

CURRICULUM GUIDE FOR YEAR 5 STUDENTS AND THEIR PARENTS

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

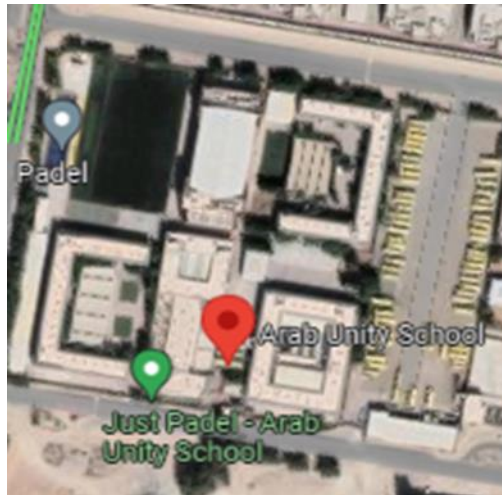
1. The Curriculum Structure in Year 5
2. Assessments and Reports in Year 5
3. Details about Courses in Year 5
4. Assessment Tasks for Year 5

We hope this curriculum guide helps to clarify many of the questions and concerns pertaining to Year 5 academic issues at Arab Unity School, Dubai.

It is strongly recommended that students keep this book for future guidance and information throughout Year 5.

Arab Unity School, Dubai

<http://www.arabunityschool.ae>



Head of Primary



Deputy Head of Primary

Head of Primary Welcome Note

Dear Parents and Students,
Thank you for taking the time to read through our Year 5 Curriculum Handbook. We hope that you find the booklet informative in regards to the school, curriculum, assessments and reports.

My name is Lizy Rosaline and I have been the Head of Primary at AUS since January 2023. I feel privileged to lead such a wonderful section of the school and I am delighted that we can offer your child the best possible education in their formative years.

At AUS, we have high expectations of our children and believe in setting challenging, but achievable targets for them. Every child is unique in their own way and our aim is to bring out the best in every one of our students, across a number of curriculum and extra-curricular areas.

Teachers and Teaching Assistants in the Primary School are experienced, hard-working and dedicated. They provide a caring and safe learning environment for all children in their care and deliver the UK National Curriculum to our students. We are proud to offer a varied selection of innovative and enrichment opportunities for our students and take part annually in many internal and external school competitions and events.

We recognise that parents play an important role in the education of their children, and we welcome your views and suggestions throughout the school year. We value the support that parents offer and work in partnership with our school community to ensure our students receive a high standard of education, both inside and outside of the classroom walls.

Throughout your child's learning journey at AUS, the Primary School aims to promote academic, social and emotional intelligence, ensuring that each and every one of our students is well equipped and able for the next chapter in their school life to begin.

Ms. Lizy Rosaline
Head of Primary, Arab Unity School, Dubai

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SECTION 1: SCHOOL INFORMATION

INTRODUCTION:

Arab Unity School (AUS-DXB) 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.

INNOVATIVE 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 so necessary for a multi-cultural setting that well suites learning and provides quality education that is the hallmark of Arab Unity School.

Our additional facilities include: an indoor sports hall, outdoor football pitch, basketball court, cricket nets, outdoor multi-games courts, music, art and science labs, ICT lab, Learning Resource Centre and indoor play areas.

EXTRA-CURRICULAR ACTIVITIES

School teams and clubs are established in basketball, football, cricket, badminton, athletics, Eco, Arabic, and ELL (English Language Learners). School activities such as performing arts, art and craft, public speaking, clay modelling, performing poetry, gardening, debate and henna design 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, Mathematics and Science.

