



RAFFLES

WORLD ACADEMY

RWA KG2 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 KG2 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 KG2 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

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

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: KG2

Subject	Number of Lesson
English	11 lessons (5.5 hours)
Math	10 lessons (5 hours)
Unit of Inquiry (Science and Social Studies)	7 lessons (3.5 hours)
Science	2 lesson (1 hour)
Library	0.5 lessons (0.5 hours)
Arabic A/B	3 lessons (3 hours)
Islamic/ Homeroom	2 lessons (2 hours)
Physical Education	3 lesson (1.5 hours)
Music	2 lesson (1 hour)
Visual Art	2 lesson (1 hour)
Circle Time	1 lesson (0.5 hours)
Free Play	4 lessons (2 hours)
Enrichment Activities	4 lessons (2 hours)
Total	55 lessons (27.5 hours)



Our Guiding Statements

Our Vision:

Providing world-class education

Our Mission:

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

Our Philosophy:

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

Core Values:

Achievement | Collaboration | Innovation | Integrity | Respect | Responsibility

Our Motto:

Towards Excellence

Development Characteristics of a KG2 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 5, 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.

This is a great period of transition in their lives. Not all children are ready at the same time for the same task. We should be sensitive to each child's readiness for a new task. Children should not be pushed for perfection. Expect mistakes and much forgetting. Five-year-olds are wonderful! Laugh with them and enjoy them!

Physical development

- Can aim and throw and catch a large ball
- Runs and hops
- Builds a large tower
- Can brush own teeth
- Cuts round an object with scissors and copies a square
- Buttons and unbuttons clothes

Social and emotional development

- Enjoys co-operative and dramatic play
- Understands co-operation and competition
- Responds to reasoning

- Can take turns
- Enjoys independence but still needs comfort and reassurance

Language and communication skills

- Imitates adult speech
- Can be understood by strangers
- Forms short, grammatically correct sentences
- Asks many questions: what, why and how
- Knows parts of body, animals
- Still makes errors of tenses 4–8 years
- Speech is fluent and correct, using descriptive

Intellectual development

- Copies square, and range of letters – some spontaneously
- Draws man with head, body, arms, legs and features, and will draw house
- Colours pictures neatly
- Names primary colours and matches ten or more colours
- Knows time of day for basic activities, for example breakfast, bedtime
- Matches symbols, letters and numbers
- Can decide on lighter and heavier objects
- Understands, in front of, behind, next to
- Counts to 20 by rote
- Understands that letters and sounds are linked in systematic ways

How Adults Can Help

- Display a sense of humour and infinite patience
- Avoid unnecessary clashes of will
- See that they have enough rest, nourishing food, and exercise
- Plan surprises
- Ignore their grimaces, giggles and silly actions
- Provide activities for them during “long, uninteresting” adult conversations and activities
- Give due recognition for childish contributions
- Take cues for readiness to learn from interests
- Help them to establish boundaries

Tips for Communicating with Children

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

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



The IB Primary Years Programme (PYP): Key Information

International Baccalaureate (IB) Learner Profile

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

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

The 5 Essential Elements of the PYP

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

- **Action** - is an expectation in the PYP that successful inquiry leads to responsible, thoughtful and appropriate action.

Knowledge: What do we want students to know?

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

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

Concepts: What do we want students to understand?

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

- **Form:** What is it like?
 - Observing, identifying, describing and categorizing.
- **Function:** How does it work?
 - Analyse the function, role, behavior and the ways in which things work.
- **Causation:** Why is it like it is?
 - Prompting students to ask “Why?” and of helping them to recognize that actions and events have reasons and consequences.
- **Change:** How is it changing?
 - Realization that we are growing up in a world where the pace of change is accelerating.
- **Connection:** How is it connected to other things?

Helps focus on the relationships within and among systems are often complex, and that changes in one aspect of a system will have consequences, even though these may not be

immediately apparent; that we must consider the impact of our actions on others, whether at the immediate, personal level or at the level of far-reaching decisions affecting environments and communities.

