



Nurture  
**Lifelong**  
Learning



# PRIMARY CURRICULUM BOOKLET

## ARCADIA SCHOOL

Orchid Street, District 9,  
Jumeirah Village Triangle, Dubai, UAE  
T: +971 4 552 2600 | F: +971 4 558 5122  
E: [info@arcadia.sch.ae](mailto:info@arcadia.sch.ae)  
[www.arcadia.sch.ae](http://www.arcadia.sch.ae)

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# ARCADIA SCHOOL

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Established in 2016, Arcadia School is a growing school that takes students from Foundation Stage 1 to Year 6. In Foundation Stage, our youngest students are exposed to the Early Years Foundation Stage Framework and students in Years 1-6 embark upon a journey through the English National Curriculum. Located within the heart of Jumeirah Village Triangle, our welcoming campus comprising an array of specialist facilities and leading-edge technology certainly stands out! With highly skilled teachers, we provide the highest standard of education for our students.

The ethos of our school is founded upon the Arcadia Values, Altruism, Respect, Compassion, Aspiration, Determination, Integrity and Adventure. These values permeate into every aspect of our school and form the cornerstone of our expectations for our students as we drive to develop well-rounded, compassionate, high-achieving and globally aware young people, confident in their ability to successfully meet the challenges of the future.

We firmly believe that by providing an enriched and engaging curriculum, delivered by passionate and talented teachers and by working closely with our parents and community as partners, our school will live up to its motto to 'nurture lifelong learners'. This vision is prevalent within every area of school life, ensuring that the student experience is profound, captivating and fulfilling and that it is accessible to every child.

Our school is a warm and inviting environment where despite our rapid growth, maintains a 'small school' feel. Students at Arcadia are exposed to unique opportunities to aid their development in areas which are pertinent to their passions and talents. This is made possible with a longer school day where enrichment learning and extra-curricular activities are built into the school day. We aspire to develop the whole child and so provide an experience where our students can grow, develop and learn physically, emotionally and academically within a nurturing and inclusive environment.





# AIMS AND OBJECTIVES



Our curriculum adopts the notion that every student is a unique individual who is constantly learning. From the point of entry, we endeavour to develop students who are resilient, capable, confident and self-assured. Arcadia's curriculum facilitates learning in a way that students can develop as fully as possible, the understanding, knowledge and skills required to meet the challenges of a rapidly globalising and competitive world. Through enriching the curriculum holistically, our programme focuses on the whole student so as to ensure they form positive relationships, develop a transferable skill set and have exposure to unique and enriching opportunities.

We intend to nurture students who are:

- Motivated and stretched in all aspects of school life
- Tolerant and caring
- Enjoying and understanding their learning
- Intellectually curious
- Digitally literate
- Developing high quality learning skills and leadership qualities
- Comfortable and knowledgeable about the United Arab Emirates
- Internationally-minded
- Collaborative
- Informed risk-takers
- Entrepreneurial
- Socially conscious

To meet these aims, the curriculum provides:

- A wide range of choice, keeping students options' open for as long as possible
- A broad education
- An in-depth education, so that students are challenged and stretched at all times
- A wide range of enrichment activities
- An inclusive programme with individual pathways developed to suit all needs and abilities
- Opportunities for student leadership in areas such as school council, sustainability and sports
- A in-school homework provision

# SKILL AREAS DEVELOPED

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For students in Foundation Stage, the developmental curriculum sets clear standards for students based upon their age. The curriculum aims to provide students with experience and skill development in the following prime areas:

## **PERSONAL, SOCIAL & EMOTIONAL:**

Students develop self-confidence and self-awareness, they learn to manage feelings and behaviour and are encouraged to make relationships with peers and adults.

## **COMMUNICATION & LANGUAGE:**

Learning and experiences within this area encourages and enhances skills of listening and attending, understanding and speaking.

## **PHYSICAL DEVELOPMENT:**

Students will develop their ability in moving and handling and health and self-care.

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For students in Foundation Stage and those in Key Stage 1 (Year 1 and 2) and Key Stage 2 (Year 3, 4, 5 and 6), the curriculum will aim to provide students with experience and skill development in the following areas:

## **SCIENTIFIC:**

The development of students' scientific skills, knowledge and understanding occurs in Science lessons for KS1 and KS2 and through the 'Understanding the World' area of the EYFS curriculum.

## **TECHNOLOGICAL:**

To teach students a range of technological skills including up-to-date applications of ICT, to develop, plan and communicate ideas and to produce and evaluate good quality products. This is developed through Computer Science, Digital Skills and Design and Technology.

## **HUMAN AND SOCIAL:**

To teach students about people and their interaction with the environment and how human action has influenced events and conditions. This is developed through Integrated Humanities, including Geography and History, Islamic Studies, UAE Social Studies and Enrichment Days/Moral Education.

## **PHYSICAL:**

To teach the basic principles of fitness and health and to develop students' physical control and coordination. This is developed through Games and Physical Education. **CREATIVE:** To develop students' aesthetic and creative skills. This is developed through Art, Drama and Music.

## **MORAL, SOCIAL, SPIRITUAL AND CULTURAL:**

To develop students' self-knowledge, self-esteem and self-confidence so that they can distinguish right from wrong and respect the law as well as accept responsibility for their behaviour, show initiative and understand how they can contribute to community life. This is developed through Islamic Studies, Geography, History, the extra-curricular programme and Enrichment Days/Moral Education.

# LEARNING SKILLS

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Learning skills are delivered throughout the school from Foundation Stage to Key Stage 5 and underpin learning connections and constructions in order to develop the 21st century skills needed for our students to be successful throughout their lives. At Arcadia we focus on the development of the 4 C's of:

## 1. COMMUNICATING

Sharing thoughts, questions, ideas and solutions.

## 2. COLLABORATING

Working together to reach a goal and putting enterprise into action.

## 3. CRITICAL THINKING

Critical thinking is focused, careful analysis of something to better understand it. When people speak of "left brain" activity, they are usually referring to critical thinking.

## 4. CREATIVE THINKING

Creative thinking is expansive, open-ended invention and discovery of possibilities.

## LEARNING SKILLS IN FOUNDATION STAGE AND KEY STAGE 1

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In Foundation Stage and Key Stage 1, teachers expose students to the learning skills through incorporating one of the 4C's into aspects of teaching and learning. Within any given lesson, the class teacher will introduce the learning objective followed by the learning skill that students will be expected to use.

Where learning is more free flow in Foundation Stage and Year 1, teaching and learning will plan the learning provision and resources around the four skills so that throughout the day students will develop and demonstrate the skills.

## LEARNING SKILLS IN KEY STAGE 2

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From Year 3-6, we have developed a series of progressive curriculum objectives which underpin each of the four learning skills. For students in Year 3 and 4, these learning skill objectives will sit alongside the lesson objective and form a part of the formative assessment within the lesson. Across all curriculum areas, students will be developing each of the four learning skills within a range of contexts. This aims to make the demonstration and utilisation of the skills implicit and natural for our students ahead of their move into Upper Key Stage 2.

In Years 5-6, students participate in a discrete lesson at which time, teachers deliver a more rigorous learning skills curriculum. At the end of each term, students in Year 5 and 6 will deliver a showcase to teachers and parents which aims to demonstrate their ability to both understand and demonstrate each of the learning skills within a relevant context. During this time, teachers undertake formative assessment of how well students have progressed.

To effectively transition our Year 6 students into the Year 7 learning skills framework, students work towards an APEX project (Arcadia Project Exhibition) at which point they create a final showcase. Scheduled at the end of the school year, the APEX project marks the end of a student's primary school career and demonstrates their readiness to transition into Year 7.

The development of learning skills within the curriculum is also accentuated by a number of programmes which support their progression. Examples include:

## ORACY

Oracy is the ability to articulate ideas, develop understanding and engage with others through spoken language. In school, oracy is a powerful tool for learning; by teaching students to become more effective speakers and listeners we empower them to better understand themselves, each other and the world around them. Inspired by the work of the Voice 21 organisation in the UK, students across Key Stages 2 and 3 are encouraged to develop their ideas through a high quality oracy-style education. They develop and deepen their subject knowledge and understanding through talk in the classroom, which has been planned, designed, modelled, scaffolded and structured to enable them to learn the skills needed to talk effectively.

## STUDENT LEADERSHIP

At the beginning of each academic year, students are invited to apply for a range of student leadership roles including: school councillor, head boy, head girl, eco-warrior and games captains. This process is taken seriously and aims to prepare students for similar situations that they will find themselves in throughout later life. Our student leaders work hard to drive school improvement from the point of view of the student. In the initial stages, our leaders formulate a strategy for the students and by the students. This steers student led initiatives whilst also driving the school forward. Throughout their time as leaders, students are continually required to demonstrate aspects of our learning skills. Through encouraging pupil voice across the entire school, students are developing skills of collaboration and communication.

## SOCIAL ENTERPRISE - JUNIOR MBA

Arcadia Education is proud to be the proponent of the region's first Entrepreneurship programme for primary school pupils, to inspire and teach them the basics of entrepreneurship. The programme is loosely based on the first year MBA programme and has been designed by the school's CEO, Navin Valrani, a graduate from two of the world's leading business schools, The Wharton School of Business and the London Business School. This innovative programme brings together children's innate creativity with the skills of entrepreneurship. The aim of the programme is to inspire and teach pupils the basics of entrepreneurship from a young age. The course is developed carefully keeping in mind the age-group. It is offered as simple and easy to understand modules that allow pupils' to explore the opportunities, which stem from entrepreneurial thinking.

