



RAFFLES
WORLD ACADEMY



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Grade 3 Curriculum Guide for Parents

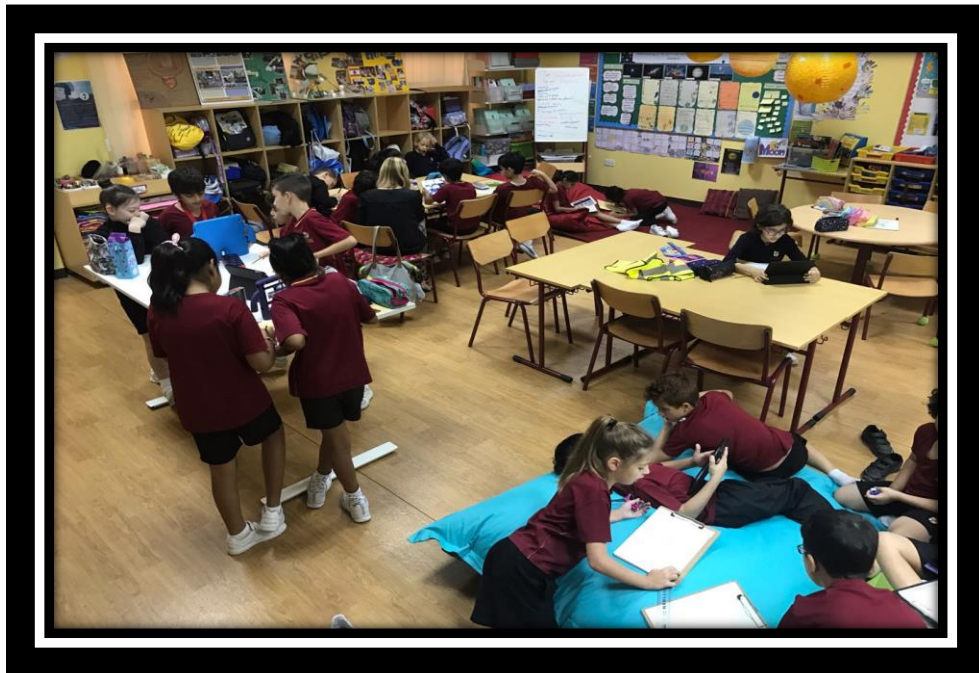
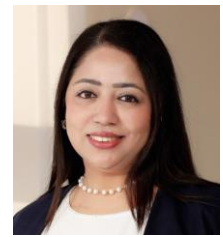




Table of Contents

Head of Primary's Welcome	1
Class Timings and Timetable Structure	2
Our Guiding Statements3	
Development Characteristics of a Grade 3 Child	4
The IB Primary Years Programme: Key Information	7
Assessment at RWA	11
Programme of Inquiry	14
Language Arts (English)	17
Mathematics	20
Science	23
Arabic A	25
Arabic B	27
Islamic A	28
Islamic B.....	31
Modern Foreign Languages and Mother Tongue	34
Moral Social Cultural Studies.....	35
Visual Art	37
Performing Arts (Music)	40
Physical Education	43
Information and Communications Technology	45
21 st Century Classrooms Programme	46
Student Inclusion	48
Co-curricular Activities	51



Dear Parents, Guardians and Care-givers,

It is my great pleasure to extend to you a very warm welcome to Raffles World Academy (RWA). This Curriculum Guide provides information about the curriculum, our approach to teaching and learning in Grade 3 and tries to answer many of the questions that you may have. If you do not find answers to your questions, please do not hesitate to speak to your child's teacher, and if you still have questions contact any one of the following members of the leadership team for further clarification:

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

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

Our nurturing Grade 3 staff members provide an atmosphere in which life-long learners develop in a safe and secure environment. Students are encouraged to take risks and to share their ideas, thoughts, and use problem-solving strategies during a wide-range of learning activities. We are committed to providing a variety of learning opportunities and experiences that are based on the interests, strengths, and needs of our students, and in laying the foundation for success in learning. As a school, we truly focus on helping the whole child to grow, focusing on physical, social, emotional, cognitive and linguistic development.

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

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

Best regards,

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

Class Timings and Timetable Structure

Class Timings

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

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

Timetable Structure: Grade 3

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)
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)
Total	55 lessons (27.5 hours)

Our Guiding Statements

Our Vision:

Providing world-class education

Our Mission:

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

Our Philosophy:

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

Core Values:

Achievement | Collaboration | Innovation | Integrity | Respect | Responsibility

Our Motto:

Towards Excellence



Development Characteristics of a Grade 3 Child

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

The following section should be seen as a 'rough guide' for some of the key developments your child may make in Grade 3. Although most of the children entering Grade 3 are eight turning nine, some are younger and others are older, one youngster may be expected to differ widely from others in their group. The most important thing to understand the development's your child may be undergoing is to maintain an open, honest and respectful relationship with your child. This will mean that they feel comfortable to talk through their triumphs, challenges and issues.

If you would like to know more about any of the following, or speak to someone regarding this, feel free to contact your child's teacher who can put you in touch with our very supportive and knowledgeable school counselors.

Physical development

- Slow, steady growth continues; girls commonly larger than boys
- Great energy; daring
- Permanent teeth continue to appear.
- Eye-hand coordination good; crafts and shop work are suitable
- Eyes almost adult size; capable of doing close work with less strain

Social and emotional development

- Friendships become very important – mostly same gender
- Concern at thoughts of others about them
- Define themselves by appearance, possessions, and activities.
- Often unsure about changes in settings
- Become aware of their body slowly changing as well as noticing changes in their peers.
- Express feelings with words
- Able to manage transitions
- Can be competitive when playing games
- More aware of being recognized when becoming involved and excelling in academics and athletics.
- Able to identify consequences of actions
- Become more aware of people's opinions
- Able to resolve conflicts with friends



Language and communication skills

- Likely to be fluent in speaking, using all speech sounds including consonant blends (like the sounds in 'thistle'),
- Complex sentences with few grammatical errors and good control of rate, pitch, and volume.
- Language is generally polite and includes phrases like 'please' and 'thank you' when appropriate,
- Increasingly influenced by peers
- Coded playground slang may be used to try to slip some words under adult radar.

Intellectual development

- Can reason and apply logic to problems
- Can transfer information from one situation and use in another
- Becoming more creative in play
- Reading and writing confidently Increasing preferences for subjects
- Understanding of special concepts including the ability to give directions improves
- Attention becomes more controlled, adaptable and playful.
- Uses memory strategies of rehearsal and organization.
- Awareness of the importance of memory strategies and the impact of psychological factors (attention, Motivation) in task performances improves.

How Adults Can Help

- Provide opportunities for group planning and discussion
- Make sure that disciplinary measures are consistent - be firm but loving
- Provide games, or physical activities in which they can compete
- Provide regular examinations by doctors and dentist
- Develop good health habits
- Encourage interest in various activities such as arts and crafts, collections, care for pets
- Provide opportunities for child to associate with others of their own gender
- Develop habits of tidiness
- Give them a part in some aspects of family planning; responsibility at home
- Encourage activities which will bring about spiritual and moral development
- Learn how they feel about things
- Praise them for good work and commendable behaviour
- Give them an opportunity to earn an allowance
- Set an example of thoughtfulness and kindness

Tips for Communicating with Children

- Have a conversation on topics that interest them. Be available when your kids are most likely to talk (e.g. bedtime, before dinner, in the car)
- Find time each week for a one-on-one activity with each child, and avoid scheduling other activities during that time.
- Initiate conversations it lets your kids know you care about what's happening in their lives.
- Listen when your children are talking about concerns, stop whatever you are doing.

- Let them complete their point before you respond. Express interest
- Repeat what you heard them say to ensure that you understand them correctly.
- Soften strong reactions; kids will tune you out if you appear angry or defensive.
- Express your opinion without putting down theirs; acknowledge that it's okay to disagree.
- Resist arguing about who is right. Instead say, "I know you disagree, but it is what I think." Talk to your children — don't lecture, criticize, threaten or say hurtful things.
- Kids learn by imitating. Most often, they will follow your lead in how they deal with anger, solve problems and work through difficult feelings.
- Be sensitive to what your children need from you in a conversation, such as advice, simply listening, help in dealing with feelings or help solving a problem.
- Realize your children may test you by telling you a small part of what is bothering them. Listen carefully to what they say, encourage them to talk and they may share the rest of the story.



