



Year 9 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 – Hamlet Act 1-2</u> <ul style="list-style-type: none"> ➤ Reading & Listening comprehension ➤ Speaking & Presentation ➤ Vocabulary & Grammar ➤ Author’s purpose and style ➤ Speech Writing ➤ Argumentative Essay <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 ➤ Aim High Reading List 	<u>Shakespeare – Hamlet Act 3-4 and Short Stories</u> <ul style="list-style-type: none"> ➤ Reading & Listening comprehension ➤ Speaking & Presentation ➤ Vocabulary & Grammar ➤ Author’s purpose and style ➤ Narrative Writing ➤ Summary 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 ➤ Speckled Band by Arthur Conan Doyle 	<u>Shakespeare – Hamlet Act 5 and Short Stories</u> <ul style="list-style-type: none"> ➤ Reading & Listening comprehension ➤ Speaking & Presentation ➤ Vocabulary & Grammar ➤ Language 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"> ➤ 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
<ul style="list-style-type: none"> • Types of Numbers • Multiples and Factors • BIDMAS rule • Rounding and estimation • Calculator Application • Percentage • Simple Interest • Compound interest • Exponential Growth and Decay • Framing algebraic expression • Algebraic fractions • Expanding brackets • Changing the subjects • Angles- Polygons • Pythagoras Theorem • Trigonometry • Angle of elevation and depression • Bearing • Scatter graphs • Line of best fit 	<ul style="list-style-type: none"> • Metric conversion • Ratio • Map ratio <ul style="list-style-type: none"> - Length, area and volume • Proportion <ul style="list-style-type: none"> - Direct and Inverse proportion • Rules of indices • Solving inequalities and representation on a number line • Solving compound inequalities • Framing and solving inequalities • Perimeter and area of 2D shape (triangle, parallelogram, rectangle, square and trapezium) • Volume and surface area of cube, cuboid, prism. • Calculating averages and ranges for frequency data, grouped data. 	<ul style="list-style-type: none"> • Variation – direct and inverse • Speed distance and time graph and word problem • Drawing straight line graph. • Equation of a straight line. <ul style="list-style-type: none"> - Gradient - Parallel and perpendicular line. • Quadratic factorization • Simultaneous equations. • Transformation <ul style="list-style-type: none"> - Translation - Reflection - Rotation - Enlargement • Probability <ul style="list-style-type: none"> - Sample space diagram - Tree diagram - Possibility diagram

What can do to 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 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.
- "Mathematical Puzzles: A Connoisseur's Collection" by Peter Winkler: This book presents a collection of intriguing mathematical puzzles and challenges. It encourages students to think critically, apply problem-solving strategies, and develop logical reasoning skills.
- "Mathematics: The Winton Gallery" by Zaha Hadid Architects: This book accompanies the mathematics gallery at the Science Museum in London. It explores the beauty of mathematics through stunning visual displays and explanations of mathematical concepts.

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>Inheritance, Chromosomes, DNA and genes</u></p> <ul style="list-style-type: none"> • Exploring Difference types and the causes of Variation • Selective breeding • Natural selection • Looking inside a cell's nucleus • Learning about DNA and human chromosomes • Understanding cloning • Explaining extinction 	<p><u>Health and effect of drugs</u></p> <ul style="list-style-type: none"> • Exploring types of drugs • Understanding the impact of smoking • Considering the dangers of cannabis • Understanding the effects of alcohol • Exploring the effects of other drugs • Addiction <p><u>Coordination and response</u></p> <ul style="list-style-type: none"> • The human nervous system • Receptor, Effector • The Reflex arc • Investigating measuring the reaction time. <p><u>Ecology</u></p> <ul style="list-style-type: none"> • Interrelationship of organism ins the environment • Overview of food chains and food webs 	<p><u>Immunity - Vaccination and Diseases</u></p> <ul style="list-style-type: none"> • Understanding how diseases are spread • Exploring the body's defences • Comparing microbes • Investigating the growth of bacteria • Understanding how antibiotics work • Vaccination <p><u>Classification</u></p> <ul style="list-style-type: none"> • Characteristic features of the Five Kingdoms with examples • Divisions under Plant Kingdom • Distinguishing morphological features.
CHEMISTRY	<p><u>The particulate nature of matter</u></p> <ul style="list-style-type: none"> • States of matter • Interconversion <p><u>Energetics</u></p> <ul style="list-style-type: none"> • Exothermic and endothermic reaction • Investigation on exothermic and endothermic reaction 	<p><u>Electron configuration.</u></p> <ul style="list-style-type: none"> • arrangement of electrons around an atom. <p><u>Formation of Ions</u></p> <ul style="list-style-type: none"> • formation of ions by metals and non-metals <p><u>Formulae for compounds</u></p>	<p><u>Rate of reaction</u></p> <ul style="list-style-type: none"> • Factors affecting rate of reaction • Investigation <p><u>Physical and Chemical Changes</u></p> <ul style="list-style-type: none"> • Ceramics, polymers and composites <p><u>Balancing Equations</u></p>

