

## WEEKLY PLAN-2026-27

**GRADE: 4**

**TERM 1**

**WEEK 12**

| Subject            | Topic                     | Learning Objectives                                                                                                                                                                                             | Teaching & Learning Activities                                                                                                                                   | Assessment (Type- Skill & Evidence)                                                                                                            | Differentiation (Support-Core-Challenge)                                                                                                                                                           | AFL Strategy                                                                                     | National Identity Link                                                                              | LMS Upload                             | Homework                                                                                                                                            |
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| <b>English</b>     | A Pocket Full of Music    | Identify the main idea and supporting details in the text 'A Pocket Full of Music'.<br>Apply new vocabulary from the text in meaningful sentences.<br>Analyse characters, events, and the message of the story. | Guided reading of the text.<br>Identify main idea and key details.<br>Vocabulary explanation and sentence making.<br>Discuss characters and events in the story. | Oral questioning (main idea, characters, events).<br>Vocabulary sentences.<br>Reading comprehension responses.<br>Participation in discussion. | Picture clues, simplified text support, sentence starters.<br>Answer comprehension questions and use vocabulary in sentences.<br>Write a short paragraph on the message of the story with reasons. | Think–Pair–Share<br>Questioning<br>Thumbs Up / Down<br>Exit Ticket (one key idea from the story) | Research on how music and rhythm are part of cultural celebrations and traditional arts in the UAE. | Lesson Presentation<br>Lesson notes    | Write 3–4 sentences about your favourite sound or music and why you like it. OR<br>Learn and write 5 new words from the lesson with their meanings. |
| <b>Mathematics</b> | <b>PERIMETER AND AREA</b> | Applying Perimeter in Real-Life Situations                                                                                                                                                                      | Problem-solving activities, group discussions, perimeter challenge cards, real-life                                                                              | Formative Assessment: Independent problem-solving task.                                                                                        | <b>Support:</b> Use coloured grids and guided counting.<br><b>Core:</b> Count square units                                                                                                         | Exit tickets, peer assessment, teacher                                                           | Explore floor patterns and tiled areas in UAE buildings and mosques.                                | Upload completed class activity sheet. | Count and record the area of shapes on grid paper.                                                                                                  |

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|         |                    | <p>Finding Area by Counting Square Grids in Regular Shapes</p> <p>Finding Area by Counting Square Grids in Irregular Shapes</p>                                                                                                                                                                             | scenarios, textbook tasks.                                                                                                                                              | <p>Skill: Application and Reasoning.</p> <p>Evidence: Worksheet, notebook work, class participation.</p> | <p>independently .</p> <p><b>Challenge:</b> Compare areas of different shapes and justify answers.</p>                                                                                                                                  | observatio<br>n.                                                                                                                                   |                                                                                                                                                                                                                                                                                               |                                                     |                                                                                                                                                                                                                                                                         |
| Science | Food and Nutrition | <p>Identify the main nutrients in food (carbohydrates, proteins, fats, vitamins, minerals, fibre, and water). Explain the functions of different nutrients in the body.</p> <p>Describe what a balanced diet is and why it is important.</p> <p>Classify foods according to the nutrients they provide.</p> | <p>Introduce the different nutrients using a chart or presentation.</p> <p>Explain the role of each nutrient:</p> <p>Nutrient Sorting</p> <p>Build a Balanced Plate</p> | <p>Diagnostic Clasification</p> <p>Peer Assessment and self assessment,</p> <p>Observation</p>           | <p>Provide nutrient charts with pictures.</p> <p>Matching worksheets with word banks.</p> <p>Core: Sort foods into nutrient groups independently .</p> <p>Design a balanced meal and explain choices.</p> <p>Challenge: Explain the</p> | <p>Think-Pair-Share</p> <p>Hands on activity</p> <p>Questioning during group activities</p> <p>Exit Ticket</p> <p>Peer discussion and feedback</p> | <p>Discuss healthy traditional UAE foods such as dates, fish, whole grains, fruits, and vegetables.</p> <p>Explain how a balanced diet supports healthy lifestyles promoted in the UAE.</p> <p>Encourage students to make healthy food choices during family meals and school activities.</p> | <p>Notes, Lesson presentation, Reference videos</p> | <p>Draw a balanced plate in the notebook</p> <p>Food Diary Activity</p> <p>Record everything you eat and drink for one day.</p> <p>Identify the nutrients present in each meal.</p> <p>Write whether your meals formed a balanced diet and suggest one improvement.</p> |

