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# Grade 1 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 1 and tries to answer many of the questions that you may have. If you do not find answers to your questions, please do not hesitate to speak to your child's teacher, and if you still have questions contact any one of the following members of the leadership team for further clarification:

- **Dr. Armeena Tabassum**([armeenat@rwadubai.com](mailto:armeenat@rwadubai.com)): Vice principal and head of primary school (KG1-G5)
- **Ms. Emily Hunton** ([emilyh@rwadubai.com](mailto:emilyh@rwadubai.com)): deputy head pastoral and administration
- **Ms. Yolanda Maccallum** ([yolandam@rwadubai.com](mailto:yolandam@rwadubai.com)): PYP curriculum coordinator and deputy head academics – early years(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 one 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     | Co-curricular Activities (optional) |

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

### Timetable Structure: Grade 1

| Subject                                      | Number of Lesson             |
|--|------------------------------|
| English                                      | 6.5 lessons (6.5 hours)      |
| Math   | 5 lessons (5 hours)          |
| Unit of Inquiry (science and social studies) | 5 lessons (5 hours)          |
| Library                                      | 0.5 lessons (0.5 hours)      |
| Arabic A/ Arabic B                           | 3 lessons (3 hours)          |
| Arabic A/Homeroom/ French Mother Tongue      | 1 lesson (1 hour)            |
| Islamic/ Homeroom/ Mother Tongue             | 2 lessons (2 hours)          |
| Physical Education                           | 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)            |
| Free Play                                    | 1 lesson (1 hour)            |
| <b>Total</b>                                 | <b>30 lessons (30 hours)</b> |



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## Our Guiding Statements

### Our Vision:

Providing world-class education

### Our Mission:

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

### Our Philosophy:

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

### Core Values:

Achievement | Collaboration | Innovation | Integrity | Respect | Responsibility

### Our Motto:

Towards Excellence





## **Development Characteristics of a Grade 1 Child**

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

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

### **Physical development**

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

### **Social and emotional development**

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

### **Language and communication skills**

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



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## Intellectual development

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

## How Adults Can Help

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

## Tips for Communicating with Children

- Have a conversation on topics that interest them. Be available when your kids are most likely to talk (e.g. bedtime, before dinner, in the car)
- Find time each week for a one-on-one activity with each child, and avoid scheduling other activities during that time.
- Initiate conversations it lets your kids know you care about what's happening in their lives.
- Listen when your children are talking about concerns, stop whatever you are doing.
- Let them complete their point before you respond. Express interest
- Repeat what you heard them say to ensure that you understand them correctly.
- Soften strong reactions; kids will tune you out if you appear angry or defensive.
- Express your opinion without putting down theirs; acknowledge that it's okay to disagree.
- Resist arguing about who is right. Instead say, "I know you disagree, but it is what I think." Talk to your children — don't lecture, criticize, threaten or say hurtful things.
- Kids learn by imitating. Most often, they will follow your lead in how they deal with anger, solve problems and work through difficult feelings.
- Be sensitive to what your children need from you in a conversation, such as advice, simply listening, help in dealing with feelings or help solving a problem.
- Realize your children may test you by telling you a small part of what is bothering them. Listen carefully to what they say, encourage them to talk and they may share the rest of the story.





## The IB Primary Years Programme (PYP): Key Information

### International Baccalaureate (IB) Learner Profile

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

- **Inquirers:** We nurture curiosity and develop inquiry and research skills. We know how to learn independently and collaboratively. We learn with enthusiasm and sustain our love of learning through 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 others and ourselves. We recognize our interdependence with other people and with the world in which we live.
- **Principled:** We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.
- **Reflective:** We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

### The 5 Essential Elements of the PYP

- **Knowledge** - both disciplinary, represented by traditional subject areas (language, math, science, social studies, arts, PSPE) and transdisciplinary.
- **Concepts** - students explore these through structured inquiry in order to develop coherent, in-depth understanding. These have relevance both within and beyond subject areas.
- **Skills** - broad capabilities students develop and apply both inside and in life beyond the classroom.
- **Attitudes** - contribute to international-mindedness and the wellbeing of individuals and learning communities, and connect directly to the IB learner profile.
- **Action** – is an expectation in the PYP that successful inquiry leads to responsible, thoughtful and appropriate action.





**Knowledge: What do we want students to know?**

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

|  |  |
|--|--|
| <b><i>Who We Are</i></b>                     | 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.                                     |
| <b><i>Where We Are in Place and Time</i></b> | 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.                 |
| <b><i>How We Express Ourselves</i></b>       | 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.   |
| <b><i>How the World Works</i></b>            | 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. |
| <b><i>How We Organize Ourselves</i></b>      | 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.  |
| <b><i>Sharing the Planet</i></b>             | 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 in which the pace of change, both local and global, 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.



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- **Perspective:** What are the points of view?
  - Helping students reject simplistic, biased interpretations, towards seeking and considering the points of view of others, and towards developing defensible interpretations.
- **Responsibility:** What is our responsibility?
  - This concept was selected because of the need to develop in students the disposition towards identifying and assuming responsibility, and towards taking socially responsible action. This concept is directly linked to the action component, one of the essential elements in the PYP curriculum.
- **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.



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- **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.

