



RAFFLES
WORLD ACADEMY



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RWA KG1 Curriculum Guide for Parents





Table of Contents

Head of Primary's Welcome.....	1
Class Timings and Timetable Structure.....	2
Our Guiding Statements.....	3
Development Characteristics of a KG1 Child	4
Top Tips for a Successful Start to School	7
The IB Primary Years Programme: Key Information	8
Assessment at RWA	12
Programme of Inquiry.....	14
Language Arts (English)	16
Mathematics.....	18
Science	21
Arabic A and B	23
Music and Movement	24
Physical Education	26
Student Inclusion	28
Mother Tongue Programme.....	31



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 center 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





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 KG1 and tries to answer many of the questions that you may have. If you do not find answers to your questions, please do not hesitate to speak to your child's teacher, and if you still have questions contact any one of the following members of the leadership team for further clarification:

- **Dr Armeena Tabassum** (armeenat@rwadubai.com): Vice principal and head of primary school (KG1-G5)
- **Ms. Yolanda Maccallum** (yolandam@rwadubai.com): PYP curriculum coordinator and deputy head academics - lower primary (G1 - G2)
- **Mr. Daniel Allmark** (daniela@rwadubai.com): Deputy head academics - upper primary (G3-5) and head of assessment for primary school
- **Ms. Ciske Louw** (ciskel@rwadubai.com) - Early Years Coordinator (Pre-KG-KG2)
- **Ms. Emily Hunton** (emilyh@rwadubai.com): Deputy head pastoral and administration

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 KG1 staff members provide an atmosphere in which life-long learners develop in a safe and secure environment. Students are encouraged to take risks and to share their ideas, thoughts, and use problem-solving strategies during a wide-range of learning activities. We are committed to providing a variety of learning opportunities and experiences that are based on the interests, strengths, and needs of our students, and in laying the foundation for success in learning. As a school we truly focus on helping the whole child to grow, focusing on physical, social, emotional, cognitive and linguistic development.

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

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

Best regards,

Dr Armeena Tabassum | Vice Principal



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 – 10.20am	Snack
10.20 – 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
1.50pm	End of School Day

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

Timetable Structure: KG1

Subject	Number of Lesson
English (including 5 Read Write Inc. lessons)	11 lessons (5.5 hours)
Math	10 lessons (5 hours)
Unit of Inquiry (Science and Social Studies)	6 lessons (3 hours)
Library	0.5 lessons (0.5 hours)
Arabic A/B	4 lessons (2 hours)
Physical Education	2 lesson (1 hour)
Music and Movement	2 lessons (1 hours)
Art	2 lessons (1 hour)
Free Play	5 lessons (2.5 hours)
Circle Time	2 lessons (1 hour)
Enrichment Activities	2 lessons (1 hour)
Total	47 lessons (23.5 hours)

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Development Characteristics of a KG1 Child

Throughout the developmental stages, children demonstrate a genuine enthusiasm for learning new concepts, make strides in gaining self-confidence, and develop the necessary skills to understand the world and people around them. At age 4, your child will enter kindergarten and get the first taste of the world of school. As they will be able to properly articulate their feelings, ideas, and effectively solve problems through dialogue.

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

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

An appreciation of the developmental stages of children helps us to empathise with their needs and behaviours, set appropriate expectations, and support all-round development and wellbeing.

It is important that teachers and parents, — anyone who works with or around children — know their basic characteristics and what to expect at different ages and year levels. No two children will mature at the same rate and no two children will exhibit the same characteristics of development at the same age or year level — but it is useful to know in general, what to expect with different levels of maturity.

Physical development

- Stands and walks on tiptoe
- Can kick a ball confidently
- Jumps from low steps
- Pedals a tricycle
- Turns single pages in a book
- Can draw a face
- Builds bridges with blocks when shown
- Undoes buttons
- Threads large beads
- Paints with large brush, cuts with scissors

Social and emotional development

- Greater social awareness
- Will play in twos or threes, sharing ideas
- May have close friends
- A lot of mixed play of the sexes
- Stable and emotionally secure
- Friendly to other children
- Increasing in independence, but still needs support from adults
- Fears loss of carers
- Strong sense of gender identity
- Less anxious about separation
- Plays alongside others

Language and communication skills

- Rapidly expanding vocabulary, including plurals
- Holds simple conversations
- Enjoys repetition of favourite stories
- Aware of some meaningful features of written language.

