



# PRIMARY

A large group of primary school children are running happily across a green artificial turf field. They are wearing school uniforms, including dark blazers, light blue shirts, and dark trousers or skirts. Some children are wearing ties. In the background, there is a school building with a series of arched windows and a black metal fence. A soccer goal is visible in the distance. The scene is bright and sunny, with shadows cast on the grass.



# MALVERN

## COLLEGE EGYPT

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# Primary School Curriculum Guide

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## Introduction

The College Cultivates the whole pupil: *Pupils at Malvern College Egypt enjoy a balanced education, which aims through an excellent academic, pastoral and co-curriculum programme to develop their individual intellectual, physical, social and emotional well-being.*

Dear Parents,

This guide is designed to give you an overview of the curriculum that Malvern College Egypt offers to children in the Primary School. At Malvern College Egypt, we use an enhanced form of the English National Curriculum. Our curriculum reflects the needs of the multi-cultural student body and capitalises on the unique opportunities provided by being located in Egypt.

We hope that you find the information contained in this guide interesting and informative. Our aim is to give you an overview of the different areas of the curriculum that your children encounter as they develop their understanding of the world around them. If you require any further information, then please do not hesitate to contact any member of our teaching team.

### Our Curriculum

The National Curriculum sets out the body of knowledge and range of skills which our children need in each curriculum area. It forms one part of our school curriculum which comprises all learning and other experiences that we plan for our pupils.

The National Curriculum is organised into blocks of years called Key Stages. There are five Key Stages and the first three relate to the Primary School:

Stage	Pupils' ages	Year Group
Early Years	2 - 3	Pre-Nursery
Foundation	3 - 4	Nursery
Stage	4 - 5	Reception
Key Stage 1	5 - 6	Year 1
	6 - 7	Year 2
Key Stage 2	7 - 8	Year 3
	8 - 9	Year 4
	9 - 10	Year 5
	10 - 11	Year 6

In Early Years Stage, the curriculum is organised into seven 'Areas of Learning'.

In Key Stages 1 and 2 the 'Core Subjects' comprise of English, Mathematics and Science. Computing, History, Geography, Art and Design, Design and Technology, French, Music and Physical Education make up the 'Foundation Subjects'.

In addition, at Malvern College Egypt all pupils will either study Arabic or Arabic as a Foreign Language (AFL) and Religion. From Year 4 pupils also have Social Studies lessons.

French, Music, Physical Education and Arabic subjects are all taught by specialist teachers. The other subjects are taught by the child's Class Teacher.





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The College encourages a passion for learning through enquiry, curiosity and collaborative participation: *Pupils at the College are encouraged to become self-motivated inquirers and thinkers who have a passion for learning. Pupils develop the confidence to become independent learners who know how and when to collaborate to develop their own learning and that of those around them.*

## Integrated Curriculum

Our pupils learn through a topic-based approach that creates excitement and puts the child at the centre of their own learning.

Topics are carefully chosen to ensure breadth and balance, continuity and progression. They have a Science, History, Geography, Art & Design or Design & Technology focus but are cross-curricular, covering objectives from different curriculum areas.

Knowledge and skills are given equal importance and children are encouraged to question, reflect independently and collaboratively, and communicate confidently on their progress.

Subjects are combined where appropriate to emphasise links and to make the learning meaningful and relevant for the pupils.

Enrichment activities such as dress-up days, Greek Olympics, trips, visits, workshops, guest speakers, exhibitions and presentations help to engage the children in their learning and to bring the curriculum to life.

Topic maps are included later in this Guide to give you an idea of how the curriculum is covered. Please note that these are reviewed and are subject to change.



## Learning with technology

Malvern College Egypt believes that technology has, and will continue to have, a major impact on our pupils' lives. We strategically use different technological platforms to enhance the pupils' learning.

In the Primary School digital technology is embedded throughout the curriculum to aid teaching and learning. All classrooms are equipped with interactive whiteboards and there sets of iPads and MacBooks which can be used to enrich learning across the curriculum.



## The Early Years Foundation Stage

Our aim in Early Years (Pre-Nursery, Nursery and Reception), at Malvern College Egypt is to develop and nurture confident and happy children who have the support they need to fulfil their potential.

We follow the Early Years Foundation Stage (EYFS) statutory framework for England. This outlines the learning and development requirements that early years providers must meet to ensure that children learn and develop and are kept healthy and safe. It promotes teaching and learning to ensure children's 'school readiness' and gives children the broad range of knowledge and skills that provide the right foundation for good future progress through school and life.

Every child deserves the best possible start in life. Children develop quickly in the early years and a child's experiences between birth and age five have a major impact on their future life chances.

The EYFS seeks to provide:

- **Quality and consistency** so that even child makes good progress.
- **A secure foundation** through planning for the learning and development of each individual child, and assessing and reviewing what they have learned regularly.
- **Partnership working** between the College and parents.

### Overarching principles:

Four guiding principles shape our Early Years practice:

1. Every child is a **unique child**, who is constantly learning and can be resilient, capable, confident and self-assured.
2. Children learn to be strong and independent through **positive relationships**.
3. Children learn well in environments where teachers **respond to individual interests** and needs and help them build their learning over time.
4. Children develop and **learn** at different rates.

The EYFS learning and development requirements comprise:

- The seven areas of learning and development.
- The early learning goals (ELGs). These are statements which summarise the knowledge, skills and understanding that all young children should have gained by the end of the Reception year.
- There are seven areas of learning and development which are all important and inter-connected.

Three areas are particularly important for building a foundation for igniting children's curiosity and enthusiasm for learning, forming relationships and thriving.

These are the **prime areas**:

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

There are four specific areas, through which the three prime areas are strengthened and applied.

The **specific areas** are:

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



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## **Communication and Language:**

These are the daily interactions which form the foundations for language and cognitive development. Teachers plan for quality conversations and interactions with adults and peers in a language-rich environment. Teachers model correct language use and build upon language in the classroom. By reading frequently to and with children, and engaging them actively in stories, then providing opportunities to use and embed new language, teachers provide the opportunity to thrive.

## **Personal, Social and Emotional Development (PSED):**

Children are supported to manage emotions, develop a positive sense of self, set themselves simple goals, and to have confidence in their abilities. Teachers model and guide, supporting interactions between children and their peers. Through this, they learn how to make good friendships, co-operate and resolve conflicts peacefully. They also learn how to look after their bodies, including healthy eating, and manage personal needs independently.

## **Physical Development:**

By creating games and opportunities for play (both indoors and outdoors), teachers support children to develop their core strength, stability, balance, spatial awareness, co-ordination and agility. This improves gross motor skills (e.g. the larger muscles of the body), which provides the foundation for a healthy body. Fine motor skills (such as the smaller muscles of the hand) are developed for control and precision. With feedback and support from teachers, children are provided with a variety of opportunities to develop their proficiency and control.

## **Literacy:**

Reading consists of two dimensions; language comprehension and word-reading. Through a language-rich environment, children develop their language understanding. Children will be taught through teacher-modelling, the importance and pleasure of books, hearing and saying sounds, and linking them to the alphabet. Children will develop early reading skills (word-reading) and begin to ascribe meaning to the marks they make using a range of mark-making tools.

## **Mathematics:**

Children will be taught to count confidently and recognise relationships and patterns between numbers. Children will develop a secure base of knowledge and vocabulary in Mathematics, which is vital for their future learning. Teachers will provide rich opportunities for children to develop their number understanding as well as their spatial understanding; looking at shape, space and measurement.

## **Understanding the World**

Teachers guide children to make sense of their physical world and community through learning to observe and ask questions about the world around them. Children will be taught about different cultures, everyday technology, and the natural world. As well as building important knowledge, this extends their familiarity with words that support understanding across the curriculum.

## **Expressive Arts and Design:**

Teachers provide regular opportunities to engage with the arts, enabling children to explore and play with a wide range of media and materials. Through exploring colours and shapes, trying out dance, making and appreciating music and basic cooking activities children develop their imagination and creativity.

The above busy programme of learning is underpinned by the characteristics of effective teaching and learning:

- Playing and exploring
- Active learning
- Creating and thinking critically

In addition to this, our curriculum at Malvern College Egypt is enriched by our Specialist subjects, including; Music, Arabic, PE and French.

Assessment is ongoing and each individual child will be guided, according to their own interests, targets for learning, while ensuring balance across the seven areas of learning.



## Mathematics

Our overall aim is to enable our children to be comfortable in the world of mathematics with a positive approach to mathematics and its uses. To achieve this, children need a sound understanding of skills and concepts, giving them the ability to tackle problems and manipulate data and equipment confidently and effectively. This begins in Early Years with play-based learning developing awareness of shapes and concept of numbers. In Key Stage 2, children will be able to apply their understanding with confidence in an environment where they can take risks and try different problem-solving methods. We wish to emphasise that Mathematics can be both enjoyable and useful and that children should see it as a natural part of their daily life.

Due emphasis is given to the breadth of the Mathematics curriculum. Children follow an in-depth programme of study covering the following strands of the National Curriculum for England between Year 1 and Year 6:

- Algebra
- Geometry - position and direction
- Geometry - properties of shapes
- Measurement
- Number - addition, subtraction, multiplication and division
- Number - fractions (including decimals and percentages)
- Number - number and place value
- Ratio and proportion
- Statistics

Teachers adapt and refine each lesson to the needs of our students, using the wide range of resources which they have at their disposal. There are published schemes and printed materials, along with up-to-date interactive whiteboard and other learning resources, drawing upon them as necessary, to provide the most appropriate support for the learning at hand. This includes the use of 'Active Learn Primary' and 'Mathletics'.

