

Curriculum Policy (Whole School)

Last Reviewed Date: 20th June 2026

Reviewed by: H Strange

Next Review Date: 20th June 2027

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 for themselves an active and healthy lifestyle.
- 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
- Admissions Policy
- Assessment Policy
- Marking and Feedback Policy
- Homework Policy
- AESN Policy
- EAL Policy
- Extra Curricular Activities Policy
- SMSC 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, Key Stage Leaders and Team Leaders, and individual class and subject teachers 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.

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Standardised Timetable Structure:

Key Stage 1

SUBJECT	TIME	LESSONS
English	8h20	11
Mathematics	5h50	7
Science	2h30	3
Geography & History	50m	1
History of Qatar	1h40m	1
Art	50m	1
PHSE-circle time	50m	1
Assembly	50m	1
SPECIALIST SUBJECTS		
ICT	50m	1
P.E.	50m	1
Music	50m	1
Islamic Studies	1h40m	2
Arabic	3h20m	4
Total	29h10m	35
SUBJECT	TIME	LESSONS
English	7h30m	9
Mathematics	5h50m	7
Science	2h30	3
Geography	50m	1

Key Stage 2

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History	50m	1
History of Qatar	1h40m	1
Art & DT	50m	1
PHSE-circle time	50m	1
Assembly	50m	1
SPECIALIST SUBJECTS		
ICT	50m	1
P.E.	50m	1
Music	50m	1
French	50m	1
Islamic Studies	1h40m	2
Arabic	3h20m	4
Total	29h10m	35

Key Stage 3

Subject	Time	Lessons
English	4h10m	5
Mathematics	4h10m	5
ICT	1h40m	3
Science	3h20m	4
Arabic	3h20m	4
French	1h40m	2
Art	50m	1
DT	50m	1
P.E.	1h40m	2

Key Stage 4

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History	1h40m	2
Geography	1h40m	2
PHSE	50m	1
Islamic Stud/Cit	1h40m	2
History of Qatar	50m	1
Tutor Period	50m	1
TOTAL	29h10m	35

Subject	Time	Lessons
English	4h10m	5
Mathematics	4h10m	5
Option 1	2h30m	3
Option 2	2h30m	3
Option 3	2h30m	3
Option 4	2h30m	3
Option 5	2h30m	3
Option 6	2h30m	3
Option 7	2h30m	3
P.E.	50m	1
Islamic Stud / Cit	1h40m	2
Tutor Period	50m	1
TOTAL	29h10m	35

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Key Stage 5

Subject	Time	Lessons
Option 1	5h50m	7
Option 2	5h50m	7
Option 3	5h50m	7
Option 4	5h50m	7
Self-Study	2h30m	3
Islamic / Prof Stud	1h40m	2
PE	50m	1
Tutor Period	50m	1
TOTAL	29h10m	35

EYFS Curriculum

The EYFS is all about play based learning. EYFS teachers are not ‘conventional teachers’, we don’t have desks in our classrooms and the classroom is divided into child friendly areas (role play, construction/malleable, 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. Practitioners do not teach large groups of children, but focus on observing all their children within small groups and individually in order to assess that child’s individual learning needs. We use the ‘Development Matters Statements’ 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.

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, form relationships and thrive.

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

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

In Foundation 1 and 2 we follow the phases of Letters and Sounds, building from pre phonics to a synthetic phonics system where children learn to sound out and blend letters and letter strings.

Mathematics in Foundation 1 and Foundation 2 involves the children learning about numbers, shape and measures. This is taught where children are able to explore their environment and apply mathematical learning to real life situations.

Daily Times	7am to 12.30pm
Arabic	1h30m in F1
	2 hours in F2
Islamic Studies	30 minutes

The Primary Curriculum

Key Stage 1 Curriculum

Key Stage 1 consists of Years 1 and 2. The courses for KS1 are designed to meet the requirements of the English National Curriculum (2014).

