



PARENT HANDBOOK

United School International
Primary



EXCELLENCE



RESPECT



RESPONSIBILITY



INTEGRITY



COMPASSION



reception@unitedschool.qa



+974 4404 8301





Welcome to United School International, Primary



Mr Evason

Executive Principal



It is my pleasure to welcome you to United School International, Primary at The Pearl. This booklet is intended to provide you with a clear overview of the education and experience your child will receive at USI Primary, together with the standards and expectations we uphold.

Our aim is to ensure that every child is appropriately challenged, well supported and given the opportunity to flourish and achieve their full potential within our school community.

At USI, we are committed to fostering values of respect, responsibility, excellence, integrity and compassion, which underpin everything we do and guide each child's journey with us.



It is both a pleasure and a privilege to be the Head of Primary at United School International. I am genuinely proud of how far our school community has come and I feel excited about the opportunities this year will bring.

At USI, we know that children thrive when parents, educators and students work together as one team. Our values of Excellence, Respect, Responsibility, Integrity and Compassion guide everything we do, helping us to create a school where every child feels valued, supported and inspired to keep moving forward in their learning.

This year, my commitment remains clear: to keep our children safe, to ensure they make strong progress in their learning and to create meaningful memories that they will carry with them long after they leave our classrooms.



Mr Myford

Head of Primary



Mrs Walsh

Deputy Head of Primary



To be Deputy Head of Primary at United School International, is a pleasure. I have been here since the first year and have had the pleasure of watching the school grow and develop.

We are a student centred school and ensure we support and challenge them everyday. We have an amazing USI community, where the parents and families come together to strengthen our school.

We prioritise our students by providing a safe, inclusive and nurturing environment where every child is known, valued and inspired to achieve their very best. Guided by our USI values, we empower our students to become respectful, responsible, compassionate and confident global citizens.



INTEGRITY



RESPECT



RESPONSIBILITY



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COMPASSION



OUR PURPOSE



VISION

To prepare all USI students for a rapidly changing world by instilling in them our core values of excellence, respect, responsibility, integrity and compassion.



MISSION

To provide a safe, nurturing learning environment where everyone is valued and respected. We will create ambitious learning opportunities for students that will help them develop the knowledge, critical thinking skills, and character necessary to succeed through a first-class British education.



AIM

We aim to ensure that all USI students recognize that hard work, resilience, and commitment are the key factors of success. We will also aim to establish a culture of proactive pastoral care which will focus on their mental and physical wellbeing.





OUR SCHOOL DAY

TIME	YEAR 1-3	YEAR 4-6
 7:00 – 7:45	Soft Start	Soft Start
 7:45 – 8:40	Lesson 1	Lesson 1
 8:40 – 9:35	Lesson 2	Lesson 2
 9:35 – 9:50	Break	Break
 9:50 – 10:45	Lesson 3	Lesson 3
 10:45 – 11:30	Lesson 4	Lesson 4
 11:30 – 12:10	Lunch	Lesson 5
 12:10 – 13:05	Lesson 5	Lunch
 13:05 – 14:00	Lesson 6	Lesson 6



SOFT START

A calm start to the school day including form time, morning activities, interventions and Native Arabic lessons.



COMMUNICATION WITH SCHOOL



CLASSDOJO



Everyday communication

Class reminders, photographs and celebration of achievements.



FACE-TO-FACE



Quick conversations

Teaching staff are available at collection or can arrange a morning conversation.



EMAIL



Formal communication

Staff can be contacted using the school email format:

firstname.lastname@unitedschool.qa



FORMAL MEETINGS



When more time is needed

Parents can request a meeting with any staff member by booking an appointment in advance.



WEEKLY BULLETIN

Sent each week to celebrate pupil achievements and share key dates and upcoming events.



Our Leadership Team

**MICHAEL MYFORD**

HEAD OF PRIMARY

**DAISY WALSH**

DEPUTY HEAD OF PRIMARY

**HAMISH DEVON**ASSISTANT HEAD
DATA & ASSESSMENT**KATY BOYLE**ASSISTANT HEAD
TEACHING & LEARNING**AMY MORRIS**ASSISTANT HEAD
PASTORAL**JOHANNA WRIGHT**

KEY STAGE LEAD

**SARAH GILL**

HEAD OF YEAR 1

**GRACE NEWLAND**

HEAD OF YEAR 2

**EMMA O'BRIEN**

HEAD OF YEAR 3

**COLLEEN MCVEIGH**

HEAD OF YEAR 4

**SHERIAR ARJANI**

HEAD OF YEAR 5

**OLUCHI UCHE**

HEAD OF YEAR 6

**KERRY GARVEY**

WRITING LEAD

**KELLY MORRIS**

READING & PHONICS LEAD

**GRAINNE MCBRIDE**

MATHS LEAD

**AOIFE QUIGLEY**

SCIENCE LEAD

**HAFSA ALTAF**

ICT LEAD

**SAM MOTT**

G&T LEAD



See what your child will learn, explore and achieve at every stage



Johanna Wright
Key Stage Lead

Key Stage 1 at USI is an important and rewarding phase of the pupils' education, offering lots of fun and meaningful learning experiences each day. It is an exciting move from the Early Years Foundation Stage, where the pupils continue to learn in a supportive environment that is practical, engaging and enjoyable.

