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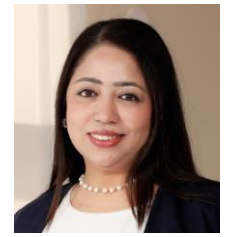
## WORLD ACADEMY

## Grade 5 Curriculum Guide for Parents



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Dear Parents, Guardians and Care-givers,

It is my great pleasure to extend to you a very warm welcome to Raffles World Academy (RWA). This Curriculum Guide provides information about the curriculum, our approach to teaching and learning in Grade 5 and tries to answer many of the questions that you may have. If you do not find answers to your questions, please do not hesitate to speak to your child's teacher, and if you still have questions contact any one of the following members of the leadership team for further clarification:

- **Dr Armeena Tabassum**([armeenat@rwadubai.com](mailto:armeenat@rwadubai.com)): Vice principal and head of primary (Pre-KG -G5)
- **Mr. Daniel Allmark** ([daniela@rwadubai.com](mailto:daniela@rwadubai.com)): Deputy head academics - upper primary and head of assessment (G3-5)
- **Ms. Emily Hunton** ([emilyh@rwadubai.com](mailto:emilyh@rwadubai.com)): Deputy head pastoral and administration
- **Ms. Yolanda Maccallum** ([yolandam@rwadubai.com](mailto:yolandam@rwadubai.com)): PYP Coordinator and deputy head academics – lower primary (G1&2)
- **Ms. Tessa McGee** ([tessam@rwadubai.com](mailto:tessam@rwadubai.com)) Head of PS Inclusion

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

Our nurturing Grade 5 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,





## Class Timings and Timetable Structure

### Class Timings

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

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

### Timetable Structure: Grade 5

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)
<b>Total</b>	<b>55 lessons (27.5 hours)</b>

## 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



## Important Information for Parents

### School Uniform

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

### Food – snack and lunch

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

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

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

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

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

### Attendance and Punctuality

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

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

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

### **Communication**

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

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

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

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

### **Late Arrival**

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

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

On those occasions when your child needs to leave early, before the normal dismissal time, parents can email the classroom teacher to inform them of an early pick up in advance. Phone calls requesting early dismissal will not be accepted for safety reasons. No child will be allowed to exit the premises without prior approval taken from the class teacher or a member of the primary leadership team.



## **Health Policy**

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

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

## **Medications**

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

## **Head Lice**

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

## **Birthdays**

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

What we do at school:

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

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



## Development Characteristics of a Grade 5 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 5. Although most of the children entering Grade 5 are ten turning eleven, 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***

- Very active and energetic; constantly wiggles and move around
- Boys show few outward signs of puberty
- May tend to carry more fat than previously
- More muscle development than girls
- Girls display more physical changes
- Rapid height gains may start around this age

### ***Social and emotional development***

- Want to blend in and not stand out from their peers in any way
- Feel concern about outward appearance
- Become self-conscious and self-centered
- Have ambivalent and conflicting feelings about different things including their relationships with their peers
- Care greatly about relationships with peers, friendships, dating and crushes, and give peers more importance than family
- Relate to both same-gender and different-gender peers; may develop feelings for others as a new dimension within relationships
- Develop the capacity to understand the components of a caring, loving relationship
- Experience feelings of insecurity and begin to doubt self-concept and previous self-confidence. Often experience a significant drop in self-esteem
- Struggle with family relationships and desire privacy and separation from family (they test limits and push for independence)



- Experience mood swings, especially evident in family relationships
- Develop competitiveness; want to be first and best, and get things right
- Can express subtle emotions and experience moments of anger or frustration
- May be quite sensitive and overly dramatic
- Can change emotions quickly
- Can become discouraged, which may lead to being shy in public performances
- Show interest in being more grown-up and able to begin tackling more responsibilities and routines
- Begin to develop their own point of view, which is sometimes different from parents' ideas

### ***Language and communication skills***

- Most children are fluent speakers, readers and writers of their language
- Increasing use of peer influenced, coded language
- Word definitions emphasize synonyms and categorical relations
- Understanding complex grammatical forms improves
- Grasps double meanings of words, as reflected in comprehension of metaphors and humor
- Adapts messages to the needs of listeners in complex communicative situations
- Conversational strategies become more refined

### ***Intellectual development***

- Develop critical and abstract thinking skills
- Develop their own games with complicated rules
- Become increasingly skilled in reading, writing and use of oral language
- Begin to express creative skills through writing, acting, inventing and designing
- Ask many questions to develop their own point of view
- Begin to collect things and develop interest in projects
- Care about fairness; develop a sense of right and wrong
- Develop competitiveness
- Start to understand puns and riddles
- Become curious as to how things work and how they are made
- Move toward independence as they progress to secondary school
- Continue developing skills in making decisions as they become more independent
- Begin to consider future careers and occupations
- Shift their school focus from play-centered activities to academics
- Begin to look to peers and media for information and advice (friends greatly influence them)
- Develop increasing capability for social conscience and for abstract thought, including understanding complex issues such as poverty and war
- Take on increased responsibility, such as family jobs

### **How Adults Can Help** - You can help boost your school-aged child's social abilities by:

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

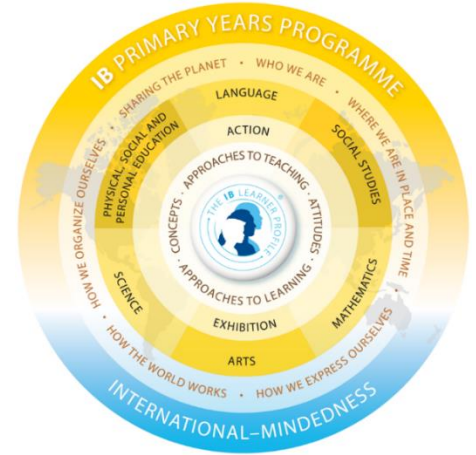
## Grade 5 Curriculum: Key Information

### International Baccalaureate (IB) Learner Profile

#### Our curriculum

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

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



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

### The 5 Essential Elements of the PYP

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

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

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



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

### **Concepts: What do we want students to understand?**

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

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

### **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.

**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
<b>Participation</b>	Contributing as an individual or group.
<b>Advocacy</b>	Action to support environments/social/ political change.
<b>Social Justice</b>	Action to support equality, rights, and well-being.
<b>Lifestyle Choices</b>	Recognizing and reacting to the impact of production and consumption
<b>Social Entrepreneurship</b>	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>
<b>1</b>	Parent Information Session	<b>September</b>
<b>2</b>	3 Way Goal Setting Conferences	<b>October</b>
	Interim Report Card	<b>November</b>
<b>3</b>	Semester 1 Report Card	<b>January</b>
	Reporting to parents - Science Fair	<b>February</b>
	Parent Teacher Conferences	<b>February</b>
<b>4</b>	Interim Report Card	<b>April</b>
<b>5</b>	Student Led Conferences	<b>May</b>
	Semester 2 Report Card	<b>June</b>

### **Three Way Goal Setting Conferences**

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

### **Parent Teacher Conferences**

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

### **Student Led Conferences**

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

### **Written Reports**





RWA provides quarterly written reports to parents. Two of these are full descriptive written reports on each subject area (February and June) and two are interim data reports (November and April); all are published online on the 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 *Seesaw*. The portfolio will contain transdisciplinary work that reflects the development of the 5 essential elements of the PYP (knowledge, skills, attitudes, concepts and action) as well as the Learner Profile. Our portfolios are records of student involvement in learning which are designed to demonstrate success, growth, higher-order thinking, creativity, assessment strategies and reflection. The portfolios provide a picture of each student's progress and development over a period of time.

### Homework

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

### Standardized Assessments

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

- **Cognitive Abilities Test (CAT4):** Grade 2 students take this assessment annually, along with G3-5 every 2 years (the life of the assessment means it does not need to be an annual assessment).



