

# CURRICULUM GUIDE FOR YEAR 2 STUDENTS AND THEIR PARENTS

The purpose of this curriculum guide is to provide parents and students with an outline of:

1. The curriculum structure in Year 2
2. Assessments and Reports in Year 2
3. Details about courses in Year 2
4. Assessment Tasks for Grade 2

We hope this curriculum guide helps to clarify many of the questions and concerns pertaining to Year 2 academic issues at Arab Unity School, Dubai.

It is strongly recommended that parents keep this book for future guidance and information throughout Year 2.

Arab Unity School:  
<http://www.arabunityschool.ae/>

**Arab Unity School, Dubai.**

<http://www.arabunityschool.ae/>



Head of Primary



Deputy Head of Primary

## FROM THE HEAD OF PRIMARY

At AUS we aim to provide an exceptional level of care and education for every individual student. We firmly believe all students can succeed and we work to inspire a determination within the school for all to achieve the highest of expectations.

We aim to maximize student success by ensuring that all students are provided with rich, high quality educational opportunities, within our culture of high aspiration where achievement is recognized and celebrated. It is our determination to ensure that all students at AUS progress, achieve and are provided with the support and challenge to excel.

I hope you take the opportunity to read this course guide and I look forward to welcoming you to AUS.

Ms. Lizy Rosaline

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# SECTION 1: SCHOOL INFORMATION

## INTRODUCTION

Arab Unity School (AUS) offers the internationally recognised National Curriculum for England and prepares students to take the International General Certificate of Secondary Education (IGCSE) courses, the Advanced Subsidiary (AS) and A Level Examinations of the Universities of Cambridge and London (UK), consistently producing results well above the UK national average, year after year. The school is an approved center for the University of Cambridge Local Examinations Syndicate and for London University.

## BUILDING AND FACILITIES

The school provides high-quality, affordable education to students of all nationalities. The well-designed classrooms and vibrant campus are well suited to create the perfect creative blend necessary for a multicultural setting that well suites learning and provides quality education, which is AUS's hallmark.

Our additional facilities include a sports hall, outdoor football pitch, basketball court, cricket nets, swimming pool, and Science labs, ICT labs and library.

## EXTRA-CURRICULAR ACTIVITIES

School teams and clubs are established in basketball, football, cricket, badminton, swimming, and athletics, Eco, Arabic and ELL (English Language Learners). After-school activities such as art and craft, clay modelling, performing poetry, gardening, jewelry making, and debate, are also offered to engage the interest and enthusiasm of all students.

## Textbooks

At Arab Unity School, we plan and deliver creative, engaging lessons across all areas of the National Curriculum. In the Primary School, we do not use textbooks in the large majority of our subjects, including English, Maths and Science.

# SECTION 2: CORE COURSES

## MANDATORY COURSE DESCRIPTIONS:

Arabic (For Arabs and Non-Arabs)

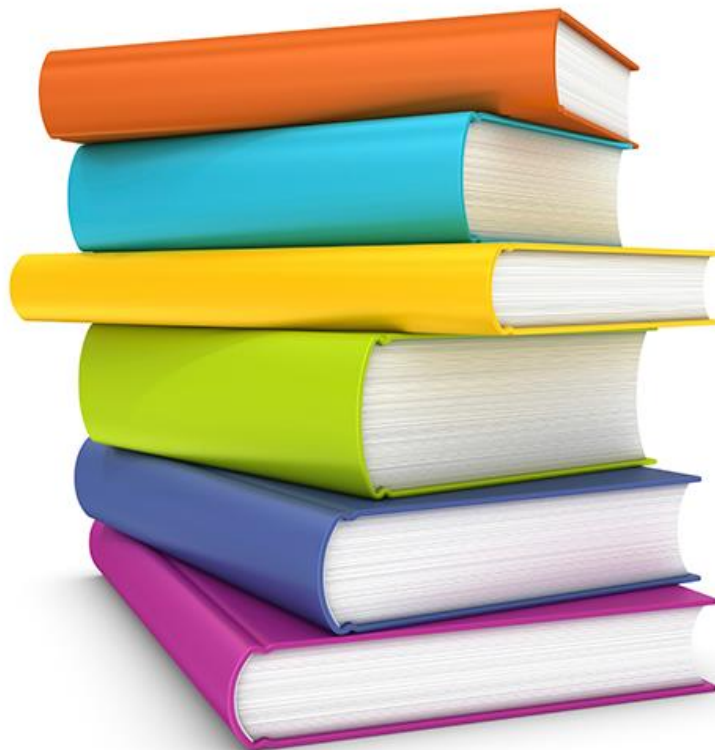
Islamic (For Arabs and Non – Arabs) or PSHE (For non-Muslims)

UAE Social Studies (For Arabs and Non-Arabs)

