

مدرسة وينشستر
The Winchester School

Year
8

Curriculum Booklet
2023-24

Year 8 Curriculum Booklet

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Introduction

About the School

As one of Dubai's preferred schools, our school has been teaching the National Curriculum for England (NCFE) to students from across the world since September, 2003. And we continue to be a preferred educator because of our prime location, excellent facilities and our reputation for providing a high-standard of education at an affordable price.

As a GEMS Education school, our foundation of learning is based on GEMS' four core concepts of:

- Excellence
- Always Learning
- One Team
- Care

These foundational concepts enrich our curriculum and provide our students with an approach to learning that goes beyond basic memorization of facts, by teaching our students how to be educated human beings who are knowledgeable in life and how to apply knowledge in the real world. We are the school where 'Every Child Matters'.

Vision Statement

Our Vision is to nurture a transformative learning community where all stakeholders feel loved, respected and encouraged to become globally responsible and achieve their potential and beyond.

Mission Statement

Our mission is

- Create and facilitate a culture of growth mindset, investing in all stakeholders to embrace learning by being resilient, innovative problem solvers and effective communicators.
- Empower unique, empathetic and self – directed members for a rapidly changing world and instill in them critical thinking skills and a global perspective.
- Foster a positive and stimulating environment with a holistic approach to nurture individuals academic, social and emotional wellbeing by embedding respect for core values of honesty, loyalty, perseverance, care and compassion.

This booklet is designed to provide you with detailed information about Year 7 curriculum at The Winchester School. Key stage 3 is a pivotal stage in student's education. It is during these years that students gain foundational knowledge in their respective disciplines so that students can later build upon this strong base towards IGCSE and A level success. It is also in these years that young students begin to discover for themselves which subjects they love and we aim at giving rise to great curiosity and authentic interest.

Teachers at this stage approach the subjects in a deep and exploratory way. We offer a rigorous and creative curriculum at Winchester that is rich in knowledge and ambitious in scope.

Broad and Balanced Curriculum

We believe that the provision of a broad curriculum is imperative for all students. We desire to see Winchester students acquire culturally important knowledge so that they shape by their learning to global citizens and empowered adults. We do not build our curriculum only to maximize examination results but also to foster a broad and balanced education for every child. In Key stage 3 we aim to give students a grounding in different subjects and disciplines so that their knowledge is holistic and they have ample opportunities to discover their strengths and passions. We want students to make connections across the curriculum. This kind of broad exposure means that students are better informed when they make their curriculum choices in Year 10.

Curriculum Overview

Our curriculum at Key Stage 3, which includes Year 7 – 9 offers a broad, balanced and inclusive educational experience. We provide the National Curriculum for England (NCfE) adapted to match both the local requirements of the UAE and to prepare students for a rapidly changing world that we live in.

In accordance with the UAE's Ministry of Education, we provide Arabic Language, Moral education UAE Social Studies and, for Muslim students, Islamic Studies.

Subjects taught in Key Stage 3 lead on to Key Stage 4 (Year 10 and 11) where students complete IGCSE qualification examinations. Students then enter the Sixth Form towards completion of the A- level examinations. The school also offers a range of BTEC vocational courses in the Sixth Form.

English



Programme of Study

Purpose of Study

English has a pre-eminent place in education and in society. The four skills in English, listening, speaking, reading and writing will teach pupils to develop their inter-personal communication skills. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Language and Literature play a key role in such development. Reading also enables pupils to acquire knowledge and to build on what they already know. All the skills of language are essential for an individual to participate fully as a member of society.

Aims

The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment. The National Curriculum for English aims to ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

Spoken Language

The national curriculum for English reflects the importance of spoken language in pupils' development across the whole curriculum – cognitively, socially and linguistically. Spoken language continues to underpin the development of pupils' reading and writing during key stage 3 and hence teachers ensure pupils' confidence and competence in this area. Pupils are taught to understand and use the conventions for discussion and debate, as well as continue to

develop their skills in working collaboratively with their peers to discuss reading, writing and speech across the curriculum.

Reading and Writing

Reading at key stage 3 is wide, varied and challenging. Pupils are expected to read complete books, in depth and for pleasure and information. Pupils continue to develop their knowledge of and skills in writing, refining their drafting skills and developing resilience to write at length. They are taught to write formal and academic essays as well as writing imaginatively. They are taught to write for a variety of purposes and audiences across a range of contexts. Since this requires an increasingly wide knowledge of vocabulary and grammar, opportunities are provided to pupils to enhance their vocabulary naturally from their reading and writing. They are also shown how to understand the relationships between words, nuances in meaning, and to develop their understanding of, and ability to use, figurative language. They learn how to control their speaking and writing consciously, understand why sentences are constructed as they are and to use Standard English. Using correct grammatical terms in English are integrated within teaching. Pupils understand and use age-appropriate vocabulary, including linguistic and literary terminology, for discussing their reading, writing and spoken language. This involves consolidation, practice and discussion of language.

Content

Term 1	Term 2	Term 3
<u>Shakespeare – Othello Act 1-2</u> <ul style="list-style-type: none"> ➤ Reading & Listening comprehension ➤ Speaking & Presentation ➤ Vocabulary & Grammar ➤ Author’s purpose and style ➤ Perspective Writing ➤ Theme Analysis <u>Aiming for Progress: Book 3 Set</u> <ul style="list-style-type: none"> ➤ Reading & Listening comprehension ➤ Speaking & Presentation ➤ PTE practice ➤ Vocabulary & Grammar <u>Required Additional Reading:</u> <ul style="list-style-type: none"> ➤ Research on Elizabethan era ➤ Holes book by Louis Sachar ➤ Aim High Reading List 	<u>Shakespeare – Othello Act 3-4</u> <ul style="list-style-type: none"> ➤ Reading & Listening comprehension ➤ Speaking & Presentation ➤ Vocabulary & Grammar ➤ Author’s purpose and style ➤ News Report ➤ Persuasive Letter <u>Aiming for Progress: Book 3 Set</u> <ul style="list-style-type: none"> ➤ Reading & Listening comprehension ➤ Speaking & Presentation ➤ PTE practice ➤ Vocabulary & Grammar <u>Required Additional Reading:</u> <ul style="list-style-type: none"> ➤ Frankenstein by Mary Shelley ➤ Aim High Reading List 	<u>Shakespeare – Othello Act 5</u> <ul style="list-style-type: none"> ➤ Reading & Listening comprehension ➤ Speaking & Presentation ➤ Vocabulary & Grammar ➤ Descriptive Writing <u>Aiming for Progress: Book 3 Set</u> <ul style="list-style-type: none"> ➤ Reading & Listening comprehension ➤ Speaking & Presentation ➤ PTE practice ➤ Vocabulary & Grammar <u>Required Additional Reading:</u> <ul style="list-style-type: none"> ➤ Aim High Reading List

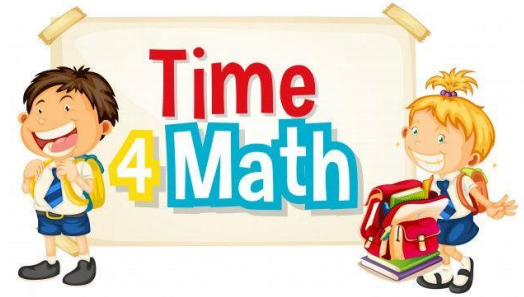
What can do to at home to support your ward's learning at school

- Establish a study routine: Help your ward create a consistent study routine at home. Set aside specific times for studying humanities subjects, ensuring they have a dedicated and quiet space to work in.
- Provide necessary resources: Ensure your child have access to relevant textbooks, workbooks, and online resources. Share links to educational websites, videos, and interactive platforms that can supplement their learning.
- Encourage reading: Recommend age-appropriate books related to history and geography that they can read independently. Encourage them to explore historical fiction, biographies, and travel books that can deepen their understanding and engagement with the subjects.
- Facilitate discussions and debates: Encourage your ward to discuss and debate historical and geographical topics with you.
- Provide feedback and support: Regularly review and provide feedback on your child's work. Offer guidance, clarify concepts, and answer their questions promptly. Encourage them to seek help when needed and create an open and supportive environment for their learning

Websites that can help you if you would like some extra practice

- <https://owlcation.com/humanities/writing/>
- <https://owlcation.com/humanities/literature/>

Mathematics



Programme of study

Purpose of study

Mathematics is a creative and highly inter-connected discipline that has been developed over centuries, providing the solution to some of history's most intriguing problems. It is essential to everyday life, critical to science, technology and engineering, and necessary for financial literacy and most forms of employment. A high-quality mathematics education therefore provides a foundation for understanding the world, the ability to reason mathematically, an appreciation of the beauty and power of mathematics, and a sense of enjoyment and curiosity about the subject.

Aims

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

- become fluent in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately.
- reason mathematically by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language
- can solve problems by applying their mathematics to a variety of routine and nonroutine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions.

Mathematics is an interconnected subject in which pupils need to be able to move fluently between representations of mathematical ideas. The programme of study for key stage 3 is organised into apparently distinct domains, but pupils should build on key stage 2 and connections across mathematical ideas to develop fluency, mathematical reasoning and competence in solving increasingly sophisticated problems. They should also apply their mathematical knowledge in science, geography, computing and other subjects. Decisions about progression should be based on the security of pupils' understanding and their readiness to progress to the next stage. Pupils who grasp concepts rapidly should be challenged through being offered rich and sophisticated problems before any acceleration through new content in preparation for key stage 4. Those who are not sufficiently fluent should consolidate their understanding, including through additional practice, before moving on.

Calculators should not be used as a substitute for good written and mental arithmetic. In secondary schools, teachers should use their judgement about when ICT tools should be used.

Spoken language

The national curriculum for mathematics reflects the importance of spoken language in pupils' development across the whole curriculum – cognitively, socially and linguistically. The quality and variety of language that pupils hear and speak are key factors in developing their mathematical vocabulary and presenting a mathematical justification, argument or proof. They must be assisted in making their thinking clear to themselves as well as others and teachers should ensure that pupils build secure foundations by using discussion to probe and remedy their misconceptions.

Working mathematically

Through the mathematics content, pupils should be taught to:

Develop fluency

- consolidate their numerical and mathematical capability from key stage 2 and extend their understanding of the number system and place value to include decimals, fractions, powers and roots
- select and use appropriate calculation strategies to solve increasingly complex problems
- use algebra to generalise the structure of arithmetic, including to formulate mathematical relationships
- substitute values in expressions, rearrange and simplify expressions, and solve equations
- move freely between different numerical, algebraic, graphical and diagrammatic representations [for example, equivalent fractions, fractions and decimals, and equations and graphs]
- develop algebraic and graphical fluency, including understanding linear and simple quadratic functions
- use language and properties precisely to analyse numbers, algebraic expressions, 2-D and 3-D shapes, probability and statistics.

