

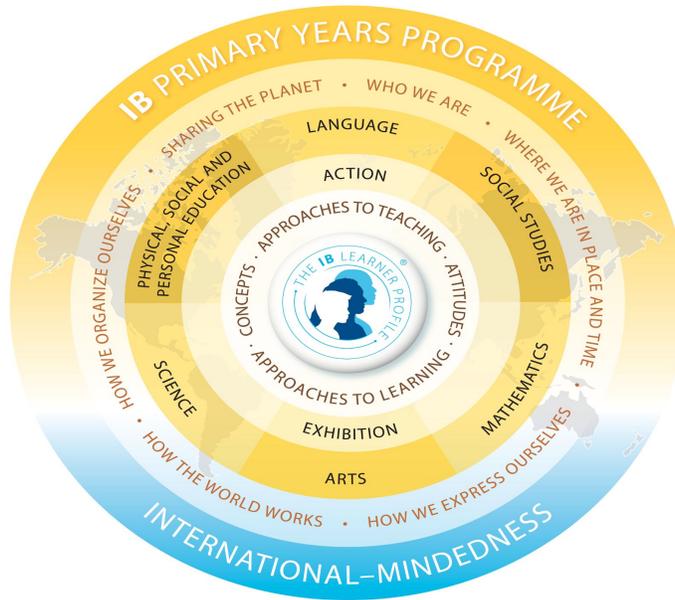


أكاديمية قطر
Qatar Academy

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Qatar Academy- Doha PYP Guide



What do you want to know about the PYP in QAD? 2015-16

Table of Contents

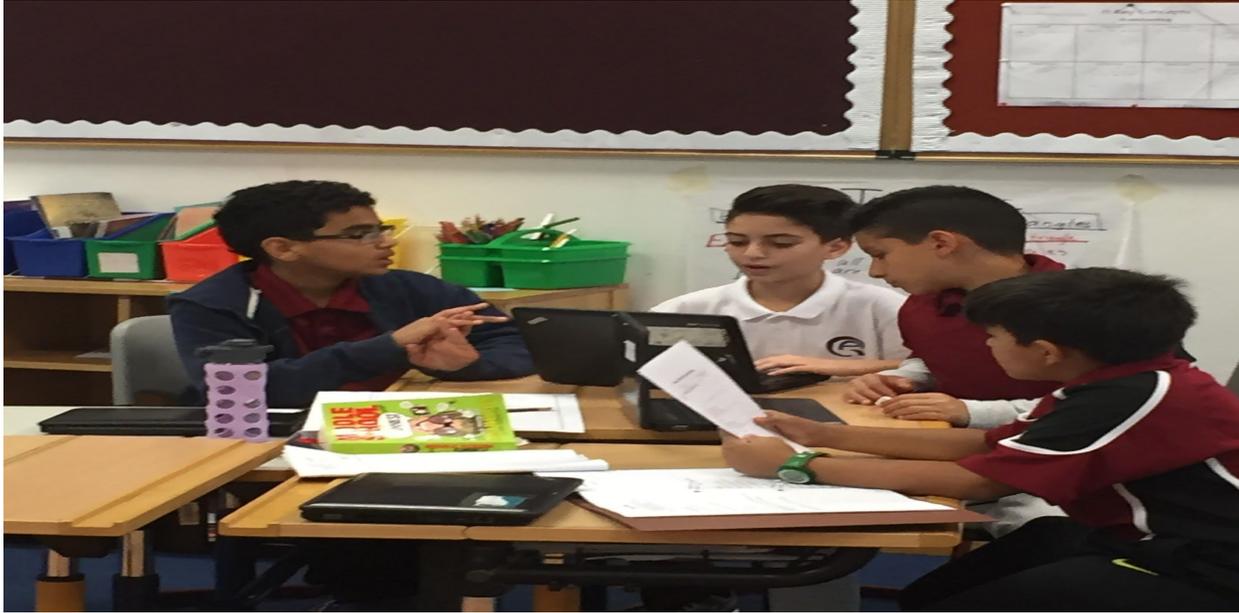
Welcome to Qatar Academy primary school.....	3
Background and general information	4
- International Baccalaureate organization mission	4
- Qatar Academy Mission	4
- Qatar Academy objectives	4
- What is the IBO?	5
- What does the PYP stand for?	5
- What is so special about the PYP?	6
Qatar Academy Doha Border curriculum Goals	6
IB Learner profile at Qatar Academy- Primary school.....	7
How does the IBPYP teach students to be internationally minded?.....	8
What does it mean to be internationally minded and why it is important?	8