English

Mathematics

Science



# SECTION 2: CORE COURSES

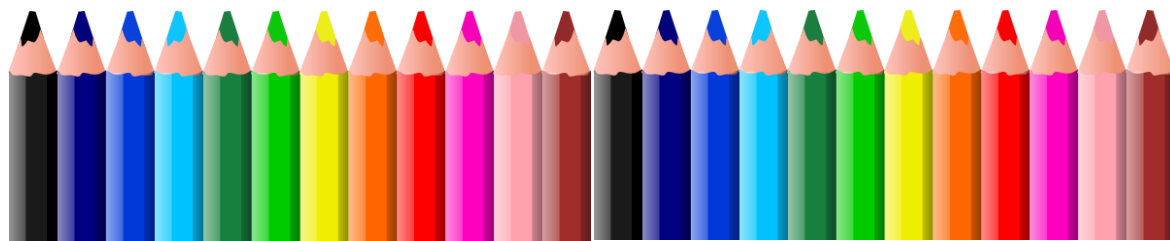
## CURRICULUM STRUCTURE:

All Year 2 students at AUS will study the following courses:

<b>Arabic</b>	6 classes a week
<b>Islamic / Life Skills</b>	3 classes a week
<b>MSC</b>	2 classes a week
<b>Integrated Core Curriculum: English, Maths, Science</b>	14 classes a week

In addition to these compulsory courses, students also have an opportunity to study National Curriculum courses in:

<b>Art</b>	1 class a week
<b>ICT</b>	1 class a week
<b>Music</b>	1 class a week
<b>Physical Education</b>	2 classes a week



## اللغة العربية للطلاب الناطقين بها

القسم : اللغة العربية للناطقين بها

المنهج : منهج اللغة العربية للطلاب العرب التابع لوزارة التربية والتعليم .

وفقاً لوزارة التربية والتعليم يجب على كل الطلاب العرب دراسة اللغة العربية من الصف الثاني حتى الصف الثالث عشر .

وصف المنهج :

يعتمد المنهج الوزاري لدولة الإمارات العربية المتحدة على أسس وطرائق التعلم العالمية لإكساب اللغات لأبنائها، وتأتي اللغة العربية على رأس أولوياتها بفروعها المختلفة، حتى يتمكن الطلاب من إتقانها ويكونوا قادرين على تطوير مهاراتهم اللغوية وجعلهم يقرؤون بصورة مستقلة، يحللون، يناقشون، يُبدعون، يبحثون.

وذلك من خلال تكيف الطالب مع عدد ساعات لتعلم اللغة العربية ( 240 دقيقة ) في الأسبوع لطلاب الصف ( 2 ) وذلك حسب توجيهات

الوزارة

المهارات التي ينبغي على الطالب إتقانها لهذا العام حسب معايير الوثيقة الوطنية :

- مهارة الكتابة : أن ينتج المتعلم نصوصاً متقدمة مع الانتباه للمحتوى والقواعد والإملاء و تحتوي على معلومات من مصادر متعددة .
  - مهارة القراءة : أن يعرف المهارات الصوتية والتحليل الصوتي وجذور الكلمات وأن يقرأ مستقلاً بمستوى عال من الدقة والسرعة و يقرأ جملاً مظهرًا الغرض والفهم منها ويقارن دائماً بين النصوص المقرّوة ويذكر الفكرة الرئيسية في نص معلوماتي متعدد الفقرات .
  - مهارة الاستماع : أن يستمع بتركيز إلى نصوص متنوعة مراعيًا آداب الاستماع مظهرًا تقاعلاً مع المسموع ويناقش القضايا الشائعة من خلال التبادل المتعدد للأفكار حول معلومة أو مادة .
  - مهارة التحدث : أن يتحدث دائماً عن خبراته أو يسرد قصة باستخدام لغة مجازية مناسبة مع ذكر التفاصيل باللغة العربية الفصيحة .
- التقييم طرق التقييم هي كل من (اختبارات ، مشاريع كبرى ، عروض تقديمية) وتكوينية (مسابقات ، إملاء ، مناقشات ، لعب أدوار ، وأنشطة دراسية أخرى.

# SECTION 2 : CORE COURSES

## ARABIC:

According to the Ministry of Education ruling, it is compulsory that students study Arabic from Year 2 to 11.

### Course Description:

**Arabic for Non – Arabs:** This course is designed for non-native speakers and uses a communicative language approach. This approach focuses on the importance of making learning the language communicative and relevant to everyday life through utilising activities and topics that focus on the receptive skills mainly, listening and the productive skills mainly, and speaking. By focusing on those communicative skills, we aim to produce learners who are "functional" in the language and who understand the nuances of the Arab culture they live in. In addition to that, students will learn to write from right to left Arabic script and alphabet. Students should start to read and write with a certain degree of fluency

### What will students learn?

Students receive 6 Arabic lessons a week (40 minutes each).

### According to the framework for learning Arabic as an additional language:

YEARS OF STUDY	LISTENING	SPEAKING	READING	WRITING
One Year	<ul style="list-style-type: none"><li>The listener can sometimes recognize single words or common expressions if these are in context.</li><li>The listener shows very little understanding of verbal messages even in their simplest context and in personal and social situations.</li></ul>	<ul style="list-style-type: none"><li>The speaker, if given enough time and hints, can exchange greetings and introduce himself, and can name a few familiar items related to his direct environment.</li><li>The speaker cannot engage in a genuine conversation about familiar or unfamiliar topics.</li></ul>	<ul style="list-style-type: none"><li>The reader can recognize a number of letters and vocalization markers.</li><li>The reader can sometimes recognize some common words or often used phrases presented within a supporting context.</li></ul>	<ul style="list-style-type: none"><li>The writer can copy familiar words and phrases using letters he learned.</li><li>If given enough time and hints, the writer can write a limited number of words and phrases from memory, but errors are to be expected.</li></ul>

### Assessment:

Assessment methods are both summative (tests, major projects, and presentations) and formative (quizzes, dictation, discussions, role-plays, and other class activities).



