



RAFFLES

WORLD ACADEMY

Grade 1 Curriculum Guide for Parents



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Dear Parents, Guardians and Care-givers,

It is my great pleasure to extend to you a very warm welcome to Raffles World Academy (RWA). This Curriculum Guide provides information about the curriculum, our approach to teaching and learning in Grade 1 and tries to answer many of the questions that you may have. If you do not find answers to your questions, please do not hesitate to speak to your child's teacher, and if you still have questions contact any one of the following members of the leadership team for further clarification:

- **Dr. Armeena Tabassum** (armeenat@rwadubai.com): Vice principal and head of primary school (PRE KG-G5)
- **Ciske Louw** (ciskel@rwadubai.com) Read Write Inc. and Early Years Coordinator
- **Mr. Daniel Allmark** (daniela@rwadubai.com): head of assessment and deputy head academics upper primary (G3 – G5)
- **Ms. Emily Hunton** (emilyh@rwadubai.com): deputy head pastoral and administration
- **Ms. Yolanda Maccallum** (yolandam@rwadubai.com): PYP Coordinator and Deputy Head Academics – lower primary (G1 – G2)
- **Ms. Tessa Mcgee** (tessam@rwadubai.com) Head of Inclusion

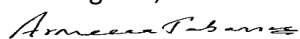
At RWA we are a proud International Baccalaureate continuum school that is committed to excellence in education and to the spirit of international education. In line with our mission statement, our three key focal areas as a school are academic rigour, holistic development of students and the development of internationally minded students. In addition to this we are proud to be a truly inclusive school, supporting and developing students regardless of their background or ability level. Overall, our aim is to develop a caring school community fostering respect for individual and cultural diversity, living and breathing the PYP attitudes and the IB Learner Profile attributes (see page 9 for more information on this).

Our nurturing Grade 1 staff members provide an atmosphere in which life-long learners develop in a safe and secure environment. Students are encouraged to take risks and to share their ideas, thoughts, and use problem-solving strategies during a wide-range of learning activities. We are committed to providing a variety of learning opportunities and experiences that are based on the interests, strengths, and needs of our students, and in laying the foundation for success in learning. As a school, we truly focus on helping the whole child to grow, focusing on physical, social, emotional, cognitive and linguistic development.

A key focus of our school is our relationships with our parents, and our focus on engaging them as a key part of our school. This is something we have been commended on as a school, being showcased by the KHDA as leaders in this field. The reason for our focus in this area is simple; children thrive and learn more successfully when their parents are actively engaged and support the school in delivering a high-quality education to them. Parents are helped through the philosophies of the PYP and are expected to attend parent education sessions that we offer and also grade level events and the three-way and student-led conferences that you are invited to during the year. By actively participating in this way you can learn more about the programme, your child's education and ultimately your own child!

I look forward to seeing and meeting you in the school throughout the year. I would also like to take this opportunity to wish you and your child a happy, productive and fun time in our school in the year ahead.

Best regards,



Dr. Armeena Tabassum | Vice Principal and Head of Primary School

Class Timings and Timetable Structure

Time	Lesson
7.20am	Classroom door opens
7.40 – 7.50am	Registration
7.50 – 8.20am	Lesson 1
8.20 – 8.50am	Lesson 2
8.50 – 9.20am	Lesson 3
9.20 – 9.50am	Snack
9.50 – 10.10am	Lesson 4
10.10 – 10.50am	Lesson 5
10.50 – 11.20am	Lesson 6
11.20am – 11.50am	Lesson 7
11.50 – 12.20pm	Lunch
12.20 – 12.50pm	Lesson 8
12.50 – 1.20pm	Lesson 9
1.20 – 1.50pm	Lesson 10
1.50 – 2.20pm	Lesson 11
2.20 – 2.50pm	Lesson 12
2.50pm	End of School Day
2.50 – 3.50pm	<i>Co-curricular Activities (optional)</i>

Note: during the holy month of Ramadan school and lesson timings will change; the school will advise parents of this when official school timings are confirmed by the KHDA.

Timetable Structure: Grade 1

Subject	Number of Lesson
English	9 lessons (4.5 hours)
Math	10 lessons (5 hours)
Unit of Inquiry (science and social studies)	6 lessons (3 hours)
Science	2 lesson (1 hour)
Library	0.5 lesson (0.5 hour)
Arabic A/B	6 lessons (3 hours)
Arabic A/Homeroom	2 lesson (1 hour)
Islamic/ Homeroom	4 lessons (2 hours)
Physical Education	3 lessons (1.5 hours)

Music	2 lesson (1 hour)
Visual Art	2 lesson (1 hour)
Information and Communication Technology	2 lesson (1 hour)
Modern Foreign Languages	4 lessons (2 hour)
Moral, Social, Cultural Studies	1 lesson (1 hour)
Total	55 lessons (27.5 hours)

Our Guiding Statements

Our Vision:

Providing world-class education

Our Mission:

To empower students with a holistic, rigorous and international education for success in an ever changing world

Our Philosophy:

- To be recognized by the success of our students in achieving their personal goals
- To make student development the centre of all school decisions
- To aspire to the highest internationally recognized performance standards
- To build and celebrate a culture based on internationalism
- To enable the staff to become life-long learners through the development of their professional practice

Core Values:

Achievement | Collaboration | Innovation | Integrity | Respect | Responsibility

Our Motto:

Towards Excellence



Development Characteristics of a Grade 1 Child

Throughout the developmental stages, children demonstrate a genuine enthusiasm for learning new concepts, make strides in gaining self-confidence, and develop the necessary skills to understand the world and people around them. An appreciation of the developmental characteristics that can be anticipated of children at particular ages helps us as adults to empathize with their needs and behaviors, set appropriate expectations, and support all-round development and wellbeing.

The following section should be seen as a 'rough guide' for some of the key developments your child may make in Grade 1. The most important thing to understand the development's your child may be undergoing is to maintain an open, honest and respectful relationship with your child. This will mean that they feel comfortable to talk through their triumphs, challenges and issues. If you would like to know more about any of the following, or speak to someone regarding this, feel free to contact your child's teacher who can put you in touch with our very supportive and knowledgeable school counselors.

Physical development

- Skips and runs quickly
- Easily dresses and undresses
- Hits a ball with a bat
- Forms letters and writes own name
- Accurately uses scissors
- Improvement of eye-hand coordination
- Better use of small muscles

Social and emotional development

- Becomes engrossed in activities
- Concerned about being disliked
- Good sense of self-awareness developed
- Sensitive to ridicule, failure, loss of prestige
- Ability to interpret, predict, and influence other's emotional reaction improves
- Relies on language to express empathy
- Has acquired many morally relevant rules and behaviors



Language and communication skills

- Speech is fluent and correct, using descriptive language
- Gives full name, age, birthday and address
- Enjoys jokes, singing, rhymes, etc.
- Rapidly expanding vocabulary
- Ability to write is developing, is able to write some words and copy others
- Reads simple books
- Has mastered many complex grammatical forms

Intellectual development

- Ability to distinguish appearance from reality improves.
- Attention becomes more sustain and playful
- Recall and scripted memory and memory for unique everyday events improve
- Increasing sophistication in drawing and painting
- Sight reads ten or more words
- Can predict next events
- Knows half and whole

How Adults Can Help

- Provide opportunities for muscular activities - climbing, etc.
- Give child the feeling that you are standing by
- Set up regular habits for food and frequent rest period
- Give some economic independence through allowance or opportunities to earn money
- Set example such as habits of tidiness, posture, and thoughtfulness
- Provide opportunities to develop moral and spiritual understanding
- Give activities in which they can use hands as well as larger muscles
- Provide opportunities to play with others their own age
- Give patient instructions concerning what is theirs, and what is another's property

Tips for Communicating with Children

- Have a conversation on topics that interest them. Be available when your kids are most likely to talk (e.g. bedtime, before dinner, in the car)
- Find time each week for a one-on-one activity with each child, and avoid scheduling other activities during that time.
- Initiate conversations it lets your kids know you care about what's happening in their lives.
- Listen when your children are talking about concerns, stop whatever you are doing.
- Let them complete their point before you respond. Express interest
- Repeat what you heard them say to ensure that you understand them correctly.
- Soften strong reactions; kids will tune you out if you appear angry or defensive.
- Express your opinion without putting down theirs; acknowledge that it's okay to disagree.
- Resist arguing about who is right. Instead say, "I know you disagree, but it is what I think." Talk to your children — don't lecture, criticize, threaten or say hurtful things.



- Kids learn by imitating. Most often, they will follow your lead in how they deal with anger, solve problems and work through difficult feelings.
- Be sensitive to what your children need from you in a conversation, such as advice, simply listening, help in dealing with feelings or help solving a problem.
- Realize your children may test you by telling you a small part of what is bothering them. Listen carefully to what they say, encourage them to talk and they may share the rest of the story.

The IB Primary Years Programme (PYP): Key Information

International Baccalaureate (IB) Learner Profile

The aim of all IB programmes is to develop internationally minded individuals who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world. The IB learner profile represents **10 key attributes**:

- **Inquirers:** We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.
- **Open-minded:** We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.
- **Knowledgeable:** We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.
- **Caring:** We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.
- **Thinkers:** We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.
- **Risk-takers:** We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.
- **Communicators:** We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.
- **Balanced:** We understand the importance of balancing different aspects of our lives intellectual, physical, and emotional to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.
- **Principled:** We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.
- **Reflective:** We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

The 5 Essential Elements of the PYP

- **Knowledge** - both disciplinary, represented by traditional subject areas (language, math, science, social studies, arts, PSPE) and transdisciplinary.



- **Concepts** - students explore these through structured inquiry in order to develop coherent, in-depth understanding. These have relevance both within and beyond subject areas.
- **Skills** - broad capabilities students develop and apply both inside and in life beyond the classroom.
- **Attitudes** - contribute to international-mindedness and the wellbeing of individuals and learning communities, and connect directly to the IB learner profile.
- **Action** - is an expectation in the PYP that successful inquiry leads to responsible, thoughtful and appropriate action.

Knowledge: What do we want students to know?

There are six transdisciplinary themes students will investigate throughout the PYP. These themes are globally significant and cover concepts that are interconnected, can be addressed in all disciplines (subjects), and can be applied to real life.

<i>Who We Are</i>	An inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities, and cultures; rights and responsibilities; what it means to be human.
<i>Where We Are in Place and Time</i>	An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives.
<i>How We Express Ourselves</i>	An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.
<i>How the World Works</i>	An inquiry into the natural world and its laws; the interaction between the natural world and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment.
<i>How We Organize Ourselves</i>	An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations; societal decision-making; economic activities and their impact on humankind and the environment.
<i>Sharing the Planet</i>	An inquiry into rights and responsibilities in the struggle to share finite resources with other people and with other living things; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution.

Concepts: What do we want students to understand?

There are eight key concepts that drive instruction through inquiry, questions, and investigation.

- **Form:** What is it like?
 - Observing, identifying, describing and categorizing.
- **Function:** How does it work?
 - Analyse the function, role, behavior and the ways in which things work.
- **Causation:** Why is it like it is?
 - Prompting students to ask “Why?” and of helping them to recognize that actions and events have reasons and consequences.
- **Change:** How is it changing?



