



Curriculum Booklet: 2023-24

Year- 6



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Introduction

This booklet is designed to summarize the syllabus content of subjects planned for Year 6. The new curriculum is challenging and expecting much more from your children, but we believe that they will more than rise to the challenge.

Our aim is to provide a broad curriculum from which the children will successfully progress to the next step in their education. Year 6 therefore, is the final and most crucial year of the formal preparation, building on the skills and knowledge children have acquired in previous years and progressing towards the demands of Secondary school.

Curriculum: The school follows the National Curriculum of England which can be viewed at [National Curriculum of England-Primary Curriculum](#)

Assessment Structure in Year 6: Assessment is an integral part of curriculum delivery at The Winchester School, Jebel Ali. Tracking of individual and class progress informs planning and enables systematic progression to be maintained. Assessment methods vary from formal testing to informal observation depending on the curriculum area.

	Term 1	Term 2	Term 3
Assessment Structure	<p>Year 6:</p> <ul style="list-style-type: none"> ➤ Ongoing formative assessments ➤ Summative assessment will be conducted for English, Maths, Science, Arabic and Islamic Education. ➤ Term 1 marks or grades will be the consolidation of ongoing formative assessments and term 1 summative assessment. The consolidated marks or grade will be recorded on Phoenix. 	<p>Year 6:</p> <ul style="list-style-type: none"> ➤ Ongoing formative assessments ➤ Consolidation of ongoing formative assessments will be recorded on Phoenix ➤ No summative evaluation for any subjects in Term 2. 	<p>Year 6:</p> <ul style="list-style-type: none"> ➤ Ongoing formative assessments for all subjects ➤ End of Year Summative Assessments- English, Maths, Science, Arabic and Islamic Education ➤ Term 3 grades will be the consolidation of ongoing formative assessments and end of year summative assessment ➤ Overall End of Year Grades= 30% T1+30% T2+ 40% T3. Overall End of Year Grade will be recoded on Phoenix.
Recording	Recording will be done once at the end of term 1 in December on Phoenix.	Recording will be done once at the end of term 2 in March on Phoenix.	Recording will be done once at the end of year in June on Phoenix.
Reporting	Reported at the end of Term 1.	Reported at the end of Term 2.	Reported at the end of year.
	Attainment will be reported in the reports as Grades A* - E for all subjects. Arabic, Islamic Education, PSHCEE, UAE Social Studies and Moral Education are reported in marks 1-100.		

Expectations in Year 6

Children are always encouraged at The Winchester School, to be confident, creative, innovative, independent and self-motivated learners. The expectations from our staff are high and we try to instill, in the children, a sense of pride and achievement in everything they do. We put emphasis on the presentation of the children's work and monitor their organizational skills. There is ample opportunity for their efforts and achievements to be recognised and celebrated through our star awards and certificates as well as our many concerts, performances, and assemblies.

The children's individual reading is monitored and nurtured; children are taught to appreciate a love of reading as an enjoyable and worthwhile experience while acknowledging the merits and benefits it affords as a cross curricular tool, accessing all areas of the curriculum. Children use a reading diary to help monitor their reading at home and at school.

To further support children in their learning journey, we work in close collaboration with parents. We inform parents a month in advance of the curriculum content and the related activities that will be taught to students at school so that they can support their child at home.

As the children are moving from Year 5 to Year 6, we encourage parent to look at the **Family Learning Newsletters for Year 6** and learn, in advance, about the learning modules, which will be covered in the coming academic year. Please find the below links for Family Learning Newsletter:

<https://www.thewinchesterschool.com/for-parents/family-learning-newsletters/>

These are also very useful for new parents. For example, if your child has completed Year 5 in another school, parent can look over the Family Learning Newsletter for Year 5 and map the child's existing learning to what has been completed at The Winchester School, Jebel Ali thus avoiding any gaps.

We hope parent will be able to use all these valuable learning resources to support and enrich your child in reaching their full potential. The Winchester School deeply values 'Parents as Partners in Learning.'

English

English has a pre-eminent place in education and in society. A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others and through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society; pupils, therefore, who do not learn to speak, read and write fluently and confidently are effectively disenfranchised.

Reading

The programme of study for reading at key stage 2 consist of two dimensions:

- Word reading
- Comprehension (both listening and reading).

It is essential that teaching focuses on developing pupils' competence in both dimensions; different kinds of teaching are needed for each.