English

At Newton International School we follow the English Programmes of Study as set out in the National Curriculum in England (2014). In KS1 English, your child will develop skills in reading, writing, speaking and listening. They'll be introduced to a range of materials, including stories, poems and plays, non-fiction and information books and will start writing their own versions of familiar stories as well as pieces of non-fiction. By the end of KS1 they will be planning their work and writing longer pieces with a beginning, middle and end.

The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment. The national curriculum for English aims to ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language

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- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

It is essential that children are surrounded in a rich literary environment at both home and school. In KS1 your child will be sent home each week with a book to read, please ensure you take the time to listen to your child and discuss what they have read.

Mathematics

At Newton International School we follow the Mathematics Programme of Study as set out in the National Curriculum in England (2014).

The principal focus of mathematics teaching in KS1 is to ensure that pupils develop confidence and mental fluency with whole numbers, counting and place value. This should involve working with numerals, words and the four operations, including with practical resources [for example, concrete objects and measuring tools].

At this stage, pupils should develop their ability to recognise, describe, draw, compare and sort different shapes and use the related vocabulary. Teaching should also involve using a range of measures to describe and compare different quantities such as length, mass, capacity/volume, time and money.

By the end of Year 2, pupils should know the number bonds to 20 and be precise in using and understanding place value. An emphasis on practice at this early stage will aid fluency.

Science

The principal focus of science teaching in KS1 is to enable pupils to experience and observe phenomena, looking more closely at the natural and humanly-constructed world around them. They will be encouraged to be curious and ask questions about what they notice. They will be helped to develop their understanding of scientific ideas by using different types of scientific enquiry to answer their own questions, including observing changes over a period of time, noticing patterns, grouping and classifying things, carrying out simple comparative tests, and finding things out using secondary sources of information. They should begin to use simple scientific language to talk about what they have found out and communicate their ideas to a range of audiences in a variety of ways. Most of the learning about science will be done through the use of first-hand practical experiences, but there should also be some use of appropriate secondary sources, such as books, photographs and videos.

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The children will be studying the following topics in KS1:

Year 1: Plants; Animals including Humans; Everyday Materials; Seasonal Changes

Year 2: Living Things & Habitats; Plants; Animals including Humans; Uses of Everyday Materials

History

In KS1 pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.

Pupils will be taught about:

- changes within living memory.
- events beyond living memory that are significant nationally or globally
- the lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]
- significant historical events, people and places in their own locality.

Geography

In KS1 pupils should develop knowledge about the world, the United Kingdom and their locality (Qatar). They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.

Pupils will be taught:

Locational knowledge

- To name and locate the world's seven continents and five oceans
- To name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.

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Place knowledge

- To understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country
- Human and physical geography
- To identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles
- To use basic geographical vocabulary to refer to:
- Key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather
- Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop

Geographical skills and fieldwork

- To use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage
- To use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map.

Computing at KS1

Computing is taught through specialist lessons in KS1. Children will take part in a computing lesson once a week. As well as this a number of opportunities for children to be using different technologies in the classroom to support other curriculum areas will occur each week.

Pupils will be taught to:

- To understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions
- To create and debug simple programs
- To use logical reasoning to predict the behaviour of simple programs
- To use technology purposefully to create, organise, store, manipulate and retrieve digital content
- To recognise common uses of information technology beyond school
- To use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.

Art and Design at KS1

Art is taught through specialist lessons each week in KS1. Specialist teachers work closely with each year group to ensure the work completed in Art will enhance the subjects/topics being taught in class.

Pupils will be taught:

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- To use a range of materials creatively to design and make products
- To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- About the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

Music at KS1

At KS1 Music is taught in class in practical hands on lessons.

Pupils will be taught:

- To use their voices expressively and creatively by singing songs and speaking chants and rhymes
- To play tuned and un-tuned instruments musically
- To listen with concentration and understanding to a range of high-quality live and recorded music
- To experiment with, create, select and combine sounds using the inter-related dimensions of music.

Physical Education at KS1

Physical education is taught as a specialist subject, it is essential that children are in the correct PE clothing for their weekly lessons.

Pupils will develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They will be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.

Pupils will be taught:

- To master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities
- To participate in team games, developing simple tactics for attacking and defending
- To perform dances using simple movement patterns.