In KS1, the pupils continue to build solid foundations in reading, writing and maths, while exploring a wide curriculum that encourages curiosity and creativity. Our KS1 team works closely with every child to ensure steady academic progress, while also supporting their personal and social development.

We place a strong emphasis on wellbeing in KS1, helping all the children in Years 1–3 to feel safe, happy and confident each day. By encouraging positive attitudes to learning and fostering strong friendships, we help the pupils develop both the skills and the mindset they need to succeed.

Key Stage 1 plays a vital role in preparing children for the next stage of their education in Key Stage 2. Our aim is to support the development of the whole child, giving them the knowledge, confidence and enthusiasm to thrive both in school and beyond.



See what your child will learn, explore and achieve at every stage



YEAR 1

Sarah Gill

Head of Year 1

In Year 1, our main focus at the beginning of the year is supporting children as they make the important transition from FS2 into their new Key Stage. We work hard to balance the more structured learning environment with practical and engaging activities that meet the needs of the children. A key priority is developing strong foundations in Phonics and Reading, Writing and Mathematics, while also encouraging creativity and curiosity across the wider curriculum.

We place great importance on fostering positive relationships, resilience and a love of learning. Our classrooms are welcoming, child-centred spaces where every child is encouraged to thrive.

Working closely with parents, we aim to ensure all children feel happy, settled and ready to succeed.



YEAR 2

Grace Newlands

Head of Year 2

Year 2 at USI is an exciting and rewarding year where children grow in confidence and independence as learners.

We build on the strong foundations of Year 1, deepening knowledge and developing key skills across all subjects. In Year 2, children explore a wide range of engaging topics ranging from Marvellous Medicines to Kings and Queens. Literacy, phonics and maths continue as our core subjects, with plenty of opportunities to apply learning in fun and meaningful ways. Our classroom learning in Year 2 is further enriched by exciting trips and hands-on experiences that bring the curriculum to life.

In addition, we work hard to develop our problem-solving, teamwork and communication skills, giving the children plenty of opportunity to discuss, debate and share. Throughout the year, we also work on our values, emotions and resilience, to best prepare the children for the next stage of their journey.

By the end of Year 2, children are ready to confidently take the step into Key Stage 2 with enthusiasm and pride.



See what your child will learn, explore and achieve at every stage



YEAR 3

Emma O'Brien

Head of Year 3

Year 3 marks an exciting step as children begin their journey into Key Stage 2. Pupils gradually move away from a heavy focus on phonics and progress into guided and whole-class reading, where they develop fluency, comprehension and a deeper love of books. In writing, they expand their vocabulary and begin to use grammar and punctuation with increasing accuracy.

In mathematics, children build on the strong foundations of Year 2 through our White Rose Maths spiral curriculum, revisiting key concepts while tackling new ideas such as multiplication and division, fractions and problem-solving in greater depth.

Across the wider curriculum, we follow the National Curriculum, giving children opportunities to explore Science, History, Geography, Art, Computing and more. Year 3 is also about fostering independence, developing confidence and nurturing a curiosity for learning that will carry them through Key Stage 2 and beyond.



YEAR 4

Colleen McVeigh

Head of Year 4

In **Year 4**, we work together to help children become more independent, resilient and curious learners. This year, pupils will build on their existing skills while also developing confidence and a stronger sense of responsibility for their learning. A key focus is on deepening core knowledge in English and mathematics, alongside fostering curiosity in science and topic.

Children are also given more opportunities to work collaboratively, problem solve and think critically. Reading for pleasure and building strong comprehension skills remain a top priority and we encourage support from home with regular reading. Personal, social and emotional development is equally important and we aim to nurture kindness, respect and empathy in all pupils.

Year 4 also brings new experiences, such as increased use of digital tools, creative projects and opportunities to represent the school in wider activities. Above all, our aim is to ensure every child feels valued, challenged and inspired throughout their Year 4 journey.



See what your child will learn, explore and achieve at every stage



YEAR 5

Sheriar Arjani
Head of Year 5

Year 5 is an extremely important year in your child's educational journey. Our focus is not only new learning, but also in deepening the understanding of concepts that we have learned previously in Key Stage 2.

Throughout the year, the year 5 team of teachers and teaching assistants will seek to develop our learners into independent thinkers and doers, further building on their incredible achievements from years 3 and 4. We have a host of enriching and exciting learning experiences planned, including regular trips and visits.

While we will continue our dedication to progress in all academic subjects, in Year 5 we will further embed reading for pleasure and cutting-edge digital tools as vital and relevant elements of our school culture. Children will also focus on their personal, social and emotional development, ensuring that they feel valued, safe and respected as part of our school community.