'Active Learn' includes a range of interactive programs to cater closely to the students' needs.



'Mathletics' supports the learning in the classroom with dedicated tasks set by teachers to provide children with further opportunities to develop their mathematical skills.



In line with the National Curriculum, we emphasise throughout the importance of the effective application of mathematical skills, particularly to problem-solving. We encourage our children to use the mathematics they are learning in practical situations as this enables them to understand the value and pertinence of mathematics in their real life whilst also consolidating their conceptual understanding.



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## Early Years and Key Stage One

In Early Years, starting from Pre-Nursery, Mathematics skills such as sorting, matching and counting are integrated into all areas of learning. As children continue to learn about Mathematics in a play-based environment, teachers support them with accessing play cashier desks to exchange money, or problem-solving activities involving physical shapes to truly discover Mathematics in the world around them.



Children undertake practical work in shape and space, learning the names and properties of common shapes and using appropriate vocabulary to describe position and movement. Children also learn about patterns using shapes, and relationships between numbers.

Alongside this practical work, a body of number facts are being built up. By the end of Key Stage One, children should know addition and subtraction facts to 20, and be developing a range of mental methods for finding those that they cannot recall. Mental arithmetic skills are emphasised. Oral and mental maths sessions are integrated throughout all lessons to consolidate the learning of number facts and of number operations.

The number operations (+, -, x, ÷) are introduced in practical situations, again emphasising that the operations that we perform on numbers reflect what happens with real objects. These operations are introduced using mathematical language that children are exposed to in day-to-day life (e.g. share, give, take). As number and computation concepts are developed, calculating skills are progressively introduced. Number skills are built upon extensive practical work using visual aids such as number lines, gradually developing into an understanding of place value, initially of tens and units but later of numbers up to 1000.

They compare and measure the properties of objects, and are introduced to the standard units of length, weight and capacity. They are introduced to the units we use for the passage of time.

## Key Stage Two

Number work now includes all aspects of arithmetic as well as the consolidation of concepts of number. Children practise and apply the operations of addition, subtraction, multiplication and division. They learn to use decimals, common fractions and percentages, and are introduced to negative numbers. The children are expected to learn by heart the addition and subtraction bonds (e.g. that  $7+8=15$  and  $15-7=8$ ) and multiplication tables to  $12 \times 12$ . As part of this, children are taught to recognise relationships and patterns in mental mathematics.

Calculators are used in moderation at Key Stage Two. Using a calculator effectively is a skill that must be taught but is a skill that in no way replaces traditional arithmetic skills.

Our children learn about the properties of two-dimensional and three-dimensional shapes. They develop skills in geometry and learn to measure length, area, volume and capacity, weight and angles. Most measuring is in metric units, but imperial equivalents still in common use in certain parts of the world are introduced.

Statistics has become an important area of Mathematics. Work here involves both drawing and interpreting a growing range of charts, tables and graph forms, but also includes learning how to collect and organise data ready for use. Excel spreadsheets created on the computer (during Computing lessons) extend this work further. Co-ordinates are introduced, first using two figures, then four, and provide a link between mapwork (and Geography) and the drawing of line graphs. The children are also introduced to algebra towards the end of Key Stage 2



### 'MCE Mental Maths Challenge'

At the beginning of Key Stage One, we introduce the 'MCE Mental Maths Challenge'. This encourages children to learn the times tables facts by heart. Starting with the 'Bronze' category of  $5x$  and  $10x$ , with related divisible facts, this builds up to 'Diamond' category of all facts up to  $12x$ . We want all children to be able to recall these instantly from memory. They should be 'no work' sums.

## English

The purpose of our teaching and learning in English is to develop our Pupils' ability to effectively communicate in speech and writing and to listen and discuss showing understanding. Our aim is to enable all pupils to become enthusiastic, responsive and knowledgeable users of the English language.

Our English programme of study is designed with these overall aims in mind. We closely adhere to the requirements of the National Curriculum of England, while the content of our work and the teaching strategies that we use have been formulated based on the best practices both from the UK and the rest of the world.

The National Curriculum divides the range of learning covered in English at Key Stages 1 and 2 into the four main areas of:

- Oral Language
- Reading
- Writing
- Spelling, Grammar, Vocabulary and Punctuation

These elements of English are closely interlinked. For example, it is through directed reading sessions that pupils develop their awareness of language use, which they can then effectively apply in their writing. Our teaching methods build upon the vital links between oral and written skills and between writing strategies and reading with understanding.

Of course, pupils' language development is not confined to the learning they undertake in English lessons. We strive to make coordinated and appropriate links between all curriculum subjects. Their learning across the curriculum provides a rich source of experience, language and stimulation to support the development of spoken language, reading, writing, spelling, vocabulary, grammar, punctuation and glossary.



### Spoken Language

Our pupils' progress in reading and writing will ultimately be built upon development of their spoken language. The skills of speaking and listening are therefore crucial to success in other areas of language. The active classroom experiences we give to pupils in all subject areas are designed to stimulate and challenge them to think and talk about what they have learned and discovered.



As pupils progress through the school, they are encouraged to share insights and opinions, and to comprehensively explore, develop and elaborate upon ideas.

They develop both their confidence and acting skills in our new Primary Drama Studio.

At Malvern College Egypt, teachers will encourage pupils to express themselves confidently and clearly, and to be attentive, courteous and thoughtful listeners. These skills should, of course, be consolidated and reinforced in each pupil's home environment.



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## Reading

Pupils become successful readers by learning to use a range of strategies to gain the meaning of a piece of text. These strategies include phonological awareness, word recognition, grammatical knowledge and knowledge of context. Successful readers use as many of these strategies as possible. For this reason, we use the researched approach to teaching reading provided by Read Write Inc. which recognises the importance of all these skills but with particular emphasis on phonics, the sounds made by letter blends and groups of letters.

Our ultimate goal is for pupils to develop a love of books and intrinsic enjoyment of reading. They have access to a wide variety of published and online reading schemes, giving the necessary breadth and interest required at each stage of their progress. We also possess a fantastic, child-friendly college library where pupils are organised and supported by skilled librarians. Pupils read in strategic guided reading groups in class as well as independently at every stage. They will bring books home to read, both from the reading schemes and the school library.

It should be emphasised that the reading pupils do at home is a vital part of each pupil's reading development providing an opportunity for valuable reinforcement and for the enjoyment of sharing such a wonderful activity with others.



## Writing

Pupils will be led to understand the value of writing as a means of remembering, communicating, organising and developing ideas and information, as well as a profound source of enjoyment. Writing develops naturally out of pre-writing activities and the spoken word. Pupils will have a purpose in writing if they have interesting experiences to relate and are adept at articulating these experiences orally. Pupils are encouraged to write independently from an early stage. From the outset, pupils practise correct letter formation and will begin to practise and use joint (cursive) script. Pupils are given opportunities to write for an extensive range of purposes, both in fiction and non-fiction. As stated previously, much of their writing skills are developed and reinforced through other subjects - History, Geography and Science for example.

## Spelling, Vocabulary, Grammar, Punctuation

A phonic-based programme, **Read Write Inc.** starts during Early Years and is one of our main teaching strategies in Key Stage 1. A broad range of adapted programmes continue throughout Key Stage 2. Differentiated and topic-related spelling lists are regularly given to pupils to learn at home.

A sound grasp of grammar is vital for the effective use and understanding of the English language. Lessons in language awareness, word etymology and the practice of grammar rules takes place in parallel with the application of each pupil's literacy skills in a variety of language-rich activities.



## Science

At Malvern College Egypt, our Science vision embraces many of our Malvern Qualities. To develop scientific thinkers of the 21st Century, we believe in fostering open mindedness and a curiosity about the world around us. We value scientific enquiry throughout the Primary School as it gives students the opportunity to learn about themselves and their environment through practical investigations which challenge their ideas and give meaning to their learning. We encourage children to work scientifically, developing their research, questioning, problem solving and teamwork skills.

Our aims in teaching Science are:

- To make Science interesting and engaging for all.
- To give students plenty of opportunities to explore and investigate, deepening their understanding of the world around them.
- To link our learning to real life experiences to enhance student understanding.
- To create opportunities where curiosity can be nurtured and celebrated .
- To promote questioning and critical thinking skills in order to develop ideas and understanding.
- To give all students the opportunity to embed their knowledge of key scientific concepts and develop a wide range of practical skills through hands on learning.
- To celebrate Science within the MCE community through activities, events and themed weeks.

### Working Scientifically

Working Scientifically is a key skill which is nurtured and encouraged throughout Primary Science, from Early Years through to Year 6. It is integral to developing scientific knowledge and understanding, and opportunities to develop their questioning, research, problem solving and teamwork skills are embedded and developed in every topic that is taught at Malvern College Egypt.

### Curriculum Outline

The Primary Science Curriculum uses the National Curriculum for England and Wales to provide the learning objectives and scientific skills progression for each topic, for every Year Group. We endeavour to make the curriculum as rich, engaging and exciting as possible to encourage scientific thinking and a passion for Science across Primary. We try and link the Science topics to our half termly themes, to develop creativity and cross-curricular links.