## SECTION 2: CORE COURSES



قسم التربية الإسلامية

رئيسة قسم التربية الإسلامية : لينا إسماعيل عبد السلام

المنهج : التربية الإسلامية الخاصة بالعرب

يجب على جميع الطلاب المسلمين دراسة مادة التربية الإسلامية وذلك طبقاً لقواعد وزارة التعليم.

وصف المنهج:

سيقوم الطلاب بدراسة حصتين للتربية الإسلامية في الأسبوع و سوف تكون المدة الزمنية للحصة خمسة وخمسون دقيقة، كما ينقسم الطلاب في المرحلة الدراسية إلى قسمين: قسم التربية الإسلامية للعرب وقسم التربية الإسلامية لغير العرب .

ونأمل أن يكون كل طالب مسلم من طلاب مدرسة كامبردج الدولية فخوفاً بكونه مسلماً وأن تتكون لديه المعرفة الأساسية للدين الإسلامي، كما أن هدفنا هو أن يتعرف الطلاب المسلمون على العقيدة و الأخلاق الإسلامية والتي أكدها القرآن الكريم والسنة النبوية فيمكنهم حينها تطبيق ما تعلموه في مواقفهم الحياتية، كما نولي اهتماماً للمناسبات الدينية مثل عيد الفطر وعيد الأضحى حتى يدرك الطلاب أهميتهما.

سوف يقوم الطلاب بدراسة سيرة سيدنا محمد صلى الله عليه وسلم؛ فهو قدوتنا في الإسلام و سوف يستخلص الطلاب الدروس المستفادة من سيرته العطرة وتطبيقها في حياتهم.

### منهج التربية الإسلامية للطلاب العرب

يستند منهج كامبردج للتربية الإسلامية إلى المنهاج الدراسي الموصى به في دولة الإمارات العربية المتحدة والذي يهدف إلى تطوير المتعلمين فيما يلي:

- الوعي الكامل لمفاهيم (الإسلام) و(الإيمان) عن طريق ممارسات دينية متوافقة مع الواقع .
- الوعي بكيفية تغلغل القضايا الروحية والأخلاقية مثل (الإحسان) في الخبرات الحياتية والتي تتعلق بحياة الطلاب الخاصة.
- احترام التقاليد الدينية والثقافية لدولة الإمارات العربية المتحدة والعالم أجمع.
- تطوير المهارات العقلية كالبحت و التفكير الناقد لتمكين الطلاب من اتخاذ قرارات مستنيرة وخيارات صحيحة. وفقاً لتعاليم الدين الإسلامي الصحيح .

التقييم :

سيتم تقييم الطلاب من خلال التقييم المبدئي و التقييم الختامي و أيضاً من خلال ملاحظات المعلم - تلاوة و حفظ القرآن الكريم و تفسيره.



# SECTION 2: CORE COURSES

## ISLAMIC:

**Faculty:** Islamic

**Course:** MOE Islamic curriculum (Arabs – Non- Arabs)



According to the Ministry of Education ruling, it is compulsory that Muslim students study Islamic studies.

### Course Description:

Students receive 3 Islamic lessons a week (40 minutes each). We have two sections for each year group (Islamic for Arabs and Islamic for Non-Arabs)

We hope every Muslim student at AUS is proud to be a Muslim and learns the basic knowledge of the religion. Our aim is to acknowledge all Muslim students regarding the pillars of Islam, the Islamic faith and morals and is able to efficiently apply to life. To increase the knowledge of Islam we share with students, the stories of prophets, the manners of living in a Muslim's life. We also pay attention to religious occasions such as Eid Al-fitar and Eid Aladha, so that students realise their importance and value.



### What will students learn?

Islamic Education Syllabus is based on UAE recommended Curriculum of study and aims to develop in learners the following:

- An understanding of the concepts of commitment (Islam) and faith (Imaan) in a religious tradition.
- An awareness of how spiritual and moral issues (Ihsaan) permeate life experiences and the manner in which those may relate to students' own lives.
- A respect for the diverse range of religious and cultural traditions in the UAE and the wider world.
- A range of investigative, critical and moral thinking skills to enable them to make informed choices and decisions

### Assessment:

Student's assessment will include formative and summative evaluations. Informal assessments will include teacher observations, whole class and group discussions, oral recitation and daily coursework sheets. Formal assessments include projects, quizzes, tests, and oral testing for Qurán memorization and Suwar's meanings.



# SECTION 2: CORE COURSES

## MORAL, SOCIAL AND CULTURAL STUDIES:

**Course:** MOE UAE Social Studies curriculum

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According to the Ministry of Education ruling, it is compulsory that students study UAE Social Studies. Students receive 2 Moral Social and Cultural Studies lessons a week (80 minutes).

### Course Description:

The Moral Social Cultural (MSC) Studies program builds upon the integrity of Moral Education and Social Studies through a refined and re-organised scope of familiar learning outcomes into one common framework. It explores the ways in which different peoples acquire and use resources and the way in which they organize and govern themselves to create productive societies. Students also learn the mutual impact people and landforms have on each other and the importance of geography in understanding the human condition. To assist students in their studies they learn to use maps, globes and a wide range of print and electronic resources. Social Studies units are often integrated with the writing program to provide an authentic context for student writing.