# INCLUSION

Arcadia School is committed to providing all students with an outstanding educational experience and believes that all students have learning potential and the right to education in a common learning environment. A key objective at Arcadia is to provide a personalised learning journey for students who are identified as a Student of Determination and celebrating key milestones along that journey. We believe that this ethos will raise the attainment and progress of students and create an environment that is truly inclusive in all aspects.

Arcadia's commitment to being an inclusive school is also reflected in our admissions policy wherein it is recognised that student diversity is integral to the school. The Head of Inclusion and Inclusion Support Teachers work closely with all staff to ensure that teachers differentiate for students' needs.

The Arcadia Creative Avenues Program (ACAP) combines a number of pathways to ensure each child's journey through primary and secondary school is tailored to their needs. Children's progress is monitored through a combination of whole school assessment, against a small steps curriculum and



# ASDAN PROGRAMME



ASDAN (Award Scheme Development and Accreditation Network) is an award-winning British education charity and awarding organisation. Arcadia school is proud to be a fully registered and accredited ASDAN centre, allowing us to offer a wide range of courses and options to our students in fitting with their learning needs.

ASDAN provides flexible and engaging programmes and qualifications that help young people develop skills for learning, work and life. The courses have been developed for learners with a wide range of learning needs and abilities and provide meaningful outcomes through a person-centred approach that prepares the learner for adult life.

ASDAN's programmes and qualifications for secondary schools range from helping learners make a successful start in secondary education to boosting engagement and motivation, developing core skills, and enhancing academic performance.

ASDAN is made up of short courses that are flexible, portfolio-based programmes designed to accredit up to 60 hours of activity and skills development across a range of topics and curriculum areas.

ASDAN's programmes and qualifications help centres meet many requirements including:

- Pride in achievement and commitment to learning
- Developing self-confidence, self-awareness and understanding of how to be a successful learner
- Gaining employability skills so that learners are well prepared for the next stage of their education, employment, self-employment or training
- Understanding how to keep themselves safe from risks such as abuse, sexual exploitation and extremism, including when using the internet and social media
- Knowledge of how to keep themselves healthy, both emotionally and physically, including through exercising and healthy eating
- Personal development, so that learners are well prepared to respect others and contribute to wider society

Arcadia welcomes learners with English as an Additional Language (EAL). They are students who do not speak any English or whose English is very limited that prevents them from both socialising within the school community and accessing the school curriculum.

At Arcadia, the EAL learners are identified and grouped according to their linguistic needs, whether they were BICS (Basic Interpersonal Communication Skills) or CALP (Cognitive Academic Language Proficiency) needs. Hence, EAL learners are identified as follows:

## EAL - B

- Learners with no English
- Learners with very basic language skills
- Learners who need to secure their BICS

## EAL - A

- Learners who have secured their BICS
- Learners who have advanced and developed their English but still need support
- Learners who are in the process of developing their CALP

## EAL - I

- Learners who have developed an equal competency level as same as their peers
- Learners who do not need significant support in accessing the curriculum
- Independent learners of English who have secured their CALP

The Arcadian EAL Provision is given in one or all of the following three forms according to the learners' needs: in-class support; out-of-class interventions; and 1-to-1 sessions. It is also designed to develop the English language proficiency levels that focus on:

- **Phonology:** the sound system of English
- **Morphology:** the forms and formation of words
- **Syntax:** the rules and structure of the English language
- **Semantics:** the meaning of language including general vocabulary and academic terminology
- **Language Functions:** the purpose of the use of specific language
- **Pragmatics:** the appropriate use of the English language in various contexts

# EXCEPTIONAL LEARNERS

At Arcadia, we recognise that the KHDA identifies students with special gifts and talents are one of the groups at risk of educational exclusion. We strive to prevent this through the implementation of our 'Exceptional Learners Programme'. The programme is broken down into two core categories:

## HIGH FLYERS

Academic performance demonstrates a student as 'significantly above' age related expectations.

## PERFORMANCE PATHWAYS

Students demonstrate skill and capability which significantly exceeds age related expectation in performance subjects such as Physical Education, Music and Art.

Based on both externally and internally tracked data of a students performance and following a developed criteria, students can be identified as any one or both of the above categories. Upon identification, planning and teaching is adapted, individualised targets are set and students are fast-tracked to additional opportunities which allow students to nourish and extend their exceptional potential.

# SOCIAL & EMOTIONAL SUPPORT

The positive learning environment at Arcadia provides a foundation for supporting Students' Social and emotional wellbeing. Our aim is to ensure consistent, culturally responsive, and developmentally appropriate opportunities for all students to enhance and apply social and emotional competencies to daily tasks and challenges. The five primary areas of focus are Self Awareness, Social Awareness, Self management, Relationship Skills and Decision Making. Teachers at Arcadia are working closely for each child's holistic development of these skills.

Some of the issues that may require additional support are social skills, anxiety, anger management, stress, emotion regulation, changes in home situation, behavior problems and so on. The counselling department provides a variety of services based on individual student needs. The School Counsellor is available to support students in individual or small group support sessions. Support sessions are provided to parents and teachers as well, to be able to provide effective and appropriate support to the students. School counselor works in collaboration with the teachers, parents and senior leadership to best support our students. School Counselor liaises with external professionals and agencies as well to ensure effective guidance both at home and in school.

From time to time, preventative psycho educational sessions are planned for all students on age appropriate topics to not only raise awareness but also teach critical social and emotional competencies. Similar workshops on relevant topics are regularly planned for our Parent community.

# ENRICHMENT PROGRAMME

## EXTRA-CURRICULAR AND CO-CURRICULAR OPPORTUNITIES

Through an extensive and comprehensive extra-curricular programme, offered within the extended school day, the school will aim to build confidence and create character, leadership and a spirit of adventure amongst the students. It will encourage pupils to engage in an extra-curricular programme that will give them the experience of leadership and adventure, service to the community, and creative/cultural activities.

The extended school day provides opportunities for enrichment activities to be scheduled and planned as blocked periods within the timetable. The school offers extra-curricular and co-curricular enrichment within the weekly programme on a regular and ongoing basis.

The School has deliberately identified activities that support the concept of developing well rounded and highly skilled students who have the opportunity to gain enrichment across diverse areas:

- Creativity and Performance Arts
- Citizenship
- Sport and Physical Development

In this way, the school seeks to achieve its mission of developing students who see learning as broad, varied, exciting and enriching and who will, therefore, become 'lifelong learners'. Likewise, the scope is also provided for students to become highly skilled in one or more of the areas and to develop expertise and particular talents.

## EXTRA-CURRICULAR AND CO-CURRICULAR ENRICHMENT PROGRAMMES – EXAMPLES:

ENRICHMENT AREA	PURPOSE	DETAILS
<b>Creativity and Performance Arts</b>	To enhance confidence and encourage creative skills across a wide spectrum of the arts. Students participate in the Arcadia Music Academy offering to further develop their talents	Visual Arts and Craft, Singing, Choir, Drama, Band, Instrumental Lessons (graded exams), Orchestra, Ballet, Modern Dance (Step Up Academy), Annual School Production, Computing, Coding, Robotics, Photography
<b>Citizenship</b>	To ensure that students develop a service mentality and seek to make society a better place	Ecology Action, Debating, Public Speaking, School Publications, Entrepreneurship, Community Outreach, Ramadan Support Club, National Day Support Club, Happiness Programme
<b>Coding and Gaming</b>	To ensure that students are future ready by gaining a practical understanding of AI and leading edge technology	Programming Languages, Coding, Web Design, Artificial Intelligence, Robotics
<b>Sport and Physical Development</b>	<p>To develop sporting skills and attitudes and to ensure that students compete with confidence at a range of sports</p> <p>To provide students with the opportunity to compete with other schools and develop school pride and sportsmanship</p>	Rugby (Rugby Academy), Football (The Football Academy), Swimming (Hamilton Aquatics), Netball, Cricket, Basketball, Cross Country, Athletics, Gymnastics (Step Up Academy), Tennis (NY Sports Services)

## SOCIAL ENTERPRISE - JUNIOR MBA

The Junior MBA programme is a 12-week programme designed to deliver an MBA style curriculum to primary school students. The essence of the programme is to deliver MBA modules to students aged from 6-11 years old with four learning goals:

- To encourage students to think critically
- To provide basic financial literacy skills to students
- To encourage collaboration among students
- To provide students the opportunities to learn through talk and to talk in accordance with the Oracy Framework

The Junior MBA programme was the creation of its founding teacher, Navin Valrani, Arcadia Education's award-winning CEO, who was not only educated in the finest business schools in the world but who has also successfully led a number of companies across a variety of industries.

The programme is considered essential for students as it provides them not only with financial literacy skills but also



the basic tools of entrepreneurship that will serve them well in the long run. Due to the discussion-based nature of the class, the programme gives students the ability to think critically and encourages collaboration, with the intention of preparing students for their academic and personal journey ahead.

The course is taught in a discussion-based format by the class teacher and supported by Mr. Valrani. Students spend the first 6 weeks of the course discussing theory and the last 6 weeks of the course on real world applications including interacting with relevant guest speakers, visiting companies and learning how to prepare and pitch a business plan in front of an engaged audience.

Only students at Arcadia School are eligible to enrol in the programme. All Arcadia students from Year 3 through to Year 6 (ages 7-11) are required to take the course as part of their schedule during Term 1 of the academic year. Year 1 and Year 2 students (ages 5-7) have the option to take the programme as an elective choice in Arcadia's Enrichment Learning Programme.