### Early Years Foundation Stage

Children will be introduced to key concepts such as questioning processes and the world around them, making predictions, investigating areas such as the natural world and materials, and using their senses. Science is a focus of the area of learning 'Understanding the World' and is also embedded in many other areas of the Early Years Foundation Stage. Children are encouraged to develop their curiosity and critical thinking skills by exploring, trying new ideas and developing these ideas. Developing these core skills will support the students' future learning in Science as they progress through Primary School.



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## Key Stage One (Years 1 and 2)

In Key Stage One, the focus is to allow students to continue developing the core skills from the Early Years Foundation Stage whilst developing their knowledge and understanding of scientific processes and the world around them. They will learn about living things, everyday materials, habitats, and weather and climates, whilst developing their ability to work scientifically. They will start to learn how to make observations and collect evidence, classify objects or living things based on different criteria, research using a variety of sources and start to think about the concept of a fair test. They will be introduced to recording results using tables, drawings and charts.



## Lower Key Stage Two (Years 3 and 4)

In Lower Key Stage Two, the focus is to enable students to broaden their scientific view of the world around them, including living things and their habitats, natural materials such as rocks and fossils, concepts such as force and magnetism, and light and shadow. They will do this by questioning, exploring, investigating, testing and developing their ideas. They will explore the relationships between living things and their environments and begin to develop their ideas about functions, relationships and interactions. They will start to make their own decisions about how they would like to investigate and find the answers to their questions, including observing changes over time, noticing patterns, grouping and classifying, carrying out simple comparative and fair tests, and researching using secondary sources of information. They will start to think about the best ways to record the data they collect and how this data may answer their questions.

## Upper Key Stage Two (Years 5 and 6)

In Upper Key Stage Two, the focus is to enable students to develop a deeper understanding of a wide range of scientific ideas and concepts such as living things and their life cycles, electricity, properties of materials, forces and states of matter so they are ready for their transition to Secondary School. They will do this by exploring and discussing their ideas, asking questions about scientific phenomena and analysing functions, relationships and interactions in a systematic way. Students will encounter more abstract ideas and recognise how these ideas help them to understand and predict how the world operates. They will begin to understand that scientific ideas change and develop over time. Students will develop confidence when selecting the most appropriate ways to answer their questions or test their theories. They will observe and measure changes over time, use a range of scientific equipment with increasing skill and accuracy, carry out comparative and fair tests, draw conclusions based on their findings and use their scientific knowledge and understanding to explain their findings.

## History

At Malvern College Egypt we aim to inspire pupils' curiosity to know more about the past. We encourage them to ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement. History helps pupils to understand the complexity of people's lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

Though our topic-based approach pupils will look at:

- **Lives of significant individuals**  
e.g. Thomas Edison, Amelia Erhart, Charles Darwin
- **Prehistory**  
e.g. Stone Age to Iron Age, Dinosaurs and Fossils
- **Local history**  
e.g. Ancient Egyptians, Early Islamic Civilisation
- **Achievements of early civilisations**  
e.g. The Ancient Greeks, The Shange Dynasty, The Roman Empire
- **A non-European society** that contrasts with Britain  
e.g. The Mayans
- **Significant events** and celebrations beyond living memory  
e.g. The first flight, The great Fire of London, WW I and WW II

More details can be found in the Topic Maps contained within this Guide.



### Key Stage One

Pupils in Key Stage One will develop an awareness of the past, using common words and phrases relating to the passing of time. They will know where the people and events they study fit within a chronological framework and will identify similarities and differences between ways of life in different periods. They will use a wide vocabulary of everyday historical terms. They will 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 will understand some of the ways in which we find out about the past and identify different ways in which it is represented.

### Key Stage Two

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





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## Bringing History to life

Living in Egypt offers us the chance to explore first hand one of the most amazing and successful Ancient Civilisations of the world. We make the most of the unique opportunities afforded to us to find out about the rich history of this wonderful country. Educational visits, dress up days, visiting speakers and drama activities are just some of the ways in which we bring the History curriculum to life for our pupils at Malvern College Egypt.





## Geography

The aim of our Geography curriculum is to inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Through their integrated lessons they will learn about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. Their growing knowledge about the world will help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments.

Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

Through our MCE topic-based approach to learning Geography, pupils will develop their understanding of:

➤ **Biomes**

e.g. Islands, Polar Regions, Rainforests, Deserts

➤ **Natural Resources**

e.g. Oil and Gas, Rivers and Water, Food and Famine

➤ **Physical Geography**

e.g. Weather, The Bermuda Triangle. Volcanoes and Earthquakes, Coasts

➤ **Human Geography**

e.g. Land use, Economic activity, trade, responsible tourism

➤ **Place Knowledge**

e.g. continents and oceans, countries, Equator and Tropics, N and S Hemispheres, Arctic Circle, Longitude and Latitude, 8 points of the compass

➤ **Contrasting Places**

e.g. places with different weather patterns, different islands, different cities, different rivers, countries affected by earthquakes, coastal resorts.

### Key Stage One

In Key Stage One our pupils will develop their knowledge about the world and their locality. They will encounter basic subject-specific vocabulary relating to human and physical geography and will begin to use geographical skills, including first-hand observation, to enhance their locational awareness.

### Key Stage Two

Pupils in Key Stage Two will extend their knowledge and understanding beyond the local area to include Europe, North and South America and Asia. This will include the location and characteristics of a range of the world's most significant human and physical features. They will further develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.



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## Geographical skills and fieldwork

Through the MCE Geography curriculum, our pupils will:

- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.
- 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.
- 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.



## Art and Design

Art, craft and design embody some of the highest forms of human creativity. At Malvern College Egypt, our art and design education will engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. We encourage them to think critically and develop a more rigorous understanding of art and design.

We have two dedicated Primary Art Rooms which are well resourced and inspire our pupils to be as creative as they can.

Our aim is for children to:

### Develop Ideas

This concept involves understanding how ideas develop through an artistic process.

### Master Techniques

This concept involves developing a skill set so that ideas may be communicated.

### Painting

- Mix primary colours to make secondary colours and create colour wheels.
- Produce shapes, textures, patterns and lines using thick and thin brushes.
- Experiment with creating mood with colour.



### Sculpture

- Using rolling, cutting, moulding and carving.
- Using clay and other mouldable materials.
- Using frameworks such as wire or moulds) to provide stability and form.

### Collage

- Using a combination of materials that are cut, torn and glued.
- Using coiling, overlapping, tessellation, mosaic and montage.
- Combining visual and tactile qualities and mixing textures.



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## Drawing

- Drawing lines of different size and thickness.
- Using different hardnesses to show line, tone and texture.
- Using shading to show light and shadow.
- Using hatching and cross hatching to show tone and texture.
- Using a choice of techniques to depict movement, perspective and shadows.

## Printing

- Using repeating or overlapping shapes.
- Replicating patterns observed in natural or built environments.
- Building up layers of colours.

## Textiles

- Using weaving to create a pattern.
- Shaping and stitching materials, using basic cross stitch and back stitch.
- Quilting, padding and gathering fabric.

## Digital media

- Creating images, video and sound recording and explaining why they were created.
- Enhancing digital media by editing.

## **Take Inspiration from the Greats**

This concept involves learning from both the artistic process and the techniques of great artists throughout history. e.g. Monet, Van Gogh, Munch...

Describing the work of notable artists and using some of the ideas studied to create their own pieces.





## Design and Technology

Design and technology is an inspiring, rigorous and practical subject. Using creativity and imagination, pupils at Malvern College Egypt design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values. They acquire a broad range of subject knowledge and draw on disciplines such as mathematics, science, engineering, computing and art. Pupils learn how to take risks, becoming resourceful, innovative, enterprising and capable citizens. Through the evaluation of past and present design and technology, they develop a critical understanding of its impact on daily life and the wider world.

Through a variety of creative and practical activities, pupils will be taught the knowledge, understanding and skills needed to engage in the process of designing and making.

As well as a dedicated Primary DT room, we also have a state of the art Cooking Room.

When designing and making pupils will be taught to:

### Design

- Design functional, appealing products that are fit for purpose.
- Generate, develop, model, communicate their ideas through discussion, sketches, diagrams or prototypes.

### Make

- Select from a range of tools and equipment to perform practical tasks such as cutting, shaping, joining and finishing accurately.
- Select from and use a wide range of materials and components including construction materials, textiles and ingredients.



### Evaluate

- Explore and evaluate a range of existing products.
- Evaluate their ideas and products against design criteria.
- Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.
- Understand how key events and individuals in design and technology have helped shape the world.

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## Technical Knowledge

- Build structures, exploring how they can be made stronger, stiffer and more stable.
- Explore and use mechanisms, such as levers, sliders, wheels, axels, gears, cams and linkages in their products.
- Understand and use electrical systems in their products, such as series circuits incorporating switches, bulbs, buzzers and motors.
- Apply their understanding of computing to programme, monitor and control their products.



## Cooking and Nutrition

- Use the basic principles of a healthy diet to prepare dishes.
- Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.
- Understand seasonality and know where and how a variety of ingredients are grown, reared, caught and processed.





## ICT & Computing

The purpose of the ICT (Information Communication Technology) & Computing curriculum at Malvern College Egypt is to provide the students with the skills, knowledge and understanding that today's children will need to learn in an increasingly digital world. Our curriculum will enable the children to build skills in critical thinking, collaboration, social awareness, digital literacy, and creativity to apply to and enhance the world in which they live and develop a lifelong passion for learning.