### The study will focus on the following key areas:

#### Knowledge of Social Studies component

- Moral Studies: Developing the individual as a moral being. Developing the language, understanding and skills of moral thinking and reasoning. Applying moral thinking to the individual in a variety of social contexts, as well as to the development of others in their school, family and local communities.
- Social Studies: Equipping individuals with a grounding in the common knowledge of the past, human geography, sociology, economics, information literacy and information processing to create an awareness of the commonality of humanity and to understand the value of lifeline learning.
- Cultural Studies: Infusing individuals with knowledge of milestones of UAE national social, economic, and cultural development, heritage and national identity symbols, and the rights and responsibilities of living in the UAE as a global citizen.
- History students show knowledge of how significant events and developments have an impact and play a role in constituting other communities in the region over different periods of time and in different places.
- Geography- students are able to show knowledge of the earth, its properties and how much are related to human interactions as well as between human societies and the natural environment.
- National Identity- students show a sense of belonging and loyalty to his/her country and society. Students are able to share the basis and different forms and duties of the government and the role of members of society.
- Economics-Students understand how markets operate and the role of government in the development of the national economy.



Moral	Social & Cultural	History	Geography
<p><b><u>Fairness and Affection</u></b>            Important people in my life.            Expressing feeling of affection to others.            Distinguish between fair and unfair situation.            Apology and unfair behaviour.            Fairness by Sharing</p> <p><b><u>My Family and I</u></b>            Family members and the importance of sharing feelings with them.            Importance of expressing feelings            Ways of expressing feelings            Our likes and dislikes            What I am good at.</p> <p><b><u>Caring and Honesty</u></b>            Explain what caring means and illustrate the different ways to care for others.            Demonstrate how to take care of self.            Explain the difference between honesty and dishonesty.            Exploring honesty through story telling.</p> <p><b><u>Discovery of UAE Heritage through Storytelling</u></b>            Identify different forms of storytelling.            Explain moral, culture and heritage through storytelling.</p>	<p><b><u>Living in Social Groups and UAE Heritage</u></b>            To identify why people, live in groups.            Demonstrate ways in which people care for family and friends.            Explain how to care for school environment.            Importance of following the rules while living in a community.            The learn about the UAE culture.            Tradition and Heritage of UAE.</p> <p><b><u>Living in the UAE</u></b>            Locate each emirate on the map.            Explain some symbols, songs and tradition that identify the UAE.            Importance of preserving the national identity.            Demonstrate respect for people from various backgrounds and countries.            Explain what friendship is.            Importance of maintaining good friendship appreciating their backgrounds, opinions, and interests.</p> <p><b><u>Living in the UAE</u></b>            Seven emirates and their rulers.            Identifying Islam as the official religion of the UAE.            Demonstrate different ways in which Emirati culture is related to Islam.</p> <p><b><u>Living in the UAE</u></b>            Identify currency of the UAE and why people use it.            Identify the difference between Souks, baqalas, Supermarket and malls.            Identify the importance of trade for the people of the UAE.            List emergency services in the UAE.            Explain the importance of work.</p>	<p>Begin to identify old and new things across periods of time through pictures and artefacts.            Sequence artefacts and events that are close together in time - use words such as past, present, future, old, new, century, before and after to show the passing of time.</p> <p><b>Great Fire of London - 1966</b>            Understand that a cause makes something happen and that historical events have causes.            Use stories to distinguish between facts and fictions.</p> <p><b>Significant Explorers - Individuals</b>            Ibn Battuta - an explorer who travelled to learn about different places.</p> <p>Significant historical events, people and places in the UAE.</p>	<p>Name and locate the seven continents and 5 oceans.</p> <p>Name, locate and identify the four countries and capital cities of United Kingdom.</p> <p>Locate each emirate on map.</p> <p>Identify seasons and weather pattern in United Kingdom and the UAE.</p> <p>Use basic geographical vocabulary to refer to key physical features - Landforms around the world (mountains, hills, ocean, sea, river, coast).</p>

**The study will focus on the following key areas:**

**Assessment:** Assessment methods are both summative (tests, major projects and presentations) and formative (quizzes, discussions, role-plays and other class activities).

# SECTION 2: CORE COURSES

## ENGLISH:

**Course:** English National Curriculum – English

### Course Description:

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

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

Year 2 students will be taught:

YEAR 2	READING	WRITING	GRAMMAR AND VOCABULARY
	<ul style="list-style-type: none"> <li>• apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent</li> <li>• read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes</li> <li>• read accurately words of two or more syllables that contain the same graphemes as above</li> <li>• read words containing common suffixes</li> <li>• read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</li> <li>• read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered</li> <li>• read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation</li> </ul>	<ul style="list-style-type: none"> <li>• segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly</li> <li>• learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones</li> <li>• learning to spell common exception words</li> <li>• learning to spell more words with contracted forms</li> <li>• learning the possessive apostrophe (singular) [for example, the girl's book]</li> <li>• distinguishing between homophones and near-homophones</li> <li>• add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly</li> <li>• <b>Handwriting</b></li> <li>• Pupils should be taught to:</li> </ul>	<ul style="list-style-type: none"> <li>• Formation of nouns using suffixes such as –ness, –er and by compounding [for example, whiteboard, superman]</li> <li>• Formation of adjectives using suffixes such as –ful, –less</li> <li>• Use of the suffixes –er, –est in adjectives and the use of –ly in Standard English to turn adjectives into adverbs</li> <li>• Subordination (using when, if, that, because) and co-ordination (using or, and, but)</li> <li>• Expanded noun phrases for description and specification [for example, the blue butterfly, plain flour, the man in the moon]</li> <li>• How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command</li> <li>• Correct choice and consistent use of present tense and past tense throughout writing</li> </ul>

