



RAFFLES

WORLD ACADEMY

Grade 4 Curriculum Guide for Parents 2019- 20





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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 4 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 (KG1-G5)
- **Mr. Damien Marshall** (damienm@rwadubai.com): Head of Assessment and Deputy Head Academics Upper Primary (G2 – G5)
- **Ms. Emily Hunton** (emilyh@rwadubai.com): Deputy Head Pastoral and Administration
- **Ms. Yolanda Maccallum** (yolandam@rwadubai.com): PYP Curriculum Coordinator and Deputy Head Academics - Lower Primary (KG1-G1)

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 4 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

Class Timings

Time	Lesson
7.30am	Classroom door opens
7.40 – 7.50am	Registration
7.50 – 8.50am	Lesson 1
8.50 – 9.50am	Lesson 2
9.50- 10.10am	Snack
10.10 – 11.10am	Lesson 3
11.10am – 12.10pm	Lesson 4
12.10 – 12.50pm	Lunch
12.50 – 1.50pm	Lesson 5
1.50 – 2.50pm	Lesson 6
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 4

Subject	Number of Lesson
English	5 lessons (5 hours)
Math	5 lessons (5 hours)
Unit of Inquiry (Science and social studies)	4 lessons (4 hours)
Science	1 lesson (1 hour)
Library	1 lesson (1 hour)
Arabic A/B	3 lessons (3 hours)
Arabic A/Homeroom	1 lesson (1 hour)
Islamic/ Homeroom	2 lessons (2 hours)
Physical Education	2 lessons (2 hours)
Modern Foreign Languages	2 lessons (2 hours)
Music	1 lesson (1 hour)
Visual Art	1 lesson (1 hour)
Information and Communication Technology	1 lesson (1 hour)
Assembly/UAE Moral Education	1 lesson (1 hour)
Total	30 lessons (30 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 4 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 4. Although most of the children entering Grade 4 are nine turning ten, some are younger and others are older, one youngster may be expected to differ widely from others in their group. 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

- More graceful with movements and abilities
- Jumps, skips, and chases
- Dresses and grooms self completely
- Can use tools (i.e., hammer, screwdriver)
- Remainder of adult teeth will develop
- Likes to sew and paint
- Increase in body strength and hand dexterity through physical activities
- Improved coordination and reaction time
- Increase in large-muscle coordination, leading to success in organized sports and games
- Increase in small-muscle coordination, allowing them to learn complex craft skills
- Refinement of finger control
- Increased stamina (They can run and swim farther.)
- Approaching or reaching puberty for girls, which can make them look grown-up
- Enjoyment of rough-and-tumble games with peers
- Sexual development, which is more rapid in girls than boys
- Refinement of group game skills and team sports skills such as throwing, catching and kicking
- Development of manual skills and interest in things such as cooking and carpentry
- Slow and steady growth (Arms are lengthening; hands are growing. Girls are growing faster.)



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Social and emotional development

- Learn to cooperate in group settings and group games; dislike playing alone
- Spend a lot of time talking with peers mostly of same sex.
- Develop lasting friendships and begin to handle peer pressure
- Fitting in with their peers may become more important
- Friendships can be tumultuous as this stage as children are trying to define themselves. They may reject or be rejected by others, often quite painfully.
- May develop more self-awareness
- May develop mood swings
- May want more privacy
- Enjoy group activities and group games that focus on a common interest
- Demonstrate growing independence, leading to concern with rules that can lead to bossiness
- Use problem-solving, negotiating and compromising skills with peers
- Develop interest in long-range projects
- Begin to develop sportsmanship and learn about winning and losing gracefully
- Develop competence in competitive games and team sports
- Become sensitive to what others think of them and to adult approval
- Begin to consider clubs and groups important
- Become critical of their own performance and begin to evaluate themselves
- Become enthusiastic to tackle anything and will work hard to develop a skill
- Develop competitiveness—want to be first and best, and get things right
- Can express subtle emotions and experience moments of anger or frustration
- May be quite sensitive and overly dramatic
- Can change emotions quickly
- Can become discouraged, which may lead to being shy in public performances
- Show interest in being more grown-up and able to begin tackling more responsibilities and routines
- Begin to develop their own point of view, which is sometimes different from parents' ideas
- Likes competition and games
- Starts to mix friends and play with children of the opposite gender
- Modest about body
- Enjoys clubs and groups, such as Boy Scouts or Girl Scouts
- Becoming interested in boy-girl relationships, but does not admit it
- Friends are very important; may have a best friend
- Increased interest in the opposite gender
- Likes and respects parents
- Enjoys talking to others



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Language and communication skills

- Most children are fluent speakers, readers and writers of their language
- Increasing use of peer influenced, coded language
- They will be reading a wider variety of texts including school journals. They may understand stories that are more complex and with more implied information.
- Children may be able to write a variety of text types. Most of their sentences may be grammatically correct and they may spell many familiar words correct

Intellectual development

- Develop critical and abstract thinking skills.
- Develop their own games with complicated rules.
- Become skilled in reading, writing and use of oral language.
- Begin to express creative skills through writing, acting, inventing and designing.
- Ask many questions to develop their own point of view.
- Begin to collect things and develop interest in projects.
- Care about fairness; develop a sense of right and wrong.
- Develop competitiveness.
- Start to understand puns and riddles.
- Become curious as to how things work and how they are made.

Parenting Tips: Grade 4

You can help boost your school-aged child's social abilities by:

- Ensure that you are trying to develop an open and honest relationship with your child where they feel comfortable to talk to you on a range of issues, both positive and negative.
- Make sure that you also set limits, guidelines, and expectations and enforcing them with appropriate penalties for when your child does not make a good choice.
- In these situations, reflection is a very important thing. Rather than lecturing your child, have a discussion and encourage them to reflect on what they did wrong, and what they could do next time.
- Model good behavior that you expect of your child always. They take their cues from you so it is important that you do this consistently.
- Be sure to compliment your child for their behaviour and for personal achievements. Positive encouragement is one of the best things to do to encourage further positive behaviour.
- Encourage your child to read, as well as still ensuring that you are reading with/to them. As a part of this discuss reading as a family (e.g. at dinner discuss what you are currently reading) to support us as a school develop a love of reading in our students.
- Encourage your child to get involved in a diverse range of hobbies and activities. Encourage them to sign up for at least 1-2 co-curricular activities per week is a good way of doing this.
- As a part of this make sure that you are actively promoting physical activity, as well as undertaking it regularly as a family (e.g. going for a walk, playing football together, going swimming at the beach).
- Encourage your child to talk about peer pressure and provide help to deal with this.
- Spend uninterrupted time together and give full attention to your child. Make sure that you are not on your laptop, checking your emails on your phone, etc. Children really appreciate and enjoy this focused quality time together.
- Be involved with your child's school including going to school events and regularly 'touching base' with your child's teachers.
- Encourage your child to join school and community groups, such as a sports team or be a volunteer.
- Help your child develop his own sense of right and wrong. Talk with them about risky things friends might pressure them to do.
- Help your child develop a sense of responsibility—involve your child in household tasks like cleaning and cooking. Talk with your child about saving and spending money wisely.
- Talk with your child about respecting others. Encourage her to help people in need. Talk with her about what to do when others are not kind or are disrespectful.
- Help your child set his own goals. Encourage them to think about skills and abilities he/ she would like to have and about how to develop them.
- Use discipline to guide and protect your child, instead of punishment to make them feel badly about themselves.
- When using praise, help your child think about their own accomplishments. Saying "you must be proud of yourself" rather than simply "I'm proud of you" can encourage your child to make good choices when nobody is around to praise her.
- Talk with your child about the normal physical and emotional changes of puberty.

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.



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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.

Who We Are	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.
Where We Are in Place and Time	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.
How We Express Ourselves	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.
How the World Works	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.
How We Organize Ourselves	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.
Sharing the Planet	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.



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- **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.
- **Reflection:** How do we know?
 - Challenges the students to examine their evidence, methods and conclusions for potential bias or other inaccuracy.

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

Attitudes: What do we want students to feel, value and demonstrate?

There are twelve attitudes we want students to value and exhibit. These are interwoven throughout every aspect of the curriculum. These attitudes are:

- **Appreciation:** They appreciate the wonder and beauty of the world and its people.
- **Commitment:** They are committed to their learning, persevering and showing self-discipline and responsibility.
- **Confidence:** They feel confident in their ability as learners, having the courage to take risks, apply what they have learned and making appropriate decisions and choices.
- **Cooperation:** They cooperate, collaborate and lead or follow as the situation demands.
- **Creativity:** They are creative and imaginative in their thinking and in their approach to problems and dilemmas.
- **Curiosity:** They are curious about the nature of learning as well as the world, its people and cultures.
- **Empathy:** They imaginatively project themselves into another's situation, in order to understand thoughts, reasoning and emotions.
- **Enthusiasm:** They have an enjoyment for learning.
- **Independence:** They think and act independently, making their own judgements based on reasonable principles and being able to defend their judgments.
- **Integrity:** They have integrity and a firm sense of fairness and honesty.
- **Respect:** They respect themselves, others and the world around them.
- **Tolerance:** They feel sensitive towards differences and diversity in the world and being respectful to the needs of others.



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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 four major forms of action that we focus upon at RWA:

Action	Description	Example
Direct Action	Person to person or person to environment	A student picks up rubbish even though he/she did not drop it.
Indirect Action	Person to community	A group of students or a class raises money for an organization.
Advocacy	Creating an awareness	A student reminds his/her classmates to recycle waste paper or a group of students create a campaign to recycle and share that information.
Research for Action	Learning in action / action in learning	A student borrows a library book on his/her own to extend knowledge about something that was learned or pursues his/her own inquiry and shares with the class.



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	January
	Reporting to parents - Science Fair	February
	Parent Teacher Conferences	February
4	Interim Report Card	March
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.



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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 iSAMS Parent Portal. 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 follow 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 *Seesaw*. 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

At RWA we focus on the holistic development of our students. As a part of developing our approach to homework, we have focused on ensuring students have this holistic balance in their life at home, having time to be physically active, spending time with friends and family and having time to relax.

From KG1 – Grade 1 students only set homework each week is reading each night. This changes slightly in Grades 2-5; while we still want them to have this balance, we also recognize that students need to develop key self-management skills at home such as organization, research and time management. Students' homework in G2-5 will be focused on two key areas **reading** (which is compulsory across the whole primary school – **at least 20 minutes each day**) and **inquiry projects**. These independent inquiries will take place over the course of a unit to allow students time to inquire deeply into the topics, as well as allowing them and their parents flexibility in managing their time (i.e. some weeks may be busy with sport, family commitments, etc and students may not do any of these this week but can always catch up the following week).

