

Primary
Curriculum
Guide



NORD ANGLIA
INTERNATIONAL SCHOOL
DUBAI

Be Ambitious



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THE PRIMARY CURRICULUM


AT

NORD ANGLIA INTERNATIONAL
SCHOOL DUBAI



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A Note to Parents

Welcome to Nord Anglia International School Dubai. We are a school for children of all ages to develop and grow through the English National Curriculum. This guide is about our primary school, which is a community of children aged from 5 to 11.

We aim to give you an introduction to what your child will learn through the stages of the primary school. More than this, we hope it will give a sense of our educational philosophy, which allows children to take risks, question and learn in an environment that enables them to be happy, to thrive, to grow and to progress. We enable our students to meet their potential; to live up to their own highest standards.

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A guide like this can only tell you so much; we very much look forward to being able to meet you in person and talk more fully about how we might be able to be part of your child's education.



Michael Embley
Principal



Elizabeth Lamb
Head of Primary



Overview

In welcoming your child into the NAS Dubai community we aim to ensure that all children in our care are happy, confident, well-motivated, enthusiastic and excited about learning. One of our key goals is to develop within our students a desire to learn that will remain with them for life, and help them to meet future challenges confidently and successfully.

The school offers a stimulating and supportive setting, defined by its sound balance of academic excellence and opportunities for personal development. Our educational model encourages every student to aim for the top, regardless of their starting point. This is achieved through our highly proficient delivery of a locally-adapted English National Curriculum. We provide a curriculum of quality - one that is team-planned, enquiry based and draws upon the energy, imagination and talents of all. We offer a curriculum that recognises the importance of experiential learning and provides wholeheartedly for the needs of individual children.

We foster a learning environment in which respect for the individual, as well as diverse cultural backgrounds and belief systems, are of equal importance. In addition to this social awareness, we aim to engender in our students a broad understanding of global issues; ultimately, both will be vital in establishing a fairer and more peaceful world. As a whole school we acknowledge that good relationships are essential to develop our children's self- image, confidence and independence. As a result, all members of our staff work together to advance this caring and supportive atmosphere.

Philosophy

We aim to:

Enable students to achieve at the highest academic levels. We will create an atmosphere that is purposeful, where learning is valued.

Demonstrate to our students the value and importance of good manners, personal values, and self-reflection. We will instil in students a sense of decency, commitment, self-reliance, responsibility, respect for others and healthy self-esteem.

Encourage students to engage with the 'big questions' of the world around them in a constructive, critical and reflective manner. We will show students the skills and attitudes they will need to take their place in society.

Facilitate the achievement of these aims by forming the best possible relationships between teachers, children, parents and our wider school community.

We are concerned with the development of the 'whole child', ensuring that we provide opportunities for all students to excel and be successful.

We want children to enjoy school and to make the best use of their time here.

Values and Precepts

We would like our students to achieve their full potential and to become good members of the community by embracing, with us all, the following precepts:


- To tell the truth
- To keep promises
- To respect the rights and property of others
- To act considerately towards all living things
- To help those who are weaker and less fortunate than ourselves
- To take personal responsibility for all our actions
- To develop self-discipline
- To have good manners and social graces
- To respect nationalities and cultures of others

Our Task



To have a happy school, an orderly and supportive atmosphere is necessary. School rules are based on the need for a large community of children and adults to work together. Children should be able to come to school happy and free of fear, knowing that their rights will be respected, and prepared to respect the rights of others. Such rules that exist do so to ensure mutual respect and to prevent injury or accident. We aim for a caring, orderly school based on self-discipline.

Parental support is sought in ensuring that school rules are respected. The school's emphasis is placed on encouraging and rewarding the positive aspects of children's work and behaviour throughout the school. The learning environment is organised, stimulating and challenging for all children. Classroom areas are imaginatively laid out and contain displays which assist learning, engage children in their learning process and celebrate children's achievements.



Parents are recognised and warmly welcomed in school. Their full involvement and contribution is sought consistently across the school in a partnership that enhances the children's education and welfare.

Our Curriculum

NAS Dubai recognises that a successful curriculum needs to promote the four aspects of achievement, these are:

The ability to express oneself in oral and written form and, where appropriate, to remember facts accurately and use them constructively.

The ability to apply knowledge through practical tasks, problem solving, investigation skills and through the use of oral and written language.

The development of personal and social skills, such as the ability to work with others and to be able to take on a leadership role within a group.

The ability to develop confidence that comes with self-discipline and the commitment to learn and persevere even when tasks seem difficult.

Key Stages One and Two - English

English teaching concentrates on the four key skills that your child needs to get the most out of all their learning at school - speaking, listening, reading and writing. These four areas are supported by the specific teaching of grammar, spelling and handwriting.

At NAS Dubai we use the most up-to-date English National Curriculum for teaching English, which gives detailed programmes of study and clear objectives for all aspects of the curriculum mentioned above. The key skills are an essential part of our curriculum and different aspects are covered on a daily basis. We strive to offer a range of different activities during English lessons utilising both the indoor and outdoor spaces. These may include using the Interactive White Board, playing games, taking part in a guided reading or writing activity, using computer programs, drama activities, role play, or using the outdoors in relation to a book covered within class.