Intellectual development

- Copies circle and cross, draws man with head
- Matches two or three primary colours
- Counts to ten
- Uses private speech to guide behavior when engaged in challenging tasks
- Can generalize remembered information from one situation to another

How Adults Can Help

- Praise the child whenever you honestly can
- Provide clear limits – enforce them consistently but not harshly
- Encourage child to do things for themselves
- Develop a warm relationship with him/her
- Express love for and confidence in the child
- Be patient
- Help him/her work on their emotions
- Give approval through facial expressions, gestures and verbal responses
- Avoid negative remarks about the child
- Help children to solve problems with their peers

Tips for Communicating with Children

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



Top Tips for a Successful Start to School

Here are 10 tips to help you, your child and your teacher get to know each other better and make the journey into kindergarten a little bit smoother for everyone involved.

1. About a month before school starts, **adjust your daily routines** to fit the school day schedule.
2. Children come into kindergarten with a wide variety (and various levels) of skills and knowledge. **Don't stress too much** about where your child is. Be confident he or she will gain the skills needed. If you want to help your child with necessary basic skills, spend some time helping write his/her name and doing fun activities together learning letters, numbers, colors and shapes.
3. If you're feeling anxious or sad about your child going to school, **try not to let on in front of your child**. He/she will be much more comfortable if you are comfortable when you drop him/her off at school.
4. Read all the notes and newsletters that come home from your child's teacher and the school as soon as you get them. **Keep a folder with important information** about upcoming events, dates and notices so that all of that information is easily accessible.
5. Want to talk to your child about what's been going on in school? **Ask questions** that are specific and straight-forward. For example, "What did you make in class today?" or "What did you learn about frogs today?"
6. One of the most exciting parts about kindergarten is **learning to read**. The most important "homework" you can do to help prepare your child for this crucial, life-long skill; try reading together for 20-30 minutes/day. You can read books; do fun reading activities, and even practice reading the words that surround you (on cereal boxes, at the grocery store, on street signs etc.).
7. If your child is having difficulty with another child in the class, **talk it over with the teacher** before confronting another parent. She/he knows both children and understands their classroom dynamic and may have a solution.
8. If possible, **volunteer to help in the classroom**. You can also ask the teacher if there's anything you can do at home to help. Please also try to attend field trips and other special school events whenever you can. When you're involved at school, you're showing your child and his/her teacher that education is important to you!
9. **Come to student conferences with questions** you've written down ahead of time. If the teacher has specific concerns, ask for suggestions of things you can do at home to help your child with problem areas. Don't fret about grades in kindergarten. Use grades and evaluations as guides for feedback on which areas to work on at home. But don't let them stress you out!
10. What's most important about this crucial transition into formal education is the understanding that **school and learning are fun and exciting**. Don't sweat the small stuff and make things unnecessarily stressful. Tap into your child's natural curiosity and excitement about learning new things and the year is sure to be a success. Most children do very well during the adjustment to kindergarten. Approach the year with enthusiasm and excitement and your child is likely to follow your lead.

It won't be long before you realize the transition to KG1 is as easy as ABC! Adapted from www.education.com.

The IB Primary Years Programme (PYP): Key Information

International Baccalaureate (IB) Learner Profile

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

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



The 5 Essential Elements of the PYP

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

Knowledge: What do we want students to know?

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

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

Concepts: What do we want students to understand?

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

- **Form:** What is it like?
 - Observing, identifying, describing and categorizing.
- **Function:** How does it work?
 - Analyse the function, role, behavior and the ways in which things work.
- **Causation:** Why is it like it is?
 - Prompting students to ask “Why?” and of helping them to recognize that actions and events have reasons and consequences.
- **Change:** How is it changing?
 - Realization that we are growing up in a world where the pace of change is accelerating.
- **Connection:** How is it connected to other things?
 - Helps focus on the relationships within and among systems are often complex, and that changes in one aspect of a system will have consequences, even though these may not be immediately apparent; that we must consider the impact of our actions on others, whether at the immediate, personal level or at the level of far-reaching decisions affecting environments and communities.
- **Perspective:** What are the points of view?
 - Helping students reject simplistic, biased interpretations, towards seeking and considering the points of view of others, and towards developing defensible interpretations.
- **Responsibility:** What is our responsibility?
 - This concept was selected because of the need to develop in students the disposition towards identifying and assuming responsibility, and towards taking socially responsible action. This concept is directly linked to the action component, one of the essential elements in the PYP curriculum.
- **Reflection:** How do we know?
 - Challenges the students to examine their evidence, methods and conclusions for potential bias or other inaccuracy.