- **GL Progress Tests (PTE/PTM/PTS; English, math and science)**: KG1 – Grade 5; done annually at the end of the academic year.
- **New Group Reading Test (NGRT)**: Grade 1-5; done at three different points through the year, beginning, middle, and end (TBC).
- **Pupils Attitudes to Self and School (PASS; Grade 1-5)**: A psychometric assessment specifically designed to spot attitudinal or emotional issues in children before they affect school performance.

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

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

### ***What is the ISA assessment?***

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

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

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

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

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

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

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

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

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

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



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





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

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



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

<p style="text-align: center;"><b>Who We Are</b></p>  <p>An inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities and cultures,; rights and responsibilities; what it means to be human.</p>	<p style="text-align: center;">•</p> <p style="text-align: center;"><b><u>Unit 1: Migration</u></b></p> <p><b>Central Idea</b> Migration can be a response to challenges, risks and opportunities.</p> <p><b>Key Concepts</b> Perspective, causation and change</p> <p><b>Lines of Inquiry</b></p> <ul style="list-style-type: none"> <li>• Migration stories</li> <li>• Causes of migration</li> <li>• Influence of migration</li> </ul>
<p style="text-align: center;"><b>Where We Are in Place and Time</b></p>  <p>An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives.</p>	<p style="text-align: center;"><b><u>Unit 2: Body Systems</u></b></p> <p><b>Central Idea</b> Lifestyle choices can determine health in different ways.</p> <p><b>Key Concepts</b> Function, causation and responsibility</p> <p><b>Lines of Inquiry</b></p> <ul style="list-style-type: none"> <li>• Body systems</li> <li>• Types of healthy lifestyle choices</li> <li>• Independent responsibility</li> </ul>

<p style="text-align: center;"><b>How the World Works</b></p>  <p>An inquiry into the natural world and its laws; the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment.</p>	<p style="text-align: center;"><b><u>Unit 3: Energy</u></b></p> <p><b>Central Idea</b> Energy can be conserved, transformed and used to support progress.</p> <p><b>Key Concepts</b> Form, connection and change</p> <p><b>Lines of Inquiry</b></p> <ul style="list-style-type: none"> <li>• Forms of energy sources</li> <li>• Use and transformation of energy</li> <li>• Sustainable development</li> </ul>
<p style="text-align: center;"><b>How We Organize Ourselves</b></p>  <p>An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations; societal decision-making; economic activities and their impact on humankind and the environment.</p>	<p style="text-align: center;"><b><u>Unit 4: Economics</u></b></p> <p><b>Central Idea</b> Economics can determine and drive group and individual decisions</p> <p><b>Key Concepts</b> Function, perspective and responsibility</p> <p><b>Lines of Inquiry</b></p> <ul style="list-style-type: none"> <li>• Economic literacy</li> <li>• Financial decision making</li> <li>• Responsibility of producers and consumers</li> </ul>
<p style="text-align: center;"><b>Sharing the Planet</b></p>  <p>An inquiry into rights and responsibilities in the struggle to share finite resources with other people and with other living things; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution.</p>	<p style="text-align: center;"><b><u>Unit 5: Exhibition</u></b></p> <p><b>Central Idea</b> People share responsibility for the world by taking action on local and global issues</p> <p><b>Key Concepts</b> Exhibition – students develop their own</p> <p><b>Lines of Inquiry</b></p> <ul style="list-style-type: none"> <li>• Exhibition – students develop their own</li> </ul>
<p style="text-align: center;"><b>How We Express Ourselves</b></p>  <p>An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.</p>	<p style="text-align: center;"><b><u>Unit 6: Influence of media</u></b></p> <p><b>Central Idea</b> Interpretation of media can influence our perspective and decision making.</p> <p><b>Key Concepts</b> Form, connection and responsibility</p> <p><b>Lines of Inquiry</b></p> <ul style="list-style-type: none"> <li>• Types of media</li> <li>• Representation of global popular culture through media</li> <li>• Interpretation of the media</li> </ul>

## PYP Exhibition

In the final year of the PYP, students, carry out an extended, in-depth, collaborative project known as the PYP exhibition. This involves students working collaboratively to conduct an in-depth inquiry into real life issues or problems. Students collectively synthesise all of the essential elements of the PYP in ways that can be shared with the whole school community.

It also provides teachers with a powerful and authentic process for assessing student understanding. The exhibition represents a unique and significant opportunity for students to exhibit the attributes of the IB learner profile developed throughout their engagement with the PYP. Finally, it also provides schools and students with a wonderful opportunity to celebrate the transition of learners to the next phase of their education.

More information about the Exhibition will come to parents and students later in the academic year, closer to the Exhibition unit.



## Language Arts (English)

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

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

### Language Arts Learning Objectives

#### Reading

- Read a wide range of texts confidently, independently and with understanding
- Work in cooperative groups to locate and select texts appropriate to purpose and audience.
- Participate in class, group or individual author studies, gaining an in-depth understanding of the work and style of a particular author and appreciating what it means to be an author
- Identify genre (including fantasy, biography, science fiction, mystery, historical novel) and explain elements and literary forms that are associated with different genres
- Appreciate structural and stylistic differences between fiction and non-fiction; show understanding of this distinction when structuring their own writing
- Appreciate authors' use of language and interpret meaning beyond the literal
- Understand that authors use words and literary devices to evoke mental images
- Recognize and understand figurative language, for example, similes, metaphors, idioms
- Make inferences and be able to justify them
- Identify and describe elements of a story—plot, setting, characters, theme—and explain how they contribute to its effectiveness
- Compare and contrast the plots of two different but similar novels, commenting on effectiveness and impact
- Distinguish between fact and opinion, and reach their own conclusions about what represents valid information
- Use a range of strategies to solve comprehension problems and deepen their understanding of a text
- Consistently and confidently use a range of resources to find information and support their inquiries



- Participate in collaborative learning, considering multiple perspectives and working with peers to co-construct new understanding
- Use the internet responsibly and knowledgeably, appreciating its uses and limitations
- Locate, organize and synthesize information from a variety of sources including the library/media centre, the internet, people in the school, family, the immediate community or the global community
- Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology)

### **Writing**

- Write independently and with confidence, showing the development of their own voice and style
- Write using a range of text types in order to communicate effectively, for example, narrative, instructional, persuasive
- Adapt writing according to the audience and demonstrate the ability to engage and sustain the interest of the reader
- Use appropriate paragraphing to organize ideas
- Use a range of vocabulary and relevant supporting details to convey meaning and create atmosphere and mood
- Use planning, drafting, editing and reviewing processes independently and with increasing competence
- Critique the writing of peers sensitively; offer constructive suggestions
- Vary sentence structure and length
- Demonstrate an increasing understanding of how grammar works
- Use standard spelling for most words and use appropriate resources to check spelling
- Use a dictionary, thesaurus, spell checker confidently and effectively to check accuracy, broaden vocabulary and enrich their writing
- Choose to publish written work in handwritten form or in digital format independently
- Use written language as a means of reflecting on their own learning
- Recognize and use figurative language to enhance writing, for example, similes, metaphors, idioms, alliteration
- Identify and describe elements of a story—setting, plot, character, theme
- Locate, organize, synthesize and present written information obtained from a variety of valid sources
- Use a range of tools and techniques to produce written work that is attractively and effectively presented

### **Viewing and Presenting**

- View and critically analyse a range of visual texts, communicating understanding through oral, written and visual media
- Identify factors that influence personal reactions to visual texts; design visual texts with the intention of influencing the way people think and feel
- Analyse and interpret the ways in which visual effects are used to establish context
- Identify elements and techniques that make advertisements, logos and symbols effective and draw on this knowledge to create their own visual effects
- Realize that cultural influences affect the way we respond to visual effects and explain how this affects our interpretation, for example, the use of particular colours or symbols
- Realize that individuals interpret visual information according to their personal experiences and different perspectives





