

Primary Curriculum

The primary Phase of the school includes Year 1-6. The primary phase is divided into 2 Key Stages. Key stage 1 is the collective name given to the Academic Years 1 & 2. and Key stage 2 is the collective name given to the Academic Years 3, 4, 5, & 6. Within both Key Stage 1 and Key Stage 2 all pupils follow the British National Curriculum. Programmes of study and Long Term Plans set out what pupils should be taught, and attainment targets set out expected standards of pupil performance. The table below lists those subjects that form a statutory or compulsory part of the British National Curriculum and are offered at NIS Lagoon Primary.

In addition to the requirements of the British National Curriculum, children within Newton International School, Lagoon also meet requirements laid out by the Ministry of Education and Higher Education of Qatar. The children within both Key Stage 1 and Key Stage 2 are taught Arabic, Qatar History and Islamic Studies. Arabic is offered as a first and second language. Qatar History is taught in both Arabic (for mother tongue speakers) and English.

Key Stage	Key Stage 1		Key Stage 2			
Year Group	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Age Group	5-6 years	6-7 years	7-8 years	8-9 Years	9-10 years	10-11 years

National Curriculum for England

In Primary, we provide a broad and balanced curriculum based on the English National Curriculum across the primary phase. Through skillful and dedicated well-prepared planning, our teachers create authentic and purposeful experiences that inspire, motivate and engage our pupils. Through appropriate challenges and high-quality feedback, our pupils develop the attitudes, confidence and habits that cultivate an excellent learning environment. We prioritise striving for excellence and the opportunities to celebrate genuine achievement and success, which we believe, leads to even more success. This programme is aligned with the Newton Vision, Mission and Objectives by providing the highest quality and diverse education possible for all of our pupils whilst actively promoting critical thinking and life-long learning.

English:

In English, we have specific reading and writing lessons to meet the objectives of the curriculum. In Writing units, we follow the Talk 4 Write approach. This teaching approach is based on the stages of writing from imitation, innovation to independent application. The approach lends itself perfectly to meeting the needs of all our different pupils, especially EAL pupils, as it has a lot of focus on vocabulary development. Pupils have Big Write books which they take from year to year throughout the school. These books show the progress of their writing over time at our school. With regards to writing, pupils do "cold tasks" on blue paper which are like baselines at the start of each writing unit, at the end of the unit, they do "Hot Tasks" on pink paper

Mathematics:

Mathematics lessons are carried out daily in every class across the Primary school. The main scheme of work used to facilitate this learning is White Rose Maths. The White Rose Scheme takes the main learning objectives from the national curriculum and breaks them down into teaching blocks across each term. White Rose provides assessment and assessment is ongoing throughout the year through both summative and formative methods. Assessment involves the regular completion of class work and is measured against the assessments as well as written assessments (Unit Assessment) related to the units covered. EOT assessments are linked to White Rose style questions. Teachers adapt planning and resources to make the material differentiated for the different levels of abilities in the class so that the learning needs of individual children are supported or challenged.

Science:

In Science, pupils will experience an integrated programme through a variety of topics across the 3 aspects of Science: Biology, Chemistry and Physics. We also offer a balance between obtaining knowledge, developing scientific skills and the application of both of these strands through investigation. Pupils will learn about a wider range of living things, materials and phenomena. They will start to create links between ideas and apply their knowledge and understanding of scientific ideas to everyday things and their personal health. Pupils will have the opportunity to take part in a "Science Week," in which they will have the chance to do lots of 'hands on' science activities. Within the curriculum, certain topics and areas are repeated across year groups, meaning that children may revisit a particular topic in each

year of Primary School, but with increasing difficulty and with a different focus each time.

Humanities (Topic):

Geography and History are taught one each midterm. History topics include a study of the Fire of London, Toys, Civilizations such as the Egyptians and Greeks, Qatar History, how technology has changed, World War 2, and a Viking Case Study. KS1 Geography covers topics such as my local community and people who help us, Comparing Doha and London, the continents and oceans. In KS2 Geography covers topics such as Recycling, Rainforests, and Volcanos, Types of Settlements, Maps and Compass work and Rivers and Mountains. Pupils prepare home-learning projects in which they present to their class. This is a great way for pupils to work on their presentation skills and get actively involved in the topic covered. In addition, we have wow days in which pupils participate in a range of fun topic related activities.