Within their classes the children work in ability groups for English, completing tasks which have been especially prepared for their level. The teacher and TA take turns 'focus teaching' these small groups, reminding the children about their individual learning targets and hence personalising their learning. In this way, both support and challenge can be provided, allowing children to make the best possible progress and understand what they need to do next to improve further.



Key Stages One and Two

English: Speaking and Listening

A child's ability to listen actively and their capacity to express themselves effectively in a variety of speaking and listening activities, is essential to their development across the curriculum. We realise the importance of this, especially in an international setting. Children are therefore given a variety of opportunities to develop their speaking and listening skills. We provide opportunities for children to talk together in pairs ('talk partners') or small groups, encourage children to speak about family, hobbies, pets and other areas of interest and provide opportunities through role-play and drama. In addition to English lessons, we practise our speaking and listening skills in other curriculum areas too.

Children speak to different audiences and use language for effect. They shape what they say with a clear beginning and ending. They listen carefully, picking out the main points of what people say, and ask questions or make comments. They work flexibly in groups, making different contributions. In drama, children write scripts or improvise plays and comment on how successful their performances are. They readily record their performances on film, assessing their presentation skills and reviewing their effectiveness. They learn about how language changes in different situations and the differences between speech and writing.

Key Stages One and Two

English: Writing

It is important for children to become confident, independent writers. To help them achieve this, we provide a tremendous variety of stimuli for writing.

This might include listening to a wide range of stories, poems and film clips. The children discuss such texts in talking partners and larger groups to use their responses to help structure and improve their writing. We also use role-play and drama to help children to generate ideas which they can use in their writing. We build upon the context, connections and skills that children already have when they come to school.

The children in Year 1 to Year 6 have extended writing opportunities where the larger process of writing is modelled for them. Working walls are evident in each classroom which demonstrate the stages of development of a piece of work and act as a toolkit for writing.

They write in a range of ways to explore feelings, explain, persuade, review and comment. They plan and draft their work, checking it for spelling, punctuation and grammar.

Children need to have the opportunities to experiment, improvise and take risks. To encourage this we do not correct every spelling mistake a child makes in their free writing; we provide support and opportunities to show them the correct model, emphasising how well they are doing and guiding them in their next attempt.

Key Stages One and Two English: Handwriting



At NAS Dubai we consider handwriting to be very important and we teach the children to write using a cursive (joined) handwriting style called Nelson. We believe handwriting must be taught, for we are so often judged by how neat and legible our handwriting is. Children are encouraged to form a joined hand from the start, handwriting with the teaching of spelling often goes hand in hand, as this helps children's spelling enormously.

Children demonstrating consistently cursive handwriting are awarded a pen licence which allows them to write in pen. Once this handwriting is fluent and beautifully presented in every piece of work, a child will be awarded a penmanship award where they are presented with a special NAS Dubai pen.

Key Stages One and Two

English: Reading

We encourage our students to become independent readers by exposing them to an attractive and stimulating array of books. These represent a wide variety of genre, formats and levels of difficulty. We provide book corners in each class, both as a means of learning to read and as a means of nurturing a love and enthusiasm for reading, creating competent and avid readers. We have a large, well-stocked school primary library that all the children use on a regular basis. They are encouraged to borrow a wide variety of books and take a few risks with their choices. We teach reading during English lessons in 'shared reading' sessions, in group 'guided reading' sessions and on a one-to-one basis; the teaching of reading happens every day.

We help our students to seek meaning and enjoyment from books by showing them how reading works; this is done by example and encouragement, with direct teaching about words and letters. We do not view reading as a competition or a race, but wish to encourage and develop readers for life. We teach phonics as an aid to reading, along with other techniques that good readers use to read and comprehend.

The children read a broad range of materials and use their knowledge of words, sentences and texts to understand the meaning. In KS1 children continue their progress in reading by using reading scheme books (with coloured book bands to show their level) which provide students with the support, repetition and simple story plots that we know are both of benefit and enjoyable to young readers. As they get better at reading, challenging lengthy texts are introduced for personal reading and they discuss the meaning of more mature fiction and non-fiction with others.

Key Stages One and Two

English: Our Expectations

BY THE END OF KEY STAGE 1 MOST CHILDREN ARE ABLE TO:

Speak and Listen:

Show confidence in talking and listening. Show awareness of the needs of the listener.

Develop and explain their ideas clearly and use a growing vocabulary.

Listen carefully and respond with increasing appropriateness.

Be aware that in some situations a more formal vocabulary and tone of voice are used.

Read:

Read texts showing an understanding that is usually correct.

Express opinions about major events in stories, poems or non-fiction.

Use more than one strategy such as phonic, graphic, syntactic, and contextual when reading unfamiliar words and establishing meaning.

Write:

Produce writing which communicates meaning in both narrative and non-narrative form, using appropriate and interesting vocabulary.

Develop ideas in a sequence of sentences demarcated with capital letters, full stops, commas and speech marks.

Simple words are spelt correctly and inaccuracies are phonetically plausible.

Handwriting is consistent in size and letters are correctly formed using the cursive style.