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|                |                  |                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                          | consequences of lacking a specific nutrient. Analyze an unhealthy meal and suggest improvements .                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                         |                                                                                                                                                                                                                       |                                                                                                                                                                                     |                                                                                                                                                        |
| Social Studies | Southern Plateau | Students will be able to:<br>1. Locate the Southern Plateau on a map.<br>2. Describe its physical features (rivers, mountains, soil, climate).<br>3. Identify major crops, minerals, and economic activities.<br>4. Explain the importance of the plateau region in the country's development. | <b>Starter (5 min):</b> <ul style="list-style-type: none"> <li>• Show a map and ask students to identify regions.</li> </ul> <b>Main Activity (20 min):</b> <ul style="list-style-type: none"> <li>• Teacher explanation using PPT/maps.</li> <li>• Group activity: Students label the Southern Plateau on blank maps.</li> <li>• Discussion on climate, rivers, and resources.</li> </ul> <b>Practice (10 min):</b> <ul style="list-style-type: none"> <li>• Students complete worksheet (fill-in-the-blanks /</li> </ul> | <b>Type:</b> Formative<br><b>Assessment Skill:</b> Map-reading, understanding, recall, explanation<br><b>Evidence:</b> <ul style="list-style-type: none"> <li>• Completed worksheets</li> <li>• Participation in discussion</li> <li>• Correctly labeled maps</li> </ul> | <ul style="list-style-type: none"> <li>• Provide labeled maps and keywords</li> <li>• Use visuals and simple explanations</li> </ul> <b>Core:</b> <ul style="list-style-type: none"> <li>• Students describe features and economic activities</li> </ul> <b>Challenge:</b> <ul style="list-style-type: none"> <li>• Ask students to compare Southern Plateau with another region</li> <li>• Extended writing: "Why is the</li> </ul> | <b>Think-Pair-Share</b> <ul style="list-style-type: none"> <li>• Exit tickets</li> <li>• Quick oral questioning</li> <li>• Peer feedback during map activity</li> </ul> | <b>Emphasize how the Southern Plateau contributes to national development (agriculture, minerals, industry).</b> <ul style="list-style-type: none"> <li>• Discuss pride in natural resources and heritage.</li> </ul> | <b>PPT presentation</b> <ul style="list-style-type: none"> <li>• Map worksheets (PDF)</li> <li>• Short video on plateau region</li> <li>• Quiz (Google Forms / LMS quiz)</li> </ul> | <b>Draw and label the Southern Plateau map.</b> <ul style="list-style-type: none"> <li>• Write 5 sentences about its climate and resources.</li> </ul> |

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|           |                  |                                                                                                          | MCQs).<br><br>Plenary (5 min):<br>• Quick recap quiz or exit ticket.                                |                                                                                                                                          | Southern Plateau important?"                                                                                                                                                                                        |                                                                                           |                                                                                                                  |                                                                                         |                                                           |
| Hindi     | समझदार बालिका    | विद्यार्थी कहानी के मुख्य विचार को समझकर प्रिया की समझदारी, साहस और जिम्मेदारी की भावना को पहचान सकेंगे। | कहानी का सस्वर पठन, रेल संकेतों (लाल और हरी बत्ती) पर चर्चा तथा “सुरक्षा पहले” विषय पर चित्र बनाना। | प्रकार: प्रारूपिक मूल्यांकन FA<br>कौशल: पठन, समझ एवं चिंतन<br>प्रमाण: विद्यार्थी कहानी का संदेश बताकर लाल और हरी बत्ती के अर्थ समझाएँगे। | सहायता (Support): रेल संकेतों और रेलवे स्टेशन के चित्र दिखाना।<br>मुख्य कार्य (Core): कहानी की घटनाओं को सही क्रम में बताना।<br>चुनौती (Challenge): यदि आप प्रिया की जगह होते, तो क्या करते? इस पर 2-3 वाक्य लिखना। | निकास पर्ची (Exit Ticket) – “प्रिया को पुरस्कार क्यों मिला?” का एक वाक्य में उत्तर लिखना। | यह पाठ विद्यार्थियों में जिम्मेदारी, सुरक्षा जागरूकता, सतर्कता और अच्छे नागरिक बनने के मूल्यों का विकास करता है। | कहानी की पीडीएफ, शब्दार्थ कार्यपत्रक तथा रेल सुरक्षा संकेतों की गतिविधि अपलोड की जाएगी। | रेल सुरक्षा के कोई तीन नियम लिखिए और उनका एक चित्र बनाइए। |
| Malayalam | ആദ്യത്തെ ചിലന്തി | കഥയിലെ കഥാപാത്രങ്ങളെയും സംഭവങ്ങളെയും                                                                     | കഥയിലെ കഥാപാത്രങ്ങളെയും പ്രധാന സംഭവങ്ങളെയും                                                         | കഥയുടെ സാരാംശം അവതരിപ്പിക്കൽ                                                                                                             | s ചിത്രങ്ങളുടെ സഹായത്തോടെ                                                                                                                                                                                           | • Exit Ticket<br>• Oral Questioning<br>• Peer                                             | യൂഎഇയുടെ പരിസ്ഥിതി സംരക്ഷണ പ്രവർത്തനങ്ങളുമായി                                                                    | വർക്കിഷ് റ്റ്                                                                           | പുതിയ അഞ്ച് പദങ്ങൾ കണ്ടെത്തി അവ                           |