- Show how body language, for example, facial expression, gesture and movement, posture and orientation, eye contact and touch, can be used to achieve effects and influence meaning
- Apply knowledge of presentation techniques in original and innovative ways; explain their own ideas for achieving desired effects
- Examine and analyse text and illustrations in reference material, including online text, explaining how visual and written information work together to reinforce each other and make meaning more explicit
- Navigate the internet in response to verbal and visual prompts with confidence and familiarity; use ICT to prepare their own presentations
- Use appropriate terminology to identify a range of visual effects/formats and critically analyse their effectiveness, for example, mood, media, juxtaposition, proportion
- Analyse the selection and composition of visual presentations; select examples to explain how they achieve a particular impact, for example, dominant images, use of colour, texture, symbolism
- Identify the intended audience and purpose of a visual presentation; identify overt and subliminal messages
- Reflect on ways in which understanding the intention of a visual message can influence personal responses

### **Listening and Speaking**

- Participate appropriately as listener and speaker, in discussions, conversations, debates and group presentations
- Generate, develop and modify ideas and opinions through discussion
- Listen and respond appropriately to instructions, questions and explanations
- Infer meanings, draw conclusions and make judgments about oral presentations
- Use an increasing vocabulary and more complex sentence structures with a high level of specificity
- Argue persuasively and justify a point of view
- Show open-minded attitudes when listening to other points of view
- Paraphrase and summarize when communicating orally
- Understand and use figurative language such as simile, personification and metaphor
- Use oral language to formulate and communicate possibilities and theories
- Use standard grammatical structures competently in appropriate situations
- Use register, tone, voice level and intonation to enhance meaning
- Appreciate that people speak and respond according to personal and cultural perspectives
- Use speech responsibly to inform, entertain and influence others
- Reflect on communication to monitor and assess their own learning

## 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 be fun, engaging for students and go deep into topics and concepts.

At the 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.

### Mathematics Learning Objectives

At RWA Mathematics comes under four strands; ‘Number’, ‘Measurement’, ‘Shape and space’ and ‘Data Handling’.

<b>Number</b>
<ul style="list-style-type: none"> <li>• Read, write, order and compare numbers up to 10 000 000 and determine the value of each digit</li> <li>• Round any whole number to a required degree of accuracy</li> <li>• Solve number and practical problems that involve all of the above</li> <li>• Use negative numbers in context, and calculate intervals across zero</li> <li>• Solve addition and subtraction multi step problems in contexts, deciding which operations and methods to use and why</li> </ul>



- Multiply multi-digit number up to 4 digits by a 2-digit number using the formal written methods
- Divide numbers up to 4 digits by a 2 digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions or by rounding as appropriate for the context
- Divide numbers up to 4 digits by a 2 digit number using the formal written method of short division, interpreting remainders according to context
- Perform mental calculations, including with mixed operations and large numbers
- Identify common factors, common multiples and prime numbers
- Use their knowledge of the order of operations to carry out calculations involving the four operations
- Solve problems involving addition, subtraction, multiplication and division
- Use estimation to check answers to calculations and determine in the context of a problem, an appropriate answer
- Use common factors to simplify fractions; use common multiples to express fractions in the same denomination
- Compare and order fractions, including fractions  $>1$
- Generate and describe linear number sequences (with fractions)
- Add and subtract fractions with different denominations and mixed numbers, using the concept of equivalent fractions
- Multiply simple pairs of proper fractions, writing the answer in its simplest form [for example  $\frac{1}{2} \times \frac{3}{4} = \frac{3}{8}$ ]
- Divide proper fractions by whole numbers [for example  $\frac{3}{4} \div 2 = \frac{3}{8}$ ]
- Associate a fraction with division and calculate decimal fraction equivalents [for example, 0.375] for a simple fraction [for example  $\frac{3}{8}$ ]
- Recall and use equivalences between simple fractions, decimals and percentages, including in different contexts
- Identify the value of each digit in numbers given to three decimal places and multiply numbers by 10, 100 and 1000 giving answers up to 3dp
- Multiply one digit numbers with up to 2dp by whole numbers
- Use written division methods in cases where the answer has up to two decimal places
- Solve problems which require answers to be rounded to specified degrees of accuracy
- Recall and use equivalences between simple fractions, decimals and percentages including in different contexts
- Solve problems involving the calculation of percentages [for example, of measures and such as 15% of 360] and the use of percentages for comparison.
- Use simple algebraic formulas
- Generate and describe linear number sequences
- Express missing number problems algebraically
- Find pairs of numbers that satisfy an equation with two unknowns (enumerate possibilities of combinations of two variables)
- Solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts
- Solve problems involving similar shapes where the scale factor is known or can be found
- Solve problems involving unequal sharing and grouping using knowledge of fractions and multiples



### **Measurement**

- Solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate
- Use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to 3 decimal places
- Convert between miles and kilometers
- Recognize that shapes with the same areas can have different perimeters and vice versa
- Recognize when it is possible to use formulae for area and volume of shapes
- Calculate the area of parallelograms and triangles
- Calculate, estimate and compare volume of cubes and cuboids using standard units, including  $\text{cm}^3$ ,  $\text{m}^3$  and extending to other units ( $\text{mm}^3$ ,  $\text{km}^3$ )

### **Shape and Space**

- Draw 2D shapes using given dimensions and angles
- Compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals and regular polygons
- Recognize angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles
- Describe positions on the full coordinate grid (all four quadrants)
- Draw and translate simple shapes on the coordinate plane, and reflect them in the axes

### **Data Handling**

- Illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius
- Interpret and construct pie charts and line graphs and use these to solve problems
- Calculate the mean as an average. Time at the beginning or end of the term for consolidation n ,gap filling, seasonal activities, assessments ,etc.
- Express probabilities using scale (0–1) or per cent (0%–100%)

## Science

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

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

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

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

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

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

## Science Learning Objectives

### Skills

- Identify or generate a question or problem to be explored
- Make and test predictions
- Plan and carry out systematic investigations, manipulating variables as necessary
- Observe carefully in order to gather data
- Use a variety of instruments and tools to measure data accurately
- Interpret and construct pie charts and line graphs and use these to solve problems.
- Interpret and evaluate data gathered in order to draw conclusions
- Use scientific vocabulary to explain their observations and experiences
- Consider scientific models and applications of these models (including their limitations)



### Content

- Identify that humans and some other animals have skeletons and muscles for support, protection and movement.
- Identify and explain the functions of the major organs in the body. (Brain, lungs, heart, stomach, liver, kidneys, small/large intestine, bladder)
- Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood.
- Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.
- Describe the ways in which nutrients and water are transported within animals, including humans.
- Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals.
- Give reasons for classifying plants and animals based on specific characteristics.
- Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago.
- Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.
- Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution
- Recognise some common conductors and insulators, and associate metals with being good conductors.