Key Stages One and Two

English: Our Expectations

BY THE END OF KEY STAGE 2 MOST CHILDREN ARE ABLE TO:

Speak and Listen:

Listen to presentations and discussions.

Talk intelligently about what they have heard.

Develop and shape ideas and stories, using language imaginatively to interest the listener.

Use some of the features of formal English when the occasion is right.

Read:

Understand important ideas, themes, events and characters. Read between the lines.

Give ideas about a text, supporting them by referring to it.

Use different ways to find information in print and on screen (for example, an index or web site links).

Write:

Write in a lively, thoughtful way in a range of forms.

Organise ideas to draw them to the reader's attention.

Use words adventurously and for effect.

Spell words accurately.

Use punctuation to show where sentences begin and end and to make meaning clear within the sentence.

Write legibly and fluently in joined-up writing.

Key Stages One and Two Mathematics

Our aim is to develop the children's ability to make use of mathematical skills that enable them, as individuals, to cope with the numerical demands of everyday life. Throughout KS1 and KS2, we endeavour to make our mathematics as practical and as much fun as possible by using a multitude of resources. Our daily maths lessons consist of 3 parts: a mental maths starter, the main teaching input with independent or small group activities (in ability groups) and a plenary to review the learning, check understanding and celebrate successes.

The children work in ability groups for maths, sometimes within the class but sometimes across the year group, completing tasks which have been especially prepared for their level. The teacher and TA take turns 'focus teaching' these groups, reminding the children about their additional targets and assessing their attainment and progress. In this way, both support and challenge can be provided, allowing children to secure their learning, make the best possible progress and understand what they need to do next to improve further.

Children are helped to acquire mathematical concepts and understanding through a variety of activities and are given the opportunity to cover number, calculating, shape, space and measurement. Although maths is taught as a discrete, separate subject, we also use and apply these skills in context as much as possible by integrating maths across the curriculum. A good example would be practising weights and measures through cookery! Where possible, we plan many practical activities using the variety of resources available as well as using interactive whiteboards, which are present in all classes.

The children are encouraged not only to calculate and record their findings but also to explain their answers. We aim for children to become confident when using mathematics and to ensure that it is an enjoyable activity for them.

Key Stages One and Two Mathematics

We use the English National Curriculum for teaching mathematics. This contains a detailed Programme of Study with clear aims and objectives for each year group. The curriculum is designed so that all topic areas are revisited frequently over the course of the year, in order to strengthen and deepen mathematical understanding over time.

The main strands of learning are:

Number (place value, addition, subtraction, multiplication, division, fractions)

Measurement

Geometry (shape, position and direction)

Statistics

We also teach ratio, proportion and algebra in KS2.

Children are taught how to use and apply mathematics. They decide how to tackle problems. They record what they do using mathematical language, symbols and diagrams, and explain their reasoning. Children are taught how to use a calculator to solve certain problems, but are also expected to do maths in their heads and on paper.

Key Stages One and Two Mathematics

BY THE END OF KEY STAGE 1
CHILDREN WILL HAVE STUDIED:

Number

Number and Place Value
Addition and Subtraction
Multiplication and Division

Measurement

Measuring Units
The World Around Us
Measuring Ourselves

Geometry

Properties of shapes
Position and direction

BY THE END OF KEY STAGE 2
CHILDREN WILL HAVE STUDIED:

Number

Number and Place Value
Addition and Subtraction
Multiplication and Division
Fractions (including decimals and percentages)

Ratio and Proportion

Fraction as a Ratio, Percentage, Venn Diagram

Algebra

Function Mechanics, Algorithm, Programming

Measurement

Distance
Angle
Time

Geometry

Properties of shapes
Position and direction

Statistics

Probability
Interpreting Data
Data Representation

Key Stages One and Two Science

Science is an important subject taught in KS1 and KS2. Every child has a natural curiosity about the way the world works. Our programme aims to ensure that our children continue to develop their enquiring minds that enable them to investigate the world around them with enjoyment, confidence, interest and curiosity. We encourage our children to develop a scientific approach to problems and guide them towards developing some basic scientific concepts. We do this by delivering a science curriculum that is fun and as practical as possible.

Our science programme consists of 4 main elements:

Working Scientifically (ideas and evidence in science and investigative skills)

Life processes and living things (life processes, humans and other animals, green plants, variation and classification, development of life, living things in their environment)

Materials and their properties (grouping and classifying materials, changing materials and separating mixtures of materials).

Physical processes (electricity, forces and motion, light and sound, the Earth and space)

Through work in these areas children are taught about scientific enquiry. The teacher or children ask questions and develop ideas, then the children work together to try to answer the questions, by finding things out and recording data (for example, measurements). They may look for patterns in the data. They will think about their tests, make comparisons, and decide whether or not these are a fair way to help answer questions and theories.

They use reference books and computer sources to find out more about scientific ideas. They communicate their work and their results in scientific language, drawings, tables and graphs (thus linking science to their maths and English work).

Key Stages One and Two Science

KEY STAGE 1:

Topics for Years 1 and 2 include:

Plants

Animals

Seasonal Changes

Living Things and Their Habitats

Everyday Materials

Working Scientifically:

- Asking simple questions and recognizing that they can be answered in different ways.
- Observing closely, using simple equipment.
- Performing simple tests.
- Identifying and classifying.
- Using their observations and ideas to suggest answers to questions.
- Gathering and recording data to help in answering questions.

