



ABU DHABI INDIAN SCHOOL, BRANCH 1 - AL WATHBA
PRIMARY & SECONDARY CURRICULUM OVERVIEW 2024-2025

“Education is a fundamental element for the development of a nation and the best investment in its youth.”

Sheikh Mohammed Bin Rashid Al Maktoum - UAE Vision 2021



DIRECTIONS OF THE SCHOOL CURRICULUM:



RESPECT
EMPATHY
TOLERANCE
RESILIENCE
CARE
HONESTY
INTEGRITY

CRITICAL THINKING
PROBLEM SOLVING
DIGITAL
COMPETENCE
COMMUNICATION
GLOBAL AND
ENVIRONMENTAL
AWARENESS

CONFIDENT PERSON
CONCERNED CITIZEN
SELF DIRECTED
MAKE RESPONSIBLE
DECISIONS
INDEPENDENT
THINKER

SPIRAL CURRICULUM:

WE follow Spiral Curriculum, which indicates that our Curriculum is organized around key concepts/ skills that are introduced and revisited for deeper understandings.

It is an approach to education that involves regularly reinforcing the same learning experiences over the course of a student's education-thus making the understanding of the concept life-long.

Spiral Curriculum is based on "Introduction-Reinforcement- Advancement". The fundamental ideas of learning are introduced in lower grades and are repeatedly presented in the curriculum through deepening the levels of difficulty.



Our School Curriculum is based on **National Curriculum Framework 2005** and **National Education Policy-2020**, further reviewed and emendation brought by CBSE to be robust, vibrant and holistic that engender excellence in every sphere of human endeavour.
(Refer to Academic circulars CBSE Portal)

Our students at ADIS- AL WATHBA, seek to achieve Desired Outcomes of Education so that our students are future-ready, have a strong sense of National Identity -UAE, and are equipped to adapt with the everchanging global scenario.

We aspire to bring out the best in our students so that they are empowered to live life to the fullest, contribute to, and care for their community and nation. We aim to enable our students to develop their interests to pursue their passions and fulfil their aspirations.

Our curriculum is designed towards holistic development of a child and it has a clear rationale to develop a balance of knowledge, understandings and enhancement of skills and competencies.

CURRICULUM- SCOPE, SEQUENCE AND INTEGRATION:

The curriculum engages and sustains children's interests across multiple learning experiences.

- It helps in the development of skills, behaviour and knowledge.
- Includes different teaching materials, teaching practices and learning experiences that support children at different levels of development.
- Allows flexibility to respond to the needs of individual children and the children with special education needs
- Provides information to mentors that helps them plan and communicate with all the stakeholders
- It supports the mentors to plan and implement research-based learning experiences for the students
- The sequence includes short-term and long-term planning of learning objectives and learning/assessment tools
- Horizontal and vertical escalation of concepts remains the focal point of our curriculum
- Matrix which is the mapping between Vertical and Horizontal focuses on IRDA
- Concepts introduced in the primary years, to be reinforced and developed in higher grades as vertical escalation
- Our Spiral Curriculum is best implemented through Vertical Escalation.
- IBT syllabus is integrated in the curriculum and IBT results analysis guides us in data triangulation.
- CAT 4 results analysis helps in modifying teaching style to cater to the needs of individual learners.
- One major focus is to integrate learning experiences with Artificial Intelligence to keep our learners abreast with the 21st century advancements and exploring new approaches of learning
- Developing kinesthetics skills and psychomotor skills is another area of priority

- Preparing future ready students and teachers
- Keeping students aware of cyber security and cyber etiquettes to respect everyone's learning and personal space.
- Broadening the horizons of the students through mapping and tracking the progress of the students on a regular basis

INTEGRATED CURRICULUM MODEL:



THE TEACHING AND LEARNING AT ABU DHABI INDIAN SCHOOL, BRANCH 1- AL WATHBA

When the children find meaning in learning, they are motivated & challenged, and take ownership of their learning. We value every child as an individual, our children have diverse learning needs and bring with them a wide range of experiences, beliefs, knowledge, and skills.