- Construct simple series and parallel electrical circuits, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers.
- Use recognised symbols when representing a simple circuit in a diagram.
- 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.
- Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in a circuit.
- Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of a switch.
- Identify and explain the different types of energy
- Can identify and explain different types of sustainable energy practices (solar energy, wind energy, hydroelectricity, and geothermal energy).
- Recognise that light appears to travel in straight lines.
- Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye.
- Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then our eyes.
- Use the idea light travels in straight lines to explain why shadows have the same shape as the objects that cast them.
- Explore and understand the difference between materials that are opaque, translucent and transparent and how they affect the way in which light travels, or does not travel, through them.
- Can identify and explain the difference in solids, liquids or gases and how their particles move and are arranged.
- Observe that materials change state when they are heated or cooled.
- Distinguish between reversible and irreversible changes.
- Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal) and response to magnets.
- Know that some materials will dissolve in a liquid to form a solution, and describe how to recover a substance from a solution.
- Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating.
- Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda

## Arabic A

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

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

كتابة	قراءة	استماع وتحدث
<p>* يبحث المتعلم عن معلومات من عدة مصادر: المقابلات، الشبكة المعلوماتية والمعاجم، والموسوعات، ويوثق المعلومات الأساسية.</p> <p>* ينفذ المتعلم مستقلاً أو ضمن مجموعات صغيرة مشروعات بحثية قصيرة مركزة في موضوعات محددة.</p> <p>* يستخدم المتعلم الكلمات ذات المحيط اللغوي الواحد مراعيًا الفروق بين دلالاتها.</p> <p>* يحدد المتعلم علاقات التضاد والترادف بين الكلمات.</p> <p>* يغرب المتعلم الجملتين الاسمية والفعلية البسيطتين.</p> <p>* يتعرف المتعلم ضمائر الرفع المتصلة، ويستخدمها في جمل من إنشائه</p> <p>* يكتب المتعلم الكلمات المتضمنة همزة متوسطة منفردة أو على الألف، الواو، الياء (كتابة صحيحة).</p> <p>* يكتب المتعلم الحروف المتجانسة شكلاً بخط الرقعة.</p> <p>* يعد تقريراً بحثياً يلخص النتائج، ويعرضه مطبوعاً من خلال وسائط عدة.</p> <p>* يختار المتعلم نقطة للكتابة وبنية تنظيمية ووجهة نظر محددة معتمداً على الغرض والمتلقي وطول النص.</p> <p>* يصنف المتعلم الأسماء والأفعال وفق محيطها وجذورها اللغوية.</p> <p>* يفسر المتعلم الكلمات مستعيناً بمصادرها وأضدادها.</p> <p>* يحدد المتعلم المعنى القريب والبعيد للمفردات، (مثل: عين، يد...)</p> <p>* يحدد المتعلم المعنى المناسب للكلمات متعددة المعاني مستخدماً السياق، ومستعيناً بجذورها اللغوية.</p> <p>* يكتب كلمات بصرية تحتوي على همزة متوسطة بواقع (10) كلمات من كل نوع.</p> <p>* يكتب المتعلم سطرًا بخط النسخ محاكياً نمطاً.</p> <p>* يكتب نصوصاً بفقرات متعددة يؤسس فيها فكرة مركزية وأفكاراً مهمة، ويضعها في سياق منطقي، مستخدماً أدوات الربط، ويختم النص بفقرة ختامية.</p>	<p>* يقرأ المتعلم نصوصاً نثرية وشعرية بطلاقة مع مراعاة التعبير عن الانفعالات والمشاعر وتوظيف علامات الترتيب.</p> <p>* يحدد المتعلم الكلمات المحورية والجديدة في النص، ويشرح معانيها، ويكتشف بعض الاستخدامات المجازية لها.</p> <p>* يؤظف معرفته بالمصاحبات اللغوية الشائعة في الاستعمال اللغوي قديماً وحديثاً مثل: الاختناق المروري، تكنولوجيا المعلومات،... جبال شاهقة، حفيف الشجر، سهيل الخيول...</p> <p>* يقرأ المتعلم ق راءة جهرية مراعيًا التنغيم والضبط السليم في حدود 70 كلمة في الدقيقة الواحدة.</p> <p>* يقرأ المتعلم قراءة سليمة نصوصاً معظم كلماتها تخلو من الضبط معتمداً على السياق.</p> <p>* يبين المتعلم المعنى الإجمالي للنص الشعري، موضحاً الفكر الرئيسية والجزئية فيه.</p> <p>* يذكر المتعلم أوجه التشابه والاختلاف في وجهات النظر المقدمة في نصين مختلفين.</p> <p>* يفسر المتعلم كلمات النص الشعري، مستنتجاً دلالات المفردات.</p> <p>* يذكر المتعلم أوجه التشابه والاختلاف في جوانب النصوص الأدبية، مثل: القصص، والمسرحيات، والأساطير/الحكايات الشعبية، والشعر (وصف شخصيتين أو أكثر، وصف المكان والزمان، والأحداث).</p> <p>* يحدد المتعلم أنواع الإيقاع اللفظي في النصوص (الجناس والسجع والتكرار الصوتي).</p> <p>* يحدد المتعلم المعاني المجازية مثل: التشبيه والأساليب الإنشائية الأخرى، شارحاً كيف تنقل تلك الأدوات المعنى المراد في النصوص.</p> <p>* يذكر المتعلم أوجه التشابه والاختلاف بين القصص من النوع الأدبي نفسه، مثل: (قصص الأغاوغ وقصص المغامرات) من حيث: الفكر الرئيسية، والشخصيات، والأحداث، واللغة المستخدمة..</p> <p>* يحدد المتعلم مساهمة الصور المرئية والأصوات والحركات والكلمات في توضيح مغزى العمل الأدبي المطبوع أو الرقمي.</p> <p>* يتنبأ المتعلم بما يمكن أن يحدث في المستقبل فيما قرأه من القصص أو القصائد أو الحكايات الشعبية أو المسرحيات أو الأشكال الأدبية الأخرى.</p>	<p>* يستوعب المتعلم المادة المسموعة (نصاً سردياً - مقالاً) مؤولاً رسائل المتحدث الشفوية وغير الشفوية وفق أهدافه ووجهة نظره.</p> <p>* يستبدل المتعلم بتعابير عامية تعابير فصيحة شفوية.</p> <p>* يخلل المتعلم المادة المسموعة مستخلصاً النتائج رابطاً المعلومات الشفوية للمتحدث مثل: اختيار الكلمات وتنظيمها بالرسائل غير الشفوية (الإيماءات).</p> <p>* يكتب المتعلم أسئلة واضحة ذات صلة بالموضوع المقدم، وي طرحها لتوجيه النقاش الذي يشارك فيه.</p> <p>* يتحدث المتعلم بصوت واضح وأسلوب تعبيرى بطرائق منطقية لتقديم معلومات عن موضوع، أو فكرة، أو موقف يظهر فهمه للموضوع موضحاً ما تعلمه من أساليب ومفاهيم لغوية مختلفة.</p> <p>* يقدم المتعلم عرضاً تقديمياً عن موضوع ما (ظاهرة اجتماعية - مشكلة بيئية) بأساليب مقنعة للجمهور، مؤكداً رأيه</p>





\* يستخدم المتعلمُ بنى واضحة ومختارة للكتابة بحسب الموضوع والغرض والسبب والنتيجة والمقارنة والمقابلة. مستخدمًا أدوات الربط وعلامات الترقيم ونظام التقدير.

\* يُفسّر المتعلمُ الكلمات مستخدمًا المعجم الورقي والرقمي.

\* يستخدم المتعلمُ الكلمات الجديدة في سياقات تفسر معناها.

\* يتعرف المتعلمُ أنواع الخبر في الجملة الاسمية.

\* يُنشئ المتعلمُ جملاً اسمية متضمنة أنواع الخبر.

\* يكتب المتعلمُ همزة الوصل في الأسماء (اسم، ابن، ابنة، اثنان،

\* يُنتج المتعلمُ جملاً تتضمن تشبيهاً محاكياً نمطاً.

\* يراجع المتعلمُ مسودات متعددة لما يكتب ويعيد تحريرها بخط واضح ومرتب مستخدمًا مقياساً للكتابة.

\* يكتب المتعلمُ نصوصاً سردية، ويؤسس حبكة، وإطاراً زمنيًا ومكانيًا وصراعاً مناسباً للقصة واصفًا الأماكن والمشاعر والأشخاص.