	<p><u>Atomic Structure</u></p> <ul style="list-style-type: none"> • Understanding atomic structure • Understanding Electronic configuration • Calculations of sub atomic particles • Formation of ions <p><u>Periodic Table</u></p> <ul style="list-style-type: none"> • illustrate the Periodic Table as a method of classifying elements and its use to predict properties of elements. 	<ul style="list-style-type: none"> • deduce the chemical formulae for ionic and covalent compounds. <p><u>Reactivity Series:</u></p> <ul style="list-style-type: none"> • Order of metals and carbon in reactivity series • Practical Investigation • Use of carbon in obtaining metals from metal oxides <p><u>Rocks:</u></p> <ul style="list-style-type: none"> • Types of rock and rock cycle 	<p>Balancing simple chemical equations,</p>
<p>PHYSICS</p>	<p><u>Light and sound</u></p> <ul style="list-style-type: none"> • Reflection • The transmission of light through materials: absorption, diffuse scattering and specular reflection at a surface • To state laws of reflection • To differentiate plane and spherical mirrors • Reflection • Refraction • Convex and Concave lens • Defects of eye and their correction • Dispersion Filter • Gravity 	<p><u>Energy transfer and changes</u></p> <ul style="list-style-type: none"> • Conservation of energy • Transfer of energy and calculation of efficiency • Mechanical Energy 	<p><u>Kinematics</u></p> <ul style="list-style-type: none"> • Measuring speed • Speed- time graph • Demonstrate some understanding that acceleration is related to changing speed • calculate acceleration using the data • To plan and investigate acceleration using a trolley and ramp. <p><u>Net Force and equilibrium</u></p> <p>Analyzing equilibrium</p> <p><u>Universe</u></p> <p>Our Sun as a star, other stars in our galaxy, other galaxies</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.bbc.co.uk/bitesize/subjects/zng4d2p>
- <https://www.educationquizzes.com/ks3/science/>
- <https://quizlet.com/>(Search for the topic you want to revise)
- <https://www.s-cool.co.uk/gcse/>
- <https://www.exam-mate.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

- Collins KS3 Science" by Collins UK
- "AQA KS3 Science Student Book" by Collins
- Oxford International Primary Science Stage 5
- "Exploring Science: How Science Works" by Mark Levesley et al

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 الحديث الشريف ويشرح معناه، يبين البلاغة النبوية وصفات كلام النبي صلى الله عليه وسلم، يكتب موضوعاً عن أضرار الغضب	لا تغضب
يحلل القصيدة وينثرها نثرًا أدبيًا، ويبين الأساليب البلاغية ومواطن الجمال، يكتب موضوعاً إقناعياً عن أحد الأخلاق الحميدة	في مكارم الأخلاق
يحلل القصيدة ويشرحها، ويستخرج الساليب البلاغية واللفظية ومواطن الجمال فيها، يكتب موضوعاً عن بر الوالدين	غذوتك مولوداً
يحدد الفكرة العامة من القصة، ثم يحللها تحليلاً أدبياً مبيناً عناصرها الفنية وتقنيات الكتابة المستخدمة، يكتب موضوعاً عن أهمية اللغة العربية	الدرس الأخير
يستنبط أنواع المفارقة في القصة، يحلل القصة إلى عناصرها الفنية، ويحدد التقنيات المستخدمة فيها، يكتب قصة قصيرة مستخدماً تقنية المفارقة السياقية	المنافرة
يحلل القصة إلى عناصرها الفنية، ويحدد التقنيات المستخدمة، ويصف الشخصيات وصفاً داخلياً وخارجياً، يكتب موضوعاً عن أهمية توفير بيئة مناسبة للتعليم حتى في المناطق النائية	مفتش المدارس
يحلل السيرة الذاتية، ويحدد الفكرة الرئيسية والأفكار الداعمة في انص، مستدلاً بشواهد من النص، يكتب موضوعاً عن أوقات الفراغ	تعلمت من أوقات الفراغ
يتعرف الميزان الصرفي للفعل الثلاثي والفعل الرباعي، يزن الكلمات وزناً صحيحاً	الميزان الصرفي
يشقق اسم الفاعل من الفعل الثلاثي وغير الثلاثي، ويوظفه في كتاباته	اسم الفاعل
يشقق اسم المفعول من الفعل الثلاثي وغير الثلاثي، ويوظفه في كتاباته	اسم المفعول
يحدد أركان التشبيه البليغ، ويصوغه، ويستخدمه في كتاباته	التشبيه البليغ