- **Perspective:** What are the points of view?
 - Helping students reject simplistic, biased interpretations, towards seeking and considering the points of view of others, and towards developing defensible interpretations.
- **Responsibility:** What is our responsibility?
 - This concept was selected because of the need to develop in students the disposition towards identifying and assuming responsibility, and towards taking socially responsible action. This concept is directly linked to the action component, one of the essential elements in the PYP curriculum.
- **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
Direct Action	Person to person or person to environment	A student picks up rubbish even though he/she did not drop it.
Indirect Action	Person to community	A group of students or a class raises money for an organization.
Advocacy	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.
Research for Action	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 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.



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.

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 KG2 students explore four 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 KG2 in the order that they will be taught.

<p style="text-align: center;">Who We Are</p>  <p>An inquiry into the nature of the self; beliefs and values; personal, physical, mental, social and spiritual health; human relationships including families, friends, communities and cultures; rights and responsibilities; what it means to be human.</p>	<p style="text-align: center;"><u>Unit 1: Communities</u></p> <p>Central Idea People work together in communities to help each other and solve problems.</p> <p>Key Concepts Form, change and responsibility</p> <p>Lines of Inquiry</p> <ul style="list-style-type: none"> • People in communities • Working together to help each other • Solving problems in the community
<p style="text-align: center;">Where We Are in Place and Time</p>  <p>An inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationships between and the interconnectedness of individuals and civilizations, from local and global perspectives.</p>	<p style="text-align: center;"><u>Unit 2: Exploring Places</u></p> <p>Central Idea Exploring places helps our understanding of the world.</p> <p>Key Concepts Form, connection and causation</p> <p>Lines of Inquiry</p> <ul style="list-style-type: none"> • Geographical features • Differences between places • Explorers and wanderers

<p style="text-align: center;">How the World Works</p>  <p>An inquiry into the natural world and its laws; the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment.</p>	<p style="text-align: center;"><u>Unit 3: States of Matter</u></p> <p>Central Idea Changes in matter can be explained through experiments</p> <p>Key Concepts Form, change and connection</p> <p>Lines of Inquiry</p> <ul style="list-style-type: none"> • States of matters • Changes in matter • Experiments with matter
<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 4: Imagination</u></p> <p>Central Idea Imagination helps create and develop how we express our ideas.</p> <p>Key Concepts Form, function and perspective</p> <p>Lines of Inquiry</p> <ul style="list-style-type: none"> • Imagination • Expressing our imagination • Innovation through imagination
<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 Understanding living things allows us to care for and protect them.</p> <p>Key Concepts Function, connection and responsibility</p> <p>Lines of Inquiry</p> <ul style="list-style-type: none"> • Living and non-living things • Human impact on living things • Our responsibility towards living things

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.

Below is the Learning Objectives for Language Arts (English) for KG2; we have also included the KG2 objectives for those students that are working beyond the KG2 Learning Objectives.

Language Arts Learning Objectives

At RWA Language Arts (English) comes under four strands ‘Reading’, ‘Writing’, ‘Viewing and Presenting’ and ‘Speaking and Listening’.

Reading
<ul style="list-style-type: none">• Select and re-read favorite texts for enjoyment• Understand that print is permanent, for example, when listening to familiar stories, notices when the reader leaves out or changes parts.• Participate in shared reading, posing and responding to questions and joining in the refrains.• Participate in guided reading situations, observing and applying reading behaviors and interacting effectively with the group• Listen attentively and respond actively to read aloud situations; make predictions, anticipate possible outcomes• Read and understand the meaning of self-selected and teacher-selected texts at an appropriate level• Use meaning, visual, contextual and memory cues, and cross-check cues against each other, when necessary (teacher monitors miscues to identify strategies used and strategies to be developed)• Read and understand familiar print from the immediate environment, for example, signs, advertisements, logos, ICT iconography• Make connections between personal experience and storybook characters• Understand sound–symbol relationships and recognize familiar sounds/symbols/ words of the language community• Instantly recognize an increasing bank of high frequency and high-interest words, characters or symbols



- Have a secure knowledge of the basic conventions of the language(s) of instruction in printed text, for example, orientation, directional movement, layout, spacing, punctuation
- Participate in learning engagements involving reading aloud—taking roles and reading dialogue, repeating refrains from familiar stories, reciting poems.