KEY STAGE 2:

Topics for Years 3 and 4 include:

Plants

Animals

Light

Forces & Magnets

States of Matter

Sound

Key Stages One and Two Science

Topics for Years 5 and 6 include:
Living Things and their Habitats
Properties and Changes of Materials
Earth and Space
Forces
Animals
Development of Life
Light
Electricity

Working Scientifically:

- Asking relevant questions and using different types of scientific enquiries to answer them.
- Planning and setting up simple practical enquiries, comparative and fair tests.
- Making systematic and careful observations, taking accurate measurements, using standard units.
- Using a range of equipment.
- Gathering, recording, classifying & presenting data in a variety of ways to help in answering questions.
- Recording findings using simple scientific language, drawings, labelled diagrams, keys, graphs and tables.
- Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.
- Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions. Identifying causal relationships, explanations of results, degree of trust in results.
- Identifying differences, similarities or changes related to simple scientific ideas and processes.
- Using straightforward scientific evidence to answer questions or to support their findings.



Music

A powerful and unique form of communication, music can change the way children feel, think and act. Music brings together intellect and feeling, enabling personal expression, reflection and emotional development.

Class Music Lessons

In KS1 and KS2 class lessons, children express themselves through singing and performance on both tuned and untuned percussion instruments. They create and explore musical patterns and find various ways to notate them, choosing and organizing a range of sounds. Children rehearse and perform with their peers, developing insight into how their part and other parts fit into the overall ensemble sound. As they compose and improvise their own music, children demonstrate and further enhance their own understanding. Children use musical language, movement and dance to explore and express ideas about the music they hear or perform.

The ability to apply knowledge and understanding is developed through listening, focused on various musical elements with the goal of internalising and recalling sounds. Throughout KS1 and KS2 student learning utilises a range of musical activities that integrate performing, composing and appraising in a variety of group and individual settings. Starting points include both musical and non-musical and feature a range of recorded music from different times and cultures.

Individual Music Lessons

Students who wish to have further instrumental or vocal tuition may opt for an additional paid lesson each week. Individual lesson sign up information will be given at the start of each term.

Co-curricular Music

Students with an interest in music making and singing have the option of signing up for musical Co-curricular Activities.

Music

BY THE END OF KEY STAGE 1 MOST CHILDREN ARE ABLE TO:

Use their voices expressively and creatively by singing songs and speaking chants and rhymes.

Play tuned and untuned instruments musically.

Listen with concentration and understanding to a range of high-quality live and recorded music.

Experiment with, create, select and combine sounds using the inter-related dimensions of music.

BY THE END OF KEY STAGE 2 MOST CHILDREN ARE ABLE TO:

Play and perform in solo and ensembles.

Use their voices and play musical instruments with increasing accuracy, control and expression.

Improvise and compose music.

Listen with attention and recall sounds.

Use and understand musical notations.

Appreciate a wide range of live and recorded music drawn from different traditions.

Develop an understanding of the history of music.

Topic Work



In KS1 and KS2, the children are taught history and geography through broad topics, which are very carefully planned by the teaching teams.

Some of the science, English, art and design along with the design and technology curriculum is also integrated into a broad, balanced topic approach which continues for much of the term.

Although the objectives taught and the aims for the children with regard to their skills development remain the same, the topic may change from year to year, i.e. Year 2 have studied holidays, looking at the history of people taking vacations, using their geography with world maps and looking at their own holidays on a timeline of their lives.



History

How did we get here? Where do we come from? History helps to shed light on these big questions. It introduces children to an unfamiliar, but important world; the past. Piecing together the picture of the past is a bit like detective work.

Children use different kinds of evidence to find out about people's lives and events and how things have changed. Learning how to weigh up evidence and reach conclusions are just some of the skills children develop through studying the history of the world. As they do this, they begin to understand and remember a framework of significant events and people.

Through history in KS1, we are developing the children's concept of the past, to help them understand that many things have changed, progressed and developed over the years. We help the children to learn about changes that have taken place within living memory. Significant events beyond living memory are also taught, for example the Great Fire of London.

The lives of important individuals in the past are studied and often used to compare aspects of life in different periods. Examples might include studying similarities and differences between Queen Elizabeth I and Queen Victoria, or between Ibn Battuta and Neil Armstrong. There will be an emphasis on historical events, people and places relevant to our setting in Dubai.

In KS2 the children will learn about the achievements of the earliest civilizations such as Ancient Sumer, the Indus Valley and Ancient Egypt. Since we follow the English National Curriculum, we will also study some aspects of English history such as the impact of the Romans in Britain. These studies will be used as a platform to then compare and contrast British and European history with non-European history, including topics such as early Islamic civilization and the Mayan empire. A local history study will also be undertaken.

History

Regardless of the topic, our students will be taught a number of key historical skills. They will learn about people, events and places from the past. They learn about chronology in order to begin to build a narrative of the history of the world. Our children look at history from different viewpoints and alternative perspectives; they learn to make use of a variety of sources and to weigh up the reliability and objectivity of such sources. The past is brought into the classroom through information books, pictures, photographs, film, artefacts and online material. We also visit museums and sites of historical interest.