YEAR 6

Oluchi Uche
Head of Year 6

Year 6 is an exciting and important year, marking the final stage of primary school.

Pupils build on their knowledge in English, focusing on grammar, spelling, punctuation and developing mature writing skills. In Maths, they consolidate their understanding of fractions; decimals, percentages, algebra and problem solving.

Reading comprehension is a key focus, with children learning to analyse and discuss texts in greater depth. Science topics, such as electricity, light and the human body, encourage curiosity and critical thinking.

Alongside academic progress, children work on resilience, independence and collaboration to prepare for new challenges.

Most importantly, Year 6 supports a smooth transition into secondary education, helping children feel confident, ready and excited for the next stage of their learning journey.



Our Arabic and Islamic department

At United School International, we are committed to celebrating and embracing **Arabic, Qatari History and Islamic Studies** across all aspects of school life. We carefully follow the Ministry of Education and Higher Education guidelines to ensure that students receive the required learning hours for each subject.



Bassam Dahbour
Head of Arabic
and Islamic

The Arabic Department provides high-quality lessons for both native and non-native speakers, fostering a love of the **Arabic language** and culture. In addition, Islamic Studies is taught to all Muslim students, including those who are non-native Arabic speakers, with careful attention given to accessibility and understanding.

Qatar History lessons help students appreciate the heritage, traditions and values of the State of Qatar. Beyond the classroom, our school celebrates a wide range of cultural and religious occasions such as Qatar National Day, Ramadan, Garangao and both Eid festivals.

The department also organises local educational trips, participates in Quran and health competitions and facilitates the daily performance of Dhuhr prayer within the school. These experiences give students opportunities to deepen their cultural and religious understanding, strengthen their identity and build a sense of community.

Through this integrated approach, we aim to nurture respectful, knowledgeable and globally minded students who are proud of their heritage and open to the world.





What to bring to school



Food in school:

- School lunches are provided by an external catering company and can be pre-ordered online.
- **Years 4 and above:** Students may choose their own lunch using a cashless swipe-card system.
- **Packed lunches:** Parents may provide a healthy, nutritious lunch from home if preferred.
- **Snacks and lunches** must not include sweets, chocolates, cakes, fizzy drinks or fast food.
- **No-nut policy:** Strictly no nuts, mangoes, coconut, sesame seeds, Nutella or similar products.
- Food sharing is not permitted.
- Healthy lunches are essential for effective learning; all students must bring a packed lunch or purchase from the canteen.



Please ensure that the school bag does not have wheels, as these do not fit in the student lockers.

Stationary in school:

Years 1 & 2 will require the following items for everyday use within the classroom.

Please ensure every item is clearly labelled with the student's name.

- 1 small to medium-sized pencil case (no large/A4 style)
- 6 HB lead pencils (please replace throughout the year)
- 2 rubbers/erasers
- 1 pencil sharpener
- 6 whiteboard markers (please replace throughout the year)
- 4 solid glue sticks – Bostik/Pritt Stik brand preferred
- 30cm ruler (no bendy rulers)
- Small scissors
- Coloured pencils
- 1 plastic document wallet
- Library bag
- Paint shirt (or an old shirt)
- Water bottle

Years 3 - 6 will require the following items for everyday use within the classroom.

Please ensure every item is clearly labelled with the student's name.

- An A4 plastic-sleeved display folder
- 2 x document sleeves for Reading and Maths word mats
- Black and green pens
- 2 x blue, black and red whiteboard markers
- 10 x lead HB pencil
- 2 x rubbers/erasers (small)
- Small pencil case
- 30cm ruler wooden/plastic (no metal/no bendy)
- 2 x glue sticks
- A protractor and compass
- Coloured pencils
- A library bag
- Paint shirt/old t-shirt
- Water bottle



Our curriculum

At USI, we aim to inspire a **love of maths** in all our learners. We use the White Rose scheme as a guide, adapting it to provide hands-on, practical experiences and connect learning to real-life situations including examples relevant to Qatar. Children are encouraged to talk about maths, reason and explain their thinking, building confidence and problem-solving skills. Lessons are engaging, enjoyable and appropriately challenging, helping every child develop strong mathematical skills, curiosity and a genuine enjoyment of the subject.



At USI, we provide a consistent approach to **Reading and Phonics** using the **Read Write Inc.** programme. Lessons build strong foundations, fluency and confidence, while regular assessment ensures support for every learner. Across the school, we foster a love of reading through rich, engaging and diverse opportunities.

We believe every child is a **writer** with a **voice** worth sharing. Using Talk for Writing, pupils explore stories, non-fiction and poetry, develop language and writing skills and create original work. Writing is celebrated across the school, helping every child become a confident, purposeful and passionate writer.



Our **science curriculum** sparks curiosity and a love of learning. Through hands-on investigations, pupils build knowledge, critical thinking and problem-solving skills, connecting science to real life and global issues. We foster creativity, collaboration and responsibility, empowering every child to think scientifically and make a positive impact.



