

GEMS Wellington Academy Silicon Oasis

Primary Curriculum Booklet

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Nursery

We believe children need to 'Maslow before they can Bloom'. This means a strong focus on the Prime Areas from the EYFS which are Communication and Language, Personal, Social and Emotional Development and Physical Development. These prime areas are the key foundation for learning and experiences in the nursery alongside the famous Reggio Emilia Approach.

Within the Reggio Emilia approach, the environment is considered to be the 'third teacher'. Classrooms in the nursery are designed to avoid plastic toys and resources that stifle creativity, with a focus on natural materials that encourage children to use their imagination and decide for themselves how they would like to interpret different resources. This offers many opportunities for exploration and open-ended interactions. Resources are not limited to typical pre-school toys but a selection of real life objects such as clay tools and basic cooking utensils. Instilled in the ethos of learning is the commitment to literacy and numeracy experiences, but again this will be through opportunities and invitations. All children grow and become ready at different paces and this is where we will create individual learning plans based on our deep knowledge on the developmental milestones and readiness levels.

Developing children's communication and language skills is one of our key priorities. We support learning through dual-medium instruction. It is so important that children are exposed to a wide range of vocabulary and encouraged to be confident in expressing their thoughts and needs. We work one to one with children on their own specific communication and language plan. We also strive to develop children's communication skills with each other, focusing on talk through play and collaboration.

Basic daily routines are a real focus in the nursery, with snack and lunch being a time where children can learn many skills and develop their independence. We take part in cooking sessions and complete our morning connection time every day. We also encourage children to tidy up after themselves, work as a team and of course, kind and caring at all times!

Formative assessment is ongoing on a daily basis through observations and teacher scaffolding and questioning with a focus on the three prime areas. Observations are recorded via Seesaw and shared with parents on a daily basis, building up an individual profile for that child. Children also have Outdoor Learning everyday, where they can explore, create and imagine in natural surroundings, again focusing on the Prime Areas of Learning with a specific drive on using nature to learn and discover.

Children practice mindfulness and sound therapy to promote self-regulation and are encouraged to explore their senses in different ways on a daily basis with a wide range of materials that are unfamiliar and encourage questioning and discovery. Fine and Gross motor skills are developed through engaging play invitations that children can respond to in their own individual ways. We have a strong belief that creativity and expression should be a daily exercise where children can feel confident to express their thoughts, feelings and emotions.

Foundation Stage

In the Foundation Stage, the main focus for the children's learning is the three prime areas; Communication and Language, Physical Development and Personal Social and Emotional Development.

Independent life skills are also a constant focus, where children can learn many skills and develop their independence. Teachers plan developmentally appropriate input sessions where children are encouraged to develop communication and language skills. Focus Groups are planned for one-one work on individual children's needs and areas for development. Children are encouraged to explore their senses in different ways on a daily basis with a wide range of materials that are unfamiliar and encourage questioning and discovery through continuous provision.

Fine and Gross motor skills are developed through engaging play opportunities that children can respond to in their own individual ways. Children are encouraged to develop critical thinking skills through real life problems, building on expressing their own thoughts and ideas.

Providing resources for independent mark making and expressive art and design is important at school and home. The ideas and questions that these activities promote in children help them to create the foundations for child-led learning opportunities to develop their reading and writing skills.

Personal, Social and Emotional Development (PSED) involves helping children to develop a positive sense of themselves and others. We focus on positive relationships and aim to develop social skills and learn how to manage feelings.

FS1 –

Term 1:

1.1 Me and My World

Students will develop understanding of identity by exploring themselves, their families and what makes them special. Our first big question of the year will be 'Who am I?'.

1.2 Once Upon a Rhyme

One of our favourite topics of the year, where children will engage in nursery rhymes including Incy Wincy Spider, Pat a Cake and Humpty Dumpty. Children will be working towards answering the question 'How can I express myself through rhymes and songs?'. Nursery rhymes are important for language acquisition and help with speech development, where children learn new words and songs.

Term 2:

2.1 Dots and Stripes

Down in the jungle what do you see? During this topic we be working towards answering the big question "What are animals and where do they come from?" We will explore different stories such as Rumble in the Jungle, Giraffes Can't Dance and Tiger who came to tea. We will also be looking at different patterns in animals and stories!

2.2 Down on the Farm

Old Macdonald had a farm! Spring and new life will be our focus during this topic where we explore life cycles. We will be working towards answering the big question "What animals live on a farm?" Learning about life cycles is an important way to develop children's understanding of the world and help them understand and deal with weighty concepts such as life. We will explore texts such as What the Ladybird heard, Mrs. Wishy Washy and Farmer Duck.

Term 3:

3.1 Beep Beep, Toot Toot

All aboard! Transport is our next topic where we work towards answering the big question “How does it move and How will we get there?” Learning about transport helps children expand their world views. It helps to develop their curiosity about the world around them, helping them to categorise and make meaning. We will explore this through stories such as The Naughty Bus and The Train Ride.

3.2 Growth and Change

Our final topic of the year is Growth & Change and will give children the opportunity to develop new skills and learn about science and nature from watching plants grow. We will be working towards answering the big question “How do things change?” and through exploring topics such as dinosaurs, children are encouraged to imagine a world very different from their own.

FS2 –

Term 1:

1.1 Super Me! And Healthy Body, Healthy Mind

Throughout Term 1, We will begin to by learning about each other and what makes us all special and unique. This is a great opportunity for the children to learn more about each other and develop relationships. Our first big question of the year will be ‘How can we keep our body and our mind healthy?’ which encourages them to link ideas and deepen their understanding about themselves. First, we will look at how to express big emotions such as happy, sad and angry. They will explore different calming methods to deal with their emotions and discover self regulation. Children will explore new healthy foods and look at ways to keep our bodies healthy.

1.2 People Who Help Us and Celebrations

We will then progress to expanding our learning experiences where the children will then answer ‘Who can help us in school and in our community?’. Children will learn about the role of people in our school and community who help us. Children will first explore all the people at school who help us daily. We will explore the people who help us in our wider community such as the emergency services. Children will have the experience of meeting Dubai Police will be invited into school during Road Safety week. During our ‘Celebrations’ topic, children will discover celebrations from around the world.

Term 2:

2.1 Blue Planet

In this unit, we will be looking at the concept of Connection. Children will explore and investigate the Blue Planet in a variety of different ways. The children will think about their own questions and will have ownership of their own learning. Children will discover under the sea, mythical worlds such as pirate and mermaids, caring for our oceans, modes of transport in or on the water and all of the layers of the sea. The Big Question that we will focus on is “What is the Blue Planet?”

2.2 Seasons

In the second half of Term 2, we will be looking at the concept of change. Our Big Question for this unit will be “What is change?”. The aim of this topic is to help children learn about the world around them. We will explore spring, summer, autumn and winter and learn that each season brings its own unique natural characteristics. We will look at weather, patterns and changes.

Term 3:

3.1 Through the Magical Door

Throughout Term Three, we will focus on the concept of discovery. Our aim is to build on children's imagination skills and during this topic we will explore the question ‘What can you discover in our natural

world?'. Children can actively learn and critically think about what they make find if they walked through a magical door. Every child will have a different ideas and these could include dinosaur land, a land of fairies and unicorns or landing on the moon. These child-led ideas will enable rich learning experiences.

3.2 Fairy Tales

Fairy tales can be a fun and engaging way to increase vocabulary and improve listening, reading, writing skills, and comprehension. Our big question will be 'How do we know what is right or wrong?' and we will explore the concept of justice. We will be exploring a variety of stories and looking at the morals of each story. The children will be encouraged to write their own fairy tale stories. We will share our experiences with FS1 buddies and focus on our own transition into Year one.

Primary (Year 1 to Year 6)

English

In every aspect of the curriculum, English can be found at WSO. Our children need to be confident speakers, listeners, readers and writers and need opportunities to use and practise these skills in every subject. The English curriculum and the teaching of it has never been more prominent and we are dedicated to ensuring that our children leave WSO having the knowledge and skills to be literate citizens in our fast paced, ever changing world.

Our main priority is delivering an English curriculum that is about a love of language and that this is well embedded across all year groups. We want English to be a medium to transport our pupils to places and contexts outside their realm of knowledge and empower them to question and challenge the world around them.

Reading for pleasure is at the heart of all that we do and we have pupils that have developed the habit and passion for reading regularly and widely. The vast array of opportunities supports the children in becoming skilled in reading, but most importantly, our children love nothing more than getting lost in the pages of a book. Early reading is high on our agenda and we recognise that the early years of a child's life are crucial. The experiences that we offer the children in the Foundation Stages and Year 1 are fundamental in laying the foundations for future reading success. Reading interest is sparked in our children from day one and children have picture books to read from nursery, leading to phonic based books and on to more complex novels as they reach KS2. Class libraries, mystery readers, daily reading, initiatives to encourage regular reading and celebrations of authors are just some of the many experiences we provide for our children.

Curriculum Design

Our English Curriculum has been carefully designed, planned and organised to ensure breadth, balance and depth for every learner at WSO, irrelevant of their age or ability. We have tailored an English curriculum around high quality integrated curriculum concepts that have been carefully selected to ensure that they engage all pupils. The concepts chosen have a direct link to the foundation subject(s) or science. This ensures our children are fully immersed in their topic and this in turn, moves children towards a deeper level of understanding, where they use and apply skills and knowledge in different areas. Reading at WSO is primarily linked to our concept-based curriculum work, alongside bespoke guided reading sessions, that focus on key reading skills. We are determined to prepare our children for their future education and beyond and promote the acquisition of new vocabulary and reading skills as the primary focus. Our reading lessons prioritise the barriers our children have in their learning by using reading skills characters in KS1 and VIPERS in KS2, placing emphasis on the key reading skills so that children are equipped to apply these to a multitude of different scenarios.

Reading

Our reading curriculum is designed to produce productive, creative and well-educated students. The challenging and ambitious expectations of the British National Curriculum are reflected in our aims and beliefs of how reading should be taught at WSO. Pupils within our school are taught to read fluently and encouraged to read for pleasure. As children progress through the school, there are opportunities to read modern and classic fictional novels. The range of texts in school offer support for those who need it. There are texts that offer phonics support within contexts that older children can enjoy reading and similarly, there are texts that offer challenge and sophisticated structures written in a context that is not too mature for the age of primary school children. At WSO we cater for the varying needs of our children, ensuring that we promote a love of reading, irrelevant of the children's ability or age. Our curriculum is broad; bringing all

pupils into contact with a range of areas of learning and experiences and in order to acquire knowledge and understanding, our children are taught to comprehend, interpret and apply reading skills to a range of scenarios. We teach children, through guided sessions, the skills of inference, explanation and interpretation and encourage them to apply this to a range of 'real life' texts.

To further promote reading at WSO we use a variety of strategies and resources including:

- A wide variety of fiction and nonfiction books to ensure children read a variety of genres and text types.
- Decodable books for children learning to read.
- Daily synthetic phonics sessions take place from nursery to year 2 and in cases where children still require the teaching of phonics in KS2 it is done through specialised phonics interventions and the use of a phonics reading scheme that is based on a context aimed at their age range.
- Children have high quality whole class reading sessions. These lessons are focused on word reading and discussion, incorporating comprehension (particular inference and deduction), exploration of vocabulary and dictionary skills.
- Excellent use of the library area where children are encouraged to read in their own free time.
- Reading promoted in the form of visits from authors, book weeks and book fairs.
- High quality texts used in school across all subjects.
- Children are challenged to read five times per week to ensure they develop the habit of reading widely and often and to acquire a wide vocabulary to support them in their use of grammar and linguistic conventions for reading, writing and spoken language.

Whole Class Reading Sessions

Whole class teaching of reading allows teachers to plan activities that allow children to practise using the relevant reading skills: vocabulary, inference, prediction, explain, retrieval and summarise (VIPERS). It also allows the teacher to work with the children that need it the most at that time. We do not believe that children with SEND should be removed from whole class reading sessions, immersing them in the language, rich environment where they are supported by their peers is the perfect environment for effective learning to take place. Differentiation is achieved in many ways: the difficulty of the text the children are working on; the questions the teacher is asking or the level of support they are receiving. Teaching the whole class the same objective removes the problem of independent groups, it allows our teachers to focus on one objective in depth and better prepare children for the expectation of written responses at the end of each key stage.

Library

Children have opportunities to visit the school Library on a bi-weekly basis. Children are encouraged to read for pleasure at home and at school and the books stocked in the library are chosen and organised by our school librarians.

Phonics

Daily discreet phonics lessons are taught in differentiated groups that are suitable for the child's phase of learning. A synthetic scheme is used in school which is a fun and interactive way to support children in learning how to read and write. To promote high quality phonics teaching at WSO we use a variety of strategies and resources including:

- Quality daily phonics lessons that last between 20-25 minutes.
- Careful differentiation for all ability groups, addressing the variety of needs of children, including with special educational needs and more able children, based on ongoing formative assessment and teacher judgement.

- Well planned interactive lessons, delivered at a fast pace, that keep children engaged.
- Opportunities to reinforce and apply acquired phonic knowledge and skills across the curriculum.
- The provision of decodable reading books for children to apply their phonic knowledge.

As children's reading develops at different rates, phonics teaching is tailored to each child and their ability. Children are expected to sit a phonics screening assessment in year 1 that tests their knowledge of phonics sounds. The children that do not pass the phonics screening check are given appropriate support and materials to ensure they catch up. To support these children we ensure they continue to receive daily phonics at the relevant phase and daily reading in either shared reading, one to one reading or guided groups. These children also become a focus within lessons and they are encouraged to read a range of books that are tailored to support their learning of phonics sounds whilst being written in a context that is suitable for their age. This continues into KS2 if the children are still not secure in their phonics sounds.

Writing

At WSO we aim to inspire children and encourage the development and application of imagination. We develop the children's ability to produce well-structured, detailed writing in which the meaning is made clear and which engages the interest of the reader. Attention is paid throughout the school to the formal structures of English, grammatical detail, punctuation and spelling. The WSO writing approach enables children to write independently for a variety of audiences and purposes within different subjects. A key feature is that children internalise the language structures needed to write through 'talking the text' as well as close reading. The approach moves from dependence towards independence with the teacher using guided teaching to develop the ability in children to write creatively and powerfully. Teachers model and incorporate the use of phonics and spelling strategies during shared writing sessions and they are given frequent opportunities in school to write in different contexts and for a variety of purposes and audiences, using quality texts as a model.

Handwriting

Presentation of written work reflects the awareness of the writer to the needs of his or her audience. Our ultimate goal is for pupils to achieve a fast, flowing, joined, legible style of writing. In order to achieve this, we are aware of the need for a consistent approach to the teaching of handwriting across the key stages. Our aim is for all children to write fluently, legibly and with increasing speed and to understand the different forms of handwriting used for different purposes by the end of KS2. Handwriting is a cross-curricular task and will be taken into consideration during all lessons.

Mathematics

At WSO, we deliver a bespoke curriculum based on the national curriculum for mathematics in England, and therefore aim to:

- Develop students' ability to quickly, efficiently and accurately recall facts and procedures so they are fluent in the fundamentals of mathematics.
- Encourage students to reason mathematically by following a line of enquiry, conjecturing relationships and generalisations.
- Support students to demonstrate their learning and justify and prove their ideas and reasoning clearly and creatively using appropriate mathematical vocabulary.
- Provide students with the toolkit to become problem solvers, applying their mathematics knowledge and skills to a variety of routine and nonroutine problems with increasing sophistication and difficulty.













- Deliver an engaging and exciting curriculum to create a culture where maths is fun, and there is no fear of failure as mistakes are an integral part of our mathematical learning journey.

Mastery approach - Mathematics is taught using the mastery model. Mastering mathematics means students acquire a deep, long-term, secure and adaptable understanding of concepts and procedures that they can apply flexibly in a vast range of contexts with, rather than a temporarily retained set of steps or rules to rote learn and follow.

Pace - The expectation is that most pupils will move through the curriculum coverage at broadly the same pace. However, decisions about when to progress are based on the security of students' understanding and their readiness to progress to the next stage. Students who are not confident or sufficiently fluent with a concept or procedure are provided with additional support and time to consolidate their understanding before moving on. Unlike previous approaches to mathematics, where students who rapidly grasped concepts were accelerated through new content, those students who grasp concepts quickly are instead challenged with rich and sophisticated problems using 'Star Challenges' in Key Stage One and 'Maths Master Challenges' in Key Stage Two. Students are also regularly encouraged to showcase their mastery level of understanding by teaching the concept to others, since "teaching is the highest form of understanding" - Aristotle.

Inclusivity - Mastery mathematics at WSO is an inclusive approach which complements our belief as a High-Performance Learning School that we should not have ceilings on students' potential; removing the perception that there are those who can and cannot 'do maths'. At WSO, all students are offered access to the full mathematics curriculum, and we therefore do not 'set' our students during the primary years. However, we are fully aware that our students are on individual learning journeys so differentiation, personalisation and individualisation within units and lessons is still a highly important element of the planning and teaching of mathematics.

Concrete, pictorial, abstract (CPA) - To develop and support students' understanding of the mathematical structures and concepts being presented to them, we have a range of concrete mathematical resources in classrooms so that students can begin by touching the maths, including Numicon, Base 10, tens frames and counters. Alongside this, we also offer a variety of pictorial representations and models that students can use when they have grasped a concept using concrete equipment. These include number lines, images, bar models, part-whole models and much more. Once students have a secure understanding of concepts using concrete and pictorial resources, they are ready to move on to abstract questions. Abstract mathematics relies on the students understanding a concept thoroughly and being able to use their knowledge and ability to apply this in to answer and solve problems in contexts, without equipment or images.

Column method using base 10. 48-7	Children to represent the base 10 pictorially.	Column method or children could count back 7.																		
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Maths Meetings - We adopt a consistent and systematic lesson structure that students throughout the primary years are familiar with, ensuring they are consistently exposed to a range of varied fluency, reasoning and problem-solving based learning opportunities.

A vital component of this structure is the 'Maths meeting' that take place at the start of each lesson. The purpose of these 3-5-minute slots is to revise and revisit previous learning from topics that have already been taught within the same year of study, or from the programme of learning from previous years. They engage students in low-stake, high-impact retrieval practice. Maths meetings focus primarily on key fluency concepts and involve a mixture of independent and paired work, brief discussion with the teacher and

sometimes guided practice. Through this regular retrieval practice, we can support students so that they become secure in their knowledge of number facts and in their recall and use of calculation strategies.

Times Tables - In line with the national curriculum of England expectations, by the end of Year Four, all students are required learn and recall their times tables fluently, up to and including the 12 times tables. At WSO we place a lot of emphasis on the learning of these multiplication and related division facts, as there is a plethora of educational research showing that times tables are essential for future success in mathematics.

Integrated Curriculum

The Integrated Curriculum is an innovative and relevant way of organising and teaching the UK National Curriculum. It includes the subjects of Reading, Writing, Science, Geography, History, Art, Design Technology, Computing and the UAE Ministry Subjects.

The curriculum objectives are structured into units with the intention of building conceptual understanding. For example, Units centred around the concepts of Civilisation, Design, Exploration, Change or Wellbeing are structured to include learning from all of the separate subjects in the National Curriculum, in a way the combines curriculum objectives to support a deeper conceptual understanding. The larger concepts are also supported by the exploration of supporting concepts.

From the outset, all children know the Big Question that they are attempting to answer through their learning throughout the Unit. The ability of the children to answer this Big Question is continuously readdressed through the accumulation of broad, but collected knowledge and skill from across the curriculum.

This culminates in a Big Project. Students express their understanding through this end of unit project. Examples include the creation of websites, vlogs, dioramas, presentations, models, extended pieces of writing and many more. There is a significant degree of choice around the exact format of the Big Project outcome, with the options for children to curate their learning based on what resonated with them personally and what they feel is most relevant to the intended audience. The exact unit content is laid out in the year group sections of this booklet below.

For example, the Big Concept of Belonging is taught in a unit in Year 1 that incorporates curriculum objectives from the subjects of Reading, Writing, Maths, Science, Art, DT, Computing, UAE Social Studies and Geography. As part of this unit, the supporting concepts that are also explored are culture, religion, nationalities and citizenship. The Big Question that is constantly referred to and is being answered by the students through their learning in this unit is "Where do I belong?" This question is purposely open ended, with no definitive answer and with opportunities for students to express divergent and authentic answers. The Big Project that this unit culminates in is an art festival to show representations of family. This includes visual art and performance art (Dance, Music, Drama)

There are many reasons that WSO has developed the Integrated Curriculum. Most importantly it ensures that what our children are learning is relevant to them as individuals, personalised in a way that raises engagement and performance, and fosters the ability to transfer learning from one domain to another at an early age. This means that they are ready for the next chapter in their story.

Specialist Subjects

Islamic Education

WSO Islamic curriculum has been designed based on the MOE curriculum expectations and aims at: -

- Strengthening their relationship with the Holy Quran as it is the primary source of knowledge, behavior, values, taste and beauty in order to build a Quranic mentality and personality.
- Strengthening their relationship with the Hadith as it is the second source of legislation which explains the judgments, knowledge, values, and behavior of the Holy Quran.
- Establishing their full understanding of the Islamic values and applying them in daily life as derived from the concept of "Ihsan".
- Planting the indeed love of the prophet Mohammed (S.A.A.W.) into the students' hearts by letting them understand that he is the best model should be followed in all aspects of life.
- Developing the critical thinking which always searches for reality and looks forward to the certainty.

Islamic Education is taught in Arabic for our students who are Arabic native speakers and is taught in English for students that they do not speak Arabic as a first language. Our Primary students get the opportunity to come in to Islamic twice a week where they get the opportunity to memorise Surahs from the Holy Qur'an following the rules of Tajweed and most importantly reflect on their understanding on the selected Surahs.

We, in Islamic Department, provide students with opportunities to also learn the guidance of the Prophet Muhammed P.B.U.H. and analyse the learned lessons in an innovative way. They also learn about the Islamic values and, most importantly, get encouraged to apply them in daily life in their broaden community.

There is no doubt that enrichment activities are of great significance. Therefore, we were truly proud to provide our students with the opportunity to come into school in the morning and practise new Surahs twice a week in Term 2 and 3 last year. We are very much looking forward to extending the successful morning Qur'an classes again this year. Moreover, we will continue to offer the Shining Stars Academy in which our students enjoy learning through performances.

Arabic A

حيث يتعلم الطلاب اللغة العربية من خلال اللعب والغناء وبطريقة مرحية. وابتداءً من الصف الأول يتم تقسيم الطلاب لفصول تعلم اللغة العربية كلغة أولى وفصول تعلم اللغة العربية كلغة ثانية، ففي الصف الأول يأخذ الطلاب حصتان خلال الأسبوع وفي باقي المراحل 4 حصص أسبوعيًا. تدمج فيها مهارات اللغة الأربعة قراءة وكتابة واستماع وتحدث. ويتم فيها تقديم اللغة كمهارة ومعرفة كما أننا نعتمد في تدريس اللغة العربية على أن يكون الطالب هو محور العملية التعليمية حيث إنه هو من يبحث عن المعلومة وعلى طريقة تعلمها من خلال مشروعات مستخدمًا فيها فنون مختلفة من تمثيل وعرض وإلقاء شعر وإنشاد وكتابة قصص أو أبيات شعرية من تأليفه ومن خلال عمل أبحاث. وعقد مناظرات وحوارات على حسب المرحلة العمرية. يتم تفعيل التكنولوجيا بشكل مستمر داخل فصول اللغة العربية. يشارك طلابنا في مسابقات داخلية وخارجية مثل مسابقة النحلة للإملاء مسابقات القراءة (شفرون - تحدي القراءة العربية) وأيضا مسابقات كتابة القصة القصيرة (دار اكسفورد للكتابة) - إلى جانب مسابقات الخط والقراءة وغيرها من الفاعليات لتشجيع طلابنا على تعلم اللغة العربية في المدرسة نشجع الطلاب على القراءة بشكل مستمر فيستخدم الطلاب منصات تحوي الكثير من الكتب المتدرجة مثل منصة عصافير ومنصة برفو برفو والتي تدار من خلال المعلم وأيضا هناك بمكتبة المدرسة قسم خاص بكتب اللغة العربية والذي يحوي على الكثير من الكتب المتنوع بالمجالات المختلفة كل طالب يتعلم اللغة العربية كلغة أولى له حق أن يستعير قصة عربية أسبوعيًا إلى جانب قصتين باللغة الإنجليزية. إضافة لذلك تحتفل المدرسة سنويًا بأسبوع الكتاب بالتنسيق مع قسم اللغة الإنجليزية ويشارك فيه الطلاب بالعديد من الأنشطة القرائية أيضًا تحتفل المدرسة بأسبوع الثقافة العربية وهي فرصة رائعة يشارك فيها الطلاب والمعلمين وأولياء الأمور بأنشطة متنوعة للتعرف على ثقافات وعادات وتقاليد البلدان العربية المختلفة.

وفي سياق متصل تحرص الأكاديمية بشكل دوري على إشراك أكبر عدد ممكن من الطلاب في عرض مسرحي درامي من التراث الثقافي العربي لتتعدد روافد المعرفة للطلاب ويتجدد شغف تعلم فنون اللغة العربية في إطار من الأصالة والمعاصرة
كما سعدنا منذ العام الماضي بإطلاق مبادرة السفراء العرب لتمكين عدد من الطلاب الموهوبين في فنون اللغة العربية من إلهام أصدقائهم والمشاركة في تنظيم فاعليات اللغة العربية بالأكاديمية مما يدعم فرص تطوير مهاراتهم القيادية

Arabic B

At WSO we provide **Arabic Learning experience** lessons for FS students, Children often seem to pick up new words and phrases effortlessly, in the same way they learn English. Their minds are capable of absorbing this new information, giving them an opportunity to quickly begin using a new language with ease and confidence.

We use an **Innovative and creative Teaching and Learning** approach: Students learn **transferable skills**. They can use these skills in other subjects, but they will also stay with them throughout their lifelong learning journey. How do we do that?

We use the **Mastery** approach in Primary where students understand how they learn and have ownership of their learning. This allows for more retrieval, consolidation, personalization, engagement and attainment. Lessons conducted mostly in the **target language** and students encouraged to respond in the Target Language as much as possible (**TALK** resources). We largely focus on **communication**, either spoken or written, looking at progression between **listening** and **speaking**, and **reading** and **writing**. All lessons encourage **critical thinking** using visible thinking routines and we like to **innovate** through ICT and use a variety of online platforms to develop all our learners such as Asafeer reading platform.

Our students participate in internal and external various competitions such as the calligraphy competition, the reading competition, the bee dictation competition, and our keenness within the academy to develop students' leadership skills and build students' self-confidence, the academy is periodically keen to involve the largest possible number of non-Arab students in dramatic theatrical performances from the Arab cultural heritage, in order to multiply the sources of knowledge For students and renewed passion for learning the arts of the Arabic language in a framework of authenticity and modernity.

In addition, we are celebrating the Book Week annually in coordination with the English Department, in which students participate in many reading activities.

At WSO we work on enhancing students' communication skills and competence in the Arabic language, as well as their appreciation of the Arabic culture. empowering students and broadening their scopes. In the Arabic Culture week All the students a cross Academy learning through fun activities, the language, the history, the culture, the people, the food, the arts, the music, the festivals, traditional games, the literature are all guaranteed to take them on a wonderful journey of discovery, fun and excitement.

We have also been pleased since last year to launch the Arab Ambassadors Initiative to enable a number of talented students in the Arabic language arts to inspire their friends and participate in organizing Arabic language events at the Academy, which supports opportunities to develop their leadership skills.

Finally, it is worth considering that learning and teaching Languages is at the core of students' **wellbeing**. **Learning languages teach you resilience, engagement, appreciation of others and yourself, understanding of others and yourself.**

Physical Education

World Class, World Ready. A Sport for Every Child.

Throughout the academic year, students have access to a wide variety of safe, fun and memorable lessons. Our aim is for students to develop a love of sport and activity that stays with them throughout their lives. At the start the year we begin our trials for the DASSA (Dubai Affiliated School Sport Association) and for the DSG (Dubai School Games seasons. After this process, an extensive range of squads, enrichment opportunities and extra-curricular clubs provides a fully inclusive experience for students of all ages and abilities.

The topics that we will be covering this year will be Swimming, Gymnastics, Football, Netball, Basketball, Rugby, Athletics, Tennis, Cricket and Rounders.

Within each lesson, we strive to be active throughout. We include cross-curricular links as well as references to our High-Performance Learning and GroWell models. Our activities are differentiated and specific to each learner, ensuring that everyone is challenged to meet their full potential.

As well as learning key movement skills, students also develop a deeper understanding of the importance of making informed and healthy choices throughout their life. Every two weeks, we communicate student progress via the platform Learning Ladders and via the termly report process.

Every year, we participate in the Dubai Fitness Challenge, now in its sixth year, the DFC puts forward a simple goal: complete 30 minutes of activity each day for 30 days. It's aim is to inspire everyone to create a fitness-focused mindset and seek healthy, active lifestyles. With a month-long calendar of free workouts, exciting fitness events and wellness-centric entertainment, there's plenty of inspiration to keep moving.

Finally, we are an accredited Unified Champion School, an award from the Special Olympics which celebrates a unique combination of inclusive sports, youth leadership opportunities, and whole school engagement to create climates of acceptance, empathy and understanding. Students with intellectual disabilities feel welcome and are routinely included in all activities and opportunities.

Performing Arts

WSO Performing Arts widely promotes the ethos that every child, no matter what age or ability, is 'born to perform'. From FS2 to Post 16, all students are exposed to a unique and innovative Performing Arts skills-based curriculum (Music, Music Theory, Music Tech, Dance, Drama and Set-design) with a team of specialised Music, Dance and Drama teachers.

All students have the opportunity to use the world class facilities for performing arts and there is a huge emphasis on growing the confidence of every single student.

All students are also offered development opportunities during lunchtimes and Enrichment sessions. Our students have the platform to showcase their unique talents on one of the biggest theatres in UAE- our 700 seater auditorium. We are very lucky that we have been able to launch our Theatre Company productions again with live audiences, for the first time in 2 years including: 'Legally Blonde', 'Alice In Wonderland' and 'Macbeth'. We now look forward to starting this years shows: 'Moana', 'Mary Poppins', 'Les Misérables' and 'A midsummer's nights dream.' With live bands, costume, lighting and a whole team of teachers the shows truly are a highlight within the WSO calendar.

We pride ourselves on offering outstanding Performing Arts across the Middle East.

In addition to the Performing Arts curriculum provision, WSO offers an all-inclusive qualification programme in LAMDA, UDO and ABRSM to all students of any ability from FS2 to KS4, with over 400 students enrolled and a 100% pass rate. WSO Performing Arts offers many Performing Arts pathways for all students to extend and continue their Performing Arts journeys after graduating, with alumni students attending prestigious institutions such as: *ArtsEd* (Andrew Lloyd Webber's Drama Conservatoire in London), *AMDA* (American Musical and Dramatic Academy), Liverpool John Moores, Las Vegas School of Performing Arts and SUNY Purchase College in New York. Students also benefit from the Dance Partnerships with UDO Academy and Urdang and have full exclusivity to the UDO Syllabus Street Dance Qualification, weekly industry curriculum support, students can also access the student's trainee instructors Academy.

Modern Foreign Languages

In support of the WSO vision, the MFL Department aims to provide an innovative environment in which all learners can confidently and positively achieve their very best. Through outstanding quality of French, German and Spanish provision, teachers will support and inspire pupils to embark upon a lifelong enjoyment of foreign languages. In addition, the MFL classroom is a place for pupils to enhance their appreciation of other countries and cultures, enabling them to communicate and take their place in a dynamic, globalised society.

MFL teachers, as role models, demonstrate the six values daily, which in turn encourage pupils' attitudes. The MFL classroom is a collaborative and authentic place, where hard work is celebrated. It is also inclusive and we strongly believe that each child can achieve. We encourage all our pupils to become empathetic and agile.

Outdoor Learning

Welcome to GEMS Wellington Academy Silicon Oasis Outdoor Learning.

Outdoor Learning is a truly unique, long term experience, consisting of regular sessions in a natural environment to support the holistic development of our students. Stemmed from a Forest School ethos, Outdoor Learning at WSO combines key life skills and experiences, with a focus on play, fostering resilient, confident, independent and creative learners.

Bob Hughes' theory behind the sixteen types of play in his book, 'A taxonomy of Play Types', and the innate learning experiences that can be found in these moments, are fundamental in Outdoor Learning's approach towards teaching. By combining these with Pyle and Daniels' play based continuum, we can ensure that our student's academic needs and wellbeing will continue to be nurtured, whilst fuelling an intrinsic desire to learn through exciting, meaningful and memorable learning experiences.

Through play students will learn to:

- Connect their new experiences with existing understandings and build new learning.
- Deepen their attention and maintain engagement for longer periods.
- Take an intuitive approach to exploration: trying new ideas and possibilities, revising hypotheses and adapting to change.
- Adopt agency in their learning and adopt early leadership roles.
- Find joy and excitement in learning

Outdoor Learning offers learners the opportunity to take supported risks, appropriate to the environment

and to themselves. Our opportunities are designed to build on an individual's innate motivation, positive attitudes and/or interests. Outdoor Learning uses tools and fires but only where deemed appropriate to the learners, and dependent on completion of a baseline risk assessment. Our experiences follows a Risk–Benefit process managed and reviewed continuously by the Outdoor Learning staff, which are tailored to the developmental stage of the learner.

Outdoor Learning Skills Programme experiences

- Lighting and maintaining a safe fire using the fire pit
- Cooking over an open fire
- Shelter Building
- Learning Knots
- Nature and the local Environment
- Growing your own, gardening and farming
- Orienteering
- Tool work: using fixed bladed, axes, billhooks, hand drills, bow saws.
- Learning Through Play

Year 1

Head of Year Welcome

Welcome! My name is Hannah Milne and I am Head of Year 1 at WSO. Our aim in Year 1 is to provide a smooth transition from the Early Years Foundation Stage to Key Stage One. The Year 1 curriculum builds upon children's existing experiences and extends their learning further through a concept-based approach. Learning through play and continuous provision will continue to be an important part of how our children learn and grow, and the children will gradually be eased into more formal learning as the year progresses. We strive to foster a love for learning, encourage curiosity and develop independence. I look forward to an amazing year ahead!

Islamic Education

As-Salamu Alaikum! My name is Mohammed Solaiman and I am the Head of Academy Islamic at WSO. Our primary aim in Year 1 is to introduce the subject to our young Muslim children skilfully and then to instil into the children's hearts the indeed love of Allah S.W.T. and making them to feel proud of the teachings of their beautiful Religion, Islam. We also aim to build up their Islamic identity and shape their minds with the basic aspects of the Islamic values and most importantly encourage them to apply those values within their day to day lives. Learning through fun and Islamic stories telling are significant pillars of our Islamic teaching for year 1. We look forward to having a fabulous year in Islamic!

