

PYP CURRICULUM GUIDE

GRADE-LEVEL PARENT OVERVIEWS

2026 - 2027



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Family Classes

This document gives you an overview of your child's learning during this school year. More information will be provided throughout the year through Seesaw, conferences, celebrations of learning and other ways to understand your child's learning journey. Please reach out to your child's teachers if you have any questions.

Units of Inquiry	
 Who we are (Whole Year)	 Sharing the Planet
Central Idea: Understanding our identities helps us to grow and build respectful relationships Lines of Inquiry: - What makes me and others unique - How we grow and change - Respectful relationships	Central Idea: Observing nature helps us understand how our world grows and changes Inquiring into: Earth's systems - Weather patterns Inquiring into: Survival needs - Plants and Animals
 How the world works	 How we express ourselves
Central Idea: Children use play to investigate and understand the world Inquiring into: Matter and its interactions - Solids Vs Liquid matter Inquiring into: Forces and Motion - Pushes and pull devices	Central Idea: Exploring resources helps us express our ideas and feelings Inquiring into: Sounds from Vibrating Materials Inquiring into: Patterns we notice in the sun, moon, and stars

English Language & Literacy
In FC, children build early literacy skills through play, storytelling, phonics, and mark-making. They develop oral language, phonemic awareness, and vocabulary through songs and story experiences. Children explore books by learning how to handle them, follow print from left to right, and use pictures to understand and retell stories. They show interest in familiar and informational texts, often connected to their units of inquiry. In

writing, children express their ideas through drawing, mark-making, and using letters they know. They begin to write their names, represent words using sounds, and talk about their writing, laying the foundation for future literacy learning.

Mathematics

In addition to the integrated math outlined within Units of Inquiry above, students will have purposefully curated learning experiences with mathematics throughout the year. This instruction is broken into three major areas: Number and Number Sense (the study of Numbers in the base 10 place value system), Number Operations (the study of addition and subtraction), and Partitioning (the study of part-whole relationships). The overall learning goals for each Number Unit for students in FC can be found below.

The overall goals for students in Number and Number Sense are to: - Count forward to 20 - Count backward from 10 - Use number to count, compare, and order numbers - Identify when a number is more or less than another number “Just know” (subitize) the amount of objects in a set up to 6 without counting - Be able to reliably count objects up to 10 (each item gets counted once)	The overall goals for students in Number Operations are to: - Understand how adding one to a set of objects will give the next counting number (more) - Understand how taking one object away from a set of objects will give the counting number before (less)	The overall goals for students in Partitioning are to: Use clay, water, and real-world experiences (such as sharing pizza) to show one half
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Art

The visual art curriculum is built around connected units that support students as they learn the basics of art-making. Students have opportunities to create their own original pieces and reflect on many different art styles and movements. With hands-on projects and interactive lessons, they try out various tools and techniques, helping them grow more confident and imaginative. This method encourages both self-expression and thoughtful analysis, setting the stage for future growth in the arts.

Unit 1: Drawing & Mark-making Exploring lines and shapes, experimenting with drawing tools and observational	Unit 2: Colour & Printing Understanding colour mixing, mixing primary colours to make secondary colours using	Unit 3: Form & Texture Clay and salt dough play, making pinch pots and 3D structures. Collage making
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drawings of nature.	different tools. Developing visual awareness and early science concepts. Leaf printing with paint and rollers. Creating finger paint art and developing hand-eye coordination.	with textured papers and natural materials. Making a touch and feel book with different textured material. Developing sensory exploration.
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Music

The year-long music curriculum for each grade integrates units that build on each other, allowing students to explore music theory, history, and performance together. Students sing, move, and play a variety of classroom instruments, engaging in creative and interactive activities that develop their musical skills. This hands-on approach emphasizes creative expression, critical response, and performance, preparing students for future artistic growth.

Exploring Sounds Creating: Students experiment with instruments to create sounds. Responding: Students identify different sounds. Performing: Students engage in simple rhythmic movements.	Music and Movement Creating: Students create movements to match music. Responding: Students describe how music makes them feel. Performing: Students perform simple dances.	Singing and Storytelling Creating: Students compose short songs with actions. Responding: Students retell stories through music. Performing: Students sing simple songs in class.	Instrument Introduction Creating: Students create simple rhythms. Responding: Students identify different instruments. Performing: Students play instruments properly.
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Social Emotional Learning

During the second semester, the school counsellor will deliver classroom lessons using the Keeping Safe: Child Protection Curriculum.

Focus Area 1: The right to be safe	Focus Area 2: Relationships	Focus Area 3: Recognising & reporting abuse	Focus Area 4: Protective strategies
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Physical Education

In our Early Years PE program, children engage in fun, play with purpose based activities that encourage exploration and movement. Fundamental movement skills are explicitly

taught and these become the building blocks of more specialised and complex physical skills essential for successful participation in physical activities, sports and fitness. Through a variety of age-appropriate games, children learn to share, cooperate, and interact positively with their peers in an active setting.

Ed Tech and Library

At ABA, our Library and EdTech programs work in tandem to nurture curious, ethical, and empowered learners from FC through Grade 5. We integrate research and information literacy skills with digital literacy and creativity, helping students grow as independent thinkers, responsible digital citizens, and global collaborators.

Library: Students begin developing a love of reading through stories, songs, and play-based exploration. They learn how to care for books, follow routines, and recognize the library as a joyful, welcoming space for learning and imagination. The library fosters a lifelong love of reading by giving students choice, voice, and ownership—not by limiting them to reading levels. Additionally, teachers and the librarian will co-teach skills and concepts that support units of inquiry throughout the year.

Kindergarten

Units of Inquiry		
 Who we are (August - September)	 How the world works	 How we organise ourselves (October - December)
Central Idea: Understanding our identities helps us to grow and build respectful relationships Lines of Inquiry: - Who we are as individuals - How our identities connect us to others - How understanding our identities helps us express and manage our emotions and help us grow Subject area: Social Studies	Central Idea: Through investigating movement, people can come to new discoveries Lines of Inquiry: - Investigating movement in our world - Understanding pushes and pulls and why things move - How discoveries about movement can be used to create Subject area: Science	Central Idea: People in a community have roles and responsibilities that help systems work Lines of Inquiry: - Systems in communities and how they work - People's roles in a community - People's responsibilities within the community Subject area: Social Studies
 Sharing the planet (December - February)	 Where we are in place and time (March - April)	 How we express ourselves (May - June)
Central Idea: The survival of living things is dependent on their habitats Lines of Inquiry: - Patterns we observe in nature - How living things grow and connect to their environment - How we can care for plants and animals Subject area: Science Maths integration: Statistics and Probability, Measurement	Central Idea: Stories from the past help people make connection to the present Lines of Inquiry: - Ways we learn about the past - How we the past events to the present - How stories help us understand the past Subject areas: Social Studies Maths integration: Shape and Space	Central Idea: Shapes are different and are found throughout the world Lines of Inquiry: - TBD Subject areas: Art Maths integration: Shape and Space

English Language & Literacy

Language and early literacy experiences are embedded through play, inquiry, story time, and meaningful interactions throughout the day. Students also engage in targeted foundational literacy skills in three core areas: Oral language and communication (building vocabulary, expressive language, and listening skills), Writing (development of mark-making, phonetic spelling, and early composition), and Reading and Phonics (sound-letter relationships, early decoding).

Oral Language and Communication • Build vocabulary by listening to and talking about shared experiences and stories. • Practise taking turns, asking questions, and following directions in group discussions. • Express feelings, opinions, and ideas clearly through conversations, rhymes, and role-play.	Writing focus • Use drawings and early writing to express thoughts, stories, and information. • Begin writing names and words using phonetic spelling. • Learn to write from left to right, begin using spaces, and start using capital letters and punctuation.	Reading and Phonics focus • Understand the basic concept of print (letter, word, sentence). • Learn to connect letters with sounds and begin sounding out simple words. • Engage stories and recognise that print carries meaning (left to right, top to bottom). • Build comprehension by asking and answering questions about stories/books.
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Mathematics

In addition to the integrated math outlined within the Units of Inquiry above, students will have designated, targeted instruction for mathematics every day. This instruction is broken into three major areas: Number and Number Sense (the study of Numbers in the base 10 place value system), Number Operations (the study of addition and subtraction), and Partitioning (the study of part-whole relationships). The overall learning goals for each Number Unit for students in Kindergarten can be found below.

The overall goals for students in Number and Number Sense are to: - Count objects reliably (one item = one number) - Count forwards and backwards from any number through 20 - Make sense of numbers (through 20) by - Modeling with objects - Drawing - Naming - Using numerals to write numbers	The overall goals for students in Number Operations are to: - Be able to distinguish between addition and subtraction problems - Explain their addition and subtraction strategies to others - Use objects, drawings, or number sentences to show and solve real world addition and subtraction problems	The overall goals for students in Partitioning are to: - Understand how to make a fair share in real world contexts - How to make equal parts - Understand a half as 1 of 2 equal parts - Be able to model half with shapes and real world objects (i.e. clay and water)
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Social Emotional Learning

Classroom lessons addressing social-emotional skills are delivered regularly by the school counsellors throughout the academic year. We use the Second Step Social-Emotional Learning Curriculum which is aligned with CASEL competencies and provides students with foundational knowledge and strategies related to the core areas of social-emotional learning: Self-Awareness, Self-Management, Social Awareness, Relationship Skills, and Responsible Decision-Making. We also use the Keeping Safe: Child Protection Curriculum.

Unit 1: Growth Mindset & Goal-Setting Attention & Focus: Students are exploring how to pay attention and manage distractions effectively. Resilience & Growth: Students	Unit 2: Emotion Management Emotion Recognition: Students are learning to identify and label feelings in themselves and others from various clues.	Unit 3: Empathy & Kindness Understanding Kindness: Students are learning what kindness is and why it's important. Practicing Kindness: Students are actively	Unit 4: Problem-Solving Problem Identification: Students are learning to clearly and respectfully state problems they encounter. Solution Strategies: Students are	Unit 5: Child Protection Focus Area 1: The right to be safe Focus Area 2: Relationships Focus Area 3: Recognising & reporting abuse Focus Area 4: Protective strategies
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are learning that mistakes are part of learning, and how practice and positive thinking lead to improvement.	Calming Skills: Students are practicing strategies to manage emotions and find calm.	demonstrating and applying kind acts in various situations.	identifying various ways to solve problems, including responding to accidents, asking for what they need, and making amends.	
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Additional Language

The Kindergarten Arabic program offers a playful and exploratory introduction to the Arabic language. Through regular classroom visits, students engage in songs, stories, games, conversations, role-play, and hands-on activities. They develop early listening and speaking skills while exploring greetings, numbers, colors, the Arabic alphabet, and vocabulary connected to their daily lives. Students also learn about Arabic culture and celebrations in a positive and inclusive environment.