- Realization that we are growing up in a world where the pace of change is accelerating.
- **Connection:** How is it connected to other things?
 - Helps focus on the relationships within and among systems are often complex, and that changes in one aspect of a system will have consequences, even though these may not be immediately apparent; that we must consider the impact of our actions on others, whether at the immediate, personal level or at the level of far-reaching decisions affecting environments and communities.
- **Perspective:** What are the points of view?
 - Helping students reject simplistic, biased interpretations, towards seeking and considering the points of view of others, and towards developing defensible interpretations.
- **Responsibility:** What is our responsibility?
 - This concept was selected because of the need to develop in students the disposition towards identifying and assuming responsibility, and towards taking socially responsible action. This concept is directly linked to the action component, one of the essential elements in the PYP curriculum.

Approaches to Learning Skills: What do we want students to be able to do?

There are five approaches to learning skills that students develop when they are involved in learning:

- **Thinking Skills** - Acquisition of knowledge, comprehension, application, analysis, synthesis, evaluation, dialectical thought and metacognition
- **Research Skills** - Formulating questions, observing, planning, collecting data, recording data, organizing data, interpreting data and presenting research findings
- **Self-management Skills** - Gross motor skills, fine motor skills, spatial awareness, organization, time management, safety, healthy lifestyle, codes of behavior and informed choices
- **Communication Skills** – Listening, speaking, reading, writing, viewing, presenting and non-verbal communication
- **Social Skills** - Accepting responsibility, respecting others, cooperating, resolving conflict, group decision-making and adopting a variety of group roles

Action: How do we want the students to act?

Taking action is an integral part of student learning that incorporates students making connections to what they have learned, applying a variety of real life skills, demonstrating an enduring understanding through concepts and reflecting on the attributes of the learner profile and attitudes. Action is best grounded in the students’ own concrete experiences and it can be a small thing that arises from a genuine concern and commitment. There are five major forms of action that we focus upon at RWA:

Action	Description
Participation	Contributing as an individual or group.
Advocacy	Action to support environments/social/ political change.
Social Justice	Action to support equality, rights, and well-being.
Lifestyle Choices	Recognizing and reacting to the impact of production and consumption
Social Entrepreneurship	Creative, resourceful, innovative, sustainable social change



An example of whole school action; Peace Day where over 1900 students, teachers and parents formed a dove to promote peace in our community, our country and across the world.

Assessment at RWA

Assessment is the gathering and analysis of information about student performance. It is an integral tool that drives teaching and learning at our school. Assessment helps to identify what students know, understand, can do and feel at various stages in the learning process.

The purposes of assessments are to:

- determine prior knowledge;
- provide information about student learning;
- promote self-reflection and goal setting;
- reflect student growth and development;
- identify strengths and areas for development;
- differentiate instruction to meet the individual learning needs of all students;
- evaluate the curriculum (and inform necessary changes); and
- provide specific information and relevant feedback to parents.

The Reporting Cycle

<u>PYP Unit of Inquiry</u>	<u>Reporting Method</u>	<u>Timeframe</u>
1	Parent Information Session	September
2	3 Way Goal Setting Conferences	October
	Interim Report Card	November
3	Semester 1 Report Card	February
	Parent Teacher Conferences	February
4	Interim Report Card	April
5	Student Led Conferences	May
	Semester 2 Report Card	June

Three Way Goal Setting Conferences

In the ‘Three-way Goal Setting Conferences’, students will identify their major learning and social goals for the year. These conferences involve the student, parents and teacher and are held near the end of the first Unit of Inquiry (October).

Parent Teacher Conferences

The parent-teacher conferences are a meeting between the teacher and the parent to discuss their child’s progress and attainment in the first semester. The conference is based on the Semester 1 report card and an opportunity for parents to ask specific questions regarding the report card levels and comments.

Student Led Conferences

Student Led Conferences are an opportunity for students to share their learning with their parents in school. The conference involves the student and parent, with the teacher there to observe and support if needed. The student leads the conference, explaining their learning to their parents. The parents’ role is to support and encourage the student and ask appropriate questions while the conference is taking place.

Written Reports

RWA provides quarterly written reports to parents. Two of these are full descriptive written reports on each subject area (February and June) and two are interim data reports (November and April); all are published online on the Toddle Family App. The focus of the interim report cards is to provide the attainment levels in the core subjects (math, English, science, Arabic and Islamic), as well as the progress of students in all of these subjects. The detailed end of semester report cards follows a narrative format outlining the students’ academic progress and social development in each semester. In our reports we use a 1-7 scale (below) to report in most subject areas; for some areas we use qualitative terminology such as emerging/expected/exceeding. In addition to this, teachers also provide general comments/feedback on your child’s development. Students receiving learning support will also receive narrative feedback on progress and attainment within these reports.

GRADE	DESCRIPTORS
7	Exceptional attainment level
6	Significantly above expected attainment level
5	Above expected attainment level
4	Expected attainment level
3	Approaching expected level
2	Requires support in some areas
1	Requires support in all areas



Student Portfolios

Each student at RWA has a student portfolio using an online platform called *Toddle*. The portfolio will contain transdisciplinary work that reflects the development of the 5 essential elements of the PYP (knowledge, skills, attitudes, concepts and action) as well as the Learner Profile. Our portfolios are records of student involvement in learning which are designed to demonstrate success, growth, higher-order thinking, creativity, assessment strategies and reflection. The portfolios provide a picture of each student's progress and development over a period of time.

Homework

Raffles World Academy believes in a holistic approach to education. It is essential that students need balance in their lives, having time to develop socially and emotionally. The homework given to students each week reflects this belief. Students spend a lot of mental and physical energy during the school day learning. After school, we want to ensure students have time to relax and spend quality time with friends, family and having different experiences. This is the reason both mandatory and optional tasks are given to help families ensure balance at home.

Standardized Assessments

At RWA students may undertake a number of different standardised assessments throughout the academic year. These include the following:

- **Cognitive Abilities Test (CAT4; Grade 2-5)**: Grade 2 students take this assessment annually, along with G3-5 every 2 years (the life of the assessment means it does not need to be an annual assessment).
- **GL Progress Tests (PTE/PTM/PTS; English, math and science)**: KG1 – Grade 5; done annually at the end of the academic year.
- **New Group Reading Test (NGRT)**: Grade 1-5; done at three different points through the year, beginning, middle, and end (TBC).
- **Pupils Attitudes to Self and School (PASS; Grade 1-5)**: A psychometric assessment specifically designed to spot attitudinal or emotional issues in children before they affect school performance.

Why does RWA do standardized assessments?

The information that we get as a school from standardized assessments allow us to know more about how our students are doing in relation to each other, other schools in Dubai and students from across the world. We also get information of areas where we may need to make slight curriculum modifications to ensure that our students are developing their skills and knowledge in all key areas. Finally, we also use it to compare with our internal assessments to ensure that all of our judgements are accurate and consistent. In addition to the above, the KHDA mandates that each school does certain standardized tests which we use as part of our reporting to them.



What is the NGRT reading test?

The NGRT reading test allows schools to ‘drill down’ into pupil’s reading and comprehension skills (including phonics where necessary), helping us to reveal exactly where support is required. The NGRT allows teachers to assess reading and comprehension skills benchmarked against the national average, and monitor progress.

Why does the school do most of the assessments at the end of the year?

Most of these assessments have set testing windows; generally the school cannot choose when to do these. We do our best to avoid Ramadan for these tests, and this is why some of them are taking place at the end of June. However, it is important to note that as directed by KHDA, the school year runs until the first week of July this year and all planning at the school is done around this date.

How are the results from the standardized assessments used?

The results from these assessments **do not determine the end of year grade for students**. The information that we get from these allow us to know more about how our students are doing, as well as identifying areas of the curriculum where we may need to make slight modifications. We also use this data to triangulate our internal assessments to make sure that our judgements are accurate and consistent with international levels.

What content might be covered in these assessments?

Generally the assessment will focus on learning related to that year level. However, sometimes in assessment there may be content that has not yet been covered, or content that is from the previous year level. In terms of the specific content of the assessment, the school does not know this until the assessment is taken. While we do our best to provide preparation materials, we have no way of assuring that everything on the assessment will be on these.

Is there anything I can do to help my child prepare for the assessments?



For some of the assessment students may get some preparation materials related to general topics which **may** be covered in the assessment. However, we do not recommend excessive preparation for these assessments.

Some of the best support parents can provide is ensuring that children are having a healthy and balanced diet, getting enough sleep, etc. It is also important that you are ensuring that the children are calm before these. We do not want children to be ‘worried’ about these tests; they are a snapshot that allows us and them to see how they are doing in different subject areas.







Programme of Inquiry (POI)

As mentioned in the previous section, the PYP curriculum model is built on a framework of Transdisciplinary Themes that help teachers and students to explore and acquire essential knowledge, understand key concepts, develop skills and take responsible action. These are called transdisciplinary because they allow for inquiry across subject areas allowing for connections to be made in learning. The PYP sets out six themes to offer continuity and progression of learning. All ‘Units of Inquiry’ in the primary school constitute our ‘Programme of Inquiry’ (POI). Below is an outline of the six Units of Inquiry for Grade 1 in the order that they will be taught.

<p>Who We Are</p>  <p>An inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities and cultures,; rights and responsibilities; what it means to be human.</p>	<p><u>Unit 1: Healthy Living</u></p> <p>Central Idea Establishing healthy routines can determine well-being.</p> <p>Key Concepts Form, responsibility and function</p> <p>Lines of Inquiry</p> <ul style="list-style-type: none"> • Healthy routines • Effects of choices • Taking responsibility
<p>How We Express Ourselves</p>  <p>An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.</p>	<p><u>Unit 2: Celebrations</u></p> <p>Central Idea People recognize important events and traditions through celebrations.</p> <p>Key Concepts Form, perspective and connection</p> <p>Lines of Inquiry</p> <ul style="list-style-type: none"> • Celebrations • Features of celebrations • Traditions and stories



<p style="text-align: center;">Sharing the Planet</p> <p style="text-align: center;"></p> <p>An inquiry into rights and responsibilities in the struggle to share finite resources with other people and with other living things; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution.</p>	<p style="text-align: center;"><u>Unit 3: Earth's Resources</u></p> <p>Central Idea People can make positive and negative choices when using Earth's resources.</p> <p>Key Concepts Form, causation and responsibility</p> <p>Lines of Inquiry</p> <ul style="list-style-type: none"> • Earth's resources • Uses of Earth's resources • Responsibility with Earth's resources
<p style="text-align: center;">How the World Works</p> <p style="text-align: center;"></p> <p>An inquiry into the natural world and its laws; the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment.</p>	<p style="text-align: center;"><u>Unit 4: Patterns</u></p> <p>Central Idea People can understand the world through natural and human-made patterns.</p> <p>Key Concepts Form, function and connection</p> <p>Lines of Inquiry</p> <ul style="list-style-type: none"> • Patterns • Natural and human-made patterns <p style="text-align: center;">Impact of patterns</p>
<p style="text-align: center;">Where We Are in Place and Time</p> <p style="text-align: center;"></p> <p>An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives.</p>	<p style="text-align: center;"><u>Unit 5: Homes</u></p> <p>Central Idea Homes can be designed according to geography and resources.</p> <p>Key Concepts Form, function and connection</p> <p>Lines of Inquiry</p> <ul style="list-style-type: none"> • Homes around the world • Resources and materials • Landforms and design
<p style="text-align: center;">How We Organize Ourselves</p> <p style="text-align: center;"></p> <p>An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations; societal decision-making; economic activities and their impact on humankind and the environment.</p>	<p style="text-align: center;"><u>Unit 6: Systems and Communities</u></p> <p>Central Idea Systems are developed to meet the needs of communities</p> <p>Key Concepts Function, change and causation</p> <p>Lines of Inquiry</p> <ul style="list-style-type: none"> • Systems • Needs and wants of communities <p style="text-align: center;">Development of systems</p>



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Field Trips

Over the academic year the students will have the opportunity to participate in a few field trips as a part of their learning experiences. These are designed to enrich and contextualize the learning that the students do in the classroom, with real world experiences. Overall these trips will not exceed **300AED for the academic year** (this budget does not include trips such as the G4 or G5 camp, or international school trips).

