



Policy Statement

MBIS Primary Curriculum Policy

Our curriculum is based on the National Curriculum of England. Our pupils are offered a very wide range of experiences to extend their understanding of themselves and the world in which they live. Skills, attitudes and values are developed to prepare the children for the next stage of learning (Key Stage 1 and 2 ready and secondary ready), and to enable them to be successful in the community. We believe that effective learning takes place when there is considerable emphasis on active involvement, opportunities to talk both imaginatively, expressively and to explain and clarify thinking. We make meaningful connections across subjects. The school expects everyone to develop and show a sense of responsibility and self-discipline whether alone, together, at work or at play, and to support policies on equal opportunities.

This policy refers to The National Curriculum 2014 and The Early Years Statutory Framework 2021.

Aims

- That all pupils are given outstanding learning experiences that lead to consistently outstanding pupil achievement.
- That all teachers and other professionals are 'lifelong learners', committed to an ongoing development of their own knowledge and skills to optimise the pupils' learning experiences.
- That a positive, caring attitude, where achievements at all levels are acknowledged and valued, is prevalent throughout the school.
- That all pupils from the earliest opportunity are encouraged to develop our five personal learning goals of: Respect, Reflectiveness, Resilience, Relationships and Resourcefulness.

Reception Curriculum

In Reception, we follow the Early Years Statutory Framework for the Early Years Foundation Stage (EYFS), published in 2021 by the DfE. This Framework specifies the requirement for learning and development in the Early Years and provides seven specific areas of learning we must cover in our curriculum. These areas are:

- Personal, Social and Emotional Development
- Physical Development
- Communication and Language development
- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design



We also include PE, music, drama and computing skills in our FS2 curriculum. Free Flow Play is an important part of the weekly timetable.

Early Years Statutory Framework

<https://www.gov.uk/government/publications/early-years-foundation-stage-framework--2>

English

Our English lessons develop pupils' spoken language, reading, writing and vocabulary. English is taught in a cross-curricular way, linking up with other areas of the curriculum where possible. We teach our pupils to speak clearly, to convey their ideas fluently and confidently and to ask questions.

World Book Day provides an exciting opportunity for us to enthuse our young learners, with the whole school taking part in themed events. Class assemblies, drama and school productions also develop speaking and listening skills and help the children to gain confidence by performing for an audience.

Spoken Language

Pupils are encouraged to listen and learn from sharing ideas with others. Talk partners are used extensively throughout the school, together with a range of planned learning opportunities that encourage pupils to explore language e.g., role play, drama activities, group discussion, hot seating.

Phonics and Reading

In EYFS and Year 1 children are taught phonics. Phonics is taught by demonstrating the relationship between the sounds of English spoken language and the letters or groups of letters of the English written language. We follow the Letters and Sounds systematic synthetic phonics program. All children in EYFS and Year 1 have daily phonics lessons. During the summer term, all Year 1 pupils will participate in a phonics screening assessment, which assesses the children's knowledge of phonics. Phonics lessons are continued in Year 2 and beyond for any children who require extra time to become confident in their phonetical awareness.

At MBIS we believe that early reading skills are crucial in children's English development. All children are encouraged to develop pleasure in reading and listening to books from EYFS upwards. Each child is provided with a reading book which they will read at school and are encouraged to also read at home with an adult. We use levelled reading books to ensure that the reading books children are provided with meet reading needs but also challenge them. In EYFS children will regularly take part in whole class reading, shared reading sessions, using various texts. The children will be encouraged to build on their attention and listening skills and then discuss the book with the class and answer questions based on the text.

Children are grouped for guided reading and will complete a mixture of comprehension tasks based on their text for that week. Guided reading may be carried out in a carousel in small groups or as a whole class.



Children continue to read both fiction and non-fiction books daily and are heard reading on a regular basis in Key Stage 2.

Spelling

To continue the positive start that children make when learning phonics in Reception and Year 1, we use a spelling program from Year 2 to Year 6 called 'Headstart'.

The Headstart Spelling Program was devised to offer teachers a comprehensive yet accessible progression in the teaching of spelling. Guidance is provided on how to teach the strategies, knowledge and skills pupils need to learn. The focus of the program is on the teaching of spelling, which embraces knowledge of spelling conventions – patterns and rules; but integral to the teaching is the opportunity to promote the learning of spellings, including statutory words, common exceptions and personal spellings.

Writing

At MBIS, we aim to teach children to become confident and competent writers. Throughout EYFS, Key Stage One and Key Stage Two, the children are given opportunities to write for a range of purposes, genres and audiences. The children have the chance to revisit writing for a certain purpose to show progression in their writing.