لماذا بعض الأشخاص أكثر نجاحًا	يحلل النص المسموع، ويحدد فكرته الرئيسية والأفكار الفرعية، يكتب موضوعًا إقناعيًا عن خطة النجاح
الغضب	كتابة مقال عن أضرار الغضب ونتائجه، وطرق معالجته
سيرة ذاتية	يكتب جانبًا من سيرته الذاتية يصف فيها موقفًا من حياته، موظفًا الأساليب البلاغية كالتشبيه

Term 2

المحور	الدرس
يشرح القصيدة شرحًا إجماليًا، ويحلل الأبيات تحليلًا أدبيًا، مبيّنًا الأساليب البلاغية وصفات الألفاظ، يكتب رسالة ردًا على الشاعر في قصيدته	الناس والزمان
يحلل القصة إلى عناصرها الفنية، يحدد المفارقة في القصة، يستخرج الأساليب البلاغية، يتنبط التقنيات الكتابية المستخدمة، يكتب قصة قصيرة تتضمن تقنية المفارقة	العباءة
يحلل النص تحليلًا أدبيًا، يصف أدب الرحلات وأهم من كتب فيه، يكتب نصًا وصفيًا عن رحلة، موظفًا الوصف الداخلي والخارجي، مستخدمًا الأساليب البلاغية	رحلة ابن بطوطة إلى الصين
يحلل المقال تحليلًا أدبيًا مبيّنًا فكرته الرئيسية وأفكاره الداعم، مستدلًا بشواهد من النص، يكتب موضوعًا عن علاقة السعادة المال	السعادة لا تضل طريقها
يتعرف الأفعال التي تنصب مفعولين ويعربها مع مفعولها	الأفعال التي تنصب مفعولين أصلهما مبتدأ وخبر - الأفعال التي تنصب مفعولين ليس أصلهما مبتدأ وخبر
يتعرف نوعي التوكيد ويستخدمها في كتاباته	التوكيد
يستخدم صيغ العدد مع المذكر والمؤنث في كتاباته	العدد
يتعرف الممنوع من الصرف ويعربه ويستخدمه في كتاباته	الممنوع من الصرف

Term 3

المحور	الدرس
يفسر النص تفسيرًا إجماليًا، ويحلله تحليلًا أدبيًا مبيّنًا الأساليب البلاغية واللغوية ومواطن الجمال - يكتب رسالة إلى جدته مبيّنًا فيها مشاعره	ذكرى جدي
يحلل النص السردى تحليلًا أدبيًا مبيّنًا الفكرة المحورية - يكتب موضوعًا عن أهمية المكتبة	يوم في حياة طفلة
يشرح الأبيات شرحًا إجماليًا، ويحلل النص مبيّنًا الأساليب البلاغية والفنية ومواطن الجمال، يكتب موضوعًا يصف فيه الشاعر من خلال قصيدته محددًا الحالة النفسية للشاعر	قصيدة المساء
يتعرف التركيب الإضافي ويعربه إعرابًا صحيحًا	التركيب الإضافي

يعرب ضمائر الجر المتصلة إعرابًا صحيحًا	ضمائر الجر المتصلة
يتعرف نوعي الاستعارة ويستخدمها في كتاباته	الاستعارة
يستخدم الطباق والجناس والمقابلة في كتاباته	الطباق، الجناس، المقابلة
يكتب نصوصًا تفسيرية متقيدًا بعناصرها، ويكتب موضوعات نقاشية مبينًا الإيجابيات والسلبيات والمقترحات والحلول	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 ومراجعته 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://madrassa.org/>
- <https://www.youtube.com/@Madrassa/featured>
- <https://www.almaany.com/>
- <https://mawdo3.com/>
- <https://www.almrsl.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://3asafer.com>

Arabic Non-Arabs:

Term 1

<p>البيئة</p> <ul style="list-style-type: none">- مفهوم البيئة و مكوناتها.- أنواع البيئات في الإمارات.- خصائص كل بيئة مثل: الطقس، والملابس، والمأكولات، والمشروبات، والهوايات، والشعور، والرأي.- البيئة الصحراوية وخصائصها.- البيئة الساحلية وخصائصها.- البيئة الجبلية و مميزاتا، وعيوبها.- مقارنة بين أنواع البيئات المختلفة.	<p>Environment</p> <ul style="list-style-type: none">• concept of the environment and its components.• Types of environments in the Emirates.• Characteristics of each environment such as: weather, clothes, food, drinks, hobbies, feeling, and opinion.• Desert environment and its characteristics.• Coastal environment and its characteristics.• Mountain environment and its advantages and disadvantages.• Comparison of different types of environments.
<p>أحوال الطقس</p> <ul style="list-style-type: none">- وصف الطقس في فصول السنة المختلفة.- خصائص كل فصل من فصول السنة.- تقديم نشرة جوية عن فصل من فصول السنة.- خصائص الطقس في البيئات والأماكن والبلاد المختلفة.- مقارنة بين الطقس في الإمارات وفي بلدك.	<p>Weather</p> <ul style="list-style-type: none">• Describe the weather in different seasons of the year.• Characteristics of each season of the year.• Presenting a weather forecast for a season of the year.• Weather characteristics in different environments, places and countries.• comparison between the weather in the Emirates and in your country.
<p>الحياة الصحية</p> <ul style="list-style-type: none">- وصف الطعام الصحي.- فوائد الطعام الصحي.- وصف الطعام غير الصحي.- أضرار ومخاطر الطعام غير الصحي.- العادات الصحية الجيدة.- العادات غير الصحية.- النظام الغذائي المتكامل.- مقارنة بين الحياة الصحية وغير الصحية.	<p>Healthy life</p> <ul style="list-style-type: none">• Description of healthy food.• The benefits of healthy food.• Describing unhealthy food.• The harms and dangers of unhealthy food.• Good health habits.• Unhealthy habits.• Integrated diet.• Comparison of healthy and unhealthy life.

Term 2

<p>التدخين</p> <ul style="list-style-type: none">- مشكلة التدخين.- أسباب مشكلة التدخين.- أضرار التدخين.- حلول مشكلة التدخين.- تأثير مشكلة التدخين على الفرد والمجتمع.	<p>Smoking</p> <ul style="list-style-type: none">• Smoking problem.• Causes of the smoking problem.• Harms of smoking.• Solutions to the smoking problem.• The impact of the smoking problem on the individual and society.
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<p>التأثير الإعلامي</p> <ul style="list-style-type: none"> - أنواع وسائل الإعلام. - تصنيف وسائل الإعلام القديمة. - مميزات وعيوب وسائل الإعلام القديمة. - وسائل الإعلام الحديثة وأنواعها. - فوائد الإعلام الحديث. - مميزات وعيوب الإنترنت. 	<p>Media impact</p> <ul style="list-style-type: none"> • Media types. • Classification of old media. • Advantages and disadvantages of old media. • Modern media and its types. • Benefits of modern media. • Advantages and disadvantages of the Internet.
<p>سوق العمل</p> <ul style="list-style-type: none"> - أنواع المهن والوظائف. - وظائف مستقبلية. - وظيفة الأحلام. - أنواع العمل. - أهمية وفوائد العمل. 	<p>Labor market</p> <ul style="list-style-type: none"> • Types of occupations and jobs. • future jobs. • dream job. • types of work. • The importance and benefits of work.

Term 3

<p>أحداث مجتمعية وشخصيات مشهورة</p> <ul style="list-style-type: none"> - شخصيات مؤثرة. - عادات وتقاليد. - مناسبات واحتفالات. - المواطنة. - التنمية المستدامة. - أحداث هامة. 	<p>Community events and famous personalities</p> <ul style="list-style-type: none"> • Influential personalities. • Customs and traditions. • Events and celebrations. • Citizenship. • Sustainable development. • Important events.
<p>تحديات معاصرة</p> <ul style="list-style-type: none"> - التدخين، والإدمان، والمخدرات. - وسائل التكنولوجيا الحديثة. - تلوث البيئة. - قضايا صحية. - تغيرات المناخ. 	<p>Contemporary challenges</p> <ul style="list-style-type: none"> • Smoking, addiction, and drugs. • Modern technology. • Environmental Pollution. • Health issues. • Climate changes.