Who we are Alphabet Basic self intro, name, greetings, simple classroom instructions)	How we organize ourselves Alphabet School objects & instructions	Who we are Alphabet My birthday (numbers, age, birthday, family)	How we express ourselves Saying how I feel and giving my opinion?
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Art

The visual art curriculum is built around connected units that support students as they learn the basics of art-making. Students have opportunities to create their own original pieces and reflect on many different art styles and movements. With hands-on projects and interactive lessons, they try out various tools and techniques, helping them grow more confident and imaginative. This method encourages both self-expression and thoughtful analysis, setting the stage for future growth in the arts.

Unit 1: Drawing & Mark-Making Exploring different tools to review lines and shapes. Creating self-portraits with simple line work and storytelling through picture sequences.	Unit 2: Colour & Printing Mixing primary colours to create a colour wheel. Creating a feelings colour chart (associating colours with emotions). Recognising different ways artists use colours. Using everyday objects (bubble wraps, sponges) to create patterns. Simple stencil printing using cut-out shapes. Recognising patterns and developing hand-eye	Unit 3: Form & Texture Clay and salt dough play, making pinch pots and simple figures. Creating simple 3D paper and cardboard structures. Making texture paper art. Develop spatial awareness and creativity.	Unit 4: Appreciating Art Discuss ideas, feelings or opinions about own and others' artworks
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	coordination.		
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Music

The year-long music curriculum for each grade integrates units that build on each other, allowing students to explore music theory, history, and performance together. Students sing, move, and play a variety of classroom instruments, engaging in creative and interactive activities that develop their musical skills. This hands-on approach emphasizes creative expression, critical response, and performance, preparing students for future artistic growth.

Exploring Sounds Creating: Students experiment with instruments to create sounds. Responding: Students identify different sounds. Performing: Students engage in simple rhythmic movements	Music and Movement Creating: Students create movements to match music. Responding: Students describe how music makes them feel. Performing: Students perform simple dances.	Singing and Storytelling Creating: Students compose short songs with actions. Responding: Students retell stories through music. Performing: Students sing simple songs in class.	Instrument Introduction Creating: Students create simple rhythms. Responding: Students identify different instruments. Performing: Students play instruments properly.
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Physical Education

In the PYP PE program for KG, students develop movement skills and coordination through engaging activities. Individual pursuits focus on running, jumping, and throwing, while exploratory play encourages sensory discovery with materials like ropes, scooters, and balls. Gymnastics activities refine body control, balance, and spatial awareness using apparatus. Social play promotes cooperation, communication, and care for others and the environment. These experiences lay a strong foundation for physical, social, and emotional growth through active play and discovery.

Unit 1: Individual Pursuits Students build essential movement skills by practicing activities that involve moving their bodies, like running, jumping, and throwing, as well as using tools like balls and hoops. These activities help them grow stronger and more coordinated.	Unit 2: Exploratory Play Students learn about themselves and their world through sensory awareness of their surroundings. Exploratory play involves action, movement, fine and gross motor skills. Through play, a child explores their environment, discovers, examines, and learns. Exploratory	Unit 3: Gymnastics Students learn to move in different ways across different environments helps develop overall movement skill and motor patterns. Using Apparatus to climb, jump, maneuver through showing body control. Explore balances, jumping and landing, pathways across space.	Unit 4: Social Play Through play, learners interact and engage with others, sharing ideas, cooperating and communicating feelings. They are aware that their ways of interacting affect others and identify when their actions have an impact. Learners interact with, and care for their local
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	play includes use of a variety of balls, hoops, ropes, manipulatives, scooter, time to explore and space.		environment.
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Ed Tech and Library

At ABA, our Library and EdTech programs work in tandem to nurture curious, ethical, and empowered learners from FC through Grade 5. We integrate research and information literacy skills with digital literacy and creativity, helping students grow as independent thinkers, responsible digital citizens, and global collaborators.

Library: Students build their love of reading by listening to diverse stories and selecting books that interest them. They begin asking questions, recognizing different types of texts, and using illustrations and simple digital tools to explore ideas. The library fosters a lifelong love of reading by giving students choice, voice, and ownership—not by limiting them to reading levels. Additionally, teachers and the librarian will co-teach skills and concepts that support units of inquiry throughout the year.

EdTech: Students are introduced to technology as a tool for exploration, creativity, and communication. They begin developing basic skills such as navigating digital devices, expressing ideas using simple tools, and practicing respectful behavior while using technology. Foundational habits for safe and positive digital engagement are gently introduced.

Grade 1

Units of Inquiry		
 Who we are (August - October)	 Where we are in place and time (October - November)	 Sharing the planet (November - January)
Central Idea: Relationships within communities help people belong, cooperate and grow together Lines of Inquiry: - Who we are as individuals and as part of a group - How relationships and responsibilities support belonging and cooperation - How people work together to solve problems in communities Subject areas: Social Studies Maths integration: Pattern and Function 	Central Idea: People express culture through traditions, stories, and the ways they live over time Lines of Inquiry: - Traditions and artifacts from the past and present - Similarities and differences between cultures - How traditions connect people across time Subject areas: Social Studies	Central Idea: Living things follow patterns that help them grow, survive, and connect with their environment Lines of Inquiry: - Patterns and the similarities and differences we observe in living things - What living things need to grow and survive - How people care for living things and habitats Subject areas: Science Maths integration: Measurement 
How the world works (February - March)	 How we organise ourselves (March - May)	How we express ourselves (May - June)
Central Idea: Natural patterns and cycles affect how people live Lines of Inquiry: - Observable patterns in Earth and space - How people are affected by different times of the year	Central Idea: Communities use systems, leadership, and decision-making to help people work together and participate fairly Lines of Inquiry: - How communities organize people and systems - Roles of leadership and	Central Idea: Light and sound have properties that people can investigate and use in different ways. Lines of Inquiry: - The properties of sound and light and how they function

- How scientists use observations to explain the world Subject areas: Science	representation in our communities - How collaboration and decision-making influence fairness and participation Subject areas: Social Studies Maths integration: Statistics & Probability	- How light and sound is used as a form of expression - How we can create using light and sound Subject areas: Science and Arts
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English Language & Literacy

In Grade 1, students continue to build and strengthen their foundational language skills. They engage in targeted literacy learning across three core areas: **Oral and Visual Language** (viewing, presenting, listening, and speaking), **Writing** (book making, specific writing structures, and an introduction to writing conventions), and **Reading and Phonics** (decoding-, fluency-, comprehension skills). Students are encouraged to develop independence and build stamina in their language learning. They will practice key skills regularly and receive ongoing feedback from teachers and peers to support their growth and confidence as communicators.

Oral and Visual Language • Communicate thoughts and ideas clearly. • Listen and respond to others. • Follow classroom instruction, showing understanding and growing independence. • Describe personal experiences. • Use shapes, symbols and colours when presenting. • Understand how pictures and visual images help tell a story. • Share their thoughts and feelings about what they see in images. • Use body language, mime, and role play to express ideas and emotions.	Writing focus • Writing books with more formal structures that include narratives, non-fiction informational and procedural (How to) pieces, opinion pieces, and poetry. • Building writing stamina. • Introduction to the writing cycle and learning how to use planners and checklists to improve their skills. • Developing handwriting skills and pencil grips. • Applying phonics skills and spelling irregular words consistently. • Start using and editing work for capital letters and punctuation.	Reading and Phonics focus • Decode increasingly complex words using a variety of strategies and knowledge of phonics. • Read longer passages with accuracy and fluency, using knowledge of punctuation marks to read with expression. • Retell and answer questions about what they read with increasing detail. • Make connections between stories and own experiences with increasing detail. • Make simple predictions. • Identify the difference between fiction and non-fiction.
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Mathematics

In addition to the integrated math outlined within the Units of Inquiry above, students will have designated, targeted instruction for mathematics every day. This instruction is broken into three major areas: Number and Number Sense (the study of Numbers in the base 10 place value system), Number Operations (the study of addition and subtraction), and Partitioning (the study of part-whole relationships). The overall learning goals for each Number Unit for students in Grade 1 can be found below.

The overall goals for students in Number and Number Sense are to: • Using equal groups to skip count to larger numbers • Count forwards and backwards to 120 • Know 10 more or 10 less of any number in their head • Know how many tens and how many one are in number ◦ Model this in different ways	The overall goals for students in Number Operations are to: • Know familiar number relationships through 10 (2 and 3 make 5; 7 and 3 make 10) • Know, explain to others, and use addition and subtraction strategies • Use what they know about addition and subtraction to solve real-world problems • When solving real-world problems, record the results of adding and subtracting using pictures, diagrams and number sentences • Decide if a number is odd or even	The overall goals for students in Partitioning are to: • Recognize, name, and model half and quarter/fourth of an object, shape or set of objects • Divide an object, shape, or set of objects into equal groups
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Social Emotional Learning

Classroom lessons addressing social-emotional skills are delivered regularly by the school counsellors throughout the academic year. We use the Second Step Social-Emotional Learning Curriculum which is aligned with CASEL competencies and provides students with foundational knowledge and strategies related to the core areas of social-emotional learning: Self-Awareness, Self-Management, Social Awareness, Relationship Skills, and Responsible Decision-Making. We also use the Keeping Safe: Child Protection Curriculum.

Unit 1: Emotion Management Understanding Emotions: Students are learning to identify and understand various emotions in	Unit 2: Empathy & Kindness Understanding Kindness: Students are learning what kindness is and why it's important.	Unit 3: Problem-Solving Problem Identification: Students are learning to clearly and respectfully state problems they encounter.	Unit 4: Child Protection Focus Area 1: The right to be safe Focus Area 2: Relationships
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themselves and others by recognizing different clues. Calming Skills: Students are practicing simple techniques to manage their feelings and find calm.	Practicing Kindness: Students are actively demonstrating and applying kind acts in various situations.	Solution Strategies: Students are practicing various ways to approach and resolve disagreements, including staying calm and using different strategies.	Focus Area 3: Recognising & reporting abuse Focus Area 4: Protective strategies
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Additional Language:

The French, Spanish and Arabic New to the language course will explore four engaging units designed to help them build confidence in speaking, listening, reading, and writing in a new language. Throughout the year, the focus will be on building strong foundational skills through interactive activities, songs, games, and visual support to make language learning fun and accessible. In addition to language skills, students will also have the opportunity to explore and appreciate the rich and diverse cultures of Arabic, Spanish and French-speaking countries.