Writing

- Connect written codes with the sounds of spoken language and reflect this understanding when recording ideas
- Write an increasing number of frequently used words or ideas independently
- Discriminate between types of code, for example, letters, numbers, symbols, words/ characters
- Enjoy writing and value their own efforts
- Write informally about their own ideas, experiences and feelings in a personal journal or diary, initially using simple sentence structures, for example, “I like ...”, “I can ...”, “I went to ...”, “I am going to ...”
- Read their own writing to the teacher and to classmates, realizing that what they have written remains unchanged
- Participate in shared and guided writing, observing the teacher’s model, asking questions and offering suggestions
- Write to communicate a message to a particular audience, for example, a news story, instructions, a fantasy story
- Create illustrations to match their own written text
- Demonstrate an awareness of the conventions of written text, for example, sequence, spacing, directionality
- Form letters/characters conventionally and legibly, with an understanding as to why this is important within a language community
- Illustrate their own writing and contribute to a class book or collection of published writing.

Viewing and Presenting

- Attend to visual information showing understanding through discussion, role play, illustrations
- Talk about their own feelings in response to visual messages; show empathy for the way others might feel
- Relate to different contexts presented in visual texts according to their own experiences, for example, “That looks like my uncle’s farm.”
- Locate familiar visual texts in magazines, advertising catalogues, and connect them with associated products
- Show their understanding that visual messages influence our behaviour
- Connect visual information with their own experiences to construct their own meaning, for example, when taking a trip
- Use body language in mime and role play to communicate ideas and feelings visually
- Realize that shapes, symbols and colours have meaning and include them in presentations
- Use a variety of implements to practise and develop handwriting and presentation skills
- Observe and discuss illustrations in picture books and simple reference books, commenting on the information being conveyed



- Recognize ICT iconography and follow prompts to access programs or activate devices
- Through teacher modelling, become aware of terminology used to tell about visual effects, for example, features, layout, border, frame
- View different versions of the same story and discuss the effectiveness of the different ways of telling the same story, for example, the picture book version and the film/movie version of a story
- 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
- Observe visual images and begin to appreciate, and be able to express, that they have been created to achieve particular purposes.

Listening and Speaking

- Listen and respond in small or large groups for increasing periods of time
- Listen to and enjoy stories read aloud; show understanding by responding in oral, written or visual form
- Memorize and join in with poems, rhymes and songs
- Follow classroom instructions, showing understanding
- Describe personal experiences
- Obtain simple information from accessible spoken texts
- Distinguish beginning, medial and ending sounds of words with increasing accuracy
- Follow two-step directions
- Predict likely outcomes when listening to texts read aloud
- Use language to address their needs, express feelings and opinions
- Ask questions to gain information and respond to inquiries directed to themselves or to the class
- Use oral language to communicate during classroom activities, conversations and imaginative play
- Talk about the stories, writing, pictures and models they have created
- Begin to communicate in more than one language
- Use grammatical rules of the language(s) of instruction (learners may overgeneralize at this stage).

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

Number
<ul style="list-style-type: none">• Count to ten, forwards and backwards, beginning with 0 or 1, or from any given number.• Count in multiples of twos.• Count, read and write numbers to 10 in numerals and words.• Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least.• Given a number, identify one more or one less.• Count to twenty, forwards and backwards, beginning with 0 or 1, from any given number.• Count, read and write numbers from 1 to 20 in numerals and words.• Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least.• Count in multiples of twos and fives• Count to 40 forwards and backwards, beginning with 0 or 1, or from any number.• Count, read and write numbers from 1 - 40 in numerals and words.



- Identify and represent numbers using objects and pictorial drawings.
- Given a number, identify 1 more or 1 less
- Represent and use number bonds and related subtraction facts (within 10)
- Add and subtract one digit numbers (to 10), including zero.
- Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs.
- Solve one step problems that involve addition and subtraction, using concrete objects and pictorial representations and missing number problems.
- Represent and use number bonds and related subtraction facts within 20.
- Add and subtract one digit and two digit numbers to 20, including zero.
- Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs.
- Solve one step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = ? - 9$
- Add and subtract one digit and two digit numbers to 20, including zero.
- Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs.
- Solve one step problems that involve addition and subtraction, using concrete objects and pictorial representations and missing number problems
- Count in multiples of twos, fives and tens.
- Solve one step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.
- Recognize, find and name a half as one of two equal parts of an object, shape or quantity.
- Recognize, find and name a quarter as one of four equal parts of an object, shaper quantity.