\* ينشر ما يكتبه عبر وسائل و قنوات متعددة (مواقع التواصل الاجتماعي، المجلات، الصحف).

\* يستخدم المتعلمُ علامات الترقيم (علامة الاستفهام، النقطة، علامة التعجب، الفاصلة، النقطتان الرأسيتان، القوسان، علامتا التنصيص " ") استخدامًا صحيحًا.

\* يميّز المتعلمُ الغرض البلاغي لأسلوب الاستفهام عن المعنى الأصلي له.

\* يُنتج المتعلمُ جملاً تتضمن أسلوب استفهام بلاغي.

\* يكتب استجابات شخصية للنصوص الأدبية التي يقرأها مظهرًا فهمًا للعمل الأدبي مدعماً رأيه بأدلة من النص أو من خبرته الشخصية متأملاً أبعاد النص.

\* يكتب المتعلمُ رسالة إلى صديقه متضمنة العناصر الأساسية (البسملة- المرسل إليه- التحية الافتتاحية، الموضوع- المرسل، التوقيع).

\* يُوظف الحاسوب والشبكة المعلوماتية عند تحرير كتاباته ومراجعتها، لتجويد العمل.

\* يتتبع المتعلمُ رسم الحروف العربية مراعيًا قواعد خط الرقعة.

\* يكتب المتعلمُ كلمات وجملاً بخط الرقعة محاكياً نمطاً.

\* يتعرف المتعلمُ مفهوم البيت الشعري.

\* يحفظ المتعلمُ (6) نصوص شعرية تتألف من (10-7) أبيات موضوعاتها تناسب المرحلة مثل: الجمال، البيئة، الطبيعة، العمل، المهن، التراث، القيم... وغيرها.

\* يُفسّر المتعلمُ الاختلافات الرئيسية بين أنواع الفنون الأدبية: القصص والحكايات والقصائد والمسرحيات، مستخدمًا المصطلحات الصحيحة للإشارة إلى العناصر الرئيسية لكل نوع.

\* يدعم المتعلمُ أفكار نص معلوماتي من خلال الاستدلال بالتفاصيل والأمثلة والرسومات والمخططات الواردة في النص.

\* يتعرف المتعلمُ جملة (ك ان) وجملة (إن) بعناصرهما، ويوظفهما في جمل من إنشائه.

\* يضبط المتعلمُ أركان جملتي (كان) و(إن) ضبطاً صحيحاً.

\* يُحدّد المتعلمُ الفكرة المحورية للنص والتفاصيل الرئيسية الداعمة لها، مبيّناً مدى التماسك بينها.

\* يشرح المتعلمُ العلاقات بين الأحداث أو المفاهيم أو النتائج العلمية في نصين مختلفين.

\* يُفسّر المتعلمُ معاني الكلمات والمصطلحات والعبارات الواردة في نص معلوماتي من خلال معرفته بعلاقات التضاد والترادف والاشتراك اللفظي وجذر الكلمات مستخدمًا المعاجم والرسومات والملحوظات الهامشية والمسارد.

\* يُحدّد المتعلمُ البناء المستخدم في النص لتقديم الأحداث والفكر والمفاهيم والمعلومات، مثل: التسلسل الزمني للأحداث والسبب والنتيجة، والمقارنة...).

\* يشرح المتعلمُ كيف استخدم المؤلف الأسباب والأدلة لدعم فكر معينة في النص، مميّزًا إياها من الفكر غير المدعوم.

\* ينفذ المتعلمُ بالتشارك مع زملائه مشروعًا مصغرًا (مثل: إعداد سخان شمسي، زراعة نبات...، مطبقًا ما قرأه في نص معلوماتي).

\* يقارن المتعلمُ بين نصوص معلوماتية في مصادر قديمة (مثل: الكتب المطبوعة، الصحف، المجلات... (وحديثة مثل: مقاطع فيديو، الشبكة المعلوماتية... (في الموضوع نفسه، محدّدًا أوجه التشابه والاختلاف في تقديم وجهات النظر.

\* يقترح المتعلمُ حلًا للمشكلات من خلال الاعتماد على المعلومات التي حصل عليها في الوسائط المختلفة مطبوعة أو رقمية. يُحدّد المتعلمُ الفكرة الرئيسية والتفاصيل المساندة في مجموعة قصصية مختارة يقرأها (ورقية أو إلكترونية)، مقدّمًا تقريرًا عنها، مستخدمًا تطبيق معالجة الكلمات ليكتب ويحرر ويطبّع ويحفظ التعيينات.

بالأدلة، وعلاقات السبب والنتيجة، والإستراتيجيات الأخرى مستخدمًا اللغة العربية الفصحى.

\* يُقدّم المتعلمُ شفويًا ملخصًا لمشهد درامي: قصة - مسرحية.

\* يعدّ المتعلمُ عرضًا تقديميًا معلوماتيًا عن (البيئة البحرية)، ويقدم الفكر في تسلسل منطقي، مظهرًا فهمه للموضوع بما في ذلك الحقائق ذات الصلة، مستخدمًا أشكالًا من الوسائط السمعية والمرئية.

\* يضيف المتعلمُ منفردًا أو متعاونًا مع مجموعته محتويات الوسائط المتعددة (الرقمية) مثل الرسوم، البيانات، الصوت، والرسومات المرئية، لتطوير فكرة رئيسية أو موضوع محدد لعرض تقديمي، ويجيب عن أسئلة المشاهدين إجابات مقنعة.

\* يلخص المتعلمُ بدقة المعلومات والفكر الرئيسية في نص سردي بصورة شفوية (مصورة أو مرئية) باستخدام الوسائط المتعددة / الوسائط الرقمية.

## 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

### **Grade 5 Arabic B 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 5 Arabic B Topics**

- Unit 1: Introduction (Greetings, all about me, family members, polite expressions, colors and numbers, favorite hobbies, days of the week, time, school subjects)
- Unit 2: UAE
- Unit 3: Places (Dubai the smart city, Venice city, Hatta village)
- Unit 4: Transportation
- Unit 5: Sports Day
- Unit 6: Food and Nutrition

## Islamic Education

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

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

### Islamic A

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



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

## Islamic B

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



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



## Modern Foreign Languages

### Modern Foreign Languages (MFL)

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

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



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





<ul style="list-style-type: none"> <li>• They match sound to print by reading aloud familiar words and phrases.</li> <li>• Pupils show that they understand familiar and simple written sentences.</li> <li>• Started to read simple single word and can make sense of stories with pictures even if they cannot read all of the words.</li> </ul>	<p>correctly. When they write familiar words from memory, their spelling may be approximate.</p> <ul style="list-style-type: none"> <li>• Classify words relating to colours, numbers, and weekdays.</li> <li>• Write simple descriptive sentences for people and places.</li> </ul>	<ul style="list-style-type: none"> <li>• Become aware of the use and organization of visual effects to create a particular impact, for example, dominant images show what is important in a story.</li> <li>• Listen to terminology associated with visual texts and understand terms such as colour, shape, size.</li> <li>• Use body language in mime and role play to communicate ideas and feelings visually</li> </ul>	<ul style="list-style-type: none"> <li>• Give instructions of three – four simple steps.</li> <li>• Give an opinion in the context of a text without argue (it’s good, I like, I do not like).</li> </ul>
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***Years of study: 3 years***