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|        |                  | തിരിച്ചറിയുന്നു.                                                                                                                                                                                                                                                                                                                                                                                                                             | യും കണ്ടെത്തുന്നു.                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                     | കഥ മനസ്സിലാക്കാൻ സഹായം. c കഥ വായിച്ച് ആശയം വിശദീകരിക്കുക                                                                                                                                                                                                                                                                                                                                                                                                                                        | Assessment                                                                                                                                                                                                                   | ബന്ധപ്പെടുത്തി ജീവജാലങ്ങളോടുള്ള കരുതലും ഉത്തരവാദിത്തവും വളർത്തുക.                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                  | ഉപയോഗിച്ച് വാക്യങ്ങൾ എഴുതുക                                                                                                                                                                                                                                                                                  |
| French | Thème : Le repas | <ul style="list-style-type: none"> <li>• Identifier et nommer les aliments et les boissons.</li> <li>• Identifier les différents repas de la journée (le petit-déjeuner, le déjeuner, le goûter, le dîner).</li> <li>• Utiliser les expressions : <i>J'aime / Je n'aime pas, Je mange, Je bois.</i></li> <li>• Développer les compétences en compréhension orale, lecture, expression orale et écriture autour du thème du repas.</li> </ul> | <p>À la fin de la semaine, les élèves seront capables de :</p> <ul style="list-style-type: none"> <li>• Nommer au moins 12 aliments et boissons.</li> <li>• Identifier les quatre repas de la journée.</li> <li>• Dire ce qu'ils mangent et boivent avec des phrases simples.</li> <li>• Lire un court texte sur les repas et répondre à des questions de compréhension.</li> <li>• Écrire 4 à 5 phrases pour décrire leur repas préféré.</li> </ul> | <p><b>Type :</b> Évaluation formative</p> <p><b>Skills :</b> Écoute, Expression orale, Lecture, Écriture, Vocabulaire</p> <p><b>Evidence :</b> Participation orale, lecture d'un texte, fiche d'exercices, jeu de rôle, quiz de vocabulaire, production écrite.</p> | <p><b>Support :</b></p> <ul style="list-style-type: none"> <li>• Flashcards illustrées des aliments.</li> <li>• Banque de mots.</li> <li>• Phrases à compléter.</li> </ul> <p><b>Core :</b></p> <ul style="list-style-type: none"> <li>• Identifier les aliments.</li> <li>• Décrire un repas avec des phrases simples.</li> <li>• Répondre à des questions de compréhension.</li> </ul> <p><b>Challenge :</b></p> <ul style="list-style-type: none"> <li>• Décrire un menu complet.</li> </ul> | <ul style="list-style-type: none"> <li>• Think–Pair–Share.</li> <li>• Mini-whiteboards.</li> <li>• Thumbs Up / Thumbs Down.</li> <li>• Exit Ticket.</li> <li>• Peer Assessment.</li> <li>• Observation checklist.</li> </ul> | <ul style="list-style-type: none"> <li>• Sensibiliser les élèves à une alimentation saine, conformément au programme de bien-être des Émirats arabes unis.</li> <li>• Découvrir les plats traditionnels émiratis (machbous, harees, luqaimat, dattes, lait de chamelle).</li> <li>• Valoriser les habitudes alimentaires saines et le partage des repas en famille, une valeur importante dans la culture émirienne.</li> </ul> | <p>PowerPoint : <i>Le repas.</i></p> <ul style="list-style-type: none"> <li>• Flashcards des aliments.</li> <li>• Vidéo sur les repas de la journée.</li> <li>• Fiche de vocabulaire PDF.</li> <li>• Worksheet interactive.</li> <li>• Quiz MS Forms.</li> </ul> | <p>Dessiner son repas préféré et écrire 5 phrases pour le décrire.</p> <ul style="list-style-type: none"> <li>• Apprendre le vocabulaire des aliments et des boissons.</li> </ul> <p>Compléter une fiche de classement (aliments / boissons)</p> <ul style="list-style-type: none"> <li>• Lire le</li> </ul> |

