

# PRIMARY CURRICULUM BROCHURE



اكاديمية امباسادور الدولية  
**AMBASSADOR**  
INTERNATIONAL ACADEMY  
INSPIRE INQUIRE INNOVATE

# PRIMARY OVERVIEW

As students step into the Primary Years from the playful environment of Early Years, it is soon time to prepare them for their transition into the Middle Years.

Ambassador International Academy promises to provide an environment rich in opportunities to grow and learn for young students in the primary grades. The learning spaces are created for students to explore and inquire. Classrooms ring to the sounds of active engagement among students and teachers. Students ask questions, engage in authentic research and arrive at conclusions that solve real world problems. Students begin their learning every day in their homerooms with teachers and follow a time table that spans a range of activities including units of inquiry, language, mathematics, French, Arabic, PE and the arts. Students visit the specialist classrooms that are specifically designated for these areas of study.

Our curriculum draws from the National Curriculum of England and the Scope and Sequence documents of the International Baccalaureate Primary Years Programme. It blends the inquiry approach with the rigour of science, math and English, at the same time retaining its local cultural flavour of UAE. Students benefit from a range of lessons in curricular and extra curricular activities. Our students work in groups of 1:14, as optimum student-teacher ratio. They have access to working in specialised learning spaces including our science laboratory, library, sports facilities, performing arts and visual arts studios.

Parents complete the community circle and play a significant role at Ambassador International Academy. They stay connected to their child's life at school through regular newsletters. They can also view their children's work on individual portfolios updated regularly by the teachers and get to know about their child's learning journey through student-led conferences and meetings. The Primary School celebrates diversity and embraces inclusivity through various festivities and events. Ambassador International Academy prides itself on its multi-cultural demographics and celebrates their mother-tongue and culture.

## School Day Overview

School week runs from Sunday to Thursday in the following format:

Grade 1 to Grade 5	
7.40am-8.00am	Arrival and Assembly
8.00am-9.30am	Lessons (45 mins each)
9.30am-10.00am	Snack time/ break time
10.00am-12.15am	Lessons resume
12.15pm-1pm	Lunch/ break time
1.00pm-2.30pm	Lessons
2.30pm-3.30pm	Extra-curricular Activities



# ACADEMICS

Our students at Ambassador International Academy benefit from the best of international learning with the National Curriculum of England integrated into the inquiry-based Primary Years Programme of IB.

Young children learn best when they are actively engaged in the subject of study and we recognise this at Ambassador International Academy. Our students explore, ask questions, challenge established facts and find out for themselves to prove their point. They create hypothesis, plan the research, conduct experiments to collect data, organise and present their findings confidently.

Inquiry is an essential element of the Primary Years Programme; where students are given the opportunity to deepen their understanding of what they are learning. The inquiry cycle\* by Kath Murdoch is used with the students where they will be:



By using the inquiry cycle\* by Kath Murdoch the students are able to use what they already think, ask questions to find out more, research and then make conclusions based on their new findings. Taking action is a key part of the inquiry cycle that can happen at any point because at Ambassador International Academy we want the students to understand what they are learning, why they are learning, and how they can use the learning in their current and future life.

The subjects that are covered in the Primary Years Programme are Mathematics, Language, Social Studies, Science, PSPE (Personal, Social, Physical Education) and Arts.

The knowledge of the Primary Years Programme is based around 6 transdisciplinary themes.



## Who we are

Where we are in place and time

How we express ourselves

How the world works

How we organise ourselves

Sharing the Planet

\*Kath Murdoch's Inquiry Cycle

# IB LEARNER PROFILE



## IB learner profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

As IB learners we strive to be:

