BATEEN
WORLD ACADEMY

International Baccalaureate Primary Years Programme (PYP)

Curriculum Guide
Early Years and
Primary IB PYP

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Bateen World Academy's Vision

Bateen World Academy strives to foster a love for learning, nurturing agile, innovative learners to become active global citizens.

The Primary Years Program (PYP)

What is the Primary Year's Programme?

The PYP is a curriculum framework for young learners aged 3-12. Like all International Baccalaureate (IB) programmes, the IB learner profile permeates all facets of school life in the PYP. The PYP is based on the recognition of a child's natural curiosity, creativity and ability to reflect. It generates a stimulating, challenging learning environment to nurture the whole child and foster a lifelong love of learning for all. The PYP is transdisciplinary, meaning students learn across subject areas while inquiring into big ideas. The IB standards offer rigorous guidelines that allow for school and classroom practices to align with the IB.

The IB Learner Profile (LP)

The IB Learner Profile is made up of 10 attributes required to be a successful learner.

These help individuals and groups become responsible members of local, national, and global communities.

The LP closely mirrors the values of Bateen World Academy and is a fundamental part of learning at our school.

Inquirers - We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

Knowledgeable - We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

Thinkers - We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

Communicators - We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

Principled - We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

Open-minded - We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from experiences.

Caring - We show empathy, compassion, and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

Risk-takers - We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

Balanced - We understand the importance of balancing different aspects of our lives - intellectual, physical, and emotional - to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

Reflective - We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

IB Student Agency

The PYP curriculum framework highlights an important idea called «agency.» This idea is present in three main areas: the learner, learning and teaching, and the learning community.

While it is important to focus on what is written and tested in the curriculum, we also put a strong emphasis on the people involved, i.e. the students and the community around them. This shows that ever yone in the school community has a voice, the ability to make choices, and a sense of ownership that can influence learning and teaching.

These elements work together to create a complete learning experience.
The learner: This part focuses on what individual students can achieve and what they want to learn for themselves. It answers the question: What is learning?

Learning and teaching: This section talks about the best ways to help students learn. It answers the question: How can we support learners effectively?

The learning community: This emphasizes the social aspects of learning and how different groups, like IB communities, contribute to achieving positive results in education. It answers the question:

Who helps with learning and teaching?
In summary, the PYP framework encourages everyone to take part in and shape the learning journey together.

Transdisciplinary Units of Inquiry

In the PYP transdisciplinary learning helps students learn concepts and skills that connect different subjects. This means that instead of seeing subjects as separate, students understand how they relate to each other.

In everyday life, problems and activities often involve many subjects together. For example, cooking a meal combines reading a recipe (English), measuring ingredients (Math), and sometimes even understanding nutrition (Science). All these skills work together.

Transdisciplinary learning in the PYP encourages students to use what they learn from different subjects to solve real-world problems. This approach helps them become more flexible and capable of handling different challenges in life.

A unique part of PYP is its six transdisciplinary themes. In FS2 (Foundation Stage 2) and Year 1, students study four units over the year, while other year levels work on six. These themes allow schools to include local and global issues in learning, helping students to think beyond just one subject. The Program of Inquiry shows what your child will learn under each theme.

The Trandisciplinary themes are as follows:

- **Who we are** - Inquiry into the nature of the self; beliefs and values; person, physical, mental, social and spiritual health; human relationships including families, friends, communities, and cultures; rights and responsibilities; what it means to be human.

- **Where we are in place and time** - Inquiry into orientation in place and time; personal histories; homes and journeys; the discoveries, explorations and migrations of humankind; the relationship between and the interconnectedness of individuals and civilizations, from local and global perspectives.

- **How we express ourselves** - Inquiry into the ways in which we discover and express ideas, feelings, nature, culture, beliefs and values; the ways in which we reflect on, extend and enjoy our creativity; our appreciation of the aesthetic.

- **How the world works** - Inquiry into the natural world and its laws, the interaction between the natural world (physical and biological) and human societies; how humans use their understanding of scientific principles; the impact of scientific and technological advances on society and on the environment.

- **Sharing the planet** - Inquiry into rights and responsibilities in the struggle to share finite resources with other people and with other living things; communities and the relationships within and between them; access to equal opportunities; peace and conflict resolution.

- **How we organise ourselves** - Inquiry into the interconnectedness of human-made systems and communities; the structure and function of organizations, societal decision-making; economic activities and their impact on humankind and the environment.

Programme of Inquiry

FS1

Year Group/UOI	Who We Are	Where WeAre in Place and Time	How We Express Ourselves	Sharing the Planet
Central Idea: FS1	Using the senses to explore and build connections in the school community.	Traditional games help people learn about and connect with different cultures.	Play as a form of expression and communication.	Living things responsibly use natural resources..
Lines of Inquiry	• How we use our senses to explore our surroundings • The different people and places in our school community • Ways we can interact and communicate with others using our senses	• Ways we show our culture through games, traditions, and values. • The similarities and differences between the games we play, and the games played by others. • How playing traditional games helps us make friends and feel part of a group	• How playing helps us talk to and be with others • How children in different places play and what it means • Using play to make new friends and get along with others	• Sharing our space with other living things • The natural resources we use daily • Ways to take care of our environment
Key Concepts	Form, Function, Change	Form, Connection, Perspective	Form, Function, Causation	Form, Function, Responsibility
Related Concepts	Differences, Similarities, Transformation, Experiences	Tolerance, Features, Values, Differences, Traditions, Relationships, Lifestyle, Communication, Diversity, beliefs	Role, Communication, Behaviour, Patterns, Structure, Relationships, Impact, Consequences, Identity, Respect	Relationships, Role, differences Similarities, Initiative, Choices, Decision making, Sustainability
Learner Profile	Risk-taker, Principled, Inquirers	Inquirers, Open-minded, Reflective, Communicator	Open-minded, Knowledgeable, Thinkers	Principled, Caring, Balanced
Approaches to Learning	Research skills, Communication skills, Self-management skills	Communication skills, Social skills, Thinking skills	Social skills, Self-management Skills, Communication	Communication skills, Research skills, Thinking skills

FS2

Year Group/UOI	Who We Are	Where WeAre in Place and Time	How We Express Ourselves	Sharing the Planet
Central Idea: FS2	Our senses help us discover the world around us.	Connecting people from various cultures	The arts express emotions and tell meaningful stories.	Living things play a role in our world.
Lines of Inquir y	• Our senses • The use of our senses • The impact of not having all our senses	• Cultural celebrations • Ways in which we connect to others. • Similarities & differences between cultures	• The impact of stories • How stories are created and shared • The impact of shadows and light on storytelling.	• Types of minibeasts in our environment • The role and function of minibeasts and their homes • Connection between minibeasts and other living things
Key Concepts	Form, Function, Causation	Form, Connection, Responsibility	Form, Function, Perspective	Form, Function, Connection
Related Concepts	Similarities, Differences, Respect, Opinions.	Similarities, Differences, Relationships, Traditions	Role, Communication, Behaviour, Patterns, Structure, Relationships, Impact, Consequences, Identity, Respect	Relationships, Role, differences Similarities, Initiative, Choices, Decision making, Sustainability
Learner Profile	Risk-taker, Principled, Inquirers	Inquirers, Open-minded, Reflective, Communicator	Structure, Communication, Opinion	Similarities, Differences, Patterns, Role, Relationships, Interconnectedness
Approaches to Learning	Research skill, Communication skills Self-management skills	Communication skills, Social skills, Self-management skills	Research skills, Communication skills, Self-management skills	Communication Skills, Social Skills, Research Skills

