



The KS2 Curriculum



The Rosary Private School
2024 - 2026

Key Stage 2 Curriculum Booklet

This year, all parents of students from Foundation Stage to Year 9 will be able to find a booklet which sets out the standards required of their child for their particular stage of education and Year Group on School Voice. Please note: we do not refer to grades in the British system.

Please refer to the section entitled '*The British Curriculum and Key Stages*' which sets out the years and Key Stages. A KEY STAGE sets the educational knowledge expected of students at various ages and allows you to see how a particular aspect of learning progresses over time.

We would encourage you to read the entire booklet for your child's Key Stage. This will help you understand what they should know by the start of a year, what they should know by the end of the year, and the end of the Key Stage. As a school, we expect all students will be able to meet each standard. Teachers at the school will do everything they can to help students to do so, and we hope that parents will also support the school to make sure their children achieve well.

Aims and Objectives of the Curriculum at The Rosary Private School Muweilah

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

We intend to nurture students who are:

- motivated and stretched in all aspects of school life,
- tolerant and caring
- enjoying and understanding their learning
- intellectually curious
- digitally literate
- internationally minded
- collaborative
- informed risk takers
- entrepreneurial
- knowledgeable about the United Arab Emirates
- socially conscious
- developing high quality learning skills and leadership qualities

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To meet these aims, the curriculum provides:

- a broad education
- an in-depth education so that students are challenged and stretched at all times,
- a wide range of enrichment activities and styles of learning to appeal to all student,
- an inclusive program with individual pathways developed to suit all needs and abilities,
- opportunities for student leadership in areas such as the school council, sustainability, and sports
- a wide range of choice at senior level, keeping students options open for as long as possible.

The British National Curriculum and Key Stages

The National Curriculum is organised into blocks of **years** called '**key stages**' (KS). These are set out below. At the end of each key stage, the teacher will formally assess your child's performance.

Child's age	Year	Key stage	Assessment
3 to 4	FS1	Foundation	Assessment of students' starting points in language, communication, literacy and maths and teacher assessments
4 to 5	FS2		
5 to 6	Year 1	KS1	Phonics screening check
6 to 7	Year 2		National tests in English reading and maths. Teacher assessments in maths, science, and English reading and writing
7 to 8	Year 3	KS2	
8 to 9	Year 4		Multiplication tables check
9 to 10	Year 5		
10 to 11	Year 6		National tests in English reading, maths, and grammar, punctuation, and spelling. Teacher assessments in English writing and science
11 to 12	Year 7	KS3	
12 to 13	Year 8		
13 to 14	Year 9		End of KS Assessment in English, Maths and General Science. Teacher assessment in all other subjects.
14 to 15	Year 10	KS4	Some student may take GCSEs
15 to 16	Year 11		Most student take GCSEs or other national
16 to 17	Year 12	KS5	Most students take Advanced Supplementary (AS) levels
17 to 18	Year 13		Most students take Advanced (A) Levels

ASSESSMENT IN SUBJECTS OTHER THAN ENGLISH, MATHS AND SCIENCE

Subjects other than English, Maths, and Science, will be assessed by a variety of other formats including the compilation of a portfolio of best work, observation of practical activities, projects, and in class quizzes or incidental tests of a minor nature. This is in compliance with the requirements of the British National Curriculum.

CAT Testing

At Year 4, 6, 8, and 10 Students are tested on the Cognitive Abilities Test. A cognitive ability test is a test that measures a person's general mental ability or aptitude. It covers a range of aptitudes, from problem-solving to spatial awareness and everything else that requires thinking. At The Rosary Private School Muweilah students are tested at Year 4, 6, 8 and 10. These tests are important because they allow us to set specific targets for each student and, give a guide as to the possible grade outcome for them at IGCSE, AS and Advanced Level.

KEY STAGE TWO

At The Rosary Private School Muweilah, the **Primary** level of schooling takes students from age 5 to 11, and is broken into two stages:

- ○ **Key Stage 2 (Years 3 to 6, ages 7 to 11).**

Our bespoke curriculum is based on the National Curriculum for England (also referred to as the UKNC), to ensure that the skills and knowledge gained are in line with UK expectations, but tailored to include the federally-required subjects such as Arabic, Islamic Studies, UAE Social Studies and Moral Education which must be taught here. These subjects have a curriculum published by UAE authorities. The National Curriculum is a set of subjects and standards used by primary and secondary schools so student learn the same things. It covers what subjects are taught and the standards student should reach in each subject.

Key Stage 1 is designed to support student in their transition from mostly play-based learning in the Foundation Stage to the more formalised routines and situations of Key Stage 2. We plan opportunities to make the learning experience memorable, by adding imagination and excitement into the mix, encouraging student to learn through collaboration, investigation, and perseverance.

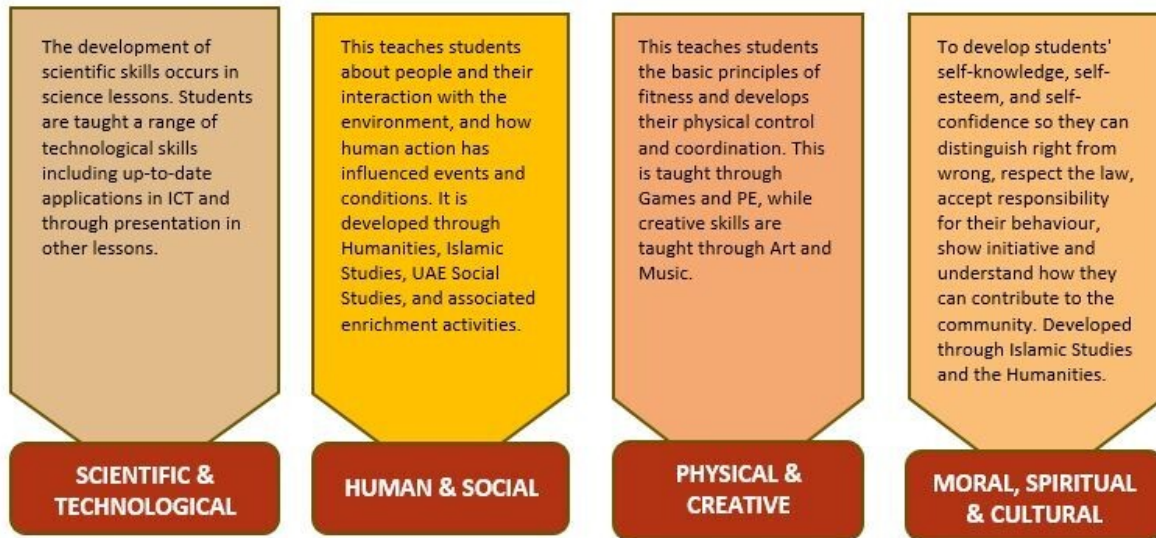
Key Stage 2 begins with a greater emphasis on independence, leadership and collaboration. In the first two years, teachers facilitate learning experiences designed to:

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- ○
 - provoke thinking skills,
 - nurture risk-taking,
 - develop emotional intelligence,
 - stimulate the imagination,
 - challenge,
 - build confidence,
 - develop leadership skills.

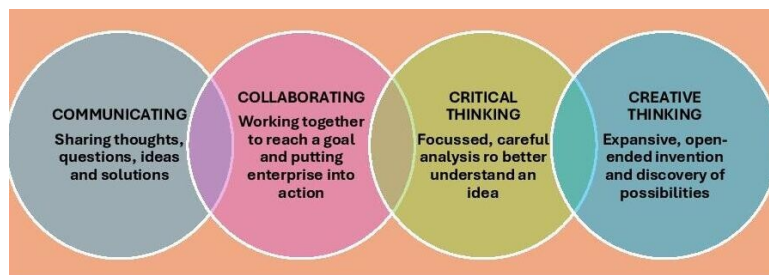
Elements of the UK National Curriculum are modified in light of the requirement for religious and political sensitivity and, wherever possible UAE examples are used to illustrate learning since this is the environment our students are growing up in.

For students in key stage 2 the curriculum will aim to provide students with experience and skill development in the following areas:



Learning Skills

Learning skills delivered throughout the school from foundation stage to key stage 5 and underpin learning connections and constructions in order to develop the 21st century skills for our students to be successful throughout their lives. At The Rosary Private School Muweilah we focus on the development of the four skills of



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From Year 3 – 6 students will undergo activities during the lessons which underpinned the four skills. In some cases they may form part of the assessment within the lesson. Students may be asked to complete oral activities at home or to make a presentation to the class or their group or take part in critical thinking exercises which require them to arrive at a reasoned solution based on evidence and good common sense. This will happen within a range of contexts and across all subjects.

Oracy is the ability to articulate ideas, develop understanding and engage with others through spoken language. In school, oracy is a powerful tool for learning by teaching students to become more effective speakers and listeners, and to empower them to better understand themselves, each other, and the world around them. In classes students will be encouraged to explain their ideas, developing their vocabulary using more sophisticated language and specific subject words.

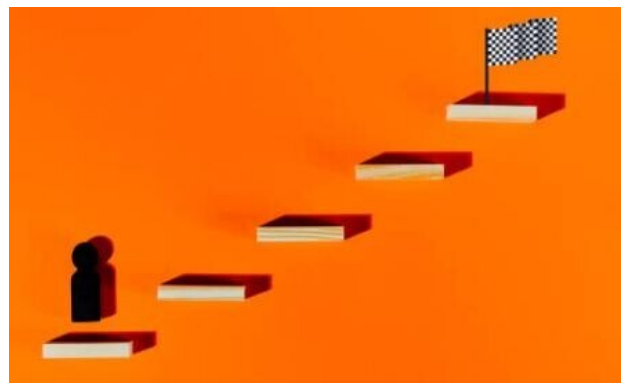
By the end of Year 6 students should have completed a portfolio of their best work across a range of subjects. This will be work which demonstrates the four skills and shows their improvement in understanding and their progress in each subject. As part of this, parents will be invited to a portfolio event where their child will demonstrate their skill of presenting their portfolio. This will demonstrate your child's readiness to transition into Year 7.

Expectations

The expectations that all students are expected to have met by the end of Year 6 in the UK National Curriculum are set out under the sections for each subject. These have been taken from the relevant UK government websites including <https://www.gov.uk/national-curriculum/>

Where your child has an identified Special Educational Need, depending on the level of that need, modifications that allow your child to partake in the full National Curriculum will be made by the school, classroom teachers and/or the Special Educational Needs Department. *See the section on INCLUSION.*

Teachers will set high expectations for every student. They will plan stretching extension work for students whose attainment is significantly above the expected standard. *See the separate section on Extension for Exceptional Students.* Teachers will use appropriate assessment to set targets which are deliberately ambitious. So that the school is able to assess your child against National Curriculum expectations, test materials obtained from the UK are used to assess the quality of your child's learning. The content of these is not made available in advance.



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SUBJECTS

Compulsory National Curriculum subjects at The Rosary Private School to ensure it is compliant with the English National Curriculum(UKNC) and the UAE Ministry of Education (MOE) are:

English	English National Curriculum Key Stage requirements
Mathematics	
Science	
Humanities: from Y6	Adapted English National Curriculum for each Key Stage
Physical Education	
French: Y2-7	
Music	
Art	
Arabic A (Arab national students delivered in Arabic)	UAE Ministry of Education curriculum
Arabic B (Non Arab students delivered in English)	
Islamic A (Arab national students delivered in Arabic)	
Islamic B (Non Arab students delivered in English)	
UAE Social Studies	
Moral Education	

REQUIREMENTS OF SPECIFIC SUBJECTS

ENGLISH

English is the umbrella subject for many other aspects of learning and subjects which are taught in school. Through developing the skills needed effectively, student can access a range of subjects across the school. At The Rosary Private School Muweilah we believe that English is an integral and crucial subject to study, and that the skills taught to students throughout school will allow them to become well-rounded members of society who have the ability to independently work towards many of their life goals and achieve well in these. The teaching program we set out for the students embedded skills from both reading and writing as required by the English national curriculum. Students are expected to read both in school and at home from a range of genres to develop their skills in language and literacy.