Reason mathematically

- extend their understanding of the number system; make connections between number relationships, and their algebraic and graphical representations extend and formalise their knowledge of ratio and proportion in working with measure and geometry, and in formulating proportional relations.
- algebraically identify variables and express relations between variables algebraically and graphically make and test conjectures about patterns and relationships; look for proofs or counterexamples begin to reason deductively in geometry, number and algebra, including using geometrical construction
- interpret when the structure of a numerical problem requires additive, multiplicative or proportional reasoning
- explore what can and cannot be inferred in statistical and probabilistic settings, and begin to express their arguments formally.

Solve problems

- develop their mathematical knowledge, in part through solving problems and evaluating the outcomes, including multi-step problems
- develop their use of formal mathematical knowledge to interpret and solve problems including in financial mathematics
- begin to model situations mathematically and express the results using a range of formal mathematical representations
- select appropriate concepts, methods and techniques to apply to unfamiliar and nonroutine problems.

Content

TERM 1	TERM 2	TERM 3
<p><u>Numbers</u></p> <ul style="list-style-type: none"> - HCF/ LCM - Prime Factorization - Index notation - Laws of indices - Squares and Square roots - Cubes and Cube roots - Equivalent Fractions - Addition and Subtraction of Fractions - Multiplication and Division of Fractions and Integers - Fraction, Decimals and Percentage <p><u>Geometry</u></p> <ul style="list-style-type: none"> - Angle in parallel lines using angle facts - Angles in a triangle - Angles in a Quadrilateral <p><u>Algebra</u></p> <ul style="list-style-type: none"> - Constructing expressions - Using Expressions and Formulae - Expanding brackets in an expression - Factorizing Expressions 	<p><u>Numbers</u></p> <ul style="list-style-type: none"> - Percentages of an amount - Percentages increase and decrease - Reverse Percentage - Ordering decimals - Adding and subtracting decimals - Multiplying and Dividing decimal <p><u>Measurement</u></p> <ul style="list-style-type: none"> - Length, Mass, Weight and Capacity <p><u>Geometry and Shapes</u></p> <ul style="list-style-type: none"> - Polygons - Polygon - Interior angle and exterior angles algebraically. - Area and Perimeter of 2D shapes (including Trapezium) - Area and Perimeter of Compound Shapes - Volume and surface area - Surface area and volume of Prism - Transformation 	<p><u>Numbers</u></p> <p>Standard Form</p> <ul style="list-style-type: none"> - Ordinary form into standard form - Standard form into ordinary form <p><u>Algebra</u></p> <ul style="list-style-type: none"> • Simultaneous Equation <ul style="list-style-type: none"> - Two linear equation with same coefficient, - With different coefficients. • Equation of a straight line <ul style="list-style-type: none"> - Plotting - Find gradient - Form equation of a straight line. • Pythagoras Theorem <ul style="list-style-type: none"> - Figure question - Word problem

<ul style="list-style-type: none"> - HCF and LCM algebraically - Substituting in expressions - Linear equation in one variable - Linear Equation with brackets - Inequalities and number line - Law of indices for algebraic expressions <p><u>Statistics</u></p> <ul style="list-style-type: none"> - Data Handling - Mean median mode from frequency tables and raw data <p><u>Ratio and proportion</u></p> <ul style="list-style-type: none"> - Sharing in a ratio - Simplifying ratios - Using direct and inverse proportion - Time and Rate of Change 	<ul style="list-style-type: none"> - Reflection, Translation and rotation. - Stem and Leaf Diagram <p><u>Probability</u></p> <ul style="list-style-type: none"> - Mutually and exclusive outcomes - Exhaustive events - Use sample space to calculate probabilities <p><u>Statistics</u></p> <ul style="list-style-type: none"> - Data Handling - Construction of a Pie Chart and Bar graph. - Map Scale 	
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What can do at home to support your ward's learning at school

- Establish a consistent routine: Help your child develop a regular study routine for mathematics. Set aside specific times each day for focused study and practice. Consistency is key to building mathematical skills and concepts.
- Communicate with the teacher: Stay in touch with your child's mathematics teacher to understand the curriculum, learning objectives, and any areas where your child may need additional support. Ask for guidance on specific topics or concepts to focus on at home.
- Review and reinforce classwork: Encourage your child to review their class notes and textbooks regularly. Help them identify any areas of confusion or difficulty and provide assistance in clarifying concepts or solving problems.
- Provide real-world examples: Relate mathematical concepts to real-world situations to help your child see the practical applications of mathematics. For instance, involve them in activities such as budgeting, measuring ingredients while cooking, or calculating distances while traveling.
- Practice problem-solving: Encourage your child to solve a variety of mathematical problems, including word problems, to develop critical thinking and problem-solving skills. Work on problems together and guide them through the steps to arrive at solutions.
- Play math games: Engage your child in math games and puzzles that make learning enjoyable. Games like Sudoku, chess, tangrams, and card games can enhance logical reasoning and mathematical thinking.

- Offer support and encouragement: Be available to answer your child's questions and provide support when they encounter difficulties. Encourage their efforts and celebrate their achievements to boost their confidence in mathematics.
- Celebrate progress: Recognize and celebrate your child's progress and improvements in mathematics. Praise their efforts and acknowledge their hard work, which will motivate them to continue striving for success.

Websites that can help you if you would like some extra practice

- Mr Barton Maths
- 6 Great Digital Resources for KS3 Maths | Maths and Science | Teach Secondary
- Corbettmaths – Videos, worksheets, 5-a-day and much more
- Seneca - Learn 2x Faster (senecalearning.com)
- Key Stage 3 Mathematics | Oxford University Press (oup.com)

Books Suggested for read

- "Maths on the Go!" by Rob Eastaway: This book offers practical math activities that can be done outside the classroom. It includes fun exercises, puzzles, and games that promote mathematical thinking and problem-solving.
- "Mathematical Mindsets: Unleashing Students' Potential through Creative Math, Inspiring Messages, and Innovative Teaching" by Jo Boaler: This book explores the power of a growth mindset in mathematics and offers strategies to develop a positive and productive mathematical mindset.
- "Math Workout for the SAT" by Princeton Review: Although focused on SAT preparation, this book provides a range of math problems and exercises that can help Year 7 students strengthen their mathematical skills and problem-solving abilities.
- "Mathematics: A Very Short Introduction" by Timothy Gowers: This book offers a concise introduction to various mathematical topics, including numbers, logic, probability, and more. It provides an accessible overview of mathematical concepts and their applications.

SCIENCE



Programme of study

A high-quality science education provides the foundations for understanding the world through the specific disciplines of biology, chemistry and physics. Science has changed our lives and is vital to the world's future prosperity, and all pupils should be taught essential aspects of the knowledge, methods, processes and uses of science. Through building up a body of key foundational knowledge and concepts, pupils should be encouraged to recognise the power of rational explanation and develop a sense of excitement and curiosity about natural phenomena. They should be encouraged to understand how science can be used to explain what is occurring, predict how things will behave, and analyse causes.

Aims

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

- develop scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry and physics
- develop understanding of the nature, processes and methods of science through different types of science enquiries that help them to answer scientific questions about the world around them
- are equipped with the scientific knowledge required to understand the uses and implications of science, today and for the future.

Scientific knowledge and conceptual understanding

The programmes of study describe a sequence of knowledge and concepts. While it is important that pupils make progress, it is also vitally important that they develop secure understanding of each key block of knowledge and concepts in order to progress to the next stage. Insecure, superficial understanding will not allow genuine progression: pupils may struggle at key points of transition (such as between primary and secondary school), build up serious misconceptions, and/or have significant difficulties in understanding higher-order content.

Pupils should be able to describe associated processes and key characteristics in common language, but they should also be familiar with, and use, technical terminology accurately and precisely. They should build up an extended specialist vocabulary. They should also apply their mathematical knowledge to their understanding of science, including collecting, presenting and analysing data. The social and economic implications of science are important but, generally, they are taught most appropriately within the wider school curriculum: teachers will wish to use different contexts to maximise their pupils' engagement with and motivation to study science

The principal focus of science teaching in key stage 3 is to develop a deeper understanding of a range of scientific ideas in the subject disciplines of biology, chemistry and physics. Pupils should begin to see the connections between these subject areas and become aware of some of the big ideas underpinning scientific knowledge and understanding. Examples of these big ideas are the links between structure and function in living organisms, the particulate model as the key to understanding the properties and interactions of matter in all its forms, and the resources and means of transfer of energy as key determinants of all of these interactions. They should be encouraged to relate scientific explanations to phenomena in the world around them and start to use modelling and abstract ideas to develop and evaluate explanations.

Working scientifically

Through the content across all three disciplines, pupils should be taught to:



Scientific attitudes

- Pay attention to objectivity and concern for accuracy, precision, repeatability and reproducibility
- Understand that scientific methods and theories develop as earlier explanations are modified to take account of new evidence and ideas, together with the importance of publishing results and peer review

Experimental skills and investigations

- Ask questions and develop a line of enquiry based on observations of the real world, alongside prior knowledge and experience
- make predictions using scientific knowledge and understanding
- Select, plan and carry out the most appropriate types of scientific enquiries to test predictions, including identifying independent, dependent and control variables, where appropriate
- Use appropriate techniques, apparatus, and materials during fieldwork and laboratory work, paying attention to health and safety
- Make and record observations and measurements using a range of methods for different investigations; and evaluate the reliability of methods and suggest possible improvements

Analysis and evaluation

- Apply mathematical concepts and calculate results
- Present observations and data using appropriate methods, including tables and graphs
- Interpret observations and data, including identifying patterns and using observations, measurements and data to draw conclusions
- Present reasoned explanations, including explaining data in relation to predictions and hypotheses
- Evaluate data, showing awareness of potential sources of random and systematic error