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

There are five transdisciplinary skills students develop to be successful lifelong learners:

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

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

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

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

Action: How do we want the students to act?

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

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



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

Assessment at RWA

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

The purposes of assessments are to:

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

The Reporting Cycle

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

Three Way Goal Setting Conferences

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

Parent Teacher Conferences

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



Student Led Conferences

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

Written Reports

RWA provides quarterly written reports to parents. Two of these are full descriptive written reports on each subject area (February and June) and two are interim data reports (November and April); all are published online on the Toddle Family App. The focus of the interim report cards is to provide the attainment levels in the core subjects (math, English, science, Arabic and Islamic), as well as the progress of students in all of these subjects. The detailed end of semester report cards follows a narrative format outlining the students' academic progress and social development in each semester. In our Kindergarten reports 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
Exceeding	The child is above the expected level.
Expected	The child is at the expected level.
Emerging	The child is developing in this area but is not yet at the expected level.

Student Portfolios

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



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Homework

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

From KG1 – Grade 1 students only set homework each week is reading each night. For this we expect **at least 20 minutes each day**, with students able to do this using RAZ Kids (online resource) and physical books. As a part of this, we encourage parents to work with the school in developing a ‘love of reading’ in our children, doing things such as family ‘Drop Everything and Read’ times (all family members read at the same time) and having discussions at the dinner table about what books each family member has read lately.



Early Learning Goals

The level of progress children should be expected to have attained by the end of the EYFS is defined by seventeen **Early Learning Goals**, which are spread across the seven Areas of Learning and Development. The EYFS ELGs go hand in hand with the EYFS outcomes that can guide parents and practitioners on the level of developmental progress that their child is making.

Communication and Language
Listening, Attention and Understanding
<ul style="list-style-type: none"> Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. Make comments about what they have heard and ask questions to clarify their understanding. Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.
Speaking
<ul style="list-style-type: none"> Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.

Understanding the World
Past and Present
<ul style="list-style-type: none"> Talk about the lives of the people around them and their roles in society. Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. Understand the past through settings, characters and events encountered in books read in class and storytelling.
People, Culture and Communities
<ul style="list-style-type: none"> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps. Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and (when appropriate) maps.
The Natural World
<ul style="list-style-type: none"> Explore the natural world around them, making observations and drawing pictures of animals and plants. Know some similarities and differences between the natural world around them and contrasting environments, drawing on their experiences and what has been read in class. Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

Personal, Social and Emotional Development
Self-Regulation
<ul style="list-style-type: none"> Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.
Managing Self
<ul style="list-style-type: none"> Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Explain the reasons for rules, know right from wrong and try to behave accordingly. Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.
Building Relationships
<ul style="list-style-type: none"> Work and play cooperatively and take turns with others. Form positive attachments to adults and friendships with peers. Show sensitivity to their own and to others' needs.

Expressive Arts and Design
Creating with Materials
<ul style="list-style-type: none"> Safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function. Share their creations, explaining the process they have used. Make use of props and materials when role playing characters in narratives and stories.
Being Imaginative and Expressive
<ul style="list-style-type: none"> Invent, adapt and recount narratives and stories with peers and their teacher. Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.

Mathematics
Number
<ul style="list-style-type: none"> Have a deep understanding of number to 10, including the composition of each number. Subitise (recognise quantities without counting) up to 5. Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.
Numerical Patterns
<ul style="list-style-type: none"> Verbally count beyond 20, recognising the pattern of the counting system. Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity. Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.




Physical Development
Gross Motor Skills
<ul style="list-style-type: none"> Negotiate space and obstacles safely, with consideration for themselves and others. Demonstrate strength, balance and coordination when playing. Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.
Fine Motor Skills
<ul style="list-style-type: none"> Hold a pencil effectively in preparation for fluent writing – using the tripod grip in almost all cases. Use a range of small tools, including scissors, paintbrushes and cutlery. Begin to show accuracy and care when drawing.

Literacy
Comprehension
<ul style="list-style-type: none"> Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate (where appropriate) key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.
Word Reading
<ul style="list-style-type: none"> Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.
Writing
<ul style="list-style-type: none"> Write recognisable letters, most of which are correctly formed. Spell words by identifying sounds in them and representing the sounds with a letter or letters. Write simple phrases and sentences that can be read by others.



