

A CURRICULUM GUIDE FOR YEAR 6 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 6
2. Assessments and Reports in Year 6
3. Details about Courses in Year 6
4. Assessment Tasks for Year 6

We hope this curriculum guide helps to clarify many of the questions and concerns pertaining to Year 6 academic issues at Arab Unity School, Dubai.

It is strongly recommended that students keep this book for future guidance and information throughout Year 6.

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 6 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 AUS schools.

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 labs, library 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, jewellery making, debate, henna designing 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)

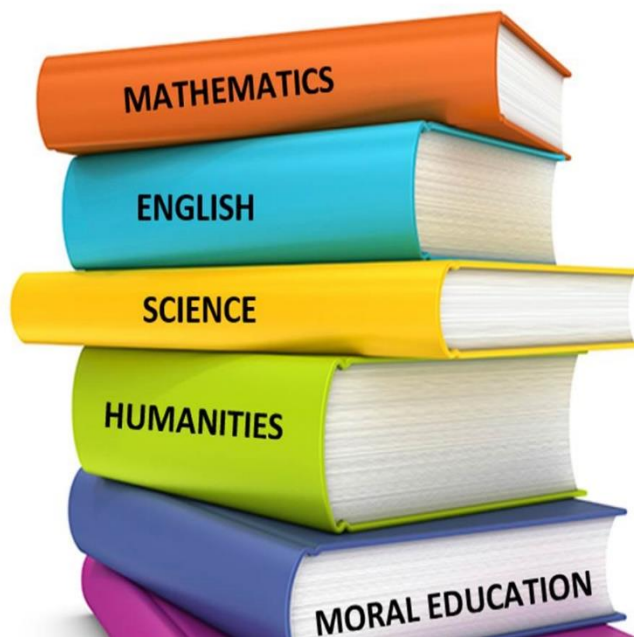
Islamic (For Arabs and Non – Arabs) or PSHE (For Non-Muslims)

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

English

Mathematics

Science



SECTION 2: CORE COURSES

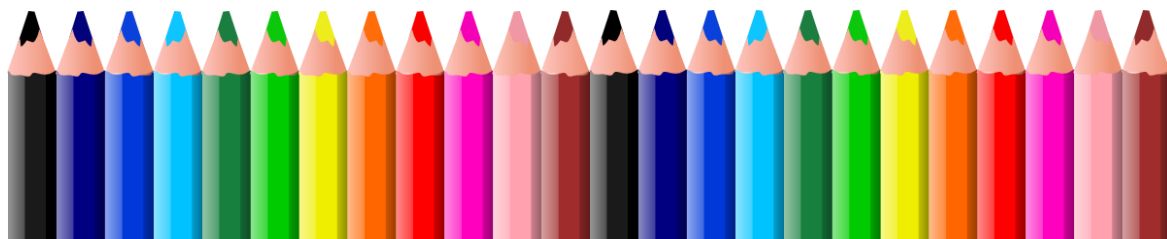
CURRICULUM STRUCTURE:

All Year 6 students at AUS will study the following courses:

Arabic	200 minutes per week (5 lessons)
Islamic / PHSE	80 minutes per week (2 lessons)
Moral & Cultural studies	120 minutes per week (3 lesson)
English	240 minutes per week (6 lessons)
Mathematics	240 minutes per week (6 lessons)
Science	160 minutes per week (4 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)
Computing	80 minutes per week (2 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 الرئيسية

السادس

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، يحلون، يناقشون، يبدعون، يبحثون.

وذلك من خلال تكيف الطالب مع عدد ساعات لتعلم اللغة العربية (200 دقيقة) في الأسبوع لطلاب الصف (6) وذلك حسب توجيهات الوزارة

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

- مهارة الكتابة : أن يكتب تلخيصًا يتضمن الفكر الأساسية والتفاصيل ويراجع مسودات ما كتب من نصوص سردية ووصفية رابطًا بين الأفكار والتجربة بشكل متماسك، متقيدًا بالسلامة اللغوية ومستخدمًا للتعبيرات المجازية والإيقاع الصوتي.
- مهارة القراءة : يُميز المتعلم بنية النصوص الأدبية والحوارات الداخلية والخارجية مُحددًا صفات الشخصية وأفعالها ثم يقارن بين حكايات من ثقافات مختلفة، على أن يحفظ نصوص شعرية مناسبة، ويفسر النصوص المعلوماتية ومصطلحاتها.