What is Qatar Academy international mindedness statement?	8
How important is the student/learner profile to the PYP?	8
What is a programme of inquiry?	9
What is a unit of inquiry?	9
What is all this stuff about Concepts?	10
What about the knowledge in this programme?	10
Why do teachers have to work on the student's Attitudes?.....	10
How do teachers assess the inquiry?	11
Parent school Reporting and communication.....	12
- The school Akhbar.....	12
- ClassDojo/ Seesaw.....	12
- Class/ Grade level news.....	12
- PYP coordinator.....	12
- Parent information session	12
- Progress report	13
- Report cards	13
- Parent - Teacher conference	13
- Student - Led conference	13
- 3 way conference (Goal setting).....	13
- Contacting Teachers	14
How do teachers get students to find the information?	15
What can student do with all this information ?	15
What it mean by taking Action?	17
What will students be learning at Qatar Academy- Primary school?	19
- Language Arts.....	19
- Mathematics	19
- Arabic as A first language.....	20
- Islamic studies	20
- Arabic as a second language	20
- Art	20
- Music	20

- **Physical Education**21
- **Technology**21
- **Library**22

ABOUT QATAR ACADEMY DOHA PRIMARY SCHOOL

WELCOME TO THE PRIMARY SCHOOL



Dear Students and Parents,

Welcome to the Qatar Academy Primary School new school year!

Qatar Academy Doha (QAD) is an exciting place. We have teachers from all over the world coming together and sharing their experiences with our students. We have developed a reputation as being a progressive school where high expectations, being challenged, taking risks and being responsible are parts of learning. We have high standards and expect students to have a strong desire to learn.

This handbook is designed to help parents and students learn more about PYP at QAD Primary School and to gain a better understanding of how it operates. We hope it will prove to be a useful reference throughout the year.

Please contact us whenever you have some thoughts or concerns about the school. We believe that working together makes for a better world and that includes our school! Website

www.qataracademy.edu.qa Tel: +974 44541804

We look forward to working with all of you throughout the year.

Qatar Academy Doha Primary school PYP Guide

BACKGROUND AND GENERAL INFORMATION

The Academy was founded in 1996 under the auspices of the Qatar Foundation for Education, Science

and Community Development. Qatar Academy Doha is a private, non-profit day school for boys and girls. Serving students aged 3-18, the Academy offers an international curriculum that incorporates Arabic culture and language, combined with traditional values and the most modern trends in education. Highly experienced teachers and administrators from Europe, USA, Canada, Australia and the Middle East work with over 1500 students

The Academy has introduced the world-renowned International Baccalaureate Programmes, which serve closely the Academy's ideals. The Academy welcomes students, aims to nourish their different cultures and identities, and encourages them to strive for academic excellence. Qatar Academy Primary School is for girls and boys aged 3 years to 11 years (Preschool 3 to Grade 5).

QATAR ACADEMY VISION, MISSION AND OBJECTIVES

What is the IB Mission

The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect. To this end, the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment. These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

What is QAD Mission?

Qatar Academy offers a rigorous program encompassing an international English-medium education, strong Arabic and Islamic Studies. The QA community supports and challenges students to be critical thinkers, and active and contributing members of society, through learning experiences serving the needs, interests and learning styles of each student.

What is QAD Objectives?

Qatar Academy Doha will meet the educational needs and expectations of our students, and aspire to provide those opportunities that our students need to develop their full potential through;

- Achieving academic excellence through varied teaching and learning strategies
- Providing for and maintaining the highest standards through continuous evaluation and improvement of all programs
- Providing a well-rounded education for the highest standards of academic, physical, social and cultural growth and development
- Providing consistently challenging targets, so that each student realizes his/her full potential

Qatar Academy Doha Primary school PYP Guide

- Teaching the most appropriate, internationally accredited syllabuses
- Providing a safe and supportive environment in which to learn

- Embracing and utilizing Information Technology to ensure student success in a rapidly changing world
- Providing a wide range of extracurricular opportunities for students to develop outside the academic sphere
- Encouraging the virtues of self-respect and respect for others
- Emphasizing that good communication between all parties is fundamental to the efficient running of the school
- Promoting an appreciation of various traditions and values, including Arab culture and language
- Working in partnership with parents, colleges and the local community.

What is the IBO?

IBO stands for International Baccalaureate Organization. It is a non-profit education foundation with its headquarters in Geneva Switzerland. The IBO offers a continuum of education for children aged 3-19 years, through its 3 programmes – the Primary Years Programme, Middle Years Programme and Diploma Programme. The focus is on developing international-mindedness and a positive attitude towards learning.

What does the PYP stand for?

PYP stands for **P**rietary **Y**ears **P**rogramme. It is an international curriculum model and teaching methodology for children aged 3-12 years. It was formulated by the IBO (International Baccalaureate Organisation), and in higher grades it is followed by the MYP (Middle Years Programme) and later by the DP (Diploma Programme).

What is so special about the PYP?