## 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  |
|----------------------------|---|--|
| <b>Direct Action</b>       | Person to person or person to environment | A student picks up rubbish even though he/she did not drop it.   |
| <b>Indirect Action</b>     | Person to community                       | A group of students or a class raises money for an organization.   |
| <b>Advocacy</b>            | 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.                    |
| <b>Research for Action</b> | 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> |
|----------------------------|-------------------------------------|------------------|
| <b>1</b>                   | Parent Information Session          | <b>September</b> |
| <b>2</b>                   | 3 Way Goal Setting Conferences      | <b>October</b>   |
|                            | Interim Report Card                 | <b>November</b>  |
| <b>3</b>                   | Semester 1 Report Card              | <b>January</b>   |
|                            | Reporting to parents - Science Fair | <b>February</b>  |
|                            | Parent Teacher Conferences          | <b>February</b>  |
| <b>4</b>                   | Interim Report Card                 | <b>March</b>     |
| <b>5</b>                   | Student Led Conferences             | <b>May</b>       |
|                            | Semester 2 Report Card              | <b>June</b>      |

### Three Way Goal Setting Conferences

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

### Parent Teacher Conferences

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

### Student Led Conferences

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



### Written Reports

RWA provides quarterly written reports to parents. Two of these are full descriptive written reports on each subject area (February and June) and two are interim data reports (November and April); all are published online on the 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 2-5)**: Grade 1 students take this assessment annually, along with G2-5 every 2-3 years (the life of the assessment means it does not need to be an annual assessment).
- **GL Progress Tests (PTE/PTM/PTS; English, math and science)**: KG1 – Grade 5; done annually at the end of the academic year.
- **New Group Reading Test (NGRT)**: Grade 1-5; done at the end of the academic year.
- **Pupils Attitudes to Self and School (PASS; Grade 1-5)**: A psychometric assessment specifically designed to spot attitudinal or emotional issues in children before they affect school performance.

### ***Why does RWA do standardized assessments?***

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

### ***What is the NGRT reading test?***

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

### ***Why does the school do the PASS assessment?***

Student wellbeing at RWA is the key priority. For students to learn effectively, we need to look at them holistically. Using PASS is an effective way to address this for the good of individual pupils, classes, year groups and the whole school. PASS helps identify reasons behind low attainment, challenging behaviour and poor attendance, helping you to build a complete picture of a pupil’s motivation, attitude and engagement in learning.

### ***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.





### ***What is the CAT4 assessment?***

The CAT4 assessment measures four main types of ability known to make a difference to learning and achievement. CAT4 provides an independent perspective on potential pupil achievement, with reliable information for each child that will help identify where to provide extra support or set more challenging targets. CAT4 is designed as a curriculum-independent assessment. The assessment results provides a rounded profile of pupil ability so we can target support, provide the right level of challenge and make informed decisions on pupils' progress. It provides a unique profile of strengths and weaknesses across four batteries:

- Verbal Reasoning – the ability to express ideas and reason through words is essential to subjects with a high language content, and the most obvious skill picked up by traditional assessment.
- Non-verbal Reasoning – problem-solving using pictures and diagrams; skills which are important in a wide range of school subjects, including maths and science-based subjects.
- Spatial Reasoning – the capacity to think and draw conclusions in three dimensions, needed for many STEM subjects, but not easily measured by other datasets.
- Quantitative Reasoning – the ability to use numerical skills to solve problems, applicable well beyond mathematics.

### ***How are the results from the standardized assessments used?***

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

### ***What content might be covered in these assessments?***

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

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

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




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








## Programme of Inquiry (POI)

As mentioned in the previous section, the PYP curriculum model is built on a framework of Transdisciplinary Themes that help teachers and students to explore and acquire essential knowledge, understand key concepts, develop skills and take responsible action. These are called transdisciplinary because they allow for inquiry across subject areas allowing for connections to be made in learning. The PYP sets out six themes to offer continuity and progression of learning. All 'Units of Inquiry' in the primary school constitute our 'Programme of Inquiry' (POI). Below is an outline of the six Units of Inquiry for Grade 5 in the order that they will be taught.

|  |   |
|--|---|
| <p style="text-align: center;"><b>How We Organize Ourselves</b></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;"><b><u>Yearlong Unit: Systems and Communities</u></b></p> <p><b>Central Idea</b><br/>Systems are developed to meet the needs of communities</p> <p><b>Key Concepts</b><br/>Function, connection, change and causation</p> <p><b>Lines of Inquiry</b></p> <ul style="list-style-type: none"> <li>• Systems</li> <li>• Needs and wants of communities</li> <li>• Sequence of systems</li> <li>• Development of systems</li> </ul> |
| <p style="text-align: center;"><b>Who We Are</b></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;"><b><u>Unit 1: Healthy Living</u></b></p> <p><b>Central Idea</b><br/>Establishing healthy routines can determine well-being.</p> <p><b>Key Concepts</b><br/>Form, responsibility and function</p> <p><b>Lines of Inquiry</b></p> <ul style="list-style-type: none"> <li>• Healthy routines</li> <li>• Effects of choices</li> <li>• Taking responsibility</li> </ul>  |
| <p style="text-align: center;"><b>How We Express Ourselves</b></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;"><b><u>Unit 2: Celebrations</u></b></p> <p><b>Central Idea</b><br/>People recognize important events and traditions through celebrations.</p> <p><b>Key Concepts</b><br/>Form, change and connection</p> <p><b>Lines of Inquiry</b></p> <ul style="list-style-type: none"> <li>• Celebrations</li> <li>• Features of celebrations</li> <li>• Traditions and stories</li> </ul>  |