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 students and new students in the primary school; this **is not** an annual assessment with data from it being valid for several years.
- **GL Progress Tests (PTE/PTM/PTS; English, math and science)**: KG1 – Grade 5; done annually at the end of the academic year.
- **PIPS Assessment**: KG1; done at the start and end of the academic year in KG1 only.
- **International Schools Assessment (ISA; English, math and science)**: Grade 3-5; done at the end of the academic year.
- **New Group Reading Test (NGRT)**: Grade 1-5; done at the end of the academic year.

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 ISA assessment?

Throughout the year students may do the CAT4 Cognitive Abilities Test (Grade 2), International Schools Assessment (ISA; Grade 3-5), GL Progress Tests (English, math and science; KG1 – Grade 5), PIPS (KG1) and the. Previously the school did IBT testing but this has now been replaced by the ISA assessment.

The ISA assessment is a programme specifically designed for international school students in Grades 3-10. It is carried out by the Australian Centre of Educational Research (ACER) and based on an internationally endorsed reading, mathematical literacy and scientific literacy system designed to assess the students' thinking process and the extent to which they can apply their knowledge to real-life situations.

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.



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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 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 4 in the order that they will be taught.

<p style="text-align: center;"><u>How We Organize Ourselves</u></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>Yearlong Unit: Leadership</u></p> <p>Central Idea Role and responsibilities contribute to successful leadership.</p> <p>Key Concepts Form, function, connection and responsibility.</p> <p>Lines of Inquiry</p> <ul style="list-style-type: none"> • Organizing leadership • Roles and responsibilities • Communication and collaboration • Making fair decisions
<p style="text-align: center;"><u>Who We Are</u></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 style="text-align: center;"><u>Unit 1: Life Processes</u></p> <p>Central Idea Living things follow common life processes in different ways.</p> <p>Key Concepts Function, connection and change</p> <p>Lines of Inquiry</p> <ul style="list-style-type: none"> • Life processes • Living things • Factors affecting life processes
<p style="text-align: center;"><u>Where We Are in Place and Time</u></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 2: Events and Innovation</u></p> <p>Central Idea Events can shape empowered individuals through action.</p> <p>Key Concepts Form, connection and responsibility</p> <p>Lines of Inquiry</p> <ul style="list-style-type: none"> • Empowered individuals • Important events • Choice to make a difference



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<p style="text-align: center;">How the World Works</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 3: Forces</u></p> <p>Central Idea Manipulation of forces through machinery can solve problems.</p> <p>Key Concepts Function, causation and connection</p> <p>Lines of Inquiry</p> <ul style="list-style-type: none"> • Machines and forces • Manipulating forces • Use of forces and machines
<p style="text-align: center;">Sharing the Planet</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 4: Practices and Opportunities</u></p> <p>Central Idea Practices encourage equal opportunities for children.</p> <p>Key Concepts Function, connection and perspective</p> <p>Lines of Inquiry</p> <ul style="list-style-type: none"> • Practices • Circumstances verse opportunities • Opinions on equal rights
<p style="text-align: center;">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 style="text-align: center;"><u>Unit 5: Communicating through Art</u></p> <p>Central Idea Art can be used to express beliefs and values.</p> <p>Key Concepts Function, causation and connection</p> <p>Lines of Inquiry</p> <ul style="list-style-type: none"> • Communicating through Art • Differing beliefs and values • Influencing people’s feelings

Yearlong Unit

Yearlong units will be the first unit inquired into in the school year. This unit has a concept that will be revisited at the end of each other unit, allowing students to make connections between their past and present learning experiences. These connections will allow students to think of ways of using their knowledge and understanding to take action and make a difference personally, in the community or globally.

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.



Language Arts (English)

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 that need 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 5 under the four strands of 'Reading', 'Writing', 'Viewing and Presenting' and 'Speaking and Listening'.

Language Arts Learning Objectives

Writing

- Begin to recognise the vocabulary and style of writing appropriate to formal contexts
- Use the 'present perfect' form of verbs as well as the 'past' tense correctly
- Identify and use modal verbs and adverbs in their writing to indicate degrees of likelihood or possibility
- Ensure subject and verb agreement when using singular and plural
- Identify the 'perfect' form of verbs and begin to use this in their own writing
- Convey more complicated information using expanded noun phrases
- In their own writing, use relative clauses to provide more information about an object, event or person
- Use commas in their writing, mostly in appropriate and correct places, including after fronted adverbials
- Identify and use possessive apostrophes in their writing to indicate possession, including with plural nouns
- Use brackets or commas to indicate parenthesis
- Use semi-colons to indicate a boundary between clauses
- Use a colon to introduce a list
- Add or remove common and less common prefixes and suffixes, and be able to say how they affect meaning
- Spell some common words with 'silent' letters
- Spell words that are often confused, including homophones
- Identify the audience and purpose of a piece of writing and use examples provided as models for their work
- Plan writing, jotting down ideas and developing these by drawing on ideas discussed, read or researched
- Begin to use suggested formats and devices to help structure a text (e.g. bullet points, headings, lists)
- Recognize and use figurative language to enhance writing (e.g. similes, metaphors, idioms, alliteration)
- Use dialogue in stories to develop the characters and to help the reader understand what is happening
- When writing stories, produce good descriptions of settings or characters
- Link ideas in paragraphs using appropriate conjunctions, or adverbs; use these to link between paragraphs
- Use a wide range of devices to build cohesion across paragraph. Using adverbials of time (e.g. later), place (e.g. nearby) and number (e.g. secondly) or tense choices (e.g. he had seen her before).
- Vary sentence structure and length
- Re-read writing to look for errors or improvements that can be made to punctuation, grammar or spelling
- Re-read their and others' writing to assess its effectiveness, making sensible suggestions against criteria
- Begin to spot errors in their own writing where verb tense is not used consistently



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- Begin to spot errors of agreement between subject and verb in their own writing
- Begin to proofread their own writing before handing it in

Reading

- Apply sensible and appropriate word-attack strategies when reading unfamiliar or new words
- Recognise common and uncommon prefixes and suffixes and their affect on meaning
- Access information in a variety of books and other texts, both on-line and in hardcopy
- Summarise the key points in a text, drawing on more than one paragraph and begin to identify key ideas
- Read non-fiction texts, retrieve the main points, and record these using suitable formats
- Recognise a theme in a text and begin to recognise literary conventions
- Start to say how the language, structure and format of a text affects its meaning
- Explain the meaning of words or phrases in context, within different texts
- Ask appropriate questions to help with understanding a text
- Predict what might happen at any point, drawing on details in the text
- Infer what characters may be thinking, feeling or planning and give good reasons for these inferences
- Distinguish between statements of fact and opinion
- With support, present and debate information gained from understanding what has been read
- NOVEL STUDY: Compare and contrast the plots of two different but similar novels, commenting on effectiveness and impact

Speaking and Listening

- Ask relevant questions to increase knowledge and understand in more detail
- Listen with attention and respond appropriately to adults and their peers
- Begin to give clear explanations
- Maintain attention and stay on topic when working with others, speaking and responding appropriately
- Articulate and give reasons for answers and opinions, and begin to develop an argument
- Consider different viewpoints, making judgments about these and taking the views of others into account
- Recount a narrative and provide accurate descriptions, including of feelings
- Perform various poems to another person or to a small familiar audience using appropriate speaking voice

Viewing and Presenting

- Apply knowledge of presentation techniques in original and innovative ways; explain their own ideas for achieving desired effects
- Examine and analyse text and illustrations in reference material, including online text, explaining how visual and written information work together to reinforce each other and make meaning more explicit
- Identify factors that influence personal reactions to visual texts; design visual texts with the intention of influencing the way people think and feel
- Identify the intended audience and purpose of a visual presentation; identify overt and subliminal messages
- Analyse and interpret the ways in which visual effects are used to establish context
- Identify elements and techniques that make advertisements, logos and symbols effective and draw on this knowledge to create their own visual effects

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 mathematics reflects this, with the idea that math will be fun, engaging for students and go deep into topics and concepts.

At school we use the 'Math Mastery' approach to ensure that content is not just 'covered' but that our students develop in-depth 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.

Math Learning Objectives

Number

- Read, write, order and compare numbers to 1000000, and identify the value of each digit
- Count forwards or backwards in steps of powers of 10 for any given number up to 1000000
- Interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers including through zero
- Round any number up to 1000000 to the nearest 10, 100, 1000, 10000 and 100000
- Read Roman numerals to 1000 (M) and recognize years written in Roman numerals
- Solve number problems and practical problems that involve all of the above
- Add and subtract numbers mentally with increasingly large numbers



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- Add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction)
- Use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy.
- Solve addition and subtraction multi-step problems in contexts deciding which operations and methods to use and why
- Multiply and divide numbers mentally drawing upon known facts.
- Multiply and divide whole numbers by 10, 100 and 1000
- Multiply numbers up to 4 digits by a one or two digit number using a formal written method, including long multiplication for 2 digit numbers.
- Divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context.
- Identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers.
- Recognize and use square numbers and cube numbers and the notation for squared (2) and cubed (3)
- Solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes.
- Solve problems involving addition and subtraction, multiplication and division and a combination of these, including understanding the use of the equals sign.
- Know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers.
- Establish whether a number up to 100 is prime and recall prime numbers up to 19.
- Compare and order fractions whose denominators are multiples of the same number.
- Identify, name and write equivalent fractions of a given fraction, represented visually including tenths and hundredths.
- Recognize mixed numbers and improper fractions and convert from one form to the other and write mathematical statements > 1 as a mixed number [for example $1\frac{1}{2}$]
- Add and subtract fractions with the same denominator and denominators that are multiples of the same number.
- Multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams.
- Read and write decimal numbers as fractions (e.g. $0.71 = \frac{71}{100}$).
- Solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates
- Read, write, order and compare numbers with up to three decimal places.
- Recognize and use thousandths and relate them to tenths, hundredths and decimal equivalents.
- Round decimals with two decimal places to the nearest whole number and to one decimal place.
- Solve problems involving number up to three decimal places.
- Multiply and divide whole numbers and those involving decimals by 10, 100 and 1000.



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- Use all four operations to solve problems involving measure [for example, length, mass, volume, money] using decimal notation, including scaling.
- Recognize the per cent symbol (%) and understand that per cent relates to 'number of parts per hundred', and write percentages as a fraction with denominator 100, and as decimal.
- Solve problems which require knowing percentage and decimal equivalents of, and those fractions with denominator of a multiple of 10 or 25.

