

## Learning Journey

FS1

Unit\ Block of Work	Key Episodes\ Questions	Additional Detail	Length of Time	Learner Attribute
<p><b>All about me</b></p> <p><b>My family</b></p> <p><b>Phonics 1</b></p>	<p><b>Introducing Myself</b></p>	<p>Students will learn to share basic information about themselves, such as their name, age, favourite colour, and something they enjoy doing. Activities might include speaking in a group, drawing self-portraits, and recognising and celebrating differences among classmates, helping them build confidence and social skills.</p>	<p><b>Term 1</b></p>	<p><b>caring</b></p>
	<p><b>Family Members</b></p>	<p>Students will learn to identify and name the different members of their family, such as mother, father, sister, brother, grandmother, and grandfather. Activities will include matching pictures to family member names, practicing pronunciation, and creating simple family trees.</p>		
	<p><b>Cultural Awareness</b></p>	<p>Exploring cultural differences in daily routines between the Arab world and students' home countries. Students will engage in discussions and written reflections, using comparative language</p>		

		to highlight and analyse these differences.		
<b>Healthy food Phonics 1</b>	<b>Fruits and Vegetable</b>	Students will explore different types of fruits and vegetables, learning their names, colours, and shapes. They will engage in activities like sorting and categorising fruits and vegetables, discussing where they grow, and talking about their favourite ones.	<b>Term 2</b>	<b>Reflective</b>
	<b>Healthy and Unhealthy Food</b>	Students will identify and differentiate between healthy and unhealthy foods. They will explore examples of each, discuss how these foods affect their bodies, and engage in activities like sorting foods into healthy and unhealthy categories.		
	<b>What is your Favourite food? Why?</b>	Students will share and discuss their favourite foods, explaining why they like them. Activities will include drawing or describing their favourite meals, talking about taste, texture, and colour, and engaging in conversations that help them express personal preferences and listen to others' choices.		
	<b>Transportation Means</b>	Students will explore different types of transportation, such as cars, buses, trains, boats, and airplanes. They will		

<b>Transportation</b>  <b>Phonics 1</b>		learn the names and sounds of various vehicles, discuss where and how these modes of transport are used, and participate in activities like sorting transportation types by land, sea, or air.	<b>Term 3</b>	<b>Thinker</b>
	<b>Describe My Favourite Vehicle</b>	Students will talk about their favourite vehicle, explaining why they like it and describing its features such as colour, size, and shape. They will draw and label their favourite vehicle, learn and mimic its sounds, and engage in role-play activities to pretend to use or operate it, fostering their imagination and language skills.		
	<b>Why My Favourite Vehicle</b>	Students will explain why they like these vehicles, talk about their features, and engage in creative activities like drawing or building models.		

**FS2 Learning Journey:**

Unit\ Block of Work	Key Episodes\ Questions	Additional Detail	Length of Time	Learner Attribute
	<b>Describe Myself</b>	Students will learn to share basic information about themselves, such as		

<b>All about me</b>		their name, age, and favourite things. They will practice describing their appearance and personality using simple phrases, draw self-portraits, and engage in activities that help them express their likes and dislikes.	<b>Term 1</b>	<b>Knowledgeable</b>
<b>Phonics 2</b>	<b>My Body Parts</b>	Students will learn the names and functions of basic body parts, such as head, arms, legs, and feet. They will engage in activities like singing songs about body parts, labelling diagrams, and participating in interactive games to identify and move different body parts.		
<b>My School</b>	<b>My Classroom</b>	Students will explore different features of their classroom, such as the desks, chairs, board, and learning materials. They will engage in activities like labelling classroom objects, drawing their classroom layout, and participating in role-play scenarios to understand and identify various areas and items.		
<b>Phonics 2</b>	<b>Places Around My School</b>	Students will explore various areas within their school, such as the classroom, playground, library, and		

		cafeteria. They will learn to identify these places, using simple phrases and vocabulary. Activities will include drawing maps, taking virtual tours, and participating in role-play scenarios that involve different school locations.		
<b>Food</b>  <b>Phonics 2</b>	<b>Types of Food</b>	Students will explore various categories of food, such as fruits, vegetables, grains, proteins, and dairy. They will learn to identify and name different foods within these categories, understand their roles in a balanced diet, and participate in activities like sorting foods into groups and creating simple food-related crafts.	<b>Term 2</b>	
	<b>Healthy Lifestyle</b>	Students will identify and categorise healthy foods (like fruits and vegetables) and unhealthy foods (like candies and chips), understanding the benefits of healthy eating and the effects of less nutritious options. Activities will include sorting foods, discussing food groups, creating balanced plates, and making simple healthy snacks. Through role-play and storytelling, children will grasp the importance of making mostly healthy food choices for their overall well-being.		