Measurement

- Compare, describe and solve practical problems for: lengths and heights for example, long/short, longer/shorter, tall/short, double/half
- Measure and begin to record lengths and heights.
- Recognize and know the value of different denominations of coins and notes.
- Solve one step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems.
- Compare, describe and solve practical problems for mass/weight [for example, heavy/light, heavier than, lighter than]; capacity and volume [for example, full/empty, more than, less than, half, half full, quarter]
- Measure and begin to record mass/weight, capacity and volume.

Shape and Space

- Recognize and name common 2D and 3D shapes, including rectangles, squares, circles and triangles, cuboids, pyramids and spheres.
- Describe position, direction and movement, including whole, half, quarter and three quarter turns

Data Handling

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



Science

In the Primary Years Programme (PYP), science is viewed as the exploration of the biological, chemical and physical aspects of the natural world, and the relationships between them. 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

The science component of the PYP should be characterized by concepts and skills rather than by content. However, RWA has ensured balance of knowledge and content by having both integrated and standalone Science. Integrated units are those that have a Science focused central idea. When units have a central

idea focused around Social Studies, students will inquire into standalone Science that will not be directly connected to the Transdisciplinary Theme and Social Studies conceptual focus. In both approaches, students will develop their Science Skills and learn both content and concept.

Science Objectives and Outcomes

The science objectives and outcomes for KG2 are:

- 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
- Collect and represent data in different types of graphs, for example, tally marks, bar graphs
- 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)



Arabic A

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

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

كتابة	قراءة	استماع وتحدث
<p>*يجمع المتعلم معلومات من مصادر متنوعة مناسبة كالكاتب المدرسية والقصص. *يجيب المتعلم عن أسئلة حول موضوع محبب له من خلال الصور وكتابة الكلمات البسيطة. *يعرض المتعلم نتيجة بحثه، أو خبرة ما أمام زملائه من خلال العرض الشفوي أو الرسوم. *يولد المتعلم أفكاراً فريداً أو جمعياً لتكوين/تأليف قصة، يدونها له المعلم. *يكتب المتعلم كلمات بسيطة تعبر عن رسومات. *يكتب المتعلم الحروف الهجائية وبعض الكلمات البسيطة محاكياً نمطاً. *يتعرف المتعلم شكل الحروف في (بداية - وسط - نهاية) الكلمة، ممسكاً القلم بطريقة صحيحة. *يستكمل المتعلم بيانات بطاقته الشخصية محاكياً نمطاً.</p>	<p>يستخدم المتعلم الكتاب بالطريقة الصحيحة مشيراً إلى الأجزاء الرئيسية في الكتاب مثل (الغلاف، المقدمة، الفهرس، المطبوعات، الرسوم التوضيحية... *يتتبع المتعلم المادة المكتوبة حسب اتجاهها الصحيح من اليمين إلى اليسار ومن الأعلى إلى الأسفل. *يستنتج المتعلم أن المادة المطبوعة *تستخدم الصور والحروف والكلمات، وتراعي الفراغات بين الكلمات. *ينطق المتعلم أصوات الحروف الهجائية، ويذكر العلاقة بين أسماء الحروف المكتوبة وأصواتها المنطوقة، أو بين الحرف وصوته الذي يقابله. *يستبدل المتعلم بالصوت الأول أو الأخير صوتاً جديداً؛ ليكون كلمة جديدة (باب، ناب، فأر، فأس)، أو كلمة مخترعة (شكد، شكر). *يخلل المتعلم الكلمة البسيطة إلى أصواتها، ويكون كلمات جديدة من مجموعة من الأصوات. *ينشئ المتعلم كلمات تتشابه في الإيقاع (دور - نور، توت - حوت، علم - قلم). *يستخدم المتعلم السياق والصور لقراءة كلمات غير مألوفة. *يحاول المتعلم تهجئة كلمات بسيطة مكونة من حرفين صامتين ومد، مثل: (قال، نور، تين) أو الحركات القصيرة، مثل: كتب، لعب، درس، ليتمكن من قراءتها. *يقرأ المتعلم كلمات مألوفة قراءة سريعة وصحيحة في حدود 10 كلمات. *يقرأ المتعلم قصصاً مع المعلم قراءةً جهرية القراءة المشتركة. * يجيب المتعلم عن الأسئلة في قصة أو أنشودة قرئت له، أو عن الرسومات الموجودة في كتاب ما، وي طرح أسئلة عنها. *يعيد المتعلم سرد القصة شفويًا، ويتمكن من تمثيلها، أو يعبر عن أحداثها. * يحدد المتعلم العناصر الفنية في قصة قرئت له: الشخصيات، المكان، الزمان، الأفكار الرئيسية.</p>	<p>*يستمر المتعلم بالحوار والتواصل مع شخص أو مجموعة أفراد من خلال تبادل الآراء والأفكار. *يقف المتعلم توجيهات من خطوتين أو ثلاث خطوات، بعد استماعه نصاً بانتباه، مراعيًا آداب الاستماع والمحادثة *يتحدث المتعلم بصوت مسموع، ويعبر عن أفكاره ومشاعره وآرائه بوضوح حول موضوعات متعددة. *يصنع المتعلم إلى المادة المسموعة، ويعيد سرد قصة سمعها، ويربط ما يسمعه بقصة حقيقية حدثت معه مع ذكر بعض التفاصيل. *يجيب المتعلم عن الأسئلة للتوضيح مستخدمًا اللغة العربية (الإنصات والاستئذان للتحدث) ولا تقتصر إجابته على نعم أو لا، ولا يقطع الغير. *يستخدم المتعلم الرسومات والعروض البصرية أو ممتلكاته الخاصة) لعبة، كتاب (ليقدم عرضًا حول موضوع ما.</p>