All topics begin with a major learning experience, designed to generate questions and interest. This sets the scene for enquiry based learning to take place. At the end of topic there will be a culmination experience – perhaps a Roman banquet or an Ancient Greek philosophical debate, which gives the children a chance to show off their learning. This is often an event that can be shared with our parents.

History

BY THE END OF KEY STAGE 1 MOST CHILDREN ARE ABLE TO:

Develop an awareness of the past, using common words and phrases.

Know where the people and events they study fit within a chronological framework.

Identify similarities and differences between ways of life in different periods.

Use a wide vocabulary of everyday historical terms.

Ask and answer questions, choosing and using parts of stories and other sources.

Understand some of the ways in which we find out about the past. Identify different ways in which the past can be represented.

BY THE END OF KEY STAGE 2 MOST CHILDREN ARE ABLE TO:

Develop a chronologically secure knowledge of British, local and world history.

Establish clear narratives within and across the periods they study. Note connections, contrasts and trends over time.

Develop the appropriate use of historical terms.

Regularly address and devise historically valid questions about change, cause and significance.

Construct informed responses that involve thoughtful selection and organization of relevant historical information.

Understand how our knowledge of the past is constructed from a range of sources.

Geography

Through geography we are developing the children's interest in their immediate surroundings, increasing their understanding of the world around them, learning to respect people and their cultures, learning to respect their neighbours near and far and beginning to research and carry out investigations within and out of the classroom.

When appropriate the children will use the 'outdoor' classroom to investigate their local and distant surroundings by visiting a variety of Dubai locations (and further afield in KS2) to compare features of the landscape and their inhabitants. We encourage the children to be 'detectives' to question using 'what, where, who, why, how and when'.

Our students have the opportunity to use maps, atlases, globes, information books, ICT and artefacts as well as other resources to assist them in their investigations.

As far as possible we like to give the children 'hands on experience' so that they can recall their knowledge of the activities.

Geography

BY THE END OF KEY STAGE 1 MOST CHILDREN ARE ABLE TO:

Name and locate the world's seven continents and five oceans.

Understand geographical similarities and differences through studying the human and physical geography of two areas in contrasting countries.

Identify seasonal and daily weather patterns and the location of hot and cold areas of the world in relation to the Equator and to the North and South poles.

Use basic geographical vocabulary to refer to key physical features (e.g. beach, cliff, desert, season, soil) and human features (e.g. city, town, factory, farm, house, office, port, shop).

Use world maps, atlases and globes to identify some countries, continents and oceans as studied.

Use simple compass directions and directional language to describe the location of features and routes on a map.

Use aerial photographs and plan perspectives to recognize basic features; devise a simple map with a basic key.

Use simple fieldwork and observational skills to study the geography of their school and surrounding environment.

Geography

BY THE END OF KEY STAGE 2 MOST CHILDREN ARE ABLE TO:

Locate the world's countries, environmental regions, key physical and human characteristics and major cities.

Identify the position and significance of latitude, longitude, Equator, Tropics, hemispheres, time zones etc.

Understand geographical similarities and differences by comparing three regions on three continents in depth.

Describe and understand key aspects of physical geography: climate zones, biomes, rivers, mountains, volcanoes, earthquakes and the water cycle.

Describe and understand key aspects of human geography: types of settlement, land use, economic activity and trade links, distribution of natural resources including energy, food, minerals and water.

Use maps, atlases, globes and digital mapping to locate countries and describe features studied.

Use the eight points of a compass, four and six-figure grid references, symbols and keys.

Use fieldwork to observe, measure, record and present human and physical features in the local area.



LOTE

We provide all our primary students, from beginners to native speakers, with opportunities to learn Chinese (Mandarin), French, German or Spanish, in addition to Arabic at their appropriate level as part of our Language Other Than English programme (LOTE). Each key stage has different programmes specially designed to accommodate an increasing cognitive level in between the age groups.

Aims and purposes of learning languages:

Key Stage 1

To enable students to:

- Develop an interest and basic linguistic competence in the chosen language
- Develop elementary listening comprehension of class instructions and simple dialogues related to daily routines
- Build on a range of oral vocabulary associated with school and home life
- Prepare for the next stage of LOTE learning where words or characters will be further developed
- Learn about traditional festivals and customs.

Key Stage 2

To enable students to:

- Develop an interest and linguistic competence in LOTE
- Follow class instructions and understand daily conversations
- Respond to questions in complete sentences and take part in dialogues in different situations
- Read and write commonly-used words, characters and phrases
- Develop reading and writing skills
- Build an understanding of culture and culture-related language items.

LOTE

Activities

Students learn and develop their speaking, writing, reading and listening skills in LOTE by taking part in a variety of activities such as role-play, listening to and singing songs, watching and interacting with videos and learning games based on various ICT-based activities. They also are challenged to use LOTE whilst completing writing and reading activities.

Teaching Materials

Teaching materials are carefully selected to ensure they are age-appropriate, adapted to the international environment and to meet the various requirements from students of different learning backgrounds.