<ul style="list-style-type: none"> <li>re-read these books to build up their fluency and confidence in word reading.</li> <li><b>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</b></li> <li>listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently</li> <li>discussing the sequence of events in books and how items of information are related</li> <li>becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales</li> <li>being introduced to non-fiction books that are structured in different ways</li> <li>Recognizing simple recurring literary language in stories and poetry</li> <li>discussing and clarifying the meanings of words, linking new meanings to known vocabulary</li> <li>discussing their favourite words and phrases</li> <li>continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear</li> <li>understand both the books that they can already read accurately and fluently and those that they listen to by:</li> <li>drawing on what they already know or on background information and vocabulary provided by the teacher</li> <li>checking that the text makes sense to them as they read and correcting inaccurate reading</li> <li>making inferences on the basis of what is being said and done</li> <li>answering and asking questions</li> <li>predicting what might happen on the basis of what has been read so far</li> <li>participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say</li> <li>explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.</li> </ul>	<ul style="list-style-type: none"> <li>form lower-case letters of the correct size relative to one another</li> <li>start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</li> <li>write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters</li> <li>use spacing between words that reflects the size of the letters.</li> <li>Pupils should be taught to:</li> <li>develop positive attitudes towards writing and stamina for writing by:</li> </ul> <p><b>writing narratives about personal experiences and those of others (real and fictional)</b></p> <ul style="list-style-type: none"> <li>writing about real events</li> <li>writing poetry</li> <li>writing for different purposes</li> <li>consider what they are going to write before beginning by:</li> <li>planning or saying out loud what they are going to write about</li> <li>writing down ideas and/or key words, including new vocabulary</li> <li>encapsulating what they want to say, sentence by sentence</li> <li>make simple additions, revisions and corrections to their own writing by:</li> <li>evaluating their writing with the teacher and other pupils</li> <li>re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form</li> <li>proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]</li> <li>read aloud what they have written with appropriate intonation to make the meaning clear.</li> </ul>	<ul style="list-style-type: none"> <li>Use of the progressive form of verbs in the present and past tense to mark actions in progress [for example, she is drumming, he was shouting]</li> </ul> <p><b>Punctuation</b></p> <ul style="list-style-type: none"> <li>Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences</li> <li>Commas to separate items in a list</li> <li>Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, the girl's name]</li> </ul>
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**Assessment:**

Student assessment will include informal and formal assessment. Assessment will include observation of class participation, oral presentations, written anthologies, extended writing, vocabulary, spelling tests, reading responses, and reading comprehension.

# SECTION 2: CORE COURSES

## MATHS:

**Course:** English National Curriculum – Mathematics

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### Course Description:

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

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

### What will students learn?

In Year 2 students will be taught:

#### Number and Place Value

- count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward
- recognise the place value of each digit in a two-digit number (tens, ones)
- 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
- use place value and number facts to solve problems.

#### Addition and Subtraction

- 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 ones
  - a two-digit number and tens
  - two two-digit numbers
  - adding three one-digit numbers
- show that addition of two numbers can be done in any order (commutative) and subtraction of one 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.

#### Multiplication and Division

- 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 two numbers can be done in any order (commutative) and division of one 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.

### Fractions (including decimals and percentages)

- 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 e.g.  $\frac{1}{2}$  of 6 = 3 and recognise the equivalence of two quarters and one half.

### Measurement

- 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
- know the number of minutes in an hour and the number of hours in a day.

### Geometry - properties of space

- 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.

### Geometry - position and direction

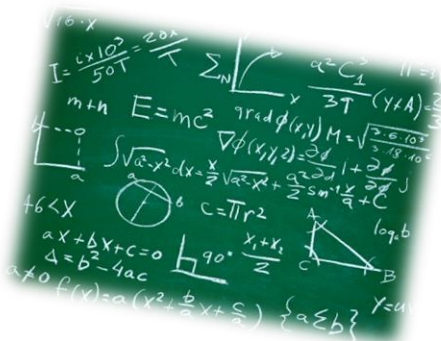
- order and arrange combinations of mathematical objects in patterns and sequences
- use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise).

### Statistics

- interpret and construct simple pictograms, tally charts, block diagrams and simple 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 totaling and comparing categorical data.

### Assessment:

Student assessment will include informal and formal assessment. Assessment will also include completion of homework, class participation, quizzes, tests, mathematical investigations, and projects.



# SECTION 2: CORE COURSES

## SCIENCE:

**Course:** English National Curriculum – Science

A high-quality science education provides the foundations for understanding the world through the specific disciplines of biology, chemistry and physics.