Term 1

In term 1, we will be introducing the subject to our future Islamic scholars through several Islamic topics that deal with the very fundamentals of a basic Muslim understanding including, Allah is my Lord, Surat-ul-Ikhlās and then extending their knowledge towards the Islamic values through learning about etiquettes of Islam in cleanliness. They will also get to learn the basic information about our great Prophet Muhammed P.B.U.H.

The topics included in Term 1 are: -

- Allah is my Lord,
- Surat-ul-Ikhlās,
- I am a Muslim I am clean,
- Kindness to animals. (Story Time) and
- His name is Muhammed. (Story of the Prophet's life)

Through term 1, we expect Yr 1 Muslim students to be able to: -

- Explain that being a Muslim means that to believe in one God, Allah S.W.T.
- Conclude that Allah is the Creator of everything.
- Explain the basic etiquettes / manners of Qur'an reciting i.e. Saying Isti'adhah and Basmalah at the beginning of the recital.
- Conclude that Allah is one and not like anyone. He was not born and neither gave birth to anyone.
- Say the names of the Prophet Muhammed's family members.
- Explain that the Muslim should be kind to Allah's creatures.
- Explain that the Muslim should always be clean.

Term 2

In term 2, they will build on what they will achieve in Term 1 and extend their Islamic knowledge gradually through engaging in some critical thinking scenarios in which we will be asking them to think, pair and share their thoughts. They will also be engaged in different Islamic projects such as my "Kawthar can" in which they will be learning on how to seek Allah's pleasure by doing many good deeds including charity giving. They will also get the chance to know about the holy month of Ramadan.

The topics included in Term 2 are: -

- Surat Al-Kawthar
- Allah is Kind and loves those who are kind
- I am a Muslim I say Salam and help others.
- Pillars of Islam
- Ramadan, the month of fasting

Through term 2, we expect Yr 1 Muslim students to be able to: -

- Recite Surat-ul-Kawthar properly with good pronunciation.
- Explain, through Surat-ul-Kawthar, why Al-Kawthar is a special River.
- Suggest some ideas that makes the Muslim win Al-Kawthar River.
- Explain that Allah is kind and Allah loves those who are kind.
- Conclude that saying Salam is one of the most beloved acts in Islam.
- Name the five pillars of Islam.
- Explain that Ramadan is the month when Muslims observe fasting.

Term 3

In term 3, students will begin to learn Surat Al-Feel and identify the story of the people of the elephant. They will also enjoy learning about the manners of eating and the different Duaas to be said at the beginning and the end of a meal.

The topics included in Term 3 are: -

- Surat Al-Feel
- The Story of the People of the Elephant.
- Manners of Eating
- I am a Muslim and I love Qur'an
- I love Ka'bah
- I love Wudou' (Ablution)

Through term 3, we expect Yr 1 Muslim students to be able to: -

- Recite Surat-ul-Feel properly with good pronunciation.
- Explain, through Surat-ul-Feel the main events of the story.
- Conclude the manners of eating and apply them in daily life.
- Say the Duaa before and after eating.
- Say the Hadith about the rewards of reciting the Qur'an and explain its meaning.
- Identify the body parts that should be washed during Wudou'.
- Make a poster of Wudou' steps.

Useful websites

<http://islamhouse.com/en/> and http://www.tvquran.com/minshawi_molem.htm
<http://www.islamicbook.ws/2/> www.eduslamic.com www.sunnah.com

Arabic A

أولياء الأمور الأفاضل شركاء التميز وأهم داعمين رحلتنا في تعليم أفصح اللغات وأهم المهارات أهلاً ومرحباً بكم جميعاً، أود أن أقدم نفسي أنا أ.رانيا محمد مختار رئيسة قسم اللغة العربية بالمرحلة الابتدائية. خلال السطور القليلة القادمة سأصطحب حضراتكم في رحلة تعليم وتعلم اللغة العربية بالصف الأول بالمدرسة. لدى طلاب الصف الأول حصتان لغة عربية بالأسبوع يتعلم طالب اللغة العربية كلغة أولى داخل صف خاص بتعلم اللغة العربية تم إمداده بمصادر تعليمية متعددة ومتنوعة تساعد الطلاب أثناء الدرس على الاستمتاع بتعلم اللغة ومعايشتها. ولأننا على وعي بأهمية هذه المرحلة ودورها الأساسي في بناء وتشكيل شخصية الطفل وعلاقته بلغته الأم لذا قمنا باختيار نخبة متميزة من المعلمين الذين يتميزون بالقدرة على إثارة وتحفيز الطلبة وتشجيعهم على تعلم مادة اللغة العربية من خلال استخدام استراتيجيات تعلم حديثة تساعد الطلبة على التقدم في مهارات اللغة العربية؛ وذلك بسبب شغفهم ومعرفتهم العميقة بمنهج اللغة العربية وطرق تدريسه

نعمل في قسم اللغة العربية بالمدرسة على تطوير مهارات اللغة العربية الأربع: الاستماع والتحدث والقراءة والكتابة، بالإضافة إلى قواعد اللغة العربية والقواعد الإملائية، و تطبيق مجموعة متنوعة من الأنشطة الصفية واللاصفية والمسابقات والأحداث على مدار العام، والتي تنمي مهارات الطلبة اللغوية بالإضافة إلى زيادة حصيلتهم اللغوية وفقاً لمعايير الوثيقة الوطنية.

تعتبر الحلقة الأولى من أهم الحلقات التعليمية فهي بداية تعريف الطالب بأساسيات اللغة وخاصة القراءة جنباً إلى جنب التحدث، لذا يقوم الطلاب خلال الصف الأول بالتعرف على أصوات اللغة العربية نطقها، أشكالها، الأصوات القصيرة والطويلة والتحليل والتركيب بالإضافة إلى الاستمتاع بدراسة قصص مشوقة ومعبرة والتي تحكيها لهم المعلمة أثناء تعلم أصوات اللغة أيضاً هناك الكثير من فرص التعلم التي يتم إعطاؤها للطلاب لبناء شخصياتهم وإعطائهم الثقة بالنفس على سبيل المثال تمثيل الأدوار والغناء والأناشيد والألعاب التعليمية والمشاريع التي يعدها الطلاب كل هذا لجعل الطالب هو محور العملية التعليمية وأيضاً لإعدادهم جيل واعٍ ومفكر وقادر على مواجهة الواقع الخارجي وحل مشكلاته.

ولتنمية مهارة القراءة لدى طلبتنا هذا العام سنقوم بالاشتراك في منصة عصافير التي تتيح للطلبة العديد والعديد من القصص التي تناسب جميع الأعمار وجميع المستويات حيث أنها تبدأ بمجموعة من القصص بدون كلمات صور فقط وتندرج إلى المستويات الأكثر صعوبة وفقاً ، بالإضافة إلى أنها تلي حاجات وميول الطلبة، مما يساعد الطالب والمعلم وولي الأمر على متابعة تقدم الطلبة في مهارة 21 لتصنيف عربي القراءة كمنصة قراءة إلكترونية، وقد بدأنا بالفعل في إجراءات ابتكار حساب لكل طالب ، وفور حصولنا على بيانات الطلبة سوف نرسلها لحضراتكم من قبل معلم المادة.

أما عن القصص المطبوعة فقد خصصنا مكاناً في مكتبة المدرسة لقصص باللغة العربية، حيث يُسمح للطلبة بالحصول على كتاب باللغة العربية أسبوعياً من خلال أمين المكتبة المتواجد في مكتبة المدرسة، تم تقسيم الكتب بالمكتبة وفقاً لمراحلهم العمرية والتي تناسب ميولهم ورغباتهم أيضاً.

ولا شك أن نجاح عملية التعليم والتعلم يعتمد على التعاون المشترك بين المدرسة والبيت، وأن ما يقدم داخل المدرسة يحتاج أن يستكمل ويتابع في البيت. ولذلك نحن نتطلع إلى أن نحقق شراكة نوعية بين المدرسة والبيت يكون المستفيد الأول منها أبنائنا وبناتنا. هذه بعض الموجهات التي ستوضح لك كيف بُني منهج الصف الأول، وكيف يمكنك أن تساعد في البيت بشكل أفضل.

هذه بعض الموجهات التي ستوضح لك كيف بُني منهج الصف الأول، وكيف يمكنك أن تساعد في البيت بشكل أفضل.

وسائل الدعم بالبيت:

التحدث باللغة العربية في البيت أكبر داعم لتنمية الحصيلة اللغوية لدى الطالب

تخصيص وقت ومكان للقراءة مرتان بالأسبوع على الأقل

مناقشة الصور الموجودة بالقصص أيضاً الألعاب مثل أنا أرى (هل تستطيع أن تجد كلمة تبدأ ب...، هل تستطيع أن تجد صورة....؟ كم عدد....؟ ويمكن عمل أنشطة فنية بعد القراءة مثل التعبير بالرسم أو كتابة بعض الكلمات بالصلصال أو قص ولصق أو إعادة سرد القصة عن طريق التمثيل

منصة حروفي أول منصة تخدم تعلم اللغة العربية بوسائل متعددة من قصص وأناشيد وفديوهات وألعاب وبطاقات وغيرها

<https://www.youtube.com/c/Madrasa>

<https://mrsasmaa.com/horofi/>

منصة تعلم مع زكريا من المنصات المقترحة والمفيدة في تعلم الحروف الهجائية

<https://www.youtube.com/c/LearnWithZakaria>

Term 1

بدأ طلاب الصف الأول العام الدراسي بكيفية تعريف نفسه باللغة العربية تلى ذلك البدء في تعليم الصوتيات حيث يتم اتباع ترتيب الحروف العربية ترتيباً هرمياً موزعة على مدار العام تم اختيار الحروف في كل مجموعة على أساس سهولة التمييز فيما بينها من ناحية حروف في فترة زمنية متقاربة، كذلك سيتم تدريب الطلاب على قراءة 4 الشكل والنقاط على الحرف، وذلك تمهيداً لتقديم ومراجعة كل الكلمات الأكثر شيوعاً في مرحلة الصف الأول مثل (أنا هو هي هنا هناك كان لا لي لعب رسم). يتم الاستماع إلى قصة مرتبطة بالحرف نفسه وستدربون على قراءة بعض الكلمات ضمن نص قصير ثم تجريد الحرف شفويًا يليه عمل في بسيط لكتابة الحرف تمهيداً لنسخ الحرف بخط النسخ. هناك أيضًا بعض الأناشيد البسيطة التي سيحفظها الطالب خلال الفصل الدراسي الأول مثل نشيد أهلاً أهلاً و نشيد يا مدرستي ونشيد الألوان ونشيد الأرقام.

خلال تدريس الحروف أهم ما يمكن أن تساعد فيه الطالب هو أن تسأله عن القصة وتطلب منه أن يحكي لك قصة الحرف فهذا سيدربه على الفهم والتلخيص ويزيد من حصيلته اللغوية مما يشجعه على التحدث والتعبير سيرفع ثقته بنفسه. القراءة الأسبوعية للطلاب مهمة جداً خلال هذه المرحلة وننصح ألا تقل عن مرتين بالأسبوع. التلطف والتدرج في تدريبه على قراءة وكتابة الحرف بشكل صحيح هو المفتاح. من الهام جداً أن نتحدث مع الطفل باللغة العربية في البيت لتنمية الحصيلة اللغوية ورفع مهارات الفهم والاستيعاب وأياً سيساعد كثيرًا في تعزيز انتماء الطفل للغته الأم.

ستقوم المعلمة بتحديث صفحة اللغة العربية على منصة السيسو وإرسال تحديث أسبوعي لتوضيح ما تم تدريسه خلال الأسبوع وما سيتم الأسبوع القادم أيضًا سيكون هناك واجب أسبوعي اختياري، ولكننا ننصح وبشدة عمله لتنمية مهارات الطالب وسرعة تعرفه على صوتيات اللغة.

سيتم العمل على الأهداف التالية خلال الفصل الدراسي الأول:

- ✓ يتتبع المتعلم المادة المكتوبة حسب اتجاهها الصحيح من اليمين إلى اليسار.
- ✓ يستجيب المتعلم للإيقاعات من خلال تكرار الأصوات والكلمات والعبارات.
- ✓ يعيد المتعلم سرد القصة شفويًا ويتمكن من تمثيلها أو يعبر من خلال الرسم عن أحداثها بترتيب صحيح مستعينًا بالصور أو الذاكرة.
- ✓ يحدد المتعلم العناصر الفنية في قصة قرئت له.
- ✓ يشكل مجسمات لموضوعات مختارة مستخدمًا موادًا مختلفة بعد قراءته أو استماعه نصًا مصورًا.
- ✓ يكتب المتعلم كلمات بسيطة تُعبر عن رسومات
- ✓ يتعرف المتعلم شكل الحروف في (بداية - وسط - نهاية) الكلمة، ممسكًا القلم بطريقة صحيحة
- ✓ يُجيب المتعلم عن الأسئلة للتوضيح مستخدمًا اللغة العربية، (الانصات والاستئذان للتحدث)، ولا تقتصر إجابته على (نعم أو لا)، ولا يقاطع الغير
- ✓ يُسمي المتعلم الأشياء والأفعال المعبرة مستعينًا بصورها
- ✓ يُحاكي المتعلم شفويًا جملة اسمية بسيطة تبدأ باسم إشارة للمفرد (هذا، هذه)
- ✓ يُطابق المتعلم بين المفردات وما تُعبر عنه من صور
- ✓ يذكر المتعلم أسماء أفراد أسرته وأقاربه وطلاب صفه

Term 2

خلال الفصل الدراسي الثاني سيكمل الطلاب رحلة التعرف على أصوات اللغة العربية وقصص الحروف المرتبطة بها ويعيد سرد هذه القصص. أيضًا سيتم خلال الفصل الدراسي الثاني ثقل مهارات التحدث لدى الطلاب من خلال التحدث عن أسرته والأشياء التي يستخدمها من البيئة الخارجية مثل التحدث عن لعبته أدواته كتابه المفضل وكيفية وصف هذه الأشياء أيضًا سيتعلم كيفية وصف نفسه وأسرته وزملائه تمهيدًا لتكوين جملة شفوية صحيحة وقبل نهاية الفصل الدراسي سيتعرف الطلاب على بعض القواعد النحوية البسيطة مثل ضمائر المتكلم أنا و نحن وأيضًا بعض حروف الجر البسيطة ولكن بدون أن نذكر له أنها قواعد نحوية أو أن يتم تخصيص حصص منفردة لها سيقوم الطالب بمحاكاة نمط أو نموذج فقط أثناء التحدث وكتابة الكلمات البسيطة.

وخلال هذا الفصل سنقوم بالتركيز على الأهداف التالية:

- ✓ ينطق المتعلم أصوات الحروف الهجائية ويدرك العلاقة بين أسماء الحروف المكتوبة وأصواتها المنطوقة أو بين الحروف وصوته الذي يقابله
- ✓ يستبدل المتعلم بالصوت الأول أو الأخير صوتًا جديدًا ليكون كلمات جديدة.
- ✓ يستخدم المتعلم السياق والصور لقراءة الكلمات الغير مألوفة.
- ✓ يحاول المتعلم تهجئة كلمات بسيطة مكونة من حرفين صامتين ومد أو الحركات القصيرة.
- ✓ يجيب المتعلم عن الأسئلة في قصة أو أنشودة قرئت له.
- ✓ يكتب المتعلم الحروف الهجائية وبعض الكلمات البسيطة محاكيًا نمطًا
- ✓ يُنفذ المتعلم توجيهات من خطوتين أو ثلاث خطوات، بعد استماعه نصًا بانتباه، مراعيًا آداب الاستماع والمحادثة
- ✓ يتحدث المتعلم بصوت مسموع، ويُعبر عن أفكاره ومشاعره وآرائه بوضوح حول موضوعات متعددة
- ✓ يصغي المتعلم إلى المادة المسموعة، ويعيد سرد قصة سمعها، ويربط ما يسمعه بقصة حقيقية حدثت معه مع ذكر بعض التفاصيل
- ✓ يستخدم رسومات أو وسائل مرئية أو أشياء خاصة به (لعبة، كتاب، أدوات) ليعرضها ويتحدث عنها أمام زملائه
- ✓ يُفسر المتعلم الكلمات من خلال مثير بصري وحركي
- ✓ يُحاكي المتعلم شفويًا جملة اسمية بسيطة تبدأ بضمير منفصل للمتكلم (أنا، نحن)
- ✓ يُوظف المتعلم شفويًا بعض حروف الجر في جملة بسيطة (في، من، إلى)

Term 3

يعتبر الفصل الدراسي الثالث وقت مهم جدًا لطلاب الصف الأول حيث أنه وقت إنتقالي للطلاب من مرحلة التعرف على الحرف مجرد لما سيتعلمه في الصف الثاني كلمات وجمل بسيطة ومركبة لذا فسيكون هناك تركيز أكثر على مخرجات التعلم يسكون هناك مشروعات أثناء هذا الفصل الدراسي في نصف الفصل وبنهاية الفصل المشروع الأول سيكون سرد أي قصة من القصص التي تعلمها خلال العام مع وصف القصة وتسلسل الأحداث وابداء رأيه فيها والمشروع الأخير سيكون تأليف قصة بسيطة جدًا مدونة من قبل المعلمة أو معبرًا عنها بكلمات مناسبة لمستواه لذا سيتم العمل خلال هذا الفصل بشكل تدريجي وحتى اتمام المشروعان. أيضًا خلال هذا الفصل سيتدرب الطلاب على سرعة القراءة بشكل أكثر وأسرع.

وفيما يلي الأهداف الخاصة بالفصل الدراسي الثالث:

- ✓ يحلل المتعلم الكلمات الجديدة إلى أصواتها ويكون كلمات جديدة من مجموعة من الأصوات.
- ✓ ينشئ المتعلم كلمات تتشابه في الإيقاع.
- ✓ يقرأ المتعلم كلمات مألوفة قراءة سريعة وصحيحة في حدود 10 كلمات.
- ✓ يقرأ المتعلم قصصًا قراءة جهرية (القراءة المشتركة)
- ✓ يحفظ المتعلم (6) أناشيد قصيرة تتألف من (5-6) أبيات، موضوعاتها الألعاب والأسرة والعيد
- ✓ يجيب عن الأسئلة وي طرح أسئلة أخرى عن الكلمات الغير مألوفة.
- ✓ يربط المتعلم بين الصور التي يشاهدها والأحداث المناسبة لها.
- ✓ يعبر المتعلم عما ورد من معلومات في نص قدم له بتسلسل منطقي.
- ✓ يُجيب المتعلم عن أسئلة حول موضوع محبب له من خلال الصور وكتابة الكلمات البسيطة
- ✓ يُولد المتعلم أفكارًا فرديًا أو جمعيًا لتكوين - تأليف قصة، يدونها له المعلم
- ✓ يُجيب المتعلم عن أسئلة حول موضوع محبب له من خلال الصور وكتابة الكلمات البسيطة
- ✓ يُولد المتعلم أفكارًا فرديًا أو جمعيًا لتكوين - تأليف قصة، يدونها له المعلم
- ✓ يُحاكي المتعلم شفويًا جملة اسمية بسيطة تبدأ بضمير منفصل للغائب (هو، هي)، والمخاطب: (أنت، أنت)

Arabic B

I would like to introduce myself as Mrs Rania Mohammed, Arabic Head of Department in Primary at WSO. The Arabic team in primary have the ability to enthuse and motivate the children due to their passion, deep knowledge and love of literature. In Arabic B, the focus will be on developing the four skills, which are listening, speaking, reading and writing, in addition to the rules and structure of the Arabic language. There will also be a wide variety of classroom and extra-curricular activities, competitions and events throughout the year. The material presented will be appropriate for the years your child has studied Arabic. Students will practice reading some simple texts, analyse them, and understand their meanings. Students will also use the new vocabulary in different contexts. Students will learn about connected pronouns and how to use them correctly.

In WSO we are offering great opportunity to our yr1 students by teaching them Arabic for 2 lessons weekly as an introduction to The Ministry of Education's framework for learning Arabic as an additional language which starts in year 2 . The department's focus is to enable our students to communicate in real life situations.

Term 1

Term 1 will focus on listening and speaking skills to make the students more familiar with language through songs and educational games , then the focus will be on phonics which will be divided and continue with students the whole year.

At first, students study the alphabet by learning its short sounds divided into groups, and that will be through teaching some stories and topics appropriate for the first grade. Topics that will be taught in the first semester (number , feeling).

These will include:

- Stories (3asafeer Stories)
- Songs .

During this term, the focus will be on developing the following aspects in your child gradually and smoothly:

- Listen carefully to instructions and follow one or two steps.
- Use gestures and body language when responding to some audible instructions, such as: (Stand up, sit down, write, turn the page) term1
- Understand the concept of the turn and the etiquette of speaking and not interrupting others, and listening to them when they speak
- Distinguish the first sound from a word, and the common sound in several words.
- Say the sounds of the alphabet, and realizes the relationship between the names of the written letters .
- Recognizes the shape of the letters in the (beginning - middle - end) of the word, holding the pen correctly.
- Complete drawing various lines such as: horizontal, vertical, diagonal and dotted line. He writes the letters of the spelling and some words, following the punctuation, holding the pen correctly.
- Names objects and actions with the help of their images.
- Match vocabulary and the related pictures

At the end of the term, students will be able to present what they had learnt through songs and they will show more confidence in using the language

If you want to learn more about supporting your child at home in Arabic, keep an eye out for our KS1 parent engagements.

Term 2

In this term, the students will continue learn alphabet through phonics planning which will lead them to smoothly and gradually develop their reading skills , first we will focus on familiar words then will extend to

unfamiliar words , also in this term will be focusing on speaking and listening skills through songs and story reading .

In this term will continue going with phonics lesson and start with long sounds and how to create simple words from 2 to 3 sounds.

These will include:

- Dialogues .
- Stories (3asafeer books)
- Songs .

During this term, the focus will be on developing the following aspects in your child:

- Classifies vocabulary according to: (numbers, days of the week).
- Say vocabulary related to feelings and adjectives (synonyms, opposites).
- Understand words through visual and authentic resources
- Write alphabets and some simple words, following a pattern.
- Verbally simulate a simple sentence that begins with a speaker pronoun (I)

At the end of the term, students will be able to present what they had learnt through songs and they will show more confidence in using the language

If you want to learn more about supporting your child at home in Arabic, keep an eye out for our KS1 parent engagements.

Term 3

In the third term, students will complete the study of the remaining alphabet by learning short and long sounds and that will be through teaching some stories and topics appropriate for Yr 1.

Topics that will be taught in the third term

(Animals- shapes). Students will apply these lessons through different activities that cover all language skills .

Here are some helpful links:

<https://www.youtube.com/watch?v=b-bHLzYVc5c>

<https://www.youtube.com/watch?v=b-bHLzYVc5c>

<https://www.youtube.com/watch?v=0xYTcZvVCuI>

There will be more resources and details in weekly home learning.

Different resource will be used to develop the skills of listening, speaking, reading, and writing in Arabic.

These will include:

- Dialogues .
- Stories (3asafeer books)
- Songs .

During this term, the focus will be on developing the following aspects in your child:

- Use drawings, visual media, or his own objects (game, book, tools) to present and talk about it in front of his colleagues
- Spell simple words consisting of two letters silent and extended, such as: (said, light, fig) or short vowels, such as: (books, games, lesson), to be able to read them
- Replace the first or last phoneme with a new sound, to build a new word (door-mouse EX..) or an inverted word.
- Verbally simulate a simple sentence that begins with a demonstrative name to singular (this, this) .

At the end of the term, students will be able to present what they had learnt through songs and they will show more confidence in using the language.

If you want to learn more about supporting your child at home in Arabic, keep an eye out for our KS1 parent engagements.

English (Phonics, Reading and Writing)

My name is Minal Patel and I am one of the English subject coordinators here at WSO. Our principal aim for English in key stage 1 is to promote a high standard of literacy by equipping pupils with a strong command of the written and spoken word and to develop their love of literature through widespread reading for enjoyment. Throughout key stage 1, pupils at WSO learn phonics, spelling, punctuation and grammar rules, as well as subject-specific vocabulary within our integrated curriculum. The quality of language that children hear and speak is vital in the development of their vocabulary. We recognise the importance of storytelling and build in 'Talk for Writing' in order to develop children's confidence and ability to imitate the language they need for writing.

Phonics

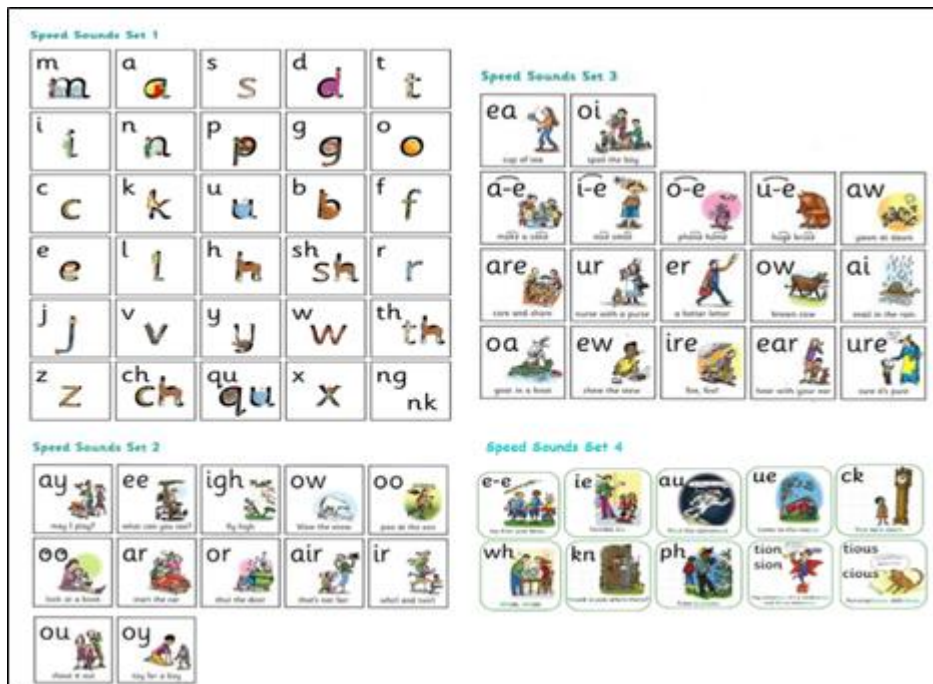
Throughout key stage 1, children are taught phonics on a daily basis. We follow the Read, Write, Inc. phonics programme which provides a comprehensive and systematic programme for teaching phonic skills starting with initial sounds, blending and segmenting.

During Year 1, teachers build on work from the foundation stage, ensuring that pupils can sound and blend unfamiliar words quickly and accurately using the phonic knowledge and skills that they have already learnt. The children continue to learn new sounds, whilst revisiting and consolidating those learnt earlier. Their phonic knowledge and ability to blend sounds will be supported by the provision of reading books appropriate for their phonic knowledge and skill.

By the end of Year 1, pupils are able to read decodable words without overt sounding and blending and recognise 'red' words by sight. Those who are slow to develop this skill are given intervention and extra practice. Children have been subscribed to the website Literacy Planet, where they can play games which allow them to consolidate and apply their phonic knowledge.

Websites to support at home:

- RWI - [Official RWI videos for parents](#)
- Literacy Planet - <https://www.literacyplanet.com/>
- Phonics Play - <http://www.phonicsplay.co.uk/>
- Top Marks Phonics - <https://www.topmarks.co.uk/english-games/5-7-years/letters-and-sounds>
- Top Marks Spellings - <https://www.topmarks.co.uk/english-games/5-7-years/words-and-spelling>
- Oxford Owl books - <https://home.oxfordowl.co.uk/reading/free-ebooks/>



Reading

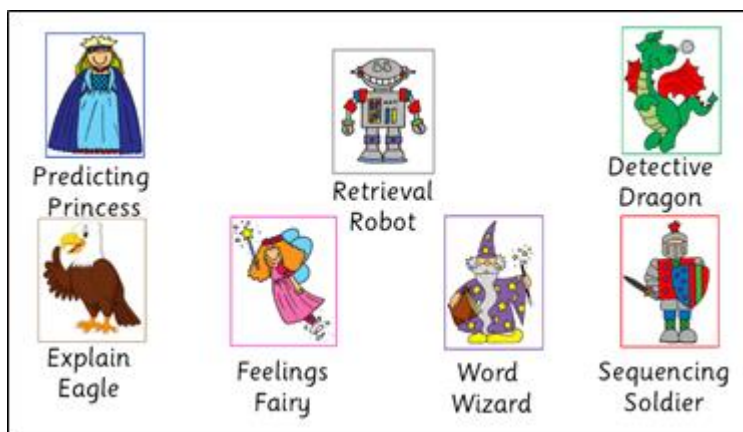
At WSO, we have a strong belief that it is not only our duty to provide the teaching of reading but we strive to ensure that children develop a lifelong love of reading, and this begins in key stage 1.

Our main focus is to ensure that children are developing their comprehension, decoding skills and fluency during school reading sessions. In key stage 1, children take part in whole class guided reading sessions in order to develop and deepen their comprehension skills and also have weekly individual reading time with their class teacher in order to develop their fluency. The national curriculum objectives inform our guided reading sessions and texts are carefully selected to suit the concept of the integrated curriculum in order to deepening the children's understanding of the concept, whilst developing their key reading skills.

Additional to guided reading sessions, the children are provided with numerous books appropriate for their reading level, including Oxford Tree reading books based on their reading level, books from our extensive library collection, and e-books allocated by their class teacher on the website Bug Club. Additionally, the children have access to comprehension texts and questions on the website Literacy Planet.

Websites to support at home:

- Bug Club - <https://www.activelearnprimary.co.uk>
- Literacy Planet - <https://www.literacyplanet.com/>
- Oxford Owl books - <https://home.oxfordowl.co.uk/reading/free-ebooks/>



Writing

At WSO, writing is incorporated into our integrated curriculum. This approach ensures pupils have exciting, meaningful and purposeful opportunities for writing, allowing them to use their creativity whilst developing their sentence structure, punctuation, grammar and handwriting skills. Pupils' writing during Year 1 will generally develop at a slower pace than their reading. This is because they need to encode the sounds they hear in words (spelling skills), develop the physical skill needed for handwriting, and learn how to organise their ideas in writing. In key stage 1, we ensure a sufficient amount of time is spent teaching the different spelling patterns, such as learning that there are different letters for the same sound (such as ow, oa and o_e), and ample opportunity is given to apply their phonic knowledge to spell these words. Children are also given discreet handwriting lessons, to ensure their letter formation, sizing and pencil grip are all appropriate. In Year 1, pupils are taught to write a 'high five sentence', which allows them to assess whether they have all the necessary features of a good sentence.



Term 1

Writing

Within their integrated curriculum concept of 'Our World', children will be taught and assessed on objectives based on letter formation, spacing between words, forming a simple sentence by saying it aloud then writing it, and spelling words using the phonemes that they know so far. The text types they write will include descriptive sentences and a short narrative. The Talk For Writing approach will be used to develop their spoken language and ensure they are able to imitate story writing language.

Reading

Guided reading sessions at school will support your child's fluency and reading comprehension. Home reading books and a reading communication book will be sent home each week and children will have the opportunity to visit the library every week. Please support your child by reading with them daily at home, for a maximum of ten minutes. Keep these reading sessions short, fun and engaging to support us in developing a love for reading. During and after reading, remember to discuss the book with your child and ask them questions about what they have read. Whenever they have read at home, fill in the reading communication book as this encourages them and informs the class teacher of their reading habits. Children can also log in to Bug Club to read books digitally at <https://www.activelearnprimary.co.uk>.

Term 2

Writing

In Term 2, in their unit 'Out Of This World', children will begin to develop their writing skills further, by developing their use of a capital letter and full stop to begin and end a sentence, using the word and to join words and clauses, extending their vocabulary and use of adjectives to describe nouns and choosing appropriate words and sentence openers from word banks. Children will be introduced to and given the opportunity to write their own letters and instruction texts, as well as more detailed and ambitious descriptive writing.

Reading

Guided reading sessions at school will support with your child's fluency and reading comprehension. A Home reading books and a reading communication book will be sent home each week and children will have the opportunity to visit the library every week. Please support your child by reading with them daily at home, for a maximum of ten minutes. Keep these reading sessions short, fun and engaging to support us in developing a love for reading. During and after reading, remember to discuss the book with your child and ask them questions about what they have read. Whenever they have read at home, fill in the reading communication book as this encourages them and informs the class teacher of their reading habits. Children can also log in to Bug Club to read books digitally at <https://www.activelearnprimary.co.uk>.

Term 3

Writing

In Term 3, in their unit 'Our Changing World', children refine the writing skills they have learned in terms one and two and learn many of the spelling and punctuation rules. Objectives covered include learning about the use of a question mark and exclamation mark, learning to use a capital letter for proper nouns, learning about prefixes and suffixes and spelling the days of the week and all Year 1 common exception words. Pupils are given the opportunity to apply all the skills they have learnt to both fiction and non-fiction texts.

Reading

Guided reading sessions at school will support with your child's fluency and reading comprehension. Home reading books and a reading communication book will be sent home each week and children will have the opportunity to visit the library every week. Please support your child by reading with them daily at home, for a maximum of ten minutes. Keep these reading sessions short, fun and engaging to support us in developing a love for reading. During and after reading, remember to discuss the book with your child and ask them questions about what they have read. Whenever they have read at home, fill in the reading communication book as this encourages them and informs the class teacher of their reading habits. Children can also log in to Bug Club to read books digitally at <https://www.activelearnprimary.co.uk>.

Mathematics

The principal focus of mathematics teaching in key stage 1 is to ensure that students develop confidence and mental fluency with whole numbers, counting and place value. This involves working with numerals, words and the four operations, including with practical resources (for example, concrete objects and measuring tools).

At this stage, students should also develop their ability to recognise, describe, draw, compare and sort different shapes and use the related vocabulary, as well as using a range of measures to describe and compare different quantities such as length, mass, capacity/volume, time and money.

By the end of Year Two, students should know the number bonds to 20 and be precise in using and understanding place value. An emphasis on practise and frequent recall at this early stage will aid fluency. Students should be able to read and spell mathematical vocabulary, at a level consistent with their increasing word reading and spelling knowledge at key stage 1.

Supporting at Home

Support Resources on Seesaw

Knowledge organisers containing further information about each unit along with worked examples and vocabulary will be shared by class teachers via Seesaw at the start of each unit of study. Additional practise

booklets will also be shared by class teachers via Seesaw so children can consolidate their learning at home.

