rawḍah
MONTESSORI

Curriculum Map

Rawdah Montessori's course of study is based on two to three-year cycles approximating the design of Dr. Maria Montessori, and on the underlying philosophy and pedagogy of the school. The curriculum is structured to provide **broad-based exposure to educational experiences while encouraging detailed personal exploration.** Succeeding levels are used to provide depth of knowledge and refinement of understanding.

This document should be read together with our Curriculum Policy, Assessment& Planning Policy, and Integrated Humanities Curriculum Overview.

MONTESSORI'S UNDERSTANDING OF CHILD DEVELOPMENT

Children's House

AGES 4–6 (traditionally 3–6)

First Plane of Development

During this stage of development, children have a unique ability to absorb knowledge quickly and effortlessly. Maria Montessori referred to this as the "Absorbent Mind."

These children are sensorial explorers and learn through the senses. All experiences within the classroom environment are hands-on.

Social development occurs in an environment with children of at two ages (4–6 year-olds) so that helping, caring, and responsibility develop naturally and appropriately.

Lower Primary

AGES 5–8 (traditionally 6–9)

Second Plane of Development

During this stage of development, we see the development of the 'reasoning mind' and the use of the power of the imagination.

Pupils in the second plane of development are interested in morality and what society (the child's own group) considers to be right and wrong. They are exploring the wider society outside family and friends and are now socially-oriented. Pupils in the second plane of development enjoy working with others.

Upper Primary

AGES 8–11 (traditionally 9-12)

Second Plane of Development

During this stage of development, children are interested in the exploration of wider society. The 8–11 year-old explores further beyond the home environment and has a continued interest in morality. Pupils begin to delve into interest topics and lesson follow-up in greater depth and start to develop advanced independent study skills.

PRACTICAL LIFE/ ADVANCED LIFE SKILLS/OUTDOOR SKILLS

Children's House

The Practical Life activities link the home environment to the school environment and develop everyday life skills through real and purposeful work. The main purpose of these activities is the development of concentration, coordination, and independence.

Secondary purposes include the development of logical thought, ability to sequence, formation of sets, exploration of spatial relationships, cultural adaptation, and preparation for reading and writing. These activities form the foundation for all other work in the environment.

Exercises include, for example, spooning, sweeping, and folding, buttoning, learning how to take care of the environment, lessons to practice independent and polite social interactions.

Handeyecoordination and motor skills are also developed.

There are also activities using movement and silence. Games help the child learn how to function in a group and to develop self-control.

Lower Primary

Pupils learn important life skills enabling them to become more independent when caring for themselves, others and the environment.

Activities now include planning and managing activities in the school (classroom projects, hosting guests) and outside the school (field trips or other trips to support classroom work).

Work with the hand continues to play an important role in the child's life at school. Pupils learn personal hygiene – food safety and nutrition – how to prepare simple snacks and foods – cleaning and tidying – simple sewing – basic DIY – plant and animal care, gardening, and forest school activities (through Upper Primary).

Health and safety practices and emergency preparedness in a variety of situations is also learned: fire safety, electricity, gas, and what to do in floods and other natural disasters.

Grace and courtesy, movement, and silence (reflection) are recognized as important life skills and continue to play a role in our curriculum.

Conflict resolution skills are also practiced.

Upper Primary

For the older primary child, the activities remain the same with more and more responsibility falling to the pupils. Service to the family, school and community receives more emphasis as the pupils move toward adolescence.

As pupils become strongly socially conscious, projects in charity fundraising, community work for good causes and care of the local area become a focus.

Outdoor education and advanced life skills at Upper Primary include care of houseplants, trees and flowers – vegetable gardening – growing and harvesting fruit, flowers and veg – forest school activities involving working with nature, building dens, identifying bugs, fungi, birds – orienteering and nature hikes – principles of beekeeping, and making bee products (honey, beeswax, hand cream, etc).

Recycling, composting and sustainable living using principles of Permaculture.

Grace and courtesy lessons and silence (reflection) continue, and children extend their knowledge of conflict resolution and peer pressure reversal techniques.

SENSORIAL

Children's House

The sensorial materials are a series of puzzle-like apparatus that allow the child to refine the many sensorial impressions that have been taken in through experience in the world.

The main purposes of the sensorial exercises are the development of observation, comparison, judgment, reasoning, and decision-making skills.

These exercises also prepare the child for math through the activities of matching, sequencing, sorting, grading, classifying, and patterning.

Development of Visual Sense
Visual discrimination of dimension, form and color

Development of Tactile Sense
Tactile discrimination of texture, temperature, and weight

Development of Auditory Sense
Discrimination of volume and pitch

Development of Sense of Taste and Sense of Smell
Isolating the sense of touch to discriminate without aid of the visual sense

Refinement of Stereognosis Perception
Combination of senses, construction of geometric figures and forms, discrimination of three dimensional geometric forms; sphere, cube, cone, cylinder, ovoid, ellipsoid, rectangular prism, triangular prism, square based pyramid, triangle based pyramid

LANGUAGE

Children's House

In the Montessori approach, the Children's House environment utilizes the child's sensitive period for language by starting with spoken language, then progressing to writing and reading, and the exploration of the function of words in our grammar leading to the development of expressive and receptive language.