Assessments

New students are evaluated on arrival at the school before being placed into levels. Existing students are streamed according to their previous performance and academic records. Individual needs and differentiation are carefully taken into consideration when placing students into groups. Students are tested regularly throughout the year and will have other assessments which are also related to report writing.

3

Easy Steps to CHINESE

3
TEXTBOOK

轻松学中文

SIMPLIFIED
CHARACTERS
VERSION



Yamin Ma
Xinying Li

Easy Steps to CHINESE 轻松学中文 (课本)

Yamin Ma & Xinying Li

LOTE

Teaching Methodology

LOTE teaching in the primary school is conducted in a vivid way. A variety of curriculum-based activities are adopted in the LOTE class to ensure that the languages are delivered not only in a student-friendly environment but also through a rather serious systematic and consistent curriculum.

How to help at home

There are various ways for parents to help your child in LOTE study, whether it is to lead your child through the first stage of learning or is to encourage your child in continuing enhancement in literature.

Your attention, encouragement and participation are a great support to your child's LOTE learning, especially when they are having difficulties.

You may show your interest in language and culture by learning LOTE together with your child or in the target language by watching a television programme together.

Check your child's LOTE homework regularly. Ask your child to explain to you what he/she did. Spend some time shopping for LOTE books and read them together with your child. For a more advanced learner, you can encourage your child to write for a variety of purposes under certain circumstances, such as cards for holiday seasons, letters for families, e-mails to friends, notes for teachers or recipes for different uses, etc.

Computer Science

The school follows the English National Curriculum for computer science. A high-quality technological education is vital in our ever-changing world. Computer science has strong links with maths, science and design & technology. Children in KS1 and KS2 will focus on the principles of information and computation, how digital systems work and how to put this knowledge to use through simple programming. In addition the curriculum aims to ensure that students become digitally literate as active participants in a digital world.

This is achieved through the children's use of an exciting range of hardware including interactive whiteboards, desktops, and mobile technologies. We also have dedicated computer aided design and music suites, plus a state-of-the-art Lego Education Centre.

BY THE END OF KEY STAGE 1 MOST CHILDREN ARE ABLE TO:

Understand what algorithms are and how they are implemented on digital devices.

Create and debug simple programs.

Use logical reasoning to predict the behaviour of simple programs.

Use technology purposefully to create, organize, store, manipulate and retrieve digital content.

Recognise common uses of information technology beyond school.

Use technology safely and respectfully.

Computer Science

BY THE END OF KEY STAGE 2 MOST CHILDREN ARE ABLE TO:

Design, write and debug programs that accomplish specific goals including control and simulations.

Use sequence, selection and repetition in programs; work with various forms of input and output.

Use logical reasoning to explain how some simple algorithms work and to detect and correct errors.

Understand computer networks including the Internet.

Use search technologies effectively, appreciating how results are selected and ranked.

Select, use and combine a variety of software on a range of digital devices to create a range of programs, systems and content that accomplish given goals (including collecting, analysing, evaluating and presenting data and information).

Use technology safely, respectfully and responsibly. Know how to identify and report concerns about content and contact.

Global Campus

The Global Campus unites our students around the world through the Global Classroom. The programme allows our students to discuss, innovate and learn from their peers as well as selected experts through a rich mix of online and face to face activities which aim to inspire and excite.

Designed to develop your child's confidence and ability as a learner, the Global Classroom complements and extends the curriculum. The students will develop skills and behaviours which prepare them to succeed at school and more importantly, in later life.

The programme consists of:

- An online learning space where students can lead their learning in a safe but exciting environment. Sections are tailored to primary, secondary and post-16 students. Your child will join students around the world to create content, challenge each other and question invited experts in bespoke activities designed to develop creative and critical thinking.

Primary sections include:

- Culture Zone - culture and the arts
- Global Matters - in the news
- The Great Debate - challenge, argue, persuade
- Mind Games - mathematical challenges
- Think Tank - explore, experiment, explain
- An annual in-school challenge to develop collaboration and creative skills.

In 2011, our students created murals which symbolised their school in the local community. In 2012, we held Dance Unites in association with Pineapple Dance Studios. In 2013, students tackled global water problems in 'The Water Challenge', in partnership with Imperial College London and Practical Action. In 2014 the Big Challenge explored the Rights of the Child. In 2015 our students will have the opportunity to be part of the Global Orchestra.



NAS Dubai

NAS Dubai

NAS Dubai

Physical Education (PE)

Whether regular exercise is swimming or a Saturday afternoon kick around, we know keeping fit is important. In Physical Education (PE), children learn that it's fun to stay in shape. They learn how to prepare for and recover from exercise and what happens to their body when they work out in a variety of ways. It's a vital foundation to help them lead active and healthy lives as they grow up.

PE lessons are based on the English National Curriculum. The children have twice weekly PE lessons. During the course of the year, the children work on 4 main areas: dance, athletics, gymnastics, games and swimming. Through the course of the year the children experience a variety of activities designed to improve physical fitness, strength, agility and coordination as well as balance and agility.

Dance: children create and perform dances from different cultures to express ideas and feelings through movement.

