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## **Grade 2 Curriculum Guide for Parents**





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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:

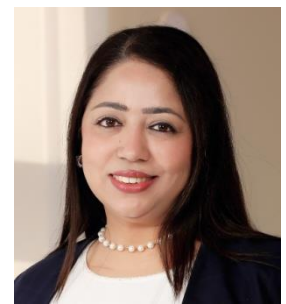
Towards Excellence





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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 guide aims to provide information about the curriculum, our approach to teaching and learning, admin and pastoral procedures in grade 2 and tries to answer many of the questions that you may have about your child starting school. If you do not find answers to your questions, please do not hesitate to speak to your child's teacher; 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 (Pre-KG -G5)
- **Mr. Daniel Allmark** ([daniela@rwadubai.com](mailto:daniela@rwadubai.com)): Deputy head academics - upper primary and head of assessment
- **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 Coordinator and deputy head academics – lower primary (G1&2)
- **Ms. Tessa Mcgee** ([tessam@rwadubai.com](mailto:tessam@rwadubai.com)) Head of Inclusion

At RWA we are a proud International Baccalaureate continuum school that is committed to excellence in education and to the spirit of international education. In line with our mission statement, our three key focal areas as a school are academic rigour, holistic development of students and the development of internationally minded global 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 IB Learner Profile attributes.

Our nurturing grade 2 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.

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 enjoyable start to their educational journey.

Best regards,

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



## Class Timings and Timetable Structure

### Class Timings

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

**Note:** during the holy month of Ramadan school and lesson timings will be changed; the school will advise parents of this once school timings are confirmed by KHDA.

### Timetable Structure: Grade 2

Subject	Number of Lesson
English	8 lessons (4 hours)
Math	10 lessons (5 hours)
Unit of Inquiry (Science and social studies)	6 lessons (3 hours)
Science	2 lessons (1 hour)
Library	1 lesson (30 Minutes)
Arabic A/B	6 lessons (3 hours)
Arabic A/Homeroom	2 lessons (1 hour)
Islamic/ Homeroom	4 lessons (2 hours)
Physical Education	4 lessons (2 hours)



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Modern Foreign Languages	2 lessons (2 hours)
Music	2 lessons (1 hour)
Visual Art	2 lessons (1 hour)
Information and Communication Technology	2 lessons (1 hour)
Assembly/Moral Social Cultural Studies	2 lessons (1 hour)
<b>Total</b>	<b>55 lessons (27.5 hours)</b>

## Important Information for Parents

### School Uniform

All students from Pre-KG- G12 wear our full school uniform. The details of our new uniform are available [on our website](#). Our school uniform is exclusively available from [ZAKS](#) Beach Centre outlet, which is [located on Jumeirah Beach Road near to the Jumeirah Mosque](#).

### Food – snack and lunch

Each child should bring a **healthy and nutritious** snack and lunch (in a lunch box separate from the book bag) each day that is clearly labelled with the child's name. Please do not send your child to school with any items that require refrigeration or heating.

A healthy beverage of milk (plain, not flavored) or juice can accompany the lunch; all students are required to bring their own water bottle from home every day.

Please note that we are a **pork and nut-free school**. Junk food such as candy or chocolate are also not permitted. Please also be consideration of key safety issues regarding food that can cause choking. Please cut whole grapes, cherries and cherry tomatoes in half.

### It is important to keep a healthy diet for your child as:

- It helps to improve their concentration, learning and behaviour.
- Promotes proper physical growth and development.
- Builds up their strength.
- Promotes resistance to infection.
- Gives them plenty of energy.
- Helps them to establish healthy eating habits for life.



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### **Attendance and Punctuality**

Expected attendance is five days a week, Sunday to Thursday from morning registration at 7.40am, to afternoon pick up at 2.20pm (there are flexible pickup windows around this; see previous page for detailed timings).

Unexcused absences are recorded in each student's individual records and reports. Leave requests should be sent to the head of primary [armeenat@rwadubai.com](mailto:armeenat@rwadubai.com) for approval. The school will carefully consider a parent's request and consider the child's current educational needs and attendance record.

If your child is sick (absent), please notify the school before 8:00AM by sending an email to your child's classroom teacher or calling the primary secretary, Ms. Raquel (+971 4 4271357). Please note if your child is absent for more than three consecutive days, a doctor's note is required and should be submitted to the school clinic upon your child starting school again.

### **Communication**

We believe that parent-teacher partnership is crucial for student success. While we encourage regular and open communication, please be conscious that teachers are unable to have long discussions before and after school. If you would like to discuss your child's progress in school in detail, please contact them to organize a time to meet and discuss. All meeting during the period of pandemic will be held online.

The main form of communication from the school with parents will be through the following:

- Weekly email from classroom teachers to parents
- Toddle – student learning journal/portfolio
- School Website
- SMS for urgent notifications

If you need to contact your child's teacher urgently, please call the school reception or the primary school secretary Ms. Raquel at +971 4 427 1357 rather than through email (as teachers aren't able to respond to emails immediately when teaching).

### **Late Arrival**

If you are late to school, please pass by the reception to sign in. We encourage as much as possible that students arrive by 7.40am. The morning time is crucial for the students starting the day in a calm way. Additionally, they may also miss important information that the teacher will discuss in the morning registration period.

### **Early Dismissal for medical or family needs**

On those occasions when your child needs to leave early, before the normal dismissal time, parents can email the classroom teacher to inform them of an early pick up in advance. Phone calls requesting



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early dismissal will not be accepted for safety reasons. No child will be allowed to exit the premises without prior approval taken from the class teacher or a member of the primary leadership team.

### **Health Policy**

If your child is sick please do not bring them to school. This is for their own wellbeing, as well as the wellbeing of their classmates. If a child displays any of the following symptoms, they must be kept home.

- Fever: stay home for 24 hours or until your child is fever-free
- Vomiting / diarrhea: stay home 48 hours
- Skin rash of unknown origin (until diagnosed by a doctor as non-contagious)
- Continuous cough/pain to the degree that it prevents normal play
- Conjunctivitis (pink-eye) at least 24hrs after medication is started and eyes are no longer crusted/oozing
- Runny nose or green mucus

### **Medications**

Medications of any type will only be given with written permission and instructions from the child's doctor. Medication will be administered based on the prescription written by the doctor in original container. All medicine must be dropped at the school clinic.

### **Head Lice**

If head lice are found at school, we will take the child to the school clinic and contact you to pick them up. In the event of an occurrence in a class, the other students will be checked. The classroom will be deep cleaned and sanitized. We will also send a notice home to parents with key information. The child will not be readmitted to the classroom until it is verified they no longer have lice. If lice are found at home, please report this to your child's classroom teacher.

### **Birthdays**

The school acknowledges the importance of key personal events such as a student's birthday. However, rather than see students excluded from celebrations, we request that birthday parties or similar events, as well as the distribution of invitations and gifts as much as possible are organised outside the school.

What we do at school:

- Make your child feel extra special on their birthday
- Have a set period of time for your child to enjoy their class celebration
- Sing 'Happy Birthday'

Parents are allowed to bring in a small healthy snack to be shared. We ask parents not to bring in cakes, candy, sweets, crisp/chips treats or any related unhealthy foods.





## Development Characteristics of a Grade 2 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. At age 4, your child will enter kindergarten and get the first taste of the world of school. As they will be able to properly articulate their feelings, ideas, and effectively solve problems through dialogue.

These years are a time of steady growth and development. Staying physically active will strengthen the fundamental skills needed to lead a healthy and active life as an adult. Learning and developing skills like agility, balance, coordination and endurance will have an impact on the child's confidence and self-esteem and provide them with an ongoing sense of accomplishment and independence.

During the school-age years, children begin to show signs of a budding independence. Children at this stage are building and appreciating new relationships. Parents, or primary caregivers, continue to be the most important people in their child's life, but relationships with peers become increasingly important. In fact, the appearance of a "best friend" is considered a universal feature of the school-age years. Other significant, and often defining, characteristics of this phase of development are a child's capacity to control their urges and conform to an appropriate standard of behavior without direct supervision. Collectively, this is known as Self-regulation.

An appreciation of the developmental characteristics that can be anticipated of children at particular ages helps us as adults to empathise with their needs and behaviours, set appropriate expectations, and support all-round development and wellbeing.

The seven-year-old is pretty serious about their self, impressed with their own ability to imitate grown up behaviour, and likes to take responsibility. They need a very careful balance between adult guidance and independent action. Children do not want suggestions or answers that turn out to be lessons.

### Physical development

- Enjoys hopping, bike riding, roller blading and skating
- Balances on a wall or beam
- Has finer manipulation of building bricks, jigsaws, etc
- Can sew simple stitches
- Ties and unties laces
- Builds intricate models
- Controls pencil in a small area and does detailed drawing



## **Social and Emotional Development**

- Able to form firm friendships
- Very supportive of each other, playing complex games
- Plays in separate sex groups
- Fairly independent and confident
- Increasing sense of morality (right and wrong)

## **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
- Recognizes new words and asks the meaning of them
- Will accurately copy accents heard
- Produces most sounds, with some residual difficulty with some letter groups

## **Intellectual development**

- Able to understand concept of conservation, for example the amount of play dough remains the same if you make a ball of dough into a long, thin snake
- Developing the ability to think about several things at once
- Enjoys games and rules
- Understands the use of symbols in math, writing, etc.
- Great curiosity in relation to workings of his or her environment

## **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.





## Grade 2 Curriculum: Key Information

### Our curriculum

The primary school at RWA follows the International Baccalaureate (IB), Primary Years programme (PYP). The curriculum has been personalised and reflects the holistic nature of children's learning.