Spoken Language
Enrichment of vocabulary: learn the name of objects, develop and refine the skill of conversation by focusing on sentence structure and staying on topic
Verb tenses: past, present and future
Lessons to practice and simulate social situations dramatically
Stories, songs and poems to give the child opportunity to appreciate literature
Musicality

Phonological Awareness
Rhyming, sentence segmenting, word segmenting, syllable segmenting, and alliteration.
Sound games: initial sounds, ending sounds, middle sounds, words with a specific sound anywhere in the word, and sounding a word out from beginning to end

Lower Primary

Introductory lesson
The Story of Writing - History of language (pictographs, hieroglyphics, early alphabets)
For many children there is overlap as they progress from one class to the next or join the class from a non-Montessori based program. Example areas covered in both levels are highlighted in blue.

Grammar
Parts of speech including types of adjectives, irregular verbs, and verb tenses
Word study: root words, prefixes, suffixes, word families – synonyms/ antonyms/ homonyms
Alphabetical order, possessives, contractions, abbreviations, rules for syllabication
Compound and Complex sentences
Sentence analysis: predicate, subject, direct object, indirect object, attributives

The Writing Process
Lower and upper case letters in cursive and print (solidification of handwriting from Children's House), constructing sentences; all capitalisation and punctuation rules, constructing paragraphs, spelling skills

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Upper Primary

Second Level Introductory Story of Writing Communication in Signs
(history of oral and written language)

Grammar
Advanced Function of Words (all parts of speech including Verb Conjugations).
Greek & Latin roots.
Sentence Analysis: Adverbial Extensions, attributives, predicate nouns, predicate Adjectives, prepositional phrases
Clausal Analysis: independent, dependent, verbal, gerunds
Analysis of literature

The Writing Process
Mechanics: colon, semi-colon, contractions, run-on sentences, note-taking, paraphrasing, summarizing, topic sentences, sentence structure, paragraph construction, editing

Writing
Reports, journal, letters, diary, invitations, letter writing, proposals, book reports, myths, fables, descriptive writing, short stories, poetry, plays, biographies, summaries

Sandpaper letters: beginning with consonants and vowels then progressing to the phonograms (digraphs and long vowels)

Writing
Constructing words with the moveable alphabet, then phrases and sentences and finally paragraphs and stories
Preparation of the hand through metal insets, chalkboards and paper.

Reading
Phonetic reading, tricky words (sight words)
Phonograms: writing, reading and spelling
Introduction to grammar and parts of speechthrough the use of concrete objects and games
Word study: antonyms, synonyms, homonyms, singular and plural, contractions, positive words), alphabetizing and spelling, comparative and superlative

Sentence analysis
Exploring how the order and placement of phrases affects meaning.

Composition
Creative writing, reports, journal, letters, diary, descriptive writing, short story, poetry, plays, biography, fables.

Reading
Short vowels, phonograms, consonant sounds, digraphs, silent letters, long vowels, double letters, ending sounds (interwoven with spelling work)
Interpretive reading, story elements; setting, characters, plot, action, predicting – genre
SRA (interpretive reading, reading comprehension and discussion)
Novel study
Junior Great Books (discussion, essay-writing)

Spoken Language
Oral reports, drama, history of Spoken Language (interwoven with History work)

Use of References
Use of the dictionary, thesaurus, encyclopedia

Reading
All literary genres including: historical fiction, biographies, fantasy, poetry, classics, myths, mysteries.
SRA (interpretive reading, reading comprehension and discussion)
Novel study
Junior Great Books (discussion, essay-writing)

Spoken Language
Oral reports, drama, history of Spoken Language (interwoven with History work)

Thinking Skills

Verbal and non-verbal reasoning

Creative and critical thinking

MATHEMATICS

Children's House

In all Montessori math experiences, children are presented first with a material that allows for hands- on exploration of the concept. The confidence and skills the children acquire from their experiences in the Practical Life and the Sensorial areas of the Children's House classroom prepare them for success in mathematics.

The lists of concepts associated with each group are shown below.

Numbers 1 to 10
Through the use of rods, spindles, and disks, numeration, one to one correspondence, number as length, number as quantity, and the concept of zero are introduced

Decimal System
Categories of unit, ten, hundred and thousand are introduced with bead materials. The processes of addition, subtraction, multiplication, and division are experienced with the materials
Multiplication and division may be introduced through the decimal material, snake game and stamp game, depending on readiness.

Lower Primary

Review of Decimal System up to 1,000

Introductory Lesson - The Story of Number: History of numbers/numeration (Babylonian, Ancient Egyptian, Ancient Greek, Hindu-Arabic, etc.)