SECTION 2: CORE COURSES

MANDATORY COURSE DESCRIPTIONS:

Arabic (For Arabs and Non-Arabs)

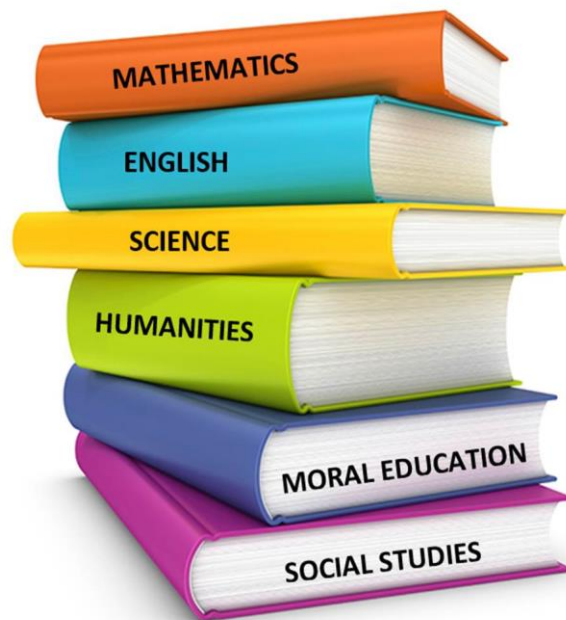
Islamic (For Arabs and Non – Arabs) or PSHE (For non-Muslims)

Moral, Social and Cultural Studies (For Arabs and Non-Arabs)

English

Mathematics

Science



SECTION 2: CORE COURSES

CURRICULUM STRUCTURE:

All Year 5 students at AUS will study the following courses:

Arabic	200 minutes per week (5 lessons)
Islamic / Life Skills	80 minutes per Week (2 lessons)
Moral Social and Cultural Studies	160 minutes per week (4 lessons)
English	200 minutes per week (6 lessons)
Mathematics	200 minutes per week (6 lessons)
Science	200 minutes per week (6 lessons)

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

Art	40 minutes per week (1 lesson)
ICT	40 minutes per week (1 lesson)
Physical Education	80 minutes per Week (2 lessons)

SECTION 2: CORE COURSES

ARABIC A:

Faculty: Arabic and Islamic

Course: MOE Arabic Curriculum (Special – Arabs and Regular – Non- Arabs)

المواد الرئيسة

الصف : الخامس

اللغة العربية للطلاب الناطقين بها

القسم : اللغة العربية للناطقين بها

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

وفقا 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 تعلم اللغة العربية وهي (200 دقيقة) في الأسبوع بمعدل خمس حصص وذلك حسب توجيهات الوزارة.

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

- مهارة الكتابة : أن ينتج نصوصاً سردية متنوعة ويربط بين الأفكار مقدماً سياقاً مكانياً وزمانياً ويكتب نصاً معلوماتياً على أن تظهر كتاباته التركيز والتنظيم والوعي ويكتب استجابة أدبية مظهرًا فهمًا للعمل الأدبي ويستنتج دليلاً باستخدام مصادر متعددة
- مهارة القراءة : أن يحلل المتعلم دأناً بنية النصوص القصصية وعناصرها الفنية مفسراً أفعال الشخصية ودوافعها ويميز بين الحوارين الداخلي والخارجي .مهارة الاستماع : أن يميز بسهولة بين الحقائق والآراء فيما سمعه ويطلب التوضيح حسب الحاجة .مهارة التحدث : أن يسرد قصة أو يتحدث عن موضوعات مناسبة متنوعة بطريقة منظمة تشجع على المشاركة باستخدام حقائق الوصف ، لدعم هدفه من الحديث. التقييم طرق التقييم هي كل من (اختبارات ، مشاريع كبرى ، عروض تقديمية) وتكوينية (مسابقات ، إملأ ، مناقشات ، لعب أدوار ، وأنشطة دراسية أخرى).