Content

	TERM 1	TERM 2	TERM 3
BIOLOGY	<p><u>Breathing and Respiration</u> Understanding how we breathe Evaluating gas exchange in humans Investigating diffusion Exploring the effects of disease and lifestyle How muscles get energy Respiration in sports Comparing aerobic and anaerobic respiration Investigating fermentation</p> <p><u>Interactions of organisms in the environment</u> Food webs and importance of insects Interdependence Effects of toxins in the environment Exploring how organisms coexist</p>	<p><u>Photosynthesis</u> Understanding the importance of food Exploring how plants make food Exploring the role of stomata on leaves Investigating the importance of minerals in plants Chemosynthesis</p>	<p><u>The skeletal and muscular systems</u> Structure and functions of human skeleton. Biomechanics- interaction between skeleton and muscles Functions of muscles Investigating muscle strength</p>
CHEMISTRY	<p><u>Explaining physical changes</u> Properties of the states of matter Brownian motion Thermal expansion Evaporation Conservation of mass Diffusion in liquids and gases Difference between chemical and physical changes</p>	<p><u>Chemical changes</u> Neutralization reactions pH scale as indicator Acids and bases in daily life Combustion and displacement reactions Reactions of acids with metals Reactions of acids with alkalis Role of catalysts in a chemical reaction</p>	<p><u>Reactivity Series:</u> Order of metals and carbon in reactivity series Practical Investigation Use of carbon in obtaining metals from metal oxides</p>
PHYSICS	<p><u>Density</u> Density in terms of particle model Compare and contrast densities of different states of matter</p> <p><u>Pressure</u> How atmospheric pressure changes with height Pressure in liquids</p>	<p><u>Electricity</u> Current electricity – electric current in series and parallel circuits Potential difference, resistance Quantitative difference in resistance between conductors and insulators Static electricity- transfer of charges Electric field</p>	<p><u>Magnetism</u> Plotting of magnetic field lines using compass Testing the strength of magnets Describing the earth’s magnetic field Investigating electromagnetism Magnetic effect of current and DC motors</p>

What can do at home to support your ward's learning at school

- Encourage curiosity: Foster a sense of curiosity and wonder about the world around them. Encourage your child to ask questions and explore scientific topics that interest them.
- Provide resources: Make sure your child has access to age-appropriate science books, magazines, websites, and documentaries. These resources can expand their knowledge and help them delve deeper into scientific concepts.
- Create a learning environment: Set up a dedicated study area for your child with necessary materials like textbooks, notebooks, and stationery. Ensure the space is quiet, well-lit, and free from distractions.
- Communicate with their teacher: Establish open lines of communication with your child's science teacher. Attend parent-teacher meetings, ask about the curriculum, and discuss any concerns or questions you may have. This will help you understand what your child is learning and how you can support their studies at home.
- Conduct experiments: Encourage hands-on learning by conducting simple science experiments at home. Look for easy and safe experiments that align with the topics being covered in class. This can make science more enjoyable and help your child understand concepts better.
- Encourage critical thinking: Science involves asking questions, formulating hypotheses, and analyzing data. Encourage your child to think critically and independently. Ask them thought-provoking questions that require reasoning and evidence-based answers.
- Visit science-related places: Take your child to science museums, planetariums, zoos, or botanical gardens. These outings can be educational and fun, allowing your child to experience science in real-world settings.
- Emphasize the scientific method: Teach your child about the scientific method, which involves observation, forming hypotheses, conducting experiments, analyzing data, and drawing conclusions. Encourage them to apply this process to their own investigations.
- Celebrate achievements: Recognize and celebrate your child's achievements in science. Praise their efforts and accomplishments, which will boost their confidence and motivate them to continue studying science.

Websites that can help you if you would like some extra practice

- <https://www.sciencedaily.com/>
- <https://www.nasa.gov/kidsclub/index.html>
- <https://www.exploratorium.edu/explore>
- <https://www.ck12.org/student/>
- <https://sciencebob.com/>

Places to visit to discover more about Science

- The Dubai Mall Aquarium and Underwater Zoo (Dubai): This aquarium provides an immersive experience for your child to explore marine life. They can learn about various aquatic species, ecosystems, and conservation efforts.
- Dubai Science Park (Dubai): It is a dedicated science-focused community that promotes innovation and learning. They organize events, workshops, and exhibitions to engage students in scientific exploration.
- Sharjah Science Museum (Sharjah): This interactive museum offers hands-on exhibits, workshops, and shows covering various scientific disciplines. It encourages children to engage in practical learning and discover scientific principles.
- Abu Dhabi Science Center (Abu Dhabi): This center provides an array of exhibits and interactive displays that allow students to explore scientific concepts. It covers diverse subjects such as physics, biology, chemistry, and astronomy.
- Etihad Museum (Dubai): Although not solely focused on science, the Etihad Museum offers insights into the history and development of the UAE. It includes interactive displays and multimedia exhibits, providing opportunities to learn about the country's cultural and scientific progress.
- Al Qasba Science Center (Sharjah): This center offers interactive exhibits, workshops, and shows covering a range of scientific topics. It focuses on engaging children in STEM (science, technology, engineering, and mathematics) subjects through hands-on learning.
- Yas Waterworld (Abu Dhabi): While primarily a water park, Yas Waterworld incorporates elements of science in its attractions. It offers experiences related to water conservation, hydrodynamics, and engineering principles, providing an entertaining and educational visit.
- The Green Planet (Dubai): This indoor tropical rainforest is home to a diverse range of plant and animal species. It offers educational programs and exhibits focused on ecology, biodiversity, and environmental conservation.

Books Suggested for Reading

- Cambridge Checkpoint Science by Peter D. Riley, Mike Cole, and David Sang
- Activate 2: Key Stage 3 Science by Philippa Gardom Hulme, Jo Locke, Helen Reynolds, and Corrine Bragg
- Science: Key Stage 3 Study Guide by CGP Books
- Exploring Science: How Science works by Mark Levesley, Penny Johnson, Steve Gray and Iain Brand



Programme of study

Purpose of study

We believe we can make the Islamic Education and Arabic language more interesting and fun for our students, and make them able to communicate with the community around them in Arabic. The four skills (reading, writing, speaking, and listening) are a core issue for prime communication. therefore, they are central to children's' cultural and social development. We aim at developing the students' potential and ability to use their literacy skills competently and effectively in their learning.

Content

Arabic for Arabs:

Term 1

المحور	الدرس
يحلل الآيات، ويكتب معناها الإجمالي، ويبين الفكرة الرئيسية والأفكار الفرعية فيها، ويبين الأساليب البلاغية في الآيات، يكتب موضوعاً عن الإحسان إلى الوالدين	الإحسان إلى الوالدين
يحلل القصيدة وينثرها نثرًا أدبيًا، ويبين الأساليب البلاغية ومواطن الجمال، يكتب موضوعاً إقناعياً عن أحد الحكم الواردة في الآيات	من تجارب الحياة
يحدد الفكرة العامة من القصة، ثم يحللها تحليلاً أدبيًا مبيناً عناصرها الفنية وتقنيات الكتابة المستخدمة، يكتب قصة قصيرة عن التتمر	أعظم نعمة
يحلل النص المعلوماتي ويبين الفكرة الرئيسية والأفكار الفرعية، والأساليب المستخدمة، يكتب موضوعاً عن تظاهر الإنسان بما ليس فيه.	كن أنت
يحلل النص المعلوماتي ويبين الفكرة الرئيسية والأفكار الفرعية، والأساليب المستخدمة، يكتب موضوعاً عن فوائد وأضرار الإنترنت، مشكلة وحل.	الإدمان على الإنترنت
يحدد الفكرة العامة من القصة، ثم يحللها تحليلاً أدبيًا مبيناً عناصرها الفنية وتقنيات الكتابة المستخدمة، والأساليب البلاغية، يعيد كتابة القصة بأسلوبه ويضع خاتمة مختلفة للقصة.	العقد
يحلل النص المعلوماتي ويبين الفكرة الرئيسية والأفكار الفرعية، والأساليب المستخدمة، يكتب موضوعاً عن هواية التسوق بين الادخار والتبذير.	الأنفاق لا تكلف مالا
يميز أنواع الحال ويعربها إعراباً صحيحاً يستخدم الحال في كتاباته	الحال
يتعرف التمييز، ويعربه إعراباً صحيحاً ويوظفه في كتاباته	التمييز
يحدد أركان التشبيه ويصوغه، ويوظفه في كتاباته	التشبيه
يستخدم الطباق والجناس في كتاباته	الطباق، الجناس
يحلل النص المسموع، ويحدد فكرته الرئيسية والأفكار الفرعية، يكتب موضوعاً إقناعياً عن فوائد وأخطار السينما على المجتمع	صناعة السينما
يكتب نصوصاً وصفية، موظفاً الأساليب البلاغية والتشبيهية، يكتب نصوصاً سردية متقيداً بالعناصر والتقنيات الفنية للقصة القصيرة	الكتابة

Term 2

المحور	الدرس
يحلل النص المعلوماتي ويبين الفكرة الرئيسية والأفكار الفرعية، والأساليب المستخدمة، يكتب موضوعاً عن أهمية الادخار من أجل المستقبل.	القرش الأبيض
يحلل القصيدة وينثرها نثرًا أدبيًا، ويبين الأساليب البلاغية ومواطن الجمال، يكتب موضوعاً في وصف الطبيعة	روح الطبيعة
يحدد الفكرة العامة من القصة، ثم يحللها تحليلاً أدبيًا مبيناً عناصرها الفنية وتقنيات الكتابة المستخدمة، والأساليب البلاغية، يكتب موضوعاً عن تأثير البيئة في الأدب القصصي الإماراتي.	وداعاً يا أحبائي
يحلل القصيدة وينثرها نثرًا أدبيًا، ويبين الأساليب البلاغية ومواطن الجمال، يكتب موضوعاً في وصف الشتاء	النهر المتجمد
يحدد الفكرة العامة من القصة، ثم يحللها تحليلاً أدبيًا مبيناً عناصرها الفنية وتقنيات الكتابة المستخدمة، والأساليب البلاغية، يكتب موضوعاً نقاشياً عن الأسباب التي تدفع الأبناء لمخالفة أوامر والديهم، وهل لديهم عذر في ذلك؟.	غولة النهر
يحلل القصيدة وينثرها نثرًا أدبيًا، ويبين الأساليب البلاغية ومواطن الجمال، يكتب رسالة إلى صديق، مبيناً العلاقة التي يجب أن تكون بين المواطن ووطنه.	الإمارات نبض روحي وقلبي
يعرب الفعل المضارع المنصوب، ويوظفه في كتاباته	أدوات نصب الفعل المضارع
يعرب الفعل المضارع المجزوم ويوظفه في كتاباته	أدوات جزم الفعل المضارع
يحدد النعت بأنواعه، ويعربه، ويستخدمه في كتاباته.	النعت
يحدد أركان التشبيه ويصوغه، ويوظفه في كتاباته، يستخدم التشبيه والطباق والمقابلة في كتاباته	التشبيه، الطباق، المقابلة
يحلل النص المسموع، ويحدد فكرته الرئيسية والأفكار الفرعية، يكتب موضوعاً عن المهن التراثية في الإمارات العربية المتحدة	رجال اللؤلؤ
يكتب موضوعاً نقاشياً عن التعصب الأعمى للأفكار، يكتب مقالاً متقيداً بخطة كتابة المقال	الكتابة