Key Stage 2 Curriculum

Key Stage 2 consists of Years 3 - 6 – often divided into Lower KS2 (Years 3 and 4) and Upper KS2 (Years 5 and 6). At Newton International School we follow the Programmes of Study as set out in the National Curriculum in England.

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English

At Newton International School we follow the English Programmes of Study as set out in the National Curriculum in England (2014).

In KS2 children develop skills in speaking, listening, reading and writing. They learn to express themselves creatively and imaginatively and to communicate with others effectively. Children learn to become enthusiastic and critical readers of stories, poetry and drama as well as non-fiction and media texts. Studying English helps children understand how language works by looking at its patterns and structure enabling them to adapt what they say and write in different situations.

The overarching aim for English in the National Curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment. The National Curriculum for English aims to ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

It is essential that children are surrounded in a rich literary environment at both home and school. In KS2 your child will be sent home each week with a book to read, please ensure you take the time to listen to your child and discuss what they have read.

Mathematics

At Newton International School we follow the Mathematics Programme of Study as set out in the National Curriculum in England (2014).

Year 3 and Year 4 (Lower Key Stage 2)

The principal focus of mathematics teaching in LKS2 is to ensure that pupils become increasingly fluent with whole numbers and the four operations, including number facts and the concept of place value. This should ensure that pupils develop efficient written and mental methods and perform calculations accurately with increasingly large whole numbers.

At this stage, pupils should develop their ability to solve a range of problems, including with simple fractions and decimal place value. Teaching should also ensure that pupils draw with increasing accuracy and develop

mathematical reasoning so they can analyse shapes and their properties, and confidently describe the relationships between them. It should ensure that they can use measuring instruments with accuracy and make connections between measure and number.

By the end of Year 4, pupils should have memorised their multiplication tables up to and including the 12 multiplication table and show precision and fluency in their work.

Pupils should read and spell mathematical vocabulary correctly and confidently, using their growing word reading knowledge and their knowledge of spelling.

Year 5 and Year 6 (Upper Key Stage 2)

The principal focus of mathematics teaching in UKS2 is to ensure that pupils extend their understanding of the number system and place value to include larger integers. This should develop the connections that pupils make between multiplication and division with fractions, decimals, percentages and ratio.

At this stage, pupils should develop their ability to solve a wider range of problems, including increasingly complex properties of numbers and arithmetic, and problems demanding efficient written and mental methods of calculation. With this foundation in arithmetic, pupils are introduced to the language of algebra as a means for solving a variety of problems. Teaching in geometry and measures should consolidate and extend knowledge developed in number. Teaching should also ensure that pupils classify shapes with increasingly complex geometric properties and that they learn the vocabulary they need to describe them. By the end of Year 6, pupils should be fluent in written methods for all four operations, including long multiplication and division, and in working with fractions, decimals and percentages.

Pupils should read, spell and pronounce mathematical vocabulary correctly.

Science

Year 3 and Year 4 (Lower Key Stage 2)

The principal focus of science teaching in LKS2 is to enable pupils to broaden their scientific view of the world around them. They should do this through exploring, talking about, testing and developing ideas about everyday phenomena and the relationships between living things and familiar environments, and by beginning to develop their ideas about functions, relationships and interactions. They should ask their own questions about what they observe and make some decisions about which types of scientific enquiry are likely to be the best ways of answering them, including observing changes over time, noticing patterns, grouping and classifying things, carrying out simple comparative and fair tests and finding things out using secondary sources of information. They should draw simple conclusions and use some scientific language, first, to talk about and, later, to write about what they have found out.