On some of these trips, parent volunteers may be requested; please assist if you are available to do so. The specific details of these trips will be communicated by the class teacher in the weeks prior to the trip.



Language Arts (English)

The learning process simultaneously involves learning language—as learners listen to and use language with others in their everyday lives; learning about language—as learners grow in their understanding of how language works; and learning through language—as learners use language as a tool to listen, think, discuss and reflect on information, ideas and issues (Halliday 1980).

At RWA we believe that learners’ needs are best served when they have opportunities to engage in learning within meaningful contexts, rather than the learning of language as an isolated series of skills to be acquired. Our teachers plan learning experiences that enable learners to develop language within meaningful and enjoyable contexts, learners are able to make connections, apply and transfer their learning to different situations. The programme of inquiry provides an authentic context for learners to develop and use language. Below are the Learning Objectives for Language Arts (English) for Grade 1 under the four strands of ‘Reading’, ‘Writing’, ‘Viewing and Presenting’ and ‘Speaking and Listening’.

Language Arts Learning Objectives

Reading

- Select and reread favorite texts for enjoyment.
- Understand that print is permanent, for example, when listening to familiar stories, notices when the reader leaves out or changes parts.
- Participate in shared reading, posing and responding to questions and joining in the refrains.
- Participate in guided reading situations, observing and applying reading behaviours and interacting effectively with the group.
- Listen attentively and respond actively to read aloud situations; make predictions, anticipate possible outcomes.
- Read and understand the meaning of self-selected and teacher-selected texts at an appropriate level.
- Use meaning, visual, contextual and memory cues, and cross-check cues against each other, when necessary (teacher monitors miscues to identify strategies used and strategies to be developed).
- Read and understand familiar print from the immediate environment, for example, signs, advertisements, logos, ICT iconography.
- Make connections between personal experience and storybook characters.
- Understand sound–symbol relationships and recognize familiar sounds/symbols/ words of the language community.
- Instantly recognize an increasing bank of high frequency and high-interest words, characters or symbols.
- Have a secure knowledge of the basic conventions of the language(s) of instruction in printed text, for example, orientation, directional movement, layout, spacing, punctuation.
- Participate in learning engagements involving reading aloud—taking roles and reading dialogue, repeating refrains from familiar stories, reciting poems.

Writing



- Connect written codes with the sounds of spoken language and reflect this understanding when recording ideas.
- Discriminate between types of code, for example, letters, numbers, symbols, words/ characters.
- Write an increasing number of frequently used words or ideas independently.
- Enjoy writing and value their efforts.
- Write informally about their own ideas, experiences and feelings in a personal journal or diary, initially using simple sentence structures, for example, “I like ...”, “I can ...”, “I went to ...”, “I am going to ...”
- Read their own writing to the teacher and to classmates, realizing that what they have written remains unchanged.
- Participate in shared and guided writing, observing the teacher’s model, asking questions and offering suggestions.
- Write to communicate a message to a particular audience, for example, a news story, instructions, a fantasy story.
- Create illustrations to match their own written text.
- Demonstrate an awareness of the conventions of written text, for example, sequence, spacing, directionality.
- Form letters/characters conventionally and legibly, with an understanding as to why this is important within a language community.
- Illustrate their own writing and contribute to a class book or collection of published writing.

Viewing and Presenting

- Attend to visual information showing understanding through discussion, role play, illustrations
- Talk about their own feelings in response to visual messages; show empathy for the way others might feel
- Relate to different contexts presented in visual texts according to their own experiences, for example, “That looks like my uncle’s farm.”
- Locate familiar visual texts in magazines, advertising catalogues, and connect them with associated products
- Show their understanding that visual messages influence our behaviour
- Connect visual information with their own experiences to construct their own meaning, for example, when taking a trip
- Use body language in mime and role play to communicate ideas and feelings visually
- Realize that shapes, symbols and colours have meaning and include them in presentations
- Use a variety of implements to practise and develop handwriting and presentation skills
- Observe and discuss illustrations in picture books and simple reference books, commenting on the information being conveyed
- Recognize ICT iconography and follow prompts to access programs or activate devices
- Through teacher modelling, become aware of terminology used to tell about visual effects, for example, features, layout, border, frame
- View different versions of the same story and discuss the effectiveness of the different ways of telling the same story, for example, the picture book version and the film/movie version of a story
- Become aware of the use and organization of visual effects to create a particular impact, for example, dominant images show what is important in a story
- Observe visual images and begin to appreciate, and be able to express, that they have been created to achieve particular purposes.



Listening and Speaking

- Listen and respond in small or large groups for increasing periods of time.
- Listen to and enjoy stories read aloud; show understanding by responding in oral, written or visual form.
- Memorize and join in with poems, rhymes and songs.
- Follow classroom instructions, showing understanding.
- Describe personal experiences.
- Obtain simple information from accessible spoken texts.
- Distinguish beginning, medial and ending sounds of words with increasing accuracy.
- Follow two-step directions.
- Predict likely outcomes when listening to texts read aloud.
- Use language to address their needs, express feelings and opinions.
- Ask questions to gain information and respond to inquiries directed to themselves or to the class.
- Use oral language to communicate during classroom activities, conversations and imaginative play.
- Talk about the stories, writing, pictures and models they have created.
- Begin to communicate in more than one language.
- Use grammatical rules of the language(s) of instruction (learners may overgeneralize at this stage).



Mathematics

At RWA we see mathematics as a way of thinking rather than simply a body of knowledge to be delivered. An exemplary mathematics classroom consists of a very active and busy community of learners (IB, 2003). Our approach to teaching and learning reflects this. At RWA we use the Math Mastery approach to ensure that content is not just ‘covered’ but that our students develop knowledge and practice skills in many different contexts. The Math Mastery approach is based on several key principles:

- **Success for all:** every child can enjoy and succeed in mathematics as long as they are given the appropriate learning opportunities. A growth mindset enables pupils to develop resilience and confidence.
- **Deeper understanding:** pupils must be given time and opportunities to fully explore mathematical concepts. The challenge comes from investigating ideas in new and complex ways – rather than accelerating through new topics.
- **Problem-solving:** enabling learners to solve new problems in unfamiliar contexts is the ultimate aim of mathematics education. Identifying, applying and connecting ideas enables pupils to tackle new and more complex problems.
- **Mathematical thinking:** successful mathematicians are known to develop mathematical ‘habits of mind’. To encourage this, we must support pupils to be systematic, generalise and seek out patterns. Questioning is a key element of this.
- **Mathematical language:** Mathematical language strengthens conceptual understanding by enabling pupils to explain and reason. This must be carefully introduced and reinforced through frequent discussion to ensure it is meaningfully understood.
- **Multiple representations:** Objects, pictures, numbers and symbols enable pupils to represent ideas and make connections in different ways. This develops understanding and problem solving skills – while making lessons engaging and fun.

Mathematics Learning Objectives

Number

- Count in steps of 2, 3 and 5 from 0 and in tens from any number, forward and backward.
- Recognize the place value of each digit in a two digit number (tens, ones)
- Identify, represent and estimate numbers to 100 using different representations including the number line.
- Compare and order numbers from 0 up to 100; use $<$, $>$ and $=$ signs.
- Read and write numbers to at least 100 in numerals and words.
- Use place value and number facts to solve problems
- Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100.
- Add and subtract numbers using concrete objects, pictorial representations, and mentally, including: a two digit number and ones; a two digit number and tens; 2 two digit numbers; adding three one digit numbers



- Show that the addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot.
- Recognize and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.
- Solve problems with addition and subtraction: using concrete objects and pictorial representations, including those involving numbers, quantities and measures; applying their increasing knowledge of mental and written methods.
- Recall and use multiplication and division facts for the 2, 5 and 10 times tables, including recognizing odd and even numbers.
- Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (\times), division (\div) and equals (=) sign.
- Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods and multiplication and division facts, including problems in contexts.
- Show that the multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot.
- Recognize, find, name and write fractions and $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$, $\frac{3}{4}$ of a length, shape, set of objects or quantity.
- Write simple fractions for example, $\frac{1}{2}$ of 6 =3
- Recognize the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$

Measurement

- Tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times.
- Know the number of minutes in an hour and the number of hours in a day.
- Compare and sequence intervals of time
- Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm) and mass (kg/g) to the nearest appropriate unit, using rulers and scales.
- Compare and order length and mass and record the results using $>$, $<$ and $=$.
- Choose and use appropriate standard units to estimate and measure capacity (liters/ml) and temperature ($^{\circ}\text{C}$) to the nearest appropriate unit, using thermometers and measuring vessels.
- Compare and order volume/capacity and record the results using $>$, $<$ and $=$
- Recognize and use symbols of pounds (£) and pence (p); combine amounts to make a particular value.
- Find different combinations of coins that equal the same amounts of money.
- Solve simple problems in a practical context involving addition and subtraction of money of **the same unit, including giving change.**

Shape and Space

- Identify and describe the properties of 2D shapes, including the number of sides and line symmetry in a vertical line.
- Identify and describe the properties of 3D shapes, including the number of edges, vertices and faces.
- Identify 2D shapes on the surface of 3D shapes, [for example, a circle on a cylinder and a triangle on a pyramid.]
- Compare and sort common 2D and 3D shapes and everyday objects.



- Order and arrange combinations of mathematical objects in patterns and sequences.
- Use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anticlockwise)

Data Handling

- Collect and represent data in different types of graphs, for example, tally marks, bar graphs
- Express the chance of an event happening using words or phrases (impossible, less likely, maybe, most likely, certain).



Science

In the Primary Years Programme (PYP), science is viewed as the exploration of the biological, chemical and physical aspects of the natural world, and the relationships between them. Our understanding of science is constantly changing and evolving. The inclusion of science within the PYP leads learners to an appreciation and awareness of the world as it is viewed from a scientific perspective. It encourages curiosity and ingenuity and enables the student to develop an understanding of the world. Reflection on scientific knowledge also helps students to develop a sense of responsibility regarding the impact of their actions on themselves, others and their world.