Number/Numeral Association
Understanding of decimal System (up to 1,000,000), Understanding of money

Measurement
Introduction, concept, history

Understanding of Operations
Addition/subtraction/multiplication/ division, Static, dynamic, abstraction

Laws of Arithmetic
Commutative, associative, distributive (using concrete materials)

Introduction to Fractions
Operations with Fractions with common denominators, Equivalent fractions
Fractions with different denominators : +,–

Upper Primary

Introduction
The Story of the history of numbers/numeration (including the history of measurement)

Whole Numbers and Numeration
Complete all whole number operations, (including long multiplication and division abstractly)
Review hierarchical values, expanded notation, comparison, rounding and estimating

Multiples
GCF, LCM, prime and composite numbers

Properties
Commutative, associative, distributive

Rules of divisibility
(Review odd and even numbers) 3, 4, 5, 6, 8, 9 & 25

Fractions
Review: concept, equivalence
Types of fractions: proper, improper, mixed, reducing fractions
Operations using fractions

Decimals
Equivalency, comparing and ordering, renaming fractions as decimals, all four operations abstractly

Numbers 11 to 19
Teens are presented separately to reinforce the construction of these numbers with one ten and units and the language of the teen numbers which does not follow the typical pattern

Numbers 11 to 99
Numbers in the tens are explored with an emphasis on the change from nine to the next ten (39–40, for example) by building the numbers with beads

Counting 1 to 1000
Bead chains provide practice in counting and recognizing numbers. Exercises using the chains include introduction to multiples of numbers and the concept of squaring and cubing

Memorization Work
Through a series of boards offering repetition, the child moves toward the memorization of addition, subtraction, multiplication, and division facts

Passage to Abstraction
Some children move to abstraction in their math through the use of an abacus-like bead frame for addition and subtraction

Fractions
Introduction to the concept of fractions

Basic problem-solving skills are
introduced using 'real life' situations such as cooking and sharing.

Study of Multiples begins

Study of Divisibility begins

Study of Factors begins

Decimal Fractions study begins

Negative numbers (concept)

Squares and Cubes of Numbers
(Games, concept), notation, numerical values, numerical decinormal

Squaring Cubing

Graphs
Introduction leading to circle graphs, line graphs, etc.

Problem-solving skills and logical reasoning (throughout the Math Curriculum)

Exploration of other number bases, squaring of binomials and trinomials, cubing of binomials and trinomials, pre-algebra

Ratio and Percent
Ratios as fractions, as decimals, as percent, percent as fractions/as decimals, percent of number

Statistics and Probability
Construct, read and interpret: tables, graphs of all types, understand mean/medium/range/mode/ frequency/tree diagrams

Algebraic Ideas
Power of Numbers

Squares and Cubes
Exploration of other number bases, squaring of binomials and trinomials, cubing of binomials and trinomials,
pre-algebra

Square Roots
Concept, concrete exploration, writing through to abstraction
Order of operations, Basic Equations

Working with Integers, Scientific notation, rational numbers
Problem-solving and logical reasoning **(throughout the Math Curriculum)**

Application of mathematics
Micro-enterprise: the micro-economy, work related to pupil ideas (Genius Hour), community service, cooking, art, music, technology, fundraising, timeline work, time management.

GEOMETRY

Children's House

Geometry is presented to the young child through sensorial exploration and language work.

Shapes are introduced through metal insets, geometric solids, constructive triangles, and the geometric cabinet. All sensorial work is followed by language to clarify the concept. The names of all typical geometric shapes are introduced to the primary aged child.

Manual work (drawing, tracing, cutting) provides additional experience in geometry for the child.

Lower Primary

Introductory lesson
History of Measurement

Concept of Point, Line, Surface, Solid:
Solid geometry, plane geometry

Lines Introduction to the study of lines

Angles- Types and parts of angles, measurement of angles

Triangles- Constructive triangle boxes: triangular, small hexagonal, large hexagonal, combining boxes

Equivalence:
Congruent, similar, equivalent figures

Volume – Introduction

Area - Introduction

Measurement - Introduction to length, width, metric measurement

Portfolio - Development of geometry portfolio

Upper Primary

Plane figures and solids
Review

Lines
Review kinds, their positions and relationships

Congruency, similarity, equivalence

Triangle study
Nomenclature, classification according to sides and angles, equivalence proof (sensorial)

Quadrilateral study
Nomenclature, classification, equivalence proof (sensorial)

Polygon study
Nomenclature, classification, equivalence proof (sensorial)

Perimeter

Measuring angles

Bisecting angles

Circles
Nomenclature, relationships, circumference with materials leading to finding diameter and radius algebraically

		Pythagorean theorem Beginning with sensorial proof **Volume and Area** Review sensorial exploration of volume leading to calculating volume for rectangular, hexagonal prisms and pyramids, cylinders and cones **Area** Formula derived for rectangle, rhombus and triangle lead to finding mass and capacity, algebraic applications **Measurement** Estimation, length, perimeter, area, volume, metric measurement(metric, imperial) **Transformations** Reflections, rotations, translations **Geometric constructions** with compass and straightedge

HISTORY & CULTURAL STUDIES

Children's House

For the young child, the focus is on developing awareness and understanding of the concept of 'time.'