Term 3

المحور	الدرس
يحدد الفكرة العامة من القصة، ثم يحللها تحليلاً أدبيًا مبيناً عناصرها الفنية وتقنيات الكتابة المستخدمة، والأساليب البلاغية، يكتب موضوعاً عن مشكلة عمالة الأطفال في سن مبكرة.	قصة نظرة
يحلل القصيدة وينثرها نثرًا أدبيًا، ويبين الأساليب البلاغية ومواطن الجمال، يكتب موضوعاً عن اختيار الصديق.	وإن من الشعر لحكمة
يحدد الفكرة العامة من القصة، ثم يحللها تحليلاً أدبيًا مبيناً عناصرها الفنية وتقنيات الكتابة المستخدمة، والأساليب البلاغية، يكتب موضوعاً عن أهمية الثقة بالنفس، ودورها في تغيير مسار حياة الإنسان.	اللوحة
يميز ركني الإضافة، ويعربهما، ويميز بين المضاف إليه والنعت، يوظف المضاف إليه والنعت في كتاباته.	التركيب الإضافي
يعرب ضمائر الجر المتصلة إعراباً صحيحاً	ضمائر الجر المتصلة
يميز الاقتباس والتضمين في النصوص الأدبية، ويستخدمها في كتاباته	الاقتباس والتضمين
يميز نوعي الجنس، ويستخدمه في كتاباته	الجناس
يحلل النص المسموع، ويحدد فكرته الرئيسية والأفكار الفرعية، يكتب موضوعاً عن أشهر القصص الشعبية في بلده	الحكواتي
يكتب نصوصاً سردية، متقيداً بعناصر والتقنيات الفنية للنص السردية، ويكتب رسائل أدبية، متقيداً بمخطط الرسالة	الكتابة

What can do to at home to support your ward's learning at school

- تشجيع الطالب على القراءة الحرة من خلال منصة عسافير أو القصص المتوفرة على الإنترنت.
- مناقشة فهم القصص المقروءة وتحليلها تحليلًا أدبيًا (الشخصيات – الزمان – المكان – المشكلة – النهاية).
- التدريب على مهارة تغيير عنصر فني في القصة (لغة – مكان – نهاية مختلفة).
- مراجعة القواعد النحوية التي سبق دراستها.
- التدريب على مهارة البحث عن المفردات الجديدة (قاموس المعاني)
- تخصيص وقت محدد كل يوم للتحدث باللغة العربية الفصحى أو التعبير عن موقف معين بالفصحى.
- كتابة موضوع ومراجعتة مع الطالب والتركيز على الأساليب البلاغية وضبط اللغة والنحو والتفكير.

Websites that can help you if you would like some extra practice

- <https://www.youtube.com/@thewinchesterschool-jebela9982>
- <https://madrasa.org/>
- <https://www.youtube.com/@Madrasa/featured>
- <https://www.almaany.com/>
- <https://mawdoo3.com/>
- <https://www.almrsal.com/>

Places to visit to discover more about Arabic.

- مكتبة محمد بن راشد الذكية دبي
- مسجد الشيخ زايد الكبير أو ظبي
- متحف الشارقة للحضارة الإسلامية الشارقة
- قصر الحصن أبو ظبي
- حي الفهيدي ومنطقة السيف
- الحي التراثي عجمان

Books suggested for read

قراءة القصص من منصة عسافير

<https://3asafeer.com>



Arabic for Non -Arabs:

Term 1

<p>الحياة قديماً وحديثاً في درس الحياة في الماضي والحاضر يتعلم الطالب كلمات جديدة عن الماضي والحاضر ويقارن بين الملابس والطعام والمواصلات والخدمات قديماً وحديثاً.</p>	<p>Life in the Past and Present In this topic, students will learn new vocabulary about life past and present and also, compare traditional cloth and modern cloth, food, streets, services, and transportation in the past and present.</p>
<p>أعياد ومناسبات في هذا الدرس يتعلم الطالب أساليب أدبية تساعده في وصف المناسبات والاحتفالات مع الأسرة والأصدقاء مثل احتفالات رأس السنة والعيد الوطني و عيد الميلاد و عيد الأم وهكذا.</p>	<p>festivals occasions in this topic, students will learn literacy styles to help them to describe celebrations and occasions such as birthdays, new year's, national days, Mother's Dayetc.</p>
<p>ذكريات الطفولة في هذا الدرس يتعلم الطالب الكلمات الجديدة والصور الجمالية مثل التشبيه والتشخيص في وصف ذكرياته مع أسرته وأصدقائه.</p>	<p>Childhood memories in this topic, students will learn new vocabulary and figurative devices to help them to describe their childhood memories such as simile and personification.</p>



Term 2

<p>وظائف مستقبلية في هذا الدرس يتعلم الطالب الكلمات الجديدة وكيف يصمم سيرته الذاتية وأيضاً كيف يجري مقابلة شخصية مع صاحب العمل.</p>	<p>The future jobs In this topic, students will learn new vocabulary and how to design their .C.V, and also how to do an interview with the manager.</p>
<p>وقت الأسرة في هذا الدرس يتعلم الطالب الكلمات الجديدة وأن يقدم أسرته لأصدقائه وأيضاً يصف الوقت مع الأسرة باستخدام الأساليب الأدبية والصور الجمالية التي تعلمها.</p>	<p>Family and the child In this topic, students will learn the new vocabulary to introduce their families to their friends and describe</p>

	the time they spend with their families using the literacy style and figurative devices.
النظافة في هذا الدرس يصف الطالب نظافة الأماكن العامة وأهمية النظافة الشخصية باستخدام الأساليب الأدبية والصور الجمالية.	Cleanliness In this topic, students will describe public places hygiene and the importance of personal hygiene <i>using</i> literacy styles and figurative <i>devices</i>



Term 3

التنمر في هذا الدرس يناقش الطالب أضرار التنمر على صحة الأطفال وينصح أصدقائه بعدم التنمر للحفاظ على المجتمع.	Bullying In this topic, students will describe public places hygiene and the importance of personal hygiene <i>using</i> literacy styles and figurative <i>devices</i>
العمل التطوعي في هذا الدرس يوضح الطالب أهمية العمل التطوعي ومساعدة البلاد التي يحدث فيها كوارث طبيعية ويبيدي رأيه في ذلك.	Volunteer work In this topic, students will clarify the importance of volunteering work to help countries face natural disasters and give their opinions on it.



What can do to at home to support your ward's learning at school

- Encourage your child to watch Arabic videos and short films and read Arabic stories that include basic expressions, communication phrases, greetings, and self-expression. This practice should be repeated on a daily basis for ten minutes, for example.
- Ask your child to use The Winchester YouTube channel as this platform is full of hundreds of videos, resources, and explanations that can help the child improve the four skills.
- Collect and arrange some resources that can help your child learn Arabic flexibly and easily. This can include textbooks, mobile apps, or language learning websites magazines, newspapers, or even Arabic TV shows. Explore the available options and find resources that suit your child's learning style and interests.

- Ask your child from time to time repeatedly to write a description of the life topics surrounding him, such as the store, restaurant, airport, market, the family, and then have realistic conversations with people in those places so that they can express themselves within conducting such dialogues.
- Ensure your child is done homework and assignments: Ask your child whether their Arabic homework and assignments are done or they need further assistance and guidance.
- Ask your child to create themselves Arabic videos and recordings reflecting what they have learned in the class to be more confident in speaking.
- Ask your child to act the role of being your Arabic instructor to teach you daily some new Arabic structures and expressions, this would help them be more confident and it would reflect on their progress and attainment.

Places to visit to discover more about Arabic.

- Ibn Battuta Mall
- Qasr Al Hosn
- Dubai Museum
- Alsafa Park
- Masdar City
- Al Ain Oasis
- Al Qasba Sharjah

Websites that can help you if you would like some extra practice

<https://www.youtube.com/@thewinchesterschool-jebela9982>

<https://learnarabiconline.ksu.edu.sa/Account/Login.aspx>

<https://3asafeer.com/>

https://www.youtube.com/results?search_query=learn+arabic+in+3+minut

Books suggested for read

Books shared on Asafeer Platform.

<https://3asafeer.com>

Islamic Arabs Term 1



المحور	الدرس
القرآن الكريم – تفسير الآيات من سورة يس وتوضيح دلالاتها	صدق الرسول مع قومه
أحكام التلاوة – تطبيق أحكام المد بشكل سليم في التلاوة	أحكام المد الأصلي
الحديث الشريف – استنتاج العلاقة بين إخلاص النية وقبول الأعمال	الأعمال بالنيات
الحديث الشريف – بيان دلالة الحديث الشريف والتميز بين الكسب الطيب والخبيث	الكسب الطيب
قيم الإسلام وأدابه – بيان فضائل الإخلاص وعلاماته وأثاره والأمور المعينة عليه	الإخلاص
القضايا المعاصرة والهوية – استنتاج أهمية الأمن للفرد والمجتمع	نعمة الأمن
الحديث الشريف – توضيح دلالة الحديث الشريف والأعمال التي تقرب إلى الله	التقرب إلى الله تعالى
القرآن الكريم – تفسير الآيات من سورة يس والدروس المستفادة من قصة أصحاب القرية	أصحاب القرية
العقيدة الإيمانية – استنتاج أهمية الإيمان بالقضاء والقدر للمسلم	الإيمان بالقضاء والقدر
أحكام الإسلام ومقاصده – توضيح كيفية أداء الصلوات ذات الأسباب	الصلوات ذات الأسباب
شخصيات إسلامية – استنباط الدروس والعبر المستفادة من سيرة الشفاء	الشفاء بنت عبد الله

Term 2

المحور	الدرس
القرآن الكريم – تفسير الآيات من سورة يس وتوضيح دلالاتها	قصة مؤمن آل يس
قيم الإسلام وأدابه – بيان آداب السفر وفوائده	آداب السفر
الحديث الشريف – استنباط فضائل المساجد الثلاثة	أقدس بيوت الله
أحكام الإسلام ومقاصده – بيان مفهوم العمرة وأحكامها وفضائلها	أحكام العمرة
أحكام التلاوة – تطبيق أحكام المد بشكل سليم في التلاوة	المد الفرعي
الحديث الشريف – استنتاج فضائل المؤمن وثمرات ذلك على حياته	فضائل المؤمن
الحديث الشريف – استنباط حرمة النفس البشرية في الإسلام	حرمة ترويع الإنسان
القرآن الكريم – تفسير الآيات من سورة يس وتوضيح دلالاتها	قدرة الله تعالى
قيم الإسلام وأدابه – تحديد مجالات التلاحم المجتمعي ووسائله	تلاحم المجتمع
السيرة النبوية – بيان دور الرسول (ص) في استقرار أسرته	أنا خيركم لأهلي

Term 3

المحور	الدرس
القرآن الكريم – تفسير الآيات من سورة يس وتوضيح دلالاتها	الطريق إلى الجنة
الحديث الشريف – بيان فضل صلة الرحم في الإسلام	صلة الأرحام
الحديث الشريف – استنتاج خطورة التقليد الأعمى على المجتمع	الافتداء في الخير
أحكام الإسلام ومقاصده – توضيح أحكام الأيمان وكفارتها وأنواع النذر	الأيمان والنذور
السيرة النبوية – شرح الدروس المستفادة من غزوة حنين	غزوة حنين
القضايا المعاصرة والهوية – شرح مبادئ الإسلام في الوقاية من الأمراض	صحتي مسؤوليتي
شخصيات إسلامية – توضيح دور الإمام الشافعي في خدمة السنة والفقهاء	الإمام الشافعي
القرآن الكريم – تفسير الآيات من سورة يس وتوضيح دلالاتها	أدلة وحدانية الله

What can do to at home to support your ward's learning at school

- حث الأبناء على حفظ ما تيسر من القرآن الكريم والمتابعة معهم ومراجعة قصار السور.
- القراءة مع الأبناء في السنة النبوية وحثهم على حفظ بعض الأحاديث كالأربعين النووية.
- حث الأبناء على المحافظة على صلاة الجماعة، وقول الأذكار.
- قراءة الكتب الدينية مع الأبناء مثل كتب السيرة – وكتاب (ما لا يسع أطفال المسلمين جهله).
- تخصيص وقت للأبناء لمناقشتهم في بعض القيم الإسلامية مثل الصدق والأمانة والتسامح.