The IB PYP focuses on the development of the whole child as an inquirer. It is a framework guided by six transdisciplinary themes of global significance, explored using knowledge and skills derived from six subject areas, as well as transdisciplinary skills, with a powerful emphasis on inquiry-based learning. We also place a great focus on developing 'student agency'. Student agency refers to learning through activities that are **meaningful and relevant** to learners, driven by their **interests**, and often **self-initiated** with appropriate guidance from teachers. To put it simply, student **agency gives students voice and often, choice**, in how they learn.

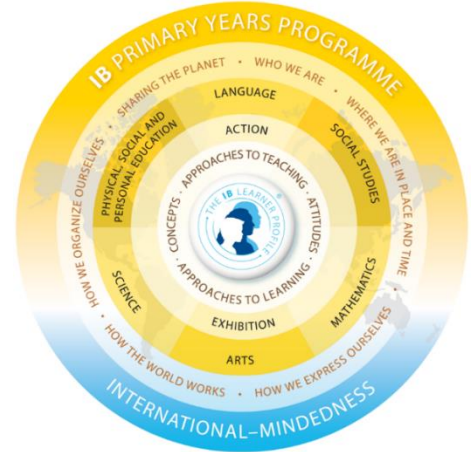
Our program is regularly assessed to ensure that we are providing a balanced curriculum and children are being given opportunities to develop their knowledge, skills, concepts and attributes at an appropriate level.

### 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.
- **Attributes** - The Learner Profile is a set of personal qualities that go beyond academic success.
- **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.





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<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 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 where the pace of change is accelerating.
- **Connection:** How is it connected to other things?
  - Helps focus on the relationships within and among systems are often complex, and that changes in one aspect of a system will have consequences, even though these may not be immediately apparent; that we must consider the impact of our actions on others, whether at the immediate, personal level or at the level of far-reaching decisions affecting environments and communities.
- **Perspective:** What are the points of view?
  - Helping students reject simplistic, biased interpretations, towards seeking and considering the points of view of others, and towards developing defensible interpretations.



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- **Responsibility:** What is our responsibility?
  - This concept was selected because of the need to develop in students the disposition towards identifying and assuming responsibility, and towards taking socially responsible action. This concept is directly linked to the action component, one of the essential elements in the PYP curriculum.

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

There are five approaches to learning skills that students develop to become successful lifelong learners:

- **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

### IB Learner Profile

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

- **Inquirers:** We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning 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 to the perspectives of other individuals and groups.



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- **Balanced:** We understand the importance of balancing different aspects of our lives intellectual, physical, and emotional to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.
- **Principled:** We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.
- **Reflective:** We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

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



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



## Assessment at RWA

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

The purposes of assessments are to:

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

### The Reporting Cycle

<u>Reporting Method</u>	<u>Timeframe</u>
3 Way Goal Setting Conferences	<b>October</b>
Interim Report Card	<b>November</b>
Semester 1 Report Card	<b>February</b>
Parent Teacher Conferences	<b>February</b>
Interim Report Card	<b>April</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 Toddle Family App. The focus of the interim report cards is to provide the attainment levels in the core subjects (math, English, science, Arabic and Islamic), as well as the progress of students in all of these subjects. The detailed end of semester report cards 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
6	Significantly above expected attainment
5	Above expected attainment in majority of areas
4	This is the RWA expected attainment level
3	Approaching expected level
2	Requires support in some areas
1	Requires support in all areas

### Student Portfolios

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

### Homework

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



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## **Standardized Assessments**

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

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

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

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

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

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

### ***Why does the school do 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.



## **RAFFLES**

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

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

### ***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 provide 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 math 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.



## **RAFFLES**

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### ***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.




### **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.






## 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 2 in the order that they will be taught.

<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: Making a Difference</u></b></p> <p><b>Central Idea</b> People can choose to make a difference personally, locally and globally.</p> <p><b>Key Concepts</b> Form, perspective and function</p> <p><b>Lines of Inquiry</b></p> <ul style="list-style-type: none"> <li>• Making a difference through action</li> <li>• Choice of individuals</li> <li>• Caring for our community and environment</li> </ul>
<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>Unit 2: Organizations</u></b></p> <p><b>Central Idea</b> People can create organizations to help and support others.</p> <p><b>Key Concepts</b> Form, causation and responsibility</p> <p><b>Lines of Inquiry</b></p> <ul style="list-style-type: none"> <li>• Needs and wants</li> <li>• Reasons for organizations</li> <li>• Responsibility of organizations</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 3: Light</u></b></p> <p><b>Central Idea</b> Understanding how light works allow us to understand the world in different ways.</p> <p><b>Key Concepts</b> Form, function and responsibility</p> <p><b>Lines of Inquiry</b></p> <ul style="list-style-type: none"> <li>• Light and dark</li> <li>• Properties of light</li> <li>• Manipulation of light</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 4: Inspiration in Art</u></b></p> <p><b>Central Idea</b> Artists can inspire others to take risks in their own creativity.</p> <p><b>Key Concepts</b> Form, causation and connection</p> <p><b>Lines of Inquiry</b></p> <ul style="list-style-type: none"><li>• Influential artists</li><li>• Being inspired by art</li><li>• Taking risks in art</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 5: Ancient Civilizations</u></b></p> <p><b>Central Idea</b> Civilizations develop to meet the needs and wants of the people.</p> <p><b>Key Concepts</b> Form, connection and change</p> <p><b>Lines of Inquiry</b></p> <ul style="list-style-type: none"><li>• Features of civilizations</li><li>• Changes of civilizations</li><li>• Globalization</li></ul>
<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 6: Adaptation</u></b></p> <p><b>Central Idea</b> Living things adapt to transforming habitats and communities in order to survive.</p> <p><b>Key Concepts</b> Form, change and connection</p> <p><b>Lines of Inquiry</b></p> <ul style="list-style-type: none"><li>• Adaptation</li><li>• Changes to habitats</li><li>• Responsibilities of people</li></ul>



## 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 2 under the four strands of 'Reading', 'Writing', 'Viewing and Presenting' and 'Speaking and Listening'.

### Language Arts Learning Objectives

#### Writing

- Write compound and complex sentences, using an increasing range of conjunctions
- Use present tense and past tense verbs and understand the difference
- Use pronouns correctly in writing to avoid repetition
- Identify verbs, nouns, adjectives, adverbs and conjunctions
- Use conjunctions or prepositions to indicate when or why something happened
- Use adjectives and adverbs in their own writing to elaborate and describe
- Use apostrophes for contracted forms
- Begin to use commas in their own writing
- Use speech marks in punctuating direct speech
- Recognise common prefixes and suffixes and begin to understand their effect
- Spell common homophones
- Plan using a given appropriate format (e.g. story map) to structure their writing
- Create appropriate settings when writing a story
- Use a simple plot structure when writing a story
- Create relevant characters when writing a story
- Begin to use paragraphs in writing
- Begin to use headings, sub-headings, labels and captions when writing non-fiction
- Increase vocabulary by looking for powerful verbs and adjectives
- Begin to use different sorts of sentence structures
- Use imperative verbs and create a sequence when writing instructions
- Use a dictionary, a thesaurus and word banks to extend their use of language
- Read their own writing and suggest a few improvements against set success criteria
- Read aloud their own writing, using appropriate intonation

#### Reading

- Use phonic knowledge as an important decoding strategy when reading unfamiliar or forgotten words
- Use their existing knowledge of root words to help them decode or read unfamiliar words (word families based on common words- solve, solution)



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- Begin to record what they have learned from a non-fiction text
- List the key points in a short simple text
- Begin to use a dictionary to check meaning
- Begin to perform poems and retell simple traditional tales to an audience
- Remember and comment on particular words and phrases in stories or other books
- Identify the main idea drawn from more than one paragraph and summarise these
- Recognize and use the different parts of a book, for example, title page, contents, index
- Distinguish between fact and opinion, and reach their own conclusions about what represents valid information
- Show they understand the meaning of words in context
- Ask relevant questions to help them understand a text
- Describe characters' feelings, thoughts and motives and give reasons for opinions
- Predict what might happen next or at the end

## Speaking and Listening

- Follow multi-step directions
- Retell familiar stories in sequence
- Tell a story and give good descriptions, including of feelings
- Articulate answers and express what they think, giving reasons
- Take an active part in role play, performances and discussions
- Ask questions to find information and extend understanding
- In a conversation with one or several others, begin to pay attention to the listeners' reactions
- Speak out loud using intelligible English to a familiar and friendly small audience
- Begin to tailor the way in which they speak to the person being spoken to
- Make predictions, and describe objects or events, real or imaginary

## Viewing and Presenting

- Realize that visual information reflects and contributes to the understanding of context
- Realize that effects have been selected and arranged to achieve a certain impact, for example, the way in which colour, lighting, music and movement work together in a performance
- Select and use suitable shapes, colours, symbols and layout for presentations; practise and develop writing/ calligraphy styles
- Realize that text and illustrations in reference materials work together to convey information, and can explain how this enhances understanding
- Observe and discuss visual presentations; make suggestions about why they have been created and what the creator has been aiming to achieve
- Discuss personal experiences that connect with visual images
- Discuss their own feelings in response to visual messages; listen to other responses, realizing that people react differently





## Mathematics

At RWA we see mathematics as a way of thinking rather than simply a body of knowledge to be delivered. An exemplary mathematics classroom consists of a very active and busy community of learners (IB, 2003). Our approach to teaching and learning mathematics reflects this, with the idea that math will be fun, engaging for students and go deep into topics and concepts.