The IB Primary Years Programme (PYP): Key Information

International Baccalaureate (IB) Learner Profile

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

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

The 5 Essential Elements of the PYP

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



Knowledge: What do we want students to know?

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

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

Concepts: What do we want students to understand?

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

- **Form:** What is it like?
 - Observing, identifying, describing and categorizing.
- **Function:** How does it work?
 - Analyse the function, role, behavior and the ways in which things work.
- **Causation:** Why is it like it is?
 - Prompting students to ask “Why?” and of helping them to recognize that actions and events have reasons and consequences.
- **Change:** How is it changing?
 - Realization that we are growing up in a world where the pace of change is accelerating.
- **Connection:** How is it connected to other things?
 - Helps focus on the relationships within and among systems are often complex, and that changes in one aspect of a system will have consequences, even though these may not be immediately apparent; that we must consider the impact of our actions on others, whether at the immediate, personal level or at the level of far-reaching decisions affecting environments and communities.
- **Perspective:** What are the points of view?
 - Helping students reject simplistic, biased interpretations, towards seeking and considering the points of view of others, and towards developing defensible interpretations.
- **Responsibility:** What is our responsibility?

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

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

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

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

Action: How do we want the students to act?

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

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



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

Assessment at RWA



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

The purposes of assessments are to:

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

The Reporting Cycle

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

Three Way Goal Setting Conferences

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

Parent Teacher Conferences

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

Student Led Conferences

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

Written Reports



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

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

Student Portfolios

Each student at RWA has a student portfolio using an online platform called *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

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

Grade 3 students set homework each week includes reading and spelling. In Grades 3-5; while we still want them to have balance, we also recognize that students need to develop key self-management skills at home such as organization, research and time management. Students' homework in G3-5 will be focused on two key areas **reading** (which is compulsory across the whole primary school – **at least 20 minutes each day**), math and times tables practice, as well as **inquiry projects**. These independent inquiries will take place over the course of a unit to allow students time to inquire deeply into the topics, as well as allowing them and their parents flexibility in managing their time (i.e. some weeks may be busy with sport, family commitments, etc. and students may not do any of these this week but can always catch up the following week).

Standardized Assessments



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

- **Cognitive Abilities Test (CAT4; Grade 2-5)**: Grade 1 students take this assessment annually, along with G2-5 every 2-3 years (the life of the assessment means it does not need to be an annual assessment).
- **GL Progress Tests (PTE/PTM/PTS; English, math and science)**: KG1 – Grade 5; done annually at the end of the academic year.
- **New Group Reading Test (NGRT)**: Grade 1-5; done at 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 gain information on 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 us to build a complete picture of a pupil’s motivation, attitude and engagement in learning.

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

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

What is the CAT4 assessment?



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

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

How are the results from the standardized assessments used?

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

What content might be covered in these assessments?

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




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

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




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

Programme of Inquiry (POI)

As mentioned in the previous section, the PYP curriculum model is built on a framework of 6 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 3 in the order that they will be taught.

<p style="text-align: center;">Who We Are</p>  <p>An inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities and cultures,; rights and responsibilities; what it means to be human.</p>	<p style="text-align: center;"><u>Unit 1: Resilience</u></p> <p>Central Idea Resilience can allow people to overcome challenges in a positive way.</p> <p>Key Concepts Form, change and perspective</p> <p>Lines of Inquiry</p> <ul style="list-style-type: none"> • Stages of resilience • Positive approaches to challenges • Growth mindset
<p style="text-align: center;">Where We Are in Place and Time</p>  <p>An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives.</p>	<p style="text-align: center;"><u>Unit 2: Earth and Space</u></p> <p>Central Idea Understanding of Earth and space advances through discovery.</p> <p>Key Concepts Form, function and change</p> <p>Lines of Inquiry</p> <ul style="list-style-type: none"> • Characteristics of the universe • Movements of objects in our solar system and the universe • Human initiative to explore the universe
<p style="text-align: center;">How the World Works</p>  <p>An inquiry into the natural world and its laws; the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment.</p>	<p style="text-align: center;"><u>Unit 3: States of Matter</u></p> <p>Central Idea Changes to states of matter can shape the world in positive and negative ways.</p> <p>Key Concepts Function, change, connection</p> <p>Lines of Inquiry</p> <ul style="list-style-type: none"> • States of matter • Changes of states of matter • The effect of matter on our world



<p style="text-align: center;">How We Organize Ourselves</p>  <p>An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations; societal decision-making; economic activities and their impact on humankind and the environment.</p>	<p style="text-align: center;"><u>Unit 4: Systems and Communities</u></p> <p>Central Idea Modern communities develop systems and plans to support the environment.</p> <p>Key Concepts Change, function, responsibility</p> <p>Lines of Inquiry</p> <ul style="list-style-type: none"> • Needs and wants of communities • Developing communities • Modern communities
<p style="text-align: center;">How We Express Ourselves</p>  <p>An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.</p>	<p style="text-align: center;"><u>Unit 5: Movement and Sound</u></p> <p>Central Idea Movement and sound can be used creatively to express different emotions.</p> <p>Key Concepts Function, causation and connection</p> <p>Lines of Inquiry</p> <ul style="list-style-type: none"> • Sound • Movement and sound • Expression and emotion
<p style="text-align: center;">Sharing the Planet</p>  <p>An inquiry into rights and responsibilities in the struggle to share finite resources with other people and with other living things; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution.</p>	<p style="text-align: center;"><u>Unit 6: Conflict Resolution</u></p> <p>Central Idea Finding resolutions to conflicts between people may lead to a better quality of human life.</p> <p>Key Concepts Function, perspective and responsibility</p> <p>Lines of Inquiry</p> <ul style="list-style-type: none"> • Perspectives and conflict • Resolving conflict • People’s responsibility to communities

Field Trips

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

Language Arts (English)

At RWA, we believe that learners' needs are best served when they have opportunities to engage in learning within meaningful contexts, rather than the learning of language as an isolated series of skills that need to be acquired. Our teachers plan learning experiences that enable learners to develop language within meaningful and enjoyable contexts, learners are able to make connections, apply and transfer their learning to different situations. The programme of inquiry provides an authentic context for learners to develop and use language. Below are the Learning Objectives for Language Arts (English) for Grade 5 under the four strands of 'Reading', 'Writing', 'Viewing and Presenting' and 'Speaking and Listening'.

Language Arts Learning Objectives

Writing

- Plan writing using writing of a similar style or genre to help them
- Organise paragraphs around a theme
- Use headings, sub-headings, labels, captions and other devices when writing non-fiction
- Identify and use possessive apostrophes in writing to indicate possession, including with plural nouns
- Use a dictionary with competence and confidence to check spellings
- Plan appropriately (eg story map) to structure their writing
- Create well-thought out characters when writing a story
- Create a suitable plot when writing a story
- Create appropriate and realistic settings when writing a story
- Build an increasingly rich and varied vocabulary
- Use an increasing range of sentence structures
- Propose changes to grammar and vocabulary to improve their work
- Assess their own writing and suggest realistic improvements
- Re-read/correct their own writing to look for punctuation or spelling errors
- Respond to the writing of others sensitively
- Read aloud their own writing, using appropriate intonation and in such a way that the meaning is clear
- Use the 'present perfect' form of verbs as well as the 'past' tense correctly
- Identify adverbials and use these in their own writing, including fronted adverbials
- Use commas correctly, including after fronted adverbials
- Use correct punctuation when writing direct speech
- Use imperative verbs and sequenced points when writing instructions
- Express time and cause using conjunctions, adverbs and prepositions
- Identify verbs, nouns, pronouns, adjectives, adverbs, prepositions and conjunctions
- Add or remove common prefixes and suffixes, and be able to say how they affect meaning
- Spell less common homophones