Year 1

Year Group/UOI	Who We Are	Where WeAre in Place and Time	How We Express Ourselves	Sharing the Planet
Central Idea: Year 1	Discovering my identity can help me connect with others.	Homes can be designed according to their location and cultural influences.	People use their imagination to create and pass on stories.	People interact with and use the local environment in many ways.
Lines of Inquiry	• My identity • Similarities and differences between family and friends • Personal histories	• Homes around the world • How structures are designed to reflect culture. • Similarities and differences between homes	• How our imagination leads to storytelling • Ways we communicate through stories. • Stories from different cultures	• The structure and classification of plants. • The different uses of plants. • How plants contribute to life on Earth. • How the UAE's vision of a green sustainable environment is developing.
Key Concepts	Form, Function, Perspective	Form, Change, Connection	Form, Connection, Perspective	Function, Causation, Responsibility
Related Concepts	Similarities, Differences, Relationships, Values	Tolerance, Features, Values, Differences, Traditions, Relationships, Lifestyle, Communication, Diversity, beliefs	Designs, Features, Properties, Structure, Materials, Transformation, Local resources, Networks.	Communication, Behaviour, Actions, Initiative, Consequences, Impact
Learner Profile	Communicator, Open-minded, Balanced, Principled	Knowledgeable, Thinkers, Communicators	Communicators, Risk-takers, Reflective	Thinkers, Caring, Inquirer
Approaches to Learning	Communication skills, Social skills, Self-management skills	Communication skills, Social skills, Research skills	Communication skills, Thinking skills, Research Skills	Communication skills, Social skills, Research Skills

Year 2

Year Group	WhoWe Are	WhereWe Are in Place andTime	How We Express Ourselves	How We Organise Ourselves	How the World Works	Sharing the Planet
Central Idea: Year 2	The choices we make shape our health and wellbeing.	Curiosity leads us to discover and understand the world.	People can communicate and express ideas and emotions creatively.	Transportation systems connect people locally and globally.	The design of buildings and structures depends upon the environmental factors and available materials.	Different factors influence the lifecycle of living things.
Lines of Inquir y	• The importance of balance in maintaining a healthy lifestyle How the choices people make affect their health and wellbeing • How the survival needs and diets of living things help us understand healthy lifecycle changes	• Types of exploration in the UAE and globally • How people explore and what they learn through exploration. • • How exploring plants in the UAE and in the global environment helps us understand their features	• The different ways we can express our emotions • How creativity can be demonstrated artistically • How our way of expressing ourselves change as we grow	• Types of transportation in the UAE • Transportation meets the needs of the community • Transportation connects people, places and goods around the world • The impact of transportation on wildlife.	• Considerations when building a structure. • Impact of buildings and structures on the environment • Local architecture and its connection with the needs of the community and availability of materials	• Environments of living things • Human impact on living things and habitats • Responsibility to the changing environment
Key Concepts	Responsibility, Change, Perspective	Form, Function, Causation	Function, Perspective	Function, Causation, Connection	Form, Function, Connection	Change, Connection, Responsibility
Related Concepts	Health, Lifestyle, Choices	Geography, Exploration, Time, Impact	Communication, Pattern, Opinion, Interpretation	Systems, Impact	Structure, Sustainability, Systems, Networks, Transformation	Life cycles, Growth, Adaptation, Relationships, Impact, Initiative
Learner Profile	Balanced, Thinker, Reflective	Inquirers, Risk-takers, Balanced	Knowledgeable, Communicators, Risk-takers	Inquirers, Thinkers, Communicators	Inquirers, Knowledgeable, Open-minded	Knowledgeable, Principled, Caring
Approaches to Learning	Thinking skills, Self-management skills, Research skills	Research Skills, Self-management Skills	Communication skills, Thinking Skills, Self-management skills	Communication Skills, Thinking Skills, Research Skills	Social Skills, Thinking Skills, Research Skills	Thinking Skills, Research Skills

Year 3

Year Group	WhoWe Are	WhereWe Are in Place andTime	How We Express Ourselves	How We Organise Ourselves	How the World Works	Sharing the Planet
Central Idea: Year 3	Knowing about the different body systems helps us sur vive.	Cultural traditions endure or change over time.	Writers use persuasive writing to share ideas and connect with others.	People work together in communities to create change and solve shared challenges.	Patterns in nature and human design help us explore and understand the world around us.	Water is an essential resource that needs to be conser ved.
Lines of Inquiry	• Purpose of the body systems • How these systems are interconnected • Responsible ways of caring for the body systems	• The UAE culture. • How has my culture changed over time. • How is my culture similar or different to others. •	• Poetry as a form of expression • Purpose of poems • Expressing thoughts, emotions, and ideas through language	• Different types of challenges communities face • Way people come together to talk action • The effects of community - led change	• Natural patterns • How patterns are created and used • Influence of fossil patterns	• The water cycle helps us understand about water conservation. • The influence of water on animal and plants. • Our responsibility to water conservation.
Key Concepts	Form, Function, Responsibility	Form, Function, Responsibility	Form, Connection, Perspective	Change, Function, Responsibility	Causation, Connection, Form	Function, Causation, Responsibility
Related Concepts	Health, Choices, Systems	Similarities, Differences, History, Tradition, Beliefs, Values	Properties, Structure, Patterns, Relationships, Opinion	Structure, Role, Citizenship, Values	Properties, Impact, Interdependence	Conservation, Consequences, Impact, Initiative, Responsibility
Learner Profile	Balanced, Principled, inquirer	Communicators, Principled, Open-minded	Thinkers, Communicators, Risk-takers	Communicators, Principled, Open-minded	Inquirers, Thinkers, Reflective	Knowledgeable, Thinkers, Balanced
Approaches to Learning	Research skills, Self-Management skills, Thinking skills	Communication Skills, Social Skills, Self-management Skills	Communication skills, thinking skills, Self-management skills	Communication Skills, Social Skills, Self-management Skills	Thinking Skills, Research Skills	Thinking Skills, Research Skills, Self-management Skills

Year 4

Year Group	WhoWe Are	WhereWe Are in Place andTime	How We Express Ourselves	How We Organise Ourselves	How the World Works	Sharing the Planet
Central Idea: Year 4	The choices we make shape our relationships with others.	Exploring the lives of isolated communities helps us understand different perspectives on culture, history and progress.	The global emphasis that advertising and media have on our self-expression.	Technology connects people locally and globally.	Human use of materials reflects understanding of properties.	Knowing where food comes from helps us make informed decisions.
Lines of Inquir y	• The different people in our lives. • The different ways people behave in situations. • Actions and consequences	• The differences between civilisations and tribes • Remote communities in the UAE collaborating to form civilisations • Threats associated to isolated communities	• Different forms of media. • The purpose and way advertisements are made. • The feelings advertisements evoke	• Different forms of technology • How technology plays a role in our everyday lives • Safe uses of technology	• Physical properties of materials • Factors that affect properties of materials • Use of materials in daily life • Our responsibility to reduce, reuse, and recycle.	• The meaning behind, 'from farm to table'. • The impact of healthy food on our bodies. • Sustainable production of food in the UAE
Key Concepts	Connection, Perspective, Responsibility	Connection, Function, Causation	Function, Perspective, Responsibility,	Function, Form, Connection	Form, Function, Change	Function, Change, Responsibility
Related Concepts	Relationship, Choice, Differences	Civilizations, Tribes, Isolation	Media, Self-expression, Feelings	Identity, Technology, Interconnectedness	Properties, Classification	Interdependence, Balance
Learner Profile	Balanced, Open-Minded, Caring	Inquirers, Reflective, Thinkers	Balanced, Knowledgeable, Inquirer	Communicators, Reflective, Principled	Risk-takers, Knowledgeable, Thinkers	Principled, Communicators
Approaches to Learning	Social skills, Self-management skills, Communication skills	Research skills, Thinking skills	Social skills, Communication skills, Thinking skills	Social skills, Communication skills, Research skills	Research skills, Thinking skills	Self-management skills, Communication skills, research skills