By the time they enter Year 3, students are expected to be:

- reading books written at an age- appropriate interest level accurately and at a speed
- showing understanding what they read rather than on decoding individual words.

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- decoding most new words outside their spoken vocabulary, making a good approximation to the word's pronunciation
- developing their understanding and enjoyment of stories, poetry, plays and non-fiction,
- learning to read silently.
- reading non-fiction about a wide range of subjects.
- writing down their ideas with a reasonable degree of accuracy and with good sentence punctuation.
- having a grasp of sentence structure and a knowledge of linguistic terminology e.g. noun.
- understanding how writing can be different from speech.
- using joined handwriting at a pace fast enough to keep pace with what they want to say.
- spelling common words from the Fry's First 500 Sight words correctly
- spelling unknown words as accurately as possible using their phonic knowledge
- decoding unfamiliar words accurately,
- understanding figurative language, distinguishing shades of meaning among related words and using age-appropriate, academic vocabulary.

Specific Expectations:

You should also refer to *English Appendix 1* and *English Appendix 2* which are in the ADDENDA section is at the end of this booklet.

By the end of Year 4, students must have met the following requirements:

Reading: Word Recognition	apply their growing knowledge of root words, prefixes and suffixes as listed in <i>English Appendix 1</i> , both to read aloud and to understand the meaning of new words they meet. Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.
Reading: Comprehension	Demonstrate positive attitudes to reading and understanding of what they read by: listen to and being able to discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks, read books that are structured in different ways and reading for a range of purposes, use a dictionary to check the meaning of words that they have read, be familiar with a wide range of books, including fairy stories, myths, and legends, and be able to retell some of these orally, identify themes and conventions in a wide range of books,

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	<p>prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume, and action,</p> <p>discuss words and phrases that capture the reader's interest and imagination,</p> <p>recognise some different forms of poetry [for example, free verse, narrative poetry]</p> <p>understand what they read, in books they can read independently, by checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context,</p> <p>ask questions to improve their understanding of a text,</p> <p>draw inferences such as inferring characters' feelings, thoughts, and motives from their actions, and justifying inferences with evidence,</p> <p>predict what might happen from details stated and implied,</p> <p>identify main ideas drawn from more than one paragraph and summarising these,</p> <p>identify how language, structure, and presentation contribute to meaning,</p> <p>retrieve and record information from non-fiction sources,</p> <p>participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.</p>
Writing	<p>Demonstrate skill in using the words from English Appendix 1:</p> <p>use further prefixes and suffixes and understand how to add them,</p> <p>spell further homophones,</p> <p>place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, student's]</p> <p>use the first two or three letters of a word to check its spelling in a dictionary,</p> <p>write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</p>
Handwriting	<p>use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined,</p> <p>increase the legibility, consistency, and quality of their handwriting</p>
Writing: Composition	<p>plan their writing by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary, and grammar,</p> <p>discuss and record their own ideas and plans,</p> <p>draft and write by composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (see <i>English Appendix 2</i>)</p> <p>organise their writing into paragraphs around a theme,</p>

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	<p>create settings, characters, and plot,</p> <p>in non-narrative material, use simple organisational devices [for example, headings and sub-headings]</p> <p>evaluate and edit their work by assessing the effectiveness of their own and others' writing and suggesting improvements,</p> <p>propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences,</p> <p>proof-read for spelling and punctuation errors,</p> <p><u>read</u> aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</p>
Writing: Vocabulary, punctuation, and grammar	<p>extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</p> <p>use the present perfect form of verbs in contrast to the past tense,</p> <p>choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition,</p> <p>use conjunctions, adverbs and prepositions to express time and cause,</p> <p>use fronted adverbials,</p> <p>use commas after fronted adverbials</p> <p>indicate possession by using the possessive apostrophe with plural nouns,</p> <p>use and punctuate direct speech,</p> <p><u>use</u> and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.</p>

By the end of Year 6, which is the end of Key Stage 2, students must be able to:

Reading: Word Recognition	<p>apply their growing knowledge of root words, prefixes and suffixes as listed in <i>English Appendix 1</i>, both to read aloud and to understand the meaning of new words they meet.</p> <p>Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</p>
Reading: Comprehension	<p>Demonstrate positive attitudes to reading and understanding of what they read by:</p> <p>reading and discussing an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>reading books that are structured in different ways and reading for a range of purposes,</p>

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

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<p>Writing</p>	<p>Demonstrate skill in using the words from English Appendix 1: using further prefixes and suffixes and understand how to add them, spell some words with 'silent' letters [for example, knight, psalm, solemn] spell further homophones, place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, student's] use the first two or three letters of a word to check its spelling in a dictionary, use a thesaurus.</p>
<p>Handwriting</p>	<p>write legibly, fluently and with increasing speed, choose which shape of a letter to use when given choices and deciding whether or not to join specific letters, choose the writing implement that is best suited for a task.</p>
<p>Writing: Composition</p>	<p>identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own, note and develop initial ideas, drawing on reading and research where necessary, in writing narratives, consider how authors have developed characters and settings in what students have read, listened to or seen performed, draft and write by selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning,</p>
	<p>in narratives, describe settings, characters and atmosphere and integrating dialogue to convey character and advance the action, précis longer passages, use a wide range of devices to build cohesion within and across paragraphs, use further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] evaluate and edit by assessing the effectiveness of their own and others' writing proposing changes to vocabulary, grammar, and punctuation to enhance effects and clarify meaning, ensure the consistent and correct use of tense throughout a piece of writing,</p>

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	<p>ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register,</p> <p>proof-read for spelling and punctuation errors</p>
<p>Writing: Vocabulary, punctuation and grammar</p>	<p>recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms,</p> <p>use passive verbs to affect the presentation of information in a sentence,</p> <p>use the perfect form of verbs to mark relationships of time and cause,</p> <p>use expanded noun phrases to convey complicated information concisely,</p> <p>use modal verbs or adverbs to indicate degrees of possibility,</p> <p>use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun,</p> <p>use commas to clarify meaning or avoid ambiguity in writing,</p> <p>use hyphens to avoid ambiguity,</p> <p>use brackets, dashes, or commas to indicate parenthesis,</p> <p>use semi-colons, colons, or dashes to mark boundaries between independent clauses,</p> <p>use a colon to introduce a list,</p> <p>punctuate bullet points consistently,</p> <p>use and understand the grammatical terminology in <i>English Appendix 2</i> accurately and appropriately when discussing their writing and reading.</p>

Teaching Programme

	TERM 1		TERM 2		TERM 3	
YEAR 3	Story Writing with Roald Dahl Looking at a Traditional Story	Poems from around the World Laughing Allowed	Going on an Adventure	Let's Have a Party	Wonderful World	Bringing Stories Alive
YEAR 4	Exploring Earth Story Time	Mind Pictures Let's Perform	Making the News	Unlock your Imagination	Food for Thought	What would you do?
YEAR 5	There is a Lesson in that Exploring Space	Reflections Telling Timeless Tales	Tell me How	A Different type of Story	Lights, Camera, Action	Tell it Another Way
YEAR 6	Different Voice-Different Times People in the News	The Facts of the Matter Personification and Imagery	Back to the Future Poetry at Play	A Different Medium	Make it Happen	A Moment in Time

Mathematics

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



The course involves:

- applying suitable mathematics accurately within the classroom and beyond
- communicating mathematics effectively
- engaging in mathematics as an interesting and worthwhile activity
- selecting appropriate mathematical tools and methods
- knowing that mathematics is a rigorous, coherent discipline,
- combining understanding, experiences, imagination, and reasoning to construct new knowledge,
- using existing mathematical knowledge to create solutions to unfamiliar problems,
- understanding that mathematics is used as a tool in a wide range of contexts,
- recognizing the rich historical and cultural roots of mathematics, including in the Arab world
- knowing that mathematics is essentially abstract and can be used to model or represent situations,
- recognizing the limitations and scope of a model or representation

By the time they enter Year 3, students are expected to be able to

- count in steps of 2, 3, and 5 from 0, and in 10s from any number, forward and backward,
- recognise the place value of each digit in a two-digit number (10s, 1s)
- identify, represent, and estimate numbers using different representations, including the number line,
- compare and order numbers from 0 up to 100; use $<$, $>$ and $=$ signs
- read and write numbers to at least 100 in numerals and in words,

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- use place value and number facts to solve problems,
- solve problems with addition and subtraction:
 - - using concrete objects and pictorial representations, including those involving numbers, quantities, and measures
 - applying their increasing knowledge of mental and written methods
- recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100,
- add and subtract numbers using concrete objects, pictorial representations, and mentally, including:
 - - a two-digit number and 1s
 - a two-digit number and 10s
 - 2 two-digit numbers
 - adding 3 one-digit numbers
- show that addition of 2 numbers can be done in any order (commutative) and subtraction of 1 number from another cannot,
- recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems,
- recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers,
- calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (\times), division (\div) and equals (=) signs
- show that multiplication of 2 numbers can be done in any order (commutative) and division of 1 number by another cannot,
- solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts,
- recognise, find, name and write fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$ of a length, shape, set of objects or quantity,
- write simple fractions, for example $\frac{1}{2}$ of 6 = 3 and recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$
- choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature ($^{\circ}\text{C}$); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels,
- compare and order lengths, mass, volume/capacity and record the results using $>$, $<$ and $=$
- recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value,
- find different combinations of coins that equal the same amounts of money,
- solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change,
- compare and sequence intervals of time,
- tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times,

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- know the number of minutes in an hour and the number of hours in a day,
- identify and describe the properties of 2-D shapes, including the number of sides, and line symmetry in a vertical line,
- identify and describe the properties of 3-D shapes, including the number of edges, vertices, and faces,
- identify 2-D shapes on the surface of 3-D shapes, [for example, a circle on a cylinder and a triangle on a pyramid]
- compare and sort common 2-D and 3-D shapes and everyday objects,
- order and arrange combinations of mathematical objects in patterns and sequences,
- use mathematical vocabulary to describe position, direction, and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half, and three-quarter turns (clockwise and anti-clockwise)
- interpret and construct simple pictograms, tally charts, block diagrams and tables,
- ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity,
- ask-and-answer questions about totalling and comparing categorical data.

KEY STAGE 2

The principal focus of mathematics teaching in lower key stage 2 is to ensure that students become increasingly fluent with whole numbers and the 4 operations, including number facts and the concept of place value. This should ensure that students develop efficient written and mental methods and perform calculations accurately with increasingly large whole numbers.

At this stage, students should develop their ability to solve a range of problems, including with simple fractions and decimal place value. Teaching should also ensure that students draw with increasing accuracy and develop mathematical reasoning so they can analyse shapes and their properties, and confidently describe the relationships between them. It should ensure that they can use measuring instruments with accuracy and make connections between measure and number.

By the end of year 4, students should have memorised their multiplication tables up to and including the 12 multiplication table and show precision and fluency in their work.

Students should read and spell mathematical vocabulary correctly and confidently, using their growing word-reading knowledge and their knowledge of spelling.