Reading

- Use knowledge of alternative phonemes as a decoding strategy when reading unfamiliar or forgotten words
- Recognise common prefixes and suffixes and understand their common meanings
- Know how to skim and scan texts to decide whether they will be useful, before attempting to read in detail
- List the key points in a short text
- Distinguish between fiction and non-fiction and select books appropriate to specific purposes
- Identify the main idea drawn from more than one paragraph and summarise these
- Record what they have learned from a non-fiction text
- Explain the meaning of words in context
- Ask questions to help them understand a text
- Talk about and express a familiarity with a range of fairy stories, myths and traditional tales; re-tell some well-known examples
- Remember and comment on particular words and phrases in stories or other books
- Predict what might happen at any point
- Understand and respond to the ideas, feelings and attitudes expressed in various texts, showing empathy for characters
- Describe characters' feelings, thoughts and motives and give reasons for opinions
- Compare books; make comparisons with books, give reasons why particular parts may be better or worse than others
- Recognize the author's purpose, for example, to inform, entertain, persuade, instruct
- Use and apply a range of decoding strategies
- Use their existing knowledge of root words to help them decode or read unfamiliar words
- Read poems for themselves and listen to and learn, poems of different sorts (narrative, free verse) beyond their own reading level
- Perform poems and oral stories using appropriate intonation and expression

Speaking and Listening

- Take an active part in role play, performances, presentations and discussions
- Ask relevant questions to find information and extend understanding
- Make predictions, express or describe something imaginary and explore an idea
- Articulate answers and give opinions, giving reasons
- Listen with attention and respond appropriately to both adults and children

Viewing and Presenting

- Understand and explain how visual effects can be used to reflect a particular context
- Observe and discuss the choice and composition of visual presentations and explain how they contribute to meaning and impact, for example, facial expressions, speech bubbles, word images to convey sound effects
- Design posters and charts, using shapes, colours, symbols, layout and fonts, to achieve particular effects; explain how the desired effect is achieved
- Describe personal reactions to visual messages; reflect on why others may perceive the images differently
- Discuss a newspaper report and tell how words and pictures work together to convey a particular message
- Interpret visual cues in order to analyse and make inferences about the intention of the message

Mathematics

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

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

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

Math Learning Objectives

Number

- Count in multiples of 6, 7, and 9, 25 and 1000
- Find 1000 more or less than given number
- Count backwards through zero to include negative numbers
- Recognize the place value of each digit in a four digit number (thousands, hundreds, tens and ones)
- Order and compare numbers beyond 1000
- Identify, represent and estimate numbers using different representations
- Round any number to the nearest 10,100 or 1000
- Solve number and practical problems involving the above and with increasingly large positive numbers
- Read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of zero and place value



- Add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate.
- Estimate and use inverse operations to check answers to calculation.
- Solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why.
- Recall and use multiplication and division facts for multiplication tables up to 12 x 12.
- Use place value, known and derived facts to multiply and divide mentally, including multiplying by 0 and 1; dividing by 1; multiplying together three numbers.
- Recognize and use factor pairs and commutatively in mental calculations.
- Multiply two digit and three digit numbers by a one-digit number using formal written layout.
- Solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by one digit, integer scaling problems and harder correspondence problems such as (n) objects are connected to objects.
- Recognize and show, using diagrams, families of common equivalent fractions.
- Count up and down in hundredths; recognize that hundredths arise when dividing an object by one hundred and dividing tenths by ten.
- Solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number.
- Add and subtract fractions with the same denominator.
- Recognize and write decimal equivalents of any number of tenths or hundredths.
- Recognize and write decimal equivalents to $\frac{1}{4}$, $\frac{1}{2}$, $\frac{3}{4}$
- Find the effect of dividing a one or two digit number by 10 or 100, identifying the value of the digits in the answer as ones, tenths and hundredths.
- Round decimals with one decimal place to the nearest whole number.
- Compare numbers with the same number of decimal places up to two decimal places.

Measurement

- Convert between different units of measure e.g. hour to minute.
- Read, write & convert time between analogue and digital 12 and 24-hour clocks.
- Solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days
- Solve simple measure and money problems involving fractions and decimals to two decimal places.
- Estimate, compare and calculate different measures, including money in pounds and pence
- Measure and calculate the perimeter of a rectilinear figure (including squares) in centimeters and meters
- Convert between different units of measure [for example, kilometer to meter]
- Find the area of rectilinear shapes by counting squares

Shape and Space

- Identify acute and obtuse angles and compare and order angles up to two right angles by size.
- Compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes.



- Identify lines of symmetry in 2D shapes presented in different orientations.
- Complete an simple symmetric figure with respect to a specific line of symmetry
- Describe positions on a 2D grid as coordinates in the first quadrant.
- Describe movements between positions as translations of a given unit to the left/ right and up/ down.
- Plot specified points and draw sides to complete a given polygon

Data Handling

- Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs.
- Solve comparison, summand difference problems using information presented in bar charts, pictograms, tables and other graphs.
- 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 in the life of a PYP student (i.e. students will cover these every year during their PYP journey at RWA). There is also a focus on students developing their understanding of key content, which is grade level specific.

Science Learning Objectives

Skills

- Identify or generate a question or problem to be explored
- Make and test predictions
- Plan and carry out systematic investigations, manipulating variables as necessary
- Observe carefully in order to gather data
- Use a variety of instruments and tools to measure data accurately
- Interpret and 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

- Model how the rotation of the Earth leads to day and night
- Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.
- Describe the movement of the Earth, and other planets, relative to the Sun in the solar system.



- Know that the Earth takes approximately one year to orbit the Sun, rotating as it moves.
- Describe the movement of the moon relative to the Earth.
- Describe the Sun, Earth and Moon as approximately spherical bodies.
- Research the life and discoveries of scientists that explored the solar system and the stars.
- Identify how sounds are made, associating some of them with something vibrating
- Recognise that vibrations from sounds travel through a medium to the ear.
- Know that we hear sound when it enters our ears.
- Recognise that sounds get fainter as the distance from the sound source increases.
- Investigate how sound can travel through different materials; and that some materials prevent sound from travelling through them.
- Find patterns between the volume of a sound and the strength of the vibrations that produced it.
- Find patterns between the pitch of a sound and features of the object that produced it.
- Compare and group materials together, according to whether they are solids, liquids or gases.
- Observe that materials change state when they are heated or cooled.
- Explore how materials can be mixed and how it is sometimes possible to separate them again.
- Explore how some solids dissolve in water to form solutions and, although the solid cannot be seen, the substance is still present.
- Can distinguish between reversible and irreversible changes.
- Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.
- Identify common appliances that run on electricity.
- Recognise some common conductors and insulators, and associate metals with being good conductors.
- Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers.
- Can represent series circuits with diagrams and conventional symbols.
- Identify which part of the circuit is the source of electricity.
- Identify whether or not a lamp will light in a circuit, based on whether or not the lamp is part of a complete loop with a battery.
- Can predict and test the effects of making changes to circuits including the number and types of components.
- Recognise a switch opens and closes a circuit and associate this with whether or not a lamp lights up.
- Recognise that living things can be grouped in a variety of ways
- Explore and use classification keys to group, identify and name living things in different environments.
- Recognise that environments can change and that this can sometimes pose dangers to living things.
- Know that food chains begin with a plant (the producer), which uses energy from the sun.
- Construct and interpret a variety of food chains, identifying producers, consumers, predators and prey.
- Identify the different types of teeth in humans and their simple functions
- Describe the simple functions of the basic parts of the digestive system in humans
- Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials



- Predict whether two magnets will attract or repel each other, depending on which poles are facing.
- Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers
- Explore the requirements of plants for life and growth (air, light - photosynthesis, water, nutrients from soil, and room to grow) and how they vary from plant to plant.