KEY TOPICS OF STUDY			
Entrepreneurship	Marketing	Finance	Accounting
<ul style="list-style-type: none"> <li>Idea Generation</li> <li>Company Formation</li> <li>Social Impact</li> <li>UN Sustainable Development Goals (SDGs)</li> </ul>	<ul style="list-style-type: none"> <li>The Marketing Mix</li> <li>Branding</li> <li>Social Media (<i>safeguarding concerns highlighted</i>)</li> <li>Preparing Pitch Decks</li> <li>Presentation skills</li> </ul>	<ul style="list-style-type: none"> <li>Fund raising through friends and family</li> <li>Commercial and Islamic Banking</li> <li>Venture Capital</li> <li>Stock Market (<i>including exposure to live trading</i>)</li> <li>Crowdfunding (<i>including investing in real ventures</i>)</li> </ul>	<ul style="list-style-type: none"> <li>Understanding Revenue and Expenses</li> <li>Calculating Profit</li> <li>Basics about Balance Sheets</li> <li>Goodwill</li> <li>Learning about the case study method</li> </ul>

## OUTDOOR EDUCATION

The Outdoor Education programme is based on the school's belief that by taking learning outside of the classroom and into new and challenging situations, students are able to reflect about and interact with the environment. New opportunities for learning are created and previous skills and understandings are able to be brought to bear in unfamiliar environments. As students move through school, the outdoor challenges grow sequentially in complexity, challenge and levels of independence. Arcadia work closely with Challenging Adventure to build a progressive curriculum from Year 3-Year 6 comprising:

YEAR	LOCATION	DURATION	PROGRAMME
YEAR 3	School Sleepover	1.5 days (1 night)	<ul style="list-style-type: none"> <li>Team building games</li> <li>Orienteering</li> <li>Tent pitching</li> </ul>
YEAR 4	Umm Al Quwain Marine Centre	2 days (1 night)	<ul style="list-style-type: none"> <li>Swimming</li> <li>Water activities</li> <li>Jacobs ladder</li> <li>Zipline</li> </ul>
YEAR 5	RAK Mountain Centre	3 days (1 night)	<ul style="list-style-type: none"> <li>Rock climbing</li> <li>Kayaking</li> <li>Team building games</li> <li>Campfire activities</li> </ul>
YEAR 6	RAK Mountain Centre	3 days (2 night)	<ul style="list-style-type: none"> <li>Via ferrata (<i>around mountains</i>)</li> <li>Abseiling</li> <li>Raft building</li> <li>Team building</li> <li>Campfire activities</li> </ul>

## JUNIOR DUKES

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Mini and Junior Dukes is an award scheme aimed at primary students that encourages the development of valuable life skills. There are six levels:

- Silver Mini Duke (Year 1)
- Gold Mini Duke (Year 2)
- Bronze Junior Duke (Year 3)
- Silver (Year 4)
- Gold (Year 5)
- Platinum (Year 6)

Each of the six levels contain fourteen challenges. In order to complete a level, students need to complete ten of these challenges successfully. Challenges include mastering skills such as first aid, ICT, languages, art, drama, music, sport, cookery, puncture repair amongst a variety of cultural experiences. Students will be given many of the necessary skills in school, but the award also requires time and commitment during their own time.

The skills gained through taking part in the Junior Duke award will be valuable for our students both currently and in later life. Students will grow in confidence, independence, resilience and adaptability when embarking on the challenges within each level. By taking part in the Junior Duke award, students will be better equipped to deal with the everyday problems faced in life.

# ASSESSMENT AND REPORTING

## ASSESSMENT

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At Arcadia School, we strive to provide an assessment system that is effective and efficient; one which informs all stakeholders with the information they need to ensure the children at Arcadia gain outstanding learning experiences. We aim to nurture teachers who are experts in their roles as assessors, parents who are well informed and children who are actively engaged in their personalised learning experience. We believe assessment is about learning and we track the progress and attainment of this in two ways:

### FORMATIVE ASSESSMENT:

This is a continuous process used to inform progression through the learning journey. Teachers make personalised notes on planning documents to record this in a way that supports their teaching. This mode of assessment is carried out through planning and observations, marking and questioning as well as self and peer assessment techniques. This is an assessment for learning.

### SUMMATIVE ASSESSMENT:

These assessments occur at defined periods of the academic year such as the annual external GL Assessments and other curriculum related assessments. The aim of such assessments is to record the overall achievements of children in a systematic and standardised way and to provide further clarification of judgements made by teachers regarding areas of strength and development of individuals in their care. Results are also tracked across the school to monitor the progress of your children. The more we understand about their strengths and weaknesses, the more we will be able to help them improve. This is an assessment of learning.

REPORTING

Reporting is a fundamental communicative tool between Arcadia School and parents. Reports detail a child’s progress at school over time. Parent Consultation Meetings take place during terms 1 and 2. These meetings give parents an opportunity to discuss their child’s academic and pastoral progress with their form tutor and subject teachers. We consider these meetings to be a vital part of the reporting process.

PROCESS	TERM 1	TERM 2	TERM 3
Reports	Grade and Effort Report	Grade and Effort Report	Written Report (including Grade and Effort)
Parent Consultation Meetings	Class Teachers	Specialist Teachers	Class Teachers



# FOUNDATION STAGE

The Early Years Foundation Stage (EYFS) is a framework that provides standards and expectations for the development of children up to five years of age. At The Arcadia School we deliver the seven areas of this framework through a hands on, play based approach, with an emphasis on successful socialisation and purposeful management of the learning environment both inside and out of the classroom.

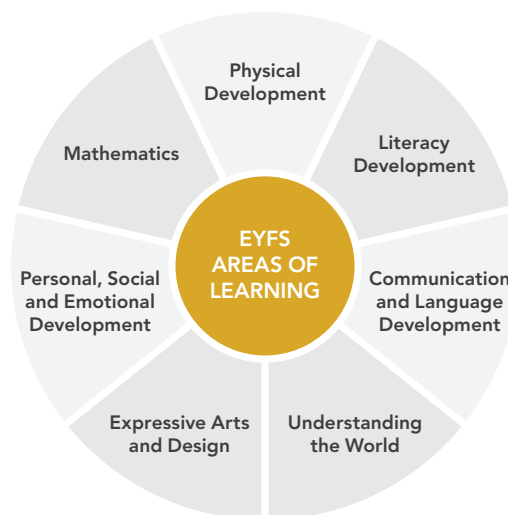
A cross-curricular approach to learning allows the following areas to be developed and enhanced throughout a child's time in our modern and child-focused Foundation Stage setting:

## PRIME AREAS

Important aspects of the EYFS curriculum that lay the foundations for success in all areas of learning and life.

## SPECIFIC AREAS

Specific areas provide a range of experiences and opportunities for children to broaden their knowledge and skills.



## CURRICULUM PLAN:

As a feature of our 'in the moment planning' approach in the Foundation Stage, topic areas are very broad so that students have the potential to lead their own learning journey. The topics shown in the following table provide a taste of what your child will be focusing on when learning in the Foundation Stage.

YEAR	TERM 1	TERM 2	TERM 3
FS1/FS2	<b>All About Me</b> <ul style="list-style-type: none"> <li>From baby to school</li> <li>My family and friends</li> <li>Where do we come from?</li> <li>UAE</li> <li>People who help us (<i>Occupations</i>)</li> <li>Senses</li> </ul>	<b>Our World</b> <ul style="list-style-type: none"> <li>Animal babies/homes</li> <li>Farm animals</li> <li>Plants</li> <li>Life cycles</li> <li>Minibeasts</li> <li>Changing and growing up</li> <li>Festivals and celebrations</li> </ul>	<b>Super Power - Reading</b> <ul style="list-style-type: none"> <li>Traditional Tales</li> <li>Transport</li> <li>Fiction</li> <li>Non-fiction</li> <li>Pirates</li> <li>Dinosaurs</li> <li>Prince and Princesses</li> <li>Castles and Dragons</li> </ul>

## KEY PRINCIPLES

At Arcadia, curriculum planning and development in Foundation Stage is underpinned by four core principles comprising:

### EVERY CHILD IS ONE OF A KIND

At Arcadia, we believe that every child is unique and subsequently responds to their learning environment in different ways. We uphold that all students are capable of being strong, independent, resilient learners who demonstrate the ability to communicate, collaborate, think creatively and critically. Our teachers are highly trained to adapt the learning environment to meet the needs of all students so as to help them reach their full potential.



ENVIRONMENTS THAT PROVIDE OPPORTUNITIES

The environment in which a child learns must provide the necessary stimulation to effectively trigger meaningful learning experiences. At Arcadia, students are placed in an enabling environment which caters to their individual needs whilst providing them freedom to expand their knowledge, collaborate with others and be innovative learners.

BUILDING RELATIONSHIPS

Through providing opportunities for students to explore their environment and problem solve, they are encouraged to work alongside their peers and teachers whilst also developing skills of independence. At Arcadia, we provide a safe and secure environment where students can feel confident to communicate openly and freely.

PERSONAL DEVELOPMENT AND ACADEMIC PREPARATION

As a result of following the ‘prime’ and ‘specific’ areas of learning as part of the framework, students are equipped with a holistic skillset which aims to support success throughout their academic journey.