Introduction to the Calendar
Days of week, months of year
Islamic months, Arabic days of week

Awareness of Seasonal Change Beginning of Clock Study
O'clock, half-past, quarter of, quarter past

Introduction to the three fundamental tenses
Past/present/future

Experience of Personal History via Birthday Celebrations

Child's personal "biography"

Timeline of a child's day, year and life

Lower Primary

Concept of time:
Telling time, days of week, months of year, seasons, calendar, history of the calendar

B.C.E./C.E. timeline
A.H. (Al-Hijra) timeline – Islamic calendar
Timeline of the life of the Prophet (peace be upon him)

Introduction to People and Societies
Hunter-gatherers, nomads, farmers, city-dwellers
Family, tribe, clan, city-state

Timeline of Prophets in Islam

Introduction to Early Civilizations

Mesopotamians, Ancient Egypt, Nubia & Kush, Ancient India, Ancient China, Rome, Greece, Mesoamericans/Native Americans and First Nations, Medieval, Islamic, Renaissance, Modern

Fundamental Needs of Humans Chart
Formation of the Earth

Life on earth Clock of the Eras

Study of various Eras presented
Paleozoic, Mesozoic, Cenozoic

Upper Primary

Review of Timeline of Life:
(Paleozoic, Mesozoic, Cenozoic, Neozoic eras)

Timelines
How humans populated the earth
Timeline of Prophets in Islam
Converting between CE and Hijri dates
Making a "Book of Centuries"

See our Integrated Humanities Curriculum Overview for more details:

Further study of People, Societies & Cultures
Hunter-gatherers, nomads, farmers, city-dwellers
Family, tribe, clan, city-state, modern nation-states.

Study of Civilizations
Study of Civilizations
Gifts of Civilizations
History Question Charts

Study of Islamic Civilization to 1901
(research on one empire, famous historical figure & invention)

Study of a City
Granada (Islamic Spain): governance, religions, economics, education, the arts.

	Timeline of Life From Paleozoic up through Neozoic/Ecozoic – integrated with zoology, botany, geology studies (All studies are enhanced with outings to museums and relevant places of interest.) See our Integrated Humanities Curriculum Overview for more details	**British History to 1901** One term each year will be devoted to a time period of British history: ancient, medieval and modern. *See our Integrated Humanities Curriculum Overview* **Stone to Iron age -** Skara Brae, Stonehenge Celts, Welsh, Romans, Anglo-Saxons, Scots, Vikings **Normans, Medieval Europe,** feudalism, Black Death, Fire of London.. Tudors, Stewarts, Industrial revolution **British Empire, Victorians, Reformers**

GEOGRAPHY

Children's House

The Geography curriculum introduces the child to stories of the earth and its people, in time and space. It is closely linked to, and overlaps with, the History & Cultural Studies Curriculum.

PHYSICAL GEOGRAPHY:

Study of Landforms
Island, lake, archipelago, system of lakes, peninsula, gulf, cape, bay, isthmus, strait. Exploration of Globes, Continents, Oceans, Maps, and Flags

Introduction to Weather

Continent Studies

Cultural Geography

Culture
People, places, products, plants/animals, homes, clothing, transportation, arts, crafts, history, cultural stories, songs, and poems, cultural cooking, cultural holiday celebrations sounding a word out from beginning to end

People around the world
How children live in all continents- urban, rural and suburban, in a variety of cultures

Lower Primary

Introductory lesson
The Story of the Universe

Functional Geography
Composition of the Earth core, mantle, crust – land and water forms, continents, oceans Barysphere, Hydrosphere, Lithosphere, Atmosphere
Rocks and Minerals
Mountains, Volcanoes
Introduction to Plate Tectonics

Concept of gravity/attraction (magnets)
The Universe/Planets/Galaxies Sun and Earth Rotation, revolution of the earth around the sun – solstices and seasons – time zones, climatic zones

The Work of Air
Experiments, Ecology

The Work of Water
Water cycle, experiments, ecology

Weather

Biomes Study (land and water biomes)
- Rain-forests, temperate forests, boreal forests, grasslands, deserts, tundra, aquatic biomes

Upper Primary

Introductory lesson
The Story of the Universe

Functional Geography
Astronomy: Black Holes, Galaxies, Life Cycleof a Star (Sun)
Composition of the Earth: Further Studies of the Lithosphere including Continental Drift Mountain Building, Faults, Plate Tectonics

'Four Elements' Study: fire, earth, air, water ('How Earth Made Us' BBC video series)

Work of Air & Wind
Winds, Winds and Seasons, Rain Caused by Winds, Ocean Currents, Erosion, Energy

Work of Water
Work of Rivers, Rain, Work of Oceans, Glaciers, Water Cycle

Study of a Biome

Political Geography
Map research: political, physical and cultural features of the Muslim world; landmarks. Historical maps

Appreciation of Art Art themes, artists, periods	**Political Geography** Study of a Continent Map skills: Imaginary lines; equator, latitude, Map work: using puzzles and pin maps – including continents, countries, capital cities, flags, oceans – United Kingdom: regions, rivers, mountains – England; regions, geology, cities: Study of London. **Human Geography** Products: Who produces what? Where? Interdependencies **Introduction to the concept of Import/Export** **People in Different Climatic Zones**	**Human Geography** Interdependency of Humans Study of Natural Resources and Industries United Kingdom, Europe, N. & S. America, Australia, Oceania Middle East, Asia, Africa Production of Goods Imports and Exports Concept of taxation

SCIENCE

Children's House

At all ages through to Upper Primary:

Exploration of the physical and life sciences to further the child's understanding and appreciation of the world; nurturing awe, wonder and gratitude at the beauty and perfection of the Universe; hands-on experiences of nature and the outdoors..