SECTION 2: CORE COURSES

ARABIC B:

Faculty: Arabic for non-Arabs

Course: MOE Arabic curriculum (non-Arabs)

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 5 Arabic lessons per week (40 minutes each). We have two sections for each year group (Arabic for Arabs and Arabic for Non-Arabs)

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

YEARS OF STUDY	LISTENING	SPEAKING	READING	WRITING
Four Years	<ul style="list-style-type: none">The listener can understand most of the information contained in sentences (one sentence at a time) expressing basic personal and social contexts.The listener shows simple ability to understand oral	<ul style="list-style-type: none">The speaker can successfully handle a limited number of simple communication tasks within simple social situations.The speaker's talk is limited to familiar and expected daily life topics and those which are essential in his life and community. These	<ul style="list-style-type: none">The reader can understand some information in short, cohesive texts that address limited personal and social issues. Although he or she might also repeatedly misunderstand such texts.The reader at this level may encounter difficulties in	<ul style="list-style-type: none">The writer can express few practical needs and is able to create phrases and ask questions based on familiar material.The writer can create a limited number of sentences using memorized vocabulary and structures. These sentences are simple

Assessment:

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

ARABIC STUDIES



SECTION 2: CORE COURSES

التربية الإسلامية



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 فخوًراً 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 اهتمامنا للمناسبات الدينية مثل عيد الفطر و عيد 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 كالبحث 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 B:

Faculty: Islamic Studies

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 2 Islamic lessons per 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, manners of living in a Muslim's life. We also pay attention to the 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:

Faculty: Social Studies

Course: MOE – MSC Curriculum

According to the Ministry of Education ruling, it is compulsory that student's study MSC Moral social and Cultural Studies. Students receive 4 social studies lessons a week (160 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. MSC units are often integrated with the writing program to provide an authentic context for student writing.

What will students learn?

- The purpose of Moral, Social and Cultural Studies is to develop a nation of responsible global citizens who:
- Possess moral values and a secure knowledge of past and present events, which they use to make well-informed judgements and morally sound decisions.
- Know, understand, and tolerate local and global Cultures different from their own, understanding how they evolved and their past and present impacts on the world.
- Understand the governing institutions and their rights and responsibilities as global citizens living in the UAE and develop a sustainable lifestyle.
- Demonstrate loyalty and sense of belonging to the UAE community.
- Work efficiently with physical and digital resources to construct evidence-rich oral and written professional discourse equipping for a career with lifeline learning.

The study of Social Studies will focus on the following key areas:

- 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: Significant people, events, developments that shaped communities and world regions in different periods. The effects of technological developments on societies and social change over time



- Geography: Important features of the earth, including surface structures, national resources and climates. How human activities affect the earth and are affected by it.
- Sociology: How and why communities and societies are formed. Reasons for social change and social transitions across geographical regions and time periods.
- Civics: Responsibilities and privileges of belonging to communities inside and outside of the UAE. The factors that shape nations and governing structures in the larger global community.