	<b>Why Healthy Lifestyle?</b>	Students will learn the basics of a healthy lifestyle, including the importance of eating nutritious foods, staying active, and getting enough rest. They will explore how healthy habits contribute to feeling good and staying strong through simple activities like discussing daily routines, playing active games, and learning about different types of healthy foods.		
	<b>Cultural Effect of Our Diet</b>	Students will learn about various traditional foods from around the world, how these foods are prepared and enjoyed, and the role of food in cultural celebrations and customs. Activities will include discussing family food traditions, and creating simple dishes inspired by diverse cuisines.		<b>Open Minded</b>
<b>Transportation</b>  <b>Phonics 2</b>	<b>Transportation in Dubai</b>	Students will explore the various modes of transportation available in Dubai, such as buses, taxis, the metro, and traditional abra boats. They will learn about the features and uses of these different transportation methods through pictures, discussions, and simple role-play activities.	<b>Term 3</b>	<b>Inquirer</b>

	<p><b>How you go to school?</b></p>	<p>Students will discuss and describe the various ways they travel to school, such as by car, bus, walking, or cycling. They will share their personal experiences and learn about different modes of transportation used by their classmates. Activities will include drawing or creating simple diagrams of their travel routes, role-playing different transportation methods, and discussing the importance of safe travel.</p>		
	<p><b>Transportation Safety</b></p>	<p>Students will learn about the importance of staying safe while traveling. They will explore basic safety rules for different modes of transportation, such as wearing seat belts in cars, using helmets when biking, and waiting for the pedestrian light to cross the street. Activities will include role-playing safe and unsafe behaviours, drawing safety signs, and discussing real-life scenarios where they can practice these rules.</p>		

**Year 1 Learning Journey:**

Unit\ Block of Work	Key Episodes\ Questions	Additional Detail	Length of Time	Learner Attribute
Greetings Introducing Myself	Greetings Introducing Myself	Students will introduce themselves by sharing their name, age, their country and where they live. They will practice saying and writing their name and learn about the concept of age through simple activities. They will engage in activities like creating self-portraits, drawing their favourite things, and sharing stories about their hobbies and daily routines.	Term 1	Balanced
My school	My Classroom	Students will explore and become familiar with different parts of their classroom, such as the reading corner, play area, and the teacher's desk. They will learn the names and uses of classroom objects. Activities will		



<b>Phonics 3</b>		include a classroom tour, labelling items, practicing rules through role-play, and using visual schedules to follow their daily activities.		
	<b>My School Bag</b>	Students will learn about the contents and organisation of their school bag. They will explore different items typically found in a school bag, such as books, pencils, and lunchboxes, and discuss their purposes. Activities will include identifying and sorting these items, understanding why each item is important for school, and practicing packing and unpacking their bags. Students will also create a simple checklist of essential items to ensure they are prepared for their school day.		
<b>My Body</b>	<b>Describe My Body Parts</b>	Students will learn to identify and name different parts of their body, such as head, arms, legs, eyes, ears, nose, and mouth. They will practice describing each part using simple language, like "My eyes are blue" or "I use my hands to clap." Activities will include labelling body part diagrams, singing songs that name body parts, and engaging in interactive games that reinforce the vocabulary.	<b>Term 2</b>	<b>Inquirer</b>

<b>Phonics 3</b>	<b>Eating Habits</b>	Students will explore a variety of food they eat daily, including fruits, vegetables, grains, and proteins. They will learn how to describe their food and what healthy eating habits and balanced meals mean. Activities will include identifying and sorting various foods, discussing their favourite foods and why they like them, and creating simple food-related crafts like making a "My Favourite Food" plate.		
<b>My Family</b>	<b>Describe My Family Members</b>	Students will learn about their family members, such as parents, siblings, and pets. They will explore family roles and relationships through activities like drawing family trees, creating family portraits, and sharing stories about their family traditions. Students will discuss what makes their family special and learn to express their feelings about their family members.	<b>Term 3</b>	<b>Caring</b>
<b>Animals</b>  <b>Phonics 3</b>	<b>Describing Animals</b>	Students will learn to identify and describe various animals, focusing on their physical features, colors, sizes, and habitats. They will explore common animals such as dogs, cats, birds, and farm animals through pictures, books, and simple descriptions. Activities will include matching animals with their		

		descriptions, drawing their favourite animals, and using descriptive words to talk about animals in stories or role-play scenarios.		
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**Year 2 Learning Journey:**