Apps

It is mandatory that all Year One children have the following apps downloaded on their devices ready for school:

- NumBots
- White Rose 1-Minute Maths
- Times Tables Rock Stars

Online Games

To further support your child's learning in maths, here are some highly recommended games:

- Daily 10 Mental Maths Challenge - <https://www.topmarks.co.uk/maths-games/daily10>
- Hit the Button - <https://www.topmarks.co.uk/maths-games/hit-the-button>

Links to further games to support your child's learning can be found here:

- [Counting](#)
- [Ordering and Sequencing](#)
- [Addition and Subtraction](#)
- [Multiplication and Division](#)
- [Shapes](#)
- [Money](#)
- [Measures](#)

Term 1

Number and Place Value to 10:

This unit focuses on children's ability to recognise, represent and manipulate numbers to 10.

Children will learn to:

- recognise and count different representations of numbers to 10
- use a ten frame to help structure their counting and reasoning
- count backwards from and within 10
- recognise 'one more' as a number increasing and 'one less' as a number decreasing
- compare and order numbers to 10, using the $<$, $>$ and $=$ symbols as well as concrete and pictorial representations to support their reasoning.
- recognise and use ordinal numbers and vocabulary to continue and describe number sequences

Addition and Subtraction within 10:

This unit focuses on addition and subtraction using number bonds within 10 and number bonds to 10. It is important that over time children become fluent in these facts because they are the foundation for future number facts. By the end of this unit, students should be able to make explicit link between addition and subtraction facts.

To do this, children will learn to:

- use formal addition for the first time through the idea of 'count all' and 'count on' strategies

- develop an understanding of the commutativity of addition – the idea that addition calculations can be performed in any order, but subtraction cannot.
- use formal subtraction for the first time: they count backwards, count how many are left, break apart a whole and find the difference
- solve one-step problems involving addition and subtraction
- reason with addition and subtraction facts and compare them to numbers using the $<$, $>$ and $=$ symbols.

Shape:

This unit introduces children to 2D and 3D shapes and their properties.

Children will learn to:

- recognise and name different shapes, presented in different orientations and sizes
- identify the features that determine how they are classified
- explore similarities and differences so they can make the distinction between 2D and 3D shapes
- identify individual shapes within composite shapes (where several shapes are joined together)
- explore the relationship between 2D and 3D shapes
- recognise, continue and create sequences using shapes

Term 2

Number and Place Value to 20:

This unit lays the essential foundations of place value, as children begin to recognise the place value of each digit in a 2-digit number. This is an important skill that children will develop when they add and subtract and begin to work with larger numbers.

Children will learn to:

- count forwards and backwards in tens and ones
- partition a 2-digit number into tens and ones
- find the number that is one more or one less than a given number, noticing when the tens digit changes and when only the ones digit number changes
- compare and order numbers to 20 using the $<$, $>$ and $=$ symbols
- identify odd and even numbers

Addition and Subtraction within 20:

In this unit, children explore the most appropriate and efficient addition and subtraction strategies by thinking about the numbers involved in the calculations, using concrete and pictorial representations to develop their understanding.

Children will learn to:

- use known number bonds to derive related answers
- add and subtract ones separately from tens
- bridge 10 and add by making 10 first
- make decisions about when to apply different approaches to solve word problems
- compare number sentences involving addition and/or subtraction

Length and Height:

This unit focuses on comparing and measuring the height and length of objects using non-standard and standard units of measure.

Children will learn to:

- accurately measure and record, considering the importance of aligning starting points
- draw on their knowledge of number, particularly ordering and comparing numbers, in the context of measures
- understand and use the relationship between number lines and scales on a ruler
- calculate addition and subtraction problem in context

Term 3

Number and Place Value to 100:

In this unit, children will develop their understanding of, and ability to manipulate, numbers to 100. A secure understanding of 2-digit numbers will support children's understanding of, and ability to work with, numbers and the number system.

Children will learn to:

- investigate patterns in 2-digit numbers, using these to support the ability to read and write the numbers 1 to 100
- continue to explore the concepts of 1 more and 1 less, and 10 more and 10 less
- partition numbers and identify the place value of digits within a number
- compare two 2-digit numbers, and then three or more numbers up to 100
- explore number bonds to 100, linking these facts with number bonds to 10

Weight and Volume:

This unit introduces the concepts of weight, mass, capacity and volume, developing the accurate use of relevant vocabulary.

Children will learn to:

- measure, describe and compare capacity and volume
- measure, describe and compare weight and mass
- use non-standard units (such as cubes and cups) to measure weight, mass, capacity and volume
- solve practical addition and subtraction problems linked to these measures

Multiplication and Division:

In this unit, children will develop their understanding of multiplication and division as inverse operations. Children are introduced to the concept of equal groups, represented in various concrete, pictorial and abstract ways, including the number line.

Children will learn to:

- understand the difference between equal and not equal groups
- understand multiplication as the repeated addition of equal groups, using concrete, pictorial and abstract representations to help them to find the total of these groups
- use their knowledge of skip counting in 2s, 5s and 10s
- look at division in the context of sharing equally
- share a given number of objects equally across a given number of groups (grouping) to find out how many are in each group
- make links between the two types of division in order to strengthen their conceptual understanding
- use their understanding of multiplication and division to solve one-step word problems

Fractions:

This unit is important as it lays the foundations for later learning about fractions.

Children will learn to:

- find halves of shapes, objects and quantities
- find quarters of shapes, objects and quantities

Position and Direction:

This unit gives a practical application to children's learning from the previous unit on fractions.

Children will learn to:

- describe rotations as quarter, half, three-quarter and whole turns
- combine turns with lateral movement to give and follow route instructions
- describe the position of an object in relation to other objects

Time:

This unit introduces children to various aspects of time and develops their ability to tell the time.

Children will learn to:

- read an analogue clock or watch
- estimate and compare durations
- carry out simple calculations involving time
- understand the hands of a clock, including the second hand
- understand units of measurement of time (hours, minutes and seconds)
- use vocabulary to develop their understanding of durations of time and the ordering of events in time

Money:

This unit focuses on introducing children to the concept of money and the idea that the value of a coin or note depends on both the numerical value assigned to it, and the unit (pounds or pence) that is involved.

Children will learn to:

- recognise and count in coins
- recognise notes
- that pounds are greater than pence

Science

The curriculum for science at WSO aims to ensure that all pupils:

- develop scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry and physics
- develop understanding of the nature, processes and methods of science through different types of science enquiries that help them to answer scientific questions about the world around them
- are equipped with the scientific knowledge required to understand the uses and implications of science, today and for the future.

The principal focus of science teaching in key stage 1 is to enable pupils to experience and observe phenomena, looking more closely at the natural and humanly-constructed world around them. They are encouraged to be curious and ask questions about what they notice about their world. We develop their understanding of scientific ideas by using different types of scientific enquiry to answer their own questions, including observing changes over a period of time, noticing patterns, grouping and classifying things, carrying out simple comparative tests, and finding things out using secondary sources of information. Using simple scientific language to talk about what they have found out and communicate their ideas to a range of audiences in a variety of ways. Most of the learning about science is done through the use of first-hand practical experiences, but we also use of appropriate number secondary sources, such as books, photographs, videos and technology to support students understanding of concepts. Students are taught to read and spell scientific vocabulary at a level consistent with their increasing word reading and spelling knowledge at key stage 1.

In order to ensure that our students gain understanding of science as a whole, we use a knowledge and application model. We use the latest teaching techniques for students to gather knowledge about a concept and then use that knowledge in a task that involves application of the concept.

Term 1

Animals including Humans

Students should use the local environment to explore and answer questions about animals in their habitat. They understand how to take care of animals in our WSO animal enclosure and from their local environment, returning them safely after the study. Students are familiar with the common names of some fish, amphibians, reptiles, birds and mammals, including those that are kept as pets.

The children will learn to:

- identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals
- identify and name a variety of common animals that are carnivores, herbivores and omnivores
- describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)
- identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense

Term 2

Plants

Throughout the term, students use the local environment to explore and answer questions about plants growing in their habitat. We observe the growth of flowers and vegetables that they have planted in both class and our WSO Farm area.

Children will learn to:

- identify and name a variety of common wild and garden plants, including deciduous and evergreen trees
- identify and describe the basic structure of a variety of common flowering plants, including trees.

Everyday Materials

Students explore, name, discuss and raise and answer questions about everyday materials so that they become familiar with the names of materials and properties such as: hard/soft; shiny/dull; rough/smooth; bendy/not bendy; waterproof/not waterproof; absorbent/not absorbent; opaque/transparent. Students

explore and experiment with a wide variety of materials, not only those listed in the programme of study, but including for example: brick, paper, fabrics, elastic, foil. Many of which we find in our local school environment.

The children will learn to:

- distinguish between an object and the material from which it is made
- identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock
- describe the simple physical properties of a variety of everyday materials
- compare and group together a variety of everyday materials on the basis of their simple physical properties.

Term 3

Seasons

Pupils should observe and talk about changes in the weather and the seasons. Note: Pupils should be warned that it is not safe to look directly at the Sun, even when wearing dark glasses. Pupils might work scientifically by: making tables and charts about the weather; and making displays of what happens in the world around them, including day length, as the seasons change.

Children will learn to:

- observe changes across the four seasons
- observe and describe weather associated with the seasons and how day length varies.

Integrated Curriculum

In Year 1, we follow an integrated curriculum approach to learning which encompasses all foundation subjects such as history, geography, and science with English lessons. This allows us to link the children's learning experiences through different concepts across the curriculum. We want our children to be curious about the world around them and aim to provide personalised learning experiences to inspire and nurture high-performance learners.

Concepts & big questions:

- 1.1 Belonging – Where do I belong?
- 1.2 Discovery - How are animals similar and different?
- 2.1 Design - How do we improve things?
- 2.2 Conflict - How do we resolve conflict?
- 3.1 & 3.2 Change - Why do things have to change?

Term 1: Our World

1.1 My World

Throughout Term 1, the focus for the children's learning will revolve around the world we live in. This encompasses the concept of belonging as the children endeavour to answer

our initial big question 'Where do I belong?' which encourages them to link ideas and deepen their understanding. First, we will look at the different nationalities and cultures within our classroom, comparing similarities and differences, before then exploring our physical self through looking at senses and the human body. In addition, we will explore geographical skills by looking at the continents and oceans that make up our planet.

1.2 Animals from around the World

We will then progress to expanding our knowledge of the world through discovery. This unit will focus on animals, where the children will then answer 'How are animals similar and different?'. We will adopt a scientific approach to investigate the different animal groups, their characteristics and diet.

Term 2: Out of this World

2.1 Space

In this unit, we will be looking at the concept of design. We will explore the properties of materials in order to design and improve a rocket and write instructions based on this. The Big Question that we will focus on is "How do we improve things?" Our assessment outcome for this unit will be designing our own game set in space, using the child friendly coding application, ScratchJr.

2.2 Mythical World

In the second half of Term 2, we will be looking at the concept of conflict. We will be exploring different traditional tales, such as Jack and the Beanstalk, and studying the conflict within those stories. Our Big Question for this unit will be "How can we resolve conflict?". Our assessment outcome will be a moving picture book telling a story in which a conflict is resolved. Following our work on Jack and the Beanstalk, we will be exploring and growing plants as part of science.

Term 3: Our Changing World

3.1 Past, Present and Future

Throughout Term Three, we will focus on the concept of change. This will run through both of our units and be supported by our key text 'Bear Hug'. In our history lessons, we will explore how Dubai has changed over time, comparing Dubai in the past to the present and making predictions about the future. In science, we will study seasonal change focusing on typical British weather.

3.2 Change in our World

Starting with our big question "Why do things have to change?" we will shift to a GroWell focus and investigate changes we face in our lives and how to manage and embrace this. We will share our experiences with FS2 buddies and focus on our own transition into Year Two.

Physical Education

World Class, World Ready. A Sport for Every Child

We passionately believe that our broad and balanced curriculum helps children to develop a love of sport and activity that stays with them throughout their lives. Through our extensive range of curricular activities and extra-curricular clubs, we provide a fully inclusive experience for children of all ages and abilities.

In Year 1, our pupils advance to more complex skill acquisition activities. These lessons are designed to build on the success pupils achieve during the Foundation Stage and help them transition into more specialised games and units of work in the upper school. As well as a strong emphasis on body strength and balance activities, pupils will also spend time improving their running style and hand-eye coordination. Whilst providing individual challenges, these lessons also introduce competition and cooperation, teaching pupils how to compete fairly and safely. Pupils at this stage graduate to access sporting enrichment opportunities and can start to access some of the extracurricular activities the school has to offer via the after-school provision from ESM.

Term 1

In term 1, we will focus on the following topics; Gymnastics, Object Control, and Invasion Games.

Learning Goals; Gymnastics. I can...

Demonstrate stillness on different bases of support with diff. body shapes.

Roll with either a narrow or curled body shape.

Actively participate in an individual or partner sequence.

Learning Goals; Object Control. I can...

Throw underhand with small errors.

Throw overhand with minor errors.

Catch various sizes of balls self / partner tossed.

Learning Goals; Invasion Games. I can...

Hop, gallop, jog, & slide/shuffle correctly.

Move over, under, around, & through spaces.

Describe feelings from participating in competitive activities.

Home Learning: [GEMS Wellington Academy, Physical Education YouTube Channel](#)

Term 2

In term 2, we will focus on the following topics; Athletics and Swimming.

Learning Goals; Athletics. I can...

Sprint in a straight line and record a time.
Throw a weighted object over a set distance.
Perform a static jump over a set distance.

Learning Goals; Swimming. I can...
Jump in from the poolside and fully submerge.
Sink, push and glide in a streamlined position.
Push and glide from the wall, rotating each time. (Example of Level 3).

Home Learning: [GEMS Wellington Academy, Physical Education YouTube Channel](#)

Term 3

In term 3, we will focus on the following topic; Swimming.

Learning Goals; Swimming. I can...
Kick 10 meters backstroke.
Kick 10 meters front crawl.
Kick 10 meters butterfly. (Example of Level 4).

Home Learning: [GEMS Wellington Academy, Physical Education YouTube Channel](#)

Performing Arts

Hello, my name is Kelly-Marie Blackford and I am the Head of Primary Performing Arts. As a team we are delighted to create an enticing and exciting environment for our students to thrive. We truly believe that confidence is key for life-long learners and developing our student's confidence is one of our main objectives. Within Performing Arts, our aim is to create exciting lessons where our students develop their skills in acting, singing and dancing. Within the Year 1 curriculum we follow a role play based model where the students are emersed in an environment to stimulate their imagination.

Term 1

In Year 1 Performing Arts lessons the children will follow a play-based curriculum through themed activities and lessons. The drama studio will be transformed into an exciting theme so that the children can be immersed in imaginative role play. Within the lessons, there will be a strong focus on the three elements of Performing arts; Drama, Dance and Music. The Performing Arts team will also link with the integrated curriculum to include the relevant objectives so that their progress and attainment continues from the classroom into the studio. We are very excited to become Pirates, Shopkeepers, Waiters, Doctors and so many more different roles within our lessons!

Term 2

In term two the students will be learning and rehearsing a musical theatre piece to perform in the KS1 show in the auditorium. The students will work with their teacher to develop dance and singing skills so that they have the confidence to perform on the big stage! This is a very exciting event in the calendar which will be happening in March. All parents are invited to watch the show, with timings communicated closer to the time.

Term 3

In term three the students will continue to work on the three disciplines of dance, drama and music. A focus on music making will take place in term three. Students will explore instruments in more detail and begin to play rhythmic patterns and notes. Students will begin to recognize music notations and be able to repeat rhythms. Students will also develop their own music repertoire and be able to sing a selection of songs.

It would be fantastic for our students to be practicing their skills at home, performing to family and friends. We would love for the parents to share their love of music and the Arts. We would encourage the students to sing to all genres of music, to dance and enjoy the arts. We would love it if the students came to watch the junior and mini theatre companies performances in February and June. An opportunity to see their older peers perform in the auditorium and experience the delight of live theatre.

Modern Foreign Languages

In Year One, our pupils are exposed to twenty-five minutes of French on a weekly basis. The aim of these sessions is to evoke an interest in the language and a willingness to engage and take risks. Pupils embark on their language journey firstly by being exposed to French phonics. Pupils will develop their speaking skills; demonstrating an ability to imitate pronunciation. They will listen to familiar spoken words and phrases and, via our Phonics focus, show they can recognise and understand some familiar words and phrases in written form.

An excellent way for pupils to develop their language skills is to reinforce their learning at home in-between lessons, so we greatly appreciate your support in asking your children what they learnt in their French lesson. You never know, you may learn the language too!

Term 1

Pupils will be introduced to French classroom instructions and be encouraged to use this vocabulary until it becomes second nature and part of our weekly routine. An obvious starting point of language learning is the alphabet, therefore pupils will learn the French alphabet and practise both saying and spelling their name. Numbers to ten are then introduced, laying the foundation for pupils to build on this to say their age, for example, in future learning.

French alphabet: <https://www.youtube.com/watch?v=LYy3P2okyw>

French numbers to ten: <https://www.youtube.com/watch?v=lsc3qLMaCu8>

Term 2

In Term Two, pupils will learn French colours and days of the week. Pupils will also be encouraged to make links in sound with a continuation of French phonics as well as how to compare the spelling of the words to English, learning about cognates and near cognates.

French colours: <https://www.youtube.com/watch?v=fZR66TjirDc>

French days of the week: <https://www.youtube.com/watch?v=Lpwf5N0rfVE>

Term 3

This term, pupils will learn a variety of fruit and vegetables in French and extend this learning by describing them with numbers from term one and colours from term two.

French fruit: <https://www.youtube.com/watch?v=nJ03KjwiIVM>

French vegetables: <https://www.youtube.com/watch?v=JC4sy6-OzE>

French farm animals: <https://www.youtube.com/watch?v=BtGAU9H6QSk>

Outdoor Learning

Welcome to GEMS Wellington Academy Silicon Oasis Outdoor Learning.

Outdoor Learning is a truly unique, long term experience, consisting of regular sessions in a natural environment to support the holistic development of our students. Stemmed from a Forest School ethos, Outdoor Learning at WSO combines key life skills and experiences, with a focus on play, fostering resilient, confident, independent and creative learners. Bob Hughes' theory behind the sixteen types of play in his book, 'A taxonomy of Play Types', and the innate learning experiences that can be found in these moments, are fundamental in Outdoor Learning's approach towards teaching. By combining these with Pyle and Daniels' play based continuum, we can ensure that our student's academic needs and wellbeing will continue to be nurtured, whilst fuelling an intrinsic desire to learn through exciting, meaningful and memorable learning experiences.

Through play students will learn to:

- Connect their new experiences with existing understandings and build new learning.
- Deepen their attention and maintain engagement for longer periods.
- Take an intuitive approach to exploration: trying new ideas and possibilities, revising hypotheses and adapting to change.
- Adopt agency in their learning and adopt early leadership roles.
- Find joy and excitement in learning

Outdoor Learning offers learners the opportunity to take supported risks, appropriate to the environment and to themselves. Our opportunities are designed to build on an

individual's innate motivation, positive attitudes and/or interests. Outdoor Learning uses tools and fires but only where deemed appropriate to the learners, and dependent on completion of a baseline risk assessment. Our experiences follows a Risk–Benefit process managed and reviewed continuously by the Outdoor Learning staff, which are tailored to the developmental stage of the learner.

Term 1

In Term one we will be focusing on our own play types and preferential methods of learning through play.

Course content:

- Learning through play, using tools for a purpose, exploring materials
- Fine motor skills, risk analysis, communication
- Bushcraft Skills Enrichment
- Support at home using blended learning
- Home Learning https://gemsedu.sharepoint.com/:p:/s/OutdoorAdventuresWSO/Edsn-bO0xJdOjBbPfGyPPaQBRx7LHnp5fZF18RE_L74dsQ?e=VdaWqq
- Kit List
<https://gemsedu.sharepoint.com/:p:/s/OutdoorAdventuresWSO/EUssciwCMGVAv6dVraXxH8EBO8g6rVWI1fYof3OE1DWI1A?e=V0Sdod>

Term 2

In Term one we will be focusing on our own play types and preferential methods of learning through play.

Course content:

- Learning through play, developing understanding and application of knots, shelter building
- Fine motor skills, risk analysis, communication
- Bushcraft Skills Enrichment
- Support at home using blended learning
- Home Learning https://gemsedu.sharepoint.com/:p:/s/OutdoorAdventuresWSO/Edsn-bO0xJdOjBbPfGyPPaQBRx7LHnp5fZF18RE_L74dsQ?e=VdaWqq
- Kit List
<https://gemsedu.sharepoint.com/:p:/s/OutdoorAdventuresWSO/EUssciwCMGVAv6dVraXxH8EBO8g6rVWI1fYof3OE1DWI1A?e=V0Sdod>

Term 3

NA



Year 2

Head of Year Welcome

Welcome to Year 2, my name is Lauren Tunney and I am Head of Year 2. Here you will find out about the exciting learning opportunities your child will get to experience throughout the year. As a team we will build on the learning that has already taken place during your child's learning journey so far and provide a wealth of learning experiences in which children can build on, connect and extend their learning further, developing their curiosity and a love of learning.

I look forward to a very exciting year ahead

Islamic Education

As-Salamu Alaikum! My name is Mohammed Solaiman and I am the Head of Academy Islamic at WSO. Our primary aim in Year 2 is to instil into the children's hearts the indeed love of Allah S.W.T. and making them to feel proud of the teachings of their beautiful Religion, Islam. We also aim to build up their Islamic identity and shape their minds with the basic aspects of the Islamic values and most importantly encourage them to apply those values within their day to day lives. Learning through fun and Islamic stories telling are significant pillars of our Islamic teaching for year 2. We look forward to having a fabulous year in Islamic!

Term 1

In term 1, we will continue to introduce the basic understanding of Islam to our future Islamic Scholars through several Islamic topics that deal with the very fundamentals of a basic Muslim understanding including, Allah is my Lord, Surat-ul-Fatiha and then extending their knowledge towards the Search of the Prophet S.A.A.W. through learning about the birth of Prophet Muhammed S.A.A.W.

The topics included in Term 1 are: -

- Allah is my Lord,
- Surat-ul-Fatiha,
- Islamic etiquette of cleanliness,
- Bedtime Duaa'
- Etiquette of Eating

Through term 1, we expect Yr 2 Muslim students to be able to: -

- Explain that being a Muslim means that to believe in one God, Allah S.W.T.
- Conclude that Allah is the Lord of everything. He needs no help, but we all need His help.
- Explain the etiquettes of Islam in cleanliness and link between it and Iman.

- Say the names of the Prophet Muhammed's family members.
- Use their own words to express their love towards Prophet Muhammed S.A.A.W.
- Say the Duaa' to be said before sleeping and after waking up.
- Design a poster about manners of eating.

Term 2

In term 2, they will build on what they will achieve in Term 1 and extend their Islamic knowledge gradually through engaging in some critical thinking scenarios in which we will be asking them to think, pair and share their thoughts. They will also be engaged in different Islamic projects such as my "I love Wudou" in which they will be learning on how to perform Wudou' correctly. They will also get the chance to learn about the holy month of Ramadan.

The topics included in Term 2 are: -

- Surat Al-Falaq
- Surat An-Nas
- Surat Al-Kawthar
- Wodou' (Ablution)
- The five Pillars of Islam
- I love my family

Through term 2, we expect Yr 2 Muslim students to be able to: -

- Recite Surat-ul-Falaq and Surat An-Nas properly with good pronunciation.
- Suggest some ideas that makes the Muslim win Al-Kawthar River.
- Explain the steps of Wudou'
- Name the five pillars of Islam.
- Make a poster about the five pillars of Islam.
- Explain that the good Muslim should always be kind to his family.

Term 3

In term 3, students will begin to learn Surat Al-Ma'oun and identify the importance of being kind to orphans and helping the poor. They will also enjoy learning about honesty and telling the truth through role plays. In Ibadat, they will get the opportunity to learn the names of the five daily prayers.

The topics included in Term 3 are: -

- Surat Al-Ma'oun
- The six Pillars of Iman.
- Truthfulness is the way to paradise
- Allah, the Great Creator,
- Prayer is the light of my life.

Through term 3, we expect Yr 2 Muslim students to be able to: -

- Recite Surat-ul-Ma'oun properly with good pronunciation.
- Make a list of the six Pillars of Iman.
- Explain that the Muslim should always say the truth.
- Conclude that Allah is The Creator of everything.
- Suggest some ideas of how to thank Allah for His blessings.
- Mention the names of the five daily prayers in order.
- Make a poster about the Timing of the 5 daily prayers and the number of Rak'ats for each.

Useful websites

<http://islamhouse.com/en/> and http://www.tvquran.com/minshawi_molem.htm
<http://www.islamicbook.ws/2/> www.eduslamic.com www.sunnah.com

Arabic A

أولياء الأمور الأفاضل شركاء التميز وأهم داعمين رحلتنا في تعليم أفصح اللغات وأهم المهارات أهلاً ومرحباً بكم جميعاً، أود أن أقدم نفسي أنا أ.رانيا محمد مختار رئيسة قسم اللغة العربية بالمرحلة الابتدائية. خلال السطور القليلة القادمة سأصطحب حضراتكم في رحلة تعليم وتعلم اللغة العربية بالصف الثاني بالمدرسة. لدى طلاب الصف الثاني أربع حصص أسبوعياً مخصصة لمادة اللغة العربية يتعلم طالب اللغة العربية كلغة أولى داخل صف خاص بتعلم اللغة العربية تم إمداده بمصادر تعليمية متعددة ومتنوعة تساعد الطلاب أثناء الدرس على الاستمتاع بتعلم اللغة ومعايشتها. ولأننا على وعي بأهمية هذه المرحلة ودورها الأساسي في بناء وتشكيل شخصية الطفل وعلاقته بلغته الأم لذا قمنا باختيار نخبة متميزة من المعلمين الذين يتميزون بالقدرة على إثارة وتحفيز الطلبة وتشجيعهم على تعلم مادة اللغة العربية من خلال استخدام استراتيجيات تعلم حديثة تساعد الطلبة على التقدم في مهارات اللغة العربية؛ وذلك بسبب شغفهم ومعرفتهم العميقة بمنهج اللغة العربية وطرق تدريسه

نعمل في قسم اللغة العربية بالمدرسة على تطوير مهارات اللغة العربية الأربع: الاستماع والتحدث والقراءة والكتابة، بالإضافة إلى قواعد اللغة العربية والقواعد الإملائية، وتطبيق مجموعة متنوعة من الأنشطة الصفية واللاصفية والمسابقات والأحداث على مدار العام، والتي تنمي مهارات الطلبة اللغوية بالإضافة إلى زيادة حصيلتهم اللغوية وفقاً لمعايير الوثيقة الوطنية.

تعتبر الحلقة الأولى من أهم الحلقات التعليمية فهي بداية تعريف الطالب بأساسيات اللغة وخاصة القراءة جنباً إلى جنب التحدث، لذا يقوم الطلاب خلال الصف الثاني بتوسيع وتعميق وتثبيت معرفتهم بصوتيات اللغة العربية حيث أن الطالب يستخدم مهارات أساسيات القراءة والتي تعلمها في الصف الأول من نطق لأصوات الحروف، أشكالها، الأصوات القصيرة والطويلة والتحليل والتركيب بقراءة كلمات وجمل أيضاً يتم تأسيس مهارة التحدث والتي يعقبها كتابة حيث يتم التركيز ترتيب المهارات تطوير مدخلات اللغة من استماع وقراءة لتنمية وإيضاح مخرجات اللغة التحدث والكتابة بالإضافة إلى الاستمتاع بدراسة قصص مشوقة ومعبرة والتي تحكيها لهم المعلمة أثناء تعلم أصوات اللغة أيضاً هناك الكثير من فرص التعلم التي يتم إعطاؤها للطلاب لبناء شخصياتهم وإعطائهم الثقة بالنفس على سبيل المثال تمثيل الأدوار والغناء والأنشيد والألعاب التعليمية والمشروعات التي يعدها الطلاب كل هذا لجعل الطالب هو محور العملية التعليمية وأيضاً لإعدادهم جيل واعي ومفكر وقادر على مواجهة الواقع الخارجي وحل مشكلاته.

ولتنمية مهارة القراءة لدى طلبتنا هذا العام سنقوم بالاشتراك في منصة عصافير التي تتيح للطلبة العديد والعديد من القصص التي تناسب جميع الأعمار وجميع المستويات حيث أنها تبدأ بمجموعة من القصص بدون كلمات صور فقط وتندرج إلى المستويات الأكثر صعوبة وفقاً لتصنيف عربي 21، بالإضافة إلى أنها تلبي حاجات وميول الطلبة، مما يساعد الطالب والمعلم وولي الأمر على متابعة تقدم الطلبة في مهارة القراءة كمنصة قراءة إلكترونية، وقد بدأنا بالفعل في إجراءات ابتكار حساب لكل طالب، وفور حصولنا على بيانات الطلبة سوف نرسلها لحضراتكم من قبل معلم المادة.

أما عن القصص المطبوعة فقد خصصنا مكاناً في مكتبة المدرسة لقصص باللغة العربية، حيث يُسمح للطلبة بالحصول على كتاب باللغة العربية أسبوعياً من خلال أمين المكتبة المتواجد في مكتبة المدرسة، تم تقسيم الكتب بالمكتبة وفقاً لمراحلهم العمرية والتي تناسب ميولهم ورغباتهم أيضاً.

ولا شك أن نجاح عملية التعليم والتعلم يعتمد على التعاون المشترك بين المدرسة والبيت، وأن ما يقدم داخل المدرسة يحتاج أن يستكمل ويتابع في البيت. ولذلك نحن نتطلع إلى أن نحقق شراكة نوعية بين المدرسة والبيت يكون المستفيد الأول منها أبنائنا وبناتنا.

وسائل الدعم بالبيت:

- ❖ التحدث باللغة العربية في البيت أكبر داعم لتنمية الحصيلة اللغوية لدى الطالب
- ❖ تخصيص وقت ومكان للقراءة مرتان بالأسبوع على الأقل
- ❖ مناقشة الصور الموجودة بالقصص أيضًا الألعاب مثل أنا أرى (هل تستطيع أن تجد كلمة تبدأ بـ...، هل تستطيع أن تجد صورة....؟ كم عدد....؟ ويمكن عمل أنشطة فنية بعد القراءة مثل التعبير بالرسم أو كتابة بعض الكلمات بالصلصال أو قص ولصق أو إعادة سرد القصة عن طريق التمثيل
- ❖ هذه المنصة تابعة لوزارة التربية والتعليم وجميع مفرداتها تم مراجعتها <https://www.youtube.com/c/Madrasa>
- ❖ منصة حروفي أول منصة تخدم تعلم اللغة العربية بوسائل متعددة من قصص وأناشيد وفديوهات وألعاب وبطاقات وغيرها <https://mrsasmaa.com/horofi/>
- ❖ منصة تعلم مع زكريا من المنصات المقترحة والمفيدة في تعلم الحروف الهجائية <https://www.youtube.com/c/LearnWithZakaria>

هذه بعض الموجهات التي ستوضح لك كيف بُني منهج الصف الثاني، وكيف يمكنك أن تساعد في البيت بشكل أفضل.

Term 1

خلال الفصل الدراسي الأول سيدرس الطالب أنواعًا مختلفة من النصوص الأدبية القصيرة والتي سيستخدمون خلالها معرفتهم المسبقة بصوتيات اللغة لمساعدتهم في القراءة، كما سيتم التركيز خلال هذه القصص على تعلم الكثير من استراتيجيات القراءة للزمنة لتطوير مهارة القراءة. ومن خلال هذه القصص سيتعلم الطلاب كيفية وصف الصور والشخصيات الموجودة بالقصة أيضًا ذكر أحداث القصة. بالإضافة إلى نشيد "المدرسة"

سيتم تخصيص حصة أسبوعية للقراءة الموجهة للتركيز أكثر على استخدام الصوتيات وأساسيات القراءة والتي يتم العمل فيها لتنمية مهارات القراءة الجهرية الفردية حسب هدف القراءة الخاصة بكل طالب.

ومن ناحية أخرى سيدرس الطالب بعض قواعد النحو مثل: بناء جمل اسمية صحيحة مستخدمًا ضمائر المتكلم أنا ونحن وأسماء الإشارة المفردة هذا وهذه. بالإضافة إلى علامة الترقيم النقطة بنهاية الجملة.

أما بالنسبة لمهارة الكتابة سيتدرب الطلاب على كتابة بياناته الشخصية أيضًا كتابة الحروف والكلمات بشكل صحيح على السطر بالإضافة إلى كتابة الكلمات البصرية والتعبير عن المفهوم عن طريق الرسم والأنشطة الفنية الأخرى.

الأهداف التي سيتم التركيز عليها خلال الفصل الدراسي الأول:

- ✓ يطبق المتعلم معرفته بقواعد الصوتيات والتهجئة في عمليات التحليل والتركيب.
- ✓ يعرف المتعلم الحركات القصيرة - الطويلة - المدود وينطقها نطقًا صحيحًا.
- ✓ يميز المتعلم أثناء القراءة بين الحروف ذات الأصوات الطويلة والأخرى ذات الأصوات القصيرة.
- ✓ يركب المتعلم كلمات مكونة من مقطعين أو ثلاثة.
- ✓ يتعرف المتعلم بعض الأجناس الأدبية التي تقرأ له مثل: القصص القصيرة الأناشيد والألغاز
- ✓ يذكر المتعلم الكلمات التي تعبر عن المشاعر والأحاسيس في قصة أو أنشودة قرأت له
- ✓ يركب المتعلم الكلمات من حروف ومقاطع
- ✓ يميز شكل الحروف في بداية ووسط ونهاية ممسكًا القلم بطريقة صحيحة
- ✓ يكتب المتعلم كلمات وجمل بخط النسخ من اليمين إلى اليسار مراعيًا حجم الحرف والسطر والمسافة بينهما

- ✓ يستكمل المتعلم بيانات بطاقته الشخصية
- ✓ يستمع المتعلم بانتباه مُتَّبِعاً توجيهات مكونة من خطوة أو خطوتين.
- ✓ يذكر المتعلم أسماء أفراد أسرته وأقاربه وبعض أصحاب المهن
- ✓ يحاكي المتعلم جملة اسمية بسيطة تبدأ ب اسم إشارة «هذا-هذه» ضمير منفصل أنا-نحن
- ✓ يوظف المتعلم حرف العطف «و» في جمل من إنشائه
- ✓ يكتب المتعلم الحروف المتشابهة رسماً والمتشابهة نطقاً في مواقعها المختلفة بخط النسخ كتابة صحيحة
- ✓ يكتب المتعلم «إملاء منظور» جمل من كلمتين إلى ثلاث كلمات
- ✓ يتتبع المتعلم رسم الحروف والمقاطع تتبّعاً سليماً

Term 2

سيكمل الطلاب رحلتهم التعليمية في الفصل الدراسي الثاني على غرار ما تم خلال الفصل الدراسي الأول من قصص قصيرة خاصة بالحروف المتعلمة مع التركيز على مهارتي التحليل والتركيب لتنمية القراءة وأيضاً كتابة الكلمات والتحليل الصوتي. بالإضافة إلى مراجعة مجموعات الحروف بأصواتها القصيرة والطويلة والتأكيد بمجموعة متنوعة من التدريبات للإلمام بجميع ما سبق تعلمه من مهارات الصوتيات والتهجّي. وكتابة الحروف والمقاطع بالإضافة إلى الكلمات البصرية. أيضاً سيكون هناك نشيد الصداقة.