Measurement

- Convert between different units of metric measure (for example, km and m; cm and m; cm and mm; g and kg; l and ml).
- Understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints.
- Solve problems involving converting between units of time.
- Measure and calculate the perimeter of composite rectilinear shapes in cm and m.
- Calculate and compare the area of rectangles (including squares), and including using standard units, cm², m² estimate the area of irregular shapes.
- Estimate volume (for example using 1cm³ blocks to build cuboids (including cubes) and capacity (for example, using water)).
- Use all four operations to solve problems involving measuring

Shape and Space

- Know angles are measured in degrees; estimate and compare acute, obtuse and reflex angles.
- Draw given angles and measure them in degrees (°).
- Identify: angles at a point and one whole turn (total 360 °), angles at a point on a straight line and ½ a turn (total 180°) other multiples of 90°
- Identify 3D shapes, including cubes and other cuboids, from 2D representations.
- Use the properties of rectangles to deduce related facts and find missing lengths and angles.
- Distinguish between regular and irregular polygons based on reasoning about equal sides and angles.
- Identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed

Data Handling

- Solve comparison, sum and difference problems using information presented in a line graph.
- Complete, read and interpret information in tables including timetables
- Express probabilities using scale (0–1) or per cent (0%–100%).



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. 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.

There are four 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

Science in the PYP has a strong focus on the development of skills, which are continually developed in the life of a PYP student (i.e. students will cover these every year during their PYP journey at RWA). There is also a focus on students developing their understanding of key content, which is grade level specific.

Science Learning Objectives

Skills

- 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
- Interpret and construct pie charts and line graphs and use these to solve problems.
- 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)



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Content

- Describe the differences between living and non-living things using knowledge of life processes. Make connections between life processes
- Know the life processes that are common to humans and animals including movement, respiration, sensitivity, growth, reproduction, excretion and nutrition. (MRS GREN)
- Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.
- Describe the life process of reproduction in some plants and animals.
- Identify that humans and some other animals have skeletons and muscles for support, protection and movement.
- Identify and describe the functions of different flowering plants: roots, stem/trunk, leaves and parts of the flower.
- Explore the requirements of plants for life and growth (air, light - photosynthesis, water, nutrients from soil, and room to grow) and how they vary from plant to plant
- Explore the life cycle of flowering plants, including germination, growth, pollination, fertilisation, seed formation and seed dispersal.
- Construct and interpret a variety of food chains, identifying producers, consumers, predators and prey.
- Identify the different types of teeth in humans and their simple functions
- Use the idea of the Earth's rotation to explain day and night and the movement of the sun across the sky.
- Model how the rotation of the Earth leads to day and night
- Describe the movement of the Earth, and other planets, relative to the Sun in the solar system.
- Know that the Earth take approximately one year to orbit the Sun, rotating as it moves.
- Describe the movement of the moon relative to the Earth.
- Describe the Sun, Earth and Moon as approximately spherical bodies.
- Research the life and discoveries of scientists that explored the solar system and the stars.
- Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object.
- Know that pushes and pulls are examples of forces and that they can be measured with force meters.
- Identify the effects of air resistance, water resistance and friction that act between moving surfaces.
- Recognize the units of force, mass and weight and identify the direction in which forces act.
- Identify the six simple machines: lever, pulley, wedge, screw, inclined plane, wheel & axle
- Recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.
- Observe how magnets attract or repel each other and attract some materials and not others.
- Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials
- Describe magnets as having two poles and predict whether two magnets will attract or repel each other, depending on which poles are facing.
- Identify common appliances that run on electricity.
- Recognise some common conductors and insulators, and associate metals with being good conductors.



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- Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers.
- Can represent series circuits with diagrams and conventional symbols.
- Identify which part of the circuit is the source of electricity.
- Identify whether or not a lamp will light in a circuit, based on whether or not the lamp is part of a complete loop with a battery.
- Can predict and test the effects of making changes to circuits including the number and types of components.
- Recognise a switch opens and closes a circuit and associate this with whether or not a lamp lights up.
- Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal) and response to magnets.
- Know that some materials will dissolve in a liquid to form a solution, and describe how to recover a substance from a solution.
- Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating.
- Give reasons, based on evidence from comparative fair tests, for the particular uses of everyday materials, including metals, wood and plastic.
- Demonstrate that dissolving, mixing and changes of state are reversible changes.
- Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.
- Identify different light sources, including the Sun (recognise that light from the sun is dangerous and that there are ways to protect our eyes)
- Find patterns in the way that the size of shadows change.
- Explore and understand the difference between materials that are opaque, translucent and transparent and how they affect the way in which light travels, or does not travel, through them.
- Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye.
- Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then our eyes.





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 وتحدث
<p>*يجمع المتعلم معلومات من عدة مصادر المقابلات، الشبكة المعلوماتية، الأقراس المضغوطة).</p> <p>*يفهم المتعلم البنية التنظيمية في الصحف والمجلات الدورية (تقويم التاريخ *يوظف المتعلم الكلمات الجديدة في سياقات (جمل مفيدة) تفسر معناها.</p> <p>*يعين المتعلم أركان الجملة البسيطة (الاسمية والفعلية).</p> <p>*يُميز المتعلم الفعل الماضي والمضارع والأمر.</p> <p>*ينفذ المتعلم مستقلاً أو ضمن مجموعات مشروعات بحثية قصيرة مركزة، ويعرض ما تعلمه ضمن تقرير بحثي.</p> <p>*يختار المتعلم نقطة تركيز (بؤرة) للكتابة، وبنية تنظيمية للنص، ووجهة نظر محددة، معتمداً على الغرض والمثلي.</p> <p>*يُنشئ المتعلم جملاً فعلية وفق أزمان الفعل المختلفة.</p> <p>*يتعرف المتعلم شبه الجملة (الجار والمجرور والظرف بنوعيه)، ويُنشئ شبه جملة في جمل صحيحة.</p> <p>*يكتب المتعلم الحروف المتجانسة شكلاً بخط الرقعة.</p> <p>*يلاحظ المتعلم الإيقاع اللفظي في جملة أو عدة جمل.</p> <p>*يكتب المتعلم نصوصاً من ثلاث فقرات، يجعل الفقرة الأولى مقدمة للنص، ويكتب فقرة داعمة تتضمن حقائق وتفاصيل، ويختم النص بفقرة تلخص أهم النقاط المذكورة في النص.</p> <p>*يستخدم المتعلم بنى واضحة ومختارة للكتابة بحسب الموضوع والغرض (الترتيب الزمني التعاقبي، السبب والنتيجة، طرح سؤال والإجابة عنه، مستخدماً أدوات الربط وعلامات الترقيم *يضبط المتعلم أركان الجملة الاسمية والفعلية ضبطاً صحيحاً.</p> <p>*يُصرف المتعلم الفعل مع ضمائر الرفع المنفصلة تصريفاً صحيحاً</p>	<p>*يُميز المتعلم بين لفظ همزتي الوصل والقطع في بداية الكلام ووسطه.</p> <p>*يقرأ المتعلم نصوصاً نثرية وشعرية بطلاقة، ويراعي علامات الترقيم أثناء القراءة.</p> <p>*يقرأ المتعلم الكلمات المألوفة بلا تشكيل.</p> <p>*يقرأ المتعلم الكلمات المتشابهة كتابياً بلا تشكيل معتمداً على السياق (قيل: قِيل، قَبِل، قَبِل، قَبِل) *يظهر المتعلم الوعي بالعلاقات بين المفردات ومعانيها ضمن حقول دلالية مناسبة.</p> <p>*يُميز المتعلم دلالة الكلمات عند قراءة المواد المكتوبة من خلال: (دلالة التركيب، دلالة المعنى).</p> <p>*يقرأ المتعلم قراءة جهرية مراعيًا التنغيم والضبط السليم في حدود (60) كلمة في الدقيقة الواحدة.</p> <p>*يقرأ المتعلم قراءة سليمة نصوصاً تخلو بعض كلماتها من الضبط معتمداً على السياق.</p> <p>*يحدد المتعلم الفكرة الرئيسية والمغزى للنص الأدبي من خلال التفاصيل المساندة، داعماً آراءه بأدلة من النص.</p> <p>*يحدد المتعلم تسلسل أحداث القصة، وملامح الشخصيات، والمكان والزمان، مستدلاً بتفاصيل محددة داعمة، مقتبساً من أقوال الشخصية وأفعالها.</p> <p>*يحلل المتعلم بنية النصوص القصصية وعناصرها الفنية، مفسراً أفعال الشخصية، ودوافعها، كاشفاً عن صفاتها.</p> <p>*يُميز المتعلم النصوص الأدبية: (قصة - قصيدة - رسالة....) وفقاً لخصائصها الفنية المختلفة.</p> <p>*يُميز المتعلم خصائص النصوص الشعرية الخيالية من الواقعية.</p> <p>*يُفسر المتعلم الاختلافات الرئيسية في أنواع النصوص الأدبية (الحكايات، والقصائد، والمسرحيات)، مستخدماً المصطلحات الصحيحة عند الكتابة أو التحدث عنها.</p> <p>*يُميز المتعلم الحوار الداخلي من الحوار الخارجي في القصة.</p>	<p>*يستوعب المتعلم المادة المسموعة (نصاً سردياً) محدداً المغزى العام</p> <p>*يستبدل المتعلم بالأسماء والأفعال والعبارات العامية كلمات وعبارات فصيحة شفوياً.</p> <p>*يصنف المتعلم الأسماء والأفعال وفق محيطها اللغوي.</p> <p>*يعرض مقدمات وخواتيم بديلة مؤثرة لقصة سمعها متحدثاً بصوت مناسب من حيث النبرة والسرعة بطريقة منظمة لدعم هدفه من التحدث</p> <p>*يرتب المتعلم علاقات التدرج بين مفردات ذات دلالة متقاربة (نعاس، غفوة، نوم..).</p> <p>*يُفسر المتعلم الكلمات مستعيناً بمردفاتها وأضدادها، وسياقها.</p> <p>*يعيد المتعلم صياغة المادة المسموعة شفوياً ملخصاً المعلومات والفكر الرئيسية أو الأحداث</p> <p>*يستمر المتعلم في الحديث عن موضوع محدد يعده مع مجموعته محاوراً زملاءه في الزمر الأخرى لربط إضافاته بتعليقات المشاركين</p> <p>*يُفسر المتعلم الكلمات مستخدماً المعجم الورقي والرقمي.</p> <p>*يعيد المتعلم صياغة المادة المسموعة شفوياً ملخصاً المعلومات والفكر الرئيسية أو الأحداث</p> <p>*يعد المتعلم قصة درسها ويقدمها مضمناً عرضه</p>