<b>Unit\ Block of Work</b>	<b>Key Episodes\ Questions</b>	<b>Additional Detail</b>	<b>Length of Time</b>	<b>Learner Attribute</b>
<b>My Health</b>	<b>Taking Care of My Body</b>	Students will describe different parts of their body and learn how to take care of themselves through healthy eating and exercise. They will explore body parts and their functions, and engage in activities like describing their favourite foods, creating food crafts, and discussing what is in their lunch box. Activities will include drawing and		

<b>Phonics 4</b>		labelling body parts, crafting healthy food models, and sharing and describing their lunch box contents.	<b>Term 1</b>	<b>Reflective</b>
	<b>My Food</b>	Students will choose their favourite dish and learn to describe and create a simple recipe for it. They will identify the ingredients needed, outline the basic preparation steps using simple language, and illustrate their recipe on a card. Students will then share their recipe with classmates, explaining why it is their favourite.		
	<b>Phonics 4</b>	Students will learn about basic personal hygiene practices to maintain cleanliness and health. They will explore important routines such as washing hands, brushing teeth, and bathing regularly. Activities will include demonstrating proper handwashing techniques, creating a hygiene routine chart, and discussing the steps for brushing teeth. Students will also engage in role-playing scenarios to practice these habits.		
	<b>How To Keep My Body Clean?</b>			

<b>My family</b>	<b>Describe My Family Members</b>	Students will learn to use adjectives and simple connectives to describe their family members. They will explore how to use words like "kind," "funny," "tall," and "smart" to talk about their parents, siblings, and pets. Students will practice connecting their descriptions with simple phrases like "and," "but," and "because." Activities will include creating family portraits, using adjective word banks, and sharing stories about their family members using descriptive language.	<b>Term 2</b>	<b>Open Minded</b>
<b>My Home</b>				
<b>Phonics</b>	<b>Describe My House</b>	Students will learn to describe their homes by mentioning the number of rooms and the type of house they live in. They will use simple language to talk about their house, including how many rooms it has, such as bedrooms, bathrooms, and a living room, and describe the type of home, like an apartment, bungalow, or house. Activities will include drawing their house, labeling the different rooms, and sharing descriptions with classmates.		



**Year 3 Learning Journey:**

Unit\ Block of Work	Key Episodes\ Questions	Additional Detail	Length of Time	Learner Attribute
<p><b>MY school</b></p>	<p><b>In My Classroom</b></p>	<p>Students will learn to describe their classroom using simple sentences and connectives like "and," "but," and "because." They will explore different areas and objects in the classroom, such as the desks, chairs, whiteboard, and bookshelves. For example, students might say, "There are many books on the shelf, and we use them during reading time," or "Our classroom has big windows, but they are closed during lessons." Activities will include drawing and labelling a classroom map, describing their favourite parts of the classroom, and practicing sentences that connect different classroom elements.</p>	<p><b>Term 1</b></p>	<p><b>Reflective</b></p>
	<p><b>School Facilities</b></p>	<p>Students will learn to identify and describe various facilities in their school, such as the library, gym, playground, cafeteria, and computer</p>		

		<p>lab. They will use simple sentences and connectives to explain what each facility is used for, like "The library is quiet, and we go there to read books," or "We play sports in the gym, but we eat lunch in the cafeteria." Activities will include taking a school tour, drawing a map of the school, and matching pictures of facilities with their names and purposes.</p>		
	<p><b>School Activities</b></p>	<p>Students will learn to talk about different activities they participate in at school, such as reading, writing, playing sports, and attending assemblies. They will use simple sentences and connectives to describe their daily routines, like "We read books in the morning, and then we have math class," or "We play outside during recess, but we stay inside when it rains."</p>		
	<p><b>School Daily Routine</b></p>	<p>Students will learn to describe their typical day at school using simple sentences and connectives. They will talk about the sequence of activities, such as "First, we have morning assembly, then we go to our classrooms," and "After lunch, we play outside, and later we have art class." Students will practice using time-</p>		