It is recognized that teaching and learning science as a subject, while necessary, is not sufficient. Of equal importance is the need to learn science in context, exploring content relevant to students, and transcending the boundaries of the traditional subject area. The transdisciplinary themes provide the framework for a highly defined, focused, in-depth programme of inquiry, and as science is relevant to all the transdisciplinary themes, all planned science learning should take place within this framework. In return, the science knowledge and the application of that knowledge will enhance inquiries into the central ideas defined by the transdisciplinary themes.

It is worthwhile to note that spontaneous, student-initiated science inquiries will occur that are not directly related to any planned units of inquiry. These are valuable teaching and learning experiences in themselves and they provide teachers and students with the opportunity to apply the pedagogy of the PYP to authentic, of-the-moment situations.

There are 4 strands that the IB focuses PYP science around:

- **Living things** - The study of the characteristics, systems and behaviours of humans and other animals, and of plants; the interactions and relationships between and among them, and with their environment.
- **Material and matter** - The study of the properties, behaviours and uses of materials, both natural and human-made; the origins of human-made materials and how they are manipulated to suit a purpose.
- **Earth and space** - The study of planet Earth and its position in the universe, particularly its relationship with the sun; the natural phenomena and systems that shape the planet and the distinctive features that identify it; the infinite and finite resources of the planet.
- **Forces and energy** - The study of energy, its origins, storage and transfer, and the work it can do; the study of forces; the application of scientific understanding through inventions and machines

The science component of the PYP should be characterized by concepts and skills rather than by content. However, RWA has ensured balance of knowledge and content by having both integrated and standalone Science. Integrated units are those that have a Science focused central idea. When units have a central idea focused around Social Studies, students will inquire into standalone Science that will not be directly connected to the Transdisciplinary Theme and Social Studies conceptual focus. In both approaches, students will develop their Science Skills and learn both content and concept.

Science Objectives and Outcomes

The science objectives and outcomes for Grade 1 are:

- Identify or generate a question or problem to be explored
- Make and test predictions
- Plan and carry out systematic investigations, manipulating variables as necessary
- Observe carefully in order to gather data
- Use a variety of instruments and tools to measure data accurately
- collect and represent data in different types of graphs, for example, tally marks, bar graphs
- Interpret and evaluate data gathered in order to draw conclusions
- Use scientific vocabulary to explain their observations and experiences
- Consider scientific models and applications of these models (including their limitations)



Arabic A

Important Note: All Arabic passport holders must follow the Arabic A programme as provided by the Ministry of Education.

دائرة اللغة العربية في أكاديمية رافلز تتبع المنهج الصادر عن وزارة التربية والتعليم في دولة الإمارات العربية المتحدة، كما أننا نقوم بإثراء المنهج لرفع مستوى الطلبة في مهارات اللغة كلها، وكذلك نقوم بإعداد الخطط العلاجية للطلاب حسب احتياجاتهم.

كتابة	قراءة	استماع و تحدث
<p>*يتعرّف المتعلّم أشكالاً متنوعة من المصادر: القصص، المعاجم، الموسوعات.</p> <p>*يبحث المتعلّم عن معلومات أو صور من مصادر متنوعة مناسبة كالكتب المدرسية والقصص.</p> <p>*يشارك المتعلّم في مشاريع بحثية مناسبة مع زملائه (مثال: جمع صور لمجلة حائطية).</p> <p>*يحدّد المتعلّم نقطة معينة للكتابة</p> <p>*يكتب المتعلّم الحروف المتشابهة رسماً والمتشابهة نطقاً في مواقعها المختلفة بخط النسخ كتابة صحيحة</p> <p>*يستخدم المتعلّم كلمات وصفية في كتابته.</p> <p>*يكتب المتعلّم جميع حروف الهجاء مرتبة وغيباً كتابة صحيحة مع حركاتها الطويلة والقصيرة.</p> <p>*يركّب المتعلّم الكلمات من حروف ومقاطع.</p> <p>*يُميِّز شكل الحروف في (بداية - وسط - نهاية) الكلمة، ممسكاً القلم بطريقة صحيحة.</p> <p>*يكتب المتعلّم كلمات وجمالاً بخط النسخ من اليمين إلى اليسار مراعيًا حجم الحرف والسطر والمسافة المناسبة بينها.</p> <p>*يكتب المتعلّم الحروف المتحركة حركات قصيرة وحركات طويلة (المدود الثلاثة) والحروف المضغفة كتابة صحيحة</p> <p>*يكتب المتعلّم نصّاً سردياً موجزاً لغايات مختلفة:</p> <p>*ترتيب كلمات لتكوين جملة - كتابة جمل مكتملة المعنى معبرة عن صور.</p>	<p>*يتعرّف المتعلّم الفرق بين الكلمة، والجملة، والفقرة، وعلامات الترقيم، ويتتبع اتجاهها الصحيح (من اليمين إلى اليسار).</p> <p>*يتنبأ المتعلّم بمحتويات الكتاب من خلال الصور.</p> <p>*يحدّد العنوان واسم المؤلف في مواد مطبوعة يقرأها.</p> <p>*ينطق المتعلّم أصوات الحروف جميعها.</p> <p>*ينطق المتعلّم الحروف الشّمسية مع (ال) التعريف نطقاً صحيحاً.</p> <p>*يربط بين الصوت والرمز الدالّ عليه وعلاقته بالأنماط الصوتية المتشابهة مثل: نور، حور، سور/ عام، نام، صام، قام.</p> <p>*يُنشئ المتعلّم كلمات تتشابه في الإيقاع، مثل: بدر، نهر، فجر.</p> <p>*يطبّق المتعلّم معرفته بقواعد الصوتيات والتهجئة في عمليات التحليل والتركيب.</p> <p>*يعرف المتعلّم أسماء الحروف وترتيبها وأشكالها في مواقعها المختلفة من الكلمة.</p> <p>*يعرف المتعلّم الحركات القصيرة (الضمة، الكسرة، الفتحة)، والطويلة (المدود) - (الألف، الواو، الياء)، وينطقها نطقاً صحيحاً.</p> <p>*يعرف المتعلّم (السكون، الشدّة، التثوين)، وينطق الكلمات المسكّنة والمشدّدة والمنوّنة نطقاً صحيحاً.</p> <p>*يُميِّز المتعلّم أثناء القراءة بين الحروف ذات الحركات القصيرة والأخرى ذات المدود</p> <p>*يخلّل المتعلّم الجملة أو النص إلى كلمات ويتتبعها.</p> <p>*يخلّل المتعلّم الكلمات غير المألوفة والجديدة وفق التهجئة الصحيحة.</p> <p>*يركّب المتعلّم كلمات مكوّنة من مقطعين أو ثلاثة.</p>	<p>* يصف المتعلّم الأشخاص والأماكن والأشياء مستخدماً اللغة العربية، ومراعياً آداب المحادثة .</p> <p>* يتنبأ المتعلّم بمضمون النص المسموع من خلال عنوانه أو مقدمته، ويحدّد الشخصيات والأحداث مع ذكر التفاصيل مبيناً رأيه فيها بطريقة واضحة ومنظمة. مراعيًا آداب الاستماع والمحادثة (الإنصات والاستئذان للتحدث).</p> <p>*يستخدم المتعلّم الأفعال المعبرة عن مضمون صور من حياته اليومية.</p> <p>*يربط المتعلّم ما سمعه بمعرفته وخبراته السابقة مميّزًا الفكر الواردة في المادة المسموعة من التي لم ترد فيها.</p> <p>*يستوعب المتعلّم النص المسموع، ويتبع توجيهات بسيطة مكونة من خطوات متعددة.</p> <p>*يسمّي المتعلّم خبره وما فيه من مرافق وشوارع.</p> <p>*يفسّر المتعلّم الكلمات مستعيناً ببيئته.</p> <p>*يذكر المتعلّم أسماء أفراد أسرته وأقاربه وبعض أصحاب المهن.</p> <p>*يستخدم المتعلّم الإيماءات ولغة الجسد في التعبير عن المشاعر أو الفكر التي يتم تقديمها شفويًا.</p> <p>*يسمّع المتعلّم زملاءه ترنيمة لأنشودة درسها وحفظها، أو يسرد قصة قصيرة باستخدام التعبير المناسب ولغة الجسد للفت انتباه الجمهور.</p>