Through the Malvern College Egypt Computing curriculum our aims are:

- To empower our pupils to use digital devices safely and to be able to handle the potential dangers to their emotional and physical wellbeing.
- To analyse, see opportunities, and apply problem solving in computational and IT terms through repeated practice and experience, including new or unfamiliar technologies.
- To be creative, responsible, resilient, ambitious, and curious users of information technology.
- To develop the transferrable skills needed to effectively access digital technology and communicate digitally.
- To develop an understanding of how ICT and Computing can be applied in and across subjects.



### Areas of learning

- Online safety
- Using the internet – Research and communication
- Digital media – Art, photography, video and sound
- Using data
- Algorithms & Programming
- 3D Modelling
- Computer Skills – word processing, presentations, desktop publishing



*Visiting Chinese dragons with the Green Screen*

# Primary School Curriculum Guide



## Computing facilities and resources

Malvern College Egypt is equipped with a selection of computing resources and facilities to fulfil its aims in teaching and learning. These are being maintained and updated periodically to sustain and enhance the provision within the delivery of the curriculum. Children from Pre-Nursery to Year 6 have access to iPads and, for Years 1 to 6, a trolley of MacBooks.

## Other resources

- A computer suite consisting of 22 iMac computers with internet access.
- Laptops for all teachers to be used for lesson preparation, delivery and with the interactive whiteboards in the classroom.
- Primary Media room with Green Screen
- Interactive whiteboards in every classroom which are used throughout the curriculum.
- Subscriptions to a wide range of websites and services that can be accessed from school or home. These include Microsoft Office 365, Mathletics and Active Learn.
- Installed on the school devices, there is age-appropriate software specifically for the purposes of use by primary children, support the teaching of ICT & Computing, and for cross-curricular use.





## Arabic

### منهج اللغة العربية

#### الصف الأول:

يقوم منهج اللغة العربية في هذه المرحلة على إكساب الطلاب مهارات اللغة الأساسية ( الاستماع - التحدث - القراءة - الكتابة) وذلك من خلال دراسة الحروف الأبجدية بأصواتها القصيرة والطويلة ودمجها لتكوين الكلمات والجمل معتمداً في ذلك أحد أفضل طرق تعلم القراءة وهي الطريقة الصوتية، ودراسة الأساليب والتراكيب اللغوية المبسطة وتوظيفها في التواصل والتعبير بلغة عربية بسيطة وسليمة، كما يعتمد المنهج على أربع محاور أساسية وهي ( من أكون؟ - عالمي الكبير - كيف يعمل العالم؟- التواصل ) وذلك لربط اللغة وتوظيفها في المواقف الحياتية المختلفة.

#### الصف الثاني:

يهدف منهج اللغة العربية للصف الثاني الابتدائي تعليم التلاميذ مهارات اللغة العربية بطريقة صحيحة وكذلك تنمية مهارات القراءة والمطالعة والقدرة على التعبير الشفهي والتحريري. و تنمية قدراته على التعلم الذاتي عن طريق القراءة والبحث، والاعتماد على النفس في اكتساب المعرفة وتنمية قدرته على التفكير، واحترام آراء الآخرين دون تحيز، و أيضاً من خلال التواصل مع العالم من حوله وطرق التفكير وحل المشكلات.

يتم دراسة أربعة محاور خلال العام الدراسي

**المحور الأول:** من أكون؟ ويتحدث عن أهمية القراءة .

**المحور الثاني:** فهو العالم من حولنا والاهتمام بعالمنا (المجموعة الشمسية، النجوم والكواكب وعلماء الفلك)

**المحور الثالث:** فهو كيف يعمل العالم (من خلال أهمية نهر النيل والمصري القديم و تنمية الموهبة لدى الطلاب والطالبات)

**المحور الرابع:**

فهو التواصل والتكامل في الحياة، ويهدف كل محور إلى تنمية مهارات الاستماع والتحدث والقراءة والكتابة وتنم هذه المهارات من خلال قصة استماع، وقصة موجهة، وتعبير (لافتة -كتابة قصة) و تقييم ذاتي على الكتابة.

#### الصف الثالث:

- يهدف منهج اللغة العربية الجديد للصف الثالث لتعليم التلاميذ

مهارات اللغة العربية

بطريقة مبتكرة، وكذلك إكساب التلميذ بعض المهارات الحياتية

والحفاظ على الجسم

والتواصل مع العالم من حوله وطرق التفكير وحل المشكلات.

- يتم دراسة أربعة محاور خلال العام الدراسي هم: من

أكون؟ ويتحدث عن العادات الصحية السليمة، أما المحور الثاني فهو

العالم من حولنا والاهتمام بعالمنا، أما المحور الثالث فهو كيف يعمل

العالم (من الماضي إلى المستقبل) أما المحور الرابع

فهو التواصل والتكامل في الحياة، ويهدف كل محور إلى تنمية

مهارات الاستماع والتحدث والقراءة والكتابة وتنم هذه المهارات من

خلال قصة استماع، وقصة موجهة، ونص معلوماتي، وشعر،

وتعبير (لافتة - مطوية - كتابة قصة)، وتقييم ذاتي على الكتابة، وتقييم

تكويني.



# Primary School Curriculum Guide

## الصف الرابع

هذا المنهج يهدف إلى تنمية مهارات اللغة العربية ؛ من استماع وتحدث وقراءة وكتابة ، وينمى مهارات التواصل والتفكير ، لدى الطلاب ويغرس فى نفوسهم حب اللغة والاعتزاز بها بالإضافة إلى تعزيز مفاهيم الهوية والانتماء .

كل هذه الأهداف تتم من خلال دراسة ثلاثة محاور كل محور يشتمل على مجموعة من الدروس والقصص والنصوص الشعرية وتعتمد هذه القصص على التعرف على قضايا العصر والمعايير اللغوية ويتم التركيز فيها على القراءة والأصوات والجمل والتراكيب والمتراصفات المختلفة الجديدة . ومن خلال مهارات التعبير يستطيع تفسير الإيماءات والإشارات وتعبيرات الوجه أثناء الحديث ، كما يستطيع أن يعبر عن أفكاره بلغة واضحة دقيقة .

كما يتم دراسة الأساليب اللغوية مثل أسماء الإشارة والضمائر وحروف الجر والفعل والفاعل... وغيرها من القواعد النحوية وذلك يساعد على كتابة جمل صحيحة.

كما تساعد هذه الدروس على إدارة الحوار والمناقشة ، كل ذلك يتم من خلال الأنشطة والتدريبات المتنوعة التي تراعى الفروق الفردية وتكون بعض هذه الأنشطة فردية أو جماعية.

## الصف الخامس :

هذا المنهج يهدف إلى تنمية مهارات اللغة العربية ؛ من استماع وتحدث وقراءة وكتابة ، وينمى مهارات التواصل والتفكير ، لدى الطلاب ويغرس فى نفوسهم حب اللغة والاعتزاز بها بالإضافة إلى تعزيز مفاهيم الهوية والانتماء .

كل هذه الأهداف تتم من خلال دراسة ثلاثة وحدات ويتعلم الطلاب فيها القيم الخالدة والشخصيات الرائدة التي تبرز كثير من القيم مثل التسامح الحرص على العمل وحب الوطن والاعتراف بفضله كما أنه يلم بمعرفة العلوم والتكنولوجيا واطهار أبرز الاختراعات مثل الكهرباء كما ان الطلاب يعرفوا فضل ومكانة العلماء ويتم ترسيخ العادات والسلوكيات مثل الاعتدال فى الإنفاق والتسامح وعدم الاسراف فى الطعام وغيرها ، كما يتعرف على المهارات والهوايات كل ذلك يتم من خلال موضوعات ونصوص شعرية ويتم دراسة القواعد النحوية التي تساعد على التعبير اللغوى وقواعد الإملاء ، والتركيز على القصة والحوار ، ويتم تقييم الطلاب من خلال التطبيقات والتدريبات والأنشطة المتنوعة.



يستطيع الطالب من خلال دراسته لمنهج اللغة العربية في الصف السادس الابتدائي أن يتعلم العادات الصحية في غذائه ، ويثري حصيلته اللغوية بمفردات جديدة ،و من خلال دروس القراءة والمحفوظات يمكنه أن يتعرف ما تمتاز به القاهرة عن غيرها. كما يحرص على سلامة المجتمع من التفكك و يمكنه أن يحدد عناصر القصة المقررة " علي مبارك " (الشخصيات، الأحداث، الزمان، المكان، العقدة، الحل)، كما أنه سيتعرف قيمة العمل وأهمية إتقانه ،ويوضح معنى التراحم وقيمه.

ومن خلال مهارات التعبير يستطيع تفسير الإيماءات والإشارات وتعبيرات الوجه أثناء الحديث ، كما يستطيع أن يعبر عن أفكاره بلغة واضحة دقيقة .

وبدراسة القواعد الإملائية يتدرب على نُطق الأصوات التي تنطق ولا تكتب و يضبط كلماته ضبطاً صحيحاً . يترجم ما تعلمه من قواعد اللغة .

ومن ثمَّ يستطيع الطالب أن يتحدث في جمل تامة و يستخدم أساليب لغوية متنوعة بما يتناسب مع مواقف التواصل اللغوي ، ويوضح أفكاره بتفصيلات مناسبة.





# Primary School Curriculum Guide

## Arabic as a Foreign Language (AFL)

Arabic as a Foreign Language (AFL) is attended by pupils from all over the world; besides, Egyptian and Arab students who are exempted from Arabic by the Ministry of Education. Learning Arabic at this age can be a challenge considering the different writing system and alphabet, but through using different types of activities that cater to pupils' different learning styles, pupils will find themselves in a fun environment.