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>* يحصل المتعلم على معلومات من عدة مصادر (الموسوعات، القصص، أشرطة الفيديو، الشبكة المعلوماتية، الأقراص المضغوطة).</p> <p>* ينفذ المتعلم مستقلاً أو ضمن مجموعات صغيرة مشروعات بحثية قصيرة مركزة تبني معرفته عن موضوع معين.</p> <p>* يُنشئ المتعلم جملة اسمية بسيطة (المبتدأ + الخبر المفرد)، وممتدة (المبتدأ + الصفة + الخبر المفرد) (المبتدأ + مضاف إليه + الخبر المفرد) (المبتدأ + شبه جملة + الخبر المفرد) محاكياً نمطاً.</p> <p>* يكتب المتعلم كلمات مألوفة تتكون من (3-6 حروف)، مكتسبة من محيطه اللغوي (إملاء منقول).</p> <p>* يلخص المتعلم أحد النصوص اللغوية، ويعرض النتائج أمام زملائه مستخدماً الوسائل الملائمة (الصور، الترسيّات). يوثق المتعلم مصادر المعلومات بشكل صحيح.</p> <p>* يُنشئ المتعلم جملة فعلية بسيطة (الفاعل + المفعول به)، وجملة فعلية ممتدة (الفاعل + المفعول به + صفة + المفعول به) محاكياً نمطاً.</p> <p>* يكتب المتعلم الكلمات المبدوءة بهزمة وصل أو قطع كتابة صحيحة.</p> <p>* يُنشئ المتعلم فقرة واحدة، ويطور فكرة رئيسية، ويضمّن حقائق وتفاصيل داعمة.</p> <p>* يُنشئ نصوصاً مقروءة بخط واضح مرتب تبرز اعتناؤه بما يكتب تاركاً هامشاً عن يمين الصفحة ويسارها.</p> <p>* يُكوّن المتعلم جملاً نداءً (ب) (محاكياً نمطاً).</p> <p>* يُحوّل المتعلم جملاً اسمية إلى جملة (كان) وجملة (إن) محاكياً نمطاً.</p> <p>* يكتب المتعلم الكلمات بعد وصل بدايتها بالحروف (الباء، الكاف، اللام، الفاء) كتابة صحيحة.</p> <p>* يراجع المتعلم ما يكتبه المسوّدة (لتحسين مستوى الكتابة، وتحقيق التماسك والتتابع</p>	<p>* يوضّح المتعلم الأنماط التنظيمية للمطبوعات، مثال: صفحة، جدول المحتويات، الفصول، مسرد المصطلحات، الفهرس، إلخ، متمكناً من استخدامها بطريقة صحيحة.</p> <p>* يؤظف المتعلم معرفته بالمطبوعات لدى قيامه بالبحث عن معلومات بوسائل رقمية أو من خلال الرسوم البيانية) مثال: خرائط بسيطة أو جداول).</p> <p>* يظهر المتعلم فهماً بتوافق الصوت-الرمز وعلاقته بعدة أنماط صوتية مختلفة) واو الجماعة، اللام الشمسية، اللام القمرية، التنوين.</p> <p>* يطبّق المتعلم معرفته بقواعد الصوتيات ليقراً الكلمات المألوفة ويهجي الكلمات غير المألوفة ومتعددة المقاطع.</p> <p>* يحذف المتعلم صوتاً في كلمة متعددة المقاطع ليكون كلمة جديدة، مثال: تستبدلون - تستبدلون.</p> <p>* يؤظف المتعلم العلاقات بين بعض المفردات الشائعة في الاستخدام، موظفاً السياق لفهم معاني المفردات، مثل: بذور، زراعة، تربة، جذور، شمس.</p> <p>* يقرأ المتعلم قراءة جهريّة سليمة مراعيًا التنغيم والضبط السليم في حدود) 45(كلمة في الدقيقة الواحدة.</p> <p>* يقرأ المتعلم قراءة سليمة نصوصاً تخلو بعض كلماتها البسيطة من الضبط معتمداً على السياق.</p> <p>* يُجيب المتعلم عن أسئلة تظهر فهمه للفكر الرئيسية والفكر الفرعية مستعياً بالنص.</p> <p>* يطرح المتعلم أسئلة عن الفكرة الرئيسية والفكر الفرعية في نصوص شعرية، مبدئياً رأيه في المضمون.</p> <p>* يحدّد المتعلم تطوّر الأحداث، موضعاً الصراع بأوقاعه، والبداية والوسط والنهاية والمغزى.</p> <p>* يصف المتعلم الشخصيات الرئيسية في القصة، أو الحكاية الرمزية، أو الحكاية الخرافية.</p> <p>* يحدّد المتعلم الحوار في النص الأدبي (قصة/مسرحية) ودوره في الكشف عن طبيعة الشخصيات (طيب، شرير، شجاع، أناني) من خلال أقوالها وأفعالها وأشكالها المرسومة.</p> <p>* يُفسّر المتعلم الكلمات والعبارات المستخدمة في النصوص الأدبية، مميزاً بين الاستخدامات الحقيقية والمجازية.</p> <p>* يحدّد المتعلم أدوات الربط المتعلقة بالزمن، وتسلسل الأحداث، والسبب والنتيجة لوصف العلاقة بين الأحداث في النصوص الأدبية، مثل: كيف عجلّ الحدث الأول في وقوع الأحداث اللاحقة) * يميّز المتعلم الأشكال العامة للنصوص الأدبية (قصيدة، قصة، مسرحية....)</p> <p>* يصف المتعلم الأنماط التركيبية لأنواع مختلفة من الأشكال العامة للنصوص، مستخدماً المصطلحات الصحيحة للرجوع إليها) مثل: المقدمة، والخاتمة، والمقطع الشعري، والفصل من المسرحية).</p>	<p>* يستمع المتعلم إلى نص سردي ويختار عنواناً له مقترحاً خواتيم بديلة.</p> <p>* يستمع المتعلم إلى نص يتضمن آراء متعددة) حوار حديث إذاعي بسيط عن موضوع يتصل بقضية اجتماعية/ إنسانية من مثل: النظافة - مساعدة الآخرين ويوازن بين آراء المتحدثين مبدئياً رأيه.</p> <p>* يجمع المتعلم كلمات من محيط لغوي واحد، موضحاً الفرق في دلالاتها.</p> <p>* يولد المتعلم كلمات جديدة من جذر لغوي واحد.</p> <p>* يستمع المتعلم إلى نص يتضمن آراء متعددة) حوار... حديث إذاعي بسيط (عن موضوع يتصل بقضية اجتماعية/ إنسانية من مثل: النظافة - مساعدة الآخرين ويوازن بين آراء المتحدثين مبدئياً رأيه.</p> <p>* يوازن المتعلم بين أقوال ومواقف شخصيتين في قصة واقعية مع ذكر التفاصيل الكافية، ويحجّب عن الأسئلة للتوضيح مستخدماً اللغة العربية الفصيحة.</p> <p>* يوازن المتعلم بين أقوال ومواقف شخصيتين في قصة واقعية مع ذكر التفاصيل الكافية، ويحجّب عن الأسئلة للتوضيح مستخدماً اللغة العربية الفصيحة.</p> <p>* يُقدّم عرضاً تقديمياً شفويّاً عن خبرات شخصيّة محدداً فيه الزمان والمكان باستخدام اللغة الفصيحة منوّعاً أساليبه لجذب المستمعين وتشويقهم متفاعلاً معهم من خلال إجابته عن أسئلتهم.</p> <p>* يحدّد المتعلم علاقات التضاد والترادف بين الكلمات.</p> <p>* يستبدل المتعلم بالأسماء والصفات والأفعال العامية كلمات فصيحة شفويّاً.</p> <p>يطرح المتعلم الأسئلة المتعلقة بسياق أو بمهمة محددة، رابطاً إضافاته</p>



المنطقي للأفكار، وإضافة تفاصيل وصفية على نصه مستخدماً علامات الترتيم.
*يكتب المتعلم نصوصاً سردية مقدماً سياقاً واضحاً للأحداث تتضمن بعض التفاصيل المختارة بعناية لتطويع الحكمة.
*يوظف المتعلم حروف العطف (و، أو، ثم) في جمل من إنشائه محاكياً نمطاً.
*يستخدم المتعلم علامات الترتيم علامة الاستفهام، النقطة، علامة التعجب، النقطتان الرأسيتان، الفاصلة.
*يكتب المتعلم نصوصاً وصفية تتضمن تفاصيل حسية مادية؛ مدعومة بانطباعاته عن الناس والأماكن والأشياء.
*يكتب المتعلم رسائل شخصية، ودعوات، ورسائل شكر تظهر وعياً واهتماماً بالمتلقي مضمناً رسالته (التاريخ، المرسل إليه، التحية، ونص الرسالة، والختام، المرسل، التوقيع).
*يستخدم المتعلم أسلوب الاستفهام (هل، متى، لماذا، ماذا).
*يكتب المتعلم فقرة مؤلفة من (3-4) سطور بخط النسخ محاكياً نمطاً.
*يستخدم المتعلم الرسومات التوضيحية والتخطيطية الرقمية والأشكال البيانية للتخطيط للكتابة؛ لإنتاج مشاركاته الكتابية ونشرها عبر الوسائل المناسبة.
*يؤثق المتعلم المعلومات المستمدة من المعاجم الرقمية أو الورقية المبسطة، وغيرها من المصادر أثناء قيامه بالكتابة.
*يستخدم برمجة معالجة الكلمات المناسبة؛ لإنتاج مشاركاته الكتابية ونشرها.
*يوظف المتعلم الاسم الموصول (المفرد، المثني، الجمع) في جمل من إنشائه محاكياً نمطاً.