Moral	Social & Cultural	History	Geography
<p><u>Compassion and Empathy</u> Explain and give examples of the key qualities of compassion, empathy, respect, and tolerance.</p> <p>The importance of treating others with compassion and empathy</p> <p>Recall occasions when compassion and tolerance have or have not been shown.</p> <p>Explain why self-respect is an integral part of respecting others.</p> <p>Explain why self-respect is a necessary part of respecting others.</p> <p>How and when to offer help to others and recognise how rewarding it is to help others.</p> <p>Define stereotyping and recognise different types of stereotyping.</p> <p><u>Growing up and Wellbeing</u></p> <p>Explain what well-being means and the tools, techniques and help available to promote and maintain wellbeing, both physical and emotional.</p> <p>Identify who to ask for help to deal with change and loss, for oneself and others, drawing on support from the community.</p> <p>Understand how to grow and develop in a positive way while</p>	<p><u>Understanding Our Physical World</u> Weather, Climate and Climate Zones Understand the difference between weather and climate and explain how weather changes.</p> <p>Identify types of climates, atmosphere, North pole, South pole, and the equator.</p> <p>Identify and describe the climate zones.</p> <p>Impact of Landforms and Climates on People Understand how landform and climates determine the way we live.</p> <p>Identify the types of homes built and types of clothes worn in different climate zones.</p> <p>Nature and Wildlife Identify types of fauna and flora found in different climate zones.</p> <p>Climate Changes Understand the concept of Greenhouse effect and how humans contribute to the pollution.</p> <p>Energy Sources and Preserving the Planet Identify different sources of energy and differentiate between renewable and non-renewable energy.</p>	<p>Ancient Greece *Ancient Greece made up of city states such as Athens, Corinth, and Sparta. *Spartans known for their strong army and ability to fight. * Athenians are known for their cultural developments and learning. *Democracy begins in Ancient Athens. *First Olympics held in Ancient Greece. *The Ancient Greeks worshipped many gods and goddesses.</p> <p>Vikings and Anglo-Saxons *Geographical locations of the Vikings. *Vikings explored, traded and raided other lands. They also raided and traded in Britain. *The Vikings initially invaded and settled in Scotland and later settled in England too. *King Alfred - the first Anglo-Saxon ruler to successfully protect his kingdom from Vikings. *Danegeld system - Anglo-Saxon kings would pay the Vikings to make sure they do not attack their kingdom. *1066 - The Battle of Hastings.</p> <p>The British Empire *Establishment of British Empire and colonies in different part of the world through growing influence of trade. *In America, enslaved people worked in difficult conditions to grow crops that were exported. *In Australia, the British set up penal colonies to send criminals as punishment. The British Empire *In India, Britain created The British Raj to govern the country and people were treated</p>	<p>Using a map locate countries around the world with focus on North and South America and Asia concentrating on key physical and geographical characteristics.</p> <p>Understanding geographical differences and similarities through the study of physical and human geography of a region of South America and a region of Asia.</p> <p>Identify the positions and significance of imaginary lines of the Earth. Use longitude and latitude to find locations on a map.</p> <p>Describe and understand key aspects of physical geography - Climate zones and Biomes.</p> <p>Use key vocabulary to demonstrate the knowledge and understanding of - Different Layers of Earth and Tectonic Plates.</p>

<p>cooperating and collaborating with other people to promote mutual well-being.</p> <p>Explain the meaning of wellbeing and recognize how to promote physical and psychological wellbeing.</p> <p>Demonstrate how to manage changes by identifying when they occur and communicate concerns to others.</p> <p><u>Peace and Responsibility</u></p> <p>Explain communication skills as the key factor in resolving conflicts.</p> <p>Identify signs of an impending conflict and take measures to avoid it.</p> <p>Recognising the importance of taking responsibility for our actions.</p> <p>Explain what social responsibility is and how to take care of themselves and their property.</p>	<p>Understand the main factors responsible for pollution and list ways to save the environment.</p> <p><u>The Impact of Trade, Travel and Communication on the Emirati Culture (Part 1)</u></p> <p>Identify ways in which trade, transport and communication shape the country as it is today.</p> <p>Distinguish the life along the trade route and in the cities.</p> <p>Explain the importance of trade route with emphasis on the goods that were traded along this route.</p> <p>Describe ways in which the trade routes were important beyond the movement of goods.</p> <p><u>Learning About Money</u></p> <p>Understand the concept and importance of community and why people prefer to live in communities.</p> <p>Differentiate between needs and wants.</p> <p><u>Goods and Services</u></p> <p>Define and differentiate between goods and services.</p> <p>Understand the importance of earning money and contributing to the community economy.</p> <p><u>Producers and Consumers</u></p> <p>Define the term producer and consumer.</p> <p>Describe the journey of a product from a producer to consumer.</p> <p>Understand that some companies can be both consumers and producers.</p> <p><u>Supply and Demand</u></p> <p>Explain supply and demand.</p>	<p>unfairly. *In Africa, many European powers wanted to access to precious metals found there. *The British Empire started to decline as colonies gained independence. The Commonwealth of Nations was set up and continues to this day.</p>	
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	<p>Determine when goods will be in demand based on scarcity.</p> <p>Understand why goods go on sale.</p> <p>Saving. Budgeting and Spending</p> <p>Understand the benefits of saving and budgeting.</p> <p><u>Community Organization</u></p> <p>Government Services</p> <p>Define how the government makes money in the form of taxes and service fees and use the same for improving the service provided.</p> <p>Courts and councils</p> <p>Understand the roles of civil and criminal courts.</p> <p>Define a judge and describe the job done by a judge.</p> <p>Social Responsibilities</p> <p>Define rules, rights, responsibility and consequence.</p> <p>Identify the consequence they must face if they do not obey the rules or take care of things, they are responsible for.</p> <p>Safety and Security</p> <p>Identify the duties of the military.</p> <p>Define cyber security and cyber bullying and why we need to have cyber security.</p>		
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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:

Faculty: English

Course: National Curriculum for England

English is a mandatory course that is studied substantially from FS-2 onwards. Students receive 6 English lessons per week (40 minutes each).

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 5 students will be taught:

YEAR 5	Reading	Writing	Grammar and Vocabulary
	<ul style="list-style-type: none"> • Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology) • To read aloud and to understand the meaning of new words that they meet. • Maintain positive attitudes to reading and Understanding of what they read by: • Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. • Reading books that are structured in different ways and reading for a range of purposes. • Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions • Recommending books that they have read to their peers, giving reasons for their choices 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • Use further prefixes and suffixes and understand the guidance for adding them. • Spell some words with 'silent' letters [for example, knight, psalm, solemn] • Continue to distinguish between homophones and other words which are often confused. • Use knowledge of morphology and etymology in spelling and understand that the spelling of some words needs to be learnt specifically. • Use the first three or four letters of a word to check spelling, meaning or both of these in a dictionary. • Use a thesaurus. <p>Write legibly, fluently and with increasing speed by:</p>	<p>Word</p> <ul style="list-style-type: none"> • Converting nouns or adjectives into verbs using suffixes [for example, -ate; -ise; -ify] Verb prefixes [for example, dis-, de-, mis-, over- and re-] <p>Sentence</p> <ul style="list-style-type: none"> • Relative clauses beginning with who, which, where, when, whose, that, or an omitted relative pronoun Indicating degrees of possibility using adverbs [for example, perhaps, surely] or modal verbs [for example, might, should, will, must] <p>Text</p> <ul style="list-style-type: none"> • Devices to build cohesion within a paragraph [for example, then, after that, this, firstly] • Linking ideas across paragraphs using adverbials of time [for example, later],

<ul style="list-style-type: none"> Identifying and discussing themes and conventions in and across a wide range of writing making comparisons within and across books Learning a wider range of poetry by heart Preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience 	<ul style="list-style-type: none"> Choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters Choosing the writing implement that is best suited for a task. 	<p>place [for example, nearby] and number [for example, secondly] or tense choices [for example, he had seen her before]</p>
<p>Understand what they read by:</p> <ul style="list-style-type: none"> Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context. Asking questions to improve their understanding. Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence Predicting what might happen from details stated and implied Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas Identifying how language, structure and presentation contribute to meaning Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader Distinguish between statements of fact and opinion Retrieve, record and present information from non-fiction Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary Provide reasoned justifications for their views 	<p>Plan their writing by:</p> <ul style="list-style-type: none"> Identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own Noting and developing initial ideas, drawing on reading and research where necessary In writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed. <p>Draft and write by:</p> <ul style="list-style-type: none"> Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action Précising longer passages Using a wide range of devices to build cohesion within and across paragraphs Using further organisational and presentational devices to structure text and to guide the reader [for example, headings, bullet points, underlining] <p>Evaluate and edit by:</p> <ul style="list-style-type: none"> Assessing the effectiveness of their own and others' writing Proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning Ensuring the consistent and correct use of tense throughout a piece of writing Ensuring correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register Proof-read for spelling and punctuation errors Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear. 	<p>Punctuation</p> <ul style="list-style-type: none"> Brackets, dashes or commas to indicate parenthesis Use of commas to clarify meaning or avoid ambiguity <p>Terminology for pupils:</p> <p>Modal verb, relative pronoun Relative clause Parenthesis, bracket, dash Cohesion, ambiguity</p>

