

Safa
British School



مدرسة الصفا
البريطانية

Curriculum booklet



Year 6

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MSCS

Creative Arts

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English

Reading

Decoding

- I can explain different features of language such as abbreviations, colloquialisms and specialist vocabulary.
- I can identify different features of language used in poems and prose, e.g. dialect.
- I can use connectives as signposts to indicate a change of tone.
- I can read age-appropriate books with confidence and fluency (including whole novels)
- I can work out the meaning of words from the context.
- I can read aloud with intonation that shows understanding.
- I can read a wider range of challenging texts that are above chronological age with fluency and understanding, decoding any unfamiliar words with speed and skill and recognise their meaning through contextual cues.

Comprehension

- I can distinguish between statements of fact and opinion.
- I can recognise texts that contain features of more than one text type.
- I can summarise main ideas, identifying key details and using quotations for illustration.
- I can discuss how characters change and develop through texts by drawing inferences based on indirect clues;
- I can draw out key information and summarise the main ideas in a text.

Inference

- I can identify the writer's viewpoint and explain the effect on the reader.
- I can identify and evaluate techniques the author has used to create mood, feelings, messages and attitudes.
- I can use PEE (Point, Evidence, Explain) to support predictions and inferences.
- I can use detailed knowledge of text types to make reasoned predictions and opinions.



English

Reading

Language Features

- I can compare and contrast the styles of individual writers and poets providing examples.
- I can evaluate how authors use language, including figurative language, considering the impact on the reader.
- I can comment on and explain the writer's use of language features.
- I can analyse the use of language, including figurative language and how it is used for effect.

Personal Responses

- I can articulate personal responses to literature, identifying how and why the texts affect the reader due to author intent.
- I can ask questions to improve my understanding of a text.
- I can consider different accounts of the same event and discuss viewpoints (both of authors and of fictional characters)

Wider Reading

- I understand that texts reflect the time and culture in which they were written
- I can identify different character types across a range of texts.
- I can identify themes across a range of texts (social, cultural and historical).
- I can confidently recite a wide range of poetry by heart.
- I can read for pleasure, discussing, comparing and evaluating in depth a wide range of genres including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions.



English

Writing

Handwriting

- Write legibly, fluently and with increasing speed.
- Choose 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

Composition

- 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.
- Selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning.
- In narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action.
- Précising longer passages of writing.
- 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].
- 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.
- Proofread for spelling and punctuation errors.
- Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear (oracy).



English

Spelling, Grammar and Punctuation

Spellings

- 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 dictionaries to check the spelling and meaning of words.
- Use the first 3 or 4 letters of a word to check spelling, meaning or both of these in a dictionary.
- Use a thesaurus.

Grammar and Punctuation

- Recognising 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 (ie omitted) relative pronoun.
- Using commas to clarify meaning or avoid ambiguity in writing.
- Using hyphens to avoid ambiguity.
- Using brackets, dashes or commas to indicate parenthesis.
- Using semicolons, colons or dashes to mark boundaries between independent clauses.
- Using a colon to introduce a list.
- Punctuating bullet points consistently.



English

Spelling, Grammar and Punctuation

| Detail of content to be introduced | |
|------------------------------------|--|
| Word | <ul style="list-style-type: none"> The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, find out – discover; ask for – request; go in – enter] How words are related by meaning as synonyms and antonyms [for example, big, large, little] |
| Sentence | <ul style="list-style-type: none"> Use of the passive to affect the presentation of information in a sentence [for example, I broke the window in the greenhouse versus The window in the greenhouse was broken (by me)] The difference between structures typical of informal speech and structures appropriate for formal speech and writing [for example, the use of question tags: He's your friend, isn't he?, or the use of subjunctive forms such as If I were or Were they to come in some very formal writing and speech] |
| Text | <ul style="list-style-type: none"> Linking ideas across paragraphs using a wider range of cohesive devices: repetition of a word or phrase, grammatical connections [for example, the use of adverbials such as on the other hand, in contrast, or as a consequence], and ellipsis. Layout devices [for example, headings, sub-headings, columns, bullets, or tables, to structure text] |
| Punctuation | <ul style="list-style-type: none"> Use of the semi-colon, colon and dash to mark the boundary between independent clauses [for example, It's raining; I'm fed up] Use of the colon to introduce a list and use of semi-colons within lists Punctuation of bullet points to list information How hyphens can be used to avoid ambiguity [for example, man eating shark versus man-eating shark, or recover versus re-cover] |
| Terminology for pupils | <ul style="list-style-type: none"> subject, object active, passive synonym, antonym ellipsis, hyphen, colon, semi-colon, bullet points |