ICT (Computers):

Each class will visit the computer lab once a week, we have a KS1 and KS2 ICT Lab. Each year group follows a prescribed course, based on the British National Curriculum approved units of study. ICT is used as a teaching tool across the curriculum with many interactive lessons taking place. Teachers have iPads available to sign out to use technology within other parts of the curriculum.

Physical Education:

In P.E lessons, the pupils acquire and develop skills in sport, games, gymnastics and swimming. Understanding the need to be fit and healthy and developing skills in movement and coordination are the fundamentals of our P.E. programme. All pupils are required to take part for their own personal benefit and safety.

Art & Design and Design & Technology:

Here pupils have the opportunity to study the work of artists and copy their artistic style. They will use different methods to nurture creativity and innovation through designing and making. D&T will also help them to develop an understanding of technological processes, products, and their manufacture, and their contribution to our society.

Music:

Pupils attend a music lesson each week. Not only do pupils learn to sing new songs, but they also have the opportunity to learn to play instruments and play these in time to different rhythms. Music is a compulsory part of the British National Curriculum and all pupils are expected to take part in the lessons.

Philosophy for Children (P4C):

At NISL, we want to promote independent learning and to encourage our children to question and to think critically. Philosophy for Children (enquiry-based learning) offers a way to open up children's learning through inquiry and the exploration of ideas. Children learn that their ideas have value, and that the ideas of other children have value too. Through Philosophy for Children, they realise that they don't always have to be right, but they gain the confidence to ask questions and learn through discussion. This helps to develop our children's independence and curiosity and to achieve our objective of promoting critical thinking and lifelong learning. Philosophy for children is an opportunity to develop critical thinking skills, raise self-esteem, voice their opinion, be listened to as well as listen to their peers in a structured and nurturing environment. Each week the children come together for a whole class inquiry based around one of the P4C 4Cs (Caring, Critical, Creative and Collaborative thinkers) linked to our School values and Character Education virtues. Every child is encouraged to speak freely and share their ideas and thoughts about questions they have chosen. The children are encouraged to become **critical, collaborative, creative** and **caring** thinkers.

Character Education (CE):

The NISL ethos is one that is committed to character building and virtue development in all our pupils. Our strong belief is that pupils should be both "academically intelligent" and "holistically good behaved" and that it is this combination that will allow us to achieve both the school mission and vision as well as the Qatar National Vision 2030. In order for children to be explicitly taught about character and virtue, we have adopted the programme Character Education, developed by the University of Birmingham. The virtues in this programme are explicitly taught in the Character Education lesson each week, but are also included across the curriculum and in the school day. Coupled with P4C, this enables children to reflect on what is good and strive for it in their own lives and actions. The Character Education programme is closely linked to Islamic Values and Qatari National Values.

French:

Only taught to Key Stage 2 pupils, we follow the scheme of work of British National Curriculum and implement the standards required for listening, speaking, reading and writing. The scheme of work is divided into different units allocated per group. All year groups are required to have one 50-minute lesson per week. We use an online scheme to support the curriculum progression.

Arabic, Islamic and The History of Qatar:

We follow the standards of the Ministry of Education and Higher Education for the teaching of Arabic, Islamic Studies and The History of Qatar.

Children whose first language is not Arabic, are taught The History of Qatar and Islamic Studies in English. Arabic is offered as a first and second language. All children in Primary, as required by MOE legislature, attend History of Qatar lessons in either English or Arabic. All Muslim children attend Islamic Studies lessons.

Thinking Moves (Metacognition)

Thinking Moves are twenty-six different A-Z ways of thinking. In order for learning to be meaningful, students need to acquire and utilise a thinking vocabulary with which to process their knowledge, values and skills.

By using Thinking Moves in all areas of our curriculum, we aim to expand upon the thinking students already use in school and in everyday life, so that they can become master thinkers, able to choose the right tool for the job in hand. In short, Thinking Moves A–Z is a framework for developing metacognition.