SPECIFIC YEAR STANDARDS

By the END of Year 3 students must be able to:

- count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number
- recognise the place value of each digit in a 3-digit number (100s, 10s, 1s)
- compare and order numbers up to 1,000
- identify, represent and estimate numbers using different representations
- read and write numbers up to 1,000 in numerals and in words
- solve number problems and practical problems involving these ideas
- add and subtract numbers mentally, including:
 - - a three-digit number and 1s
 - a three-digit number and 10s
 - a three-digit number and 100s
- add and subtract numbers with up to 3 digits, using formal written methods of columnar addition and subtraction
- estimate the answer to a calculation and use inverse operations to check answers
- solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction
- recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables
- write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods
- solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects
- count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10
- recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators
- recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators
- recognise and show, using diagrams, equivalent fractions with small denominators
- add and subtract fractions with the same denominator within one whole [for example, $\frac{5}{7} + \frac{1}{7} = \frac{6}{7}$]
- compare and order unit fractions, and fractions with the same denominators
- solve problems regarding fractions that involve all of the above
- measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)
- measure the perimeter of simple 2-D shapes
- add and subtract amounts of money to give change, using both £ and p in practical contexts

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- tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks
- estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes and hours; use vocabulary such as o'clock, am/pm, morning, afternoon, noon and midnight
- know the number of seconds in a minute and the number of days in each month, year and leap year
- compare durations of events [for example, to calculate the time taken by particular events or tasks]
- draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them
- recognise angles as a property of shape or a description of a turn
- identify right angles, recognise that 2 right angles make a half-turn, 3 make three-quarters of a turn and 4 a complete turn; identify whether angles are greater than or less than a right angle
- identify horizontal and vertical lines and pairs of perpendicular and parallel lines
- interpret and present data using bar charts, pictograms and tables
- solve one-step and two-step questions [for example 'How many more?' and 'How many fewer?'] using information presented in scaled bar charts and pictograms and tables

By the END of Year 4 students must be able to:

- count in multiples of 6, 7, 9, 25 and 1,000
- find 1,000 more or less than a given number
- count backwards through 0 to include negative numbers
- recognise the place value of each digit in a four-digit number (1,000s, 100s, 10s, and 1s)
- order and compare numbers beyond 1,000
- identify, represent and estimate numbers using different representations
- round any number to the nearest 10, 100 or 1,000
- solve number and practical problems that involve all of the above and with increasingly large positive numbers
- read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of 0 and place value
- add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate
- estimate and use inverse operations to check answers to a calculation
- solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why
- recall multiplication and division facts for multiplication tables up to 12×12
- use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together 3 numbers
- recognise and use factor pairs and commutativity in mental calculations
- multiply two-digit and three-digit numbers by a one-digit number using formal written layout

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- solve problems involving multiplying and adding, including using the distributive law to multiply two-digit numbers by 1 digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects
- recognise and show, using diagrams, families of common equivalent fractions
- count up and down in hundredths; recognise that hundredths arise when dividing an object by 100 and dividing tenths by 10
- solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number
- add and subtract fractions with the same denominator
- recognise and write decimal equivalents of any number of tenths or hundreds
- recognise and write decimal equivalents to $\frac{1}{4}$, $\frac{1}{2}$, $\frac{3}{4}$
- find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths
- round decimals with 1 decimal place to the nearest whole number
- compare numbers with the same number of decimal places up to 2 decimal places
- solve simple measure and money problems involving fractions and decimals to 2 decimal places
- convert between different units of measure [for example, kilometre to metre; hour to minute] Note: there is no requirement to learn imperial measures or to convert decimal to imperial or vice versa. This comes in at Year 6.
- measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres
- find the area of rectilinear shapes by counting squares
- estimate, compare and calculate different measures, including money in pounds and pence
- read, write and convert time between analogue and digital 12- and 24-hour clocks
- solve problems involving converting from hours to minutes, minutes to seconds, years to months, weeks to days
- compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes
- identify acute and obtuse angles and compare and order angles up to 2 right angles by size
- identify lines of symmetry in 2-D shapes presented in different orientations
- complete a simple symmetric figure with respect to a specific line of symmetry
- describe positions on a 2-D grid as coordinates in the first quadrant
- describe movements between positions as translations of a given unit to the left/right and up/down
- plot specified points and draw sides to complete a given polygon
- interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs
- solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs

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By the END of Year 5 students must be able to:

- read, write, order and compare numbers to at least 1,000,000 and determine the value of each digit
- count forwards or backwards in steps of powers of 10 for any given number up to 1,000,000
- interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through 0
- round any number up to 1,000,000 to the nearest 10, 100, 1,000, 10,000 and 100,000
- solve number problems and practical problems that involve all of the above
- read Roman numerals to 1,000 (M) and recognise years written in Roman numerals
- add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction)
- add and subtract numbers mentally with increasingly large numbers
- use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy
- solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why
- identify multiples and factors, including finding all factor pairs of a number, and common factors of 2 numbers
- know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers
- establish whether a number up to 100 is prime and recall prime numbers up to 19
- multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including long multiplication for two-digit numbers
- multiply and divide numbers mentally, drawing upon known facts
- divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context
- multiply and divide whole numbers and those involving decimals by 10, 100 and 1,000
- recognise and use square numbers and cube numbers, and the notation for squared (²) and cubed (³)
- solve problems involving multiplication and division, including using their knowledge of factors and multiples, squares and cubes
- solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign
- solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates
- compare and order fractions whose denominators are all multiples of the same number
- identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths
- recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements > 1 as a mixed number [for example, $\frac{2}{5} + \frac{4}{5} = \frac{6}{5} = 1\frac{1}{5}$]

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- add and subtract fractions with the same denominator, and denominators that are multiples of the same number
- multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams
- read and write decimal numbers as fractions [for example, $0.71 = \frac{71}{100}$]
- recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents
- round decimals with 2 decimal places to the nearest whole number and to 1 decimal place
- read, write, order and compare numbers with up to 3 decimal places
- solve problems involving number up to 3 decimal places
- recognise the per cent symbol (%) and understand that per cent relates to 'number of parts per 100', and write percentages as a fraction with denominator 100, and as a decimal fraction
- solve problems which require knowing percentage and decimal equivalents of $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{5}$, $\frac{2}{5}$, $\frac{4}{5}$ and those fractions with a denominator of a multiple of 10 or 25
- convert between different units of metric measure [for example, kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre]
- understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints
- measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres
- calculate and compare the area of rectangles (including squares), including using standard units, square centimetres (cm^2) and square metres (m^2), and estimate the area of irregular shapes
- estimate volume [for example, using 1 cm^3 blocks to build cuboids (including cubes)] and capacity [for example, using water]
- solve problems involving converting between units of time
- use all four operations to solve problems involving measure [for example, length, mass, volume, money] using decimal notation, including scaling
- identify 3-D shapes, including cubes and other cuboids, from 2-D representations
- know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles
- draw given angles, and measure them in degrees ($^\circ$)
- identify:
 - - angles at a point and 1 whole turn (total 360°)
 - angles at a point on a straight line and half a turn (total 180°)
 - other multiples of 90°
 - use the properties of rectangles to deduce related facts and find missing lengths and angles
 - distinguish between regular and irregular polygons based on reasoning about equal sides and angles

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- solve comparison, sum and difference problems using information presented in a line graph
- identify, describe and represent the position of a shape following a reflection or translation, using appropriate language, and know that the shape has not changed.
- complete, read and interpret information in tables, including timetables

By the END of Year 6, which is the end of KS2 students must be competent in all the standards from Year 3 up to and including being able to:

- read, write, order and compare numbers up to 10,000,000 and determine the value of each digit
- round any whole number to a required degree of accuracy
- use negative numbers in context, and calculate intervals across 0
- solve number and practical problems that involve place value
- multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication
- divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context
- divide numbers up to 4 digits by a two-digit number using the formal written method of short division where appropriate, interpreting remainders according to the context
- perform mental calculations, including with mixed operations and large numbers
- identify common factors, common multiples and prime numbers
- use their knowledge of the order of operations to carry out calculations involving the 4 operations
- solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why
- solve problems involving addition, subtraction, multiplication and division
- use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy
- use common factors to simplify fractions; use common multiples to express fractions in the same denomination
- compare and order fractions, including fractions >1
- add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions
- multiply simple pairs of proper fractions, writing the answer in its simplest form [for example, $\frac{1}{4} \times \frac{1}{2} = \frac{1}{8}$]
- divide proper fractions by whole numbers [for example, $\frac{1}{3} \div 2 = \frac{1}{6}$]
- associate a fraction with division and calculate decimal fraction equivalents [for example, 0.375] for a simple fraction [for example, $\frac{3}{8}$]
- identify the value of each digit in numbers given to 3 decimal places and multiply and divide numbers by 10, 100 and 1,000 giving answers up to 3 decimal places

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- multiply one-digit numbers with up to 2 decimal places by whole numbers
- use written division methods in cases where the answer has up to 2 decimal places
- solve problems which require answers to be rounded to specified degrees of accuracy
- recall and use equivalences between simple fractions, decimals and percentages, including in different contexts
- solve problems involving the relative sizes of 2 quantities where missing values can be found by using integer multiplication and division facts
- solve problems involving the calculation of percentages [for example, of measures and such as 15% of 360] and the use of percentages for comparison
- solve problems involving similar shapes where the scale factor is known or can be found
- solve problems involving unequal sharing and grouping using knowledge of fractions and multiples
- use simple algebraic formulae
- generate and describe linear number sequences
- express missing number problems algebraically
- find pairs of numbers that satisfy an equation with 2 unknowns
- enumerate possibilities of combinations of 2 variables
- solve problems involving the calculation and conversion of units of measure, using decimal notation up to 3 decimal places where appropriate
- use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to 3 decimal places
- convert between miles and kilometres
- recognise that shapes with the same areas can have different perimeters and vice versa
- recognise when it is possible to use formulae for area and volume of shapes
- calculate the area of parallelograms and triangles
- calculate, estimate and compare volume of cubes and cuboids using standard units, including cubic centimetres (cm^3) and cubic metres (m^3), and extending to other units [for example, mm^3 and km^3]
- draw 2-D shapes using given dimensions and angles

- recognise, describe and build simple 3-D shapes, including making nets
- compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons
- illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius
- recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles
- describe positions on the full coordinate grid (all 4 quadrants)
- draw and translate simple shapes on the coordinate plane, and reflect them in the axes
- interpret and construct pie charts and line graphs and use these to solve problems
- calculate and interpret the mean as an average

Teaching Programme

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	TERM 1		TERM 2		TERM 3	
YEAR 3	Number – number and place value. Number – addition and subtraction.	Number – multiplication and division. Number – fractions. Geometry – Properties of shape.	Angles Measurement Time	Perimeter of simple 2-D shape. Lengths, mass, volume/capacity	Statistics & Data Handling Number – fractions. Addition & subtraction of fractions	Pattern and symmetry.
YEAR 4	Number - Number and place value. Negative numbers Roman numerals (I to C)	Number - Addition and subtraction. Number - multiplication and division.	Number -fraction. Decimal Numbers	Geometry - Properties of shapes Types of angles. Lines of symmetry in 2-D shapes.	Measurement Perimeter and area of a rectilinear figure. Time Money Statistics & Data handling	Geometry - position and direction MULTIPLICATION TABLES CHECK (External Assessment)
YEAR 5	Place Value, Numbers and sequences Geometry-2D shapes and patterns	Addition and subtraction Statistics-Averages Multiplication and division, problem solving	Fractions, decimals and percentages Probability Area and perimeter, problem solving	Geometry-angles, 3D shapes Statistics-interpret and construct graphs.	Ratio and proportion Addition and subtraction of fractions Measures-converting units, problem solving	Position and direction Algebra- Laws of arithmetic. Multiplication and division of fractions and decimals
YEAR 6	Number and Place value, Addition and subtraction problem solving and investigation Algebra, Geometry -2D shapes and pattern.	Measures-Area, perimeter and volume, Problem solving and investigation. Statistics- Averages	Multiplication and Division Problem solving and investigation. Fractions, decimals and percentages	Geometry-Position and Direction Statistics-interpret and construct graphs.	Converting units problem solving and investigation Geometry-Angles,3D shapes	Ratio and proportion problem solving and investigation. Multiplication and division of fractions.