LIFE SCIENCE:
Living/Non-Living Plants/Animals
Vertebrate/Invertebrates
Vertebrates: mammal, reptile, amphibian, fish, bird
Invertebrates: insects

Botany
Leaf shapes, plants, trees, flowers

Magnetism

States of Matter

Buoyancy

Colour Mixing

Water Displacement/Volume Weather

Evaporation/Condensation

Lower Primary

Earth Science included under section, "Geography"

LIFE SCIENCES:

Zoology and Botany

Zoology
First Knowledge of Animal Kingdom: story card material introducing various animals, observation and care of animals
Taxonomy: first Zoology Classification

External Parts of Animals

Introduction to Vital Functions
First Level: protection, nutrition, respiration, digestion, excretion

Introduction to the Five Kingdom
Classification System (basic) Research
Nature walks – Observations of animals in their natural habitat

Field trips

Upper Primary

Chemistry
Atoms, Molecules, Compounds, Bonding, Experimentation

Nature of the Elements
States of matter, physical and chemical changes, accompanying experiments

Different Ways of Combining
Solutions, mixtures, precipitates, chemical reactions, crystallization

Matter and Energy
Conservation of matter, conservation of energy, properties of matter, experimentation

LIFE SCIENCES:

Five-Kingdom Classification
Review of Five Kingdom Classification followed by research of kingdoms

Zoology
Vital Functions, comparative study: nervous system, reproduction, circulation, respiration, nutrition, skeletal
Animals (chordates vs. non-chordates)
Adaptations/Biomes/Food Chains
Predator/Prey

Simple Machines Pulleys, inclined planes, etc. – auxiliary **Experiments and Exploration**	**Botany** First knowledge of plant kingdom, the needs of the plant (experiments), introduction to vital functions of the plant – parts of the plant, functions, parts – types of leaves, roots, stems, flowers, fruits, seeds – introduction to plant classification (kingdom plantae) **Research** **Science Experiments** Writing, Performing, Evaluating **Nature walks, observations, field trips**	**Human Anatomy** Introduction to the cell, genetics, systems of the human body: skeletal, muscular, respiratory, circulatory, digestive, excretory, nervous, endocrine. For children nearing puberty: reproductive **Botany** Classification of kingdom plantae, vital functions of the plant (second level), research of 'classes' in kingdom plantae, research the genealogy of a plant, nature walks: observations of animals in their natural habitat – field trips **Tree of Life** Taxonomy of all living organisms **Research** **Science Experiments** Intro to Scientific method. Writing, Performing, Evaluating **Nature walks/observations/field trips** Ethical issues relating to each area of study

ARABIC (MFL AND CLASSICAL/QUR'ANIC)

Children's House

Arabic is introduced through informal conversation, song, circle time activities, games, and general Montessori classroom guidance by a native Arabic-speaking teacher.
An area of the classroom is dedicated to Montessori Arabic letters and vocabulary building activities, and these are presented to all children as part of the Children's House scope and sequence.

Pupils joining our school with no previous MFL Arabic learning will cover all areas described from the beginning, at an accelerated pace according to their abilityprayers (du'as) in group–learn key Qur'anic vocabulary to enable them to start understanding the meanings of the Scripture.

Lower Primary

Cultural Knowledge
Pupils use target language expressions and gestures for greetings, farewells, common courtesy expressions – celebrate special events (Eid and other commemorations) – listen and respond through activities, creative expression to songs and stories in Arabic culture/ language – learn about Arabic speaking countries, flags and geography.

Linguistic Knowledge
The learner will: provide identifying information (name, age, state of being) – point to parts of the body, measure size of hands and feet of children in the classroom, height – follow simple directions, respond to simple oral directions in Arabic as part of class routine, place objects according to instructions; on, in, under, on top – use pencil/paper, scissors.

Arabic Alphabet
The learner will be able to recognize most of the letters of the Arabic alphabet, and distinguish and pronounce most of their sounds.

Upper Primary

Cultural Knowledge
The learner will: practice using appropriate expressions and gestures for greetings, farewells, emotions, and group experiences, use common courtesy expressions – learn about special events and holidays – listen and respond through activities, creative expression to songs and stories in Arabic – explore the geography of the Arabic speaking world – compare local weather conditions in the Middle East and North Africa.

Linguistic Knowledge
The learner will: learn parts of the body; the metric system; the five senses and related actions; be able to follow simple oral directions in Arabic and describe and sort objects according to physical attributes; explore family relationships and environment and create a family album; explore the home and classroom; use maps to locate capitals, countries, continents in Arabic.

Classical Arabic

Qur'an Recitation & Memorisation
Pupils will learn the importance of the Qur'an and the Arabic language in the lives of Muslims.
In the **Children's House** they will: learn good manners and customs (adab) when listening to and reciting Scripture –start to memorize short chapters (Surahs) for recitation in daily prayers using the "listen and repeat" method.

In **Lower Primary** pupils will learn: the correct pronunciation of letters in classical Arabic (tajwid) to the best of their ability – how to read fully-vowelled Qur'anic text – an increasing number of short chapters (Surahs) for recitation in daily prayers, through listening and reading – learn daily religious expressions and their meanings.

In **Upper Primary,** pupils will: learn to read and write fully-vowelled Qur'anic text and observe its special signs for pausing and stopping – start to copy short Surahs and be able to complete simple dictation exercises with correct spelling – recite and start to memorise longer Surahs and prayers (du'as)

		Arabic Reading & Writing The learner will start to read and write Arabic letters and words, and progress to short phrases and sentences.	in group–learn **key Qur'anic vocabulary** to enable them to start understanding the meanings of the Scripture.