<p>*يفاضل المتعلم بين جملتين بناء على إحياءات الألفاظ.</p> <p>*يتعرّف المتعلم أسلوب الأمر والنهي</p> <p>*يراجع المتعلم مسودات ما يكتب مطبقاً آليات المراجعة والتقويم على ما ينتج من نصوص مستخدماً مقياساً للكتابة.</p> <p>*يكتب المتعلم نصوصاً سردية، ويربط بين الأفكار أو التجربة بشكل متماسك، مقدماً سياقاً مكانياً وزمانياً للأحداث مستخدماً تفاصيل حسية.</p> <p>*يتعرف المتعلم حروف العطف (و، أو، ثم، ف) ويوظفها في جمل من إنشائه محاكياً نمطاً.</p> <p>*يتعرف المتعلم جمع التكسير.</p> <p>*يستخدم المتعلم الظروف الشائعة في مواقعها الصحيحة.</p> <p>*يدرك المتعلم الإيقاع الصوتي (السجع) في الجمل.</p> <p>*يستخدم المتعلم الكلمات ذات المحيط اللغوي الواحد مراعيًا الفروق بين دلالاتها.</p> <p>*يكتب المتعلم تلخيصاً يتضمن الفكرة الأساسية وأهم التفاصيل.</p> <p>*يستخدم المتعلم باستقلالية واضحة التكنولوجيا المتاحة كأحجام الخطوط وبرمجية (بوربوينت) ينشئ المتعلم التسجيلات الصوتية وتسجيلات (الفيديو) لقصص أو قصائد درسها.</p> <p>*يكتب المتعلم كلمات بصرية تحتوي على حروف تأنف ولا تكتب، وتكتب ولا تأنف.</p> <p>*يكتب المتعلم ألف تنوين النصب كتابة صحيحة في مواضعها الصحيحة.</p> <p>*يكتب المتعلم الألف اللينة في نهاية الأسماء كتابة صحيحة.</p> <p>*يستخدم المتعلم الحاسوب عند تحرير كتاباته ونشرها، ومشاركته مع الآخرين.</p> <p>*ينشر المتعلم ما كتبه عبر وسائط وقنوات متعددة (المجلات - الصحف - الموقع الإلكتروني).</p> <p>*يستخدم المتعلم علامات الترقيم (علامة الاستفهام، النقطة، علامة التعجب، الفاصلة، النقطتان الرأسيان، القوسان) استخداماً صحيحاً.</p> <p>*يتتبع المتعلم رسم الحروف العربية مراعيًا قواعد خط الرقعة.</p> <p>*يكتب المتعلم كلمات وجمالاً بخط الرقعة محاكياً نمطاً</p>	<p>*يحدّد المتعلم صفات الشخصية وأفعالها في القصص الخيالية ويقابلها بصفات الشخصية وأفعالها في القصص الواقعية.</p> <p>*يقارن المتعلم بين حكايات من ثقافات مختلفة، من حيث: الفكرة، الشخصيات، المكان والزمان، عناصر الحكمة.</p> <p>*يحلّل المتعلم بنية الحكاية في قصص من التراث المحلي والإسلامي، مقارناً بينها وبين القصص المعاصرة التي يقرأها.</p> <p>*يستنتج المتعلم علاقة الشخصيات والأحداث في نص القصة أو المسرحية بالرسوم التوضيحية الموجودة فيها أو التمثيل المرئي.</p> <p>*يحفظ المتعلم (6) نصوص شعرية تتألف من (10-7) أبيات موضوعاتها تناسب المرحلة، مثل: الوطن، العلاقات الإنسانية، الطبيعة، العلم، القيم... وغيرها.</p> <p>*يدعم المتعلم أفكار نص معلوماتي من خلال الاستدلال بالتفاصيل والأمثلة والاستنتاجات التي توصل إليها بعد قراءة النص.</p> <p>*يلخص المتعلم فكر وتفاصيل ما قرأ برسومات ومخططات وخرائط.</p> <p>*يستنتج المتعلم العلاقة الزمنية، وعلاقة السبب والنتيجة بين الأحداث أو المفاهيم العلمية.</p> <p>*يفسّر المتعلم معاني الكلمات والمصطلحات والعبارات الواردة في نص معلوماتي من خلال معرفته بعلاقات التضاد والترادف والاشتراك اللفظي مستخدماً المعاجم والرسومات والملحوظات الهامشية والمسارد.</p> <p>*يحدّد المتعلم البناء المستخدم في النص لتقديم الأحداث والفكر والمفاهيم والمعلومات.</p> <p>*يقارن المتعلم بين نصين معلوماتيين في مصادر قديمة مثل: الكتب المطبوعة، الصحف، المجلات... (وحديثة مثل: مقاطع فيديو، الشبكة المعلوماتية...) (في الموضوع نفسه، محدداً أوجه التشابه والاختلاف في تقديم وجهات النظر).</p> <p>*يفسّر المتعلم المعلومات المقدمة في النص بوسائل مختلفة مثل: الخرائط، المخططات، الصور، الرسوم، العناصر التفاعلية الرقمية... أو بطريقة شفوية، موضحاً إسهام تلك الوسائط في فهم المعلومات المقدمة في النص.</p> <p>*يشرح المتعلم كيف استخدم المؤلف الأسباب والأدلة لدعم نقاط معينة في النص.</p> <p>*يفرغ المتعلم معلومات نص معلوماتي قرأه وفق جدول صممه.</p>	<p>تفصيلات عن المكان والحبكة وكيفية تطور الأحداث</p> <p>*يحدّد المتعلم المعنى المناسب للكلمات متعددة المعاني مستخدماً السياق، ومستعيناً بجذرها.</p> <p>*يقدم عرضاً معلوماتياً يرسخ فيه فكرة رئيسة ويصوغ أسئلة ليوّجه دفة النقاش.</p> <p>*يقدم عرضاً تقديمياً شفوياً عن خبرات شخصية مستخدماً الحقيقة والمجاز (بما يلفت انتباه مستمعيه لتعميق فهم الموضوع الرئيسي).</p> <p>*يظهر المتعلم تفاعلاً مع الجمهور من خلال إجابته عن أسئلتهم مستخدماً وسائل مرئية مساعدة مثل: (البوربوينت، ومقاطع الفيديو).</p> <p>*يعدّ المتعلم عرضاً تقديمياً معلوماتياً عن (البيئة الصحراوية) مقدماً الفكر في تسلسل منطقي، مظهرًا فهمه للموضوع بما في ذلك الحقائق ذات الصلة، مستخدماً الوسائط الرقمية.</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

- Read hand written or printed material containing frequently used structural forms, patterns and vocabulary.
- Read and understand known language elements that have been recombined in new ways to achieve different meanings at similar levels of grammatical complexity.
- 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.
- Use online resources to assist own reading and written communication strategies and engage in independent reading and writing.
- Articulate developed courtesy requirements and maintain simple face-to-face conversations on familiar topics.
- 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 4 Unit Topics

- Unit 1: Introduction (Greetings, all about me, family members, polite expressions, colors and numbers, favorite hobbies, days of the week, time)
- Unit 2: UAE
- Unit 3: Places (school, beach, forest, park,)
- Unit 4: Activities in Leisure time (at the theatre, let's race, let's play)
- Unit 5: Jobs & Professions
- Unit 6: feelings and describing characters



Islamic Education

At RWA, Islamic studies is offered to all Muslim students from KG2 upwards. 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 (Islamic A) and non-Arab (Islamic B) speakers from grades 1-12 and it is integrated into the PYP curriculum. The aim of Islamic Studies at RWA is to develop the students' knowledge in various aspects of Islam, helping 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"> • أن الله أوكل إلى الملائكة حفظ النفوس • -أسرار الخالق في الخلق • حقوق المسلم على المسلم • واجب المسلم نحو أخيه المسلم • من اتبع موسى – عليه السلام- من بني إسرائيل هم المسلمون ،ومن خالفه هم الكافرون • العظات والعبر من قصة موسى – عليه السلام. • العلاقة التي تربط بين المسلمين وبين سيدنا موسى – عليه السلام – وأتباعه • أن الحياء من الإيمان • أن الكرم من الأخلاق الإسلامية الرفيعة • الاقتداء بعثمان بن عفان – رضي الله عنه – في السخاء والحياء • أن الرحمة من صفات المسلم • أن الشقي في الدنيا والآخرة هومن لا رحمة في قلبه • أن الإسلام دين الرحمة • أن الابتلاء اختبار إلهي للإنسان • الصبر على الشدائد • التمسك بالحق • البحث عن الحق والتمسك به • الاقتداء بالمسلمين الأوائل في الصبر والثبات على الحق 	<ul style="list-style-type: none"> • أن يحفظ السور المقررة • يطبق أحكام التجويد .في السور المقررة • يبين المعنى الإجمالي للسورة . • يحفظ حديث من حقوق المسلم، ويشرح كلماته ،ويبين معانيها . • يحرص على تطبيق ما ورد في الحديث من أحكام وتوجيهات . 	<ul style="list-style-type: none"> • يتعرف سيرة كليم الله موسى عليه السلام • يتعرف سيرة عثمان بن عفان وحياته ، وانفاق ماله في سبيل الله 	<ul style="list-style-type: none"> • يقدر قيمة البحث والتحرر عن كل شيء يقابله في حياته ، ويسعى للتعلم من ذوي الخبرة والاختصاص • يتأسى بسيدنا موسى في بحثه وتحريره عن الحقيقة .