<p>Learners show an understanding that text is used to convey meaning in different ways and for different purposes—they are developing an awareness of context. They use strategies, based on what they know, to read for understanding. They recognize that the structure and organization of text conveys meaning.</p> <ul style="list-style-type: none"> <li>• Pupils begin to read familiar single words presented in clear script in a familiar context, they can read simple French/Spanish words/phrases.</li> <li>• They can match vocabulary words to pictures.</li> <li>• They are beginning to read independently, selecting simple texts and using a bilingual</li> </ul>	<p>Learners show an understanding that writing can be structured in different ways to express different purposes. They use imagery in their stories to enhance the meaning and to make it more enjoyable to write and read. They understand that writing can produce a variety of responses from readers. They can tell a story and create characters in their writing.</p> <ul style="list-style-type: none"> <li>• Pupils write a few short sentences, with support, using expressions that they have already learnt.</li> <li>• Arrange words in meaningful sentences</li> </ul>	<p>Learners show an understanding that visual text may represent reality or fantasy. They recognize that visual text resources can provide information and increase understanding. They use visual text in a reflective way to enrich their storytelling or presentations, and to organize and represent information.</p> <ul style="list-style-type: none"> <li>• Observe and discuss illustrations in picture books and simple reference books, commenting on the information being conveyed</li> <li>• Realize that visual information reflects and contributes to the understanding of context.</li> <li>• Observe and discuss visual presentations; make suggestions about why they have been created and what the creator has been aiming to achieve</li> </ul>	<p>Learners show an understanding of the wide range of purposes of spoken language: that it instructs, informs, entertains, reassures; that each listener’s perception of what they hear is unique. They are compiling rules about the use of different aspects of language.</p> <ul style="list-style-type: none"> <li>• Respond briefly, with single words and phrases, to what they see and hear.</li> <li>• Pronunciation may be approximate and they may need considerable support from a spoken model and from visual clues.</li> <li>• Understand and repeat some familiar French/Spanish words with increasing concentration and accuracy.</li> <li>• Begin to follow simple French/Spanish instructions. They use some familiar French/Spanish greetings. Pupils understand that word order may be different in French/Spanish and English.</li> </ul>
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<p>dictionary or glossary to look up new words.</p> <ul style="list-style-type: none"> <li>Analyse words vocally, adding and editing sounds.</li> <li>Read aloud very simple and familiar sentences presented in clear script in a familiar context.</li> </ul>	<ul style="list-style-type: none"> <li>Pupils express personal responses.</li> <li>They write short phrases from memory and their spelling is readily understandable.</li> </ul>	<ul style="list-style-type: none"> <li>Discuss simple personal experiences that connect with visual images.</li> <li>Discuss their own feelings in response to visual messages; listen to other responses, realizing that people react differently.</li> </ul>	<ul style="list-style-type: none"> <li>Listen and respond to picture books and stories read or told by the teacher.</li> <li>Introduce themselves, their friends and can name familiar school and home objects in French/Spanish.</li> <li>Identify the similar words with the same Rhyme and sounds.</li> <li>Identify what they like and what they do not like.</li> <li>Recognise between the ideas mentioned in a text they hear and those which are not (persons, places and things).</li> </ul>
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**Years of study: 4 years**

<p>Learners show an understanding that text is used to convey meaning in different ways and for different purposes—they are developing an awareness of context. They use strategies, based on what they know, to read for understanding. They recognize that the structure and organization of text conveys meaning.</p> <ul style="list-style-type: none"> <li>Pupils enjoy reading short, simple stories in collective reading groups with teacher support.</li> <li>They make connections between stories and real life. They use illustrated word books or word charts to identify new words.</li> <li>Ask appropriate questions about written text, read and understand common signs and labels.</li> </ul>	<p>Learners show an understanding that writing can be structured in different ways to express different purposes. They use imagery in their stories to enhance the meaning and to make it more enjoyable to write and read. They understand that writing can produce a variety of responses from readers. They can tell a story and create characters in their writing.</p> <ul style="list-style-type: none"> <li>Select appropriate words to complete short phrases or sentences.</li> <li>Begin to use their knowledge of grammar to adapt and substitute</li> </ul>	<p>Learners show an understanding that visual text may represent reality or fantasy. They recognize that visual text resources can provide factual information and increase understanding. They use visual text in a reflective way to enrich their storytelling or presentations, and to organize and represent information.</p> <ul style="list-style-type: none"> <li>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, and word images to convey sound effects.</li> <li>Discuss simple paragraphs and tell how the words and pictures work together to convey a particular message.</li> </ul>	<p>Learners show an understanding of the wide range of purposes of spoken language: that it instructs, informs, entertains, reassures; that each listener’s perception of what they hear is unique. They are compiling rules about the use of different aspects of language.</p> <ul style="list-style-type: none"> <li>Give short, simple responses to what they see and hear and can ask simple questions.</li> <li>Name and describe familiar people, places and objects. They use set phrases (e.g. ask for help, permission).</li> <li>Pronunciation may still be approximate and the delivery hesitant, but their meaning is clear.</li> <li>Respond to basic instructions in French/Spanish. They can answer simple personal questions in French/Spanish individually, in small and large groups.</li> <li>Pick up simple words from taught stories in French/Spanish.</li> </ul>
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<ul style="list-style-type: none"><li>• Pupils can confidently identify and read short familiar phrases presented in clear script in a familiar context and they can independently read some unfamiliar words, signs and notices.</li><li>• Identify the meanings of the common and familiar words.</li><li>• Classify the words into categories like masculine, feminine, singular and plural.</li></ul>	<p>individual words and set phrases.</p> <ul style="list-style-type: none"><li>• Review written work with peers and teacher by editing or deleting.</li><li>•</li><li>• They begin to use dictionaries or glossaries to check words they have learnt.</li><li>• Write short texts on familiar topics, adapting language that they have already learnt through some support.</li></ul>	<ul style="list-style-type: none"><li>• Design posters and charts, using shapes, colours, symbols, layout and fonts, to achieve particular effects; explain how the desired effect is achieved</li><li>• Understand and explain how visual effects can be used to reflect a particular context</li><li>• Interpret visual cues in order to analyse and make inferences about the intention of the message.</li></ul> <p>Describe simple personal reactions to visual messages; reflect on why others may perceive the images differently.</p>	<ul style="list-style-type: none"><li>• Make connections between stories and real life and can respond to them verbally or in visual form.</li><li>• Use French/Spanish greetings confidently and appropriately.</li><li>• Distinguish beginning, medial and ending sounds of French/Spanish words and understand that words or endings may change based on singular/plural, masculine/feminine.</li></ul>
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## 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 are designed for native speakers of these languages and are not for students who are not proficient in the language.

### Mother Tongue Programme

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

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

### Important Information

- All Grade 5 mother tongue classes will run during school time (i.e. 7.50am – 2.50pm).
- The tuition of mother tongue programmes is an additional cost to the RWA tuition fees; these programmes are organised by parents or external providers.
- RWA assists these MT providers through the provision of classrooms and access to professional development when available.