### Course Description:

The National Curriculum for science aims to ensure that all pupils:

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

### What will students learn?

Year 2 students will be taught:

Domain Biology	Year 2			
'Big idea'	Progression statement	Working towards expectations	Meeting expectations	Exceeding expectations
2) Habitats provide living things with what they need	2.2.1 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 LINK 1.4a.3	Identify that a habitat supplies living things with what they need.	Explain how, a named animal or plant, it gets what it needs from its habitat and other living things that are there.	Explain why there may be a limit as to how many of a certain living thing can live in a particular area.
	2.2.2 Identify and name a variety of plants and animals in their habitats, including micro-habitats	Identify a limited range of living things in their habitats.	Identify a range of living things in habitats of various sizes.	Identify a range of living things and suggest why they may be found in that habitat.
	2.2.3 Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and	Identify a predator-prey relationship.	Construct a simple food chain and identify what is eating what.	Suggest, within a simple food chain, what might happen if one of the living things becomes scarce.



	name different sources of food			
	2.2.4 Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy	Find out one thing that plants need to grow and stay healthy.	Explore and identify what plants need to thrive.	Identify the effects of a shortage of each of the things that plants need to grow and stay healthy
<b>4a) Life exists in a variety of forms and goes through cycles – Plants</b>	2.4a.1 Observe and describe how seeds and bulbs grow into mature plants	Identify that seeds and bulbs grow into mature plants.	Describe stages of development of a full grown plant.	Compare and contrast the growth patterns of different types of plants.
<b>4b) Life exists in a variety of forms and goes through cycles – Animals</b>	2.4b.1 Notice that animals, including humans, have offspring which grow into adults	Recognise that all animals, including humans, have offspring.	Describe the relationship between adult animals and their offspring.	Compare and contrast adults and their offspring for different animals.
	2.4b.2 Find out about and describe the basic needs of animals, including humans, for survival (water, food and air) LINK 2.5.1	Identify the basic needs of animals, including humans, for survival (water, food and air).	Identify human's basic needs.	Suggest how the basic needs of different animals influences their choice of habitat.
<b>5) The human body has a number of systems, each with its own function</b>	2.5.1 Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene LINK 2.4b.2	Recognise the importance to humans of exercise, diet and hygiene.	Describe the importance of a healthy diet and exercise.	Suggest effects of poor diet and hygiene.

Domain Chemistry	Year 2			
'Big idea'	Progression statement	Working towards expectations	Meeting expectations	Exceeding expectations
<b>2) Materials have physical properties which can be investigated and compared</b>	2.2.1 Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching LINK 2.3.1	Identify that the shape of some objects can be changed.	Describe changes achieved by applying forces in different directions.	Identify that some changes to shapes are permanent and others are temporary, and that this can influence their uses.
<b>3) The physical properties of materials determine their uses.</b>	2.3.1 Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses LINKS 1.2.1; 2.2.1	Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.	Select and justify a material for a particular use.	For particular materials in particular uses, identify limitations as well as suitability.

Domain: Working Scientifically		Year 2			
Process	Sub-process	Progression statement	Working towards expectations	Meeting expectations	Exceeding expectations
<b>1) Planning investigations</b>	a) Pupils can ask questions	2.1.a.1 Ask simple questions (^)	Pupil can, with prompting, ask simple questions that can be tested.	Pupil can ask simple questions that can be tested, e.g. about the local environment and how organisms depend on each other.	Pupil can, with support, develop relevant, testable questions.
	b) Pupils can plan an enquiry	2.1.b.1 Recognise that questions can be answered in different ways (^)	Pupil can offer way of gathering evidence to answer a question.	Pupil can suggest different ways of answering a question, e.g. testing the suitability of materials for different purposes.	Pupil can plan enquiry, such as a comparative or fair test.
<b>2) Conducting experiments</b>	a) Pupils can use equipment to take measurements	2.2.a.1 Observe closely, using simple equipment LINK 3.2.a.1	Pupil can examine objects closely, e.g. pebbles.	Pupil can examine carefully, e.g. using a hand lens.	Pupil can observe carefully and suggest useful measurements, e.g. examine a leaf and suggest measuring its length.
		2.2.a.2 Perform simple tests LINK 3.2.a.1	Pupil can, with support, conduct simple tests.	Pupil can conduct simple tests, e.g. setting up comparative tests to show that plants need water and light.	Pupil can conduct a series of simple tests.
<b>3) Recording evidence</b>	a) Pupils record work with diagrams and label them	2.3.a.1 Record and communicate their findings in a range of ways and begin to use simple scientific language	Pupil can, with prompting, identify what might usefully be recorded.	Pupil can, with assistance, draw and label diagrams, e.g. recording plants changing over time, starting from seed or bulb.	Pupil can, with prompting, draw and label diagrams.
<b>4) Reporting findings</b>	a) Pupils process findings to develop conclusions and identify causal relationships	2.4.a.1 Identify and classify	Pupil can identify key findings from an enquiry.	Pupil can identify and group key outcomes from enquiry, e.g. describing conditions in different habitats and how these affect the numbers and types of organisms.	Pupil can, with prompting, suggest what an enquiry shows.
<b>5) Conclusions and predictions</b>	a) Pupils can analyse data	2.5.a.1: Gather and record data to help answer questions (+)	Pupil can collect data.	Pupil can collect data relevant to the answering of questions, e.g. seeing how the shapes of some materials can be changed.	Pupil can recognise patterns that relate to scientific ideas, when prompted.
	b) Pupils can draw conclusions	2.5.b.1 Use their observations and ideas to suggest answers to questions	Pupil can suggest answers to enquiry questions using data.	Pupil can answer enquiry questions using data and ideas, e.g. to help decide how the properties of certain materials make them suitable for certain applications.	Pupil can, with support, use evidence to produce simple conclusion.

