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RWA Pre-Kindergarten Curriculum Guide for Parents





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Our Guiding Statements

Our Vision

Providing world-class education

Our Mission

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

Our Philosophy

- To be recognized by the success of our students in achieving their personal goals
- To make student development the 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





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Dear Parents, Guardians and Caregivers,

It is my great pleasure to extend to you a very warm welcome to Raffles World Academy (RWA). This guide aims to provide information about the curriculum, our approach to teaching and learning, admin and pastoral procedures in Pre-KG and tries to answer many of the questions that you may have about your child starting school. If you do not find answers to your questions, please do not hesitate to speak to your child's teacher; if you still have questions contact any one of the following members of the leadership team for further clarification:

- **Dr Armeena Tabassum** (armeenat@rwadubai.com): Vice principal and head of primary (Pre-KG-G5)
- **Ms. Ciske Louw** (ciskel@rwadubai.com) - Early Years Coordinator (Pre-KG-KG2)
- **Mr. Daniel Allmark** (daniela@rwadubai.com): Deputy head academics - upper primary and head of assessment
- **Ms. Yolanda Maccallum** (yolandam@rwadubai.com): PYP Coordinator and Deputy Head Academics – lower primary (G1&2)
- **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 global students. In addition to this we are proud to be a truly inclusive school, supporting and developing students regardless of their background or ability level. Overall our aim is to develop a caring school community fostering respect for individual and cultural diversity, living and breathing the IB Learner Profile attributes.

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

A key focus of our school is our relationships with our parents, and our focus on engaging them as a key part of our school. This is something we have been commended on as a school, being showcased by the KHDA as leaders in this field. The reason for our focus in this area is simple; children thrive and learn more successfully when their parents are actively engaged and support the school in delivering a high-quality education.

I look forward to seeing and meeting you in the school throughout the year. I would also like to take this opportunity to wish you and your child a happy, productive and enjoyable start to their educational journey.

Best regards,

Dr Armeena Tabassum
Vice Principal and Head of Primary



Class Timings and Timetable Structure

Class Timings

Time	Lesson
7.20 – 7:40am	Doors open
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
11.20 – 11.50am	Lesson 7
11.50am – 12.20pm	Lesson 8
12.20 – 12.50pm	Lunch
12.50 – 1.20pm	Lesson 9
1.20 – 1.50pm	Lesson 10 (bus students leave at 1.40pm)
1.50 – 2:00pm	Pick-up time

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

Timetable Structure: Pre-KG

Subject	Number of Lesson
Circle Time (social development)	5 lessons (2.5 hours)
Free Play	5 lessons (2.5 hours)
Creative Play	5 lessons (2.5 hours)
Literacy	10 lessons (5 hours)
Mathematics	5 lessons (2.5 hours)
Unit of Inquiry (science and social studies)	5 lessons (2.5 hours)
Library	1 lesson (0.5 hours)
Arabic Cultural Studies	2 lessons (1 hour)
Physical Education	2 lessons (1 hour)
Music and Movement	2 lessons (1 hour)
Visual Art	3 lessons (1.5 hours)
Total	45 lessons (22.5 hours)



Important Information for Parents

School Uniform

All students from Pre-KG- G12 wear our full school uniform. Students are required to wear the formal uniform (tartan shorts/skort and white polo). They should wear their PE uniform on PE days. (a full class timetable will be provided by the teacher). The details of our new uniform are available [on our website](#). Our school uniform is exclusively available from [ZAKS](#) Beach Centre outlet, which is [located on Jumeirah Beach Road near to the Jumeirah Mosque](#).

Food – snack and lunch

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

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

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

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

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

Attendance and Punctuality

Expected attendance is five days a week, Monday to Friday from morning registration at 7:50am, to afternoon pick up at 1:50pm.

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

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



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Communication

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

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

- Weekly email from classroom teachers to parents
- iSAMS Parent Portal - all reports and school letters will be circulated to parents via the portal
- School Website
- SMS for urgent notifications
- Toddle – student learning journal/portfolio

If you need to contact your child's teacher urgently, please call the school reception or the primary school secretary Ms. Raquel at +971 4 4271357 rather than through email (as teachers aren't able to respond to emails immediately when teaching).