At school we use the 'Math Mastery' approach to ensure that content is not just 'covered' but that our students develop in-depth knowledge and practice skills in many different contexts. The Math Mastery approach is based on several key principles:

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

### Math Learning Objectives

#### Number

- Read and write numbers up to 1000 in numerals and in words.
- Compare and order numbers up to 1000
- Identify, represent and estimate numbers using different representations.
- Find 10 or 100 more or less than a given number; recognize the place value of each digit in a three-digit number (hundreds, tens, and ones).
- Count from 0 in multiples of 50 and 100
- Solve number problems and practical problems involving these ideas.



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- Add and subtract numbers mentally, including: a three-digit number and ones; a three-digit number and tens; a three-digit number and hundreds.
- Add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction.
- Estimate the answer to a calculation and use inverse operations to check answers.
- Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.
- Add and subtract amounts of money to give change, using both £ and p in practical contexts.
- Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables.
- Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication ( $\times$ ), division ( $\div$ ) and equals (=) signs.
- Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in context.
- Show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot
- Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables.
- Solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which  $n$  objects are connected to ( $m$ ) objectives.
- Write and calculate mathematical statements for multiplication and division using the multiplication tables they know, including for two-digit numbers times one digit numbers, using mental and progressing to formal written methods
- Recognized use fractions as numbers: unit fractions and non-unit fractions with small denominators.
- Recognize, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators.
- Count up and down in tenths.
- Recognize that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10
- Recognized show, using diagrams, equivalent fractions with small denominators.
- Add and subtract fractions with the same denominator within one whole.
- Compare and order unit fractions, and fractions with the same denominators.
- Solve problems that involve all of the above

### Measurement

- Tell and write the time from an analogue clock, including using Roman numerals and 12-hour and 24-hourclocks.
- Estimate and read time with increasing accuracy to the nearest minute.
- Record and compare time in terms of seconds, minutes and hours.
- Use vocabulary such as o'clock, a.m. /p.m., morning, afternoon, noon and midnight.



## RAFFLES

WORLD ACADEMY

- Know the number of seconds in a minute and the number of days in each month, year and leap year
- Compare durations of events (for example to calculate the time taken by particular events or tasks)
- Measure, compare, add and subtract: lengths (m/cm/mm)
- Solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.
- Measure the perimeter of simple 2D shapes.
- Measure using the appropriate tools and units, progressing to using a wider range of measures, including comparing and using mixed and simple equivalents of mixed units

### Shape and Space

- Recognize angles as a property of shape or a description of turn.
- Identify right angles, recognize that two right angles make a half-turn, three make three quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right-angle.
- Identify horizontal and vertical lines and pairs of perpendicular and parallel lines.
- Draw 2-D shapes and make 3-D shapes using modelling materials.
- Recognize 3-D shapes in different orientations and describe them

### Data Handling

- Interpret and present data using bar charts, pictograms and tables.
- Solve one step and two-step questions (e.g. 'How many more?' and 'How many fewer?') using information presented in scaled bar charts and pictograms and table
- Conduct chance experiments, identify and describe possible outcomes and recognise variation in results





## 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 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

- Identify what photosynthesis is and its process
- Recognise that flowering plants have a life cycle including pollination, fertilization, seed production, seed dispersal and germination.
- Identify what pollination is and its process
- Identify and describe the functions of a plant (roots, stem/trunk, leaves, flower, fruit)
- Know what seeds need to turn into plants
- Explain what are variables and how to create fair tests
- Identify different tools to measure – including for height, weight, volume, temperature – connect to body and other objects
- Make observations that a seed grows better in damp soil than in dry soil. This is because...
- Identify parts of a magnet (Poles)
- Explain what poles attract and repel
- Explore how some materials are magnetic, but many are not.
- Explain what friction is
- Know how to measure with force gauge
- Forces – including friction – cause objects to move forward, backwards, change direction and stop
- Recognise the components of simple circuits involving cells (batteries)
- Identify different light sources including the Sun
- Know that darkness is the absence of light
- Know that light intensity can be measured
- Observe that shadows change length and position throughout the day.
- Observe that shadows are formed when light travelling from a source is blocked.
- Explore how opaque materials do not let light through and transparent materials let a lot of light through.
- Explore how shadows change.
- Explore the properties of objects that reflect light
- Connect investigation to questions
- Difference between measured data and observed data
- Explain what a fossil is
- Explain the process of something becoming a fossil
- Identify why fossils look how they do
- Identify various types of rocks
- Identify what is found in soil
- Explain how soil is made
- Identify and name each layer of soil: top soil, subsoil and bedrock
- Investigate how different animals are found in different habitats and are suited to the environment in which they are found.



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- Know what an invertebrate is. (and vertebrate)
- Sort living things into groups using simple features and describe rationale for groupings.
- Know that humans and some animals have boney skeletons in their body
- Know that food chains begin with a plant (the producer), which uses energy from the sun.
- Know that food chains/webs are used to represent feeding relationships in a habitat, and present these in text and diagram.
- Explain how animals have adapted to survive in changing habitat
- Explore and construct food chains in a particular habitat.
- Know and understand the terms producer, consumer predator and prey.
- Explore the human senses hearing, touch, taste, smell and sight and the ways we use them to learn about the world.
- Identify the function of body parts – including bones, muscles, tendons, nerves
- Identify which part of a body pulls on bones to make an arm move
- Explain life processes that are common to humans and animals including nutrition, movement, growth and reproduction





## Arabic A

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

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

كتابة	قراءة	استماع وتحدث
<p>* يبحث المتعلم في مصادر متنوعة ملائمة؛ ليجيب عن أسئلة محددة في موضوع ما.</p> <p>* يكتب المتعلم معلومات من عدة مصادر؛ مستنداً إلى خبرته الشخصية.</p> <p>* يكتب المتعلم الحروف مع الحركات القصيرة والحركات الطويلة (المدود الثلاثة)، والحروف المضعّفة كتابة صحيحة.</p> <p>* يتشارك المتعلم مع زملائه في إعداد مشروعات بحثية كتابية مناسبة.</p> <p>* يُنشئ نصوصاً مقروءة بخط واضح مرتب يبرز اعتناء بما يكتب، ويحاكي جملاً بخط النسخ.</p> <p>* يكتب المتعلم الكلمات المبدوءة باللام الشمسية واللام القمرية كتابة صحيحة.</p> <p>* يجمع المتعلم الفكر ذات العلاقة بفكرة محددة، ويظهر تركيزاً واضحاً ومتناسكاً.</p> <p>* يراجع المتعلم ما يكتبه (المسودة) لتحسين مستوى الكتابة، وتحقيق التماسك والتتابع المنطقي، مستخدماً علامات الترقيم.</p> <p>* يكتب المتعلم الكلمات المنتهية بالتونين كتابة صحيحة، مُفرقاً بين النون والتونين.</p> <p>* يكتب المتعلم قصة من خلال ترتيب الجمل البسيطة واللوحات المصورة.</p>	<p>* يتعرف المتعلم الأتماط التنظيمية للكتب بمساريها المطبوع والإلكتروني، مثال: جدول المحتويات، الفصول، النصوص المتنوعة.</p> <p>* يطبق المتعلم معرفته بالمطبوعات لدى اطلاعه على المواد الرقمية (المعرضة على الإنترنت) أو من خلال وسائل رقمية أخرى؛ ليحدد تنظيمها.</p> <p>* يُحدّد المتعلم العنوان واسم المؤلف وفهرس المحتويات وعناوين الفصول في مواد مطبوعة يقرأها، ليعين المعلومات المطلوبة.</p> <p>* يقرأ المتعلم عناوين واضحة في الكتب والصحف والمجلات واللافتات قراءة صحيحة.</p> <p>* يُنشئ المتعلم كلمات جديدة ذات معنى بإضافة أو حذف أو تغيير الأصوات في الكلمات.</p> <p>* يطبق المتعلم معرفته بقواعد الصوتيات في التحليل والتركيب صوتياً.</p> <p>* يُنشئ المتعلم كلمات جديدة باستبدال صوت في وسط الكلمة أو حذفه، مثال: (دحرج - درج، عين - عن).</p> <p>* يميز المتعلم بين حرفي (الواو، الياء) عندما يكونان صائتين، مثل: (نور - ري م)، وعندما يكونان صامتين، مثل: (ورد - بيس).</p> <p>* يعرف المتعلم التاء المفتوحة والتاء المربوطة، ويميّز في النطق بينهما في آخر الكلمات (عند الوقف).</p> <p>* يقرأ المتعلم قراءة جهريّة سليمة مراعيًا التنغيم والضبط السليم في حدود (30) كلمة في الدقيقة الواحدة على أن تكون الكلمات مشكولة شكلاً تاماً.</p> <p>* يقرأ المتعلم بطلاقة وينطق سليماً مستثمراً معرفته باللام القمرية - اللام الشمسية - الهمزة - التاء المربوطة - أنواع التنوين الثلاثة، على أن تكون الكلمات مشكولة شكلاً تاماً.</p> <p>* يقرأ المتعلم بطلاقة مستثمراً فهمه للنص من خلال السياق والصور على أن تكون الكلمات مشكولة شكلاً تاماً.</p> <p>* يستثمر المتعلم معرفته بجذور الكلمات (شرب، شارب، مشروب...) للانطلاق في القراءة الجهريّة.</p> <p>* يجيب المتعلم عن أسئلة نص شعري، وي طرح أسئلة: (من - ماذا - متى - أين - لماذا - كيف) مظهرًا فهمه للنص، مبدئياً رأيه فيه.</p> <p>* يتتبع المتعلم تسلسل الفكر في نصوص نثرية وشعرية رابطاً بين كل فكرة وأخرى.</p> <p>* يُحدّد العناصر الفنية: (الشخصيات، المكان والزمان، والأحداث الرئيسية) مستخلصاً مغزاها، معيّراً عن رأيه فيها.</p> <p>* يقارن المتعلم بين الشخصيات والزمان والمكان في قصص قرأها.</p>	<p>* يصف المتعلم الأشخاص والأماكن والأشياء مع تفاصيل إضافية مستخدماً اللغة العربية الفصيحة مراعيًا آداب المحادثة.</p> <p>* يستوعب المتعلم المادة المسموعة (نص معلوماتي) ويختار عنواناً لها.</p> <p>* يستوعب المتعلم المادة المسموعة (نص سردي) ويعيد ذكر المحتوى بدقة وترتيب مميّزاً الفكر الواردة فيها من تلك التي لم ترد.</p> <p>* يستوعب المتعلم النص المسموع، ويتبع توجيهات مكونة من خطوات متعددة.</p> <p>* يعيد المتعلم سرد قصة حقيقية أو خيالية سمعها أو قرأها ذاك رأ بعض التفاصيل مثل (المكان، الشخصيات).</p> <p>* يناقش المتعلم زملاءه في قضية أو ظاهرة من محيطه مظهرًا القدرة على تنظيم أفكاره موظفًا الإيماءات ولغة الجسد في التعبير عن مشاعره أو أفكاره باستخدام اللغة العربية.</p> <p>* يجيب عن المداخلات والتعليقات أثناء حديثه دون الخروج عن الموضوع أو الفكرة العامة.</p> <p>* يعبر عن تجربة شخصية مراعيًا تسلسل الأحداث.</p> <p>* يُقدّم المتعلم عرضاً تقديمياً باستخدام الوسائط الرقمية عن موضوع مألوف (بيئته - ألعابه...)، ويعلق عليه بحقائق وتفصيلات متقبلاً آراء الآخرين.</p> <p>* يستخدم المتعلم مخططات الرسوم البيانية والجدول الزمني والرسوم المتحركة في توضيح أفكار أو أحداث محددة مراعيًا آداب المحادثة.</p> <p>* يجمع المتعلم كلمات من محيط لغوي واحد.</p>