Maths

Term 1

Number: Place Value

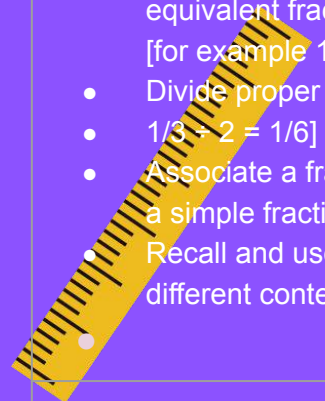
- Read, write, order and compare numbers up to 10,000,000 and determine the value of each digit.
- Round any whole number to a required degree of accuracy.
- Use negative numbers in context, and calculate intervals across zero.
- Solve number and practical problems that involve all of the above

Number: Addition, Subtraction, Multiplication and Division

- Solve addition and subtraction multi step problems in contexts, deciding which operations and methods to use and why.
- Multiply multi-digit number up to 4 digits by a 2-digit number using the formal written method of long multiplication.
- Divide numbers up to 4 digits by a 2-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 2-digit number using the formal written method of short division, interpreting remainders according to the context.
- Perform mental calculations, including with mixed operations and large numbers.
- Identify common factors, common multiples and prime numbers.
- Use their knowledge of the order of operations to carry out calculations involving the four operations.
- 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.

Fractions

- Use common factors to simplify fractions; use common multiples to express fractions in the same denomination.
- Compare and order fractions, including fractions > 1
- Generate and describe linear number sequences (with fractions)
- Add and subtract fractions with different denominations and mixed numbers, using the concept of equivalent fractions. Multiply simple pairs of proper fractions, writing the answer in its simplest form [for example $1/4 \times 1/2 = 1/8$]
- Divide proper fractions by whole numbers [for example
- $1/3 \div 2 = 1/6$]
- Associate a fraction with division and calculate decimal fraction equivalents [for example, 0.375] for a simple fraction [for example $3/8$]
- Recall and use equivalences between simple fractions, decimals and percentages, including in different contexts.



Maths

Geometry: Position and Direction

- Describe positions on the full coordinate grid (all four quadrants).
- Draw and translate simple shapes on the coordinate plane, and reflect them in the axes.

Term 2

Number: Decimals

- Identify the value of each digit in numbers given to 3 decimal places and multiply numbers by 10, 100 and 1,000 giving answers up to 3 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.
- Solve problems which require answers to be rounded to specified degrees of accuracy

Number: Percentages

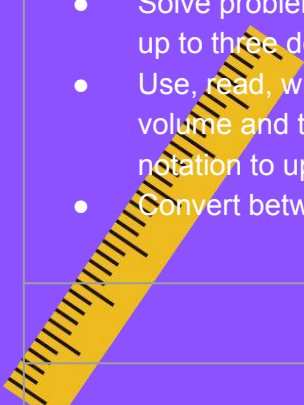
- Solve problems involving the calculation of percentages [for example, of measures and such as 15% of 360] and the use of percentages for comparison.
- Recall and use equivalences between simple fractions, decimals and percentages including in different contexts.

Number: Algebra

- 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 two variables.

Measurement: Converting Units

- Solve problems involving the calculation and conversion of units of measure, using decimal notation up to three 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 to up to 3dp.
- Convert between miles and kilometres.



Maths

Measurement: Area, Perimeter, Volume

- 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 cm^3 , m^3 and extending to other units (mm^3 , km^3)

Number: Ratio

- 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 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

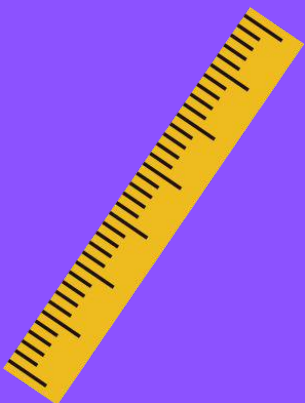
Term 3

Geometry: Properties of Shapes

- Draw 2-D shapes using given dimensions and angles.
- Compare and classify geometric shapes based on their properties and sizes and find unknown angles in any triangles, quadrilaterals and regular polygons.
- Recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles.