The PYP focuses on the development of the whole child, and provides a framework that can meet a child's academic, social, physical, emotional and cultural needs. It is inquiry based and lends itself to being integrated across the curriculum. Students take ownership of their learning and develop skills and attitudes to help prepare them for life in a global world. The PYP also caters for all the different kinds of learners in the classroom. There is literally something for everybody. The PYP also tends to let students get a deeper understanding of the concepts. They will be on the road to becoming a World Citizen.

Qatar Academy Broader Curriculum Goals

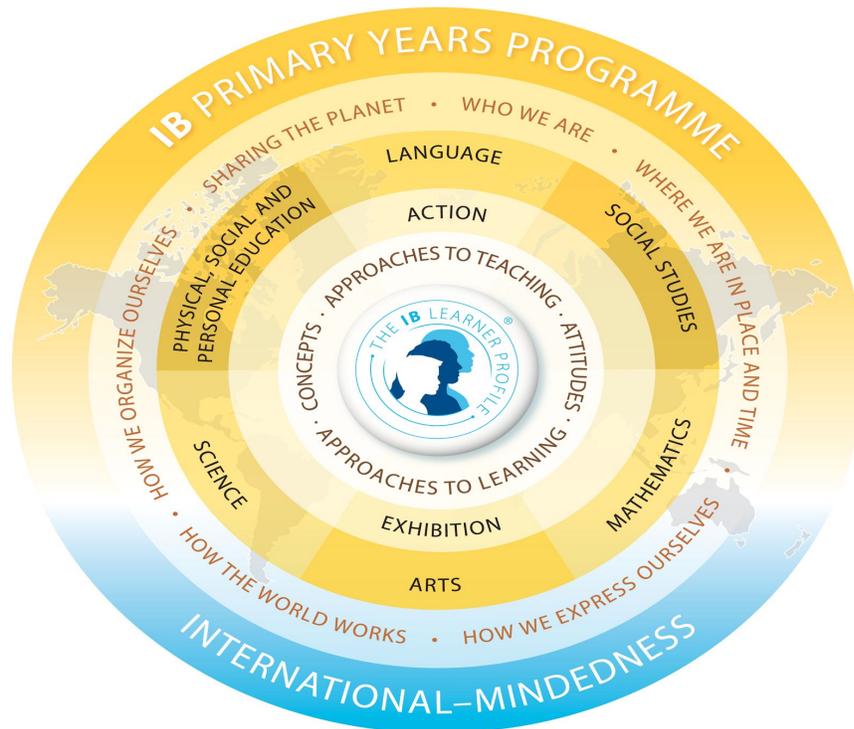
Qatar Academy is authorized to offer the IB Primary Years Programme. The curriculum reflects the understanding that our students have highly individualized learning styles. In their classrooms, students and teachers collaborate to develop meaningful, individualized goals within an environment that stresses curriculum philosophies such as cooperative and inquiry-based learning.

QAD primary years curriculum;

- is developmentally appropriate
- emphasizes a skills and process approach
- nurtures global awareness
- stresses «how to learn» rather than «what to learn»
- reflects a variety of teaching and learning styles
- develops the use of language across the entire curriculum and incorporates a range of authentic assessment strategies.

THE PRIMARY YEARS PROGRAMME (PYP)

Qatar Academy is authorized to use the International Baccalaureate Organization curriculum from ages 3-11. Through both the curriculum and our teaching we aim to develop the intellectual, emotional and physical potential of each child, in a secure and stimulating environment.



PRIMARY SCHOOL CURRICULUM

The key features of the Primary Years Programme are;

- International perspective: in order to make the most of the diversity of background and experience of our students, the curriculum combines the best practice from education systems around the world and gives the Qatar Academy students a global view of the world.
- Inquiry-based: our teaching methods build on student's individual knowledge and interests, and emphasize learning how to learn and how to find out.
- Integrated: the subject areas of Mathematics, Literacy, Science, Social Studies, P.E., Music, Art and Arabic are taught through interdisciplinary themes in order to help the students make connections between the subjects, thereby facilitating more effective learning. For more information: www.ibo.or

How does the IB PYP teach students to be internationally minded?

Through teaching and modeling the Learner Profile. Regardless of the IB school your child may visit or attend, these same characteristics, or the Learner Profile, remain the same – fundamental to the IB PYP learning experience.

What does it mean to be “internationally minded” and why is it important?

It is a thoughtful, critical perspective that applies to who we are and what we do. It includes how we communicate, our political awareness, cultural understanding, celebrating diversity, global awareness of global issues, and a reflection on how knowledge is constructed and applied. At Qatar Academy School we focus on moving students toward becoming people who reflect the characteristics of the Learner Profile.

What is Qatar Academy international mindedness statement?

At Qatar Academy, we actively support the beliefs of the Learner Profile and seek to grow an understanding of cultural differences, to be open minded, and respectful global citizens.

How important is the Student/Learner Profile to the PYP?

