

Curriculum EYFS

The Early Years Foundation Stage (EYFS) of the National Curriculum for England clearly identifies seven key learning areas (KLAs) used as the foundations for a nursery programme.

On-going observational assessments are completed on each student. These enable staff to identify each student's developmental abilities, interests, and needs. It is through this information that staff implements planning for every student's continuing development through structured and unstructured play based activities. The key learning areas are reflected in our daily programme through a variety of materials and resources in our play areas. The early learning goals defined in the key learning areas help in laying secure foundations for every student's learning.

THE PRIME AREAS OF FOCUS

Communication and language

Listening and attention: students listen attentively in a range of situations. They listen to, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.

Understanding: students follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.

Speaking: students express themselves effectively, showing awareness of the listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.

Physical development

Moving and handling: students show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.

Health and self-care: students know the importance of physical exercise and a healthy diet for good health, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.

Personal, Social and Emotional Development(PSED)

Self-confidence and self-awareness: students are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.

Managing feelings and behaviour: students talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.

Making relationships: students play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other students.

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SPECIFIC AREAS OF FOCUS

Literacy

Reading: students read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.

Mathematics

Numbers: students count reliably with numbers from 1 to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing.

Shape, space and measures: students use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.

Understanding the World

People and communities: students talk about past and present events in their own lives and in the lives of family members. They know that other students don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.

The world: students know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.

Technology: students recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.

Expressive Arts and design

Exploring and using media and materials: students sing songs. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.

Being imaginative: Students use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role-play and stories.

Curriculum PYP

The Primary Curriculum has its foundation in the National Curriculum for England ensuring that students coming from, and returning to, Britain are able to make the transition easily. At the same time, we believe that all students should benefit from the rich experiences that life in India provides. Therefore, we have adapted some curriculum subjects like history and geography to make them relevant to Arab and Saudi context.

We provide a broad curriculum which includes art, drama and plenty of sporting options. The knowledge, skills and attitudes of religion and design education are included with other areas of the curriculum. There is always an emphasis on honesty, pride and integrity in the normal range of 'English' subjects.

The Primary School is structured into the three National Curriculum Key Stages known as The Foundation Stage (Reception), Stage One (Years 1 and 2) and Stage Two (Years 3 to 6). You can find more about each stage by clicking on the appropriate link below.

- [The Foundation Stage \(Reception\)](#)
- [Key Stage One \(Years 1 and 2\)](#)
- [Key Stage Two \(Years 3 to 6\)](#)

Secondary Curriculum

The Secondary School gives the student a supportive, yet challenging learning environment. Here, too, the community welcomes children from different nationalities and cultures. A qualified and professional staff trains students in acquiring life long skills and prepare for the internationally recognised IGCSE and through exciting, application based class room teaching and learning. The School is well prepared to cater to the academic and social needs of transient students and encourages all students to constantly challenge themselves. We nurture students who are intellectually curious, creative, respectful, caring, conscious of their responsibility to the community and their environment. Parents are encouraged to work in partnership with the school and support it in its mission of continual improvement.

The Secondary Curriculum (11-16 years of age) is organised to ensure that all students receive a broad, balanced and clearly articulated learning entitlement, which is coherent within each key stage, as well as being progressive and continuous in nature, building upon the foundations laid during the Primary school. The secondary is organised through three key stages:

Key Stage 3- Years 7, 8 and 9 (11-14 Years)

Key Stage 4- Years 10 &11 (15-16 years)

Students across all key stages receive a range of learning experiences, delivered mainly through traditional subjects, in the following, physical Education and Sports – including Art & Design, and Drama

2. Human & Social – including Geography, History Economics, business studeis
3. Language and Literature – including English Language and Literature
4. Mathematical and computer studies – including Mathematics and ICT.

Scientific – in which students follow a combined science course in Key Stage 3 that prepares them for all of the three sciences offered at Key Stage 4 .