### INQUIRERS

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

### KNOWLEDGEABLE

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

### THINKERS

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

### COMMUNICATORS

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

### PRINCIPLED

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

### OPEN-MINDED

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

### CARING

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

### RISK-TAKERS

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

### BALANCED

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

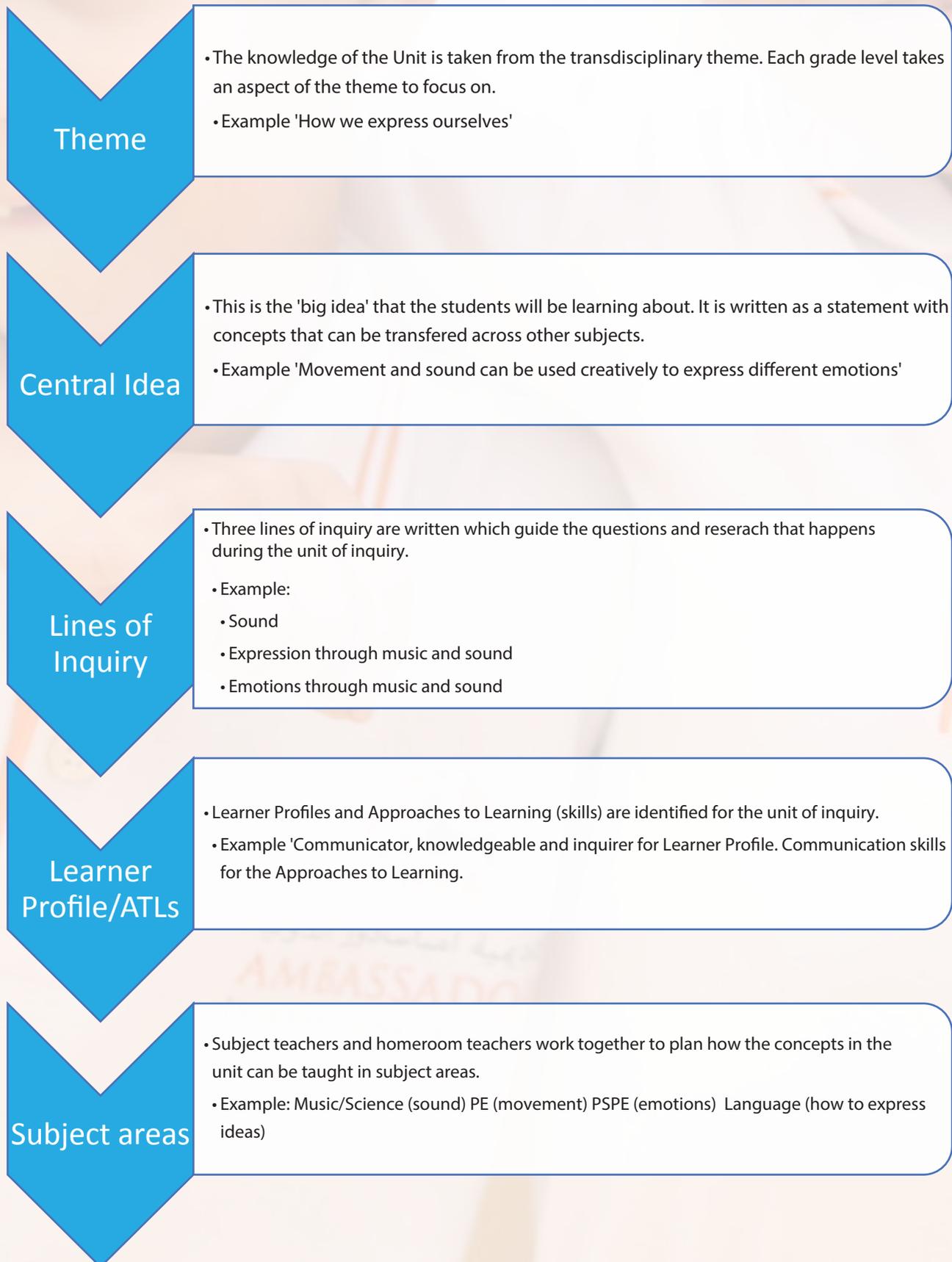
### REFLECTIVE

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

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.

# ACADEMICS

All grade levels in Primary cover the 6 themes across the year, which are known as units of inquiry. Through transdisciplinary learning the students are given opportunities to connect and transfer their understanding to subjects or concepts being covered. The units of inquiry are planned as follow. (example given is for a grade 3 unit)



# SUBJECT AREAS OF STUDY

## Language

Language is an integral part of everyday learning at Ambassador International Academy. Languages that the students are taught in are English, Arabic and French. All teachers are language teachers. In line with the Primary Years Programme the students are developing the skills of reading, writing, speaking, listening, viewing and presenting.

### Grade 1

#### **Listening and Speaking**

Use simple descriptions of objects around, answer basic questions, listen to and recite poems, recognise rhyming patterns, pick out main events and relevant points from the short stories heard, use language innovatively to dramatise, discuss and make conversations with correct grammar.

#### **Reading and Writing**

Features and genres of poems, read and appreciate poetry by different poets, learn about acrostics, couplets, nature poems, shape poems, write poems to convey feelings, procedural writing,, read and write facts and opinions, answer questions related to time and sequence, read and express their feelings about actions and descriptions given in the text.