<ul style="list-style-type: none">• أن التفكير في خلق الله يقود إلى الإيمان ويقويه• الاقتداء برسول الله – صلى الله عليه وسلم• الحرص على تلاوة القرآن الكريم			
<ul style="list-style-type: none">• كيف أكون مؤمناً قويا ينفع الناس• أن أستعين بالله ولا أتكاسل عن أمر أبدأ فيه• الرضا بقضاء الله في كل الأحوال• المسؤولية والمحاسبة• العودة الدائمة إلى الله في كل حين• العدالة هي ميزان الكون• أحكام لفظ الجلالة وأطبقتها عمليا	<ul style="list-style-type: none">• أن يحفظ سورة الانشقاق .• يطبق أحكام التجويد .في السورة .• يبين المعنى الإجمالي للسورة .• يحفظ حديث المؤمن القوي ، ويشرح كلماته ،ويبين معانيه• - يحرص على تطبيق ما ورد في الأحاديث من أحكام وتوجيهات .	<ul style="list-style-type: none">• التأسي بسيرة الرسول صلى الله عليه وسلم في الدفاع عن الإسلام ونشره .وبيان أنه دين تسامح .	<ul style="list-style-type: none">• يستر في الاستعانة بالله في كل شؤون حياته .• يعلم أن قوته مستمدة من الله عز وجل .
<ul style="list-style-type: none">• أن الله أنزل كتبه لهداية الناس• أن الكتب السماوية جميعها تدعو إلى الإسلام• لماذا يجب علينا أن نبحث عن الحقيقة ؟• وكيف نبحث عنها؟• أن المسلم يتقي الله في كل زمان ومكان .• أن الحسنات يذهبن السيئات .• المسلم حسن الخلق .	<ul style="list-style-type: none">• أن يحفظ السور المقررة .• يطبق أحكام التجويد .في السور المقررة• يبين المعنى الإجمالي للسورة .• يحفظ الأحاديث ، ويشرح كلماتها ،ويبين معانيها• يحرص على تطبيق ما ورد في الأحاديث من أحكام وتوجيهات.	<ul style="list-style-type: none">• يظهر إيمانه بجميع الكتب السماوية وانها من عند الله سبحانه وتعالى .• يعدد الكتب السماوية وأسماء من نزلت عليهم .• يبين أهمية الكتب السماوية ويقارن بينها وبين القرآن .	<ul style="list-style-type: none">• تقوى الله يجب أن تكون في كل زمان ومكان .• تقدير قيمة البحث عن الحقيقة .
<ul style="list-style-type: none">• تفضيل الآخرة على الدنيا هو سبيل النجاح• كيف أنزه الله عز وجل وأنزله• آداب التصدق• الصدقة تزكية للنفس والمال	<ul style="list-style-type: none">• أن يحفظ السور المقررة .• يطبق أحكام التجويد .في السور المقررة• يبين المعنى الإجمالي للسورة .• يحفظ الأحاديث ، ويشرح كلماتها ،ويبين معانيها• يحرص على تطبيق ما ورد في الأحاديث من أحكام وتوجيهات .	<ul style="list-style-type: none">• - التأسي بسيرة الرسول صلى الله عليه وسلم في علاقاته الاجتماعية وأخلاقه العالية	<ul style="list-style-type: none">• الحفاظ على شكر الله بالعبادة والتقوى .



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<ul style="list-style-type: none">• آداب الصوم وضوابطه• الحكمة من الصوم• الصدق مع النفس يؤدي إلى الصدق مع الآخرين• الصدق مع النفس يحقق النجاح• الصادق مع نفسه هو المسلم الحق• الاقتداء برسول الله صلى الله عليه وسلم واجب• رسول الله صلى الله عليه وسلم أحسن الناس أخلاقاً• - المؤمن يتحلّى بالخلق الحسن	<ul style="list-style-type: none">• أن يحفظ سورة الأعلى.• يطبق أحكام التجويد في السورة• يبين المعنى الإجمالي للسورة .• يحفظ الأحاديث ، ويشرح كلماتها ، ويبين معانيها• يحرص على تطبيق ما ورد في الأحاديث من أحكام وتوجيهات .	<ul style="list-style-type: none">• - الاقتداء بسيرة الرسول صلى الله عليه وسلم في الصوم والمعاملات كالصدقة	<ul style="list-style-type: none">• التحلي بالصدق في تعامله مع الناس .• - يحافظ على ركن الصوم
<ul style="list-style-type: none">• أضرار الغش على الفرد والمجتمع• عدم إيذاء المؤمنين• عدم السخرية من الناس• أضرار تمييز النفس على الآخرين	<ul style="list-style-type: none">• أن يحفظ سورة المطففين.• يطبق أحكام التجويد في السورة• يبين المعنى الإجمالي للسورة .• يحفظ الأحاديث ، ويشرح كلماتها ، ويبين معانيها• - يحرص على تطبيق ما ورد في الأحاديث من أحكام وتوجيهات .	<ul style="list-style-type: none">• التأسى بسيرة الرسول صلى الله عليه وسلم في علاقاته الاجتماعية وأخلاقه العالية كعدم الغش أو إيذاء المؤمنين أو السخرية منهم .	<ul style="list-style-type: none">• يبتعد في معاملته مع الناس عن الغش والسخرية أو أي عمل يسيء للناس





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"> • Recognize the similarities between what breaks a fast and what breaks wudoo. • Define Salat-ul-Taraweeh. • Learn the benefits of Salat-ul-Taraweeh. • Define how many Rak'aat are in Salat-ul-Taraweeh. • Learn the correct manners of sleeping in Islam. • Learn the different things a person can do to keep him /her clean. • Understand the reason why it is important to stay clean. • Learn etiquette of eating in Islam. • Define what is Halal and Haram food. 	<ul style="list-style-type: none"> • Learn and memorize Surat ul-Fajr. • Islamic way to spend a successful life and life hereafter according to Holy Quran. 	<ul style="list-style-type: none"> • Define Badr and locate where it is. • Learn and understand the main cause of the Battle of Badr. • Learn and describe the events of the battle of Badr. • Describe why the Battle of Badr was an important event. • Understand and appreciate courage and sincere faith shown by the Sahabah during the Battle of Badr. 	<ul style="list-style-type: none"> • Express how do Muslims in his/her country celebrate Eid.
<ul style="list-style-type: none"> • Explain what we should do when we fast. • Describe the religious events that take place during the month of Ramadan. • Define Suhoor and Iftar. • Learn Ramadan Daily Dozen • List the things that can be break the fast and to create a chart about those things. • Learn the importance of not breaking the fast. • List the statements of who else is excused from fasting during Ramadan. 	<ul style="list-style-type: none"> • Surat ul zalzala • Learn and understand the main theme of this Surah • Concept of Yawm-ul-Qiyamah and concept of recorded deeds all good and bad. 	<ul style="list-style-type: none"> • Understand and appreciate the value of hard work and sacrificing as exhibited by Asmaa' and others during the hijrah event. • Learn and memories hijrah song. • Learn that once Prophet Muhammad arrived in Yathrib the people were supportive of him. • Learn that they were called Al-Ansar this means the supporters. • Understand that the Prophet Muhammad built the first Masjid in Yathrib and why the Prophet wanted to find a place for the Masjid before his own house 	<ul style="list-style-type: none"> • Explore how the Muslims celebrate Eid in different ways around the world and



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<ul style="list-style-type: none"> • Learn the actions that break a person’s wudoo’. • Describe the actions which break a person’s prayer. • Learn and define the word lunar. • Describe how Muslims know when it is Eid-ul-Fitr. • Learn and memorize the name of the months of the Islamic calendar in Arabic and English. • Define Ramadan as the month of fasting and worship. 	<ul style="list-style-type: none"> • Memorize Surat ul adiyat • Learn and understand the obedience of Allah 	<ul style="list-style-type: none"> • Learn how Quraysh mistreated Prophet Muhammad and opposed his message. • Learn how Quraysh tried to kill Prophet Muhammad. • To define the Hijrah and recognize that it is one of the most important events in the history of Islam. • Describe who Asmaa’ bint Abu Baker was. • Discuss with the students why Yathrib was renamed Al-Madinah Al Munawwarah once the Prophet arrived. 	<ul style="list-style-type: none"> • Learn and memorize Takbeer of Eid. • Describe what people do on Eid-ul-Fitr.
<ul style="list-style-type: none"> • Describe which things are considered Najasah (impure) • Learn what Sunnah prayers are. • Explain where we get Sunnah from. • Discuss how praying Sunnah shows our love for the Prophet. • Understand what things we can do that will count as Sunnah. 	<ul style="list-style-type: none"> • Learn and understand Surat ul takathur • Understanding of life hereafter. • Moral values and good deeds to prepare for life after death. 	<ul style="list-style-type: none"> • Describe the family of Prophet Ya’qoub. • Recognize Prophet Yousef. • Define Hassad. • Discuss why Yusuf’s brothers were so jealous of him. • Describe the life of Prophet Yousef. • Describe the character of Prophet Yousef as a leader. • Explain what the wisdom behind the fact was that Al-Azeez adopted Yousef. 	<ul style="list-style-type: none"> • Define the word Eid and what is Eid Uul—Fitr • Define Zakat ul-Fitr
<ul style="list-style-type: none"> • Define AL-Qadar. • Identify the things Allah decided in our life. • Recognize the importance of the five daily prayers and the benefits of praying the five prayers on time. • Recognize the importance of Taharah, purity in Islam. • Develop alertness against Najasah in the students’ mind. 	<ul style="list-style-type: none"> • Learn and understand meaning Surat ul asr • Main theme of Surah is to believe in Allah and day of judgment. • Its connection with life to help each other and sharing also think not only for you but for society collectively. 	<ul style="list-style-type: none"> • Tell the story of Prophet Ibrahim’s family. • Explain how Ibrahim and his son show trust in Allah did. • Describe the events of Prophet Isma’eel’s life. • Describe who Prophet Is’haaq is. • Know who the mother of Prophet Is’haaq. • Tell the story of the birth of Prophet Is’haaq and where he died. • Identify Prophet Ya’qoub the son of Is’haaq. 	<ul style="list-style-type: none"> • Describe the reasons we should seek knowledge. • Describe where Muslims get their knowledge from and appreciate the value of seeking knowledge.



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<ul style="list-style-type: none">• Explain what Yawm-ul-Qiyamah is.• Understand when Yam-ul-Qqiyamah will take place.• Identify some signs of that day.• Define why every day is a preparation for the Day of Judgment.• To name some of Suwar that explains Yawm-ul-Qiyamah in some detail.• Learn about the Hisab, or the questioning of the Day of Judgment.	<ul style="list-style-type: none">• Learn and memorize Surat-ul- Surat-ul-Qari’ah• The concept of The Day of Judgment• Concept of Hasanat on good doings	<ul style="list-style-type: none">• Define the word prophet.• Define the word messenger• Identify the Arabic word for Prophet and messenger.• Identify the last messenger of Allah. Name some of the Prophets and Messengers of Allah.	<ul style="list-style-type: none">• Define Ibadah• Describe how we can gain knowledge during Ramadan.
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Modern Foreign Languages

Modern Foreign Languages (MFL)

Students from Grade 2-5 have the option of selecting French or Spanish for their MFL. The only exception to this is French, Russian or German Mother Tongue students who have their lessons scheduled during these MFL timeslots (see next section for information on these programmes). These two MFL offerings **are not** designed for students whose mother tongue is French or Spanish, they are leveled for students who are learning the language for the first time. The below table given information on what the students will learn as a part of the MFL program (depending on the level of their language proficiency).

