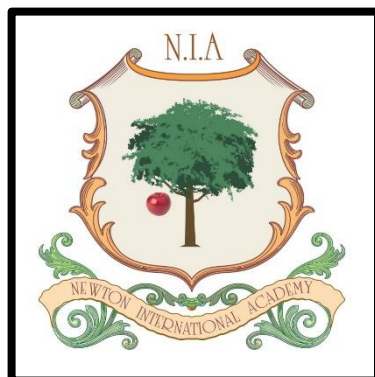


NEWTON INTERNATIONAL ACADEMY

LUSAIL

Curriculum POLICY



ACADEMIC
YEAR
2025 - 2026



*"An international community of learners
striving for excellence and celebrating
success"*



EYFS Curriculum Policy (including displays)

Last Reviewed Date: June 2025

Reviewed by: Hannah Green, EYFS Coordinator Next

Review Date: June 2026

1. Aims and Principles

The main values and purposes of the curriculum are linked to the type of education in which The Newton Group believes and seeks to provide, namely, that holistic environment in which young people are safe, secure, cared for and happy, and are able to develop into articulate, confident and well qualified citizens of the world.

At Newton we aim to provide a curriculum to develop curious thinkers with a love of learning who can demonstrate independent thought. The curriculum should create an environment where questioning, academic risk-taking, divergent thinking and the freedom to learn from mistakes are all encouraged.

The Curriculum Policy should be seen within the overall Aims and Ethos of the School, which are at the core of its objectives.

Our curriculum is designed to allow each student to:

- achieve the best possible academic qualifications and standards; whatever their ability.
- ensure high levels of engagement, enjoyment and personal development.

We aim to achieve an appropriate balance between the provision of familiar experiences and activities and the presentation of new challenges. We aim for our curriculum to develop students who:

- are inducted into the essential knowledge, skills of subject disciplines and who are able to develop specialisms according to their aptitude.
- acquire an understanding of the social, economic, environmental and political aspects of the world and the interdependence of individuals, groups and nations.



- are able to link areas of knowledge and transfer skills from one area to another.
- are resourceful and able to solve problems using the knowledge and skills they have gained.
- have the knowledge to develop an active and healthy lifestyle for themselves.
- are reflective learners who understand their strengths and how they can be used; who can identify areas for development and know what to do in order to make progress.
- can show resilience in their learning, persevering even when tasks are difficult and understanding how to access help when needed.
- can work effectively in a team but also concentrate for long periods of time alone and manage distractions.
- are increasingly independent, can show initiative and organise themselves.

2. Relationship to other policies

The school policy on the curriculum should be read in conjunction with the following school policies and procedures:

- Teaching and Learning Policy
- Assessment Policy
- Marking and Feedback Policy
- SEN Policy
- EAL Policy

3. Curriculum Delivery

The curriculum should be seen in its widest sense as the entire planned learning experience. This includes formal lessons and events, routines, and learning that take place outside the classroom. Although the majority of the students' formal learning experiences will be through subject-based lessons, the curriculum is also planned and delivered to address a number of cross-curricular dimensions.



4. Monitoring:

Responsibility for the effective implementation of the policy lies with the Principal who delegates to the Heads of School, Deputy Heads of School, Middle Managers, and individual class and subject teachers who also have a key role to play. The policy is supported by schemes of work developed by individual departments.

The curriculum provision is reviewed annually at SMT and through Heads of Department meetings, as well as discussed at various academic forums for example using inter school links, outside agencies and in house consultations.

5. EYFS Curriculum

All pupils at NISL follow the British National Curriculum which allows us to deliver a comprehensive and well-rounded programme of studies that is tailored to our international students. The EYFS is all about play based learning. EYFS teachers are not 'conventional teachers', there are few desks in the classrooms, instead, the classroom is divided into child friendly areas (role play, small world, construction/malleable, mathematics, literacy/mark making, quiet/book and creative/art areas). The EYFS framework explains that a classroom should have access to various areas of learning. A stimulating and child orientated environment, where children have access to resources and a choice of what they would like to do. Teachers do not teach large groups of children, but focus on observing children within small groups, and individually, in order to assess that child's individual learning needs. We use the 'Development Matters Statements' as a guide to help us assess the children according to their age and development.