Statistics

- Illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius.
- Interpret and construct pie charts and line graphs and use these to solve problems.
- Calculate the mean as an average.



Science

Animals, including humans.

- Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels, blood, muscles (antagonistic) and the lungs. The Human skeleton should be linked in.
- Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function the effect of exercise on the heart rate.
- Describe the ways in which nutrients and water are transported within animals, including humans.

All living things in their habitats

- Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals link to the major taxonomic groups.
- Give reasons for classifying plants and animals based on specific characteristics. How to use and make classification keys

Light

- Recognise that light appears to travel in straight lines Use the idea that light travels in straight lines to explain that non-luminous objects are seen because they give out or reflect light into the eye plus that light reflects off plane surfaces.
- Explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes.
- Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects



Science

Evolution and inheritance

- Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago, cite the work of Mary Henning how creatures adapting to their habitat have led to creatures evolving into new species.
- Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.
- Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.

Electricity

- Associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit.
- 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.
- Use recognised symbols when representing a simple circuit in a diagram.



Science

Working Scientifically

Questioning

I can ask my own questions.

use their scientific experiences to explore ideas and raise different kinds of questions.

Scientific enquiry

I can plan and set up different type of enquires.

- Talk about how scientific ideas have developed over time.
- Select and plan the most appropriate type of scientific enquiry to use to answer scientific questions.

Simple test

I can set up my own simple tests.

- Recognise when and how to set up comparative fair tests and explain which variables that needs to be controlled and why.

Classification/grouping

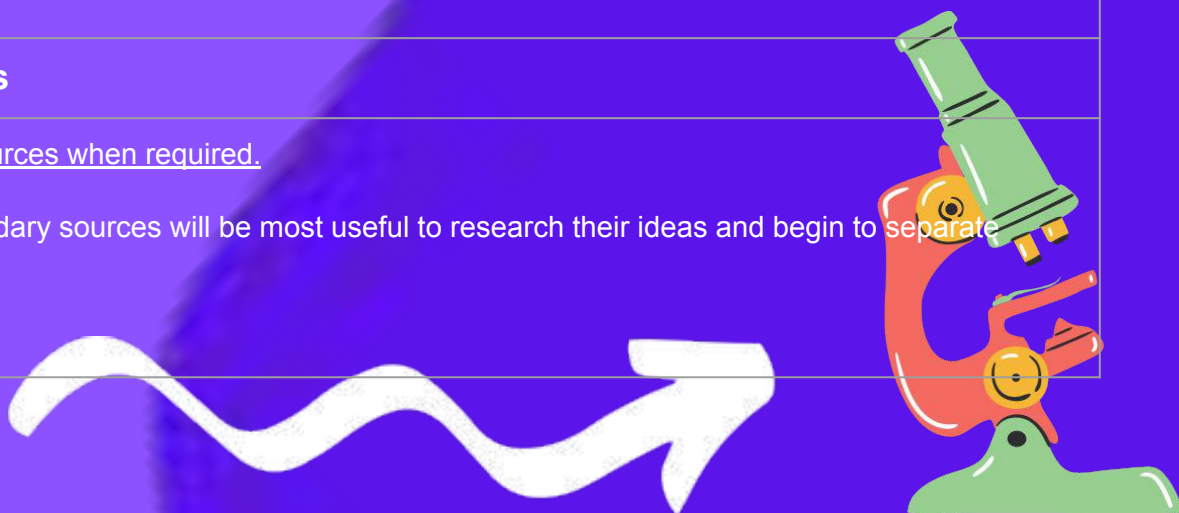
I can Identifying and Classifying my data.

Use and develop keys and other information records to identify, classify and describe living things and materials, identify patterns that might be found in the natural environment.

Secondary Sources

I can use secondary sources when required.

Recognise which secondary sources will be most useful to research their ideas and begin to separate opinions from fact.



Science

Working Scientifically

Equipment/measurement

I can use different equipment to measure accurately in standard units.

Choose the most appropriate equipment to make measurements with increasing precision and explain how to use it accurately. Take repeat measurements where appropriate.

Observation

I can make careful observations.

make their own decisions about what observations to make, what measurement to use and how long to make them for. Look for different casual relationships in their data and identify evidence that refutes or supports their ideas.

Record data

I can gather, record, classify and present data in different ways eg. Labelled diagram.