The **Primary Computing curriculum** follows the UK National Curriculum for Computing. Pupils learn to use technology safely and responsibly, develop programming and problem-solving skills, understand computer networks and evaluate digital content. By Year 6, they are confident digital citizens ready to use technology for learning and beyond.



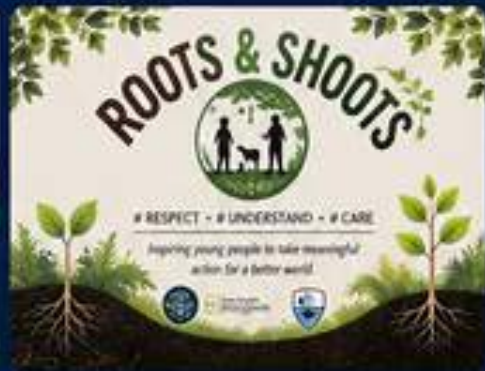
Alongside class teacher lessons, our school offers **specialist teaching** in Art, Performing Arts including Music and Drama, Modern Foreign Languages – French, Spanish and non-native Arabic, and Physical Education. These lessons are delivered by specifically trained teachers, providing pupils with high-quality, engaging experiences that develop skills, creativity and confidence across the curriculum.



Green Flag:

United School International (USI) is committed to developing environmentally responsible pupils and creating a more sustainable school community. Through our work towards the internationally recognised Eco-Schools Green Flag Award, pupils will have opportunities to lead environmental initiatives, make positive changes within our school and develop a greater understanding of their role in protecting our planet.

Our journey towards achieving the Green Flag will continue to involve pupils, staff and families working together to improve sustainability across areas such as waste reduction, energy and water conservation, biodiversity and environmental awareness. At USI, we are committed to embedding sustainability into school life and curriculum and empowering our pupils to become responsible, environmentally conscious global citizens.



Harmony Project and Roots and Shoots:

At USI, we are committed to developing pupils who understand their place in the world and feel empowered to make a positive difference. The Harmony Project, inspired by the work of The King's Foundation, will be embedded across the school, encouraging pupils to explore the connections between nature, sustainability, wellbeing and the wider world. These principles will be woven through our curriculum, providing meaningful opportunities for pupils to connect their learning across subjects and consider how their choices can contribute to a more sustainable future.

In Year 6, Jane Goodall's Roots & Shoots programme will form an important part of the curriculum, with pupils identifying a need within their local community and developing a purposeful community action project to create positive change. Pupils will research issues, collaborate, plan solutions and take meaningful action, developing leadership, creativity and social responsibility.

Both initiatives will also contribute to our Gifted and Talented programme, providing opportunities for pupils to extend their learning through independent enquiry, leadership and real-world projects. Together, these programmes support USI's commitment to developing confident, compassionate and responsible global citizens who understand that their ideas and actions can make a difference.





Our Gifted and Talented Programme

Recognising individual strengths • deepening thinking • supporting every child



TWO PATHWAYS

We recognise children for their specific strengths. We do not give them one general label.

- **Gifted:** working above the expected level for their age, or showing strong potential in academic learning.
- **Talented:** showing a high level of skill in a subject, art, music, sport or another area.



HOW PUPILS ARE IDENTIFIED

Identification continues throughout the school year. We look at more than one source of information:

- CAT 4 assessment results
- Teacher and specialist recommendations
- The quality of work, performance and progress over time



Different kinds of ability are valued – including strengths that may be quiet or less visible.



Children stay fully part of their class. Belonging, balance and wellbeing remain central, whilst ensuring all learners are challenged.



CHALLENGE AND SUPPORT

The aim is not simply to work faster. Pupils learn to think more deeply, explain ideas, ask questions and consider different viewpoints.

- Enrichment beyond the usual curriculum
- Extension during and after the school day
- Regular high-challenge learning
- Specialist mentoring, performances or competitions



A PLAN FOR EACH IDENTIFIED PUPIL

Formally identified pupils receive a Gifted Individual Education Profile (GIEP). It records strengths, learning goals and helpful classroom strategies.

- created with the pupil, parents, class teacher and G&T team
- reviewed regularly as the child grows and develops



Programme information

Opportunities are offered by invitation. View sessions in the USI G&T Provisions Finder and follow news on G&T ClassDojo.