Websites that can help you if you would like some extra practice

- <https://www.youtube.com/@Mobdeoon>
- <https://surahquran.com/50.html>
- <https://www.youtube.com/@AcademyZAD/videos>
- <https://www.awqaf.gov.ae/ar/Pages/Default.aspx>

Places to visit to discover more about Islamic.

- الحديقة القرآنية في دبي
- مسجد الشيخ زايد الكبير
- الجامع الأزرق في دبي

Islamic Non-Arabs: Term 1

Topic	Theme
Honesty of the Prophet (P.B.U.H)	The theme is Quran. Students will learn the benefits of honesty and consequences of dishonesty of a society.
ACTS ARE JUGED BY INTENTION	The theme is Hadeeth. Students will learn the importance of a sincere intention while doing good deeds.
SINCERITY	The theme is values & manners. Students will learn the how does sincerity effect a society.
GOOD EARNING	The theme is Hadeeth. Students will learn the positive effect of halal earning on an individual and society.
THE GIFT OF SECURITY	The theme is issues & identity. Students will learn the importance & significance of security
PEOPLE OF THE CITY	The theme is Quran. Students will learn the position of the people of the city toward the messengers of Allah,
GETTING CLOSER TO ALLAH	The theme is Quran. Students will learn about the good deeds that can take us closer to Allah.
BELIEF IN THE DIVINE DECREE AND PREDESTINATION	The theme is Aqeedah. Students will learn how does this belief teach us to be patient during hard times.

Term 2

Topic	Theme
PRAYERS OF CERTAIN PURPOSES	The theme is Acts of worship. Students will learn to explain the rules of certain prayers and its requirements by giving examples from Quran.
THE HOLIEST MOSQUES	The theme is Hadeeth. Students will learn the respect and etiquettes of visiting the great mosques and the wisdom behind it,
THE CONQUEST OF MAKKAH	The theme is biography of Prophet (P.B.U.H). Students will learn to highlight the qualities practiced by Prophet (P.B.U.H) during the conquest of Makkah
THE POWER OF ALLAH SURAH YASIN	The theme is Quran. Students will learn the significance of social solidarity by implementing the moral qualities
MERITS OF THE BELIEVER	The theme is Hadeeth. Students will learn the position of the people of the city toward the messengers of Allah,
SOCIAL COHESION	The theme is values & manners. Students will learn about the benefits a society can achieve while developing social Cohesion among its people.
PROHIBITION OF FRIGHTENING PEOPLE	The theme is Hadeeth. Students will learn about the consequences of not having a pure heart towards others
I AM THE BEST OF YOU TO MY FAMILY	The theme is biography of Prophet (P.B.U.H). Students will learn the role of everyone's responsibility in order to build a balanced family system.
THE PATH TO PARADISE	The theme is Quran. Students will learn the effects and the role of good qualities in our lives

Term 3

Topic	Theme
MODELLING GOOD DEEDS	The theme is Hadeeth. Students will learn the importance and benefits of good deeds.
OATHS AND VOWS	The theme is acts of worship. Students will learn the rules need to follow for oaths
THE BATTLE OF HUNAYN	The theme is seerah. Students will learn the strategies used during the time of prophet (p.b.u.h) and compare these strategies with today's war strategies by comparing advantages and disadvantages of these strategies.

MY HEALTH IS MY RESPONSIBILITY	The theme is identity and contemporary issues. Students will learn the importance of being healthy in multiple areas in our lives
EVIDENCE OF THE ONENESS AND POWER OF ALLAH (تعالى - (SURAT YASIN 69-83	The theme is Quran. Students will learn the importance and effects of Tawheed on all of us.
MAINTAINING THE TIES OF KINSHIP	The theme is Hadeeth. Students will learn the <i>respect and good treatment to relatives and the wisdom behind it.</i>
KNOWLEDGE BRINGS ENLIGHTENMENT AND HIGH STATUS	The theme is Islamic values & manners. Students will learn the importance of the habit of reading effect positively in the attitude.
I READ IN THE NAME OF MY LORD	The theme is Aqedah. Students will learn the habit of reading effect positively in the attitude.
IMAM AL-SHAFE'I	The theme is personalities. THE LESSONS LEARNED FROM THE BIOGRAPHY OF IMAM AL-SHAFE'I. Students will learn the significance of social solidarity by implementing the moral qualities.

What can do to at home to support your ward's learning at school

- Encourage children to memorize as much of the Quran as possible and follow up with them, reviewing short Surahs.
- Read the Prophet's biography with children and encourage them to memorize some of the hadiths, such as the Nawawi's Forty Hadiths or short hadiths about manners.
- Encourage children to maintain congregational prayers and recite supplications.
- Revise and work on "Islam is may way of living book".
- Allocate time to discuss Islamic values with children, such as honesty, trustworthiness, and tolerance.

Websites that can help you if you would like some extra practice

<https://www.wordofallah.com/tafseer>

<https://sunnah.com/>

<https://www.youtube.com/@thewinchesterschool-jebela9982/playlists>

Places to visit to discover more about Islamic:

- Quranic Park in Dubai
- The Sheikh Zayed Grand Mosque in Abu Dhabi
- Sharjah Museum of Islamic Civilization

Humanities



Programme of study

History

Purpose of study

A high-quality history education will help pupils gain a coherent knowledge and understanding of Britain's past and that of the wider world. It should inspire pupils' curiosity to know more about the past. Teaching should equip pupils to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

Aims

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

- know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses
- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
- gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

Geography

Purpose of study

A high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth’s key physical and human processes. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth’s features at different scales are shaped, interconnected and change over time.

Aims

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

- develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
- understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time

are competent in the geographical skills needed to:

- collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
- interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
- communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

Content

History

TERM 1	TERM 2	TERM 3
Skills Bank: Being a Historian (source reading skills) Britain as the first industrial nation – impact on society Enlightenment in Europe & Britain- 17 th century thinkers & scientists, founding of the Royal Society	Development of Democracy in 18 th – 19 th Century Britain: Glorious Revolution & power of parliament, party politics, extension of franchise, women suffrage and social reforms.	British Empire & Trade: India- first contact/policies and events of 1857

Geography

TERM 1	TERM 2	TERM 3
Map skills: GIS, OS maps, 6 figure grid references	Coasts- Waves & tides, Coastal processes & landforms	Climate change & global warming
Biomes: China	Weather and climate: reading and interpreting weather & climate maps/data, factors affecting the climate	
Human Geography: Population, Settlements & Urbanisation		

What can do to at home to support your ward’s learning at school

- Establish a study routine: Help your students create a consistent study routine at home. Set aside specific times for studying humanities subjects, ensuring they have a dedicated and quiet space to work in.
- Provide necessary resources: Ensure your students have access to relevant textbooks, workbooks, and online resources. Share links to educational websites, videos, and interactive platforms that can supplement their learning.
- Encourage reading: Recommend age-appropriate books related to history and geography that they can read independently. Encourage them to explore historical fiction, biographies, and travel books that can deepen their understanding and engagement with the subjects.
- Facilitate discussions and debates: Encourage students to discuss and debate historical and geographical topics with you.
- Provide feedback and support: Regularly review and provide feedback on your students' work. Offer guidance, clarify concepts, and answer their questions promptly. Encourage them to seek help when needed and create an open and supportive environment for their learning

Websites that can help you if you would like some extra practice

For History:

<https://www.historyskills.com/source-criticism/analysis/perspective/#:~:text=Perspective%20is%20the%20'point%20of,position%2C%20beliefs%2C%20and%20values>

<https://www.bl.uk/restoration-18th-century-literature/articles/the-enlightenment#:~:text=The%20Enlightenment%20%E2%80%93%20the%20great%20'Age,the%20Napoleonic%20Wars%20in%201815>

https://www.bbc.co.uk/history/british/empire_seapower/jardineih_01.shtml#:~:text=In%20Britain%2C%20scientific%20development%20reached,impact%20on%20people's%20everyday%20lives

https://www.bbc.co.uk/history/british/civil_war_revolution/glorious_revolution_01.shtml

[https://www.parliament.uk/about/living-](https://www.parliament.uk/about/living-heritage/transformingsociety/electionsvoting/womenvote/overview/thevote/#:~:text=In%201918%20the%20Representation%20of,of%20women%20in%20the%20UK)

[heritage/transformingsociety/electionsvoting/womenvote/overview/thevote/#:~:text=In%201918%20the%20Representation%20of,of%20women%20in%20the%20UK](https://www.parliament.uk/about/living-heritage/transformingsociety/electionsvoting/womenvote/overview/thevote/#:~:text=In%201918%20the%20Representation%20of,of%20women%20in%20the%20UK)

<https://webarchive.nationalarchives.gov.uk/ukgwa/20210802113223/https://www.nationalarchives.gov.uk/education/empire/g1/cs3/default.htm>

<https://www.bl.uk/collection-items/proclamation-by-the-queen-in-council-to-the-princes-chiefs-and-people-of-india>

For Geography:

<https://www.jkgeography.com/population-pyramids.html>

<https://www.bbc.co.uk/bitesize/guides/zg7jk2p/revision/2>

<https://www.bbc.co.uk/bitesize/guides/zg7jk2p/revision/2>

<https://www.bbc.co.uk/bitesize/topics/zydk4xs/articles/zk9h6g8>

<https://education.nationalgeographic.org/resource/five-major-types-biomes>

<https://kids.nationalgeographic.com/geography/countries/article/china>

<https://www.bbc.co.uk/bitesize/guides/z2dmn39/revision/2>

<https://www.bbc.co.uk/bitesize/guides/z2dmn39/revision/2>

<https://ecn.ac.uk/what-we-do/education/tutorials-weather-climate/climate/factors-affecting-climate>

Places to visit to discover more about History & Geography

Al Fahidi Historic District

Al Ain National Museum

Qasr Al Hosn

Heritage Village-Abu Dhabi

Umm Al Quwain Museum

Dubai Creek

Dubai Desert Conservation Reserve

Hatta

Abu Dhabi Cornich

Books Suggested for read

For History:

1. "Little History of the World" by E. H. Gombrich
2. "The Usborne Encyclopedia of World History" by Jane Bingham and Fiona Chandler
3. "The Story of the World: History for the Classical Child" by Susan Wise Bauer
4. "Chasing Lincoln's Killer" by James L. Swanson

For Geography:

1. "Prisoners of Geography: Ten Maps That Tell You Everything You Need to Know About Global Politics" by Tim Marshall
2. "The Travel Book: A Journey Through Every Country in the World" by Lonely Planet
3. "Atlas Obscura: An Explorer's Guide to the World's Hidden Wonders" by Joshua Foer, Dylan Thuras, and Ella Morton
4. "Geography: A Visual Encyclopedia" by DK
5. "Mapping the World: An Illustrated History of Cartography" by Ralph E. Ehrenberg
6. "Geography: Ideas in Profile" by Danny Dorling
7. "The Incredible Plate Tectonics Comic: The Adventures of Geo, Vol. 1" by Kanani K. M. Lee and Steve W. Lee

French



Programme of study

Purpose of study

Learning a foreign language is a liberation from insularity and provides an opening to other cultures. A high-quality languages education should foster pupils' curiosity and deepen their understanding of the world. The teaching should enable pupils to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. It should also provide opportunities for them to communicate for practical purposes, learn new ways of thinking and read great literature in the original language. Language teaching should provide the foundation for learning French languages, equipping pupils to study and work in other countries.

Aims

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

- understand and respond to spoken and written French language from a variety of authentic sources
- speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation
- can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt
- discover and develop an appreciation of a range of writing in the language studied.

TERM 1	TERM 2	TERM 3
1. Elle joue au foot, il joue du piano - to revise the vocabulary related to sports and music; to use prepositions "à" and "de" with different verbs; to conjugate verbs in the present tense	``Voyages et vacances`` -to learn vocabulary related to travel and holidays	``une visite en France`` -to learn the vocabulary related to town, directions, trip to France
2- ``Ma journée`` -to talk about your daily routine; to conjugate reflexive verbs in the present tense; to review saying the time	``À l'étranger`` -to name countries and cities and to say which countries you'd like to go to; to use prepositions with geographical names; to form and use the conditional mood	``Qu'est-ce qu'il y a ici?`` -to talk about what's available in a town; to prepare a publicity brochure; to develop conversational skills asking and answering questions

<p>3- ``<u>À la maison</u>`` -to name different household chores; to conjugate a range of regular and irregular verbs in the present tense</p>	<p>``<u>À pied ou en voiture</u>`` -to name means of transport; to use prepositions “à” and “en” with means of transport; to give opinions and feedback about different means of transport</p>	<p>``<u>C'est où, la plage?</u>`` -to understand and to give directions in a town</p>
<p>4- ``<u>J'ai donné un coup de main</u>`` -to say what you have/haven't done to help at home; to conjugate regular and irregular verbs in the past perfect tense using auxiliary verbs AVOIR and ÊTRE; to adapt a text.</p>	<p>``<u>Vacances de rêve</u>`` -to say where you went on holiday; to use the past perfect tense to describe a past trip or holidays</p>	<p>``<u>Visite à Paris</u>`` -to describe and to plan your visit in Paris; to understand information on tourists' attractions; to use future tenses, to compare near future with the simple future tense</p>
	<p>``<u>C'était vraiment sympa!</u>`` -to give opinions about past holidays using a range of adjectives, to conjugate verbs in the past imperfect tense; to write a text on a familiar topic using a range of vocabulary and grammatical structures</p>	<p>``<u>C'était vraiment super!</u>`` -to speak about your visit to France; to compare different regions in France; to use present and past tenses to describe holidays.</p>

What can do to at home to support your ward's learning at school

- Encourage regular practice: Encourage your child to practice French regularly. Consistent practice is essential for language learning. Set aside specific times for practicing French, such as daily study sessions or language practice with a tutor.
- Create a language-rich environment: Surround your child with French language materials and resources. This can include books, magazines, newspapers, or even French TV shows and movies. By immersing your child in the language, they will have more exposure to French and opportunities to practice.
- Provide resources: Gather resources that can help your child learn French effectively. This can include textbooks, online courses, mobile apps, or language learning websites. Explore the available options and find resources that suit your child's learning style and interests.
- Encourage cultural immersion: Learning a language is not just about grammar and vocabulary; it also involves understanding the culture and traditions associated with that language. Encourage your child to explore French culture through activities like trying French cuisine, attending cultural events or festivals, or watching French films or documentaries.
- Celebrate achievements: Acknowledge and celebrate your child's progress and achievements in learning French. Praise their efforts and provide positive reinforcement. Recognize their milestones, such as successfully completing a difficult lesson or achieving a good grade on a test. This will motivate and encourage them to continue learning.

Websites that can help you if you would like some extra practice

<https://www.francaisfacile.com/>

<https://www.lingolia.com/en/>

https://www.logicieleducatif.fr/index_conjugaison_grammaire.php

<https://lingua.com/french/reading/>

<https://www.alloprof.qc.ca/fr/eleves/bv/francais/l-imperatif-f1517>

<https://lecoursdefrancais.weebly.com/>

Places to visit to discover more about ART

Alliance Française Dubai

French Film Festivals

French Cultural events

Books Suggested for read

<https://pdfgratuits.blogspot.com/2017/10/13-livres-pour-enfant-gratuits-pdf.html>

<https://lireligne.net/>

<https://infolivres.org/livres-gratuits-pdf/>



Programme of study

Purpose of study

A high-quality computing education equips pupils to use computational thinking and creativity to understand and change the world. Computing has deep links with mathematics, science, and design and technology, and provides insights into both natural and artificial systems. The core of computing is computer science, in which pupils are taught the principles of information and computation, how digital systems work, and how to put this knowledge to use through programming. Building on this knowledge and understanding, pupils are equipped to use information technology to create programs, systems and a range of content. Computing also ensures that pupils become digitally literate – able to use, and express themselves and develop their ideas through, information and communication technology – at a level suitable for the future workplace and as active participants in a digital world.

Aims

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

- can understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation
- can analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems
- can 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.

Content

Term 1	Term 2	Term 3
<p><u>Digital citizenship</u></p> <ul style="list-style-type: none"> ✓ Role of digital media in everyday life. ✓ Digital footprints. ✓ Ways to make the most of social media while still caring 	<p><u>Operating system and computer architecture:</u></p> <ul style="list-style-type: none"> ✓ Hardware and software components that make up computer systems, and how 	<p><u>Effects of using it:</u></p> <ul style="list-style-type: none"> ✓ Effects of microprocessor-controlled devices in the home, including: their effects on leisure time, social

<p>for the digital footprints of themselves and others.</p> <p><u>Networking and the internet</u></p> <ul style="list-style-type: none"> ✓ Importance of a computer network. ✓ Different types of network with its advantages and disadvantages. ✓ Comparison between LAN,MAN,WAN,WLAN along with applications. ✓ Comparison between internet and WWW. ✓ How domain names and IP addresses are linked and the role of DNS. ✓ Advantages and limitations of communication over the internet ✓ Network security issues <p><u>Problem solving-pseudocode</u></p> <ul style="list-style-type: none"> ✓ Data types: Integer, Real, Char, String, Boolean. ✓ Use pseudo code for assignment using the following commands: ✓ INPUT and OUTPUT (e.g. READ and PRINT) ✓ Use of conditional statements and solve the real real-life scenarios. 	<p>they communicate with one another and with other systems</p> <ul style="list-style-type: none"> ✓ Main components of a general-purpose computer: central processing unit, main/internal memory (including ROM and RAM), input devices, output devices and secondary/backing storage. ✓ Need for an operating system and describe various user interfaces associated with operating systems; ✓ Purpose of secondary/backing up storage. ✓ Differentiate between the types of Interfaces including Graphic User Interface, command line interface <p><u>Online services</u></p> <ul style="list-style-type: none"> ✓ Key features of online services and its impact on our lives. ✓ Recommend the use of online services within an organization. <p><u>Python Programming</u></p> <ul style="list-style-type: none"> ✓ Solve a variety of computational problems; make appropriate use of data types; design and develop modular programs that use conditional statements. ✓ Use Python programming language to solve a variety of computational problems ✓ Conditional flow control and Selection 	<p>interaction, the need to leave the home.</p> <ul style="list-style-type: none"> ✓ Capabilities and limitations of IT. ✓ Use of IT equipment and develop strategies to minimize the health risks <p><u>Graphics creation</u></p> <ul style="list-style-type: none"> ✓ Setting up a document ✓ Creating an image ✓ Sketch using Vector Graphics Editor.
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What can do to at home to support your ward's learning at school

- Provide access to technology: Ensure your child has access to a computer or laptop with internet connectivity. If possible, provide them with a dedicated device for their personal use. This will allow them to explore and practice ICT skills at home.
- Set guidelines for responsible technology use: Establish clear guidelines and expectations regarding the responsible use of technology. Discuss topics such as online safety, digital citizenship, and appropriate screen time. Teach your child about online privacy, the importance of protecting personal information, and how to navigate the digital world safely.
- Encourage problem-solving and critical thinking: ICT skills often involve problem-solving and critical thinking. Encourage your child to tackle technology-related challenges independently, such as troubleshooting issues with their devices or exploring new software or applications. Encourage them to find solutions on their own or seek guidance when needed.
- Encourage participation in technology-related activities: Encourage your child to participate in technology-related activities, such as robotics clubs, coding competitions, or ICT workshops. These activities provide opportunities for hands-on learning, collaboration with peers, and exposure to real-world applications of ICT.
- Be a role model: Model positive technology use and demonstrate how ICT skills can be applied in everyday life. Share with your child how you use technology for work, research, communication, and creative pursuits. Involve them in age-appropriate technology-related tasks, such as researching a topic online or collaborating on a digital project together.
- Encourage regular practice: ICT skills improve with practice, so encourage your child to spend regular time working on ICT-related activities. This can include coding exercises, online tutorials, or practicing software applications.
- Support their research: Help your child find reliable online resources and websites related to their ICT topics. Teach them how to search effectively and critically evaluate information they find online.
- Discuss their learning: Engage in conversations about your child's ICT lessons and projects. Ask them what they've learned, what challenges they faced, and encourage them to explain concepts or demonstrate their work to you. This will reinforce their understanding and help them consolidate their knowledge.
- Explore educational apps and websites: There are numerous educational apps and websites that can support your child's ICT learning. Look for interactive platforms that offer engaging activities, tutorials, and quizzes to reinforce their knowledge.
- Encourage creativity and problem-solving: ICT is not just about learning specific tools and techniques; it also involves creativity and problem-solving. Encourage your child to think critically, come up with innovative solutions, and engage in creative projects using ICT tools.
- Stay informed: Keep yourself updated about the latest trends and developments in the field of ICT. This will help you have informed discussions with your child and support them effectively.