*يُفسّر المتعلم كيف تساعد الرسوم التوضيحية وعناصر أخرى مرئية في النص على نقل المعنى (العاطفة، والتأكيد على جوانب الشخصية، وتوضيح المكان والزمان...).

*يذكر المتعلم أوجه التشابه والاختلاف بين نصين للكاتب نفسه من حيث: الفكر الرئيسية، والدروس المستخلصة، والمكان والزمان، وسير الأحداث

*يكتب المتعلم استجابة على ضوء نص درسه مظهرًا الشخصيات، والمكان، وتسلسل الأحداث.

*يقترح المتعلم نهايات بديلة لقصة قرأها، معللاً اقتراحاته.

*يُحفظ المتعلم (6) أناشيد قصيرة تتألف من (10-5) أبيات تدور موضوعاتها عن ما يناسب المرحلة من مثل: ال ذات، والوطن، والصحة، والعلاقات الإنسانية، والأخلاق، والقيم... وغيرها.

*يطرح المتعلم أسئلة عن نص معلوماتي، مستعيناً بالرسومات التوضيحية والمخططات والشروحات في الإجابة عن أسئلة أخرى.

*يُحدّد المتعلم الفكرة المحورية للنص والتفاصيل الرئيسية، شارحاً كيف تدعم التفاصيل الرئيسية الفكرة المحورية باستخدام الرسومات التوضيحية والمخططات والخرائط.

*يستنتج المتعلم العلاقة الزمنية، وعلاقة السبب والنتيجة بين مجموعة من الأحداث.

*يتعرف 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، والمسارد).

*يستخدم المتعلم السمات النصية في النصوص المطبوعة أو الرقمية لتحديد المعلومات بسرعة وفاعلية مثل: النصوص المطبوعة بخط مميز، الكلمات الرئيسية، والجمل الرئيسية، الارتباطات التشعبية، الجداول (...).

*يقارن المتعلم بين المعلومات المقدمة في النص وخبراته السابقة، محدداً كيف غيرت فهمه الأمور الجديدة.

*يوظف المتعلم المعلومات المستخلصة من الرسومات التوضيحية، والخرائط، والمخططات، لفهم تفاصيل النص.

*يصف المتعلم العلاقات المنطقية بين جمل محددة في النص مثل (ذكر أوجه التشابه والاختلاف، تسلسل الأحداث...).

*يملأ المتعلم جدولاً أو مخططاً أو خريطة مفرّغة وفق معلومات قرأها في نص تاريخي أو جغرافي.

بالتعليقات السابقة لباقي المشاركين عن السياق أو المهمة المحددة.
*يعدّ المتعلم عرضاً تقديمياً معلوماتياً لموضوع درسه مقدماً الفكر في تسلسل منطقي مظهرًا فهمه للموضوع بما في ذلك: الحقائق ذات الصلة، محبباً عن أسئلة المشاهدين إجابات مقنعة.

*يرتب المتعلم علاقات التدرج بين مفردات ذات دلالة متقاربة (بارد، حار، ساخن...).

*يوظف المتعلم كلمات في جمل مفيدة، ويؤسّر الكلمات مستعيناً بسياقها، ومرتادها وأضدادها.

*يعرض المتعلم موضوعاً موظّف أدلة لإقناع المستمعين ويناقشها معهم.

*يقدم عرضاً تقديمياً شفويًا لقصة درسها واضعاً لها مقدمة ووسطاً ونهاية، مضمناً عرضه تفصيلات لتطوير الشخصيات والمكان.

*يُفسّر المتعلم الكلمات مستخدماً المعجم المبسط المصور.

*يُحدّد المتعلم المعنى المناسب للكلمات متعددة المعاني مستخدماً السياق.

*يُحدّد المتعلم الفكر الرئيسية، والتفاصيل المساندة، والغاية من العروض التقديمية الشفوية المناسبة مميّزًا الحقائق من الآراء فيما سمعه واضعاً استنتاجات، أو ملخصاً بناء على تقرير شفوي.

*يُنشئ المتعلم التسجيلات الصوتية أو تسجيلات الفيديو (لمسرحية أو قصيدة درسها بلغة عربية فصيحة).

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 3 Unit Topics

- Unit 1: Introduction (Greetings, all about me, family members, polite expressions, colors and numbers, favorite hobbies)
- Unit 2: UAE
- Unit 3: Parts of the school (classroom, Canteen, Library, playground)
- Unit 4: Shopping (Grocery, pets shop, clothes shop, central market)
- Unit 5: house parts (bedroom, kitchen, living room, dining room and garden)
- Unit 6: daily routine & body parts.

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"> -نشأة سيدنا إبراهيم – عليه السلام - موقف قوم إبراهيم – عليه السلام – من دعوته - أن إبراهيم – عليه السلام – هو أبو الأنبياء - أن إبراهيم – عليه السلام – بنى الكعبة مع ابنه إسماعيل – عليه السلام - صفات السيدة خديجة بنت خويلد – رضي الله عنها – المسلمة القوية - دور السيدة خديجة في نصرته الإسلام - الاقتداء بالسيدة خديجة بنت خويلد – رضي الله عنها – في دفاعها عن الحق - آداب النوم في الإسلام - أهمية النوم المبكر - حفظ دعاء النوم والاستيقاظ - الإيمان بالرسول – عليهم السلام – من أركان الإيمان - رسالتهم واحدة وهي الإسلام - علو قدر الرسول – صلى الله عليه وسلم- وعظم مكانته عند الله تعالى - العطف على اليتيم ورحمة المحتاج - التحدث بنعم الله علينا وشكره 	<ul style="list-style-type: none"> - أن يحفظ سورة الضحى . - يطبق أحكام التجويد في السورة. - يحرص على تطبيق ما ورد في الأحاديث من أحكام وتوجيهات . 	<ul style="list-style-type: none"> - يتعرف سيرة السيدة خديجة ومساندتها للرسول صلى الله عليه وسلم - يوضح موقف السيدة خديجة من نبوة الرسول ومساندتها له . 	<ul style="list-style-type: none"> - يوضح أهمية قيم رعاية الفقير والمسكين والتطوع لمساعدة الضعيف والمحتاج
<ul style="list-style-type: none"> - صفة الأذان والإقامة - المقارنة بين الأذان والإقامة - ما يقوله المسلم عند سماع الأذان - كيفية معاملة الرسول – صلى الله عليه وسلم- لجيرانه - حقوق الجار 	<ul style="list-style-type: none"> - يطبق أحكام التجويد في السورة. - يحفظ حديث حُسن الخلق ، وشرح كلماته ، ويبين معانيه - يحرص على تطبيق ما ورد في الأحاديث من أحكام وتوجيهات . 	<ul style="list-style-type: none"> - يتعرف سيرة النبي صلى الله عليه وسلم جارا . - يذكر نماذج من تعاملات النبي صلى الله عليه وسلم مع جيرانه . 	<ul style="list-style-type: none"> - يقتدي بسيرة النبي عليه السلام في الإحسان إلى الجار .