The Student or Learner Profile is central to the work of the PYP. It is the end goal, what we are wanting, not only our students, but also ourselves, to become. So, it is important for the Learner Profile to be displayed in every class, and for the students to become familiar with the terminology used, and to understand the qualities and values they need to develop. The profile places the focus on the student’s learning. Can you imagine what a difference to the world our students will make, if they leave our school having achieved this profile? In the PYP Student profile, students are;

- 1. Inquirer** - I am curious and know how to discover answers to many of my questions. I love to learn!
- 2. Thinker** – I use my thinking skills to make good choices and solve problems.
- 3. Communicator** – I understand and share ideas in more than one language.
- 4. Risk Taker** – I try new things, love to explore, and confidently share my experiences.
- 5. Knowledgeable** – I explore big ideas that are important. I know and can do a lot of important things.
- 6. Principled** – I am fair and honest. I can make good decisions about what is right and wrong for me.
- 7. Caring** – I am concerned about other people’s needs and feelings. I believe it is important to help others.
- 8. Open-Minded** – I am comfortable with differences. I welcome and respect other people’s points of views and ways of doing things.
- 9. Balanced** – I strive to be healthy. It is important for me to balance the needs of my mind and body.
- 10. Reflective** – I think about and discuss my learning, skills, and products.

What does transdisciplinary mean?

A Transdisciplinary concept stretches across math, science, language arts, and social studies and ties it all together; it is not isolated to one subject. For example, the idea of change affects all subject areas – the IB PYP strives to demonstrate this through learning, giving understanding to a real-life world.

What is a Programme of Inquiry?

The Programme of Inquiry for each school shows all the Units of Inquiry that each year level will cover during the year. It is designed to enable teachers to guide students through the five essential elements of learning:

- Understanding of concepts
- The acquisition of knowledge
- The mastering of skills
- The development of attitudes
- The decision to take responsible action.

What is all this stuff about Concepts?

At the centre of our curriculum are key concepts

1- The Concepts are ‘Big Ideas’. The curriculum framework has been structured around these ‘Big Ideas’. The PYP is structured around 8 key concepts which is what drives the inquiry. The 8 Concepts are:

1. **Form** – What is it like?
2. **Function** – How does it work?
3. **Causation** – Why is it like it is?
4. **Change** – How is it changing?
5. **Connection** – How is it connected to other things?
6. **Perspective** – What are the points of view?
7. **Responsibility** – What is our responsibility?
8. **Reflection** – How do we know?

What about the Knowledge in this programme?

2- Knowledge :The PYP is all about developing and educating the whole child. Knowledge is important, there is no doubt about that. But what is knowledge, if you can't apply it? Rather than provide a fixed syllabus or curriculum, the PYP identifies themes, or areas of knowledge, which are used to organize the six Units of Inquiry, taught from preschool through grade 5. These Units of Inquiry provide the framework (as opposed to a text book curriculum) for a wide variety of resources to be explored in order to accomplish the objectives within each Unit of Inquiry.

The transdisciplinary themes are

1. Who We Are
2. Where We are in Place and Time
3. How We Express Ourselves
4. How the World Works
5. How We Organize Ourselves
6. Sharing the Planet

Staff plan together to produce the Programme of Inquiry, each grade level has six units which are planned following the organising (transdisciplinary themes). Pre-school classes choose 4 units for the year.

The Programme of Inquiry is reviewed every two years and some units can be changed for the next year.

3-SKILLS: There are five sets of transdisciplinary skills acquired in the process of structured inquiry.

These are:

1. Thinking Skills
2. Communication Skills
3. Social Skills
4. Research Skills
5. Self-Management Skills

4- ATTITUDES : the PYP promotes attitudes that we want our QAD primary students to feel, value and demonstrate such as:

1. **Appreciation:** I am grateful for the things I have.
2. **Commitment:** I finish what I start and never give up.
3. **Confidence:** I think I can try or do new things.
4. **Cooperation:** I work well together with others.
5. **Creativity:** I come up with my own ideas.
6. **Curiosity:** I want to know more.
7. **Empathy:** I understand what other people are going through.
8. **Enthusiasm:** I am excited to learn.
9. **Independence:** I think and do things for myself.
10. **Integrity:** I am honest with myself and others.
11. **Respect:** I am polite and kind to others.
12. **Tolerance:** I accept others for who they are.

5- ACTION: Our QAD IB World School students are encouraged to reflect, to make informed choices and to take action that will help their peers, school staff and the wider community. This is how our students demonstrate a deeper sense of learning, by applying their knowledge to service and positive action. Students are encouraged to put what they have learned into practice through service to the school community, the local community and the global community.

What is a Unit of Inquiry?