OUR USI CURRICULUM



— Learning with purpose. Growing for life. —



Year 1

- Term 1:1 (Autumn 1) – Pirates
- Term 1:2 (Autumn 2) – Wild Things
- Term 2 (Spring) – Around the World
- Term 3:1 (Summer 1) – Superheroes
- Term 3:2 (Summer 2) – Space



Year 2

- Term 1:1 (Autumn 1) – Gateways to the World
- Term 1:2 (Autumn 2) – Qatar and Africa
- Term 2 (Spring) – Marvellous Medicines
- Term 3:1 (Summer 1) – The Colourful Jungle
- Term 3:2 (Summer 2) – Dinosaurs



Year 3

- Term 1:1 (Autumn 1) – Tomb Raiders – Egyptians
- Term 1:2 (Autumn 2) – Polar Adventure
- Term 2 (Spring) – Migration – The World Around Me
- Term 3:1 (Summer 1) – Ottomans
- Term 3:2 (Summer 2) – Stoneage



Year 4

- Term 1:1 (Autumn 1) – Choco Loco
- Term 1:2 (Autumn 2) – Running Wild
- Term 2 (Spring) – Robots Assemble
- Term 3:1 (Summer 1) – Journey to the Centre of the Earth
- Term 3:2 (Summer 2) – Ruthless Romans



Year 5

- Term 1:1 (Autumn 1) – Space Race
- Term 1:2 (Autumn 2) – Natural Disasters
- Term 2 (Spring) – Childhood Through Time
- Term 3:1 (Summer 1) – Desert Meets the Globe
- Term 3:2 (Summer 2) – Young Enterprise



Year 6

- Term 1:1 (Autumn 1) – Ancient Greeks
- Term 1:2 (Autumn 2) – Inventions
- Term 2 (Spring) – Golden Age of Islam
- Term 3:1 (Summer 1) – Memorable Journeys
- Term 3:2 (Summer 2) – Roots and Shoots



Our curriculum is designed to inspire curiosity, build knowledge and develop the skills our students need to thrive in the future.



INTEGRITY



RESPECT



RESPONSIBILITY



EXCELLENCE



COMPASSION

USI YEAR 1



AUTUMN 1

Topic



Pirates

Maths



Place value

Addition/subtraction within 10

Literacy



Lists

Adventure story

AUTUMN 2



Wild Things



Shape

Place value within 20

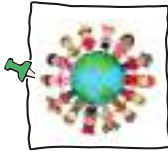
Addition/subtraction within 20



Animal fact file

Poetry

SPRING



Around the world



Place value within 50

Length & Height



Narrative & Postcards



Superheroes



Mass & value

Multiplication & Division

Place Value to 100



Narrative



Space



Money, Time, Fractions, Position & Direction

SUMMER 1

SUMMER

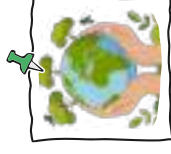
Geography/History



Maps and the world around us



Fact vs Fiction



Taking Care of our Environment



Historical Figures; David Attenborough

Qatar History



I'm a special kid My family and I



Greetings The Amir



Comparing places & climates



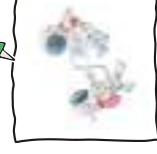
Geography of Qatar Rules for Home and School



Real Life Superheroes



Taking care of our Environment



Journey through Space



Traffic Rules Our Currency

PSED



Emotional Regulation

Science



Plants, growing and cooking



Animals



Healthy Habits



Friendships and relationships and respecting diversity



Plants Seasonal changes



Understanding responsibility



The Human Body



Moral values Character development



Materials Sustainability

USI YEAR 2

AUTUMN 1

Topic



Gateways to the world

Maths



Place Value
Addition and Subtraction

Literacy



Narrative (Losing tale)
Diary Entry

AUTUMN 2



Qatar & Africa



Shape
Money

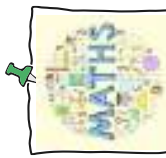


Narrative (Adventure Story)
Alliteration Poem

SPRING



Marvelous Medicine



Multiplication and Division
Length and Height
Mass, capacity and temperature



Instructions
Poetry
Biographies

SUMMER 1



Colourful Jungle



Fractions
Time

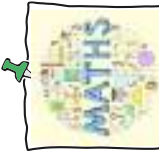


Narrative (setting description)
Persuasive writing

SUMMER



Dinosaurs



Statistics
Position and Direction



Narrative (suspense)
Non chronological report

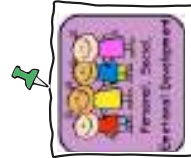
PSED



Emotional Regulation



Healthy Habits



Friendships and
relationships
respecting diversity



Understanding responsibility



Moral values
Character development

Science



Materials



Living things and
their habitats



Humans &
Growing up



Plants

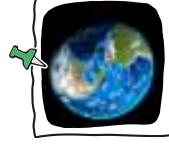


Animals and their
needs for survival

Geography/ History



Travel and transport around the world



Comparing places, climates & cultures



Medicine through time



Habitats and environments



The past and changes over time

Qatar History



Rules, responsibilities
and neighborhood



Integrity and
Qatar past and present



His Highness Sheikh Tamim and the Father Emir
Cities in my country (Qatar) and Environment