ICT & ENGINEERING TECHNOLOGY

Children's House

The use of technology is not introduced and utilized until Primary classrooms to communicate, search for and analyze information, and for word processing.

ICT
Young children will:
Recognise common uses of technology in school and society
Recognise health and social problems that can result from overuse of screen-based devices
Understand the importance of keeping personal information private, and identify where to go for help when they have concerns about content or contact on the internet or other online technologies.

Building and Construction
Explore and experiment with architectural blocks and other construction materials to create their own designs as well as attempt to recreate models.

Lower Primary

INTRODUCE TERMINOLOGY AND IDENTIFICATION OF KEY COMPONENTS

History of ICT & Engineering Technology
Study how and why humans have developed technology.
Study timelines and carry out research into the technology of past cultures and civilisations.

Keyboard Skills
Understand keyboard functions and introduce correct finger placement. Begin formal keyboarding using online Typing Club.

Word Processing
Introduce basic skills including: open a template, save, close, and print a document. Format and edit text; use the spell checker.

Presentation skills
Introduction to basic skills: Select and open appropriate template, create a multiple slide show, change background, format text, add clip art.

Stop Frame Animation
Introduce the concept of stop frame animation as being made up of a sequence of images.
Plan a basic story and build appropriate props..

Upper Primary

Build on skills learned in Lower Primary

History of ICT & Engineering Technology
Recognise the impact on society of different technological ages.

Keyboarding
Improve typing speed and develop skills including proper use of punctuation, numbers and symbols using Online Typing Club.

Word Processing & Spreadsheets
Intermediate skills including: Insert and edit clip art, make page format changes; insert and edit tables, symbols, headers/footers, charts and Word Art.
Introduction to basic spreadsheet skills: select and open appropriate template, input data, create simple formulas, generate charts from selected data.

Presentation Skills
Intermediate skills including PowerPoint for classroom presentations.

Stop Frame Animation
Independently plan and execute a stop frame animation. Add other media to enhance an animation.

Select from and use a range of hand tools and materials to perform practical tasks and gain fine motor skills (e.g. cutting, sanding, gluing, joining, hammering). Use simple machines in their constructions, e.g. wheels, axles, planes, levers.	**Internet** *(all use with adult supervision)* Introduce browser and internet vocabulary Bookmark websites; use a search engine to locate websites for research. **Systems and Control** Introduction to a systems approach to designing engineering solutions. Design various chain reactions; observe and record findings. **Programming** Introduction to algorithms and how they are used to program digital devices. Use python text-based coding to write and debug simple programs to control or simulate physical systems **Mechanical systems** Explore, understand and use mechanism (e.g. levers, sliders, wheels, axles, gears, pulleys) in their products. **Electronic systems** Introduction to electronic systems: circuits in series/parallel, switches and basic output devices. Use software to simulate electronic circuits to test ideas before construction. **Structural Engineering** Build structures, exploring how they can be made stronger, stiffer and more stable. Apply their understanding of how to strengthen, stiffen and reinforce more complex structures.	**Internet** Review browser and internet vocabulary, conduct advanced searches for specific file types. **Systems and Control** Develop knowledge of a systems approach to designing engineering solutions that includes feedback. **Programming** Understand how simple algorithms work and detect and correct errors in algorithms and programs. Use python text-based coding to design, write and debug programs that accomplish specific goals to control or simulate physical systems to operate. Use sequence, selection, and repetition in programs; work with variables and various forms of input and output. **Electronic systems** Understand and use electrical systems in their products (e.g. series circuits incorporating switches, bulbs, buzzers and motors). Connect mechanical and electronic systems to extend their applications, e.g. connect DC motors as drivers/generators to mechanical products. Apply their understanding of computing to program, monitor and control mechanical and electronic devices. **Structural Engineering** Continue with and build on knowledge and skills learned in Lower Primary.

MUSIC

Children's House

Singing takes place throughout the day and year, led by classroom teachers and assistants.
The open hand drum (duff) and Arabic singing scales are introduced by the Music specialist.
Children imitate, explore and improvise as they develop musical literacy.

Rhythm
Introduction to steady beat, uneven beat

Vocal
Short songs with limited pitches
Songs with repetition, dramatization

Introduction to concept of high and low sounds/pitch

Volume
Concept of loud and soft

Music Appreciation
Listen to songs from different cultures, in different languages

Lower Primary

Rhythm
Introduce variety of traditional Arabic rhythms; rhythms of English and Western musical forms.

Vocal
Greater melodic development of vocals.
Introduction to traditional Islamic songs

Percussion
Beginning with rhythmic pieces using body percussion, then adding hand drum, tambourines, maracas and other percussion instruments..

Scales
Introduce songs and exercises in traditional English and Arabic scales

Improvisation
On wooden xylophone, begin with limited to more complex pitch building

Music Appreciation
Listening exercises, Songs from different cultures, including a range of Muslim cultures and languages

Performance
Periodic group performances for school events

Upper Primary

Vocal
Sing more complex pieces
Introduction to moretraditional Islamic songs (nasheeds, qasidas)

Percussion
Continuation of Lower Primary curriculum – use of hand drums

Music appreciation
Study of different styles of Islamic music
Independent research on a Muslim musician or composer

Performance
Periodic group performances for school events.