<p>- الاقتداء بالرسول - صل الله عليه وسلم- في معاملته لجبرانه - الحرص على الأخلاق الحسنة - أن الأخلاق الحسنة ثقل ميزان المسلم يوم القيامة</p>		<p>- يستنتج أثر الإحسان إلى الجار على انتشار الدعوة الإسلامية .</p>	
<p>- معنى الصوم - من يجب عليه الصيام - الحكمة من صوم رمضان - فضل الخيل - شكر الله على نعمه</p>	<p>- أن يحفظ سورة العاديات . - يطبق أحكام التجويد في السورة. - يبين المعنى الإجمالي للسورة . - يحرص على تطبيق ما ورد في السورة من أحكام وتوجيهات .</p>	<p>- يتعرف أهمية التعاون مع أفراد المجتمع ، - يؤيد التعاون في المجتمع</p>	<p>- يوضح أهمية الخيل - يشجع على التعاون - بين أفراد المجتمع</p>
<p>- أن المحافظة على البيئة واجب إسلامي - آثار المحافظة على البيئة - الواجبات للحفاظ على البيئة - كيفية الحفاظ على نظافة الفصل والمدرسة - شروط صحة الصلاة - الحرص على طهارة الجسم والثوب والمكان - صفات أبي بكر رضي الله عنه - الاقتداء بأبي بكر الصديق رضي الله عنه في حبه الصادق لله تعالى ولسوله صلى الله عليه وسلم - الأعمال التي تساعد على الخشوع في الصلاة - آداب المسلم مع القرآن الكريم - الالتزام بآداب تلاوة القرآن الكريم</p>	<p>- يشرح آداب تلاوة القرآن الكريم - يطبق أحكام التجويد في السورة. - يبين المعنى الإجمالي للسورة . - يحرص على تطبيق ما ورد في الأحاديث والسور من أحكام وتوجيهات .</p>	<p>- يتعرف سيرة أبي بكر الصديق وإسهامه في نصرته الإسلام من خلال ذكر بعض أعماله . - يستنتج أهمية الصديق الصدوق في حياة الإنسان من خلال سيرة أبي بكر</p>	<p>- يبين أهمية المحافظة على البيئة وكيفية حمايتها ونظافتها . - يبين دوره في المحافظة على البيئة - يبين أن له حق في استخدام الماء واستنشاق الهواء النظيف .</p>
<p>- فضل العلم في الإسلام - أهمية القرآن في الإسلام - قدرة الله على الخلق - أن التقرب إلى الله تعالى بالعبادة - أهمية الصدق في حياة المسلم - جزاء الصادق في الآخرة - عاقبة الكاذب - الاقتداء بالرسول صلى الله عليه وسلم في صدقه - مبطلات الوضوء</p>	<p>- أن يحفظ سورة العلق . - يطبق أحكام التجويد في السورة. - يبين المعنى الإجمالي للسورة . - يحفظ حديث الصدق ، ويشرح كلماته ، ويبين معانيه - يحرص على تطبيق ما ورد في الأحاديث من أحكام وتوجيهات .</p>	<p>- يتقرب إلى الله بالعبادة . - يستنتج أهمية الصدق في حياة المسلم</p>	<p>- يتمسك بالأخلاق الحميدة - يوضح أهمية الصدق وصعوبة تطبيقه</p>
<p>- الله كرم الإنسان - المؤمن يؤمن بيوم الحساب - أن للوالدين فضلا عظيما - أن الإحسان للوالدين وطاعتها عبادة - جزاء بر الوالدين</p>	<p>- أن يحفظ سورة التين. - يطبق أحكام التجويد في السورة. - يبين المعنى الإجمالي للسورة .</p>	<p>- يتعرف بر الوالدين والإحسان لهما - ينكر سوء معاملة الوالدين .</p>	<p>- يعدد بعض صور الإحسان للوالدين .</p>

Islamic B

Islamic Aqeeda, Fiqh and Manners	The divine revelation (Quran and Sunnah)	Seerah and Islamic History	The human, Identity and Universe
<ul style="list-style-type: none"> • Memorize the name of Allah Al-Mujeeb and learn its meaning. • Become inspired to practice Dua'aa' and make it a habit on daily basis. • Recognize and specific ways Islam teaches us to keep clean. • Describe how cleanliness is part of Islam. • Recognize the meaning of: Najasah, Taharah and Nathafah. 	<ul style="list-style-type: none"> • Understand Ahadeeth • about the benefits of fasting • Surat ul Alaq learn by heart • Why this surah was revealed? • Translation of Surah ul Alaq. 	<ul style="list-style-type: none"> • Define Kuffar and Shirk. • Learn how Allah rewards the early Muslims' patience • Learn about the Sahabi Bilal ibn Rabah. • Students Discuss the reasons why the Quraysh wanted to hurt the Prophet. • Describe the ways they tried to stop the Prophet. • Describe what the Prophet did in the face of opposition. • Define AL-Isra'WalMi'raj, Rajab, and Sidrat UL-Muntaha. • Explain the importance of the city of Jerusalem and AL-Masjed ul-aqsa mosque. • Describe who Khadija bint Khuwalid was. • Explain how she supported Prophet Muhammad when he needed help and why we call her Umm –ul-Mu'mineen 	<ul style="list-style-type: none"> • Learn about Islam in Ethiopia.
<ul style="list-style-type: none"> • Define and understand the importance of Thikr. • Define and understand the importance of Du'aa' • Identify the names and time order of the Fard prayers. • Understand that we are truly rich when we do good deeds that please Allah. • Define and understand the importance of Du'aa'. • Learn and demonstrate how to do Du'aa' properly. 	<ul style="list-style-type: none"> • Learn and understand Ahadeeth of fasting. • Surah al Balad • Main idea of its revelation about the city of Makkah 	<ul style="list-style-type: none"> • Identify the last messenger of Allah. • Name some of the Prophets and Messengers of Allah. • Report who was the first people to become Muslim. • Define Sahabi. • Learn about the early Muslims and their characters. • Explain why these people were the first to believe in Prophet Muhammad. 	<ul style="list-style-type: none"> • Define truthfulness and why it is important to tell the truth and how in the Prophet we have an example of a truthful character. • Learn and understand the name of Allah, 'Al-Haq'
<ul style="list-style-type: none"> • Recognize and display the correct way to make Salah. 	<ul style="list-style-type: none"> • Learn and Memorize the Du'aa of sleeping and the waking up. 	<ul style="list-style-type: none"> • Show how and why certain rituals during Hajj evolved from this story. 	<ul style="list-style-type: none"> • Define respect. • Describe who we should respect and why.



<ul style="list-style-type: none"> Recognize mistakes that some people make in Salah and ho Identify fard prayers. Define and understand what is Khushoo' and why it is important to have it during our prayers to avoid them. 	<ul style="list-style-type: none"> Hadeeth about Astaghfirullah and its importance in our real life 	<ul style="list-style-type: none"> Recount the story of how AL-Ka'bah was built. Specify who built it and why. Define AL-Hajj. Define the word prophet. Define the word messenger Identify the Arabic word for Prophet and messenger. 	
<ul style="list-style-type: none"> To recall that belief in all of the books of Allah as one of the six pillars of Iman. List all the books of Allah sent to humankind. Recognize the importance of memorizing AL-Qur'an. Define what Wudoo' is. Understand the importance of learning it Describe the steps of Wudoo'. Identify when wudoo is needed. Identify mistakes people might make when making Wudoo'. 	<ul style="list-style-type: none"> Understand and memorize hadeeth at Suhoor Learn and Memorize the Du'aa we should say before eating and the Du'aa' we should say after eating Learn Surah al Bayina Detail of difference in beliefs and its effects on real life. 	<ul style="list-style-type: none"> Know who Ismael's mother was. Describe why Ibrahim took his family to Makkah. Identify why Zamzam water is special. Recount the story of Prophet Ibrahim's vision. Explain how and why Prophet Ibrahim became Khaleel-Ullah. 	<ul style="list-style-type: none"> Discuss how the Prophet's life exhibits perseverance. Explore ways which we can exhibit Perseverance.
<ul style="list-style-type: none"> Define and memorize the Ark an –UL Iman and to understand the meaning of each Rukun UL-Iman. Define who the angles are and what they are made of. Identify why Allah created the angels. Understand some of the jobs the angels do. Name some of the angels and their duties and to understand the duties we have toward the angels. Understand to whom the books were sent. 	<ul style="list-style-type: none"> Learn and understand hadeeth about the things can break fast. Learn and understand hadeeth about the things can break fast. Surat ul A'la with its main theme. Its application to real life 	<ul style="list-style-type: none"> Describe the character of the ruler at that time. Explain why a human or idols cannot be God. Identify how the truth of Allah can make a person stronger and fearless of others even if they are stronger than them in this life. Know where Makkah is. know who Ibrahim's first son was. 	<ul style="list-style-type: none"> Express ways one can cooperate at: home, school and Masjid.
<ul style="list-style-type: none"> Define and understand the meaning of Iman. Understand the high importance of it and how it relates to Islam. 	<ul style="list-style-type: none"> Learn and memories the Du'aa' of riding transportation. 	<ul style="list-style-type: none"> Recount the first events in the story of Prophet Ibrahim. Define the truth as being tawheed. 	<ul style="list-style-type: none"> Describe why cooperation is important.