Science

Students at The Rosary Private School Muweilah explore science through a combination of building their knowledge and understanding of a wide range of topics, alongside the development of the national curriculums ‘working scientifically’ inquiry skills. Teaching and learning follows the process of the scientific method which allows student to work through an investigation systematically while using skills of observation, questioning, research, prediction, experimentation, recording results, analysing, concluding, and finally sharing and applying their knowledge. Student develop a curiosity and passion for science by answering key questions through their inquiries and investigations with increasing independence. Through frequent opportunities for practical science and hands on learning, student connect with science in a meaningful way, motivating their curiosity beyond the classroom.

By the time they enter Year 3, students are expected to be able to

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- identify and name a variety of common wild and garden plants, including deciduous and evergreen trees (this includes plants specifically found in the UAE) Note: the cactus is *not* a wild plant in the UAE though it may exist in gardens.
- identify and describe the basic structure of a variety of common flowering plants, including trees
- identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals
- identify and name a variety of common animals that are carnivores, herbivores and omnivores
- describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets)
- identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense
- explore and compare the differences between things that are living, dead, and things that have never been alive
- observe and describe how seeds and bulbs grow into mature plants
- find out and describe how plants need water, light and a suitable temperature to grow and stay healthy
- identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other
- identify and name a variety of plants and animals in their habitats, including microhabitats
- describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food
- notice that animals, including humans, have offspring which grow into adults
- find out about and describe the basic needs of animals, including humans, for survival (water, food and air)
- describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene
- distinguish between an object and the material from which it is made
- identify and name a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses
- describe the simple physical properties of a variety of everyday materials
- compare and group together a variety of everyday materials on the basis of their simple physical properties
- find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching
- observe changes across the 4 seasons
- observe and describe weather associated with the seasons and how day length varies

LOWER KEY STAGE 2 – YEARS 3 AND 4

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The principal focus of science teaching in lower key stage 2 is to enable students to broaden their scientific view of the world around them. They should do this through exploring, talking about, testing, and developing ideas about everyday phenomena and the relationships between living things and familiar environments, and by beginning to develop their ideas about functions, relationships, and interactions. They should ask their own questions about what they observe and make some decisions about which types of scientific enquiry are likely to be the best ways of answering them, including observing changes over time, noticing patterns, grouping, and classifying things, carrying out simple comparative and fair tests and finding things out using secondary sources of information. They should draw simple conclusions and use some scientific language, first, to talk about and, later, to write about what they have found out.

‘Working scientifically’ must always be taught and be clearly related to substantive science content in the programme of study.

Students should be able to read and spell scientific vocabulary correctly and with confidence, using their growing word-reading and spelling knowledge.

SPECIFIC STANDARDS FOR SCIENCE

By the end of Year 3 students must be able to:

- ask relevant questions and using different types of scientific enquiries to answer them
- set up simple practical enquiries, comparative and fair tests
- make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers
- gather, record, classify and present data in a variety of ways to help in answering questions
- record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables
- report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions
- use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions
- identify differences, similarities or changes related to simple scientific ideas and processes
- use straightforward scientific evidence to answer questions or to support their findings.
- identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers
- explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant

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- investigate the way in which water is transported within plants
- explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal
- identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat
- identify that humans and some other animals have skeletons and muscles for support, protection and movement
- compare and group together different kinds of rocks on the basis of their appearance and simple physical properties
- describe in simple terms how fossils are formed when things that have lived are trapped within rock
- recognise that soils are made from rocks and organic matter
- recognise that they need light in order to see things and that dark is the absence of light
- notice that light is reflected from surfaces
- recognise that light from the sun can be dangerous and that there are ways to protect their eyes
- recognise that shadows are formed when the light from a light source is blocked by an opaque object
- find patterns in the way that the size of shadows change
- compare how things move on different surfaces
- notice that some forces need contact between 2 objects, but magnetic forces can act at a distance
- observe how magnets attract or repel each other and attract some materials and not others
- compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials
- describe magnets as having 2 poles
- predict whether 2 magnets will attract or repel each other, depending on which poles are facing

By the end of Year 4 students must be able to:

- recognise that living things can be grouped in a variety of ways
- explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment
- recognise that environments can change and that this can sometimes pose dangers to living things
- describe the simple functions of the basic parts of the digestive system in humans
- identify the different types of teeth in humans and their simple functions
- construct and interpret a variety of food chains, identifying producers, predators and prey
- compare and group materials together, according to whether they are solids, liquids or gases
- observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C)

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- identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature
- identify how sounds are made, associating some of them with something vibrating
- recognise that vibrations from sounds travel through a medium to the ear
- find patterns between the pitch of a sound and features of the object that produced it
- find patterns between the volume of a sound and the strength of the vibrations that produced it
- recognise that sounds get fainter as the distance from the sound source increases
- identify common appliances that run on electricity
- construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers
- identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery
- recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit
- recognise some common conductors and insulators, and associate metals with being good conductors

By the end of Year 5 students must be able to:

- describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird
- describe the life process of reproduction in some plants and animals
- describe the changes as humans develop to old age
- compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets
- know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution
- use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating
- give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic
- demonstrate that dissolving, mixing and changes of state are reversible changes
- explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda
- describe the movement of the Earth and other planets relative to the sun in the solar system
- describe the movement of the moon relative to the Earth
- describe the sun, Earth and moon as approximately spherical bodies
- use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky
- explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object

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- identify the effects of air resistance, water resistance and friction, that act between moving surfaces
- recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect

By the end of Year 6, which is the end of Key Stage 2, students must be able to:

- plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary
- take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate
- record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs
- use test results to make predictions to set up further comparative and fair tests
- report and present findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations
- identify scientific evidence that has been used to support or refute ideas or arguments
- describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals
- give reasons for classifying plants and animals based on specific characteristics
- identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood
- recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function
- describe the ways in which nutrients and water are transported within animals, including humans
- recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago
- recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents
- identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution
- recognise that light appears to travel in straight lines
- use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye
- explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes
- use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them
- associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit
- compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches
- use recognised symbols when representing a simple circuit in a diagram

Teaching Programme

	TERM 1		TERM 2		TERM 3	
YEAR 3	Plants – Parts and their functions	Plants – Life cycle States of Matter	Animals including humans	Light	Forces and Magnets	Rocks
YEAR 4	Living things and their habitats.	Vertebrates and invertebrates.	Animals including humans	States of Matter Electricity	Food chains Forces	Sound
YEAR 5	Life cycles of plants Organ Systems in Human body The digestive system	Seasons and adaptations of plants and animals	States and properties of matter	Sound	Forces	Magnetism
YEAR 6	The human body	Forces and Electricity	Materials: properties and changes	Light and the solar system	Rocks, the rock cycle and soil	Food chains and food webs

Humanities – from Year 6

At The Rosary Private School Muweilah we deliver history and geography through a cross curricular topic based approach, alternating the two subject areas. We endeavour to include all other aspects of our broad and balanced curriculum, engaging deep and immersive learning for all our student. In history we will help all student to develop an understanding of time, place, people and events. We view history not only as simple facts and dates but encourage students to become detectives to explore the past in an exciting way. Now aim is to ignite a curiosity to learn about the past that will help student understand who they are and how their environment and the world has changed over time.

In geography our curriculum will inspire students curiosity and fascinating about the world and its people, that will remain with them for the rest of their lives. In our diverse society student need more than ever before to understand other people and cultures. As people's progress, they're growing knowledge about the world will help them to deepen their understanding of the interaction between physical and human processes. They will also gain knowledge of the formation and use of landscapes and the different environments.

By the time students start formal Humanities study in Year 6 they should be able to:

- name and locate the world's seven continents and five oceans
- name, locate and identify characteristics of at least four MENA countries and name their capital cities

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- understand geographical similarities and differences through studying the human and physical geography of a small area of the UAE, and of a small area in a contrasting European country
- identify seasonal and daily weather patterns in the UAE and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles
- use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather, city, town, village, factory, farm, house, office, port, harbour and shop
- use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map
- recognise landmarks and basic human and physical features;
- devise a simple line map; and use and construct basic symbols in a key
- use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.
- describe changes within living memory. Where appropriate, these should be used to reveal aspects of change in UAE national life
- recall events beyond living memory that are significant nationally or globally [for example, the death of Sheikh Khalifa and the start of the rule of Sheikh Mohammed bin Zayed, the death of Queen Elizabeth II and the start of the reign of King Charles III]
- recall significant individuals in the past who have contributed to national and international achievements [for example, Elizabeth I and Elizabeth II, Christopher Columbus, Neil Armstrong, William Caxton and Tim Berners-Lee]
- name significant historical events, people and places in their own locality.



SPECIFIC STANDARDS FOR GEOGRAPHY

By the end of Year 6, which is the end of the Key Stage, students must be competent and knowledgeable in the following geographical skills:

- name and locate counties and cities of the MENA region, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time
- identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)
- understand geographical similarities and differences through the study of human and physical geography of the UAE and a European country, Spain.
- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of maps) to build their knowledge of the UAE and the wider world
- use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

SPECIFIC STANDARDS FOR HISTORY

By the end of Year 6, which is the end of the Key Stage, students must be competent and knowledgeable in the following historical aspects:

- significant turning points in British history, for example, the Agricultural and Industrial Revolutions and Britain's part in the trans-Atlantic Slave Trade
- the use of maps, diagrams, films, texts and other historical sources including having an understanding of anachronism, reliability and the selection of relevant sources as evidence to support their opinion.
- explain why castles were necessary for protection and how the best castles were able to withstand attack by invaders using their design to thwart a variety of early weapons.

Teaching Programme

	TERM 1		TERM 2		TERM 3	
YEAR 6	Events in World History: The Agricultural Revolution(HY)	Fieldwork: Locating a new shopping mall in Sharjah(GG)	Similarities and differences between the UAE and Spain(GG)	Castle Design to stop Attacks(HY)	The TransAtlantic Slave Trade(HY)	Portfolio Presentation for end of KS Assessment

FRENCH

Learning a foreign language provides an opening to other cultures and deepens a student's understanding of the world. The teaching will 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 will also provide opportunities for them to communicate for practical purposes. French at The Rosary Private School Muweilah is taught from Year 2 so students entering Key Stage 2 should have a basic grasp of the language.

Aims

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

- understand and respond to spoken and written language from a variety of authentic sources
- speak with increasing confidence, fluency and spontaneity, finding ways of communicating 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.

By the end of Year 3 students studying French must be able to:

- Listen and respond to familiar spoken words and phrases
- Use a gesture, hold up a picture to identify specific words when listening to songs, poems, simple stories.
- Recognise numbers 1-20 and begin to understand numbers from 20 – 31.
- Understand and respond to simple classroom instructions e.g. *Hands up, listen carefully, show me, close your eyes, do an action.*
- Communicate with others using simple words, phrases and short sentences
- Use simple greetings e.g. *saying hello and goodbye, saying how you are and asking others how they are.*
- Ask and answer simple questions about self e.g. *name and age, birthday*
- Express simple likes and dislikes e.g. *food and drink.*
- Explore the patterns and sounds of language to help develop accurate pronunciation and intonation
- Recognise and understand some familiar written words and phrases
- Read and understand familiar nouns e.g. *parts of the body, animals*, and simple adjectives e.g. *size, colour* and a few high frequency verbs e.g. *I like, I play.*
- Read aloud familiar words and phrases from stories, songs and rhymes with reasonable accuracy.
- Show awareness of sound-spelling link

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- Write some familiar simple words using a model and some from memory
- Write one or two simple sentences, using a model e.g. name and age to introduce themselves. Label an animal they have drawn or made from playdough – e.g. *a black cat*.
- Complete a simple gapped text such as a party invitation or passport.
- Understand some basic grammar appropriate to the language being studied:
 - gender – masculine, feminine – nouns (singular)
 - word order of adjectives
 - how to form the negative
- Match the correct definite/indefinite to a series of familiar nouns (e.g. fruits and vegetables) with increasing accuracy.
- Use picture cards to build phrases to show position of a few adjectives of colour e.g. *a red dog, a yellow cat*.
- Begin to understand how the negative is formed in the new language e.g. make a human sentence for *I don't like chocolate*.