For learning to be effective, we adapt our teaching pace, approaches and assessment practices which are differentiated- for Gifted & Talented and Students with Special Needs.

We believe that learning takes place in caring and safe environments. We cultivate positive teacher-student and peer relationships so that there is a culture of care and mutual respect in our classrooms, where children learn to appreciate diversity collaboratively. Students are encouraged to take risks, learn from their mistakes & from one another, be confident in expressing their views.

We guide learners to activate prior knowledge, and assimilate and accommodate new knowledge through exploration, research work and interaction. This allows them to build a strong foundation of knowledge by connecting new ideas and experiences with what they already know, thus facilitating the understanding of concepts and the application of what they have learnt to different contexts and beyond.

We believe in developing thinking skills and disposition in our learners. We guide them to construct, interpret, and evaluate knowledge from different perspectives & integrated learning.

Inquiry based learning- a specific learning process to engage, that includes questioning, responding with evidence, investigating, justifying, and modifying ideas based on its real context. We ensure that our children deep dive into the 'why' of 'What'.

From early years students are provided with relevance to subjects and concepts taught which makes learning meaningful. As and when our children grow into young adults, we connect their learnings with various career path so that the students decide their own milestone for tomorrow. Thus, we focus on learning experiences that will have a significant impact in the long run.

Our objective is to create socially aware and environmentally responsible citizens for the future world. With this aim and in alliance with NEP 2020 we have incorporated SDG (17 Sustainable Development Goals adopted by all United nation's member states) in our curriculum. These goals focus on peace and prosperity of the people and the Planet.

Assessment is integral to the learning process and helps children become self-directed learners- Formal & Informal Assessments. We have designed assessments with clarity of purpose with different tools & techniques (Quiz, Projects, Journals, Debate, etc.) & Rubrics. Provide feedback to address learning gaps and improve teaching practices. While our teachers play the role of facilitators both during learning engagements and evaluation, we encourage peer evaluation during various formative assessments to allow students appreciate the strength of their peers as well as support each other as and when needed.

MAJOR CONTENTS OF CBSE SUBJECT LEARNING AREAS ARE:

- ✚ **English** - Enables learners to communicate confidently and effectively and to develop the skills to respond to a range of information, media and texts with understanding and enjoyment. Develop competency based on a curriculum designed to be successful in any culture and to promote cross-cultural understanding.

- ✚ **2nd Language**- Our School offers a plethora of choice when it comes to teaching the second language.

- Hindi: All students from Grade 1 to 5 learn Hindi whereas from Grade 6 to Grade 10 it is optional with other languages.
- Malayalam: From grade 6 onwards till grade 10 Malayalam is offered as one of the choices for 2nd language.
- French: From Grade 8 onwards till grade 10 French is offered as one of the choices for 2nd language.
- CBSE Arabic: In grades 9 and 10 students can take this subject as a choice for 2nd language.

In all languages our objective is to achieve proficiency in Reading, Speaking, Listening and Writing skills through regular practices and exposure. Our students turn out to be effective communicators. We connect culture, values and human life of the respective native speakers while teaching a language.