<p>*يستخدم المتعلم الوسائط التكنولوجية (السمعية والبصرية والمواقع الإلكترونية والألواح الذكية) المناسبة؛ ليطور الأفكار القصصية بتوجيه المعلم.</p> <p>*يستخدم المتعلم المواد الصفية (الكتب والمجلات ووسائل الحائط)؛ ليطور الأفكار القصصية.</p> <p>*يستخدم المتعلم المواد الفنية والأقلام الملونة؛ ليرسم الصور كوسيلة لإعادة سرد القصة على المعلم؛ ليدونها له، وينشرها.</p>	<p>*يُجيب المتعلم عن الأسئلة، وي طرح أسئلة أخرى عن الكلمات غير المألوفة في النص الذي يُقرأ له.</p> <p>*يعترف المتعلم بعض الأجناس الأدبية التي تقرأ له، (مثل: القصص القصيرة، الأناشيد، الأغاني).</p> <p>*يعيد المتعلم سرد إحدى القصص بترتيب صحيح مستعيناً بالصور أو الذاكرة.</p> <p>*يشير المتعلم إلى اسم مؤلف الكتاب، الرسام، محدداً دور كل منهما بمساعدة من المعلم.</p> <p>*يستجيب المتعلم للإيحاءات من خلال تكرار الأصوات والكلمات والعبارات.</p> <p>*يربط المتعلم بين الصور التي يشاهدها والأحداث المناسبة لها، ويصف العلاقة بين النص وجزء واحد منه في نصوص بسيطة وملائمة للطفل في هذه المرحلة.</p> <p>*يقارن المتعلم بين نصين أدبيين يشتركان في الفكرة نفسها، محدداً أوجه التشابه والاختلاف، مثل: إيجاد الفرق بين شخصيتي ليلى والذئب في قصتين.</p> <p>*يحفظ المتعلم أناشيد قصيرة تتألف من 5-6 أبيات، موضوعاتها الألعاب والأسرة والعيد.</p> <p>*ي طرح المتعلم أسئلة عن المعلومات والرسومات التوضيحية، ويُجيب عن أسئلة أخرى لنص معلوماتي قرئ له.</p> <p>*يذكر المتعلم الفكرة المحورية في نص معلوماتي مناسب.</p> <p>*يصف المتعلم العلاقة بين حدثين أو فكرتين، وعلاقتهما بخبراته، (مثل: كيف يتجمد الماء) في نص عن المادة وأنواعها، ويربط ذلك بصنعه للمنتجات.</p> <p>* يعبر المتعلم عما ورد من معلومات في نص قدم له بتسلسل منطقي.</p> <p>*ي طرح المتعلم أسئلة عن الكلمات غير المألوفة أو عن الرسومات التوضيحية في نص معلوماتي استمع إليه، أو في عرض رقمي.</p> <p>*يسمى المتعلم المؤلف والرسام في النص، ويحدد دور كل منهما.</p> <p>*يربط المتعلم بين ال ص ور أو الرسومات التوضيحية، والنص الذي ذكرت فيه بشكل عام ومفصل.</p> <p>*يذكر المتعلم السبب والنتيجة لحدث ما في نص معلوماتي سمعه أو شاهده، موضحاً كيف دعم الكاتب الموضوع من خلال الخطوات والرسوم التوضيحية.</p> <p>*يوضح المتعلم أوجه التشابه والاختلاف بين نصين مختلفين تناولوا نفس الموضوع، أو إيجاد الفرق بين مادة مكتوبة/مطبوعة ومادة مصورة لنفس الموضوع، مثال: خطوات مكتوبة أو صور توضيحية لصنع لعبة الطائرة.</p> <p>*يشكل مجسمات لموضوعات مختارة مستخدماً م واداً مختلفة بعد قراءته أو استماعه نصاً مصوراً أو مرئياً.</p>	<p>*يستفسر المتعلم عن معلومات وموضوعات) مرئية وسموعة (للتحقق من المعنى) أي يسأل لغرض الاستيضاح والفهم.</p> <p>*يطابق المتعلم بين المفردات وما تعبر عنه من صور.</p> <p>*يعترف المتعلم كلمات جديدة تتعلق بالمشاعر والصفات مرادفات، أضداد.</p> <p>*يذكر المتعلم أسماء أفراد أسرته وأقاربه وطلاب صفه.</p> <p>*يسمى المتعلم حيته وما فيه من مرافق وشوارع.</p> <p>*يفسر المتعلم الكلمات مستعيناً بالصورة.</p> <p>*يفسر المتعلم الكلمات مستعيناً ببيئته ومجتمعه.</p> <p>*يفسر المتعلم الكلمات من خلال سياقها وأضدادها.</p> <p>*يحاكي المتعلم شفوياً جملة اسمية بسيطة تبدأ باسم إشارة هذا، هذه.</p> <p>*يحاكي المتعلم شفوياً جملة اسمية بسيطة تبدأ بضمير منفصل للغائب هو، هي، هم والمخاطب: أنت، أنت، أنتم.</p> <p>*يوظف المتعلم شفوياً بعض حروف الجر في جملة بسيطة (في، من، إلى، عن، على).</p> <p>*يوظف المتعلم شفوياً أسلوب النفي في الإجابة عن سؤال: (ما، لا، لم).</p> <p>*يحاكي المتعلم جملاً فعلية بسيطة تتضمن ظرف الزمان مثل: ليلاً، نهاراً، صباحاً، مساءً والمكان مثل: فوق، تحت، أمام، وراء.</p> <p>*يحاكي المتعلم جملة اسمية بسيطة يتطابق فيها الاسم مع موصوفه.</p>
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Arabic B