At MBIS, all children are introduced to Cursive Handwriting from Reception. We believe this raises the standard in handwriting throughout the whole school, develops confidence, accuracy and fluency and improves presentation. We use Letter-join as the basis of our handwriting policy which covers all the requirements of the 2014 National Curriculum. Handwriting sessions are in the timetable as well as

Drama

Drama is taught by a specialist teacher and is used as a key tool in developing oral skills, vocabulary development, building confidence and self-esteem, and as an essential tool in developing imaginative, expressive, and persuasive spoken and written language. 'Hot seating', and 'response in role' drama techniques are used to aid the development of speaking and listening, reading and writing skills. Imaginative role play is fundamental to developing the whole child, not just in Early Years and KS1 education, but also as the children develop, and our curriculum provides opportunities to perform to wider audiences through assemblies and events around key festivals. There are increasing opportunities for our pupils to perform as they progress through school.

National Curriculum English Programmes of Study:

[National curriculum in England: English programmes of study - GOV.UK \(www.gov.uk\)](https://www.gov.uk/national-curriculum-in-england/english-programmes-of-study)



Mathematics

At MBIS, we strive to ensure that our Mathematics curriculum is meaningful and purposeful. We recognise that Maths is a very important subject area in life inside and outside the classroom. With this in mind, we seek to give children opportunities to learn through practical equipment, where children can develop and apply their mathematical skills and knowledge. As well as working with practical, concrete resources, teachers also give children the opportunity to work with pictorial representations. Using both practical and pictorial resources allows children to develop a fundamental solid foundation before moving onto more abstract concepts.

Based on the new curriculum and the Maths for Mastery model by the White Rose Maths Hub, we ensure that children gain an in depth understanding of Maths by teaching fluency, reasoning and problem solving.

We aim to give children a solid grounding of fluency, involving fundamental number facts and relationships which are the foundation of future work in Mathematics. As a result of having a fluent understanding of concepts, children feel more confident and competent when moving onto more complicated areas of Maths. They are also able to apply their knowledge with increasing ease when reasoning and solving problems.

Throughout the school, we use various teaching methods to engage and enthuse children in the mathematics curriculum suited to their needs. Children work with a different mix of whole class, group, shared or individuals on different days. They are provided with ample opportunities to share their ideas, results and recordings with each other. Children are encouraged to discuss their reasoning using key mathematical vocabulary. Teachers question the children, giving them opportunities to explore and articulate their understanding.

National Curriculum Mathematics Programmes of Study:

[National curriculum in England: mathematics programmes of study - GOV.UK \(www.gov.uk\)](https://www.gov.uk/national-curriculum/maths-programmes-of-study)

Science

Our Science lessons are taught as stand-alone lessons but linked to our Topic work where appropriate. We encourage our pupils to be curious about natural phenomenon and to be excited by the process of understanding the world around them. Pupils are encouraged to work scientifically by asking scientific questions, using scientific vocabulary, planning and carrying out investigations and analysing their results. We aim to build key knowledge and science skills and carry out practical investigations, encouraging their curiosity and making learning exciting.

At MBIS we use Pearson Active Learn 'Science Bug International' a programme which is dynamic, comprehensive and packed with inspirational resources. It places great emphasis on working scientifically within the covered topics. Science Bug International' is an online programme which guides the lessons and provides support and ideas and resources for teachers to prepare and deliver outstanding science lessons.

National Curriculum Science Programmes of Study:



[National curriculum in England: science programmes of study - GOV.UK \(www.gov.uk\)](http://www.gov.uk)

Art and Design

Art has a very important place in our curriculum and is weaved into our half termly topics as often as possible. We see art as a vehicle for creativity and individual expression and it provides opportunities for individual and collaborative work. It is an important form of cultural expression and, therefore, has significance and meaning for all our children.

Our teaching provides an understanding of all the diverse art forms so that the children experience drawing, painting, collage, textiles, 3D designs, printmaking and digital media. We follow the national curriculum for our art and design syllabus.

National Curriculum Art Programmes of Study:

[National curriculum in England: art and design programmes of study - GOV.UK \(www.gov.uk\)](http://www.gov.uk)

Design and Technology

Our design and technology lessons encourage the designing and making of products to solve real and relevant problems. Our pupils learn to select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics. Our cooking lessons teach the principles of nutrition, and our pupils learn how to prepare and make a wide variety of simple recipes. They understand where our food comes from and how it is grown.