<p>* يتعرف المتعلم أنواع الكلمة: الاسم، الفعل، الحرف. * يحاكي المتعلم جملة فعلية بسيطة تتضمن ظرف الزمان (ليلاً، نهاراً، صباحاً، مساءً، ظهرًا) وظرف المكان (فوق، تحت، أمام، وراء، خلف). * يرسم المتعلم كلمات مألوفة تتدرج من حرفين إلى ستة أحرف بمجموع مئة كلمة مستخدمة في محيطه اللغوي. * ينشئ المتعلم قصة من خلال ترتيب اللوحات المصورة. * يستكمل المتعلم بيانات بطاقته الشخصية. * يكتب المتعلم نصًا تفسيريًا (إيضاحيًا) موجزًا عن شيء أو مكان أو حدث حقيقي مستخدمًا تفاصيل حسية. * يحاكي المتعلم جملة اسمية بسيطة يتطابق فيها الاسم مع موصوفه. * يطابق المتعلم في الجنس والعدد في حالة الأفراد مطابقة صحيحة محاكيًا نمطًا في جملة النّهي. * يكتب المتعلم (إملاء منظور) جملاً من كلمتين إلى ثلاث كلمات. * يستخدم المتعلم المعاجم الرقمية أو الورقية المبسطة والكلمات المكتوبة على جدران غرفة الصف، وغيرها من المصادر الصفية. * يستخدم المتعلم برنامجًا حاسوبيًا؛ لإنتاج مشاركاته الكتابية، ونشرها. * يُوظف المتعلم حرف العطف (و) في جمل من إنشائه محاكيًا نمطًا. * يكتب المتعلم (إملاء منقول) جملاً قصيرة من كلمتين إلى أربع كلمات. * يستخدم المتعلم علامات الترقيم النقطة، إشارة الاستفهام. * يستخدم المتعلم ضمن مجموعات الرسوم التوضيحية والتخطيطية الرقمية والشبكة المعلوماتية أثناء الكتابة. * يستخدم المتعلم أسلوب الإستفهام محاكيًا نمطًا (ما، أين، كم، كيف) * يتتبع المتعلم رسم الحروف والمقاطع تتبّعًا سليمًا.</p>	<p>* يقرأ المتعلم قراءة صحيحة في حدود 20 كلمة في الدقيقة الواحدة على أن تكون الكلمات مشكولة شكلاً تامًا. * يقرأ المتعلم الكلمات المألوفة والمتكررة قراءة سريعة وصحيحة وبمساعدة من المعلم عند اللزوم على أن تكون الكلمات مشكولة شكلاً تامًا. * يجيب المتعلم عن أسئلة لنصوص (شعرية ونثرية) قرئت له، ويطرح أسئلة مظهرًا فهمه لها، مبدئياً رأيه فيها. * يتتبع تسلسل أحداث قصة ما. * يعيد المتعلم سرد قصة مظهرًا فهمه للموضوع مستعينًا بالصور. * يجيب المتعلم عن الأسئلة، ويطرح أسئلة عن الكلمات غير المألوفة في النص الذي قرأه. * يحدد المتعلم العناصر الفنية الأساسية في القصة: الشخصيات، الزمان، المكان. * يذكر المتعلم الكلمات التي تعبر عن المشاعر والأحاسيس في قصة أو أنشودة قرئت له. * يذكر المتعلم اسم مؤلف الكتاب، والشخص الذي رسم الرسومات التوضيحية له، محدّدًا دور كل منهما. * يبين المتعلم دور الرسومات التوضيحية في توضيح الفكرة، وعواطف الشخصيات، وصفاتها. * يستجيب المتعلم للإيقاعات من خلال القافية والنغمات المنتظمة، وتكرار الأصوات والكلمات والعبارات. * يربط المتعلم بين الصور التي يشاهدها والأحداث المناسبة لها، مفسّرًا العلاقات بينها، والسمات الأساسية للشخصيات. * يتعرف المتعلم راوي القصة والشخصيات. * يتعرف المتعلم بعض الأجناس الأدبية التي تقرأ له، مثل: (القصص القصيرة، الأناشيد، الألغاز) * يقارن المتعلم بين نصوص كتبها كتّاب مختلفون تعالج الموضوع نفسه، وقدمت له بوسائل مختلفة (مطبوعة، رقمية). * يحفظ المتعلم أناشيد قصيرة تتألف من 6 - 7 أبيات موضوعاتها تناسب المرحلة العمرية، مثل: الطفولة، والألعاب، والحيوانات، والطبيعة. * يستخدم المتعلم الصور والرسومات التوضيحية لشرح الفكر الرئيسية. * يذكر المتعلم سببًا ونتيجة لفكرة أو حدث في نص معلوماتي سمعه أو شاهده، معطيًا رأيه.</p>	<p>* يُفسّر المتعلم الكلمات مستعينًا بسياقها، ومرادفاتها وأضدادها، ومحيطها اللغوي. * يتواصل المتعلم مع الآخرين في حوار مستمر بالتناوب (مستمعًا ومتحدثًا) مستفسرًا عن المعلومات. * يعبر المتعلم عن تجربة شخصية مرّ بها بلغة سليمة. * يُوظف المتعلم - شفويًا - في جملة بسيطة بعض حروف الجر (في، من، إلى، عن، على). * يُوظف المتعلم - شفويًا - في جملة بسيطة أسلوب النفي في الإجابة عن سؤال. * يسرد المتعلم قصة، أو يربط بين حكاية أو خبرة شخصية باستخدام ألبابه وأعراضه الشخصية والم واد المتوافرة في الغرفة الصفية لتعزيز العرض التقديمي. * يستخدم المتعلم التسجيلات الصوتية والعروض البصرية لعرض فكرة أو تطويرها. * يحاكي المتعلم - شفويًا - جملة فعلية بسيطة مستخدمًا الفعل الماضي مُسنّدًا إلى الضمائم: أنا، أنت، أنت. * يستخدم المتعلم الرسوم والعروض المرئية أو الأغراض الشخصية مثل: (الألعاب - الحاسوب) لتعزيز العروض التقديمية التي تقدم المزيد من الوصف، أو توضح الفكر ووجهات النظر أو المشاعر. * يحاكي المتعلم (شفويًا) جملة اسمية بسيطة تبدأ ب: (اسم، اسم إشارة) هذا، هذه، ضمير منفصل (أنا، نحن)</p>
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<p>*يرسم المتعلم حروف اللغة العربية (28 حرفاً) في مواقعها المختلفة بخط النسخ محاكياً نمطاً. *يكتب المتعلم كلمات وجملاً (من كلمتين إلى أربع كلمات) بخط النسخ محاكياً نمطاً</p>	<p>*يرتّب المتعلم صوراً لخطوات وفق ترتيب زمني يراه منطقيًا بعد قراءته نصًا إرشادياً مبنيًا على خطوات بمساعدة المعلم. *يطرح المتعلم أسئلة عن المعلومات والرسومات التوضيحية والأح داث، ويجيب عن أسئلة بسيطة (مثال: أين، متى). *يذكر المتعلم الفكرة المحورية والتفاصيل. *يصف المتعلم العلاقات بين الفكرة المحورية والتفاصيل. *يتعرف المتعلم معاني الكلمات والمصطلحات والعبارات الواردة في نص معلوماتي من خلال: السياق، والكلمات المكتوبة على لوحات الصف الجدارية، والمعاجم البسيطة. *يصف المتعلم السمات النصية (لون، حجم، مكان كتابة النص...) المستخدمة في النص المعلوماتي. *يطابق المتعلم معلومات النص والمعلومات المقدمة في الرسوم التوضيحية.</p>	
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Arabic B

The Arabic B Language sequence in RWA enables students to acquire valuable skills in the use of Arabic in a communicative way, as well as an understanding Arab culture. It teaches students to achieve communicative competence in four skills: listening, speaking, reading, and writing.

Following the regulations from KHDA, all non- Arabs will need to study Arabic B. We divide the Arabic B students based on the number of years they have been studying Arabic for. The main aim for this grouping is to provide the best personalised Arabic instruction for your child, so that they will make the maximum progress throughout the year.

Students are divided using the below guide:

- 0-1 year
- 1-2 years
- 2-4 years
- 4-6 years

Learning Outcomes

1. Read hand written or printed material containing frequently used structural forms, patterns and vocabulary.
2. Read and understand known language elements that have been recombined in new ways to achieve different meanings at similar levels of grammatical complexity.
3. Demonstrate sufficient control of Modern Standard Arabic vocabulary and syntactic patterns to meet social demands and write passages related to social and cultural activities, while expressing main tenses with accuracy.
4. Use online resources to assist own reading and written communication strategies and engage in independent reading and writing.
5. Articulate developed courtesy requirements and maintain simple face-to-face conversations on familiar topics.
6. Respond to and formulate questions in order to engage in a conversation about simple personal and social matters, or to present a chosen topic to an audience.

Grade 1 Unit Topics

- Unit 1: Introduction (Greetings, all about me, family members, polite expressions, alphabet)
- Unit 2: UAE
- Unit 3: Parts of the school
- Unit 4: Animals
- Unit 5: Body Parts
- Unit 6: Daily routine activities

Islamic Education

At RWA, We view Islam as a practical way of life, implementing its guidance and principles in our daily life. Our Islamic studies curriculum is based on the syllabus provided by the UAE Ministry of Education for both Arab and non-Arab speakers from grades 1-12 and it is integrated into the PYP curriculum. It develops and trains individuals in various aspects, helps them to grow and become productive members of the society. It is a long and comprehensive process that develops the individual's spiritual, moral and social side which in return produces qualified leaders.

This frame work incorporates the Aqeedah, Quran and Sunnah, Fiqh, Seerah, history, Islamic values and Muslim identity. We assess our students throughout the year which includes diagnostic, formative and summative assessments, research based projects and Quranic memorization.

Islamic A

العقيدة الإسلامية ، الفقه والأخلاق والقيم Islamic Aqeeda, Fiqh and Manners	الوحي الإلهي (القرآن الكريم والسنة) The divine revelation (Quran and Sunnah)	السيرة النبوية والتاريخ الإسلامي Seerah and Islamic History	الانتماء والهوية والإنسان والكون The human, Identity and Universe
<ul style="list-style-type: none"> - فوائد الماء لكل المخلوقات - نعم الله في البيئة البحرية - المحفظة على نعمة الماء - أن الاحترام خلق إسلامي - أهمية احترام الكبير - واجبي نحو الكبير 	<ul style="list-style-type: none"> - يطبق آداب التلاوة - أن يحفظ سورة قريش . - يبين المعاني الإجمالية للسورة - - أن يحفظ حديث آداب الطعام . - أن يطبق ما ورد في الحديث من أحكام وتوجيهات 	<ul style="list-style-type: none"> - أن يتعرف نسب السيدة أسماء بنت أبي بكر ودورها في الهجرة . - أن يقتدي بالنبي صلى الله عليه وسلم في دعاء النوم .. 	<ul style="list-style-type: none"> - الاقتداء بالرسول عليه السلام في صفة التسامح - الاستفادة من سير الصحابة في بناء هويتي
<ul style="list-style-type: none"> - الله تعالى رب الناس جميعا - المسلم يطلب العون من الله تعالى - قراءة القرآن تشرح الصدر, وتذهب الخوف - قصة كفالة الرسول – صلى الله عليه وسلم – من قبل جده وعمه 	<ul style="list-style-type: none"> - أن يحفظ سورة الناس . - يبين المعاني الإجمالية للسورة - - الاقتداء بسنة الرسول عليه السلام في احترام الكبير 	<ul style="list-style-type: none"> - أن يتعرف فوائد الماء ونعمته. - أن يشرح بعض المواقف الدالة على احترامه للكبير.. 	<ul style="list-style-type: none"> - الحرص على احترام الكبير - حب التسامح .. - التمسك بصفة الصدق
<ul style="list-style-type: none"> - أسماء الصلوات المفروضة - قيمة الصدق وأهميته في الدنيا والآخرة - الحذر من مخاطر الكذب - الكعبة هي بيت الله الحرام الذي يحج إليه الناس - الله يحمي بيته دائما 	<ul style="list-style-type: none"> - أن يحفظ سورة الفيل . - يبين المعاني الإجمالية للسورة - - أن يحفظ حديث الرحمة بالحيوان . - أن يطبق ما ورد في الحديث من أحكام وتوجيهات 	<ul style="list-style-type: none"> - يذكر ميلاد النبي عليه السلام , وحضارته ، ورضاعته ، وكفالاته .. 	<ul style="list-style-type: none"> - شرح أهمية الصلاة والالتزام بها - الالتزام بالصلاة وعدم تركها . - الالتزام بصفات أهل الجنة من الصدق