CHARACTERISTICS OF EFFECTIVE LEARNING

Learning through play is a defining characteristic of early childhood education. At Arcadia, our teachers work hard to plan opportunities for students to play in purposeful contexts which in turn leads to valuable learning experiences. The EYFS framework defines three key characteristics of learning which are considered vital to lead to effective learning. Through mastering these skills, students build the necessary foundation from which their academic journey can embark. The characteristics of effective learning comprise:

- **Playing and Exploring:** How well the child is engaging when investigating and experiencing their environment
- **Active Learning:** How motivated and resilient a child is to work through challenges and their response to triumphs
- **Creating and Thinking Critically:** The process of thought behind learning, developing their own ideas and creating strategies for carrying these out

SHAPE OF THE DAY (FOUNDATION STAGE STUDENT TIMETABLE):

ACTIVITY	TIME
Registration	07:40 am to 08:05 am
Period 1	08:05 am to 08:55 am
Period 2	08:55 am to 09:50 am
Break	10:10 am to 11:00 am

ACTIVITY	TIME
Period 4	11:00 am to 11:50 am
Period 5	11:50 am to 12:40 pm
Lunch	12:40 pm to 01:30 pm
Period 6	01:30 pm to 02:00 pm

# KEY STAGE 1 & 2

Students in Key Stage 1 (Year 1 and 2) and Key Stage 2 (Year 3, 4, 5 and 6) following the National Curriculum for England. This comprises English, Mathematics, Science, Physical Education, Computing, Art and Design, Music and Humanities. At Arcadia, we enrich the curriculum so as to ensure we are developing well-rounded students who are prepared for their later life as global citizens. For instance, students partake in a Junior MBA programme in Key Stage 2 which develops their understanding of social enterprise and financial literacy. Further to this, students are immersed in a learning skills curriculum which is mapped progressively through the curriculum.



English	<b>National Curriculum for England (NCfE) - Key Stage 2 (Years 7-9)</b>
Mathematics	
Science	
Physical Education	<b>Adapted English National Curriculum - Key Stage 1 &amp; 2 (Years 1-6)</b>
Computing	
Design and Technology ( <i>including Food Technology</i> )	
Geography	
History	
Modern Foreign Languages (MFL)	
Performing Arts ( <i>including Music</i> )	
Art	
Arabic 'A' ( <i>Arab national students- delivered in Arabic</i> )	<b>UAE Ministry of Education Curriculum</b>
Arabic 'B' ( <i>Non-Arab students- delivered in English</i> )	
Islamic Studies 'A' ( <i>Arab muslim students- delivered in Arabic</i> )	
Islamic Studies 'B' ( <i>Non-Arab muslim students- delivered in English</i> )	
Moral Education ( <i>all students</i> )	
UAE Social Studies ( <i>all students</i> )	

#### SHAPE OF THE DAY (KEY STAGE 1 & 2 STUDENT TIMETABLE):

ACTIVITY	TIME
Registration	07:40 am to 08:05 am
Period 1	08:05 am to 08:55 am
Period 2	08:55 am to 09:50 am
Break	10:10 am to 11:00 am
Period 4	11:00 am to 11:50 am

ACTIVITY	TIME
Period 5	11:50 am to 12:40 pm
Lunch	12:40 pm to 01:30 pm
Period 6	01:30 pm to 02:20 pm
Period 7	02:20 pm to 03:10 pm
Period 8	03:10 pm to 04:00 pm

# SUBJECTS

## ENGLISH

At Arcadia, we believe that all children should leave school being confident and fluent readers and writers with a love and enjoyment of all aspects of English. One of our core aims is to develop Life-long learners, developing reading and writing gives children the skills to achieve this in all aspects of the learning journey. We aim to introduce children to a vast range of interesting and engaging books and give them the skills to write in various styles and for different purposes.

English is the umbrella subject for many other aspects of learning and subjects which are taught in school. Through developing the skills needed effectively, children can access a range of subjects across the school. We believe that English is an integral and crucial subject to study, and that the skills taught to them throughout school will allow them to become well rounded members of society who have the ability to independently work towards many of their life goals and achieve well in these. The syllabus we set out for the students embeds skills from both aspects of English (reading and writing). As a school, we strive to foster a love of literature in our students; we want students to read for pleasure as well as academic purpose!

Through planning, preparation and the teachers knowledge of the curriculum we aim to create an interesting and varied English curriculum, which not only teaches the necessary skills to succeed academically, but also gives children the chance to foster their love of English, we do this by:

- Choosing engaging and relevant books which link to the classes topic
- Each term, teaching children to write a range of various text styles and for various purposes
- Including drama and oracy skills into our lessons where possible
- Differentiated lessons based on children's ability and learning style so that all children will have the tools to succeed
- Taking part out of school events and competitions such as the Emirates Literature Festival reading challenge
- Holding whole school events where reading or writing is the focus
- Incorporating technology and innovative teaching strategies into planned lessons
- Offering cross curricular opportunities to develop skills in various subjects
- Regular assessment, which allows us to identify children's strengths and areas to develop
- Sending home weekly books which are suited to the child's reading ability, this allows them to read with a parent or independently at home

### CURRICULUM PLAN:

In Foundation Stage children work on a range of different text types including fiction and non fictions each half term all based around a theme. This theme will then be used in their continuous provision.

YEAR	TERM 1	TERM 2	TERM 3
FS1	Dear Zoo People Who Help Us Lost and Found	What the Ladybird Heard Farmyard Beat The Little Red Hen	The Gingerbread Man The Billy Goats Gruff Making Gingerbread
	Nursery Rhymes Where Do Animal Babies Live?	The Hungry Caterpillar Jaspers Beanstalk Oliver's Vegetables Growing a Beanstalk	Pirates Love Underpants The Night Pirates Transport Types



YEAR	TERM 1	TERM 2	TERM 3
FS2	Adventure Zog I Want To Be...	Minibeasts A Squash and a Squeeze Spinderella	Three Billy Goats Gruff Little Red Riding Hood Each Peach Pear Plum
	Nursery Rhymes I Spy a Desert	Plants for Dinner Jack and the Beanstalk My Granny Went to Market	No Way Home Jake's First Day Dear Dinosaur Don't Let the Pigeon Drive the Bus Let's Go

Each half term, primary key stage classes have a class book, this book is linked to their current topic which they are learning about. English lessons for that half term will be themed around this text or similar.

YEAR	TERM 1		TERM 2		TERM 3	
YEAR 1	Lost and Found	The Storm Whale	We're Going on a Bear Hunt	Where the Wild Things are	Traction Man, Toys in Space	That Rabbit Belongs to Emily Brown
YEAR 2	The Snail and the Whale	Meerkat Market	Toby and the Great Fire of London	The Camel that Got Away	Jack and the Beanstalk	Little Red Riding Hood
YEAR 3	Stone Age Boy	Dubai's Talking Towers	Escape to Pompeii	The Black Rabbit	Anglo-Saxon Boy	Around the World in 80 Days
YEAR 4	How to Train your Dragon	The Great Kapok Tree	Egyptian Cinderella	Dougal's Deep Sea Diary	Pandora's Box	Flat Stanley
YEAR 5	Who Let the Gods out?	Kensuke's Kingdom	The Highwayman	Beowulf	Private Peaceful	
YEAR 6	Journey to the River Sea	Macbeth	Street Child	The Spider and the Fly	Friend or Foe	Letters of the Lighthouse

## MATHEMATICS

At Arcadia, we want students to develop an appreciation of the beauty and power of mathematics and a sense of enjoyment and curiosity about the subject. A firm grasp of the key concepts and processes in mathematics is essential to equip our young people to flourish in day to day living. Mathematics provides them with the skills and confidence to carry out everyday tasks with greater ease; from handling bills to deciding the most efficient way to carry out a series of tasks. Students who are comfortable and confident with mathematics are able to develop critical thinking skills enabling them to effectively problem-solve and solution find. Young people who are able to leave school with these skills are better equipped to be numerate in multiple settings across society and are able to flourish in a variety of fields.

The course involves:

- Applying suitable Mathematics accurately within the classroom and beyond
- Communicating Mathematics effectively
- Engaging in Mathematics as an interesting and worthwhile activity
- Selecting appropriate Mathematical tools and methods
- Knowing that Mathematics is a rigorous, coherent discipline
- Combining understanding, experiences, imagination and reasoning to construct new knowledge
- Using existing Mathematical knowledge to create solutions to unfamiliar problems
- Understanding that Mathematics is used as a tool in a wide range of contexts
- Recognising the rich historical and cultural roots of Mathematics
- Knowing that Mathematics is essentially abstract and can be used to model or represent situations
- Recognising the limitations and scope of a model or representation