<p>*يكتب المتعلم بطاقة تهنئة ودع وة وجمالاً إرشادية مفيدة *يكتب المتعلم الكلمات المنتهية بالتاء المفتوحة والتاء المربوطة والهاء كتابة صحيحة. *يكتب المتعلم رسالة إلى صديق متضمنة بعض العناصر: التاريخ، المرسل إليه، التحية، النص، المرسل. *يكتب المتعلم نصاً سردياً بسيطاً موجزاً في مسار منطقي متتبعاً الأحداث واصفاً المكان والزمان والشخصيات بتفاصيل حسّية معتمداً على خبرته الشخصية. *يكتب المتعلم كلمات تتكون من 3-6 حروف، مكتسبة من محيطه اللغوي (إملاء منقول). *يستخدم المتعلم المعاجم الرقمية أو الورقية المبسطة، وغيرها من المواد المرجعية؛ لتساعده على الكتابة. *يستخدم المتعلم مستقلاً أو ضمن مجموعات الرسومات التوضيحية والتخطيطية الرقمية والشبيكات للتخطيط للكتابة ولإنتاج الكتابة ونشرها. *يستخدم المتعلم علامات الترقيم (علامة الاستفهام، النقطة، علامة التعجب). *يكتب المتعلم كلمات وجمالاً (من كلمتين إلى ست كلمات) بخط الرّسخ محاكياً نمطاً.</p>	<p>*يستجيب المتعلم للإيقاعات من خلال القافية والنغمات المنتظمة، وتكرار الأصوات والكلمات والعبارات. *يُحدّد المتعلم الكلمات والعبارات التي تُكوّن الإيقاع الشعري (الإيقاعات المنتظمة، والأسطر المتكررة... إلخ). *يتعرّف المتعلم الأنماط التركيبية لأنواع مختلفة من النصوص الأدبية، مستخدماً المصطلحات الصحيحة للرجوع إليها، مثل: (المقدمة، والخاتمة، والمقطع الشعري). *يتعرّف المتعلم وجهات نظر الشخصيات المتعددة في النص الأدبي، موضحاً الاختلافات بينها. *يربط المتعلم بين الصور التي يشاهدها والأحداث المناسبة لها، مفسّراً العلاقات بينها تفسيراً منطقياً. *يتفاعل المتعلم مع النصوص المقروءة بوسائل مختلفة: الرسم، الكتابة، الحاسوب، الجهاز اللوحي، مستنقجا القيم الواردة فيها. *يُنتج المتعلم عملاً أدبياً مبسطاً على ضوء نص درسه مظهرأ الشخصيات، المكان. *يقترح المتعلم نهايات بديلة لقصة قرأها. *يحفظ المتعلم (6) أناشيد قصيرة تتألف من (5 - 8) أبيات، تدور موضوعاتها تناسب المرحلة، مثل: الطفولة، والأسرة، والبيت، والوطن، والحيوانات، والطبيعة، والبيئة، والقيم الإنسانية، وغيرها. *يطرح المتعلم أسئلة مثل: (من، ماذا، متى، أين، لماذا، كيف) عن المعلومات والرسومات التوضيحية والأحداث، ويُجيب عن أسئلة أخرى. *يذكر المتعلم الفكرة المحورية والفكر الرئيسة لكل فقرة في نص معلوماتي مكون من فقرات. *يستنتج المتعلم العلاقة الزمنية بين حدثين أو أكثر، أو بين مفاهيم علمية مقدمة في النص المعلوماتي. *يتعرّف المتعلم معاني الكلمات والمصطلحات والعبارات الواردة في نص معلوماتي من خلال: السياق، والكلمات المكتوبة على لوحات الصف الجدارية، والمعاجم البسيطة، والرموز الموجودة في الرسومات، والملحوظات الهامشية). *يستخدم المتعلم سمات ال ن ص لتحديد المعلومات والحقائق الرئيسة مثل: (التعليقات، الشروحات على الصور، عناوين الصفحات، جداول المحتويات...)، *يُحدّد المتعلم الغاية من النص المعلوماتي أو من المعلومات التي يريد المؤلف شرحها أو وصفها. *يشرح المتعلم كيف تساهم الصور والرسومات التوضيحية في فهم النص. *يذكر المتعلم سبباً ونتيجة لفكرة أو حدث في نص معلوماتي سمعه أو شاهده، معطياً رأيه في الصور والمشاهد وفكرة النص مبيناً السبب، مثال: (أعجبني... لأنه...، أو لم يعجبني... لأنه...). *يرتّب المتعلم صوراً لخطوات وفق ترتيب زمني يراه منطقياً بعد قراءته نصاً إرشادياً مبنيّاً على خطوات.</p>	<p>*يُحدّد المتعلم علاقات التضاد والترادف بين الكلمات. *يستبدل المتعلم بالأسماء والأفعال العامية كلمات فصيحة شفوياً. *يُفسّر المتعلم الكلمات الجديدة مستخدماً المعجم المُبَسَّر المُصوَّر. *يُفسّر المتعلم الكلمات مستعيناً بمردفاتها وأضدادها وسياقها. *يُحاكي المتعلم شفوياً جملة فعلية بسيطة مستخدماً الفعل الم اضي والمضارع للمذكر والمؤنث. *يُميّز المتعلم الأسماء والأفعال والحروف. *يُوظف المتعلم شفوياً أسلوب الإثبات والنفي في الإجابة عن سؤال: (لم، لن، لا، ليس). *يُحاكي المتعلم جملة فعلية بسيطة تتضمن ظرف الزمان (صباحاً، عصراً، مساءً..). وظرف المكان (خلف، أمام، فوق، تحت، أعلى، أسفل). *يُحاكي المتعلم جملة اسمية بسيطة يتطابق فيها الاسم مع موصوفه (المفرد والمثنى، والجمع). *يطابق المتعلم في الجنس والعدد مطابقة صحيحة محاكياً نمطاً في جملة النهى. *يستخدم المتعلم الاسم الموصول المفرد المذكر والمؤنث (الذي - التي) في جمل من إنشائه محاكياً نمطاً. *يُحاكي المتعلم جملاً فعلية واسمية مسندة إلى المثنى والجمع. *يُوظف المتعلم حرفا العطف (و، أو) في جمل من إنشائه محاكياً نمطاً. *يُحوّل المتعلم الجملة المثبتة إلى منفية والعكس محاكياً نمطاً.</p>
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## Arabic B

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

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

Students are divided using the below guide:

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

### Learning Outcomes

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

### Grade 2 Unit Topics

- Unit 1: Introduction (Greetings, all about me, family members, polite expressions, colors and numbers)
- Unit 2: UAE
- Unit 3: Leisure time places (The circus, The zoo, The farm, The park)
- Unit 4: School places (classroom, canteen, art room, playground)
- Unit 5: House parts
- Unit 6: outdoor activities (The beach, The garden)



## Islamic Education

At RWA, Islamic studies is offered to all Muslim students from KG2 upwards. We view Islam as a practical way of life, implementing its guidance and principles in our daily life. Our Islamic Studies curriculum is based on the syllabus provided by the UAE Ministry of Education for both Arab (Islamic A) and non-Arab (Islamic B) speakers from grades 1-12 and it is integrated into the PYP curriculum. The aim of Islamic Studies at RWA is to develop the students' knowledge in various aspects of Islam, helping them to grow and become productive members of the society. It is a long and comprehensive process that develops the individual's spiritual, moral and social side which in return produces qualified leaders.