		related words like "first," "next," "then," and "finally" to organise their thoughts.		
<b>What I do home</b>	<b>My Living Room</b>	Students will learn to describe their living room using simple sentences. They will talk about the furniture and items in the room, such as "There is a big sofa in my living room, and we watch TV on it," or "The coffee table is in the center, and it has books on it." Students will use descriptive words for colors, sizes, and positions of objects, and practice using connectives like "and" and "but" to link ideas.	<b>Term 2</b>	<b>Open Minded</b>
	<b>Dining Room</b>	Students will learn to describe their dining room using simple sentences. They will talk about the furniture and objects found in the room, such as "There is a big dining table in the middle of the room, and we have our meals there," or "The chairs around the table are brown, and the plates are on the table." Students will use descriptive words for colors, shapes, and the arrangement of items, and practice using connectives like "and" and "because" to explain their thoughts.		
	<b>Kitchen</b>	will learn to describe their kitchen using simple sentences. They will talk about the key items and appliances found in		

		<p>the kitchen, such as "There is a big fridge where we keep our food, and we cook on the stove," or "The sink is where we wash the dishes, and the cupboards hold the plates and cups." Students will use descriptive words for colors, sizes, and functions of items, and practice using connectives like "and," "but," and "because" to connect their ideas.</p>		
<b>The Zoo</b>	<b>Animals in The Zoo</b>	<p>Students will learn to identify and describe various animals found at the zoo with more detailed observations. They will explore animal characteristics, such as "Elephants are the largest land animals and have long trunks," "Lions have thick manes and are known for their powerful roar," and "Penguins are flightless birds with distinctive black and white feathers." Students will use more descriptive language to discuss colors, sizes, behaviors, and habitats, and practice using connectives like "and," "but," "because," to build more complex sentences.</p>	<b>Term 3</b>	<b>Caring</b>
	<b>Food for Zoo Animals</b>	<p>Students will learn about the different types of food that various zoo animals eat and why their diets are specific to their needs. They will explore topics such as "Lions eat meat because they</p>		

<p><b>The Beach</b></p>		<p>are carnivores," "Elephants consume large amounts of plants and fruits because they are herbivores," and "Penguins eat fish to stay healthy in their aquatic environment." Students will use descriptive language to discuss the types of food, how it helps the animals, and why it's important for their well-being. They will practice using connectives like "and," "but," "because," and "so" to explain how different foods meet the dietary needs of various animals.</p>		
	<p><b>Describe the Beach</b></p>	<p>Students will learn about the different parts of a beach, including the soft or pebbly sand, the clear or blue water, and the gentle waves. They will talk about what the weather is usually like at the beach, such as sunny and warm, and describe what they see around the beach, like palm trees, rocks, and seashells. The topic will also include common beach activities, such as building sandcastles, swimming, and finding shells. Students will use simple words to explain what they hear, smell, and feel at the beach, like the sound of the waves, the salty sea air, and the warm sand.</p>		

	<b>The Story of Farfar and Fifi in The Beach.</b>	students will analyse the story by examining the characters, time, place, and events. They will identify and describe the main characters, Farfar and Fifi, and discuss their traits and roles. Students will explore when the story takes place, such as the time of day and season, and how this affects the narrative. They will also describe the beach setting and its impact on the story.		
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**Year 4 Learning Journey:**

<b>Unit\ Block of Work</b>	<b>Key Episodes\ Questions</b>	<b>Additional Detail</b>	<b>Length of Time</b>	<b>Learner Attribute</b>
<b>Daily Routine</b>	<b>My Daily routine</b>	Students will describe their daily activities from the moment they wake up to when they go to bed using time and connectives. They will include details about what they do in the morning, such as getting dressed, having breakfast, and going to school. Students will also talk about their school day, including lessons and break times, as well as after-school activities like homework, playtime, and family activities. They will use simple language	<b>Term 1</b>	<b>Reflective</b>