<p>- الخسارة نهاية كل معتد - أن أبا هريرة الصحابي الجليل - رضي الله عنه - كان رحيماً - الاقتداء بأبي هريرة - رضي الله عنه- في رحمته بالحيوان - آداب الطعام - الاقتداء برسول الله -صلى الله عليه وسلم- -صفة الوضوء الصحيح -الحالات التي يشرع فيها الوضوء -قصة رضاعة الرسول -صلى الله عليه وسلم- من حليلة السعدية -أثر أركان الإسلام في حياة المسلم -الالتزام بأركان الإسلام -أن الصبر طريق الفلاح -أن الله ينصر الحق دائماً -شكر الله على نعمه -آداب المسلم مع القرآن الكريم -الالتزام بآداب تلاوة القرآن الكريم</p>	<p>- يطبق آداب التلاوة - أن يحفظ سورة المسد . - يبين المعاني الإجمالية للسورة - - أن يحفظ حديث آداب الطعام . - أن يطبق ما ورد في الحديث من أحكام وتوجيهات</p>	<p>- أن يعبر عن حبه ورغبته في الاقتداء بالنبي صلى الله عليه وسلم . - أن يتعرف سيرة أبي هريرة</p>	<p>- أن يشرح أهمية الالتزام بآداب الطعام . - أن يهتم بالحيوانات ويرفق بها .</p>
<p>- أن الإسلام يقوم على خمسة أركان: الشهادتان، الصلاة، الزكاة، الصوم رمضان، الحج. -الناس جميعاً إخوة -الاستغفار يحو الذنوب -الكبُر خُلُق ذميم - الله واحد لا شريك له -العبادة لله وحده -الله ليس كمثلته شيء -سيرة النبي محمد صلى الله عليه وسلم: مولده - إرضاعه - حضانتها -كيف أحب النبي محمداً صلى الله عليه وسلم -الله خالق كل شيء -الله رحيم بخلقه -الله يحب الإنسان الرحيم</p>	<p>- أن يحفظ سورة النصر . - يبين المعاني الإجمالية للسورة - - أن يحفظ حديث أركان الإسلام . - أن يطبق ما ورد في الحديث من أحكام وتوجيهات</p>	<p>- يذكر ميلاد الرسول عليه السلام -حضانتها، ورضاعته، وكفالاته . - أن يتعرف نسب الرسول</p>	<p>- أن يعدد نعم الله في البيئة الزراعية ويبين فوائدها</p>



- أن الله هو الرحمن الرحيم، وهو ربنا ومالك الدنيا والآخرة. -أبدأ الأعمال باسم الله وأنهىها بالحمد لله -أن الصراط المستقيم هو المنهج الموصل إلى رضا الله والجنة -عبادة الله وحده والاستعانة به -أن الله تعالى خلق كل شيء وقد خلقه جميلاً -كيف يكون شكر الله تعالى على نعمه	- يحفظ السورة القرآنية المقررة . - يبين المعاني الإجمالية للسورة - أن يحفظ حديث أركان الإسلام . - أن يطبق ما ورد في الحديث من أحكام وتوجيهات .	- أن يتعرف سيرة الرسول عليه السلام، طفلاً وبتيمناً ويبين العبر من ذلك - يتعرف قصة آدم عليه السلام ويبين العبر الواردة فيه	- أن يوضح واجبه نحو نعم الله . - أن يكون رحيماً بالحيوان .
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Islamic B

Islamic Aqeeda, Fiqh and Manners	The divine revelation (Quran and Sunnah)	Seerah and Islamic History	The human, Identity and Universe
<ul style="list-style-type: none"> Students should be able to: Define and give examples of Taharah and Najasah. Know the importance of maintaining good etiquettes when going to observe Al-Jumu'ah prayer Know the etiquettes of going to sleep and waking up. 	<ul style="list-style-type: none"> Learn and memorize the Hadeeth: "Islam is built on five pillars. What is the importance of these pillars in our real life? 	<ul style="list-style-type: none"> Students should be able to: Name the angle that was sent down with the revelation Name the five pillars of Islam. 	<ul style="list-style-type: none"> Students should be able to: State the Muslim Greetings.
<ul style="list-style-type: none"> Define what wudoo' is. Demonstrate the process of Wudoo' from Niyyah to Shahadah. Know the importance of obeying our Parents and showing kindness to them. 	<ul style="list-style-type: none"> Learn and memorize Surat-ul-Kafiroon. Why this surah revealed? To whom has been addressed in this surah? 	<ul style="list-style-type: none"> Know at what age Muhammad became a Prophet. 	<ul style="list-style-type: none"> Know the importance of sharing and become inspired to share.
<ul style="list-style-type: none"> Learn and name the five daily prayers and their times. Learn and appreciate the importance of prayer. 	<ul style="list-style-type: none"> Learn and memorize Surat-ut-Teen. When Allah gives an Oath, He is going to give a response (jawab) which is related to the Oath. Understanding of oath. 	<ul style="list-style-type: none"> Recognize that Abu-Bakr As-Sideeq, Omar Ibn Al-Khattab, Othman Ibn affan, and Ali Ibn Abi Talib were the prophet's closet friends List the names of the children and grandchildren of Prophet Muhammad understanding how Prophet Muhammad treated his family. 	<ul style="list-style-type: none"> Know the importance of being kind to all creatures.
<ul style="list-style-type: none"> Students should be able to: Memorize, understand Arakan-ul-Iman. 	<ul style="list-style-type: none"> Difference between Tawheed and Trinity (To believe in One God/3gods) 	<ul style="list-style-type: none"> Students should be able to: Describe the behavior of the Prophet Muhammad Understand that Makkah is the place of the Prophet Muhammad. 	<ul style="list-style-type: none"> Students should be able to: Apply the etiquettes of Salam
<ul style="list-style-type: none"> Make a small book of Prophet Ibrahim's search for Allah. 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Name the mother of Prophet Muhammad. 	<ul style="list-style-type: none"> Learn to respond to the greeting.



<ul style="list-style-type: none">• Recognize the many gifts that Allah has bestowed upon us.• Learn and understand the name of Allah Al-Wadood.	<ul style="list-style-type: none">• Learn and memorize Surat-ul-Ikhlās• Concept of Tawheed	<ul style="list-style-type: none">• Know that Khadija was the first wife to Prophet Muhammad.	
<ul style="list-style-type: none">• Recognize that Allah is the creator of everything.• Understand that Allah takes no physical form that we can see.• Identify that God is one.	<ul style="list-style-type: none">• Memorize and recite the Du'aa' when looking at the mirror• Dua of entering home• How we get blessings if we recite dua everyday• Effect of good deeds in our life.	<ul style="list-style-type: none">• Recognize the prophet Muhammad is the last Prophet.	<ul style="list-style-type: none">• Recognize that Muslims live in many different places throughout the world



Moral Social Cultural Studies

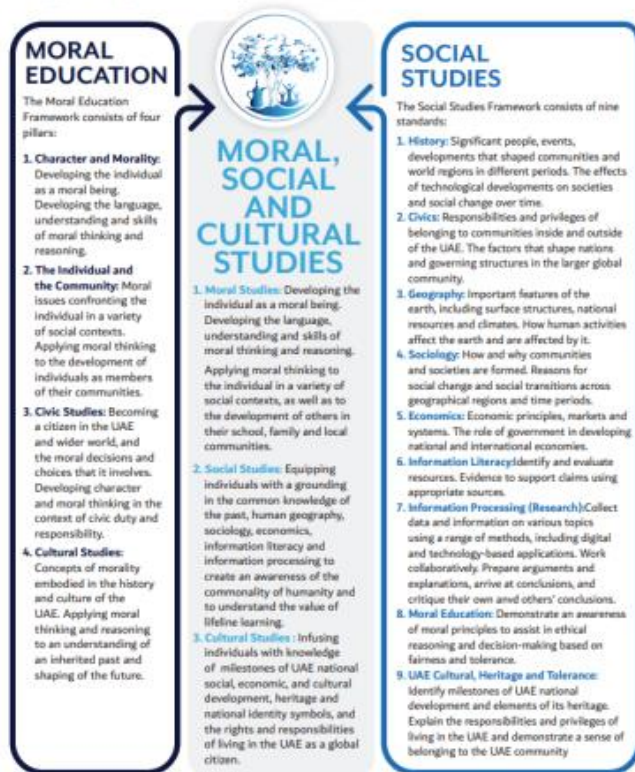
Moral, Social and Cultural Studies Grade 1-5 In line with UAE national priorities and the Dubai strategic plan 2021, schools in Dubai are required to incorporate the Ministry of Education UAE Moral, Social and Cultural Studies curriculum standards into their curricula. The rationale for this is to provide students with in-depth knowledge, skills and understanding in history, geography and civics, which emphasize the links and relationships between diverse groups, people, science and society. Students will contribute, as responsible citizens and residents of the UAE, to the building of a cohesive society that is inclusive of all, while preserving the UAE culture, heritage and traditions.

Learning objectives for the MSC Studies curriculum have been integrated into the RWA POI where authentic connections could be made. The objectives are also linked to the personal, social, physical education (PSPE) conceptual understanding of the PYP. These have been mapped where they were connected to the concepts and ideas inquired into through the units of inquiry. Outside of unit integrations, MSC Studies is taught in allotted weekly time slots as a stand-alone subject.

Framework Transition Process

The Curriculum Framework provides a structure for the learning outcomes which make up Moral, Social and Cultural Studies.

FIGURE 3 summarizes the curriculum frameworks of Moral Education and Social Studies to create the Moral, Social and Cultural Studies Curriculum Framework.



Domains and Strands

FIGURE 4 The Moral, Social Cultural Studies Curriculum Framework is organised into 3 Domains with corresponding sub-domains, values, skills, character traits, and social competencies as shown in figure 4.

	MORAL	SOCIAL	CULTURAL
Description	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.	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 lifetime learning.	Understanding how the governing structures and heritage of the UAE can lead to develop loyalty and sense of belonging to the UAE community and participating responsibly as a person living in the UAE society.
Strands	<ul style="list-style-type: none"> Character and Morality Individual and Community 	<ul style="list-style-type: none"> History Sociology Geography Economics Information Literacy Information Processing 	<ul style="list-style-type: none"> Civics Heritage
Values	<ul style="list-style-type: none"> honesty tolerance respect responsibility thoughtfulness harmony courage 	<ul style="list-style-type: none"> helpfulness moderation humility kindness consciousness 	<ul style="list-style-type: none"> handling and understanding information critical thinking, problem solving decision making creativity working with others managing oneself
Character	<ul style="list-style-type: none"> perseverance cooperation resilience self-control ambition independence 	<ul style="list-style-type: none"> hospitality grit self-confidence discipline wisdom generosity passion 	<ul style="list-style-type: none"> solidarity recognising diversity and inclusivity civic duties respecting law and order
		Skills	Societal Competencies



Visual Art

Phase 2 - Responding

Overall Expectation Phase 2: Learners show an understanding that ideas, feelings and experiences can be communicated through arts. They recognize that their own art practices and artwork may be different from others. They are beginning to reflect on and learn from their own stages of creating arts. They are aware that artworks may be created with a specific audience in mind.

PYP Conceptual Understandings:

- We are receptive to art practices and artworks from different cultures, places and times (including our own).
- People communicate ideas, feelings and experiences through the arts.
- We can reflect on and learn from the different stages of creating.
- There is a relationship between the artist and the audience.

Learning Objectives:

- Investigate the purposes of artwork from different times, places and a range of cultures including their own.
- Sharpen their powers of observation.
- Identify the formal elements of an artwork.
- Use appropriate terminology to discuss artwork.
- Describe similarities and differences between artworks.
- Identify the stages of their own and others' creative processes.