Unit 1: Who we are - Hello, I am... Students will learn to introduce themselves by saying their name, using basic greetings, and familiarizing themselves with the alphabet. They will practice simple self-introduction phrases and recognize letter sounds.	Unit 2: How we organize ourselves - My classroom Students will learn vocabulary for common classroom objects, colours, days of the week and understand basic classroom instructions from the teacher. They will be able to identify school supplies and respond to simple commands.	Unit 3: Who we are - My birthday Students will learn numbers 1-31, express their age, and talk about their birthday using months of the year. They will be able to ask and answer questions about age and when their birthday is.	Unit 4: How we express ourselves - My feelings Students will learn basic emotion vocabulary and simple opinion phrases. They will be able to express their feelings, to say how they are and preferences about familiar topics.
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Students in the Arabic Learners and Speakers programme will develop foundational skills in listening, speaking, reading, and writing through units exploring identity, relationships, school life, family, and feelings. They build vocabulary, learn the Arabic alphabet, and use Arabic in meaningful situations through interactive activities, songs, and games. Students also explore Omani culture and traditions, strengthening their confidence, cultural awareness, and identity as Arabic speakers.

Unit 1: Who we are: Hello, I am, My birthday... Students will learn to introduce themselves and greet others in Arabic using simple and polite phrases, and learn how to	Unit 2: How we organize ourselves: My classroom Students will acquire vocabulary related to common classroom objects and develop essential	Unit 3: Who we are: Me and my family Students will learn how to explore vocabulary related to themselves and their families. Through songs, stories, games, conversations, and role-play, they learn to recognize and name	Unit 4: How we express ourselves: Feelings students will learn vocabulary related to basic emotions, feelings, and body parts. They will practise using simple words and phrases to describe how they feel, express their
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express their age and talk about their birthdays.They will develop practical communication. expand their vocabulary , and enhance their comprehension skills.	communication skills for daily interactions in the classroom . enabling them to confidently identify school supplies and respond to simple commands independently.	family members and use simple Arabic words and phrases to talk about the people in their lives. These engaging, play-based experiences help students develop their skills while strengthening their sense of identity and belonging.	preferences, and share personal opinions about familiar topics with growing confidence.
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Art

The visual art curriculum for each grade features interconnected units that guide students through the creative process as they develop foundational skills. Students create original artwork and respond thoughtfully to a wide range of artistic styles and movements. Through hands-on projects and interactive activities, they engage with different materials and techniques, building confidence and fostering creativity. This approach emphasizes both creative expression and critical response, preparing students for future artistic growth.

Unit 1: Drawing Use drawing materials and techniques to explore how types of lines, shapes and patterns can represent subject matter or ideas.	Unit 2: Colour Explore ways to develop ideas and effects with colour, including natural pigments, ochre, primary and secondary colours, tints and shade.	Unit 3: Print Experiment with painting and printmaking materials and techniques, including ways to layer colours and create textural effects.
Unit 4: Form Create 3D sculptural forms using natural, sustainable or manufactured materials, exploring construction techniques.	Unit 5: Formal Elements Explore the spatial arrangement of shapes or objects in compositions to represent subject matter and ideas.	Appreciation (ongoing) Discuss ideas, feelings or opinions about your own and others' artworks.

Music

The year-long music curriculum for each grade integrates units that build on each other, allowing students to explore music theory, history, and performance together. Students sing, move, and play a variety of classroom instruments, engaging in creative and interactive activities that develop their musical skills. This hands-on approach emphasizes creative expression, critical response, and performance, preparing students for future artistic growth.

Rhythmic Patterns Creating: Students compose and perform short rhythms using	Melodic Exploration Creating: Students improvise melodic phrases.	Dynamics and Tempo Creating: Students create music that reflects different	Timbre and Texture Creating: Students experiment with different timbres and
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quarter notes and paired eighth notes. Responding: Students identify rhythmic patterns. Performing: Students sing and play instruments to demonstrate rhythmic understanding.	Responding: Students analyze and describe simple melodic changes in pitch. Performing: Students sing simple melodic patterns.	dynamics and tempos. Responding: Students describe how dynamics and tempo affect music. Performing: Students demonstrate expressive qualities through performance.	textures. Responding: Students identify and describe different timbres and textures. Performing: Students perform music, showcasing a variety of timbres and textures.
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Physical Education

In Grade 1, ABA's PE program is all about fun and active learning! Students explore individual pursuits, games, track and field, invasion games, movement composition, and striking and fielding, building skills like teamwork, coordination, and confidence. It's a hands-on approach that helps them enjoy physical activity while learning to move and play!

Individual pursuits: - Practice movement skills through different activities while discovering what we like, how we feel, and what we can do - Learn how a positive attitude helps us try our best and solve problems - Stay safe by sharing space and following the rules we agreed on.	Games: - Play lots of fun games together. Learn how to work with others by taking turns, helping the team, and being a good teammate. - Celebrate achievements and teamwork. - Practice moving our bodies in different ways; running, jumping, throwing, and catching, to improve our physical skills.	Run, Jump, Throw: - Practice jumping, throwing, and running in fun and simple ways - Work on getting stronger and feeling good about what our bodies can do - Learn how to help each other and play together - Celebrate what makes each of us special when we move
Invasion Games: - Learn how to move and control a ball using hands and feet Practice key skills: dribbling, passing, and shooting - Play fun, small-sided games to apply these skills	Movement Composition: - Explore fun gymnastics skills such as balancing, moving, and travelling using different parts of your body. - Create and practice simple movement patterns by thinking about how your body moves and where you are in space.	Striking and Fielding: - Learn fun striking and fielding games, practice hitting a ball off a tee, and develop catching and throwing skills while fielding. - Understand the rules of the games and work together with teammates to build

• Develop teamwork, communication, and basic strategies • Promote fairness and ensure everyone participates	• Link different actions together to form short, exciting sequences. • Improve coordination, control, and overall movement management through regular practice.	confidence, teamwork, and cooperation. • Have fun being active and moving while playing!
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Ed Tech and Library

At ABA, our Library and EdTech programs work in tandem to nurture curious, ethical, and empowered learners from FC through Grade 5. We integrate research and information literacy skills with digital literacy and creativity, helping students grow as independent thinkers, responsible digital citizens, and global collaborators.

Library: Students deepen their love of reading by exploring a wider range of genres and authors. They begin to ask meaningful questions, locate books independently, and gather information with support, building foundational research and digital citizenship skills. The library fosters a lifelong love of reading by giving students choice, voice, and ownership—not by limiting them to reading levels. Additionally, teachers and the librarian will co-teach skills and concepts that support units of inquiry throughout the year.

EdTech: Students are introduced to digital citizenship by learning about ownership and respectful use of technology. They also begin using digital tools to express ideas and recognize basic patterns through early coding concepts.

Grade 2

Units of Inquiry		
 Who we are (August-October)	 How the world works (October-November)	 Where we are in place and time (November-February)
Central Idea: The choices people make affect relationships and communities Lines of Inquiry: - How choices affect ourselves and others - How people solve problems and work together positively - How relationships help people belong in communities Subject areas: Social Studies	Central Idea: Materials can be changed and used in different ways depending on their properties Lines of Inquiry: - Investigating the properties and behaviours of materials - How materials can be changed in different ways - How materials can be combined, changed, and reused for purpose Subject areas: Science	Central Idea: Places have unique characteristics that influence how people live their lives Lines of Inquiry: - Features that make places unique - How people live in and adapt to different environments - How maps, graphs, and tables help people understand places Subject areas: Social Studies Maths integration: Statistics and Probability
 Sharing the planet (February-March)	 How we organise ourselves (March-May)	 How we express ourselves (May-June)
Central Idea: Earth's systems and processes change over time and affect environments and people Lines of Inquiry: - How and why Earth changes over time - The impact of Earth's changing processes on people and environments - How people respond and work together	Central Idea: Communities organize systems, goods, and services to meet people's needs Lines of Inquiry: - People's needs and wants - How goods, services, and systems support communities - How rights, responsibilities, and decisions help communities work together	

during Earth's changes Subject areas: Science	Subject areas: Social Studies	
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English Language & Literacy

In Grade 2, students begin to make the transition from 'learning to read' towards 'reading to learn'. They continue to strengthen their language skills as they grow into more independent and thoughtful communicators. In **reading**, students use strategies to make meaning, recognize how texts are organized, and develop an awareness of context. In **writing**, they begin to craft stories with characters and imagery, exploring different structures to express their ideas clearly and creatively. **Oral and visual language** remain key areas of focus, as students share their thinking, listen respectfully to others, and present confidently to an audience. Through reading, writing, speaking, listening, and presenting, they explore how language can be used for different purposes and audiences.

Word study • Use phonemic knowledge to spell most words • Start moving towards conventional spelling and accurately spell high frequency words correctly • Begin using spelling patterns and simple suffixes such as -ing and -ed • Consistently use end of sentence punctuation (question marks, exclamation & full stops) and capital letters	Writing focus • Come up with ideas for story elements, including characters, settings, and beginning, middle, and end. • Write simple, organized non-fiction pieces, such as how-to texts or information about a topic they know. • Use planning strategies like drawing or mind-mapping to help gather and organize their thoughts before writing. • Reread their own writing with support, learning to spot and fix simple mistakes. • Begin to add descriptive words and details, making their writing more interesting and easier for readers to imagine.	Reading focus • Select books that are a good fit for their reading level, using strategies like "Just Right Texts" to choose stories that match their growing skills. • Build stamina for independent reading, spending longer periods reading with focus and enjoyment. • Read aloud with expression, using punctuation and tone to bring meaning and emotion to the text. • Make meaningful connections between what they read and their own life, other stories, or the world around them. • Make and adjust predictions about a story, using clues in the text and their own experiences to think about what might happen next. • Explore a variety of genres, and begin to recognize the features of both fiction and non-fiction books—such as glossaries, indexes,
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		captions, and story settings.
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Mathematics

In addition to the integrated math outlined within Units of Inquiry above, students will have designated, targeted instruction for mathematics every day. This instruction is broken into three major areas: Number and Number Sense (the study of Numbers in the base 10 place value system), Number Operations (the study of addition and subtraction), and Partitioning (the study of part-whole relationships). The overall learning goals for each Number Unit for students in Grade 2 can be found below.

The overall goals for students in Number and Number Sense are to: • Read, write, expand, and model numbers up to three digits • Use expanded form to know the value of each digit in each place • Count forwards and backwards by tens and hundreds from any number in their head • Use a number line to order two and three digit numbers	The overall goals for students in Number Operations are to: • Use strategies (beyond counting one-by-one) to solve addition and subtraction problems within 100 ◦ Break apart numbers to solve addition and subtraction problems ◦ Use familiar number relationships to solve addition and subtraction problems more efficiently • Use number lines to model addition and subtraction strategies	The overall goals for students in Partitioning are to: • Fraction names: thirds, fifths, sixths, eighths, tenths • How fractions get their names: ◦ 5 equal parts = fifths • Count fractions to one whole: one fifth, two fifths, etc. ◦ 5 fifths = one whole
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Social Emotional Learning

Classroom lessons addressing social-emotional skills are delivered regularly by the school counsellors throughout the academic year. We use the Second Step Social-Emotional Learning Curriculum which is aligned with CASEL competencies and provides students with foundational knowledge and strategies related to the core areas of social-emotional learning: Self-Awareness, Self-Management, Social Awareness, Relationship Skills, and Responsible Decision-Making. We also use the Keeping Safe: Child Protection Curriculum.