Reading	Writing	Viewing and Presenting	Listening and Speaking
Years of study: 1 years			
<p>Learners show an understanding that print represents the real or the imagined world. They know that reading gives them knowledge and pleasure; that it can be a social activity or an individual activity. They have a concept of a “book”, and an awareness of some of its structural elements. They use visual cues to recall sounds and the words they are “reading” to construct meaning.</p> <ul style="list-style-type: none"> • Recognise the sound of the letter. • Recognise the sound of the letters if joined with other letters. • Break down familiar words of 3- 5 letters into syllabus. • Pupils recognise and read out a few familiar words and phrases 	<p>Learners show an understanding that print represents the real or the imagined world. They know that reading gives them knowledge and pleasure; that it can be a social activity or an individual activity. They have a concept of a “book”, and an awareness of some of its structural elements. They use visual cues to recall sounds and the words they are “reading” to construct meaning.</p> <ul style="list-style-type: none"> • Pupils write or copy simple words or symbols correctly. • They label items and select appropriate words to complete familiar short 	<p>Learners show an understanding that the world around them is full of visual language that conveys meaning. They are able to interpret and respond to visual texts. Although much of their own visual language is spontaneous, they are extending and using visual language in more purposeful ways.</p> <ul style="list-style-type: none"> • Attend to visual information showing understanding through play, gestures, facial expression. • Reveal their own feelings in response to visual presentations, for example, by showing amusement, curiosity, surprise. • Observe visual cues that indicate context; show understanding by matching pictures with context. • Recognize familiar signs, labels and logos, for example, pedestrian walking sign, emergency exit sign; identify simple similarities and differences. 	<p>Learners show an understanding of the value of speaking and listening to communicate. They recognize that sounds are associated with objects, or with symbolic representations of them. They are using language to name their environment, to get to know each other, to initiate and explore relationships, to question and inquire.</p> <ul style="list-style-type: none"> • Repeat a few simple high frequency French/Spanish words with support from the teacher. • Understand and respond to basic greetings and can recall a few simple phrases in French/Spanish including introducing themselves (My name is...). Pronunciation may be approximate and will require teacher prompts. • Recall parts of class songs and rhymes. • Repeat a few simple high frequency French/Spanish words with support from the teacher.



<p>presented in clear script in a familiar context.</p>	<p>phrases or sentences.</p> <ul style="list-style-type: none"> • Pupils can copy and trace sentences accurately and mark some sentences ending with full stop. 	<ul style="list-style-type: none"> • Make personal connections to visual texts, for example, a picture book about children making friends in a new situation. • Use body language to communicate and to convey understanding, for example, pointing, gesturing, and facial expressions. • Select and incorporate colours, shapes, symbols and images into visual presentations. 	<ul style="list-style-type: none"> • Understand and respond to basic greetings. • Recall a few simple phrases in French/Spanish including introducing themselves (My name is...). • Pronunciation may be approximate and will require teacher prompts. Pupils can recall parts of class songs and rhymes. • Recognise sounds and vowels. • Answer specific questions about name, nationality and age).
<p>Years of study: 2 years</p>			
<p>Learners show an understanding that language can be represented visually through codes and symbols. They are extending their data bank of printed codes and symbols and are able to recognize them in new contexts. They understand that reading is a vehicle for learning, and that the combination of codes conveys meaning.</p> <ul style="list-style-type: none"> • Recognise words with same rhymes and sounds. • Pupils can recognize masculine and feminine words e.g...“ E at the end” and can identify a few simple high frequency words by matching text to pictures. 	<p>Learners show an understanding that writing is a means of recording, remembering and communicating. They know that writing involves the use of codes and symbols to convey meaning to others; that writing and reading uses the same codes and symbols. They know that writing can describe the factual or the imagined.</p> <ul style="list-style-type: none"> • Pupils write one or two short sentences, following a model, and fill in the words on a simple form. • Pupils label items and write familiar short phrases 	<p>Learners identify, interpret and respond to a range of visual text prompts and show an understanding that different types of visual texts serve different purposes. They use this knowledge to create their own visual texts for particular purposes.</p> <ul style="list-style-type: none"> • Talk about their own feelings (using simple words) 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.” • Through teacher modelling, become aware of terminology used to tell about visual effects. • Become aware of the use and organization of visual effects to create a particular impact, for example, dominant images 	<p>Learners show an understanding that sounds are associated with objects, events and ideas, or with symbolic representations of them. They are aware that an object or symbol may have different sounds or words associated with it in different languages. They are beginning to be cognizant about the high degree of variability of language and its uses.</p> <ul style="list-style-type: none"> • Independently recall most taught French/Spanish vocabulary words. • Recall a few common phrases in French/Spanish including introducing themselves, where they live, how old they are. • Pronunciation should generally be accurate but may require occasional teacher prompts.



<ul style="list-style-type: none"> • Sing familiar songs. • They match sound to print by reading aloud familiar words and phrases. • Pupils show that they understand familiar and simple written sentences. • Started to read simple single word and can make sense of stories with pictures even if they cannot read all of the words. 	<p>correctly. When they write familiar words from memory, their spelling may be approximate.</p> <ul style="list-style-type: none"> • Classify words relating to colours, numbers, and weekdays. • Write simple descriptive sentences for people and places. 	<p>show what is important in a story.</p> <ul style="list-style-type: none"> • Listen to terminology associated with visual texts and understand terms such as colour, shape, size. • Use body language in mime and role play to communicate ideas and feelings visually 	<ul style="list-style-type: none"> • Recall class songs and rhymes with a high degree of accuracy. • Begin to describe places using familiar words (house, school). • Give instructions of three – four simple steps. • Give an opinion in the contest of a text without argue (it's good, I like, I do not like).
<p>Years of study: 3 years</p>			
<p>Learners show an understanding that text is used to convey meaning in different ways and for different purposes—they are developing an awareness of context. They use strategies, based on what they know, to read for understanding. They recognize that the structure and organization of text conveys meaning.</p> <ul style="list-style-type: none"> • Pupils begin to read familiar single words presented in clear script in a familiar context, they can read simple French/Spanish words/phrases. • They can match vocabulary words to pictures. • They are beginning to read independently, 	<p>Learners show an understanding that writing can be structured in different ways to express different purposes. They use imagery in their stories to enhance the meaning and to make it more enjoyable to write and read. They understand that writing can produce a variety of responses from readers. They can tell a story and create characters in their writing.</p> <ul style="list-style-type: none"> • Pupils write a few short sentences, with support, using expressions that they have already learnt. 	<p>Learners show an understanding that visual text may represent reality or fantasy. They recognize that visual text resources can provide information and increase understanding. They use visual text in a reflective way to enrich their storytelling or presentations, and to organize and represent information.</p> <ul style="list-style-type: none"> • Observe and discuss illustrations in picture books and simple reference books, commenting on the information being conveyed • Realize that visual information reflects and contributes to the understanding of context. • Observe and discuss visual presentations; make suggestions about why they have been created and what the creator has been aiming to achieve • Discuss simple personal experiences that connect with visual images. 	<p>Learners show an understanding of the wide range of purposes of spoken language: that it instructs, informs, entertains, reassures; that each listener's perception of what they hear is unique. They are compiling rules about the use of different aspects of language.</p> <ul style="list-style-type: none"> • Respond briefly, with single words and phrases, to what they see and hear. • Pronunciation may be approximate and they may need considerable support from a spoken model and from visual clues. • Understand and repeat some familiar French/Spanish words with increasing concentration and accuracy. • Begin to follow simple French/Spanish instructions. They use some familiar French/Spanish greetings. Pupils understand that word order may be different in



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<p>selecting simple texts and using a bilingual dictionary or glossary to look up new words.</p> <ul style="list-style-type: none">• Analyse words vocally, adding and editing sounds.• Read aloud very simple and familiar sentences presented in clear script in a familiar context.	<ul style="list-style-type: none">• Arrange words in meaningful sentences• Pupils express personal responses.• They write short phrases from memory and their spelling is readily understandable.	<ul style="list-style-type: none">• Discuss their own feelings in response to visual messages; listen to other responses, realizing that people react differently.	<p>French/Spanish and English.</p> <ul style="list-style-type: none">• Listen and respond to picture books and stories read or told by the teacher.• Introduce themselves, their friends and can name familiar school and home objects in French/Spanish.• Identify the similar words with the same Rhyme and sounds.• Identify what they like and what they do not like.• Recognise between the ideas mentioned in a text they hear and those that are not (persons, places and things).
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Mother Tongue Programme

At RWA we have a diverse range of Mother Tongue offerings, with currently seven different programmes for native speakers of these languages with all of these options are available in Grade 4. 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 Caro Sabbagh carobsabbagh@gmail.com
- **Russian Mother Tongue Coordinator** – Mr Maxim Mineev maxim@headin.pro
- **Spanish Mother Tongue Coordinator** – Ms Soledad Blanco sblanco@ae.ucam.edu
- **Italian Mother Tongue Coordinator** - Mr Maxim Mineev maxim@headin.pro
- **German Mother Tongue Coordinator** - Dina Al-Amudi gmt.rwa@gmail.com
- **Hindi Mother Tongue Coordinator** - Mr Maxim Mineev maxim@headin.pro
- **Swedish Mother Tongue Coordinator** - Mr Maxim Mineev maxim@headin.pro

Important Information

- All Grade 4 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.



Moral Education

The moral education program covers four pillars of teaching and learning: character and morality; the individual and the community; civic studies; and cultural studies. The program blends academic content with an exploration of character and ethics.

All learning objectives connected to the moral education curriculum have been integrated into the RWA Program of Inquiry. The objectives are also linked to the Personal, Social, Physical Education conceptual understanding of the PYP. To ensure for authentic integration objectives were not restricted to a specific grade level, but instead mapped where they were connected to the concepts and ideas being inquired into, through the Units of Inquiry. In doing this, it was still assured that the levels of challenge were appropriate to each grade level.