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

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 for Arabs:

Term 1

المحور	الدرس
القرآن الكريم – تفسير الآيات من سورة الحجرات وتوضيح دلالاتها	مع الله ورسوله وولي الأمر
الحديث الشريف – بيان دلالات الحديث الشريف وسبب تسمية هذه الذنوب بالموبقات	السبع الموبقات
عقيدة – صفات الله تعالى وأسمائه (العدل والغفور)	الغفور العدل سبحانه
أركان الإسلام – توضيح مفهوم الزكاة ونصابها ومصارفها وأثرها على المجتمع	الزكاة في الإسلام
قيم الإسلام – بيان أهمية التناصح وآدابه وثمراته	التناصح في الإسلام
الحديث الشريف – بيان دلالات الحديث الشريف وتوضيح أهمية تجنب الشبهات	الحلال بين
أركان الإسلام – توضيح أركان الحج وأنواعه وواجباته وفضائله وسننه	الحج
السيرة النبوية – توضيح أهم بنود حجة الوداع والدروس المستفادة منها	حجة الوداع ووفاء النبي
القرآن الكريم – تفسير الآيات من سورة الحجرات وبيان دلالاتها	سلامة المجتمع ووحدة أبنائه

Term 2

المحور	الدرس
القرآن الكريم – تفسير الآيات من سورة الحجرات وتوضيح دلالاتها	الإيمان فضل من الله
أحكام الإسلام ومقاصده- توضيح ما حرم وما أحل من الطعام والشراب	ما يحل وما يحرم من الطعام والشراب
الحديث الشريف – بيان دلالة الحديث وتوضيح مخاطر التشبه بالآخر	للمجتمع رجاله ونساؤه
قيم الإسلام – توضيح مفهوم العدل ومجالاته وثمراته وأثره على المجتمع	العدل في الإسلام
القضايا المعاصرة والهوية – بيان أهمية الأمن والأمان للفرد والمجتمع	الأمن والأمان
الحديث الشريف – استنتاج ستر الأعمال المنهي عنها وعدم المجاهرة بالمعصية	تبشير وتحذير
الحديث الشريف – بيان مكانة النفس الإنسانية في الإسلام وتحريم قتلها.	لا للانتحار
السيرة النبوية – توضيح الأسس والمبادئ التي قامت عليها التربية النبوية	المنهج النبوي في تربية الجيل
شخصيات إسلامية – بيان دور الإمام مسلم في خدمة السنة النبوية	الإمام مسلم

Term 3

المحور	الدرس
القرآن الكريم – تفسير الآيات من سورة الواقعة وتوضيح دلالاتها	سورة الواقعة

أحكام التلاوة – يطبق أحكام الرء عمليًا عند التلاوة	أحكام الرء
شخصيات إسلامية – بيان دور الإمام أحمد في خدمة الحديث الشريف	الإمام أحمد بن حنبل
قيم الإسلام وآدابه – توضيح أثر التسامح الفكري على الفرد والمجتمع	التسامح الفكري
الحديث الشريف – شرح الحديث الشريف وبيان حق المسلم على المسلم	حق المسلم على المسلم
الحديث الشريف – بيان دلالة الحديث وأثر تطبيقه على الفرد والمجتمع	لا ضرر ولا ضرار
قيم الإسلام وآدابه – استنتاج آداب المرافق العامة	آداب السوق والمرافق العامة
أحكام الإسلام – استنتاج مخاطر التقليد الأعمى على الفرد والمجتمع	التقليد الأعمى
أحكام الإسلام – استنباط مزايا الأحكام الشرعية في الإسلام	الحكم الشرعي

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
- متحف الشارقة للحضارة الإسلامية

Islamic Non-Arabs:

Term 1

Topic	Theme
In the Presence of Allah, His Messenger and the Ruler	Divine revelation – Qur’an- students will learn about the etiquettes of talking about prophet PBUH and the etiquettes of delivering news.
The Seven Destructive Sins	Divine revelation - Hadeeth – we will learn what are the seven destructive sins and how to avoid them
The Forgiving (al Ghafūr), and The Just (al ‘Adl)	Creed- we will learn about two of the attributes of Allah Almighty and the effects of believing in them.
Exchanging advice in Islam (Tanāṣuḥ)	The values and morals of Islam- we will learn about how to give an advice and the etiquettes of it.
Alms-giving (Zakāt) in Islam.	The rulings of Islam and their objectives – we will learn about Zakah, Nisab, the amount of it, etc.
The safety of Society and the unity of its Members.	Divine revelation – Qur’an - we will learn about the most important etiquettes which can strength the society.
The Permissible (Halāl) is Self-evident	Divine revelation - Hadeeth - we will learn about the importance of seeking halal and related knowledge.
The Pilgrimage (Al-Hajj).	The rulings of Islam and their purposes – we will learn about the details of Hajj.