## WHITE ROSE CURRICULUM PLAN:

YEAR	TERM 1	TERM 2	TERM 3
<b>FS1</b>	<ul style="list-style-type: none"> <li>• Concept of Number</li> <li>• Recalling Numbers</li> <li>• Understanding Shape</li> <li>• Quantities</li> </ul>	<ul style="list-style-type: none"> <li>• Recalling Numbers</li> <li>• Representing Numbers</li> <li>• Positional Language</li> <li>• Shapes in the Environment</li> </ul>	<ul style="list-style-type: none"> <li>• 2D Shapes Representing Number Counting</li> <li>• Measurement Numeral Recognition Counting Sequences</li> </ul>
<b>FS2</b>	<ul style="list-style-type: none"> <li>• Counting and Number Recognition 2D Shapes</li> <li>• Counting and Number Recognition, Size, Weight and Capacity</li> </ul>	<ul style="list-style-type: none"> <li>• Counting and Number Recognition 2D/3D shapes</li> <li>• Addition and Subtraction, Position and Distance</li> </ul>	<ul style="list-style-type: none"> <li>• Addition and Subtraction Time 3D shapes</li> <li>• Doubling Halving and Sharing Money Time, Size, Weight and Capacity</li> </ul>
<b>YEAR 1</b>	<ul style="list-style-type: none"> <li>• Place value within 10, Shape Addition and Subtraction within 10</li> <li>• Money Position and Direction Problem Solving</li> </ul>	<ul style="list-style-type: none"> <li>• Place value within 20, Shape Addition and Subtraction within 20</li> <li>• Multiplication and Division, Fractions, Time Problem Solving</li> </ul>	<ul style="list-style-type: none"> <li>• Place value within 50, Shape Addition and Subtraction</li> <li>• Length and Height, Place Value to 100, Weight and Volume, Problem Solving</li> </ul>
<b>YEAR 2</b>	<ul style="list-style-type: none"> <li>• Place Value , Properties of Shape</li> <li>• Addition and Subtraction, Problem Solving</li> </ul>	<ul style="list-style-type: none"> <li>• Statistics, Multiplication, Division</li> <li>• Mass, Capacity, Temperature, Time, Problem Solving</li> </ul>	<ul style="list-style-type: none"> <li>• Time, Fractions, Length and Height, Money</li> <li>• Position and Direction, Addition and Subtraction, Review, Problem Solving</li> </ul>
<b>YEAR 3</b>	<ul style="list-style-type: none"> <li>• Number and Place Value Addition and Subtraction</li> <li>• Money Properties of Shape Problem Solving</li> </ul>	<ul style="list-style-type: none"> <li>• Multiplication and Division Statistics</li> <li>• Fractions, Multiplication and Division Problem Solving</li> </ul>	<ul style="list-style-type: none"> <li>• Time Fractions</li> <li>• Length and Perimeter, Mass and Capacity Problem Solving</li> </ul>
<b>YEAR 4</b>	<ul style="list-style-type: none"> <li>• Place Value Addition and Subtraction</li> <li>• Length and Perimeter Multiplication and Division Problem Solving</li> </ul>	<ul style="list-style-type: none"> <li>• Properties of Shape, Area Fractions</li> <li>• Time, Decimals Problem Solving</li> </ul>	<ul style="list-style-type: none"> <li>• Decimals Multiplication and Division Money</li> <li>• Decimals Statistics, Position and Direction Problem Solving</li> </ul>
<b>YEAR 5</b>	<ul style="list-style-type: none"> <li>• Place Value Addition and Subtraction Statistics</li> <li>• Perimeter and Area Multiplication and Division Problem Solving</li> </ul>	<ul style="list-style-type: none"> <li>• Multiplication and Division Fractions</li> <li>• Decimals and Percentages Problem Solving</li> </ul>	<ul style="list-style-type: none"> <li>• Decimals Properties of Shape Position and Direction</li> <li>• Measurements- Converting Units, Volume Problem Solving</li> </ul>
<b>YEAR 6</b>	<ul style="list-style-type: none"> <li>• Number and Place Value Addition and Subtraction Problem Solving and Investigation</li> <li>• Algebra Perimeter, Area and Volume Problem Solving and Investigation</li> </ul>	<ul style="list-style-type: none"> <li>• Multiplication and Division, Converting Units Problem Solving and Investigation</li> <li>• Fractions Position and Direction Problem Solving and Investigation</li> </ul>	<ul style="list-style-type: none"> <li>• Decimals Percentages Problem Solving and Investigation</li> <li>• Ratio Properties of Shape Problem Solving and Investigation</li> </ul>

## SCIENCE

Children at Arcadia explore science through a combination of building their Knowledge and Understanding' of a wide range of topics, alongside the development of the National Curriculum's 'Working Scientifically' inquiry skills. Teaching and learning follows the process of the Scientific Method, which allows children to work through an investigation systematically while using skills of observation, questioning, research, prediction, experimentation, recording results, analysing, concluding and finally sharing and applying their knowledge. Throughout FS and primary, children develop a curiosity and a passion for science by answering key questions through their inquiries and investigations with increasing independence. Through frequent opportunities for practical science and hands-on learning, children connect with science in a meaningful way, motivating their curiosity beyond the classroom.

### CURRICULUM PLAN:

YEAR	TERM 1		TERM 2		TERM 3	
<b>FS1</b>	Who are We?	Where Do Animals Live?	How Do We Grow?	Where Did We Come From?	What is in Our World?	How Do We Travel the World?
<b>FS2</b>	All About Me	Light and Dark	Life Cycles	Minibeasts	Plants	Materials
<b>YEAR 1</b>	Changing Seasons	Plants	Types of Animals	Parts of Animals	Identifying Materials	Comparing Materials
<b>YEAR 2</b>	Animals and Their Habitats	Animals Including Humans	Everyday Materials	Everyday Materials	Plants	Plants
<b>YEAR 3</b>	Rocks and Soils	Forces	Animals Including Humans	Light and Shadows	Plants	Independent Scientific Inquiry
<b>YEAR 4</b>	Living Things	Dangers to Living Things	Sound	Changes of State	Human Nutrition	Electricity
<b>YEAR 5</b>	Life Cycles	Forces	Materials	Separating Mixtures	Earth and Space	Types of Change
<b>YEAR 6</b>	Evolution and Inheritance	Classifying Living Things	Changing Circuits	Our Bodies	Light and Sound	Independent Scientific Inquiry

## HISTORY AND GEOGRAPHY - TOPIC BASED LEARNING

At Arcadia, we deliver History and Geography through a cross-curricular topic based approach. We endeavour to include all other aspects of our broad and balanced curriculum, which boasts for engaging, deep and immersive learning for all of our children.

In History, we will help all children to develop an understanding of time, place, people and events. We view History not only as simple facts and dates but encourage pupils to become detectives who explore the past in an exciting way. We will use the National Curriculum as the basis for our scheme of work and will make meaningful links with the

other subjects within the curriculum. Our aim is to ignite a curiosity to learn about the past that will help children understand who they are and how their environment and the world has changed over time.

In Geography, our curriculum will inspire pupil's curiosity and fascination about the world and its people, that will remain with them for the rest of their lives. In our diverse society children need, more than ever before, to understand other people and cultures. As pupils progress, their growing knowledge about the world will help them to deepen their understanding of the interaction between physical and human processes. They will also gain knowledge of the formation and use of landscapes and the different environments. All pupils will benefit from teaching and learning that is based upon the programmes of study for Geography which are set out in the National Curriculum.

## CURRICULUM PLAN:

YEAR	TERM 1		TERM 2		TERM 3	
	HISTORY	GEOGRAPHY	HISTORY	GEOGRAPHY	HISTORY	GEOGRAPHY
YEAR 1	Extreme Weather Events (Geography)	Extreme Weather Events (Geography)	Significant Figures & Events (History) Famous Journeys	Significant Figures & Events (History) Famous Journeys	History of Toys and Chronology	Toys from Other Cultures
YEAR 2	Wonderful World (Geography)	Wonderful World (Geography)	The Great Fire of London Events beyond Living Memory	Dubai	Castles (History)	Castles (History)
YEAR 3	Stone Age - Iron Age	Buildings	Romans	Natural Disaster	Anglo-Saxons	UK and Europe
YEAR 4	Vikings	Rainforests	Ancient Egypt	Water	Ancient Greece	Map Skills
YEAR 5	Mayan	Mountains	Tudors	Reduce, Reuse, Recycle	World War I	Exploring Eastern Europe
YEAR 6	Elizabethan England	Rivers	The Victorians Health & Medicine through the Ages	Our Changing World America	Trading and Economics World War II	Trading and Economics Our Amazing World

## ARABIC 'A'

Arabic is the official language of the UAE, and it is important to ensure that students perfect all the skills involved in the language, ranging from reading, writing, speaking and listening. We encourage our students to communicate in Arabic inside the school and also outside in the wider community to ensure that they are getting the full experience of developing their knowledge of one of the most popular languages in the world.

The Arabic curriculum at Arcadia aims to:

- Make the learning of Arabic enjoyable and encourage students to communicate with it through various fun and interactive techniques. This will result in the development of the language and will ensure students are keen on further developing Arabic skills
- Provide a high standard of teaching for students in learning Arabic



- Guarantee an excellent learning environment for students to encourage them to develop their skills
- Plan the subject in such a way that topics relate to real life and enrich students' knowledge about Arabic language and UAE culture

The Arabic syllabus, based on the Ministry of Education's curriculum is extended with additional topics, resources, and activities that enrich the language to ensure students are excited and interested to learn the language and also develop the four skills.