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

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

Students are divided using the below guide:

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

Learning Outcomes

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

Topics:

Unit 1: All about me

Unit 2: Colors and Numbers

Unit 3: Shapes and sounds of the letters

Unit 4: Shapes and sounds of the letters Part 2

Unit5: Shapes and sounds of the letters part 3

Unit 6: body parts

Islamic Education

At RWA, 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 and non-Arab speakers from grades 1-12 and it is integrated into the PYP curriculum. It develops and trains individuals in various aspects, helps 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.



Visual Art

Phase 2 – Responding

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

PYP Conceptual Understandings:

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

Learning Objectives:

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

Drawing	Paint and Color	Print	Mixed Media	Construction	Fabric and Fibre
<ul style="list-style-type: none"> • Look at and talk about his/her work, the work of other children and the work of artists 	<ul style="list-style-type: none"> • Look at and talk about his/her work, the work of other children and the work of artists. 	<ul style="list-style-type: none"> • Look at, handle and talk about familiar objects for experience of shape, texture, and pattern. • Look at and talk about his/her work, the work of other children and art prints composed of simple shapes and textures. • Look at and talk about examples of simple print design in everyday use posters, wallpaper and fabrics. 	<ul style="list-style-type: none"> • Look at, handle and talk about objects used to create artwork. • Look at, handle and talk about his/her own work, the work of other children and simple pieces of artwork. 	<ul style="list-style-type: none"> • Looks at, investigate and talk about spatial arrangements and balance in collections of objects and in photographs of natural and built structures. • Look at and talk about structures that are easily accessible and close at hand, at visually stimulating structures and at a range of common artefacts. • Look at and talk about his/her work and the work of other children. 	<ul style="list-style-type: none"> • Look at, handle and talk about a variety of fabrics and fibres for experience of tactile, visual and structural qualities. • Look at and talk about his/her work and the work of other children.