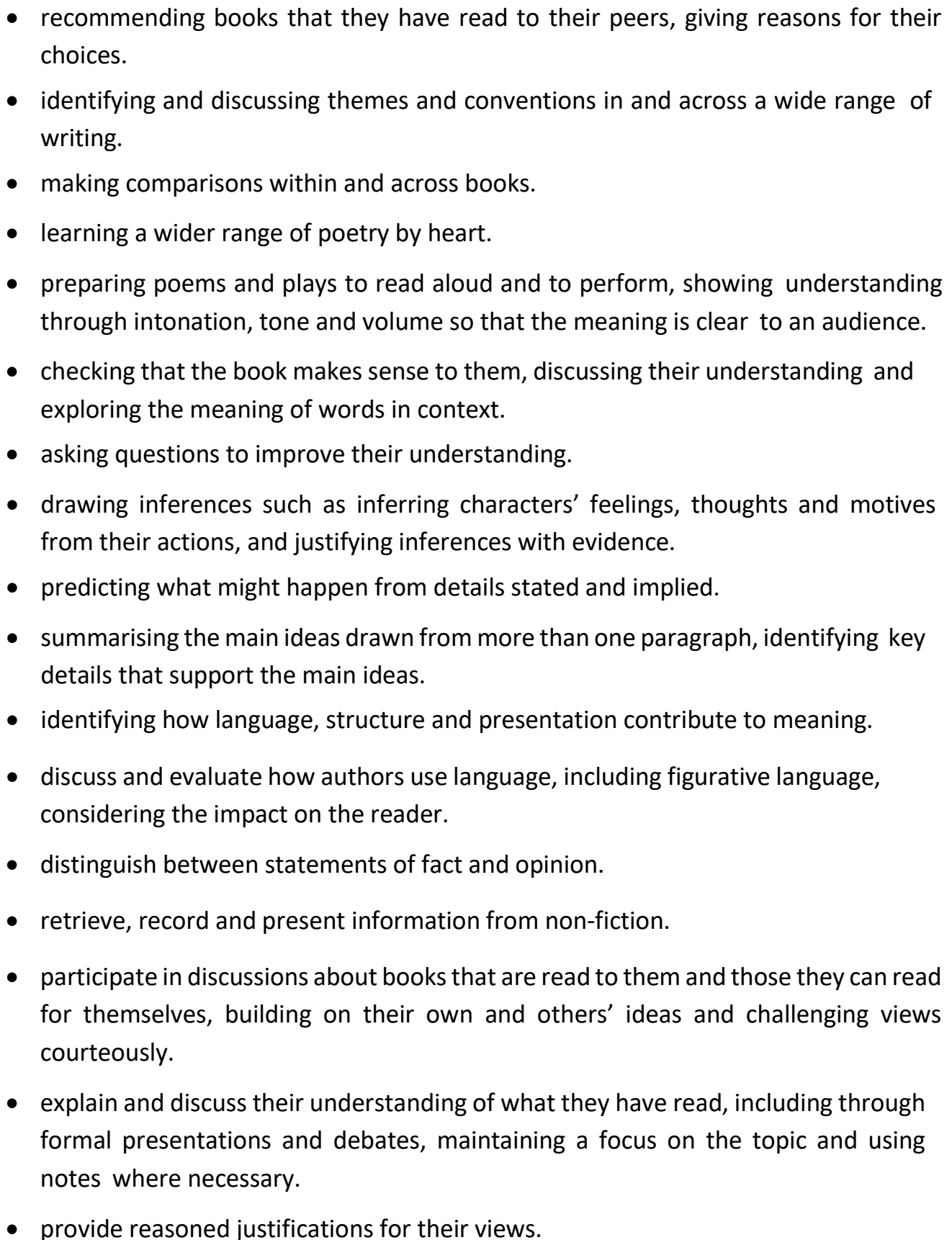
Reading- Word Reading

- Students will apply their growing knowledge of root words, prefixes and suffixes both to read aloud and to understand the meaning of new words they meet.
- Students will read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.

Reading Comprehension

Students should maintain positive attitudes to reading and understanding of what they read by:

- continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.
- reading books that are structured in different ways and reading for a range of purposes.
- increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions.

- 
- recommending books that they have read to their peers, giving reasons for their choices.
 - identifying and discussing themes and conventions in and across a wide range of writing.
 - making comparisons within and across books.
 - learning a wider range of poetry by heart.
 - preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.
 - checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context.
 - asking questions to improve their understanding.
 - drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.
 - predicting what might happen from details stated and implied.
 - summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.
 - identifying how language, structure and presentation contribute to meaning.
 - discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.
 - distinguish between statements of fact and opinion.
 - retrieve, record and present information from non-fiction.
 - participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously.
 - explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.
 - provide reasoned justifications for their views.

Writing

The programmes of study for writing at key stages 2 are constructed similarly to those for reading:

- Transcription (spelling and handwriting)
- Composition (articulating ideas and structuring them in speech and writing).

It is essential that teaching develops pupils' competence in these two dimensions.

Writing Transcription-Spelling and Handwriting

Students must:

- use further prefixes and suffixes and understand the guidance for adding them.
- spell some words with 'silent' letters [for example, knight, psalm, solemn].
- continue to distinguish between homophones and other words which are often confused.
- use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically, as listed in English Appendix 1
- use dictionaries to check the spelling and meaning of words.
- use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary.
- use a thesaurus.

Writing Composition- Articulating ideas and structuring them in speech and writing.

Students must plan their writing by:

- identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own.
- noting and developing initial ideas, drawing on reading and research where necessary.
- in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed.
- selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.
- in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action.

- précising longer passages.
- using a wide range of devices to build cohesion within and across paragraphs.
- using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining].
- assessing the effectiveness of their own and others' writing.
- proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning.
- ensuring the consistent and correct use of tense throughout a piece of writing.
- ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register.
- proof-read for spelling and punctuation errors.

Writing Vocabulary Grammar & Punctuation

Students must develop their understanding of the concepts set out by:

- recognising vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms.
- using passive verbs to affect the presentation of information in a sentence.
- using the perfect form of verbs to mark relationships of time and cause.
- using expanded noun phrases to convey complicated information concisely.
- using modal verbs or adverbs to indicate degrees of possibility.
- using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun.
- learning the grammar for year 6.
- indicate grammatical and other features by using commas to clarify meaning or avoid ambiguity in writing.
- using hyphens to avoid ambiguity.
- using brackets, dashes or commas to indicate parenthesis.
- using semi-colons, colons or dashes to mark boundaries between independent clauses.
- using a colon to introduce a list.
- punctuating bullet points consistently.

- use and understand the grammatical terminology accurately and appropriately in discussing their writing and reading.