Term 2

Topic	Theme
Justice in Islam	The values and ethics of Islam- we will learn about the importance and the effects of justice on the prosperity of the society.
Permissible (Halal) and Forbidden (Haram) Foods and Drinks	The rulings of Islam and their purposes - we will learn about permissible food and drinks in Islam in details.
Imam Muslim	Prophetic biography and personalities - we will learn about his life and how to take him as a role model in our daily-lives.
Surat Al-Waqi’ah	Divine revelation – Qur’an - we will learn about the importance of preparing ourselves for the day of judgement.
Society consists of both Men and Women	Divine revelation - Hadeeth – we will learn about the importance of cooperation between men and women in the society.
Safety and Security	Contemporary issues - we will learn about the blessing of safety of the society and our responsibilities towards it.
No to Suicide	Islamic values and manners - we will learn about the danger of committing suicide on the individual and society.

Term 3

Topic	Theme
Faith is a Blessing from Allah	Divine revelation – Qur’an - we will learn the faith as a blessing from Allah and what’s our duties towards it.
There should be neither harming nor reciprocating harm	Divine revelation - Hadeeth – we will learn about this important manner and its effects on the individual and society.
The Prophet’s Method of Educating a Generation	Islamic values and manners - we will learn about how to take prophet PBUH as a role model in teaching others.
Intellectual Tolerance	Contemporary issues - we will learn about the importance of intellectual tolerance for the social cohesion
Sharia Rule	The rulings of Islam and their purposes - we will learn about the criteria of dealing with the different categories of Shari’ah.
A Muslim’s Right on His Brother	Divine revelation - Hadeeth – we will learn about our rights towards one another
Blind Imitation	National identity and contemporary issues - we will learn about the danger of following others blindly and how to deal with this issue

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
Al Farooq Omar bin Khattab Mosque
- 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: Source reading, Bias and reliability; Russian Empire in the 19 th Century	World War I: Causes, Trench warfare, Battle of Somme Paris Peace Settlement	Interwar years: The Great Depression & Rise of Hitler

Geography

TERM 1	TERM 2	TERM 3
<p>Map & DATA Skills-OS maps / Grid ref</p> <p>Biome- Russia</p> <p>Our Restless Planet- plate tectonics- earthquake & volcanoes</p>	<p>Our Restless Planet- plate tectonics- earthquake & volcanoes (cont.)</p> <p>Rock cycle- rocks to soil</p>	<p>Economic Development- primary, secondary, tertiary & quaternary sectors; use of natural resources; international development</p>

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 Geography:

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

<https://www.bbc.co.uk/bitesize/topics/zf89cmn/articles/zcrx2v4#:~:text=Russia%20contains%20several%20biomes%2C%20including,temperate%20woodland%2C%20steppe%20and%20desert>

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

<https://www.latimes.com/local/lanow/la-me-major-earthquake-southern-california20190705-story.html>

<https://www.nps.gov/subjects/volcanoes/types-of-volcanoes.htm>

<https://www.bbc.co.uk/bitesize/topics/z3fv4wx/articles/z2xx6g8#:~:text=The%20three%20rock%20types%20are,rock%20under%20heat%20and%20pressure>

For History:

<https://www.history.org.uk/student/resource/3211/using-historical-sources>

<https://www.historyskills.com/source-criticism/analysis/bias/>

<https://www.history.com/topics/japan/russo-japanese-war>

<https://www.nam.ac.uk/explore/battle-somme>

<https://www.nationalarchives.gov.uk/education/greatwar/g5/cs2/background.htm>

Places to visit to discover more about History & Geography

- Al Fahidi Historic District
- Al Ain National Museum
- Qasr Al Hosn
- Herittage Village-Abu Dhabi
- Umm Al Quwain Museum
- Dubai Creek
- Dubai Desert Conservation Reserve
- Hatta
- Abu Dhabi Corniche
- Al Ain Oasis

Books Suggested for read

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



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>Input and output devices</u></p> <ul style="list-style-type: none"> ✓ Hardware and software components that make up computer systems, and how they communicate with one another and with other systems. ✓ Examples and real life applications of input/output devices. 	<p><u>Data representation</u></p> <ul style="list-style-type: none"> ✓ How and why computers use binary to represent all forms of data ✓ Explore the importance of the denary, binary and hexadecimal number systems and its conversion 	<p><u>Data manipulation</u></p> <ul style="list-style-type: none"> ✓ Undertake creative projects that involve selecting, using, and combining multiple applications, preferably across a range of devices, to achieve challenging goals, including collecting and analyzing data