Year 5

Year Group	WhoWe Are	WhereWe Are in Place andTime	How We Express Ourselves	How We Organise Ourselves	How the World Works	Sharing the Planet
Central Idea: Year 5	Our experiences and perspectives give us each a personal story.	Significant world events in time highlight the importance of international cooperation.	The choices of role models reflect the characteristics that societies and individuals value.	Communities create systems to solve problems, meet needs, and achieve shared goals.	Curiosity has driven our desire to understand Earth and its relationship to other planets.	Human interactions influence the health and balance of ocean ecosystems.
Lines of Inquiry	• How your point of view affects the way you view the world. • Collecting and organising personal data • Different experiences shape our future	• The history of events affects the lives of people. • Why the UN was formed. • How the world is responding to the rise of Artificial Intelligence	• Role models and why we value them. • How Emirati role models express the values they represent through actions and words • Why we should develop our own gifts. • How personal strengths can be applied to help others	• How early communities created systems to meet their needs. • How the UAE organises systems to reflect its national values and goals. How systems have • shaped UAE's identity and contributed to its development.	• The Solar system • The dynamics of planets, moons, stars, and gravity • Machines that explore space to provide information about the solar system	• The function of marine ecosystems. • The consequence of human impact on ecosystems • The responsibilities of humans towards marine life.
Key Concepts	Perspective, Change	Causation, Perspective, Responsibility	Causation, Perspective, Function, Responsibility	Form, Function, Connection	Connection, Causation, Function	Connection, Perspective, Responsibility
Related Concepts	Decision making, Relationships, Differences, Similarities, experiences	Peace, Conflict, Cooperation, Interconnectedness	Self-fulfilment, Influence, Choices, Feelings	Systems, Innovations, Network, Technology, Efficiency	System, Organization, Discovery	Role, Consequences, Systems
Learner Profile	Balanced, Reflective, Open-minded	Communicator, Open-minded	Caring, Open-minded, Communicators	Thinkers, Caring, Balanced	Inquirers, Thinkers, Communicators	Knowledgeable, Risk-takers, Principled
Approaches to Learning	Communication skills, Social skills, Self-management skills	Social skills, Research skills	Research skills, Social Skills, Communication skills	Self-management, Social skills	Research skills, Communication skills, Thinking skills	Thinking skills, Self-management skills

Year 6

Year Group	WhoWe Are	WhereWe Are in Place andTime	How We Express Ourselves	How We Organise Ourselves	How the World Works	Sharing the Planet
Central Idea: Year 6	Lifestyle choices impact our health and wellbeing.	Historical figures and ancient civilizations continue to impact modern day society.	Stories and traditions express the beliefs, values, and hopes of communities.	The way organisations are structured influences their impact on communities and the environment.	Understanding the patterns and systems of light and electricity enables us to design solutions that improve lives.	Understanding global challenges empowers us to create positive change.
Lines of Inquiry	• The components of physical and emotional health • How our choices impact health and wellbeing • The responsibility individuals have to themselves and others in maintaining wellbeing	• Characteristics of ancient civilization • Historical figures impact a lasting influence on modern day society • How traditions have stood the test of time	• The different ways people express ideas and emotions • How expression reflects culture, identity, and values • How creativity and expression can inspire action or change	• The purpose and structure of different types of organisations • The roles of NGOs in addressing global challenges • How systems and goals create change in communities	• How light behaves and interacts with different materials • How electrical circuits function and how they are designed • How scientific discoveries impact society and our daily lives	PYPX (Exhibition)
Key Concepts	Causation, Perspective, Responsibility	Form, Function, Connection	Form, Perspective, Change, Responsibility	Change, Form, Connection	Form, Causation, Function	Responsibility, Perspective, Change
Related Concepts	Nutrition, Lifestyle, Wellbeing, Habits	Civilizations, Histor y, Values, Interdependence,	Tolerance, Identity, Influence	Systems, Citizenship, Rights, Advocacy, Goals, Cooperation, Sustainability, impact	Energy, innovation, Discovery, Systems, Impact, Technology	Sustainability, Biodiversity, International-mindedness
Learner Profile	Open-minded, Risk-takers, Principled	Thinkers, Knowledgeable, Reflective	Open-minded, Risk-takers	Balanced, Risk-takers, Communicators	Knowledgeable, Inquirers, Reflective, Thinkers	Principled, Thinkers, Caring
Approaches to Learning	Research skills, Self-management skills, Communication skills.	Research skills, Thinking skills, Self-management skills.	Communication skills, social skills, Self-management.	Research skills, Thinking skills, Communication skills	Research skills, Thinking skills, Communication skills	Communication skills, Self-management skills, Research skills, Social skills


Always make a
principled choice...
Wait &
Cool Off
Walk Away
Go to Another
Game/Activity

What do inquiry lessons look like?

Inquiry-based learning forms the foundation of the PYP. It empowers students to guide their own learning through exploring, questioning, and researching subjects that interest them. This approach fosters a deeper understanding and encourages a more engaged learning process. Inquiry lessons are designed to provoke students' curiosity and provide them with opportunities to explore and discover on their own terms.

A unit of inquiry is structured over several weeks and incorporates the following lessons:

Provocation Activity: An engaging and thought-provoking activity that introduces the central idea and stimulates initial curiosity.

Weekly Inquiry Lessons: These sessions are organized around exploring each line of inquiry through hands-on activities, discussions, and practical investigations.

Integration of ATL Skills: Each session is designed to develop specific ATL skills, ensuring that students not only acquire knowledge but also build essential life skills.

Final Project: Each unit culminates in a significant project that synthesizes the learning and allows students to apply their knowledge in a practical, real-world context.

Approaches to Learning (ATL's)

The ATL programme, as part of the PYP, is designed to foster the development of skills necessary for students to manage their own learning. ATL's are addressed in all lessons. We also have additional booklets to practices these skills during Islamic time for non-muslim students. All students will have these booklets to take home. Sessions are carefully crafted to enhance students' capabilities in five key areas:

Thinking Skills – These include creative and critical thinking that enable students to analyze problems, make decisions, and implement solutions creatively and strategically.

Research Skills – This category enhances students' abilities to locate, evaluate, and synthesize information from a variety of sources, fostering a more in-depth understanding of their world.

Communication Skills – These sessions aim to develop students' abilities to express ideas confidently and creatively, understand and effectively use language, and listen and interpret communication thoughtfully and accurately.

Social Skills – These skills help students work effectively with others, manage and resolve conflicts, and understand and navigate social environments.

Self-Management Skills – This area focuses on organizational skills, affective skills, and reflection, encouraging students to take responsibility for their own learning through effective time management and goal setting.

How will I know what my child learns weekly?

We use Toddle App to keep you informed about your child's progress. Through the app, you will receive important announcements, have access to your child's portfolio, and receive school reports, which are distributed at the end of each term.

We publish a weekly newsletter every Friday afternoon before 3 p.m., which provides updates for each class and is distributed through the announcements area on Toddle. This newsletter will include important curriculum updates and suggestions for activities you can engage in at home.

Additionally, the newsletter features a dedicated section on PYP elements, offering insights into the fundamentals of PYP. Portfolio updates are also included, showcasing the week's classroom activities through a selection of photos each week. These images will highlight various tasks and lessons, providing a visual overview of your child's learning experiences.

Core subjects and overviews:

English Language

The IB PYP is founded on the belief that education should develop the whole child. In the realm of English Language learning, the PYP curriculum adopts a holistic approach encompassing listening, speaking, reading, and writing skills. Through transdisciplinary themes, students are encouraged to inquire, explore, and express themselves, fostering a deep understanding of language within real-world contexts.

In our PYP we use the Read Write Inc. (RWI) phonics program. This powerful combination is designed to provide your child with a comprehensive and engaging language learning experience. The RWI program focuses on the systematic development of phonemic awareness and decoding skills, ensuring that students acquire a solid foundation in literacy. This approach is particularly beneficial in the early stages of language acquisition.

The combination of IB PYP and RWI allows for differentiated instruction. Each child progresses at their own pace, with RWI providing the tools for personalized learning.