AFL is not only about the Arabic language. Cultural understanding and respect is promoted by focusing on similarities between different cultures on one side and the Egyptian or Arab one on the other side. All occasions will be recognised by making cards with greeting words in Arabic accompanied by the beautiful creative art works of the young learners. Greeting cards will be made for birthdays, Christmas, Eid al-Adha, the month of Ramadan, and Mothers' Day, besides colouring the flags of different countries.



### Years 1 to 3

Our pupils are introduced to the Arabic alphabet for the second time, after early years, but this time with more focus on correct pronunciation and recognition of Arabic letters with the help of visuals. Furthermore, they will learn a variety of topics in Arabic such as: the family, numbers, items in the classroom, fruits, vegetables, months of the year, days of the week, and the four seasons.

The emphasis is on using Modern Standard Arabic (Fus'ha), but Egyptian colloquial will be used in contexts such as: greetings and asking simple questions such as: What's your name? and response, and where do you come from? and response.

### Years 4 to 6

Our students will be learning and re-enforcing the Arabic alphabet with more emphasis on reading and writing short sentences on a variety of topics. They will be also encouraged to express themselves using simple sentences such as talking about likes and dislikes. They will be also encouraged to read stories with pictures and new words to help them understand and master vocabulary.

## Social Studies

### Year 5 الصف الخامس الابتدائي



في هذه المرحلة يقوم الطلاب بدراسة الموارد الطبيعية والأنشطة الاقتصادية في مصر والتعرف على أحداث وشخصيات من تاريخها في عصر البطالمة والرومان والحقبة القبطية كما يدرس الطلاب ايضا بعض القضايا المعاصرة مثل : قضايا البيئة وكيفية حمايتها من التلوث وقضايا التسامح والتربية من أجل السلام وقضايا الزيادة السكانية وجهود الدولة في مواجهتها كذلك حسن استخدام الموارد وتنميتها وترشيد الإستهلاك وإحترام وتقدير قيمة العمل وقضايا حقوق الإنسان والمرأة والطفل

كذلك نقوم بالتركيز على معرفة الطلاب أهم مشروعات التنمية الاقتصادية التي قامت بها القيادة السياسية في جميع المجالات الاقتصادية من اجل تحقيق الإكتفاء الذاتى وتقليل الإستيراد وزيادة التصدير ورفع مستوى المعيشة كذلك يدرس الطلاب كيف نشأت دولتي البطالمة والرومان في مصر وبداية الحقبة القبطية وأهم المواقع الأثرية من كنائس وأديرة ويتعلم قيم التسامح الدينى ونبذ العنف والتطرف

### Year 6 الصف السادس الابتدائي

في هذه المرحلة يقوم الطلاب بدراسة البيئات المصرية المتنوعة (الزراعية والصناعية والصحراوية والساحلية ) لكي يتعرف على أهم المشكلات السكانية في كل بيئة وجهود الدولة لحل هذه المشكلات وتنمية البيئة كذلك تقدير أهمية الحفاظ على الموارد البيئية وترشيد الاستهلاك والحد من التلوث ومعرفة حقوقه وواجباته تجاه البيئة كذلك يتعرف الطلاب في هذه المرحلة على جهود الدولة والقيادة السياسية في مجال التنمية الاقتصادية وأهم المشروعات الاقتصادية في مجالات الطاقة والنقل والطرق والتنمية الزراعية وإستصلاح الأراضى الجديدة والقضاء على العشوائيات والمدن الصناعية الجديدة كذلك يدرس الطلاب في هذه المرحلة شخصيات تاريخية أثرت في تاريخ مصر الحديث والمعاصر ودور الشعب المصرى وكفاحه ضد الأطماع الإستعمارية على مدار العصور التاريخية المختلفة كما يتعرف الطلاب أيضا على أهم الثورات التي قام بها الشعب المصرى من أجل الحرية والإستقلال بداية من ثورة 1919 حتى ثورتى 25 يناير 2011 و 30 يونيو 2013 م أيضا يتعلم الطلاب إحترام مبدأ تداول السلطة ودور الجيش المصرى في حماية الأمن القومى وأهمية الوعي والمشاركة السياسية والوحدة الوطنية والسلام العالمى

# Primary School Curriculum Guide

## French

Learning a foreign language fosters a child's curiosity and deepens their understanding of the world. French is a beautiful, rich, melodious language and is fun to learn. At Malvern College Egypt, our aim is to enable pupils to express their ideas and thoughts in French and to understand and respond to its speakers, both in speech and in writing. We provide opportunities for pupils to learn vocabulary, develop their understanding of the language structure and to communicate for practical purposes.

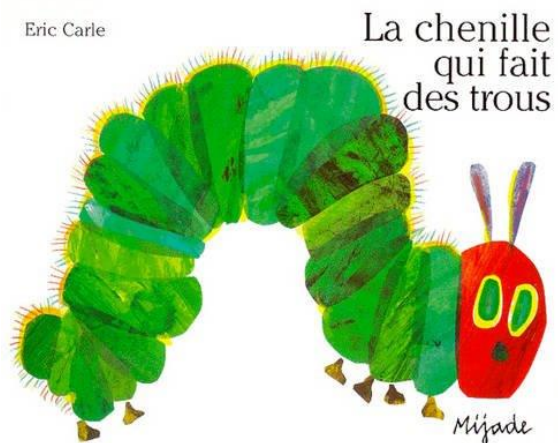
### Early Years

Pupils in Pre-nursery, Nursery and Reception enjoy one twenty-minute session per week of French with a view to exposing them to the French language from an early age. Young children have the ability to replicate sounds much more easily than older children, therefore singing songs, listening to stories and playing games are a great way to open their minds to the French language.

In the French sessions, they will be firstly covering and repeating basic high frequency vocabulary (such as numbers, colours and some animals) and will also be mirroring the topics that they study with their Class Teacher in order to complement what they are already doing in class and also to create links that will help them to learn by association.

### Key Stage One

Pupils in Years 1 and 2 continue and expand upon their French learning adventure and are exposed to the language twice a week. Teachers use games, story-telling, songs and topic-based activities to encourage a greater understanding of the language and culture. They will be picking up new words and language as well as regularly reviewing previously learnt words and language in a bid to encourage long-term memory retention.



Topics will often mirror what is being studied with their Class Teacher in order to complement their learning and improve their learning by association.

#### These topics include:

- Meetings and Greetings
- Numbers up to 10
- Days of the week
- Seasons – clothes, weather, colours
- Under the Sea and The Seaside
- Circus and Carnival
- Celebrations: Christmas, Mothers' Day, Fathers' Day, Easter
- Stories: La chenille qui fait des trous, Boucle d'or

Pupils in Years 1 and 2 will not be formally assessed and will not have spelling tests.



## Key Stage Two

In Year 3, pupils will begin to learn French more formally and will begin revising for vocabulary tests. Initially, this will be for recognition only (i.e. they learn the meaning as opposed to the word in French) so that they can get used to the process and learn how to prepare for the weekly vocabulary tests. Once they become more confident, they will then begin to learn how to recall the French words and will therefore also be focusing on spelling. In Years 4 to 6, more aspects of grammar will be introduced and they will be working on all four skills: reading, writing, speaking and listening.

The overall the broad aims of the MCE French Key Stage 2 curriculum are to ensure that all pupils:

- understand and respond to spoken and written language from a variety of authentic sources
- speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation
- can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt
- discover and develop an appreciation of a range of writing in the language studied.



Pupils throughout Key Stage Two will have assessments at the end of each Term in order for the teachers to be able to gauge their progress.



# Primary School Curriculum Guide

## Physical Education (PE)

PE at Malvern College Egypt develops pupils' competence and confidence to take part in a range of physical activities that become a central part of their lives, both in and out of school. We aim for all our pupils to succeed and excel in competitive sport and other physically demanding activities by providing opportunities for them to become physically confident in a way which supports their health and fitness. We believe that opportunities to compete in sport and other activities, not only offer enjoyment to all, but also build character and help to embed our core values such as resilience, collaboration, independence and integrity. At Malvern College Egypt, PE is taught by specialist teachers.

### We aim to:

- Provide high quality opportunities for pupils to be creative, competitive and to face different challenges as individuals, in groups, and in teams.
- Develop pupils' physical competence and confidence in a range of activities, enabling them to become skilful and intelligent performers.
- Promote physical development and co-ordination, and a knowledge of the body in action.
- Develop the ability to plan, perform, and evaluate actions, ideas and performances to improve their quality and effectiveness.
- Develop pupils' ability to respond to a variety of situations, to select and apply skills, tactics and creative ideas to suit activities that need different approaches and ways of thinking.
- Promote positive attitudes towards active and healthy lifestyles enabling pupils to make informed choices about the importance of exercise.
- Stimulate and maintain pupil interest and enjoyment in PE and swimming and to promote health and fitness for current and future lifestyles.

### Early Years

Through their PE lessons, our youngest athletes identify their feelings and emotions, enjoy interacting and engaging with others, identify some of the effects of exercising on their bodies and learn about what it means to have a healthy life style. They celebrate accomplishments and develop a positive attitude towards themselves and others, boosting their self-confidence and using different ways to express themselves.

### Key Stage One

In Key Stage One children will develop fundamental movement skills, become increasingly competent and confident and have opportunities to participate in a broad range of activities to extend their agility, balance and coordination, individually and with others. They 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.
- Participate in team games, developing simple tactics for attacking and defending.
- Perform dances using simple movement patterns.