Unit 1: Emotion Management	Unit 2: Empathy & Kindness	Unit 3: Problem-Solving Problem Identification:	Unit 4: Child Protection
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Emotion Recognition: Students are learning to identify and label feelings from various clues. Calming Skills: Students are practicing strategies to manage emotions and find calm.	Understanding Kindness: Students are learning what kindness is and why it's important. Practicing Kindness: Students are actively demonstrating and applying kind acts in various situations.	Students are learning to clearly and respectfully state problems they encounter. Solution Strategies: Students are practicing various ways to approach and resolve disagreements, including staying calm and using different strategies.	Focus Area 1: The right to be safe Focus Area 2: Relationships Focus Area 3: Recognising & reporting abuse Focus Area 4: Protective strategies
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Additional Language

The French, Spanish and Arabic New to the language course will explore four engaging units designed to help them build confidence in speaking, listening, reading, and writing in a new language. Throughout the year, the focus will be on building strong foundational skills through interactive activities, songs, games, and visual supports to make language learning fun and accessible. In addition to language skills, students will also have the opportunity to explore and appreciate the rich and diverse cultures of Arabic, Spanish and French-speaking countries.

Unit 1: Who we are - Hello, I am... Students will learn to introduce themselves by saying their name, using basic greetings, and familiarizing themselves with the alphabet. They will practice simple self-introduction phrases and recognize letter sounds.	Unit 2: How we organize ourselves - My classroom Students will learn vocabulary for common classroom objects, colours, days of the week and understand basic classroom instructions from the teacher. They will be able to identify school supplies and respond to simple commands.	Unit 3: Who we are - My birthday Students will learn numbers 1-31, express their age, and talk about their birthday using months of the year. They will be able to ask and answer questions about age and when their birthday is.	Unit 4: How we express ourselves - My feelings Students will learn basic emotion vocabulary and simple opinion phrases. They will be able to express their feelings, to say how they are and preferences about familiar topics.
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The French/Spanish Learner course builds on the foundations established in students' previous language learning and supports them in developing greater confidence and independence in the target language. Students continue to develop the four key skills of Listening, Reading, Speaking and Writing, while expanding their vocabulary and understanding of basic language structures. They are encouraged to use the target language as much as possible in class and to apply their developing skills in a variety of meaningful contexts. Ongoing formative assessment and feedback will help students recognise their progress, celebrate their achievements and identify areas for continued growth throughout the course.

Unit 1: Who we are - (All about me) Students will review how to understand someone introducing themselves	Unit 2. How we organize ourselves (my school schedule) Students will be able to read and understand	Unit 3. Sharing the planet (French/Spanish speaking countries) Students will be able to understand and present	Unit 4. How we express ourselves (Cultural Clothes/accessorize/appearances+ seasons)
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(saying and spelling their names, asking/giving their age, ...) and to present themselves.	someone's school schedule and routine.They will also be able to describe their own timetable and give their opinions.	information about various Francophone and Hispanic countries (including nationalities, celebrations, activities, and typical foods).	Students will be able to understand someone describing clothes (including accessories, colors, and seasons).They will also be able to describe someone's outfit.
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Students in the Arabic Learners and Speakers Programme will build on their previous language learning and develop greater confidence and independence in Arabic. Through units exploring personal identity, school life, family and friends, appearance, cultural clothing, and interests, students will expand their vocabulary and understanding of basic language structures. They will continue to develop the four key skills of listening, speaking, reading, and writing while using Arabic in meaningful contexts. Ongoing formative assessment and feedback will help students recognise their progress, celebrate their achievements, and identify areas for continued growth throughout the course.

Unit 1: Who we are: Me & my family Students will review how to understand someone introducing themselves, learn to talk about their family in Arabic using simple and polite phrases. They will expand their vocabulary related to family members, develop practical communication skills	Unit 2: How we organize ourselves: School subjects Students will learn vocabulary related to school subjects, classroom instructions, and basic daily routines. They will also be able to understand and describe aspects of their school day.	Unit 3: Sharing the planet: Festivals and celebrations <i>(Festivals and Celebrations –</i> Students will explore festivals and celebrations in Arabic-speaking countries, including traditions and cultural activities. They will also be able to understand and present simple information, making connections with International Mother Language Day.	Unit 4: How we express ourselves: Seasons appearances / Cultural Clothes Students will learn to understand simple descriptions of appearance, cultural clothing, and interests. They will also be able to describe themselves and others and talk about their personal interests.
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Art

The visual art curriculum for each grade features interconnected units that guide students through the creative process as they develop foundational skills. Students create original artwork and respond thoughtfully to a wide range of artistic styles and movements. Through hands-on projects and interactive activities, they engage with different materials and techniques, building confidence and fostering creativity. This approach emphasizes both creative expression and critical response, preparing students for future artistic growth.

Unit 1: Drawing Use drawing materials and techniques to explore how types of lines, shapes and patterns can represent subject matter or ideas.	Unit 2: Colour Explore ways to develop ideas and effects with colour, including natural pigments, ochre, primary and secondary colours, tints and shade.	Unit 3: Print Experiment with painting and printmaking materials and techniques, including ways to layer colours and create textural effects.
Unit 4: Form Create 3D sculptural forms using natural, sustainable or manufactured materials, exploring construction techniques.	Unit 5: Formal Elements Explore the spatial arrangement of shapes or objects in compositions to represent subject matter and ideas.	Appreciation (ongoing) Discuss ideas, feelings or opinions about your own and others' artworks.

Music

The year-long music curriculum for each grade integrates units that build on each other, allowing students to explore music theory, history, and performance together. Students sing, move, and play a variety of classroom instruments, engaging in creative and interactive activities that develop their musical skills. This hands-on approach emphasizes creative expression, critical response, and performance, preparing students for future artistic growth.

Rhythm and Meter Creating: Students compose and notate short rhythms in common time (4/4, 3/4, 6/8) and create rhythmic patterns using classroom instruments. Responding: Students identify and describe rhythmic patterns. Performing: Students perform rhythmic exercises with increasing accuracy.	Melody and Pitch Creating: Students improvise simple melodies using their voices and instruments. Responding: Students describe melodic changes in pitch. Performing: Students sing simple melodies and perform melodic patterns on percussion instruments.	Dynamics and Tempo Creating: Students create music that reflects different dynamics and tempos, exploring expressive qualities. Responding: Students recognize and describe how dynamics and tempo affect music. Performing: Students demonstrate expressive qualities	Form and Style Creating: Students create music in different forms (AB, ABA). Responding: Students identify and describe different music forms and styles. Performing: Students perform music from diverse styles and genres.
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		through movement and singing, varying dynamics and tempo.	
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Physical Education

In Grade 2, ABA's PE program promotes fun and active learning through a wide range of physical activities! Students further develop their skills in individual pursuits, games, track and field, invasion games, movement composition, and striking and fielding. With a focus on teamwork, coordination, and growing confidence, learners build on their abilities while staying active and engaged. It's all about learning through movement and enjoying the journey!

Individual pursuits: • Refine movement skills through a variety of activities while exploring our strengths, preferences, and feelings. • Recognise how a positive mindset and persistence help us improve and overcome challenges. • Demonstrate safe practices by taking responsibility for our actions, using space wisely, and following agreed-upon rules.	Games: • Play a variety of fun and inclusive games that encourage participation and enjoyment. • Build teamwork by sharing ideas, taking turns, and supporting others with positive communication. • Recognise and reflect on individual and group achievements in games. • Developing fundamental movement skills—running, jumping, throwing, and catching—with more control, accuracy, and purpose.	Run, Jump & Throw: • Explore different ways to run, jump, and throw with more control and confidence. • Work on improving strength, coordination, and endurance through movement. • Practice helping and encouraging others while solving challenges together. • Reflect on how movement shows who we are and what makes each of us unique.
Invasion Games: • Practice moving and controlling a ball using hands and feet with more consistency. • Develop dribbling, passing, and shooting through simple drills and games. • Work cooperatively in small-sided games, using basic strategies	Movement Composition: • Explore and perform basic gymnastics skills like balances, rolls, and different ways of moving. • Create and improve short movement patterns using shapes, levels, and directions.	Striking and Fielding: • Explore a variety of striking and fielding games with simple strategies, including hitting off a tee and progressing to underhand striking. • Develop greater control and accuracy when throwing, catching, and fielding a moving ball.

like finding space and marking. • Show fair play, include others, and communicate clearly with teammates.	• Link actions smoothly to form clear movement sequences. • Show better coordination and control through regular practice and feedback.	• Work effectively with teammates by applying basic rules and showing fair play, communication, and shared decision-making.
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Ed Tech and Library

At ABA, our Library and EdTech programs work in tandem to nurture curious, ethical, and empowered learners from FC through Grade 5. We integrate research and information literacy skills with digital literacy and creativity, helping students grow as independent thinkers, responsible digital citizens, and global collaborators.

Library: Students nurture their love of reading by selecting books for both enjoyment and learning. They develop basic research skills: identifying topics, gathering facts from print and digital sources, and beginning to organize their ideas with guidance. The library fosters a lifelong love of reading by giving students choice, voice, and ownership—not by limiting them to reading levels. Additionally, teachers and the librarian will co-teach skills and concepts that support units of inquiry throughout the year.

Ed Tech: Students build on their foundational skills by using digital tools to plan projects, collaborate with peers, and present their learning. They begin to evaluate sources of information for accuracy and practice expressing their thoughts in their own words. Responsible, ethical behavior when using digital resources is reinforced.

Grade 3

Units of Inquiry		
 Who we are (August - September)	 How we organise ourselves (September - November)	 Sharing the planet (November - January)
Central Idea: Rights, responsibilities, and relationships shape communities and society Lines of Inquiry: - How choices affect ourselves and others - Strategies people use to resolve conflict and work together - How relationships and responsibilities support communities Subject areas: Social Studies	Central Idea: Scientists gather data from around the world to notice changes in weather, climate, and Earth's features over time Lines of Inquiry: - The difference between weather and climate and where they are located - Weather patterns around the world during the seasons - Using different tools to collect data, locally and regionally, allows us to gather information about how the earth and human features have changed over time - Interpreting data allows us to notice changes in earth features over time (math) Maths integration: Statistics and Probability Subject areas: Science and Social Studies	Central Idea: Living things adapt and coexist within changing environments to survive Lines of Inquiry: - How living things adapt to their environments - How traits, behaviours, and life cycles support survival - How organisms coexist within ecosystems over time Subject areas: Science
 Where we are in place and time (January - March)	 How the world works (March - May)	 How we express ourselves (May - June)
Central Idea: Culture shapes people's beliefs,	Central Idea: Through scientifically	Central Idea: Shapes are different and are

traditions, and connections within communities Lines of Inquiry: - How cultures express beliefs, traditions, and identity - Similarities and differences between cultures - How cultures connect, change, and influence communities over time Subject areas: Social Studies	investigating forces, people develop and test hypotheses Lines of Inquiry: - How we scientifically investigate forces - How we develop investigations to test our hypothesis - How we use our discovery of forces to solve problems or create - How measurable observations help us notice patterns (math) Subject areas: Social Studies	found throughout the world Lines of Inquiry: Subject areas: Mathematics/Arts Maths integration: Shape and Space (Geometry)
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English Language & Literacy

In Grade 3, language learning is a dynamic and integrated part of daily classroom experience. Students learn that language is not just about reading and writing—it's about thinking, questioning, creating, and communicating with purpose. They explore how authors use language to inform, persuade, entertain, and inspire, and they begin to develop their own voice as writers and readers. Through a range of genres and rich texts, students deepen their understanding of how text structure, word choice, and audience shape meaning. They are encouraged to take risks, revise their thinking, and use feedback to grow. Whether they are crafting a fairy tale, conducting research, or sharing opinions in persuasive writing, students begin to see themselves as capable communicators who use language to explore the world and make their ideas heard.