Character and Morality	Individual and Community	Civic Studies	Cultural Studies
<ul style="list-style-type: none"> • Fairness and affection • Caring and honesty • Tolerance and respect for difference • Resilience and perseverance • Equality and appreciation • Thoughtfulness and co-operation • Peace and responsibility • Hard work, perseverance and grit • Cognitive and emotional empathy • Moral character and virtue ethics • Respect and tolerance in a diverse society • Individual moral responsibilities, duties and obligations • Human needs • Morality in the context of communities • Introduction to global ethics • Ethics and the global economy • Peace and conflict studies 	<ul style="list-style-type: none"> • Settlement, family and kinship in the UAE • How the UAE grew into the diverse, inclusive society it is today • Trade, travel and communications: UAE in an increasingly globalized and inter-connected world: cultural exchange • Growth of consultative governance in the UAE • Governments, authority and the judiciary system in the UAE • Being an active citizen • Being a responsible adult (part 1 and 2) • Global citizenship • Developing a global outlook 	<ul style="list-style-type: none"> • Discovering UAE heritage through story telling • Intangible heritage • What objects and symbols can tell us • What objects and symbols can tell us: similarities and differences • Understanding UAE culture (basic and advanced) • Trade, travel and communication's influence on culture • What should be preserved and how • Inter-cultural relationships • Universal culture 	<ul style="list-style-type: none"> • Me and my family • Friendship • Self-identity and working with others • Being healthy and staying well • ME and my world • Being brave and staying safe • Growing up and well being • Helping and making a difference • Taking responsibility for self and others • Ethics in sport; leisure • Physical health and diet • Mental health • Making good decisions • Digital challenge • Valuing diversity • Dealing with conflict • Financial awareness • Living a moderate life • Reflection and transition

UAE Social Studies

In line with UAE National Priorities and the Dubai Strategic Plan 2021, schools in Dubai are required to incorporate the Ministry of Education UAE Social Studies curriculum standards into their own 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.

All learning objectives connected to the UAE Social Studies curriculum have been integrated into the RWA Program of Inquiry. To ensure for authentic integration objectives were not restricted to a specific grade level, but instead mapped where they were be connected to the concepts and ideas being inquired into through the Units of Inquiry. In doing this it was still assured that the levels of challenge were appropriate to each grade level.

Domain: 1. Knowledge of Social Studies Components	
Subject	Standard
History	Student shows knowledge of how significant figures, events, and developments have impact and play a role in constituting other communities in the region over different eras and in different places. They will also show an understanding of patterns of stability and transition over time and relationships between people and events along with explanations of such relationships.
Geography	Student shows knowledge of the earth, its properties, and how such properties are related to human interactions. They will also show an understanding of interrelations between human societies and the physical surrounding environment.
National Education	Student shows a sense of belonging and loyalty to his/her country and society, and adherence to their values and ethics through understanding the factors that have contributed to the formation of their national identity. They will also learn the basis, different forms and duties of the government and the roles of society members.
Economics	Student shows knowledge of economic principles and systems, how markets operate, and the role of the government in the development of the national and global economy.
Domain: 2. Literacy in Social Studies	
Evaluation of Sources and Use of Evidence	Student shows competence in collecting and evaluating sources and in using evidence that supports their opinions and positions.
Domain 3: Communication and Presentation Skills	
Communication and Presentation of Results	Student uses technology and other sources to collect data and information on different topics, and cooperates with others to know more about the content and concepts related to main topics. They will prepare explanations and opinions for discussion, reaches conclusions and critiques them.



Visual Art

Phase 4- Responding

Overall Expectation Phase 4: Learners show an understanding that throughout different cultures, places and times, people have innovated and created new modes in arts. They can analyse different art forms and identify common or recurring themes or issues. They recognize that there are many ways to enjoy and interpret arts. They accept feedback from others

PYP Conceptual Understandings:

- Through exploring arts across cultures, places and times we can appreciate that people innovate.
- People communicate across cultures, places and times through arts.
- The arts provide us with multiple perspectives.
- We reflect and act on the responses to our creative work.

Learning Objectives:

- Explain the cultural and historical perspectives of an artwork
- Understand the role and relevance of visual arts in society
- Reflect on the factors that influence personal reactions to artwork
- Reflect throughout the creative process to challenge their thinking and enact new and unusual possibilities
- Critique and make informed judgments about artworks.

Drawing	Paint & Color	Print	Mixed Media	Construction	Fabric and Fibre
<ul style="list-style-type: none"> • Look at and talk about his/her work, the work of other children and the work of artists. 	<ul style="list-style-type: none"> • Look at and talk about his/her work, the work of other children and the work of artists. 	<ul style="list-style-type: none"> • Look at, handle and talk about natural and manufactured objects for experience of texture, shape, pattern. • Look at and talk about his/her work, the work of other children and art prints or print design that emphasis the play of shape, texture or line. • Look at and talk about examples of design in everyday use. 	<ul style="list-style-type: none"> • Look at, handle and talk about medias and materials used to create a three-dimensional form. • Look at and talk about his/her work, the work of other children and figurative and non-representational pieces of art work (slides or prints). • Look at and talk about ritual masks, street theatre masks and figures, and functional (or slides or prints) 	<ul style="list-style-type: none"> • Look at collections or photographs of natural and built structures and investigate spatial arrangements, balance, and outline. • Look at and talk about his/her work and the work of other children. • Look at and talk about interesting examples of contemporary architecture and the work of great architects and builders of history 	<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. • Look at and talk about woven, embroidered, knitted and other fabrics, including interesting items of clothing from different times and cultures • Look at and talk about fabric crafts and artefacts and visit a craftsperson at work if possible.



Phase 4 - Creating

Overall Expectation Phase 4: Learners show an understanding that their own creative work in dance, drama, music and visual arts can be interpreted and appreciated in different ways. They explore different media and begin to innovate in arts. They consider the feedback from others in improving their work. They recognize that creating in arts provides a sense of accomplishment, not only in the process, but also in providing them with a way to understand the world.

PYP Conceptual Understandings:

- We act on the responses to our artwork to inform and challenge our artistic development.
- We explore a range of possibilities and perspectives to communicate in broader ways through our creative work.
- Arts provide opportunities to explore our creative potential and engage in a personal artistic journey.

Drawing	Paint and Color	Print	Mixed Media	Construction	Fabric and Fiber
<ul style="list-style-type: none"> • Experiment with the marks, lines, shapes, textures, patterns and tones made with different drawing instruments on a range of surfaces. • Make drawings from recalled experiences, emphasizing pattern, detail, context and location. • Express their imaginative life and interpret imaginative themes using inventive pattern and detail. • Draw from observation. 	<ul style="list-style-type: none"> • Explore color with a variety of materials and media. • Make paintings based on recalled feelings and experiences, exploring the spatial effects of color and tone, using overlapping, and with some consideration of scale. • Express his/her imaginative life and interpret imaginative themes using color expressively. • Paint from observation. • Discover color in the visual environment and identify color differences and tonal variations through color mixing. • Discover harmony and contrast in natural and manufactured objects and through themes chosen for their color possibilities. • Discover pattern and rhythm in natural and manufactured objects and use them purposefully in his/her work. • Explore the relationship between how things feel and look. 	<ul style="list-style-type: none"> • Experiment with a range of printmaking techniques. • Use a range of printmaking techniques to make theme-based or nonrepresentational prints. • Make prints for functional uses. • Use a computer art program to create original images not dependent on clip art. 	<ul style="list-style-type: none"> • Explore and discover the possibilities of mixed media as a medium for imaginative expression. • Make projects using shapes/color with different materials of cardboards. • Make sturdy figures in color papers using the medium expressively and with imaginative details. • Work inventively and expressively with cubes or oblong blocks of paper /cardboard. • Develop line, shape, texture and pattern in your art. • Work inventively and expressively with paper Mache. 	<ul style="list-style-type: none"> • Explore and experiment with the properties and characteristics of materials in making structures. • Make drawings from observation to analyse the structures of buildings and the natural structures of plants. • Make imaginative structures. 	<ul style="list-style-type: none"> • Explore and discover possibilities of fabric and fiber as media for imaginative expression. • Make small inventive pieces in fabric and fiber. • Make soft toys, emphasizing individuality and variety. • Invent a costume for a character from a story or use fabric as a stimulus for an exotic costume design.



Performing Arts (Music)

Phase 4 - Creating		
<p>Overall Expectation Phase 4: Learners show an understanding that their own creative work in dance, drama, music and visual arts can be interpreted and appreciated in different ways. They explore different media and begin to innovate in arts. They consider the feedback from others in improving their work. They recognize that creating in arts provides a sense of accomplishment, not only in the process, but also in providing them with a way to understand the world.</p> <p>PYP Conceptual Understandings:</p> <ul style="list-style-type: none"> • We act on the responses to our artwork to inform and challenge our artistic development. • We explore a range of possibilities and perspectives to communicate in broader ways through our creative work. • Arts provide opportunities to explore our creative potential and engage in a personal artistic journey. 		
Improvising	Composing & Arranging	Keyboard & IT Applications
<ul style="list-style-type: none"> • Improvises melodic “answers” to “questions” played or sung by the teacher – the “answer” being of the same length, in the same tempo, and in the same style as the “question” 	<ul style="list-style-type: none"> • Composes short pieces in recognizable forms using a variety of sound sources • Writes musical pieces in such a way that the work can be performed again in the same way on another day 	<ul style="list-style-type: none"> • Evaluates the appropriate software application for various music projects
Improvising	Composing & Arranging	Keyboard & IT Applications
<ul style="list-style-type: none"> • Improvises melodic embellishments and simple rhythmic and melodic variations on given pentatonic melodies and melodies in major keys 	<ul style="list-style-type: none"> • Searches, downloads, and imports MIDI files into notation software and manipulates the key, tempo, instruments, etc. • Composes pieces in recognizable forms using a variety of sound sources 	<ul style="list-style-type: none"> • Searches, downloads, and imports MIDI files into notation software and manipulates the key, tempo, instruments, etc.
Phase 4 - Responding		
<p>Overall Expectation Phase 4: Learners show an understanding that throughout different cultures, places and times, people have innovated and created new modes in arts. They can analyse different art forms and identify common or recurring themes or issues. They recognize that there are many ways to enjoy and interpret arts. They accept feedback from others</p> <p>PYP Conceptual Understandings</p> <ul style="list-style-type: none"> • Through exploring arts across cultures, places and times we can appreciate that people innovate. • People communicate across cultures, places and times through arts. • The arts provide us with multiple perspectives. • We reflect and act on the responses to our creative work. 		