Phase 2 - Creating

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

PYP Conceptual Understandings:

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

Drawing	Paint and Color	Print	Mixed Media	Construction	Fabric and Fiber
<ul style="list-style-type: none"> • Experiment with marks, lines, shapes, textures and patterns. • Make drawings based on his/her personal or imaginative life use of step by step. • Explore shapes and as seen in natural and manufactured objects. • Draw from observations. 	<ul style="list-style-type: none"> • Experiment with a variety of color drawing instruments and media to develop color awareness. • Use color to express vividly recalled feelings, experiences and imaginings. • Discover color in the visual environment to help develop sensitivity to color. • Discover color, pattern and rhythm in colorful objects. • Discover the relationship between how things feel and how they look. 	<ul style="list-style-type: none"> • Experiment with the effects that can be achieved with simple print-making. • Use a variety of print-making techniques. 	<ul style="list-style-type: none"> • Explore and discover the possibilities of Mixed Media for imaginative expression. • Explore with materials and techniques to produce a range of artwork. • Create artwork that represents natural and constructed environments. 	<ul style="list-style-type: none"> • Explore and experiment with the properties and characteristics of materials in making structures. • Make imaginative structures. 	<ul style="list-style-type: none"> • Explore the possibilities of fabric and fiber as media for imaginative expression. • Make simple collages. • Invent a costume.

Performing Arts (Music)

Phase 2 - Responding

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

PYP Conceptual Understandings:

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

Singing (alone & with others)	Playing Instruments (alone & with others)	Music Reading & Notation	Listening, Analyzing & Describing Music	Historical & Cultural Contexts
<ul style="list-style-type: none"> • Demonstrates speaking, whisper, shouting, and singing voice. • Sings individually and in unison. • Sings and matches pitch. • Sings with expression (i.e., happy, sad, funny, scary, sleepy). 	<ul style="list-style-type: none"> • Plays rhythmic speech patterns using rhythm instruments and body percussion. • Plays unpitched and mallet percussion instruments. 	<ul style="list-style-type: none"> • Reads iconic rhythm notation and regular notation for quarter notes, beamed eighth notes, half notes, and rests. • Writes or arranges 4-beat rhythm patterns using iconic notation or traditional music notation. • Recognizes and names common music symbols for tempo, dynamics, and pitch. 	<ul style="list-style-type: none"> • Uses a simple vocabulary of musical terms to describe sounds. • Describes contrasting music using their own vocabulary and standard music vocabulary. • Distinguish between higher and lower sounds • Demonstrates that pitch or melody may move upward, downward, or stay the same. 	<ul style="list-style-type: none"> • Sings songs from different cultures



<ul style="list-style-type: none"> • Sing and perform actions with concert songs. 		<ul style="list-style-type: none"> • Uses iconic notation to read and perform melodic patterns of high and low. 		
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Phase 2 - Creating	
<p>Overall Expectation Phase 2: Learners show an understanding that they can use arts to communicate their ideas, feelings and experiences. They use strategies in their work to enhance the meaning conveyed and to make it more enjoyable for others. They are aware that their work can provoke different responses from others. They understand the value of working individually and collaboratively when creating different art forms.</p> <p><u>PYP Conceptual Understandings:</u></p> <ul style="list-style-type: none"> • We can communicate our ideas, feelings and experiences through our artwork. • We solve problems during the creative process by thinking critically and imaginatively. • Applying a range of strategies helps us to express ourselves. • We are receptive to the value of working individually and collaboratively to create art. 	
Improvising	Composing & Arranging
<ul style="list-style-type: none"> • Sings and plays improvised responses on Sol, Mi, and La. 	<ul style="list-style-type: none"> • Creates a tone-poem or sound track using classroom instruments to illustrate a story. • Invents original graphic or symbolic systems to notate an original song and can reproduce the song accurately using the notation. • Creates a song using the words of a poem. When performing it, rhythm and pitch characteristics of the song are maintained.
Improvising	Composing & Arranging
<ul style="list-style-type: none"> • Improvises short songs and instrumental pieces, using a variety of sound sources. 	<ul style="list-style-type: none"> • Composes short pieces using a variety of sound sources.