<ul style="list-style-type: none"> ✓ Advantages/disadvantages of different input/output devices. <p style="text-align: center;"><u>Cyber safety</u></p> <ul style="list-style-type: none"> ✓ A range of ways to use technology safely, respectfully, responsibly and securely, including protecting their online identity and privacy; recognise inappropriate content, contact and conduct, and know how to report concerns. <p style="text-align: center;"><u>Gates/Truth Table</u></p> <ul style="list-style-type: none"> ✓ Simple Logic Gates [for example, AND, OR and NOT] and its applications in circuits ✓ Truth table for different circuits having 2 or 3 inputs; combinational circuits having three inputs <p style="text-align: center;"><u>HTML</u></p> <ul style="list-style-type: none"> ✓ Create, reuse, revise and repurpose digital artefacts for a given audience, with attention to trustworthiness, design and usability ✓ To use HTML to design web pages ✓ Programming/HTML ✓ To explore and use basic HTML tags. <p style="text-align: center;"><u>Computer Networks</u></p> <ul style="list-style-type: none"> ✓ Purpose of different network layers, data packets and switching techniques ✓ Differentiate between Circuit Switching, Packet switching and Message switching with real life examples 	<p>from one form to the other</p> <ul style="list-style-type: none"> ✓ Operations on binary numbers like Binary Addition. <p style="text-align: center;"><u>Javascript programming</u></p> <ul style="list-style-type: none"> ✓ Use 2 or more programming languages, at least one of which is textual, to solve a variety of computational problems; make appropriate use of data structures [for example, lists, tables or arrays]; design and develop modular programs that use procedures or functions ✓ To create a working 'Guess the Number' game. ✓ Complete the 'Javascript Syntax' course on Codecademy. ✓ Use 'Strings and Console Output' in Javascript Programming. 	<p>and meeting the needs of known users</p> <ul style="list-style-type: none"> ✓ Effective searching ✓ Adding data to a table ✓ Creating queries with specific queries ✓ Creating Reports ✓ Exporting data ✓ Formatting techniques <p style="text-align: center;"><u>ICT applications</u></p> <ul style="list-style-type: none"> ✓ Modelling applications ✓ School management systems ✓ Banking Applications ✓ Computers in medicine ✓ Computers in libraries <p style="text-align: center;"><u>System development life cycle</u></p> <ul style="list-style-type: none"> ✓ Various methods of researching an existing system ✓ Describe how it is necessary to design documents, files, forms/inputs, reports/outputs and Validation ✓ Produce designs to solve a given problem ✓ Describe how data/file structures are created and tested
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What can do to at home to support your ward's learning at school

- 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.
- Support their interests: Pay attention to your child's specific interests within the realm of ICT. If they show an inclination towards a particular area, such as programming, web design, or digital art, support and encourage their pursuit of those interests. Provide them with resources, books, or online tutorials related to their interests.
- Encourage collaboration and sharing: Encourage your child to collaborate with peers on technology projects. This can include group assignments, joint coding projects, or online communities where they can share their work and learn from others.
- 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.
- 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

1. 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.

2. **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.
3. **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.
4. **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.
5. **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.
6. **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.
7. **YouTube** (<https://www.youtube.com/>): YouTube hosts a wealth of tutorial videos on ICT topics. You can find channels dedicated to programming languages, web development, software applications, and more. Just make sure to choose reputable channels with clear explanations and positive reviews.

Places to visit to discover more about ICT

- Dubai Future Foundation
- Dubai Internet City
- Etisalat innovation Center
- Abu Dhabi innovation hub
- Sharjah Science Museum
- VR Park
- Museum of the Future

Books Suggested for read

- "Invent Your Own Computer Games with Python" by Al Sweigart: This book teaches Python programming by guiding students through the creation of simple games. It covers basic coding concepts and gradually introduces more advanced programming techniques.
- "Digital Creativity: How to Develop Creative Thinking, Innovative Ideas, and Unlock Success" by Ian Morris: While not focused solely on coding, this book explores the broader aspects of digital creativity and how technology can be used for innovative projects. It encourages students to think creatively and develop their problem-solving skills.
- "How to Be a Coder" by Kiki Prottzman: This book provides an interactive approach to learning about coding concepts and computational thinking. It includes activities, puzzles, and challenges that help students develop their coding skills.