Word study Word study in Grade 3 focuses on helping students become better spellers and more thoughtful users of language. Through the study of morphemes—prefixes, suffixes, and root words—students learn how words are built and how their meanings change. This knowledge supports their vocabulary development and allows them to apply spelling patterns more accurately in their writing. Understanding morphemes also helps students make connections between words they know and new words they encounter, building	Writing focus Students explore various writing genres, including narrative, poetry, informational, persuasive, and research writing. They learn to plan and organize their ideas, revise for clarity and detail, and edit for grammar and punctuation. Writing workshop routines support independence, and students work towards publishing polished pieces. Through the year, they build writing stamina and voice, learning that writing is a process and a powerful way to express thinking.	Reading focus Grade 3 readers develop their comprehension and fluency through daily reading of fiction and nonfiction texts. They learn to identify key ideas, infer meaning, analyze character and theme, and compare texts. Students practice reading strategies such as questioning, summarizing, and visualizing, and they learn to justify their thinking with evidence. Reading across genres helps them understand that different texts serve different purposes. At home, students are required to read daily for at least 20 minutes to build habits of
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confidence and precision in both reading and writing.		lifelong reading.
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Mathematics

In addition to the integrated math outlined within the Units of Inquiry above, students will have designated, targeted instruction for mathematics every day. This instruction is broken into three major areas: Number and Number Sense (the study of Numbers in the base 10 place value system), Number Operations (the study of addition, subtraction, multiplication, and division), and Partitioning (the study of part-whole relationships). The overall learning goals for each Number Unit for students in Grade 3 can be found below.

The overall goals for students in Number and Number Sense are to: • Read, write, expand, and model numbers up to five digits • Count forwards and backwards by tens, hundreds, and thousands from any number in their head • Use a number line to order four and five digit numbers • Understand how each place to the left in the base 10 system represents a value ten times greater	The overall goals for students in Number Operations are to: • Decide if their addition and subtraction solutions are reasonable based on understanding of place value • Use inverse operations to solve addition and subtraction problems • Understand multiplication by thinking about groups of objects • Understand division by thinking about how one group can be divided into smaller groups • Use pictures, diagrams, and equations to record word problems involving addition, subtraction, multiplication, and division • Use the Commutative Property of multiplication to solve one-digit multiplication and division problems (if $3 \times 6 = 18$, then $6 \times 3 = 18$) • Finding patterns in order to learn and remember multiplication facts	The overall goals for students in Partitioning are to: • Use fraction notation (a fraction written as a number) correctly ◦ Numerator = number of equal parts involved in the problem ◦ Denominator = total number of parts of the whole • Use models to compare and order fractions
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Social Emotional Learning

Classroom lessons addressing social-emotional skills are delivered regularly by the school counsellors throughout the academic year. We use the Second Step Social-Emotional Learning Curriculum which is aligned with CASEL competencies and provides students with foundational knowledge and strategies related to the core areas of social-emotional learning: Self-Awareness, Self-Management, Social Awareness, Relationship Skills, and Responsible Decision-Making. We also use the Keeping Safe: Child Protection Curriculum.

Unit 1: Emotion Management Understanding Emotions: Students are exploring why we have emotions and how to recognize different levels of intensity. Emotion Regulation: Students are learning when and how to take breaks to manage their strong feelings effectively.	Unit 2: Empathy & Kindness Kindness in Friendships: Students are learning how kind acts build and strengthen friendships, and that people prefer kindness in different ways. Empathetic Action: Students are practicing asking questions to understand others' feelings and generate kind acts to support them.	Unit 3: Problem-Solving Problem Identification: Students are learning to clearly and respectfully state problems they encounter. Solution Strategies: Students are practicing various ways to approach and resolve disagreements, including staying calm and using different strategies.	Unit 4: Child Protection Focus Area 1: The right to be safe Focus Area 2: Relationships Focus Area 3: Recognising & reporting abuse Focus Area 4: Protective strategies
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Additional Language

The French, Spanish and Arabic New to the language course will explore four engaging units designed to help them build confidence in speaking, listening, reading, and writing in a new language. Throughout the year, the focus will be on building strong foundational skills through interactive activities, songs, games, and visual support to make language learning fun and accessible. In addition to language skills, students will also have the opportunity to explore and appreciate the rich and diverse cultures of Arabic, Spanish and French-speaking countries.

Unit 1: Who we are - Hello, I am... Students will learn to introduce themselves by saying their name, using basic greetings, and familiarizing themselves with the alphabet. They will practice simple	Unit 2: How we organize ourselves - My classroom Students will learn vocabulary for common classroom objects, colours, days of the week and understand basic classroom instructions	Unit 3: Who we are - My birthday Students will learn numbers 1-31, express their age, and talk about their birthday using months of the year. They will be able to ask and answer questions about age	Unit 4: How we express ourselves - My feelings Students will learn basic emotion vocabulary and simple opinion phrases. They will be able to express their feelings, to say how they are and preferences about
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self-introduction phrases and recognize letter sounds.	from the teacher. They will be able to identify school supplies and respond to simple commands.	and when their birthday is.	familiar topics.
The French/Spanish Learner course builds on the foundations established in students' previous language learning and supports them in developing greater confidence and independence in the target language. Students continue to develop the four key skills of Listening, Reading, Speaking and Writing, while expanding their vocabulary and understanding of basic language structures. They are encouraged to use the target language as much as possible in class and to apply their developing skills in a variety of meaningful contexts. Ongoing formative assessment and feedback will help students recognise their progress, celebrate their achievements and identify areas for continued growth throughout the course.			
Unit 1: Who we are - (All about me) Students will review how to understand someone introducing themselves (saying and spelling their names, asking/giving their age, ...) and to present themselves.	Unit 2. How we organize ourselves (my school schedule) Students will be able to read and understand someone's school schedule and routine. They will also be able to describe their own timetable and give their opinions.	Unit 3. Sharing the planet (French/Spanish speaking countries) Students will be able to understand and present information about various Francophone and Hispanic countries (including nationalities, celebrations, activities, and typical foods).	Unit 4. How we express ourselves (Cultural Clothes/accessorize/appearances+ seasons) Students will be able to understand someone describing clothes (including accessories, colors, and seasons). They will also be able to describe someone's outfit.
Students in the Arabic Learners and Speakers Programme will build on their previous language learning and develop greater confidence and independence in Arabic. Through units students will expand their vocabulary and understanding of basic language structures. They will continue developing their listening, speaking, reading, and writing skills while using Arabic in meaningful contexts. Ongoing formative assessment and feedback will help students recognise their progress, celebrate their achievements, and identify areas for continued growth.			
Unit 1: Who we are: (Myself•My family & friends) Students will review the Arabic alphabet, greetings, and simple introductions. They will be able to share personal information and introduce and describe their family members and friends.	Unit 2. How we organize ourselves (my school schedule, instructions and daily routines,) Students will develop vocabulary related to school subjects, classroom instructions, daily routines, and time. They will also be	Unit 3: Where we are in place & time: (Where do you live? My house) Students will learn to talk about where they live and identify different types of housing and rooms in a home. They will also be able to describe	Unit 4: How we express ourselves: (Food, senses, and cultural dishes) Students will learn about food, focusing on traditional dishes from Oman and other Arabic countries. They will describe different types of food, ingredients, and

	able to understand and describe their school timetable and daily activities.	their own home and the people who live there.	cooking methods in Arabic, while sharing their own preferences and experiences.
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Art

The visual art curriculum for each grade features interconnected units that guide students through the creative process as they develop foundational skills. Students create original artwork and respond thoughtfully to a wide range of artistic styles and movements. Through hands-on projects and interactive activities, they engage with different materials and techniques, building confidence and fostering creativity. This approach emphasizes both creative expression and critical response, preparing students for future artistic growth.

Unit 1: Drawing Use drawing materials and techniques to create effects with texture and tone to represent subject matter and ideas	Unit 2: Colour Explore relationships between colours and tones, using primary, secondary, complementary or analogous colours to represent subject matter and ideas	Unit 3: Print Investigate printmaking processes to create rubbings and repeated prints, using sustainable materials, self-made tools or objects
Unit 4: Form and Texture Investigate the properties of materials and experiment with techniques to represent ideas through the construction of 3D sculptural forms	Unit 5: Formal Elements Explore balance, scale and proportion in compositions to represent subject matter and ideas	Appreciation (ongoing) Discuss ways artworks connect to own personal, social or cultural contexts

Music

The year-long music curriculum for each grade integrates units that build on each other, allowing students to explore music theory, history, and performance together. Students sing, move, and play a variety of classroom instruments, engaging in creative and interactive activities that develop their musical skills. This hands-on approach emphasizes creative expression, critical response, and performance, preparing students for future artistic growth.

Rhythm and Meter Creating: Students compose and notate short rhythms in simple and compound meters. Responding: Students	Melody and Pitch Creating: Students improvise simple melodies using the pentatonic scale and create melodic patterns.	Dynamics and Tempo Creating: Students create more complex music that reflects different dynamics and tempo, exploring expressive qualities.	Form and Culture Creating: Students create music in different forms (AB, ABA) and explore various styles (folk, classical),
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identify and describe more complex rhythmic patterns. Performing: Students perform rhythmic exercises with accuracy.	Responding: Students recognize and describe more complex melodic changes in pitch. Performing: Students sing melodies and perform melodic patterns on instruments like recorders.	Responding: Students recognize and describe how dynamics and tempo affect music, analyzing mood and expression. Performing: Students demonstrate expressive qualities through movement and singing, varying dynamics and tempo.	Responding: Students identify and describe different music forms and styles, recognizing cultural influences. Performing: Students perform music from diverse styles and genres.
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Physical Education

In Grade 3, ABA's PE program supports students in deepening their understanding of movement and games through engaging, hands-on experiences. They continue to build skills in individual pursuits, games, track and field, invasion games, movement composition, and striking and fielding. With a stronger focus on strategy, collaboration, and refining techniques, students gain confidence and independence as active learners who enjoy moving, playing, and working as part of a team.