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| <p style="text-align: center;"><b>Sharing the Planet</b></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;"><b><u>Unit 3: Earth’s Resources</u></b></p> <p><b>Central Idea</b><br/>People can make positive and negative choices when using Earth’s resources.</p> <p><b>Key Concepts</b><br/>Form, causation and responsibility</p> <p><b>Lines of Inquiry</b></p> <ul style="list-style-type: none"> <li>• Earth's resources</li> <li>• Uses of earth's resources</li> <li>• Responsibility with earth's resources</li> </ul> |
| <p style="text-align: center;"><b>Where We Are in Place and Time</b></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;"><b><u>Unit 4: Homes</u></b></p> <p><b>Central Idea</b><br/>Homes can be designed according to geography and resources.</p> <p><b>Key Concepts</b><br/>Form, function and connection</p> <p><b>Lines of Inquiry</b></p> <ul style="list-style-type: none"> <li>• Homes around the world</li> <li>• Resources and building</li> <li>• Landforms and design</li> </ul>   |
| <p style="text-align: center;"><b>How the World Works</b></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;"><b><u>Unit 5: Patterns</u></b></p> <p><b>Central Idea</b><br/>People can understand the world through natural and human-made patterns.</p> <p><b>Key Concepts</b><br/>Form, causation and connection</p> <p><b>Lines of Inquiry</b></p> <ul style="list-style-type: none"> <li>• Patterns</li> <li>• Natural and human-made patterns</li> <li>• Influence of patterns</li> </ul>                                    |

**Field Trips**

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

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



## Language Arts (English)

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**

- Say out loud what they are going to write before writing it
- Note down key words or vocabulary
- Encapsulate orally what they want to say, sentence by sentence
- Plan a story using a simple given template or story-map
- Write imaginative stories and/or own versions of familiar tales
- Write about real events
- Write poems, based on those read or familiar to them
- Create and write simple information texts, using the appropriate devices, e.g. headings, labels and captions
- Write simple recounts
- Write simple instructions
- Re-read their own writing to check that it says what they think it says
- Re-read own writing to check for spelling errors
- Re-read own writing to check for punctuation errors, especially full stops and capital letters
- Begin to write capital letters and digits of the correct size, orientation and relationship to one another and to lowercase letters
- Begin to write legibly, using appropriate spaces between words
- Read aloud their own writing, making the meaning clear to a listener
- Identify and use full stops and capital letters in their own writing to punctuate sentences
- Use exclamation marks and question marks at the ends of sentences as appropriate
- Use commas for lists
- Identify and use, as appropriate, sentences with different forms statements, questions, exclamations and commands
- Use expanded noun phrases to add description
- Use the present and past tenses consistently and appropriately
- Join sentences using 'and', 'or' and 'but' (co-ordination)
- Create third person verbs by adding 's' or 'es' to the root verb as appropriate, e.g. he walks
- Begin to use speech marks when writing dialogue



**RAFFLES**

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### **Reading**

- Retell the story events in sequence
- Read simple non-fiction books for themselves; look at more difficult information books, gaining some information
- Read stories for themselves, including traditional tales, and re-tell these in their own words
- Look at and talk about a variety of non-fiction books and texts, e.g. recipes, instructions, simple explanations and expositions
- Explain why they like or dislike a poem, story, information book or other text, giving reasons for their preferences
- Recognise simple, recurring literary language in stories and poetry; talk about their favourite words and phrases
- Predict what might happen next or at the end
- Discuss what unknown words mean and link their meaning to known vocabulary
- Infer what might happen, what characters feel or why something has occurred

### **Speaking and Listening**

- Begin to look at different viewpoints and recognise that other people may have different points of view
- Articulate answers and express what they think, giving reasons
- Take an active part in role play and group or class discussions
- Give a good, well structured description of an object or event
- Make imaginative or realistic predictions about what might happen in a story or in daily life
- Express their feelings in words, choosing appropriate vocabulary
- Ask questions about things which interest them and to gain information
- Re-tell a story they know and recount an anecdote

### **Viewing and Presenting**

- Observe and discuss illustrations in picture books and simple reference books, commenting on the information being conveyed
- Observe visual images and begin to appreciate, and be able to express, that they have been created to achieve particular purposes
- Talk about their own feelings in response to visual messages; show empathy for the way others might feel
- Through teacher modelling, become aware of terminology used to tell about visual effects, for example, features, layout, border, frame
- Become aware of the use and organization of visual effects to create a particular impact, for example, dominant images show what is important in a story
- Use body language in mime and role play to communicate ideas and feelings visually



## 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

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



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

## Measurement

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



**RAFFLES**

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### Shape and Space

- Identify and describe the properties of 2D shapes, including the number of sides and line symmetry in a vertical line.
- Identify and describe the properties of 3D shapes, including the number of edges, vertices and faces.
- Identify 2D shapes on the surface of 3D shapes (e.g. a circle on a cylinder and a triangle on a pyramid)
- Compare and sort common 2D and 3D shapes and everyday objects.
- Order and arrange combinations of mathematical objects in patterns and sequences.
- Use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anticlockwise)

### Data Handling

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







## Science

In the Primary Years Programme (PYP), science is viewed as the exploration of the biological, chemical and physical aspects of the natural world, and the relationships between them. 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 of the life of a PYP student (i.e. students will cover these every year in 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 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)

#### **Content**

- Know about the need for a healthy diet. Including the right types of food and water.
- Know that some foods such as sweet or very fatty can be damaging to health.
- Explore the human senses hearing, touch, taste, sight and smell and the ways we use them to learn about the world.