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

### Islamic A

العقيدة الإسلامية ، الفقه والأخلاق والقيم Islamic Aqeeda, Fiqh and Manners	الوحي الإلهي (القرآن الكريم والسنة) The divine revelation (Quran and Sunnah)	السيرة النبوية والتاريخ الإسلامي Seerah and Islamic History	الانتماء والهوية والإنسان والكون The human, Identity and Universe
<ul style="list-style-type: none"> <li>- اجتناب ما يسبب الحزن للآخرين</li> <li>- احترام مشاعر الآخرين</li> <li>- الحرص على طاعة الله</li> <li>- البراءة من الشرك والضلال</li> <li>- أن الله هو المستحق بالعبادة</li> <li>- فضل سورة الكافرون</li> <li>- آداب الإسلام في الطعام</li> <li>- الاقتداء بهدي الرسول -صلى الله عليه وسلم- في طعامه</li> <li>- شُكر الله على نعمه الوفيرة</li> <li>- الدُعاءين: قبل الطعام وبعده</li> <li>- فضل تلاوة القرآن الكريم</li> <li>- المداومة على قراءة القرآن</li> <li>- أن الله تعالى كريم، يُكرم من يقرأ القرآن الكريم</li> </ul>	<ul style="list-style-type: none"> <li>- أن يحفظ سورة الكافرون.</li> <li>- يطبق أحكام التجويد .في السورة.</li> <li>- يبين المعنى الإجمالي للسورة .</li> <li>- يحفظ حديث فضل تلاوة القرآن ، وشرح كلماته ،ويبين معانيه</li> <li>- يحرص على تطبيق ما ورد في الحديث من أحكام وتوجيهات</li> </ul>	<ul style="list-style-type: none"> <li>- يتعرف أخلاق الإسلام من فهم سيرة النبي صلى الله عليه وسلم .</li> </ul>	<ul style="list-style-type: none"> <li>- يحترم مشاعر الآخرين</li> <li>- شكر الله على نعمه الوفيرة</li> </ul>
<ul style="list-style-type: none"> <li>- بعثة نوح - عليه السلام - هي البداية الثانية للبشرية</li> <li>- الله ينصر المؤمنين به</li> <li>- بعض صفات فاطمة - رضي الله عنها- .</li> <li>- الاقتداء بفاطمة - رضي الله عنها</li> <li>- اللجوء لله عز وجل دائما</li> <li>- أن التوجه للخالق بالدعاء يجلب الخير، ويكشف الضر</li> <li>- الرضا بما قسمه الله تعالى لنا وللآخرين</li> </ul>	<ul style="list-style-type: none"> <li>- أن يحفظ سورة الفلق.</li> <li>- يطبق أحكام التجويد .في السورة.</li> <li>- يبين المعنى الإجمالي للسورة .</li> </ul>	<ul style="list-style-type: none"> <li>- يتعرف سيرة السيدة فاطمة وزهدا، وحبها للخير .</li> <li>- يتعرف قصة سيدنا نوح عليه السلام والسفينة والبداية الثانية للبشرية .</li> </ul>	<ul style="list-style-type: none"> <li>- الاقتداء بفاطمة رضي الله عنها .</li> <li>- الإكثار من الدعاء .</li> </ul>



<ul style="list-style-type: none"><li>- كيفية أداء الصلاة بصورة صحيحة</li><li>- حفظ التشهد والصلاة الإبراهيمية</li><li>- أن القرآن هو كتاب الله عز وجل</li><li>- فضل تلاوة القرآن الكريم</li><li>- أن الأمانة في أخلاق المسلم</li><li>- الاقتداء برسول الله صلى الله عليه وسلم في أمانته</li></ul>	<ul style="list-style-type: none"><li>- يحفظ التشهد والصلاة الإبراهيمية .</li><li>- يحرص على تطبيق ما ورد من أحكام الأمانة</li><li>- يحافظ على الصلاة في وقتها .</li></ul>	<ul style="list-style-type: none"><li>- يوضح كيفية الصلاة</li><li>- يفهم فضل القرآن</li></ul>	<ul style="list-style-type: none"><li>- يحافظ على الصلاة في وقتها .</li><li>- يؤدي الأمانة إلى أهلها .</li></ul>
<ul style="list-style-type: none"><li>- عمل الخير جزاؤه الجنة</li><li>- الشر يُهلك صاحبه في النار</li><li>- وجوب الإيمان بالملائكة ..</li><li>- أسماء أشهر الملائكة</li><li>- صفات المؤمن</li><li>- الالتزام بصفات المؤمن في القول والعمل</li><li>- صفات علي -رضي الله عنه</li><li>- الاقتداء بسيدنا علي -رضي الله عنه- في شجاعته ورحمته</li><li>- إحسان الوضوء</li><li>- دعاء الوضوء</li><li>- ثواب إحسان الوضوء</li><li>- الالتزام بالركعات المحددة للصلوات</li><li>- ثواب أداء الصلوات</li></ul>	<ul style="list-style-type: none"><li>- أن يحفظ سورة القارعة.</li><li>- يطبق أحكام التجويد .في السورة.</li><li>- يبين المعنى الإجمالي للسورة .</li><li>- يحفظ حديث حُسن الوضوء ، وحديث صفات المؤمن ، وشرح كلماته ، ويبين معانيه</li><li>- يحرص على تطبيق ما ورد في الأحاديث من أحكام وتوجيهات .</li></ul>	<ul style="list-style-type: none"><li>- يتعرف سيرة النبي صلى الله عليه وسلم.</li><li>- يتعرف سيرة علي بن أبي طالب ورفقه بالفقير والمسكين .</li><li>- يعدد أبرز الصفات التي اتصف بها علي بن أبي طالب</li></ul>	<ul style="list-style-type: none"><li>- يطبق الثقة بالنفس في حياته .</li><li>- يحرص على تطبيق قيم الإسلام في التعامل مع الآخرين .</li></ul>
<ul style="list-style-type: none"><li>- فضل ليلة القدر</li><li>- وقت ليلة القدر</li><li>- كيف يكون إحياء ليلة القدر</li><li>- أن الله يحفظنا ويحكينا</li><li>- أنا الله يغيبنا عندما نلجأ إليه</li><li>- أن نشعر بالأمان لأن الله يحفظنا ويرعانا</li><li>- الاقتداء بالنبي - صلى الله عليه وسلم- في صدقه وأمانته وحيه للعمل</li><li>- أن الصلاة تغسل وتمحو السيئات</li><li>- الحرص على المحافظة على الصلاة</li><li>- وقت كل صلاة</li><li>- المحافظة على أداء الصلاة في وقتها</li></ul>	<ul style="list-style-type: none"><li>- أن يحفظ سورة القدر.</li><li>- يطبق أحكام التجويد .في السورة.</li><li>- يبين المعنى الإجمالي للسورة .</li><li>- يحفظ حديث فضل الصلاة ، وشرح كلماته ، ويبين معانيه</li><li>- يحرص على تطبيق ما ورد في الحديث من أحكام وتوجيهات.</li></ul>	<ul style="list-style-type: none"><li>- يوضح صفات النبي صلى الله عليه وسلم في معاملته فهو الصادق الأمين.</li></ul>	<ul style="list-style-type: none"><li>- يعرف قيمة الصدق والأمانة .</li><li>- الشعور بالأمان لأن الله يحفظنا .</li></ul>
<ul style="list-style-type: none"><li>- الفلاح بالعمل الصالح</li><li>- النصيحة حق المسلم على أخيه</li><li>- الصبر عبادة عظيمة</li><li>- الله خلقنا لنعبده وحده</li><li>- التسبيح لله عبادة</li><li>- كل شيء يسبح بحمد الله</li></ul>	<ul style="list-style-type: none"><li>- أن يحفظ سورة العصر.</li><li>- يطبق أحكام التجويد .في السورة.</li><li>- يبين المعنى الإجمالي للسورة .</li></ul>	<ul style="list-style-type: none"><li>- يدرك أهمية التسبيح بحمد الله تعالى .</li><li>- يوضح أهمية الوقت للصلاة .</li></ul>	<ul style="list-style-type: none"><li>- يشكر الله على نعمه .</li><li>- يحافظ على الصلاة في وقتها</li></ul>