Decide how to record data and results of increasing complexity from a choice of familiar approaches: scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs.

Conclusion

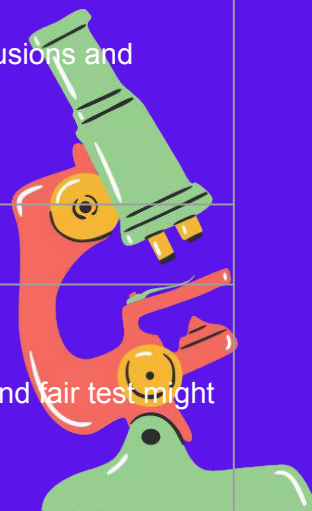
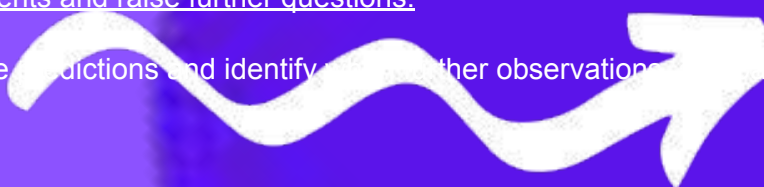
I can draw simple conclusions and explain my conclusion orally or in writing.

- Use relevant scientific language and illustrations to discuss, communicate and justify their scientific ideas.
- Use oral and written forms such as displays and other presentations to report conclusions and explanations of degree of trust in results.

Further Questioning

I can suggest improvements and raise further questions.

Use their results to make predictions and identify further observations. A more investigative and fair test might be needed.



- أولاً: أساسيات القراءة
- تعرّف الكلمات والطلاقة
- أن يطبق المتعلم استراتيجيات القراءة الصحيحة لقراءة الكلمات والنصوص بدقة وطلاقة مع فهم المعاني والدلالات.
- ثانياً: قراءة النصوص الأدبية:
- معرفة الفكر الرئيسة والتفاصيل:
- أن يحدد المتعلم الفكر الرئيسة والتفاصيل المساندة التي تسهم في توضيح الفكرة الرئيسة، أو الرسالة العامة، أو الدروس المقدمة في النصوص الأدبية.
- تحليل النص:
- أن يحدد المتعلم جوانب معينة في النصوص ويفهمها، ويحلل عناصر النص وخيارات المؤلفين في اختيار الكلمات والأساليب المناسبة لكتابتهم.
- تكامل المعرفة مع الفكر:
- أن يقرأ المتعلم نصوصاً شعرية وأخرى نثرية متنوعة ويحللها وقيّمها ويدمج الفكر المقدمة فيها، لبناء معرفة وفهم جيدين عن الفكرة المحورية والوسائل المتضمنة في الأعمال الأدبية.
- ثالثاً: قراءة النصوص المعلوماتية:
- معرفة الفكر الرئيسة والتفاصيل
- أن يقرأ المتعلم النص المعلوماتي بعمق وشمولية ويحدد الفكرة المركزية والفكرة الرئيسة، ويستنتج العلاقات ضمن النص الواحد والنصوص المختلفة.
- تحليل النص
- أن يحلل المتعلم عناصر النص واختيار الكاتب للكلمات، ويبين الطرائق التي تساهم فيها تراكيب الجمل في بناء النص، وأساليب عرض وجهة النظر، أو طريقة كتابة النص وطابعه.
- تكامل المعرفة مع المهارات
- أن يعين وظيفة النص من خلال الوسائط المختلفة، وينقد ما جاء فيها من معارف وآراء، ويبني خبرات جديدة ليوّظفها في نتائج متنوعة.
- رابعاً: الكتابة:
- البحث لبناء المعرفة وتطبيقها
- أن يبحث المتعلم عن المعلومات ويطبقها في موضوعات مختلفة مستنداً إلى أغراض محددة تظهر فهمه بالمادة التي يبحث عنها وتناسب مع غرض الكتابة وتطبيقاتها.
- إنتاج الأعمال الكتابية ونشرها
- أن ينتج المتعلم أعمالاً كتابية واضحة ومتنوعة تظهر توجهه نحو التنظيم والترتيب متلائمة مع المهمة والغاية.
- أن ينتج المتعلم نصوصاً تصف أشياء وأشخاصاً من محيطه، وتتحدث عن أحداث وخبرات مألوفة له، وتظهر كتاباته تقييداً بالسلامة اللغوية.
- أن يكتب المتعلم نصوصاً تعبر عن فكرة مركزية تظهر مقدرة على التنظيم والتركيز وتدل على وعي كامل بالمتلقي في علاقة و غرض و بموضوع الكتابة، مطوراً مهاراته الكتابية من خلال مراحل الكتابة (ما قبل الكتابة، المسودة، المراجعة)، وذلك لتحسين النص.
- أن ينتج المتعلم نصوصاً سردية ومعلوماتية وإقناعية ووصفية وتظهر كتاباته تقييده بالسلامة اللغوية.
- خامساً: الاستماع والتحدث:
- أن يظهر المتعلم فهماً لمواد مسموعة، ويتواصل مع الآخرين مقدماً المعلومات والنتائج المدعومة بالأدلة لإقناع المستمعين واستمالتهم نحو الموضوع.
- أن يشارك المتعلم في نقاشات مع معلميه وزملائه مكيفا كلامه وفقاً لمجموعة متنوعة من السياقات والمهام التواصلية محاولاً التحدث بلغة عربية فصيحة.
- أن يستخدم المتعلم الوسائل الرقمية في العروض البصرية للتعبير عن المعلومات، ويفهم المادة المعروضة من خلال هذه الوسائط.