Adventure Challenge: - Discover what we're good at and how we can use our strengths to help our team. - Learn how our feelings affect the way we work and play with others. - Become more independent by making choices, trying new ideas, and thinking about how we learn best.	Games: - Participate in a wide range of enjoyable games that promote fair play and inclusion. - Work effectively in teams by communicating, encouraging others, and taking responsibility for group success. - Reflect on personal and group performance, celebrating progress and identifying ways to improve. - Strengthen movement skills—such as running, jumping, throwing, and catching—by applying them in different game situations with increasing coordination and control.	Run, Jump & Throw: - Combine different ways of running, jumping, and throwing to improve technique and performance. - Set personal goals to build strength, coordination, and stamina. - Collaborate effectively in group challenges by listening, sharing ideas, and supporting others. - Reflect on how our movement choices connect to our identity, feelings, and personal growth.
Invasion Games: Control and move the ball using hands and	Movement Composition: Perform a variety of balances, rolls, and	Striking and Fielding:

feet with increasing coordination and purpose. • Use dribbling, passing, and shooting to support play during modified game situations. • Collaborate with teammates to apply simple attacking and defending strategies. • Demonstrate respectful behaviour, inclusion, and clear communication in all activities.	travel movements with more control and accuracy. • Create movement patterns that include changes in speed, direction, and level. • Link actions into longer sequences that show flow, creativity, and clear structure. • Use feedback and self-reflection to improve coordination and movement quality.	• Use a variety of striking and fielding techniques in small-sided games. • Demonstrate improved accuracy and consistency when catching, throwing, and fielding during gameplay. • Collaborate with teammates to create simple strategies, communicate clearly, and reflect on team performance. • Actively participate in games with enjoyment, fair play, and understanding of flow and positions.
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Ed Tech and Library

At ABA, our Library and EdTech programs work in tandem to nurture curious, ethical, and empowered learners from FC through Grade 5. We integrate research and information literacy skills with digital literacy and creativity, helping students grow as independent thinkers, responsible digital citizens, and global collaborators.

Library: Students grow as confident readers and curious inquirers. They explore diverse texts, use questions to guide research, evaluate information for relevance, and begin to take more ownership of their learning using a range of tools and formats. The library fosters a lifelong love of reading by giving students choice, voice, and ownership—not by limiting them to reading levels. Additionally, teachers and the librarian will co-teach skills and concepts that support units of inquiry throughout the year.

Ed Tech: Students deepen their understanding of how to use technology purposefully. They use digital tools to research topics, organize information, and present knowledge creatively. Lessons emphasize safe online behavior, design thinking for problem-solving, and thoughtful collaboration using digital platforms.

Grade 4

Units of Inquiry		
 Who we are (August - September)	 Where we are in place and time (October - November)	 Sharing the planet (December - February)
Central Idea: Social systems and beliefs influence identity, belonging, and relationships within communities Lines of Inquiry: - How social systems influence identity and belonging - How relationships and social systems can lead to cooperation or conflict - How people build inclusive communities and relationships Subject areas: Social Studies	Central Idea: People use historical evidence to understand perspectives, significant events, and change over time Lines of Inquiry: - How people and societies change over time - How historical evidence helps us understand the past - How people use evidence to interpret and share history Subject areas: Social Studies	Central Idea: Interdependence within ecosystems supports the survival of living things Lines of Inquiry: - The role of Interdependence and balance in ecosystems - What contributes to the survival of living things and ecosystems - Our role in connection to the survival of ecosystems Subject areas: Science
 How we organise ourselves (February - April)	 How the world works (April - May)	 How we express ourselves
Central Idea: Systems of trade and resources influence how communities live and work Lines of Inquiry: - How goods, services, and resources are exchanged and distributed - Factors that influence trade and economic decisions - How trade affects people's livelihoods and	Central Idea: Energy moves and changes through waves, motion, and interactions Lines of Inquiry: - Types and forms of energy - How energy transfers through motion, collisions, light, and sound - How scientists use models, observations, and experiments to	TBD

communities (Responsibility) - How people design systems to meet needs and wants Subject areas: Social Studies	explain energy and waves Subject areas: Science	
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English Language & Literacy

Grade 4 students are developing into confident readers and writers. They read a range of texts with understanding, make connections, and think deeply about the author's message, main ideas, and characters. They summarize, compare, predict, and reflect on what they read.

In writing, students plan, organize, and express ideas clearly in both fiction and nonfiction. They use rich vocabulary, accurate punctuation, and revise their work to improve it. Through regular reading and writing, they build independence, reflect on their growth, and communicate with confidence.

Word study Students engage in Morpheme Magic to explore how prefixes, suffixes, and root words work together to build meaning. This helps them decode unfamiliar words, strengthen spelling, and expand vocabulary. Word study is closely connected to our units of inquiry, where students explore unit-related vocabulary in context to deepen their conceptual understanding. By making connections between word parts and big ideas, students become more confident and precise in both reading and writing.	Writing focus Students explore a range of writing genres to express their ideas clearly and creatively. They write narratives with well-developed characters, settings, and plots; craft persuasive texts to share opinions and support them with reasons; and apply the scientific method in structured writing to explain experiments. They also create poetry using figurative language and imagery, and write reports to organize and present factual information. Students revise and edit their work to improve clarity, use appropriate vocabulary and punctuation, and reflect on their writing to set personal goals.	Reading focus Students read a variety of genres including narratives, persuasive texts, scientific articles, poetry, and reports to build comprehension and critical thinking skills. They learn to identify key ideas, analyze structure, and interpret meaning across different text types. Students access both digital and physical books from the school library and regularly take part in guided reading sessions to develop fluency and deeper understanding. They are also encouraged to read for pleasure for at least 30 minutes daily at home, helping them build lifelong reading habits and a love for literature.
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Mathematics

Students will have designated, targeted instruction for mathematics every day. This instruction is broken into three major areas: Number and Number Sense (the study of Numbers in the base 10 place value system), Number Operations (the study of addition, subtraction, multiplication, and division), and Partitioning (the study of part-whole relationships). The overall learning goals for each Number Unit for students in Grade 4 can be found below.

The overall goals for students in Number and Number Sense are to: • Rename numbers flexibly (e.g. 26,179 is 26 thousands, 17 tens and 9 ones) • Use number sense to reduce the number of steps in a multi-step problem • Use place value understanding to multiply whole numbers by 10, 100, and 1,000 • Use a number line to order whole numbers • Extend the base-10 place value system to the right of the decimal point, writing numbers to hundredths in different forms • Record a fraction with the denominator of 10 or 100 as a decimal	The overall goals for students in Number Operations are to: • Fluently add and subtract large whole numbers • Use understanding of place value, arrays, and strategies to multiply whole numbers • Use equations and models to solve and represent real world problems involving all four operations (addition, subtraction, multiplication, and division) • Understand how a division problem may leave a remainder and what a remainder is within a real-life context • Use estimation to decide if calculations and answers are reasonable based on understanding of place value	The overall goals for students in Partitioning are to: • Add and subtract fractions with the same denominator • Express fractions greater than one as improper fractions and mixed numbers • Use models and understanding of magnitude (size) of fractions to compare and order fractions with unlike denominators • Model and make equivalent fractions
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Social Emotional Learning

Classroom lessons addressing social-emotional skills are delivered regularly by the school counsellors throughout the academic year. We use the Second Step Social-Emotional Learning Curriculum which is aligned with CASEL competencies and provides students with foundational knowledge and strategies related to the core areas of social-emotional learning: Self-Awareness, Self-Management, Social Awareness, Relationship Skills, and Responsible Decision-Making. We also use the Keeping Safe: Child Protection Curriculum.

Unit 1: Emotion Management	Unit 2: Empathy & Kindness	Unit 3: Problem-Solving Problem Identification: Students are learning	Unit 4: Child Protection Focus Area 1: The right to be safe
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Emotion Regulation: Students are learning why managing strong emotions is important for a balanced mindset. Rethinking Strategies: Students are practicing "rethinking" by using questions and applying this strategy to various situations, including their own experiences.	Understanding Perspectives: Students are learning that people can have different points of view in the same situation due to their experiences. Empathetic Listening: Students are practicing asking questions to better understand others' perspectives and how this can influence their own thoughts and actions.	how to respectfully state a problem from different viewpoints. Solution Development: Students are practicing generating, evaluating, and applying solutions using a structured process like STEP, considering all perspectives.	Focus Area 2: Relationships Focus Area 3: Recognising & reporting abuse Focus Area 4: Protective strategies
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Additional Language

The French, Spanish and Arabic New to the language course will explore four engaging units designed to help them build confidence in speaking, listening, reading, and writing in a new language. Throughout the year, the focus will be on building strong foundational skills through interactive activities, songs, games, and visual supports to make language learning fun and accessible. In addition to language skills, students will also have the opportunity to explore and appreciate the rich and diverse cultures of Arabic, Spanish and French-speaking countries.

Unit 1: Who we are - Hello, I am... Students will learn to introduce themselves by saying their name, using basic greetings, and familiarizing themselves with the alphabet. They will practice simple self-introduction phrases and recognize letter sounds.	Unit 2: How we organize ourselves - My classroom Students will learn vocabulary for common classroom objects, colours, days of the week and understand basic classroom instructions from the teacher. They will be able to identify school supplies and respond to simple commands.	Unit 3: Who we are - My birthday Students will learn numbers 1-31, express their age, and talk about their birthday using months of the year. They will be able to ask and answer questions about age and when their birthday is.	Unit 4: How we express ourselves - My feelings Students will learn basic emotion vocabulary and simple opinion phrases. They will be able to express their feelings, to say how they are and preferences about familiar topics.
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The French/Spanish Learner course builds on the foundations established in students' previous language learning and supports them in developing greater confidence and independence in the target language. Students continue to develop the four key skills of Listening, Reading, Speaking and Writing, while expanding their vocabulary and understanding of basic language structures. They are

encouraged to use the target language as much as possible in class and to apply their developing skills in a variety of meaningful contexts. Ongoing formative assessment and feedback will help students recognise their progress, celebrate their achievements and identify areas for continued growth throughout the course.