The EYFS works on 4 basic principles, A Unique Child (each child has different learning needs, strengths and areas of improvement), Positive Relationships (looking at the relationships surrounding the child, eg: teacher, parents and peers), Enabling Environments (Children must be provided with stimulating environments) and Learning and Development. These principles will ensure a continuity of practice through the Foundation Stage that will enable all children to become competent and confident independent learners.



Within Learning and Development there are seven different areas. These areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, develop relationships and thrive.

Learning areas:

- **Prime Areas:**

- Communication and Language
- Personal, Social and Emotional Development
- Physical Development

- **Specific Areas:**

- Literacy
- Mathematics
- Understanding of the World
- Expressive Arts and Design

In Foundation One we introduce phonics by initially following Phase One before moving onto Rocket Phonics which is taught through multi-sensory activities, singing, music and movement.

In Foundation Two, we use Rocket Phonics building from pre phonics to a synthetic phonics system where children learn to blend and segment words, captions and then sentences through a variety of activities.

Mathematics in Foundation One and Foundation Two involves the children learning about numbers and numerical patterns through play based activities as well as large and small teacher-led focus group activities. The children are able to explore their environment and apply mathematical learning to real life situations and are taught through a Maths Mastery approach.



Daily Times	7am to 12.30pm
Arabic	3 x 30 min in F1
	4 x 30 min in F2
Islamic Studies	1 x 30 min in F1 and F2

6. Topics

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
F1	All About Me	Traditional Tales	Transport	Superheroes	Occupations	Animals
F2	All About Me	Space	Lifecycles	Superheroes	Occupations	Under the Sea

In Foundation One and Foundation Two we use a rolling topic to plan out our topics for the years ahead. Our topics for 2025-2026 in F1 and F2 can be seen above.

Foundation Stage Learning Environment & Display Policy

Rationale:

Newton International Academy Lusail's environment reflects both the ethos of the school and the fundamental principles behind the Early Years Framework, that students be granted a learning environment that is conducive to learning. The environment should aid in learning and develop independence in students. Students in the school should encounter a stimulating visual and tactile environment as a vital part of their education. Displays have a fundamental role in creating this environment and in doing so enhance the quality of learning. Students and staff should be involved together in shaping and personalising their surroundings.

Aims:



- To provide a rich and stimulating environment which is conducive to learning.
- To develop an environment which encourages exploration and independence.
- To develop a learning environment that is relevant to the wants and needs of each student.

Learning Areas

The 7 areas of learning should be reflected through the following Areas within the classroom and into the shared indoor play area;

1. Role Play
2. Literacy/writing
3. Book Area
4. Sand
5. Water
6. Creative
7. Malleable / Messy Play
8. Construction

- Whenever possible continuous provision in these areas should be labelled and freely accessible to students.
- Labels should be used to build literacy skills around the classroom.
- Learning areas should be adapted to changes in topic and interests currently being taught within the class.
- All the learning areas should be kept as tidy as possible, with resources kept in an organised fashion with labelling.

Wall Displays

Aims:

- Displays created **within the classrooms** should;
 - Have a clear content and purpose
 - Ensure reflection of the curriculum
 - Ensure that text is visible from around the classroom
 - Reflect the current medium term planning goals
- The use of a 'Learning Journey' (in the form of road over the planning period) wall display will reflect the learning taking place- the story of the learning journey- Photographs will be added and examples of the children's work to be added over the 6 week period.



NEWTON INTERNATIONAL ACADEMY LUSAIL

www.newtoninternationalschool.sch.qa

An International community of learners striving for excellence and celebrating success



- The students will have more involvement in seeing the learning journey taking place and choosing what to add to the wall display.
- Writing provision in all areas.
- Questions and challenges in all areas.
- Displays created **outside the classrooms** should;
 - Ensure that all children's work displayed is a celebration of individual achievement.
 - Work should be backed with black paper.
 - Be clearly labelled with the children's names.
 - Ensure a clear title is displayed.
 - Clear WALTs in the different learning areas.

General Points for Consideration

- Displays and learning areas should reflect a broad and varied curriculum with imagination and flare.
- Every child's achievement should be recognised and celebrated.
- A variety of techniques and media should be employed in artistic displays.
- Classroom learning areas and displays should be kept free of clutter with resources stored safely and appropriately in designated areas.
- Damaged displays or resources should be repaired or removed promptly.
- All teachers are responsible for the setting up and packing away of the outdoor Play area (once set up when it's cooler).