خلال حصّة القراءة الموجهة الأسبوعية سيستمتع الطالب بالكثير من الأنشطة القبلية والأنشطة التي تتبع قراءة القصة بالإضافة إلى القراءة الجهرية الفردية للقصص المناسبة لمستواه القرائي وذلك للعمل على السرعة والطلاقة.

سيكون هناك حصص خط واملاء خلال هذا الفصل الدراسي استعداداً وتطويراً لمهارات الكتابة التي سيتم ثقلها خلال الفصل الدراسي الثالث.

وبنهاية الفصل الدراسي الثالث سيكون الطلاب قصة من خلال ترتيب الصور والتعبير عنها بجمل اسمية وصفية بسيطة.

سيتم التركيز على كثير من القواعد النحوية خلال هذا الفصل الدراسي لتأسيس الكتابة كما هو موضح بالمعايير أدناه:

- ✓ ينطق المتعلم أصوات الحروف جميعها.
- ✓ يعرف المتعلم أسماء الحروف وترتيبها وأشكالها في مواقعها المختلفة من الكلمة.
- ✓ يعرف المتعلم السكون والشدة والتنوين وينطقهم نطقاً صحيحاً.
- ✓ يقرأ المتعلم الكلمات المألوفة و المتكررة قراءة سريعة وصحيحة وبمساعدة من المعلم عند اللزوم.
- ✓ يجيب المتعلم عن أسئلة لنصوص شعرية ونثرية قرأت له وي طرح أسئلة مظهرها فهمه لها
- ✓ يتتبع المتعلم تسلسل الأحداث في قصة ما
- ✓ يحدد المتعلم العناصر الفنية الأساسية في القصة: الشخصيات والزمان والمكان
- ✓ يربط المتعلم بين الصور التي يشاهدها والأحداث المناسبة لها مفسراً العلاقات بينها والسمات الأساسية للشخصيات
- ✓ يستخدم المتعلم كلمات وصفية في كتابته
- ✓ يكتب المتعلم جميع حروف الهجاء مرتبة وغيباً كتابة صحيحة مع حركاتها الطويلة والقصيرة
- ✓ يكتب المتعلم نصاً سردياً موجزاً لغايات مختلفة (ترتيب كلمات لتكوين جملة – كتابة جمل مكتملة المعنى معبرة عن صور)
- ✓ ينشئ المتعلم قصة من خلال ترتيب اللوحات المصورة
- ✓ يصف المتعلم الأشخاص والأماكن والأشياء مستخدماً اللغة العربية ومراعياً آداب المحادثة
- ✓ يسرد المتعلم قصة أو يربط بين حكاية أو خبرة شخصية باستخدام ألعابه وأغراضه الشخصية والمواد المتوافرة في الغرفة الصفية لتعزيز العرض التقديمي
- ✓ يستخدم المتعلم الرسوم والعروض المرئية أو الأغراض الشخصية مثل الألعاب والحاسوب لتعزيز العروض التقديمية التي تقدم المزيد من الوصف أو توضيح الفكر ووجهات النظر أو المشاعر
- ✓ يستخدم المتعلم الأفعال المعبرة عن مضمون صور حياته اليومية
- ✓ يوظف المتعلم شفوياً في جملة بسيطة بعض حروف الجر (في-من-إلى-عن-على)
- ✓ يحاكي المتعلم شفوياً جملة فعلية بسيطة مستخدماً الفعل الماضي مسنداً إلى الضمائر أنا-أنت-أنتي
- ✓ يتعرف المتعلم أنواع الكلمة: الاسم- الفعل- الحرف

- ✓ يحاكي المتعلم جملة فعلية بسيطة تتضمن ظرف الزمان «ليلاً-نهاراً- صباحاً- مساءً»
- ✓ يحاكي المتعلم جملة اسمية بسيطة يتطابق فيها الاسم مع موصوفه
- ✓ يكتب المتعلم الحروف المتحركة حركات قصيرة وحركات طويلة والحروف المضعفة كتابة صحيحة
- ✓ يرسم المتعلم حروف اللغة العربية ٢٨ حرفاً في مواقعها المختلفة بخط النسخ محاكياً نمطاً

Term 3

يعتبر الفصل الدراسي الثالث وقت انتقال وتعلم حيث يكسب الطالب خلاله ثقة أكبر بنفسه نتيجة التحصيل الذي تم خلال الفصل الدراسي الأول والثاني مما يسرع في عملية التقدم خلال هذا الفصل. وخلال الفصل الدراسي الثالث سيدرس الطلاب نص أدبي بعنوان "رمضان شهر الخير" والذي يأتي وقت دراسته متزامناً مع الشهر المبارك ومن خلال هذا الدرس سيستخلص الطلاب الكثير من القيم وما نقوم به خلال هذا الشهر من فضائل وبنهاية هذا الدرس سيكون هناك مشروع مرتبطة بمادة التربية الإسلامية وبالحياة الواقعية للطلاب، يلي ذلك نشيد "جئت يا رمضان أهلاً" بعد ذلك سيدرس الطلاب كيفية صنع بطاقة تهنئة بسيطة. سيكمل الطلاب الفصل الدراسي الثالث بوحدة أفتخر بنفسي والتي سيتعلم من خلالها كلمات التعبير عن المشاعر. بالإضافة إلى بعض القواعد النحوية فبالإضافة إلى الجملة الأسمية البسيطة سيتعلم الطلاب بعض الأفعال والتي سيستخدمها في التعبير عن الروتين اليومي وكذلك سيتعلم الطلاب أدوات الاستفهام التي سيستخدمها أثناء لعب الأدوار وصياغة أسئلة عن القصص والأناشيد.

وخلال الفصل الدراسي الثالث سيتم التركيز على الأهداف التالية:

- ✓ ينطق المتعلم الحروف الشمسية مع (ال) التعريف نطقاً صحيحاً.
- ✓ ينشئ المتعلم كلمات تتشابه في الإيقاع.
- ✓ يحلل المتعلم الجمل أو النص إلى كلمات ويتتبعها.
- ✓ يقرأ المتعلم قراءة صحيحة في حدود (20) كلمة في الدقيقة الواحدة على أن تكون الكلمات مشكولة.
- ✓ يعيد المتعلم سرد قصة مظهرها فهمه لموضوع النص ورسالته العامة مستعيناً بالصور
- ✓ يجيب المتعلم عن الأسئلة وي طرح أسئلة أخرى عن الكلمات غير المألوفة في النص الذي يقرأ له
- ✓ يحفظ المتعلم أناشيد قصيرة تتألف من ٥-٧ أبيات موضوعاتها تناسب المرحلة العمرية .
- ✓ يطرح المتعلم أسئلة عن المعلومات التوضيحية والأحداث ويجيب عن أسئلة بسيطة
- ✓ يذكر المتعلم الفكرة المحورية والتفاصيل
- ✓ يصف المتعلم العلاقات بين الفكرة المحورية والتفاصيل
- ✓ يتعرف المتعلم معاني الكلمات والمصطلحات والعبارات الواردة في نص معلوماتي من خلال السياق والكلمات المكتوبة على لوحات الصف الجدارية
- ✓ يذكر المتعلم سبباً ونتيجة لفكرة أو حدث في نص معلوماتي سمعه أو شاهده معطياً رأيه في الصور والمشاهد وفكرة النص
- ✓ يرتب المتعلم صوراً لخطوات وفق ترتيب زمني يراه منطقياً بعد قراءته نصاً إرشادياً مبيناً على خطوات بمساعدة المعلم
- ✓ يكتب المتعلم نصاً تفسيريّاً موجزاً عن شيء أو مكان أو حدث حقيقي مستخدم تفاصيل حسية
- ✓ يعبر المتعلم عن تجربة شخصية مرّ بها بلغة سليمة
- ✓ يوظف المتعلم شفوياً في جملة بسيطة أسلوب النفي في الإجابة عن سؤال
- ✓ يفسر المتعلم الكلمات مستعيناً بسياقها ومرادفاتها وأضدادها ومحيطها اللغوي
- ✓ يطابق المتعلم في الجنس والعدد في حالة الافراد مطابقة صحيحة محاكياً نمطاً في جملة النهي
- ✓ يستخدم المتعلم أسلوب الاستفهام محاكياً نمطاً (ما- أين- كم- كيف)
- ✓ يستخدم المتعلم علامات الترقيم (النقطة- إشارة الاستفهام)
- ✓ يكتب المتعلم كلمات وجمل «من كلمتين إلى أربع كلمات بخط النسخ محاكياً نمطاً

Arabic B

I would like to introduce myself as Mrs Rania Mohammed, Arabic Head of Department in Primary at WSO. The Arabic team in primary have the ability to enthuse and motivate the children due to their passion, deep knowledge and love of literature. In Arabic B, the focus will be on developing the four skills, which are listening, speaking, reading and writing, in addition to the rules and structure of the Arabic language. There will also be a wide variety of classroom and extra-curricular activities, competitions and events throughout the year. The material presented will be appropriate for the years your child has studied Arabic. Students will practice reading some simple texts, analyse them, and understand their meanings. Students will also use the new vocabulary in different contexts. Students will learn about connected pronouns and how to use them correctly.

Our curriculum is based on The Ministry of Education's framework for learning Arabic as an additional language. It is also based on international principles and expectations applied in teaching foreign languages to non-native speakers. The department's focus is to enable our students to communicate in real life situations.

Our Y2 Primary Arabic B curriculum is also adapted to meet the UAE's aspirations in teaching and learning Arabic in a manner that suits the learners' capabilities. This illustrates the levels expected to be achieved by the learner in each of the four language skills (listening, speaking, reading and writing).

Term 1

Term 1 will focus on listening and speaking skills to make the students more familiar with language through songs and educational games, then the focus will be on phonics which will be divided and continue with students the whole year.

After the half term break will start to develop the skills and extended to read the familiar words and common likes pronouns, adverbs and adjectives which will be used in different topic during the year.

Our first unit will be focus how to introduce ourselves in Arabic, also will be more confident how to greet in Arabic. Next lesson will be to learn days of the week songs, the students will learn this through the singing the song and using some phrase like "Today is.....but tomorrow is".

Next step in term 1 to learn about specific topics (fruits, colors, numbers). Children will be given the opportunity to investigate and explore a wide range of Arabic language through different texts which including a lot of language aspects as different verbs, adjectives, pronouns and adverb.

These will include:

- Stories (from the MOE (Ministry of Education) book and the 3asafeer Stories)
- Songs (from the MOE book)

During this term, the focus will be on developing the following aspects in your child gradually and smoothly:

- Recognise the sound of the letter I have learnt from similar words, when I listen to a speech.
- Recognise the names of some colours.
- Answer questions about my personal information (My name, age, class, country, and where I live).

- Use the demonstrative pronoun of this (for both genders), to create simple sentences.
- Answer questions using simple sentences.
- Exchange greetings, introduce myself, and name things around me.
- Express my feelings towards something or someone, using expressions to make simple sentences.
- Repeat and name numbers, days of the week, etc.. using pictures and actions.
- Copy sentences I learnt in the class.
- Write words formed from 2 or 3 letters.

At the end of the term, students will present a group project that simulates what they have learned, demonstrates their understanding of the unit, and develops their language and personal skills. The student/students will presents the song of the lesson during their Arabic lesson and perform this in front the other classes in year2. They will able to use the lanuge more confidently when they introduce their self to create the personal ID Card Consider using the different language contexts they learned during the term.

Please support us by encouraging your child to do the optional Home Learning which will focus on phonics and reading the common words . If you want to learn more about supporting your child at home in Arabic, keep an eye out for our KS1 parent engagements.

Term 2

In this term, the main topic is 'My Family 'Under this topic students will learn all language aspects which will extend their using for the language gradually like verbs ,adjective and the also will learn the structure of simple sentence to use it during the topics all this through teaching listening, speaking, reading, grammar and writing in Arabic. Then students will study the topics of body parts which will lead them to study also the five sense in Arabic and to link it with first topic of Family members.

Also in this term will continue going with phonics lesson and start with long sounds and how to create simple words from 2 to 3 sounds.

These will include:

- Dialogues (from the MOE book)
- Stories (from the MOE book and 3asafeer books)
- Songs (from the MOE book and other resources)

During this term, the focus will be on developing the following aspects in your child:

- Relate the letter to its sound.
- Differentiate words with short and long vowels.
- Read words formed from letters learnt in the class.
- Differentiate between letters with simple variation in shape, like baa, noon, etc.
- Make links between words and phrases I have learnt (for example: cities, names and types of food).
- Sometimes answer basic questions related to personal information about me and my surroundings.

- Spell out some nouns and simple words.
- Use drawings or belongings (toy, book, tools) to show and speak about it.
- Form simple sentences from memory with help.
- Write basic personal information with support (name, age, etc.)

At the end of the topic, students will be able to create their own poster about one of the term 2 topics and present it and speak about it using correct language . This will be part of a project demonstrating their understanding of the unit and developing their language and interpersonal skills.

Please support us by encouraging your child to do the optional Home Learning which will focus on phonics and reading the common words. If you want to learn more about supporting your child at home in Arabic, keep an eye out for our KS1 parent engagements.

Term 3

The main theme of the term is Professions, students will study the Arabic language through simple texts about profession in their community and link this topic with family topic , so each students will speak about the job of their family member and also answer the question what would you like to be in future using correct language and correct structure of sentence . Also the students will learn the feeling topics and link it to their life , this will be great opportunity to the students to learn how to express their feeling in Arabic , by the end of the term students will have chance to use all language skill to have shown and tell session , about their favourite toy.

Different resource will be used to develop the skills of listening, speaking, reading, and writing in Arabic. Also in this term will continue going with phonics lesson and start with long sounds and how to create simple words from 2 to 3 sounds.

These will include:

- Dialogues (from the MOE book)
- Stories (from the MOE book and 3asafeer books)
- Songs (from the MOE book and other resources)

The students will continue to develop their Arabic language skills through the focus on presentation skills.

During this term, the focus will be on developing the following aspects in your child:

- Understand single words in a previously learnt context, especially if it is illustrated by a picture or an action.
- Understand single words I have learnt.
- Categorise different kinds of words according to the following (colours - shapes - family members - body parts - days of the week - months.
- Count from 1 to 10.
- Sometimes form nominal sentences with nouns and adjectives as a minimum.
- Repeat words and expressions learnt before, like numbers, days of the week etc.
- Read some common words or frequently used phrases.
- Read simple sentences including words learnt in the class.

- Formulate words and common phrases with the presence of visual stimuli like pictures and others.

At the end of the topic, students will be able to create their own poster about one of the term 3 topics and present and speak about it using correct language . This will be part of a project demonstrating their understanding of the unit and developing their language and interpersonal skills.

Please support us by encouraging your child to do the optional Home Learning which will focus on phonics and reading the common words. If you want to learn more about supporting your child at home in Arabic, keep an eye

English (Reading and Writing)

My name is Minal Patel and I am one of the English subject coordinators here at WSO. Our principal aim for English in key stage 1 is to promote a high standard of literacy by equipping pupils with a strong command of the written and spoken word and to develop their love of literature through widespread reading for enjoyment. Throughout key stage 1, pupils at WSO learn phonics, spellings, punctuation and grammar rules, as well as subject-specific vocabulary within our integrated curriculum. The quality of language that children hear and speak is vital in the development of their vocabulary. We recognise the importance of storytelling and build in 'Talk for Writing' in order to develop children's confidence and ability to imitate the language they need for writing.

Phonics and spellings

Once the Read, Write, Inc. phonics programme is complete and all sounds have been taught, children move on to learning the patterns between sounds with different letters (for example, ay, ai, a_e, eigh, ey), before moving on to the Oxford Owl Get Spelling programme. This is a comprehensive, interactive and engaging spelling programme which covers all national curriculum spelling objectives for Year 2.

By the end of Year 2, children will be expected to confidently read words of two or more syllables and sight-read the Year 2 common exception words. Teachers further develop children's decoding skills by teaching them a range of decoding strategies, such as splitting syllables, covering parts of the word and using the context to read it correctly. Those who are slow to develop these skills or did not pass the year 1 phonics screening check at the end of Year 1 are given intervention and extra practice.

Pupils in Year 2 continue receiving books appropriate for their phonic knowledge and skill. Children have been subscribed to the website Literacy Planet, where they can play games which allow them to consolidate and apply their phonic knowledge, as well as learn the Year 2 common exception words.

Websites to support at home:

- Literacy Planet - <https://www.literacyplanet.com/>

- Top Marks Spellings - <https://www.topmarks.co.uk/english-games/5-7-years/words-and-spelling>
- Spelling Frame - <https://spellingframe.co.uk/>
- Spellzone - <https://www.spellzone.com/>

Reading

At WSO, we have a strong belief that it is not only our duty to provide the teaching of reading but we strive to ensure that children develop a lifelong love of reading, and this begins in key stage 1.

Our main focus is to ensure that children are developing their comprehension, decoding skills and fluency during school reading sessions. In key stage 1, children take part in whole class guided reading sessions in order to develop and deepen their comprehension skills and also have weekly individual reading time with their class teacher in order to develop their fluency. The national curriculum objectives inform our guided reading sessions and texts are carefully selected to suit the concept of the integrated curriculum in order to deepen the children's understanding of the concept, whilst developing their key WSO reading skills.

Additional to guided reading sessions, the children are provided with numerous books appropriate for their reading level, including Oxford Reading Tree books, books from our extensive library collection, and e-books allocated by their class teacher on the website Bug Club. Additionally, the children have access to comprehension texts and questions on the website Literacy Planet.

Websites to support at home:

- Bug Club - <https://www.activelearnprimary.co.uk>
- Literacy Planet - <https://www.literacyplanet.com/>
- Oxford Owl - <https://home.oxfordowl.co.uk/reading/free-ebooks/>

Writing

At WSO, writing is incorporated into our integrated curriculum. This approach ensures pupils have exciting, meaningful and purposeful opportunities for writing, allowing them to use their creativity whilst developing their sentence structure, punctuation, grammar and handwriting skills. In Year 2, pupils are taught to write and assess their own sentences using our writing symbols, a selection of which are shown below.



Term 1

Writing

Within their integrated curriculum concept of 'Discovery', children will build on and consolidate objectives taught and assessed in year 1. They will consolidate their use of capital letters for the start of a sentence and for proper nouns, the use of full stops, question marks and exclamation marks to end sentences and identify the different word classes, such as nouns, adjectives and verbs. The text types they write will include character descriptions and letter writing and they will use the books *The Pirates Next Door* by Jonny Duddle and *Journey* by Aaron Becker to inspire the texts that they write.

Reading

Guided reading sessions at school will support with your child's fluency and reading comprehension. Home reading books and a reading communication book will be sent home each week and children will have the opportunity to visit the library every week. Please support your child by reading with them daily at home, for approximately ten minutes. Keep these reading sessions short, fun and engaging to support us in developing a love for reading. During and after reading, remember to discuss the book with your child and ask them questions about what they have read. Whenever they have read at home, fill in the reading communication book as this encourages them and informs the class teacher of their reading habits. Children can also log in to Bug Club to read books digitally at <https://www.activelearnprimary.co.uk>.

Term 2

Writing

In Term 2, when learning about the concept of 'Wellness', children will extend their punctuation, spelling and grammar knowledge. Children will identify and use different sentence types, extend their sentences using a range of conjunctions, learn about adverbs and begin to understand their audience and use the appropriate language, for example, choosing either story language or vocabulary found in non-fiction texts.

Reading

Guided reading sessions at school will support with your child's fluency and reading comprehension. Home reading books and a reading communication book will be sent home each week and children will have the opportunity to visit the library every week. Please support your child by reading with them daily at home, for approximately ten minutes. Keep these reading sessions short, fun and engaging to support us in developing a love for reading. During and after reading, remember to discuss the book with your child and ask them questions about what they have read. Whenever they have read at home, fill in the reading communication book as this encourages them and informs the

class teacher of their reading habits. Children can also log in to Bug Club to read books digitally at <https://www.activelearnprimary.co.uk>.

Term 3

Writing

In Term 3, when learning about the concept of 'Sustainability', children refine the writing skills they have learned in terms 1 and 2 and learn many of the spelling and punctuation rules. Objectives covered include learning about apostrophes for possession and contraction, suffixes to change the meaning of a root word, homophones and the Year 2 common exception words. Pupils are given the opportunity to apply all the skills they have learnt to both fiction and non-fiction texts.

Reading

Guided reading sessions at school will support with your child's fluency and reading comprehension. Home reading books and a reading communication book will be sent home each week and children will have the opportunity to visit the library every week. Please support your child by reading with them daily at home, for approximately ten minutes. Keep these reading sessions short, fun and engaging to support us in developing a love for reading. During and after reading, remember to discuss the book with your child and ask them questions about what they have read. Whenever they have read at home, fill in the reading communication book as this encourages them and informs the class teacher of their reading habits. Children can also log in to Bug Club to read books digitally at <https://www.activelearnprimary.co.uk>.

Maths

The principal focus of mathematics teaching in key stage 1 is to ensure that students develop confidence and mental fluency with whole numbers, counting and place value. This involves working with numerals, words and the four operations, including with practical resources (for example, concrete objects and measuring tools).

At this stage, students should also develop their ability to recognise, describe, draw, compare and sort different shapes and use the related vocabulary, as well as using a range of measures to describe and compare different quantities such as length, mass, capacity/volume, time and money.

By the end of Year Two, students should know the number bonds to 20 and be precise in using and understanding place value. An emphasis on practise and frequent recall at this early stage will aid fluency. Students should be able to read and spell mathematical vocabulary, at a level consistent with their increasing word reading and spelling knowledge at key stage 1.

Supporting at Home

Support Resources on Seesaw

Knowledge organisers containing further information about each unit along with worked examples and vocabulary will be shared by class teachers via Seesaw at the start of each unit of study. Additional practise

booklets will also be shared by class teachers via Seesaw so children can consolidate their learning at home.

Apps

It is mandatory that all Year Two children have the following apps downloaded on their devices ready for school:

- NumBots
- White Rose 1-Minute Maths
- Times Tables Rock Stars

Online Games

To further support your child's learning in maths, here are some highly recommended games:

- Daily 10 Mental Maths Challenge - <https://www.topmarks.co.uk/maths-games/daily10>
- Hit the Button - <https://www.topmarks.co.uk/maths-games/hit-the-button>

Links to further games to support your child's learning can be found here:

- [Counting](#)
- [Ordering and Sequencing](#)
- [Addition and Subtraction](#)
- [Multiplication and Division](#)
- [Shapes](#)
- [Money](#)
- [Measures](#)
- [Statistics](#)
- [Problem Solving](#)

Term 1

Number and Place Value:

This unit focuses on children's ability to read and understand numbers to 100.

Children will learn to:

- use place value to help them sort, compare and order numbers
- develop their understanding of different representations of numbers and be introduced to some new representations
- use representations to show the value of each digit in a number (its 'tens' and 'ones')
- partition numbers in different ways
- develop their ability to count forwards and backwards in steps of 2, 3, 5, and 10

Addition and Subtraction:

This unit will build upon children's previous learning in Year One of the number bonds to 10. Children will also be taught new strategies and given opportunities to apply their previous and new learning to larger numbers.

Children will learn to:

- apply their knowledge of number bonds to 10 to number bonds within 20 and to 20
- write fact families of equations, using the appropriate symbols (+, - and =)
- use the inverse of one operation to check calculations using the other operation
- 'make 10' to aid mental calculations

- use column method (using a variety of different visual representations to support)
- add and subtract involving two 2-digit numbers, using these different strategies and investigating which is most efficient in different contexts
- use the bar model to represent a word problem, allowing children to visually see the relationship between numbers and decide on the appropriate operation

Money:

This unit is important because it builds upon children's learning about money in Year One, as well as addition and subtraction strategies learned in Year Two.

Children will learn to:

- count coins, notes and combinations of both coins and notes
- make the same amount in different ways
- find totals
- find differences and change
- solve multi-step word problems in the context of money

Term 2

Multiplication and Division:

This unit focuses on multiplication in the context of skip counting, equal groups, times-tables, multiplication sentences and scaling problems. It is an essential basis for children understanding the times-tables. This unit also focuses on two methods of division (grouping and sharing), and how to calculate using these two different strategies. Children will be introduced to the multiplication (x) and division (÷) symbols.

Children will learn to:

- explain and show the difference between equal and unequal groups
- create and use arrays as a representation of multiplication
- recognise that multiplication is commutative (but division is not)
- use repeated addition sentences alongside multiplication sentences to consolidate their understanding that multiplication is the repeated addition of the same number
- calculate different multiplication sentences using equal groups, number lines, arrays and equal bar models
- distinguish between the number of equal groups and the number in one group when dividing
- make links between division and multiplication facts, using fact families
- recognise patterns and make generalisations for numbers that can be divided by 2, 5 and 10
- apply their understanding of multiplication and division being inverse operations to solve missing number problems
- understand and use language such as 'times bigger' or 'twice as many'
- solve word problems in the context of multiplication and division and

Length and Height:

This unit is important because length and height are familiar and useful ideas from daily life.

Children will learn to:

- measure using different non-standard units
- measure using simple standard units and scales (rulers, metre sticks, trundle wheels)
- recognise which equipment is the most appropriate to measure different items
- order and compare lengths and heights

- solve problems in the context of length and height, using the four operations
- use relevant vocabulary to support their reasoning and explanations

Statistics:

This unit is important because it is the first time children will have been introduced to statistics.

Children will learn to:

- collect data and then represent it in different ways in the form of charts and diagrams
- use different skills such as calculating and problem solving to analyse data
- use some new mathematical language ('axis', 'label', 'key')

Term 3

Fractions:

This unit builds on children's knowledge of equal parts and exposes them to equal parts in a range of contexts, including shape, numbers, measurements and money.

Children will learn to:

- understand and use fraction specific vocabulary such as numerator and denominator
- name and recognise unit fractions focusing specifically on halves, thirds and quarters
- name and recognise non-unit fractions
- identify the equivalence between fractions, particularly between $\frac{1}{2}$ and $\frac{2}{4}$
- count up in quarters and halves on a number line, including crossing through whole number barriers

Mass, Capacity and Temperature:

This unit focuses on children accurately measuring mass, volume, capacity and temperature.

Children will learn to:

- measure and record mass, volume, capacity and temperature using standard units (grams, kilograms, millilitres, litres, degrees celsius)
- order and compare different measures
- use estimating skills in the context of these measures
- read and use of different scales (such as scales that increase in steps of 2, 5 and 10)
- apply their learning of measures to solve problems using the four operations

Properties of Shape:

This unit focuses on the properties of 2D and 3D shapes.

Children will learn to:

- recognise, name, describe and sort 2D shapes based on the shapes' mathematical properties
- recognise, name, describe and sort 3D shapes based on the shapes' mathematical properties
- identify and draw lines of symmetry

Position and Direction:

This unit focuses on describing position in relation to other objects, describing lateral and rotational movement and describing and completing repeating patterns.

Children will learn to:

- describe movements
- describe turns
- describe combinations of movements and turns
- solve problems involving position and direction

Time:

This unit will develop children's ability to tell and write the time, building on their previous learning about o'clock and half-past.

Children will learn to:

- tell the time to five minutes, including quarter past and to the hour
- recall the number of minutes in an hour and hours in a day
- use number lines to understand start and end times, and calculate intervals of time between them
- solve time problems including word problems, and comparing and sequencing questions

Science

The curriculum for science at WSO aims to ensure that all pupils:

- develop scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry and physics
- develop understanding of the nature, processes and methods of science through different types of science enquiries that help them to answer scientific questions about the world around them
- are equipped with the scientific knowledge required to understand the uses and implications of science, today and for the future.

The principal focus of science teaching in key stage 1 is to enable pupils to experience and observe phenomena, looking more closely at the natural and humanly-constructed world around them. They are encouraged to be curious and ask questions about what they notice about their world. We develop their understanding of scientific ideas by using different types of scientific enquiry to answer their own questions, including observing changes over a period of time, noticing patterns, grouping and classifying things, carrying out simple comparative tests, and finding things out using secondary sources of information. Using simple scientific language to talk about what they have found out and communicate their ideas to a range of audiences in a variety of ways. Most of the learning about science is done through the use of first-hand practical experiences, but we also use of appropriate number secondary sources, such as books, photographs, videos and technology to support students understanding of concepts. Students are taught to read and spell scientific vocabulary at a level consistent with their increasing word reading and spelling knowledge at key stage 1.

In order to ensure that our students gain understanding of science as a whole, we use a knowledge and application model. We use the latest teaching techniques for students to gather knowledge about a concept and then use that knowledge in a task that involves application of the concept.

Term 1

Uses of Everyday Materials

Pupils will identify and discuss the uses of different everyday materials so that they become familiar with how some materials are used for more than one thing (metal can be used for coins, cans, cars and table legs; wood can be used for matches, floors, and telegraph poles) or different materials are used for the same thing (spoons can be made from plastic, wood, metal, but not normally from glass). They will think about the properties of materials that make them suitable or unsuitable for particular purposes and they will be encouraged to think about unusual and creative uses for everyday materials.

Children will learn to:

- identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses
- find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.
- Pupils will work scientifically by: comparing the uses of everyday materials in and around the school with materials found in other places (at home, the journey to school, on visits, and in stories, rhymes and songs); observing closely, identifying and classifying the uses of different materials, and recording their observations.

Living Things and their Habitats

Pupils will be introduced to the idea that all living things have certain characteristics that are essential for keeping them alive and healthy. They will raise and answer questions that help them to become familiar with the life processes that are common to all living things. Pupils will be introduced to the terms 'habitat' (a natural environment or home of a variety of plants and animals) and 'micro-habitat' (a very small habitat, for example for woodlice under stones, logs or leaf litter). They will raise and answer questions about the local environment that help them to identify and study a variety of plants and animals within their habitat and observe how living things depend on each other, for example, plants serving as a source of food and shelter for animals. Pupils will compare animals in familiar habitats with animals found in less familiar habitats, for example, on the seashore, in woodland, in the ocean, in the rainforest.

Children will learn to:

- explore and compare the differences between things that are living, dead, and things that have never been alive
- identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other
- identify and name a variety of plants and animals in their habitats, including micro- habitats
- describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.
- Pupils will work scientifically by: sorting and classifying things according to whether they are living, dead or were never alive, and recording their findings using charts. They will be describing how they decided where to place things, exploring questions for example: 'Is a flame alive? Is a deciduous tree dead in winter?' and talk about ways of answering their questions. They will constructing a simple food chain that includes humans (e.g. grass, cow, human). They could describe the conditions in different habitats and micro-habitats (under log, on stony path, under bushes) and find out how the conditions affect the number and type(s) of plants and animals that live there.

Term 2

Animals Including Humans

Pupils will be introduced to the basic needs of animals for survival, as well as the importance of exercise and nutrition for humans. They will also be introduced to the processes of reproduction and growth in animals. The focus at this stage will be on questions that help pupils to recognise growth; they will not be expected to understand how reproduction occurs. The following examples might be used: egg, chick, chicken; egg, caterpillar, pupa, butterfly; spawn, tadpole, frog; lamb, sheep. Growing into adults can include reference to baby, toddler, child, teenager, adult.

Children will learn to:

- notice that animals, including humans, have offspring which grow into adults
- find out about and describe the basic needs of animals, including humans, for survival (water, food and air)
- describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.
- work scientifically by: observing, through video or first-hand observation and measurement, how different animals, including humans, grow; asking questions about what things animals need for survival and what humans need to stay healthy; and suggesting ways to find answers to their questions.

Term 3

Plants

Pupils should use the local environment throughout the year to observe how different plants grow. Pupils should be introduced to the requirements of plants for germination, growth and survival, as well as to the processes of reproduction and growth in plants.

Children will learn to:

- observe and describe how seeds and bulbs grow into mature plants
- find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.
- work scientifically by: observing and recording, with some accuracy, the growth of a variety of plants as they change over time from a seed or bulb, or observing similar plants at different stages of growth; setting up a comparative test to show that plants need light and water to stay healthy.

Integrated Curriculum

In Year 2, we have adopted an Integrated Curriculum approach. This enables children to engage in meaningful learning experiences that link to the real world. By adopting this



approach, it allows us to create learning experiences that are uninterrupted and help create world ready learners.

Our big questions this year are:

Where will my journey take me?

How do we thrive?

How can we become sustainable superhero's?

Term 1

During Term 1, children will focus use a wide range of skills to discover the world in which they live. They will begin by focusing on their immediate world, looking at their home, how they travel to school and the UAE. They will then move on to discovering the wider world, looking at countries, continents and animal habitats. Throughout the term children will have opportunities to:

- Develop map and fieldwork techniques
- Locate countries around the world
- Compare the physical and human features of a range of countries
- Use knowledge of materials to create a vehicle to take them on a journey

Term 2

During Term 2, children will explore the question 'How do we thrive?', through this question they will explore a variety of concepts including: self-awareness, nutrition, community and physical wellbeing.

They will have opportunities to:

- Develop their own guide to keeping healthy
- Meet people from the local community that help to keep us safe
- Make and evaluate their own healthy dish
- Explore different strategies and techniques that help keep our minds and bodies healthy

Term 3

During Term 3, children will begin to look at sustainability and environmental issues that affect the modern day world. They will use a variety of sources to explore how as individuals, a community and a population we can help the world be a more sustainable place and help protect it for future generations. Some of the learning experience children will have will include:

- Learning about initiatives that help to protect the environment
- Creating and evaluating a new product made out of recycled material
- Planting and observing plants in a variety of conditions
- Researching individuals through history that have had a huge impact on the world we live in

Physical Education

World Class, World Ready. A Sport for Every Child

We passionately believe that our broad and balanced curriculum helps children to develop a love of sport and activity that stays with them throughout their lives. Through our extensive range of curricular activities and extra-curricular clubs, we provide a fully inclusive experience for children of all ages and abilities.