Arabic A



- سادساً: اللغة:
- اكتساب المفردات واستخدامها (المعجم):
- أن يكتسب المتعلم مفردات من خلال احتكاكه بمواقف غنية لغوياً.
- أن يفسر المتعلم المفردات الجديدة من خلال سياقاتها المختلفة.
- بنية اللغة العربية (النحو والصرف):
- أن يتعرف المتعلم المفاهيم النحوية والصرفية و يستخدمها استخداماً صحيحاً.
- بنية اللغة العربية (الإملاء):
- أن يكتب المتعلم الكلمات والجمل مراعيًا قواعد الإملاء والترقيم.
- بنية اللغة (الخط):
- أن يكتب المتعلم بخط واضح وجميل مراعيًا قواعد الخط العربي.
- بنية اللغة (البلاغة):
- أن يتعرف المتعلم المفاهيم البلاغية، ويتذوقها، ويوظفها في إنتاجه اللغوي.



Arabic B



Listening

- The listener can understand the general idea of short and simple texts and presentations about topics related to daily life, personal interests, and studies.
- 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
- The student can understand basic information contained in audio-visual commercials.
- The student can understand questions and dialogues in audio-visual materials posted on social networks.
- The student can understand basic information in a recorded message about the life of one of his classmates.
- The student can understand basic information about the time and place of a meeting or an event, and differentiates between postponement and cancelation.

Speaking

- The speaker can participate in conversations about familiar topics using a series of sentences. The speaker can also deal with daily social situations using several questions and a variety of answers. The speaker can usually express all that he wants to say about himself and his daily life. The speaker can put oral presentations about a number of familiar topics using a series of connected sentences.
- 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.
- The speaker can start and finish a conversation, and can ask for information and details.
- The speaker can conduct an interview with another person.
- The student can talk about his daily routines, hobbies and personal interests.
- The student can give the reasons behind his personal choices.
- The student can give information and details about past and planned activities.
- The speaker can talk about other countries, events, and historical figures.
- The student can speak about a past personal experience or something he learned.



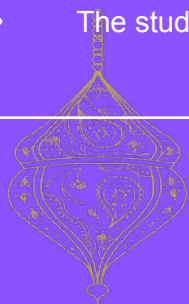
Arabic B

Reading

- The reader can understand key information in short texts related to everyday life or personal and academic interests.
- 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.
- The student can understand simple personal questions, such as those found in surveys, or for online website registration.
- The student can understand information found in various invitations to different occasions.
- The student can understand information found in a commercial advertisement or a tourist pamphlet/ guide.
- The student can understand key information in menus.
- The student can understand what is posted in forums on familiar topics.
- The student can understand the contents of postcards from friends.
- The student can understand basic information found in personal messages exchanged on social media sites.
- The student can understand key information found in an interview with a celebrity.
- The reader can identify some events in a narrative text or simple short story.
- The student can identify some descriptions in short texts about a person, a place or a thing

Writing

- The writer can write about a broader range of familiar topics, using sentences at the appropriate degree of cohesion.
- 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 structure of sentences and verb conjugation. Writing can be described as a loose group of sentences or questions that are weakly linked.
- The student can write a message explaining something.
- The student can write about public events and daily routine.
- The student can write personal details in order to enter a contest or enroll in a program.
- The student can write invitation to an event they are organizing.
- The student can write a few sentences about something he or she learned.
- The student can write a simple summary about a book, movie or event.