Bathroom Policy

We teach routines which help the children regulate themselves. We encourage them to be independent and go to the bathroom by themselves. Routines are what makes children safe and confident. We understand that occasional bathroom accidents do happen in school for any number of reasons.

However, it is expected that your child is fully toilet trained by the time school starts. All children must be able to:

1. Pull up and down their own pants
2. Wipe themselves independently
3. Wash their own hands.

If a child repeatedly has accidents and a health issue has been ruled out, the child may be asked to stay home for some time to master toileting skills.

Late Arrival

If you are late to school, please pass by the reception to sign in. We encourage as much as possible that students arrive by 7:50am. The morning time is crucial for the students starting the day in a calm way. Additionally, they may also miss important information that the teacher will discuss in the morning registration period.

Early Dismissal for medical or family needs

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



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Health Policy

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

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

Medications

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

Head Lice

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

Spare clothes and Labelling

We ask parents to please bring an extra set of extra clothes for their child. This should include, shorts/skirt, t-shirt, underwear and socks. All items of clothing, as well as bags, lunch boxes, water bottles, shoes, etc. should be clearly labelled with the child's name. This will minimise any potential losses.

Toys

We understand children sometimes want to bring a toy to school. However, from previous experience children tend to misplace toys, or the toy may become broken or damaged. We urge parents to help us by not getting children to bring their own toys.

Birthdays

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

What we do at school:

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

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



Development Characteristics of a Pre-KG 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. Entering Pre-KG your child will get their 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
- Help themselves to dress and undress



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 cares
- 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
- Classifies similar objects hierarchically
- Uses private speech to guide behavior when engaged in challenging tasks
- Can generalize remembered information from one situation to another

Key Focus to develop healthy self-image

- Build a positive relationship through active listening and being non-judgmental
- Nurture success by adjusting expectations accordingly and by assisting when asking the child to do something beyond his/her current ability
- Acknowledge the child's emotions through offering empathy and comfort along with a realistic appraisal of the situation

How Adults Can Help

- Praise the child whenever you honestly can by emphasizing praise over concrete rewards. Remember to mention effort and specific accomplishment instead of just saying "That's good"
- Use a rational approach to discipline
- Provide clear limits – enforce them consistently but not harshly



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- 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 pre-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.

Adapted from www.education.com



Pre-KG Curriculum: Key Information

Our curriculum

The Pre-KG programme at RWA follows the International Baccalaureate (IB), Primary Years programme (PYP) alongside the Early Years Foundation Stage (EYFS) programme.

The curriculum has been personalised and reflects the holistic nature of children's learning. Both programmes focus on the importance of learning through play and a commitment to structured, purposeful inquiry, as it underpins all development and learning for young children. There is an emphasis on 'hands-on' learning, engaging physical and mental activities, and a holistic approach that addresses each developmental domain; creative, emotional, intellectual, physical and social.

We adhere to the principles of developmentally appropriate practice, by encouraging children to follow their own interests. This is accomplished through various purposeful activities within the classroom and through a stimulating outdoor environment. This choice empowers our children to take responsibility for their learning, as well as, allowing them to work independently and collaboratively.

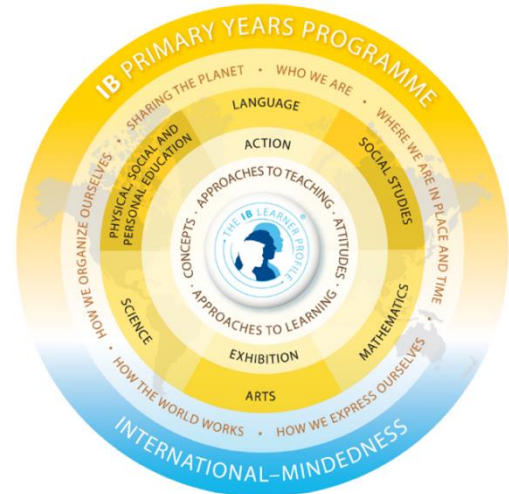
The IB PYP focuses on the development of the whole child as an inquirer. It is a framework guided by six transdisciplinary themes of global significance, explored using knowledge and skills derived from six subject areas, as well as transdisciplinary skills, with a powerful emphasis on inquiry-based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

Our inquiry-based approach is further guided by the EYFS outcomes and early learning goals, which are used as benchmarks for child development.