- مهارة الاستماع : يستوعب المتعلم المادة المسموعة محددًا المغزى العام ويعيد صياغتها مُلخصًا المعلومات والفكر الرئيسية، ويكتب أسئلة واضحة ذات صلة بالموضوع المسموع وي طرحها لتوجيه النقاش.
- مهارة التحدث : يشارك المتعلم في حلقات نقاشية بصوت مسموع ومعبر يُظهر فهمه للموضوع، ويُسجل أشرطة صوتية ومرئية لقصص أو قصائد درسها، ويجيب عن أسئلة المشاهدين إجابات مقنعة.

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 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:

What will students learn?

Students receive 5 Arabic lessons a 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
Five Years	<ul style="list-style-type: none"> The listener can understand sentences (one sentence at a time) in several basic, personal and social contexts. His understanding is often accurate in familiar and predictable topics, although sometimes misunderstanding may occur. The listener can partially understand the meaning of oral texts, such as the main idea. 	<ul style="list-style-type: none"> The speaker can successfully engage in uncomplicated communication tasks related to simple social situations. His conversations are usually limited to familiar and essential topics in his life and community. The speaker can answer direct questions or respond to requests for information in a clear and accurate manner. When needed, the speaker can pose different questions to obtain simple information for some basic life essentials such as directions, price and services. The speaker can give certain information but encounters difficulties in connecting ideas, using the correct tense, verb conjugation, and other communication techniques such as clarification and elaboration. The speaker can express personal information and thoughts by formulating his own coherent sentences. His speech is interspaced with pauses, successful re-phrasing and self-correction, as he searches for the right words and appropriate linguistic structures to correctly convey meaning. 	<ul style="list-style-type: none"> The reader can understand short and simple texts that provide key information on personal and social topics. He or she might occasionally misunderstand such texts. At this level, the reader can partially understand short, and cohesive descriptive and narrative texts on familiar topics. 	<ul style="list-style-type: none"> The writer can meet an appropriate number of practical needs in writing, can communicate in writing with short and simple texts, and sentences appropriately connected about personal topics related to everyday life. Writing is in the present tense but may include references to other tenses. Writing style is very similar to oral discourse. The writer shows signs of control over basic stricter of sentences and verb conjugation. Writing can be described as a loose group of sentences or questions that are weakly linked.

Assessment:

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

ARABIC STUDIES



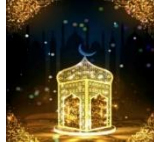
SECTION 2: CORE COURSES

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 فخوراً بكونه مسلماً وأن تتكون لديه المعرفة الأساسية للدين الإسلامي، كما أن هدفنا هو أن يتعرف الطلاب المسلمون على العقيدة والأخلاق 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 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: Arabic and Islamic

Course: MOE Islamic curriculum (Special – Arabs and Regular – 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 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 acknowledging 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, the five pillars of Islam such as faith and others. We also pay attention to the religious occasions such as Eid Al-fitar and Eid Al-adha, so that students realise their importance and value.

The scope and sequence of the Islamic Education curriculum at AUS is corresponded by the Ministry of Education. The curriculum helps students learn all the important principles and practices of Islam, study the Quran, Hadeeth (sayings of the prophet Peace be upon Him), and guide them on how to find resources that explain both.

What will students learn?

The Islamic Studies program is offered for Muslim students and follows the Ministry of Education Islamic Studies program. At each grade level the following topics are included:

- Verses from The Holy Quran
- The life and teachings of the Prophet Mohammed (PBUH)
- Practices and beliefs of Muslims.

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 3 MSC lessons a week (120 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.

What will students learn?