A Unit of Inquiry is based on one of the six transdisciplinary themes which are outlined in the school's Programme of Inquiry. Basically, a Unit of Inquiry should:

- be a significant, relevant and challenging learning experience
- build on the prior knowledge of the students
- involve students in a range of learning activities
- require students to engage in positive action
- integrate diverse subject areas whenever meaningful and appropriate
- incorporate different assessment tools for the learning activities
- stimulate further inquiry

Through the Units of Inquiry, the classroom will become a centre of structured, Guided, or Open inquiry through which students acquire and practice skills and build new knowledge. A Unit of Inquiry usually lasts for six weeks and the objective is to cover all six themes throughout the year. For example, during the Unit of Inquiry "Sharing the Planet", students may spend six weeks looking at the resources we have in the world and how various countries use, share and dispose of these resources. Students will answer questions like: How do these resources connect people around the world? Or, how are these resources changing and what does that mean for people? These concepts and questions move across all school subjects and apply to real life and the world around us.

The Units of Inquiry are designed to build from one year to the next, as a student progresses through the school. The Units of Inquiry are planned on the set unit plan format given by the IBO.

These themes or Units of Inquiry, provide a framework on which our teachers build students' knowledge. With the IB PYP, the priority is not on using a set of textbooks, but rather emphasis is on a wide variety of resources from which teachers and students extract knowledge, develop understanding, and explore ways of applying that to real life. All of the Units of Inquiry are a part of the Programme of Inquiry that is posted in our school website.

<http://www.qa.edu.qa/primary-school/primary-school>

How do teachers assess the inquiry?

At QAD we believe that assessment is the continuation of the learning process. It is NOT only assessment of learning, but it is assessment FOR learning.

Students are assessed in a variety of ways, including written tests, exams, projects, oral presentations and written reports. Assessment in IB PYP is “criterion referenced.” This means students are scored against standards and a scoring rubric is used, so students are not scored against each other.

Teachers give the students a rubric on larger assignments that explains to the students what is expected of them. The rubric states what the criteria are for the assignment (on a paper, for instance) and what the score will be for addressing or not addressing each point in that criteria. The rubric allows students to take ownership of their effort and learning. A rubric defines what are the standards or requirements that need to be accomplished in order to achieve the overall target or goal.

each Unit of Inquiry allows students opportunities to demonstrate that learning is taking place – that there are shifts, if you will, in their understanding. This may look different across all subject areas – however, this shift in understanding is not always best demonstrated through a piece of written work or a traditional exam. Students may be asked to put together a final project, draw, act out a performance, do a presentation, or find some other way to show what they have learned. The goal is for our students to demonstrate that learning has taken place by showing what they understand and how they are applying that understanding to real life and the world around them. Authentic learning cannot always be demonstrated through traditional tests or exams.

Student Assessment

A wide range of assessment strategies are used, in line with the Primary Years Programme perspective on assessment. The IB views assessments as needing to be authentic, essential, rich, engaging, and feasible – it should incorporate students in the process of evaluating their learning. Formative assessments are woven into the daily lessons and learning – this ongoing process of “checking in” between teachers and students, helps both teachers and students find out what they already know, in order to plan for the next stage of learning. Formative assessment and teaching are directly linked; effective learning cannot take place without one or the other. Summative assessment takes place at the end of the teaching and learning process – this is the time that students have the opportunity to demonstrate their understanding and application of what has been learned.

How do teachers get students to find out the information?

This is where children need to learn by doing, observing, speaking, listening and writing. Teachers provide the resources, the students find the information.

- Living examples – if the unit is about plants or animals, they try and have the real living things in your classroom.

- Bring in an expert to give a talk. Students can work out beforehand what questions they might like to ask.
- No ready expert handy in our area, use Skype to phone an expert through your computer.
- Class trips
- Experiments
- Watch videos about the topic
- Conduct interviews and surveys
- Write letters to organizations and companies, or important people related to your topic.
- Collect newspaper and magazine articles about the topic.
- Find visual images about the topic
- Fiction and nonfiction books to do with the topic
- Observations
- Internet

What can students do with all this information?

Students have to apply the data and information they've gathered and present it in different ways. This is where teachers can get quite creative, as presenting data is not only done in written form. Teachers have various ways in which their students can make sense of what they've learnt and explore their experiences. That way, teachers are able to cater for all the different learning styles. Here are some ideas teachers use:

- Debates
- Role-plays
- Mixed media collage
- Diorama
- Models/Construction
- Art work
- Make a video
- Classifying
- Maps
- Design maths problems using data
- Timelines
- Venn diagrams
- Writing
- Data charts
- Design a poster
- Build a story
- Comparison charts
- Oral presentation

- Cartoon strips
- Written conversations
- Wall stories
- Design a booklet
- Poetry
- Research Project
- Photo journal
- Powerpoint presentation

How do students demonstrate learning in the PYP?

Students are provided with a variety of opportunities to demonstrate learning. These include, but are not limited to: presentations, demonstrations, performance tasks, portfolios, interviews, tests, quizzes, portfolios, reflective journals, class discussions and the **5th Grade Exhibition**.