By the end of Year 4 students studying French must be able to:

- Listen for specific phonemes, words and phrases
- Pick out phonemes, words and phrases in songs, stories and rhymes.
- Understand higher numbers including multiples of 10 e.g. *in prices, dates, numeracy activities, telling the time*.
- Listen to up to three simple sentences using familiar vocabulary and answer questions and English e.g. *How old is Nicole?*
- Respond to a wider range of classroom instructions e.g. *Open the window/door, you are going to work in groups, I'd like 2 volunteers, put your hand up when you hear the sound*
- Communicate by asking and answering a wider range of questions and presenting short pieces of information
- Explore the patterns and sounds of language to help develop accurate pronunciation and intonation
- Use a wider range of familiar nouns and adjectives to talk about themselves, animals, story characters e.g. *I have brown eyes. I have two sisters and I like dancing*.
- Ask and answer questions using a wider range of question forms e.g. *the time, the date, food, hobbies* and to seek help in the classroom e.g. *Can you say that again please. I don't understand*.
- Express preference about what they like e.g. *food, animals, colours*
- Begin to use simple conjunctions e.g. *I have brown eyes and black hair*
- Use the negative to give answers to simple questions about likes/dislikes e.g. *I don't like* Can also use a wider range of verbs to express opinion such as love, hate, adore, detest.
- Ask and answer questions in 1st, 2nd, 3rd person singular.
- Begin to use pronouns
- Recite a few lines from a story, poem or song with good pronunciation
- Give a short presentation in a small group or with a partner e.g. a brief weather report, presentation about themselves, families, and hobbies.

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- Read a wider range of words, phrases and sentences aloud
- Read and understand familiar written words, phrases and short texts made of simple sentences
- Follow text while listening and reading at the same time.
- Apply phonic knowledge to support reading and read words, phrases and sentences aloud with increasingly accurate pronunciation.
- Understand key points in simple texts using familiar language *e.g. How many animals are in the story? What colour is the dog? What is the weather like in Paris?*
- Follow a text such as a song or poem whilst listening to it at the same time
- Link phrases to make a sentence *e.g. When it rains, you need an umbrella.*
- Use strategies to work out meaning of new words.
- Understand a short text using familiar language and be able to extract information to give simple answers in French and more complex answers in English.
- Follow a text displayed in the classroom at the same as listening to it.
- Read familiar words, phrases and short sentences aloud with good pronunciation and begin to apply phonic knowledge when meeting new words. Understand that symbols such as accents, cedillas and umlauts exist in the foreign language and that these affect the pronunciation of words.
- Begin to use a bilingual dictionary to check the meaning of new words
- Write a short text using a model
- Write a few simple sentences from memory
- Apply phonic knowledge to support writing
- Match correctly definite/indefinite article to singular and plural familiar nouns
- Place familiar adjectives *e.g. size and colour* in correct order.
- Select the correct colour adjective to describe masculine and feminine nouns
- Show an understanding of 1st, 2nd and 3rd person in present tense singular *e.g. ask and answer questions Do you like cheese? Yes I like cheese. Does he like swimming? Yes he likes swimming.*
- Begin to use pronouns *e.g. The prince is handsome. He loves the princess.*
- Understand that the definite article/indefinite article changes according to the gender of noun and whether it is singular or plural.
- Place high frequency adjectives *e.g. colour and size* in the correct order and see that endings can change according to gender of the nouns they describe.

By the end of Year 5 students studying French must be able to:

- Listen attentively and understand more complex phrases and sentences
- Identify key points in a new context *e.g. a story*, which contains familiar language
- Understand higher numbers *e.g. in prices, numeracy activities*
- Follow instructions and directions *e.g. a recipe or simple directions*
- Recognise letters of the alphabet when they hear them
- Take part in short conversations using familiar structures and vocabulary
- Use simple conjunctions to build more complex sentences and present information to others

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- Understand and express more complex opinions
- Explore the patterns and sounds of language to help develop accurate pronunciation and intonation
- Seek help and clarification e.g. *I don't understand, can you repeat that, how is that written?*
- Give simple instructions and directions e.g. *a recipe, directions to a place, the route to school*
- Begin to understand and express future intentions e.g. *I am going swimming on Wednesday*
- Take part in conversations expressing likes, dislikes and preferences e.g. *I like water but I prefer milk*
- Have the vocabulary to give the opinions they want to express.
- Give constructive feedback to classmates.
- Read a variety of short simple texts in different formats and in different contexts
- Focus on correct pronunciation and intonation, using tone of voice and gesture to convey meaning when reading aloud
- Practise reading aloud a poem to perform in front of the class or a larger group.
- Read a variety of short simple texts e.g. *stories, poems, texts from the Internet, non-fiction texts, emails from a partner school* that contain familiar and new vocabulary
- Write simple sentences and short texts using a model
- Use simple conjunctions such as *and*, *but* and *because* to form more complex sentences
- Use a dictionary to check the spelling of words.
- Write three or four sentences using a word/phrase bank linked to a recent area of learning such as *a meal, a scene, the weather, a planet*.
- Change elements in a given text e.g. *ingredients, colour and size of a planet*
- Begin to know how to form the future tense e.g. *I am going swimming on Wednesday; tomorrow it is going to rain.*
- Begin to see how possessive articles e.g. *my, his, her* change according to gender e.g. *Jane is my sister.*
- Understand the word order of familiar adjectives and apply correct endings, singular and plural, with increasing accuracy
- Be introduced to the concept of conjugation of verbs in the new language - the present tense of commonly used verbs e.g. *to be, to have, to eat, to play, to go*

By the end of Year 6 students studying French must be able to:

- Understand that some sounds and letter combinations need to be said and written differently from in English
- Listen to spoken foreign language for details and gist. Identify key points and some detail.
- Understand the main spoken points of a short text on a known topic that contains familiar and unfamiliar language.
- Follow a wide range of classroom instructions.

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- Be confident and open to understanding very familiar language spoken by someone other than their teacher e.g. a guest speaker
- Take part in a simple conversation, ask and answer questions and express opinions.
- Retrieve numbers up to 50 with accuracy and numbers up to 100 with reasonable accuracy
- Use spoken language confidently to initiate and sustain a simple conversation.
- Present simple information on a familiar topic to the class.
- Use peer- and self-assessment strategies to support language learning
- Recite a short piece of narrative from memory with increasing confidence, accuracy and expression.
- Use a range of questions and statements spontaneously to seek clarification and help.
- Understand the term 'conjugation' and what it means when looking at familiar verbs in the present tense
- Read aloud with increasing confidence, accuracy and expression and know that symbols such as accents, cedillas and umlauts exist in the foreign language, why they are used and what they do.
- Be willing to have a go at tackling the pronunciation of new and unfamiliar words, using phonic knowledge gained throughout KS2.
- Understand key points and some *detail* in short written texts in familiar contexts and be able to give simple answers in French and more complex answers in English.
- Understand key points in short written texts in unfamiliar contexts
- Use peer and self assessment strategies to support language learning.
- Find the meaning of new words by using a bilingual dictionary.
- Write a short text on a familiar topic using a model and adapting language already learnt to suit their own purposes. Writing reflects understanding of gender of nouns, forming the plural, word order, agreement of high frequency adjectives. Writing may also show some understanding of past and future tense.
- Understand the importance of gender in singular and plural nouns and check gender in a bilingual dictionary
- Show some understanding of past and future tense in spoken and written work
- Use high frequency adjectives with reasonable accuracy ie word order and endings
- Apply understanding of conjugation to two or three familiar verbs in the present tense



Teaching Programme

	TERM 1	TERM 2	TERM 3
Year 3	<p>Unité 1 Rappelez-vous</p> <ul style="list-style-type: none"> - Les personnages - Les nombres de 0-10 - Les nombres de 11-20 - Les salutations - Les jours de la semaine <p>Unité 2 Tu aimes l'école ?</p> <ul style="list-style-type: none"> - Qu'est ce qu'il y a dans mon sac - Dans ma salle de classe il Ya - Savoir se présenter 	<p>Unité 3 Où es –tu ?</p> <ul style="list-style-type: none"> - Connaître les endroits - Connaître les animaux - Ecouter une chanson <p>Unité 4 Où vas – tu ?</p> <ul style="list-style-type: none"> - Nommer les endroits - Les émotions - Le verbe aller 	<p>Unité 5 Tu connais Paris</p> <ul style="list-style-type: none"> - Connaître les endroits de Paris - Les cinq sens - Les moyens de transport - Les nombres de 21 à 40 <p>Unité 6- Quel temps fait-il ?</p> <ul style="list-style-type: none"> - Les 4 saisons - La carte météo de la France. <p>Unité 7 Qu'est-ce que tu prends au petit déjeuner</p> <ul style="list-style-type: none"> - Les repas - Le petit déjeuner - Le déjeuner - Un petit déjeuner équilibré
Year 4	<p><u>Unité 1 :</u></p> <ul style="list-style-type: none"> - Vive l'école - Les nombres de 1...59 <p><u>Unité 2 :</u></p> <ul style="list-style-type: none"> - comment vas – tu? - Les nombres de 60....70 - Les sentiments <p>Activité : les animaux sauvages</p>	<p><u>Unité 3 :</u></p> <ul style="list-style-type: none"> - Tu habites où ? - Les nombres de 70..80 - Les directions - Les prépositions de lieu <p><u>Unité 4 :</u></p> <ul style="list-style-type: none"> - Tu fais du sport ? - Les prépositions. <p><u>Unité 9 :</u></p> <ul style="list-style-type: none"> - Qu'est-ce qu'on mange ? - Les salés - Les sucrés 	<p><u>unité 5 :</u></p> <ul style="list-style-type: none"> - La fête de l'école <p><u>Unité 6 :</u></p> <ul style="list-style-type: none"> - Qu'est –ce que tu préfères ? <p>Activité : les animaux domestiques</p>
Year 5	<p>Unité 1 " En classe "</p> <ul style="list-style-type: none"> - Les personnages . - Les instructions en classe . - Les affaires scolaires . - Les jours de la semaine <p>Unité 2" Au café"</p> <ul style="list-style-type: none"> - les nourritures . - les boissons . - les fruits - Singulier et pluriel. <p>Unité 3 " À la maison "</p> <ul style="list-style-type: none"> - Masculin ou féminin - es chambres de ma maison 	<p>Unité 4 " le petit déjeuner"</p> <ul style="list-style-type: none"> - Qu'est-ce qu'on vend ? - la négation. - les légumes . <p>Unité 6 "les jours de la semaine ?"</p> <ul style="list-style-type: none"> - Les mois de l'année - Les nombres de 1 à 30 - Les jours de la semaine 	<p>Unité 5 "Quelle heure est -il ?"</p> <ul style="list-style-type: none"> - le temps - les articles définis . - le sport . - des plusieurs vocabulaires . <p>Unité 7 "la radio "</p> <ul style="list-style-type: none"> - À la maison - la chambre de Tom . - les articles partitifs . - les cinq sens

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Year 6	Unité1/présentation/ Les règles de l'école Conjugaison : trois verbes au présent et au passé composé Parler , c'est essentiel	Unité 3/un drôle d'invité/ Les verbes du premier groupe (er) au présent et au passé composé Les parties du corps	Unité 5/une invitation/ Les verbes du deuxième groupe au présent Me voici Chanson papa chéri
	Unité2/au restaurant/ Les prépositions Phonétique [m] [n]	Unité 4 /un accident / Les particules interrogatives La voiture Phonétique [d] [r]	Unité 6/promenade mouvementée/ Les verbes du deuxième groupe au passé composé Phonétique [ɔ] [o]

Arabic (A) – For Arab Students

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

The Arabic curriculum at The Rosary Private School Muweilah aims to make the learning of Arabic enjoyable and encourage students to communicate with it through various fun and interactive techniques. This will result in the development of the language and will ensure students are keen on further developing Arabic skills.