Topics of study include but are not limited to:

- 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 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 and Cultural	History	Geography
<p>Charity, Sympathy and Generosity Explain the meaning of benevolence, compassion, and generosity with examples from real life experiences where these values were put into practice.</p> <p>Moral Dilemma Explain, with a fair degree of clarity, how they perceive an ethical dilemma situation, in a story they have read.</p> <p>Recognising Other's Point of View Identify the perception of a fellow student when he/she is facing an ethical dilemma, check for accuracy and give the fellow student an opportunity to clarify his/her points before sharing your opinions.</p> <p>The Types of Empathy Identify and describe the feelings of different people or characters in a story who find themselves in an ethical dilemma.</p> <p>How Can I be Compassionate Towards Others? Demonstrate virtuous behaviour, for example by demonstrating a capacity</p>	<p>Ancient History Prehistory Explore the stone age life and investigate how we know about people from stone age.</p> <p>Ancient Egypt and the Nile Understand the importance of river Nile and identify the benefits and problems people living near river Nile had in the past.</p> <p>Mesopotamia and Agriculture Evaluate the reason why the Sumerian civilization settled in Mesopotamia.</p> <p>Ancient China – Shang and Zhou Dynasties Identify and explore the ancient Chinese dynasties. Explain monarchy as a type of government.</p> <p>Transport and Trade in Ancient Civilization Examine examples of water transportations in the past and evaluate how travelling over the water helped ancient civilizations.</p> <p>Greek City – States and Government Understand the role of city-states in classical Greece. Identify Greek version of democracy and explain the</p>	<p>The World War 1 *The first World War between 1914 - 1918. *Factors that led to the outbreak of World War 1. *Soldiers in the First World War often fought in trenches. *Many women took on men's jobs during the First World War. *The Treaty of Versailles and end of World War 1 *Remembrance Day on 11th November, a time when people remember those who fought in wars.</p> <p>World War II *The Second World War 1939 - 1945. *Hitler the leader of Nazi Germany invaded Poland. *Many significant battles during the war - The Battle of Britain, The Normandy Invasion and the D-Day operation and The Battle of the Bulge. *At the start of the war the Allies were Britain, France and Poland. The Axis powers were Germany, Japan and Italy. *Food supply from other countries were disrupted. Rationing was introduced to ensure Britain didn't run out of food. *Many women took on jobs to help the war efforts. Some joined the armed forces too. * The Holocaust - a time during the second World</p>	<p>Using map locate countries and major cities around the world with focus on Europe, Africa and Asia, concentrating on key physical and geographical characteristics.</p> <p>Understand geographical differences and similarities through the study of physical and human geography of a region of United Kingdom, UAE and Canada.</p> <p>Identify the positions and significance of imaginary lines of earth. Use longitude and latitude to find location and difference in time zones on a map.</p> <p>Use key vocabulary to demonstrate the knowledge and understanding of - Different Layers of Earth and Tectonic Plates.</p> <p>Use key vocabulary to demonstrate the knowledge and understanding of tectonic plate movements and formation of volcanoes, earthquakes and continental drift. Geography: Our Changing Earth</p> <p>Use key vocabulary to demonstrate the knowledge and understanding of - Different Layers of Earth and Tectonic Plates.</p>

<p>for patience or forgiveness, in their dealings with other people.</p> <p><u>Taking Responsibility for Oneself and Others</u> Recognise the factors that affect self-confidence and self-respect and understand how to develop resilience.</p> <p>Address the needs of others, including people in vulnerable groups, such as the elderly, and provide them with practical support and care.</p> <p>Demonstrate an awareness of the needs of others, including vulnerable groups, such as the elderly, and provide practical support, and consideration.</p> <p>Demonstrate an awareness of environmental issues locally, at a national and global level.</p> <p><u>Virtue Ethics</u> Identify virtuous behaviour demonstrating a capacity for patience or forgiveness, in dealing with others.</p> <p>Participate in a discussion about what it might mean to be a good person while recognising the different ways that the term 'good person' can be defined.</p> <p>Illustrate that it is possible for humans to change for the better by developing their moral character and that nobody is inherently a good or bad person.</p> <p><u>Domain – Moral/Culture Settlement, Family and Kinship in the UAE</u> Explain the main changes that have taken place with: people coming to and settling in the UAE and families and family groupings.</p> <p>Discuss the importance and value of family and kinship bonds.</p>	<p>purpose and process of voting.</p> <p>The Achaemenids and Alexander the Great Identify the Achaemenid Empire. Describe Alexander the Great and the Hellenistic civilization.</p> <p>Trade Route in Classical Times Explain the Development of trade route. Describe the importance of spice and incense trade routes. Understand and evaluate the importance of trade and trade routes to the people of UAE.</p> <p>The Roman Empire Explore Roman Empire and its geographical extent. Explain why land transportation was important for an empire.</p> <p>City Planning in Classical Civilizations Identify importance of design and planning when building a city and explain the need to have emblematic buildings. Identify various services a city needs to provide for its people.</p> <p>Fall of Western Roman Empire Examine the cause and effects of the fall of Western Roman Empire.</p> <p>Islamic Civilization Examine the development of golden age of Islamic Civilization and analyse the main achievements in this era.</p> <p>Baghdad Understand the development of Baghdad as a capital city and the importance of its geographical location.</p> <p>Science and Innovation</p>	<p>War when millions of people were persecuted and killed in Europe.</p> <p>Maya Civilization *The ancient Maya developed on advanced number system - including the concept of zero as a placeholder. *They had a writing system and professional scribes wrote books called codices. *They believed in many gods. *The Maya built cities, pyramids and ornate sculptures in the rainforest. * They mainly ate maize or corn. *The city of the Maya civilization fell into ruin when Spanish explorers arrived in the 16th century.</p>	
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<p>Identify the importance of pearl diving for the people of UAE.</p>	<p>Examine examples of technological innovation in the golden age of Islamic Civilization.</p> <p>Art, Scholarship, and the House of Wisdom Examine the role of House of Wisdom in the spread of knowledge during golden age of Islamic Civilization.</p> <p>Health and Medicine Identify main medical achievements in the golden age of Islamic Civilization.</p> <p>Cordoba – Islamic Architecture Describe the Umayyad Dynasty and its capital, Cordoba.</p> <p>End of the Golden Age Evaluate the reasons for the end of the Golden Age of Islamic Civilization.</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 a 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 6 students will be taught:

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 read • maintain positive attitudes to reading <p>Develop understanding of what they read by:</p> <ul style="list-style-type: none"> • 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 	<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. 	<ul style="list-style-type: none"> • recognizing vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms • using passive verbs to affect the presentation of information in a sentence • using the perfect form of verbs to mark relationships of time and cause • using expanded noun phrases to convey complicated information concisely • using modal verbs or adverbs to indicate degrees of possibility • using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun <p>Indicate grammatical and other features by:</p> <ul style="list-style-type: none"> • using commas to clarify meaning or avoid ambiguity in writing

<ul style="list-style-type: none"> recommending books that they have read to their peers, giving reasons for their choices 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"> using hyphens to avoid ambiguity using brackets, dashes or commas to indicate parenthesis using semi-colons, colons or dashes to mark boundaries between independent clauses using a colon to introduce a list punctuating bullet points consistently
<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>Write legibly, fluently and with increasing speed by:</p> <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>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 precising 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 	

Assessment:

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

SECTION 2: CORE COURSES

MATHEMATICS:

Faculty: Mathematics

Course: National Curriculum for England

Maths is a mandatory course that is studied substantially from FS-2 onwards. Students receive 6 Maths lessons a 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 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 6 students will be taught:

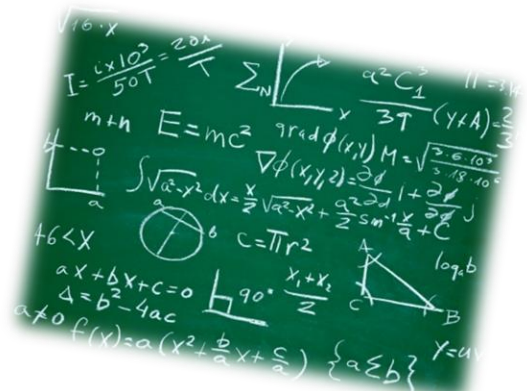
Number	Fractions, Ratio and Proportions	Algebra
<ul style="list-style-type: none"> • read, write, order and compare numbers up to 10 000 000 and determine the value of each digit • round any whole number to a required degree of accuracy. • use negative numbers in context, and calculate intervals across 0 • solve number and practical problems • multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication • divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding, as appropriate for the context • divide numbers up to 4 digits by a two-digit number using the formal written method of short division where appropriate, interpreting remainders according to the context • perform mental calculations, including with mixed operations and large numbers. • identify common factors, common multiples and prime numbers 	<ul style="list-style-type: none"> • use common factors to simplify fractions; use common multiples to express fractions in the same denomination • compare and order fractions, including fractions >1 • add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions • multiply simple pairs of proper fractions, writing the answer in its simplest form • divide proper fractions by whole numbers • associate a fraction with division and calculate decimal fraction equivalents for a simple fraction. • identify the value of each digit in numbers given to three decimal places and multiply and divide numbers by 10, 100 and 1,000 giving answers up to three decimal places • multiply one-digit numbers with up to 2 decimal places by whole numbers • use written division methods in cases where the answer has up to 2 decimal places 	<ul style="list-style-type: none"> • use simple formulae • generate and describe linear number sequences • express missing number problems algebraically • find pairs of numbers that satisfy an equation with two unknowns • enumerate possibilities of combinations of 2 variables.