Unit 1: Who we are - (All about me) Students will review how to understand someone introducing themselves (saying and spelling their names, asking/giving their age, ...) and to present themselves.	Unit 2. How we organize ourselves (my school schedule) Students will be able to read and understand someone's school schedule and routine. They will also be able to describe their own timetable and give their opinions.	Unit 3. Sharing the planet (French/Spanish speaking countries) Students will be able to understand and present information about various Francophone and Hispanic countries (including nationalities, celebrations, activities, and typical foods).	Unit 4. How we express ourselves (Cultural Clothes/accessorize/appearances+ seasons) Students will be able to understand someone describing clothes (including accessories, colors, and seasons). They will also be able to describe someone's outfit.
Students in the Arabic Learners and Speakers Programme will develop their Arabic language skills through engaging units on identity, school life, animals, hobbies, community, and weather. They will expand their vocabulary and use Arabic confidently in meaningful listening, speaking, reading, and writing activities. Ongoing formative assessment and feedback will help students recognise their progress, celebrate their achievements, and identify areas for continued growth.			
Unit 1: Who we are: (Me, my family & friends, pets & favorite animals) Students will review the Arabic alphabet, greetings, and introductions. They will share personal information and describe their family, friends, pets, and favourite animals.	Unit 2: How we organize ourselves: (School subjects & daily routines, hobbies) Students will develop vocabulary related to school subjects, daily routines, and hobbies. They will describe their school day and talk about their everyday and leisure activities.	Unit 3: Where we are in place & time: (My Neighbourhood and Community) Students will identify places in their neighbourhood and learn to give simple directions. They will also explore transportation, occupations, and essential community services.	Unit 4: Where we are in place and time: Weather (Expressing Myself) Students will describe the weather and discuss suitable activities and hobbies for different weather conditions. They will also express their preferences and personal interests in meaningful contexts.

Art

The visual art curriculum for each grade features interconnected units that guide students through the creative process as they develop foundational skills. Students create original artwork and respond thoughtfully to a wide range of artistic styles and movements. Through hands-on projects and

interactive activities, they engage with different materials and techniques, building confidence and fostering creativity. This approach emphasizes both creative expression and critical response, preparing students for future artistic growth.

Unit 1: Drawing Use drawing materials and techniques to create effects with texture and tone to represent subject matter and ideas	Unit 2: Colour Explore relationships between colours and tones, using primary, secondary, complementary or analogous colours to represent subject matter and ideas	Unit 3: Print Investigate printmaking processes to create rubbings and repeated prints, using sustainable materials, self-made tools or objects
Unit 4: Form and Texture Investigate the properties of materials and experiment with techniques to represent ideas through the construction of 3D sculptural forms	Unit 5: Formal Elements Explore balance, scale and proportion in compositions to represent subject matter and ideas	Appreciation (ongoing) Discuss ways artworks connect to own personal, social or cultural contexts

Music

The year-long music curriculum for each grade integrates units that build on each other, allowing students to explore music theory, history, and performance together. Students sing, move, and play a variety of classroom instruments, engaging in creative and interactive activities that develop their musical skills. This hands-on approach emphasizes creative expression, critical response, and performance, preparing students for future artistic growth.

Rhythm and Meter Creating: Students compose and notate complex rhythms using dotted notes and syncopation. Responding: Students identify and describe rhythmic patterns, understanding meter and time signatures. Performing: Students perform rhythmic exercises with growing accuracy, demonstrating an understanding of meter and rhythmic nuances.	Melody and Pitch Creating: Students improvise simple melodies using the major and minor scales. Responding: Students recognize and describe melodic changes in pitch. Performing: Students sing melodies and perform melodic patterns on instruments like recorders, focusing on pitch accuracy and expression.	Dynamics and Tempo Creating: Students create music that reflects different dynamics (loud and soft) and tempos (fast and slow), exploring expressive qualities like crescendo and decrescendo. Responding: Students recognize and describe how dynamics and tempo affect music, analyzing mood and expression. Performing: Students demonstrate expressive qualities through movement and singing, varying dynamics and	Form and Texture Creating: Students create music in different forms (AB, ABA) and explore various textures (monophony, polyphony), using instruments and voices. Responding: Students identify and describe different music forms and textures, recognizing cultural influences. Performing: Students perform music from diverse styles and genres, using instruments and voices to demonstrate
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		tempo.	understanding of form and texture.
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Physical Education

In Grade 4, ABA's PE program inspires students to take on new challenges through fun, engaging physical activities! They build on their skills through adventure challenges, games, striking and fielding, net/wall games, athletics, and a creative blend of fitness and movement composition. With a focus on strategy, teamwork, and personal growth, students grow stronger, more confident, and more connected while enjoying every step of their active learning journey!

Adventure Challenge: - Discover our strengths and how we can use them to help our team reach a goal. - Learn how understanding our feelings helps us work well with others. - Grow our independence by thinking for ourselves, making decisions, and reflecting on how we learn.	Games Unit: - Work together toward a shared goal and discover how teamwork makes games more fun and successful. - Try out different strategies to solve problems and make decisions during play. - Learn how being supportive and respectful helps everyone enjoy and grow through the game.	Jump, Run & Throw: - Run, jump, and throw with purpose while building strength, coordination, and confidence. - Challenge ourselves to improve by noticing what we're good at and what we can work on. - Support each other by practising together, giving feedback, and celebrating progress as a team. - Enjoy being active while learning how effort and practice help us grow!
Striking and Fielding: - Build our skills in striking, throwing, and catching by creating simple improvement plans and practising with purpose. - Reflect on how we play, use feedback to get better, and celebrate our progress in games. - Develop a positive mindset that helps us stay confident, keep trying, and enjoy learning through teamwork and play.	Net/Wall Games: - Explore different net/wall games to build control, coordination, and confidence while playing. - Learn how rules, fair play, and safe behaviours help everyone feel included and respected. - Work with others to solve challenges, communicate clearly, and make shared decisions. - Reflect on how our choices, effort, and	HRF & Movement Composition: - Discover how regular movement builds strength, flexibility, and overall well-being. - Learn how our body systems work together to support healthy, active living. - Practice making balanced choices that promote physical and emotional health. - Collaborate with others to create expressive movement routines that show teamwork and creativity.

	attitudes affect our experience and our team.	
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Ed Tech and Library

At ABA, our Library and EdTech programs work in tandem to nurture curious, ethical, and empowered learners from FC through Grade 5. We integrate research and information literacy skills with digital literacy and creativity, helping students grow as independent thinkers, responsible digital citizens, and global collaborators.

Library: Students expand their love of reading by exploring more complex texts and global perspectives. They refine research strategies, compare sources, organize ideas effectively, and begin to think critically about how information is created and shared. The library fosters a lifelong love of reading by giving students choice, voice, and ownership—not by limiting them to reading levels. Additionally, teachers and the librarian will co-teach skills and concepts that support units of inquiry throughout the year.	Ed Tech: Students engage in more independent and collaborative digital projects, including basic coding and digital design. They learn how to analyze and evaluate digital content, evaluate the credibility of sources, and use feedback to improve their work. The importance of ethical decision-making and respectful online communication is further emphasized.
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Grade 5

Units of Inquiry		
 Who we are PYP EXHIBITION (PYPx)	 Where we are in place and time (August - October)	 How we organize ourselves (October - November)
Central Idea: Discovering who we are can help us discover how we can make a difference Lines of Inquiry: - Personal identity and wellbeing - relationships between individuals and communities - responsible participation and contribution in communities Subject areas: Social Studies	Central Idea: Migration influences diversity, settlement, and human populations Lines of Inquiry: - Reasons for migration - Patterns of settlement and land use - The impacts of migration on regions and populations Subject areas: Social Studies	Central Idea: Governance and organizations can make decisions that protect rights in a community Lines of Inquiry: - How decisions in governance impact people - Governance decisions and organizations that protect rights - How we can contribute to protecting rights in our community Subject areas: Social Studies
 Sharing the planet (November - December)	 How the world works (January - February)	 How we express ourselves (May - June)
Central Idea: Through exploring and connecting to nature, we understand how we can care for it Lines of inquiry: - Earth's 4 systems (Geospheres, Biospheres, Hydrospheres, Atmospheres) - Earth's natural resources - How we can care and protect our planets systems	Central Idea: Patterns are interconnected and affect how we live our lives Lines of Inquiry: - Observable patterns in Earth and space - How gravity and cycles influence patterns in Earth and space - How patterns in space help people explain and predict changes observed on Earth - How scientists use	Central Idea: Understanding matter and its interactions helps people create, innovate, and solve problems Lines of Inquiry: - The properties and structure of matter - Physical and chemical changes in matter - How people creatively transform materials for different purposes

Subject areas: Science	models, observations, and data to explain the universe (maths) Subject areas: Science Maths integration: Pattern and Function	Subject areas: Science
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English Language & Literacy

In grade 5, students will strengthen their literacy skills through targeted activities. They will explore how prefixes, suffixes, and root words create meaning to improve spelling, and vocabulary, linking word study to their units of inquiry for deeper understanding. Students will develop non-fiction writing skills, using accurate information and increasingly complex Standard English Conventions. They will independently plan, draft, edit, and review a research report in preparation for the PYP Exhibition. In reading, students will practice skimming, comprehending, and paraphrasing texts, using various resources to support research.

Word study Students participate in Morpheme Magic to investigate how prefixes, suffixes, and root words combine to create meaning. This process supports their ability to decode new words, improve spelling, and broaden their vocabulary. The word study is integrated with our units of inquiry, allowing students to examine vocabulary related to each unit within meaningful contexts, enhancing their conceptual grasp. By linking word components to key concepts, students gain greater confidence and accuracy in both reading and writing.	Writing focus In this grade level, students will focus on developing non-fiction writing that contains relevant and accurate information. They will practice researching topics and using their findings to take notes, organize their notes, paraphrase, analyse and synthesize information in order to develop a multi-paragraph research report in preparation for their PYP Exhibition report. Students will learn to cite their sources properly using Noodle Tools and incorporate data and quotations from original sources into their reports to support their writing. They will use planning, drafting, editing and revising processes independently.	Reading focus In this grade level, students will develop essential reading skills focused on understanding and using non-fiction texts. They will learn to skim and scan texts efficiently, paraphrase information accurately in both written and visual forms, and use a variety of print and digital resources to support their inquiries. Students will practice making inferences, drawing conclusions, and making predictions based on evidence from the text. They will also use context clues and decode unfamiliar words using morphemes to support their comprehension. In addition, they will evaluate the validity of information and integrate details from multiple sources to create well-informed reports.
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Mathematics

In addition to the integrated math outlined within the Unit of Inquiry above, students will have designated, targeted instruction for mathematics every day. This instruction is broken into three major areas: Number and Number Sense (the study of Numbers in the base 10 place value system), Number Operations (the study of addition, subtraction, multiplication, and division), and Partitioning (the study of part-whole relationships). The overall learning goals for each Number Unit for students in Grade 5 can be found below.