- ✚ **Mathematics-** Explores six content areas: Numbers, Algebra, Geometry, Commercial Mathematics, Measurement, Handling Data. Students develop the skills of critical thinking and problem solving which enhances their capabilities as independent learners. The first five content areas are all underpinned by problem solving, which provides a structure for the application of mathematical skills. Mental strategies are an important part of the number content. Focuses on principles, patterns, systems, functions and relationships, so that learners apply their mathematical knowledge and develop a holistic understanding of the subject.
- ✚ **Science-** This curriculum framework covers four content areas: Scientific enquiry, Biology, Chemistry and Physics. Scientific enquiry is about considering ideas, evaluating evidence, planning investigative work, and recording and analysing data. Focused on developing confidence and interest in scientific knowledge. A subject which is as dynamic as Science, where an exciting invention gets obsolete the next day, our focus is to keep our students updated with every new step the world of Science takes. Environmental awareness is also emphasized.
- ✚ **Social Science-** Students recognize the significance of class, gender, ethnic and age differences within societies engage in cross-cultural and historical comparisons and analysis to develop an objective of their society to influence global and local issues. Culture, time, continuity and changes, people, places and environment. Students are encouraged to find relations between various domains of Social Sciences -History, Geography, Economics and Political Science. Our students are constantly told about their role as the ambassadors of the School and the Place they belong to. They are encouraged to question, critically analyze a problem and find solutions.
- ✚ **Computer Science-** The knowledge imparted to students consists of introduction of windows, programming in scratch, algorithms and flow charts, techniques using flow charts. Different types of Programming termed as QBASIC, Wireless and Cloud Technologies. Learners' knowledge is enhanced how to protect oneself from cyber threats, Concepts of C++, Character set and identifiers. Our Computer Science classes are driven through learning and fun, brainstorming and critical thinking, reasoning and problem solving. Our students channelize their learning in Computer Science classes to learning of other subjects.
- ✚ **Performing and Visual Arts-** Students learn to experiment with musical instruments more to different musical beats and rhythm, performs and create artistic movements and patterns. Use voice to speak, chant and sing. Students will experience and describe music

representing different cultures. Students experiment with visual Art using variety of material and techniques. Create and share their original works of visual arts in various dimensions.

Art Integration is made to be a common practice in the campus to bring all forms of art in the mainstream and promote joyful learning. Sessions are being conducted for teachers to learn how to use different forms of ART as a tool in classroom (both physical and virtual)

- + **Physical Education-** A healthy body and a healthy mind complement each other. PE Contributes significantly to the development of a fit and balanced youth in all aspects of life. Students learn benefits of regular physical activity on the physical, emotional, mental and social well-being of an individual. Team games and activities develop the notions of fair play, respect for others, regularity, punctuality, discipline and other personality traits.

Ministry Subjects: These subjects are mandatory and a student needs to score minimum 50% marks in these subjects to be eligible to be promoted to the next higher grade.

- + **Islamic Studies:** Is for all Muslim students to promote harmonious development in diverse culture. It aims to give clear understanding to students of Islamic teachings, moral behaviour and Islamic etiquette. The curriculum is built on exploring verses of Quran and sayings of Prophet Mohammad (Hadith)
- + **Moral Instruction:** Comprises values of peace, solidarity and respect for nature. It also highlights some critical concerns such as the need for strengthening the home, school and community partnership and concern for parents' involvement in school on education of children.
- + **Ministry Arabic:** Arabic is taught as a Ministry subject to all students from grades KG-11 and is optional for the students of Grade 12. Our students are being brought up in the beautiful land of the United Arab Emirates, which is a land of rich culture, history and heritage. The curriculum helps the students gain basics of reading, writing and speaking skills of Arabic. Through the language the children get acquainted with the local culture, heritage and Islamic values.
- + **UAE Social Studies:** UAE Social Studies as a Ministry subject is taught from Gr.4-Gr.9 to promote understanding of UAE family to know its common values and culture. Students learn about the role of government in providing different services for welfare of the people, feast and festivals, birth of the Prophet (PBUH) and his Emigration, importance of UAE National Day.
- + **Moral Education Programme:** The Moral Education Curriculum covers four pillars of teaching and learning
 - Character and Morality
 - The Individual and the Community
 - Civic Studies

- Cultural Studies

The four pillars complement one another by using moral thinking, reasoning and building character. Moral Education is designed to be taught in a series of units over 12 years of schooling from Grade 1 to 12. Underpinning the curriculum are the thinking, learning and communication skills relevant to Moral Education which support development and progression through the 12 grades.

My Identity Programme: The three pillars VALUES, CITIZENSHIP, CULTURE comprises the foundation for My Identity Programme.