In Year 2, our pupils advance to more complex skill acquisition activities. These lessons are designed to build on the success pupils achieve during the Foundation Stage and help them transition into more specialised games and units of work in the upper school. As well as a strong emphasis on body strength and balance activities, pupils will also spend time improving their running style and hand-eye coordination. Whilst providing individual challenges, these lessons also introduce competition and cooperation, teaching pupils how to compete fairly and safely. Pupils at this stage graduate to access sporting enrichment opportunities and can start to access some of the extracurricular activities the school has to offer via the after-school provision from ESM.

Term 1

In term 1, we will focus on the following topics; Gymnastics, Object Control, and Invasion Games.

Learning Goals; Gymnastics. I can...

Balance in an inverted position with stillness and supported base.

Roll in different directions with either a narrow or curled body shape.

Combine a strong body hold with shapes, levels, and pathways.

Learning Goals; Object Control. I can...

Strike an object forward.

Strike an object forward with a short-handled bat.

Strike a ball from a slow underarm bowl using the correct grip and body stance.

Learning Goals; Invasion Games. I can...

Travel in a variety of pathways.
Pass to create more space.
Mirror the pathway of an opponent.

Home Learning: [GEMS Wellington Academy, Physical Education YouTube Channel](#)

Term 2

In term 2, we will focus on the following topics; Athletics and Swimming.

Learning Goals; Athletics. I can...

Sprint in a straight line and record a time.
Throw a weighted object sideways on.
Perform a dynamic jump over a set distance.

Learning Goals; Swimming. I can...

Jump in from the poolside and fully submerge.
Sink, push and glide in a streamlined position.
Push and glide from the wall, rotating each time. (Example of Level 3).

Home Learning: [GEMS Wellington Academy, Physical Education YouTube Channel](#)

Term 3

In term 3, we will focus on the following topic; Swimming.

Learning Goals; Swimming. I can...

Kick 10 meters backstroke.
Kick 10 meters front crawl.
Kick 10 meters butterfly. (Example of Level 4).

Home Learning: [GEMS Wellington Academy, Physical Education YouTube Channel](#)

Performing Arts

In Year two students have a 55 minute Performing Arts lesson once a week which will be a blended; drama, dance and music curriculum. The students will be taught by a specialist performing arts teacher. At the end of Year 2 students will learn about how to take part in the auditions in Year 3 for the Mini Performing Arts academy. They will be given an audition pack to learn within the last two lessons and the resources to practice over the

summer break. The auditions will take place after the summer holidays when the students return to school.

Term 1

In term one the students will begin developing their dance and drama skills with a Superheroes theme. They will begin to define their choreographic development by learning a whole class routine. Following this, they will use their imagination and creativity to develop their own superhero characters. They will use drama skills such as; gesture, body language and sound effects to bring their superhero characters to life. Once their superhero characters are formed they will begin to use their characteristics to engage with one another and then develop their own dance. After half term break the students will move onto 'Beats and rhythm' unit focused on reading and playing rhythm patterns. Students will begin to learn the music notations and begin to create their own rhythms whilst learning to play the xylophone and percussion instruments.

Term 2

In term two the students will be learning and rehearsing musical theatre piece to perform in the KS1 show in the auditorium. The students will work with their teacher to develop dance and singing skills so that they have the confidence to perform on the big stage! This is a very exciting event in the calendar which will be happening in March. All parents are invited to watch the show, with timings communicated closer to the time.

Term 3

In term three students will focus on their acting skills, developing their characterisation; facial expressions and body language. Starting with emotions, students will begin to develop how emotions can be portrayed when acting. This will be developed into a series of role play and improvisation lessons where students will begin to learn the craft of devising and becoming characters in everyday life such as; waiters, chefs, police officers and teachers.

After the half term break students will be developing their singing skills; practising how to control their pitch, diction and volume throughout the sessions. Towards the end of the term students will be introduced to the audition packs for Year 3 where they will then gain the opportunity to audition for the mini performance arts academy in Year 3.

It would be fantastic for our students to be practicing their skills at home; performing to family and friends. We would love for the parents to share their love of music and the Arts. We would encourage the students to sing along to all genres of music, to dance and enjoy the arts. We would love it if the students came to watch the junior and mini theatre companies performances of 'Mary Poppins' in February and 'Moana' in June. An opportunity to see their older peers perform in the auditorium and experience the delight of live theatre at a fraction of the cost.

Modern Foreign Languages

In Year Two, our pupils once again study French for twenty-five minutes each week. The aim of these sessions is to build upon prior learning from Year One, as well as encourage the pupils to communicate confidently. Pupils continue to develop their awareness of French sounds and make links and spot patterns in new French words. Pupils will develop their speaking skills; demonstrating an ability to imitate pronunciation. They will listen to familiar spoken words and phrases and, via our Phonics focus, show they can recognise and understand some familiar words and phrases in written form. This year pupils will begin to construct short sentences in French.

An excellent way for pupils to develop their language skills is to reinforce their learning at home in-between lessons, so we greatly appreciate your support in asking your children what they learnt in their French lesson. You never know, you may learn the language too!

Term 1

This term, pupils revisit the French alphabet and days of the week from year one. They then learn how to talk about the weather and seasons in French. By the end of the term they are able to describe the weather in each season and on different days.

French alphabet: <https://www.youtube.com/watch?v=LYy3P2okyw>

French days of the week: <https://www.youtube.com/watch?v=Lpwf5N0rfVE>

French seasons and weather: https://www.youtube.com/watch?v=I9jcDf8K_cM

Term 2

In Term Two, the topics of body parts and clothes are taught via a French story *L'ours qui se grattait* (The itchy bear) and a French song called *Promenons nous dans les bois* (Walking in the woods). Again, pupils will continue to incorporate prior learning and by the end of the term will be able to label body parts with numbers and clothes with colours.

French numbers to ten: <https://www.youtube.com/watch?v=lsc3qLMaCu8>

French colours: <https://www.youtube.com/watch?v=fZR66TjirDc>

Head, shoulders, knees and toes in French: <https://www.youtube.com/watch?v=7YEZAuUfaeE>

French song: <https://www.youtube.com/watch?v=KrLuJchq294>

Term 3

Transport and places are the topics of Term Three. Via this topic, pupils demonstrate their ability to link their learning together, culminating in a description of where they go to, when (day of the week), how (transport), what they will wear (clothes and colours) and what the weather will be like.

French days of the week: <https://www.youtube.com/watch?v=Lpwf5N0rfVE>

French seasons and weather: https://www.youtube.com/watch?v=I9jcDf8K_cM

French colours: <https://www.youtube.com/watch?v=fZR66TjirDc>

Outdoor Learning

Welcome to GEMS Wellington Academy Silicon Oasis Outdoor Learning.

Outdoor Learning is a truly unique, long term experience, consisting of regular sessions in a natural environment to support the holistic development of our students. Stemmed from a Forest School ethos, Outdoor Learning at WSO combines key life skills and experiences, with a focus on play, fostering resilient, confident, independent and creative learners. Bob Hughes' theory behind the sixteen types of play in his book, 'A taxonomy of Play Types', and the innate learning experiences that can be found in these moments, are fundamental in Outdoor Learning's approach towards teaching. By combining these with Pyle and Daniels' play based continuum, we can ensure that our student's academic needs and wellbeing will continue to be nurtured, whilst fuelling an intrinsic desire to learn through exciting, meaningful and memorable learning experiences.

Through play students will learn to:

- Connect their new experiences with existing understandings and build new learning.
- Deepen their attention and maintain engagement for longer periods.
- Take an intuitive approach to exploration: trying new ideas and possibilities, revising hypotheses and adapting to change.
- Adopt agency in their learning and adopt early leadership roles.
- Find joy and excitement in learning

Outdoor Learning offers learners the opportunity to take supported risks, appropriate to the environment and to themselves. Our opportunities are designed to build on an individual's innate motivation, positive attitudes and/or interests. Outdoor Learning uses tools and fires but only where deemed appropriate to the learners, and dependent on completion of a baseline risk assessment. Our experiences follows a Risk-Benefit process managed and reviewed continuously by the Outdoor Learning staff, which are tailored to the developmental stage of the learner.

Term 1

In Term one we will be focusing on our own play types and preferential methods of learning through play.

Course content:

- Learning through play, using tools for a purpose, exploring local biomes, habitats and the life that exists within
- Fine motor skills, risk analysis, communication, using senses
- Bushcraft Skills Enrichment
- Support at home using blended learning
- Home Learning https://gemsedu.sharepoint.com/:p:/s/OutdoorAdventuresWSO/Edsn-bO0xJdOjBbPfGyPPaQBRx7LHnp5fZF18RE_L74dsQ?e=VdaWqq
- Kit List <https://gemsedu.sharepoint.com/:p:/s/OutdoorAdventuresWSO/EUssciwCMGVAv6dVraXxH8EBO8g6rVWI1fYof3OE1DWI1A?e=V0Sdod>



Term 2

NA

Term 3

NA

Year 3

Head of Year Welcome

Hi, my name is Sinead Napoli and I am the Head of Year 3. We are excited to take the children on their journey through lower Key Stage 2 where we will create learning experiences, which are fun and engaging. I am confident your child will enjoy exploring the various concepts that we will cover in Year 3 and they will thrive through connecting their learning in our Integrated Curriculum lessons. Children will also develop their critical thinking and problem-solving skills, and their love of learning will continue to grow in a fun and supportive environment. They will have opportunities throughout the year to share their work with varying audiences and we will continuously celebrate their successes.

Islamic Education

As-Salamu Alaikum! My name is Mohammed Solaiman and I am the Head of Academy Islamic at WSO. Our primary aim in Year 3 is to continue to strengthen students' relationships with the Holy Qur'an and the Hadith of the Prophet Muhammed S.A.A.W. We also aim to teach them the steps of the prayer (Salah) in a practical way. We look forward to having a fabulous year in Islamic!

Term 1

In term 1, we will start with Surat Al-Asr learning highlighting the useful lesson they can learn from the Surah. Then Students will get the opportunity to learn about the story of two of Allah's Prophets – Prophet Nuh and Prophet Ibrahim A.S. and analyse the useful lesson they will learn from their life. They will also get to learn the value of "Ithar and caring" through the Hadith of the Prophet "I love good things for my brother".

The topics included in Term 1 are: -

- Surat Al-Asr
- Belief in the Prophets (Nuh and Ibrahim A.S.)
- The Prophet S.A.A.W. loves to work (Lesson to be linked with Al-Mawlid An-Nabawy)
- I love good things for my brother.
- Performing good ablution.
- Cleanliness and nullifiers of Wudou' (Mubtilat Al-Wudou').

Through term 1, we expect Yr 3 Muslim students to be able to: -

- Recite Surat-ul-Asr observing the rules of Tajweed.
- Memorise the Hadith Shareef "I love good things for my brother" and Hadith of "Performing good ablution" and conclude the learned lessons from them.
- Explain the lessons learned from the story of Prophet Nuh A.S.
- Mention the names of the Ulo Al-Azmi Mina Ar-Rsul (The Steadfast Prophets).
- Explain the rewards of performing good ablution.
- Make a list of the nullifiers of Wudou' (Mubtilat Al-Wudou').

Term 2

In term 2, they will build on what they will achieve in Term 1 and extend their Islamic knowledge through memorising new Surahs and learning new Hadiths. They will be learning about the virtues of Prayer. As Ramadan will commence by the end of term 2, they will be learning about the Holy month through the lesson of "Fasting".

The topics included in Term 2 are: -

- Surat Al-Sharh
- Surat Al-Qadr
- Surat Quraysh
- Ramadan the month of fasting
- Hadith "The excellence of the Prayer"
- Respecting others.

Through term 2, we expect Yr 3 Muslim students to be able to: -

- Recite Surat-ush-Sharh, Surat Al-Qadr and Surat Quraysh properly with Tajweed.
- Suggest some ideas that makes the Muslim win the rewards of Lailat-ul-Qadr.
- Explain the rewards of keeping up their prayers in time.
- Say the Hadith about "Excellence of the Prayer".
- Make a poster about respect.

Term 3

In term 3, students will learn Surat Al-Shams and learn the story of Prophet Salih A.S. They will also be able to learn about the life story of Lady Fatimah R.A.A. and Imam Ali Ibn Abi Talib R.A.A. and reflect on the learned lessons from their lives.

The topics included in Term 3 are: -

- Surat Al-Shams
- Fatimah R.A.A.
- Ali Ibn Abi Talib R.A.A.
- Some of the Prophet's manners.
- The best acts in Islam
- He virtues of reciting the Holy Qur'an (Hadith Shareef)

Through term 3, we expect Yr 3 Muslim students to be able to: -

- Recite Surat Al-Shams with Tajweed.
- Design a mind map about Lady Fatimah R.A.A.
- Outline the main important facts in the life story of Ali R.A.A.
- Analyse the learned lessons from the story of Lady Fatimah and Imam Ali R.A.A.
- Memorise Hadith Shareef of "The best acts in Islam" and Hadith " he virtues of reciting the Holy Qur'an".

Useful websites

<http://islamhouse.com/en/> and http://www.tvquran.com/minshawi_molem.htm
<http://www.islamicbook.ws/2/> www.eduslamic.com www.sunnah.com

Arabic A

في البداية أود أن أقدم نفسي لحضراتكم، أنا أ. رانيا محمد ، رئيسة قسم اللغة العربية في المرحلة الابتدائية. .
واسمحوا لي أن أقدم لكم نبذة عن معلمي اللغة العربية ومنهج اللغة العربية بالمدرسة.

يضم قسم اللغة العربية في المرحلة الابتدائية نخبة متميزة من المعلمين الذين يتميزون بالقدرة على إثارة وتحفيز الطلبة وتشجيعهم على تعلم مادة اللغة العربية من خلال استخدام استراتيجيات تعلم حديثة تساعد الطلبة على التقدم في مهارات اللغة العربية؛ وذلك بسبب شغفهم ومعرفتهم العميقة بمنهج اللغة العربية وطرق تدريسه.

نعمل في قسم اللغة العربية بالمدرسة على تطوير مهارات اللغة العربية الأربع: الاستماع والتحدث والقراءة والكتابة، بالإضافة إلى قواعد اللغة العربية والقواعد الإملائية، وأيضًا تطبيق مجموعة متنوعة من الأنشطة الصفية واللاصفية والمسابقات والأحداث على مدار العام، والتي تنمي مهارات الطلبة اللغوية بالإضافة إلى زيادة حصيلتهم اللغوية وفقًا لمعايير الوثيقة الوطنية.

يعتبر الصف الثالث هو نهاية الحلقة الأولى ثم الانتقال إلى الحلقة الثانية التي يبدأ فيها الطالب بتكوين شخصيته الحقيقية التي سينتهجها خلال السنوات القادمة، ولذا فإننا نعمل على تقديم الدعم الكافي لكل طالب لتنمية المهارات التعليمية والحياتية اللازمة له وأن يكون أكثر قدرة على تحمل المسؤولية والعمل المستقل من خلال اختيار الأهداف التي يريد أن يحققها بالإضافة إلى تقييم نفسه في كل هدف أو معيار يدرسه وتعيين ما يجب عليه القيام به من أجل إحراز التقدم المطلوب والمضي قدمًا.

ومن أهم المهارات التي نركز عليها في الصف الثالث هي مهارة القراءة، حيث تعتبر مهارة القراءة هي المدخل الأول للتعلم الذي يستطيع من خلاله الطالب تنمية معرفته وثقل مواهبه وزيادة حصيلته اللغوية؛ ولذا سنقوم خلال هذا الشهر بتحديد المستوى القرائي لكل طالب وذلك للوقوف على نقاط القوة لديه لتنميتها وعلاج نقاط الضعف لديه ، ومن ناحية أخرى متابعة تقدمه حسب مستويات عربي 21، حيث يقوم هذا التصنيف على تصنيف الكتب إلى مستويات ، ومن خلال قراءة الطالب يمكن وضعه في التصنيف المناسب له ثم يعمل المعلم على تعزيز مهارة القراءة لديه للارتقاء إلى المستويات التالية.

و ما قمنا بتطويره هذا العام هو العمل على ربط التعلم أكثر بالبيئة الواقعية لإعداد طلابنا للحياة العملية حيث قمنا باستخدام نموذج **G.R.A.S.P.S** والذي

يعتمد على وضع الطالب في مواقف حياتية مما يجعله يستخدم مهارات البحث والربط وغيرها من مهارات التعلم **HPL** للوصول إلى حلول لهذه المواقف مما يجعله يعيش اللغة ويعرف أهميتها

ولتنمية مهارة القراءة لدى طلبتنا هذا العام سنقوم – كما اعتدنا - بالاشتراك في منصة عصافير التي تتيح للطلبة العديد والعديد من القصص التي تناسب جميع الأعمار، بالإضافة إلى أنها تلبي حاجات وميول الطلبة، والتي يتم تصنيفها أيضًا إلى عدة مستويات وفقًا لتصنيف عربي 21، مما يساعد الطالب والمعلم وولي الأمر على متابعة تقدم الطلبة في مهارة القراءة، وقد بدأنا بالفعل في إجراءات ابتكار حساب لكل طالب، وفور حصولنا على بيانات الطلبة سوف نرسلها لحضراتكم من قبل معلم المادة.

أما عن القصص المطبوعة فقد خصصنا مكانًا في مكتبة المدرسة لقصص باللغة العربية، حيث يُسمح للطلبة بالحصول على كتاب باللغة العربية أسبوعيًا من خلال أمين المكتبة المتواجد في مكتبة المدرسة، وهو عربي الجنسية أي أنه قادر على مساعدة الطلبة على اختيار الكتاب الذي يريدونه وفقًا لمراحلهم العمرية بالإضافة على حصّة أسبوعية مخصصة للقراءة الموجهة والتي يقرأ فيها جميع الطلاب قراءة جهرية لقصص مناسبة لمستوى الطلاب بالإضافة إلى مجموعة من الأنشطة التي تراعي التعلم المتميز.

أما بالنسبة لمهارة الكتابة فإننا سنعمل على تنمية مهارة الكتابة من خلال تعليم الطلبة كتابة فقرة تتضمن الأفكار والتنظيم وأيضًا إعادة سرد وتتبع أحداث قصة والتعبير عن قصص مصورة كتابيًا، بالإضافة إلى قواعد الإملاء المناسبة لهذه المرحلة، ومن ناحية أخرى علاج

الأخطاء الشائعة في الكتابة والتي سنكتشفها من خلال كتابات الطلبة في الدفتر والعمل على علاجها.

بالإضافة إلى أننا نستخدم بعض البرامج التكنولوجية ذات الطابع التعليمي من أجل إضفاء جو من المرح أثناء حصص اللغة العربية لتحفيز الطلبة وتشجيعهم على تعلم اللغة العربية والاستمتاع بتعلمها.

Term 1

خلال الفصل الدراسي الأول سيدرس الطالب أنواعًا مختلفة من النصوص، مثل النصوص الأدبية "مسعودة السلحفاة" والذي يتعلم الطالب منه أهمية الطعام الصحي ومهارات لغوية متعددة منها ترتيب الأحداث وإعادة السرد وروابط وعبارات إبداء الرأي سيكون هناك مشروع بنهاية الوحدة وهي عبارة عن بناء مسرح عرائس مصغر يستخدمه الطالب أثناء التحدث وحكاية قصة جديدة من تأليفه على غرار ما قرأ. يليها قصة "تكشيرة" والتي سيكون التركيز فيها على عناصر القصة والنهايات الغير متوقعة أيضًا تأليف نهايات أخرى مناسبة ومنطقية للقصة.

أيضًا سنتعرض لبعض النصوص المعلوماتية عن الحيوانات مثل نص "السلحفاة" والتي من خلالها سيني الطالب مهارة تحديد أهم المعلومات وتوضيحها ثم كتابتها متسلسلة تسلسلاً صحيحًا. بالإضافة إلى نشيد "ما أطيب التفاح" والذي سيتعلم من خلاله الطلاب سمات النشيد بشكل بسيط مناسب لمراحلهم العمرية. وكان من المهم بهذا الفصل الدراسي أن نضيف التحليل الصوتي من خلال التمييز بين الأصوات القصيرة والطويلة والمقطع الساكن والشدة لمساعدة الطلاب على القراءة بشكل صحيح. سيتم تخصيص حصة أسبوعية للقراءة الموجهة والتي يتم العمل فيها على تنمية مهارات القراءة الجهرية الفردية حسب هدف القراءة الخاصة بكل طالب.

ومن ناحية أخرى سيدرس الطالب بعض قواعد النحو مثل: بناء الجملة الاسمية والجملة الفعلية ، والتي تعمل على تنمية قدرته على الكتابة بطريقة صحيحة لغويًا. أيضًا أدوات الاستفهام لاستخدامها في تكوين حوار أثناء تأليف قصة بسيطة. أما بالنسبة لمهارة الكتابة فإننا سنعمل على تنمية مهارة الكتابة من خلال تعليم الطلبة كيفية تكوين جمل صحيحة لغويًا بطريقة صحيحة وذلك من خلال المثيرات البصرية من صور وأشياء عملية واتباع استراتيجيات لتحسين الكتابة منها انظر انطق اكتب. أيضًا استخدام علامات الترقيم أثناء الكتابة النقطة والفاصلة وعلامة الاستفهام وسيكون هناك تركيز على شكل وتنظيم الكتابة وتحسين الخط. سيكون هناك املاء تدريبي يوم في الصف للطلاب كإملاء منظور.

وفي نهاية الفصل الدراسي سيقوم الطلاب بالعمل على مشروع "كتابة رسالة" حيث يقوم الطالب بكتابة رسالة متتبعا كيفية كتابة الفقرة وتنظيمها لكتابة رسالة لصديقه، ثم التدريب على عرضها في المنزل ومن ثم عرضها أمام زملائه مما يعمل على تنمية مهارة التحدث لديه ومن ناحية أخرى إكسابه الثقة في الوقوف أمام الجمهور.

ومن ناحية أخرى سنقوم بالمشاركة في العديد من المسابقات الخارجية على مستوى دولة الإمارات العربية المتحدة، مثل مسابقة "كأس شيفرون للقراء" ومسابقة "كتابة القصة القصيرة" وغيرها من المسابقات الخارجية، بالإضافة إلى تنظيم بعض المسابقات الداخلية، مثل مسابقة "الخط العربي" و "القراءة" وتكريم جميع الطلبة المشاركين في تلك المسابقات لتحفيز جميع الطلبة على المشاركة والفوز بإذن الله.

ولذا نرجو من حضراتكم تشجيع الطلبة في البيت على القراءة وإتمام الواجبات المدرسية، حيث إننا نعمل من خلالها على تنمية مهارة محددة أسبوعيًا لمساعدة الطلبة على التقدم في جميع مهارات اللغة العربية.

- ✓ ينشئ المتعلم كلمات جديدة ذات معنى بإضافة أو حذف أو تغيير الأصوات في الكلمات.
- ✓ يجيب المتعلم عن أسئلة لنص شعري ويطرح أسئلة (من، ماذا، متى) مظهر فهمه للنص
- ✓ يقارن المتعلم بين الشخصيات والزمان والمكان في قصص قرأها

- ✓ يتعرف المتعلم المصطلحات الصحيحة لأنواع مختلفة من النصوص الأدبية، ويستخدمها، مثل (القصيدة، البيت، الشطر، البداية، الوسط، النهاية)
- ✓ يربط المتعلم بين الصور التي يشاهدها والأحداث المناسبة لها، مفسرًا العلاقات بينها تفسيرًا منطقيًا
- ✓ يقترح المتعلم نهايات بديلة لقصة قرأها

- ✓ يكتب المتعلم فقرة مضمنا إياها جملة رئيسة، وتفاصيل داعمة، وجملة خاتمة
- ✓ يستوعب المتعلم المادة المسموعة (نص سردي) ويعيد ذكر المحتوى بدقة وترتيب مميّزًا الفكر الواردة فيها من تلك التي لم ترد
- ✓ يعيد المتعلم سرد قصة حقيقية أو خيالية سمعها أو قرأها ذاكراً بعض التفاصيل مثل (المكان، الشخصيات)
- ✓ يحدد المتعلم علاقات التضاد والترادف بين الكلمات
- ✓ يحاكي المتعلم شفويا جملة فعلية بسيطة مستخدما الفعل الماضي والمضارع للمذكر والمؤنث
- ✓ يميز المتعلم الأسماء والأفعال والحروف
- ✓ يميز المتعلم بين أدوات الاستفهام محاكيا جملا تبدأ ب متى، أين، من، ماذا، كيف، لماذا؟
- ✓ يوظف المتعلم حرفا العطف (و، أو) في جمل من إنشائه محاكيا نمطا
- ✓ يكتب المتعلم الحروف مع الحركات القصيرة والطويلة والحروف المضعفة.
- ✓ يكتب المتعلم كلمات تتكون من (3-6) حروف مكتسبة من محيطه اللغوي إملاء منقول.
- ✓ يكتب المتعلم كلمات وجملاً (من كلمتين إلى ست كلمات) بخط النسخ محاكياً نمطاً.

Term 2

خلال الفصل الدراسي الثاني سيدرس الطالب أنواعًا مختلفة من النصوص أيضًا، مثل النص الأدبي " بلا قبة " خالد والعصفور " والتي من خلالها سنعمل على تنمية مهارة القراءة لدى الطالب وتنمية مهارات أخرى مثل مهارة فهم المغزى وأيضًا تحليل القصة وربط أجزاءها وفهم الشخصية، ومن ناحية أخرى تنمية مهارة التحدث من خلال سرد تلك النصوص أو طرح بعض الأسئلة على شخصيات القصة أو إجراء حوار معهم والتفاعل مع النصوص من خلال التعبير بالرسم أو الحاسوب ومستنتجًا القيم الموجودة في هذه القصص. بالإضافة إلى نشيد "أنا ابتكر" للوقوف على القافية الشعرية وتأليف كلمات على نفس الوزن.

ومن ناحية أخرى سنتعرض لبعض النصوص المعلوماتية والتي من خلالها سيركز الطالب على الربط بين المعلومات المقدمة في تلك النصوص وربطها بخبراته السابقة والحياة الواقعية وتحديد أهم المعلومات الواردة في تلك النصوص.

ومن ناحية أخرى سيدرس الطالب بعض قواعد النحو مثل ظرفا الزمان والمكان ومن القواعد الإملائية التمييز بين التاء المربوطة والتاء المفتوحة والهاء والتي تعمل على تنمية قدرته على الكتابة بطريقة صحيحة لغويًا.

أما من حيث مهارة الكتابة سيقوم الطالب بالتدريب على كتابة الدعوة وبطاقة التهنئة كتعبير وظيفي والتعبير عن القصص المصورة وتكوين فقرة صحيحة مستخدمًا علامات الترقيم التي سبق تدريسها بالفصل الدراسي الأول.

وفي نهاية الفصل الدراسي سيقوم الطلاب بالعمل على مشروع بعنوان "التفكير خارج الصندوق" والذي يتم من خلاله وضع الطلاب في مواقف حياتية واقعية لثقل مهاراتي التحدث والكتابة.

كل ما سبق سيكون عن طريق التركيز على الأهداف التالية:

- ✓ يطبق المتعلم معرفته بقواعد الصوتيات والتهجئة في عمليات التحليل والتركيب صوتيًا.
- ✓ يعرف المتعلم التاء المفتوحة والتاء المربوطة ويميز في النطق بينهم في آخر الكلمة.
- ✓ يقرأ المتعلم بطلاقة وينطق سليماً مستثمرًا معرفته باللام القمرية -اللام الشمسية -الهمزة - التاء المربوطة - التنوين.
- ✓ يتفاعل المتعلم مع النصوص المقروءة بوسائل مختلفة: الرسم، الكتابة، الحاسوب، الجهاز اللوحي، مستنتجًا القيم الواردة فيها
- ✓ ينتج المتعلم عملاً أدبيًا مبسطًا على ضوء نص درسه مظهرًا الشخصيات والمكان
- ✓ يطرح المتعلم أسئلة مثل: (من، ماذا، متى، أين، لماذا، كيف) عن المعلومات والرسومات التوضيحية والأحداث، و يجيب عن أسئلة أخرى
- ✓ يذكر المتعلم الفكرة المحورية والفكر الرئيسة لكل فقرة في نص معلوماتي مكون من فقرات
- ✓ يستنتج المتعلم العلاقة الزمنية بين حدثين أو أكثر، أو بين مفاهيم علمية مقدمة في النص المعلوماتي

- ✓ يرتب المتعلم صوراً لخطوات وفق ترتيب زمني يراه منطقياً بعد قراءته نصاً إرشادياً مبنيًا على خطوات
- ✓ ينشئ نصوصاً مقروءة بخط واضح مرتب يبرز اعتناؤه بما يكتب
- ✓ يراجع المتعلم ما يكتبه (المسودة) لتحسين مستوى الكتابة، وتحقيق التماسك والتتابع المنطقي، مستخدماً علامات الترقيم
- ✓ يكتب المتعلم قصة من خلال ترتيب الجمل البسيطة واللوحات المصورة
- ✓ يكتب المتعلم رسالة إلى صديق متضمنًا بعض العناصر: التاريخ، المرسل إليه، التحية، النص المرسل.
- ✓ يعبر عن تجربة شخصية مراعيًا تسلسل الأحداث
- ✓ يصف المتعلم الأشخاص والأماكن والأشياء مع تفاصيل إضافية مستخدمًا اللغة العربية الفصحى مراعيًا آداب الحديث.

- ✓ يفسر المتعلم الكلمات مستعيناً بمرادفات وأضدادها وسياقها
- ✓ يوظف المتعلم شفوياً أسلوب الأثبات والنفي في الإجابة عن سؤال: (لم، لن، لا، ليس)
- ✓ يحاكي المتعلم جملة فعلية بسيطة تتضمن ظرف الزمان (صباحاً، عصرًا...) وظرف المكان (خلف، أمام، فوق....)
- ✓ يحاكي المتعلم جملة اسمية بسيطة يتطابق فيها الاسم مع موصوفه (للمفرد والمثنى والجمع)
- ✓ يحول المتعلم الجملة المثبتة إلى منفية والعكس محاكيًا نمطاً.
- ✓ يكتب المتعلم الكلمات المنتهية بالتاء المفتوحة والتاء المربوطة والهاء كتابةً صحيحة.
- ✓ يستخدم المتعلم علامات الترقيم (علامة الاستفهام، النقطة، علامة التعجب).

Term 3

خلال الفصل الدراسي الثالث سيدرس الطالب أنواعًا مختلفة من النصوص أيضًا، مثل النص الأدبي "المخلوقات الفضائية تحب الملوخية" والتي من خلالها سنعمل على تنمية مهارة القراءة لدى الطالب وتنمية مهارات أخرى مثل مهارة تتابع الأحداث، وتنمية مهارة التلخيص لدى الطلبة، بالإضافة إلى تعزيز مهارة طرح الأسئلة، ومن ناحية أخرى تنمية مهارة التحدث من خلال سرد تلك النصوص أو طرح بعض الأسئلة على شخصيات القصة أو إجراء حوار معهم.

ومن ناحية أخرى سنتعرض للنص المعلوماتي بعنوان "مجموعتنا الفضائية التي تسبح في الفضاء" والتي من خلالها خلالها على تحديد الفكرة الرئيسية والأفكار المحورية الواردة في تلك النصوص رابطًا بين المعلومات التي حددها في تلك النصوص وخبراته السابقة والحياة الواقعية، أيضًا طرح الأسئلة على المعلومات التي وردت في النص.

ومن ناحية أخرى سيدرس الطالب بعض قواعد النحو جملة النهي والجملة الاسمية والفعلية الممتدة والتي تعمل على تنمية قدرته على الكتابة بطريقة صحيحة لغويًا. بالإضافة إلى اللام الشمسية واللام القمرية كقاعدة إملائية.

أما من حيث مهارة الكتابة سيقوم الطالب بالتدريب على كيفية التهئة والدعوة وجمل إرشادية مفيدة.

وفي نهاية الفصل الدراسي سيقوم الطلاب بالعمل على مشروع "تصميم مجلة حائط" لنواحي ومجالات مختلفة.

- ✓ يقرأ المتعلم قراءة جهرية سليمة في حدود (30) كلمة في الدقيقة الواحدة على أن تكون الكلمات مشكولة شكلاً تاماً.
- ✓ ينشئ المتعلم كلمات جديدة باستبدال صوت في وسط الكلمة أو حذفه.
- ✓ يطبق المتعلم معرفته بقواعد الصوتيات والتهجئة في عمليات التحليل والتركيب صوتيًا.
- ✓ يحفظ المتعلم (6) أناشيد قصيرة تتألف من (5-8) أبيات، موضوعاتها تناسب المرحلة العمرية.
- ✓ يتعرف المتعلم معاني الكلمات والمصطلحات والعبارات الواردة في نص معلوماتي من خلال: (السياق والكلمات المكتوبة على لوحات الصف الجدارية والمعاجم البسيطة والرموز الموجودة في الرسومات، والملحوظات الهامشية)
- ✓ يستخدم المتعلم سمات النص لتحديد المعلومات والحقائق الرئيسية مثل: التعليقات، الشروحات على الصور، عناوين الصفحات، جداول المحتويات
- ✓ يبدي المتعلم رأيه في الصور والمشاهد وفكرة النص مبيناً السبب، مثال: (أعجبني ... لأنه، أو لم أعجبني ... لأنه)
- ✓ يستوعب المتعلم المادة المسموعة (نص معلوماتي) ويختار عنواناً لها
- ✓ يكتب المتعلم بطاقة تهئة ودعوة وجملًا إرشادية مفيدة
- ✓ يستخدم المتعلم المعاجم الرقمية أو الورقية المبسطة لتساعده على الكتابة.

- ✓ يستوعب المتعلم النص المسموع، ويتبع توجيهات مكونة من خطوات متعددة.
- ✓ يستخدم المتعلم مخططات الرسوم البيانية والجداول الزمنية والرسوم المتحركة في توضيح أفكار أو أحداث محددة مراعيًا آداب المحادثة

- ✓ يفسر المتعلم الكلمات الجديدة مستخدماً المعجم المبسط المصور
- ✓ يطابق المتعلم في الجنس والعدد مطابقة صحيحة محاكياً نمطاً في جملة النهي
- ✓ يكتب المتعلم الكلمات المبدوءة باللام الشمسية واللام القمرية كتابة صحيحة.

Arabic B

I would like to introduce myself as Mrs Rania Mohammed, Arabic Head of Department in Primary at WSO. The Arabic team in primary have the ability to enthuse and motivate the children due to their passion, deep knowledge and love of literature. In Arabic B, the focus will be on developing the four skills, which are listening, speaking, reading and writing, in addition to the rules and structure of the Arabic language. There will also be a wide variety of classroom and extra-curricular activities, competitions and events throughout the year. The material presented will be appropriate for the years your child has studied Arabic. Students will practice reading some simple texts, analyse them, and understand their meanings. Students will also use the new vocabulary in different contexts. Students will learn about connected pronouns and how to use them correctly.