The four themes of the EYFS underpin all the guidance. These are:

- **A unique child:** every child is unique and is constantly learning and can be resilient, capable, confident and self-assured;
- **Positive relationships:** children learn to be strong and independent through positive relationships;
- **Enabling environments:** children learn and develop well in enabling environments, in which their experiences respond to their individual needs and there is a strong partnership between practitioners and parents and carers; and
- **Learning and development:** children develop and learn in different ways. Teachers teach children by ensuring challenging, playful opportunities across the prime and specific areas of learning and development.

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





The 5 Essential Elements of the PYP

- **Knowledge** - both disciplinary, represented by traditional subject areas (language, math, science, social studies, arts, PSPE) and transdisciplinary.
- **Concepts** - students explore these through structured inquiry in order to develop coherent, in-depth understanding. These have relevance both within and beyond subject areas.
- **Skills** - broad capabilities students develop and apply both inside and in life beyond the classroom.
- **Attributes** - The Learner Profile is a set of personal qualities that go beyond academic success.
- **Action** - is an expectation in the PYP that successful inquiry leads to responsible, thoughtful and appropriate action.

Knowledge: What do we want students to know?

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

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.

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

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

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

IB Learner Profile

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

- **Inquirers:** We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning through life.
- **Open-minded:** We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.
- **Knowledgeable:** We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.
- **Caring:** We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.
- **Thinkers:** We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.



- **Risk-takers:** We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.
- **Communicators:** We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening to the perspectives of other individuals and groups.
- **Balanced:** We understand the importance of balancing different aspects of our lives intellectual, physical, and emotional to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.
- **Principled:** We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.
- **Reflective:** We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

Action: How do we want the students to act?

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

Action	Description	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 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>Reporting Method</u>	<u>Timeframe</u>
3 Way Goal Setting Conferences	October
Interim Report Card	November
Semester 1 Report Card	February
Parent Teacher Conferences	February
Interim Report Card	April
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.

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 Pre-KG – Grade 1, the only mandatory homework for students each week is daily reading. For this we suggest **at least 20 minutes each day**. This can include parents reading to their children, children interacting with the books and children starting to identify familiar sounds and words they find in books. Also, 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.



Play-based Learning

At RWA we incorporate a play-based approach into our teaching and learning from Pre-KG – KG2. Our approach is a combination of play-based learning and inquiry, with the students being central to the learning process, driving their learning through their own inquiries and questions. Teachers work alongside students to help facilitate this learning, having a mixture of structured, outcome-based play and inquiries, with more open, student-led play.

What is play based learning?

Play-based learning is a type of early childhood education based on child-led and open-ended play. If you're picturing preschoolers finger painting or 'playing house', you're spot on.

Play itself is a voluntary, enjoyable activity with no purpose or end goal. Believe it or not, activities like this lay the foundation for a child to become a curious and excited learner later in life. Play-based learning helps children develop social skills, motivation to learn, and even language and numeracy skills. Taking initiative, focused attention, and curiosity about the world are all a part of play.

Play-based learning includes the following elements:

- **Self-chosen:** A child voluntarily chooses to play, how they'll play, and for how long. An adult may initiate play insofar as he or she invites or suggests play but the child determines the rest.
- **Enjoyable:** Play is enjoyable for the child. This emotional aspect is important. There may be some frustrations or disagreements during play but overall, it's pleasurable.
- **Unstructured:** A child has ample time to explore and discover during play. They're directed by their own interests, not by any prescribed rules or plans.
- **Process-oriented:** There is no end or learning goal. Instead, it's the process of play that's important.
- **Make believe:** Play often involves imagination, 'make believe', or 'playing pretend'.



Why

important?





Children are naturally motivated to play. A play-based program builds on this motivation, using play as a context for learning. In this context, children can explore, experiment, discover and solve problems in imaginative and playful ways. A play-based approach involves both child-initiated and teacher-supported learning. The teacher encourages children’s learning and inquiry through interactions that aim to stretch their thinking to higher levels.

For example, while children are playing with blocks, a teacher can pose questions that encourage problem solving, prediction and hypothesising. The teacher can also bring the child’s awareness towards mathematics, science and literacy concepts, allowing them to engage with such concepts through hands-on learning.