Websites that can help you if you would like some extra practice

- **Code.org** (<https://code.org/>): Code.org offers a variety of interactive coding lessons and activities suitable for students of all ages. It covers different programming languages and concepts, making it an excellent resource for practicing coding skills.
- **Scratch** (<https://scratch.mit.edu/>): Scratch is a free platform that allows you to create interactive stories, games, and animations using block-based programming. It's a great way to practice coding skills while unleashing your creativity.
- **TypingClub** (<https://www.typingclub.com/>): TypingClub is an online typing tutor that can help you improve your typing speed and accuracy. Efficient typing skills are essential for any ICT-related tasks, so this website can be quite beneficial.
- **Codecademy** (<https://www.codecademy.com/>): Codecademy offers interactive coding lessons in various programming languages, web development, data science, and more. It provides hands-on exercises and real-time feedback to enhance your coding skills.
- **W3Schools** (<https://www.w3schools.com/>): W3Schools is a comprehensive web development resource that offers tutorials, references, and practice exercises for HTML, CSS, JavaScript, and other web technologies. It's an excellent website for learning and practicing web development skills.
- **Microsoft Learn** (<https://docs.microsoft.com/en-us/learn/>): Microsoft Learn offers a wide range of free courses and learning paths for different Microsoft technologies and tools. It can be a valuable resource if you want to explore Microsoft applications, cloud computing, or software development.
- **Udemy** (<https://www.udemy.com/>): Udemy is an online learning platform that offers a vast collection of courses on various ICT-related topics. While some courses are paid, there are often discounts available, and you can find high-quality courses taught by industry professionals.

Places to visit to discover more about ICT

- Dubai Future Foundation
- Dubai Internet City
- Etisalat innovation Center
- Abu Dhabi innovation hub
- Museum of the Future

Books Suggested for read

- "Coding Games in Scratch" by Jon Woodcock: This book teaches coding concepts through the creation of interactive games using Scratch. It provides step-by-step instructions, game examples, and tips for developing coding skills.
- "Raspberry Pi Projects for Kids" by Daniel Bates: This book introduces coding and physical computing using the Raspberry Pi microcomputer. It includes hands-on projects that combine coding, electronics, and robotics to create fun and interactive experiences.

UAE Social Studies

UAE Social Studies curriculum is based on the guidelines and the framework provided by the MOE. UAE National and Social Studies Curriculum aims to equip individuals with a grounding in the common knowledge of the past, human geography, sociology, economics, information literacy and information processing to create an awareness of the commonality of humanity and to understand the value of lifeline learning.

TERM 1	TERM 2	TERM 3
<p>1. East Asia</p> <ul style="list-style-type: none"> ● The Geography of East Asia ● Engineering & Civilization in Ancient China ● Chinese Technology, Science & Medicine ● Spreading Cultures in China & Southeast Asia ● Culture through Art in China in 1770 ● 6. Korea's Renaissance (1392-1910 CE) 	<p>1. Developments in South Asia</p> <ul style="list-style-type: none"> ● The Geography of south Asia ● Ancient Civilizations of South Asia ● Ancient India- Mauryan to Gupta Empires ● Arrival of Islamic Civilizations in India and the Delhi Sultanate ● Origin of Science in South Asia ● British in India ● Economy and Cities of South Asia 	<p>1. Central Asia</p> <ul style="list-style-type: none"> ● An introduction to Central Asia ● Silk Road ● The Culture of Central Asia ● Countries of Central Asia- Kazakhstan, Kyrgyzstan, Tajikistan, Turkmenistan & Uzbekistan ● Russia, USSR & Cold War

ART

Programme of study

Purpose of study

Purpose of study

Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

Aims

The national curriculum for art and design aims to ensure that all pupils:

- produce creative work, exploring their ideas and recording their experiences
- become proficient in drawing, painting, sculpture and other art, craft and design techniques
- evaluate and analyse creative works using the language of art, craft and design
- know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

Attainment targets

By the end of key stage 3, pupils are expected to know, apply and understand the matters, skills and processes specified in the programme of study

Content

Term 1	Term 2	Term 3
Fine art approach with structured subject approach. Planned project ideas that reflect originality in thinking and promote design making decisions alongside a progression of skills.	Developing ideas & media Experiments, refined drawing and painting with selected media which best reflect planned outcome.	Develop ideas from influenced paintings and artists Refined approach to A4 work from initial research and developing ideas and mediums into a finished outcome or painting.



What can do to at home to support your ward's learning at school

- Provide art supplies: Ensure your child has access to a variety of art supplies such as sketchbooks, paints, brushes, colored pencils, markers, and clay. Having the necessary materials readily available at home can inspire and motivate them to explore their creativity.
- Create an art space: Dedicate a specific area in your home where your child can create art. Set up a desk or a corner with good lighting, a comfortable chair, and storage for art supplies. Having a designated space can make them feel more encouraged and focused on their artistic endeavors.
- Support their interests: Pay attention to your child's artistic interests and provide them with opportunities to pursue them. If they show a preference for drawing, painting, or sculpture, encourage them to explore those mediums further. Attend art events, exhibitions, and workshops together to expose them to different forms of art.
- Encourage experimentation: Encourage your child to experiment with different art techniques and styles. Support their exploration by allowing them to try new materials, techniques, and subjects. Encourage them to embrace mistakes as learning opportunities and to view art as a process of continuous discovery.
- Provide inspiration and resources: Introduce your child to the works of famous artists, art history, and various art movements. Visit museums, galleries, and libraries together to expose them to different styles and artistic expressions. Encourage them to research and learn about artists they find interesting.
- Display and celebrate their artwork: Showcase your child's artwork by displaying it in your home. Frame some of their pieces and create a mini art gallery on a wall or bulletin board. Celebrate their achievements by praising their efforts and discussing their artwork. This boosts their confidence and encourages them to continue exploring their artistic abilities.
- Engage in art-related discussions: Take the time to talk to your child about their artwork. Ask open-ended questions to understand their creative process, the ideas behind their art, and their feelings about it. Encourage them to express themselves and share their artistic vision.
- Provide opportunities for art collaboration: Encourage your child to collaborate with others on art projects. This could involve working on art activities with siblings, friends, or participating in community art projects. Collaboration promotes teamwork, creativity, and the sharing of ideas.
- Seek out art classes or workshops: Consider enrolling your child in art classes or workshops outside of school. These can provide structured learning experiences, exposure to different techniques, and opportunities to meet other young artists

Websites that can help you if you would like some extra practice

Any specific subject ideas or research can be done online. Always advised to Investigate, analyse and personally respond to own ideas and needed influences for personal outcomes.

Places to visit to discover more about ART

Art galleries and art events in Dubai and other emirates.

Physical Education



Programme of study

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.

Content

Term 1	Term 2	Term 3
Fitness activities Basketball Volleyball Athletics	Fitness activities Soccer Badminton	Fitness activities Rounders Chess Carrom

What can do to at home to support your ward's learning at school

- Encourage regular physical activity: Encourage your child to engage in regular physical activity by participating in sports, outdoor games, or exercise routines. Encourage them to find activities they enjoy and support their participation.
- Create a home exercise routine: Help your child establish a simple exercise routine at home. This could include activities such as stretching, yoga, bodyweight exercises, or following exercise videos designed for their age group. Set aside dedicated time for these activities and join in to make it a fun family activity.
- Encourage outdoor play: Encourage your child to spend time outdoors engaging in active play. Encourage them to explore the neighborhood, go for walks or bike rides, or play games that involve running, jumping, and coordination.
- Limit screen time: Encourage a healthy balance between physical activity and screen time. Set limits on recreational screen time, such as time spent watching TV or playing video games, and encourage your child to engage in physical activities instead.
- Be a positive role model: Model a healthy and active lifestyle by participating in physical activities yourself. Engage in family activities that involve movement and exercise, such as hiking, swimming, or playing sports together.
- Emphasize the importance of rest and recovery: Teach your child the importance of rest and recovery in maintaining a healthy and active lifestyle. Encourage them to prioritize quality sleep and provide a supportive environment for relaxation and downtime.
- Stay informed and involved: Stay updated on your child's physical education curriculum and any initiatives or programs offered by the school. Communicate with their physical education teachers and attend parent-teacher meetings to discuss your child's progress and explore additional ways to support their physical education

Places to visit to discover more about PE

- Dubai Sports World
- Al Forsan international Sports Resort
- Zayed Sports City
- Dubai Auto drome
- Yas Marina Circuit
- ICC Global cricket academy

Books Suggested for read

- "What Is the World Cup?" by Bonnie Bader: This book introduces the history and significance of the FIFA World Cup. It covers key moments and teams in World Cup history, providing an exciting read for young sports enthusiasts.
- "Olympig!" by Victoria Jamieson: This delightful picture book tells the story of a piglet named Boomer who dreams of becoming an Olympian. It introduces the concepts of perseverance, sportsmanship, and determination in a fun and accessible way for KS3 students.
- "Winners Take All" by Fred Bowen: This collection of short stories focuses on different sports and highlights the values of fair play, teamwork, and dedication. Each story explores important lessons and provides inspiration for young athletes.

Moral Education

Moral Education is one of the National Priorities of UAE.

The Moral Education program 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.

The Moral Education curriculum is mainly aimed at encouraging students to be forward- looking, creative and respectful to everyone by creating a strong foundation on ethics, tolerance, civic duty and cultural diversity.

Moral education will help to reduce absenteeism among pupils, reinforce positive personal traits, employability and equip youngsters with practical life skills.