The Arabic department is committed to doing the best ensure that each student has a safe and motivating learning experience in WSO.

Our curriculum is based on The Ministry of Education's framework for learning Arabic as an additional language. It is also based on international principles and expectations applied in teaching foreign languages to non-native speakers. The department's focus is to enable our students to communicate in real life situations.

Our Y3 Primary Arabic B curriculum is also adapted to meet the UAE's aspirations in teaching and learning Arabic in a manner that suits the learners' capabilities. This illustrates the levels expected to be achieved by the learner in each of the four language skills (listening, speaking, reading and writing).

The Arabic B curriculum implementation is designed to enable students to be open minded citizens who appreciate the language and its culture. It also allows students to communicate effectively through the various discussions, tasks and activities. Students do take risks and work collaboratively to explore new strategies and various ideas and communicate about them in Arabic.

-Curriculum related Competitions & events: Students will take part in department based/ house competitions and events such as National Day, Reading competition, Spelling Bee, handwriting competition, Arabic culture week and some other enthusiastic competitions in WSO.

Moreover, there is a Diagnostic of formative and summative Assessment are being measured by using a variety of tools, as well as the CFU's which is based on the unit monthly curriculum.

-Listening skill: CFU's will include a range of listening comprehension questions that students will answer while or after listening to the audio or watching videos. It will be multiple choice, true or false, drawing, matching or simple answers.

-Speaking skill: To includes visuals which the students need to describe or talk about as well as answer questions posed by the Arabic teacher or take part in dialogue with some records.

-Reading skill: will include a range of reading comprehension questions that assess the students according to Y3 curriculum expectation and reading age.

Moreover, students may well be fully independent readers, choosing their own Arabic books based on their own interests either from the school library or from the Arabic digital library App-Website '3asafeer' - www.3asafeer.com.

Writing skill: This CFU's evaluates students writing skills and it ranges from writing some letters and words, describing a picture, using vocabulary words in sentences/phrases to writing longer texts using a set criterion.

Term 1

-Our Units are designed by MOE which allows students to complete some collaborative projects, learning about the healthy life style. Moreover, categorise a list of daily habits to advise a friend about the healthy life style, expressing about the activities that could be done with friends and family using the present tense, conjunctions, prepositions, possessive noun, question tools and descriptive phrases with formulating phrases and passages using grammatical concepts, with an understanding of some information from different sentences in social contexts. Then, to write about familiar experiences and events using the writing skills that have been learnt previously. Students will also be focusing on phonics and guided reading lessons throughout the year using the Arabic digital library.

During this term, the focus will be on developing the following aspects in your child:

- ✓ Link audible words with correct images.
- ✓ Express about some simple audible sentences by drawing
- ✓ Understand words and sentences with the help of pictures.
- ✓ Explain the meanings of new words in context.
- ✓ Recognise all letters of the alphabet and their shapes in different forms within a word.
- ✓ Differentiate between التاء المربوطة والتاء المفتوحة while reading.
- ✓ Read sentences correctly on different topics.
- ✓ Express my understanding of the text through acting, drawing and answering questions.
- ✓ Answer direct questions on a familiar topic
- ✓ Form sentences using conjunctions such as: then , with, and,
- ✓ Form sentences using adverbs
- ✓ Compare healthy and unhealthy food in simple words
- ✓ Share information of some topics that have been learnt in the class.
- ✓ Write simple descriptive sentences using adjectives.
- ✓ Use connectives in writing a text.
- ✓ Write information about my family and place of living, using simple phrases.
- ✓ Copy formed letters and words correctly moving from right to left
- ✓ To use punctuation marks in writing (full stop, dot and comma)

At the end of the unit, students will present a group project that simulates what they have learned, demonstrates their understanding of the unit, and develops their language and personal skills. The student will create a food menu includes the healthy and non-healthy food, consider using the different language contexts they learned during the term.

Term 2

-In term-2, the main topics will be about the school and the city's places, and what activities they could attend in each place, linking to that, activities they like to do in the school music room. Students will Complete some independent and collaborative projects, learning about allocations, then they will be able to link it with some specific activities while formulating some descriptive phrases and content. Students will extend learning by linking with their previous knowledge and be able to analyse the text's elements using grammatical concepts, and present tense. In addition to that, Students will learn how to express about their best event in UAE and how to write about familiar experiences and events using the writing style they have learned previously. students will also continue focusing on phonics and guided reading lessons throughout the year using the Arabic digital library.

-Students can study and explore various Arabic language literature and structure through different texts. These will include:

- Dialogues and conversation (from the MOE book).
- Listening audible materiel (from the MOE book and 3asafeer books).

During this term, the focus will be on developing the following aspects in your child:

- ✓ Define the general idea of an audible text.
- ✓ Understand some verbs in an audible text/ song
- ✓ Specify descriptive words in the text.
- ✓ Show an understanding when answering questions
- ✓ Recognise a number of words and phrases in context.
- ✓ Read numbers 1-20 in order
- ✓ Read sentences about the instruments
- ✓ Define the general idea of a readable text using the help images
- ✓ Read daily activities that I do with my family.
- ✓ Form sentences using adverbs
- ✓ Talk about my day at school using basic vocabulary using speech structure
- ✓ Name some of instrument.
- ✓ Use adverbs (between, behind and in front of)
- ✓ Write about myself and what I do using familiar vocabulary and phrases.
- ✓ Use prepositions in my writing such as (on-in-to)
- ✓ Write descriptive phrases using masculine and feminine.

At the end of the topic, students will be able to create a presentation about the places' allocation, describing the school activities includes their favourite activities in the school and what activities they likes in the music room using descriptive phrases and link it with the previous learning. This will be part of a project demonstrating their understanding of the unit and developing their language and interpersonal skills.

Term 3

-In term-3, Students will be learning about writing a message to a friend using the grammatical concepts, timing and using prior learning, describing the classmate and how he/she looks like, applying multiple adjectives and formulating some descriptive phrases, solving problems in different situations with ascending their knowledge and focusing on HPL (High Performance Learning) and expressing about feelings in different situations.

-In addition to that, Y3 students will create lists and tables with different information using days of the week and months of the year as well as using the time adverbs.

During this term, the focus will be on developing the following aspects in your child:

- Listens and responds appropriately to peers and adults (students and teacher's feedback)
- Relate the event to the day it happens.
- Understand a short story with helping pictures contains of days of the week or months of the year.
- Read fluently sentences previously learnt.
- Communicate in a limited way using familiar phrases
- Provide basic information about myself and others
- Use some words to express about my feelings.
- Writes short familiar topics
- Create lists and tables with different information.
- Write a short text using elements.
- Specify the main elements in a congratulation card (the address – the title and the sender).
- Use prohibitions in writing sentences following a pattern أسلوب النهي

At the end of the unit, students will be able to specify the main elements in a congratulation card, and to communicate in a limited way using familiar phrases to provide basic information about them-selves and others using a message writing style!

English (Reading and Writing)

My name is Minal Patel and I am one of the English subject coordinators here at WSO. Our principal aim for English in Year 3 is to promote a high standard of literacy by equipping pupils with a strong command of the written and spoken word and to develop their love of literature through widespread reading for enjoyment. Throughout Year 3, pupils at WSO learn spellings, punctuation and grammar rules, as well as subject-specific vocabulary within our integrated curriculum. The quality of language that children hear and speak is vital in the development of their vocabulary. We recognise the importance of storytelling

and build in 'Talk for Writing' in order to develop children's confidence and ability to imitate the language they need for writing.

Reading

At WSO, we have a strong belief that it is not only our duty to provide the teaching of reading but we strive to ensure that children develop a lifelong love of reading.

Our main focus is to ensure that children are developing their comprehension, fluency and expression during school reading sessions. In Year 3, children take part in whole class guided reading sessions in order to develop and deepen their comprehension skills and also have individual reading time with their class teacher in order to develop their fluency. The national curriculum objectives inform our guided reading sessions and texts are carefully selected to suit the concept of the integrated curriculum in order to deepen the children's understanding of the concept, whilst developing their key WSO reading skills.

Additional to guided reading sessions, the children are provided with numerous books appropriate for their reading level, including Oxford Reading Tree books, books from our extensive library collection, and e-books allocated by their class teacher on the website Bug Club. Additionally, the children have access to comprehension texts and questions on the website Literacy Planet. Children in Year 3 also have access to Accelerated Reader where they can earn points. When children finish reading their library book, they can complete the quiz on Accelerated Reader.

In Year 3, children move from the WSO reading characters to VIPERS. They have knowledge of these skills, such as prediction and retrieval, from the characters in key stage 1, but begin to call them VIPERS in key stage 2.

Reading Character	VIPERS	Explanation Eagle	E – Explain
Word Wizard	V – Vocabulary Understanding words and their meaning.	Retrieval Robot	R – Retrieve Finding information in a text.
Feelings Fairy Detective Dragon	I – Inference Using clues to figure something out.	Sequencing Soldier	S – Sequence or Summarise Retelling a text in the right order or retelling the text in a short way using only the key points.
Prediction Princess	P – Prediction Using the clues to think about what might happen.		

Websites to support with reading at home:

- Bug Club - <https://www.activelearnprimary.co.uk>
- Accelerated Reader - <https://ukhosted64.renlearn.co.uk/3412368/default.aspx>
- Literacy Planet - <https://www.literacyplanet.com/>

Websites to support with spelling, punctuation and grammar:

- Spelling Frame - <https://spellingframe.co.uk/>
- Spellzone - <https://www.spellzone.com/>

- Literacy Planet - <https://www.literacyplanet.com/>

Term 1

Writing

Within their integrated curriculum concept of 'Discovery', children will build on and consolidate objectives taught and assessed in key stage 1, before learning the new set of skills for lower key stage 2.

They will consolidate their punctuation and grammar rules and begin to use more precise adjectives for description. The text types they write will include a short narrative, creating settings, characters and a plot, and an information text about dinosaurs. They will use the book Katie and the Dinosaurs by James Mayhew to inspire the texts that they write.

Reading

Guided reading sessions at school will support with your child's fluency and reading comprehension. Home reading books and a reading communication book will be sent home each week and children will have the opportunity to visit the library every other week. Please support your child by reading with them daily at home. Keep these reading sessions short, fun and engaging to support us in developing a love for reading. During and after reading, remember to discuss the book with your child and ask them questions about what they have read. Whenever they have read at home, fill in the reading communication book as this encourages them and informs the class teacher of their reading habits. Children can also log into Accelerated Reader and complete the quiz to earn points for library books they have read at

<https://ukhosted64.renlearn.co.uk/3412368/default.aspx>.

Term 2

Writing

In Term 2, when learning about the concept of 'Change' and inventions, children deepen their skills and knowledge, extending their sentences using a wider range of conjunctions, adverbs and prepositions. They will be given the opportunity to write both fiction and non-fiction texts. Children will also be taught how to write and deliver a speech and have the opportunity to present this in front of others, to develop their spoken language skills even further.

Reading

Guided reading sessions at school will support with your child's fluency and reading comprehension. Home reading books and a reading communication book will be sent home each week and children will have the opportunity to visit the library every other week. Please support your child by reading with them daily at home. Keep these reading sessions short, fun and engaging to support us in developing a love for reading. During

and after reading, remember to discuss the book with your child and ask them questions about what they have read. Whenever they have read at home, fill in the reading communication book as this encourages them and informs the class teacher of their reading habits. Children can also log into Accelerated Reader and complete the quiz to earn points for library books they have read at

<https://ukhosted64.renlearn.co.uk/3412368/default.aspx>.

Term 3

Writing

In Term 3, when learning about the concept of 'Civilization', children refine the writing skills they have learned in Term 1 and 2 and learn many of the spelling and punctuation rules. Objectives covered include learning about more advanced prefixes and suffixes to change the meaning of a root word, homophones and proofreading their writing for errors and areas for improvement. Pupils are given the opportunity to apply all the skills they have learnt to both fiction and non-fiction texts.

Reading

Guided reading sessions at school will support with your child's fluency and reading comprehension. Home reading books and a reading communication book will be sent home each week and children will have the opportunity to visit the library every other week. Please support your child by reading with them daily at home. Keep these reading sessions short, fun and engaging to support us in developing a love for reading. During and after reading, remember to discuss the book with your child and ask them questions about what they have read. Whenever they have read at home, fill in the reading communication book as this encourages them and informs the class teacher of their reading habits. Children can also log into Accelerated Reader and complete the quiz to earn points for library books they have read at

<https://ukhosted64.renlearn.co.uk/3412368/default.aspx>.

Maths

The principal focus of mathematics teaching in lower key stage 2 is to ensure that students become increasingly fluent with whole numbers and the 4 operations, including number facts and the concept of place value. This should ensure that students develop efficient written and mental methods and perform calculations accurately with increasingly large whole numbers.

At this stage, students should develop their ability to solve a range of problems, including with simple fractions and decimal place value. Teaching should also ensure that students draw with increasing accuracy and develop mathematical reasoning so they can analyse shapes and their properties, and confidently describe the relationships between them. It should ensure that they can use measuring instruments with accuracy and make connections between measure and number.

By the end of Year Three, students should have memorised their multiplication tables for the 2, 3, 4, 5, 8 and 10 tables, showing precision and fluency in their work. These facts are instrumental in the progress students

make as they progress into upper key stage 2 and beyond, so regular practise at home is strongly encouraged.

Students should read and spell mathematical vocabulary correctly and confidently, using their growing word-reading knowledge and their knowledge of spelling.

Supporting at Home

Support Resources on Seesaw

Knowledge organisers containing further information about each unit along with worked examples and vocabulary will be shared by class teachers via Seesaw at the start of each unit of study. Additional practise booklets will also be shared by class teachers via Seesaw so children can consolidate their learning at home.

Apps

It is mandatory that all Year Three children have the following apps downloaded on their devices ready for school:

- NumBots
- White Rose 1-Minute Maths
- Times Tables Rock Stars

Online Games

To further support your child's learning in maths, here are some highly recommended games:

- Daily 10 Mental Maths Challenge - <https://www.topmarks.co.uk/maths-games/daily10>
- Hit the Button - <https://www.topmarks.co.uk/maths-games/hit-the-button>
- Maths Frame - <https://mathsframe.co.uk/en/resources/category/22/most-popular>

Links to further games to support your child's learning can be found here:

- [Place Value](#)
- [Ordering and Sequencing](#)
- [Addition and Subtraction](#)
- [Multiplication and Division](#)
- [Fractions](#)
- [Shape, Position and Movement](#)
- [Money](#)
- [Time and Measures](#)
- [Statistics](#)

Term 1

Place Value:

This unit explores 3-digit numbers in depth, building on the place value work that they did in Year Two by extending many of the models and images that they have used previously.

Children will learn to:

- count in 100s
- recognise that a 3-digit number is made up of some 100s, 10s and 1s
- represent 3-digit numbers in many ways using different representations
- use number lines to 1,000 and identify where different numbers lie

- find 1, 10 and 100 more or less than a given number
- compare and order 3-digit numbers
- count in 50s

Addition and Subtraction:

This unit builds key concepts in addition and subtraction on the strong foundation of place value from the previous unit. Children explore additions and subtractions gradually, beginning with adding and subtracting 1s, until by the end of the unit they are adding and subtracting 2-digit numbers from numbers with up to 3-digits.

Children will learn to:

- add and subtract in multiples of 100
- add and subtract 3-digit and 1-digit numbers, with and without crossing 10
- add and subtract 3-digit and 2-digit numbers, with and without crossing 100
- add and subtract 3-digit and 2-digit numbers, with and without crossing 10 and/or 100
- estimate answers to calculations
- check their answers using inverse operations
- solve addition and subtraction word problems

Multiplication and Division:

This unit develops children's multiplicative and divisive reasoning by linking their prior knowledge to 2-digit calculations which involve the expanded method and partitioning to divide. These concepts are closely linked to concrete and pictorial representations to scaffold and secure children's understanding.

Children will learn to:

- compare multiplication and division statements using $<$, $>$ and $=$
- recognise and use related multiplication and division calculations, such as linking $2 \times 3 = 6$ and $2 \times 30 = 60$
- use the expanded method for multiplication
- use the partition method for dividing (leading to remainders)
- understand and apply the rules of vocabulary to solve scaling problems
- solve mixed multi-step problems and puzzles involving all four operations

Term 2

Statistics:

This unit exposes children to a range of ways in which information and data can be presented and interpreted, building on their previous learning in Year Two.

Children will learn to:

- explore pictograms in detail, including exploring the use of keys where one symbol represents more than 1
- read and interpret data presented in bar charts and more complex tables
- apply their calculation and reasoning skills, including addition and subtraction, and counting in multiples of 2, 5 and 10 to interpret a wide range of data
- draw their own charts and tables

Money:

In this unit, children convert between pounds and pence for the first time. Although children know from Year Two that there are 100 pence in one pound, they have not converted between them.

Children will learn to:

- recognise and count in pounds and pence
- convert amounts such as 720p into pounds and pence and vice versa
- represent their conversions appropriately (notation with the decimal point is not used until Year Four, so children will continue to use the structure of x pounds and y pence or £x and yp)
- solve addition and subtraction problems relating to money so they can find differences and calculate change

Length and Perimeter:

This unit focuses on measurement in mm, cm and m, and applying these units of measurements to real life contexts.

Children will learn to:

- understand how these units of measurement relate to one another
- convert between single and mixed units (decimal notation is not used until Year Four, so children will continue to use the structure x metres and y centimetres)
- compare and order lengths
- add and subtract measurements of length
- calculate the perimeter of 2D shapes

Fractions:

This unit builds on many of the topics covered in the Year Two unit on fractions and progresses to introduce fractions as numbers. Throughout the unit children use a variety of key representations, including the bar model and the number line.

Children learn to:

- consolidate and strengthen their understanding of halves, thirds and quarters
- identify and explain the difference between unit and non-unit fractions
- explore a fraction wall and use it to find equivalent fractions, building on their previous learning that $\frac{1}{2}$ and $\frac{2}{4}$ are equivalent
- count in tenths and recognise tenths as decimals
- order fractions on a number line
- compare two fractions using bar models and the comparison signs $<$, $>$ or $=$
- add and subtract two or more fractions with the same denominator,
- answer fractions-based questions in more than one way, comparing the efficiency of methods
- find fractions of sets of objects and measures

Term 3

Time:

This unit will help to develop children's understanding of the length of a day, and their awareness of times of day of which they may have little real-life experience. These concepts will be used for reading, estimating and measuring time, and in problem-solving contexts.

Children will learn to:

- strengthen and consolidate their ability to tell the time to five minutes
- tell the time to the minute
- use a.m. and p.m.
- read time using the 24-hour clock
- find and compare durations of times
- measure in seconds
- solve problems involving time

Properties of Shape:

This unit introduces children the concept of angles, including right-angles. Angles are introduced as measures of a turn, linking this new learning to their learning in Year Two about describing turns, positions and direction.

Children will learn to:

- establish that that a right angle is a quarter turn, two quarter turns make a half turn, three right angles make a three-quarter turn, and four right angles make a full turn
- explain that angles less than a right angle are called acute angles and angles greater than a right angle (but less than two right angles) are called obtuse angles
- understand and explain the difference between parallel, perpendicular, vertical and horizontal lines
- identify and draw vertical and horizontal lines of symmetry
- describe and construct 3D shapes

Mass, Capacity and Temperature:

This unit is important because it strengthens children's knowledge of mass: an important area of learning which has many real-life applications.

Children will learn to:

- measure and read scales, focusing upon unmarked intervals
- compare and order different measures
- convert between units of measure (grams, kilograms, millilitres and litres)
- add and subtract different amounts
- apply their knowledge of the four operations to solve a range of measure problems

Science

The curriculum for science at WSO aims to ensure that all pupils:

- develop scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry and physics
- develop understanding of the nature, processes and methods of science through different types of science enquiries that help them to answer scientific questions about the world around them
- are equipped with the scientific knowledge required to understand the uses and implications of science, today and for the future.

The principal focus of science in lower key stage 2 is to enable pupils to broaden their scientific view of the world around them. They do this through exploring, talking about, testing and developing ideas about everyday phenomena and the relationships between living things and familiar environments, and by beginning to develop their ideas about functions, relationships and interactions. They will ask their own questions about what they observe and make some decisions about which types of scientific enquiry are likely to be the best ways of answering them, including observing changes over time, noticing patterns, grouping and classifying things, carrying out simple comparative and fair tests and finding things out using secondary sources of information. They will draw simple conclusions and use some scientific language, first, to talk about and, later, to write about what they have found out.

'Working scientifically' is described separately at the beginning of the programme of study, but is **always** be taught through and clearly related to substantive science content in the programme of study. Throughout the notes and guidance, examples show how scientific methods and skills might be linked to specific elements of the content.

Pupils will be able to read and spell scientific vocabulary correctly and with confidence, using their growing word reading and spelling knowledge.

Term 1

Rocks

This unit of study will be linked with work in geography, pupils will explore different kinds of rocks and soils, including those in the local environment.

Children will learn to:

- compare and group together different kinds of rocks on the basis of their appearance and simple physical properties
- describe in simple terms how fossils are formed when things that have lived are trapped within rock
- recognise that soils are made from rocks and organic matter.

Pupils will work scientifically by: observing rocks, including those used in buildings and gravestones, and exploring how and why they might have changed over time; using a hand lens or microscope to help them to identify and classify rocks according to whether they have grains or crystals, and whether they have fossils in them. Pupils will research and discuss the different kinds of living things whose fossils are found in sedimentary rock and explore how fossils are formed. Pupils will explore different soils and identify similarities and differences between them and investigate what happens when rocks are rubbed together or what changes occur when they are in water. They will raise and answer questions about the way soils are formed.

Animals, Including Humans

Pupils should continue to learn about the importance of nutrition and should be introduced to the main body parts associated with the skeleton and muscles, finding out how different parts of the body have special functions.

Children will learn to:

- identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat
- identify that humans and some other animals have skeletons and muscles for support, protection and movement.

Pupils will work scientifically by: identifying and grouping animals with and without skeletons and observing and comparing their movement; exploring ideas about what would happen if humans did not have skeletons. They will compare and contrast the diets of different animals (including their pets) and decide ways of grouping them according to what they eat. They will research different food groups and how they keep us healthy and design meals based on what they find out.

Term Two

Light

Pupils will explore what happens when light reflects off a mirror or other reflective surfaces, including playing mirror games to help them to answer questions about how light behaves. They will think about why it is important to protect their eyes from bright lights. They will look for, and measure, shadows, and find out how they are formed and what might cause the shadows to change.

Children will learn to:

- recognise that they need light in order to see things and that dark is the absence of light
- notice that light is reflected from surfaces
- recognise that light from the sun can be dangerous and that there are ways to protect their eyes
- recognise that shadows are formed when the light from a light source is blocked by an opaque object
- find patterns in the way that the size of shadows change.
- work scientifically by: looking for patterns in what happens to shadows when the light source moves or the distance between the light source and the object changes.

Magnets

Pupils will observe that magnetic forces can act without direct contact, unlike most forces, where direct contact is necessary (for example, opening a door, pushing a swing). They will explore the behaviour and everyday uses of different magnets (for example, bar, ring, button and horseshoe).

Children will learn to:

- compare how things move on different surfaces
- notice that some forces need contact between two objects, but magnetic forces can act at a distance
- observe how magnets attract or repel each other and attract some materials and not others
- compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials
- describe magnets as having two poles
- predict whether two magnets will attract or repel each other, depending on which poles are facing.

Pupils will work scientifically by: comparing how different things move and grouping them; raising questions and carrying out tests to find out how far things move on different surfaces and gathering and recording data to find answers their questions; exploring the strengths of different magnets and finding a fair way to compare them; sorting materials into those that are magnetic and those that are not; looking for patterns in the way that magnets behave in relation to each other and what might affect this, for example, the strength of the magnet or which pole faces another; identifying how these properties make magnets useful in everyday items and suggesting creative uses for different magnets.

Term Three

Plants

Pupils will be introduced to the relationship between structure and function: the idea that every part has a job to do. They will explore questions that focus on the role of the roots and stem in nutrition and support, leaves for nutrition and flowers for reproduction.

Children will learn to:

- identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers
- explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant
- investigate the way in which water is transported within plants
- explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.

Pupils will work scientifically by: comparing the effect of different factors on plant growth, for example, the amount of light, the amount of fertiliser; discovering how seeds are formed by observing the different stages of plant life cycles over a period of time; looking for patterns in the structure of fruits that relate to how the seeds are dispersed. They will observe how water is transported in plants, for example, by putting cut, white carnations into coloured water and observing how water travels up the stem to the flowers.

Integrated Curriculum

In Year 3, we adopt an Integrated Curriculum approach. This enables children to engage in meaningful learning experiences that link to the real world. By adopting this approach, it allows us to create learning experiences that are uninterrupted and help create world ready learners.

The concepts we will focus on this year are discovery, exploration, change, innovation and civilization.

Our big questions are:

- How have we evolved?
- How can inventions change the world?
- What makes a successful civilization?

Our main outcomes and projects will be:

- Create a dinosaur diorama and fossil
- Contribute and present a collaborative fact file
- Design a new invention and pitch this in a 'Dragon's Den' pitch.
- Create their own successful civilization

Term 1

How have we evolved?

Through exploring this big question in our integrated curriculum, we will cover:

- English – explore various texts connected with dinosaurs and children will innovate a narrative. We will also write non-fiction texts such as a biography and fact file.
- Science - Explore the topics of: rocks and fossils and animals including humans
- Social Studies and History – Investigate different periods of time and how the past was represented, alongside looking at artefacts
- Art – creating sketches using different medium
- D&T – create a dinosaur diorama and fossil
- Computing – using a search engine and apps to support learning, as well as, creating a collaborative presentation
- Maths will be taught in isolation where we will begin with the topics – place value, addition, subtraction and mental maths.

Term 2

How can inventions change the world?

Through exploring this big question in our integrated curriculum, we will cover:

- English – explore various texts connected with dinosaurs and children will innovate a narrative. We will also write non-fiction texts such as a biography and fact file.
- Science - Investigate light, forces and magnets
- Social Studies – looking at goods and services and buying and selling through Dragon's Den activity
- History – find out about famous inventors from the past

- Art and D&T – create their inventions, thinking about the materials they will use and describing the purpose of their invention.
- Computing – use apps to support statistics learning in maths
- Maths will be taught in isolation where we will begin with the topics – decimals, division, fractions, multiplication, problem solving, statistics and times tables

Term 3

What makes a successful civilization?

Through exploring this big question in our integrated curriculum, we will cover:

- English – explore various texts connected with ancient civilization and children will innovate a narrative. We will also write non-fiction texts such as a newspaper reports.
- Science - Investigate plants
- Social Studies – look at how civilization can be successful through law and order
- History – research Ancient Greece and Egypt
- Art and D&T – create sketches of their civilization and the different components of this
- Computing – use Scratch to create an aspect of their civilization
- Maths will be taught in isolation where we will begin with the topics – time, problem solving and shape

Physical Education

World Class, World Ready. A Sport for Every Child

We passionately believe that our broad and balanced curriculum helps children to develop a love of sport and activity that stays with them throughout their lives. Through our extensive range of curricular activities and extra-curricular clubs, we provide a fully inclusive experience for children of all ages and abilities.

In Year 2, our pupils advance to more complex skill acquisition activities. These lessons are designed to build on the success pupils achieve during the Foundation Stage and Year 1 and help them transition into more specialised games and units of work in the upper school. As well as a strong emphasis on body strength and balance activities, pupils will also spend time improving their running style and hand-eye coordination. Whilst providing individual challenges, these lessons also introduce competition and cooperation, teaching pupils how to compete fairly and safely. Pupils at this stage graduate to access sporting enrichment opportunities and can start to access some of the extracurricular activities the school has to offer via the after-school provision from ESM.

Term 1

In term 1, we will focus on the following topics; Gymnastics, Object Control, and Invasion Games.

Example Learning Goals:

Gymnastics; I can demonstrate stillness with support with diff. body shapes.

Object Control; I can throw overhand with minor errors.

Invasion Games; I can hop, gallop, jog, & slide/shuffle correctly.

Home Learning: [GEMS WSO Physical Education YouTube Channel](#)

Term 2

In term 2, we will focus on the following topics; Athletics and Swimming.

Example Learning Goals:

Athletics; I can sprint in a straight line and record a time.

Swimming; I can sink, push and glide in a streamlined position.

Home Learning: [GEMS WSO Physical Education YouTube Channel](#)

Term 3

In term 3, we will focus on the following topic; Swimming.

Example Learning Goals:

Swimming. I can kick 10 meters backstroke.

Home Learning: [GEMS WSO Physical Education YouTube Channel](#)

Performing Arts

In Year three students have a 55 minute Performing Arts lesson once a week which will be a blended; drama, dance and music curriculum. The students will be taught by a specialist performing arts teacher. In Year three they will also have the chance to audition for our 'Mini performing arts academy'. The Mini performing arts academy will work towards a large-scale production which will be on the auditorium stage in June. The audition packs will be given to students at the end of Year 2 and the auditions will take place after the summer holidays.

Term 1

In term one the students will be focusing on musical theatre. Starting with drama students will become the characters of the popular Roald Dahl book 'Matilda'. Students will be

focusing on the use of voice; developing their diction, tone and volume when portraying the characters. Students will then move onto acting through song in their musical theatre lessons. In these lessons the students will be acting, singing and dancing to create a class piece.

Term 2

In term two students will begin to use their creativity to improvise and devise their own role plays. Using the stimulus 'One plastic bag' students will develop characterisation and storytelling skills.

Term 3

Modern Foreign Languages

In Year Three, pupils have a 55-minute French lesson every week. The aim of these sessions is to continue to build upon prior learning from years one and two as well as encourage pupils to communicate confidently and clearly. Lessons begin with a phonics focus, enabling pupils to continue to develop their awareness of French sounds and make links and spot patterns in new French words. Pupils will develop their speaking skills; demonstrating an ability to imitate pronunciation. They will listen to familiar spoken words and phrases and, via our Phonics focus, show they can recognise and understand some familiar words and phrases in written form. This year pupils will begin to construct longer sentences in French.

An excellent way for pupils to develop their language skills is to reinforce their learning at home in-between lessons, so we greatly appreciate your support in asking your children what they learnt in their French lesson. You never know, you may learn the language too!

Term 1

Our Term One topic is All about me. It is centred around key questions which allow the pupils to share personal information about themselves; their name, age, birthday. We will revisit numbers and months. We will use the verbs avoir (to have) and être (to be) in the first person. By the end of the term, pupils will be able to confidently ask and answer these key questions, in both written and verbal form.

French numbers to ten: <https://www.youtube.com/watch?v=lsc3qLMaCu8>

French age song: <https://www.youtube.com/watch?v=4WksvcV6vU0>

French birthday song: <https://www.youtube.com/watch?v=uq1Pf1i-w2A>

Term 2

Our Term Two topic is Family (*La famille*). We begin by learning family members and designing our family trees. We then learn French adjectives to describe the personality of the people in our family. It is at this point that masculine and feminine agreement becomes a key learning milestone in French. We will use the verb être (to be) to talk and write in the third person. We will also learn how to use ne + pas (the negative

structure) in French. Towards the end of the term, to coincide with International day, we learn countries in French to say where we come from.

Term 3

Our Term Two topic is Body parts and illnesses. Pupils will learn the different parts of the body in French and via a story called *Le grand monstre vert* (the big green monster) they will use colours and numbers to label the body parts. At this point we introduce the structure *J'ai mal* (I have a bad ...) so pupils can say which body part is hurting. Pupils learn how to join this structure and body part together using the correct prepositions. We move on to illnesses and cures and at the end of the term pupils will write and perform a role play at the doctors.

French colours: <https://www.youtube.com/watch?v=fZR66TjirDc>

French numbers to ten: <https://www.youtube.com/watch?v=lsc3qLMaCu8>

Head, shoulders, knees and toes in French: <https://www.youtube.com/watch?v=7YEZAuUfaeE>

Outdoor Learning

Welcome to GEMS Wellington Academy Silicon Oasis Outdoor Learning.

Outdoor Learning is a truly unique, long term experience, consisting of regular sessions in a natural environment to support the holistic development of our students. Stemmed from a Forest School ethos, Outdoor Learning at WSO combines key life skills and experiences, with a focus on play, fostering resilient, confident, independent and creative learners. Bob Hughes' theory behind the sixteen types of play in his book, 'A taxonomy of Play Types', and the innate learning experiences that can be found in these moments, are fundamental in Outdoor Learning's approach towards teaching. By combining these with Pyle and Daniels' play based continuum, we can ensure that our student's academic needs and wellbeing will continue to be nurtured, whilst fuelling an intrinsic desire to learn through exciting, meaningful and memorable learning experiences.

Through play students will learn to:

- Connect their new experiences with existing understandings and build new learning.
- Deepen their attention and maintain engagement for longer periods.
- Take an intuitive approach to exploration: trying new ideas and possibilities, revising hypotheses and adapting to change.
- Adopt agency in their learning and adopt early leadership roles.
- Find joy and excitement in learning

Outdoor Learning offers learners the opportunity to take supported risks, appropriate to the environment and to themselves. Our opportunities are designed to build on an individual's innate motivation, positive attitudes and/or interests. Outdoor Learning uses tools and fires but only where deemed appropriate to the learners, and dependent on completion of a baseline risk assessment. Our experiences follows a Risk-Benefit process

managed and reviewed continuously by the Outdoor Learning staff, which are tailored to the developmental stage of the learner.

Term 1

NA

Term 2

NA

Term 3

In Term one we will be focusing on our own play types and preferential methods of learning through play.

Course content:

- Learning through play, using tools for a purpose, exploring local plant life and their adaptations
- Fine motor skills, risk analysis, communication, using senses
- Bushcraft Skills Enrichment
- Support at home using blended learning
- Home Learning https://gemsedu.sharepoint.com/:p:/s/OutdoorAdventuresWSO/Edsn-bO0xJdOjBbPfGyPPaQBRx7LHnp5fZF18RE_L74dsQ?e=VdaWqg
- Kit List
<https://gemsedu.sharepoint.com/:p:/s/OutdoorAdventuresWSO/EUssciwCMGVAv6dVraXxH8EBO8g6rVWI1fYof3OE1DWI1A?e=V0Sdod>

Year 4

Head of Year Welcome

Hello, my name is Victoria Twigger and I am Head of Year 4.

Here, you will find out about the incredible learning journey that your child will embark upon this year.

The Year 4 team are passionate about teaching and learning. We believe that every child is entitled to an enriching education and our goal this year is to motivate children in finding their inner strengths and the activities that truly inspire them. Through our integrated curriculum, we aim to provide a stimulating learning environment that fosters confidence and encourages children to reach their full potential. I look forward to celebrating the successes of the Year 4 children throughout the year!