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

By the time students start Key Stage 2, they must be knowledgeable and competent in the skills noted below for Year 2.

Teaching Programme

	TERM 1	TERM 2	TERM 3
YEAR 3	مساعدة السلحفاة/ خولقد و البطاطا/نشيد ما أطيب التفاح /توظيف مفردات الدرس في جمل مفيدة أقسام الكلام /أنواع الاسم /حروف العطف/الفعل الماضي والحاضر/ أنواع التنوين / حروف الجر.	بلاقيعة / ترتيب جمل / توظيف مفردات الدرس في جمل مفيدة / تنظيم الأفكار أثناء الكتابة / طرف الزمان والمكان / أدوات الاستفهام / اللام الفعمية والشعسية/الناء المربوطة والمفتوحة .	مثلث و دائرة /توظيف مفردات الدرس في جمل مفيدة / الأصوات الصامتة /يكتب جملة إرشادية / أسلوب التبري / مطابقة العمر للمبتدأ.

YEAR 4	ملك الحكايات عالم الحشرات درس الاستماع : بمامة تتعلم الطيران نشيد : أحب الخير النحو: الجملة الاسمية والجملة الفعلية	قصة حلا نص معلوماتي : فكري حياتك أسلوب العطف نشيد: هيا تعمل الاستماع: الأشجار لا تمشي كتابة: نص وصفي ما معنى أن ننهي أسلوب الاستفهام كتابة نص وصفي المعلمة الماهرة	بانع الحكايات جملة كان الاستماع شواطئنا النظيفة قصة مساومة الثعلب جملة إن الاستماع هل ينسى الحمام الوحشي الصغير؟
YEAR 5	قصة النمر الأزرق النص المعلوماتي حيوانات مهددة بالانقراض النحو الجملة والتركيب إملاء الحروف التي تلفظ ولا تكتب والتي تكتب ولا تنطق الكتابة: كتابة نص وصفي، وصف شخصية ومكان	قصة سفح الأعلام النص المعلوماتي مقالاتي الصغيرة النحو: الجملة الفعلية أقسام الفعل معطى الفرزي إملاء الألف اللينة في الأفعال والحروف الكتابة: النص السري	قصة أمير الأطباء النص المعلوماتي: أطباء الإنسانية النحو الجملة الفعلية إملاء ألف تنوين الفتح كتابة استجابة أدبية قصة أفضل فزاعة الضمان
YEAR 6	سلطان النياي - المرتفعات الجبلية في الإمارات العربية المتحدة - الكتابة السياحة الداخلية في الإمارات العربية المتحدة - حوت على الشاطئ - كتابة نص إقناعي - الهمزة المتوسطة .	ركز على أهدافك - أنا حر - الجملة الاسمية والجملة الفعلية - الهمزة المتوسطة على وأو - كان وأخواتها - نشيد وطن النجوم - كتابة نص إقناعي	قصة الخوف يأتي من الداخل - الانتصار على العجل - إن وأخواتها - كتابة نص إقناعي - أحوال خير إن وأخواتها - كتابة استجابة أدبية - استماع العمل التطوعي.

Arabic (B) – Non-Arab students

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

By the time they start Key Stage 2, Arabic 'B' students should be able to

- introduce themselves by name and giving a few details about them and their family
- state the Arabic numbers
- give the names for colours in Arabic
- greet others appropriately in Arabic
- recognize and write the basic letter shapes
- ask and answer basic questions about the world around them in Arabic

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	TERM 1	TERM 2	TERM 3
LEVEL 2 (YEAR 3-4)	<p>الوحدة الأولى : (جسدي الصغير) جسدي - حواسي الشمس - طعامي الصحي - ملابسي .</p> <p>الوحدة الثانية :- (عالمي الصغير) انا وعائلي - مدرستي - بيتي</p>	<p>الوحدة الثالثة (الوقت) الساعة والتاريخ - الأيام - الشهور</p> <p>الوحدة الرابعة (في المدرسة) في الساحة - في الحافلة</p>	<p>الوحدة الخامسة :-أصدقاء (أعز أصدقاء - لقاء وفراق)</p> <p>الوحدة السادسة :- أوقات سعيدة (لقاءات أسرية)</p>
LEVEL 4 (YEAR 5-6)	<p>الوحدة الأولى (تجربة مليرة) زيارة إلى مدينة الجمال - جولة في مدرستي - جولة في ضيافتي - حول الإمارات .</p> <p>الوحدة الثانية (احتفالات عالمية) مهرجان الألوان - مهرجان حرب الطماطم - عيد الصمت</p>	<p>الوحدة الثالثة (أماكن واتجاهات) في المطار - في الفندق - في المدينة .</p> <p>الوحدة الرابعة (مشاهير غيروا العالم) ابن الهيثم .</p>	<p>الوحدة الخامسة (مسجدي وغازاتي) المطبخ العالمي - مسابقة الطبخ - العادات الصحية .</p> <p>الوحدة السادسة (ما يجعلني سعيدا) حيواني الأليف .</p>

Islamic Studies

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

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

The Islamic education course covers the key subjects as follows:

- Divine Revelation - students demonstrate memorization of the Holy Quran with application of Tajweed rules. Students also demonstrate understanding and application of the Quran and Hadith.
- Islamic beliefs - Students demonstrate awareness and belief in the foundations of the belief in Allah, His attributes, His angels, His books, and His Messengers. Students also demonstrate awareness of the value of the mind with the importance of thinking in reaching the truth.
- Islamic rulings and aims - students demonstrate knowledge of the correct jurisprudence of worship, And the jurisprudence of transactions, understanding their impact on the community.

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- Islamic values and manners - students demonstrate understanding and implementation of the individual and social Islamic values and manners.
- Biographies - students draw out their most important principles and lessons learned from the biography of the Prophet Muhammad (PBUH). They also show commitment to following the example of the prophetic personality and learn about some prominent Muslim figures who have had a positive impact on Islam and Muslim society.
- Identity and contemporary issues - students demonstrate pride in their own personalities, identities, and homeland(s). They showed their commitment to customs and traditions and show their understanding of contemporary issues and challenges in the Islamic community.

By the time they start Key Stage 2, all students are expected to have a good grasp of the curriculum components for Key Stage 1.

Teaching Programme – Islamic(Arabs)

	TERM 1	TERM 2	TERM 3
YEAR 2	<p>الله ربي سورة الفاتحة الصدق طريق الجنة اركان الاسلام سورة الاخلاص مولد الرسول صلى الله عليه وسلم الله الرحمن سورة الفيل دعاء النوم أبو هريرة الوضوء الرحمة بالحيوان</p>	<p>سورة الفلق أركان الإيمان آداب النظافة في الإسلام المسلم عون لأخيه أحب أسرتي رسولنا محمد في حضنة جده وعمه الله الخالق العظيم سورة الناس صلاتي نور حياتي البر حسن الخلق سورة قريش</p>	<p>أحب مخلوقات ربي سورة الكوثر أسماء بنت أبي بكر الصديق من آداب الطعام الرحمة القسامح أحب الزراعة خيركم من تعلم القرآن وعلمه سورة النصر</p>
YEAR 3	<p>الله اللطيف الخبير - آية الكرسي - الإيمان بالرسل - سورة العصر - أحب الخبير لأخي - الطهارة نو الحض الوضوء -سورة الشرح- الرسول يحب العمل - حسن الوضوء</p>	<p>أنا أصلي - فضل الصلاة - الصادق الأمين - سورة الصافات - الأمانة - أنا أصلي 2- فضل تلاوة القرآن - سورة الفدر - سورة الأعراف - آداب الطعام - خير الأعمال في الإسلام</p>	<p>الله الخالق الفدير - من أخلاق الإسلام - من أخلاق النبي - سورة الشمس -احترام الآخرين - الصلاة على النبي - بيدك الخير- نعمة النيات -كل أعني يدخلون الجنة - أحب جبراني-</p>

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YEAR 4	<p>بر الوالدين أداب التلاوة نزول الوحي على النبي محمد خديجة بنت خويلد حسن الخلق</p>	<p>آداب الزيارة والضيافة الصوم سورة المزمل من 9-1 صفات المؤمن سورة الفجر-الصدق الإيمان بالرسل موسى وعيسى عليه السلام</p>	<p>سورة البلد من 20-1 التراحم العمل الصالح سورة الذاريات صلة الأرحام نعمة الماء الرسول صلى الله عليه وسلم يجب جبراته نذوق الإيمان حديث شريف</p>
YEAR 5	<p>سورة البروج- أحكام التجويد- المؤمن القوي- بدء الدعوة إلى الإسلام- الإيمان بالكتب السمائية أهمية الصلاة المقروضة- أحسنكم أخلاقا</p>	<p>المنان الرواتب- الهجرة إلى الجنة- حسن المعاملة- صلاة الجماعة- سورة الأعلى- سورة الغاشية- عام العزيم</p>	<p>سورة الانشقاق- المرافق العامة- الرفق- صباهي لرب- في ظل صدقي- سورة المطففين- نو النورين عثمان بن عفان رضي الله عنه</p>
YEAR 6	<p>سورة الانفطار المفلس الحقيقي أحب العمل إلى الله تعالى الإيمان باليوم الآخر صلاة الجماعة الانساء والمعراج- سورة التكويم</p>	<p>سورة عيسى الطفلة القرآن شفيعي سورة التازعات القلب الرحيم الهجرة إلى المدينة</p>	<p>سورة النبا الطريق إلى الجنة آداب الطريق صلاة الجمعة والعيدين الله الحكيم العدل مع رسولي في الجنة- عمر بن الخطاب</p>

Islamic – Non-Arabs

	TERM 1	TERM 2	TERM 3
YEAR 2	<p>Allah is My Lord- Truthfulness is the Way to Paradise- The Pillars of Islam - Sūrat al-Fil- The Birth of Prophet Muhammad- Allah, the All-Compassionate - Sūrat al-‘Falaq - Bedtime supplication (Du‘ā’)- Abu Hurayrah - Wuḍū’ (Ablution)</p>	<p>Sūrat al-Ikhlās- Pillars of Faith - Islamic Etiquette of Cleanliness - A Muslim Helps his Brother - Our Prophet Muhammad in the care of his Grandfather and Uncle Allah: the Great Creator. Surat An-Nas. - My Prayer is the Light of my Life. - Righteousness is Good Character.</p>	<p>I Love the Creatures of my Lord - Surat Al-Masad - Asma’ bint Abi Bakr As- Sideeq - Some of the Manners of Eating - Surat Al-Kawthar- Tolerance - “The best amongst you is the one who learns the Qur’an and teaches it.” - Surat An-Nasr</p>
YEAR 3	<p>Allah, the Most Kind, the All-Aware Sūrat al-‘Aṣr - Belief in the Messengers of Allah: Prophets Nūḥ (Noah) and Ibrāhīm (Abraham) Sūrat al-Kāfirūn I love good things for my brother Purification and the Nullifiers of Wuḍū’ (Ablution) Sūrat al-Sharh The Prophet Loves to Work Hadith (Performing Proper Ablution) (Wuḍū’)</p>	<p>I Pray (1)- The Excellence of the Prayer) - The Truthful, the Honest (alṢādiq al-Amin)- Sūrat Quraysh - Amānah (Trustworthiness)- I pray (2)- The Virtue of Reciting the Holy Qur’an - Surat Al-Qadr- Dining Etiquette- The Best Acts in Islam-</p>	<p>Allah, the Almighty Creator- Some Islamic Manners- Some of the Prophet’s Manners - Surat Ash-Shams - Respect for Others - Prayer upon the prophet - The Grace of plants- All my people enter paradise</p>