As with traditional approaches, play-based early years programs are focused on teaching and learning. In such programs, play can be in the form of free play (activity that is spontaneous and directed by the child), and guided play (also child-directed, but the teacher is involved in the activity as a co-player) with intentional teaching. Both have benefits for children’s learning. To capitalise on these benefits, an optimum play-based program will provide opportunities for both free play and guided play. In constructive play, children cooperate and problem-solve, engaging with mathematical and spatial concepts to design and create three-dimensional constructions from their imagination.

Involvement in play stimulates a child’s drive for exploration and discovery. This motivates them to gain mastery over their environment, promoting focus and concentration. It also enables the child to engage in the flexible and higher-level thinking processes deemed essential for the 21st century learner. These include inquiry processes of problem solving, analysing, evaluating, applying knowledge and creativity.

Play also supports positive attitudes to learning. These include imagination, curiosity, enthusiasm, and persistence. The type of learning processes and skills fostered in play cannot be replicated through rote learning, where there is an emphasis on remembering facts.

The inquiry-based nature of play is supported through the social interactions of teachers and children. Teachers actively guide children’s interactions in the play. Children are supported in developing social skills such as cooperation, sharing and responding to ideas, negotiating, and resolving conflicts.



How does play-based environments support your child’s development?



Various research has conclusively shown how play contributes to the development of children. Some of the key areas of development, and the way it works, include:

- **Social-emotional development:** Children develop socially and emotionally through play as they imagine the world from a different perspective, understand the differences between themselves and others, learn how to interact with others, and more. Trying on different roles during play helps children learn how other people feel and think. When they role play and act out scenarios, they're exploring the possibilities of their actions in the real world. The social aspect of play helps children build friendships and learn how to cooperate and work together. It also offers opportunities for them to learn to resolve conflict. Playing with others helps them to establish a sense of self. They can initiate play and make decisions, which empowers them to become confident and motivated learners.
- **Cognitive development:** Cognitive development is a child's growing ability to use their intellect to process information. It includes problem-solving, language learning, and the interpretation of sensations. Play has been shown to support healthy brain development. It also engages a child's mind and helps them hone early literacy and language skills, sensation and perception, and even basic science and math.
- **Physical development:** Physical development refers to gross and fine motor skills development and how a child uses their body. Through play, children build muscle mass and coordination, explore different tactile experiences, and get a healthy amount of exercise. Art and play expose children to different tactile experiences. They learn about the feeling of wooden blocks, soft plushy toys, wet paint, and more. Play increases physical activity when compared to passive forms of entertainment like watching TV or playing games on a device. Children build muscle mass and coordination as they jump, climb, swing, run, and move during play.



Incorporate play-based learning at home

While it is important for children to play with each other, it is also very important for parents to play with their children. You could play outdoors by throwing a ball, digging in the mud, or swinging on a swing set with your child. You could play indoors by dancing to music, letting them tell you stories with stuffed animals, or doing puzzles together. The children watch you in play and learn from you so it is key that you play with them regularly, and when playing, are fully engaged.

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.



<p>Communication and Language</p> <p>Listening, Attention and Understanding</p> <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. <p>Speaking</p> <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. 	<p>Personal, Social and Emotional Development</p> <p>Self-Regulation</p> <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. <p>Managing Self</p> <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. <p>Building Relationships</p> <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. 	<p>Physical Development</p> <p>Gross Motor Skills</p> <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. <p>Fine Motor Skills</p> <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. 	
<p>Understanding the World</p> <p>Past and Present</p> <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. <p>People, Culture and Communities</p> <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. <p>The Natural World</p> <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. 	<p>Expressive Arts and Design</p> <p>Creating with Materials</p> <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. <p>Being Imaginative and Expressive</p> <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. 	<p>Mathematics</p> <p>Number</p> <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. <p>Numerical Patterns</p> <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. 	<p>Literacy</p> <p>Comprehension</p> <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. <p>Word Reading</p> <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. <p>Writing</p> <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 pre-KG 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 pre-KG 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: Awareness of ourselves</u></p> <p>Central Idea Awareness of ourselves and others helps us gain a sense of belonging.</p> <p>Key Concepts Form, connection and perspective</p> <p>Lines of Inquiry</p> <ul style="list-style-type: none"> • What we look like • Similarities and differences • Facial expressions and body language
<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: Storytelling</u></p> <p>Central Idea People express themselves through storytelling.</p> <p>Key Concepts Form, function and causation</p> <p>Lines of Inquiry</p> <ul style="list-style-type: none"> • Types of stories • How we express ourselves when telling stories • How pictures help tell a story