The overall goals for students in Number and Number Sense are to: • Round whole numbers to any place • Use place value understanding to divide whole numbers by 10, 100, and 1,000 • Use the structure of numbers to read any large number • Recognize decimals as the extension of the place value system through thousandths • Read, write, and compare decimals to thousandths • Use place value understanding to round decimals to any place • Position and order decimals on a number line	The overall goals for students in Number Operations are to: • Use multiplication and division to solve real-world problems involving equal groups, comparison, area, and volume • Fluently multiply whole numbers • Illustrate and explain division problems using equations, arrays, and/or area models • In a real-world context, know when remainders can be: discarded, converted to a fraction or decimal, forced to the next highest whole number, rounded to the nearest whole number or record the remainder as the solution • Use estimation to check the reasonableness of sums, differences, products and quotients	The overall goals for students in Partitioning are to: • Add and subtract fractions with unlike denominators • Compare and order fractions with unlike denominators • Multiply and divide fractions by a whole number using models • Position and order fractions on a number line • Convert fractions to decimals
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Social Emotional Learning

Classroom lessons addressing social-emotional skills are delivered regularly by the school counsellors throughout the academic year. We use the Second Step Social-Emotional Learning Curriculum which is aligned with CASEL competencies and provides students with foundational knowledge and strategies related to the core areas of social-emotional learning: Self-Awareness, Self-Management, Social Awareness, Relationship Skills, and Responsible Decision-Making. We also use the Keeping Safe: Child Protection Curriculum.

Unit 1: Emotion Management Understanding Emotions & Stress: Students are learning to identify recurring situations that cause strong emotions and recognize signs and causes of stress in themselves. Emotion Management Strategies: Students are developing plans and identifying changes they can make in thoughts or actions to manage strong emotions and stress preemptively.	Unit 2: Empathy & Kindness Community Empathy: Students are learning how empathy helps to understand and address community problems and the diverse viewpoints of those affected. Community Solutions: Students are identifying and evaluating possible solutions to community problems, considering the needs of everyone involved.	Unit 3: Problem-Solving Structured Problem-Solving: Students are learning the STEP problem-solving process and how to identify the best context for solving various problems. Evaluating Solutions: Students are practicing predicting and evaluating the success of solutions based on all viewpoints and the impact on everyone involved.	Unit 4: Child Protection Focus Area 1: The right to be safe Focus Area 2: Relationships Focus Area 3: Recognising & reporting abuse Focus Area 4: Protective strategies
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Additional Language

The French, Spanish and Arabic New to the language course will explore four engaging units designed to help them build confidence in speaking, listening, reading, and writing in a new language. Throughout the year, the focus will be on building strong foundational skills through interactive activities, songs, games, and visual support to make language learning fun and accessible. In addition to language skills, students will also have the opportunity to explore and appreciate the rich and diverse cultures of Arabic, Spanish and French-speaking countries.

Unit 1: Who we are - Hello, I am... Students will learn to introduce themselves by saying their name, using basic greetings, and familiarizing themselves with the alphabet. They will	Unit 2: How we organize ourselves - My classroom Students will learn vocabulary for common classroom objects, colours, days of the week and understand basic	Unit 3: Who we are - My birthday Students will learn numbers 1-31, express their age, and talk about their birthday using months of the year. They will be able to ask and answer	Unit 4: How we express ourselves - My feelings Students will learn basic emotion vocabulary and simple opinion phrases. They will be able to express their feelings, to say how they are and
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practice simple self-introduction phrases and recognize letter sounds.	classroom instructions from the teacher. They will be able to identify school supplies and respond to simple commands.	questions about age and when their birthday is.	preferences about familiar topics.
The French/Spanish Learner course builds on the foundations established in students' previous language learning and supports them in developing greater confidence and independence in the target language. Students continue to develop the four key skills of Listening, Reading, Speaking and Writing, while expanding their vocabulary and understanding of basic language structures. They are encouraged to use the target language as much as possible in class and to apply their developing skills in a variety of meaningful contexts. Ongoing formative assessment and feedback will help students recognise their progress, celebrate their achievements and identify areas for continued growth throughout the course.			
Unit 1: Who we are - <i>(All about me)</i> Students will review how to understand someone introducing themselves (saying and spelling their names, asking/giving their age, ...) and to present themselves.	Unit 2. How we organize ourselves <i>(my school schedule)</i> Students will be able to read and understand someone's school schedule and routine. They will also be able to describe their own timetable and give their opinions.	Unit 3. Sharing the planet <i>(French/Spanish speaking countries)</i> Students will be able to understand and present information about various Francophone and Hispanic countries (including nationalities, celebrations, activities, and typical foods).	Unit 4. How we express ourselves <i>(Cultural Clothes/accessorize/appearances+ seasons)</i> Students will be able to understand someone describing clothes (including accessories, colors, and seasons). They will also be able to describe someone's outfit.
Students in the Arabic Learners and Speakers programme will strengthen their Arabic listening, speaking, reading, and writing skills through units exploring identity, school life, Arab cities, and travel. They will expand their vocabulary, compare cultures and environments, and use Arabic confidently in meaningful situations. Ongoing formative assessment and feedback will help students recognise their progress, celebrate their achievements, and identify areas for continued growth.			
Unit 1: Who we are: Students will review language learned in previous years and expand their ability to introduce themselves. They will describe their personality and personal qualities using familiar vocabulary and simple structures.	Unit 2: How we organize ourselves: Students will review school-related vocabulary and discuss timetables, hobbies, facilities, and the school environment. They will also compare schools in different parts of the world.	Unit 3: Where we are in place and time: <i>(A Journey Through Arab Cities)</i> Students will explore selected Arab cities and learn about their landmarks, food, climate, and traditions. They will understand and present information while identifying similarities	Unit 4: Where we are in place and time: <i>(Planning a Trip)</i> Students will develop language related to holidays, transportation, restaurants, and travel plans. They will plan and describe a trip, discuss transport options, and communicate in

		and differences between cities and cultures.	simple restaurant situations.
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Art

The visual art curriculum for each grade features interconnected units that guide students through the creative process as they develop foundational skills. Students create original artwork and respond thoughtfully to a wide range of artistic styles and movements. Through hands-on projects and interactive activities, they engage with different materials and techniques, building confidence and fostering creativity. This approach emphasizes both creative expression and critical response, preparing students for future artistic growth.

Unit 1: Drawing Use drawing materials and techniques to create artistic effects to represent subject matter or ideas in intentional ways	Unit 2: Colour Create intentional effects with awareness of the relationships between colours and tones, to represent subject matter or ideas in realistic, imaginative or symbolic ways	Unit 3: Print Use printmaking materials, techniques and processes to explore ways to make single or multiple prints
Unit 4: Form and Texture Apply understandings of materials, techniques and 3D sculptural processes to make artworks to represent own intentions	Unit 5: Formal Elements Explore artistic conventions and ways to represent subject matter and ideas in compositions	Appreciation (ongoing) Make associations between artworks and own personal, social or cultural contexts

Music

The year-long music curriculum for each grade integrated units that build on each other, allowing students to explore music theory, history, and performance together. Students sing, move, and play a variety of classroom instruments, engaging in creative and interactive activities that develop their musical skills. This hands-on approach emphasizes creative expression, critical response, and performance, preparing students for future artistic growth.

Rhythm and Meter Creating: Students compose and notate complex rhythms in various meters and create rhythmic patterns. Responding: Students identify and describe more complex rhythmic patterns,	Melody and Harmony Creating: Students improvise simple melodies using major and minor scales and create melodic patterns with instruments like recorders. Responding: Students recognize and	Dynamics and Tempo Creating: Students create music that reflects different dynamics (loud and soft) and tempos (fast and slow), exploring expressive qualities like crescendo and decrescendo. Responding: Students	Form and Harmony Creating: Students create music in different forms (AB, ABA) and explore various harmonies (ostinati, rounds, canons), using instruments and voices. Responding: Students
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understanding meter and time signatures. Performing: Students perform rhythmic exercises with accuracy, demonstrating an understanding of meter and rhythmic nuances.	describe more complex melodic changes in pitch. Performing: Students sing simple melodies and perform melodic patterns on instruments like recorders, focusing on pitch accuracy and expression.	recognize and describe how dynamics and tempo affect music, analyzing mood and expression. Performing: Students demonstrate expressive qualities through movement and singing, varying dynamics and tempo.	identify and describe different music forms and harmonies, recognizing cultural influences. Performing: Students perform music from diverse styles and genres, using instruments and voices to demonstrate understanding of form and harmony.
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Physical Education

In Grade 5, ABA's PE program empowers students to apply their skills with greater independence and creativity across a variety of dynamic activities! Through adventure challenges, games, striking and fielding, net/wall games, athletics, and a fusion of fitness and movement composition, students refine techniques, embrace teamwork, and develop leadership. It's a year of challenge, confidence, and fun, where movement becomes a powerful tool for learning and growth!

Adventure Challenge: - Take on different roles, like leader or supporter, to help our team succeed. - Use what we know about ourselves and others to build strong, positive relationships. - Reflect on past experiences to solve problems and make our group even stronger.	Games: - Think deeply about how the group worked together and find ways to improve as a team. - Use past experiences to play smarter and help the group perform better. - Solve conflicts independently by using positive strategies. - Make confident decisions during games by choosing and applying the right skills at the right time.	Run, Jump & Throw: - Use advanced running, jumping, and throwing techniques to push our limits and perform at our best. - Set personal goals, track our progress, and celebrate how far we've come both individually and as a team. - Work together using strategy, communication, and support to achieve shared success. - Stay active while building habits that help us feel strong, healthy, and confident for life!
Striking and Fielding: Make smart decisions while playing by choosing the best techniques and strategies during games.	Net/Wall Games: Develop technique and strategy through a variety of net/wall games while building	HRF & Movement Composition: Apply knowledge of body systems and fitness components to improve strength, endurance, and flexibility.

• Use what we know about our strengths to keep improving and growing as confident, active learners. • Continue building a strong sense of identity through teamwork, fair play, and personal challenge in physical activities.	confidence and consistency. • Understand how rules, safety, and respect for others create a positive and inclusive playing environment. • Collaborate effectively by communicating, solving problems as a team, and showing leadership when needed. • Reflect on personal growth by setting goals, managing emotions, and considering how our actions impact the group.	• Explore how regular physical activity supports lifelong health and well-being. • Take responsibility for making balanced lifestyle choices that support both physical and emotional wellness. • Work collaboratively to design movement sequences that express ideas, build connections, and demonstrate leadership.
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Ed Tech and Library

At ABA, our Library and EdTech programs work in tandem to nurture curious, ethical, and empowered learners from FC through Grade 5. We integrate research and information literacy skills with digital literacy and creativity, helping students grow as independent thinkers, responsible digital citizens, and global collaborators.

Library: Students read deeply and widely for both pleasure and purpose. They conduct independent, inquiry-based research, evaluate sources for credibility, and synthesize information across media—demonstrating ethical use of information and preparing for lifelong learning. The library fosters a lifelong love of reading by giving students choice, voice, and ownership—not by limiting them to reading levels. Additionally, teachers and the librarian will co-teach skills and concepts that support units of inquiry throughout the year.

Ed Tech: Students are expected to take greater ownership of their learning through goal setting, digital organization, and self-reflection. They apply a full range of digital skills to create original content, solve complex problems, and collaborate effectively in both physical and digital spaces, culminating in the PYP Exhibition. Responsible digital citizenship and communication are key themes as they prepare for middle school and beyond.