English Language Yearly Overviews

Term	Autumn	Spring	Summer
FS1	**Focus:** Listening, vocabulary building, and early mark-making **Communication and Language:** Listen to familiar stories and rhymes with increasing attention. Join in with repeated refrains and simple actions in rhymes. Begin to understand and follow simple instructions. Use single words and 2-3 word phrases to express needs. Begin to use talk to describe and retell. **Literacy – Reading:** Handle books with care; turn pages one at a time. Show interest in books and stories, choosing favourites. Begin to recognise familiar logos and print in the environment (e.g., McDonald's "M"). Join in with repeated phrases in familiar books. Talk about illustrations and name familiar objects. **Literacy – Writing:** Explore mark-making using a range of tools (crayons, paint, fingers). Make marks and attribute meaning (e.g., "This says 'Mum'"). Imitate adult writing movements (scribbles and patterns). Develop hand control through sensory play (playdough, sand).	**Focus:** Vocabulary development, narrative understanding, early phonological awareness **Communication and Language:** Speak in simple sentences of 4-6 words. Retell parts of familiar stories using props or puppets. Begin to ask simple questions and respond in conversation. Use more complex sentence structures (e.g., "I went to the shop and got…"). **Literacy – Reading:** Recognise own name and begin to recognise some letters (e.g., "That's an M!"). Join in with rhyme and rhythm games. Begin to distinguish sounds in the environment (Phase 1 phonics). Match objects to initial sounds. Begin to talk about characters and events in stories. **Literacy – Writing:** Make letter-like shapes and patterns. Begin to copy letters from their name. Ascribe meaning to marks (e.g., "This says it's a monster!"). Use print in role play (menus, shopping lists, etc.).	**Focus:** Storytelling, understanding letter-sound relationships, and name writing **Communication and Language:** Use language to describe events, ideas, or pretend play. Use longer sentences, connecting ideas with "and", "because". Retell a simple story in sequence with support (e.g., "First he went…"). Express opinions about books (e.g., "I liked the bear!"). **Literacy – Reading:** Recognise some sounds and link them to letters. Begin to hear initial sounds in words (Phase 1 blending and segmenting). Recognise familiar words and signs (e.g., "Stop", "Mum"). Talk about story settings, characters, and plot. **Literacy – Writing:** Attempt to write name with recognisable letters. Begin to write some letters from memor y (especially from name). Use writing in role play (tickets, birthday cards, etc.). Draw pictures with captions or dictated sentences.

Term	Autumn	Spring	Summer
FS2	Understand how to listen carefully and why listening is important. Articulate ideas in well-formed sentences. Engage in non-fiction. Read simple phrases and sentences. Re-read books to build up confidence. Spell words by identifying the sounds and then writing the sound with letter	Learn and use new vocabulary. Understand how to listen carefully and why listening is important. Articulate ideas in well-formed sentences. Listen to and talk about stories to build familiarity and understanding. Engage with and talk about non-fiction books. Read simple phrases and sentences. Re-read books to build up confidence. Write short sentences.	Learn and use new vocabulary. Understand how to listen carefully and why listening is important. Articulate ideas in well-formed sentences. Listen to and talk about stories to build familiarity and understanding. Engage with and talk about non-fiction books. Read simple phrases and sentences. Re-read books to build up confidence. Write short sentences.

Term	Autumn	Spring	Summer
Year 1	Regular plural noun suffixes -s Regular plural noun suffixes -es Suffixes that can be added to verbs where no change is needed in the spelling of the root word How the prefix -un changes the meaning of verbs and adjectives	How words can combine to make sentences Joining words and joining clauses 'and'	Sperate words with spaces Introduce Capital letters Introduce full stops Introduce question marks Introduce exclamation marks Capital letter for names Capital letter for personal pronouns.

Term	Autumn	Spring	Summer
Year 2	Formation of nouns using suffixes such as ness Formation of nouns using suffixes such as -er Formation of compound words Formation of adjectives using suffix -ful Formation of adjectives using suffix - less Use of suffix -er in adjectives Use suffix - est in adjectives Use suffix -ly to turn adjectives into adverbs	Subordination - when, if, that, because Co-ordination - or and but Expanded noun phrases for description and specification Writing a statement Writing a question Writing an exclamation or a command	Use capital letters, full stops, question marks and exclamation marks to demarcate sentences. Commas to separate items in a list Apostrophes to mark where letters are missing in spelling Apostrophes to mark singular possession in nouns

Term	Autumn	Spring	Summer
Year 3	Formation of nouns using a range of prefixes -super - anti - auto Use of forms a and an Word families based on common words showing how words are related in form and meaning eg solve, solution, solver, dissolve, insoluble.	Express time place and cause using conjunctions eg when before, after, while, so, because Adverbs eg then, next, soon, therefore. Prepositions : before after during in because of	Introduction to inverted commas to punctuate direct speech.

Term	Autumn	Spring	Summer
Year 4	Grammatical difference between plural and possessive -s Verb inflections eg to use We were instead of I was or I did	Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases. Fronted adverbials	Use inverted commas and other punctuation to indicate direct speech Apostrophes to mark plural possession Use a comma after fronted adverbials.

Term	Autumn	Spring	Summer
Year 5	Converting nouns or adjectives into verbs using suffixes eg -ate/ -ise/ - ify Verb prefixes eg dis-/ de-/ mis-/ over-/ re-	Relative clauses or an omitted relative pronoun eg who/ which/ where/ when. whose, that Indicating degrees of possibility using adverbs eg perhaps, surely Model verbs eg might, should, will, must	Brackets, dashes or commas to indicate parenthesis Use of commas to clarify meaning to avoid ambiguity Use a comma after fronted adverbials.

Term	Autumn	Spring	Summer
Year 6	The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing eg Find out- discover/ Ask for - request/ Go in - enter How words are related by meaning as synonyms and antonyms eg big, large, little.	Use of the passive to affect the presentation of information in a sentence The difference between structures typical of informal speech and structures appropriate for formal speech and writing Subjunctive forms eg If I were / Were they	Use a semi colon and dash to mark the boundary between independent clauses Use of the colon to introduce a list and use of semi colons within lists Bullet points to list information Hyphens to avoid ambiguity eg Man eating shark vs man-eating shark Recover - re - cover

Mathematics

Our curriculum ensures that every child recognises the importance of Maths in the wider world. The IB framework provides authentic conceptual inquiry-based learning that is engaging, significant, challenging and relevant for PYP students. Our calculation policy gives the children a secure understanding of the key arithmetic skills and allows them to be confident and creative in their problem solving. Students learn how to use their mathematical skills and knowledge in a range of different contexts through carefully sequenced lessons, which build on their previous learning. Our students develop their fluency, reasoning and problem-solving skills across the key stages and are able to apply this in other curriculum areas and in life beyond school.

Impact

Our students:

- Enjoy the maths lessons, take pride in their work and are able to apply their knowledge to support challenges in other curriculum areas.
- Have excellent calculation skills, which are built on sequentially.
  Are developing their reasoning skills to solve mathematical problems and are able to articulte the processes.
- Are gaining the fluency required to engage with maths in a logical way using their previous learning to make decisions about using the best methods and calculations to achieve a positive outcome.
- Develop critical thinking skills and apply mathematical knowledge to real- world contexts, enabling them to make meaningful connections beyond the classroom.

FS1 Curriculum Objectives

Developing a strong grounding in number is essential so that all children build the necessary foundations to excel mathematically. In FS1, our curriculum promotes confidence and curiosity in early mathematical thinking through playful inquiry, hands-on experiences, and child-led exploration.

Aligned with our IB PYP approach, we nurture learners who are not only numerate but also inquiring, reflective, and independent thinkers. Mathematics in FS1 is taught through authentic, meaningful contexts, allowing children to explore early number sense in ways that connect to real life – from sorting their snacks to counting friends during circle time.

Children are encouraged to count confidently, explore the relationships between numbers, and notice patterns in the world around them. The use of manipulatives, tens frames, and visual representations builds conceptual understanding of the numbers to 6, laying the groundwork for abstraction and deeper reasoning in FS2.