Speaking & Listening

Students will:

- Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.
- Speak audibly and fluently with an increasing command of Standard English
- Participate in discussions, presentations, performances, role play, improvisations and debates.
- Gain, maintain and monitor the interest of the listener(s).
- Consider and evaluate different viewpoints, attending to and building on the contributions of others.
- Select and use appropriate registers for effective communication.
- Listen and respond appropriately to adults and their peers.
- Ask relevant questions to extend their understanding and knowledge.
- Use relevant strategies to build their vocabulary.
- Articulate and justify answers, arguments and opinions.
- Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.
- Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.

Term 1:

Reading comprehension:

- Novel – Oliver Twist -Charles Dickens
- Collins Comprehension Pupil Book 6

Writing:

Writing tasks will be independent as well as derived from the books:

- Narrative Writing
- Character Analysis
- Journalistic Writing



Listening comprehension:

Fortnightly listening comprehension practices.

Speaking:

Assessed and developed continuously through class discussions and activities.

For spelling, vocabulary, grammar and punctuation, kindly refer to the appendices 1 and 2.

Appendix 1: Spelling : [Appendix 1- Spelling](#)

Appendix 2: Vocabulary, grammar, punctuation and glossary:

[Appendix 2- Vocabulary, grammar and punctuation](#)

Term 2:

Reading comprehension

- Black Beauty-Anna Sewell
- Collins Comprehension Pupil Book 6

Writing:

Writing tasks will be independent as well as derived from the books:

- Argumentative Writing (Article)
- Auto-biography
- Language Analysis-Contrasting Perspective

Listening comprehension: Fortnightly listening comprehension practices.

Speaking: Assessed and developed continuously through class discussions and activities.

For spelling, vocabulary, grammar and punctuation, kindly refer to the appendices 1 and 2.

Appendix 1: Spelling : [Appendix 1- Spelling](#)

Appendix 2: Vocabulary, grammar, punctuation and glossary:

[Appendix 2- Vocabulary, grammar and punctuation](#)

Term 3:

Reading comprehension

- Collins Comprehension Pupil Book 6
- Oliver Twist- Charles Dickens
- Black Beauty-Anna Sewell

Writing

Writing tasks will be independent as well as derived from the books:

- Play Scripts
- Formal Letter Writing
- Descriptive Writing

Listening comprehension: Fortnightly listening comprehension practices.

Speaking: Assessed and developed continuously through class discussions and activities.

For spelling, vocabulary, grammar and punctuation, kindly refer to the appendices 1 and 2.

Appendix 1: Spelling : [Appendix 1- Spelling](#)

Appendix 2: Vocabulary, grammar, punctuation and glossary:

[Appendix 2- Vocabulary, grammar and punctuation](#)

Mathematics

In Year 6 students will have access to the following programs of study laid down by the National Curriculum.

The strands are as follows:

- **Number – Number & Place Value**
- **Number-Addition & Subtraction**
- **Number-Multiplication & Division**

- **Number- Fractions, Decimals & Percentage**
- **Ratio & Proportion**
- **Algebra**
- **Measurement**
- **Geometry-Properties of Shape**
- **Geometry-Position & Direction**
- **Statistics**

Term 1

- Number – Place Value, Compare and Order, Rounding of whole numbers, Addition and Subtraction Large numbers and word problems, Multiples and Factors, Multiplication and Division, Fractions, Decimals and Percentages
- Geometry – Angles in a triangle, Angles in a Quadrilateral, Circle
- Measurement – Lengths, Conversion and Word Problems, Volume, Area of Compound Shapes
- Statistics – Line Graphs
- Algebra- Number Sequence

Term 2

- Number – Decimal Place value, Decimal Rounding, Decimal- Addition and Subtraction, Decimal- Multiplication and Division, BODMAS
- Measurement – Conversion of Mass, Capacity
- Ratio and Proportion- Simple Ratio and Proportion, Scaling Factor
- Algebra- Simple Formulae
- Statistics – Pie Charts

Term 3

- Algebra- Algebraic Expressions and Equations
- Geometry – Coordinates, Reflection
- Number – Negative Numbers
- Statistics – Mean/Average

In each term concepts from each strand listed above are taught and these become more complex and provide more challenge over the 3 terms. The skills listed below is an overview of the full academic year.

Number – Number & Place Value:

- read, write, order and compare numbers up to 10 000 000 and determine the value of each digit
- round any whole number to a required degree of accuracy
- use negative numbers in context, and calculate intervals across zero
- solve number and practical problems that involve all of the above.

Number-Addition & Subtraction

- Use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy.
- Perform mental calculations, including with mixed operations and large numbers.
- Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why.
- Solve problems involving addition, subtraction.

Number-Multiplication & Division

- Multiply one-digit numbers with up to two decimal places by whole numbers
- Use written division methods in cases where the answer has up to two decimal places.
- Solve problems which require answers to be rounded to specified degrees of accuracy

Number- Fractions, Decimals & Percentage

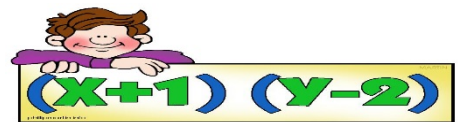
- Use common factors to simplify fractions; use common multiples to express fractions in the same denomination
- Compare and order fractions, including fractions > 1
- Add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions
- Multiply simple pairs of proper fractions, writing the answer in its simplest form
- Divide proper fractions by whole numbers

- Associate a fraction with division and calculate decimal fraction equivalents [for example, 0.375] for a simple fraction [for example $\frac{3}{8}$]
- Identify the value of each digit in numbers given to three decimal places and multiply and divide numbers by 10, 100 and 1000 giving answers up to three decimal places
- Solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts
- Solve problems involving the calculation of percentages [for example, of measures, and such as 15% of 360] and the use of percentages for comparison
- Solve problems involving similar shapes where the scale factor is known or can be found
- Solve problems involving unequal sharing and grouping using knowledge of fractions and multiples.