## 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>• Recognize what is fasting and when it is done.</li> <li>• Recognize the importance of fasting.</li> <li>• Define and explain the vocabulary and their connection with fasting.</li> <li>• Outline the fasting process.</li> </ul>	<ul style="list-style-type: none"> <li>• Learn and memorize the Ahadeeth on pages: E55 and E61.</li> <li>• Surat ul masad</li> <li>• Explanation of Surah Masad and its connection to real life.</li> </ul>	<ul style="list-style-type: none"> <li>• Recall the story of Al Hajar Al Aswad</li> <li>• Explore ways we can use to be honest and truthful every day and how it can help us solve problems.</li> <li>• Learn about the prophet’s life as a merchant.</li> <li>• Know how the prophet married his first wife Khadija.</li> <li>• Recognize that Khadija was the first and only wife of the Prophet until her death.</li> <li>• Recognize how they treated each other.</li> <li>• Recognize that she is a role-model for Muslim ladies.</li> <li>• Identify and explore the best ways to treat others.</li> </ul>	<ul style="list-style-type: none"> <li>• Understand that by treating our family well, we are pleasing Allah. - recognize and understand the importance of respecting our elders and teachers.</li> <li>• Identify and understand the meanings of obey and disobey.</li> <li>• Identify and understand the meanings of rules and their purposes.</li> <li>• Recognize and understand the importance of apologizing when we have done the wrong thing to others.</li> </ul>
<ul style="list-style-type: none"> <li>• Recognize and display the correct way to make Salah.</li> <li>• Recognize and display the correct way to make Wudoo.</li> <li>• Recognize mistakes that some people make in Salah and how to avoid them.</li> <li>• Identify fard prayers</li> <li>• Define and understand what Khushoo is’ and why it is important to have it during our prayers...</li> </ul>	<ul style="list-style-type: none"> <li>• Learn and memorize the Hadeeth on page : E41</li> <li>• Surat ul Nasr</li> <li>• Learn the main theme and central idea of this Surah ul Nasr</li> <li>• How it is effective in our real life?</li> </ul>	<ul style="list-style-type: none"> <li>• To learn and understand what is Barakah.</li> <li>• Learn about the relation between Mohammed and his uncle Abu-talib.</li> <li>• Learn about the story of Baheera.</li> <li>• Understand what Mohammed’s job was before he became a prophet.</li> <li>• Recognize the greatness in the prophet’s manners; honesty, saying only what is good.</li> <li>• Recognize why Mohammed was called as sadiq and Al-Ameen.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognize the importance of being good to our families.</li> <li>• Identify and explore ways to help our family members.</li> <li>• Identify ways to treat them nicely.</li> <li>• Love their parents and identify ways to treat them with great kindness and respect.</li> </ul>



# RAFFLES

WORLD ACADEMY

<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> <li>• Define what Wudoo' is.</li> <li>• Demonstrate the process of Wudoo' from Nllyah to Shahabad.</li> <li>• State the things that will void Wudoo.</li> </ul>	<ul style="list-style-type: none"> <li>• Learn and memorize the Hadeeth on purity.</li> <li>• Surat ul Ikhlas</li> <li>• What Quran says about the love of Our Prophet?</li> <li>• Memorization of Surah-ul-Adiyat Ayat 1-11</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the parents of Prophet Muhammad</li> <li>• Understand what Seerah is. - recognize how Allah rewarded Haleemah's family for their kindness.</li> <li>• Learn what happened to Mohammed (pbuh) when he returned to Makah.</li> <li>• Understand the importance of relationship between Mohammed and his grandfather.</li> <li>• Recognize the prophet character and why it is important to try and follow his example of being patient during sad and hard times.</li> <li>• To learn and understand what is an Orphan and the importance of taking care of him.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognize and understand that Allah watches us all the time; therefore, we should be honest all the time, and with all people.</li> <li>• Recognize that the Prophet was nicknamed As-Sadiq Al-Ameen,</li> <li>• To understand deeply that Allah is watching over us all the time.</li> </ul>
<ul style="list-style-type: none"> <li>• Identify Taqwa and understand its meaning.</li> <li>• Recognize how Allah is seeing and watching us all the time.</li> <li>• Identify Allah as Al-Basser, As-samee'</li> <li>• Identify and discuss ways in which we can turn to Allah when we have done something wrong.</li> </ul>	<ul style="list-style-type: none"> <li>• Learn and memorize Surat UL-Humazah</li> <li>• Learn Surah Al Falaq and understand why this surah was revealed?</li> <li>• Importance of learning this surah into real life.</li> </ul>	<ul style="list-style-type: none"> <li>• Learn and discuss who is Abdul-muttalib and Abraha.</li> <li>• Recognize and understand what Iman is.</li> <li>• Learn where AlKa'ba, Makah and Yemen are.</li> <li>• learn more about Mohammed's early life before he became a prophet.</li> <li>• Identify where Yathrib is and understand that is the birth of Prophet Muhammad.</li> </ul>	<ul style="list-style-type: none"> <li>• Students should be able to:</li> <li>• Identify ways to distinguish between real heroes and false ones.</li> <li>• Look up to real heroes of Islam and follow the footsteps of these great people.</li> <li>- understand and recognize the importance of honesty.</li> </ul>
<ul style="list-style-type: none"> <li>• Become inspired to think of Allah first, before anyone or anything else in our life.</li> <li>• Recognize that our God is the only one who created us.</li> </ul>	<ul style="list-style-type: none"> <li>• Learn and memorize the Hadeeth on Du'aa'</li> <li>• Learn Surat ul Nas</li> <li>• Main theme of Sarah an Naas and its application into real life</li> <li>• Importance of recitation of Holy Quran in our life</li> </ul>	<ul style="list-style-type: none"> <li>• Recognize that Prophet Nuh trusted Allah.</li> <li>• Explore reasons why we must trust Allah.</li> <li>• Recognize that trusting Allah will save us always in this life and in the other life.</li> <li>• Recognize that disobeying Allah and failing to trust Him</li> </ul>	<ul style="list-style-type: none"> <li>• Learn the basic facts about Al-Quds, the Holy Jerusalem and why it the third holiest place in Islam. And the importance of AL-Masjed ul-aqsa and Qubat us-Sakkrah.and</li> </ul>



		<p>cause people to fail and lose in this life and in the other life.</p> <ul style="list-style-type: none"> <li>• Read and discuss the story of Aam-ul-Feel.</li> </ul>	<p>that AL-Isra'WalMi'raj occurred there.</p> <ul style="list-style-type: none"> <li>• Understand the concept of Qudwah, or role model.</li> <li>• Recognize who should be the Muslim child' heroes and role models</li> <li>• Learn some inspiring facts and stories of Muslim role models.</li> <li>• Inspire the child to appreciate and admire his/her parents and teachers.</li> </ul>
<ul style="list-style-type: none"> <li>• Recognize that pleasing Allah first should be our main goal every day and throughout our whole life.</li> <li>• Understand the concept of Intention (NIYYah)</li> <li>• Describe how the intention to please Allah will lead us to do good deeds</li> </ul> <p>Recognize that saying millah helps us always think Allah before doing any good ng and make us maintain a od intention.</p> <ul style="list-style-type: none"> <li>• Recognize the name of Allah;</li> <li>• ( Al Awwal) the first)</li> </ul>	<ul style="list-style-type: none"> <li>• Practice a form of dhikr on daily basis.</li> <li>• Learn and memorize the Ayah on page B31 and the Hadeeth Shareef on page B36.</li> <li>• Learn hadith which tells us about afdal az zikr.</li> </ul>	<ul style="list-style-type: none"> <li>• Read and discuss the story of Prophet Ibrahim when he destroyed the idols of his people.</li> <li>• Recognize the lessons from Adam's life that it is important to obey Allah and disobey shaytan.</li> <li>• Identify prophet and his message</li> <li>• Define trust.</li> </ul>	<ul style="list-style-type: none"> <li>• Learn basic facts about Makkah.</li> <li>• Know where Makkah is and recognize it as the holiest city in Islam. And to learn that ALI-Ka'ba the holiest place in Islam.</li> <li>• Locate AL-Masjed Alharam.</li> <li>• Learn basic facts about Madinah.</li> <li>• Know the importance of AL-Masjed AL-Nabawi and that is the second holiest place in Islam.</li> </ul>



## Modern Foreign Languages

### Modern Foreign Languages (MFL)

Students from Grade 1-5 have the option of selecting French or Spanish for their MFL. In our Modern Foreign Languages programme, students will develop their skills and knowledge of their chosen language in four key areas. These are:

- Reading
- Writing
- Viewing and presenting
- Listening and speaking

Students will be levelled in each of the languages according to their ability to speak the languages as well as the number of years they have been speaking that language. It is not uncommon for students to start in the middle of the year, or come in grade 3, 4 or 5 with no experience in French/Spanish. The MFL teacher will ensure that the work is differentiated for children's levels and they will be supported at their level to learn their chosen language.