- VALUES: Compassion, Respect, Global Understanding
- CITIZENSHIP: Conservation, Belonging, Volunteering
- CULTURE: Hospitality, Heritage, Tradition, Arabic Language

CURRICULAR CHOICES FOR STRENGTHENING LATERAL THINKING AMONG THE CHILDREN BY PROVIDING WIDE CHOICE OF SUBJECTS

Subject options in Grade 11 & 12 (Science/ Commerce/ Humanities)

- Science Stream: Physics, Chemistry, Mathematics, Computer Science, Biology, Psychology, Physical education
- Commerce/Humanities: Accountancy, Mathematics, Business Studies, Marketing, Economics, Library Science, Political Science, Psychology, Geography, Physical Education, Library Science
- Compulsory Subjects: English and Ministry Subjects

Language choices from Grade 6- 12

French/Hindi/Malayalam/CBSE Arabic

Choice in Sports Field

Extracurricular Activities: Visual Arts

Performing Arts- Music, Dance

Field trips- Internal-within UAE and External-Outside UAE

Virtual Tour to places of historical and geographical interest (During E-learning)

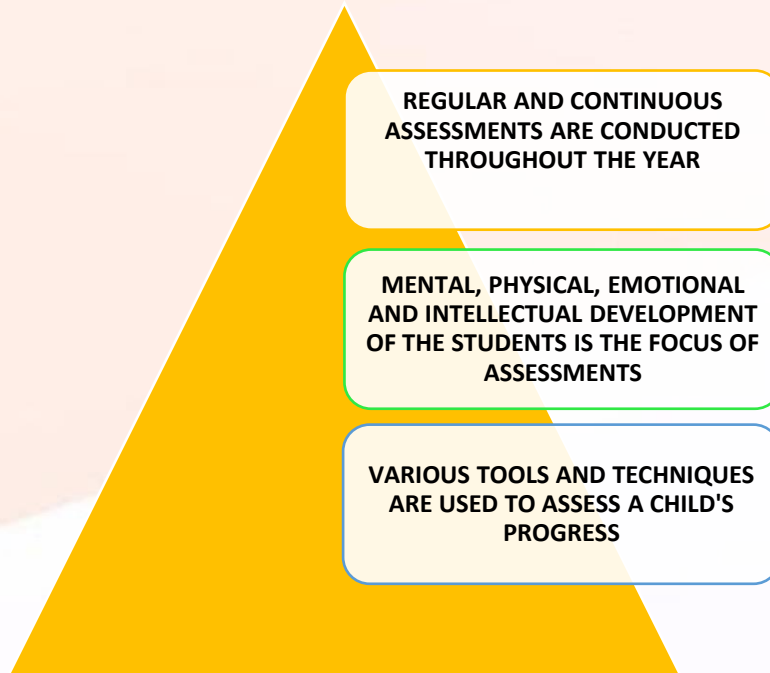
Inter house Competitions

MUN

Club Activities

ASSESSMENT:

CONTINUOUS COMPREHENSIVE EVALUATION



The School uses an integrated assessment methodology to monitor learners' progress and for inculcating five highly desirable habits in learning, representing a combination of values, attitudes, motivation, empathy, knowledge and skills.

+ Co-scholastic - (Approaches to Learning)

The Co-Scholastic Activities such as Work Education, Art Education, Physical Education graded on a 5- point scale

+ Scholastic- (Academics Performance)

+ Gr.1-12 (School Based)

+ Continuous Evaluation- (Formal)

- 2 Periodic tests
- 2 term Examinations (Each term will contain 1 periodic test and one term examination)
- Quiz, Debate, Projects, Journals etc. (Different Tools & Techniques)
- Informal Assessment-Dictation, Mental Mathematics, Subject Enrichment etc.

+ Bench Mark Exam

- TIMSS
- PISA
- IBT
- MARS PRIMARY COLORS
- OLYMPIAD
- ACER
- CAT-4