## Key Stage Two

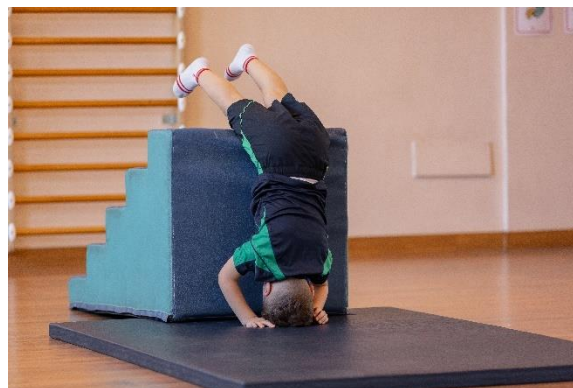
In Key Stage Two pupils will continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They will enjoy communicating, collaborating and competing with each other. They will develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

### Pupils will 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.

## Swimming

Swimming is an integral part of a pupil's life at MCE. Throughout their primary education, pupils will have the opportunity to develop their water confidence and to be able to swim competently, confidently, and proficiently over a range of distances using a variety of strokes effectively, for example, front crawl, backstroke and breaststroke.



## Co- Curricular Activities

The Malvern College Egypt programme of co-curricular activities complements and extends the teaching in PE and swimming.



Through our Co-Curricular programme, we provide students with opportunities to explore new areas of interest, build skills, assume leadership roles, and establish meaningful connections with other students. We are committed to offering a wide variety of activities designed to broaden the experiences and education of those students who choose to participate.

Children may be selected to play in school teams for sports where matches are played against local schools and clubs. MCE believes that student-athletes have an additional responsibility as ambassadors of the school.



# Primary School Curriculum Guide

## Music

Malvern College Egypt offers a wide and varied Music curriculum which engages and inspires our children to develop a love of music and talent as musicians, which can increase their self-confidence, creativity and sense of achievement. The curriculum utilises the best of the British system, supported by an exciting and broad Co-Curricular Activities programme.

### Early Years

The College has a specialist Music room for all lessons for Pre-Nursery and Nursery to be taught in. They learn songs, action songs and how to play untuned and tuned percussion instruments. All pupils in Early Years have the opportunity to perform on stage in two shows each year: a Winter show and a Summer show.

### Music Subject Content Key Stage One

Pupils are taught to:

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



### Music Subject Content Key Stage Two

Pupils are taught to:

- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, and use the iMac room to compose, layer and record using Garage Band
- read and write staff notation
- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians



### Performance & Composition

Pupils learn a repertoire of carefully chosen age-appropriate music through singing, playing, listening and moving. Pupils in Year 3 begin to learn the recorder. In Year 4 pupils learn the ukulele and other tuned instruments. From Year 3 pupils begin to receive lessons on basic keyboard skills and reading staff notation. By the time children leave the Primary School, it would be fair to say that in most cases musical skills will have been developed well beyond the expectations of a Year 6 child as set out in the National Curriculum.

### Facilities

All teaching taking full advantage of our excellent facilities:

- 3 large Music teaching rooms
- Practice rooms
- A music technology room with 22 iMacs, a keyboard lab with 22 Yamaha keyboards
- 550-seat theatre.

All students from Pre-Nursery up to Year 6 have two 50 minutes lessons of music per week which allows time for concert practice in lessons.

All pupils will gain experience and develop self-confidence through singing, acting and dancing in our College theatre in concerts and musical productions.





# Primary School Curriculum Guide

## Personal Social Health Education (PSHE)

Personal, Social, Health Education (PSHE) is a vital part of all pupils' education. It aims to give children the knowledge, skills and understanding to lead confident, healthy and independent lives.

Malvern College Egypt holds a firm commitment to absolute and fundamental values that have stood the test of time. These Malvern Qualities underpin our PSHE curriculum. They ensure that our pupils are well-prepared as global citizens who are ready to both understand and solve issues facing our world in the 21<sup>st</sup> century. The Malvern Qualities are woven throughout our curriculum but are specifically explored during weekly PSHE lessons and assemblies.

### Resilience

Showing persistence and perseverance in the face of difficulty. Having the ability to face challenges with confidence and with good humour. Being able to respond positively to setbacks and being able to see them as an opportunity to learn.

### Self-awareness

Being reflective about the process of learning and what we do. Showing an awareness of both strengths and weaknesses and taking responsibility for personal development.



### Open mindedness

Being open-minded to the wide range of beliefs, opinions and cultures that make up the modern world and yet having the strength of character to stand by one's own. Showing respect and acceptance to those who hold contrary views and the intellectual flexibility to see others' points of view. Having a global outlook and actively contributing to a multi-cultural society.

### Collaboration

Demonstrating an awareness that collaboration is a vital skill in society. Working with others to bring about the greater good and to offer service. Showing generosity towards other opinions and ideas and an ability to recognise that other ideas may be better than one's own. Working together to learn.







### Kindness

Recognising that kindness and consideration are an essential part of a civilized society and a happy community. Acting with compassion and showing empathy towards those in difficulty.

### Risk taking

Demonstrating a confident, imaginative and innovative approach to what is possible. Pushing oneself both mentally and physically in unfamiliar situations. Showing curiosity and creativity to explore new ideas and opportunities.

### Curiosity

Having an inquisitive and investigative attitude.

### Ambition

Being forward-thinking with a vision of the future, and showing the determination and courage to follow this path.

### Independence

Showing self-reliance and resourcefulness in all actions.

### Integrity

Showing the strength of character to be an honest and trustworthy member of society and to stand by one's beliefs. Being willing to accept personal responsibility where things go wrong and to learn from mistakes when they occur. Demonstrating intellectual honesty by acknowledging sources of information and ideas.

### Humility

Having awareness of one's strengths and abilities but with a sense of modesty. Recognising the distinction and benefits of a Malvern College education, making the most of the opportunities it provides and understanding with sensitivity and humility that others do not enjoy this same advantages.

Other areas of our PSHE programme include:

- **Health and Wellbeing**
- **Relationships**
- **Living in the Wider World**



# Primary School Curriculum Guide

## Support For Pupils With Additional Educational Needs (AEN)

Our shared aim for the school is to nurture the potential of each child; to celebrate his or her individuality; and to offer every child the opportunity to be a successful learner, effective contributor and confident individual.

### Staged Intervention

Where a pupil is identified as having AEN, we take action to remove barriers to learning and put effective additional educational provision in place. This AEN support takes the form of staged intervention:

- Staged intervention is used as a means of identification, assessment, planning, doing, recording and review to meet the learning needs of children and young people.
- It provides a solution-focused approach to meeting needs at the earliest opportunity and with the least intrusive level of intervention. The process involves the child, parents/carers, school staff and, at some levels, other professionals, working in partnership to get it right for every child.
- Staged intervention is designed to be flexible and allows for movement between stages depending on progress.

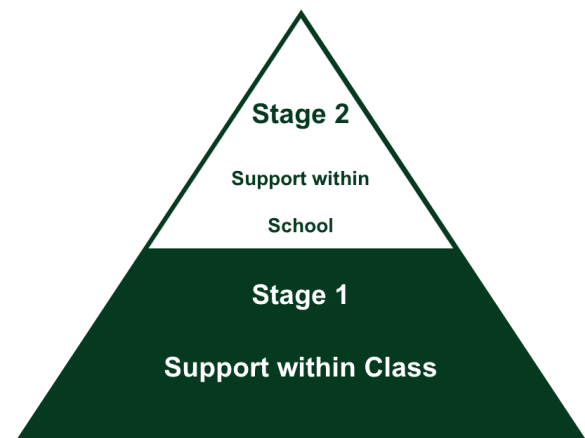
### What Support is Provided at Each Stage?

#### Stage 1

Stage 1 represents the learning and teaching practice of any classroom or learning environment, including ethos and values and whole-school approaches. Identification of needs and planning to meet those needs rests with the class teacher or early years practitioner. Support may include differentiation of the environment and curriculum to meet the range of needs within the class group as a whole. Teachers and early years practitioners may seek advice and support from Learning Support staff from within the school and from visiting professionals, but teachers and early years practitioners will be responsible for implementation of recommendations.

#### Stage 2

Within Stage 2 the responsibility for identifying and planning to meet the needs of the pupil remains with the class teacher. However, it is necessary to have a strategy for provision of support where all available classroom options have been exhausted. At this stage, referral to the Learning Support department for more direct involvement may be required. Information from all stakeholders will be considered to inform personalised strategies that will help students to overcome or reduce their barriers to learning. Curriculum flexibility may be utilised, including possible learning sessions in Learning Support.



Each stage will be reviewed with possible modifications to provision in each stage or movement between stages.

For more information on learning support please contact Mr. Nicol Fleming.

([nicol.fleming@malverncollege.edu.eg](mailto:nicol.fleming@malverncollege.edu.eg))

## English as an Additional Language (EAL) Support

Learners with EAL have a dual task at school: to learn English (language) and to learn *through* English. For this reason, EAL teaching aims to teach English using the mainstream curriculum as the context.

How does the EAL department support pupils to access the curriculum?

### Getting to know pupils needs

We will have an initial meeting with the parents of a pupil with EAL, using an interpreter if necessary. This is important to understand the pupil's starting point and context, and to get to know them as an individual.