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YEAR 4	<p>Honoring Parents - The Etiquette of Recitation - The Revelation of the Qur'an to Prophet Muhammad - Khadijah bint Khuwaylid- Good Character - Belief in Angels- The Conditions and Nullifiers of Prayer (acts that necessitate redoing the prayer)- The Virtues of Reciting the Holy Qur'an - The Call to Prayer (Adhān) and the Call for Commencement of Prayer (Iqamah)</p>	<p>The Etiquette of Visiting and Hospitality - Fasting - Sūrat al- Humazah The Attributes Of the Believer - Surat Al-Fajr - Truthfulness - Belief in Prophets (Moses and Jesus)</p>	<p>Surat Al-Balad - Mutual Mercy - Ties of Kinship - the Grace of Water - The Prophet Loves His Neighbors - Taste of Faith</p>
YEAR 5	<p>Lesson 1: Etiquette of entering or leaving a house Lesson 2: Surat al Burouj Lesson 3: The rules of Tajweed (reciting the holy Qur'an) Lesson 4: The strong believer Lesson 5: The early call to Islam lesson 1: Belief in Divine books</p>	<p>Unit 3 Lesson 1: Sunan Rawatib (Sunnah prayers associated with obligatory Prayers) Lesson 2: The emigration to Abyssinia Lesson 3: Good treatment Lesson 4: Surat Al-A'la.</p>	<p>Unit 5 Lesson 1: Surat Al-Inshiqaq (The splitting asunder) Lesson 3: Kindness Lesson 4: My fasting is for the sake of my Lord Lesson 5: In the shade of my charity Unit 6</p>
		<p>Lesson 5: Congregational Prayer Unit 4 Lesson 1: Surat Al-Ghashiyah (The overwhelming) Lesson 3: Praising Allah for his blessing Lesson 4: The year of sorrow</p>	<p>Lesson 1: Surat Al-Mutaffifin (The Defrauding) Lesson 5: Dhu Al-Nurain... Uthman bin Affan</p>
YEAR 6	<p>1. Surah al Infitaar 2. The Real Bankrupt 3. The Most Beloved of Deeds to Allah SWT (Hadeeth) 4. Loving Allah SWT 5. Calling (Dawah) the People of Taif to Islam unit : 2- 1.Surah At-Takweer 3. Belief in the Day of Judgement 4. The Congregational Prayer 5. The Night Journey and Ascension (Al Isra wal Me'raj)</p>	<p>1. 1.Surah Abasa 2. Echo Letters , Qalqalah 3. The Holy Qur'an is My Intercessor 4. The Etiquette of Using Means of Public Transport 5. Fatima bint Abdul Malik unit 4 1. Surah An-Naazi'aat 2. The Noble Heart 3. Kindness is Good 4. "Make things easy and do not make them difficult" 5. The Migration to Al Madina</p>	<p>1. Allah, the Powerful (Surah An-Naba) 2. The Way to Paradise 3. The Blessing of the Human Mind 4. Etiquette on Streets 5. Friday Prayer and the Prayer of the Two Feasts 1. Allah, the Just Judge (Surah an-Naba) 2. With my Prophet (Peace be upon him) in Paradise 3. Courage 4. Omar ibn al Khattab (R.A)</p>



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Physical Education

The aim of Key Stage Two physical education is for students to develop and nurture key fine and gross motor skills that are used in everyday and sporting life. Physical literacy is prevalent throughout the curriculum through allowing students to experience a wide range of sporting movements and techniques, giving them the confidence and competence to take on a wider range of physical and sporting activities are later on in their school career or beyond school. Students will begin to understand what makes a performance more effective and how to apply these principles to their own and others' work. They also learn about the importance of exercise and the long term health benefits of physical activity.

Teaching Programme

	TERM 1	TERM 2	TERM 3
YEAR 3	Netball, football and basketball	Athletics and gymnastics	Badminton, invasion games and fitness
YEAR 4	Netball, football and basketball	Athletics and gymnastics	Badminton, invasion games and fitness
YEAR 5	Netball, football and basketball	Athletics and gymnastics	Badminton, invasion games and fitness
YEAR 6	Netball, football and basketball	Athletics and gymnastics	Badminton, invasion games and fitness

Art and Design

Art at The Rosary Private School Muweilah has been designed and developed to support young creative minds in their pursuit of creativity. They are encouraged to be passionate about the subject and courageous through their arts making they should be brave and ambitious without losing sight of themselves. We learn from our experiences, discover character through artistic expression, and become more fully ourselves through Art.

Students will

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

Teaching Programme

	TERM 1	TERM 2	TERM 3
Y 3	<p>Stone Age Drawing from observation, mask making, looking at textures and surfaces. Painting on a large scale. Designing favorite animals in cave art after studying Neolithic cave art.</p>	<p>Mythical creatures investigate and research mythical creatures from around the world and in different cultures. Create collages by mixing different animal body parts. Draw and paint own creatures from mythology.</p>	<p>Water Explore how water is represented in art. Look at works of art where water is represented in different moods from calm to stormy at sea. Practice copying these moods and applying them through mixed media. Create their own water theme picture using any media they wish.</p>
Y 4	<p>Ancient Greece Explore the work of Grayson Perry; Design, draw and make 3D pots from any materials such as papier mache. Design and make fabrics using Greek imagery.</p>	<p>Impressionism Investigate how impressionist artists represented the seasons through colour and brush strokes e.g. Monet, Haystacks and Renoir. Draw their own work of art using the same techniques.</p>	<p>Vegetables Explore the detail on the surface of common vegetables. Looking at texture, tone, and Connor application. Observation or drawing and applying colour mixing techniques in different media. Designing the perfect vegetable.</p>
Y 5	<p>Victorian World This was the age of exploration and discovery. Exploring the world in the 19th century through the eyes of Victorian artists: Street scenes, factories and industry. Compare the work of Lowry and George Shaw. Create their own picture of a Victorian street scene.</p>	<p>The work of Salvador Dali Explore the common works of this artist and investigate techniques he used to create an alternative impression of the world. Students will take an everyday object and create a Dali-style artwork using paint, pastel or other media. Students may create a 3D version of their artwork.</p>	<p>Egyptians Exploring How Egyptians drew human figures end using pegs, scrap materials, wire etcetera create a human figure in the same style for the modern world. Combining individual figures into a larger scene/diorama to portray aspects of life in our time.</p>
Y 6	<p>Wartime Animals in Art Explore war art and war artists during early wars before photography. Look at dimension when drawing war horses. Learn the techniques to create an image of a war horse rearing up With or without a rider.</p>	<p>Modern imagery and poster design observing a number of posters and looking at common requirements. Explore old versus new poster design. Design, draw and use digital technology to create a simple poster with background, text and images.</p>	<p>Superheroes use the Internet to find a favorite superhero picture, then copy or trace it in your own style using At least two different media. Design your own superhero for the world we now live in. Think about what it would need to deal with.</p>

Computing

The exciting world of computing covers 3 important educational strengths: computer science, information technology, and digital literacy. Computer science is the study of coding and programming, a skill that is being sought after more and more in the job market. Information technology is the skill of using technology to be creative, making projects such as movies, animations, word processing, and spreadsheets. These can be used across all their other subjects once learned. Finally, digital literacy is making sure that student learn how to be safe, respectful, and responsible when using technology, and particularly when they go online.

Each strand plays its own unique part in preparing students for life in the digital age. At The Rosary Private School Muweilah, we use technology to great effect. Student use a mixture of tablets, laptops and computers when completing their work. This will also work in synchronization with various robotics and other STEAM (Science, Technology, Engineering and Math) related kits and resources.

Teaching Programme

	TERM 1		TERM 2		TERM 3	
YEAR 3	Digital devices	Creating Animation	Coding with scratch	Digital Literacy	Computational thinking	Presentation
YEAR 4	Computers around us	Coding with scratch	Writing and editing a document	Using the world wide web	Programming	Explaining How the internet works
YEAR 5	Creating our own websites	Looking at spreadsheets with numbers	Quiz master with scratch	Using emails safely and responsibly	Computer networks	Building Robot
YEAR 6	Presentation	Coding with scratch	Using numbers for research	Turn an algorithm in to program	Living with Robots	Creating our own App

Music

Music is a universal language that helps to explore ourselves and the world around us, which in the modern world, is rarely silent whether it is the sound of bird song, or the noise of traffic. Music education at The Rosary Private School Muweilah Aims to engage and inspire our students to develop a love of music and to develop their talents as musicians, and so to increase their self-confidence, creativity, and sense of achievement. Within our music program we develop the essential personal – emotional skills of 21 centuries through self-awareness, critical thinking, communication, creativity, and collaboration. As students progress, they should develop a critical engagement with music, allowing them to compose music, listen to high quality music with discrimination, and to develop their confidence by performing on stage.

Students will learn to:

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- use their voices expressively and creatively by singing songs and speaking chants and rhymes
- play tuned and untuned instruments musically
- listen with concentration and understanding to a range of high quality live and recorded music
- experiment with, create, select, and combine sounds using the interrelated dimensions of music that can be reached through digital technology

Teaching Programme

	TERM 1	TERM 2	TERM 3
YEAR 3	The alphabet of music, singing and listening to recorded music	Singing with musical instruments and combining sounds	Group singing and using basic instruments
YEAR 4	Creative expression using the voice	Solo and group singing	Voice projection and working in the theatre: choral singing
YEAR 5	Choral singing with different vocal layers	Solo and group singing	Voice projection and working in the theatre: choral singing
YEAR 6	Playing tuned and untuned instruments	Songs through digital technology	Voice projection and working in the theatre: choral singing

UAE Social Studies

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

Skills, knowledge, and understanding in Social Studies are consolidated through project work so students develop an understanding of the UAE and an understanding of Emirati identity. Our termly projects support student in becoming successful with information literacy and processing. Elements of Moral Education are incorporated into the Social Studies curriculum to give it greater depth. The Social Studies programme is taught in Arabic.