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Singing (alone & with others)	Playing Instruments (alone & with others)	Music Reading & Notation	Listening, Analyzing & Describing Music	Historical & Cultural Contexts	Evaluate music	Attitude
<ul style="list-style-type: none"> • Sings with appropriate dynamic control while maintaining good intonation, rhythm, and beat • Sings from memory a variety of songs, including English folk songs, ethnic songs from different continents, popular songs, and Western classical songs • Sings rounds, ostinatos, and partner songs with help from peers • Sings accurately and with good breath control throughout their singing ranges, alone and in small 	<ul style="list-style-type: none"> • Performs easy rhythmic, melodic, and chordal patterns accurately and independently on rhythmic, melodic, and harmonic classroom instruments • Performs many songs (from all 3 of the following: folk/traditional, jazz/pop/show tune & classical), demonstrating proper posture, intonation, appropriate dynamics, and steady tempo on keyboard instruments, mallet percussion instruments, recorder, and/or guitar or other string instrument • Echoes on a melodic instrument a series of four simple, 4-beat melodic patterns without distorting the melody, rhythm, temp, or length of the patterns • Plays B-A-G-F-E-D-C on a recorder or other melody • Performs on at least one instrument with good posture, good playing position, and good breath/stick control instrumental literature with a 	<ul style="list-style-type: none"> • Reads and writes whole, half, quarter, eighth, sixteenth, and dotted notes and rests in different meter signatures • Understands and performs all dynamic symbols (including pp, ff, and crescendo and decrescendo symbols) • Reads, sings and plays intervals (unison, 2nd, 3rd, 5th) • Reads simple pitch notation in the treble clef in major keys using a system (that is, syllables, numbers, or letters) • Names and defines music symbols and terms commonly found in choral and band literature and 	<ul style="list-style-type: none"> • Identifies simple music forms, such as ABA, AABA, Rondo form, and other forms involving not more than three section (not counting repetitions), when presented aurally • Understands that texture may consist of a melody (monophony), a melody and accmp (homophony) or two or more melodies (polyphony) • Identifies by sound all the instruments of a standard Western orchestra (including children’s and adult voices and common keyboard instruments) and the families to which they belong • Recognizes the importance of 	<ul style="list-style-type: none"> • Describes in simple terms how elements of music are used in music examples from various cultures of the world • Describes how music relates to culture, era, artworks • Identifies by genre or style representative, aural examples of the following music: classical, folk, spirituals, jazz, opera, marches, pop songs, world music • Identifies and describes roles of 	<ul style="list-style-type: none"> • Evaluates a music composition with respect to the musical effect and the extent to which the composer was successful in achieving his or her purpose using appropriate music vocabulary • Discusses the distinct, appealing musical features of their favorite musical works (including pop songs) Distinguishes between a higher degree and a lower degree of proficiency in a performance 	<ul style="list-style-type: none"> • Recognizes that aesthetic choices are influenced by culture • Demonstrates legal and ethical behaviors when using music technology



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<p>and large ensembles</p> <ul style="list-style-type: none"> • Demonstrates correct phrasing by breathing only at the appropriate points throughout Sings songs with parallel harmony parts without being confused by the other parts 	<p>difficulty level of 1, on a scale of 1 to 6</p> <ul style="list-style-type: none"> • Play by ear simple melodies that move by step on wind or percussion instruments • Performs simple conducting patterns for visual representation of the beat & meter • Identifies the symbols for flats and sharps and demonstrates how these apply to their instrument • Recognizes and performs accents • Understands and applies good procedures for care and maintenance of instruments • Identifies the parts of at least one instrument and assembles it properly Understands the concept of “concert pitch” 	<p>interprets them correctly when performing</p> <ul style="list-style-type: none"> • Reads basic music symbols (rest, repeats, endings, slurs, ties etc) needed to play individual instrumental parts • Recognizes music may be embellished using ornamentation to vary melody (i.e., tremolo, glissando, grace, passing and neighbor tones) Reads, sings, and play intervals (i.e., 2nd, 3rd, 4th, 5th, 6th, 7th and octaves) 	<p>balance and blend in group performances</p> <ul style="list-style-type: none"> • Describes the melody, timbre, rhythm and texture of aural and written examples of music of various styles representing diverse cultures using appropriate music vocabulary • Identifies by sight and sound ethnic instruments as well as their families Actively listens to and identifies simple forms as found in compositions by noted composers 	<p>musicians in various music settings and cultures</p>		
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Physical Education



At RWA we have developed 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 PSPE curriculum, RWA draws upon various conceptual understandings as well as the three common PSPE strands of active living, identity and interactions.

Strands 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, skating, skiing); 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 4 Stands and Outcomes

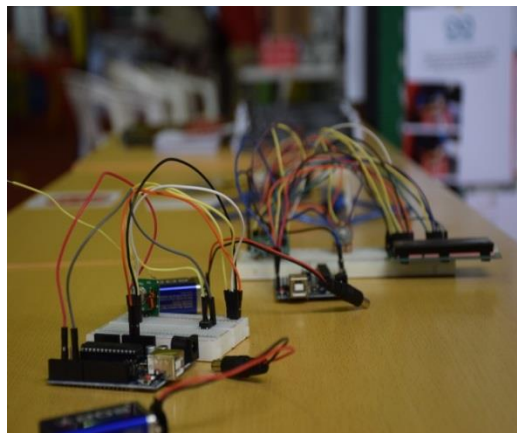
PE Strand	PE Outcomes
Individual Pursuits	<p>Athletics</p> <ul style="list-style-type: none"> • Plan, perform and reflect on movement sequences in order to improve • Assess peers performance and provide appropriate feedback • Demonstrate greater body control when performing movements • Demonstrate the need to act responsibly to help ensure the safety of themselves and other <p>Swimming</p> <ul style="list-style-type: none"> • Demonstrate greater body control when performing movements • Self-assess performance and respond to feedback on performance from others • Demonstrate the need to act responsibly to help ensure the safety of themselves and other
Movement composition	<p>Dance and Gymnastics</p> <ul style="list-style-type: none"> • Practice and apply movement concepts and strategies with and without equipment • Adopt inclusive practices when participating in physical activities • Demonstrate greater body control when performing movements • Self-assess performance and respond to feedback on performance from others • Plan, perform and reflect on movement sequences in order to improve
Games	<p>Sports Education: Invasion games</p> <ul style="list-style-type: none"> • Demonstrate the need to act responsibly to help ensure the safety of themselves and others • Practice and apply movement concepts and strategies with and without equipment • Apply basic rules and scoring systems, and demonstrate fair play when participating in physical activities • Develop plans to improve performance through technique refinement and practice • Demonstrate greater body control when performing movements • Develop a shared plan of action for group work that incorporates each individual’s experiences and strengths <p>Striking and Fielding</p> <ul style="list-style-type: none"> • Adopt inclusive practices when participating in physical activities • Apply basic rules and scoring systems, and demonstrate fair play when participating in physical activities • Develop plans to improve performance through technique refinement and practice • Demonstrate greater body control when performing movements • Develop a shared plan of action for group work that incorporates each individual’s experiences and strengths
Health Related Fitness	<ul style="list-style-type: none"> • Understand how daily practices and a positive attitude influence short- and long-term health • Demonstrate an understanding of the principles of training in developing and maintaining fitness • Recognize personal qualities, strengths and limitations

Information and Communications Technology (ICT)

In Grade 4 students will do the following:

- learn a combination of theoretical and practical studies focusing on the ability to use common software applications such as word processors, spreadsheets, presentation soft wares, robotics, website design, movie making, and blogging and coding.
- Develop dynamic techniques to present information will be carried out through the use of Prezi. Prezi is an online presentation tool that enables students to organize information and build presentations using dynamic animations and graphics that leave an impact on the audience.
- look into the use of iMovie, green screens and Powtoon for creating visually fun and attractive videos. For the purpose of green screen videos, the ICT department has installed appropriate points around the ICT labs where students can use apps such as Do Ink to create videos. Powtoon is an online platform that can be used to create visually stunning animations and video with moving characters, background and music.
- explore the foundation of collecting, presenting and analyzing data through the use of MS Excel where they will be required to create tables, input data and analyze those using formulae. They will learn how to use various formulae to work with data on Excel.
- build their 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 coding through the use of Scratch Jr., a software that can be used to build games and animations using codes.

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.

Primary School

In **Grades 3-5**, students will be required to bring their own **tablet device** which they will be using in the classroom for various tasks such as researching, accessing online learning resources, undertaking online assessments and creating products such as movies. For this device we **strongly recommend an Apple iPad**, which we have been successfully using in classrooms at the school for the past several years. On these devices students will need a small number of apps that they will use in class to support their learning (e.g. movie making apps); we will endeavour to keep this app list as short as possible and with minimal cost to parents.

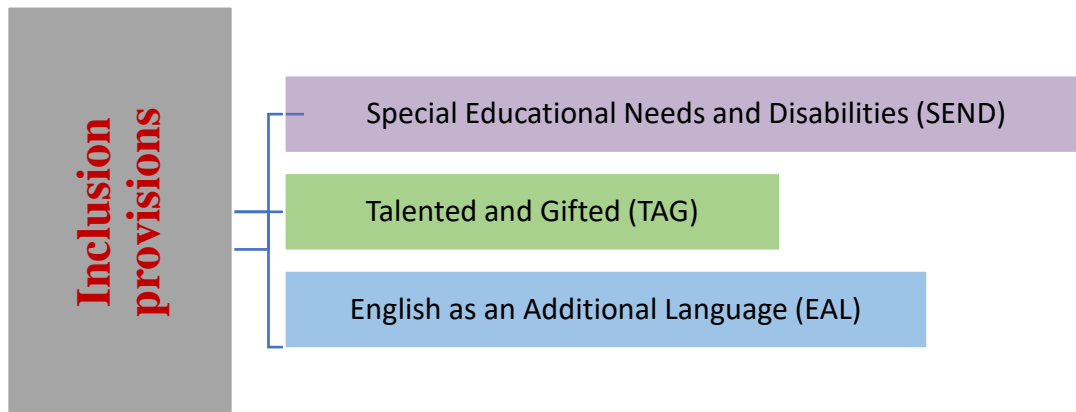
Device Specifications

The following tables will help you in selecting and purchasing a device for your child to use while they are at RWA. In grades 3-5 (years 4 – 6) we strongly recommend an **Apple iPad**.

Device Type	Apple iPad (iPad Air 2 recommended if you are purchasing a new device)
Screen Size	Recommended 8 inches or greater
Hard Drive	16 GB or Higher
Other requirements	<u>Students will require a set of headphones/earphones.</u> We also strongly recommend that they have a screen protector and protective case for their device.

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



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Students enter the program based on the identification procedures described in the section above. Every student with identified need has the student passport developed by the learning support department. This document has details like the demographic data, identified need, strengths and weaknesses, learning styles, areas of interest, instructional/classroom/organizational and social/behavioral recommendations, learning goals, CCA details, any therapies taken outside, medical needs, assessment details, review date and teacher/parent signatures. 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 inputs from parents, students and any other adult working with the academics. Some students may benefit with the 1:1 support of a Learning Support Assistant (LSA) 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 individual learning plan. 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, ensure 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 secondary.



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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:

- **KG2 teacher-led CCAs: 1.50 – 2.50pm**
- **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.