By Year 6, some children may be more musically developed/talented, or have a greater interest in music than their peers. They may engage in Music studies.

Music Studies
The recognition of a composition, the composer, the period, as is done in literary studies
Practice in singing or playing the duff individually, both solo and in group.

ART & DESIGN

Children's House

The Montessori Children's House program sees art as a continuing process in conjunction with the day-to-day work of the child.
Each child works at his/her own pace using a variety of media to stimulate choice and innovation.

Exploring
Exploration of the various media available: colouring, drawing, painting at an easel, watercolour painting, clay, collage; exploration of simple tools, media and ways of making things.
Children will use their hands in ways to develop control in manipulation and the development of the hand.

Creating
Observation and experimenting with simple techniques and different media to structure art and gain independence in making decisions; enjoy the experience of making something unique.

Refining
Learning how to lookat his/her own work and appreciate the work of others, share the responsibility of clean-up and preparation

Lower Primary

The Lower Primary pupils will recognise that art is found in many places and each person creates with a unique style. They will learn about artists, art history, and the language of art. They will be able to acquire skills in a variety of media through observation, imitation, and experimentation.

History of Art
Study how and why humans have created art as a fundamental need for expression.
Study timelines and carry out their own research into the art of a past culture or civilization.

The 7 Elements of Design
Learn, experiment with, and analyse the use of line, shape, form, colour, value, texture, space.

Colour Theory
Become familiar with historical colour derivation and use. Name, recognize and experiment with primary and secondary colours and their relationships.
Study Itten's colour wheel and create secondary colours and produce artwork.

Upper Primary

Upper Primary pupils will notice that knowledge and skill increase confidence in creating art. They will continue to explore the language of art, artists as a part of history and practice a variety of techniques and mediums.

History of Art
Study timelines and carry out their own research into the art of a contemporary culture or civilization.
Recognise different genres and periods.
Learn vocabulary and principles associated with Islamic art and architecture.

The 7 Elements of Design
Discuss critically and represent graphically the way elements of design are used to make an image pleasing or significant in some other way, e.g. composition, unity, perspective.

The 7 Principles of Design
Experiment with, analyse and discuss critically the use of the design principles of emphasis, balance and proportion, contrast, movement, rhythm, pattern, variety and harmony.

	Discipline & Technique Demonstrate proper tool use, skills and technique in a variety of media, and begin generating artworks to communicate ideas, including: drawing, collage, painting, printing, paper folding; Arabic, Chinese and English calligraphy, bookmaking, textiles, woodwork, mosaic, photography, pottery, sculpture, electronic drawing, pattern and tessellation. Develop observation skills through nature study Express opinions and preferences about various media,	**Discipline & Technique** Build on and extend the experiences and skills acquired in Lower Primary.

PHYSICAL EDUCATION & HEALTH

Children's House

Emphasis: How I move in my environment, identify self-space and locomotor movements. Children are in a sensitive period for movement, and order.

Spoken Language
Develop fine and large motor skills such as hopping, balance, skip, march/walk in different directions, start/stop on command
Develop hand/eye coordination skills
Doing stretches, building agility
Running; developing strength and stamina
"Baby BJJ" – developing strength and spatial awareness through introductory martial arts

Personal and Social Development
Appreciate the body's ability to move through large muscle activities, parallel play, taking turns, following directions, sharing, listening, safety while moving in space

Lower Primary

Emphasis: Moving through space and time, continuity and change of movement, cooperative group play and developing patience to learn new games and skills

Movement Knowledge & Skills
Moving in different directions at varying speeds; locomotor skills such as hopping and skipping on non-preferred foot, sliding, travel in relationship to various objects (over, under, behind, through), demonstrating body movement at different levels, balancing and dodging while moving, rolling, tossing and catching, kicking.
Combine basic skills into sequential actions in a variety of cooperative & competitive games
Skills to develop strength, endurance and flexibility, including stretches and running (through Upper Primary)
Introduction to swimming, archery, horse riding, martial arts (Brazilian Jiu Jitsu)

Personal and Social Development, Health
Appreciate the importance of aerobic exercise and its effect on heart fitness.
Learning the basics of a healthy lifestyle, developing a sense of teamwork, helping and supporting peers

Upper Primary

Emphasis: Manipulating objects through space and with accuracy and speed, teamwork and camaraderie, self-control.

Movement Knowledge & Skills
Throwing and catching with increasing accuracy striving to master previously learned skills such as dodging, rolling, catching, kicking, striking.
Engaging in cooperative and competitive organised games, developing knowledge of sport- specific skills, game rules, knowing the importance of teamwork and cooperation, fair play, participating in warm-up activities.
Developing skills in swimming, archery, horse riding, martial arts (Brazilian Jiu Jitsu), including basic self-defense

Personal and Social Development, Health
Learning to understand self-control, health and wellness for oneself, teamwork and camaraderie: helping and supporting one another, activities that will help pupils to have fun, feel good and gain self-confidence

ISLAMIC STUDIES (Also see Arabic curriculum and PSHE)

Children's House

Qur'an & Prayers
Manners with the Qur'an. Recite and memorise the Opening (al-Fatihah) and last ten chapters (surahs) for daily prayers.
Ayat al-Kursi.
Learning simple daily expressions in Muslim life with their meanings (bismillah, alhamdulillah, inshallah, etc.)