### Assessment:

Student assessments will include informal and formal assessments. Assessment will also include the completion of homework, class participation, quizzes, tests, mathematical investigations, and projects.



# SECTION 3: FOUNDATION COURSES

## ART:

**Course:** English National Curriculum – Art

Students broaden specified studio skills in the areas of drawing, painting, printmaking, and design. Emphasis is on the development of artistic skills in various media. Creative problem solving and experimentation continue, with an aim to begin development of personal style.



### Course Description:

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

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

### What will students learn?

Throughout Key Stage 2 (Year 2 - 5) students will be taught:

- 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.
- to create sketch books to record their observations and use them to review and revisit ideas
- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- about great artists, architects and designers in history.

### Assessment:

Teacher observation, participation in class, sketchbook, and projects are used to assess students.

# SECTION 3: FOUNDATION COURSES

## ICT:

**Course:** ICT

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Students will learn basic office productivity skills to be used in their core curriculum classes throughout the year. They will also focus on advancing their Excel skills. Students will create and edit web pages using the computer programming language HTML. They will study the basics of visual layout and design principles, appropriate fonts, etc

### Course Description:

ICT is taught as a standalone subject and is integrated throughout the curriculum as a teaching tool.

Students today are using the immense power of digital media to explore, connect, create, and learn in ways never before imagined. With this power, young people have extraordinary opportunities, and yet they face potential pitfalls, too. Some issues faced includes cyberbullying, digital cheating, and safety and security concerns. These issues underscore the need for students to learn and for teachers to teach digital literacy and citizenship skills. So as to ensure our students are safe and secured online, we have embedded “Digital Citizenship” as part of our curriculum, using the curriculum designed by Common sense media.

### What will students learn?

This scheme is taught discreetly. Pupils currently have 1 lesson of ICT per week where all curriculum strands are taught. In addition, ICT is regularly used by teachers throughout the school in their own subject areas further developing the knowledge and skills base of the students.

### Assessment:

Students will be evaluated on a checklist of skills and on successful completion of projects using a rubric for the various programs being taught.



# SECTION 3: FOUNDATION COURSES

## MUSIC:

**Course:** English National Curriculum – Music

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Music is a universal language that embodies one of the highest forms of creativity. A high quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement.

### Course Description:

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

- perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians
- learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence
- understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

### What will students learn?

Throughout Key Stage 2 (Year 2 - 5) students will be taught:

- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- improvise and compose music for a range of purposes using the inter-related dimensions of music
- listen with attention to detail and recall sounds with increasing aural memory
- use and understand staff and other musical notations
- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- develop an understanding of the history of music.



### Assessment:

Assessment is based on participation, self-evaluation, and assignments both written and played.

# SECTION 3: FOUNDATION COURSES

## PHYSICAL EDUCATION:

**Course:** English National Curriculum – PE

A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. It provides opportunities for pupils to become physically confident in a way which supports their health and fitness.

### Course Description:

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

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



### What will students learn?

Throughout Key Stage 2 (Year 2 - 5) students will be taught:

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

### Assessment:

The course is designed to test students' understanding of the material using a variety of assessment methods including skill performance tests, written tests and quizzes, in addition to daily points allotted for attendance and participation.

# SECTION 4: ASSESSMENT

## INTRODUCTION

### Assessment Background

Assessment is an integral part of Teaching and Learning and is required to optimise all students' learning and teachers' teaching by providing a picture of progress and achievements and to identify the next steps to success.

The primary purpose of assessment is to improve students' learning and teachers' teaching as both respond to the information it provides. Assessment is an ongoing process that arises out of the interaction between teaching and learning.

### Purpose of Assessment

The purpose of assessment is to collect information. In education, assessment occurs when a teacher collects information about students' skills, understanding, knowledge and attitudes. Teachers collect this information in numerous ways. Some methods are quite structured, such as examinations, tests, practical work and checklists. Others are unstructured, such as conversations, questionnaires, observation schedules and student self-assessment. Teachers use these procedures to build a profile of what the student knows, understands and can do. Each piece of information is used as an indicator and is woven into the profile of the student. The more information put into the profile, the more accurate it will be.

## ASSESSMENT POLICY AND PROCEDURES

### Overview

- The purpose is to promote and monitor the progress of students via a comprehensive assessment and reporting system that records data on a centralised system, enabling management information to be analysed and reports produced for a variety of audiences.
- It is fundamental to our mission that we are open and clear when making judgements about students' progress. We believe that students and parents have an entitlement to assessment information through a precise, informative and understandable reporting system.
- This information should tell students and parents how progress is being monitored, what targets and support are required, what an individual's attainment is and how comparable this is in relation to his or her peers.