We believe in providing appropriate challenge and extension for all learners. High-attaining children are offered opportunities to deepen their understanding through rich questioning, reasoning tasks, and early problem solving. Our goal is to ensure that all learners are secure and confident, while also stretching beyond expectations to prepare for the FS2 curriculum and beyond.

Alongside number, children engage with early concepts in shape, space, measure, and pattern, developing strong spatial reasoning and early mathematical language. Our environment encourages children to ask questions, 'have a go', make connections, and share their thinking, supporting both cognitive growth and positive attitudes towards maths.

FS2 Curriculum Objectives

Developing a strong grounding in number is essential so that all children build the secure foundations needed to thrive as confident, curious mathematicians. In FS2, children deepen their understanding of the numbers to 10 and beyond, exploring number composition, number bonds, and relationships through rich, hands-on, and engaging contexts.

Rooted in our IB PYP framework, the FS2 maths curriculum embraces inquiry-based learning, where children are active participants in constructing their own understanding. Through provocations, investigations, and purposeful questioning, learners are encouraged to ask questions, make predictions, explore solutions, and reflect on their thinking.

We provide frequent and varied opportunities to apply mathematical understanding through real-life contexts, helping children see the relevance of mathematics in their world – from sharing out fruit, to organising groups, to building models using 3D shapes.

Our curriculum promotes challenge and high expectations, with opportunities for children to:

- Count, reason, and solve problems using numbers beyond 10
- Develop fluency in number bonds to 10 and early doubling, halving and grouping
- Explore patterns, spatial reasoning, shape manipulation, and mathematical vocabulary
- Communicate their thinking clearly using drawings, symbols and mathematical language

FS2 also lays the essential groundwork for Year 1 by encouraging children to apply number facts, use mental strategies, and solve open-ended problems. High-attaining learners are extended through flexible number work, multi-step reasoning, and early written strategies.

Throughout, we nurture positive mathematical mindsets: children are supported to take risks, 'have a go', make connections, and reflect on their learning through collaboration and dialogue. By the end of FS2, learners are not only secure in the Early Learning Goals for mathematics, but ready for the independence, rigour, and abstraction of Key Stage 1.

Mathematics Yearly Overviews

FS1	Term 1	Spring	Summer
	Colour and Pattern Recognition: I can explore and name colours, shapes, and patterns I see around me. **Sorting and Categorising:** I can group and sort objects by size, shape, or colour and talk about what is the same or different. **1:1 Correspondence:** I can count sets of up to 3 objects, saying one number for each item I touch. **Pattern Making:** I can begin to notice and copy simple AB patterns using colours, shapes or movements. **Comparing Quantities:** I can use words like "more," "less," and "same" when comparing groups of objects. **Positional Language:** I can explore positional words like "on," "under," "next to," and use them in play. **Environmental Print:** Numerals: I can notice numbers in my environment (on doors, signs, clocks). **Counting through Rhymes:** I can enjoy number songs and rhymes and join in with counting parts.	**Counting and Accuracy:** I can count sets of 4 and 5 objects accurately using 1:1 correspondence. **Subitising:** I can subitise up to 3 items (e.g."That's 2 without counting!"). **Number Recognition and Matching:** I can match small quantities to numerals 1-3 in puzzles or games. **Pattern Reasoning:** I can create and describe simple patterns and fix mistakes in them. **Measurement Language:** I can use size, weight, and capacity words when comparing objects. **Number Sequences:** I can follow a number sequence from 1 to 5 and begin to count back from 5. **Early Addition / Combining Sets:** I can combine two small groups of objects and talk about the total. **Time and Temporal Awareness:** I can talk about things that happened "yesterday," "today," and "soon." **Shape Naming and Properties:** I can name some basic 2D shapes and describe how they look or feel.	**Forward and Backward Counting:** I can count reliably up to 10 and back from 5 using songs and objects. **Subitising with Reasoning:** I can subitise and explain what I see in small sets (e.g. "3 dots - 2 and 1 more"). **Matching Numerals to Quantity:** I can match numerals to quantities to 5 and sometimes to 10 with support. **Extending Patterns:** I can create and describe ABAB and ABC patterns and explain what comes next. **Comparing by Counting:** I can compare groups of objects and use counting to check which has more or fewer. **Shape Reasoning and Comparison:** I can use mathematical language to describe and compare shapes. **Sequencing Events and Time Words:** I can talk about everyday time (morning, evening) and what happens first and next in stories or routines. **Early Addition and Subtraction:** I can add and take away small amounts using fingers, toys or pictures.
	Number: Place Value up to 1000 Number: Addition and Subtraction of a three-digit number and hundreds Number: Multiplication and Division using the multiplication tables that they know Times Tables: x2, x5, x10	Number: Multiplication and Division Measurement: Length and Perimeter Number: Fractions Measurement: Mass and Capacity Times Tables: x3, x4, x8	Number: Fractions Measurement: Money Measurement: Time Geometry: Shape Statistics Consolidation Times Tables: x3, x4, x8 +
Key Facts	Number: Place Value up to 10,000 Number: Addition and Subtraction Measurement: Area Number: Multiplication and Division Times Tables: x2, x5, x10 x3, x4, x8	Number: Multiplication and Division Measurement: Length and Perimeter Number: Fractions Number: Decimals Times Tables: x3, x4, x8, x6, x7, x9	Number: Decimals Measurement: Money Measurement: Time Geometry: Shape Statistics Geometry: Position and Direction Times Tables: x6, x7, x9, x11, x12

FS2	Term 1	Term 2	Term 3
	Matching & sorting: I can explain how and why I grouped or sorted objects in more than one way. **Comparing amounts:** I can estimate and compare amounts using reasoning, not just counting **Repeated patterns:** I can create and extend patterns with 3 or more elements and explain how to fix them. **Numerals 1–3:** I can match quantities to numerals and represent them beyond 5 when confident.	**Composition to 8:** I can explain what zero means in different situations. **Comparisons:** I can compare and order amounts up to and beyond 10, using reasoning. **Composing numbers:** I can compose and decompose numbers in multiple ways up to 8 and beyond when ready. **Combining sets:** I can combine quantities and record my thinking in pictures, symbols or number sentences. **Numbers to 10:** I can count, represent, and compare numbers to at least 10, extending beyond where appropriate.	**Numbers to 20:** I can count, write and order numbers to 20 and confidently continue beyond where appropriate. **Counting back from 10+:** I can count in steps (1s, 2s, 10s) and describe patterns or rules in sequences. **Shape reasoning:** I can rotate, manipulate and justify choices of shape in puzzles or construction tasks. **Adding/Subtracting to 10** I can solve addition and subtraction problems using a range of strategies (e.g., part-whole, number lines). **Number facts**
	One more/less: I can use tools (like number tracks) to explore 1 more/less up to and beyond 10 **Shapes:** I can describe and compare properties of 2D shapes using precise mathematical vocabulary. **Counting 4/5:** I can confidently count forward and backward to 10 and beyond where possible. **Subitising:** I can subitise to 5 and explain different ways of seeing a number. **Positional language:** I can use and explain positional language (e.g., between, behind, in front) in multiple contexts **Events:** I can describe and sequence familiar and less familiar events using time vocabulary. *Baseline Assessment* *End of Term 1 checkpoint*	**Number Bonds:** I can fluently recall and apply number bonds to 5 and begin bonds to 10. **3D Shapes:** I can name and describe 3D shapes and talk about how they are used in real-world structures. **Reasoning with comparisons:** I can begin to use greater than / less than symbols to compare quantities. *End of Term 2 checkpoint*	I can explain and apply number facts including doubles, bonds and facts to 10 and beyond. **Grouping/Odd & Even:** I can group and share in different ways and explain if the result is odd or even. **Pattern making:** I can create complex patterns including symmetry and explain how to correct or extend them. *End of Term 3 checkpoint*
Key Facts	Count to 10 and back from 10 2D shapes Days of the week	Count to 20, starting at any number Number bonds to 5 Combine two groups to find a total 3D shapes	Count to 20 and beyond Number bonds 0-10 Double facts to 10 Odd and even numbers