Islamic A

الوحي الإلهي

- يَسْمَعُ السُّورَ الْقُرْآنِيَةَ الْآتِيَةَ مَجُودَةً: الانفطار، والتكوير، وَغَبَسَ، والنازعات، والنبأ.
- يُفَسِّرُ المعنى الإجمالي للسور المقررة.
- يُطَبِّقُ أحكام التجويد: (القلقلة).
- يَسْمَعُ ثمانية من الأحاديث النبوية الشريفة:
- أتدرون مَنْ المفلس فينا.
- أي الأعمال أحبُّ إلى الله، قال: أدومها وإن قلَّ.
- يا أبا ذر أعيرته بأمه؟ إنك.
- إياكم والغلو في الدين.
- من كان يؤمن بالله واليوم الآخر فليكرم ضيفه.
- ما خير رسول الله صلى الله عليه وسلم بين أمرين قط.
- اقرؤوا القرآن فإنه يأتي يوم القيامة شفيعاً لأصحابه.
- عن ربيعة بن كعب الأسلمي رضي الله عنهما قال: كنت أبيت مع رسول الله صلى الله عليه وسلم فأتيته بوضونه وحاجته فقال لي: "سَلْ فقلت أسألك مرافقتك في الجنة."
- يستنتج أهم الهدايات النبوية التي تتضمنها الأحاديث الشريفة.

العقيدة الإسلامية:

- يقارن بين صفات أهل النعيم في الجنة، وصفات أهل الشقاء في النار.
- يستنتج أثر الإيمان باليوم الآخر على سلوك المؤمن.
- يشرح قيمة العقل والتفكير ومكانتهما في الإسلام.

قيم الإسلام وآدابه:

- يربط بين قيمة محبة الله -تعالى- وطاعته.
- يستخلص آثار قيمة الشجاعة على الفرد والمجتمع.
- يقارن بين أثر قيمة الرفق، وسلوك الغلظة في التعامل مع الآخرين.
- يحفظ دعاء ركوب وسائل النقل.
- يُلَخِّصُ آداب ركوب وسائل النقل.
- يُطَبِّقُ آداب الطريق.



Islamic A

أحكام الإسلام ومقاصدها

- يبيّن أحكام صلاة الجماعة ومقاصدها.
- يقارن بين أحكام صلاة الجمعة والعيد.
- يصنّم عرضاً محفّراً بالوسائط المتعددة عن إحدى العبادات (الصلاة والصيام والصدقة).

السيرة والشخصيات

- يدلّل على حكمة النّبي صلى الله عليه وسلم في الدعوة إلى الله تعالى.
- يستخلص دلائل تأييد الله لرسوله صلى الله عليه وسلم بالرعاية والاهتمام.
- يكتب بلغة مناسبة معبراً عن كيفية تأسيسه بالنبي صلى الله عليه وسلم في الحكمة في الدعوة إلى الله، وأبرز صفاته الأخرى.
- يدلّل على عدل عمر بن الخطاب رضي الله عنه وزهده، وتفقهه لرعيته وخوفه من الله تعالى، وفاطمة بنت عبد الملك رضي الله عنها في وفاتها.
- يدلّل على اقتدائه بعمر بن الخطاب رضي الله عنه في الخوف من الله ورعاية الضعفاء والمحتاجين، وفاطمة بنت عبد الملك رضي الله عنها في الخوف من الله تعالى ورعاية الضعفاء والمحتاجين.
- يكتب قائمة بأعمال تمكنه من خدمة الإسلام والمسلمين.

الهوية والقضايا المعاصرة:

- يبيّن موقف دولة الإمارات من قضايا المسلمين في العالم.
- يُعلّل واجب المشاركة في برامج خدمة الإنسانية التي تطلقها دولة الإمارات.
- يصف بلغة صحيحة شعوره تجاه إسهامات الدولة الإنسانية.
- يشرح الخطوات العملية لشكر النعم.
- يستنتج الحكمة من خلق مسخرات الكون.