<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: Our Senses</u></p> <p>Central Idea We explore our world through our five senses.</p> <p>Key Concepts Form, function and causation</p> <p>Lines of Inquiry</p> <ul style="list-style-type: none"> • The five senses • How we use our senses to explore the world • How our senses keep us safe
<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 4: Needs</u></p> <p>Central Idea Plants and animals have needs to grow and survive.</p> <p>Key Concepts Form, change and responsibility</p> <p>Lines of Inquiry</p> <ul style="list-style-type: none"> • Features of habitats • Living things in habitats • Responsibility of people

Field Trips

Over the academic year the students may 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**. 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.





Understanding the World

Understanding the World (UW) is one of the four specific areas of learning in the EYFS framework. It involves guiding children to make sense of their physical world and community through opportunities to explore, observe and find out about people, places, technology, and the environment. In the EYFS framework, UW is made up of three aspects:

- ***People and communities***
- ***The world***
- ***Technology***

Under these three aspects, the students will cover a number of objectives. These are as follows:

People and communities

- Show an interest in the lives of people who are familiar to them.
- Remember and talk about significant events based on their own experiences.
- Recognise and describe special times or events for family or friends.
- Show an interest in different occupations and ways of life.
- Know that some of the things that make them unique, and can talk about some of the similarities and differences in relation to friends or family.

The world

- Comment and ask questions about aspects of their familiar world such as the place where they live or the natural world.
- Talk about some of the things they have observed such as plants, animals, natural and found objects.
- Talk about why things happen and how things work.
- Develop an understanding of growth, decay and changes over time.
- Show care and concern for living things and the environment.

Technology

- Know how to operate simple equipment (e.g. turns on CD player and uses remote control).
- Show an interest in technological toys with knobs or pulleys, or real objects such as cameras or phones.
- Show skill in making toys work by pressing parts or lifting flaps to achieve effects such as sound, movements or new images.
- Know that information can be retrieved from computers.





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 in Pre-KG, Language Arts (English) comes under five strands: reading; writing; speaking; listening and attention; and understanding. Below is the Learning Objectives for pre-KG:

Reading

- Demonstrate a preference for a book, a song or a rhyme.
- Identify themselves in a story and show enjoyment of stories about familiar people.
- Repeat songs, rhymes, stories and repeat familiar phrases.
- Fill in missing words from well-known rhymes.
- Identify signs and symbols in the environment and recall what they mean.
- Join in with rhymes and stories.
- Identify different rhymes.
- Recognise their name in text.
- Hold a book, turn the pages and indicate an understanding of pictures and print.
- Tell a story to friends.
- Talk about events and characters in books.
- Make predictions about what might happen next in the story.
- Know that information can be relayed in the form of print.
- Knows that print carries meaning and, in English, is read from left to right and top to bottom.

Writing

- Use a range of tools to make marks and show an interest in their own marks and the marks of others.
- Randomly scribble on a page, sometimes with both hands.
- Hold mark making equipment using the palmar grip.
- Control the marks they make on a page.
- Distinguish between different marks that they make.
- Control equipment like a jug and show increasing control over tools like pencils and crayons.
- Identify to others what they have drawn or painted.
- Recognise a capital letter at the start of a name.
- Identify sounds from their own name in other words.
- Ascribe meaning to other marks, such as on signs.
- Start to write identifiable shapes and letters.



- Draw lines and circles in the air, on the floor or on large sheets of paper, balancing well and using their whole arm and body.
- Use pincers, tweezers and threading equipment with increasing control and confidence.
- Copy shapes, letters and pictures.

Speaking

- Beginning to use more complex sentences to link thoughts (e.g. and, because).
- Can retell a simple past event in the correct order.
- Uses talk to connect ideas, explain what is happening and anticipate what might happen next.
- Recall and relive past experiences.
- Question why things happen and give explanations (e.g. asks who, what, when, how).
- Uses a range of tenses (e.g. play, playing, will play, played).
- Uses intonation, rhythm and phrasing to make the meaning clear to others.
- Uses vocabulary focused on objects and people that are of particular importance to them.
- Builds up vocabulary that reflects the breadth of their experiences.
- Uses talk in pretending that objects stand for something else in play (e.g. this box is my castle).