## CURRICULUM PLAN:

YEAR	TERM 1	TERM 2	TERM 3
YEAR 2	الحواس الخمس / المدرسة / المشاعر / الصف / الحديقة / البيت ترتيب جمل / كتابة جمل بسيطة أسماء الإشارة / المقطع الساكن / الحركات / المفرد والمثنى والجمع	عائلي / المهن / الروتين الصباحي / الأشكال / جسمي يستخدم المتعلم كلمات وصفية في كتابته أنواع الكلمة / الجملة الاسمية / الجملة الفعلية / حروف الجر / حروف العطف / أنواع التنوين	هواياتي / الطقس / الطعام الصحي / يرتب المتعلم الجمل ليحصل على فكرة متناسقة ظرف الزمان وظرف المكان / أسلوب الاستفهام / أسلوب التثني /علامات الترقيم
YEAR 3	مسعودة السلحفاة / تكسيرة / بيت وسط العاصفة / خويلد والبطاطا ترتيب جمل / توظيف مفردات الدرس في جمل مفيدة أقسام الكلام / أنواع الاسم / حروف الجر / حروف العطف / الفعل الماضي والمضارع / المفرد والمثنى والجمع / أنواع التنوين / المفرد والمذكر	بلا قبة / خالد والعصفور / ملك الحكايات ترتيب جمل / توظيف مفردات الدرس في جمل مفيدة / تنظيم الأفكار أثناء الكتابة ظرف الزمان والمكان / أدوات الاستفهام / اللم القمرية والشمسية	مثلث ودائرة / المخلوقات الفضائية تحب الملوخية / الدجاج لا يرى في الظلام ترتيب جمل / توظيف مفردات الدرس في جمل مفيدة / يكتب جمل إرشادية أسلوب التثني / مطابقة الخبر للمبتدأ / التاء المفتوحة والمربوطة
YEAR 4	عندما فقد الملك أحلامه / الأقدام الطائرة / غابة العجائب / الوحش ذو الأقدام الكبيرة ترتيب جمل / توظيف مفردات الدرس في جمل مفيدة / وصف شخصيات القصة أقسام الكلام / أنواع الاسم الجملة الاسمية والفعلية / همزة الوصل وهمزة القطع / أسلوب النداء / أسلوب التعجب	حلا تجعل حياتها أحلى / مصباح ويندق وتلّ الدببة الأخضر السعيد / مالك السرّ الذهبي ترتيب جمل / توظيف مفردات الدرس في جمل مفيدة / تنظيم الأفكار أثناء الكتابة / أسلوب الاستفهام / أسلوب العطف	باتع الحكايات / رحلة بيبو كتابة فقرة متناسقة من خلال ترتيب جمل مبعثرة / تلخيص قصة جملة كان / جملة إن / المبتدأ والخبر / الأسماء الموصولة
YEAR 5	أمير الجمل الصغير - الجمل يتحدى الصحراء - النمر الأرق وصف الشخصية - ترتيب الجمل للحصول على قصة - البداية في القصة أقسام الكلمة - التركيب والجملة - الجملة الاسمية - أنواع التاء المربوطة - حروف تelfظ ولا تكتب	شهيد الإمارات - أمي جديدة - التعامل مع كبار السن وصف الشخصية - وصف المكان - ترابط الأحداث في القصة -وسط القصة المبتدأ والخبر وإعرابهما - أنواع الخبر - حروف تelfظ ولا تكتب - الهمزة المتوسطة على الألف	أمير الأطباء - عالم الإنسانية - قصة ميرابل -الاستجابة الأدبية الجملة الفعلية - ضمائر الرفع المنفصلة - تصريف الأفعال مع الضمائر - الهمزة المتوسطة على الواو والياء
YEAR 6	أحبك يا عزيزتي الشجرة - الشجرة الوردية - قصة حوت على الشاطئ الفرق بين النص الأدبي والمعلوماتي - النص المعلوماتي الطاقة الشمسية الجملة الاسمية - أنواع الخبر في الجملة الاسمية -الهمزة المتطرفة على الألف	تسيل وتسيل حلالة - الشجرة المباركة قصة مدينة الأشجار النص المعلوماتي السياحة في الإمارات ضمائر الرفع المتصلة - تعزيزات للجملة الاسمية والفعلية - الهمزة المتطرفة على الواو	صوت المحبة - التوازن البيئي- توافق في مهب الريح الاستجابة الأدبية القصص الفصلية - إن وأخواتها - أنواع الخبر في جملة إن - الهمزة المتطرفة على الياء

## ARABIC 'B'

Arabic B is taught to non-Arab students and is a compulsory subject for all students directed by the Ministry of Education. Arabic B classes are divided based on the number of years of exposure a student has in learning Arabic. The main focus is on the development of the four skills (reading, writing, listening and speaking) to ensure students gain confidence across all areas of the language and its use. Each lesson is also designed to ensure that students not only enrich their knowledge and use of the Arabic language but also develop a deep appreciation of Arabic (and in particular, Emirati) culture.

## CURRICULUM PLAN:

YEAR	TERM 1	TERM 2	TERM 3
FS2	My Arabic Letters and Numbers	<ul style="list-style-type: none"> <li>All About Me</li> <li>Greetings</li> <li>Introducing Myself</li> <li>Letters</li> </ul>	<ul style="list-style-type: none"> <li>All Around Me</li> <li>Letters</li> <li>Colours and Shapes</li> </ul>
YEAR 1	<ul style="list-style-type: none"> <li>Greeting and Introducing Myself in Arabic</li> <li>Letters</li> <li>Shapes and Colours</li> <li>Counting</li> </ul>	<ul style="list-style-type: none"> <li>Greeting and Introducing Myself in Arabic</li> <li>Letters and Animals</li> <li>Shapes and Colours</li> <li>Counting</li> </ul>	<ul style="list-style-type: none"> <li>All About Me</li> <li>Introducing Myself in Arabic                             <ul style="list-style-type: none"> <li>» Body Parts</li> <li>» Asking My Friend Basic Questions</li> <li>» Letters</li> </ul> </li> </ul>
YEAR 2	<ul style="list-style-type: none"> <li>All About Me                             <ul style="list-style-type: none"> <li>» My Family</li> <li>» My House</li> <li>» Body Parts</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>All About Me                             <ul style="list-style-type: none"> <li>» My Five Senses</li> <li>» My Daily Routine</li> <li>» My Sport</li> </ul> </li> </ul>	<p>Animals and Adjectives.</p> <p><i>Students will learn about animals, how they look, linking every animal with a letter.</i></p>
YEAR 3	<ul style="list-style-type: none"> <li>All About Me                             <ul style="list-style-type: none"> <li>» My Extended Family</li> <li>» Inside and Outside My House</li> <li>» My Healthy Food</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>In The Shop                             <ul style="list-style-type: none"> <li>» In the Supermarket</li> <li>» In the Clothes Shop</li> <li>» How to Buy and Sell</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Celebrations</li> <li>My Birthday</li> <li>Celebrations Around the World</li> <li>My Summer Holiday</li> </ul>
YEAR 4	<ul style="list-style-type: none"> <li>My House                             <ul style="list-style-type: none"> <li>» Inside &amp; Around My House</li> <li>» What I Find inside the Rooms in My House</li> <li>» What I Do in My House</li> <li>» Jobs Around the City</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>My City                             <ul style="list-style-type: none"> <li>» In the Hotel</li> <li>» At the Airport</li> <li>» In the Restaurant</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>What Makes Me Happy</li> <li>My Friends</li> <li>My Pet</li> <li>My Hobbies</li> </ul>
YEAR 5	<ul style="list-style-type: none"> <li>Places in the City</li> <li>The UAE</li> <li>Summer and Spring Seasons</li> </ul>	<ul style="list-style-type: none"> <li>Winter and Autumn Seasons</li> <li>Foods and Drinks</li> </ul>	<ul style="list-style-type: none"> <li>Shopping</li> <li>Weekends Activities</li> </ul>
YEAR 6	<ul style="list-style-type: none"> <li>Hobbies</li> <li>Sports Activities</li> </ul>	<ul style="list-style-type: none"> <li>Health</li> <li>Healthy Lifestyle</li> </ul>	<ul style="list-style-type: none"> <li>Holidays</li> <li>Around the World</li> </ul>

## ISLAMIC STUDIES

Islamic studies is compulsory for all Muslim students in Years 2-6. The school provides the Ministry of Education syllabus for both Arab and non-Arab students. Arab Muslim students undertake Islamic A where the curriculum is taught in Arabic. Non-Arab Muslim students undertake Islamic B where the curriculum is taught in English.

Islamic Education is anchored to books and resources approved by the UAE's Ministry of Education. While most topics are repeated over time, levels of understanding increase as students progress through the curriculum. Children will learn and promote a critical approach to the study of Islamic Studies. Children will gain skills reflected in experience, belief and practices in Islam.

## THE ISLAMIC EDUCATION COURSE COVERS THE KEY SUBJECTS:

- **DIVINE REVELATION** - Students demonstrate excellent memorisation of the Holy Quran with application of Tajweed rules. Students also demonstrate understanding and application of the Quran and Hadith.
- **ISLAMIC BELIEFS** - Students demonstrate awareness and belief in the foundations of the belief in Allah, His attributes, His angels, His books, and His Messengers. Students also demonstrate awareness of the value of the mind and the importance of thinking of reaching the truth.
- **ISLAMIC RULINGS AND AIMS** - Students demonstrate knowledge of jurisprudence of worship correctly. Students also demonstrate knowledge of jurisprudence of transactions and understand its impact on the community.
- **ISLAMIC VALUES AND MANNERS** - Students demonstrate understanding and implementation of the individual and social Islamic values and manners.
- **BIOGRAPHIES** - Students draw out the most important principles and lessons learnt from the biography of the Prophet Muhammad (PBUH). Students also show commitment to following the example of the prophetic personality and to some prominent Muslim figures who have had a positive impact on Islam and the Muslim society.
- **IDENTITY AND CONTEMPORARY ISSUES** - Students demonstrate pride in their own personalities, identities and homeland(s). Students show their commitment to customs and traditions. Students show their understanding of contemporary issues and challenges.