French

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	TERM2	TERM 3
<p>1- "Le monde est à toi" to describe where do you live naming different parts of a house or an apartment and facilities around it; to use prepositions to precise the position; to combine the preposition with the determiner; to review the conjugation of regular and irregular verbs in the present tense</p> <p>2- "Bénédicte, en Provence." to describe your region (your city, or your country)</p> <p>3- "Qu'est-ce qu'il y a ici?" to describe a city naming a range of</p>	<p>1. "Je voudrais de la salade" to develop food vocabulary bank; to describe some French dishes; to use the conditional mood and politeness formulae;</p> <p>2. "Au restaurant" to make a role play at the restaurant; to express food and drink preferences</p> <p>3. "Je voudrais acheter un pantalon" to name clothing items; to understand basic information about shops and services; to specify and modify</p>	<p>1- "Allons en France!" To exchange and understand information about air travel; to make a role play on how to book a flight ticket; to use the conditional mood</p> <p>2- "Vacances aux États-Unis." To give and seek information while travelling by plane; to develop conversational skills preparing role-plays "in a plane"</p> <p>3- "Je voyagerais en Afrique du Sud" To name different facilities</p>

<p>facilities; to review the singular and plural forms on nouns and adjectives; to review the gender agreement on adjectives; the position of the adjectives and irregularities in forming the feminine gender and position; to use the pronoun “y”</p> <p>4- ``<u>Pour améliorer la ville.</u>`` to say what`s needed to improve your home area; to use the structures “On a besoin de...” and “Pour+ infinitive “; to combine the preposition “de “with a determiner (d’un/d’une); to give opinions using a range of expressions</p> <p>5- ``<u>Nettoie le monde</u>`` to talk about what you plan to do to improve the environment; to use future tenses; to make imperatives in positive and negative forms; to conjugate more irregular verbs in the present tense; to make families of words using suffixes “-tion”, “- age”</p>	<p>requirements while shopping for clothes;</p> <p>4. “<u>Un cadeau pour Nico!</u>” to make simple complaints about unsatisfactory goods and ask for a refund or a replacement</p> <p>5. “<u>Moi et mon ami (e) au supermarché</u>” to explain and discuss what you want while buying food in different types of shops offering food items; to understand announcement and advertisements about food</p>	<p>and services at the airport; to develop conversational skills preparing role plays “at the airport”</p> <p>4- <u>Comment réserver une chambre à l`hôtel?</u> To name different information and documents you should have when you are going to book a room in the hotel; to develop conversational skills preparing role-plays “in the hotel reception”</p>
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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/>

[https://papers.gceguide.com/Cambridge%20IGCSE/French%20-%20Foreign%20Language%20\(0520\)/#google_vignette](https://papers.gceguide.com/Cambridge%20IGCSE/French%20-%20Foreign%20Language%20(0520)/#google_vignette)

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://lirenligne.net/>

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

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. African Civilizations</p> <ul style="list-style-type: none"> ● Land & Resources of Africa ● Ancient African Civilizations ● Traditional African Art ● West African Civilizations ● Africa from Colonialism to Independence 	<p>1. North and South America</p> <ul style="list-style-type: none"> ● The Land and Physical Geography of North America ● Indigenous People of North America ● Colonial North America ● American Civil War and Reconstruction ● Modern Canada ● South America 	<p>1. Ottoman Empire</p> <ul style="list-style-type: none"> ● Geography of West Asia ● Geography of North Africa ● The Rise of the Ottoman Empire ● Suleyman I and Ottoman Istanbul ● The Later Ottoman Empire through World 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
Use information from artists' work and research to create personal responses to the theme. Initial drawings and research in developing ideas and mediums.	To build up student's art appreciation and criticism ability according to the project-based learning approach. Team work in painting and design.	To develop their personal practice and enrich their understanding of a good creative process to present work best defines their original thoughts.

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"> ● Definition of Community ● The Role of our Communities ● The Form of our Communities ● Guaranteeing the Safety of Communities ● Communities and Social Groups in the UAE ● Understanding Diversity and Equality ● How Tolerant Are You? ● Can I See beyond Appearances? ● Being ‘Different’ Is not so Bad <p>Celebrating Great Attitudes</p>	<ul style="list-style-type: none"> ● Majlis: The Traditional Means of Consultation ● Sheikh Zayed and the Beginnings of the Federal National Council ● The Consultative Governance in the UAE ● Traditional Elements of the UAE Government ● Combining the Traditional Concept of Majlis with New Technologies ● Understanding State and Government ● Laws ● Good Governance: Past and Present ● The Government in the UAE <p>The Importance of Ethics in Government</p>	<ul style="list-style-type: none"> ● Internal Conflicts ● Managing Internal Conflict ● External Conflict ● Managing External Conflict ● Resolving Conflicts <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

CAT4: 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' 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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