<ul style="list-style-type: none">• Understand who Allah is and that belief in Allah is the first pillar of Iman.	<ul style="list-style-type: none">• Surat ul kafiroom with its main theme.• Learning and understanding of Ayat no 285 from Surah Al Baqarah	<ul style="list-style-type: none">• Recognize that there is only one Creator of all things and we are here to worship him.• Define worship and AL-Hadi• Relate prophet Ibrahim's search for the truth with every one's responsibility to search for the truth.• Describe the type of society Ibrahim was born into.	
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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.

Our Units:

Unit 1-Who We Are (12 weeks): The students will learn how to introduce themselves, their friends and their families, they will also learn some feelings, greetings, family members as well as the numbers 1-50. They will make simple conversations to ask and answer some questions.

Unit 2-Where We are in Place and Time (12 weeks): The students will inquire into orientation in place and time. We will focus on the visual language and we will learn how to name places and locations and respond to given directions using images, symbols, pictures, and prepositions. We will also go over the colors, clothes and body parts. student will use the related vocabulary to write simple sentences and in simple conversations.

Unit 3-How We Express Ourselves (12 weeks): The students will inquire the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values. We will focus on some basic grammar such as the helping verbs and pronouns. The students will apply their knowledge through different activities such as role play, writing and conversation. In addition, we will inquire into our daily routine and body parts. Animals and their habitats are going to be introduced in this unit as well.



Mother Tongue Programme

At RWA we have a diverse range of Mother Tongue offerings, with currently six different programmes for native speakers of these languages with all of these options are available in Grade 5. These programmes have been designed for native speakers of these languages and are not for students who are not proficient in the language.

Mother Tongue Programme

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

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

Important Information

- The tuition of mother tongue programmes is an additional cost to the RWA tuition fees; these programmes are organised by parents or external providers.
- RWA assists these MT providers through the provision of classrooms and access to professional development when available.



Moral Social Cultural Studies

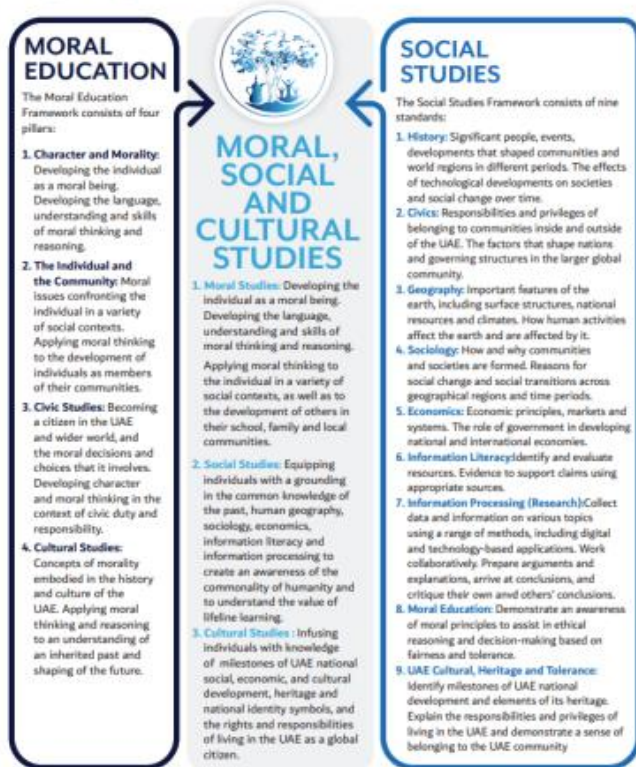
Moral, Social and Cultural Studies Grade 1-5 In line with UAE national priorities and the Dubai strategic plan 2021, schools in Dubai are required to incorporate the Ministry of Education UAE Moral, Social and Cultural Studies curriculum standards into their curricula. The rationale for this is to provide 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.

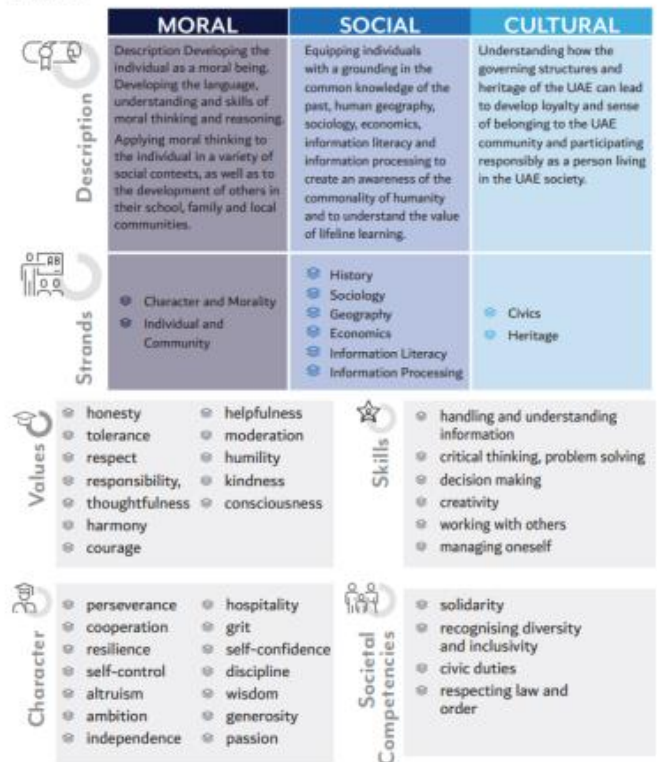
FIGURE 3 summarizes the curriculum frameworks of Moral Education and Social Studies to create the Moral, Social and Cultural Studies Curriculum Framework.



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.



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 the arts.
- There are different kind 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.

Drawing	Paint and Color	Print	Mixed Media	Construction	Fabric and Fibre
<ul style="list-style-type: none"> • Look at and talk about his/her work, the work of other children. 	<ul style="list-style-type: none"> • Look at and talk about his/her work, the work of other children and the work of artists. 	<ul style="list-style-type: none"> • Look at, handle and talk about natural and manufactured objects for experience of texture, shape, and pattern. • Look at and talk about his/her work, the work of other children and art prints or print design that emphasis the play of shape, texture or line. • Look at and talk about examples of design in everyday use. 	<ul style="list-style-type: none"> • Look at, handle and talk about natural and manufactured objects for three-dimensional form. • Look at and talk about his/her work, the work of other children 	<ul style="list-style-type: none"> • Look at collections or photographs of natural and built structures and investigate spatial arrangements, balance, and outline. • Look at and talk about his/her work and the work of other children. • Look at and talk about interesting examples of contemporary architecture. 	<ul style="list-style-type: none"> • Look at, handle and talk about own work with visual and spatial qualities. • Look at and talk about his/her work and the work of other children. • Look at and talk about woven, embroidered, knitted and other fabrics, including interesting items of clothing from different times and cultures.

Phase 3 - Creating

Overall Expectation Phase 3: Learners show that, as artists, they can influence thinking and behaviour 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 behaviors.
- We make connections between our artwork and that of others to extend our thinking.
- We can explore our personal interests and values through arts.



Drawing	Paint and Color	Print	Mixed Media	Constructi on	Fabric and Fiber
<ul style="list-style-type: none"> • Experiment with the marks, lines, shapes, patterns and tones that can be made with different drawing instruments on a range of surface. • Make different drawings using steps. • Express his/her imaginative life and interpret imaginative themes using inventive pattern. Learn how to observe objects in front of you, like shape, colors, textures and volume. Draw from observation. 	<ul style="list-style-type: none"> • Explore color with a variety of materials and media. • Make paintings based on color wheel and appropriate color scheme, exploring the spatial effects of color and tone, using overlapping, and with some consideration of scale. • Express his/her imaginative life and interpret imaginative themes using color expressively. • Discover color in the visual environment and become sensitive to color differences and tonal variations through color mixing. Explore the relationship between how things feel and how they look. 	<ul style="list-style-type: none"> • Experiment with a basic and simple printmaking techniques. • Use one or two colors of print-making techniques to make theme-based or nonrepresentational prints. • Make prints for functional uses (as well as for their own sake). Use a computer art program to create original images that are not dependent on clip art. 	<ul style="list-style-type: none"> • Explore and discover the possibilities of Mixed medias as a medium for imaginative express. • Explore with materials and techniques to produce a range of artwork. • Create artwork using a variety of artistic process and materials. • Experiment with Elements of line, shapes, texture and patterns in your art. • Invent mixed-media pieces in both representational and non-representational modes. 	<ul style="list-style-type: none"> • Explore and experiment with the properties and characteristics of materials in making structures. Make drawings from observation to analyses the structures of buildings and the natural structures of plants. 	<ul style="list-style-type: none"> • Explore and discover the possibilities of fabric and fiber as media for imaginative expression. • Make small inventive pieces in fabric and fiber. Make collage work, emphasizing individuality and variety.