National Curriculum DT Programmes of Study:

[National curriculum in England: design and technology programmes of study - GOV.UK \(www.gov.uk\)](http://www.gov.uk)

Computing

We have discreet timetabled sessions for the development of computing skills but also integrate ICT into other lessons through tablets and other hardware such as cameras and recording devices. Subject specific software, from one-off programmes to learning platforms, support teaching and learning across all years. The children develop their skills, starting in FS2 with mouse control, keyboard skills, saving and printing work. They draw pictures, write and use the internet to carry out research. They then progress to more complex skills such as data analysis and coding. Pupils will use technology safely and identify where to go for help and support when they have concerns through regular online safety lessons.

We use iCompute, to plan high quality and engaging computing lessons. The iCompute curriculum focuses on activities, creative tools, programs and games to support and inspire creative learning.



National Curriculum Computing Programmes of Study:

[National curriculum in England: computing programmes of study - GOV.UK \(www.gov.uk\)](https://www.gov.uk/national-curriculum-computing-programmes-of-study)

Modern Foreign Language

The MBIS approach to learning foreign languages has been developed in response to the unique context of the student profile at our school. We use the Lanuagenut programme to plan and deliver lessons.

Children are introduced to either French or Arabic from Year 1, predominately through songs, and receive a weekly exposure to the language throughout their time in KS1 based around basic vocabulary areas. This enables the children to develop early language acquisition skills that facilitate their understanding of the patterns of language and how these differ from or are similar to English.

In KS2, each class has a timetabled French, Spanish or Arabic of 50 minutes per week to develop the skills of speaking, listening, reading and writing within the subject.

The teaching of French, Spanish or Arabic in KS1 and KS2 provides an appropriate balance of spoken and written language and lays the foundations for further foreign language teaching at KS3.

National Curriculum Language Programmes of Study:

[National curriculum in England: languages programmes of study - GOV.UK \(www.gov.uk\)](https://www.gov.uk/national-curriculum-language-programmes-of-study)

Music

Our music lessons are taught by a specialist music teacher. Children in Reception to Year 6 access weekly music lessons to ensure high quality, enjoyable music provision with clear curriculum coverage across all year groups. The learning within each scheme is based on: Listening and Appraising; Musical Activities - creating and exploring; and Singing and Performing.

Next to the discreet music lessons, singing and other musical activities are used to enrich subjects and other parts of the curriculum. Assemblies and plays will also provide an opportunity to practice singing. Pupils will also be taught to play a variety of instruments musically and encouraged to perform together in ensemble groups.

National Curriculum Music Programmes of Study:

[National curriculum in England: music programmes of study - GOV.UK \(www.gov.uk\)](https://www.gov.uk/national-curriculum-music-programmes-of-study)



Physical Education (PE)

To deliver a high-quality, ambitious Physical Education (PE) programme that goes beyond that of the English national curriculum. The MBIS curriculum has been contextualized for our setting as an international school in Egypt. Our PE and swimming lessons are taught by a specialist PE and Swimming Teacher. We aim to deliver a broad, sequenced, and progressive physical education and swimming curriculum. This provides learning opportunities that inspire a lifelong passion for physical activity and a healthy lifestyle. We implement this by nurturing all to be confident and competent learners who can engage in multiple physical activities and ensuring that PE and swimming lessons are inclusive and enjoyable.

PE sessions focus on mastering fundamental movements including running, jumping, throwing, and catching, as well as developing agility, balance, and coordination. As students' progress through primary, they are encouraged to participate in team games and to develop simple tactics for being effective team members. This allows each student to develop a lifelong passion for physical activity and a healthy lifestyle, become confident and competent learners, engage in multiple physical activities and develop leadership, teamwork and communication skills.

We believe it is important that every child can play sport competitively. Our school sports teams play against other local schools in tournaments and matches throughout the year. In addition to curriculum sport, we have an extensive list of after-school sports clubs. Through these ASAs, children can further develop their skills or try out new sports.

Each year we hold a school sports day, where all the students are encouraged to take part and have fun. Sports day is a fantastic opportunity for parents to come along and see their children in action. In addition to this we have regular house sporting events which reflect the activities the students have been learning about in their respective PE lessons.

National Curriculum PE Programmes of Study:

[National curriculum in England: PE programmes of study - GOV.UK \(www.gov.uk\)](https://www.gov.uk/national-curriculum/primary/physical-education)

PSHE, RSE and Health Education

PSHE, or personal, social and health education, is a planned programme of learning through which children and young people acquire the knowledge, understanding and skills they need to manage their lives. We use the 'Jigsaw' scheme of work which focuses on the following topic areas across the primary school.