# RAFFLES

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- Describe the importance for humans of exercise, eating the right amounts of different types of food and hygiene
- Explore how forces can make objects start or stop moving.
- Know that pushes and pulls are examples of forces and that their size can be compared.
- Know that pushes and pulls are examples of forces and that they can be measured with force meters.
- Explore that forces, including friction, can make objects move faster, slower or change direction.
- Explore the ways that different animals and plants inhabit local environments.
- Explore a number of ways caring for the environment, for example, recycling, reducing waste, reducing energy consumption, not littering, encourage others to care for the environment.
- Know there are renewable and non-renewable resources
- Organize and group resources being able to explain the groupings
- Know ways humans use resources
- Understand that non-renewable resources will not come back once used up
- Identify and explain ways people are supporting Earth resources with different practices
- Recognize and name common materials.
- Use senses to explore and talk about different materials.
- Identify the characteristics of different materials.
- Sort objects into groups based on the properties of their materials.
- Know how the shapes of some materials can be changed by squishing, stretching and twisting.
- Recognize that some materials can dissolve in water.
- Explore and describe the way some everyday materials change when they are cooled or heated.
- Know that every material has specific properties such as hard, soft, shiny, etc.
- Sort materials according to their properties.
- Discuss why materials are chosen for specific purposes based on their properties
- Know that some materials occur naturally and some are man-made
- Describe materials as the substances from which something is made
- Observe and talk about their observations of the weather, recording reports of weather data.
- Model how the spin of the Earth leads to day and night
- Explore how the sun appears to move during the day.
- Order, label and explain the water cycle



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## Arabic A

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

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

| كتابة   | قراءة   | استماع و تحدث  |
|---|---|--|
| <p>* يتعرف المتعلم أشكالاً متنوعة من المصادر: القصص، المعاجم، الموسوعات. يبحث المتعلم عن معلومات أو صور من مصادر متنوعة مناسبة كالكاتب المدرسية والقصص.</p> <p>* يشارك المتعلم في مشاريع بحثية مناسبة مع زملائه (مثال: جمع صور لمجلة حائطية).</p> <p>* يحدد المتعلم نقطة معينة للكتابة يكتب المتعلم الحروف المتشابهة رسماً والمتشابهة نطقاً في مواقعها المختلفة بخط النسخ كتابة صحيحة.</p> <p>* يستخدم المتعلم كلمات وصفية في كتابته.</p> <p>* يكتب المتعلم جميع حروف الهجاء مرتبة وغنياً كتابة صحيحة مع حركاتها الطويلة والقصيرة.</p> <p>* يركب المتعلم الكلمات من حروف ومقاطع.</p> <p>* يميز شكل الحروف في (بداية - وسط - نهاية) الكلمة، ممسكاً القلم بطريقة صحيحة.</p> <p>* يكتب المتعلم كلمات وجملًا بخط النسخ من اليمين إلى اليسار مراعيًا حجم الحرف والسطر والمسافة المناسبة بينها.</p> <p>* يكتب المتعلم الحروف المتحركة حركات قصيرة وحركات طويلة (المدود الثلاثة) والحروف المضعفة كتابة صحيحة.</p> <p>* يكتب المتعلم نصًا سرديًا موجزاً لغايات مختلفة:</p> <p>* ترتيب كلمات لتكوين جملة - كتابة جمل مكتملة المعنى معبرة عن صور.</p> <p>* يتعرف المتعلم أنواع الكلمة: الاسم، الفعل، الحرف.</p> <p>* يحاكي المتعلم جملة فعلية بسيطة تتضمن ظرف الزمان (ليلاً، نهارًا، صباحًا، مساءً،</p> | <p>* يتعرف المتعلم الفرق بين الكلمة، والجملة، والفقرة، وعلامات الترقيم، ويتتبع اتجاهها الصحيح (من اليمين إلى اليسار).</p> <p>* يتنبأ المتعلم بمحتويات الكتاب من خلال الصور.</p> <p>* يحدد العنوان واسم المؤلف في مواد مطبوعة يقرأها.</p> <p>* ينطق المتعلم أصوات الحروف جميعها.</p> <p>* ينطق المتعلم الحروف الشمسية مع (ال) التعريف نطقًا صحيحًا.</p> <p>* يربط بين الصوت والرمز الدال عليه وعلاقته بالأنماط الصوتية المتشابهة مثل: دور، نور، حور، سور/ عام، نام، صام، قام.</p> <p>* يثني المتعلم كلمات تتشابه في الإيقاع، مثل: بدر، نهر، فجر.</p> <p>* يطبق المتعلم معرفته بقواعد الصوتيات والتهجئة في عمليات التحليل والتركيب.</p> <p>* يعرف المتعلم أسماء الحروف وترتيبها وأشكالها في مواقعها المختلفة من الكلمة.</p> <p>* يعرف المتعلم الحركات القصيرة (الضمة، الكسرة، الفتحة)، والطويلة (المدود - الألف، الواو، الياء)، وينطقها نطقًا صحيحًا.</p> <p>* يعرف المتعلم (السكون، الشدة، التثنية)، وينطق الكلمات المسكنة والمشددة والمنونة نطقًا صحيحًا.</p> <p>* يميز المتعلم أثناء القراءة بين الحروف ذات الحركات القصيرة والأخرى ذات المدود.</p> <p>* يخلل المتعلم الجملة أو النص إلى كلمات ويتتبعها.</p> <p>* يخلل المتعلم الكلمات غير المألوفة والجديدة وفق التهجئة الصحيحة.</p> <p>* يركب المتعلم كلمات مكونة من مقطعين أو ثلاثة.</p> <p>* يقرأ المتعلم قراءة صحيحة في حدود 20 كلمة في الدقيقة الواحدة على أن تكون الكلمات مشكولة شكلاً تامًا.</p> <p>* يقرأ المتعلم الكلمات المألوفة والمتكررة قراءة سريعة وصحيحة وبمساعدة من المعلم عند اللزوم على أن تكون الكلمات مشكولة شكلاً تامًا.</p> <p>* يجيب المتعلم عن أسئلة لنصوص (شعرية ونثرية) قرئت له، وي طرح أسئلة مظهرًا فهمه لها، مبدياً رأيه فيها.</p> <p>* يتتبع تسلسل أحداث قصة ما.</p> | <p>* يصف المتعلم الأشخاص والأماكن والأشياء مستخدمًا اللغة العربية، ومراعياً آداب المحادثة.</p> <p>* يتنبأ المتعلم بمضمون النص المسموع من خلال عنوانه أو مقدمته، ويحدد الشخصيات والأحداث مع ذكر التفاصيل مبيناً رأيه فيها بطريقة واضحة ومنظمة.</p> <p>مراعياً آداب الاستماع والمحادثة (الإنصات والاستئذان للحدث).</p> <p>* يستخدم المتعلم الأفعال المعبرة عن مضمون صور من حياته اليومية.</p> <p>* يربط المتعلم ما سمعه بمعارفه وخبراته السابقة مميّزاً الفكر الواردة في المادة المسموعة من التي لم ترد فيها.</p> <p>* يستوعب المتعلم النص المسموع، ويتبع توجيهات بسيطة مكونة من خطوات متعددة.</p> <p>* يسمي المتعلم خيرته وما فيه من مرافق وشوارع.</p> <p>* يفسر المتعلم الكلمات مستعيناً ببيئته.</p> <p>* يذكر المتعلم أسماء أفراد أسرته وأقاربه وبعض أصحاب المهن.</p> <p>* يستخدم المتعلم الإيماءات ولغة الجسد في التعبير عن المشاعر أو الفكر التي يتم تقديمها شفوياً.</p> <p>* يسمع المتعلم زملاءه ترنيمة لأنشودة درسها وحفظها، أو يسرد قصة قصيرة باستخدام التعبير المناسب ولغة الجسد للفت انتباه الجمهور.</p> |