What is meant by taking action?

Taking action is a vital part of the unit, as it demonstrates to students the relevance and purpose of what they've been investigating in the inquiry. It's all about putting back into the community what you got out of it and helping to make the world a better place. It's a good idea to pose some questions to your child, so that they can come up with suggestions of things they can do to take action. Too often, we think of 'wonderful' ideas that aren't actually age-appropriate and are not within their students' capabilities. Don't underestimate your child, they can come up with wonderful ideas! So, what kinds of activities can your child do to demonstrate that they are taking action?

They can put posters around the school, hand out pamphlets or write an article for the school newsletter to advertise their '**cause**'. They can turn the classroom into an exhibition and invite the other classes to come inside and take a look. They can display their artwork or posters in the local library or supermarket noticeboard. For environmental topics, they can design a walk and activity sheet for other classes in the school to do. Brainstorm and write an action plan.

Letter writing protesting or offering support. Use the internet to join global organizations connected to their topic. Contact a local newspaper and get them to do an article on the inquiry and what they found out. Create a magazine or book about their topic to be kept in the school library. Raise funds to donate to their cause. Sponsor a child in a third world country. Make signs around the school. Make a personal pledge that is framed.

PARENTS SCHOOL REPORTING AND COMMUNICATION

How can you, as a parent, get involved?

- Provide communication between yourself and school that is regular, 2-way, and meaningful.
- Participate as a full partner in decisions that impact your child and family.
- Portfolios, both paper and digital, are a part of documenting student growth and reflections over the course so ask your child to see his/hers often when visiting the school.
- Collaboration with the community, through partnerships, which are mutually beneficial to our school and the community.
- You are always welcome at QAD We need your support and assistance to make our school the great place that it is!

Channels of Communication

Qatar Academy believes that maintaining good communication between the school and parents is critical to student success. Phone calls, notes, and emails, and virtual messaging are welcomed and encouraged. In addition to these valuable informal arrangements, you can expect several other formal approaches to communication.

* The School Akhbar

It is a weekly published newsletter that contains announcements, reminders, and articles of interest to the parent community. It is posted on the website www.qataracademy.edu.qa and sent via the SMS

* ClassDojo/Seesaw

Qatar Academy has accounts with ClassDojo and Seesaw. This means all teachers and administrators have the opportunity to use ClassDojo to create a “story” informing parents about classroom learning. Seesaw is used to create digital student portfolios for curriculum and organisational purposes under the Qatar Academy umbrella.

* Class/Grade Level News

Class and Grade level newsletters are published on a regular basis. These letters inform parents of class and grade level unit of inquiry and activities.

* PYP Coordinator

Information sessions and meetings for parents are arranged to help communicate the practices of the Primary Years Programme (PYP). Please see the secretaries to arrange any individual meetings.

* Parent Information Sessions

Parent Information Sessions are scheduled throughout the year to enable parents to meet with the PYP Coordinator, the Primary Counselor and others staff members to learn about the programmes and expectations.

Qatar Academy Doha Primary school PYP Guide

* Report Cards

The school year is divided into two semesters . Each term is approximately 18 weeks. Progress reports are sent home at the midpoint of each semester. At the end of each semester Parents will receive a comprehensive written report. Parents can also access historical grades online via PowerSchool. Questions relating to report cards should be directed to the classroom teacher.

* Parent-Teacher Conferences

These are opportunities for parents and teachers to discuss individual student growth and needs.

Every effort is made to coordinate conference times to accommodate work commitments and other conferences for siblings. Parents can schedule a conference with the teacher any time during the year with appropriate notice.

Conference weeks are listed in the school calendar and reminders are placed in the Akhbar.

* Student-led Conferences

An important component of the PYP philosophy is the development of students who are actively engaged in building on their previous knowledge and experiences and applying new understandings to become reflective, self-directed learners. In addition, as an IB World School, Qatar Academy Doha students are encouraged to be risk-takers who set and achieve worthwhile goals for themselves and effectively communicate their ideas to others. One way in which we hope to help students accomplish this is through student-led conferencing. Student-led Conferences, held at Qatar Academy each year, are ones in which the student leads a conference with their parents to show what they have learned and the growth they have made throughout the school year. The students share their paper or digital portfolios, a compilation of work from their year across all areas of the curriculum, and show their parents around their learning environment.

*3-Way Conferences (Goal setting)

3-Way Conferences involve the student, parents and teacher. Students discuss their learning and understanding with their parents and teacher, who are responsible for supporting the student through this process. Students are responsible for reflecting upon work samples they have chosen to share, that have been previously selected with guidance and support from the teacher and could be from the student's portfolio. The student, parents and the teacher collaborate to establish and identify the student's strengths and areas for improvement. This may lead to the setting of new goals, with all determining how they can support the achievement of the goals. The teacher is an integral part of the process and takes notes of the discussion. These notes may then be used in the written report.