## Moral Social Cultural Studies

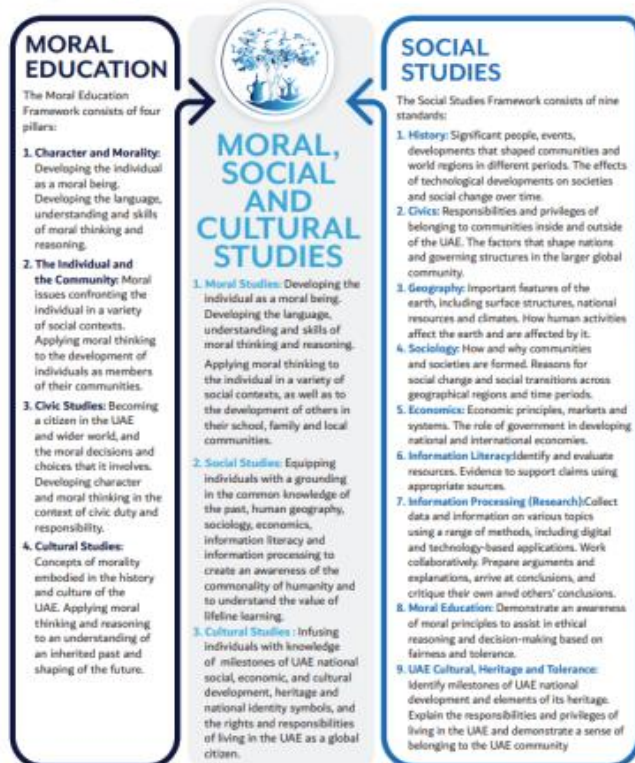
Moral, Social and Cultural Studies Grade 1-5 In line with UAE national priorities and the Dubai strategic plan 2021, schools in Dubai are required to incorporate the Ministry of Education UAE Moral, Social and Cultural Studies curriculum standards into their curricula. The rationale for this is to provide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

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

### Framework Transition Process

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

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



### Domains and Strands

**FIGURE 4**

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

	MORAL	SOCIAL	CULTURAL
<b>Description</b>	Developing the individual as a moral being. Developing the language, understanding and skills of moral thinking and reasoning. Applying moral thinking to the individual in a variety of social contexts, as well as to the development of others in their school, family and local communities.	Equipping individuals with a grounding in the common knowledge of the past, human geography, sociology, economics, information literacy and information processing to create an awareness of the commonality of humanity and to understand the value of lifetime learning.	Understanding how the governing structures and heritage of the UAE can lead to develop loyalty and sense of belonging to the UAE community and participating responsibly as a person living in the UAE society.
<b>Strands</b>	<ul style="list-style-type: none"> <li>Character and Morality</li> <li>Individual and Community</li> </ul>	<ul style="list-style-type: none"> <li>History</li> <li>Sociology</li> <li>Geography</li> <li>Economics</li> <li>Information Literacy</li> <li>Information Processing</li> </ul>	<ul style="list-style-type: none"> <li>Civics</li> <li>Heritage</li> </ul>
<b>Values</b>	<ul style="list-style-type: none"> <li>honesty</li> <li>tolerance</li> <li>respect</li> <li>responsibility</li> <li>thoughtfulness</li> <li>harmony</li> <li>courage</li> </ul>	<ul style="list-style-type: none"> <li>helpfulness</li> <li>moderation</li> <li>humility</li> <li>kindness</li> <li>consciousness</li> </ul>	<ul style="list-style-type: none"> <li>handling and understanding information</li> <li>critical thinking, problem solving</li> <li>decision making</li> <li>creativity</li> <li>working with others</li> <li>managing oneself</li> </ul>
<b>Character Traits</b>	<ul style="list-style-type: none"> <li>perseverance</li> <li>cooperation</li> <li>resilience</li> <li>self-control</li> <li>altruism</li> <li>ambition</li> <li>independence</li> </ul>	<ul style="list-style-type: none"> <li>hospitality</li> <li>grit</li> <li>self-confidence</li> <li>discipline</li> <li>wisdom</li> <li>generosity</li> <li>passion</li> </ul>	<ul style="list-style-type: none"> <li>solidarity</li> <li>recognising diversity and inclusivity</li> <li>civic duties</li> <li>respecting law and order</li> </ul>
<b>Social Competencies</b>			





## Visual Art

### Phase 3 - Responding

**Overall Expectation Phase 3:** Learners show an understanding that issues, beliefs and values can be explored in arts. They demonstrate an understanding that there are similarities and differences between different cultures, places and times. They analyse their own work and identify areas to revise to improve its quality. They use strategies, based on what they know, to interpret arts and understand the role of arts in our world.

**PYP Conceptual Understandings:**

- When experiencing arts, we make connections between different cultures, places and times.
- People explore issues, beliefs and values through arts.
- There are different kinds of audiences responding to different arts.
- We use what we know to interpret arts and deepen our understanding of ourselves and the world around us.

**Learning Objectives**

- Compare, contrast and categorize artworks from a range of cultures, places and times.
- Identify and consider the contexts in which artworks were made.
- Use their knowledge and experiences to make informed interpretations of artworks.
- Reflect on their own and others' creative processes to inform their thinking.
- Use relevant and insightful questions to extend their understanding.
- Recognize that different audiences respond in different ways to artworks.
- Provide constructive criticism when responding to artwork.

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 3 Creating**

**Overall Expectation Phase 3:** Learners show that, as artists, they can influence thinking and behavior through the arts they create. They think critically about their work and recognize that their personal interests, beliefs and values can inform their creative work. They show an understanding of the relationships between their work and that of others.

**PYP Conceptual Understandings:**

- Arts have the power to influence thinking and behavior.
- We make connections between our artwork and that of others to extend our thinking.
- We can explore our personal interests, beliefs and values through arts.

<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, patterns and tones that can be made with different drawing instruments on a range of surfaces.</li> <li>• Makes drawing based on his/her personal or imaginative life with step by step.</li> <li>• Explore shapes and as seen in natural and manufactured objects and become aware of the shape of shadows cast by 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).</li> <li>• Discover harmony and contrast in natural and manufactured objects.</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> <li>• Invent mixed-media pieces in both representational and non-representational modes.</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 3 - Creating				
<p><b>Overall Expectation Phase 3:</b> Learners show an understanding that issues, beliefs and values can be explored in arts. They demonstrate an understanding that there are similarities and differences between different cultures, places and times. They analyse their own work and identify areas to revise to improve its quality. They use strategies, based on what they know, to interpret arts and understand the role of arts in our world.</p> <p><b>PYP Conceptual Understandings:</b></p> <ul style="list-style-type: none"> <li>• When experiencing arts, we make connections between different cultures, places and times.</li> <li>• People explore issues, beliefs and values through arts.</li> <li>• There are different kinds of audiences responding to different arts.</li> <li>• We use what we know to interpret arts and deepen our understanding of ourselves and the world around us.</li> </ul>				
Singing (alone & with others)	Playing Instruments (alone & with others)	Music Reading & Notation	Listening, Analyzing & Describing Music	Evaluate music
<ul style="list-style-type: none"> <li>• Sings individually and in unison.</li> <li>• Sings and matches pitch</li> <li>• Sings with precise rhythm and steady beat</li> <li>• Sings the indicated dynamics without being too loud or too quiet</li> <li>• Sings with good posture</li> <li>• Sings rounds, ostinatos, and partner songs with help and occasional start-overs</li> </ul>	<ul style="list-style-type: none"> <li>• Plays a simple, familiar song on a keyboard or mallet</li> <li>• Echoes rhythmic or melodic patterns</li> <li>• Performs instruments individually and in a group</li> </ul>	<ul style="list-style-type: none"> <li>• Reads and writes whole, half, dotted half, and quarter notes and rests and connected eighth notes in <sup>1</sup> meter signature</li> <li>• Reads Do, Mi, Fa, Sol, and La on the treble clef using a system (that is, syllables, numbers, or letters)</li> <li>• Names and defines common music symbols and terms referring to dynamics, tempo, and articulation and interprets them correctly when performing</li> </ul>	<ul style="list-style-type: none"> <li>• Identifies by sight all the instruments of a standard Western orchestra and the families to which they belong, as well as common keyboard instruments</li> <li>• Categorizes percussion instruments as membranophone or idiophone</li> <li>• Understands that sounds are produced by vibrations</li> <li>• Listen and respond to different genres of music through movement.</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluates technical aspects of a live or taped performance using some appropriate musical vocabulary</li> <li>• Reflect and self-evaluate to improve overall performance.</li> </ul>



**Phase 3 - Creating**

**Overall Expectation Phase 3:** Learners show that, as artists, they can influence thinking and behavior through the arts they create.

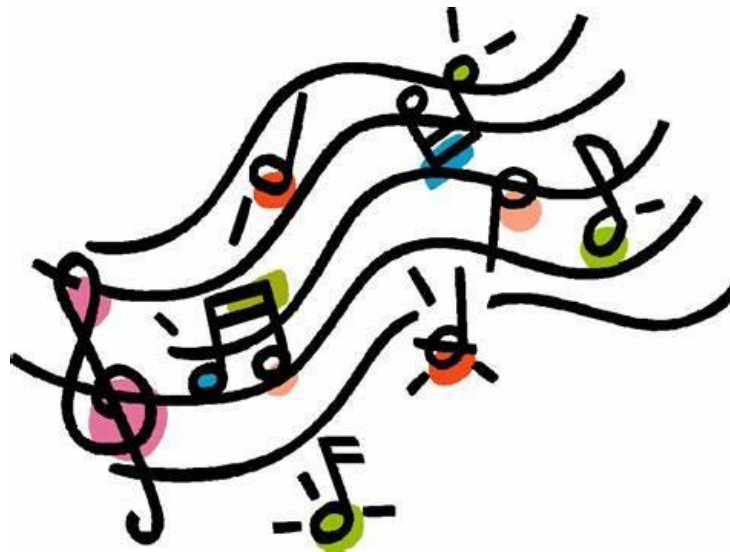
They think critically about their work and recognize that their personal interests, beliefs and values can inform their creative work.