Year 3 – Plants, Animals, Rocks, Light, Forces and Magnets

Year 4 – Living Things and their Habitat, Animals including Humans, States of Matter, Sound, Electricity

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Year 5 and Year 6 (Upper Key Stage 2)

The principal focus of science teaching in UKS2 is to enable pupils to develop a deeper understanding of a wide range of scientific ideas. They should do this through exploring and talking about their ideas; asking their own questions about scientific phenomena; and analysing functions, relationships and interactions more systematically. At UKS2, they should encounter more abstract ideas and begin to recognise how these ideas help them to understand and predict how the world operates. They should also begin to recognise that scientific ideas change and develop over time. They should select the most appropriate ways to answer science questions using different types of scientific enquiry, including observing changes over different periods of time, noticing patterns, grouping and classifying things, carrying out comparative and fair tests and finding things out using a wide range of secondary sources of information. Pupils should draw conclusions based on their data and observations, use evidence to justify their ideas, and use their scientific knowledge and understanding to explain their findings.

Year 5 – Living Things and their Habitats, Animals including Humans, Properties of Materials, Earth and Space, Forces

Year 6 – Living Things and their Habitats, Animals including Humans, Adaptations and Inheritance, Light, Electricity

History

In KS2 pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.

Geography

In KS2 pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America and Middle East. This will include the location and characteristics of a range of the world’s most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.

Pupils will be taught:

Locational knowledge

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- To locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities
- To name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time
- To identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)

Place knowledge

- To understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America

Human and physical geography

To describe and understand key aspects of:

- Physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
- Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water

Geographical skills and fieldwork

- To use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- To use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world
- To use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies

Computing

Computing is taught through specialist lessons in KS2. Children will take part in a computing lesson once a week. As well as this a number of opportunities for children to be using different technologies in the classroom to support other curriculum areas will occur each week.

Pupils should be taught to:

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- design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts
- use sequence, selection, and repetition in programs; work with variables and various forms of input and output
- use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs
- understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration
- use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content
- select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information
- use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

French

All children from Year 3 to Year 6 will learn French. They will study different topics in French ranging from numbers and the alphabet, to being able to introduce themselves in French and talk about their families. French is taught by a native French speaker.

Art and Design

Art is taught through specialist lessons each week in KS2. Specialist teachers work closely with each year group to ensure the work completed in Art will enhance the subjects/topics being taught in class.

Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.

Pupils should be taught:

- To create sketch books to record their observations and use them to review and revisit ideas
- To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- About great artists, architects and designers in history.

Music

In KS2 Music is taught in class in practical hands on lessons.

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Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.

Pupils should be taught to:

- Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- Improvise and compose music for a range of purposes using the inter-related dimensions of music
- Listen with attention to detail and recall sounds with increasing aural memory
- Use and understand staff and other musical notations
- Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- Develop an understanding of the history of music.

Physical Education

Physical education is taught as a specialist subject, it is essential that children are in the correct PE clothing for their weekly lessons.

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.

Pupils should be taught to:

- 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.

Arabic, Islamic and Qatar History

The Arabic curriculum consists of three levels. Each level aims to help students acquire good speaking, listening and reading skills. Easy Arabic lessons help beginners build a gradual interest in developing

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practical linguistic skills in listening, speaking, reading and writing. All this aims to help the student be able to pronounce and speak Arabic more fluently.

Features of an Arabic lesson:

- The build-up of linguistic skills to cater to different levels in Arabic
- Focus on reading and listening - this is very practical for beginners
- An increase of Arabic-language skills delivered in a fun and exciting way
- The ability of students to read properly is enhanced by starting with phonetic awareness and then reading aloud.
- Students' physical and mental abilities are expanded by doing text-level work or grammar-based book exercises such as:
 - Providing word synonyms, antonyms and singular, dual and plural forms
 - Comprehending over 80% of Arabic texts
 - Building correctly structured and meaningful sentences and short paragraphs, while looking at picture prompts and discussing the lesson's subjects
 - Forming basic Arabic sentences, then applying advanced structures to re-form those sentences and use them in daily life.
 - Writing sentences related to lesson's subjects, then correcting mistakes by writing words phonetically.

Islamic and Qatar History

These lessons are taught by the Arabic department staff for fluent Arabic speakers. Non-Arabic speakers will receive instruction from their class teachers in Citizenship when Islamic is being taught and the Qatar History programme will be delivered to them in English.

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Key Stage 3 Curriculum

KS3 consists of Years 7 and 8. The courses for KS3 are designed to meet the requirements of the English National Curriculum and are all taught by specialist teachers.