Ration & Proportion

- Solve problems involving similar shapes where the scale factor is known or can be found.
- Solve problems involving unequal sharing and grouping using knowledge of fractions and multiples.

Algebra:



- Use simple formulae
- Generate and describe linear number sequences express missing number problems algebraically
- Find pairs of numbers that satisfy an equation with two unknowns

Measurement:

- Solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate.
- Use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to three decimal places
- Convert between miles and kilometres
- Recognise that shapes with the same areas can have different perimeters and vice versa

- Calculate the area of compound shapes, parallelograms and triangles.
- Calculate, estimate and compare the volume of cubes and cuboids using standard units, including cubic centimetres (cm^3) and cubic metres (m^3), and extending to other units (for example, mm^3 and km^3)

Geometry-Properties of Shape/Position & Direction

- Draw 2-D shapes using given dimensions and angles.
- Recognise, describe and build simple 3-D shapes, including making nets.
- Compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons.
- Illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius.
- Recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles.
- Describe positions on the full coordinate grid (all four quadrants).
- Draw and translate simple shapes on the coordinate plane, and reflect them in the axes.

Statistics:

- Interpret and construct pie charts and line graphs and use these to solve problems.
- Calculate and interpret the mean as an average.

Science

Term 1

Fossils, Evolution and Inheritance

- Recognize that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago.
- Recognize that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.
- Explore how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.

Living Organisms and their Habitats

- Give reasons for classifying plants and animals based on specific characteristics.

- Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals.

Forces

- Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object.
- Analyze the effects of air resistance, water resistance and friction, that act between moving surfaces.
- Recognize that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.

Term 2

Light

- Recognize that light appears to travel in straight lines
- Use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye.
- Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes.
- Illustrate the laws of reflection using ray diagrams. Plan and investigate that $i=r$.
- Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.

Materials

- Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets.
- Recognize that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution.
- Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic.

Term 3

Separation techniques

- Describe different methods of separating mixtures.
- Evaluate and use the most suitable separation techniques in different real-life situations.

Changes

- Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including by filtering, sieving and evaporating.
- Demonstrate that dissolving, mixing and changes of state are reversible changes.
- Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.

Circulatory System

- Describe the important functions of the circulatory system.
- Trace and describe how the blood flows from one part of the heart to the next.
- Compare the role of the different blood vessels.
- Analyze the importance of each type of blood cell.
- Recognize the impact of diet, exercise, drugs and lifestyle on the way their bodies function.

Scientific Skills

- Plan different types of scientific enquiries to answer their own or others' questions, including recognizing and controlling variables where necessary.
- Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate.
- Describe and evaluate their own and other people's scientific ideas related to topics in the national curriculum (including ideas that have changed over time), using evidence from a range of sources.
- Use test results to make predictions to set up further comparative and fair tests.
- Report and present findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations.

- Group and classify things and recognize patterns.
- Find things out using a wide range of secondary sources of information.
- Use appropriate scientific language and ideas from the national curriculum to explain, evaluate and communicate his/her methods and findings.

Humanities

Term 1

History-The earliest civilizations: Where, when and their achievements.

Ancient Egypt

- Who were the Ancient Egypt?
- What was Life like in Ancient Egypt?

The Maya Civilization

- Meeting the Maya
- Exploration and discovery

Geography – South America

Locational knowledge

- Locate South America's countries, using maps to focus on South America, concentrating on its environmental regions, key physical and human characteristics, countries and major cities.
- Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)

Human and physical geography

- Describe and understand key aspects of:
- Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.
- Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.

Place knowledge

- Understand geographical similarities and differences through the study of human and physical geography of a region of the United Arab Emirates, a region in an Asian country, and a region within South America

Geographical skills and fieldwork

- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- Use the eight points of a compass, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the wider world.

Term 2

History - The Maya Civilization

- Maya writing
- Maya number system

The Vikings and Anglo-Saxons

- Viking Raiders and Invaders
- Anglo- Saxons Kings

Geography - South America

- Wonders of South America

Rivers

- Where does our water come from? Rivers of South America
- Rivers of the world
- How do we use rivers?

Geographical skills

- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- Use the eight points of a compass, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the wider world.

Term 3

History- The Vikings and Anglo-Saxons

- Danegeld
- Viking Life
- The last Anglo-Saxon Kings

Geography - Geographical skills

- Six-figure grid references
- Planning a route
- Charting the changes
- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- Use the eight points of a compass, six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the wider world.

UAE Social Studies

TERM 1: Student book Grade 5

History and Geography

- Prehistory
- Ancient Egypt and the Nile
- Mesopotamia and Agriculture
- Ancient China – Shang and Zhou dynasties
- Transport and Trade in Ancient Civilizations

TERM 2: Student book Grade 5

History and Geography

- Classical Civilizations – East and West
- Greek City- States and Governments
- The Achaemenids and Alexander the Great
- Trade Routes in Classical Times
- The Roman Empire
- City Planning in Classical Civilizations
- Fall of the Western Roman Empire

TERM 3: Student book Grade 5

History

- The Golden Age of Islamic Civilization
- Baghdad
- Science and Innovation
- Art, Scholarship and the House of Wisdom
- Health and Medicine
- Cordoba- Islamic Architecture
- End of the Golden Age
- Term Project