Islamic Education

As-Salamu Alaikum! My name is Mohammed Solaiman and I am the Head of Academy Islamic at WSO. Our primary aim in Year 4 is to continue to strengthen students' relationships with the Holy Qur'an and the Hadith of the Prophet Muhammed S.A.A.W. We also aim to teach them about the conditions of the prayer and its nullifiers. We look forward to having a fabulous year in Islamic!

Term 1

In term 1, we will start with Surat Al-Alaq learning highlighting the main story events of the story of the first Revelation. Then Students will get the opportunity to learn about the story of two of Allah's Prophets – Prophet Musa and Prophet Issa A.S. and analyse the useful lesson they will learn from their life. They will also get to learn the value of honouring the parents and dealing kindly with them.

The topics included in Term 1 are: -

- Surat Al-'Alaq
- Belief in the Prophets (Musa and Issa A.S.)
- Belief in Angels
- Honoring parents.
- Khadija Bint Khowailid R.A.A.
- The conditions and nullifiers of Salah.

Through term 1, we expect Yr 4 Muslim students to be able to: -

- Recite Surat-ul-'Alaq observing the rules of Tajweed.
- Memorise the Hadith Shareef "Good Morals" and analyse the main important lessons from it.

- Explain the lessons learned from the story of Prophet Musa A.S..
- Mention the names of the Ulo Al-Azmi Mina Ar-Rsul (The Steadfast Prophets).
- Explain how to follow the example of Khadija R.A.A. in her strong belief and support to Prophet Muhammed S.A.A.W.
- Make a list of the conditions and nullifiers (Mubtilat) of Salah.

Term 2

In term 2, they will build on what they will achieve in Term 1 and extend their Islamic knowledge through memorising new Surahs and learning new Hadiths. They will be learning about the morals of visits and hospitality. As Ramadan will commence by the end of term 2, they will be learning about the Holy month through the lesson of "Fasting".

The topics included in Term 2 are: -

- Surat Al-Lail
- The etiquette of reciting the Holy Qur'an.
- Surat Al-Humazah
- Fasting
- Hadith "The qualities of the Believer"
- Truthfulness

Through term 2, we expect Yr 4 Muslim students to be able to: -

- Recite Surat-ul-Humazah and Surat-ul-Lail properly with Tajweed.
- Make a list of the things the Muslim should do when reciting the Holy Qur'an.
- Explain the wisdom of fasting.
- Conclude the virtues of the holy month of Ramadan through holy texts.
- Say the Hadith about "The qualities of the Believer".
- Conclude from Hadiths the importance of truthfulness in Islam.

Term 3

In term 3, students will continue their Qur'an learning journey through some selected Surahs from the Holy Qur'an. They will also get the opportunity to learn about Azan (Call to prayer) and Iqamah. Furthermore, they will learn about the life of the Great Companion Abu Bakr R.A.A.

The topics included in Term 3 are: -

- Surat Al-Qari'ah.
- Surat At-Teen.
- Abu Bakr R.A.A.
- Care for the needy.
- Cooperation is the secret to Success.

Through term 3, we expect Yr 4 Muslim students to be able to: -

- Recite Surat Al-Qari'ah and Surat At-Teen by Tajweed.

- Design a mind map about the Great Sahabi Abu Bakr R.A.A.
- Outline the main important lessons we could learn from the life of Abu Bakr R.A.A.
- Explain how Muslim communities can give care and support to the needy.
- Give examples from his own life on how he / she cooperates with others.

Useful websites

<http://islamhouse.com/en/> and http://www.tvquran.com/minshawi_molem.htm
<http://www.islamicbook.ws/2/> www.eduslamic.com www.sunnah.com

Arabic A

في البداية أود أن أقدم نفسي لحضراتكم، أنا أ. رانيا محمد ، رئيسة قسم اللغة العربية في المرحلة الابتدائية. .
واسمحوا لي أن أقدم لكم نبذة عن معلمي اللغة العربية ومنهج اللغة العربية بالمدرسة.

يضم قسم اللغة العربية في المرحلة الابتدائية نخبة متميزة من المعلمين الذين يتميزون بالقدرة على إثارة وتحفيز الطلبة وتشجيعهم على تعلم مادة اللغة العربية من خلال استخدام استراتيجيات تعلم حديثة تساعد الطلبة على التقدم في مهارات اللغة العربية؛ وذلك بسبب شغفهم ومعرفتهم العميقة بمنهج اللغة العربية وطرق تدريسه.

نعمل في قسم اللغة العربية بالمدرسة على تطوير مهارات اللغة العربية الأربع: الاستماع والتحدث والقراءة والكتابة ، بالإضافة إلى قواعد اللغة العربية والقواعد الإملائية، بالإضافة إلى تطبيق مجموعة متنوعة من الأنشطة الصفية واللاصفية والمسابقات والأحداث على مدار العام، والتي تنمي مهارات الطلبة اللغوية بالإضافة إلى زيادة حصيلتهم اللغوية وفقاً لمعايير الوثيقة الوطنية.

يعتبر الصف الرابع نهاية الحلقة الأولى ثم الانتقال إلى الحلقة الثانية التي يبدأ فيها الطالب بتكوين شخصيته الحقيقية التي سينتهجها خلال السنوات القادمة، ولذا فإننا نعمل على تقديم الدعم الكافي لكل طالب لتنمية المهارات التعليمية والحياتية اللازمة له وأن يكون أكثر قدرة على تحمل المسؤولية والعمل المستقل من خلال اختيار الأهداف التي يريد أن يحققها بالإضافة إلى تقييم نفسه في كل هدف أو معيار يدرسه وتعيين ما يجب عليه القيام به من أجل إحراز التقدم المطلوب والمضي قدماً.

ومن أهم المهارات التي نركز عليها في الصف الرابع هي مهارة القراءة، حيث تعتبر مهارة القراءة هي المدخل الأول للتعلم الذي يستطيع من خلاله الطالب تنمية معرفته وثقل مواهبه وزيادة حصيلته اللغوية؛ ولذا سنقوم خلال هذا الشهر بتحديد المستوى القرائي لكل طالب وذلك للوقوف على نقاط القوة لديه لتنميتها وعلاج نقاط الضعف لديه ، ومن ناحية أخرى متابعة تقدمه حسب مستويات عربي 21، حيث يقوم هذا التصنيف على تصنيف الكتب إلى مستويات ، ومن خلال قراءة الطالب يمكن وضعه في التصنيف المناسب له ثم يعمل المعلم على تعزيز مهارة القراءة لديه للارتقاء إلى المستويات التالية.

وما قمنا بتطويره هذا العام هو العمل على ربط التعلم أكثر بالبيئة الواقعية لإعداد طلابنا للحياة العملية حيث قمنا باستخدام نموذج **G.R.A.S.P.S** والذي

يعتمد على وضع الطالب في مواقف حياتية مما يجعله يستخدم مهارات البحث والربط وغيرها من مهارات التعلم **HPL** للوصول إلى حلول لهذه المواقف مما يجعله يعيش اللغة ويعرف أهميتها

ولتنمية مهارة القراءة لدى طلبتنا هذا العام سنقوم – كما اعتدنا - بالاشتراك في منصة عصافير التي تتيح للطلبة العديد والعديد من القصص التي تناسب جميع الأعمار، بالإضافة إلى أنها تلبي حاجات وميول الطلبة، والتي يتم تصنيفها أيضاً إلى عدة مستويات وفقاً لتصنيف عربي 21، مما يساعد الطالب والمعلم وولي الأمر على متابعة تقدم الطلبة في مهارة القراءة، وقد بدأنا بالفعل في إجراءات ابتكار حساب لكل طالب ، وفور حصولنا على بيانات الطلبة سوف نرسلها لحضراتكم من قبل معلم المادة.

أما عن القصص المطبوعة فقد خصصنا مكاناً في مكتبة المدرسة لقصص باللغة العربية، حيث يُسمح للطلبة بالحصول على كتاب باللغة العربية أسبوعياً من خلال أمين المكتبة المتواجد في مكتبة المدرسة، وهو عربي الجنسية أي أنه قادر على مساعدة الطلبة على اختيار

الكتاب الذي يريدونه وفقًا لمراحلهم العمرية.

أما بالنسبة لمهارة الكتابة فإننا سنعمل على تنمية مهارة الكتابة من خلال تعليم الطلبة كتابة فقرات تتضمن الأفكار والتنظيم وأيضًا تلخيص القصص بطريقة صحيحة، بالإضافة إلى قواعد الإملاء المناسبة لهذه المرحلة، ومن ناحية أخرى علاج الأخطاء الشائعة في الكتابة والتي سنكتشفها من خلال كتابات الطلبة في الدفتر والعمل على علاجها.

بالإضافة إلى أننا نستخدم بعض البرامج التكنولوجية ذات الطابع التعليمي من أجل إضفاء جو من المرح أثناء حصص اللغة العربية لتحفيز الطلبة وتشجيعهم على تعلم اللغة العربية والاستمتاع بتعلمها.

Term 1

خلال الفصل الدراسي الأول سيدرس الطالب أنواعًا مختلفة من النصوص، مثل النصوص الأدبية عندما "فقد الملك أحلامه" و "الأقدام الطائرة" والتي تنمي مهارة القراءة لدى الطالب وتنمية مهارات أخرى مثل تتبع أحداث القصة ومهارة التخيل بالإضافة إلى التحليل والتقييم ومن ناحية أخرى تنمية حصيلة الطلبة اللغوية ومن ناحية أخرى تنمية مهارة التحدث من خلال سرد تلك النصوص أو طرح بعض الأسئلة على شخصيات القصة أو إجراء حوار معهم.

أيضًا سنتعرض لبعض النصوص المعلوماتية مثل نص "هل تحلم الحيوانات" و "كرة القدم" والتي من خلالها سينمي الطالب مهارة تحديد أهم المعلومات وتوضيحها ثم كتابتها متسلسلة تسلسلاً صحيحاً.

ومن ناحية أخرى سيدرس الطالب بعض قواعد النحو مثل: تعزيز الجملة الاسمية والجملة الفعلية، وأسلوب النداء والتي تعمل على تنمية قدرته على الكتابة بطريقة صحيحة لغوياً.

أما بالنسبة لمهارة الكتابة فإننا سنعمل على تنمية مهارة الكتابة من خلال تعليم الطلبة كتابة فقرات تتضمن الأفكار والتنظيم وأيضًا تلخيص القصص بطريقة صحيحة.

وفي نهاية الفصل الدراسي سيقوم الطلاب بالعمل على مشروع "كتابة رسالة" حيث يقوم الطالب بكتابة رسالة متتبعة كيفية كتابة الفقرة وتنظيمها لكتابة رسالة لصديقه، ثم التدريب على عرضها في المنزل ومن ثم عرضها أمام زملائه مما يعمل على تنمية مهارة التحدث لديه ومن ناحية أخرى إكسابه الثقة في الوقوف أمام الجمهور.

ومن ناحية أخرى سنقوم بالمشاركة في العديد من المسابقات الخارجية على مستوى دولة الإمارات العربية المتحدة، مثل مسابقة "كأس شيفرون للقراء" ومسابقة "كتابة القصة القصيرة" وغيرها من المسابقات الخارجية، بالإضافة إلى تنظيم بعض المسابقات الداخلية، مثل مسابقة "الخط العربي" و "القراءة" وتكريم جميع الطلبة المشاركين في تلك المسابقات لتحفيز جميع الطلبة على المشاركة والفوز بإذن الله.

ولذا نرجو من حضراتكم تشجيع الطلبة في البيت على القراءة وإتمام الواجبات المدرسية، حيث أننا نعمل من خلالها على تنمية مهارة محددة أسبوعياً لمساعدة الطلبة على التقدم في جميع مهارات اللغة العربية.

وخلال الفصل الدراسي الأول سيتم التركيز على تنمية الأهداف الآتية:

- ✓ يطبق المتعلم معرفته بقواعد الصوتيات ليقراً الكلمات المألوفة ويهجي الكلمات الغير مألوفة والمتعددة المقاطع.
- ✓ يكتب المتعلم استجابة على ضوء نص درسه مظهرًا الشخصيات، والمكان، وتسلسل الأحداث
- ✓ يجيب المتعلم عن أسئلة تظهر فهمه للفكر الرئيسية و الفكر الفرعية مستعينًا بالنص.
- ✓ يطرح المتعلم أسئلة عن الفكرة الرئيسية والفكر الفرعية في نصوص شعرية مبدئيًا رأيته في المضمون.
- ✓ يصف المتعلم الشخصيات الرئيسية في القصة أو الحكاية الرمزية أو الحكاية الخرافية.
- ✓ يقترح المتعلم نهايات بديلة لقصة قرأها معلنًا اقتراحه.
- ✓ يتعرف المتعلم على معاني الكلمات والمصطلحات والعبارات الواردة في نص معلوماتي من خلال: (السياق، والكلمات المكتوبة على لوحات الصف الجدارية، والمعاجم البسيطة، والرموز الموجودة في الرسومات، والملحوظات الهامشية، والمسارد).
- ✓ يُنشئ المتعلم فقررة واحدة، ويُطوّر فكرة رئيسية، ويُضمّن حقائق وتفاصيل داعمة
- ✓ يستمع المتعلم إلى نص سردي ويختار عنوانًا له مقترحًا خواتيم بديلة
- ✓ يُكوّن المتعلم جمل نداء ب (يا) محاكيًا نمطًا
- ✓ يُوظّف المتعلم حروف العطف (و، أو، ثم) في جمل من إنشائه محاكيًا نمطًا
- ✓ يكتب المتعلم الكلمات المبدوءة بهمزة وصل أو قطع كتابة صحيحة
- ✓ يكتب المتعلم الكلمات بعد وصل بدايتها بالحروف (الباء، الكاف، ال ام، الفاء) كتابة صحيحة
- ✓ يكتب المتعلم فقررة مؤلفة من (3- 4) سطور بخط النسخ محاكيًا نمطًا
- ✓ يولد المتعلم كلمات جديدة من جذر لغوي واحد
- ✓ يُحدّد المتعلم علاقات التضاد والترادف بين الكلمات

Term 2

خلال الفصل الدراسي الثاني سيدرس الطالب أنواعًا مختلفة من النصوص أيضًا، مثل النص الأدبي غابة العجائب و "الوحش ذو الأقدام الكبيرة" والتي من خلالها سنعمل على تنمية مهارة القراءة لدى الطالب وتنمية مهارات أخرى مثل مهارة فهم المغزى وأيضًا تحليل القصة وربط أجزائها وفهم الشخصية، ومن ناحية أخرى تنمية مهارة التحدث من خلال سرد تلك النصوص أو طرح بعض الأسئلة على شخصيات القصة أو إجراء حوار معهم.

ومن ناحية أخرى سنتعرض لبعض النصوص المعلوماتية مثل نص " شجاعة الاعتذار " و "أين نجد السعادة" والتي من خلالها سيركز

الطالب على الربط بين المعلومات المقدمة في تلك النصوص وربطها بخبراته السابقة والحياة الواقعية وتحديد أهم المعلومات الواردة في تلك النصوص.

ومن ناحية أخرى سيدرس الطالب بعض قواعد النحو مثل تعزيز الجملة الاسمية والجملة الفعلية وأسلوب التعجب والتي تعمل على تنمية قدرته على الكتابة بطريقة صحيحة لغوياً.

أما من حيث مهارة الكتابة سيقوم الطالب بالتدريب على كتابة نصوص مكونة من عدة فقرات بسيطة بحيث يرتب أفكاره وينظمها مع اختيار الكلمات المناسبة لتلك النصوص.

وفي نهاية الفصل الدراسي سيقوم الطلاب بالعمل على مشروع " تصميم بطاقة دعوة" حيث يقوم الطالب بتصميم بطاقة دعوة لأحد أصدقائه لزيارة دبي مستخدماً آلية كتابة الفقرة التي سبق له تعلمها من تسلسل الأفكار وتنظيمها وكيفية اختيار الكلمات المناسبة ، ثم التدريب على عرضها في المنزل ومن ثم عرضها أمام زملائه مما سيعمل على تنمية مهارة التحدث لديه ومن ناحية أخرى إكسابه الثقة في الوقوف أمام الجمهور.

وخلال الفصل الدراسي الثاني سيكون هناك تركيز على تحقيق الأهداف التالية:

- ✓ يوظف المتعلم العلاقات بين بعض المفردات الشائعة في الاستخدام موظفاً السياق لفهم معاني المفردات .
- ✓ يحدد المتعلم تطور الأحداث، موضعاً الصراع بأنواعه، والبداية والوسط والنهاية والمغزى.
- ✓ يحدد المتعلم الحوار في النص الأدبي.
- ✓ يفسر المتعلم الكلمات والعبارات المستخدمة في النصوص الأدبية مميّزًا بين الاستخدامات الحقيقية والمجازية.
- ✓ يحدد المتعلم أدوات الربط المتعلقة بالزمن وتسلسل الأحداث والسبب والنتيجة لوصف العلاقات بين الأحداث في النص الأدبي.
- ✓ يطرح المتعلم أسئلة عن نص معلوماتي مستعيناً بالرسومات التوضيحية والمخططات والشروحات في الإجابة عن أسئلة أخرى.
- ✓ يحدد المتعلم الفكرة المحورية للنص والتفاصيل الرئيسية.
- ✓ يستنتج المتعلم العلاقة الزمنية وعلاقة السبب و النتيجة بين مجموعة أحداث.
- ✓ يلخص المتعلم أحد النصوص اللغوية، ويعرض النتائج أمام زملائه مستخدماً الوسائل الملائمة (الصور، الترسيمات)
- ✓ يكتب المتعلم نصوصاً وصفية تتضمن تفاصيل حسية مادية؛ مدعومة بانطباعاته عن الناس والأماكن والأشياء
- ✓ يوازن المتعلم بين أقوال ومواقف شخصيتين في قصة واقعية مع ذكر التفاصيل الكافية، ويُجيب عن الأسئلة للتوضيح مستخدماً اللغة العربية الفصحى

- ✓ يُقدّم عرضًا تقديميًا شفويًا عن خبرات شخصية محدّدًا فيه الزمان والمكان باستخدام اللغة الفصيحة منوعًا أساليبه لجذب المستمعين وتشويقهم متفاعلاً معهم من خلال إجابته عن أسئلتهم
- ✓ يُقدّم عرضًا تقديميًا شفويًا لقصة درسها واضعًا لها مقدمة ووسطًا ونهاية، مضمّنًا عرضه تفصيلات لتطوير الشخصيات والمكان
- ✓ ينشئ المتعلّم جملة اسمية بسيطة (المبتدأ+الصفة + الخبر المفرد)، وممتدة (المبتدأ + الصفة + الخبر المفرد) (المبتدأ + مضاف إليه + الخبر المفرد) (المبتدأ + شبه جملة + الخبر المفرد) محاكيًا نمطًا
- ✓ يُنشئ المتعلّم جملة فعلية بسيطة (الفعل +الفاعل + المفعول به)، وجملة فعلية ممتدة (الفعل + الفاعل + شبه جملة + صفة + المفعول به) محاكيًا نمطًا
- ✓ يُحوّل المتعلّم جملاً اسمية إلى جملة (كان) وجملة (إنّ) محاكيًا نمطًا

Term 3

خلال الفصل الدراسي الثالث سيدرس الطالب أنواعًا مختلفة من النصوص أيضًا، مثل النصوص الأدبية "بائع الحكايات" و "رحلة بيبو" والتي من خلالها سنعمل على تنمية مهارة القراءة لدى الطالب وتنمية مهارات أخرى مثل مهارة تتابع الأحداث الزماني والمكاني، وتنمية مهارة التخيل لدى الطلبة، بالإضافة إلى تعزيز مهارة طرح الأسئلة، ومن ناحية أخرى تنمية مهارة التحدث من خلال سرد تلك النصوص أو طرح بعض الأسئلة على شخصيات القصة أو إجراء حوار معهم.

ومن ناحية أخرى سنتعرض لبعض النصوص المعلوماتية مثل نص " الخبز حول العالم" و " الفصول الأربعة" والتي من خلالها سنعمل على تحديد أهم المعلومات الواردة في تلك النصوص رابطًا بين المعلومات التي حددها في تلك النصوص وخبراته السابقة والحياة الواقعية. ومن ناحية أخرى سيدرس الطالب بعض قواعد النحو مثل جملة كان وجملة إن والتي تعمل على تنمية قدرته على الكتابة بطريقة صحيحة لغويًا.

وبنهاية الفصل الدراسي الثالث سيكون الطلاب قادرين على تحقيق الأهداف التالية:

- ✓ يحذف المتعلم صوتًا في كلمة متعددة المقاطع ليكون كلمة جديدة.
- ✓ يقرأ المتعلم قراءة جهرية سليمة في حدود (45) كلمة في الدقيقة الواحدة مراعيًا التنغيم والضبط السليم.
- ✓ يُميّز المتعلّم الأشكال العامة للنصوص الأدبية (قصيدة، قصة، مسرحية....)مستخدمًا الأنماط التركيبية الصحيحة.
- ✓ يحفظ المتعلم (6) أناشيد قصيرة تتألف من (5-10) أبيات،موضوعاتها تناسب المرحلة العمرية.
- ✓ يقارن المتعلم بين المعلومات المقدمة في النص وخبراته السابقة، محدّدًا كيف غيرت فهمه للأمور.
- ✓ يملأ جداول أو مخطط أو خريطة مفرغة وفق معلومات قرأها في نص تاريخي أو جغرافي.

- ✓ ينفذ المتعلم مستقلاً أو ضمن مجموعات صغيرة مشروعات بحثية قصيرة مركزة تبني معرفته عن موضوع معين
- ✓ يكتب المتعلم نصوصاً سردية مقدماً سياقاً واضحاً للأحداث تتضمن بعض التفاصيل المختارة بعناية لتطوير الحبكة
- ✓ يكتب المتعلم رسائل شخصية، ودعوات، ورسائل شكر تظهر وعياً واهتماماً بالمتلقي مضمناً رسالته (التاريخ، المرسل إليه، التحية، نص الرسالة، والختام، المرسل، التوقيع).
- ✓ يستمع المتعلم إلى نص يتضمن آراء متعددة (حوار.. حديث إذاعي بسيط) عن موضوع يتصل بقضية اجتماعية/ إنسانية من مثل: (النظافة - مساعدة الآخرين)، ويوازن بين آراء المتحدثين مبدئياً رأيه
- ✓ يعدّ المتعلم عرضاً تقديمياً معلوماتياً لموضوع درسه مقدماً الفكر في تسلسل منطقي مظهرًا فهمه للموضوع بما في ذلك: الحقائق ذات الصلة، مجيباً عن أسئلة المشاهدين إجابات مقنعة
- ✓ يعرض المتعلم موضوعاً موطّلاً أدلة لإقناع المستمعين ويناقشها معهم
- ✓ يكتب المتعلم كلمات مألوفة تتكون من (3-6) حروف، مكتسبة من محيطه اللغوي (إملاء منقول)
- ✓ يجمع المتعلم كلمات من محيط لغوي واحد، موضحاً الفرق في دلالاتها
- ✓ يستبدل المتعلم بالأسماء والصفات والأفعال العامة كلمات فصيحة شفويًا
- ✓ يربّط المتعلم علاقات التدرج بين مفردات ذات دلالة متقاربة (بارد، حار، ساخن..)
- ✓ يحذف المتعلم صوتاً في كلمة متعددة المقاطع ليكون كلمة جديدة.
- ✓ يقرأ المتعلم قراءة جهرية سليمة في حدود (45) كلمة في الدقيقة الواحدة مراعيًا التنغيم والضبط السليم.

Arabic B

I would like to introduce myself as Mrs Rania Mohammed, Arabic Head of Department in Primary at WSO. The Arabic team in primary have the ability to enthuse and motivate the children due to their passion, deep knowledge and love of literature. In Arabic B, the focus will be on developing the four skills, which are listening, speaking, reading and writing, in addition to the rules and structure of the Arabic language. There will also be a wide variety of classroom and extra-curricular activities, competitions and events throughout the year. The material presented will be appropriate for the years your child has studied Arabic. Students will practice reading some simple texts, analyse them, and understand their meanings. Students will also use the new vocabulary in different contexts. Students will learn about connected pronouns and how to use them correctly.

The Arabic department is committed to doing the best ensure that each student has a safe and motivating learning experience in WSO.

Our curriculum is based on The Ministry of Education's framework for learning Arabic as an additional language. It is also based on international principles and expectations applied in teaching foreign languages to non-native speakers. The department's focus is to enable our students to communicate in real life situations.

Our Y4 Primary Arabic B curriculum is also adapted to meet the UAE's aspirations in teaching and learning Arabic in a manner that suits the learners' capabilities. This illustrates the levels expected to be achieved by the learner in each of the four language skills (listening, speaking, reading and writing).

The Arabic B curriculum implementation is designed to enable students to be open minded citizens who appreciate the language and its culture. It also allows students to communicate effectively through the various discussions, tasks and activities. Students do take risks and work collaboratively to explore new strategies and various ideas and communicate about them in Arabic.

-Curriculum related Competitions & events: Students will take part in department based/ house competitions and events such as National Day, Reading competition, Spelling Bee, handwriting competition, Arabic culture week and some other enthusiastic competitions in WSO.

Moreover, there is a Diagnostic of formative and summative Assessment are being measured by using a variety of tools, as well as the CFU's which is based on the unit monthly curriculum.

-Listening skill: CFU's will include a range of listening comprehension questions that students will answer while or after listening to the audio or watching videos. It will be multiple choice, true or false, drawing, matching or simple answers.

-Speaking skill: To includes visuals which the students need to describe or talk about as well as answer questions posed by the Arabic teacher or take part in dialogue with some records.

-Reading skill: will include a range of reading comprehension questions that asses the students according to Y4 curriculum expectation and reading age.

Moreover, students may well be fully independent readers, choosing their own Arabic books based on their own interests either from the school library or from the Arabic digital library App-Website '3asafeer' - www.3asafeer.com-.

Writing skill: This CFU's evaluates students writing skills and it ranges from writing some letters and words, describing a picture, using vocabulary words in sentences/phrases to writing longer texts using a set criterion.

Term 1

Our Units are designed by MOE which allows students to complete some collaborative projects, learning about the experiences and the activities they could do in the daily routine and their ambition in the future. Moreover, categorising the daily routine activities using time adverbs and applying the previous knowledge to formulate phrases and passages using grammatical concepts. Expressing about the favourite hobbies and activities in and out of school using the present tense, conjunctions, prepositions, possessive noun, question tools and descriptive phrases. In addition to that, students will be learning about professions and work places with an understanding of some information from different sentences in social contexts. Then, they will be able to write about familiar experiences and events using the writing skills that has been learnt previously. students will also be focusing on phonics and guided reading lessons throughout the year using the Arabic digital library.

During this term, the focus will be on developing the following aspects in your child:

- ✓ Classify the daily routine from audible material.
- ✓ Express my understanding of a conversation within the limits of what I have learnt.
- ✓ Answer questions throughout a song/audible text
- ✓ Listen and respond to peers and adults appropriately (students and teacher's feedback)
- ✓ Understand the meanings of vocabulary related to specific topics.
- ✓ Understand the meaning of short texts on familiar topics.
- ✓ Read short sentences about the daily routine with the help of pictures
- ✓ Compare two things in reading texts.
- ✓ Understand the uses of كان وأخواتها while reading.
- ✓ Talk about an event using some time conjunctions (before, after)
- ✓ Ask and answer questions on familiar topics
- ✓ Use the adverbs of time to talk about my daily routine (morning - afternoon – evening)
- ✓ Express about my feelings
- ✓ Talk about my daily routine in phrases using pictures for help
- ✓ Use the language structures when speaking
- ✓ Express my opinion using like/dislike....
- ✓ Write a text using some connectives (and, then, or, while, then, because).
- ✓ Describe images using adjectives.
- ✓ Write and arrange words using mind maps.
- ✓ Write short and simple complex sentences on familiar topics
- ✓ Use prepositions (from, in, to) in my writing
- ✓ Write simple sentences to express my favourite activity using the illustrated dictionary

At the end of the unit, students will present a group project that simulates what they have learned, demonstrates their understanding of the unit, and develops their language and personal skills. The student will share some personal activities in and out of school and present it in the classroom with multiple

variety of activities and projects Consider using the different language contexts they learned during the term.

Term 2

-In term 2, the main topics will be about the weather around the world and what could be worn during each season. Students will complete some collaborative projects, learning about seasons in UAE and comparing it with seasons in other countries, then they will be able to link it with the clothes that can be worn in different seasons with formulating some descriptive phrases and content. Students will be able to analyze the text's elements using grammatical concepts, past and future tense. In addition to that, students will learn how to write a WhatsApp message to a friend and accept or reject an invitation they received, and how to write about familiar experiences and events using the writing style they have learned previously. Students will also continue focusing on phonics and guided reading lessons throughout the year using the Arabic digital library.

-Students can study and explore various Arabic language literature and structure through different texts. These will include:

- Dialogues and conversation (from the MOE book).
- Listening audible material (from the MOE book and 3asafeer books).
- Design different clothes and link it with UAE culture as a unit outcome.

During this term, the focus will be on developing the following aspects in your child:

- ✓ Express my understanding of some information from different sentences in social contexts.
- ✓ Express my understanding of uncomplicated questions.
- ✓ Understands the general meaning in short, simple texts of familiar topics
- ✓ Define the story character's from an audio dialogue
- ✓ Distinguish between feminine and masculine words.
- ✓ Express about an audible material by drawing
- ✓ Show an understanding of the basic meaning of a text after reading.
- ✓ Understand a written text that contains information about a subject that has been learned in class.
- ✓ Analyses unfamiliar words using phonemic awareness and composition strategies when reading) المقطع الساكن – التتوين – الشدة) - ياء الملكية
- ✓ Analyze a short story into elements: time, place, characters
- ✓ Describe short familiar events or experiences using singular possessive pronouns ضمائر الملكية للمفرد
- ✓ Compare two vacations according to location, weather and some events.
- ✓ Form nominal sentences with pronouns (singular - dual - plural) copying a model.

At the end of the topic, students will be able to create a presentation about the weather around the world, then Y4 students will design some clothes related to the topic and write about it using descriptive phrases and link it with the previous learning. This will be part of a project demonstrating their understanding of the unit and developing their language and interpersonal skills.

Term 3

In term-3, Students will be learning about different holidays with linked activities. The students will create an advertisement about a tourism company, mentioning the different trips and offers learning about the experiences and the activities they could do in their trips and their ambition in the holidays. Students will be planning about the trip's activities and finding out about the tools that could be used in each trip, linked with the previous knowledge as well. Students will be able to apply their knowledge and formulate phrases and passages using grammatical concepts. They will be able to give multiple instructions of 3/4 steps using command verbs (الفعل الأمر), linking to that, using the present, past and future tenses and previous learning from term-1&2.

Also, Y4 students will be able to tell stories and personal experiences using a combination of familiar words and a range of phrases and be able to specify the title of an audiobook, giving their opinion on different situations. Expressing their understanding of the basic information in the advertisement, then they will design their own advertisements using the main elements. Adding to that, they will understand adjectives related to the environment and climate. Moreover, students will be able to solve problems in different situations and ascending their knowledge by focusing on HPL (High Performance Learning) and how to write a thank you card while being able to write about familiar experiences using previous learning.

During this term, the focus will be on developing the following aspects in your child:

- Specify the title of an audiobook.
- Understand adjectives related to my environment and climate.
- Follow instructions of 3/4 steps.
- Express my opinion with the phrases I read. To express my understanding of simple information in a text message from a friend.
- Express my understanding of the basic information in the advertisement.
- Express about my ideas in short sentences using the present tense
- Tell stories and personal experiences using a combination of familiar words and arranges phrases
- Invite others and accept or reject invitations.
- Talk about different vacations in short sentences
- Give instructions of 3/4 steps using command verbs (الفعل الأمر)
- Design an invitation card and a thank you card.

At the end of the unit, the students will Fill in a form about their trips journey, knowing more information about the different trips, what they are interested in!

English (Reading and Writing)

I would like to introduce myself as Mr Balicki, English subject leader here at WSO. I believe the teachers in Year 4 have the ability to enthuse and motivate the children due to their passion, deep knowledge and love of literature.

During Year 4, teachers will nurture and encourage independent thinking, learning, and decision making in your child. Your child will get to know more complex punctuation like inverted commas and apostrophes, will learn key spellings, and will continue to develop their reading and writing. This is also the first year most children will graduate from using a pencil to using a pen – this can be a great incentive to improve handwriting!

Term 1

Writing:

Children will be given the opportunity to investigate and explore a wide range of writing styles as a reader and a writer. We will be immersing our English into our Integrated curriculum throughout this term and writing a range of different text types, which include:

- *Persuasive Writing*
- *Descriptive Writing*
- *Perspectives*
- *Discussion & Debate*

During the writing units, we will concentrate on forming and writing sentences that include capital letters, a variety of adjectives, connectives and a range of punctuation. We will be extending the children through writing in paragraphs that include fronted adverbials, expanded noun phrases, similes and direct speech. We will also be focusing on matching the tense of our writing to varied genres of writing. Year 4 will also be working hard to up-level their vocabulary and will be learning how to use a thesaurus to find interesting verbs and adjectives.

Reading:

Guided reading sessions at school will support with your child's fluency and reading comprehension. A home reading book will be sent home each week and children will visit the school library every other week. Please support us by reading with your child daily at home. Remember to discuss the book with your child and ask them questions about what they have read. When children finish reading a book, they should complete the quiz on Accelerated Reader. <https://ukhosted64.renlearn.co.uk/3412368/default.aspx>

To find out more about Accelerated Reader and how this can be used at home to improve your child's reading, keep an eye out for our Accelerated Reader parent engagement session in October.

Term 2

Writing:

This term, the children will be exploring a range of text type through our integrated approach to learning. The text types will include:

- Information text
- Poetry
- Stories with historical setting

During these writing units, the children will continue to develop their understanding of punctuation and grammar. They will focus on using different types of conjunctions that can be used in their writing and gain an understanding of how they improve cohesion between different parts of the text. Sentence openers will be explored so that the children are to use a variety of ways to start their sentences in order to keep the reader interested. They will also look at the use of relative clauses that can be used to add further information or detail, and how commas must be used to highlight this.

Reading:

Guided reading sessions at school will support with your child's fluency and reading comprehension. A home reading book will be sent home each week and children will visit the school library every other week. Please support us by reading with your child daily at home. Remember to discuss the book with your child and ask them questions about what they have read. When children finish reading a book, they should complete the quiz on Accelerated Reader. <https://ukhosted64.renlearn.co.uk/3412368/default.aspx>

Term 3

See Term 1

Maths

The principal focus of mathematics teaching in lower key stage 2 is to ensure that students become increasingly fluent with whole numbers and the 4 operations, including number facts and the concept of place value. This should ensure that students develop efficient written and mental methods and perform calculations accurately with increasingly large whole numbers.