Games: they play and invent games to score points or goals against others - either on their own, or in small teams.

Gymnastics: they make up and perform sequences of movements, still shapes and balanced poses, both on the floor and using apparatus.

Swimming activities and water safety: they float and move in water using skills such as sculling and treading water and strokes such as front and back crawl. They learn safety rules so that they can be confident when in or on water. As children progress through they will have regular opportunities to train and compete.

Athletics: they run, jump and throw, trying to beat their own records and competing against others.

Children learn how to use skills for different purposes - for example, to score points in a game or to be as accurate as possible in performing a sequence. They begin to play adapted versions of adult games such as hockey, cricket or netball. As they grow in confidence, they learn how to improve their performance and see what type of physical activity they could enjoy in their own time.

Physical Education (PE)

BY THE END OF KEY STAGE 1 MOST CHILDREN ARE ABLE TO:

Master basic movements including running, jumping, throwing and catching as well as developing balance, agility and coordination.

Begin to apply basic movements to a range of activities.

Participate in team games, developing simple tactics for attacking and defending.

Perform dances using simple movement patterns.

Learn to use space safely when they work alone and with others, showing increasing control over their movements.

Swim competently, confidently and proficiently over a distance of at least 15m.

Throughout primary PE, the children will build on their natural enthusiasm for movement, using it to explore and learn about their world. They will start to play and work with other children in pairs and small groups. By watching, listening and experimenting with movement and ideas, they will begin to develop their skills and their coordination and enjoy expressing and testing themselves in a variety of situations.

Sport and Competitive Opportunities



The primary school actively encourages all children to join our various sports teams. From swimming to football, cross-country and basketball, students at NAS Dubai are encouraged to join competitive events in Dubai and beyond against international schools. NAS Dubai teams have a reputation for competing very fairly

and with great sportsmanship, winning trophies and competitions regularly. We also send teams of talented students to regional performing arts and creative arts competitions and workshops. Students who represent the school are presented with NAS Dubai 'Colours' and their name joins others on the Honour Roll.

Physical Education (PE)

BY THE END OF KEY STAGE 2 MOST CHILDREN ARE ABLE TO:

Use running, jumping, throwing and catching in isolation and combination.

Play competitive games and apply basic principles suitable for attacking and defending.

Develop flexibility, strength, technique, control and balance.

Perform dances using a range of movement patterns.

Take part in outdoor and adventurous activity challenges both individually and within a team.

Compare their performances with previous ones and demonstrate improvement to achieve their personal best.

Swim competently, confidently and proficiently over a distance of at least 25m.

Use a range of strokes effectively.

Perform safe self-rescue in different water-based situations.

Art and Design

There's nothing like experimenting with colour and paint when you're a child. You can show how you see the world by making a picture of what's around you or communicating how you feel, by using lines, shapes and textures to make a design. Children feed their imagination through art and design. They study different sorts of art work, from murals to sculptures, and learn how art, craft and design can enrich their lives in many different ways.

Children are taught a range of skills and encouraged to use many different media, e.g. paint, clay, dough, card, paper and learn skills such as printing, marbling, observational drawings, pattern, shape, colour and perspective. They do this on their own and working with others, using a range of starting points (such as their own experiences, natural and man-made objects, and the local environment). They look at a range of work for example, studying originals and reproductions, going to galleries and museums and using the Internet.

As well as taking part in adult-initiated activities children are encouraged to become independent learners through developing and using their own ideas. Art is linked to the class topic work where specific skills are focused on and children are encouraged to spend time exploring before using their skills to complete a final piece of work. As in the Early Years Foundation Stage these skills are often practised within other curriculum areas such as topic work to enhance learning within these subject areas.

All art work is greatly valued within our school and children's own efforts and individual creativity is praised. Art is displayed around school as part of class displays and framed pieces of our children's art work are on display for others to enjoy.



Art and Design

BY THE END OF KEY STAGE 1 MOST CHILDREN ARE ABLE TO:

Use a range of materials creatively to design and make products.

Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.

Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.

Respond to the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines and making links to their own work.

BY THE END OF KEY STAGE 2 MOST CHILDREN ARE ABLE TO:

Develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.

Create sketch books to record their observations and use them to review and revisit ideas.

Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials.

Be able to discuss and describe the work of great artists, architects and designers in history.

Personal, Social and Health Education (PSHE)

In PSHE children learn not only about their own rights, duties and responsibilities but also about the rights and responsibilities of others. Teaching aims to help them respect and value the richness and diversity of our society.

PSHE often appears through other subjects and through special time set aside (i.e. Circle Time and assemblies) and by creating special opportunities for children to take responsibility.

Children are taught personal skills, such as how to:

Be more independent, confident and mature.

Recognise their own achievements and mistakes.

Share their views and discuss what's fair and unfair, what's right and wrong.

Set themselves goals and try to achieve them.

Keep themselves safe and healthy as they grow.

They think about how the choices they make affect other people and the environment.

They consider the different groups in society and how to get on with them.

They think about how and why rules are made.

Primary Student Council and Primary Assemblies

Each class from Years 3–6 elects a Student Council Representative who meet as the Primary Student Council twice per month. The Council gives a voice to students on all school matters and provide important leadership opportunities to our motivated and articulate students.