Year 1	Term 1	Term 2	Term 3
	Number: Place Value within 10 Addition and Subtraction within 10 Geometry: Shape *Baseline Assessment* *End of Term 1 assessment*	Number: Place Value within 20 Number: Addition and Subtraction within 20 Number: Place Value (within 50) (Multiples of 2, 5 and 10 to be included) Measurement: Length and Height Measurement: Mass and Volume *End of Term 2 assessment*	Number: Multiplication and Division Number: Fractions Geometry: Position and Direction Number: Place Value (within 100) Measurement: Money Measurement: Time Statistics *End of Term 3 assessment*
Key Facts	Number bonds for all numbers 1-15 Count in 1s, 10s, 5s, 2s Odd and even numbers Counting to 100	Number bonds for all numbers 1-25 Number bonds for multiples of ten to 50 Odd and even numbers Counting to 100	Number bonds for multiples of ten to 100 Odd and even numbers Counting to 100 forwards and backwards
Recording	Bar models Number lines – _jumps of one	Bar models Number lines – _jumps of whole numbers	Bar models Number lines – _jumps of tens and ones

Year 2	Term 1	Term 2	Term 3
	Number: Place value Number: Addition and Subtraction of two-digit numbers Geometry: Shape Mathematical Reasoning and Practices *Baseline Assessment* *End of Term 1 assessment*	Measurement: Money Number: Multiplication and Division Number: Early Algebraic Thinking & Reasoning Measurement: Length and Height Measurement: Mass, Capacity and Temperature Mathematical Reasoning and Practices *End of Term 2 assessment*	Number: Fractions Measurement: Time Statistics Geometry: Position and Direction Consolidation Mathematical Reasoning and Practices *End of Term 3 assessment*
Key Facts	Recognise the inverse relationship between addition & subtraction Recognise properties of 2D & 3D shapes Times Tables: x2, x5, x10	Times Tables: x2, x5, x10	Times Tables: x2, x5, x10
Recording	Bar models Number lines Partitioning	Bar models Number lines Partitioning	Bar models Number lines Partitioning

Year 3	Term 1	Term 2	Term 3
	Number: Place Value up to 1000 Number: Addition and Subtraction of a three-digit number and hundreds Number: Multiplication and Division using the multiplication tables that they know Mathematical Reasoning and Practices *Baseline Assessment* *End of Term 1 assessment*	Number: Multiplication and Division Number: Early Algebraic Thinking & Reasoning Measurement: Length and Perimeter Number: Fractions Measurement: Mass and Capacity Mathematical Reasoning and Practices *End of Term 2 assessment*	Number: Fractions Measurement: Money Measurement: Time Geometry: Shape Statistics Mathematical Reasoning and Practices *End of Term 3 assessment*
Key Facts	Times Tables: x3, x4, x8	Times Tables: x3, x4, x8	Times Tables: x3, x4, x8
Recording	Bar models Number lines Expanded column method addition & subtraction Decomposition addition Multiplication grid method	Bar models Number lines Expanded column method addition & subtraction Decomposition addition & subtraction Multiplication grid method Partitioning to divide	Bar models Number lines Expanded layout addition & subtraction Decomposition addition & subtraction Multiplication grid method Partitioning to divide

Year 4	Term 1	Term 2	Term 3
	Number: Place Value up to 10,000 Number: Addition and Subtraction Measurement: Area Number: Multiplication and Division Mathematical Reasoning and Practices *Baseline Assessment* *End of Term 1 assessment*	Number: Multiplication and Division Number: Algebraic Thinking & Reasoning Measurement: Length and Perimeter Number: Fractions Number: Decimals Mathematical Reasoning and Practices *End of Term 2 assessment*	Number: Decimals Measurement: Money Measurement: Time Geometry: Shape Statistics Geometry: Position and Direction Mathematical Reasoning and Practices *End of Term 3 assessment*
Key Facts	Times Tables: x3, x4, x8, x6, x7, x9	Times Tables: x6, x7, x9	Times Tables: x6, x7, x9, x11, x12
Recording	Bar model Column method addition & subtraction Grid method multiplication Expanded layout multiplication Compact multiplication Chunking	Bar model Column method addition & subtraction Grid method multiplication Expanded layout multiplication Compact multiplication Chunking	Bar model Column method addition & subtraction Expanded layout multiplication Compact multiplication Chunking for division Bus stop division.

Year 5	Term 1	Term 2	Term 3
	Number: Place Value Number: Addition and Subtraction Number: Multiplication and Division Number: Fractions Mathematical Reasoning and Practices *Baseline Assessment* *End of Term 1 assessment*	Number: Multiplication and Division Number: Number: Algebraic Thinking & Reasoning Number: Ratio Number: Fractions Number: Decimals and Percentages Measurement: Perimeter and Area Statistics Mathematical Reasoning and Practices *End of Term 2 assessment*	Geometry: Shape Geometry: Position and Direction Number: Decimals Number: Negative Numbers Measurement: Converting Units Measures: Volume Mathematical Reasoning and Practices *End of Term 3 assessment*
Key Facts	Recall all multiplication facts (x2-x12) Prime numbers to 19	Recall all multiplication facts (x2-x12) Prime numbers to 19	Recall all multiplication facts (x2-x12) Prime numbers to 19
Recording	Bar models Column addition & subtraction Compact multiplication Bus stop division	Bar models Column addition & subtraction Compact multiplication Bus stop division	Bar models Column addition & subtraction Compact multiplication Bus stop division

Year 6	Term 1	Term 2	Term 3
	Baseline Assessment Number: Place Value Number: Addition, Subtraction, Multiplication and Division Number: Fractions Measurement: Converting Units Number: Ratio Mathematical Reasoning and Practices End of Term 1 assessment	Number: Algebra Number: Fractions, Decimals & Percentages Measurement: Area, Perimeter & Volume Statistics Mathematical Reasoning and Practices End of Term 2 assessment	Geometry: Shape Geometry: Position and Direction Mathematical Reasoning and Practices Year 6 PYP Exhibition End of Term 3 assessment
Key Facts	Recall all multiplication facts (x2-x12) Prime numbers to 19	Recall all multiplication facts (x2-x12) Prime numbers to 19	Recall all multiplication facts (x2-x12) Prime numbers to 19
Recording	Bar models Column addition & subtraction Compact multiplication Bus stop division	Bar models Column addition & subtraction Compact multiplication Bus stop division	Bar models Column addition & subtraction Compact multiplication Bus stop division

BWA PYP Maths Times Tables Overview

	Term 1	Term 2	Term 3
Year 1 *Counting in 2s, 5s, and 10s*	Count in 2s, 5s, 10s using songs, visuals, objects	Extend counting; introduce equal groups visually	Apply skip counting in context (money, time, pairs)
Year 2 *x2, x5, x10 Times Tables*	Build conceptual understanding: grouping, repeated addition, arrays	Introduce multiplication facts for x2, x5, x10; use pictorial/physical aids	Fluency practice and problem solving with x2, x5, x10
Year 3 *Learn x3, x4, x8 Times Tables*	x3, x4 – repeated addition, arrays, visual models	x8 – linked to doubling x4; reinforce x3/x4	Mixed problems, apply all facts in context
Year 4 *Mastery of All Tables to 12x12*	x6, x7, x9 – patterns, visual strategies, links to known facts	x11, x12 – consolidate lesser-known tables; revise all tables	Mixed table challenges, assessments, fluency games
Year 5 *Deepen and Apply Multiplication Knowledge*	Rapid recall and fluency with all facts to 12x12 TIMSS preparation – daily practice, test-style problems	TIMSS preparation – daily practice, test-style problems Application in multi-step problems and reasoning tasks	Project-based learning (scaling, area, factors, multiples)
Year 6 *Refine, Extend, and Apply*	High-speed recall; times tables in fractions, ratio, and algebra contexts	High-speed recall; times tables in fractions, ratio, and algebra contexts	Extension: square/cube numbers, factors, problem-solving investigations

Science

The science curriculum at our school is designed to provide a comprehensive and engaging progression of scientific knowledge and skills. This guide outlines how your child's understanding of the natural world will develop over time, ensuring a solid foundation is built upon each year. Our approach aims to foster curiosity, encourage inquiry, and equip students with the tools needed to think critically about the world around them.