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

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

Students are divided using the below guide:

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

### **Learning Outcomes**

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

### **Grade 1 Unit Topics**

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



## Islamic Education

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



|  |   |  |   |
|--|---|--|---|
| <p>- - أن أبا هريرة الصحابي الجليل - رضي الله عنه - كان رحيماً -<br/>-الافتداء بأبي هريرة - رضي الله عنه-<br/>في رحمته بالحيوان<br/>-آداب الطعام<br/>-الافتداء برسول الله -صلى الله عليه وسلم-<br/>-صفة الوضوء الصحيح<br/>-الحالات التي يشرع فيها الوضوء<br/>-قصة رضاعة الرسول -صلى الله عليه وسلم- من حليلة السعدية<br/>-أثر أركان الإسلام في حياة المسلم<br/>-الالتزام بأركان الإسلام<br/>-أن الصبر طريق الفلاح<br/>-أن الله ينصر الحق دائماً<br/>-شكر الله على نعمه<br/>-آداب المسلم مع القرآن الكريم<br/>-الالتزام بآداب تلاوة القرآن الكريم</p> | <p>- - يطبق آداب التلاوة<br/>- - أن يحفظ سورة المسد .<br/>- - يبين المعاني الإجمالية للسورة -<br/>- - أن يحفظ حديث آداب الطعام .<br/>- - أن يطبق ما ورد في الحديث من أحكام وتوجيهات</p> | <p>- أن يعبر عن حبه ورغبته في الاقتداء بالنبي صلى الله عليه وسلم .<br/>- أن يتعرف سيرة أبي هريرة</p>                                 | <p>- أن يشرح أهمية الالتزام بآداب الطعام .<br/>- أن يهتم بالحيوانات ويرفق بها .</p> |
| <p>- أن الإسلام يقوم على خمسة أركان: الشهادتان، الصلاة، الزكاة، صوم رمضان، الحج.<br/>-الناس جميعاً إخوة<br/>-الاستغفار يمحو الذنوب<br/>-الكبُر خُلُق نَمِيم<br/>- - الله واحد لا شريك له<br/>-العبادة لله وحده<br/>-الله ليس كمثله شيء<br/>-سيرة النبي محمد صلى الله عليه وسلم: مولده - إرضاعه - حضانتها<br/>-كيف أحب النبي محمداً صلى الله عليه وسلم<br/>-الله خالق كل شيء<br/>-الله رحيم بخلقه<br/>-الله يحب الإنسان الرحيم</p>  | <p>- أن يحفظ سورة النصر .<br/>- يبين المعاني الإجمالية للسورة -<br/>- أن يحفظ حديث أركان الإسلام .<br/>- أن يطبق ما ورد في الحديث من أحكام وتوجيهات</p>                                 | <p>- يذكر ميلاد الرسول عليه السلام حضانتها، ورضاعته، وكفالتها .<br/>- أن يتعرف نسب الرسول</p>  | <p>- أن يعدد نعم الله في البيئة الزراعية ويبين فوائدها</p>                          |
| <p>- أن الله هو الرحمن الرحيم، وهو ربنا ومالك الدنيا والآخرة.<br/>-أبدأ الأعمال باسم الله وأنهىها بالحمد لله<br/>-أن الصراط المستقيم هو المنهج الموصل إلى رضا الله والجنة<br/>-عبادة الله وحده والاستعانة به<br/>-أن الله تعالى خلق كل شيء وقد خلقه جميلاً<br/>-كيف يكون شكر الله تعالى على نعمه</p>   | <p>- يحفظ السورة القرآنية المقررة .<br/>- يبين المعاني الإجمالية للسورة<br/>- أن يحفظ حديث أركان الإسلام .<br/>- أن يطبق ما ورد في الحديث من أحكام وتوجيهات .</p>                       | <p>- أن يتعرف سيرة الرسول عليه السلام، طفلاً وبتيمماً ويبين العبر من ذلك<br/>- يتعرف قصة آدم عليه السلام ويبين العبر الواردة فيه</p> | <p>- أن يوضح واجبه نحو نعم الله .<br/>- أن يكون رحيماً بالحيوان .</p>               |