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|        |                               |                                                                                                                                                                                                                         |                                                                                                                                                                                                                                             |                                                                                                                                                       | <ul style="list-style-type: none"> <li>• Comparer deux repas.</li> <li>• Écrire un paragraphe de 6 à 8 phrases sur une alimentation équilibrée.</li> </ul>                         |                                                                    |                                                                                                                                                                     |                                                                                                                   | texte de compréhension et répondre aux questions.                   |
| ICT    | Word – Editing and Formatting | <ul style="list-style-type: none"> <li>• Understand editing and formatting tools.</li> <li>• Learn to insert, delete, cut, copy, and paste text.</li> <li>• Apply font, colour, size, and alignment options.</li> </ul> | <p>Teacher demonstrates editing tools.</p> <ul style="list-style-type: none"> <li>• Students edit a prepared document.</li> <li>• Practice formatting paragraphs and headings.</li> <li>• Compare plain and formatted documents.</li> </ul> | <p><b>Type:</b> Practical Assessment</p> <p><b>Skill:</b> Editing and formatting text.</p> <p><b>Evidence:</b> Completed formatted Word document.</p> | <p><b>Support:</b> Apply basic formatting.</p> <p><b>Core:</b> Edit and format a paragraph.</p> <p><b>Challenge:</b> Use page borders, WordArt, and advanced formatting tools.</p> | Exit tickets, observation checklist, peer assessment, questioning. | Create a formatted document about UAE National Day.                                                                                                                 | Editing and formatting practice file, instructional video.                                                        | Type a paragraph and apply at least three formatting options.       |
| Arabic | Lesson (مهرجان الألوان)       | <ul style="list-style-type: none"> <li>• أن يستمع الطالب إلى نص "مهرجان الألوان" بانتباه وتركيز.</li> <li>• أن يحدد الفكرة العامة للنص المسموع.</li> </ul>                                                              | <ul style="list-style-type: none"> <li>• عرض صور لمهرجان الألوان.</li> <li>• مناقشة الألوان المفضلة لدى الطلبة وما يشعرون به عند رؤية الألوان المختلفة.</li> </ul>                                                                          | <p>ملاحظة مباشرة الاستماع والتحدث المشاركة الفاعلة أثناء المناقشات والأنشطة</p>                                                                       | <p><b>Support (الدعم):</b></p> <ul style="list-style-type: none"> <li>• الإجابة عن أسئلة نعم/لا</li> <li>• اختيار الإجابة الصحيحة من بين خيارين.</li> </ul>                        | <ul style="list-style-type: none"> <li>• الأسئلة</li> </ul>        | <p>تعزيز قيمة التسامح والتعايش واحترام التنوع الثقافي، وهي من القيم الأساسية في دولة الإمارات العربية المتحدة التي تحتضن ثقافات متعددة وتدعم التفاهم بين الشعوب</p> | <ul style="list-style-type: none"> <li>• التسجيل الصوتي لنص الاس. تماع.</li> <li>• عرض تقديمي للمفردات</li> </ul> | <p>كتابة خمس جمل قصيرة عن الألوان المفضلة أو عن مهرجان الألوان.</p> |