Assessment: Student assessment will include informal and formal assessment. Assessment will include observation of class participation, oral presentations, Big Write - Fiction and Non – Fiction text, vocabulary, spelling tests, reading responses and reading comprehension.

SECTION 2: CORE COURSES

MATHEMATICS:

Faculty: Mathematics

Course: National Curriculum for England

Mathematics is a mandatory course that is studied substantially from FS-2 onwards. Students receive 6 Maths lessons per week (40 minutes each).

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 nonroutine 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 5 students will be taught:

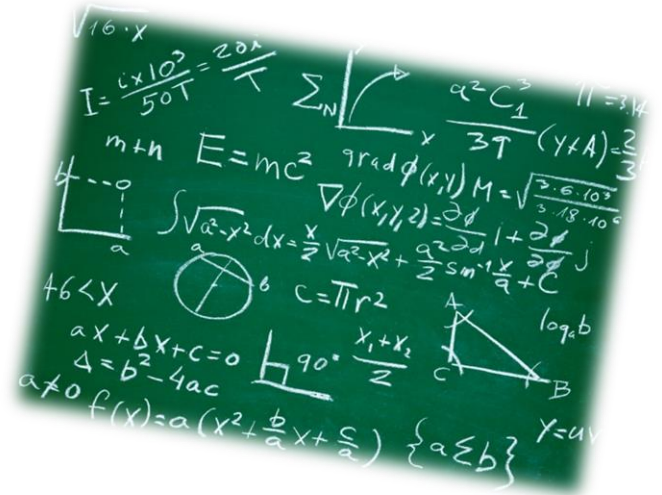
Number and place value	Addition and subtraction	Multiplication and division	Fractions (including decimal and percentages)	Measurement	Geometry	Statistics
<ul style="list-style-type: none"> • Read, write, order and compare numbers to at least 1 000 000 and determine the value of each digit • Count forwards or backwards in steps of powers of 10 for any given number up to 1 000 000 • Interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, 	<ul style="list-style-type: none"> • Add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction) • Add and subtract numbers mentally with increasingly large numbers • Use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy • Solve addition and subtraction multi-step problems in 	<ul style="list-style-type: none"> • Identify multiples and factors: • Identify multiples and factors, including finding all factor pairs of a number, and common factors of 2 numbers • Know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers • Establish whether a number up to 100 is prime and recall prime numbers up to 19 • Multiply numbers up to 4 digits by a one- or two-digit number using a formal written method, including 	<ul style="list-style-type: none"> • Compare and order fractions whose denominators are all multiples of the same number • Identify, name and write equivalent fractions of a given fraction, • Recognise mixed numbers and improper fractions and convert from one form to the other • add and subtract fractions with the same 	<ul style="list-style-type: none"> • Convert between different units of metric measure (for example, kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre) • Understand and use approximate equivalences between metric units and common imperial units 	<ul style="list-style-type: none"> • Identify 3-D shapes, including cubes and other cuboids, from 2-D representations • Know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles • Draw given angles, and measure them in degrees (°) 	<ul style="list-style-type: none"> • Solve comparison, sum and difference problems using information presented in a line graph • Complete, read and interpret information in tables, including timetables.