### Grade 2

#### **Listening and Speaking**

Use language to address their needs, express feelings and opinions, ask questions for information and respond to inquiries, compare and use language, talk about the stories, writing, pictures and models, use oral language to communicate during classroom activities, conversations, listen to and enjoy stories read aloud, show understanding by responding in oral, written or visual form.

#### **Reading and Writing**

Read a wide variety of genres in non-fiction and fiction including stories, reports, short articles. I identify and describe elements of a story—setting, plot, character, theme, Read a report about various topics. Write a paragraph, understand and create mind maps, organise a paragraph and ideas in a logical sequence, write a first person account.

### Grade 3

#### **Listening and Speaking**

Pick out main events and relevant points in oral texts, express thoughts, ideas and opinions and discuss them respecting others' perspective, participate in a variety of dramatic activities, for example, role play, puppet theatre, dramatisation of familiar stories and poems, anticipate and predict when listening to text read aloud, follow multi-step directions, retell familiar stories in sequence, use language to explain, inquire and compare.

#### **Reading and Writing**

Read texts at an appropriate level, independently, confidently and with good understanding, understand sound-symbol relationship and apply reliable phonetic strategies when decoding print, make inferences and refer to evidence in the text, know the purpose, audience for and context of the writing and draw on this knowledge to support comprehension, wonder about texts and ask questions to try understand what the author is saying.

Use increasingly accurate grammatical constructs considering how writing reflects the audiences and purposes, read and write a range of narrative and non-narrative texts, including arguments, personal and formal letters Use familiar aspects of written language with increasing confidence and accuracy, for example, spelling patterns, high-frequency words, high-interest words.

# SUBJECT AREAS OF STUDY

## Grade 4

### Listening and Speaking

Participate in discussions, debates, speak up and express opinions and ideas, listen to others with appropriate attention for rebuttal, follow instructions, listen and provide feedback to peers, enhance vocabulary through using new words and grammatically accurate sentences, giving short speeches and presentations.

### Reading and Writing

Read a wide range of fiction and non-fiction, including in particular whole books, short stories, poems and plays with a wide coverage of genres, historical periods, forms and authors. Skim and scan to find appropriate information, make inferences and refer to evidence in the text, read messages, brochures, posters, advertisements. Write diary entry based on reading, reflection and journal writing, create messages, brochures, advertisements, posters, write a narrative, a report, procedural writing.

## Grade 5

### Listening and Speaking

Participate in class discussions, listen with focus, listen to stories, speak and respond according to personal and cultural perspectives, listen and respond appropriately to instructions, questions and explanations, use increasingly complex vocabulary and sentences. Speak with correct pronunciation, intonation and stress of speech.

### Reading and Writing

Participate in collaborative learning, considering multiple perspectives and working with peers to co-construct new understanding- reading a range of fiction and non-fiction articles and books including plays, stories, novels, reports. Write independently and with confidence, showing the development of their own voice and style. Writing a recount, an article, a report, a play script, a story, vary sentence structure and length in writing by using standard spelling for most words, critique the writing of peers sensitively; offer constructive suggestions.

## The Writing Process

Students follow a series of steps to develop writing skills. Working through the steps of Prewriting, Drafting, Revising, Editing and Publishing. Students learn to hone their skills of presenting their ideas in the written form. Students are exposed to this early in KG, when they go through the process with their teachers modeling the steps. As they progress through Grades 1 to 5, they become independent writers, confidently presenting their work.



# SUBJECT AREAS OF STUDY

## Mathematics

Mathematics, with all its strands- numbers, shape and space, patterns and functions, data handling and measurement- is taught through the inquiry approach- with opportunities for students to understand through math equipment and every-day objects, make conceptual connections and transfer their learning into real life application.

### Grade 1

#### **Numbers**

Use of whole numbers up to one hundred and beyond, cardinal and ordinal numbers, addition and subtraction number facts, addition, subtraction, multiplication, introduction to division and fractions.

#### **Measurement**

Use non-standard units to estimate and measure, use a calendar, time, understand measurement units and tools, basic denomination of money.

#### **Patterns and Numbers**

Understand patterns in numbers-odd and even, skip counting, describe, extend and create patterns in numbers.

#### **Shape and Space**

Explore relationships among and between 2D and 3D shapes, symmetry and transformations in the immediate environment.

#### **Data Handling**

Sort into sets, collect data, understand diagrams, organise, display and interpret data using simple graphs.

### Grade 2

#### **Numbers**

Learn about numbers up to 1000 and beyond counting, more or less, missing numbers, ascending and descending, comparing and ordering numbers, expanded form, place value, addition, subtraction, multiplication.