Our science curriculum ensures that each child progresses through increasingly complex concepts, gaining a deeper understanding of the world while developing essential scientific skills. By the end of Year 6, students are well-prepared to engage with more advanced scientific topics and continue their educational journey with confidence and curiosity.

	Term 1	Term 2	Term 3
FS1	**Exploring Our Senses –** Discover different textures, sounds, and smells. **Seasonal Changes** - Observe the transition from autumn to winter. **Materials Exploration** - Compare and describe different materials (soft, hard, rough, smooth). **Animal Awareness** - Identify common animals and their features (e.g., birds, fish, mammals). **Cause and Effect** - Explore what happens when materials are mixed, squashed, or stretched. **End of Term 1 Checkpoint**	**Growth and Change** - Observe how plants and animals grow over time. **Weather and Water** - Explore how rain, wind, and sunshine affect the environment. **Animal Babies** - Learn how some animals grow and change (e.g., chicks, tadpoles). **Planting and Growing** - Plant seeds and observe changes over time. **Exploring Water** - Investigate how water changes form (freezing, melting, evaporating). **End of Term 2 checkpoint**	**Forces and Motion** - Investigate how objects move (rolling, pushing, pulling). **Habitats and Living Things** - Identify where different animals live (forest, ocean, desert). **Floating and Sinking** - Experiment with objects in water to see what floats and sinks. **Light and Shadows** - Explore how shadows form and change throughout the day. **Healthy Living** - Understand that food, water, and exercise help us grow. **End of Term 3 checkpoint**
FS2	**Senses and Sorting –** Use senses to explore and describe textures, sounds, and smells. Sort materials by observable features. **Patterns and Seasonal Change –** Observe changes from autumn to winter and identify patterns in weather and nature. **Growing and Changing –** Observe how plants grow from seeds and how humans change over time. **Me and My Small World –** Explore the local environment by observing plants, animals, and natural materials. Notice differences between living and non-living things. **End of Term 1 Checkpoint**	**Our World and Environment –** Discover different places like land and sea and learn how to take care of the planet. **Animals and Habitats –** Investigate a variety of animals and where they live (e.g., forest, jungle, desert). **Materials and Forces –** Explore how different materials behave and how objects move (pushes, pulls, rolls). **Spring and New Life –** Observe signs of spring and understand simple life cycles (e.g., chicks, frogs). **End of Term 2 Checkpoint**	**Healthy Living –** Learn about keeping our bodies healthy through food, hygiene, and exercise. **Night and Day –** Understand the concept of light and dark. Explore the difference between daytime and nighttime. **Shadows -** Explore how light behaves by shining on objects. Observe how shadows are formed when something blocks the light. Notice how shadows can change size and shape depending on the light source and position of the object. **End of Term 3 Checkpoint**

Y1	**The Human Body –** Identify, name, and explore basic body parts and senses (sight, touch, taste, smell, hearing). **Seasonal Changes –** Observe seasonal patterns and describe changes in weather, day length, and environment. **Caring for the Planet –** Learn about sustainability, recycling, and taking care of the environment. **Growing and Cooking –** Understand where food comes from and explore basic food preparation. **End of Term 1 Checkpoint**	**Plants –** Identify and describe common garden plants, trees, and their parts (roots, stems, leaves). **Planting –** Explore what plants need to grow. Begin simple planting and observe changes. **End of Term 2 Checkpoint**	**Materials –** Distinguish between objects and materials; explore their properties (hard, soft, waterproof, etc.). **Food Chains –** Identify and sequence simple food chains by understanding who eats what. Learn about producers(plants), consumers (animals), and predators. Use real-life examples (e.g., grass → rabbit → fox) to show how energy moves from one living thing to another. **Animals –** Identify, name, and sort common animals. Understand similarities, differences, and basic needs. **End of Term 3 Checkpoint**
Y2	**Animals[1] Needs for Survival –** Understand what animals, including humans, need to survive (food, water, air, shelter). **Humans –** Learn about human growth, basic needs, and the importance of hygiene and exercise. **Materials –** Explore and compare the uses and properties of everyday materials. Understand how materials can be changed. **Plastic and the Environment –** Understand the impact of plastic on the environment and how to reduce, reuse, and recycle. **End of Term 1 Checkpoint**	**Plants (Light and Dark) –** Observe how light affects plant growth and understand what plants need to survive. **Living Things and Their Habitats –** Identify living, dead, and never-alive things. Explore microhabitats and how they support different organisms. **Plants (continued) –** Deepen understanding of plant growth and recording over time. **End of Term 2 Checkpoint**	**Plants (Bulbs and Seeds) –** Explore how seeds and bulbs grow into mature plants. **Compare different stages of growth. Growing Up –** Explore the life cycles of humans and animals, including how they grow and change over time. **Wildlife –** Learn about different types of wildlife and their roles in local and global ecosystems. **Endangered species and conservation –** Explore how to protect living things and their habitats. **Food Webs –** Understand that animals eat more than one kind of food and can be part of more than one food chain. Connect multiple food chains to build a food web, showing how plants and animals are linked in an ecosystem. **Reversible and Irreversible Changes** - Explore what happens when materials are heated, cooled, or mixed. Identify reversible changes like melting and freezing, and irreversible changes like baking a cake or rusting, where the material cannot return to its original form. **End of Term 3 Checkpoint**

Y3	**Skeletons –** Identify and understand the function of skeletons and muscles for support, protection, and movement. **Movement –** Understand how muscles and joints help with movement. **Nutrition and Diet –** Learn about balanced diets, food groups, and the role of nutrients in keeping healthy. **Food Waste (Sustainability) –** Understand the impact of food waste and how to reduce it. **Rocks –** Compare and group rocks based on their properties and uses. **End of Term 1 Checkpoint**	**Fossils –** Learn how fossils are formed and what they tell us about living things from the past. **Soils –** Explore different types of soil, their layers, and how they are formed. Light - Investigate light sources, reflection, shadows, and how light travels. **Simple Chemical Changes –** Observe what happens when materials are combined or heated. Explore changes like baking, rusting, or mixing vinegar and baking soda. Identify changes that create new materials, showing that these are chemical reactions that cannot be reversed. **End of Term 2 Checkpoint**	**Plants A & B –** Investigate the functions of plant parts and explore requirements for growth (light, water, nutrients). **Forces –** Explore how forces affect movement through push, pull, friction, and air resistance. Magnets - Explore magnetic forces, attraction and repulsion, and magnetic materials. **Biodiversity (Sustainability) –** Learn about the importance of biodiversity and how we can protect it. **Electrical Safety –** Learn the basic rules of staying safe around electricity. Understand why we must not touch plugs with wet hands, insert objects into sockets, or overload power strips. Recognize symbols and safety features that help protect us from electric shock. **End of Term 3 Checkpoint**
Y4	**Group and Classify Living Things –** Sort and classify animals and plants based on similarities and differences. **Classification Keys –** Learn how scientists sort living things by using dichotomous keys, helping us recognise patterns and relationships. **Data Collection A –** Learn to ask scientific questions and record results systematically. **States of Matter –** Compare and group solids, liquids, and gases. Investigate melting, freezing, condensation, and evaporation. **End of Term 1 Checkpoint**	**Sound –** Explore how sound is made, travels, and changes (pitch and volume). Data Collection B - Develop skills in recording and interpreting scientific data. **Electricity –** Construct simple circuits and explore conductors, insulators, switches, and safety. **Energy (Sustainability) –** Learn about renewable and non-renewable energy and its impact **Magnetism –** Explore how magnets attract or repel certain materials. Test objects to see if they are magnetic and learn about the poles of a magnet. Investigate ever yday uses of magnets and obser ve how magnetic forces can act through materials. **End of Term 2 Checkpoint**	**Data Collection C –** Conduct scientific investigations to observe, measure, and record findings. **Habitats –** Explore how animals and plants adapt to different environments. **The Digestive System –** Understand the parts and functions of the digestive system in humans. **Food Chains –** Identify producers, consumers, and predators in food chains. **Deforestation (Sustainability) –** Understand the causes and effects of deforestation on biodiversity. **End of Term 3 Checkpoint**