Listening and Attention

- Listens to others one to one or in small groups, when conversation interests them.
- Listens to stories with increasing attention and recall.
- Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.
- Can shift their own attention between situations.
- Is able to follow directions (if not intently focused on their own choice of activity).

Understanding

- Understand the use of various familiar objects (e.g. “What do we use to cut things?”).
- Show their understanding of prepositions such as ‘under’, ‘on top’, ‘behind’ by carrying out an action or selecting correct picture.
- Respond to simple instructions (e.g. to get or put away an object).
- Beginning to understand ‘why’ and ‘how’ questions.





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.

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

- Sort objects using simple criteria.
- Use some number names accurately in play.
- Realize that anything can be counted, including steps, claps or jumps.
- Show an interest in numerals in their environment.
- Recites numbers in order up to 10.
- Begin to represent numbers using fingers, marks on paper or pictures.
- Begin to match numbers with quantities.
- Knows that numbers identify how many objects are in a set.
- Demonstrate curiosity about numbers by offering comments or asking questions.
- Compares two groups of objects, saying when they have the same number.
- Demonstrate an interest in number problems.
- Separate a group of three or four objects in different ways, recognizing that the total is still the same.
- Show an interest in representing numbers.

Shape, Space and Measurement

- Show an interest in shape and space by playing with shapes and arranging objects.
- Show an awareness of the similarities of different shapes in their environment.
- Uses positional language.
- Show an interest in shape through construction activities or by talking about shapes and arrangements.
- Show an interest in shapes in their environment.
- Use shapes appropriately for tasks.
- Begin to talk about the shapes of everyday objects (e.g. 'round' and 'tall').





Expressive Arts and Design

Expressive arts and design are a key part of learning in Pre-KG. It is a big part of the daily routine for students, and can have an enormous impact on your child's growth. Not only does it prepare your child for academic success in school, but it will foster early emotional development and offer your child opportunity to express themselves creatively. Helping children to be creative is as much about encouraging attitudes of curiosity and questioning as about skills or techniques.

Some of the key advantages of an art rich curriculum include:

- Strengthen spatial reasoning and early math skills
- Build critical language skills
- Hone fine motor skills
- Practice decision making
- Foster Emotional Development and Regulation

In the Early Years Foundation Stage, Arts (Expressive Arts and Design) is broken down into two aspects:

Exploring and Using Media and Materials – this is about how children experiment with media and materials finding out about their properties and modifying and manipulating them. It includes exploring sounds, patterns, movement and different tools and techniques. The learning outcomes under this aspect are:

- Join in dancing and ring games.
- Sing a few familiar songs.
- Begin to move to the steady beat.
- Imitate movement in response to music.
- Tap out simple repeated rhythm patterns.
- Explore and identify how sounds can be changed.
- Explore colour and how colours can be changed.
- Use lines to enclose a space, and then begin to use these lines and shapes to represent objects.
- Show interest in and describe the texture of things.
- Use various construction materials.
- Begin to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces.
- Join construction pieces together to build and balance.
- Realise that tools can be used for a purpose.



Being Imaginative - This is about children's explorations into the world of pretense, building on their experiences of the real world and transforming them into something new – whether through role play, music, pretend play, block play or small world play or a range of other areas.

- Develop preferences for forms of expression.
- Use movement to express feelings.
- Create movement in response to music.
- Sing to themselves and make up simple songs.
- Make up their own rhythm patterns.
- Notice what adults do, imitating what is observed and then doing it spontaneously when the adult is not there.
- Engage in imaginative role-play based on their own first-hand experiences.
- Develop stories around toys (e.g. farm animals needing rescue from an armchair 'cliff').
- Use available resources to create props to support role-play.
- Capture experiences and responses with a range of media, such as music, dance and paint and other materials or words.





Personal, Social and Physical Education and Development

Our approach to the personal, social and physical development of our students incorporates outcomes from both the IB PYP Personal, Social and Physical Education (PSPE) as well as the EYFS Physical Development programmes. This is a core part of our curriculum, with the holistic development of our students being part of the school's mission statement and a central focus for all teachers.