Teaching Programme: Arabs

	TERM 1	TERM 2	TERM 3
YEAR 3	كوكب الأرض القارات والمحيطات موقع بلادي	المياه في بلادي البنائي المؤسس	السلع الإنتاج والإسلاك الطيران في بلادي
YEAR 4	النظام البيئي في كوكب الأرض يوم غير التاريخ البنائي المؤسس	الجهات الأصلية وطرائق تحديدها خريطة بلادي واجباتي ومسؤولياتي تجاه بلادي	مناخ بلادي التكنولوجيا في بلادي
YEAR 5	أعرف بلادي: - طبيعة بلادي 2+1 - المناخ والبيئة الطبيعية	وطن السعادة: - الأنشطة الاقتصادية - بيئتي مسؤوليتي - إمارة ومسعى	النمو الاقتصادي: - الميزة الشخصية - مشاريع رائدة في بلادي
YEAR 6	حضارتنا العريقة: - حضارات الوطن العربي - حضارات دلتون ماجان روح الاتحاد: - الاتحاد في فكر زايد - إنجازات الاتحاد	خليجنا واحد: - مجلس التعاون لدول الخليج زايد والبيئة: المجتمعات الطبيعية - المشاريع الخضراء في بلادي	بيئنا حياة وعلوم: - الأسواق - الثبات الطبيعي حضارتنا علوم وابداعات - ابن سينا

Teaching Programme: Non-Arabs

	TERM 1	TERM 2	TERM 3
YEAR 3	The UAE During the Last Century Natural Resources in the UAE Life by the Sea Life in Coastal Cities. Life in the Desert. Life in the Desert Oasis. Modern-Day UAE	Schools in the UAE Education in the UAE Healthcare in the UAE Famous Places Malls and Shopping Centres Airports and Seaports	Famous Places Malls and Shopping Centres Airports and Seaports
YEAR 4	Landforms Bodies of Water Natural Resources - Land and Water Natural Resources Other Natural Resources New Ideas for Natural Resources Reading a Map Different Kinds of Maps	Natural, Capital, and Human Resources Reduce, Reuse, and Recycle! Resources and Trade The UAE Economy School Project	Invention of Writing Number Systems Developments in Medicine. Using Electricity. Powered Engines Transportation

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YEAR 5	Weather, Climate, and Climate Zones Impact of Landforms and Climate on People. Nature and Wildlife Climate Changes Energy Sources and Preserving the Planet UAE National Day	Our Community Goods and Services Producers and Consumers Supply and Demand Saving, Budgeting, and Spending	Government Services Courts and Councils Social Responsibilities Safety and Security Healthcare Infrastructure Social Organisations Citizenship
YEAR 6	Prehistory Ancient Egypt and the Nile Mesopotamia and Agriculture Ancient China - Shang and Zhou Dynasties Transport and Trade in Ancient Civilizations	Classical Civilizations - East and West Greek City-States and Governments The Achaemenids and Alexander the Great Trade Routes in Classical Times The Roman Empire City Planning in Classical Civilizations Fall of the Western Roman Empire	The Golden Age of Islamic Civilization Baghdad Science and Innovation Art, Scholarship, and the House of Wisdom Health and Medicine Cordoba - Islamic Architecture The End of the Golden Age Term Project

Moral Education

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

Aims:

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

The curriculum is based on 4 pillars which include: character and morality, the individual and the community, civic studies, and cultural studies. It blends academic content with an exploration of character and ethics. At The Rosary Private School Muweilah, the Moral Education curriculum is taught by Arabic teachers.

INCLUSION

The Rosary Private School Muweilah welcomes learners with English as an Additional Language (EAL). These are students whose English is very limited which prevents them from both socializing within the school community and accessing the school curriculum. At the school, EAL learners are identified on entry and grouped according to their linguistic needs as noted below:

EAL – A

- Learners who have English skills at the level of BICS (Basic Interpersonal Communication Skills)
- Learners who have advanced and developed their English skill but still need support
- learners who are in the process of developing their Cognitive Academic Language Proficiency (CALP)

EAL – B

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

Those who are at EAL – B are likely to be assisted by their class teacher through the modification of work, whilst those at EAL – A may require in-class support, out-of-class interventions and one-to-one sessions developing their proficiency in

- phonology - the sound system of English
- morphology - the forms and formation of words
- syntax - the rules and structure of the English language
- semantics - the meaning of language including general vocabulary and academic terminology
- language functions - the purpose and use of specific language
- pragmatics - the appropriate use of the English language in various contexts

EXTENSION FOR EXCEPTIONAL LEARNERS

At The Rosary Private School Muweilah, we recognize that there are students with special gifts and talents and that these groups of students are at risk of educational exclusion. We strive to prevent this through the implementation of a programme which allows them to excel both in the classroom and beyond.

These students will be identified through the production of exceptionally high quality personal work in the classroom, and through external assessments such as the Cognitive Achievement Tests (CAT) carried out in Year 4 and Year 6 at key stage 2. Students demonstrating skill and

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capability which significantly exceeds age-related expectation in performance subjects such as sports, music and art can also be identified through peer and parental nomination. It is not necessary for a student to be both academically gifted and talented in an area of skill. Neither are students always exceptionally gifted across all academic areas. For example, an exceptionally creative Year 3 student may write stories well in advance of the expectations for their age or show exceptional independence in developing strategies for solving problems in science or mathematics, but for this to be identified in one or two areas of the curriculum only.

Students who are identified as exceptional will be put on an Individual Plan once they are identified so the school and teachers within subjects can enhance their work through the provision of higher level activities. They may also be given additional opportunities which allow them to nourish and extend their exceptional potential.

ADDENDA

English Appendix 1: Vocabulary Lists

Word list – years 3 and 4

accident(ally)	early	knowledge	purpose
actual(ly)	earth	learn	quarter
address	eight/eighth	length	question
answer	enough	library	recent
appear	exercise	material	regular
arrive	experience	medicine	reign
believe	experiment	mention	remember
bicycle	extreme	minute	sentence
breath	famous	natural	separate
breathe	favourite	naughty	special
build	February	notice	straight
busy/business	forward(s)	occasion(ally)	strange
calendar	fruit	often	strength
caught	grammar	opposite	suppose
centre	group	ordinary	surprise
century	guard	particular	therefore
certain	guide	peculiar	though/although
circle	heard	perhaps	thought
complete	heart	popular	through
consider	height	position	various
continue	history	possess(ion)	weight
decide	imagine	possible	woman/women
describe	increase	potatoes	
different	important	pressure	
difficult	interest	probably	
disappear	island	promise	

Word list – years 5 and 6

accommodate	criticise (critic + ise)	individual	relevant
accompany	curiosity	interfere	restaurant
according	definite	interrupt	rhyme
achieve	desperate	language	rhythm
aggressive	determined	leisure	sacrifice
amateur	develop	lightning	secretary
ancient	dictionary	marvellous	shoulder
apparent	disastrous	mischievous	signature
appreciate	embarrass	muscle	sincere(ly)
attached	environment	necessary	soldier
available	equip (–ped, –ment)	neighbour	stomach
average	especially	nuisance	sufficient
awkward	exaggerate	occupy	suggest
bargain	excellent	occur	symbol
bruise	existence	opportunity	system
category	explanation	parliament	temperature
cemetery	familiar	persuade	thorough
committee	foreign	physical	twelfth
communicate	forty	prejudice	variety
community	frequently	privilege	vegetable
competition	government	profession	vehicle
conscience*	guarantee	programme	yacht
conscious*	harass	pronunciation	
controversy	hindrance	queue	
convenience	identity	recognise	
correspond	immediate(ly)	recommend	

English Appendix 2: Grammar and Conventions

Year 3: Detail of content to be introduced (statutory requirement)	
Word	<p>Formation of nouns using a range of prefixes [for example <i>super-</i>, <i>anti-</i>, <i>auto-</i>]</p> <p>Use of the forms a or an according to whether the next word begins with a consonant or a vowel [for example, <i>a</i> rock, <i>an</i> open box]</p> <p>Word families based on common words, showing how words are related in form and meaning [for example, <i>solve</i>, <i>solution</i>, <i>solver</i>, <i>dissolve</i>, <i>insoluble</i>]</p>
Sentence	<p>Expressing time, place and cause using conjunctions [for example, <i>when</i>, <i>before</i>, <i>after</i>, <i>while</i>, <i>so</i>, <i>because</i>], adverbs [for example, <i>then</i>, <i>next</i>, <i>soon</i>, <i>therefore</i>], or prepositions [for example, <i>before</i>, <i>after</i>, <i>during</i>, <i>in</i>, <i>because of</i>]</p>
Text	<p>Introduction to paragraphs as a way to group related material</p> <p>Headings and sub-headings to aid presentation</p> <p>Use of the present perfect form of verbs instead of the simple past [for example, <i>He has gone out to play</i> contrasted with <i>He went out to play</i>]</p>
Punctuation	<p>Introduction to inverted commas to punctuate direct speech</p>
Terminology for pupils	<p>preposition, conjunction</p> <p>word family, prefix</p> <p>clause, subordinate clause</p> <p>direct speech</p> <p>consonant, consonant letter vowel, vowel letter</p> <p>inverted commas (or 'speech marks')</p>

Year 4: Detail of content to be introduced (statutory requirement)	
Word	<p>The grammatical difference between plural and possessive -s</p> <p>Standard English forms for verb inflections instead of local spoken forms [for example, <i>we were</i> instead of <i>we was</i>, or <i>I did</i> instead of <i>I done</i>]</p>
Sentence	<p>Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. <i>the teacher</i> expanded to: <i>the strict maths teacher with curly hair</i>)</p> <p>Fronted adverbials [for example, <i>Later that day, I heard the bad news.</i>]</p>

Text	Use of paragraphs to organise ideas around a theme Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition
Punctuation	Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: <i>The conductor shouted, "Sit down!"</i>] Apostrophes to mark plural possession [for example, <i>the girl's name, the girls' names</i>] Use of commas after fronted adverbials
Terminology for pupils	determiner pronoun, possessive pronoun adverbial

Year 5: Detail of content to be introduced (statutory requirement)	
Word	Converting nouns or adjectives into verbs using suffixes [for example, <i>-ate; -ise; -ify</i>] Verb prefixes [for example, <i>dis-, de-, mis-, over- and re-</i>]
Sentence	Relative clauses beginning with <i>who, which, where, when, whose, that</i> , or an omitted relative pronoun Indicating degrees of possibility using adverbs [for example, <i>perhaps, surely</i>] or modal verbs [for example, <i>might, should, will, must</i>]
Text	Devices to build cohesion within a paragraph [for example, <i>then, after that, this, firstly</i>] Linking ideas across paragraphs using adverbials of time [for example, <i>later</i>], place [for example, <i>nearby</i>] and number [for example, <i>secondly</i>] or tense choices [for example, <i>he had seen her before</i>]
Punctuation	Brackets, dashes or commas to indicate parenthesis Use of commas to clarify meaning or avoid ambiguity
Terminology for pupils	modal verb, relative pronoun relative clause parenthesis, bracket, dash cohesion, ambiguity

Year 6: Detail of content to be introduced (statutory requirement)	
Word	<p>The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, <i>find out – discover; ask for – request; go in – enter</i>]</p> <p>How words are related by meaning as synonyms and antonyms [for example, <i>big, large, little</i>].</p>
Sentence	<p>Use of the passive to affect the presentation of information in a sentence [for example, <i>I broke the window in the greenhouse</i> versus <i>The window in the greenhouse was broken (by me)</i>].</p> <p>The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: <i>He's your friend, isn't he?</i>, or the use of subjunctive forms such as <i>If I <u>were</u></i> or <i><u>Were they</u> to come</i> in some very formal writing and speech]</p>
Text	<p>Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as <i>on the other hand, in contrast, or as a consequence</i>], and ellipsis</p> <p>Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text]</p>
Punctuation	<p>Use of the semi-colon, colon and dash to mark the boundary between independent clauses [for example, <i>It's raining; I'm fed up</i>]</p> <p>Use of the colon to introduce a list and use of semi-colons within lists</p> <p>Punctuation of bullet points to list information</p> <p>How hyphens can be used to avoid ambiguity [for example, <i>man eating shark</i> versus <i>man-eating shark, or recover</i> versus <i>re-cover</i>]</p>
Terminology for pupils	<p>subject, object</p> <p>active, passive</p> <p>synonym, antonym</p> <p>ellipsis, hyphen, colon, semi-colon, bullet points</p>

The Rosary Private School KS2 Curriculum Booklet 2024 - 2026

This book has been prepared for The Rosary Private School Muweilah, in the emirate of Sharjah, United Arab Emirates to enable to taught curriculum to be compliant with the requirements and standards of the English National Curriculum(UKNC) and the Ministry of Education(MOE) of the United Arab Emirates.

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