English

At Newton International School we use the English Programmes of Study as set out in the National Curriculum in England (2014) to deliver the English programme. Each unit of work covers aspects of Speaking and Listening, Word, Sentence and Text-level work. Within the Word-level work children will look in depth at different spelling patterns and develop their handwriting skills. Sentence-level consists of grammar and punctuation work, while Text-level work looks in depth at how texts are constructed and teaches the pupils to write their own texts in these styles.

The English National Curriculum ensures all students are given the opportunity to work with different types of texts, both fiction and non-fiction.

Speaking and Listening is integrated into every aspect of school life. The students are always encouraged to speak in English. They have opportunities to perform in class assemblies to a wide audience, which also encourages listening skills.

A very important part of our English teaching is reading. The students read books in school during Guided Reading to increase their fluency and comprehension. These texts vary in difficulty so that the range of abilities in the class is covered.

Mathematics

At Newton International School we use the Mathematics Programmes of Study as set out in the National Curriculum in England (2014) to plan and implement our Mathematics programme. Mathematics lessons are carried out daily.

Assessment is on-going throughout the year. It involves the regular completion of practical and written tasks related to the units covered. Each week there is a Mental Mathematics test or a short check-up test, based on the unit studied.

Science

In Science students will experience an integrated programme through a variety of topics. Students will be taught science in our Science Laboratory. Students 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. Students 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.

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Humanities

Geography and History are taught separately in Key Stage 3. They cover a variety of topics and focus on students using skills related to these different subjects in order to enhance their learning. There is a larger focus on self-study for these subjects than in the Primary phase.

Computer Studies

Each class visits the computer suite three times a week.

Here at NIS, we feel that it is very important for our students to be confident when using the computer. Students will have the opportunity to use multimedia packages to present their work and use a variety of programmes to broaden their knowledge base. Each year group follows a prescribed course, based on the National Curriculum. This subject is taught by a specialist teacher.

PE (Physical Education)

In PE the students acquire and develop skills in games and gymnastics. Understanding the need to be fit and healthy and developing skills in movement and coordination are the fundamentals of our PE programme. All students are required to take part for their own personal benefit and safety. PE is taught by specialist staff.

Art and Design Technology

In Art, students have the opportunity to study the work of artists and copy their artistic style. Topics are varied and incorporate different skills and forms of art. DT helps pupils to develop an understanding of technological processes, products, and their manufacture, and their contribution to our society. Art & DT is taught by specialist staff.

French

All pupils will learn French. They will study different topics in French, ranging from being able to introduce themselves in French and talk about their families. French is taught by a French native speaker.

Arabic, Islamic and Qatar History

The Arabic curriculum consists of three levels. Each level aims to help students acquire good speaking, listening and reading skills. Easy Arabic lessons help beginners build a gradual interest in developing practical linguistic skills in listening, speaking, reading and writing. All this aims to help the student be able to pronounce and speak Arabic more fluently.

Features of an Arabic lesson:

- The build-up of linguistic skills to cater to different levels in Arabic

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- Focus on reading and listening - this is very practical for beginners
- An increase of Arabic-language skills delivered in a fun and exciting way
- The ability of students to read properly is enhanced by starting with phonetic awareness and then reading aloud.
- Students' physical and mental abilities are expanded by doing text-level work or grammar-based book exercises such as:
 - Providing word synonyms, antonyms and singular, dual and plural forms
 - Comprehending over 80% of Arabic texts
 - Building correctly structured and meaningful sentences and short paragraphs, while looking at picture prompts and discussing the lesson's subjects
 - Forming basic Arabic sentences, then applying advanced structures to re-form those sentences and use them in daily life.
 - Writing sentences related to the lesson's subjects, then correcting mistakes by writing words phonetically.

Islamic and Qatar History

These lessons are taught by the Arabic department staff for fluent Arabic speakers. Non-Arabic speakers will receive instruction from their class teachers in Citizenship when Islamic is being taught and the Qatar History programme will be delivered to them in English.