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



**RAFFLES**  
WORLD ACADEMY

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





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



## 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 is assured that the levels of challenge were appropriate to each grade level.

| <b>Domain: 1. Knowledge of Social Studies Components</b> |   |
|--|---|
| <b>Subject</b>   | <b>Standard</b>   |
| 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.  |
| <b>Domain: 2. Literacy in Social Studies</b>             |   |
| 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.   |
| <b>Domain 3: Communication and Presentation Skills</b>   |   |
| 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 2 - Responding

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

**PYP Conceptual Understandings:**

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

**Learning Objectives:**

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

| Drawing   | Paint and Color   | Print  | Mixed Media  | Construction  | Fabric and Fibre  |
|---|---|--|--|---|---|
| <ul style="list-style-type: none"> <li>• Look at and talk about his or her work. The work of other children and the work of the artists.</li> </ul> | <ul style="list-style-type: none"> <li>• Look at and talk about his or her work. The work of other children and the work of the artists.</li> </ul> | <ul style="list-style-type: none"> <li>• Look at, handle and talk about familiar objects for experience of shape, textures and patterns.</li> <li>• Look at and talk about his or her work, the work of other children and art prints that have relatively simple shapes, textures and patterns.</li> <li>• Look at examples of print design in everyday use.</li> </ul> | <ul style="list-style-type: none"> <li>• Look at, handle and talk about natural and manufactured objects for three-dimensional form.</li> <li>• Look at and talk about his/her work, the work of other children</li> </ul> | <ul style="list-style-type: none"> <li>• Look at collections or photographs of natural and built structures and investigate spatial arrangements, balance and outline and how the spaces created relate to the whole.</li> <li>• Look at and talk about his/her work and the work of other children</li> <li>• Look at and talk about a local building complex, at a famous building and at visually stimulating artefacts (or slides or prints)</li> </ul> | <ul style="list-style-type: none"> <li>• Look at, handle and talk about a variety of fabrics and fibres for experience of tactile, visual and spatial qualities.</li> <li>• Look at and talk about his/her work and the work of other children</li> </ul> |



**Phase 2 - Creating**

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

**PYP Conceptual Understandings:**

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

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



## Performing Arts (Music)

### Phase 2 - Responding

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

**PYP Conceptual Understandings:**

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

| Singing (alone & with others)  | Playing Instruments (alone & with others)   | Music Reading & Notation   | Listening, Analyzing & Describing Music   | Historical & Cultural Contexts  | Evaluate music  | Attitude   |
|--|---|--|---|---|---|--|
| <ul style="list-style-type: none"> <li>• Demonstrates a wide variety of voices that cover most of the possible categories when speaking, chanting, or singing.</li> <li>• Sings several songs, from the following categories: folk song, ethnic song, game or nonsense song, seasonal or other topical song.</li> <li>• Sings with good posture and proper breath support when sitting or standing.</li> </ul> | <ul style="list-style-type: none"> <li>• Uses instruments in traditional as well as imaginative ways to produce a wide variety of sounds/timbres/tone colors.</li> <li>• Plays rhythmic speech patterns using rhythm instruments and body percussion.</li> <li>• Identifies and improvises using the black key patterns on a keyboard instrument.</li> <li>• Plays keyboard instruments, mallet percussion instruments, recorder, and/or</li> </ul> | <ul style="list-style-type: none"> <li>• Reads rhythms using quarter notes, beamed eighth notes, half notes, and rests.</li> <li>• Writes pre-writing symbols for half notes and quarter rests.</li> <li>• Writes a few measures of simple rhythms using pre-writing symbols from aural dictation.</li> <li>• Recognizes and names common music symbols.</li> <li>• Uses a simple vocabulary of musical terms to describe sounds.</li> <li>• Recognizes, names, and</li> </ul> | <ul style="list-style-type: none"> <li>• Recognizes same and different as related to verse and chorus.</li> <li>• Describes obviously contrasting music using their own vocabulary and standard music vocabulary.</li> <li>• Identifies whether the second of two pitches is high, lower or the same as the first.</li> <li>• Identifies different sections of a song.</li> <li>• Identifies whether a pitch is higher than,</li> </ul> | <ul style="list-style-type: none"> <li>• Identifies several settings in which music was present in his or her life and can offer explanations of why music was used in that setting.</li> <li>• Gives examples of the fine arts (i.e., art, dance, music, theatre).</li> <li>• Identifies by genre or style (from a short list) brief, representative, aural examples of the</li> </ul> | <ul style="list-style-type: none"> <li>• Recognizes own mistakes and attempts to correct them.</li> <li>• Evaluates a live or taped performance in terms of why they enjoyed it or did not enjoy it.</li> </ul> | <ul style="list-style-type: none"> <li>• Demonstrates initiative when participating in music activities.</li> <li>• Requests to hear or sing specific songs.</li> <li>• Performs favorite songs for the class.</li> <li>• Discusses how music is a means of personal expression</li> </ul> |