Arabic for Arabs

Term 1	Term 2	Term 3
حبيبي يارسول الله	أخلاق كريمة	رواية ليبل
حلم وجهل	آيات من القرآن الكريم	الفصل الاول
رحمة للعالمين	أوراق تضحك	الفصل الثاني
مكتبة محمد بن راشد كتابة	صديقنا البحري	خير الكلام
نغم السعادة	كتابة نص سردي	الفصل الثالث
ثلاث أسئلة	قيمة العلم	الفصل الرابع
الجملة والتركيب	كتابة نص تفسيري	التركيب النعتي
الأساليب	موقف طريف من حياتي	الفصل الخامس
الجملة الفعلية	المفعول به	الفصل السادس
للفقراء مجاناً	المفعول فيه	التركيب العطفی
الفعل المضارع المرفوع	المفعول معه	الفصل السابع
الفعل المضارع المنصوب	ابسمي	الفصل الثامن
من نوادر جحا	أصدقاء وأعداء لانراهم	
الحال	صديقنا البحري	

Arabic for Non – Arabs

Term 1

1. Food and health (الغذاء والصحة)
2. Hobbies and sports (الهوايات والرياضات)
3. The places (الأماكن)



Term 2

1. The weather (الطقس)
2. Business and Professions (الأعمال والمهن)
3. Holidays and special occasions (الأعياد والمناسبات)



Term 3

1. The UAE (Now and Before (الإمارات قديمًا وحديثًا)
2. Travelling (الرحلات)
3. Daily routine (الحياة اليومية)



Islamic Education for Arabs

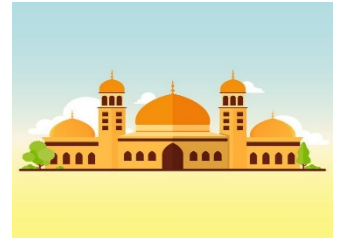
Term 1	Term 2	Term 3
كتاب الحق (سورة السجدة 1-12)	الإمام مالك بن أنس	قدرة الله (سورة الملك)
من وصايا الرسول صلى الله عليه وسلم	سورة السجدة (23-30)	الإخفاء الحقيقي
التطوع عبادة وانتماء	علامات الساعة	اختيار الجليس

فرائض الصلاة وسننها ومكرهاها	حكم الأظهار	التفكير العلمي
الحياة في المدينة المنورة بعد الهجرة	حكم الأقلاب	غزوة أحد
الإمارات في خدمة العالم الإسلامي	أخلاق حميدة	بيئتي أمانة
سجود السهو وسجود التلاوة -	المؤمن بين الشكر والصبر	يسر الإسلام
آداب الدعاء	صيام التطوع	السيدة عائشة أم المؤمنين (رضي الله عنها (

Islamic Education for Non – Arabs

Part 1

2. The mosque manners
3. act of worship and belonging
4. Surat Assajdah (1-12) Recommendations of the Prophet
5. Sanctity of the Muslim 1
6. Sanctity of the Muslim 2
7. Life in Madinah after emigration.
8. Volunteering: an act of worship and belonging.



Part 2

- 1- The qualities and rewards of the believer (Surat Assajdah 13-22)
- 2- The believer between gratitude and patience.
- 3- Bring yourselves to account.
- 4- Good Morals: I am tolerant.



- 5- The battle of Badr.
- 6- Surat ul Mulk (15-24): the power of Allah, glory be to him.
- 7- The ease of Islam.
- 8- Lessons to be learned from Surat ul Mulk (25-30).
- 9- The battle of Uhud.



Information and Communication Technology (ICT)

Aims

The national curriculum for computing aims to ensure that all pupils:

- Understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation
- Analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems
- Evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems
- Are responsible, competent, confident and creative users of information and communication technology.

Term 1

- **Digital Imagery - Movie Maker**

1. Create a short movie: Import the movie file from camera to moviemaker, and Create a film using advanced visual effects
2. Explore Video editing with visual effects.
3. Exporting images and movies in different formats to use in multimedia presentations



- **Computational Thinking - Algorithm & Flowchart**

1. To develop an algorithm based on a given problem and represent it in the form of a flowchart.
2. To design and write programs
3. To solve problems by decomposing them into smaller parts

4. To create algorithms for given real life application

- **Audacity**

1. Audio manipulation skills,
2. Stress and relaxation
3. Incorporate appropriate audio production techniques into projects.
4. Create a radio jingle.



- **Build your own apps**

1. To explore and design an app using MIT app inventor/Thunkable.
2. Creating your own text-to-speech app (beginner tutorial)
3. Creating simple two-dimensional graphics using the canvas component and to build an app that lets us draw on the phone screen in different colors.



- **Go Animate**

- Creating a short-animated sequence to communicate a specific idea
Multimedia -Microsoft PowerPoint.
- Using hyperlinks to produce a nonlinear presentation.
- Effective use of transitions and animations.
- Plan a storyboard for a video or animation to suit a purpose

- **Robotics: Vex IQ Programming, Debugging and Making & Design**



Design and write programs that accomplish specific goals, including controlling or simulating physical systems (VEX Kits and Lego); solve problems by decomposing them into smaller parts.

- **Digital Literacy**

Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behavior; identify a range of ways to report concerns about content and contact.

Term 2

- **Database and data types**

1. Introducing databases and Exploring different types of Data.
2. Understanding Analogue and Digital data.
3. To research and collect information based on data types using the internet

- **Programming (Continued)**

1. Use logical reasoning to explain how a simple algorithm works and to detect and correct errors in algorithms and programs.
2. Use visual based programming software (e.g. Kodu) to plan and design basic software (for example a simple game), controlling the movement and responses of different elements on screen.)

- **Digital Literacy(continued)**

Understanding benefits and risks of digital communication, along with security settings, appropriate use of technology, and respecting privacy of others

Term 3

- **Programming(continued)**

1. Use sequence, selection, and repetition in programs;
2. Work with variables and various forms of input and output;
3. Generate appropriate inputs and predicted outputs to test programs.