Programme of Inquiry (POI)

Inquiry is one of the primary pedagogical approaches of the PYP. Inquiry based learning is based around students working both collaboratively and independently to find answers and develop solutions. 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; in KG1 students explore five of these themes. All 'Units of Inquiry' in the primary school constitute our 'Programme of Inquiry' (POI). Below is an outline of the four Units of Inquiry for KG1 in the order that they will be taught.

<p style="text-align: center;">How We Organize Ourselves</p>  <p>An inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations; societal decision-making; economic activities and their impact on humankind and the environment.</p>	<p style="text-align: center;"><u>Unit 1: Belonging and community</u></p> <p>Central Idea Successful communities work together to make and follow agreements</p> <p>Key Concepts Form, causation and rconnection</p> <p>Lines of Inquiry</p> <ul style="list-style-type: none"> • Characteristics of a successful community • How members of a community work together <p style="text-align: center;">My role in a successful community</p>
<p style="text-align: center;">How We Express Ourselves</p>  <p>An inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.</p>	<p style="text-align: center;"><u>Unit 2: Art and Us</u></p> <p>Central Idea People can use art to express their thoughts and feelings creatively.</p> <p>Key Concepts Form, connection and perspective</p> <p>Lines of Inquiry</p> <ul style="list-style-type: none"> • Forms of art • Thoughts and feelings in art • Expressing ourselves
<p style="text-align: center;">How the World Works</p> 	<p style="text-align: center;"><u>Unit 3: Forces and Materials</u></p> <p>Central Idea Forces affect materials in different ways.</p> <p>Key Concepts</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>Form, function and change Lines of Inquiry</p> <ul style="list-style-type: none"> • Properties of materials • Types of forces <p>Effect of forces on materials</p>
<p style="text-align: center;">Who We Are</p>  <p>An inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities and cultures, rights and responsibilities; what it means to be human.</p>	<p style="text-align: center;"><u>Unit 4: Identity</u></p> <p>Central Idea People can learn about who they are with and through others</p> <p>Key Concepts Form, connection and perspective</p> <p>Lines of Inquiry</p> <ul style="list-style-type: none"> • Relationships • Our cultures and traditions • My own identity
<p style="text-align: center;">Sharing the Planet</p>  <p>An inquiry into rights and responsibilities in the struggle to share finite resources with other people and with other living things; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution.</p>	<p style="text-align: center;"><u>Unit 5: Living Things</u></p> <p>Central Idea People share the planet with other living things</p> <p>Key Concepts Form, causation and responsibility</p> <p>Lines of Inquiry</p> <ul style="list-style-type: none"> • Features of habitats • Living things in habitats <p>Human responsibility towards habitats</p>

Field Trips

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

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

Language Arts (English)

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.

Language Arts Learning Objectives

At RWA Language Arts (English) comes under four strands 'Reading', 'Writing', 'Viewing and Presenting' and 'Speaking and Listening'. Below is the Learning Objectives for Language Arts (English) for KG1:

Reading

- Hears and says the initial sound in words.
- Read individual letters by saying the sounds for them.
- Enjoy listening to stories.
- Locate and respond to aspects of interest in self-selected texts (pointing, examining pictures closely, commenting)
- Handle books, showing an understanding of how a book works, for example, cover, beginning, directional movement, end.
- Blend sound into words so that they can read short words made up of known letters – sound correspondences.
- Show curiosity and ask questions about pictures or text.
- Choose and “read” picture books for pleasure.
- Participate in shared reading, joining in with rhymes, refrains and repeated text as they gain.
- Recognize their own first name familiarity.
- Read some letter groups that each represent one sound and say sounds for them.
- Read a few common exception words matched to the school's phonic program.
- Distinguish between pictures and written text, for example, can point to a picture when asked.
- Begin to discriminate between visual representations such as symbols, numbers, technology iconography, letters and words.
- Read simple phrases and sentences made up of words with known letter – sound correspondences and, where necessary, a few exception words.





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WORLD ACADEMY

- Show empathy for characters in a story.
- Make connections to their own experience when listening to or “reading” texts.
- Listen attentively and respond to stories read aloud.
- Re-read what they have written to check that it makes sense.
- Indicate printed text where the teacher should start reading.
- Express opinions about the meaning of a story.