### Organising the classroom

We always try to seat EAL learners with the most fluent English speakers in the class. Sitting all EAL pupils together does not help to develop their English language skills. Co-Teachers and EAL Teachers are available to work with pupils with EAL, if required.

### Developing staff knowledge

The responsibility of the EAL department is to provide staff with support enabling them to meet the needs of EAL learners in class. Classroom teachers and Co-Teachers will also provide up-to-date information to the EAL department about the possible needs of their students; there will be a continuous feedback loop of information meaning that every student will have consistent observation and their needs can be met without delay.

### Co-Curricular Activities

The EAL department will provide language based Co-Curricular Activities and those that need an English boost or refresher will be encouraged to attend. While these sessions will be language orientated, students will learn through fun activities, media, teamwork, projects, and competition.



### Differentiating activities

Class teachers must ensure that they are maintaining a high level of cognitive challenge while also allowing pupils to access the same content as the rest of the class. They could allow pupils to express their learning in a different way, for example by using:

- Visual cues
- Gap-fill exercises
- Sentence frames
- Word cards

Many of the techniques aimed at teaching EAL learners can also be beneficial to pupils who do not have EAL, particularly in a primary school setting where all children are learning literacy and language. Allowing pupils to express some ideas in their first language can help motivate pupils and move learning forwards.

### Using targeted interventions

EAL learners should be integrated into whole-class teaching sessions as much as possible. However, there will be times when pupils will benefit from a more focused language intervention away from the rest of the class. In this case a small group of EAL learners will be taken for a group session to focus on a specific skill, examples include 'reading comprehension' or 'spelling and phonics', when this happens parents will be notified of the short or long term goals for their child's EAL learning; they will also be advised of ways to help their child at home. Students will still study the mainstream curriculum while advancing their language skills, though their homework may be slightly different to their peers.



# Primary School Curriculum Guide

## Assessment

At Malvern College Egypt, we are proud to be listed as a Centre of Excellence in Assessment with our partners GL Education. This is a demonstration of how the below assessment procedures guide the teaching and learning throughout the College.

Assessment is a vital part of the learning process, providing feedback to learners on areas they are doing well and those in which they can improve. It is a daily part of life at Malvern College Egypt. Daily assessment is used by teachers to inform planning and teaching to ensure each student receives the support and guidance they need. Formal assessments provide over-arching feedback on progress across year groups and subjects and inform curriculum content and delivery.

### Assessment enables students to:

- Recognise and celebrate their strengths and achievements and build upon these.
- Identify targets for improvement and development.
- Take responsibility for their learning.

### Assessment enables teachers to:

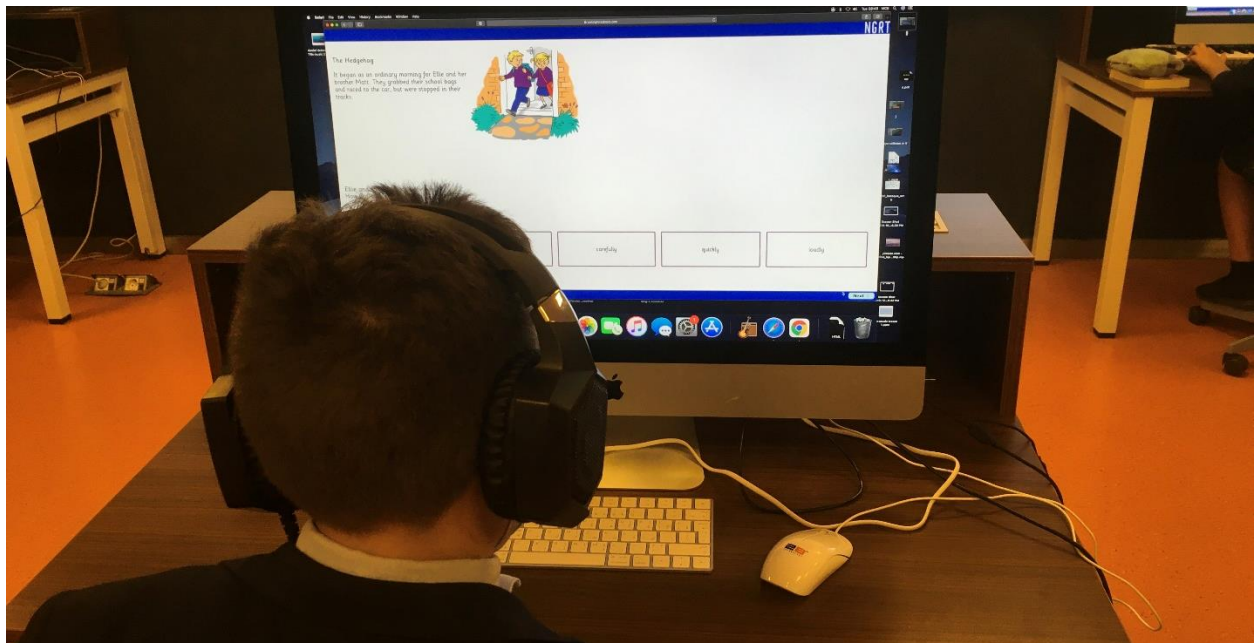
- Review progress of learning objectives and whether concepts have been met, exceeded or require further development.
- Ensure positive outcomes for all students.
- Adjust planning and teaching to ensure continuity and progression for all students.
- Evaluate teaching strategies and approaches.

### Assessment enables the College to:

- Monitor student outcomes and benchmark against National and International standards.
- Inform the College Action Plan in the areas of 'Assessment and Data' and 'Teaching and Learning.'

### Assessment MUST:

- Be part of the teaching and learning process
- Focus on how and what students learn
- Be sensitive and constructive
- Encourage students to be the best they can be
- Recognise student achievements and develop these.



### Formative Assessment:

This is the ongoing process of making judgments of student's progress. This occurs daily as part of the teaching and learning process. Referred to as 'Assessment For Learning (AFL)', this process is used to inform immediate adaptations to planning and teaching. Students are informed of these assessments in appropriate ways, whereby they can recognise their own strengths and build upon targets.

Examples of this assessment include; observation, marking of work, oral feedback, oral or written testing (e.g. weekly spelling tests), self-assessment and peer assessment.

### Summative Assessment:

Summative assessment includes in school methods of measuring progress throughout a unit of work or Term, as well as external assessments to benchmark against National and International Standards. (provided by external bodies)

### **Testing Arrangements**

Assessment	Children involved	Format
Observational Assessment	All students	In EYFS, this is recorded against the Early Years framework
Draw-a-person	PN-Y1	Termly – cognitive test to assess children's early abilities.
Read, Write, Inc (RWI) assessments	PN-Y2	Oral assessments to assess children's phonic knowledge
Abacus Maths	Y1-Y6	Termly Paper assessments
Bug Club Reading Comprehension	Y1-Y6	Termly Paper assessments
Writing	R-Y6	Written assessment benchmarked against age-related expectations for writing
Progress Test in English (PTE)	R-Y6	Computer (Paper for R and Y1)
Progress Test in Maths (PTM)	R-Y6	Computer (Paper for R and Y1)
New Group Reading Test (NGRT)	Y1-6	Computer (Paper for Y1)
CAT4 (Verbal, non-verbal and quantitative reasoning)	New children on admissions (Y3-Y6)	Computer

# Primary School Curriculum Guide

## Homework

In the Primary School homework is built into the planned curriculum and is used to follow up the learning in the classroom. The aim is to consolidate and extend the children's learning. In this way you are able to monitor the curriculum your child is following. Sometimes your child may be enthused by a topic and wish to do extra work, or research something on the computer at home; we would encourage this and be pleased to see the results of that extra work in the classroom.

All teachers in each year group plan the homework tasks alongside the lessons to ensure that all pupils are receiving the same type of tasks. These tasks may be differentiated to suit the needs of various children but all pupils should spend roughly the same amount of time on their tasks. At times, pupils may be required to undertake personal research or project work.

**Early Years** - Parents are partners in the learning process and we welcome valuable feedback to learn about how your child plays at home. This allows for an enriched understanding of the child and informs learning and development in the classroom.

**Year 1** - Every week your child will bring home a new set of spelling words. These taken from the National Curriculum spelling lists for Year 1 and are words children should work towards reading, spelling and using fluently by the end of the year.

### Task 1: Look, Say, Cover, Write and Check

Look carefully at the first word. Read the word and say it out loud. Cover the word with your hand and have a go at spelling it on your own. Check your work.

### Task 2: Cursive Handwriting Practice

Each week a new digraph, or 'special friends' sound, will be stuck in your book. Practise joining these letters as you have been taught in class. Remember, always start on the line!

### Task 3: Writing

Each week your teacher will give you a topic to write about. It will be related to the topic you are currently learning about in class. Can you write a sentence or short paragraph on this topic using a word from your spelling list?

Year 1 children will also receive a mathematics activity to do each week. This should not take any longer than 10-15 minutes to complete.



**Year 2** - In Year 2, the homework follows the same format as Year 1 but becomes a little trickier and more demanding.

**Year 3** - In Year 3, recording homework becomes part of the responsibilities of the students as they are becoming more independent. Students will receive Mathematics and English homework every week.

**Year 4** - 25-30 minutes per night consisting of Mathematics, English and their topic. Additionally, reading, spelling and a little Arabic are expected to be practised for a short period every night.

**Year 5** - 30-35 minutes per night consisting of Mathematics, English and their topic. Additionally, reading, spelling and a little Arabic are expected to be practised for a short period every night.