Services in my country
and my responsibilities



The four seasons

AUTUMN

Topic



Tomb Raiders

Maths



Place Value
Four Operations
Converting Units

Literacy



Diaries
Suspense Narrative

Science



Skeletons
Forces & Magnets

PSED



Emotional Regulation
Confidence
Self-Esteem

Geography/History



Ancient Egypt

Qatar History



My country and the world

AUTUMN



Polar adventure



Multiplication and
Division



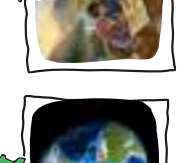
Persuasive writing
Poetry



Plants &
Biodiversity



Healthy Habits
Internet and Digital Safety



Maps - longitude & Latitude
Environmental changes
expeditions & explorers
in my country



The natural resources
in my country

SPRING



Migration -
the world around me



Length and perimeter,
Fractions,
Mass, capacity and
Temperature



Narrative - character &
setting description.
Explanation text



Movement,
Nutrition & diet



Friendships & Relationships
Respecting Diversity & Inclusion



Geographical reasons
for migration



Historical migrations



Antiquities in
My Country



The Ottoman Empire



Fractions, Money and
Non-shape



Non - chronological Report
Biography



Light



Understanding Responsibility



The Ottoman Empire



Personal identification

SUMMER



The Stone Age



Time and Statistics



Instructions
narrative - adventure story



Rocks,
Fossils & Soils



Moral Values
Character Development



The Stone Age



My duties

AUTUMN

Topic



Choco Loco

Maths

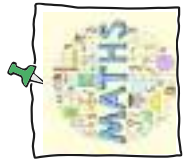


Place Value
Addition & Subtraction
Area

AUTUMN



Running Wild



Multiplication & Division

Literacy



Recipes
Adverts
Poetry



Adventure Story
Non-Chronological Report

Science



States of Matter



Habitats
Food Chains
Deforestation

PSED



Emotional Regulation
Confidence
Self-Esteem



Healthy Habits
Internet and Digital Safety

Geography/History



Physical & Human
Geography



Ancient Maya
Civilisation



Environment, Ecosystems
& Human Impact

Qatar History



Al Thani's



The Heritage

SPRING



Robots Assemble



Length & Perimeter
Fractions
Decimals



Explanation Text
Character Description



Electricity
Sound



Friendships & Relationships
Respecting Diversity & Inclusion

SPRING



Journey to the Centre
of the Earth



Decimals
Money
Time



Postcard/Letter
Suspense Writing



Living Things -
Classification



Understanding Responsibility

SUMMER



Ruthless Romans



Statistics
Shape
Position & Direction



Newspaper Report
Poetry



The Digestive System



Moral Values
Character Development



Empire, Invasion
& Legacy



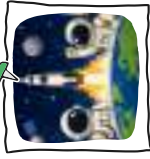
The Environment

SUMMER

USI YEAR 5

AUTUMN

Topic



Space Race

Maths



Place Value
Addition & Subtraction
Multiplication & Division

Literacy



Setting Description
Biography

Science



Space

PSED



Emotional Regulation
Confidence
Self-Esteem

Geography/ History



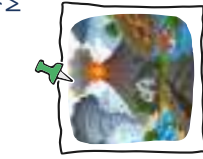
Maps and location

Qatar History



Qatar-British relations

AUTUMN



Natural Disasters



Fractions
Multiplication



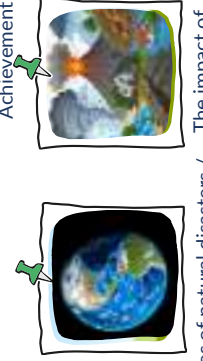
Narrative Writing
Poetry



Forces



Healthy Habits
Internet and Digital Safety



Types of natural disasters /
Impact on people and
environments.



Sheikh Ali bin Abdullah Al Thani
Sheikh Ahmad bin Ali Al Thani
Sheikh Khalifa bin Hamad Al Thani