Drawing	Paint and Color	Print	Mixed Media	Construction	Fabric and Fibre
<ul style="list-style-type: none"> • Look at and talk about his or her work. The work of other children and the work of the artists. 	<ul style="list-style-type: none"> • Look at and talk about his or her work. The work of other children and the work of the artists. 	<ul style="list-style-type: none"> • Look at, handle and talk about familiar objects for experience of shape, textures and patterns. • Look at and talk about his or her work, the work of other children and art prints that have relatively 	<ul style="list-style-type: none"> • Look at, handle and talk about natural and manufactured objects for three-dimensional form. • Look at and talk about his/her work, the work of other children 	<ul style="list-style-type: none"> • Look at collections or photographs of natural and built structures and investigate spatial arrangements, balance and outline and how the spaces created relate to the whole. 	<ul style="list-style-type: none"> • Look at, handle and talk about a variety of fabrics and fibres for experience of tactile, visual and spatial qualities. • Look at and talk about his/her work and the work of other children



		<p>simple shapes, textures and patterns.</p> <ul style="list-style-type: none"> • Look at examples of print design in everyday use. 		<ul style="list-style-type: none"> • Look at and talk about his/her work and the work of other children • Look at and talk about a local building complex, at a famous building and at visually stimulating artefacts (or slides or prints) 	
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Phase 2 - Creating

Overall Expectation Phase 2: Learners show an understanding that they can use arts to communicate their ideas, feelings and experiences. They use strategies in their work to enhance the meaning conveyed and to make it more enjoyable for others. They are aware that their work can provoke different responses from others. They understand the value of working individually and collaboratively when creating different art forms.

PYP Conceptual Understandings:

- We can communicate our ideas, feelings and experiences through our artwork.
- We solve problems during the creative process by thinking critically and imaginatively.
- Applying a range of strategies helps us to express ourselves.
- We are receptive to the value of working individually and collaboratively to create art.



Drawing	Paint and Color	Print	Mixed Media	Construction	Fabric and Fiber
<ul style="list-style-type: none">• Experiment with marks, lines, shapes, textures and patterns• Makes drawing based on his/her personal or imaginative life.• Explore shapes and as seen in natural and manufactured objects.• Draw from observations.	<ul style="list-style-type: none">• Explore color with a variety of materials and medias.• Use color expressively to interpret themes based on his or her personal or imaginative life.• Paint objects chosen for their color possibilities.• Discover color in the visual environment and become sensitive to tonal variations in pure color (hue).• Discover harmony and contrast in natural and manufactured objects and through themes chosen for their color possibilities.	<ul style="list-style-type: none">• Experiment with the effects that can be achieved with simple print making techniques.• Use of variety of printing making techniques to make theme-based or non-representational prints.	<ul style="list-style-type: none">• Explore and discover the possibilities of Mixed medias as a medium for imaginative expression.• Explore with materials and techniques to produce a range of artwork.• Create artwork using a variety of artistic process and materials.• Experiment with Elements of line, shapes, texture and patterns in your art.	<ul style="list-style-type: none">• Explore and experiment with the properties and characteristics of materials in making structures.• Make imaginative structures.	<ul style="list-style-type: none">• Explore and discover the possibilities of fabric and fiber as media for imaginative expression.• Make small inventive pieces with fabric and fiber.• Invent a costume.



Performing Arts (Music)

Phase 2 - Responding

Overall Expectation Phase 2: Learners show an understanding that ideas, feelings and experiences can be communicated through arts. They recognize that their own art practices and artwork may be different from others. They are beginning to reflect on and learn from their own stages of creating arts. They are aware that artworks may be created with a specific audience in mind.

PYP Conceptual Understandings:

- We are receptive to art practices and artworks from different cultures, places and times (including our own).
- People communicate ideas, feelings and experiences through the arts.
- We can reflect on and learn from the different stages of creating.
- There is a relationship between the artist and the audience.

Singing (alone & with others)	Playing Instruments (alone & with others)	Music Reading & Notation	Listening, Analyzing & Describing Music	Historical & Cultural Contexts	Evaluate music
<ul style="list-style-type: none"> • Demonstrates a wide variety of voices that cover most of the possible categories when speaking, chanting, or singing. • Sings and matches pitch. • Sings with expression (i.e., happy, sad, funny, scary, sleepy). 	<ul style="list-style-type: none"> • Uses instruments in traditional as well as imaginative ways to produce a wide variety of sounds/timbres/tone colors. • Plays rhythmic speech patterns using rhythm instruments and body percussion. • Plays keyboard instruments, mallet percussion instruments using proper posture and hand positions. • Plays simple accompaniment ostinato on an instrument 	<ul style="list-style-type: none"> • Reads and writes rhythm patterns using quarter notes, beamed eighth notes, half notes, and rests. • Recognizes, names, and explains common music symbols. • Recognizes that notes in the staff can be either on a “line” or on a “space”. • Reads Mi, Sol and La on the treble clef (or a 2- or 3-line clef) using a system (that is, syllables, numbers, or letters). 	<ul style="list-style-type: none"> • Uses a simple vocabulary of musical terms to describe sounds. • Recognizes same and different sounds in music. • Identifies different sections of a song. • Identifies whether a pitch is higher than, lower than, or the same as another pitch. 	<ul style="list-style-type: none"> • Identifies music and instruments related to different cultures and celebrations around the world. 	<ul style="list-style-type: none"> • Recognizes own mistakes and attempts to correct them. • Evaluates a live or taped performance in terms of why they enjoyed it or did not enjoy it.



Phase 2 - Creating

Overall Expectation Phase 2: Learners show an understanding that they can use arts to communicate their ideas, feelings and experiences. They use strategies in their work to enhance the meaning conveyed and to make it more enjoyable for others. They are aware that their work can provoke different responses from others. They understand the value of working individually and collaboratively when creating different art forms.

PYP Conceptual Understandings:

- We can communicate our ideas, feelings and experiences through our artwork.
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- Applying a range of strategies helps us to express ourselves.
- We are receptive to the value of working individually and collaboratively to create art.

Improvising

- Sings and plays improvised responses on Sol, Mi, and La.
- Improvises rhythmic patterns verbally or on an instrument.

Composing & Arranging

- Creates a tone-poem or sound track using classroom instruments to illustrate a story.
- Invents original graphic or symbolic systems to notate an original song and can reproduce the song accurately using the notation.
- Creates a song using the words of a poem. When performing it, rhythm and pitch characteristics of the song are maintained.



Physical Education (PE)

At RWA we have created a rich and ongoing physical education programme with the purpose of developing transferrable skills that promote physical, intellectual, emotional and social development, contributing to long term healthy living. As part of the PE curriculum, RWA draws upon various conceptual understandings as well as the three common Personal Social Physical Education (PSPE) strands of identity, interactions and the main strand of active living.

Active Living is an understanding of the factors that contribute to developing and maintaining a balanced, healthy lifestyle. It is the importance of regular physical activity and the body's response to exercise. With the significance of developing basic motor skills, active living focuses on developing the body's potential for movement and expression. Furthermore it is about making informed choices and evaluating consequences, essentially taking action for healthy living now and in the future.

Strands and Essential Understandings

Individual Pursuits	The development of basic motor skills and the body's capacity for movement through locomotor and manipulative skills and/or experiences; the techniques, rules and purpose of a range of athletic activities (for example, track and field, & swimming); recognizing a high level of achievement and how to improve a performance.
Movement Composition	Recognizing that movements can be linked together and refined to create a sequence of aesthetic movements. Movements can be in response to stimuli or performance elements and/or criteria and can communicate feelings, emotions and ideas.
Games	Recognizing the challenges presented by games; the importance of manipulating space; the categorizing of games; identifying and developing appropriate skills and strategies; recognizing the importance of rules and how they define the nature of a game; modifying existing games and creating new games; teamwork.
Adventure Challenge	A variety of tasks requiring the use of physical and critical-thinking skills by individuals and/or groups; challenges that require groups to work together collaboratively in order to solve problems and accomplish a common goal; recognizing the role of the individual in group problem solving.
Health Related Fitness	Recognizing and appreciating the importance of maintaining a healthy lifestyle; the body's response to exercise including the interaction of body systems and the development of physical fitness.



Grade 1 students will explore the following learning outcomes:

PE Strand	PE Outcomes
Individual Pursuits	Athletics <ul style="list-style-type: none">describe how personal growth has resulted in new skills and abilitiesexpress hopes, goals and aspirationsdemonstrates a positive belief in their abilities and believe they can reach their goals by perseveringrecognize the importance of regular exercise in the development of well beingreflect on the process of achievement and value the achievements of others Swimming <ul style="list-style-type: none">communicate their understanding of the need for good hygiene practicesuse and adapt basic movement skills (gross and fine)
Movement composition	Gymnastics and Dance <ul style="list-style-type: none">explore different movements that can be linked to create sequencesdisplay creative movements in response to stimuli and express different feelings, emotions and ideasreflect upon the aesthetic value of movement and movement sequencesshare ideas clearly and confidently
Games	Tag and Ball Games <ul style="list-style-type: none">seek adult support in situations of conflictvalue interacting, playing and learning with otherscooperate with othersuse and adapt basic movement skills (gross and fine) in a variety of activities



Information and Communications Technology (ICT)

In Grade 1 students will do the following:

- Create digital art using shapes on Tux Paint. It is a drawing program that has easy to use interface, fun-sound effects and an encouraging cartoon mascot who guides children as they use the program. Kids will make use of blank canvas and a variety of drawing tools to help them be creative.
- begin to explore word and data processing software such as MS Word and MS Excel. MS Word will enable students to create simple word documents using text and graphics editing tools such as font, page border and page background among many others. Students will create simple tables in MS Excel and learn how to edit those using tools such as cell size, border and cell color.
- create graphic presentations of data and information using tools such as MS PowerPoint and Canva. MS PowerPoint will be used to create presentations about given topics while Canva, an online poster making website, will help students represent information graphically.
- be introduced to the foundations of robotics and coding through the annual Hour of Code (HOC) event, an initiative that enables students to learn the basics of coding through a fun and playful method. After progressing through the different stages of the HOC, students will further explore the mechanics of robotics through the use LEGO WeDo, which involves building of robotic structures and the use of programming to control these robots.
- Enhance coding skills by doing a short course on code.org and make use of drag/drop blocks of codes to control objects. They will also understand the importance of organizing blocks in sequence to produce a series of events.
- Explore paint 3D as it is a raster graphics and 3D computer graphics application which is a refresh of Microsoft Paint. It is one of several 3D modeling and printing applications, which will enable students to create and design 3D models.

These tools have all been selected keeping in mind the 21st century skills that the students need to be empowered with. These skills will help the students to successfully participate in the global economy and be adequately prepared for college and work.



21st Century Classrooms Programme

For several years, Raffles World Academy (RWA) has focused on enhancing our approach towards 21st century learning at the school. This has included the development of our 1:1 iPad programme in the primary school, our bring your own device approach across the school, the increased use of online learning resources and the enhancement of learning environments. RWA has made significant progress in this area and in 2018-19 we are looking to build on this progress, and further enhance our approach.