## CURRICULUM PLAN:

YEAR	TERM 1	TERM 2	TERM 3
YEAR 1	Surat-UI-Ikhlās, UI-Fatiha Allah is my Lord, Sleeping Supplication, The Birth of the Prophet (PBUH), The Prophet (PBUH) was nurtured by his grandfather and uncle, Surat-UI-Feel	Surat-UI-Kawther, Kindness to Animals, Allah the All-Compassionate, Righteousness is the way to Paradise, Cleanliness, I love My Family	Surat An-Nass The pillars of Islam Allah the Great Creator, Dining Etiquette, Tolerance and Mercy, Wudu, I love My Friends
YEAR 2	Surat Al-Ikhlās- Al-Fatiha, The Dining Etiquette, Allah The Beneficent, Tolerance, Purity, I love Agriculture The Prophet (PBUH), loves Work	Surat Al-Kawther, Al-Asr, Quraysh & Al-Falaq - The best among you those who learns Quran, The Truthful the Trusted, I love the creature of Allah Honesty, My prayer is my light, I love my Neighbors	Believing in Prophets (Nuh- Ibrahim), The virtues of the month of Ramadan, Asmaa bint Abu-Bakr, My prayer is my light, Surat Al-Ma'oon, Al-Sharh Az-Zalzalah, Righteousness is good deeds, I love my Brother
YEAR 3	The best acts in Islam, Some of the Prophets manners (PBUH), Allah the Great Creator, The condition of Prayer, The grace of plant, Surat Al Qadr, The excellence of reciting Quran, Respecting Others	Surat Al-Alaq, UI-Shams, Honoring the Parents, The Revelations of the Quran to the Prophet SAW, The grace of Plants, Prayers upon the Prophet M(PBUH), The Best Act in Islam, Fatimah RA, Prayer conditions and nullifiers	Belief in Angels, The reward of Honoring the Parents, Fasting, All My Nation gets to Paradise, Surat Al-Imran verses 26-27, Surat-ul-Humazah, Khadijah Bint Khuwailid
YEAR 4	Surat-Al-Fajr, Strong belief, The Prophet loves his Neighbours, Learning and Knowledge, The etiquette of entering and leaving the house, The importance and the etiquette of the obligatory prayer, Care for needy, Abu-Bakr As-Saddiq	The Regular Sunnah prayer, Surat-ut-Teen, Belief in Prophet Jesus and Moses, Co-operation is the secret behind my success, Mutual Mercy, The Grace of Water, Truthfulness	Surat Al-Balad, Surat Al-Qar'iah, Those among you with the best manners, The beginning of Da'wah, Believe in the Divine Books, Ties of Kinship, The Taste of Faith, Sunan-ur-Rawatib
YEAR 5	Surat Al-Inshiqaq, Surat Abasa (Recitation), The Morals of the Righteous, The Year of Sorrow: Research and Scientific Thinking, Generosity, Uthman bin Affan, My fasting is for the sake of my Lord: Public Utilities	Surat-u- Abasa, The Real Bankrupt, Belief in the Day of Judgment, Loving Allah,(SWT) Perfection of Faith, The Most Beloved of Deeds to Allah, In the shade of my Charity, Fatimah bint Abdil-Malik	Salat-ul-Jama'ah, Calling (Da'wah) the People of Ta'if to Islam, Praising Allah for His Blessings, Kindness, My Environment is my Responsibility, Ramadan
YEAR 6	Surat Al-Naz'aat, The way to Jannah, Make things easy and do not make them difficult, The migration to Al-Madinah, The blessing of Human mind, Courage, Friday Prayer, Man and the Universe, Omar bin Al-Khattab	Surat-un-Naziat, The Merciful Heart, Life in Madinah after the Emigration, The UAE in the service of the world, Bring yourself to account, Prayer of the Two Feasts, Etiquettes on streets few signs of the Hour, The Believer: Between Gratitude & Patience	The Right way (Surat Al-Mulk 1-14), Obligatory, Voluntary and disliked elements of Prayer, Few signs of the Hour, With my Prophet in Paradise, Kindness is Good, The greater Battle of Badr, Recommendation by the Prophet (PBUH), Imam Malik

## PHYSICAL EDUCATION (PE)

The aim of Key Stage 1/2 Physical Education is for students to develop and nurture key fine and gross motor skills that are used in both everyday and sporting life. Physical literacy is prevalent throughout the curriculum through allowing students to experience a wide range of sporting movements and techniques, giving them the confidence and competence in a wide range of physical and sporting contexts throughout KS3/4 and beyond school.. Students will begin to gain an understanding of what makes a performance more effective and how to apply these principles to their own and others' work. Students learn about the importance of exercise and the long-term health benefits of physical activity.



### CURRICULUM PLAN:

YEAR	TERM 1	TERM 2	TERM 3
FS1	Fundamental Movement Skills, Gymnastics	Athletics, Games	Throwing and Catching
FS2	Fundamental Movement Skills, Gymnastics	Athletics, Games	Throwing and Catching
YEAR 1	Fundamental Movement Skills, Gymnastics, Invasion Games	Athletics, Striking and Fielding	Table Tennis, Rock Climbing, Badminton
YEAR 2	Fundamental Movement Skills, Gymnastics, Invasion Games	Athletics, Striking and Fielding	Table Tennis, Rock Climbing, Badminton
YEAR 3	Netball, Football, Basketball	Athletics, Striking and Fielding	Table Tennis, Rock Climbing, Badminton
YEAR 4	Netball, Football, Basketball	Athletics, Striking and Fielding	Table Tennis, Rock Climbing, Badminton
YEAR 5	Netball, Football, Basketball	Athletics, Striking and Fielding	Table Tennis, Rock Climbing, Badminton
YEAR 6	Netball, Football, Basketball	Athletics, Striking and Fielding	Table Tennis, Rock Climbing, Badminton

## ART AND DESIGN

Art at Arcadia has been designed and developed to support young creative minds in their pursuit of creativity. They are encouraged to be passionate about the subject and courageous throughout their art-making. They should be brave and ambitious without losing sight of themselves. We learn from our experiences, discover character through

artistic expression, and become more fully ourselves through Art.

Students will:

- Learn to work directly from observation to understand colour, space, form, shapes, textures, tones, line and composition using a still life set up as stimulus
- Develop work in a variety of media using a drawing from observation as the core activity
- Learn how to look and record their responses to objects so that they understand how to use the basic elements to make a figurative/realistic and recognizable world. Figurative work should be the key here so that the students get a good grounding in exploring the peculiarities of familiar shapes and images around us
- Learn about the properties of drawing with different tools (charcoal, pencil and paint) and they will build on this area each year to include more expressive mark-making and will further their technical skills in a range of media and stimuli

## CURRICULUM PLAN:

YEAR	TERM 1		TERM 2		TERM 3	
YEAR 1	<b>Extreme Weather</b> Creating line drawings of extreme weather	<b>Extreme Weather</b> Develop artworks on extreme weather into a 3D form	<b>Famous Journeys</b> Use knowledge on famous adventurers to illustrate key events in history		<b>History of Toys</b> Create sketches of toys in chronological order starting from Victorian times to the present	<b>History of Toys</b> Develop sketches of toys into a 3D form
YEAR 2	<b>Wonderful World</b> Create animal drawings from each of the continents using a variety of materials	<b>Animal Textiles</b> Develop animal drawings into a stuffed animal toy	<b>The Great Fire of London</b> Illustrate the events of how the great fire occurred	<b>Dubai</b> Create artworks on cultural heritage in Dubai	<b>Castles</b> Illustrate the jack and the beanstalk story	<b>Castles</b> Create a 3D castle sculpture
YEAR 3	<b>Stone Age-Iron Age</b> Use stone age symbols to create a cave painting inspired by the lascaux caves	<b>Buildings</b> Develop drawings of Dubai's greatest architecture and design skyscrapers	<b>Romans</b> Create artworks using a range of materials to illustrate key events from the Roman Era	<b>Natural Disaster</b> Develop sketches on how natural disasters occur using different media	<b>Anglo-Saxons</b> Using the Bayeux tapestry as inspiration sketch significant events from the battle of Hastings	<b>UK and Europe</b> Use artists from the UK and Europe as inspiration to create artworks
YEAR 4	<b>Vikings</b> Design a viking helmet using Norse pattern	<b>Rainforests</b> Create artworks on animals of the rainforest to develop into a textile pencil case	<b>Ancient Egypt</b> Create a pyramid tile sculpture using Egyptian hieroglyphics	<b>Water</b> Capture a photography series using water as the subject	<b>Ancient Greece</b> Illustrate characters from Greek mythology	<b>Map Skills</b> Using knowledge on map skills develop key areas into urban and rural art works
YEAR 5	<b>Mayan</b> Design a Mayan mask inspired by the Mayan gods	<b>Mountains</b> Use a range of materials to create artworks on famous mountains from around the world and develop into a pencil case	<b>Tudors</b> Develop artworks on the events of the Tudors using different materials	<b>Reduce, Reuse, Recycle</b> Create recycled sculptures inspired by artists Tim Noble and Sue Webster	<b>World War I</b> Create artworks on the historical events of World War I using a range of materials	<b>Exploring Eastern Europe</b> Develop architectural drawings from famous buildings in eastern Europe
YEAR 6	<b>Elizabethan England</b> Create a self portrait using Hans Holbein a royal portrait artist as inspiration	<b>Rivers</b> Develop artworks of key rivers from around the world	<b>Victorian Medicine</b> Use knowledge on the plague and create artworks on key events	<b>Our Changing World</b> Using knowledge of the changing world, develop artworks to bring awareness to break some of our everyday habits	<b>World War II</b> Develop artworks on significant events in World War II	<b>Our Amazing World</b> Create artworks on the natural wonders of the world



## COMPUTING

The exciting world of Computing covers three important educational strands: Computer Science, Information Technology and Digital Literacy. Computer Science is the study of coding and programming, a skill that is being sought after more and more in the job market. Information Technology is the skill of using technology to be creative, making projects such as movies, animations, word processing and spreadsheets. Finally, Digital Literacy is making sure that children learn how to be safe, respectful and responsible when using technology and particularly when they go online.

Each strand plays its own unique part in preparing students for life in the digital age. At Arcadia, we use Apple Technology to great effect. Children will use a mixture of iPads, MacBook laptops and iMac computers when completing their computing work. This will also work in synchronisation with various robotics and other STEAM (Science, Technology, Engineering and Maths) related kits and resources.



