



Primary Curriculum Overview 2023-24:

Grade 4






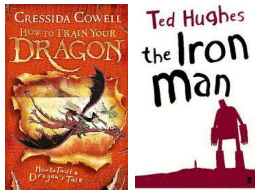


Cambridge Assessment
International Education






Maths Curriculum Overview - Cambridge Primary Framework following Collins International Primary Maths scheme					
Term 1A	Term 1B	Term 2A	Term 2B	Term 3A	Term 3B
<ul style="list-style-type: none"> • Reading and writing whole numbers • Counting and sequences • Place value and ordering • Addition and subtraction 	<ul style="list-style-type: none"> • Fractions • Time • 2D shapes and symmetry • 3D shapes • Angles 	<ul style="list-style-type: none"> • Counting and sequences • Place value, ordering and rounding • Times tables • Multiples, factors and divisibility • Multiplication 	<ul style="list-style-type: none"> • Multiplication • Division • Statistics 	<ul style="list-style-type: none"> • Addition • Subtraction • Fractions • Percentages • Statistics and probability 	<ul style="list-style-type: none"> • Measuring instruments • Perimeter and area • Position, direction and movement • Position, direction, movement and reflection



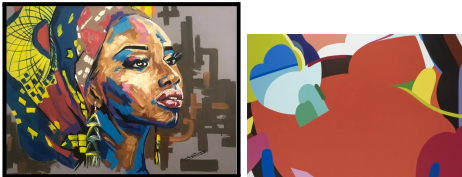
Science Curriculum Overview - Cambridge Primary Framework following Collins International Primary Science scheme					
Term 1A	Term 1B	Term 2A	Term 2B	Term 3A	Term 3B
Life Processes and Ecosystems	Humans and other animals	States of matter	Energy and light	Electricity	Planet Earth/ Earth and beyond


English Curriculum Overview - Cambridge Primary Framework following a text-based approach

Term 1A	Term 1B	Term 2A	Term 2B	Term 3A	Term 3B
<p>Persuasive text Letter writing (T4W)</p> 	<p>Poems from different times and cultures (various texts)</p> 	<p>Explanation text Snoozatron (T4W)</p> 	<p>Fantasy stories How to train your dragon The Iron Man</p> 	<p>Dilemma The Tunnel A Matter of Loaf and Death (T4W)</p> 	<p>Playscripts (Various texts and G3/4 performance script)</p> 


Connected Curriculum Overview - Topic-based units covering the wider curriculum

Subjects:	Term 1	Term 2	Term 3
	<p>Vanishing Rainforests (12-13 weeks)</p>  <p>Including: Geography, Science, Art, Design and Technology and International learning and activities.</p>	<p>Chocolate (9-10 weeks)</p>  <p>Including: History, Health and wellbeing, Geography, Science, Innovation learning and activities.</p>	<p>Explorers and Adventurers (9-10 weeks)</p>  <p>Including: Geography, History, Science and International learning and activities.</p>


Discrete Curriculum Overview						
Subjects:	Term 1A	Term 1B	Term 2A	Term 2B	Term 3A	Term 3B
Art	POINTS, COLOUR & MOTION		PERSPECTIVE		EXPRESSING/CELEBRATING VIEWPOINTS	
	<p>Art movements through history comparing/contrasting Finding a genre of interest/talking about art Pointillism Still life Recapping of and more advanced colour wheel Pop art self portraits Charcoal drawing with large motions Artist focus Jackson Pollock</p> 		<p>Landscape drawing focus Different perspectives Shape and design (cubism focus) oil pastel Using colour and shape to create illusions Ink prints Clay landscapes Artist focus George Braque Paul Cezanne</p> 		<p>Art/colour in different cultures: Asia/Africa African mask making paper Mache Japanese koi Batik fabric painting Modern african and Asian art (mixed media) Palette knife painting Artist focus Contemporary artists around the world (Sydney Zungu) (Kotaro Machiyama)</p> 	

Music	<ul style="list-style-type: none"> • Reviewing Pulse and Rhythm • Exploring 4 beat patterns • Creating a 1 bar rhythm • Vocal work 	<ul style="list-style-type: none"> • Writing melodies using rhythmic notation https://musescore.org/en/download • Rhythm and timbre • Explore and recognise different instruments 	<ul style="list-style-type: none"> • School musical • Exploring Musical software • Create and perform rap 	<ul style="list-style-type: none"> • School musical • Keyboard skills 	<ul style="list-style-type: none"> • The Beatles • Vocal work • Performing 'Blackbird' • Notation revisited 	<ul style="list-style-type: none"> • Reflect, Rewind and Replay • Final Performances
Drama	<p>Elements of Drama</p> <p><i>Principles of blocking</i></p> <ul style="list-style-type: none"> • Control • Confidence • Cooperation • Concentration/Focus • Listening • Resilience • Creativity 	<p>Script Building techniques</p> <p>Rainforest script writing techniques applied to mini performance</p>	<p>Physicality Workshops</p> <p>Becoming Explorers</p> <p>Moving the body to show character traits</p>	<p>Performance poetry</p> 	<p>School show</p> <p>Be able to respond to a performance by commenting on characters, story and effects</p>	<p>School show</p> <p>Evaluation techniques</p> <p>Be able to use character, action and story in plays they improvise and script</p> <p>Be able to perform a scripted play</p>
PE	<p>Target ,</p> <p>Ball Skills Dodgeball Skittleball Volleyball Swimming</p>	<p>Invasion</p> <p>Football Benchball Basketball</p> <p>Swimming</p>	<p>Athletics</p> <p>Sports day preparations</p>	<p>Hand-Eye Coordination</p> <p>TBall Unihock Badminton Tennis Table tennis</p>	<p>Coordination and Balance</p> <p>Gymnastics</p>	<p>Health and Fitness</p> <p>Orienteering</p>