In this area, learning outcomes are categorized under five different headings. These are:

Physical Development: Moving and Handling

- Move freely and with pleasure and confidence in a range of ways (e.g. slithering, shuffling, rolling, crawling, walking, running, jumping, skipping, sliding and hopping).
- Climb stairs, steps or play equipment using alternate feet.
- Walk downstairs using both feet alternatively while also carrying a small object.
- Runs skillfully and negotiate spaces successfully, adjusting speed or direction to avoid obstacles.
- Stand momentarily on one foot when shown how to do this.
- Catch a large ball.
- Draw lines and circles using their gross motor movements.
- Use one-handed tools and equipment (e.g. makes snips in paper with children's scissors).
- Hold a pencil between thumb and two fingers, no longer using whole-hand grasp.
- Hold a pencil near the point between the first two fingers, using it with good control.
- Copy some familiar letters (e.g. letters from their name).



Physical Development: Health and Self-Care

- Tell adults when they are hungry or tired, or when they want to rest or play.
- Observe and identify the effects that activity has on their body.
- Understand that equipment and tools have to be used safely.
- Demonstrate bowel and bladder control and can generally attend to their own toileting needs.
- Self-manage washing and drying their hands.
- Dress themselves independently, or with minimal assistance (e.g. puts their arms into open-fronted shirt when held up, pull up their own trouser and pull up a zipper once it is fastened at the bottom).

Personal, Social and Emotional Development: Self-Confidence and Self-Awareness

- Select and use activities and resources related to their learning.
- Welcome and value praise related to what they have done.
- Enjoy the responsibility of carrying out small tasks.
- Outgoing towards unfamiliar people and more confident in unfamiliar social situations.
- Talk to peers when playing, and able to communicate freely about own home and community.
- Show confidence in asking adults for help.

Personal, Social and Emotional Development: Managing feelings and behaviour.

- Aware of own feelings, and knows that some actions and words can hurt others' feelings.
- Begin to accept the needs of others and can take turns and share resources.
- Tolerate delay when their needs are not immediately met, and understand that their personal wishes may not always be met.
- Adapt their own behaviour to different events, social situations and changes in routine.

Personal, Social and Emotional Development: Making Relationships

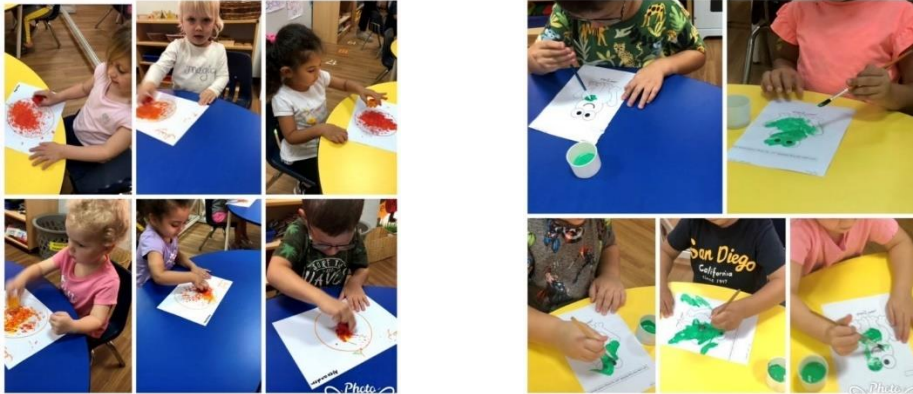
- Play in a group, extending and elaborating play ideas (e.g. building up a role-play activity with peers).
- Initiate play, offering cues to peers to join them.
- Keep play going by responding to what others are saying or doing.
- Demonstrates friendly behaviour, initiating conversations and forming good relationships with peers and familiar adults.





Arabic Cultural Studies

In pre-KG, Native Arabic speaking and Non-native Arabic speaking students will learn Arabic together in an immersive classroom setting. The lessons will be taught by an Arabic teacher in the homeroom. The learning activities will complement the EYFS learning from across the curriculum in; they will establish the language as a real means of communication in authentic situations.