## Moral Social Cultural Studies

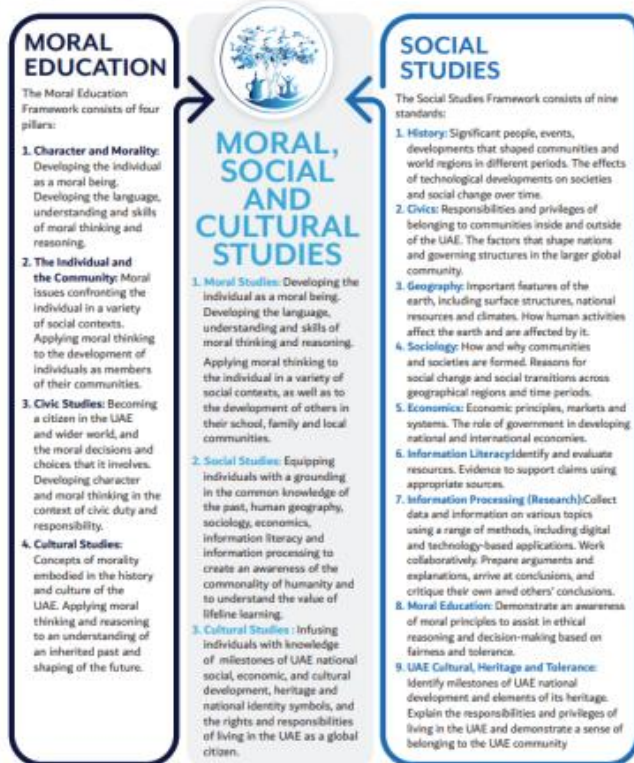
Moral, Social and Cultural Studies Grade 1-5 In line with UAE national priorities and the Dubai strategic plan 2021, schools in Dubai are required to incorporate the Ministry of Education UAE Moral, Social and Cultural Studies curriculum standards into their curricula. The rationale for this is to provide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

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

### Framework Transition Process

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

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



### Domains and Strands

**FIGURE 4**

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

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

## Visual Art

### Phase 4- Responding

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

#### PYP Conceptual Understandings:

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

#### Learning Objectives:

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





Drawing	Paint and Color	Print	Mixed Media	Construction	Fabric and Fibre
<ul style="list-style-type: none"> <li>• Look at and talk about his or her work. The work of other children and the work of the artists.</li> </ul>	<ul style="list-style-type: none"> <li>• Look at and talk about his or her work. The work of other children and the work of the artists.</li> </ul>	<ul style="list-style-type: none"> <li>• Look at, handle and talk about familiar objects for experience of shape, textures and patterns.</li> <li>• Look at and talk about his or her work, the work of other children and art prints that have relatively simple shapes, textures and patterns.</li> <li>• Look at examples of print design in everyday use.</li> </ul>	<ul style="list-style-type: none"> <li>• Look at, handle and talk about natural and manufactured objects for experience of three-dimensional form.</li> <li>• Look at and talk about his/her work, the work of other children and figures by famous artist with contrasting styles (or slides or prints).</li> <li>• Look at and talk about a local building complex, at a famous building and at visually stimulating arts (or slides or prints).</li> </ul>	<ul style="list-style-type: none"> <li>• Look at collections or photographs of natural and built structures and investigate spatial arrangements, balance and outline and how the spaces created relate to the whole.</li> <li>• Look at and talk about his/her work and the work of other children.</li> </ul>	<ul style="list-style-type: none"> <li>• Look at, handle and talk about a variety of fabrics and fibres for experience of tactile, visual and spatial qualities.</li> <li>• Look at and talk about his/her work and the work of other children.</li> <li>• Look at and talk about woven, embroidered, knitted and other fabrics, including interesting items of clothing from different times and cultures.</li> <li>• Look at and talk about fabric crafts and artefacts and visit a craftsperson at work if possible.</li> <li>• Look at and talk about fabric crafts and artefacts and visit a craftsperson at work if possible.</li> </ul>

#### Phase 4 - Creating

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

#### PYP Conceptual Understandings:

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



Drawing	Paint and Color	Print	Mixed Media	Construction	Fabric and Fiber
<ul style="list-style-type: none"> <li>• Experiment with marks, lines, shapes, textures, patterns and tones that can be made with different drawing instruments on a range of surfaces.</li> <li>• Makes drawing based on his/her personal or imaginative life with a growing sense of spatial relationships.</li> <li>• Explore shapes and as seen in natural and manufactured objects and become aware of the shape of shadows cast by objects.</li> <li>• Draw from observations.</li> </ul>	<ul style="list-style-type: none"> <li>• Explore color with a variety of materials and medias.</li> <li>• Use color expressively to interpret themes based on his or her personal or imaginative life.</li> <li>• Paint objects chosen for their color possibilities.</li> <li>• Discover color in the visual environment and become sensitive to tonal variations in pure color (hue).</li> <li>• Discover harmony and contrast in natural and manufactured objects and through themes chosen for their color possibilities.</li> </ul>	<ul style="list-style-type: none"> <li>• Experiment with the effects that can be achieved with simple print making techniques.</li> <li>• Use of variety of printing making techniques to make theme-based or non-representational prints.</li> </ul>	<ul style="list-style-type: none"> <li>• Explore and discover the possibilities of Mixed media as a medium for imaginative expression.</li> <li>• Create the form from colored cardboards / recycled materials using the medium expressively.</li> <li>• Work inventively with cubes or oblong blocks of recycled materials and add details to suggest a solid structure.</li> <li>• Make simple mixed media project in two dimensional.</li> <li>• Experiment with and develop line, shape, texture and pattern in different art material.</li> </ul>	<ul style="list-style-type: none"> <li>• Explore and experiment with the properties and characteristics of materials in making structures.</li> <li>• Make imaginative structures.</li> </ul>	<ul style="list-style-type: none"> <li>• Explore and discover the possibilities of fabric and fiber as media for imaginative expression.</li> <li>• Make small inventive pieces with fabric and fiber.</li> <li>• Invent a costume.</li> </ul>





## Performing Arts (Music)

### Phase 4 - Creating

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

#### PYP Conceptual Understandings:

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

Improvising	Composing & Arranging	Keyboard & IT Applications
<ul style="list-style-type: none"> <li>• Improvises melodic “answers” to “questions” played or sung by the teacher – the “answer” being of the same length, in the same tempo, and in the same style as the “question”</li> <li>• Improvises melodic embellishments and simple rhythmic and melodic variations on given pentatonic melodies and melodies in major keys</li> </ul>	<ul style="list-style-type: none"> <li>• Create music that will be continually refined after being shared with others</li> <li>• Composes pieces in recognizable forms using a variety of sound sources</li> <li>• Create a short sound clip to communicate a mood.</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluates the appropriate software application for various music projects</li> <li>• Searches, downloads, and imports MIDI files into notation software and manipulates the key, tempo, instruments, etc.</li> </ul>



### Phase 4 - Responding

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

PYP Conceptual Understandings:

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

Singing (alone & with others)	Playing Instruments (alone & with others)	Music Reading & Notation	Listening, Analyzing & Describing Music	Historical & Cultural Contexts	Evaluate music
<ul style="list-style-type: none"> <li>• Sing individually and in harmony.</li> <li>• Sings accurately and with good breath control throughout their singing ranges, alone and in small and large ensembles</li> <li>• Sings songs with parallel harmony parts without being confused by the other parts</li> </ul>	<ul style="list-style-type: none"> <li>• Performs easy rhythmic, melodic, and chordal patterns accurately and independently on rhythmic, melodic, and harmonic classroom instruments</li> <li>• Echoes on a melodic instrument a series of four simple, 4-beat melodic patterns without distorting the melody, rhythm, temp, or length of the patterns</li> <li>• Performs on at least one instrument with good posture, good playing position, and good control.</li> <li>• Play by ear simple melodies that move by step on instruments</li> </ul>	<ul style="list-style-type: none"> <li>• Reads and writes whole, half, quarter, eighth, sixteenth, and dotted notes and rests in different meter signatures</li> <li>• Reads simple pitch notation in the treble clef in major keys using a system (that is, syllables, numbers, or letters)</li> <li>• Reads basic music symbols (rest, dynamics, tempo markings, repeats, endings, slurs, ties etc).</li> </ul>	<ul style="list-style-type: none"> <li>• Recognizes the importance of balance and blend in group performances</li> <li>• Describes the melody, timbre, rhythm and texture of aural and written examples of music of various styles representing diverse cultures using appropriate music vocabulary</li> <li>• Gives meaningful feedback to self and peers about a performance or a composition.</li> </ul>	<ul style="list-style-type: none"> <li>• Describes in simple terms how elements of music are used in different music examples</li> <li>• Describes how music relates to culture, era, artworks</li> <li>• Identifies by genre or style different music excerpts</li> </ul>	<ul style="list-style-type: none"> <li>• Discusses the distinct, appealing musical features of their favorite musical works (including pop songs)</li> <li>• Distinguishes between a higher degree and a lower degree of proficiency in a performance</li> <li>• Critically listens to own compositions as well as those of others.</li> </ul>