ICT and computing	<p>Be able to creatively use software for a particular purpose</p> <p>Understand that some digital environments are controlled while others are open</p> <p>Understand that information online is permanent and can be saved and shared by others</p> <p>Be able to creatively use software for a particular purpose</p>	<p>Be able to test code and make improvements</p> <p>Be able to use sequences of instruction to achieve specific outcomes</p> <p>Understand that programs respond to input to produce an output</p> <p>Know that a program is made up of one or more algorithms written in code</p> <p>Be able to use a search engine to find required information</p> <p>Be able to fact check by cross referencing with more than one source</p> <p>Be able to select an appropriate tool to collect and record required information</p> <p>Understand that some images available on the internet are free from copyright</p> <p>Be able to use digital tools to explore real and imaginary situations</p>	<p>Be able to use a search engine to find required information</p> <p>Be able to fact check by cross referencing with more than one source</p> <p>Be able to combine images, text and audio to effectively communicate to an audience</p> <p>Be able to select an appropriate tool to collect and record required information</p>	<p>Be able to use a search engine to find required information</p> <p>Be able to combine images, text and audio to effectively communicate to an audience</p> <p>Be able to select an appropriate tool to collect and record required information</p> <p>Be able to use digital tools to explore real and imaginary situations</p> <p>Be able to creatively use software for a particular purpose</p>	<p>Be able to use a search engine to find required information</p> <p>Be able to fact check by cross referencing with more than one source</p> <p>Be able to select an appropriate tool to collect and record required information</p> <p>Be able to create graphs/charts using digital tools/software</p> <p>Be able to creatively use software for a particular purpose</p>	
PSHE	<ul style="list-style-type: none"> Personal Goals 	Health and Wellbeing	<ul style="list-style-type: none"> Personal Goals 	Citizenship	<ul style="list-style-type: none"> Personal Goals 	Transition

	<ul style="list-style-type: none"> Family and relationships 		<ul style="list-style-type: none"> Safety and the changing body 		<ul style="list-style-type: none"> Economic well being 	
<p>French (additional for non-native students)</p>	<p>Le révision de 3e année.</p> <p>Quelle est la date de ton anniversaire?</p> <p>1-100.</p> <p>Où habites-tu?</p> <p>Dans ma ville...</p>	<p>Le transport.</p> <p>Je et tu.</p> <p>Les directions.</p> <p>Le révision.</p>	<p>Les fruits et les légumes.</p> <p>Les vêtements.</p> <p>Les adjectifs</p> <p>J'aime, je n'aime pas etc.</p> <p>Faire du shopping et de l'argent.</p>	<p>Les pays et les continents.</p> <p>Les pays francophones.</p> <p>Les animaux.</p>	<p>Quelle heure est-il?</p> <p>L'école et les matières</p> <p>Le révision.</p>	
<p>Entrepreneurs</p>  <p>ipc Young Entrepreneurs 2021-2027 Globalisation and economics</p>	<p>Finance/Savings</p> <p>Value of money</p> <p>Products & Services- In Oman and around the world</p> <p>Different currencies</p> <p>Imports/exports</p>	<p>How to create a business plan</p> <p>Testing designs/ market research</p> <p>Packaging</p> <p>Environmental concerns</p>	<p>Marketing, cost, budget</p> <p>Advertising</p> <p>Brands</p>	<p>Use modelling and testing to explore parts of a design</p> <p>produce a final design</p>	<p>Business plan</p> <p>Marketing- posters for final product</p> <p>Questionnaires</p>	<p>Entrepreneur Fair</p> <p>Reflection/ Exit point</p>

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Arabic Curriculum Subjects - Oman Ministry of Education						
	Term 1A	Term 1B	Term 2A	Term 2B	Term 3A	Term 3B
Islamic Studies A	الوحدة الأولى: مقرر التلاوة والحفظ سورة المطففين (17-1)	الوحدة الثانية : سورة المطففين (28-18) الوحدة الثالثة	الوحدة الرابعة	الوحدة الأولى : سورة عبس	الوحدة الثانية : سورة النازعات الوحدة الثالثة : سورة النبأ (20-1)	الوحدة الرابعة : سورة النبأ (40-21)
Arabic A	المحور الأول : في ربوع وطني	المحور الثاني :قصص وعبر	تابع المحور الثاني :قصص وعبر .	المحور الثالث :آفاق علمية	تابع المحور الثالث : آفاق علمية	المحور الرابع : لعب وترفيه

Social Studies A	وطني عمان موقع وحضارة	تابع المحور الأول : وطني عمان موقع وحضارة	المحور الثاني :وطني عمان عراقة وأصالة	تابع المحور الثاني : وطني عمان عراقة وأصالة .	المحور الثالث:وطني عمان أرض وتراث	المحور الرابع : وطني عمان اقتصاد وثراء
Islamic Studies B	The first unit: the decision to recite and memorize Surat Al-Mutaffifin (1-17)	The second unit: Surat Al-Mutaffifin (18-28) third unit	Fourth unit	.Unit One: Surah Abs	The second unit: Surat Al-Naza'at The third unit: Surat Al-Naba (1-20)	Fourth Unit: Surat Al-Naba (21-40)
Arabic B	first unit: acquaintance	The second unit: continue the acquaintance in Arabic .	third unit : Places . Jobs.	The second part of the study of places.	Unit one: hobbies	unit two : Verbs. Names.