<p>including through zero</p> <ul style="list-style-type: none"> • Round any number up to 1 000 000 to the nearest 10, 100, 1000, 10 000 and 100 000 • Solve number problems and practical problems that involve all of the above • Read Roman numerals to 1000 (M) and recognise years written in Roman numerals. 	<p>contexts, deciding which operations and methods to use and why</p>	<p>long multiplication for two-digit numbers</p> <ul style="list-style-type: none"> • Multiply and divide numbers mentally, drawing upon known facts • Divide numbers up to 4 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context • Multiply and divide whole numbers and those involving decimals by 10, 100 and 1000 • Recognise and use square numbers and cube numbers, and the notation for squared (²) and cubed (³) • Solve problems involving multiplication and division, including using their knowledge of factors and multiples, squares and cubes • Solve problems involving addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign • Solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates 	<p>denominator and denominators that are multiples of the same number</p> <ul style="list-style-type: none"> • Multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams • Read and write decimal numbers as fractions [for example, 0.71 = $\frac{71}{100}$] • Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents • Round decimals with two decimal places to the nearest whole number and to one decimal place • Read, write, order and compare numbers with up to three decimal places • Solve problems involving number up to three decimal places • Recognise the per cent symbol (%) and understand that per cent relates to 'number of parts per hundred', and write percentages as a fraction with denominator 100, and as a decimal • solve problems which require knowing percentage and decimal 	<p>such as inches, pounds and pints</p> <ul style="list-style-type: none"> • Measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres • Calculate and compare the area of rectangles (including squares), and including using standard units, square centimetres (cm²) and square metres (m²) and estimate the area of irregular shapes • Estimate volume [for example, using 1 cm³ blocks to build cuboids (including cubes)] and capacity [for example, using water] • Solve problems involving converting between units of time • use all four operations to solve problems involving measure [for example, length, mass, volume, money] using decimal notation, including scaling 	<ul style="list-style-type: none"> • Use the properties of rectangles to deduce related facts and find missing lengths and angles • Distinguish between regular and irregular polygons based on reasoning about equal sides and angles. • Identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed.
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			equivalents of 1/2, 1/4, 1/5, 2/5 and those fractions with a denominator of a multiple of 10 or 25			
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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:

Faculty: Science

Course: National Curriculum for England

Science is a mandatory course that is studied substantially from Year 3 onwards. Students receive 4 Science lessons per week (40 minutes each).

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 5 students will be taught:

Working Scientifically	Biology	Physics	Chemistry
<ul style="list-style-type: none"> • Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment including thermometers and data loggers • Taking measurements, using a range of scientific equipment with increasing accuracy and precision, taking repeat readings when appropriate • Planning different types of scientific enquiries to answer questions, including recognizing and controlling variables where necessary • Recording findings using simple scientific c 	<ul style="list-style-type: none"> • Describe the differences in the life cycle of a mammal, an amphibian, an insect and a bird • Describe the life process of reproduction in some plants and animals • Describe the changes that occur as humans develop to old age • Describe that flowering plants produce seeds from their flowers which grow into new plant • Describe that seed develops in the flower Seeds can be dispersed in a variety of ways • Describe plant germination and seed dispersal • Describe the advantage of asexual reproduction in plant 	<ul style="list-style-type: none"> • Describe the movement of the Earth, and other planets, relative to the Sun in the solar system • Use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky • Describe the movement of the Moon relative to the Earth • Describe the Sun, Earth and Moon as approximately spherical bodies • Explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object • Identify the effects of air resistance, water resistance and friction, that act between moving surfaces 	<ul style="list-style-type: none"> • Compare and group together everyday materials on the basis of their properties, including hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets • Demonstrate that dissolving, mixing and change of state are reversible changes • Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with • Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials including metals, wood and plastic

<p>language, drawings, labelled diagrams, keys, bar charts, and tables</p>	<ul style="list-style-type: none"> • Understand the term puberty in boys and girls and give the changes and the reason why it occurs • Understand the meaning of gestation period in different animals 	<ul style="list-style-type: none"> • Recognize that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect 	<ul style="list-style-type: none"> • Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution
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Assessment:

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

SECTION 3: FOUNDATION COURSES

ART:

Faculty: Art

Course: National Curriculum for England

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. Students receive 1 Art lesson per week (40 minutes).