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|   |   |  |  |  |  |  |
|---|---|--|--|--|--|--|
| <ul style="list-style-type: none"> <li>• Sings and matches pitch.</li> <li>• Sings with expression (i.e., happy, sad, funny, scary, sleepy).</li> <li>• Sings the words with good pronunciation.</li> <li>• Sings several songs that include a verse and chorus/refrain.</li> </ul> | <p>guitar or other string instrument using proper posture and hand positions.</p> <ul style="list-style-type: none"> <li>• Plays limited range melody (up to 5 notes) on a keyboard instrument, mallet percussion instrument, recorder, or guitar or other string instrument.</li> <li>• Plays short pieces of music.</li> <li>• Plays simple accompaniment ostinato on a mallet percussion instrument, autoharp, guitar or other string instrument.</li> </ul> | <p>explains common music symbols.</p> <ul style="list-style-type: none"> <li>• Recognizes and performs traditionally notated quarter, beamed eighth, and half notes and rests.</li> <li>• Recognizes that pitches may be symbolized.</li> <li>• Recognizes that notes in the staff can be either on a "line" or on a "space".</li> <li>• Writes 1 or 2 measures of original rhythms in 1 meter signature.</li> <li>• Reads Mi, Sol and La on the treble clef (or a 2- or 3-line clef) using a system (that is, syllables, numbers, or letters).</li> </ul> | <p>lower than, or the same as another pitch.</p> <ul style="list-style-type: none"> <li>• Demonstrates that pitch or melody may move upward, downward, or stay the same.</li> <li>• Identifies by sight and sound common instruments of Western music (including voice, flute, saxophone, trumpet, tuba, piano, violin, drums, xylophone).</li> <li>• Demonstrates understanding of AB song form.</li> </ul> | <p>following music; Western, classical, folk, jazz, pop, world music</p> |  |  |
|---|---|--|--|--|--|--|





**Phase 2 - Creating**

**Overall Expectation Phase 2:** Learners show an understanding that they can use arts to communicate their ideas, feelings and experiences.

They use strategies in their work to enhance the meaning conveyed and to make it more enjoyable for others. They are aware that their work can provoke different responses from others. They understand the value of working individually and collaboratively when creating different art forms.

**PYP Conceptual Understandings:**

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

| <b>Improvising</b>  | <b>Composing &amp; Arranging</b>   |
|---|--|
| <ul style="list-style-type: none"> <li>• Sings and plays improvised responses on Sol, Mi, and La.</li> </ul>                          | <ul style="list-style-type: none"> <li>• Creates a tone-poem or sound track using classroom instruments to illustrate a story.</li> <li>• Invents original graphic or symbolic systems to notate an original song and can reproduce the song accurately using the notation.</li> <li>• Creates a song using the words of a poem. When performing it, rhythm and pitch characteristics of the song are maintained.</li> </ul> |
| <b>Improvising</b>  | <b>Composing &amp; Arranging</b>   |
| <ul style="list-style-type: none"> <li>• Improvises short songs and instrumental pieces, using a variety of sound sources.</li> </ul> | <ul style="list-style-type: none"> <li>• Composes short pieces using a variety of sound sources.</li> </ul>  |





## Physical Education (PE)

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

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

### Strands and Essential Understandings

|                               |   |
|-------------------------------|---|
| <b>Individual Pursuits</b>    | 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. |
| <b>Movement Composition</b>   | 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.  |
| <b>Games</b>                  | 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.                            |
| <b>Adventure Challenge</b>    | 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.   |
| <b>Health Related Fitness</b> | Recognizing and appreciating the importance of maintaining a healthy lifestyle; the body's response to exercise including the interaction of body systems and the development of physical fitness.  |