Y5	**Forces –** Explore gravity, friction, air resistance, and water resistance through investigations. **Space –** Describe the movement of the Earth, Moon, and planets in the solar system. Understand day, night, and the seasons. **Global Warming (Sustainability) –** Understand causes and effects of climate change, and how to reduce our impact. **Earth Structure and Resources –** Learn about the layers of the Earth (crust, mantle, core) and how each part is made. Explore natural resources like rocks, water, and fossil fuels, and understand how we use them in everyday life. Discover how humans extract and use these resources–and the impact this has on the planet. **End of Term 1 Checkpoint**	**Properties of Materials –** Compare materials based on their properties (hardness, solubility, conductivity, etc.). **Animals Including Humans –** Study changes in humans as they age and the impact of lifestyle on health. **Life Cycles –** Describe the life cycles of mammals, amphibians, insects, and birds. Compare and contrast their stages. **End of Term 2 Checkpoint**	**The Respiratory System –** Learn about the structure and function of lungs and how ox ygen moves through the body. **The Nervous System –** Understand how the brain and nerves control movement, reaction, and sensory responses. **Reversible and Irreversible Changes –** Identify changes in materials and distinguish between those that are reversible or permanent. **Chemical Changes** Investigate irreversible changes like burning and rusting, where new materials are made. Learn how rust forms on metal and how heat causes materials to change permanently. Understand how these changes differ from reversible ones like melting or freezing. **Plastic Pollution (Sustainability) –** Examine the environmental impact of plastic and how we can reduce its use. **End of Term 3 Checkpoint**
Y6	**Living Things and Their Habitats –** Classify living things based on characteristics and similarities/ differences. **Diet and Lifestyle –** Understand how lifestyle choices affect health and body systems. **Electricity –** Explore circuits, components, voltage, and investigate how changes affect function. **Renewable Energy (Sustainability)–** Explore energy sources, focusing on sustainability and environmental impact. **End of Term 1 Checkpoint**	**Light –** Investigate how light travels, how shadows form, and how we see things. **The Circulatory System –** Learn about the heart, lungs, blood, and how nutrients and ox ygen are transported. **Light Pollution (Sustainability) –** Investigate effects of artificial lighting on animals and humans. **Tectonics and Weathering –** Explore how the Earth's surface is constantly changing. Learn about tectonic plates and how their movement causes earthquakes, volcanoes, and mountain formation. Discover how weathering breaks down rocks over time through wind, water, and temperature, and how these processes shape the land around us. **End of Term 2 Checkpoint**	**Variation –** Understand inherited and environmental variation and how traits are passed on. **Fossils –** Learn how fossils form and what they reveal about the history of life. **Themed Projects (Year 7 Ready) –** Science-based inquiry and presentation projects in preparation for secondary school. **PYP Exhibition and End of Year Science Reflection**

Assessments

Students are assessed internally by teachers through several different approaches and methods. Teachers use a continuous and holistic approach to assessment, which means that students are assessed throughout the year and teachers do not simply rely on end of term formal assessments. Student workbooks, homework, class discussions, writing tasks, presentations, projects and class quizzes are just some ways in which staff form an overall judgement of student attainment. Assessment is an ongoing process where staff are continually gathering information from each individual child to form a well-rounded understanding of their strengths and areas for improvement.

Reporting timeline: how will I know what my child has learned?

At the end of each term, we provide a detailed report on toddleapp outlining your child's achievements and progress for that period. In addition to these reports, we hold conferences throughout the school year to facilitate direct communication between you, your child, and the teacher.

Term 1 and 2: The first conference is a three-way meeting involving you, your child, and the teacher. During this conference, we will discuss your child's learning progress, highlighting strengths and areas for improvement. Common goals will be established, and your child will gain a clear understanding of how to achieve these objectives.

Term 3: The final conference is a student-led meeting. In this session, your child will guide you through their classroom, showcasing their work and reflecting on their learning experiences over the year. They will also discuss how they have worked towards meeting their goals, with support from the teacher.

These conferences are designed to provide comprehensive insights into your child's educational journey and foster collaboration between home and school.

Home learning:

We believe that home learning should be purposeful and complement the learning experience both at home and at school. It is designed to reinforce concepts that students may need additional support with or to complete projects and tasks that were not finished during class time.

If you find that your child requires further assistance with home learning, please inform the classroom teacher. Please note that home learning is intended to consolidate classroom work and is kept minimal; it will not introduce new concepts

Online learning applications:

You will be provided with the login and password details to use these applications at home.

Mathematics: Matific https://www.matific.com/uae/en-gb/home/
Times Tables Rockstars. https://ttrockstars.com
IXL https://uk.ixl.com

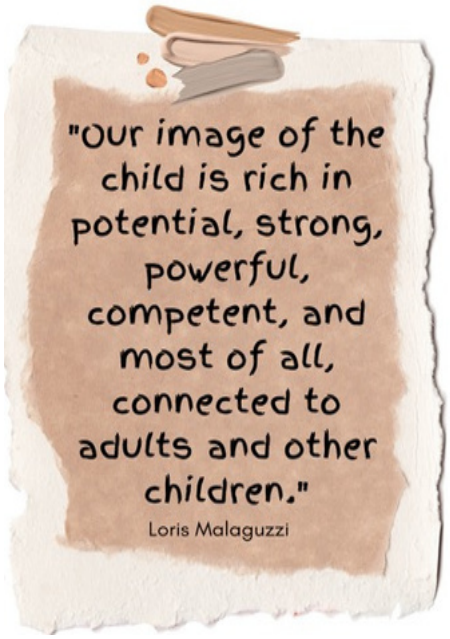
English Language: Raz-kids https://www.raz-kids.com/
IXL https://uk.ixl.com

Science: Explore Learning https://apps.explorelearning.com/account/el/login/student
IXL https://uk.ixl.com

The FS learning environment – the Reggio approach:

We believe that home learning should be purposeful and complement the learning experience both at home and at school. It is designed to reinforce concepts that students may need additional support with or to complete projects and tasks that were not finished during class time.

If you find that your child requires further assistance with home learning, please inform the classroom teacher. Please note that home learning is intended to consolidate classroom work and is kept minimal; it will not introduce new concepts



The Reggio Approach focuses on the whole child, while helping to establish an identity and a relationship within nature and the world around us. Children enjoy learning through natural resources and spend the day learning inside and outside the class at their own pace, with continuous support from the adults within the room.

"In Reggio the procress of learning involves making connections and relationships between feelings ideas, words and actions."
- Debbire LeeKeenan & John Nimmo

OUR ENVIRONMENT

The environment is an essential part of the Reggio Approach. A nurturing, natural environment stimulates a love for one's environment.

The learning environment is an extension of one's home and children are encouraged to use all their senses to learn. A Reggio environment treasures the many ways children learn.

We focus on developing a calm environment that inspires children to be curious. Through an environment full of nature, we learn to count, read, write and be caring life-long learners. We use natural, recycled and repurposed items as much as possible. This encourages children to grow an appreciation for our planet.

The Reggio approach

The IB PYP curriculum in action

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