SPRING



Childhood Through Time



Fractions
Decimals & Percentages
Perimeter & Area
Statistics



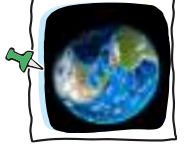
Diary Entry
Contrasting Viewpoints



Properties of Materials
Reversible &
Irreversible
Changes



Friendships & Relationships
Respecting Diversity & Inclusion



Country location
Human Geography



Timelines of
Childhood



Physical Geography of Qatar/
Community and Constitution

SUMMER



Desert Meets the Globe



Shape
Decimals



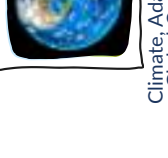
Balanced Argument
Opening and Endings



Global Warming
Animals Including
Humans



Understanding Responsibility



Climate, Adaptation &
Global Comparison



Population of Qatar /
Tolerance



Young Enterprise



Position & Direction
Negative Numbers
Volume
Converting Units



Persuasive Writing
Non-Chronological Report



Life cycles/Reproduction
Sustainability



Moral Values
Character Development



Enterprise, Economics &
Real life Application
Reasoning



Human Dignity /
Volunteer works

AUTUMN

Topic



Ancient Greeks



Inventions

Maths



Place Value
Four Operations
Converting Units



Fractions
Ratio

Literacy



Character and Setting Description
Balanced Argument



Poetry
Persuasive Writing

Science



Circulatory System
Diet and Lifestyle



Electricity
Renewable Energy

PSED

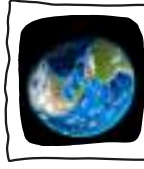


Emotional Regulation
Confidence
Self-Esteem

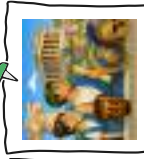


Healthy Habits
Internet and Digital Safety

Geography/ History



Maps and location



Democracy, Culture &
Civilisation



Technological advancement
& Impact

Qatar History



Qatar's Leadership and
National Development



Qatar's History and Heritage
Government and
Constitutional Powers

SPRING



Golden age of Islam



Algebra
Decimals
Fractions, Decimals
& Percentages



Diary Entry
Suspense Writing



Light
Light Pollution



Friendships & Relationships
Respecting Diversity & Inclusion



Country location
(Middle East focus) Civilisations over time



Qatari Society, Culture
and Achievements

SUMMER



Memorable Journeys



Statistics
Shape



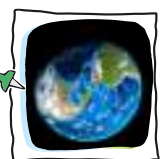
Non - chronological Report
Biography



Living things & thier
habitats



Understanding Responsibility



Global Awareness
& Comparison



Citizenship, Diversity and Inclusion



Roots & Shoots



Position & Direction



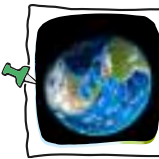
Narrative Writing
Debate & Discussion



Variation
Adaptions
Fossils



Moral Values
Character Development



Environment, Sustainability
& Change



Human Rights and Responsibilities

SUMMER

Our Pastoral Curriculum



PSED curriculum

At USI, we follow a Personal, Social and Emotional Development (PSED) curriculum which is taught weekly in every class.

This programme supports children in developing important life skills, helping them to understand themselves and others and preparing them to make positive choices. In addition, teachers lead weekly year group assemblies where key themes from the curriculum are explored further, such as road safety, personal space and healthy relationships. Throughout the year, children also learn about healthy habits, safe and responsible use of technology, building and maintaining positive relationships, regulating emotions and respecting diversity.

Rewards and certificates

At USI, we place great importance on celebrating and rewarding exemplary behaviour. Each week, every class selects a Star of the Week to recognise children who are demonstrating our core values. Children can also earn Dojo Points for displaying these values, which build up towards certificates and prizes. In addition to these rewards, pupils are given opportunities to develop leadership and responsibility. Our Student Council provides a platform for children to share their ideas and help shape school life, while our Playground Buddies act as positive role models, supporting their peers and ensuring everyone has someone to play with during breaktimes.

Restorative practice

At USI, we believe that positive relationships between children and teachers are the foundation of positive behaviour in school. A calm and supportive environment helps children feel safe and understood, allowing them to achieve their full potential. We follow a restorative approach to behaviour, as we believe the best way to support children is by talking through their behaviour in a calm and constructive way. This helps us to understand the reasons behind their actions while giving children the opportunity to reflect, recognise the impact of their choices and consider how they might act differently in the future. Through restorative conversations, we model positive behaviour and guide pupils towards making better choices next time.

Pastoral support

At USI, we provide strong pastoral support to ensure every child feels safe, valued and cared for. Our Assistant Head of Pastoral leads nurture groups and we have a wellbeing coach available to offer one-to-one sessions to support children with challenges such as anxiety, friendship issues or family loss. We also run social skills interventions for pupils who may need help with self-regulation, building friendships or simply spending one-to-one time with a trusted adult. Children know there are always supportive adults in school they can turn to whenever they need someone to listen.

Anti-bullying

At USI, we take all matters of bullying very seriously. Any concerns or claims of bullying are carefully monitored, fully investigated and acted upon – bullying is never tolerated in our school community. We ensure that children are regularly educated on what bullying is, how to recognise the signs and what to do if they ever feel affected. This is not limited to Anti-Bullying Week; it is an ongoing part of our curriculum through PSED lessons, assemblies and daily school life. We also address specific themes such as cyberbullying during Safer Internet Week, while consistently promoting kindness, respect and the celebration of differences throughout the year.



Attendance

- At USI, we place the highest importance on attendance. If children are not in school, we cannot teach them, and they miss valuable learning opportunities. Lessons often build on one another, and gaps may not be revealed in the same way, which can lead to gaps in understanding. Extended periods of absence can also make it challenging for children to transition back into the routines of school life.
- We fully understand that children may occasionally be unwell and that family time is sometimes unavoidable. However, we kindly ask that travel is kept to school holidays wherever possible, as absence during term time can have a significant impact on a child's academic progress, social development, and emotional wellbeing.
- Attendance is carefully monitored, and your child's class teacher is here to support you if required. Please don't be concerned if a member of staff invites you to meet to discuss your child's attendance. These conversations are intended to be supportive, not judgmental. Our aim is always to work together with you to ensure the very best for your child, offering help and guidance wherever it may be needed.
- We are one team and want to work together for the best outcomes for every child. For example, if attendance is low because a child feels unhappy at school, we will work alongside you and your child to improve their wellbeing and, in turn, increase their attendance.