Moral Education in UAE is built around four pillars

- Character and morality - builds the foundation of ethics and responsibility and encourages students to strengthen their sense of morality
- The individual and the community - outlines the role of the individual in society to think of the common good
- Civic studies - familiarizes students with the structure and function of the government and their rights as citizens or residents of the UAE
- Cultural Studies - introduces students to the broader ideas of culture; the importance of preserving history, and the value of appreciating the universal cultural legacy.

Rational	Purpose	Framework
<p>Success in life is not limited to academic achievement. It is also based on character development built upon strong moral behaviours, values, ethics, knowledge and culture.</p> <p>The UAE has embarked upon a notable journey to promote values of tolerance and respect, endorse an ethos of giving and volunteering, prepare responsible and resilient youth and contribute to the</p>	<p>The purpose of Moral Education is to create a generation of citizens who</p> <p>Tolerate and accept Culturally different from their own</p> <p>Understand and appreciate their own local heritage and Cultural</p> <p>Are armed with the knowledge, resources and skills that allow them to make good, well informed and responsible judgements about challenging</p>	<p>The Moral Education Framework consists of four pillars:</p> <ol style="list-style-type: none"> 1. Character and Morality: Developing the individual as a moral being. Developing the language, understanding and skills of moral thinking and reasoning. 2. The Individual and the Community: Moral issues confronting the individual in a variety of social contexts. Applying moral thinking to the development of individuals

<p>making of better global citizens. A generation of individuals who are united by more than their school, curriculum, performance, philosophy or religion, but by the moral attitudes and behaviours that underpin them, is critical in developing the human capital capabilities, which will sustain the long-term success of a nation.</p>	<p>matters of moral importance</p> <p>Understand their civic system, rights and responsibilities and are aware of the role they need to play to support and sustain the nation's developmental efforts</p>	<p>as members of their communities.</p> <p>3. Civic Studies: Becoming a citizen in the UAE and wider world, and the moral decisions and choices that it involves. Developing character and moral thinking in the context of civic duty and responsibility.</p> <p>4. Cultural Studies: Concepts of morality embodied in the history and culture of the UAE. Applying moral thinking and reasoning to an understanding of an inherited past and shaping of the future.</p>
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Overview of The Syllabus

Term 1	Term 2	Term 3
<ul style="list-style-type: none"> • What is meant by duties and responsibilities? • Duties and responsibilities of parents towards their children • Duties and responsibilities of sons and daughters • Moral rules • The moral imperative • Rules governing behaviour • Staying safe at home and outside • Responding to harmful situations • First aid • Ways of protection against crimes <p>Thinking about crime</p>	<ul style="list-style-type: none"> • Understanding globalisation • What factors have enabled globalisation? • Globalisation and the uae • Advantages and disadvantages of globalisation • The individual in a globalised world • Is there a link between unmet needs and conflict? <p>Commitment to the value of human life</p>	<ul style="list-style-type: none"> • Digital resources and sites • Privacy and electronic safety • Electronic abuse • Smart selection of information • Manipulation of individuals and behaviour <p>Moral education in action</p>

Assessment & Reporting

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. For example, in Math regular testing of subject knowledge is appropriate, whereas in art teachers will use their observations of children's work to inform their judgements.

Forms of Assessment

Day-to-day In-School Formative Assessment (Assessment for Learning):

Formative assessment is carried out by teachers every day in every lesson and provides evidence of and for progression in learning. It allows teachers to understand student performance on a continuing basis. This type of assessment is used to assess knowledge, skills and understanding, and is used to identify gaps and misconceptions. It enables teachers to identify when students are struggling, when they have consolidated learning and when they are ready to progress. It supports learning through identifying difficulties, providing feedback and diagnosing future learning priorities. It also enables teachers to identify if children are working at greater depth. Teachers are then able to provide appropriate support or extension as necessary. The methods of formative assessment we use include; the use of pertinent questioning, marking of students' work using our marking guidelines (see marking policy) and observational assessment. Formative assessment enables teachers to evaluate teaching of particular objectives of the curriculum and plan future lessons accordingly. For students, formative assessment helps them to measure their knowledge and understanding against the lesson objective and success criteria. They can then identify how they can improve.

Assessment for learning is a key part of our approach to teaching and learning at The Winchester School, Jebel Ali. Staff use success criteria/ rubrics, peer marking and peer and self-assessment to involve students in their learning and to inform them of their next steps. Assessment for Learning opportunities are identified in planning. Marking should be against the learning objective and should identify successes and areas for improvement. Effective questioning is also used to inform assessments. Our Response to Marking System and pink and green system ensures that children know what they need to do to improve and what they have done well.

- It happens daily during the learning through questioning – verbal or MCQ's, Quiz using different ICT tools,

tasks, assignments, live discussions in lessons, short answer questions

- helps to improve learning
- assists in growing learning
- is done with learners
- It can be online through ICT tools or paper based

Platform used for online assessments: MS Form/ Collin connect and sometimes – other ICT tools like Kahoot, Nearpod, google forms

We use Collins for English for Year 1 to Year 9, Mathematics for Year 3 to Year 9 and Science for Year 7 to Year 9.

Using MS forms, the student performance is tracked in quick time and this informs and allows teachers to plan for identified gaps and also prepare for the challenge each child needs to reach their next level in progressing lessons.

Prompt feedback to student, and a tracker for teachers allow to better cater to students needs and challenge students to achieve the best outcomes.

Summative Assessment (Assessment of learning)

Summative assessment enables teachers to evaluate both students learning and the impact of their own teaching as per curriculum standard at the end of a period of time. It is used mainly to measure performance and clearly identifies a standard of student attainment. It is carried out at the end of a period of learning, e.g.: End of Unit Test, End of Term Assessment, End of Year assessment, External Board Examination. It provides evidence of achievement against the objectives of the curriculum. It is useful in informing teaching and learning in subsequent lessons. This type of assessment is shared with parents at parent/teacher consultations and enables them to support their child's learning. In Writing, teachers plan for a 'Big Write' at appropriate times in the term. In Maths, teachers use Mental Maths and Collins assessment resources alongside other bespoke assessment material to provide evidence of achievement against the curriculum objectives. In Reading, teachers use guided and shared reading sessions to record progress and achievements against the national curriculum objectives. The progress of students with SEN and disabilities is reviewed and summative assessment adapted as necessary. Children who have not made expected progress or whom have fallen behind are targeted for interventions and rapid response work.

Feedback

Positive and constructive feedback with Growth Mindset allows and encourage students to evaluate their work, how well they have done and what they need to do next to achieve their aspirational targets

Analysis and Reporting of Assessments

Assessments are used to monitor children's progress and to identify strengths and weaknesses in curriculum delivery. The Senior Leadership Team (SLT), in conjunction with core subject leaders, analyse the results and consider the implications for the content and delivery of the curriculum in each key stage. This information is shared with the staff. Students in Years 1 to 9 are assessed using the National Curriculum Objectives which feature in our SOW. School reporting is on Phoenix Online which records their termly attainment and their progress in learning. This is completed 3 times per academic year. Staff are expected to analyse the results in preparation for Target group meetings which take place with a representative from the SLT after each termly assessments.

Other standardized tests: CAT4 and Progress Test

CAT 4: The Cognitive Abilities Test Fourth Edition (CAT4) is a suite of tests developed to support schools in understanding students' abilities and likely academic potential. Results from CAT4 can be used to inform individual and group teaching, for target setting and monitoring the performance of groups of students.

CAT4 comprises four batteries of tests that assess the main types of mental processing that play a substantial role in human thought. Together, these four batteries provide users with a comprehensive understanding of the core abilities related to learning by assessing a student's capabilities.

The CAT4 batteries assess:

- reasoning with words- Verbal Bias
- reasoning with numbers- Quantitative
- reasoning with shapes and designs- Non-Verbal Bias
- thinking with and mentally manipulating precise shapes. - Spatial Bias

The set of four scores obtained from assessment with CAT4 provides a profile of a student's abilities, as well as providing an overall summary score SAS score of students' r reasoning abilities across the four areas. CAT4 reports contain rich assessment data.

The CAT4 individual report for teachers provides an in-depth analysis of each individual student's results. CAT4 provides a profile of a student's developed abilities across the four batteries to highlight strengths and areas for improvement. It provides student's Standard Age Score (SAS), National Percentile Ranking (NPR), Stanines and Group Rank (GR) and strategies to be used by teachers to increase the progress of the student. In addition to this there is individual report for parents as well as for students.

Progress Test:

The Progress Test in English, Math and Science is the assessment enables teachers to accurately measure how the students are performing – student by student, class by class and year by year.

These tests assess knowledge, understanding and application of the core curriculum subjects, helping to understand current levels of attainment and identify any gaps in learning at both an individual and cohort level.

Detailed reports analyse key dimensions of learning for each subject and provide a question-by-question breakdown to help identify those students who require more challenging targets and those who may need extra support.

All children in specific year groups takes CAT4 each year as per DSIB guidelines and all students in Year 2 to 9 sit for Progress test in English Maths and Science to assess their ability and attainment respectively

All data is stored on the school server and phoenix Online for staff to access. Individual reports from CAT 4 and Progress test are uploaded on Phoenix in individual vaults of the students for parents to refer.

NGRT: New Group Reading Test

The New Group Reading Test is the test conducted in English and comprises three sections: Phonics, Sentence Completion and Passage Comprehension. The test is adaptive; each student's performance is assessed as they complete the test and the questions are adapted to be in line with the ability they demonstrate. This is a benefit, particularly to students with weak skills – they can be tested with material at a lower level than that determined by age – and for students with high level skills as they can be tested with material that better reflects their ability. Students enter the test according to their age. All start with the Sentence Completion section. Depending on the score from this part of the test, they will be moved on to the Passage Comprehension section or be given the Phonics tasks. Those who complete the Phonics tasks will not be presented with the Passage Comprehension. The report reflects the different combinations of sections of the test administered (a maximum of two out of three) and test questions within each section completed by each student. Standard Age Scores reflect the age of the student and the difficulty level of the test questions attempted

All students from year 2 to 11 takes this test as per DSIB guidelines.

All data is stored on the school server and phoenix Online for staff to access. Individual reports from CAT 4, NGRT and Progress test are uploaded on Phoenix in individual vaults of the students for parents to refer.

ABT Arabic Benchmark Test

ABT Assessments are standardized assessments built based on the international standards for Arabic and cover all the four skills for Arabic (Reading, Listening, Writing, and Speaking)

ABT Assessments provide valid data to help the school know the right level of attainment of students, and then the data is used to measure the progress within the academic year and trends over time. All students from Year 2 to 10 takes this test

Reporting to parents

Parents receive three reports in an academic year one at the end of each term.

Key Stage 3	Grades for English, Math, Science. Humanities, PE, ICT, Music, French Marks for Arabic, Islamic education, Moral education, UAE SST	Targets for English Math and Science
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