All of the participants must understand the format and their roles prior to the conference.

telephone between 7:00 a.m. – 2:00 p.m. All teachers at Qatar Academy Doha can be reached by e-mail, using the first initial of first name and the surname prefix to the @qf.org.qa address,

Eg: daahmed@qf.org.qa

- **Contacting Teachers**

Parents are encouraged to contact the classroom teacher first to discuss a student's academics or other concerns. An appointment to see the teacher may be made by calling the secretary or by sending a note to the teacher. Please remember that it is very difficult for teachers to come to the

What will students be learning at Qatar Academy- Primary school?

The Language Arts Program at Qatar Academy includes:

- The integration of reading, writing, listening and speaking across the entire curriculum
- An emphasis on processes
- Exposure to a wide variety of texts
- Different models of language learning
- Individual and whole class access to the QA Primary Libraries

A range of reading materials are used to support the program

MATHEMATICS

The Qatar Academy Mathematics Program enables students to:

- Value the use of Math in a variety of contexts
- Become confident in their ability to process mathematical concepts
- Learn to communicate mathematical thinking
- Learn to reason mathematically by developing strong basic skills
- Become problem-solvers of mathematics

The Mathematics Program at Qatar Academy includes:

- An emphasis on mathematical processes
- A hands-on approach to mathematics
- The use of manipulatives

* The connecting of Math to real-life experiences

- Five standards - Numbers and Operations, Algebra, Measurement, Geometry and Data Analysis

The Addison - Wesley mathematics text series is used from Preschool to Grade 5. From Grade 2 - 5 students will be issued text books. If these textbooks are not returned at the end of the year a fee of 150 QR is charged.

ARABIC (A) AND ISLAMIC STUDIES

The Qatar Academy Arabic language program enables students to:

- Develop an increasing level of competence in all aspects of Arabic language reading, writing, speaking, and listening
- Develop an understanding of and respect for Arabic culture, customs, language and people with particular reference to Qatar 3.3.2 The Arabic language program at Qatar Academy

includes:

- Arabic language classes from Preschool 3 – Grade 5
- A specifically designed curriculum to suit the needs of QA students Qualified specialist Arabic language teachers
- The integration of speaking, listening, reading and writing through a topic approach at a developmentally appropriate manner at each year level
- Opportunities for students to apply their Arabic language studies in purposeful, relevant ways and in a range of different situations
- Field trips to significant cultural sites and exhibitions

Qatar Academy Islamic Studies Program enables students to develop an increasing level of understanding of Islam such as:

- The Holy Quran
- The Pillars of Islam

Principles, beliefs and rituals

Islamic Morals

The Islamic Studies Program at Qatar Academy includes:

Islamic Studies classes from KG-Grade 5

A specifically designed researched curriculum to suit the needs of QA students

- Qualified specialist Islamic Studies teachers

Qatar Academy Doha Primary school PYP Guide

- A developmentally appropriate approach at each grade level
- Field trips to significant religious sites and exhibitions
- Opportunities to apply Islamic morals through ongoing problem solving.

ARABIC AS A SECOND LANGUAGE PROGRAM (ARABIC B)

The Arabic as a second language program for non-Arabic speakers enables students to:

- Establish a primary level of communication, including speaking, reading, writing and listening
- Become involved with the Arabic culture through a discovery of the environment, customs and people
- The ASL program is a selected curriculum which suits the needs of QA students. Fully qualified Arabic teachers teach the program. Field trips related to the curriculum are part of the program.

ART

Through the process of exploration and discovery each child from Grades 2-5 is given the opportunity to manipulate a range of materials and to work in a variety of media.

The Art Program at Qatar

Academy enables students to:

- Develop creativity, communication, critical thinking skills and cross cultural understanding
- Respond to visual stimulus in unique and personal ways

Build on concepts and skills at each year level

- Use a variety of materials, tools and techniques

The Art Program at Qatar Academy includes:

- Art production, art history, art criticism and art appreciation

The areas of drawing, painting, printmaking, sculpture, three dimensional design, textiles, mixed media and crafts

- Integration into other subject areas
- Visits to museums, exhibitions and other locations

MUSIC

The Qatar Academy Music Program enables students to:

- Enjoy and experience music in a practical way
- Acquire skills of listening to and appraising music
- Express emotions through the medium of music
- Develop vocal skills according to their ability

Qatar Academy Doha Primary school PYP Guide

The Music Program at Qatar Academy includes:

A specialist music teachers

- Opportunities for participatory activities and experiences during class sessions and at public performances
- Vocal coaching for improved vocal production
- Music appreciation
- The playing of melodic and non-melodic percussion instruments.