### CURRICULUM PLAN:

YEAR	TERM 1	TERM 2	TERM 3
FS2	<ul style="list-style-type: none"><li>How to Use the Camera</li><li>Problem Solving Games</li></ul>	<ul style="list-style-type: none"><li>Making Fun Collages</li><li>Programming Beebots and Other Toys</li></ul>	<ul style="list-style-type: none"><li>Beginning to Code</li><li>Creating a Video</li></ul>
YEAR 1	<ul style="list-style-type: none"><li>Algorithms and Beebots</li><li>Creating Digital Invitations</li></ul>	<ul style="list-style-type: none"><li>Coding with Scratch Jr.</li><li>Beginning to Look at Animation</li></ul>	<ul style="list-style-type: none"><li>Sequences, Loops and Problem Solving with Codespark</li><li>Creating a Movie</li></ul>
YEAR 2	<ul style="list-style-type: none"><li>Sequencing and Robots</li><li>Touch Typing and Creating Digital Posters</li></ul>	<ul style="list-style-type: none"><li>Coding with Scratch Jr.</li><li>AR and iBooks</li></ul>	<ul style="list-style-type: none"><li>Creating Our Own Games</li><li>Video and Movie Editing</li></ul>
YEAR 3	<ul style="list-style-type: none"><li>Learning About Computers</li><li>Presentations with Keynote</li></ul>	<ul style="list-style-type: none"><li>Coding with Scratch</li><li>Creating Animations</li></ul>	<ul style="list-style-type: none"><li>Coding Challenges</li><li>Editing and Green Screens with iMovie</li></ul>
YEAR 4	<ul style="list-style-type: none"><li>Explaining How the Internet Works</li><li>Hyperlinks and App Prototypes</li></ul>	<ul style="list-style-type: none"><li>Building and Coding Robots</li><li>SMART Rules iBook Project</li></ul>	<ul style="list-style-type: none"><li>Creating Games with Scratch</li><li>Looking at Spreadsheets with Numbers</li></ul>
YEAR 5	<ul style="list-style-type: none"><li>Problem Solving with Sphero</li><li>Using Emails Safely and Responsibly</li></ul>	<ul style="list-style-type: none"><li>Quiz Master with Scratch</li><li>Blogging</li></ul>	<ul style="list-style-type: none"><li>Creating Our Own Websites</li><li>Building Robots</li></ul>
YEAR 6	<ul style="list-style-type: none"><li>Drone Pilots</li><li>App Prototypes with Keynote</li></ul>	<ul style="list-style-type: none"><li>Problem Solving with Sphero</li><li>Keynote Animation and Design</li></ul>	<ul style="list-style-type: none"><li>Creating Our Own App</li><li>Using Numbers for Research</li></ul>

## MUSIC

Music is a universal language that helps to explore ourselves and the world around us. We are providing a high quality music education which is aiming to engage and inspire our students to develop a love of music and to develop their talents as musicians, and so increase their self-confidence, creativity, and sense of achievement. Within our music program we are developing an essential personal - emotional skills of 21st centuries as self-awareness, critical thinking, communication, creativity and collaboration. As student's progress they should develop a critical engagement with music, allowing them to compose the music, listen to the high-quality music with discrimination, and to develop their confidence by performing on the stage.

Students will learn to:

- Use their voices expressively and creatively by singing songs and speaking chants and rhymes
- Play tuned and untuned instruments musically
- Listen with concentration and understanding to a range of high-quality live and recorded music
- Experiment with, create, select and combine sounds using the inter-related dimensions of music

### CURRICULUM PLAN:

YEAR	TERM 1	TERM 2	TERM 3
<b>FS1</b>	Keeping a Beat (Exploring Steady Beat)	Hands Feet Heart (Exploring World Music)	Summertime (Telling Stories in Music)
<b>FS2</b>	Let's Play and Sing (Exploring the Sounds)	I am a Music Man (Exploring Musical Instruments)	A Little Traveller (Composing using Untuned Instruments)
<b>YEAR 1</b>	Sing Your Heart Out! (Follow the Rhythm)	Carnival of the Animals (Singing Songs about Animals, Creating Music based on Animals)	Seasons (Begin to use Timbre and Texture, Sing Songs about the Seasons)
<b>YEAR 2</b>	Tickie-tickie Tack (Creating Music based on a Regular Pulse)	Peter and the Wolf (Exploring Musical Instruments and the Characters)	I Can Draw Music! (Children Record their Compositions in Graphic Form)
<b>YEAR 3</b>	It is a Small World (Exploring Instruments and Songs from Around the World)	Water Music (Exploring Melodic Shape)	Let's Paint the Music (Responding to Art to Create Compositions)
<b>YEAR 4</b>	Ukulele (Exploring Music Score)	Ancient Egypt (Exploring Dynamics, Texture & Harmonic Minor Scale)	Ancient Greece (Exploring the Triple Time, the Pentatonic Scale & the Leitmotif)
<b>YEAR 5</b>	Musical Adventures (Exploring Repeated Musical Patterns)	Form and Structure (Exploring Musical Structures)	Young Composers (Writing Short Composition in Standard Notation)
<b>YEAR 6</b>	World Rhythm (Exploring Graphic Score)	Keyboard Skills (Building Basic Skills)	We are Producers (Using Musical Software Creating Compositions)

## MORAL EDUCATION

Moral Education is a programme of study that is taught in school through a directive of the Crown Prince's Court in Abu Dhabi. It is an innovative, engaging curriculum designed to develop young people of all nationalities and ages in the UAE with universal principles and values, that reflect the shared experiences of humanity.

### AIMS:

- To ensure a holistic approach to education
- To encourage youth to explore questions common to everyday life, building on the cultural values shared across the UAE's diverse communities
- To promote character building to develop our students to be the next generation of role models and leaders
- To encourage healthy choices and the importance of well-being in a hectic pace of life
- To provide active learning that goes beyond the classroom

The curriculum is based on four pillars which include – character and morality; the individual and the community; civic studies; and cultural studies and blends academic content with an exploration of character and ethics.

### CURRICULUM PLAN:

YEAR	TERM 1	TERM 2	TERM 3
YEAR 2	<ul style="list-style-type: none"><li>• Fairness and Affection</li><li>• My Family and I</li></ul>	<ul style="list-style-type: none"><li>• Discovering UAE Heritage through Storytelling</li><li>• Caring and Honesty</li></ul>	<ul style="list-style-type: none"><li>• Friendship</li><li>• Intangible Heritage</li></ul>
YEAR 3	<ul style="list-style-type: none"><li>• Tolerance and Respect for Difference</li><li>• Self Identity and Working with Others</li></ul>	<ul style="list-style-type: none"><li>• What Objects and Symbols can Tell Us</li><li>• Flexibility and Perseverance</li></ul>	<ul style="list-style-type: none"><li>• Being Healthy and Staying Well</li><li>• What Objects &amp; Symbols can tell us; 'Similarities and Differences'</li></ul>
YEAR 4	<ul style="list-style-type: none"><li>• Equality and Appreciation</li><li>• Me and My World</li></ul>	<ul style="list-style-type: none"><li>• Understanding UAE Culture (<i>Part 1: uniqueness</i>)</li><li>• Thoughtfulness and Co-operation</li></ul>	<ul style="list-style-type: none"><li>• Being Brave and Being Safe</li><li>• Understanding UAE Culture (<i>Part 2</i>)</li></ul>
YEAR 5	<ul style="list-style-type: none"><li>• Compassion and Empathy</li><li>• Growing Up and Wellbeing</li></ul>	<ul style="list-style-type: none"><li>• What Objects and Symbols can Tell Us</li><li>• Flexibility and Perseverance</li></ul>	<ul style="list-style-type: none"><li>• Providing Help and Making a Difference</li><li>• Trade, Travel and Communications Influence on UAE Culture (<i>Part 2</i>)</li></ul>
YEAR 6	<ul style="list-style-type: none"><li>• Intellectual and Emotional Empathy</li><li>• Taking Responsibility for Oneself and Others</li></ul>	<ul style="list-style-type: none"><li>• Settlement, Family and Kinship in the UAE</li><li>• Moral Character and Good Morals</li></ul>	<ul style="list-style-type: none"><li>• Ethics in Sport and Wellbeing</li><li>• Trade, Travel and Communications Influence on UAE Culture (<i>Part 2</i>)</li></ul>

## SOCIAL STUDIES

The Ministry of Education provides the UAE Social Studies curriculum. The syllabus is derived directly from its objectives and requirements. Social Studies is a complementary field and combines history, geography, science and National Education. We offer students information and skills for the Arab World as well as The United Arab Emirates. Students study the geography of the United Arab Emirates and Islamic countries and their relationships to geographical locations of Europe and the American continent. Our curriculum aims to equip students with the knowledge and understanding of the past as part of the inspiration to develop new ideas in the present while planning for the future.

Skills, knowledge and understanding in Social Studies are consolidated through project work so students develop an understanding of The United Arab Emirates and an understanding of Emirati identity. Our termly projects support children in becoming successful with information literacy and processing. This year we have incorporated Moral Education into the Social studies curriculum to add more depth.

### CURRICULUM PLAN:

YEAR	TERM 1	TERM 2	TERM 3
YEAR 2	My Community and Heritage	Geography/Mapwork	Economics
YEAR 3	Life in the past in the UAE	Geography/Mapwork	Economics
YEAR 4	Continents and Mapwork	Humans and the Environment	Cultural Identity
YEAR 5	Weather and Climate Change	Government and Constitutions	Environment
YEAR 6	Ancient Civilizations	Government and The Union	Economy and Entrepreneurship