#### **Measurement**

Read time to the minute, duration of time, analogue clocks, deal with money, measure, compare, add and subtract: length; mass; volume/ capacity, perimeter of a 2D shape.

#### **Patterns and Numbers**

Further extension of patterns in numbers, concept of multiplication through the use of sets and repeated addition of numbers.

#### **Shape and Space**

Recognise and draw 2D and 3D shapes, explore their properties.

#### **Data Handling**

Interpret, sort and organise data for a bar graph, abstracting information from a pictogram, use tally marks, interpret and display data using circle diagrams and Venn diagram.

# SUBJECT AREAS OF STUDY

## Grade 3

### **Numbers**

Count in multiples of 25 and 1000, count backwards through zero to include negative numbers, order and compare numbers beyond 1000, place value, solve problems using the four operations, simple fractions.

### **Measurement**

Read time on analogue and digital 12- and 24-hour clocks, use time lines, convert different units of measurement, find perimeter.

### **Patterns and Numbers**

Recognise and explain symmetrical patterns, including tessellation, in the environment.

### **Shape and Space**

Understand 2D and 3D shapes, including regular and irregular polygons, construct simple grids and coordinates, compare and classify geometric shapes, simple symmetry.

### **Data Handling**

Interpret range and scale on graphs, conduct surveys, systematically collect, organise and display data in pictographs and bar graphs, use probability to determine mathematically fair and unfair games.

## Grade 4

### **Numbers**

Read, write, order and compare numbers to at least 1 000 000 with place value, solve number problems and practical problems that involve all of the above, decimals, fractions, Roman numbers, positive and negative integers, factorisation.

### **Measurement**

Use standard units of mass, length, time, money and other measures, including with decimal quantities, addition, subtraction, multiplication and division of metric units, solving problems related to length, weight, volume, time and money.

### **Patterns and Numbers**

Represent and analyse numeric patterns, use of number line to represent fractions, decimals.

### **Shape and Space**

Understand lines and segments, explore angles, triangles and circles.

### **Data Handling**

Interpret pictographs, bar and column graphs, pie charts, design and create a survey, interpreting data and graphs.

# SUBJECT AREAS OF STUDY

## Grade 5

### Numbers

Read, write, order and compare numbers up to 10 000 000 and determine the value of each digit, create and solve multiple-digit addition, subtraction, multiplication and division problems, compare and order fractions, add- subtract fractions, equivalent fractions, use simple algebraic formulae, introduction to ratio, percentages.

### Measurement

Use of standard units to measure volume, mass and area, develop procedures to find area, perimeter, volume, units of measurement conversion.

### Patterns and Numbers

Develop, explain and model simple algebraic formulae in more complex equations, model exponents as repeated multiplications, understand and use experiments and roots as inverse functions.

### Shape and Space

Geometric vocabulary of 2D and 3D shapes – parallel, edge, vertex, classify triangles, polygons, lines, plot coordinates.

### Data Handling

Interpret data, create data representation, analyse and discuss the information represented, set up spreadsheets, use simple formulae to calculate, understand probability, find and describe a mode.



# SUBJECT AREAS OF STUDY

## Science

From an early age, students learn to think scientifically and use accurate vocabulary. In the PYP, science is viewed as the exploration of the biological, chemical and physical aspects of the natural world, and the relationships between them. Developing a scientific attitude is implicit in all trans-disciplinary themes and students participate in inquiry to propose theories and test them, arriving at conclusions. Science-specific skills and processes that students develop;

- **Observe carefully in order to gather data**
- **Use a variety of instruments and tools to measure data accurately**
- **Use scientific vocabulary to explain their observations and experiences**
- **Identify or generate a question or problem to be explored**
- **Plan and carry out systematic investigations, manipulating variables as necessary**
- **Make and test predictions**
- **Interpret and evaluate data gathered in order to draw conclusions**
- **Consider scientific models and applications of these models**

### The science strands

The following strands of science are taught through grades 1 to 5, with differing levels of complexity. This is achieved through a vertical and horizontal balance of topics.