Performing Arts

Phase 3 - Creating

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.

Singing (alone & with others)	Playing Instruments (alone & with others)	Music Reading & Notation	Listening, Analyzing & Evaluating Music	Creating & Composing
<ul style="list-style-type: none"> • Sings and matches pitch • Sings with good dynamic control • Sings with good posture • Sings a variety of songs from memory • Demonstrates that music may be performed smoothly, detached, or a combination of the two. • Sings with precise rhythm and steady beat 	<ul style="list-style-type: none"> • Read music in traditional and/or nontraditional notation • Plays B-A-G on a recorder or other melody instrument • Performs on a classroom instrument or recorder as part of a group • Performs independent instrumental parts while other students sing or play contrasting parts 	<ul style="list-style-type: none"> • Names and defines common music symbols and terms referring to dynamics, tempo, and articulation and interprets them correctly when performing • Describes how notation can represent a melody • Reads and writes whole, half, dotted half, and quarter notes and rests and beamed eighth notes • Demonstrates understanding of a repeat sign • Reads musical notes on the treble clef using a system (that is, syllables, numbers, or letters) 	<ul style="list-style-type: none"> • Compares aspects of music from different times and places • Recognizes music from a basic range of cultures and styles • Compares the elements of music in different pieces • Find Patterns between the volume of a sound and the strength of the vibrations that produced it. • Find patterns between the pitch of a sound and the object that produced it. • Evaluates technical aspects of a live or taped performance using some appropriate musical vocabulary 	<ul style="list-style-type: none"> • Compose short pieces of music using a variety of sound sources • Explore vocal sounds, rhythms, instruments, timbres to communicate ideas and feelings" • Create and perform a movement sequence using known musical elements • Write music in traditional and/or nontraditional notation • Improvise upon a basic pattern to reinforce the importance of the individual within the group • Uses appropriate music software to learn more about music



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.

Improvising	Composing & Arranging	Keyboard & IT Applications
<ul style="list-style-type: none">• Creates and arranges music to accompany readings or dramatizations• Improvises simple rhythmic and melodic ostinato accompaniments for familiar songs	<ul style="list-style-type: none">• Composes short melodies using a music notation system.	<ul style="list-style-type: none">• Uses computer software to compose simple pieces, using a variety of sounds



Physical Education (PE)



At RWA we have created a rich and ongoing physical education programme with the purpose of developing transferable 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 Essential Understandings

Individual Pursuits	The development of basic motor skills and the body's capacity for movement through locomotor and manipulative skills and/or experiences; the techniques, rules and purpose of a range of athletic activities (for example, track and field, & swimming); recognizing a high level of achievement and how to improve a performance.
Movement Composition	Recognizing that movements can be linked together and refined to create a sequence of aesthetic movements. Movements can be in response to stimuli or performance elements and/or criteria and can communicate feelings, emotions and ideas.
Games	Recognizing the challenges presented by games; the importance of manipulating space; the categorizing of games; identifying and developing appropriate skills and strategies; recognizing the importance of rules and how they define the nature of a game; modifying existing games and creating new games; teamwork.



Grade 3 Stands and areas of focus

PE Strand	Area of focus
Individual Pursuits	<p>Athletics</p> <ul style="list-style-type: none"> • Perform and reflect on athletic performance in order to improve • Assess peers performance and provide appropriate feedback • Demonstrate greater body control when performing movements <p>Swimming</p> <ul style="list-style-type: none"> • Demonstrate body control when performing movements • Self-assess performance, respond to feedback on performance from others • Demonstrate the need to act responsibly to help ensure the safety of themselves and other
Movement composition	<p>Dance and Gymnastics</p> <ul style="list-style-type: none"> • Demonstrate greater body control when performing movements • Self-assess performance and respond to feedback on performance from others • Plan, perform and reflect on movement sequences in order to improve
Games	<p>Invasion games</p> <ul style="list-style-type: none"> • Apply basic rules and scoring systems, and demonstrate fair play when participating in physical activities • Develop plans to improve performance through technique refinement and practice <p>Striking and Fielding</p> <ul style="list-style-type: none"> • Practice and apply movement concepts and strategies with and without equipment • Adopt inclusive practices when participating in physical activities • Apply basic rules and scoring systems, and demonstrate fair play when participating in physical activities • Develop plans to improve performance through technique refinement and practice <p>Net games</p> <ul style="list-style-type: none"> • Apply basic rules and scoring systems, and demonstrate fair play when participating in physical activities • Self-assess performance and respond to feedback on performance from others. • Practice and apply movement concepts and strategies with and without equipment.

Information and Communications Technology (ICT)

In Grade 3 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. A further exploration of the dynamic techniques to present information will be carried out through the use of Prezi. Prezi is an online presentation tool that enables students to organize information and build presentations using dynamic animations and graphics that leave an impact on the audience.
- Look into the use of Windows Movie Maker, iMovie, green screens and Powtoon for creating visually fun and attractive videos. For the purpose of green screen videos, the ICT department has installed appropriate points around the ICT labs where students can use apps such as DoInk to create videos. Powtoon is an online platform that can be used to create visually stunning animations and video with moving characters, background and music.
- 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 robotics through the use of Abilix, an educational robotics kit used for building simple robots and programming those using codes.
- learn how to create their own website using wix and/or weebly. Wix is a cloud-based web development platform. It allows students to create web sites and mobile sites through the use of online drag and drop tools. Students can also add functionality such as social plug-ins, images, links, buttons to enhance their website presentation.

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



21st Century Classrooms Programme

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

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

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





Student Devices

As a part of the *21st Century Classrooms* programme, students in **grades 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 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**.

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

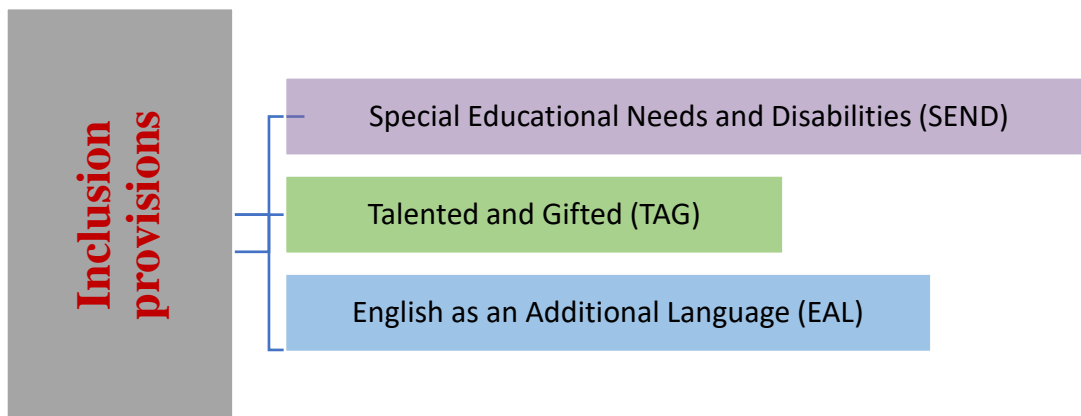


Student Inclusion

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. These support services comprise of the following services:

IB definition of inclusion:

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



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

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

Identification Procedures

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

Support Services

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



student support services is responsible for the enrichment activities outside of classroom and coordinating the external competitions.

Monitoring Student Progress

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

English as an Additional Language (EAL) Programme

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

Identification Procedures

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

Support Services

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

Monitoring Student Progress

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

Exiting the EAL Programme

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



Co-Curricular Activity Programme

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

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

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

In **Grade 1-5**, students are able to sign up for **two CCAs across the week** within the first 24 hours from the CCA website opening for signup. After this time the site will be open for students to sign up for any remaining CCAs that may have spaces. This restriction on the initial signup is to ensure that children across the school get equal access to at least 1-2 of their choices for CCAs. Please note that teacher-led CCAs for G1-5 run from Monday – Thursday; 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.

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.