Writing

- Gives meaning to marks they make as they draw, write and paint.
- Experiment with writing using different writing implements and media.
- Choose to write as play, or in informal situations, for example, filling in forms in a pretend post office, writing a menu or wish list for a party.
- Spell words by identifying the sounds and then writing the sounds with letters.
- Differentiate between illustrations and written text.
- Use their own experience as a stimulus when drawing and “writing”.
- Spell words by identifying the sounds and then writing the sounds with letters.
- Begin to discriminate between letters/characters, numbers and symbols.
- Write their own name independently.
- Spell words by identifying the sounds and then writing the sounds with letters.
- Starts to recognize and choose some tricky words to copy.
- Show curiosity and ask questions about written language.
- Form lower case and capital letters correctly.
- Write short sentences with words with known sound – letter correspondences.
- Attempts to write short sentences in meaningful contexts.

Viewing and Presenting

- Learn new vocabulary.
- Reveal their own feelings in response to visual presentations, for example, by showing amusement, curiosity, surprise.
- Observe visual cues that indicate context; show understanding by matching pictures with context.
- Engage in story times.
- Attend to visual information showing understanding through play, gestures, facial expression.
- Recognize familiar signs, labels and logos, for example, pedestrian walking sign, emergency exit sign, no dogs allowed; identify similarities and differences.
- Retell the story once they have developed a deep familiarity with the text some as exact repetition and some in their own words.
- Make personal connections to visual texts, for example, a picture book about children making friends in a new situation.
- Use body language to communicate and to convey understanding, for example, pointing, gesturing, and facial expressions.



RAFFLES

WORLD ACADEMY

- Connect one idea or action to another using a range of connectives.
- Select and incorporate colors, shapes, symbols and images into visual presentations.
- Show appreciation of illustrations in picture books by selecting and rereading familiar books, focusing on favorite pages.
- Engage in non-fiction books.
- Locate and use appropriate technology iconography to activate different devices, for example, computer games, CD player, television.
- Listen to terminology associated with visual texts and understand terms such as color, shape, size.

Speaking and Listening

- Understand how to listen carefully and why listening is important.
- Uses new vocabulary through the day.
- Use gestures, actions, body language and/or words to communicate needs and to express ideas.
- Name classmates, teachers and familiar classroom and playground objects.
- Follow classroom directions and routines, using context cues.
- Ask questions to find out more and to check they understand what has been said to them.
- Develop social phrases.
- Act effectively with peers and adults in familiar social settings.
- Repeat/echo single words.
- Listen and respond to picture books, showing pleasure, and demonstrating their understanding through gestures, expression and/or words.
- Describe events in some detail.
- Listen to and talk about stories to build familiarity and understanding.
- Use single words and two-word phrases in context
- Understand simple questions and respond with actions or words.
- Tell their own stories using words, gestures, and objects/ artifacts.
- Uses new vocabulary in different contexts.
- Listen carefully to rhymes and songs, paying attention to how they sound.
- Realize that people speak different languages.
- Use the mother tongue (with translation, if necessary) to express needs and explain ideas.
- Join in with poems, rhymes, songs and repeated phrases in shared books.
- Listen to and talk about selected non-fiction to develop deep familiarity with new knowledge and vocabulary.
- Use talk to help workout problems and organize thinking and activities, and to explain how things work and why they might happen.
- Realize that word order can change from one language to another.
- Use own grammar style as part of the process of developing grammatical awareness.

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 reflects this. At RWA we use the Math Mastery approach to ensure that content is not just ‘covered’ but that our students develop 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’. Below are the objectives under each of these strands:

Number

- Solves problems, including doubling, halving and sharing
- Uses quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer
- Counts reliably with numbers from one to 20, place them in order
- Says which number is one more or one less than a given number