They show an understanding of the relationships between their work and that of others.

**PYP Conceptual Understandings:**

- Arts have the power to influence thinking and behaviour.
- We make connections between our artwork and that of others to extend our thinking.
- We can explore our personal interests, beliefs and values through arts.

<b>Improvising</b>	<b>Composing &amp; Arranging</b>	<b>Keyboard &amp; IT Applications</b>
<ul style="list-style-type: none"><li>• Improvises simple rhythmic and melodic ostinato accompaniments for familiar songs</li></ul>	<ul style="list-style-type: none"><li>• Composes short melodies using do, mi, fa, sol, and la</li><li>• Create simple melodies following a given success criteria</li><li>• Creates and arranges music to accompany readings or dramatizations</li></ul>	<ul style="list-style-type: none"><li>• Uses music apps or websites to compose simple pieces or patterns</li></ul>





## Physical Education

At RWA we have created a rich and ongoing physical education program 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 2 will explore the following 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 dance</b> <ul style="list-style-type: none"><li>assume responsibility for a role in a group</li><li>celebrate the accomplishment of the group</li><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 2 students will do the following:

- begin exploring the different media for presenting information, both through presentations and through movies. They will begin with a recap and review of MS PowerPoint to create presentations.
- look into the use of MS Paint to create and design the digital art using shapes on the computer.
- Make use of Canva to create digital marketing materials such as digital logo, poster, flyer, banner or may be an invitation card. It is a free, easy to use application to create and publish resources.
- explore the foundation of collecting, presenting and analyzing data through the use of MS Excel where they will be required to create tables, input data and analyze those using formulae.
- build their foundations of robotics and coding through the annual Hour of Code (HOC) event, an initiative that enables students to learn the basics of coding through a fun and playful method. After progressing through the different stages of the HOC, students will further explore the mechanics of coding through the use of Scratch, a software that can be used to build games and animations using codes.
- Work on their designing and presenting skills by designing their own 3D model using the MS Paint 3D application.
- Make use of iMovie with that the students can view, edit, and share movies. Students can create a dynamic presentation with information and images.

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





## 21st Century Classrooms Programme

For several years, Raffles World Academy (RWA) has focused on enhancing our approach towards 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.

Through our *21<sup>st</sup> Century Classrooms* programme, we aim to develop our students as successful and responsible 21<sup>st</sup> century learners, enhancing 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 2 – 12** are required to bring their own device to school to enhance their learning.

In **Grades 2-5**, students will be required to bring their own **tablet device** which they will be using in the classroom for various tasks such as researching, accessing online learning resources, undertaking online assessments and creating products such as movies. For this device we **strongly recommend an Apple iPad**, which we have been successfully using in classrooms at the school for the past several years. On these devices students will need a small number of apps that they will use in class to support their learning (e.g. movie making apps); we will endeavour to keep this app list as short as possible and with minimal cost to parents.

### 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





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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.

## Device Specifications

The following tables will help you in selecting and purchasing a device for your child to use while they are at RWA. In Grades 2-5 we strongly recommend an **Apple iPad**.

<b>Device Type</b>	<b>Recommended</b> iPad (9th Gen or Latest) / 2 <sup>nd</sup> option Android Latest (12 and above)
<b>Screen Size</b>	10 inch or More
<b>Storage</b>	128 GB or More
<b>Other requirements</b>	Students will require a set of headphones/earphones. We also strongly recommend that they have a screen protector and protective case for their device.

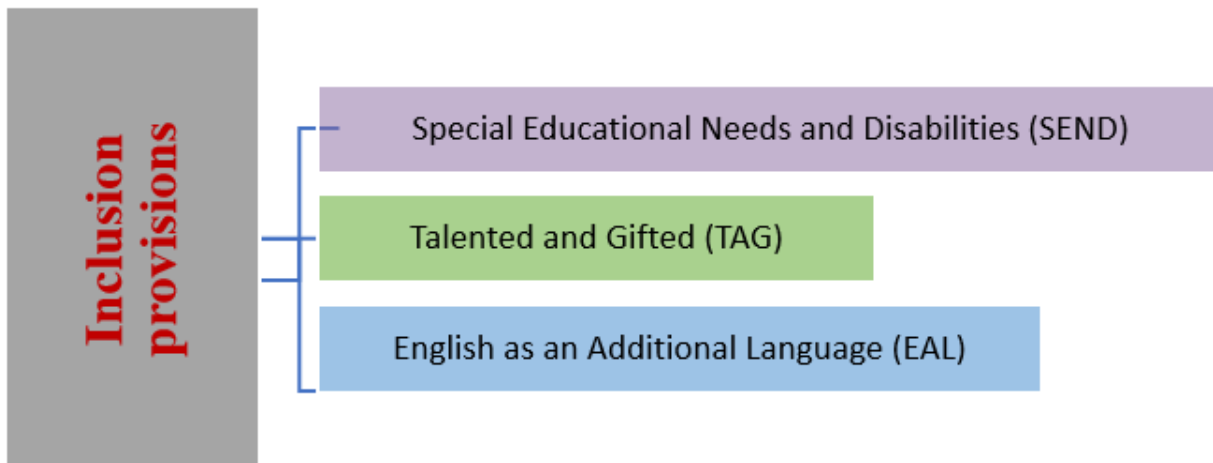


## Student Inclusion

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

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



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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 is 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, 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.

### **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.



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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.



## Mother Tongue Programme

At RWA, we have a diverse range of mother tongue offerings for native speakers of these languages. These programmes are designed for native speakers of these languages and are not for students who are not proficient in the language.

If you are interested in your child accessing either of these Mother Tongue programmes in grade 2, please contact the following coordinators for more information:

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

### Important Information

- Some grade 2 mother tongue classes run during school and some run after school (depending on the number of enrollments).
- 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.





## 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 – 3.45pm**
- **Paid CCAs: 2.50 – 3.45pm**

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; Friday is a shortened day and there are no teacher-led CCAs.





## Frequently Asked Questions

### **How do you ensure the quality of your teachers?**

As a school we have very high expectations of our teachers. We are rated by the KHDA as ‘very good’ and this has come about through these high standards. Our teachers are fully certified approved by the Knowledge and Human Development Authority (KHDA). We recruit passionate and committed teachers who have experience in the field. Our teachers are well-educated and nurturing people who respect the children’s need for security while encouraging autonomy.

All staff undergo a comprehensive background checks, medical exam, security clearance and child wellbeing training prior to starting. Additionally, we provide teachers with ongoing professional development and enable teachers to attend conferences and workshops to bring back new concepts, methods, and materials. Our teachers work closely with the PYP coordinator to plan quality learning experiences for students.

### **How does RWA make sure that learning is personal for students?**

RWA is an inclusive school; we take in students with varying needs, abilities and levels. Individualized learning in a preschool setting can take on many different forms. Students are continually assessed by the teacher (mainly through teacher observations and activities) and based on these, the students learning is guided. While all students in the one bubble/class may be learning about the same topics or concepts, a teacher can vary the level of challenge, or support, in a given activity to ensure they cater for individual learning needs.

### **My child does not speak English, how do you work with children who do not speak English?**

It is not uncommon for children to start at the school with little or no English. Our teachers are skilled in making each child feel welcome and engaged and supported in the learning process. Children learn languages quickly, and our teachers work hard to ensure student develop their language skills quickly. Additionally, in grade 1-5 we have intensive English language support for students with little or no English to help support them through our ‘English as an Additional Language’ (EAL) programme.

### **How can I find out how my child is doing and what is happening in the classroom?**

There are various ways that the school will communicate with you. The most common is through the weekly email sent each Thursday. We also have Toddle which is an online learning journal used to communicate and share evidence of your child’s weekly activities that done both in and out of the classroom. Other than this we have parent information sessions, report cards and parent-teacher meetings, and a range of other formal and informal ways that we keep you informed of your child’s learning.



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### **Do I need to provide school supplies?**

There is a list of day-to-day supplies (e.g. pencils, glue, etc.) you will need to provide at the start of the year. The classroom teacher will advise if/when any of these runs low so that you can replenish these.

### **What should I do if my child loses an item?**

Please ensure that you label all your child's belongings. Lost and found items are kept in a basket in the class or in the central lost property in the cafeteria (any unclaimed items at the end of the year are donated). Personal belongings should be kept in a bag or backpack, which will be stored in the classroom cubbies.

### **What happens if I am late picking up my child?**

Being on-time at the end of class is important for your child. In case you are late due to unforeseeable circumstances, please contact the school secretary, Ms. Raquel on +971 4 4271357. In these cases, a teacher or assistant will stay with your child until a parent arrives.