Over the year, the students in Pre-KG will learn the following things:

- The main Arabic greetings (e.g. alsalamo alaykom – marhaba- sabaho al khair)
- Introduce their name and their home country
- Recognize colors and numbers in Arabic
- Name variety of animals in Arabic
- Listen and respond to simple Arabic rhymes and sounds
- Listen and responds to short simple cultural stories
- Introduce the main adjectives (big – small – nice)
- Recognize and say family members in Arabic
- Naming the main fruits in Arabic





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. The IB definition of inclusion is: *“Inclusion is an ongoing process that aims to increase access and engagement in learning for all students by identifying and removing barriers.”*

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

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

Identification Procedures

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

Support Services

Students enter the program based on the identification procedures described in the section above. Every student with identified need has the student passport developed by the learning support department. This document has details like the demographic data, identified need, strengths and weaknesses, learning styles, areas of interest, instructional/classroom/organizational and social/behavioral recommendations, learning goals, any therapies taken outside, medical needs, assessment details, review date and teacher/parent signatures. The LS team along with the classroom/subject teachers works to cater to the student’s needs through individualized support and / or in-class support during the school day, as needed.

Monitoring Student Progress

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



Mother Tongue Programme

At RWA, we have a diverse range of mother tongue offerings for native speakers of these languages. Next year all mother tongue programmes will be available from pre-KG, dependent on numbers, 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 pre-KG, 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 pre-KG 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.





Frequently Asked Questions

What is the curriculum followed in Pre-KG at RWA??

The Pre-KG curriculum follows the IB Primary Years programme (PYP) alongside the Early Years Foundation Stage (EYFS) programme. The curriculum has been personalized and reflects the holistic nature of children's learning. Both programmes focus on the importance of learning through play and a commitment to structured, purposeful inquiry, as it underpins all development and learning for young children.

How do you ensure the quality of your teachers?

As a school we have very high expectations of our teachers. We are rated by the KHDA as 'very good' and this has come about through these high standards. Our Pre-KG teachers are certified in early childhood education. We recruit passionate and committed teachers who have experience in the field. Our teachers are well-educated and nurturing people who respect the children's need for security while encouraging autonomy.

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

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

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

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

It is not uncommon for children to start with little or no English. Our teachers are skilled in making each child feel welcome and engaged and supported in the learning process. Children learn languages quickly, and our teachers work hard to ensure student develop their language skills quickly.



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

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

How many students are in Pre-KG classes?

Class sizes in Pre-KG are limited to 20 students. During the pandemic, in line with the KHDA and MOE rules and regulations, students are split into two stable bubbles (up to 10/ group). Our Pre-KG classrooms have a qualified early childhood educator leading the class as well as two experienced classroom assistant teachers.

How frequently is the classrooms and equipment cleaned and sanitized?

The classroom and equipment are sanitized on a daily basis. All surfaces and equipment are sanitized daily using the Dubai Municipality cleaning and disinfecting guidelines.

Does my child need to be potty-trained to attend?

Yes, a child attending a class independent of a caregiver (ages 3 and up) must be potty trained, and able to communicate to the teacher, when they need to use the toilet, to attend the Pre-KG. Having said this, we fully understand that occasionally accidents might happen and we are prepared for this. However, an accident should be the exception, rather than the norm.

Do I need to provide school supplies?

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





What happens if my child is upset during the morning drop-off?

For some children, starting Pre-KG, is their first time that they are regularly separated from their parents. We understand this is often a difficult experience for parents and students. It is important to let your child know that you are leaving, but will come back for them after class. While things may be difficult for a few days (or weeks), know that things will settle and we will help support you and them to make this as smooth as possible.

While at times children may cry at drop-off time, most children will calm down after five minutes once you leave. We also have support staff such as teaching assistants, and the primary school counselor to assist in settling your child, in these instances. Please try to avoid saying goodbye, and then staying if they cry. While we understand this is difficult for parents to see, the child can learn that if they cry, you won't leave. If this issue continues for more than a few weeks, we can work with you, your child and the teacher to put in strategies to improve the situation.

It is also very important that you communicate with your child's teacher any significant changes at home (e.g. a new sibling, a divorce, parent away from home for a period). This information helps us understand any behavioral changes. Any information provided such as this will be kept fully confidential.

What should I do if my child loses an item?

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

What happens if I am late picking up my child?

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