Attendance Officer

Our Attendance Officer at USI is Ms Selma Ballic, who can be contacted at attendance@unitedschool.qa.

- If your child is going to be absent from school, you must inform us by emailing attendance@unitedschool.qa before 7:30am.
- Please include your child's name, class and reason for absence in the email.
- If we have not been informed of your child's absence, you will receive a text message at 9:00am asking you to confirm their whereabouts.
- This process is an important part of our safeguarding procedures and helps us ensure that all children are accounted for each morning.

Punctuality

- At USI, punctuality is incredibly important as we strive to showcase our core value of excellence. Each morning, staff warmly greet children at the classroom door, providing a welcoming and positive start to the school day. This also offers parents an opportunity to share any ideas, celebrations, or concerns directly with the class teacher.
- At 7:45am, teaching and learning promptly begin. From this time, staff are fully focused on delivering lessons, and the opportunity for face-to-face contact is no longer possible, as our priority is high-quality teaching and learning.
- Alongside this, our morning "soft start" plays a vital role in supporting pupils. It allows children to revisit and consolidate learning from the previous day, for example, addressing any misconceptions in maths, and provides targeted time for interventions with both teachers and teaching assistants.
- Every minute of the school day is precious. We kindly ask that children arrive before 7:45am to ensure they benefit fully from the learning opportunities available right from the start of the day.

Keeping Children Safe in Education

- Keeping Children Safe in Education (KCSIE) 2025, highlights that unexplained or prolonged absence can be a safeguarding concern, as children who are not attending school may be at increased risk of harm. This is why we monitor attendance carefully and respond promptly if concerns arise.

Our USI Attendance

Reporting and communication guidance

At **United School International**, we believe that well-designed and planned communication with families plays a key role in improving attendance, fostering positive relationships, and supporting a student's overall academic achievement. Throughout the school year, we organize various occasions that allow for meaningful parent-teacher interactions.

On a **daily basis**, a member of staff is present at the classroom door during our soft start in the morning to facilitate any communication that is needed. We also use Class Dojo to connect parents with all teachers, ensuring easy communication. Additionally, all staff members are accessible via their email addresses for any inquiries or updates.

TERM 1



Meet the teacher

This is a valuable opportunity for parents to meet the class teacher, connect with other parents in the class and receive essential information about the year ahead.



Year Group Coffee Morning

The senior leadership team will provide parents with key information specific to their child's year group. This presentation will cover the curriculum, topics for the year, leadership opportunities for students and any other relevant details.



Settling in note

This will consist of a pastoral comment focusing on how the student has settled into the school routine, how they are establishing friendships and their attitude to learning.



Exit Points

An exit point in school is a culminating activity at the end of a learning unit where students showcase their knowledge and reflect on their progress. We invite parents to join us in celebrating this through presentations, exhibitions, performances or interactive activities that highlight the students' achievements.



Parent-teacher meetings

We invite parents to book a one-on-one meeting with the class teacher to discuss their child's attitude toward learning and academic progress.



Academic report

An academic report is provided to parents, outlining the student's attainment grades in all subjects and their attitude toward learning. This serves as a basis for further discussion during parent-teacher meetings.



Exit Points

An exit point in school is a culminating activity at the end of a learning unit where students showcase their knowledge and reflect on their progress. We invite parents to join us in celebrating this through presentations, exhibitions, performances or interactive activities that highlight the students' achievements.



Academic report

An academic report is provided to parents, outlining the student's attainment grades in all subjects and their attitude toward learning, this will also include next steps for the core subjects. This will give parents a clear understanding of the areas in which their child needs to focus on to ensure progression. Within this report there will be a pastoral comment from the class teacher to highlight the student's attitude to learning.



Final Celebration of Learning

A Celebration of Learning is the final exit point of the academic year, designed to celebrate the progress and achievements made throughout the school year. This event provides an opportunity for students to showcase their learning and share their growth with parents and families.



Parent-teacher meetings

We invite parents to book a one-on-one meeting with the class teacher and specialist teachers to discuss their child's attitude toward learning and academic progress.



Academic report

The final report of the academic year will include an attainment grade and an assessment of the student's attitude to learning. Each core subject will feature an overall comment that highlights the student's strengths and progress throughout the year. Additionally, the class teacher will provide a pastoral comment, focusing on the student's personal development and progress over the year.



Transition coffee mornings

To help students and families prepare for the next academic year, we will host a coffee morning where parents can meet the new teachers and leadership team. This event will provide valuable insights into key updates, expectations, and preparations for the year ahead.



Admissions: admissions@unitedschool.qa
General Enquiries: reception@unitedschool.qa



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