### Student responsibilities

- Complete the prescribed work requirements in each subject area
- Complete all assessment tasks
- Maintain a good record of attendance, punctuality, progress, homework and effort

### Staff responsibilities

- Develop a teaching programme that adheres to the AUS assigned curriculum
- Ensure assessments are fair, valid and reliable
- Maintain accurate records of student's achievement and assessment
- Meet school and external agency timeframes for assessment and reporting
- Inform students and parents of academic progress

## External Assessments at AUS

AUS takes part in The Cognitive Abilities Test (CAT4), NGRT (New Group Reading Test) and Progress Tests (PT English, Maths and Science).

### Baseline:

These test measures a pupil's stage in language, literacy and mathematics upon completion of FS-2. The assessment contains a mixture of oral and touch-based questions, with full-colour illustrations that will be highly appealing to young children. Three sections measure literacy, language and mathematics on entry and, optionally literacy and mathematics at the end of the Foundation Stage.

Used together the assessment provides a more rounded view of each pupil, which compliments teacher's observational assessments.

### The Cognitive Abilities Test (CAT4):

CAT4 assesses a pupil's ability to reason with and manipulate different types of material through a series of Verbal, Non-Verbal, Quantitative and Spatial Ability tasks. Together, these four tests provide teachers with a comprehensive profile of a pupil's reasoning abilities, and as such the core abilities related to learning.

The resulting data can then be used to identify a pupil's strengths, weaknesses and learning preferences, providing accurate and reliable information that is essential for personalised learning. The more we know about a pupil, the better position we should be in to offer a learning environment and ways of teaching and learning that allow pupils to maximise their potential. Information about a pupil's reasoning ability will be key to many decisions and is considered alongside attainment data and other factors known to impact on learning, such as attendance and attitude.

### Progress Tests (PT)

These are nationally benchmarked assessments. They will be used year-on-year to support teachers at AUS in identifying current levels of attainment and monitoring progress. The group of tests reflects the English National Curriculum as well as the other UK curricula, making it up-to-date and highly relevant.

### NGRT (New Group Reading Test)

NGRT is the only fully adaptive, standardised reading assessment available. NGRT is proven to deliver a reliable assessment of reading comprehension, set against national benchmarks. Using it regularly helps to quickly spot problems that may hold back a child's progress, with customised practical classroom solutions for each pupil.

Year	Baseline	CAT4	Progress Test
FS2	✓		
1	✓		
2	✓	✓	✓
3	✓		✓
4	✓	✓	✓
5	✓		✓
6	✓		✓
7	✓	✓	✓
8	✓	✓	✓
9	✓	✓	✓



## Target Setting

Targets for students be generated from external assessments: CAT4

## National Curriculum Point Score

National Curriculum Point Score are used to track students' education at AUS from Year 1-9. Each Point Score in a subject describes a set of knowledge, skills and understanding in that subject.

POINT SCORE	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9
9									
8									
7									
6									
5									
4									
3									
2									
1									

<b>At Expected Point Score</b>	<b>Slightly Below Expected Point Score</b>	<b>Beyond Expected Point Score</b>	<b>Working Below expected Point Score</b>
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# SECTION 5: REPORTING

## REPORTING TO PARENTS

### Reporting Overview

The aims of reporting:

- Reports should provide parents with an accurate picture about pupils' achievements and progress, in clear and accessible language
- Reports should reflect attainment and achievement within the National Curriculum
- Reports should be based on evidence from formative assessment and recording
- Reports should be manageable for teachers to produce
- Reports should have a positive effect on pupils' attitudes and motivation
- Reports should support pupils' learning by setting targets
- The reporting process should provide opportunities for pupil involvement
- The reporting process should be part of a continuing dialogue with parents and encourage parental involvement and support

### Direct contact between Staff and Parents:

- **Parent Teacher Meeting** – three times during the school year, for parents to meet with classroom teachers and discuss progress, attainment, effort and attitude to learning

### Year 2 Point Score Thresholds

	Year 2	Year 2	Year 2
POINT SCORE	ENGLISH	MATHS	SCIENCE
9	96% above	96% above	90% above
8	85%-95%	90%-95%	86%-89%
7	75%-84%	85%-89%	80%-85%
6	70%-74%	75%-84%	76%-79%
5	65%-69%	65%-74%	70%-75%
4	55%-64%	55%-64%	60%-69%
3	35%-54%	45%-54%	40%-59%
2	25%-34%	25%-44%	20%-39%
1	1%-24%	1%-24%	1%-19%

<b>At Expected Point Score</b>	<b>Slightly Below Expected Point Score</b>	<b>Beyond Expected Point Score</b>	<b>Working Below expected Point Score</b>
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## Scholastics in Islamic/Arabic and MSC

	Year 2	Year 2	Year 2
POINTSORE	ARABIC	ISLAMIC	MSC
9	96% above	96% above	96% above
8	85%-95%	85%-95%	85%-95%
7	75%-84%	75%-84%	75%-84%
6	70%-74%	70%-74%	70%-74%
5	65%-69%	65%-69%	65%-69%
4	55%-64%	55%-64%	55%-64%
3	35%-54%	35%-54%	35%-54%
2	25%-34%	25%-34%	25%-34%
1	1%-24%	1%-24%	1%-24%

At Expected Point Score	Slightly Below Expected Point Score	Beyond Expected Point Score	Working Below Expected Point Score
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