Islamic B

Divine Revelation:

- Recites the following surahs with Tajweed: Al Inftar, Al Takweer, Abasa, Al Nazeaat and Al Naba.
- Interprets the total meaning of the surahs included in the curriculum.
- Applies the rules of Tajweed: Al Qalqla
- Recites 8 hadiths:
 - - "Do you know who is the bankrupt?"
 - - The Prophet was asked, "What deeds are loved most by Allah?" He said, "The most regular constant deeds even though they may be few."
 - - 'O Abu Dhar! Did you abuse him by calling his mother with bad names You still have some characteristics of ignorance.
 - - "I guarantee a house in Jannah for one who gives up arguing, even if he is in the right;
 - - Mercy is taken away only from him who is miserable.
 - - Whenever the Prophet was given a choice between two matters, he would (always) choose the easier.
 - - "Read the Qur'an, for it will come as an intercessor for its reciters on the Day of Resurrection."
 - - Rabia'a ibn Kaab Al Aslmy says I was with Allah's Messenger one night. and I brought him water and what he required. He said to me: Ask (anything you like). I said: I ask your company in Paradise.
- Concludes the most important Prophetic guidance included in the hadiths.

Creed:

- Compares the qualities of people of bliss in Paradise and the people of misery in the fire.
- Concludes the impact belief in the Hereafter Day on the believer behavior.
- Explains the value of mind and thinking and their position in Islam.
- Connects the value of love of Allah and obedience.



Islamic B

Values and Morals:

- Concludes the impacts of the bravery on individual and society.
- Compares the impact of the value of kindness and .hardness in dealing with others.
- Memorizes the prayer of riding transportations.

Rules of Islam:

- Summarizes the morals of the prayer of riding transportations.
- Applies the morals of road.
- Explains the rules and purposes of congregational prayer.
- Compares the rules of Friday Prayer and Eid prayers.
- Designs a presentation with multimedia on a worship (Prayer, Fasting and Charity).

Seerah:

- Provides evidences on the prophet Mohammed wisdom in the call to Allah.
- Concludes the evidences of Allah's support of the prophet by caring and interesting.
- Writes in a proper language on how he/she takes the prophet as an ideal in terms of his wisdom in calling to Allah and his most significant qualities.
- Provides evidences on the justice and asceticism of Omar Ibn Al Khattab, his checking of the nation conditions and his fear of Allah, and Fatima bint Abdulmalek in her loyalty.
- Provides evidences of following the steps of Omar Ibn Al Khattab in his fear from Allah and taking care of the weak and needy people, and of Fatima bint Abdulmalek in her fear from Allah and taking care of the weak and needy people.
- Writes a list of works that allow him/her to serve Islam and Muslims.

Identity and contemporary issues

- Explains the position of UAE on the issues of Muslims in the world.
- Explains the necessity to participate in the human service programs launched by UAE.
- Describes in proper language his/ her feeling towards the UAE humanitarian contributions.
- Explains the practical steps to thank the blessings.
- Concludes the wisdom of creating the universe subjugated things.



MSCS

Moral, Social and Cultural Studies

Character and Morality

- Explain the meaning of the moral values of care, kindness and generosity
- Explain, with a fair degree of clarity, how they perceive an ethical dilemma situation, in a story they have read
- Rephrase succinctly the key points of a fellow student's perception of an ethical dilemma, check for accuracy and give the original speaker an opportunity to clarify
- Identify and describe the feelings of different people or characters in a story who find themselves in an ethical dilemma
- Demonstrate virtuous behaviour, for example by demonstrating a capacity for patience or forgiveness, in their dealings with other people
- 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
- 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

Individual and Community

- Explain the factors that affect their confidence and self-esteem, and how they can develop their resilience
- Present and discuss ideas about identity and how the attitudes and actions of others can affect individuals' sense of self-worth either positively or negatively
- Demonstrate an awareness of the needs of others, including vulnerable groups, such as the elderly, and provide practical support, and consideration
- Demonstrate an awareness of environmental issues locally, at a national and global level
- Relate how they affect and influence environmental issues, including how they can take practical action on issues such as recycling, litter and noise
- Analyse and evaluate how the Olympic values can be used as an inspiration and motivational tool for their own self-growth, drawing on examples of inspirational Olympians
- Decide how to use leisure time most effectively by providing evidence of increased participation in the local community
- Confidently discuss with others some of the ethical questions surrounding sport, particularly the reasons for foul play, doping and cheating and whether tolerance or forgiveness should be applied