**Year 6** - 35-40 minutes per night consisting of Mathematics, English and their topic. Additionally, reading, spelling and a little Arabic are expected to be practised for a short period every night.





### Reading

Please take time to read with your child every day, whichever year group they are in. Pupils have access to take-home reading books, as well as online 'Bug Club' books. They should not simply read a book once though, as many reading skills can be developed through re-reading: comprehension, inference etc.

*"The more that you read, the more things that you will know." Dr. Seuss*

### The Home-School Partnership

We welcome your invaluable support and feedback. We ask you to encourage your child to complete their homework and to provide them with the resources that they need and a calm environment where they can focus and can do their best.

Children should not sit for hours struggling with a task that they do not understand. If your child experiences any difficulties with their homework then please do not hesitate to contact the Class Teacher, via their School Diary.

It is vital that children have time to relax and play outside of school. At Malvern College Egypt we encourage all of our pupils to participate in Co-Curricular Activities and to develop other interests whether sporting, musical or artistic.



# Primary School Curriculum Guide

## Topic Maps

Subject	Year 1				
	Term 1		Term 2		Term 3
<b>Science</b>	Everyday Materials		Animals		Seasonal Changes Plants
<b>Humanities</b>	Houses and Homes	Winter	Explorers	Oceans and Seas	China  Toys
<b>Art &amp; Design</b>	Self-Portraits Painting Mixing Colours	Collage Creating images from a variety of media	Clay Manipulative materials	Weaving	Observational Drawings (flowers and plants) Painting (repeating patterns)
<b>Literacy</b>	Sequencing Recounts Non-Fiction Stories with a repetitive structure Traditional Tales (The 3 Little Pigs)	Fantasy Non-chronological lists instructions	Non-chronological reports	Acrostic Poetry	Stories from other cultures (Magic Paintbrush) Instructions Recounts

Subject	Year 2				
	Term 1		Term 2		Term 3
<b>Title</b>	<b>Fashion</b>	<b>Treasure Island</b>	<b>Great Fire of London</b>	<b>Let's go on holiday</b>	<b>Come fly with me</b>
<b>Science</b>	Use of everyday materials	Animals inc. humans – animal offspring, basic needs, survival	Plants	Living things and their habitats	Forces – gravity and air resistance
<b>History</b>	History of Fashion	Pirates	The Great Fire of London		Famous people, Wright brothers: Amelia Erhart
<b>Geography</b>		Islands		Famous landmarks	Weather
<b>Art &amp; Design</b>	Observational drawings		Collage	Printing Sculpture	Printing – Abstract Art (Mondrian)
<b>Design &amp; Technology</b>	Materials and construction - clothes	Where does food come from?	Mechanics – Wheels and axels (Fire engines)		

Subject	Year 3				
	Term 1		Term 2		Term 3
Title	Stone Age to Iron Age	Frozen	Urban Pioneers	Marvels and Mysteries	The Bold and The Brave
Science	Rocks and Soils	Plants	Light and Shadows	Forces and Magnetism	Animals inc. humans – nutrition, skeletons, muscles
History	Stone Age, Bronze Age, Iron Age	Polar Exploration		Marvels and Mysteries	Ancient Egyptians, Ancient Romans, Ancient Greeks
Geography		Polar Regions (oil and gas)	Comparing cities, improving the local env		
Art & Design	Spray painting: Cave Art Sculpture: Stone age jewellery	Painting: Colour mixing hot and cold colours (Van Gogh)	Graffiti Art Drawing: (Banksy) Painting: (Keith Haring)		Pop Art Digital Media: (Andy Warhol) Collage: (Roy Lichtenstein)
Design & Technology	Mechanics: Story Books			Textiles: stuffed toys (creatures/monsters)	

Subject	Year 4				
	Term 1		Term 2		Term 3
Title	Rainforests	Crime and Punishment	Chocolate	Shang Dynasty	Water for Life
Science	Living things and their habitats: classification	Electricity	Animals inc. humans – digestive system, teeth	Sound	States of Matter
History		Crime and Punishment	Mayan Civilisation	Shang Dynasty	
Geography	Rainforests, Brazil		Chocolate, Mexico	China	Water and Rivers
Art & Design	Sculpture: Rainforest diorama Drawing: Animals (Henri Rousseau)		Collage: Mayan Masks	Painting: Chinese Brush Paintings	Collage: Monet's Water Lilies Textiles: River Weavings
Design & Technology		Electrical: Alarm	Food: Chocolate Brownies		



# Primary School Curriculum Guide

Subject	Year 5				
	Term 1		Term 2		Term 3
Title	Help!	1001 Arabian Nights	Footprints from the past	People and Places	Incredible Inventions
Science	Forces	Properties and Changes of Materials	Inheritance and Evolution	Life Cycles	Scientists and Inventors
History	Pompeii (Roman Empire)	Early Islamic Civilisation	Dinosaurs and Fossils		Incredible Inventions
Geography	Earthquakes and Volcanoes	Deserts: Economic activity, trade		Comparing people and places	
Art & Design	Painting: Expressive Art (Munch's The Scream)	Collage: Islamic Patterns	Drawing: Fossils and Spirals Collage: Quilled dinosaurs		Printing: William Morris
Design & Technology		Food: Middle Eastern bread		Textiles: Purses	Mechanics: Cams

Subject	Year 6				
	Term 1		Term 2		Term 3
Title	Peace and Conflict	Food and Famine	Responsible Tourism	Mission to Mars	Young Entrepreneurs
Science	Light	Living Things	Habitats and Environment	Earth and Beyond	Electricity Solids, Liquids and Gases
History	Peace and Conflict World Wars I and II			Space Exploration	Trade
Geography	The World	Food and Famine	Coastal Resorts Improving the environment		Business Apprentice
Art & Design	Artist: Ben Heine		Sculpture: Shelters		Textiles: Slippers
Design & Technology		Food: Adapting a Recipe			Electrical Inventions

## French Topic Maps

	Year 3	
Term 1	Term 2	Term 3
<p>Meetings and greetings</p> <p>Ask someone's name and give their own</p> <p>Ask how someone is and respond to the same question</p> <p>Identify musical instruments</p> <p>Identify classroom objects</p> <p>Describe an object's colour</p> <p>Be able to ask for and say your own age</p> <p>Recognise and repeat classroom instructions</p> <p>Identify parts of the body</p> <p>Describe hair and eyes</p>	<p>Days of the week</p> <p>Basic character descriptions</p> <p>Animals and pets</p> <p>Numbers to 20</p> <p>Give someone else's name</p> <p>Describe someone</p> <p>Identify family members</p> <p>Letter patterns</p> <p>List some household items.</p> <p>Describe positions</p>	<p>Numbers to 31</p> <p>Months of the year</p> <p>Forming dates</p> <p>Asking and giving birthday</p> <p>Project: Family tree</p> <p>Describe your family and pets</p>

	Year 4	
Term 1	Term 2	Term 3
<p>Revise ways to introduce yourself and how to describe people</p> <p>Describe someone's nationality</p> <p>Descriptions with a variety of adjectives</p> <p>Telling the time</p> <p>Talking about different activities</p> <p>Talk about what time you do different activities</p> <p>Talk about festivals and dates</p> <p>Talk about presents</p>	<p>Give and understand instructions</p> <p>Talk about going to French cities</p> <p>Give and understand basic directions</p> <p>Talk about the weather and places in France</p> <p>Foods</p> <p>Go shopping for food</p> <p>Ask how much something costs</p> <p>Talk about activities at a party</p> <p>Give opinions about foods and various activities at a party</p>	<p>Discuss Francophone countries</p> <p>Research and present about a chosen Francophone country</p> <p>Discuss the languages that we speak</p> <p>Identify different items of clothing</p>

# Primary School Curriculum Guide

	Year 5	
Term 1	Term 2	Term 3
<p>Greet people and give personal information</p> <p>Ask and talk about sisters and brother.</p> <p>Say what people have and don't have</p> <p>Say what people are like (using negative constructions)</p> <p>Name school subjects</p> <p>Talk about likes and dislikes</p> <p>Ask and say the time</p> <p>Talk about the timings of the school day</p>	<p>Ask for food</p> <p>Describe how to make a sandwich</p> <p>Give opinions about food</p> <p>Healthy/unhealthy food</p> <p>Names places in town</p> <p>Ask for and give directions</p> <p>Give the time and say where you are going</p> <p>Ask and say where you're going on holiday</p> <p>Express opinions about holidays</p> <p>Talk about what you're going to do on holiday</p>	<p>Talk about holiday plans</p> <p>Name rooms in a house</p> <p>Describe rooms in a house.</p> <p>Say what people do at home.</p> <p>Say what people do and where</p>

	Year 6	
Term 1	Term 2	Term 3
<p>Ask and talk about regular activities</p> <p>Say what you don't do</p> <p>Ask and say what other people do</p> <p>Talk about what you like/dislike</p> <p>Ask and talk about daily routine</p> <p>Talk about times of daily routine</p> <p>Ask and talk about breakfast</p> <p>Talk about details of a typical day</p>	<p>Describe a typical day – written task</p> <p>Days of the week, months, and birthday</p> <p>Hobbies</p> <p>Sports</p> <p>Opinions about different sports</p> <p>Justifying opinions</p>	<p>Saying what pets you have</p> <p>Describing your family using possessive adjectives</p> <p>Saying where you live</p> <p>Talking about nationalities and countries</p> <p>Talking about the weather</p> <p>Using dictionaries</p>





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