		to explain their routine, focusing on the sequence of events and the different parts of their day.		
	<b>Compare Between Your Daily Routine and one of your Family Members</b>	Students will describe their own daily activities, including morning routines, school hours, after-school activities, and bedtime. They will then choose a family member and outline their daily schedule, noting key activities and timings. Students will compare and contrast their routine with that of their family member, highlighting similarities and differences in aspects such as wake-up times, school or work schedules, leisure activities, and bedtime. This comparison will help students understand how different routines affect daily life and family dynamics, revealing how varying schedules influence activities and interactions within the family.		
<b>In the school cafeteria</b>	<b>Food Pyramid</b>	Students will learn about the different food groups and how they are organised within the food pyramid to promote a balanced diet. They will explore the importance of each food group, including grains, vegetables, fruits, proteins, and dairy, and understand the recommended portions for maintaining a healthy lifestyle.		

		<p>Students will also discuss the benefits of eating a variety of foods from each group, as well as the role of fats, oils, and sweets, which should be consumed in moderation. This should be reflected in choosing healthy food to school.</p>	<p><b>Term 2</b></p>	<p><b>Open Minded</b></p>
<p><b>Balanced Diet</b></p>	<p>Students will explore the concept of eating a variety of foods in the right proportions to maintain good health. They will learn about the essential nutrients needed by the body, such as carbohydrates, proteins, fats, vitamins, and minerals, and how these nutrients contribute to overall well-being. The discussion will include the importance of including all food groups—grains, fruits, vegetables, proteins, and dairy—in daily meals to ensure a balanced intake of nutrients. Students will answer the question: ‘Is the food in your lunch box healthy and balanced?’</p>			
<p><b>A Letter to My Friend: Why A Balanced Diet Matters</b></p>	<p>Students will practice their writing skills by composing an email/a message to a friend, explaining the importance of maintaining a balanced diet after noticing that their choices of food are not healthy. They will articulate how a balanced diet contributes to overall health, energy levels, and mental well-being, using simple explanations and</p>			

		examples. Students will describe how different food groups provide essential nutrients and how making healthy food choices can positively impact daily life.		
<b>Jobs</b>	<b>Jobs in Our Everyday World</b>	Students will explore various occupations that people perform in their community and beyond. They will learn about different roles, such as doctors, teachers, firefighters, and shopkeepers, and how each job contributes to society. Through discussions, activities, and role-play, students will understand the responsibilities associated with these jobs and reflect on the importance of each role in their daily lives.	<b>Term 3</b>	<b>Caring</b>
	<b>Describing Different Jobs</b>	Students will explore various professions by examining the roles and responsibilities associated with each. They will learn to describe jobs such as doctors, teachers, engineers, and artists using specific vocabulary related to each profession. Students will also discuss the skills and tools needed for different jobs and how these professions contribute to the community.		
	<b>Comparing The Jobs in Your Family</b>	Students will explore the various professions held by their family members and compare them in terms		

		of roles, responsibilities, and daily tasks. They will learn to describe these jobs using relevant vocabulary and discuss how each job contributes to the family's well-being.		
	<b>My Future Job: What It Is and Why I Chose it</b>	Students will reflect on their aspirations and the career they hope to pursue in the future. They will describe the job they envision, including the roles, responsibilities, and skills required. Additionally, students will explain why they are drawn to this career, considering factors such as personal interests, talents, and values. Through written assignments and presentations, students will articulate their future goals and the steps they plan to take to achieve them, fostering a deeper understanding of career planning and self-awareness.		

**Year 5 Learning Journey:**

<b>Unit\ Block of Work</b>	<b>Key Episodes\ Questions</b>	<b>Additional Detail</b>	<b>Length of Time</b>	<b>Learner Attribute</b>



<b>Holidays</b>	<b>Describing Your Holiday</b>	Students will learn to describe their holiday experiences by focusing on key details such as the place they visited, the time of year, the weather during their trip, and the types of clothes they wore. They will practice using descriptive language to convey the atmosphere of the destination, whether it was a sunny beach, a snowy mountain, or a bustling city.	<b>Term 1</b>	<b>Reflective</b>
	<b>Holiday Activities</b>	Students will explore various activities that people typically enjoy during holidays. They will learn to describe activities such as visiting landmarks, participating in local festivals, engaging in sports or recreational pursuits, and spending time with family and friends. Students will practice using descriptive language to detail what they did during their holidays, how they felt, and any special experiences they had.		
	<b>A Dialogue With My Friend: Comparing Our Holiday Experiences</b>	Students will practice creating and performing dialogues where they compare their holiday experiences with a friend. They will use descriptive language to discuss aspects such as destinations, activities, weather, and special moments from their trips. Through structured conversations, students will ask and answer questions		