## Physical Education

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

### Strands Essential Understandings

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

### Grade 5 Strands and Outcomes

PE Strand	PE Outcomes
<b>Individual Pursuits</b>	<b>Athletics and Swimming</b> <ul style="list-style-type: none"> <li>• Introduce greater complexity and refine movements to improve the quality of a movement sequence</li> <li>• Assess peers performance and provide appropriate feedback</li> <li>• Models the need to act responsibly to help ensure the safety of themselves and others</li> </ul>
<b>Movement composition</b>	<b>Dance and Gymnastics</b> <ul style="list-style-type: none"> <li>• Assess peers performance and provide appropriate feedback</li> <li>• Models the need to act responsibly to help ensure the safety of themselves and others</li> <li>• Introduce greater complexity and refine movements to improve the quality of a movement sequence</li> <li>• Reflect critically on the effectiveness of the group during and at the end of the process</li> </ul>

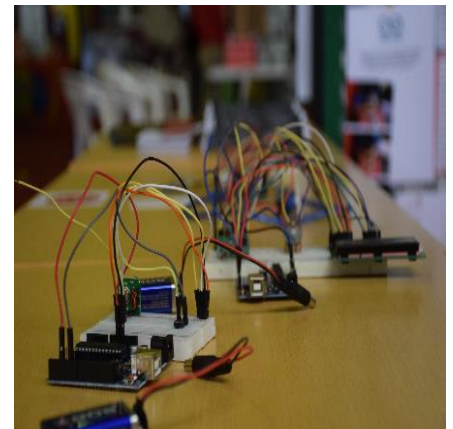
<p><b>Games</b></p>	<p><b>Sports Education: Invasion games and Striking and Fielding</b></p> <ul style="list-style-type: none"> <li>• Demonstrate ethical behavior and fair play that aligns with rules when participating in a range of physical activities</li> <li>• Assess peers performance and provide appropriate feedback</li> <li>• Models the need to act responsibly to help ensure the safety of themselves and others</li> <li>• Introduce greater complexity and refine movements to improve the quality of a movement sequence</li> <li>• Reflect critically on the effectiveness of the group during and at the end of the process</li> <li>• Independently use different strategies to resolve conflict</li> </ul>
<p><b>Health Related Fitness</b></p>	<ul style="list-style-type: none"> <li>• Understand the interdependence of factors that can affect health and well-being</li> <li>• Plan and practice strategies to promote health, safety, and well-being</li> <li>• Use emotional awareness and personal skills to relate to and help others</li> <li>• Reflect critically on the effectiveness of the group during and at the end of the process</li> </ul>
<p><b>Adventure Challenges</b></p>	<ul style="list-style-type: none"> <li>• Use emotional awareness and personal skills to relate to and help others</li> <li>• Reflect critically on the effectiveness of the group during and at the end of the process</li> <li>• Independently use different strategies to resolve conflict</li> <li>• Models the need to act responsibly to help ensure the safety of themselves and others</li> </ul>



## Information and Communications Technology (ICT)

In Grade 5 students will do the following:

- Learn a combination of theoretical and practical studies focusing on the ability to use common software applications such as word processors, spreadsheets, 3D printing design, presentation soft wares, robotics, website design, movie making, and blogging and coding.
- Use Arduino technology in the classroom. Arduino is an open-source electronics platform based on easy-to-use hardware and software. Arduino boards are able to read inputs - light on a sensor, a finger on a button, or a Twitter message - and turn it into an output - activating a motor, turning on an LED, publishing something online. Students will also construct and program LEGO models in class using the LEGO WeDo kits and the LEGO® Education SPIKE™ Essential kits.
- Use iMovie, green screens and Powtoon for creating visually fun and attractive videos. For the purpose of green screen videos, the ICT department has installed appropriate points around the ICT labs where students can use apps such as Do Ink to create videos. Powtoon is an online platform that can be used to create visually stunning animations and video with moving characters, background and music.
- Explore the foundation of collecting, presenting and analyzing data through the use of MS Excel where they will be required to create tables, input data and analyze those using formulae. They will learn how to use various formulae to work with data on Excel.
- Make use of a website as an effective platform for presenting a topic to share information using Wix. Wix is the platform that gives the freedom to create, design, manage and develop web presence exactly the way it is required for free.
- Work on their designing and presenting skills by designing their own 3D model using the Tinkercad website and presenting their sales pitch to sell their product in front of their class mates and teachers. This will enhance their presentation abilities to develop lifelong skills that can translate into nearly any profession.



## 21st Century Classrooms Programme

For several years, Raffles World Academy (RWA) has focused on enhancing our approach towards 21<sup>st</sup> century learning at the school. This has included the development of our 1:1 iPad programme in the primary school, our bring your own device approach across the 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 and in 2018-19 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 21<sup>st</sup> century learners, developing the skills and attitudes they will need to thrive as tomorrow's leaders, workers, and citizens. This programme has five key focal areas are **innovation, 21st century skills, learning environments, healthy technology habits and personalised learning.**

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



## Student Devices

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

## Use of Devices

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

## Primary School

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

## Device Specifications

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

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

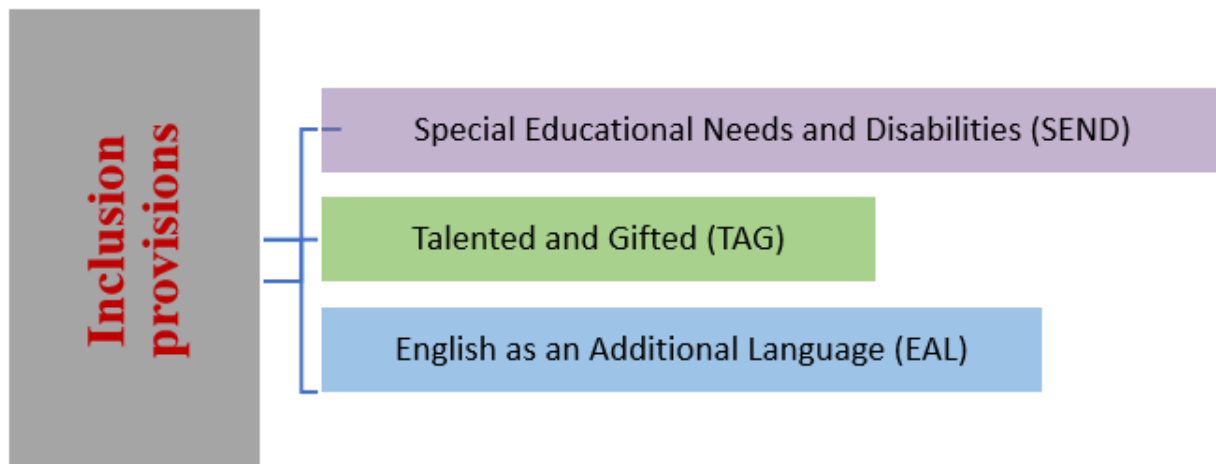


## Student Inclusion

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

IB definition of inclusion:

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





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

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

#### **Identification Procedures**

All students have an individual profile with data from various internal and external assessments carried out throughout the year. This includes standardised testing, formative assessments and teacher observations. Class teachers may refer a student to the LS department if they feel that the student is not making appropriate progress. After a thorough process of identification and consultation with parents, a student becomes eligible for the LS services. The LS teacher develops a 'Student Passport' and / or the Individual Learning Plan (ILP) in collaboration with the subject teacher, parents, student and any other adult involved 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?**



**RAFFLES**  
WORLD ACADEMY

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.