MSCS

Moral, Social and Cultural Studies

History

- Inquire about a topic in history, examine various sources, interpret findings and utilise evidence to draw conclusions that respond to the inquiry
- Examine causes and outcomes of a selected historical event
- Explain how significant individuals and their ideas and beliefs have influenced history
- Examine a historical event from various perspectives
- Compare models for organising history into periods

Geography

- Explain how physical and living components interact in a variety of ecosystems including desert, prairie, flood plain, forest and tundra
- Explain the relationships between the locations of places and regions and the characteristics of the environment, including resources
- Identify the location of places and regions in the world
- Identify features in the world such as, continents, waterways, mountain ranges, cities, etc on a map using latitude and longitude
- Discuss how natural events in the physical environment affect human activities
- Utilise appropriate tools to create and interpret geographical data such as, locations, sizes of various places, distances between places, etc

Sociology

- Explain how people in the past had to adapt to the environment
- Examine why environmental characteristics vary in different regions
- Define regions and places by their human and physical characteristics
- Explain the influence of geographic, human and climatic factors on the movement of people, goods and services

Economics

- Explain basic economic concepts such as, prosperity, wealth and poverty
- Discuss examples of improved transportation and communication networks and how they encourage economic growth
- Identify how the state invests in human capital and entrepreneurship
- Explain the importance of conservation in creating wealth and prosperity
- Discuss the basic characteristics of a market



MSCS

Moral, Social and Cultural Studies

Information Literacy

- Compile information from primary and secondary sources of information
- Organise information in an organisational chart or a diagram, with or without technology
- Summarise information gathered from various sources

Information Processing

- Identify evidence from various sources in response to compelling questions
- Utilise primary sources such as newspaper articles, plays, poetry, etc, to create written work such as essays

Heritage

- Explain the main changes that have taken place with: people coming to and settling in the UAE and families and family groupings
- Discuss relevant concepts and terminology
- Discuss the importance and value of family and kinship bonds
- 9 Explain the role of the founding fathers of the Union
- Discuss the components of national identity, such as, religion, language, traditions

Civics

- Explain the purpose, functions and structure of the UAE government
- Examine the origins and purposes of the UAE constitutional provisions
- Compare and contrast major political systems, such as, monarchy, dictatorship, democracy, constitutional monarchy
- Demonstrate one's rights and responsibilities as a member of the community
- Examine different strategies to solve a conflict



Creative Arts

Art

Creating and Exploring

- I can show originality in my designs.
- I can plan how to achieve a desired effect using my sketch book ideas alongside my knowledge of materials and processes.
- I can independently select the materials and tools I need to use for my art work.

Evaluating

- Provide a reasoned evaluation of both their own and professionals' work which takes account of the starting points, intentions and context behind the work.

Generating Ideas

- Independently develop a range of ideas which show curiosity, imagination and originality.
- Systematically investigate, research and test ideas and plans using sketchbooks and other appropriate approaches

Knowledge

- How to describe , interpret and explain the work, ideas and working practices of some significant artists, craftspeople, designers and architects taking account of the influence of the different historical, cultural and social contexts in which they worked.
- About the technical vocabulary and techniques for modifying the qualities of different materials and processes.

Making

- Independently take action to refine their technical and craft skills in order to improve their mastery of materials and techniques.
- Independently select and effectively use relevant processes in order to create successful and finished work.



Creative Arts

Music

Improvising and Composing

- I can improvise and compose including the use of scales, complex rhythm patterns and simple chord structures.
- Within a group, I can create and play with an awareness of balance.
- I can represent sounds with detailed symbols.

Listening and Understanding

- I can listen to music with a range of different metres.
- I can identify some of the structural and expressive aspects of music heard (e.g. chromatic scales used in the melody).
- I can give opinions, using appropriate and extended vocabulary to justify these.

Performance: Instrumental

- I can play simple parts with accuracy and awareness of pitch, metre and balance.
- I can accurately maintain an independent part within a group, using controlled playing techniques in a variety of metres.

Performance: Vocal

- I can confidently sing part songs with control, expression and an awareness of phrasing.



Physical Education

The national curriculum for physical education 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
- Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement.
- They should enjoy communicating, collaborating and competing with each other.
- They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.
- 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.