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 3 - 6) 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

COMPUTING:

Faculty: Computing

Course: National Curriculum for England

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. Students receive 1 Computing lesson per week (40 minutes).

Course Description:

Computing 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 by the ICT team, building on the ICT concepts and topics from primary school. It is designed to offer a full range of differentiated and applied activities in order that all pupils can access ICT regardless of ability and can use it as a tool for a given purpose. Pupils currently have 2 lessons 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

PHYSICAL EDUCATION:

Faculty: Physical Education

Course: National Curriculum for England

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. Students receive 2 P.E lessons per week (80 minutes).

Course Description:

The National Curriculum for P.E. 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 3-6) students will be taught to:

- 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, rounder's 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 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.

The assessment programme at AUS has been designed to ensure that by reporting on a student's progress the system is fair, valid, reliable, easy to understand and transparent. Assessment at AUS is an ongoing process. For each assessment period a number of activities are planned by Year Leaders and Heads of Faculty in order to assess the students' skills, knowledge and understanding. These activities vary from subject to subjects in accordance with the requirements specific to that subjects.

ASSESSMENT POLICY AND PROCEDURES

Overview

- The purpose is to promote and monitor the progress of students at Arab Unity School 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 by the due date
- Complete all assessment tasks
- Maintain a good record of attendance, punctuality, progress, homework and effort
- Initiate contact with teachers concerning absences from class, missed assessments, extension request and other issues pertaining to assessment
- Collect and keep assessment tasks
- Completed assessment tasks must be given to the assigned teacher

Staff Responsibilities

- Develop a teaching programme that adheres to the AUS assigned curriculum
- Provide students with a course overview and assessment guidelines
- 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

Alleged Malpractice in Assessment Tasks or Examinations

Allegations of cheating, plagiarism or unsatisfactory conduct will be reported to the appropriate Head of School for investigation. If the Head of school is satisfied that there is clear evidence of malpractice, the award of zero (0) will be recorded for the Assessment Task. The outcome in such cases will be conveyed in writing to parents.

External Assessments at AUS:

AUS takes part in Baseline (F/S student test), The Cognitive Abilities Test (CAT4), and Progress Tests (PT English, Maths and Science) and IGCSE.

Baseline:

These test measures a pupil's stage in language, literacy and mathematics upon completion of F/S 2. The assessment contains a mixture of oral and touch based questions, with full-colour illustrations that will be highly appealing to young children. There are three sections that measures 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 WSR 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.

Year Group	Base	CAT4	Progress Test
FS1	✓		
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

For internal assessments, Point Scores are used to track students' education at AUS from Year 1-9. Each level in a subject describes a set of knowledge, skills and understanding in that subject. Students are graded using the Point Score

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									

Working Below Expected Point Score	Slightly Below Expected Point Score	At Expected Point Score	Beyond Expected Point Score
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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 Coffee Morning** (see school calendar for dates) – Parents are invited to come into school to meet senior leaders and discuss any areas of learning regarding their child's progress.
- **Parent Teacher Meeting**– three times during the school year, for parents to meet with classroom teachers and subject teachers to discuss progress, attainment, effort and attitude to learning.

Year 5 Point Score Thresholds

POINT SCORE	Year 5	Year 5	Year 5
	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%

Working Below Expected Point Score	Slightly Below Expected Point Score	At Expected Point Score	Beyond Expected Point Score
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Scholastics in Islamic/Arabic and MSC

	Year 5	Year 5	Year 5
POINTSORE	ARABIC	ISLAMIC Studies	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%

Working Below Expected Point Score	Slightly Below Expected Point Score	At Expected Point Score	Beyond Expected Point Score
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<http://www.arabunityschool.ae/>

P.O Box: 10563

Dubai, United Arab Emirates

For enquiries, call us on:



+971-4-2886226