		to highlight similarities and differences in their experiences.		
<b>All About Dubai</b>	<b>Famous Sports, Dishes and Landmarks in Dubai</b>	Students will explore key aspects of Dubai's culture and attractions. They will learn about popular sports such as football, cricket, and camel racing, and understand their significance in the local culture. Students will also discover traditional and modern dishes that are popular in Dubai, such as shawarma, kebabs, and biryani. Additionally, they will study iconic landmarks like the Burj Khalifa, the Dubai Mall, and the Palm Jumeirah. Through discussions, research, and creative projects, students will gain a comprehensive understanding of what makes Dubai unique and vibrant.	<b>Term 2</b>	<b>Knowledgeable</b>
	<b>A Tour in Dubai</b>	Students will embark on a virtual exploration of Dubai, learning about its key attractions and landmarks. They will discover famous sites such as the Burj Khalifa, the Dubai Fountain, and the Dubai Marina, and explore cultural hotspots like the Dubai Museum and traditional souks. Students will also learn about the unique features of		

		Dubai's architecture, shopping experiences, and recreational activities.		
	<b>A Letter/ Email to My Friend Inviting Them to Visit Dubai</b>	Students will practice writing a friendly and persuasive invitation letter. They will describe the exciting attractions and experiences Dubai has to offer, such as its iconic landmarks, cultural sites, and recreational activities. Students will highlight the unique aspects of Dubai, such as its skyscrapers, desert adventures, and vibrant markets, and explain why visiting would be a memorable experience.		
	<b>Dubai Between Past and Present</b>	Students will explore the transformation of Dubai from its historical origins to its current status as a modern global city. They will examine how Dubai has evolved over the years, focusing on changes in architecture, lifestyle, and economic development. Students will compare historical landmarks such as the Dubai Creek and traditional souks with contemporary marvels like the Burj Khalifa and luxury hotels.		
<b>In The Restaurant</b>	<b>My Experience At My Favourite Restaurant</b>	Students will not only describe and reflect on their dining experiences but also practice a dialogue with a waiter. They will write and perform a	<b>Term 3</b>	<b>Caring</b>

		<p>conversation where they order food, ask questions about the menu, and interact with the restaurant staff. This dialogue will include common phrases for ordering, requesting recommendations, and addressing any issues. Students will use descriptive language to share what they enjoyed about the restaurant, such as the ambiance and the food, and practice their speaking and listening skills through role-playing scenarios.</p>		
	<p><b>How To Make a Chocolate Cake</b></p>	<p>Students will learn to bake a chocolate cake from scratch and practice a dialogue with a waiter in a restaurant. They will first explore the ingredients and steps for making the cake, including mixing, baking, and decorating. Then, students will engage in a role-playing activity where they ask a waiter for the restaurant's chocolate cake recipe, using common phrases for requesting information and clarifying details. They will practice sequencing words and instructional language to describe each step of the recipe and discuss how to accurately measure ingredients.</p>		
	<p><b>A Story: In My Grandmother's House</b></p>	<p>Students will explore a narrative about preparing and enjoying healthy food</p>		

		with their grandmother. The story will focus on selecting fresh ingredients, cooking nutritious meals together, and savouring the results. Students will learn about healthy eating and the benefits of homemade food. Additionally, they will compare the food prepared with their grandmother to dishes served in a restaurant.		
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**Year 6 Learning Journey:**

<b>Unit\ Block of Work</b>	<b>Key Episodes\ Questions</b>	<b>Additional Detail</b>	<b>Length of Time</b>	<b>Learner Attribute</b>
<b>Hobbies</b>	<ul style="list-style-type: none"> <li>- <b>My favourite hobby</b></li> <li>- <b>Places to practice hobbies</b></li> </ul>	Students will explore and describe their personal hobbies while also being introduced to a variety of different hobbies. They will discuss what makes their hobby special, how they engage in it, and the benefits they gain from it. Students will use descriptive language to explain why they enjoy their hobby and share their experiences with peers. They will also learn about other hobbies, broadening their	<b>Term 1</b>	<b>Reflective</b>