<ul style="list-style-type: none"> • use their knowledge of the order of operations to carry out calculations involving the 4 operations • Solve addition and subtraction multi-step problems in contexts, deciding which operations and methods to use and why • solve problems involving addition, subtraction, multiplication and division • use estimation to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy 	<ul style="list-style-type: none"> • solve problems which require answers to be rounded to specified degrees of accuracy • recall and use equivalences between simple fractions, decimals and percentages, including in different contexts. • solve problems involving the relative sizes of two quantities where missing values can be found by using integer multiplication and division facts • solve problems involving the calculation of percentages and the use of percentages for comparison • solve problems involving similar shapes where the scale factor is known or can be found • solve problems involving unequal sharing and grouping using knowledge of fractions and multiples. 	
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Measurement	Geometry	Statistics
<ul style="list-style-type: none"> • solve problems involving the calculation and conversion of units of measure, using decimal notation up to 2 decimal places where appropriate • use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation up to 3 decimal places • convert between miles and kilometres • recognise that shapes with the same areas can have different perimeters and vice versa • recognise when it is possible to use formulae for area and volume of shapes • calculate the area of parallelograms and triangles • calculate, estimate and compare volume of cubes and cuboids using standard units, including cubic centimetres (cm³) and cubic metres (m³), and extending to other units 	<ul style="list-style-type: none"> • draw 2-D shapes using given dimensions and angles • recognise, describe and build simple 3-D shapes, including making nets • compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals, and regular polygons • illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius • recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles. • describe positions on the full coordinate grid (all 4 quadrants) • draw and translate simple shapes on the coordinate plane, and reflect them in the axes. 	<ul style="list-style-type: none"> • interpret and construct pie charts and line graphs and use these to solve problems • calculate and interpret the mean as an average

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 in Year 6. 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 6 students will be taught:

Working Scientifically	Biology	Physics	Chemistry
<ul style="list-style-type: none"> • Making close observations, using simple equipment and perform simple tests. • Gathering and recording data to help in answering questions. • Planning different types of scientific enquiries to answer questions, including recognizing and controlling variables where necessary. • Observing over time, pattern seeking, identifying, classifying and grouping, controlled investigations, researching using secondary sources • Collecting, analysing and presenting data • Identifying scientific evidence that has been 	<ul style="list-style-type: none"> • Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago • Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution • Recognise that environments can change and that this can sometimes pose dangers to living things • Give reasons for classifying plants and animals based on specific characteristics • Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function 	<ul style="list-style-type: none"> • Compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches • To be able to set up and compare flow of electricity in a series and parallel circuits. • Recognize that light appears to travel in straight lines. • To explain the concept of reflection and refraction 	

<p>used to support or refute ideas or arguments</p> <ul style="list-style-type: none"> • Setting up simple practical enquiries, and comparative and fair tests • Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs 	<ul style="list-style-type: none"> • Identify that humans and some other animals have skeletons and muscles for support, protection and movement • Identify the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood • Describe the changes that occur as humans develop to old age • Describe the life process of reproduction in some plants and animals • Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment 		
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Assessment:

Student assessment will include informal and formal assessment. Assessment will also include 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 one 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 2 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 Computing team, building on the computing 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. 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(110 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:

- 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.

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 Grade 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, Dubai 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 National curriculum of England
- Provide students with a course overview and assessment guidelines
- Ensure assessments are fair, valid and reliable
- Maintain accurate records of students' 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 (FS 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 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. 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 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.

Year	Baseline	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

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									

At Expected Point Score	Slightly Below Expected Point Score	Beyond Expected Point Score	Working Below 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 discuss progress, attainment, effort and attitude to learning

Year 6 Point Score Thresholds

	Year 6	Year 6	Year 6
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%

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

	Year 6	Year 6	Year 6
POINTSCORE	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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