They bring up issues raised by their classmates and report back to their fellow students after every meeting. Improvements to playtime, reward systems and lunch are among the issues that are hotly debated! The council also actively fund-raise for charity, using the profits to fund both their own in-school projects and in order to donate to external charities.

Twice per week the primary school meets for an assembly. One assembly is called 'Celebration Assembly'. The whole primary school gets together to recognise the academic, sporting and artistic success that has taken place in the last week. Children are also rewarded for exemplary behaviour and service to others. Given the amount of activities that take place at NAS Dubai, this is always a very busy assembly, often including the presentation of certificates, cups and medals.

Our second assembly of the week is an opportunity for individual classes to showcase some of their recent classwork. Parents are very welcome to attend these class assemblies.

Throughout the year there are also large-scale productions with full scripts, music and dancing. These shows provide moments (and videos!) to treasure for a lifetime.

There are many different ways in which the achievements of students are recognised and celebrated at NAS Dubai. Such methods include:

House Points

Assemblies

Visits to the Head of Primary or Principal with excellent work

Excellent work displays Class awards at Prize Giving Day in June (academic and pastoral)

Star of the week

Primary Student Council and Primary Assemblies

House System

On joining NAS Dubai your child will be assigned to a 'House'.

House Points are awarded to students for academic achievement and progress. They are immediate rewards and are recorded individually by students on charts in each classroom. These, in turn, are collected on a weekly basis by Year 6 students who have been selected by the student body to be representative House Captains. The weekly primary school House Point totals are then announced in the weekly assemblies and the House displays are updated accordingly. Who will win the House Point trophy at the end of the year?

House Captains

Each house elects 2 children each year to be their House Captains. The House Captains organise and motivate the members of House for events throughout the year. House meetings take place each term to discuss teams, strategy and have some fun.

Our Houses:



Assessment and Tracking Progress

All KS1 and KS2 students have a 'baseline' assessment at the start of the academic year. Using this information, staff predict a child's attainment for the end of the year and set targets for each child in reading, writing and maths. These targets are shared with parents and the children work towards them in class. These targets allow us to personalise the learning for your child, providing appropriate levels of challenge in a supportive environment.

As the year progresses we assess the child in the following ways:

Observing them working in their ability groups.

Asking questions; giving complex problems and tasks to solve.

Looking at their completed work.

End of unit assessments i.e. after finishing a science unit of work on light. SATs assessments at the end of Years 2 – Year 6.

Monitoring

At regular intervals throughout the term teachers are asked to review each child's attainment. This is where patterns and trends are identified. Teachers will then create individual support systems for each child, based on this information, to ensure each child makes the optimal progress.

Attainment Levels

The National Curriculum describes children's attainment in levels. Each level is also broken down into sub-levels: C, B and A. C is the lowest, B is midway through a level and A is the highest sublevel. For example: 2C is a slightly lower level of attainment than a 2B, and a 3B is just below a 3A, and a 4A is just below a 5C. Children will be at different sub-levels for different subjects, i.e. a Year 3 child may be a 3C for writing, 3B for maths and a 4C for reading. Students in Year 4 and above are aware of their level in reading, writing and mathematics and know what they need to do to improve.



GABRI



Teacher/Parent Communication

All class teachers send home a daily e-mail to parents letting them know what has been happening in class that day.

Additionally you will also receive:

Four official NAS Dubai school reports per year: a settling in report, two full written reports on your child's progress and attainment and an interim report.

New Student Handbook: This describes aspects of the every day organisation and procedures in the primary school.

Class Timetable: This timetable indicates which activity your child is doing at what time during the week.

Curriculum Guide: this is sent out to parents several times a year and is a medium term overview of what the year group will be addressing.

September Curriculum Evening: This is a presentation at the beginning of each academic year where you will get the opportunity to meet all the teachers and TAs and hear about the curriculum and organisation of specific year groups.

Parents' Evenings: These take place 3 times a year and give you the opportunity to talk one-to-one with the teacher about your child's progress, development and targets.

Open Mornings: These happen several times per year and offer parents the opportunity to see the primary school in action. The morning starts with a short informative presentation from the leadership team regarding an aspect of teaching and learning at NAS Dubai, and then parents and guests are invited to visit classes to see teaching and learning in progress.

Open Door Policy: We are very pleased and willing to meet to discuss anything parents should wish to address. Please just let the teachers know and we can arrange a time that is agreeable to both parties. Please see the Head with any whole school or policy type questions or comments.

Other Ways to Get Involved

The Parent Community at NAS Duabi gives our parents many opportunities to be involved with activities and projects at school and within the wider environment.

The Parent Association organises events for students, parents, the wider community and supports school celebrations.

Our Class Representatives offer a direct line of communication with the rest of the parents in your class. They are active in communicating PA events as well as social gatherings for the class.

Chatter Box Cafe is our in-school coffee shop. It is run solely by our parent body and all funds raised are donated to charity.

These are just some of the areas you can be involved we are always looking for volunteers to assist in our libraries, with art projects, during our drama productions or timing the students during sports days!

If you are interested in getting involved please come see the Parent Community at one of our regular coffee mornings.



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