Beliefs
Having faith and identifying as a Muslim.
Learning the Kalimah Shahadah with meaning.
Loving Allah and His Messenger (pbuh) and following him.
Learning that Allah is One God, Unique, Almighty, All-Knowing, All-Seeing, All-Hearing, the Creator, All-Merciful, Forgiving.
Understanding the role of Prophets and Messengers.

Worship
Five pillars of Islam (basic concepts and practices)
Names & times of the five prayers; prayer vocabulary
Helping the poor and needy.

Lower Primary

Qur'an & Prayers
Correctly recite the last 60th of the Qur'an, learn the meaning of key words. Reciting S. al-Waqi'ah, Mulk in group. Memorisation according to ability.
Selections from Surah al-Baqarah, al-Kahf.
99 Names of Allah.
Learn longer expressions & short prayers used in daily Muslim life.

Beliefs
Living as a believer.
Iman Mufassal with meaning: Articles of faith (OneGod, Angels, Holy Books, Messengers, Judgement Day, Divine Decree).
Loving and obeying Allah and His Messenger (pbuh)
Good and bad deeds; life after death.
Concept of Ummah.
The role of the final Prophet and Messenger (pbuh)

Worship
Daily prayers in detail. Special prayers: funeral, Eid, Tarawih.
Masnun and personal du'as (supplications)
Charity, Hajj (pilgrimage) through stories

Upper Primary

Qur'an & Prayers
Correctly recite the last 30th of the Qur'an, with the meaning of key words. Reciting S. YaSin in group. Memorisation according to ability.
Selected passages of the Qur'an. Names of the Prophet.
Learn longer expressions & prayers used in daily Muslim life.

Beliefs
Living and responding to life's trials and blessings as a believer.
Patience and gratitude; mindfulness
Study of 99 names of Allah, Angels, Shaytan, Jinn.
Results of disobedience, shirk, major sins.
Good deeds and how to increase them.
Selected readings from Scriptures in English.
Reflections on life in the grave and eternity.

Worship
Daily prayers in detail. Special prayers: Duha, Witr, Tahajjud.
Masnun and personal du'as, continued.
Basics of giving Zakat. Rites and stages of Hajj.

ISLAMIC STUDIES

Islamic festivals and observances. Making du'a (personal supplications) **Manners and Good Character** (*see also Virtues curriculum)* Care of self, room, belongings. Care of plants, animals. Helping at home, respect for parents and love for family. **Stories of the Prophets and the Righteous** Life of the Prophet (pbuh) with an emphasis on his early years. Lives of prominent Companions and Ahl al-Bayt. Stories of Prophets Adam, Nuh, Ibrahim, Musa,'Isa (pbut)	Authentic hadith collections and the lives of their compilers. Guidelines for dress; modesty and manners between the sexes. Islamic calendar, dates. Halal entertainment. **Manners and Good Character** (*see also Virtues curriculum)* Respect for parents, elders, teachers. Compassion for younger children. Being a good friend. Helping at school and mosque. Peacemaking. The life of a good Muslim. **Stories of the Prophets and the Righteous** Life of the Prophet (pbuh) with an emphasis on the Meccan period and Hijra. Lives of prominent Companions and Ahl al-Bayt, cont. More stories of Prophets & Messengers (peace be upon them)	Authentic hadith collections and the lives of their compilers. Guidelines for dress; modesty and manners between the sexes. Islamic calendar, dates. Halal entertainment. **Manners and Good Character** (*see also Virtues curriculum)* Respect for scholars, established traditions, institutions. Care of the young, elderly. Duties of a host and guest. Helping in the mosque & society. Brotherhood. Guarding the tongue. **Stories of the Prophets and the Righteous** Overview of the Prophet's biography with key dates;focus on Madinan period, Fath Makkah, Farewell Pilgrimage. Lives of the righteous Caliphs and Imams of fiqh.

VIRTUES CURRICULUM

Four cardinal virtues, applied year-round in the classroom situation
Making good choices (Wisdom)
Accepting challenges, doing your best (Courage)
Managing your time, work and self (Self-Discipline, Temperance)
Being fair to your classmates (Justice)

Other classroom-related virtues, discussed every year
Making good intentions
Seeking knowledge
Responsibility
Orderliness
Cleanliness
Industry, effort, hard work
Kindness, caring
Respecting others
Peacefulness, peacemaking, conflict resolution
Greeting with salam
Courtesy, good manners
Safeguarding one's tongue
Mutual help and co-operation
Mutual consultation (group decision-making)
Serving others, honoring guests
Leadership

Other Virtues & Good Manners
taught to all year groups on a rotational basis

Loving and obeying Allah
Loving, obeying and following the Prophet (pbuh)
Honesty & Trustworthiness
Being dutiful to parents & relatives
Choosing and being a good friend
Being a good neighbour & guest
Peacefulness; making peace between people
Forgiveness and repentance
Taking care of our health
Modesty
Purity
Caring for animals and the Environment
Patience and gratitude
Humility, avoiding pride
Cheerfulness, contentment
Mercy; avoiding cruelty
Hope, optimism
Visiting the sick
Covering people's faults
Guarding our eyes and ears
Moderation, avoiding extremes