		understanding of different interests and activities.		
	<b>My Hobby Vs My Family's Hobbies</b>	Students will compare and contrast their own hobbies with those of their family members. They will describe their personal hobbies, including what they enjoy about them and how they spend their time. Students will then explore the hobbies of their family members, noting any similarities or differences. They will use descriptive language to highlight these comparisons and discuss how each person's hobbies contribute to their family life.		
	<b>The Importance of Different Hobbies</b>	Students will explore the various benefits and values of engaging in a range of hobbies. They will discuss how different hobbies contribute to personal growth, relaxation, skill development, and social interaction. Students will learn about the role of hobbies in maintaining mental and physical health, fostering creativity, and building relationships.		
	<b>A story (Ahmed's Favourite Hobby)</b>	Students will follow Ahmed as he shares his passion for his favourite hobby. The narrative will describe how Ahmed discovered his hobby, what he enjoys about it, and how it fits into his		

		<p>daily life. The story will highlight the joy and personal satisfaction Ahmed derives from his hobby, as well as how it helps him relax and develop new skills. Students will learn about the importance of pursuing personal interests and how hobbies can enrich one's life. They will also explore how Ahmed's hobby impacts his interactions with friends and family, and the ways it contributes to his overall happiness.</p>		
<b>Trips &amp; Traveling</b>	<b>Types of transportation</b>	<p>Exploring the diversity of countries and cultures across the globe. Discussing aspects such as language, religion, customs, and daily life in various regions. Introducing vocabulary related to geography and cultural practices.</p>	<b>Term 2</b>	<b>Open Minded</b>
	<b>A Trip in Dubai</b>	<p>Students will learn about planning and experiencing a local trip within Dubai. They will explore the preparation involved, such as selecting a destination, packing essentials, and organizing transportation. The topic will cover activities that can be enjoyed</p>		

		<p>during the trip, such as visiting popular landmarks, exploring cultural sites, and participating in local events. Students will discuss what to bring, how to stay safe, and how to make the most of their visit.</p>		
	<p><b>Preparing For an Overseas Trip</b></p>	<p>Students will learn the essentials of planning and organizing an international journey. They will explore key preparation steps, including researching the destination, understanding cultural differences, and ensuring travel documents are in order. Students will discuss what to pack, how to manage travel logistics, and how to stay safe and healthy while abroad. The topic will cover the importance of creating a travel itinerary, budgeting, and learning basic phrases in the local language.</p>		
	<p><b>Before traveling: (What do I put in my suitcase)</b></p>	<p>Reflecting on the benefits of travel and cultural exploration. Discussing how experiencing different cultures can broaden perspectives, foster empathy, and promote understanding and respect for diversity. Considering how learning about other cultures can challenge stereotypes and encourage personal growth.</p>		



	<b>During Travel</b>	Students will explore what to do and how to manage their activities while on an overseas trip. They will learn about maintaining safety and health, adapting to different time zones, and managing travel documents and money. The topic will cover how to navigate transportation, interact with locals, and make the most of sightseeing and activities. Students will discuss how to handle unexpected situations, such as delays or changes in plans, and how to stay connected with family and friends back home.		
<b>Celebrations and Occasions</b>	<b>Types of Holidays and Occasions</b>	Students will explore various holidays and special occasions celebrated around the world. They will learn about different types of holidays, including national, and personal celebrations. Students will discuss the significance of these events, traditional customs, and typical activities associated with each holiday.	<b>Term 3</b>	<b>Principled</b>
	<b>Birthday Party Preparations</b>	Students will learn about the various steps involved in planning and organising a birthday party. They will explore how to choose a party theme, plan activities, and select decorations and food. A key focus will be on creating and sending invitation cards,		<b>Caring</b>

		<p>including designing the card, writing essential information (such as date, time, and location), and addressing and distributing the invitations. Students will also discuss how to manage RSVPs, set up the party space, and prepare for the event.</p>		
	<p><b>UAE National Day Celebration</b></p>	<p>students will explore the significance of UAE National Day and the various ways it is celebrated. They will learn about the history and traditions associated with the day, including national symbols, traditional activities, and cultural events. Students will also focus on preparing for a celebration by organizing decorations, planning performances or presentations, and selecting traditional foods. A key component will be creating and sending invitation cards to parents, which will involve designing the card, including essential event details (such as date, time, and location), and ensuring the invitations are delivered.</p>		