Grade 1 students will explore the following learning outcomes:

| PE Strand                   | PE Outcomes  |
|-----------------------------|--|
| <b>Individual Pursuits</b>  | <b>Athletics</b> <ul style="list-style-type: none"><li>• describe how personal growth has resulted in new skills and abilities</li><li>• express hopes, goals and aspirations</li><li>• demonstrates a positive belief in their abilities and believe they can reach their goals by persevering</li><li>• recognize the importance of regular exercise in the development of well being</li><li>• reflect on the process of achievement and value the achievements of others</li></ul> <b>Swimming</b> <ul style="list-style-type: none"><li>• communicate their understanding of the need for good hygiene practices</li><li>• use and adapt basic movement skills (gross and fine)</li></ul> |
| <b>Movement composition</b> | <b>Gymnastics and Movement to Music</b> <ul style="list-style-type: none"><li>• explore different movements that can be linked to create sequences</li><li>• display creative movements in response to stimuli and express different feelings, emotions and ideas</li><li>• reflect upon the aesthetic value of movement and movement sequences</li><li>• share ideas clearly and confidently</li></ul>  |
| <b>Games</b>                | <b>Tag and Ball Games</b> <ul style="list-style-type: none"><li>• seek adult support in situations of conflict</li><li>• value interacting, playing and learning with others</li><li>• cooperate with others</li><li>• use and adapt basic movement skills (gross and fine) in a variety of activities</li></ul>   |





## Information and Communications Technology (ICT)

In Grade 1 students will do the following:

- begin to explore word and data processing software such as MS Word and MS Excel. MS Word will enable students to create simple word documents using text and graphics editing tools such as font, page border and page background among many others. Students will create simple tables in MS Excel and learn how to edit those using tools such as cell size, border and cell color.
- create graphic presentations of data and information using tools such as MS PowerPoint and PosterMyWall. MS PowerPoint will be used to create presentations about given topics while PosterMyWall, an online poster making website, will help students represent information graphically.
- be introduced to the foundations of robotics and coding through the annual Hour of Code (HOC) event, an initiative that enables students to learn the basics of coding through a fun and playful method. After progressing through the different stages of the HOC, students will further explore the mechanics of robotics through the use LEGO WeDo, which involves building of robotic structures and the use of programming to control these robots.
- explore the basics of movie making through the use of Windows Movie Maker. They will be required to use images, sound and text to create simple videos about a given topic. EduBlogs would be used by students to create their personal blogs for sharing opinions and thoughts on a given topic. To explore 3D designing and simulation, students will work with Homestyler to design a 3D rendering of homes and buildings.

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.





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## 21st Century Classrooms Programme

For several years, Raffles World Academy (RWA) has focused on enhancing our approach towards 21<sup>st</sup> 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 *21<sup>st</sup> Century Classrooms* programme. The goal of this programme is to better develop our students as successful and responsible 21<sup>st</sup> 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 **21<sup>st</sup> century skills**, we will also continue to integrate and explicitly develop key '21<sup>st</sup> 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 *21<sup>st</sup> Century Classrooms* programme, students in **grades 3 – 12** are required to bring their own device to school to enhance their learning. For our younger students in KG1 – grade 2 (KG – year 3), they will have access to technology through devices provided at school.

### Use of Devices

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





## Mother Tongue Programme

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

### Mother Tongue Programme

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

- **French Mother Tongue Coordinator** - Ms Caro Sabbagh [carobsabbagh@gmail.com](mailto:carobsabbagh@gmail.com)
- **Russian Mother Tongue Coordinator** – Mr Maxim Mineev [maxim@headin.pro](mailto:maxim@headin.pro)
- **Spanish Mother Tongue Coordinator** – Ms Soledad Blanco [sblanco@ae.ucam.edu](mailto:sblanco@ae.ucam.edu)
- **Italian Mother Tongue Coordinator** - Mr Maxim Mineev [maxim@headin.pro](mailto:maxim@headin.pro)
- **German Mother Tongue Coordinator** - Dina Al-Amudi [gmt.rwa@gmail.com](mailto:gmt.rwa@gmail.com)
- **Hindi Mother Tongue Coordinator** - Mr Maxim Mineev [maxim@headin.pro](mailto:maxim@headin.pro)

### Important Information

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

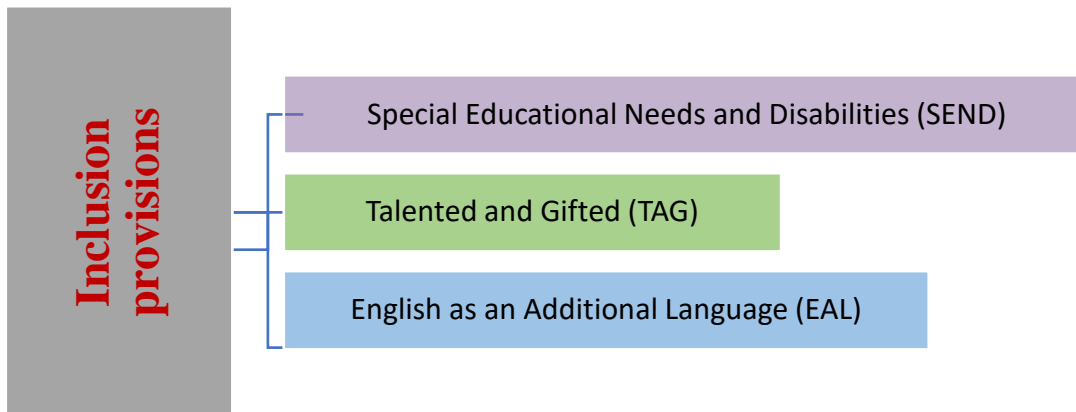






## Student Inclusion

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



IB definition of inclusion:

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

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

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

### **Identification Procedures**

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



### **Support Services**

Students enter the program based on the identification procedures described in the section above. Every student with identified need has 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.



## **RAFFLES**

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### **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.



## Co-curricular Activity Programme

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

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

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

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