RAFFLES

WORLD ACADEMY

- Estimates how many objects they can see and checks by counting them
- Uses the language of 'more' and 'fewer' to compare two sets of objects
- Finds the total number of items in two groups by counting all of them
- Says the number that is one more than a given number
- Finds one more or one less from a group of up to five objects, then ten objects
- In practical activities and discussions, begins to use the vocabulary involved in adding and subtracting
- Records using marks that they can interpret and explain
- Begins to identify own mathematical problems based on own interests and fascinations
- Recognises some numerals of personal significance
- Begins to make comparisons between quantities
- Recognises numerals 1 to 5. counts up to 3 or 4 objects by saying one number name for each item
- Selects the correct numeral to represent 1 to 5, then 1 to 10 objects
- Counts actions or objects which cannot be moved
- Counts objects to 10, and beginning to count beyond 10. Counts out up to six objects from a larger group
- Uses the language of 'more' and 'fewer' to compare two sets of objects
- Counts an irregular arrangement of up to ten objects.
- Shows curiosity about numbers by offering comments or asking questions.
- Compares two groups of objects, saying when they have the same number.
- Knows that a group of things changes in quantity when something is added or taken away.
- Separates a group of three or four objects in different ways, beginning to recognise that the total is still the same
- Shows an interest in number problems.
- Shows an interest in numerals in the environment.
- Shows an interest in representing numbers.
- Realises not only objects, but also anything can be counted, including steps, claps or jumps.
- Uses some number names and number language spontaneously.
- Uses some number names accurately in play.
- Recites numbers in order to 10
- Knows that numbers identify how many objects are in a set
- Begins to represent numbers using fingers, marks on paper or pictures
- Begins to match numeral and quantity correctly
- Uses some language of quantities, such as 'more' and 'a lot'
- Selects a small number of objects from a group when asked, for example, 'please give me one', 'please give me two'
- Recites some number names in sequence
- Creates and experiments with symbols and marks representing ideas of number
- Knows that a group of things changes in quantity when something is added or taken away

Measurement

- Explores the characteristics of everyday objects and shapes and use mathematical language to describe them
- Uses everyday language to talk about size, weight, capacity, positions, distance, time and money to compare
- Orders two items by weight or capacity
- Uses everyday language to talk about size, weight, capacity, positions, distance, time and money to compare quantities and objects and to solve problems
- Begins to use the language of size
- Begins to identify own mathematical problems based on own interests and fascinations
- Orders two or three items by length or height
- Begins to use everyday language related to money
- Uses everyday language related to time
- Orders and sequences familiar events
- Measures short periods in simple ways
- Understands some talk about immediate past and future, e.g. 'before', 'later' or 'soon'
- Anticipates specific time-based events such as mealtimes or home time

Shape and Space

- Explores the characteristics of everyday objects and shapes and use mathematical language to describe them
- Recognizes, creates and describes patterns
- Begins to use mathematical names for 'solid' 3D shapes and 'flat' 2D shapes, and mathematical terms to describe shapes
- Shows an interest in shape and space by playing with shapes or making arrangements with objects
- Uses shapes appropriately for tasks
- Selects a particular named shape
- Uses positional language
- Describes their relative position such as 'behind' or 'next to'
- Shows an awareness of similarities of shapes in the environment
- Begins to talk about the shapes of everyday objects, e.g. 'round' and 'tall'
- Shows interest in shape by sustained construction activity or by talking about shapes or arrangements
- Shows interest in shapes in the environment
- Notices simple shapes and patterns in pictures
- Begins to categorise objects according to properties such as shape or size

Data Handling

- Represents information through pictographs and tally marks

Science

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

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

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

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

Science Learning Objectives

Skills

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

Content

- Sort objects into groups based on the properties of their materials.
 - Know how the shapes of some materials can be changed by squishing, bending, twisting and stretching.
 - Know that colors change when mixed together
 - Model how the spin of the Earth leads to day and night
 - Explore how the sun appears to move during the day.
 - Explore how shadows change.
 - Observe and talk about their observations of the weather, recording reports of weather data.
-
- Explore how sense enable humans to be aware of the world around them.
 - Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.
 - Recognize that when things speed up, slow down or change direction there is a cause.
 - Recognize that both pushes and pulls are forces.
 - Explore how forces can change the shape of objects.
 - Explore how forces can make objects start or stop moving.
 - Know that plants and animals are living things.
 - Explore and construct food chains in a particular habitat.
 - Know that food chains begin with a plant (the producer), which uses energy from the sun.
 - Know that food chains can be used to represent feeding relationships in a habitat, and present these in text and diagram.
 - Investigate features of different habitats
 - Explore the ways that different animals and plants inhabit local environments.
 - Investigate how different animals are found in different habitats and are suited to the environment in which they are found.
 - Explore how humans have positive and negative effects on the environment, for example, loss of species, and protection of habitats.
 - Explore how senses enable humans and animals to be aware of the world around them.
 - Identify similarities and difference between local environments and know about some of the ways these affect the animals and plants that are found there.