- **Computing Systems and Networks**

1. Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration.
2. Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content

• **Communication and Collaboration – Blogging**

1. Web designing.
2. Alter the theme and appearance of blog, adding background images etc.
3. Create a new post, save it as a draft and publish it.
4. Embed photos, hyperlinks and videos into posts.
5. Reorganize posts and remove posts they no longer want.
6. Like/follow other blogs and build up their blog content over the year.
7. Understand about syncing files using cloud computing folders.



• **Handling Data - Spreadsheet Modelling - Microsoft Excel**

1. Organising data into columns and rows to create their own data set.
2. To apply formulas that include a range of cells, and apply formulas to multiple cells by duplicating them
3. Use of Conditional formatting
4. Collecting, analysing, evaluating and presenting data and information

Moral Education

Pillar – Character and Morality

Unit – CM9 - Cognitive and emotional empathy

Unit Description

This unit revisits the value of care covered earlier in cycle 1 and introduces empathy and the values of kindness and generosity as key components of an ethical life. The unit seeks to help students internalise the idea that at the heart of morality is a concern about something or someone other than themselves, their own desires and interests. This concern is expressed through care for and empathy with other people, including putting empathy into practice in students' everyday lives. The underlying premise in this unit is that nurturing empathy is likely to increase a person's capacity for care and increases their motivation to act kindly and generously towards others. Students undertake to learn activities to practise cognitive empathy or

perspective taking to develop their understanding of how other people perceive a given situation, and how other people’s perceptions might differ from their own. They also engage in learning activities to grow their capacity for emotional empathy – the ability to ‘feel with’ others and to understand what might trigger other people to feel, for example, happiness or sadness.

Pillar – The Individual and the Community

Unit – IC9 – Taking responsibility for oneself and others

Unit Description

The unit helps students to develop their awareness of themselves, their community and their environment. It explores how their actions can affect each of these and the importance of taking responsibility for their own actions. The unit follows two broad themes: self-worth and identity, encompassing intrapersonal skills (the ability to know, understand and manage one’s own emotions) and community and environmental awareness, encompassing interpersonal skills, which includes communication and listening skills, as well as attitude and deportment.

These two broad themes run vertically through cycle 1 into cycle 2. As the themes develop over the years, students build on earlier topics and develop increasingly demanding concepts and skills. The key topic of this unit is that of responsibility. The topic builds on the primary themes of knowing yourself, respecting others, helping and supporting one another and looking after the environment. It also builds on the concept of cognitive and emotional empathy, covered in CM9 (Cognitive and emotional empathy) and CM7 (Compassion, empathy). The unit also revisits the theme of resilience from Grade 2 (CM4: Resilience, perseverance).

Pillar – Civic Studies

Unit – CIS1 – Settlement, family and kinship in the UAE

Unit Description

This is the first of four units which will use heritage and archaeological sites, the intangible heritage, museums and artefacts, to explore a key issue relating to civic education. The

unit will also build on ways of thinking about the individual and community introduced in the Character and morality pillar.

Pillar – Character and Morality

Unit – CM10 - Moral character, Virtue ethics

Unit description

Building on the value-based approach taken up to the end of Grade 4, and the initial steps to develop students’ cognitive and emotional empathy in unit CM9, this unit continues to encourage students to think about what it might mean to be a good or moral person.

Pillar – The Individual and the Community

Unit – IC10 – Ethics in sport, Leisure

Unit description

This unit revisits the value of actively participating in the local community, covered earlier in IC8, while also building on the topic of self-responsibility explored in IC9. The focus on the ethical issues surrounding sport is also reflected in the *Character and morality* pillar (CM9), in which the consideration of ‘doing the right thing’ can be reinforced, particularly through an examination of the broad Olympic values (determination, honesty, respect, passion, teamwork and self-belief).

Personal, Social, Health, Citizenship and Economic / Enterprise Education (P.S.H.C.E.E) Social and Emotional Aspects of Learning (S.E.A.L.)

Term 1

- New beginnings – building a community (a learning classroom), dream school challenge (included group work and teamwork reflections), class charter, focus on feelings, managing feelings.
- Taking part – developing skills of communication and participation – Developing our communication skills, working together – making decisions.
- Road Safety
- Dreams and Aspirations

- Getting on and falling out – working in groups, difference – a barrier to friendship? Conflict resolution, revisiting anger.
- Say No to Bullying - focus on bullying behaviour, those who bully others, (doing it), what is bullying, similarities and differences between us, proud to be different, feelings of a bullied child, being kind to them, when you feel sad it affects the way you behave and how you think, who to talk to in and out of school if you are feeling unhappy or being bullied, what to do if you are bullied.
- The environment – The importance of diversity in forests and their link to reducing carbon emissions.

Term 2

- Going for goals – ladder to success, I would but..., overcoming obstacles to success, excuses, excuses, class book of excuses, making wise choices Careers.
- Financial capability – Spending and saving – What influences spending? Ways of paying, ways of saving Enterprise education.
- Healthy lifestyle - Building knowledge and understanding about drugs – practising skills to deal with situations - What do we already know and understand about drugs? (The dangers of drugs), Debating a topic.
- Good to be me – feeling good about myself, anxious and worried, standing up for what I think (peer pressure), assertiveness, understanding my feelings.
- Living in a diverse world – How are we all connected?
- In the media – what’s the news? – What’s in the news? Making the news – informing our community, how do the media present social issues?

Term 3

- Relationships – our special people, loss, losses, helping others, breaking friends, forgiveness.
- Stress and relaxation
- Changes – understanding feelings about change (Maslow), ...we all need, understanding how thoughts, feelings and behaviour are linked (difficult changes), saying goodbye and moving on (closure)
- Moving on – Why do we have to move on? How can we prepare for change? How can we help others who are new to our school? What about my friends?

Music

Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.

- Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- Use and understand staff and other musical notations
- Improvise and compose music for a range of purposes using the interrelated dimensions of music
- Listen with attention to detail and recall sounds with aural memory
- Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- Develop an understanding of the history of music.

French

Aims

The national curriculum for French language aims to ensure that all students:

- Understand and respond to spoken and written language from a variety of authentic sources.
- Speak with increasing confidence, fluency and spontaneity, finding ways of communicating, motivating through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation.
- Can write using the variety of grammatical structures that they have learnt.
- Discover and develop a range of writing skills.

Key Areas of Focus

- Listen attentively to spoken language and show understanding.
- Explore the patterns and sound of language through songs and rhymes.
- Engage in conversations; ask and answer questions; express opinions and justifications using familiar vocabulary, phrases and basic language structures.
- Develop accurate pronunciation when they are reading aloud or using familiar words and phrases.

- Read carefully and show understanding of words, phrases and simple writing.
- Broaden their vocabulary and develop their ability to understand new words using dictionary.
- Write phrases from memory, create new sentences to express ideas and opinions.
- Apply their grammatical knowledge to written and spoken language.

Term 1

Les salutations

- Greet others in French.
- Introduce self/others in French (Name/ Age / Gender.).

Vive le sport

- Develop new vocabulary linked to sports.
- Express a range of opinion about sports using connectives.
- Apply verb “faire”/”jouer” with different types of sports.
- Talk about my hobbies using time phrases and connectives.

La météo

- Describe the weather in different seasons.

Term 2

New year resolutions

- Talk about my new year resolutions using the near future tense.

Chez moi

- Describe where do you live.
- Describe different places in the city using accurate prepositions and verb “Aller” in present tense.
- Identify different pieces of the house.
- Describe the house using adjective agreement.

Term 3

Bon appétit!

- Order food and drinks.

- Describe what you eat in different meals using accurate partitive articles and verb "boire"/"manger" in present tense.

Au marché

- Design a shopping list using quantities.
- Count and spell numbers up to 100.
- Ask and answer "How much does it cost?"

Les vêtements

- Describe what you wear in different seasons and occasions using adjectives.

Physical Education

Purpose of study

A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.

Aims

The national curriculum for physical education aims to ensure that all pupils:

- develop competence to excel in a broad range of physical activities
- are physically active for sustained periods of time
- engage in competitive sports and activities
- lead healthy, active lives.

Attainment targets

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

Subject content

Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of

movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

Pupils should be taught to:

- use running, jumping, throwing and catching in isolation and in combination
- play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, netball, rounders and tennis], and apply basic principles suitable for attacking and defending
- develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- perform dances using a range of movement patterns
- take part in outdoor and adventurous activity challenges both individually and within a team.
- compare their performances with previous ones and demonstrate improvement to achieve their personal best.

<u>Term 1</u>	<u>Term 2</u>	<u>Term 3</u>
<ul style="list-style-type: none">• Fitness Exercises/Yoga• Soccer• Rounders• Sports day practice• Fitness Test• Health Education	<ul style="list-style-type: none">• Basketball• Badminton• Volleyball• Fitness Test• Health Education	<ul style="list-style-type: none">• Rules of the games• Cricket• Board games• Sports quiz/Presentation about games• Fitness Test• Health Education

Science

Balanced Diets

(a) A class carries out a survey to find out how often the children eat vegetables.

Tally chart to show how often the children eat vegetables

How often?	How often?
more than once a day	HTT /
once a day	HTT IIII
once a week less	HTT HTT /
than once a week	III
never	I

Use the tally chart. How many children eat vegetables more than once a day?



.....

1Mark

b.) Eleven children gave the same answer as each other.

Use the tally chart to find out what answer these eleven children gave.



.....

c.) In a balanced diet, each food group has a special function in the body.

Each food below is a good source of something the body needs.

Draw THREE lines below to match each food to its special function.

1 mark



Food

carrots and oranges

bread and cakes

chicken and eggs

Function: Good source of

fuel for activity.

new material for growth.

vitamins for health

English

2. Creative Writing

Instruction Leaflet

When Joe's special boots arrived, he wasn't sure how to use them. He looked into the box and found the instruction leaflet.

What kind of things do you think would be written on it?

Write the instructions that came with Joe's boots.

Think about

- what Joe needs to know to make them work
- what could go wrong if he doesn't use them properly
-
- what he has to do to make sure they don't get damaged

Write your information under the three headings:

How to use these boots Warnings and safety information

How to care for your boots

National curriculum tests

Key stage 2

English grammar, punctuation and spelling

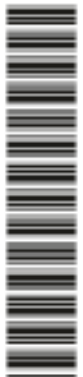
Paper 1: questions

First name						
Middle name						
Last name						
Date of birth	Day		Month		Year	
School name						

SAMPLE BOOKLET

Published July 2015

This sample test indicates how the national curriculum will be assessed from 2016.
Further information is available on GOV.UK at www.gov.uk/sta.



PUPIL ID NUMBER



1

Tick the sentence that must end with a **question mark**.

Tick **one**.

What I wanted had already sold out

Ask Ryan what he thinks about it

What time will the film start

I didn't know what to say

_____ **1 mark**

2

Which **pair of verbs** correctly completes the sentence below?

Pluto _____ now called a dwarf planet, but once it _____ classified as a planet.

Tick **one**.

was is

was was

is is

is was

_____ **1 mark**

National curriculum tests

Key stage 2

English reading

Reading answer booklet

First name						
Middle name						
Last name						
Date of birth	Day		Month		Year	
School name						

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ENGLISH

Reading Comprehension

Space Tourism

In 1969, a man walked on the Moon for the first time. After this, many people thought that space travel would be available by the year 2000 and that we would all be space tourists. However, here we are in 2015 and space tourism is still an impossible dream for most of us. It is a reality for only a very few, very rich, people.