- Families and people who care for me
- Mental wellbeing
- Caring Friendships
- Internet safety and harms



- Respectful Relationships
- Physical health and fitness
- Online Relationships
- Healthy Eating
- Being safe
- Drugs, alcohol and tobacco
- Health and prevention
- Basic first aid
- Changing adolescent body

As part of a whole school approach, PSHE develops the qualities and attributes pupils need to thrive as individuals, as family members, and as members of society. It prepares them to manage many of the most critical opportunities, challenges and responsibilities they will face growing up in such rapidly changing and challenging times. It also helps them to connect and apply the knowledge and understanding they learn in all subjects to practical, real-life situations while helping them to feel safe and secure enough to fulfil their academic potential. All our year groups have timetabled PSHE lessons, as well as weekly assemblies; we also encourage a cross-curricular approach to the development of PSHE skills and understanding. Circle time is used to listen to others and to be heard with the help of classmates.

From September 2020, we will be teaching the statutory Relationships and Health Education curriculum. All children will be able to learn about different relationships, different families, growing up, puberty and their changing bodies. Parents will be able to request that their child is withdrawn from lessons about sex education, which are not statutory objectives covered in the science national curriculum.

To support the teaching of RSE and Health Education we use the 'Jigsaw' scheme of work which considers the:

- The pupils' age and maturity levels, as well as their cultural and religious backgrounds
- The values of our school community
- Every pupil's learning needs
- What pupils need to know to be healthy and safe in school, in their personal relationships and in the wider world.

National Curriculum PSHE programmes of Study:

[Personal, social, health and economic \(PSHE\) education - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/personal-social-health-and-economic-education)

National Curriculum RSE and Health Education programmes of Study:

[Relationships and sex education \(RSE\) and health education - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/relationships-and-sex-education)

History and Geography



We use topics to deliver humanities subject skills and understanding. Our topics have a history and geography base so that we teach location and place knowledge, weather and climate skills and knowledge and about significant historical events, people and places in our own locality. Topic time also provides further opportunities to learn about people and cultures. The topic programme is carefully balanced and planned to be age appropriate across the year groups. Medium term planning documents are produced to show how each is taught, the knowledge and skills covered and links to other parts of the curriculum. It is important to us that art, music, literacy and where appropriate numeracy and science are linked in topic teaching. So, for example, a history Romans topic could include urn making in art, catapult construction in design and technology and catapult testing and measuring in maths and science. A timetable of trips is also planned into the curriculum to support and enhance pupils' learning in a particular topic.

National Curriculum Geography Programme of Study:

[National curriculum in England: geography programmes of study - GOV.UK \(www.gov.uk\)](https://www.gov.uk/national-curriculum/primary/curriculum-programmes/geography)

National Curriculum History Programme of Study:

[National curriculum in England: history programmes of study - GOV.UK \(www.gov.uk\)](https://www.gov.uk/national-curriculum/primary/curriculum-programmes/history)

Subject allocation and taught hours per week

At MBIS, we timetable 25 hours of teaching time per week. The table below shows how this teaching time is distributed for each curriculum.

Subject	Taught sessions per week
English	5 (including phonics, SPAG, guided and whole class reading, handwriting)
Mathematics	5
Science	3
DT (every other half term)	1
Art (every other half term)	1
History (every other half term)	2
Geography (every other half term)	2
PSHE	2
Library time	30 minutes
Computing	1 - 2 depending on year group (check TT)



PE	2
Swimming	1
Spanish/French / Arabic	1-2 dependent on year group
Music	1 - 2 dependent on year group
Drama	1 - 2 dependent on year group

Enrichment

We are committed to the broadest educational offering, and that means looking beyond the National Curriculum. A very successful enrichment programme that draws upon a wide range of skills is offered through school trips, visiting specialists and themed days and weeks.

Themed days are incorporated into the curriculum. These may be designed to fit with national initiatives e.g., World Book Day and to highlight our curriculum subjects e.g., Art Day; Science week; Maths week.

After School activities



Beyond the classroom our school offers enriching experiences and extracurricular activities. Pupils of all ages can take part in activities to pursue their interests and have the chance to develop and explore new ones.

From creative and performing arts to subject extensions and sporting activities we offer a range of activities to suit all interests. Enriching extra-curricular activities build children's aspirations, give them foundation and transferable skills and help them make new friends in school as well as having fun.

Monitoring and Evaluation

The SLT will continuously monitor the effectiveness of the curriculum. Feedback from parent and pupil surveys, and pupil progress data will be considered. Action points will be agreed on and discussed with staff. The Head of School will include curriculum developments in reports to the School Board.

Reviewed & Amended June 2023.

Reviewed November 2024 in readiness

for BSO Inspection.

Reviewed June 2025.