The Qatar Academy Physical Education Program enables students to:

- Develop gross-motor skills, body and spatial awareness
- Develop the concept of fair play, good sportsmanship and team skills
- Build on concepts and skills at each grade level to use a variety of techniques, equipment and facilities

The Physical Education Program at the Qatar Academy includes:

A specialist Physical Education teacher

- Movement-centered and knowledge- based activities focusing on the social, intellectual and physical needs of the students
- Games skills, gymnastics, dance, athletics, swimming, outdoor and adventurous activities

Qatar Academy Doha Primary school PYP Guide

TECHNOLOGY IN THE PRIMARY SCHOOL

Qatar Academy's vision is one where technology is a natural and essential part of everyday school life for teachers, students as well as community members. A place where technology empowers students to pursue dreams and where purposeful uses of integrated technology inspires students to develop critical thinking skills and supports continuous inquiry. We are in the 21st century, where rapidly changing digital technologies have redefined the skills that our students need in order to be prepared to meet the challenges of living in an increasing digital world. In 21st century learning there has been a change in mindset, a shift in thinking away from technology being an add-on to it being an integral and ubiquitous part of learning for all.

Technology is not an end in itself but a tool that can make enormous advances in the quality of teaching and learning.

In support of this vision of 21st century learning the Primary School has a Technology Integration Facilitator (TIF) that works together with both teachers and students to integrate the use of technology tools to support classroom learning.

[Qatar Academy Doha Primary school PYP Guide](#)

Our technology program is a fully integrated program where we bring the world to Qatar Academy and the school to the world by extending the walls of our classroom through rich e-learning experience using information technology in creative ways.

Qatar Academy encourages parents to support their child's development and 21st century E-learning by providing an internet connected computer at home. Students are expected to practice strong digital citizenship and adhere to Qatar Academy's Responsible Use Guidelines. It is the school's expectation that students in grades two through five will continue their keyboarding skill development at home on an ongoing basis.

[Technology Facilities](#)

Students of Qatar Academy Primary School are supported in their learning by a variety of technology tools and a standardized classroom setup. Classrooms from Pre3 through Grade 5 have ceiling mounted projectors, at least three laptops, one or more iPads, and access to a printer. There is a computer room and lab with 22 computers connected to a laser printer. Other technology tools available for use include: interactive smartboards, digital microscopes, iPads (including an iPad cart with 25 iPads), video cameras, scanners, visualizers, and variety of age appropriate software. The school implements the 1:1 laptop program and students from Grades 2-5 have individual laptops which are kept at school. Parents are asked to supply headphones.

[Qatar Academy Doha Primary school PYP Guide](#)

LIBRARY

The Qatar Academy Doha Primary School has two separate libraries; one for Preschool through Grade 1 (ECE Library) and another for Grades 2-5 (Primary Library). Each library is serviced by a professionally qualified and trained librarian, with adequate staff to support the program of the school. Both libraries house materials for the students as well as professional materials for faculty/staff use. The library has a computerized automated library search system (ALICE) which is searchable by any computer in Qatar Academy Doha, either in the library, in the classroom, or by the faculty/staff from their desks. All materials are cataloged and arranged according to the [Dewey Decimal Classification System](#). Parents are encouraged to visit the libraries, make use of the facilities and may make special arrangements for borrowing materials by speaking with the Librarian in either of the libraries.

The ECE Library houses a collection of approximately 15,000 items - picture books, fiction and non-fiction books, kits, puppets and audiovisual materials as well. There are specialized materials such as board books for the younger readers to use and big books for the teachers to use in the classrooms.

The Primary Library is designed to serve the needs of students from Grades 2 through Grades 5.

The collection contains approximately 15,000 volumes of fiction and non-fiction works. There is a separate Reference Collection and an Audiovisual and Professional Materials section for the faculty/staff to use. There is a separate Arabic Language collection of approximately 3,000 volumes which supports the curriculum of the Arabic Language Department and promotes the learning and reading of the Arabic Language.

Each child has specially scheduled periods in the library where they are instructed in some aspect of information handling or other library skills. During this period, they may also check out and return materials to the library. They may visit the library on their own during the week to make use of the facilities or collections. Parents are encouraged to read with their children and have a special place in the home where students keep their library books.

Books are borrowed for one week. A book may be renewed unless there is a request for the book by another person. The library collections are available to all students in the ECE and Primary areas. Reference materials are not loaned outside the library.

Summary of what the IB PYP is at QAD

With the PYP, our students in all grades have the opportunity to own their learning. Our teachers do not “cover” a subject or “give” a lesson. At QAD our students take the lesson or learning experience – they do it, make it, and experience it. Our students ask questions and learn how to find the answers to those questions and apply those answers to their lives and the world around them. With the IB PYP, QAD World School students see how things are connected in a real way, rather than simply being fragmented into school subjects.

Welcome to our Qatar Academy Doha Family