How would you get to your space hotel?

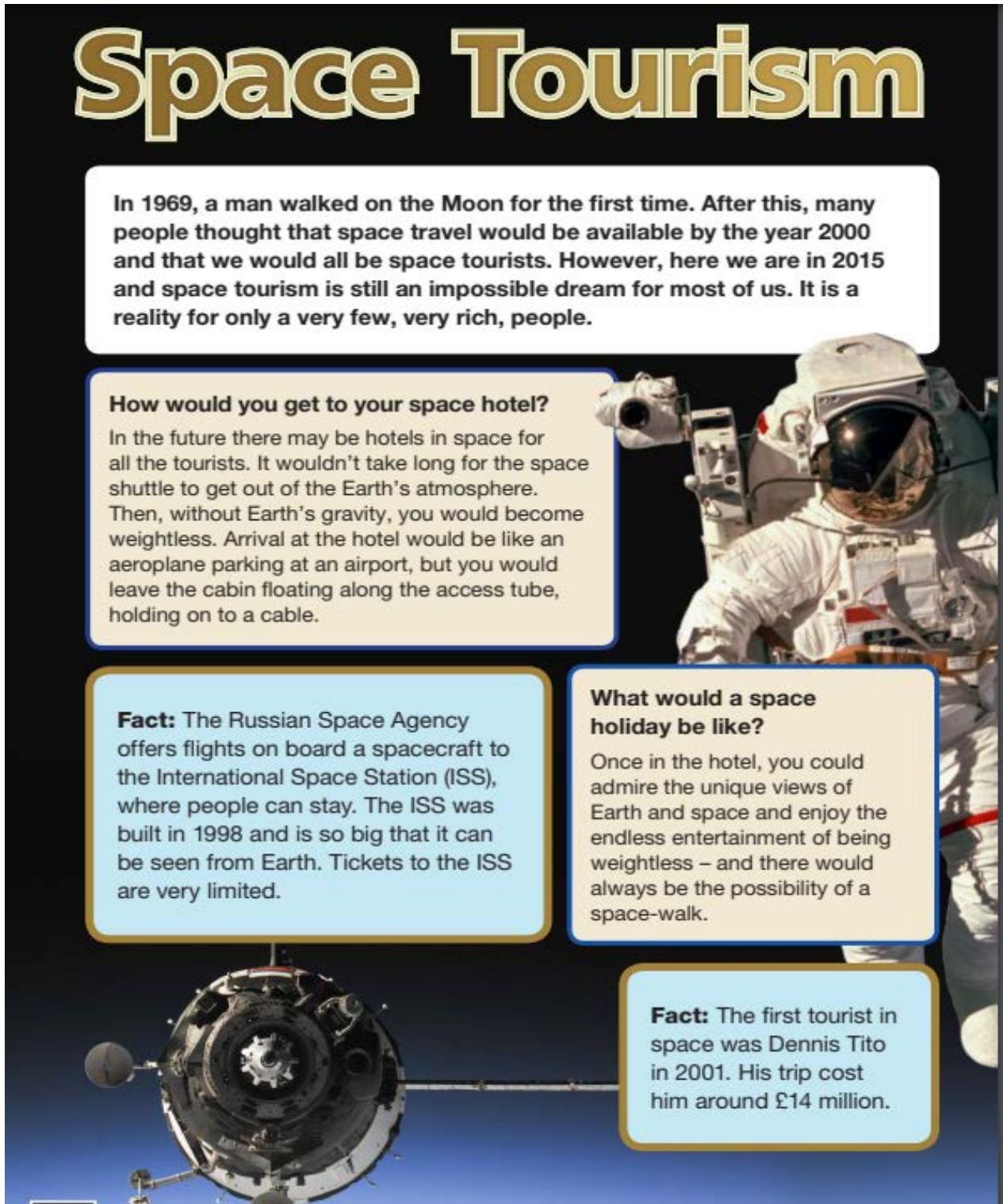
In the future there may be hotels in space for all the tourists. It wouldn't take long for the space shuttle to get out of the Earth's atmosphere. Then, without Earth's gravity, you would become weightless. Arrival at the hotel would be like an aeroplane parking at an airport, but you would leave the cabin floating along the access tube, holding on to a cable.

Fact: The Russian Space Agency offers flights on board a spacecraft to the International Space Station (ISS), where people can stay. The ISS was built in 1998 and is so big that it can be seen from Earth. Tickets to the ISS are very limited.

What would a space holiday be like?

Once in the hotel, you could admire the unique views of Earth and space and enjoy the endless entertainment of being weightless – and there would always be the possibility of a space-walk.

Fact: The first tourist in space was Dennis Tito in 2001. His trip cost him around £14 million.



Questions 1–15 are about *Space Tourism* (pages 4–6).

1 Look at the introduction.

Why is space tourism *impossible* for most people?

1 mark

2 How would you get from the spacecraft to the space hotel?

1 mark

3 Look at page 4.

According to the text, what could you do on your space holiday?

Give **two** examples:

1. _____

2. _____

2 marks

4 How much did the first space tourist pay to go into space?

1 mark

5 How can you tell that the International Space Station is very large?

1 mark

6 How did Anousheh's trip into space make history?

1 mark

7 Look at the text box *Who has already had a holiday in space?*

Complete the table about Anousheh's trip into space.

Where did she start her trip?	
Where did she stay in space?	
How long did she stay in space?	

2 marks

8 Look at Anousheh's blog entry for September 25th.

Find and **copy** a group of words that shows that Anousheh wrote her blog for others to read.

1 mark