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 and 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.

Students will explore the following outcomes during their physical education lessons:

PE Strand	PE Outcomes
Individual Pursuits	<p>Athletics</p> <ul style="list-style-type: none"> • Engage in a variety of different physical activity • Develop a range of fine and gross motor skills • Engage in a variety of different physical activities • Talk about similarities and differences between themselves and others • Willingly approach and persevere with new situations <p>Swimming</p> <ul style="list-style-type: none"> • Demonstrate an awareness of basic hygiene in their daily routines • Recognize that acting upon instructions and being aware of others helps to ensure safety
Movement composition	<p>Gymnastics</p> <ul style="list-style-type: none"> • Engage in a variety of different physical activities • Take turns • Explore and reflect on the changing capabilities of the human body • Willingly approach and persevere with new situations • Develop a range of fine and gross motor skills • Explore and create movements in response to different stimuli
Games	<p>Tag and Ball Games</p> <ul style="list-style-type: none"> • Engage in a variety of different physical activities • Develop a range of fine and gross motor skills • Enjoy interacting, playing and engaging with others



**Adventure
Challenges**

- Engage in a variety of different physical activity
- Cooperate with others when participating in physical activities
- Willingly approach and persevere with new situations
- Recognize that others have emotions, feelings and perspectives that may be different from their own
- Share their own relevant ideas and feelings in an appropriate manner



21st Century Classrooms Programme

For several years, Raffles World Academy (RWA) has focused on enhancing our approach towards 21st century learning at the school. This has included the development of our 1:1 iPad programme in the primary school, our bring your own device approach across the school, the increased use of online learning resources and the enhancement of learning environments. RWA has made significant progress in this area and in 2018-19 we are looking to build on this progress, and further enhance our approach.

To do this in 2018-19 we are continuing with our *21st Century Classrooms* programme. The goal of this programme is to better develop our students as successful and responsible 21st century learners, developing the skills and attitudes they will need to thrive as tomorrow's leaders, workers, and citizens. This programme has five key focal areas are **innovation, 21st century skills, learning environments, healthy technology habits and personalised learning.**

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

Student Devices

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

Use of Devices

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

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:

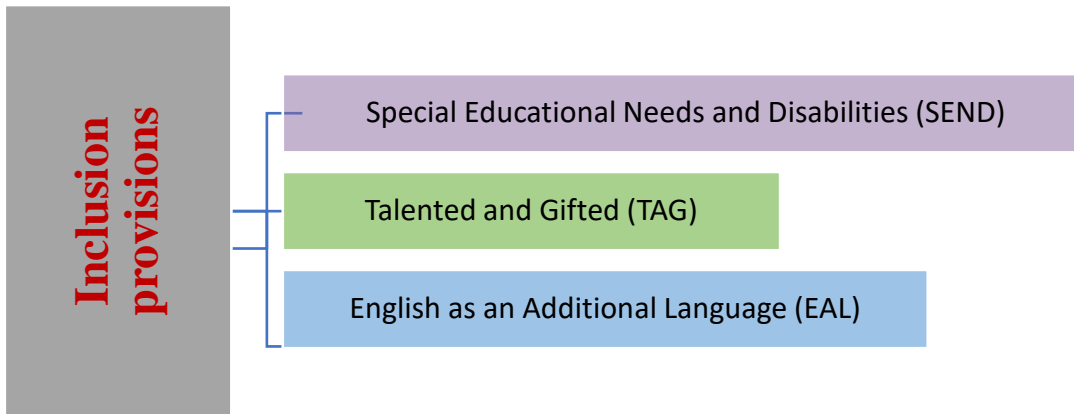
- **Grade 1-5 teacher-led CCAs: 2.50 – 3.50pm**
- **Paid CCAs: 2.50 – 3.50pm**

In **KG2**, students are able to do **paid CCA activities provided by outside providers** from 2.50pm – 3.50pm.



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 KG2, 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 KG2 mother tongue classes will run after school (2:50pm – 3.50pm).
- 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.