Arabic A and B

In KG1, Arabic lessons will be taught by an Arabic teacher in the homeroom and further supported by an Arabic speaking learning assistant. The learning activities will complement the EYFS learning from across the curriculum in; music, art, language, mathematics and PE. Thus, it will establish the language as a real means of communication in authentic situations.

Learning outcomes are:

Unit 1: Greetings and self-introduction

Unit 2: Arabic numbers from 1 to 10

Unit 3: Arabic Alphabet

Unit 4: Family members

Unit 5: Fruit and Vegetables

Unit 6: Animals



Music and Movement

Phase 1 - Creating

Overall Expectation Phase 1: Learners show an understanding that they can express themselves by creating artworks in dance, drama, music and visual arts. They know that creating in arts can be done on their own or with others. They are aware that inspiration to create in arts comes from their own experiences and imagination. They recognize that they use symbols and representations to convey meaning in their work.

PYP Conceptual Understanding:

- We can enjoy and learn from creating art.
- The creative process involves joining in, exploring and taking risks.
- In creating art, people make choices to construct meaning about the world around them.
- We can express ourselves through arts.
- Our experiences and imagination can inspire us to create.

Improvising

- Improvises patterns with speech and body percussion.

Composing & Arranging

- Compose simple songs to match classroom routines
- Create movement in response to music
- Create sounds by tapping, shaking, blowing

Phase 1 - Responding

Overall Expectation Phase 1: Learners show an understanding that the different forms of arts are forms of expression to be enjoyed. They know that dance, drama, music and visual arts use symbols and representations to convey meaning. They have a concept of being an audience of different art forms and display awareness of sharing art with others. They can interpret and respond to different art forms, including their own work and that of others.

PYP Conceptual Understanding:

- We enjoy and experience different forms of arts.
- The art is a means of communication and expression.
- People make meaning through the use of symbols.
- People share art with others.
- We express our responses to artwork in a variety of ways.
- We reflect on our artwork and the work of others.





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Singing (alone & with others)	Playing Instruments (alone & with others)	Music Reading & Notation	Listening, Analyzing & Describing Music	Movement
<ul style="list-style-type: none">• Demonstrates different voices (high, low, funny, scary) as suggested when speaking, chanting, or singing.• Sings individually and in unison.• Uses singing voice as distinct from the speaking or shouting voice.	<ul style="list-style-type: none">• Uses instruments in safe and appropriate ways.• Plays instruments with an awareness of steady beat• Explores different sounds of instruments• Echoes short rhythmic patterns.	<ul style="list-style-type: none">• Recognizes that music can be written and read.• Reads and arranges iconic symbols for short and long sounds.	<ul style="list-style-type: none">• Identifies pictures representing musical and nonmusical sounds.• Describes musical contrasts.• Identifies high and low sounds.• Recognizes similarities and differences in sound.• Identifies several settings in which music was present in his or her life.	<ul style="list-style-type: none">• Develops an ability to maintain a steady beat through movement• Imitates movement in response to music• Move rhythmically• Develop an ability to start and stop together





Physical Education



As part of our PSPE curriculum at RWA we have develop an ongoing, balanced physical education programme, drawing on the conceptual understandings and learning outcomes from all three strands of PSPE to provide meaningful, connected learning experiences for students.

Strands Essential Understandings

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

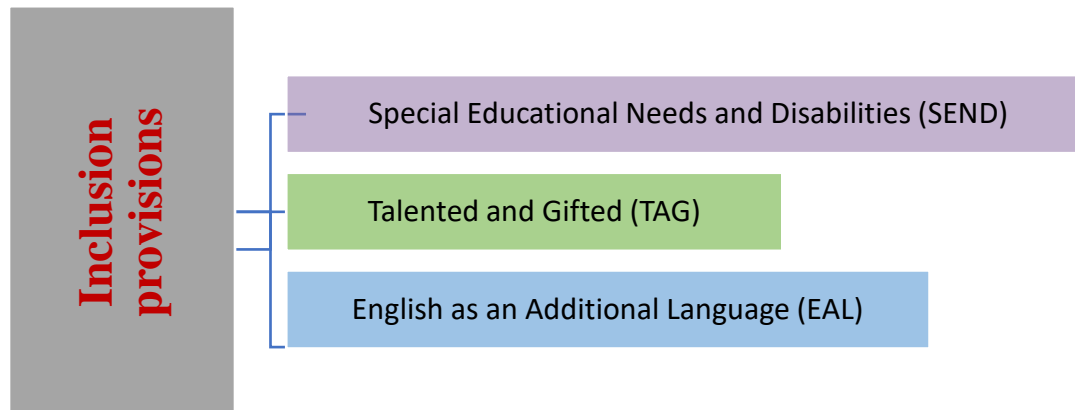
In KG1 students will explore the following outcomes for the listed strands:

PE Strand	PE Outcomes
Individual Pursuits	<ul style="list-style-type: none"> • Develop a range of fine and gross motor skills • Demonstrate responsibility for safety of self and others • Describe how they have grown and changed • Enjoy interacting, playing and engaging with others • Recognize that acting upon instructions and being aware of others helps to ensure safety
Games	<ul style="list-style-type: none"> • Develop a range of fine and gross motor skills • Recognize that acting upon instructions and being aware of others helps to ensure safety • Follow rules when participating in physical activities
Movement Composition	<ul style="list-style-type: none"> • Identify their feelings and emotions and explain possible causes • Explore and create movements in response to different stimuli
Health Related Fitness	<ul style="list-style-type: none"> • Explore how regular physical activity keeps individuals healthy and well • Demonstrate an awareness of health and safety practices and their own well-being



Student Inclusion

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



IB definition of inclusion:

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

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

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

Identification Procedures

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



Support Services

Students enter the program based on the identification procedures described in the section above. Every student with identified need has the student passport developed by the learning support department. This document has details like the demographic data, identified need, strengths and weaknesses, learning styles, areas of interest, instructional/classroom/organizational and social/behavioral recommendations, learning goals, CCA details, any therapies taken outside, medical needs, assessment details, review date and teacher/parent signatures. The LS team along with the classroom/subject teachers works to cater to the student's needs through individualized support and / or in-class support during the school day, as needed. Students needing pull-out sessions will have an individual learning plan collaboratively developed by his learning support teacher and subject teacher with inputs from parents, students and any other adult working with the academics. Some students may benefit with the 1:1 support of a Learning Support Assistant (LSA) to become successful and independent in the classroom. This is in line with good inclusion practices and the UAE Ministry of Education guidelines regarding students with SEND.

Monitoring Student Progress

The LS teacher monitors and analyses the progress made by every student as per the individual learning plan. This information is communicated to all the stakeholders regularly. Each set of learning goals, support strategies, monitoring progress and reporting happens over a duration of 6-8 weeks. The student may continue to work on the same goal or move on to the next set of goals depending on the progress shown. The learning goals are developed to reduce the attainment gap between the student and peers, ensure continued progress and enable the student to perform at his/her optimum potential.

Exiting the Learning Support Programme

The head of student support services, LS teacher, subject teachers, parents, student and any other adult involved in the child's education review the need for the student to exit the LS programme at the end of an academic year.

Talented and Gifted (TAG) Programme

Our Definition of TAG

'Talented and Gifted' refers to having outstanding ability in one or more areas of intelligence, creativity, academic achievement or special talents and abilities such as performing arts or leadership capacity. The performance of the TAG students is so exceptional that they require special provisions to meet their educational needs in the general education classrooms with support from the classroom / subject teachers or learning support teachers.

Identification Procedures

A student is identified as TAG either through a referral by the class/subject teacher, parents or the scores of the standardized testing (CAT4, PTE, PTM, PTS, etc.). This is further validated by the evaluation of the Gifted and Talented Evaluation Scales (GATES) screener form. A TAG register is developed by the head of student



support services and reviewed by the head of primary/secondary to determine whether the student merits the TAG programme.

Support Services

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

Monitoring Student Progress

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

English as an Additional Language (EAL) Programme

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

Identification Procedures

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

Support Services

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

Monitoring Student Progress

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

Exiting the EAL Programme

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

Mother Tongue Programme

At RWA, we have a diverse range of mother tongue offerings, with currently six different programmes for native speakers of these languages. Next year all mother tongue programmes will be available from KG1, with these classes running after school. These programmes are designed for native speakers of these languages and are not for students who are not proficient in the language.

If you are interested in your child accessing either of these Mother Tongue programmes in KG1, please contact the following coordinators for more information:

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

Important Information

- All KG1 mother tongue classes will run after school (1:50-2:50pm).
- 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.