<b>Living things</b>	The study of the characteristics, systems and behaviours of humans and other animals, and of plants; the classification of animals and plants; habitats of animals and plants; food chains; the interactions and relationships between and among them, and with their environment; threats to habitats; growth and development in living things; life cycles; nutrition; food groups; choices of health, food and exercise;
<b>Earth and Space</b>	The study of planet Earth and its position in the universe, particularly its relationship with the sun; the natural phenomena and systems that shape the planet and the distinctive features that identify it; the infinite and finite resources of the planet; rocks- their types, properties; movement of the Earth; concept of day and night, seasons;
<b>Materials and Matter</b>	The study of the properties, behaviours and uses of materials, both natural and human-made; classification of everyday materials; comparisons; the origins of human-made materials and how they are manipulated to suit a purpose; states of matter and their changes;
<b>Forces and energy</b>	The study of energy, its origins, storage and transfer, and the work it can do; the study of forces; working of simple machines; the application of scientific understanding through inventions and machines; magnets and how they function;
<b>Light and Sound</b>	Light and sounds- sources, uses, properties; patterns in light and sound; patterns associated with light and sound; electricity- its uses, sources and circuits; study of shadows;

# SUBJECT AREAS OF STUDY

## Arabic Subjects

Throughout their studies at AIA, students also follow an intensive Arabic programme of study set by the MOE (Ministry of Education).

### Arabic Language

It is our aim to ensure that every student at AIA is able to read, write and communicate in this Arabic. It is the universal language of the Arabic-speaking world that is understood, if not spoken, by most speakers of Arabic.

It is offered from grade 1 and above, there are separate classes for native speakers of Arabic and for students who study Arabic as an Additional Language.

## Islamic Studies & Social Studies

The school follows an enriched curriculum set by UAE Ministry of Education. Students are also given a good understanding of social aspects, Islamic history and geography of the Islamic world.

## STEAM

STEAM stands for Science, Technology, Engineering, Art, and Math—a powerful combination of topics and techniques for educating our society.

When it comes to art, it goes beyond aesthetics. The 'A' includes the liberal arts as well, meaning language arts, social studies, physical arts, fine arts, and music.

The STEAM is widely adopted among many institutions and organizations. The objectives of the STEAM are:

- Transform research policy to place art and design at the center of STEM
- Encourage integration of art and design in education
- Influence employers to hire artists and designers to drive innovation

## Technology

The technology used at AIA is Microsoft Office 365 and its applications, Managebac, Seesaw and Orison. Parents, students and children use these applications for email communication, collaboration, online classes, resource sharing, online PTMs and SLCs, reporting, newsletters, assessments, surveys, and presentations effectively.

# SUBJECT AREAS OF STUDY

## The Arts

Performing arts and visual arts are disciplines that are closely linked to the unit of inquiry, making authentic connections and support learning. Students visit the specially appointed studios for music, dance and visual arts and work along with teachers who guide and facilitate students to bring out the best of their abilities.



## Physical Education and Sports

Sports and Physical Education is a fundamental part of growing up and is an important aspect at Ambassador International Academy. We believe that all students must participate in sports and physical activities in order to stay healthy and develop life-long interest in active living. Our Physical Education curriculum has aspects of games, team work, adventure challenges and individual pursuits and ensures that students experience all sports by the time they enter Middle Years, so they are ready to pursue excellence in a sport of their choice.



# SUBJECT AREAS OF STUDY

## Personal and Social Education

Our five guiding principles centre on students' happiness and well-being in the areas of Physical Health, Mental Health, Mindfulness, The World [living sustainably], Meaning and Purpose. Through Circle Time, Essential Agreements and by promoting the IB Learner Profile, our students imbibe the values of being thoughtful and caring citizens. Pastoral care and student well-being is the responsibility of the homeroom teachers, who bring up topics of interest through the Circle Time and encourage students to resolve conflicts and solve social problems collaboratively.

## Assessment

Teachers employ varied tools and strategies for assessing student learning. At Ambassador International Academy assessment is ongoing, all teachers adopt best and current practices to assess student learning and plan their interactions with the students. Some of the tools used for assessment include rubrics, exemplars, checklists, continuum and anecdotal records; the strategies used include observations, performance assessments, process-focused assessments, selected responses and open-ended tasks.

The reporting to parents is done through two summative report cards in December and June and two formative report cards in November and February. Parents also have an opportunity to witness their child's learning journey through the student-led conferences. They have access to their child's portfolio, which is evidence of learning.

We also track progress through the GL assessments which are taken at the beginning and end of the year. CAT 4 is taken at the beginning of the year. The results are shared with parents and form the baseline for the following year.

## Action

The aim of all learning is for it to be applied in real life contexts. Our students take their learning and use what they know to solve local and global problems. Small individual and group projects encourage students to identify problems in their environment and find solutions for them. All students learn that every small step matters in contributing as citizens.

## WHAT NEXT ?

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