To do this in 2018-19 we are continuing with our *21st Century Classrooms* programme. The goal of this programme is to better develop our students as successful and responsible 21st century learners, developing the skills and attitudes they will need to thrive as tomorrow's leaders, workers, and citizens. This programme has five key focal areas are **innovation, 21st century skills, learning environments, healthy technology habits and personalised learning.**

As a part of our focus on developing **healthy technology habits**, we will work on promoting more balanced and healthy approaches towards technology by our students. This includes increasing their awareness of key health and safety issues including; managing screen time, online safety, digital citizenship, digital footprints and cyberbullying. For **innovation**, we will continue to strive to develop a culture at our school where innovative and creative thinking is valued and widely promoted. For **21st century skills**, we will also continue to integrate and explicitly develop key '21st Century Skills' including creativity, collaboration and communication, research and information fluency, critical thinking and digital citizenship. For **learning environments** we will be looking to further enhance our learning environments so that students can work in spaces that replicate the way that work environments are moving towards, most notably enhancing collaboration spaces for students. Finally, for **personalised learning** we will continue to enhance our approaches in the classroom to better identify and support our student's individual learning needs.



Student Devices

As a part of the *21st Century Classrooms* programme, students in **grades 3 – 12** are required to bring their own device to school to enhance their learning. For our younger students in KG1 – grade 2 (KG – year 3), they will have access to technology through devices provided at school.

Use of Devices

At RWA technology is seen as **a tool in the classroom** which can enhance engagement and effectively personalise learning experiences. We do not view technology as something that supersedes everything that has come before, and students will definitely be using these devices in a balanced way. We firmly believe that technology is not the driver of learning experiences; rather it is something that supports them. Students will not be using these devices in all lessons, rather having a balance in their day between working in their books, working physically with peers and working on their devices.

Mother Tongue Programme

At RWA we have a diverse range of Mother Tongue offerings, with currently six different programmes for native speakers of these languages with all of these options are available in Grade 1. These programmes are designed for native speakers of these languages and are not for students who are not proficient in the language.

Mother Tongue Programme

If you are interested in your child accessing either of these Mother Tongue programmes, please contact the following coordinators for more information:

- **French Mother Tongue Coordinator** - Ms Mathilde Driessens fmt.rwa@gmail.com
- **Russian Mother Tongue Coordinator** – Ms Tanya Pyrko - classes@headin.pro
- **Spanish Mother Tongue Coordinator** – Ms Tanya Pyrko - classes@headin.pro
- **Italian Mother Tongue Coordinator** - Ms Tanya Pyrko - classes@headin.pro
- **German Mother Tongue Coordinator** – Lisa Lehmann-Schiwietz gmt.rwa@gmail.com
- **Hindi Mother Tongue Coordinator** - Ms Tanya Pyrko - classes@headin.pro

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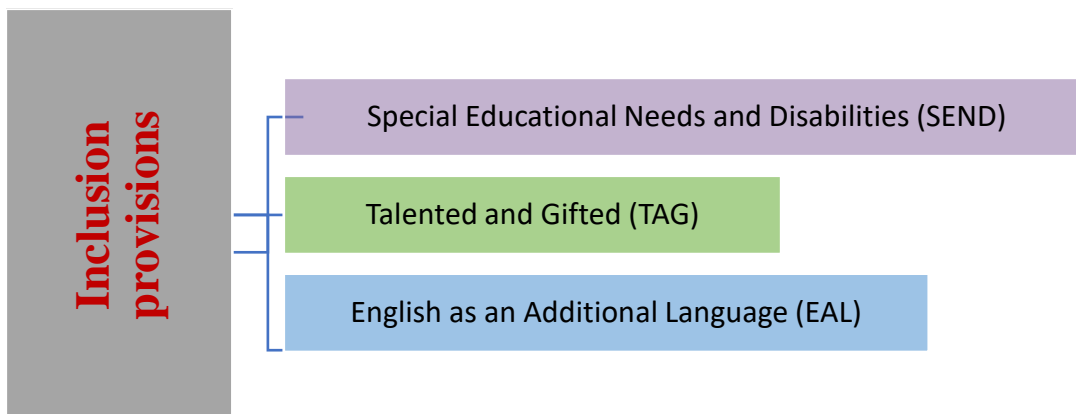
Important Information

- All Grade 1 mother tongue classes will run during school time (i.e. 7.50am – 2.50pm).
- The tuition of mother tongue programmes is an additional cost to the RWA tuition fees; these programmes are organised by parents or external providers.
- RWA assists these MT providers through the provision of classrooms and access to professional development when available.



Student Inclusion

Raffles World Academy (RWA) truly values the contribution made by each child to our community. We understand that there are many and varied reasons why the achievement of any student can be affected, preventing that individual from reaching their full potential. The student support team strives to remove these barriers to learning and guide students in making optimum progress in their academic career. These support services comprise of the following services:



IB definition of inclusion:

“Inclusion is an ongoing process that aims to increase access and engagement in learning for all students by identifying and removing barriers.” Learning Diversity and inclusion in IB programmes 2016.

Students with Special Educational Needs and Disabilities (SEND)/ People of Determination

The learning support (LS) department works in collaboration with the classroom teachers, specialist teachers, parents, and external providers to ensure that pupils with special educational needs and disabilities (SEND) perform to the best of their ability. Raffles World Academy (RWA) is an inclusive school and is totally compliant with *UAE Federal Law No. 29/2006, Dubai Law No. 2, 2014* regarding SEND student, as well as being compliant with the *Dubai Inclusive Education Policy Framework 2017*.



Identification Procedures

All students have an individual profile with data from various internal and external assessments carried out throughout the year. This includes standardised testing, formative assessments and teacher observations. Class teachers may refer a student to the LS department if they feel that the student is not making appropriate progress. After a thorough process of identification and consultation with parents, a student becomes eligible for the LS services. The LS teacher develops a 'Student Passport' and / or the Individual Learning Plan (ILP) in collaboration with the subject teacher, parents, student and any other adult involved in the child's education. A lack of formal diagnosis is not a barrier to receiving the LS provision. If a child has a formal diagnosis, this assessment report needs to be revalidated after a period of 2 years according to the KHDA rules.

Support Services

Students enter the program based on the identification procedures described in the section above. Every student with identified need has a student passport developed by the learning support department. This document has details like the demographic data, identified need, strengths and weaknesses, areas of interest, instructional/classroom/organizational and social/behavioral recommendations, learning goals, any therapies taken outside, medical needs, assessment details and review date. The LS team along with the classroom/subject teachers works to cater to the student's needs through individualized support and / or in-class support during the school day, as needed. Students needing pull-out sessions will have an individual learning plan collaboratively developed by his learning support teacher and subject teacher with input from parents, students and any other adult working with the academics. Some students may benefit with the 1:1 support of an Individual Learning Support Assistant (ILSA) to become successful and independent in the classroom. This is in line with good inclusion practices and the UAE Ministry of Education guidelines regarding students with SEND.

Monitoring Student Progress

The LS teacher monitors and analyses the progress made by every student as per the passport. This information is communicated to all the stakeholders regularly. Each set of learning goals, support strategies, monitoring progress and reporting happens over a duration of 6-8 weeks. The student may continue to work on the same goal or move on to the next set of goals depending on the progress shown. The learning goals are developed to reduce the attainment gap between the student and peers, ensuring continued progress and enable the student to perform at his/her optimum potential.

Exiting the Learning Support Programme

The head of student support services, LS teacher, subject teachers, parents, student and any other adult involved in the child's education review the need for the student to exit the LS programme at the end of an academic year.

Talented and Gifted (TAG) Programme

Our Definition of TAG

'Talented and Gifted' refers to having outstanding ability in one or more areas of intelligence, creativity, academic achievement or special talents and abilities such as performing arts or leadership capacity. The



performance of the TAG students is so exceptional that they require special provisions to meet their educational needs in the general education classrooms with support from the classroom / subject teachers or learning support teachers.

Identification Procedures

A student is identified as TAG either through a referral by the class/subject teacher, parents or the scores of the standardized testing (CAT4, PTE, PTM, PTS, etc.). This is further validated by the evaluation of the Gifted and Talented Evaluation Scales (GATES) screener form. A TAG register is developed by the head of student support services and reviewed by the head of primary/secondary to determine whether the student merits the TAG programme.

Support Services

Individual teachers in the school support the identified TAG students by providing them with challenging lesson objectives, enrichment activities and/or accelerated programs. Additional services include assigning students to individual projects and research studies, specialized educational tours, attending lectures, debates, educational seminars, participating in competitions (like ‘The Quest’, ASSET, math and science Olympiads, World Scholar Cup, etc.), opportunities to use problem solving skills, programs of leadership, communication and other enrichment opportunities involving sports, music, art and/or drama. The head of student support services is responsible for the enrichment activities outside of classroom and coordinating the external competitions.

Monitoring Student Progress

The individual teachers monitor the progress of the TAG students and are responsible for the planning of the extension activities.

English as an Additional Language (EAL) Programme

RWA offers extensive English language support to students with EAL needs till they become proficient enough to access the curriculum. Ofsted suggest that, *“Any withdrawal of EAL learners from a mainstream class should be for a specific purpose, time limited and linked to the work of the mainstream class; the subject/class teacher should be involved in all the planning”* (April 2013). Research has shown that the mainstream classroom is usually the best place for learners to develop their English. The aim of this policy is to provide a whole school approach to the identification and provision for EAL students.

Identification Procedures

A student is identified as EAL either at the time of admissions or through a referral by the class / subject teacher, parents or the scores of standardized assessments (CAT4 and / or PTE).

Support Services

In Primary, a student enters the program based on the identification procedures described in the section above. The EAL team along with the classroom/subject teachers works to cater to the student’s needs through small group-based support and / or in-class support during the school day, as deemed appropriate.



Monitoring Student Progress

In Primary, the EAL teachers monitor the progress of the student in the language acquisition regularly. The student is assessed within curriculum areas to provide information on next steps in learning and progression. EAL reports are sent to parents twice in an academic year.

Exiting the EAL Programme

In Primary, the EAL department collaboratively takes the decision regarding any student exiting the EAL program with the classroom teacher. This depends on the level of language skills acquired by the individual student. Note: Please refer to the language policy for details on provisions for EAL learners in the Secondary school.

Co-curricular Activity Programme

At RWA, the co-curricular activity (CCA) programme aims to enrich our students' school life by providing them with new opportunities and experiences, helping to develop them as holistic individuals. In the primary school we aim to have a diverse range of CCAs in a range of areas including sports, arts, technology and innovation, Arabic, Islamic, math, science and English.

Please note that there are two options for CCAs; **teacher-led CCAs** which are free and **paid CCAs** (run by outside providers, generally at the school). The CCA programme runs at the following times:

- **Grade 1-5 teacher-led CCAs: 2.50 – 3.50pm**
- **Paid CCAs: 2.50 – 3.50pm**

In **Grade 1-5**, students are able to sign up for **two CCAs across the week** within the first 24 hours from the CCA website opening for signup. After this time the site will be open for students to sign up for any remaining CCAs that may have spaces. This restriction on the initial signup is to ensure that children across the school get equal access to at least 1-2 of their choices for CCAs. Please note that teacher-led CCAs for G1-5 run from Monday – Thursday; Sunday afternoon is a staff meeting and there are no teacher-led CCAs.

