their own class schedule in German as well as an E-mail to an imaginary German friend telling them about their own school, their school supplies and their daily routine. Through Role-Play (Reporter/Student) they applied learned knowledge to their own everyday life. They also learned different grammatical structures such as how using time at the beginning of a sentence can affect the sentence structure; which prepositions to use when expressing time (days vs. Hours); how to use different forms of Negation (nouns vs. verbs); how to use the different "Modalverben" and their effect on the sentence structure; how to use bossy verbs and in which context and finally the "Atrikel im Nominativ & Akkusativ". They also started reading a novel that describes students' lives in Germany.

In Spanish classes, students learned about sports and they were able to express which sports they like and which they do not like and why. They practiced the verbs "jugar", "sabe" and "gustar" to help them with this task. Then, in a new unit, they learned all about food and the different meals of the day. They were able to count and read numbers from 100 to 900.





فى الدرس الأول ناقش الطلاب معنى كلمة دراسات اجتماعية و أنواع الأدوات المستخدمة فى هذه المادة والتفريق بينهم فى استخدامات مختلفة عن طريق مشاهدة العديد من الصور و الوسائل التعليمية المختلفة ، و عمل مقارنة بين الجهات الأصلية و الفرعية و فى الدرس الثانى قام الطلاب بتحديد موقع مصر على خريطة العالم و قارنوا بين موقع مصر و مواقع باقى البلدان و تمييز هذا الموقع و استنتاج مميزاته و فى الدرس الثالث قام الطلاب بتحديد الحدود الجغرافية لمصر و المقارنة بين الحدود الطبيعية و الحدود البشرية و تحديدها على خريطة مصر و استنتاج الهدف من وجود الحدود بين الدول و أهميتها أما فى الدرس الرابع عرف الطلاب بعض المعلومات التاريخية الهامة عن مصر القديمة و قاموا بعمل ربط الحاضر بالماضى و توقع المستقبل و فى النهاية حرصنا فى هذه المادة على :تحقيق التكامل بين مجالات الدراسات الاجتماعية و ربط الأحداث و الظواهر بما يوجد فى البيئة بقدر الإمكان تنوع الأنشطة



ICT

This term, students learned how to change the view of the folder content. Also our young explorers were introduced to Google Chrome and they explored ways to search for pictures and save their pictures inside folders.

They were introduced to Microsoft Word program and they started working with documents, how to change the page layout options, insert text boxes, pictures, Word art and shapes.

They figured out the difference between “save” and “save as” options and learned to use some keyboard shortcuts like CTRL + S for save, F12 for Save As , Alt +F4 for Close.

They also had a fun time practicing how to create a video by using a video editing program called **PROSHOW PRODUCER** where they can create a commercial video file.

They learned how to format the caption layers, images and how to add space between lines and characters, how to skew characters and how to fill the text with images/ gradient color/ solid color/ readymade style. They also were excited by the way they can animate everything and adding nice effects to the layers. In addition to the saving options and the difference between saving a video file and a project file.

Finally, our students were introduced to Microsoft Excel, and they understood the uses of this professional software.

They knew how to deal with its columns and rows and how they can select a cell and fill it with color. And finally they learned how to save their work in their folders.



GLOBAL PERSPECTIVE

We started off our course by defining the term "History; personally, locally and globally. Then, students learned about the rise of the Egyptian Civilization. They were able to analyze the role of the Nile River in Egypt's development. They were also able to explain the Ancient Egyptian social class system and describe some of the social practices of ancient Egyptian civilization. They were exposed to the new terms related to this topic (e.g., ancient Egypt, Egyptian, civilization, Nile, pharaoh, social classes, nobles, chief priests, landowners, commoners, slaves, criminals, famous, inventions, sundial, pyramid, mummies, shaduf, papyrus, plough). Students also examined objects produced and used by ancient Egyptians in order to better understand their appearance and how they lived. They learned the significance to the ancient Egyptians of each aspect of the process of mummification in order to achieve a better understanding of their concept of the afterlife. Finally, they learned about the ancient Egyptian writing system, and the role of archaeology in our understanding of ancient Egypt.

In the second unit, students explored how geography shaped the history of Greece. They were able to compare and contrast life in Ancient Athens and Sparta, and explain the various types of government developed in Ancient Greece, including monarchy and democracy. They also explored ways in which the Greeks ended the threat of Persian conquest. They discussed how Alexander the Great helped spread Greek culture, and how the Greek society viewed religion, sports, economy and the role of women. Most importantly, they were introduced to the contributions by the Greeks in art, literature, philosophy, and science.



ART

In the first 2 weeks Students produced an outdoor scene or a design using different drawing techniques. After that they drew a night seascape to create depth by drawing an object near the horizon line using soft pastel colors. The students drew and completed figures through the observation of model, they created a craft work using foam plates and colored papers. To identify colors and patterns students produced an abstract drawing about Music Art using different materials of colors. To express emphasis in nature students drew a water lily inspired by Monet Artist using Watercolors. In the end of the term they drew a Christmas drawing on a colored paper and painted it with poster colors.



MUSIC

Students were introduced to the basic principles of the musical instrument of their choice.



PHYSICAL EDUCATION

1. In the swimming classes, the boys learned some techniques including:
 - a. Crawl, 25m crawl with breathing, 25m crawl with turn
 - b. Back, 25m back with turn, 25m crawl _back
 - c. Breast, 25 m breast
 - d. Breast, Dolphin kick with breast(arms only)
2. In the basketball classes, the girls learned some techniques including:
 - a. Dribble and pass
 - b. Pass and receive
 - c. Receive and shooting
 - d. Pass and shooting