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|  |  | <ul style="list-style-type: none"> <li>• أن يستخرج بعض المعلومات والتفاصيل الرئيسية من النص.</li> <li>• أن يجيب عن أسئلة شفوية تتعلق بالنص.</li> <li>• أن يستخدم مفردات الدرس في التحدث عن الألوان والاحتفالات.</li> <li>• أن يعبر عن رأيه في مهرجان الألوان مستخدماً جملاً بسيطة وواضحة.</li> </ul> |  |  | <ul style="list-style-type: none"> <li>• المستوى ( Core ) الأساسي:</li> <li>• الإجابة عن أسئلة الفهم المباشر.</li> <li>• استخدام المفردات الجديدة في جمل بسيطة.</li> </ul> <p>Challenge (التحدي):</p> <ul style="list-style-type: none"> <li>• تلخيص فكرة النص شفهيًا.</li> <li>• التعبير عن الرأي في المهرجان مع ذكر الأسباب.</li> <li>•</li> </ul> | <p>أ<br/>ش<br/>رة.<br/>ف<br/>كر<br/>-<br/>زاو<br/>ج<br/>-<br/>ش<br/>ار<br/>ك<br/>.<br/>ب<br/>طا<br/>قة<br/>ال<br/>خ<br/>رو<br/>ج<br/>(E<br/>xi<br/>t<br/>Ti<br/>ck<br/>et<br/>).<br/>ال<br/>م<br/>ل<br/>اح<br/>ظ<br/>ة<br/>و<br/>ق<br/>ائ</p> |  | <p>والص<br/>ور.<br/>ورقة<br/>عمل<br/>للفهم<br/>وال<br/>استيعاب.<br/>نش<br/>اط<br/>تفاع<br/>لي<br/>للتحد<br/>ث<br/>والمن<br/>اقشة.</p> |  |
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|                      |                     | the Prophet's wife Khadijah (RA), and how they supported Prophet Muhammad (ﷺ) in spreading the message of Islam. | <p>(Makkah → Prophet Muhammad ﷺ → first believers).</p> <p><b>Discussion:</b><br/>Teacher asks:</p> <ul style="list-style-type: none"> <li>• Who was the first person to believe in Islam?</li> <li>• How did Khadijah (RA) help the Prophet ﷺ?</li> <li>• Why was support important in the beginning of Islam?</li> </ul> <p><b>Story Time:</b><br/>Teacher narrates the early call to Islam in a simple way, focusing on Khadijah (RA), Abu Bakr (RA), and Ali (RA) as early supporters.</p> | communication .<br><br><b>Evidence:</b><br>Students can name early Muslims and explain how they supported the Prophet ﷺ. | <b>Core:</b> Identify early Muslims and describe their support.<br><br><b>Challenge:</b><br>Explain why supporting the truth is important in daily life. | Muslim and their contribution.                   | positively to society.                                                                | cards uploaded.                           | RA) and write one sentence about how they supported Islam.    |
| <b>Moral Science</b> | Conflict Resolution | <ul style="list-style-type: none"> <li>• Understand the meaning of conflict and conflict resolution.</li> </ul>  | <p>Explain conflict and conflict resolution.</p> <ul style="list-style-type: none"> <li>• Read or discuss short conflict situations.</li> </ul>                                                                                                                                                                                                                                                                                                                                                | Speaking, Listening, Social Skills                                                                                       | <b>Support:</b><br>Provide picture cues and sentence starters.                                                                                           | Think-Pair-Share, Questioning, Observation, Exit | Promotes the UAE values of tolerance, respect, cooperation, and peaceful coexistence. | Role-play scenarios, and drawing activity | Write 3–4 sentences about a conflict you solved peacefully or |

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|             |                          | <ul style="list-style-type: none"> <li>Identify peaceful ways to solve disagreements.</li> <li>Demonstrate respectful communication and problem-solving skills.</li> </ul>                                                                             | <ul style="list-style-type: none"> <li>Role-play in pairs: students act out a conflict and resolve it peacefully.</li> <li>Drawing Activity: Draw two friends solving a disagreement through talking and listening.</li> </ul> |                                                                                                                                                                                                                                                                | <b>Core:</b> Identify and explain appropriate conflict-resolution strategies.<br><b>Challenge:</b> Suggest multiple solutions to a conflict scenario and justify the best one.                     | Ticket ("One way I can solve a conflict peacefully is...").                                       |                                                                                                                                                                                                                                      |                                                                                                                                                     | how you would solve one.                                                                                                           |
| <b>MSCS</b> | PEACE AND RESPONSIBILITY | Define peace and responsibility in their own words. Identify ways to show peaceful behavior in school and community. Explain how responsibility contributes to harmony and cooperation. Demonstrate positive actions that promote peace in daily life. | Ask students: "What does peace mean to you?" "How can we be responsible in school?" Show short images or a video of peaceful and responsible behavior.                                                                         | Teacher explains concepts using examples (sharing, helping, respecting rules). Think–Pair–Share: Students discuss situations where peace is needed. Group activity: Each group creates a list of responsible actions (e.g., keeping classroom clean, resolving | Type: Formative Assessment Skills: Communication Critical thinking Social awareness Evidence: Participation in discussion and role plays Student responses during activities Reflection statements | Think–Pair–Share Exit tickets Teacher observation Peer feedback Thumb up/down understanding check | Link to national values such as tolerance, respect, and cooperation. Emphasize the importance of peaceful coexistence in building a strong nation. Encourage students to be responsible citizens contributing positively to society. | PPT on Peace and Responsibility Short video on peaceful behavior Worksheet (matching/MCQs) Reflection activity (online submission) Interactive quiz | Write 5 sentences on: "How I can show peace and responsibility at home or school" Draw a poster on: "Be Responsible, Spread Peace" |

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