At this stage, students should develop their ability to solve a range of problems, including with simple fractions and decimal place value. Teaching should also ensure that students draw with increasing accuracy and develop mathematical reasoning so they can analyse shapes and their properties, and confidently describe the relationships between them. It should ensure that they can use measuring instruments with accuracy and make connections between measure and number.

By the end of Year Four, students should have memorised their multiplication tables up to and including the 12-multiplication table, showing precision and fluency in their work. These facts are instrumental in the progress students make as they progress into upper key stage 2 and beyond, so regular practise at home it strongly encouraged.

Students should read and spell mathematical vocabulary correctly and confidently, using their growing word-reading knowledge and their knowledge of spelling.

Supporting at Home

Support Resources on Seesaw

Knowledge organisers containing further information about each unit along with worked examples and vocabulary will be shared by class teachers via Seesaw at the start of each unit of study. Additional practise booklets will also be shared by class teachers via Seesaw so children can consolidate their learning at home.

Apps

It is mandatory that all Year Three children have the following apps downloaded on their devices ready for school:

- NumBots
- White Rose 1-Minute Maths
- Times Tables Rock Stars

Online Games

To further support your child's learning in maths, here are some highly recommended games:

- Daily 10 Mental Maths Challenge - <https://www.topmarks.co.uk/maths-games/daily10>
- Hit the Button - <https://www.topmarks.co.uk/maths-games/hit-the-button>
- Maths Frame - <https://mathsframe.co.uk/en/resources/category/22/most-popular>

Links to further games to support your child's learning can be found here:

- [Place Value](#)
- [Ordering and Sequencing](#)
- [Addition and Subtraction](#)
- [Multiplication and Division](#)
- [Fractions](#)
- [Shape, Position and Movement](#)
- [Money](#)
- [Time and Measures](#)
- [Statistics](#)

Term 1

Place Value:

This unit develops a solid understanding of place value using 4-digit numbers which is fundamental to success in other areas of learning throughout Year Four.

Children will learn to:

- read and represent 4-digit numbers in different ways
- recognise that 4-digit numbers are made up of 1,000s, 100s, 10s and 1s
- use number lines up to 10,000 to compare and order numbers
- confidently count forwards and backwards on number lines, including backwards through zero and into negative numbers
- round numbers to the nearest 10 and nearest 100
- count in steps of 25

Addition and Subtraction:

This unit focuses on learning a range of addition and subtraction strategies, in particular the column method, and applying these strategies to solve a range of problems in different contexts.

Children will learn to:

- Add and subtract 1s, 10s, 100s and 1,000s
- Add and subtract 3-digit and 4-digit numbers, including where one or more exchange is required
- evaluate different strategies and discuss efficiency
- estimate answers using rounding and other strategies learned
- check answers to calculations using their knowledge of inverse operations

Multiplication and Division (1):

This unit focuses on exploring multiplication and division, looking first at multiplying and dividing by multiples of 10 and 100, and then at multiplying and dividing by 0 and 1. Understanding these concepts will support with later learning when converting units of measurement.

Length and Perimeter:

This unit develops children's knowledge of units of measurement by introducing the kilometer. Children will also be introduced the concept of perimeter as the distance around a 2D shape, providing valuable opportunities for children to develop problem-solving skills and reasoning.

Children will learn to:

- calculate equivalent lengths using millimetres, centimetres, metres and kilometres
- calculate the perimeter of rectangles
- calculate the perimeter of rectilinear shapes

Term 2

Multiplication and Division (2):

This unit explores written and mental calculation strategies for multiplying and dividing. Children explore in depth the distributive and associative properties of multiplication.

Children will learn to:

- recognise and find factors pairs
- use expanded and compact written methods of multiplication
- use partitioning to divide 2-digit and 3-digit numbers by a 1-digit number
- correctly show remainders and predict whether a calculation will have a remainder
- solve simple 2-step problems that involve all of the four operations

Area:

This unit introduces the concept of area. Until now, children will have been able to say whether a shape is longer or shorter, wider or narrower, and will have been able to measure a shape's length and width. This unit provides the tools to measure the space that a shape takes up.

Children will learn to:

- use non-standard units to see how many of these will fit inside a shape
- use standard units of measurement to measure area by counting the number of centimetre squares that fit within a shape
- apply their knowledge in problem-solving and investigative contexts, such as exploring different shapes that all have the same area and comparing the area of different shapes

Statistics:

This unit exposes children to a range of ways in which information and data can be presented and interpreted.

Children will learn to:

- explore pictograms, bar charts and tables
- explore the use of a wider range of scales, counting in different increments
- interpret quarter symbols in pictograms and read from bars which are a quarter of the way between two marked points on a bar chart
- read and interpret data presented in line graphs
- understand the difference between continuous and discrete data
- solve multi-step problems using information presented in a range of charts and tables

Fractions:

This unit introduces the concept of hundredths, building on children's knowledge of tenths from previous learning.

Children will learn to:

- explore the relationship between tenths and hundredths
- recognise and find equivalent fractions using fraction strips and a fraction wall
- develop their understanding of how to simplify fractions
- explore fractions greater than 1 and investigate what happens when a fractional number is more than a whole
- add and subtract fractions where the answers are greater than 1
- subtract a fraction from a whole number
- find a fraction of an amount, working with divisions within times-tables they have learnt

Term 3

Decimals:

This unit is important as it is the first time children have encountered decimals and therefore the decimal point and the tenth and hundredth columns.

Children will learn to:

- understand tenths and hundredths
- divide numbers by 10 and 100, giving decimal answers
- find number bonds of tenths and hundredths to 1, showing how this links to their bonds to 10 and 100
- represent decimals on place value grids
- compare and order decimals
- understand the decimal equivalents of simple fractions, such as a half and a quarter
- round decimals to the nearest whole number

Money:

This unit is the first time children are introduced to the £·p notation, using their understanding of decimals.

Children will learn to:

- recognise that the decimal point separates the pounds from the pence
- round money to the nearest 10p and £1 to help them estimate total costs

- add and subtract simple amounts of money
- multiply and divide amounts of money
- solve word problems about money

Time:

This unit develops children's ability to convert between units of time and apply their knowledge of existing facts (for example, the number of minutes in an hour).

Children will learn to:

- express periods of time using different units of measurement (seconds, minutes, hours)
- use the 24-hour clock, learning to state the time as both a 12- and 24-hour clock time
- solve problems using these new concepts and prior learning

Shape:

This unit develops children's understanding of types of 2D shapes and their properties.

Children will learn to:

- recognise and find three types of angles: acute, obtuse and right angles
- use right angles as a way of recognising when angles are acute or obtuse
- compare and order angles in ascending and descending order
- identify whether shapes are regular or irregular and how this relates to angles
- recognise and name different types of triangles and different types of quadrilaterals
- apply their learning to deduce facts about shapes and solve shape-based problems
- develop their understanding of symmetry to complete symmetrical shapes and patterns

Position and Direction:

This unit introduces the concept of coordinate geometry, beginning to apply children's previous learning about positional and directional language to contexts.

Children will learn to:

- describe position and movements on grids using coordinates
- draw on grids using coordinates
- reason on a grid using coordinates to explain their answers

Science

The curriculum for science at WSO aims to ensure that all pupils:

- develop scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry and physics
- develop understanding of the nature, processes and methods of science through different types of science enquiries that help them to answer scientific questions about the world around them
- are equipped with the scientific knowledge required to understand the uses and implications of science, today and for the future.

The principal focus of science in lower key stage 2 is to enable pupils to broaden their scientific view of the world around them. They do this through exploring, talking about, testing and developing ideas about everyday phenomena and the relationships between living things and familiar environments, and by beginning to develop their ideas about functions, relationships and interactions. They will ask their own questions about what they observe and make some decisions about which types of scientific enquiry are likely to be the best ways of answering them, including observing changes over time, noticing patterns, grouping and classifying things, carrying out simple comparative and fair tests and finding things out using secondary sources of information. They will draw simple conclusions and use some scientific language, first, to talk about and, later, to write about what they have found out.

'Working scientifically' is described separately at the beginning of the programme of study, but is **always** be taught through and clearly related to substantive science content in the programme of study. Throughout the notes and guidance, examples show how scientific methods and skills might be linked to specific elements of the content.

Pupils will be able to read and spell scientific vocabulary correctly and with confidence, using their growing word reading and spelling knowledge.

Term 1

Living Things and Their Habitats

Pupils will use the local environment throughout the year to raise and answer questions that help them to identify and study plants and animals in their habitat. They will identify how the habitat changes throughout the year. Pupils will explore possible ways of grouping a wide selection of living things that include animals and flowering plants and non-flowering plants. Pupils will begin to put vertebrate animals into groups such as fish, amphibians, reptiles, birds, and mammals; and invertebrates into snails and slugs, worms, spiders, and insects. Pupils will explore examples of human impact (both positive and negative) on environments, for example, the positive effects of nature reserves, ecologically planned parks, or garden ponds, and the negative effects of population and development, litter or deforestation.

Children will learn to:

- recognise that living things can be grouped in a variety of ways
- explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment
- recognise that environments can change and that this can sometimes pose dangers to living things.

Pupils will work scientifically by: using and making simple guides or keys to explore and identify local plants and animals; making a guide to local living things; raising and answering questions based on their observations of animals and what they have found out about other animals that they have researched.

Animals, Including Humans

Pupils will be introduced to the main body parts associated with the digestive system, for example, mouth, tongue, teeth, oesophagus, stomach and small and large intestine and explore questions that help them to understand their special functions.

Children will learn to:

- describe the simple functions of the basic parts of the digestive system in humans
- identify the different types of teeth in humans and their simple functions
- construct and interpret a variety of food chains, identifying producers, predators and prey.

Pupils will work scientifically by: comparing the teeth of carnivores and herbivores, and suggesting reasons for differences; finding out what damages teeth and how to look after them. They will draw and discuss their ideas about the digestive system and compare them with models or images.

Term 2

Electricity

Pupils will construct simple series circuits, trying different components, for example, bulbs, buzzers and motors, and including switches, and use their circuits to create simple devices. Pupils will draw the circuit as a pictorial representation, not necessarily using conventional circuit symbols at this stage; these will be introduced in year 6.

Children will learn to:

- identify common appliances that run on electricity
- construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers
- identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery
- recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit
- recognise some common conductors and insulators, and associate metals with being good conductors.

Pupils will work scientifically by: observing patterns, for example, that bulbs get brighter if more cells are added, that metals tend to be conductors of electricity, and that some materials can and some cannot be used to connect across a gap in a circuit.

States of Matter

Pupils will explore a variety of everyday materials and develop simple descriptions of the states of matter (solids hold their shape; liquids form a pool not a pile; gases escape from an unsealed container). Pupils will observe water as a solid, a liquid and a gas and should note the changes to water when it is heated or cooled.

Children will learn to:

- compare and group materials together, according to whether they are solids, liquids or gases
- observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C)
- identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.

Pupils will work scientifically by: grouping and classifying a variety of different materials; exploring the effect of temperature on substances such as chocolate, butter, cream (for example, to make food such as chocolate crispy cakes and ice-cream for a party). They will research the temperature at which materials change state, for example, when iron melts or when oxygen condenses into a liquid. They will observe and record evaporation over a period of time, for example, a puddle in the playground or washing on a line, and investigate the effect of temperature on washing drying or snowmen melting.

Term 3

Sound

Pupils will explore and identify the way sound is made through vibration in a range of different musical instruments from around the world; and find out how the pitch and volume of sounds can be changed in a variety of ways.

Children will learn to:

- identify how sounds are made, associating some of them with something vibrating
- recognise that vibrations from sounds travel through a medium to the ear
- find patterns between the pitch of a sound and features of the object that produced it
- find patterns between the volume of a sound and the strength of the vibrations that produced it
- recognise that sounds get fainter as the distance from the sound source increases.

Pupils will work scientifically by: finding patterns in the sounds that are made by different objects such as saucepan lids of different sizes or elastic bands of different thicknesses. They may make earmuffs from a variety of different materials to investigate which provides the best insulation against sound. They may make and play their own instruments by using what they have found out about pitch and volume.

Integrated Curriculum

In Year 4, we have introduced an integrated approach to the way our students learn. We know from research that learning is more meaningful and authentic when the boundaries between subjects are less defined. In other words, learning is integrated. There are many benefits to applying an integrated approach: Learning is more meaningful, and the students have the time and space to truly develop a solid understanding of the concepts and ideas involved.

Concepts and Big Questions:

Unit 1: Identity – Should you judge a book by its cover?

Unit 2: Sustainability – What impact do humans have on the environment?

Unit 3-4: Civilizations & Connection - How is the past connected to the present?

Unit 5: Change – How has technology impacted the way we live today?

Unit 6: Discovery – Where will our journey take us?

Term 1

Unit 1

Concept: Identity

Big Question: Should you always judge a book by its cover?

Project Outcome: Story- Twisted Fairy Tale

Unit Overview: Children will explore the concept of identity by focusing on the various aspects that make us who we are. We will explore the similarities and differences between us. Children will have the opportunity to write their very own poem based on their own identity as well as a twisted fairy tale that will include a character they have created and themselves.

Unit 2

Concept: Sustainability

Big Question: What impact do humans have on the environment?

Project Outcome: Website

Unit Overview: Children will consider how to be more sustainable in their everyday lives, within their local communities as well as on a global scale. Children will learn a range of persuasive techniques that can be used to convince others to be more sustainable. We will focus on the impact of human activity on the rainforests around the world, looking at a range of perspectives. Children will also learn about the various animals living within the rainforest and how they are affected by the actions of humans. We will then create an awareness campaign focusing on ways to save the orangutans, an endangered animal living in the rainforest, at risk of becoming extinct.

Term 2

Unit 3-4

Concept: Civilisations and Connection

Big Question: How is the past connected to the present?

Project Outcome: E-Book & Minecraft Education Project

Unit Overview: Children will explore various civilizations throughout history before focusing on The Roman Empire. The children will learn about all aspects of what it was like living in Roman times as well as the many revolutionary inventions that The Romans created and consider how they are connected to the present day. Children will have the opportunity to create their own information text about The Romans as well as design their own Roman City using Minecraft Education.

Term 3

Unit 5

Concept: Change

Big Question: How has technology impacted the way we live today?

Project Outcome: TBC

Unit Overview: Children will explore inventors of both the past and present and consider how our world has changed over time due to the evolution of technology. We will explore both the positive and negative aspects of technology and consider how we can keep ourselves safe online. This unit is currently under review by the Year 4 team. There will be some changes made, however this will be communicated with you at the beginning of Term 3.

Unit 6

Concept: Discovery

Big Question: Where will our journey take us?

Project Outcome: Adventure Story

Unit Overview: Children will explore the concept of Discovery by exploring The Wonders of the World. We will develop our mapping and research skills throughout this unit as the children learn where the Wonders of the World are located and find out about each of them. We will also explore art from around the world and children will have the opportunity to write an adventure story that involves travelling to some of the Wonders.

Physical Education

World Class, World Ready. A Sport for Every Child

We passionately believe that our broad and balanced curriculum helps children to develop a love of sport and activity that stays with them throughout their lives. Through our extensive range of curricular activities and extra-curricular clubs, we provide a fully inclusive experience for children of all ages and abilities.

As students transition into Key Stage 2, our curriculum shifts focus from skills based to activity-based lessons. Throughout Year 3 students will enjoy activities such as Football, Rugby, Netball, Basketball, Athletics, Cricket, Rounders, and Swimming. As pupils build and develop their own personal interests; they also have the opportunity to progress their skills as part of our highly successful extracurricular program. Within the department, our teachers have a broad range of specialisms and interests that our fully maximised to ensure all students are supported and extended to receive the challenge in their chosen sport. Students in this Key Stage enjoy two lessons of 55 minutes respectively.

Term 1

In term 1, we will focus on the following topics; Football, Netball, and Swimming

Example Learning Goals:

Football; I can shoot using my weaker foot.

Netball; I can pass whilst in a static position.

Swimming; I can swim front crawl over 10m

Home Learning: [GEMS WSO, Physical Education YouTube Channel](#)

Term 2

In term 2, we will focus on the following topics; Rugby, Athletics, and Swimming.

Example Learning Goals:

Rugby; I can pass from a static position.

Athletics; I can record my scores for each event.

Tennis; I can complete a forehand shot.

Swimming; I can swim backstroke for 10m.

Home Learning: [GEMS WSO, Physical Education YouTube Channel](#)

Term 3

In term 3, we will focus on the following topic; Cricket, Rounders, Basketball & Swimming.

Example Learning Goals:

Cricket; I can bat with the ball bowled underarm.

Rounders; I can strike the ball off a stationary tee.

Basketball; I dribble the ball over a short distance using one hand.

Home Learning: [GEMS WSO, Physical Education YouTube Channel](#)

Performing Arts

Term 1

Term 2

Term 3

Modern Foreign Languages

In Year Four, pupils study French for 55 minutes weekly. The aim of these sessions is to build upon prior learning from previous years as well as encourage pupils to continue to communicate confidently and clearly. Lessons start with a phonics activity; pupils continue to develop their awareness of French sounds and make links and spot patterns in new French words. Pupils will develop their speaking skills;

demonstrating an ability to imitate pronunciation. They will listen to familiar spoken words and phrases and, via our Phonics focus, show they can recognise and understand some familiar words and phrases in written form. This year pupils will begin to construct longer sentences in French using connectives and learn how to give opinions and use reasons in French.

An excellent way for pupils to develop their language skills is to reinforce their learning at home in-between lessons, so we greatly appreciate your support in asking your children what they learnt in their French lesson. You never know, you may learn the language too!

Term 1

Our topic for this term is Animals and their habitats. Pupils will learn about a variety of animals living in different habitats. They will be able to work out the meaning of new nouns via their similarity in spelling to English nouns. Pupils will learn about the classification of nouns and give opinions to say which animals they like and dislike. They will also learn about word order when constructing French sentences. By the end of the term, pupils will be able to describe the animals using adjectives of size, personality and colours.

French colours: <https://www.youtube.com/watch?v=fZR66TjirDc>

Term 2

This term pupils build upon work began in Year 3 Term 1, All about me. They will use French adjectives to describe their physical appearance (hair colour, length and style, eye colour, height) and personality. Once again we will revisit masculine and feminine adjectival agreement and word order.

French colours: <https://www.youtube.com/watch?v=fZR66TjirDc>

Term 3

Our topic this term is Healthy Lifestyle. By the end of the term pupils will be able to talk and write about the hobbies (including sports) they like and dislike, the food and drink they like and dislike, culminating in a description of their dream week '*Ma semaine de rêves*'. Pupils will learn a variety of indoor and outdoor sports and hobbies. They will use the verbs *jouer* (to play) and *faire* (to do), along with the negative structure, to say which sports and hobbies they do/play and don't do/play. At this point we revisit the days of the week from Year Two, before looking again at opinion phrases. Pupils will be able to say which sports and hobbies they do, when and why. We then transfer this knowledge of opinions and reasons to the topic of food and drink. By this stage in their language journey, pupils will be able to once again connect to new vocabulary easily by linking to known English nouns.

At the beginning of June, Year 4 pupils will take part in Airport Day. The aim of this day is alert pupils to the fact that in Year 5 they will study French, Spanish and German on rotation. The day comprises a variety of lessons and activities related to the language, culture and customs of these three countries. Pupils will come dressed up as cabin crew, pilots and tourists and engage with an airport menu competition.

French days of the week: <https://www.youtube.com/watch?v=Lpwf5N0rfVE>

Outdoor Learning

Welcome to GEMS Wellington Academy Silicon Oasis Outdoor Learning.

Outdoor Learning is a truly unique, long term experience, consisting of regular sessions in a natural environment to support the holistic development of our students . Stemmed from a Forest School ethos, Outdoor Learning at WSO combines key life skills and experiences, with a focus on play, fostering resilient, confident, independent and creative learners. Bob Hughes' theory behind the sixteen types of play in his book, 'A taxonomy of Play Types', and the innate learning experiences that can be found in these moments, are fundamental in Outdoor Learning's approach towards teaching. By combining these with Pyle and Daniels' play based continuum, we can ensure that our student's academic needs and wellbeing will continue to be nurtured, whilst fuelling an intrinsic desire to learn through exciting, meaningful and memorable learning experiences.

Through play students will learn to:

- Connect their new experiences with existing understandings and build new learning.
- Deepen their attention and maintain engagement for longer periods.
- Take an intuitive approach to exploration: trying new ideas and possibilities, revising hypotheses and adapting to change.
- Adopt agency in their learning and adopt early leadership roles.
- Find joy and excitement in learning

Outdoor Learning offers learners the opportunity to take supported risks, appropriate to the environment and to themselves. Our opportunities are designed to build on an individual's innate motivation, positive attitudes and/or interests. Outdoor Learning uses tools and fires but only where deemed appropriate to the learners, and dependent on completion of a baseline risk assessment. Our experiences follows a Risk–Benefit process managed and reviewed continuously by the Outdoor Learning staff, which are tailored to the developmental stage of the learner.

Term 1

NA

Term 2

We will be focusing on our own play types and preferential methods of learning through play.

Course content:

- Learning through play, orienteering programme
- Fine motor skills, risk analysis, communication, map reading, compass skills,
- Bushcraft Skills Enrichment
- Support at home using blended learning

- Home Learning https://gemsedu.sharepoint.com/:p:/s/OutdoorAdventuresWSO/Edsn-bO0xJdOjBbPfGyPPaQBRx7LHnp5fZF18RE_L74dsQ?e=VdaWqq
- Kit List
<https://gemsedu.sharepoint.com/:p:/s/OutdoorAdventuresWSO/EUssciwCMGVAv6dVraXxH8EBO8g6rVWIIfYof3OE1DWI1A?e=V0Sdod>

Term 3

NA

Year 5

Head of Year Welcome

Hello, my name is Lucy Snowball and I am the Head of Year 5.

We hope your children are excited for an amazing year ahead as they begin their learning journey in Upper Key Stage Two. Our aim is to inspire their love of learning and to create responsible, independent and resilient learners who are world ready.

Through our integrated curriculum, the children will be exploring a wide range of important concepts and applying their critical thinking and problem-solving skills to tackle big questions such as 'What makes a society successful?' In Year 5, we aim to make learning as child led as possible and there will be plenty of opportunity throughout the year for them to showcase and celebrate their successes with you.

We believe that learning can take place anywhere, not just in the classroom, therefore we have planned lots of exciting learning opportunities throughout the year, from exploring scientific forces at Motiongate to making the most of our fantastic school facilities, such as the new and improved Outdoor Learning Hub.

Islamic Education

As-Salamu Alaikum! My name is Mohammed Solaiman and I am the Head of Academy Islamic at WSO. Our primary aim in Year 5 is to continue to strengthen students' relationships with the Holy Qur'an and the Hadith of the Prophet Muhammed S.A.A.W. We also aim to teach them about the importance and the etiquettes of the obligatory Prayers! We really look forward to an exciting year with Yr 5 in Islamic.

Term 1

In term 1, we will start with Surat Al-Burooj learning highlighting the main lessons they can learn from the story of the Surah. Then Students will get the opportunity to learn about the manners of Islam upon entering and leaving house and memorise the related Duaa's.

The topics included in Term 1 are: -

- Surat Al-'Burooj
- Etiquette of entering or leaving the house
- Belief in Divine Books
- The Strong Believer
- The importance and the etiquettes of the obligatory Prayers

Through term 1, we expect Yr 5 Muslim students to be able to: -

- Recite Surat-ul-Burooj observing the rules of Tajweed.
- Memorise the Hadith Shareef "The Strong Believer" and analyse the main important lessons from it.
- Explain the lessons learned from the story of Prophet Muhammed S.A.A.W. when he began to invite people to Islam.
- Explain that it is important for the Muslim to believe in all of Allah's Divine Books.
- Make a list of Allah's Holy Books and the names of the Prophets of Allah they had been sent to.
- Make a list of the etiquettes a Muslim should observe when attending Salah.

Term 2

In term 2, they will build on what they will achieve in Term 1 and extend their Islamic knowledge through memorising new Surahs and learning new Hadiths. They will be learning about the morals of the righteous (Akhlāq Al-Muttaqeen). They will also learn about the virtues of the congregational prayers.

The topics included in Term 2 are: -

- Surat Al-A'ala
- Some rules of Tajweed.
- Hadith Shareef (Morals of the Righteous).
- The congregational Prayer
- Generosity

Through term 2, we expect Yr 5 Muslim students to be able to: -

- Recite Surat-ul-A'ala and with Tajweed.
- Understand the different rules of pronouncing the Laam of "Allah" in the holy Qur'an.
- Outline the morals of the righteous from the Hadith.
- Suggest some ways to gain Taqwa..
- Say the Hadith about "The congregational prayer".
- Propose some ideas that can help the Muslim attending Salah in Jama'ah (groups).

Term 3

In term 3, students will continue their Qur'an learning journey through some selected Surahs from the Holy Qur'an. They will also get the opportunity to learn about Azan (Call to prayer) and Iqamah. Furthermore, they will learn about the Sunan Rawatib, Fasting and Sadaqah.

The topics included in Term 3 are: -

- Surat Al-Inshiqaaq
- Sunan Rawatib
- My fasting is for the sake of my Lord.
- In the shade of my Sadaqah (Charity).
- Good Treatment

Through term 3, we expect Yr 5 Muslim students to be able to: -

- Recite Surat Al-Inshiqaq by Tajweed.
- Design a poster about the Sunan Rawatib.
- Explain the rules of Sawm.
- Explain the virtues of giving Sadaqah in Islam.
- Give examples from his own life on how he / she treats with others kindly.

Useful websites

<http://islamhouse.com/en/> and http://www.tvquran.com/minshawi_molem.htm
<http://www.islamicbook.ws/2/> www.eduslamic.com www.sunnah.com

Arabic A

في البداية أود أن أقدم نفسي لحضراتكم، أنا أ. رانيا محمد، رئيسة قسم اللغة العربية في المرحلة الابتدائية. . واسمحوا لي أن أقدم لكم نبذة عن معلمي اللغة العربية ومنهج اللغة العربية بالمدرسة.

يضم قسم اللغة العربية في المرحلة الابتدائية نخبة متميزة من المعلمين الذين يتميزون بالقدرة على إثارة وتحفيز الطلبة وتشجيعهم على تعلم مادة اللغة العربية من خلال استخدام استراتيجيات تعلم حديثة تساعد الطلبة على التقدم في مهارات اللغة العربية؛ وذلك بسبب شغفهم ومعرفتهم العميقة بمنهج اللغة العربية وطرق تدريسه.

نعمل في قسم اللغة العربية بالمدرسة على تطوير مهارات اللغة العربية الأربع: الاستماع والتحدث والقراءة والكتابة، بالإضافة إلى قواعد اللغة العربية والقواعد الإملائية، بالإضافة إلى تطبيق مجموعة متنوعة من الأنشطة الصفية واللاصفية والمسابقات والأحداث على مدار العام، والتي تنمي مهارات الطلبة اللغوية بالإضافة إلى زيادة حصيلتهم اللغوية وفقاً لمعايير الوثيقة الوطنية.

يعتبر الصف الخامس بداية الحلقة الثانية التي يبدأ فيها الطالب بتكوين شخصيته الحقيقية التي سينتهجها خلال السنوات القادمة، ولذا فإننا نعمل على تقديم الدعم الكافي لكل طالب لتنمية المهارات التعليمية والحياتية اللازمة له وأن يكون أكثر قدرة على تحمل المسؤولية والعمل المستقل من خلال اختيار الأهداف التي يريد أن يحققها بالإضافة إلى تقييم نفسه في كل هدف أو معيار يدرسه وتعيين ما يجب عليه القيام به من أجل إحراز التقدم المطلوب والمضي قدماً.

ومن أهم المهارات التي نركز عليها في الصف الخامس هي مهارة القراءة، حيث تعتبر مهارة القراءة هي المدخل الأول للتعلم الذي يستطيع من خلاله الطالب تنمية معرفته وثقل مواهبه وزيادة حصيلته اللغوية؛ ولذا سنقوم خلال هذا الشهر بتحديد المستوى القرائي لكل طالب وذلك للوقوف على نقاط القوة لديه لتنميتها وعلاج نقاط الضعف لديه ، ومن ناحية أخرى متابعة تقدمه حسب مستويات عربي 21، حيث يقوم هذا التصنيف على تصنيف الكتب إلى مستويات ، ومن خلال قراءة الطالب يمكن وضعه في التصنيف المناسب له ثم يعمل المعلم على تعزيز مهارة القراءة لديه للارتقاء إلى المستويات التالية. وما قمنا بتطويره هذا العام هو العمل على ربط التعلم أكثر بالبيئة الواقعية لإعداد طلابنا للحياة العملية حيث قمنا باستخدام نموذج

G.R.A.S.P.S

والذي يعتمد على وضع الطالب في مواقف حياتية مما يجعله يستخدم مهارات البحث والربط وغيرها من مهارات التعلم

HPL

للوصول إلى حلول لهذه المواقف مما يجعله يعيش اللغة ويعرف أهميتها.

ولتنمية مهارة القراءة لدى طلبتنا هذا العام سنقوم – كما اعتدنا - بالاشتراك في منصة عصافير التي تتيح للطلبة العديد والعديد من القصص التي تناسب جميع الأعمار، بالإضافة إلى أنها تلي حاجات وميول الطلبة، والتي يتم تصنيفها أيضاً إلى عدة مستويات وفقاً لتصنيف عربي 21، مما يساعد الطالب والمعلم وولي الأمر على متابعة تقدم الطلبة في مهارة القراءة، وقد بدأنا بالفعل في

إجراءات ابتكار حساب لكل طالب، وفور حصولنا على بيانات الطلبة سوف نرسلها لحضراتكم من قبل معلم المادة.

أما عن القصص المطبوعة فقد خصصنا مكاناً في مكتبة المدرسة لقصص باللغة العربية، حيث يُسمح للطلبة بالحصول على كتاب باللغة العربية أسبوعياً من خلال أمين المكتبة المتواجد في مكتبة المدرسة، وهو عربي الجنسية أي أنه قادر على مساعدة الطلبة على اختيار الكتاب الذي يريدونه وفقاً لمراحلهم العمرية.

أما بالنسبة لمهارة الكتابة فإننا سنعمل على تنمية مهارة الكتابة من خلال تعليم الطلبة كتابة العديد من النصوص، مثل: النصوص الوصفية (الشخصية – المكانية)، بالإضافة إلى قواعد الإملاء المناسبة لهذه المرحلة، ومن ناحية أخرى علاج الأخطاء الشائعة في الكتابة والتي سنكتشفها من خلال كتابات الطلبة في الدفتر والعمل على علاجها.

بالإضافة إلى أننا نستخدم بعض البرامج التكنولوجية ذات الطابع التعليمي من أجل إضفاء جو من المرح أثناء حصص اللغة العربية لتحفيز الطلبة وتشجيعهم على تعلم اللغة العربية والاستمتاع بتعلمها.

Term 1

خلال الفصل الدراسي الأول سيدرس الطالب أنواعاً مختلفة من النصوص، مثل النصوص الأدبية " أمير الجمل " و " النمر الأرقط " والتي تنمي مهارة القراءة لدى الطالب وكذلك تنمية مهارات أخرى مثل تتبع أحداث القصة ومهارة التساؤل بالإضافة إلى مهارة المقابلة والمقارنة ومن ناحية أخرى تنمية حصيلة الطلبة اللغوية، ومن ناحية أخرى تنمية مهارة التحدث من خلال سرد تلك النصوص أو طرح بعض الأسئلة على شخصيات القصة أو إجراء حوار معهم.

أيضاً سنتعرض لبعض النصوص المعلوماتية مثل نص " الجمل يتحدى الصحراء " و " حيوانات مهددة بالإنقراض " والتي من خلالها سيني الطالب مهارة تحليل المعلومات وتوضيحها بالأدلة وتصميم الخرائط الذهنية للنص المعلوماتي وكيفية ترتيب المعلومات المقدمة في تلك النصوص.

ومن ناحية أخرى سيدرس الطالب بعض قواعد النحو مثل: تعزيز الجملة الاسمية والجملة الفعلية ، والجملة والتركيب والتي تعمل على تنمية قدرته على الكتابة بطريقة صحيحة لغوياً.

أما من حيث مهارة الكتابة سيقوم الطالب بالتدريب على كتابة نصوص وصفية حيث سيقوم الطلبة بوصف بعض الأماكن وبعض الشخصيات مميزين بين الوصف الحسي والوصف المعنوي لاستخدامهما في كتابة نصوص وصفية.

وفي نهاية الفصل الدراسي سيقوم الطلاب بالعمل على مشروع " تصميم عرض تقديمي " حول البيئة الصحراوية وربطها بالدروس التي سبق لهم تعلمها خلال هذا الفصل، حيث سيقوم الطلبة بالبحث عن معلومات حقيقة حول هذا الموضوع مثل الرسومات والصور والأرقام والبيانات ثم ترتيبها وتسلسلها وعرضها عرضاً منطقياً في العرض التقديمي ، ثم التدريب على عرضه في المنزل ومن ثم عرضه أمام زملائه مما يعمل على تنمية مهارة التحدث لديه ومن ناحية أخرى إكسابه الثقة في الوقوف أمام الجمهور.

ومن ناحية أخرى سنقوم بالمشاركة في العديد من المسابقات الخارجية على مستوى دولة الإمارات العربية المتحدة ، مثل مسابقة " كأس شيفرون للقراء " ومسابقة " كتابة القصة القصيرة " وغيرها من المسابقات الخارجية، بالإضافة إلى تنظيم بعض المسابقات الداخلية، مثل مسابقة " الخط العربي " و " القراءة " وتكريم جميع الطلبة المشاركين في تلك المسابقات لتحفيز جميع الطلبة على المشاركة والفوز بإذن الله.

ولذا نرجو من حضراتكم تشجيع الطلبة في البيت على القراءة وإتمام الواجبات المدرسية، حيث أننا نعمل من خلالها على تنمية مهارة محددة أسبوعياً لمساعدة الطلبة على التقدم في جميع مهارات اللغة العربية.

خلال الفصل الدراسي الأول سيتم التركيز على تنمية الجوانب الآتية:

✓ يميز المتعلم دلالة الكلمات عند قراءة المواد المكتوبة.

- ✓ يحدد المتعلّم الفكرة الرئيسة والمغزى للنص الأدبي من خلال التفاصيل المساندة، داعم آراءه بأدلة من النص
- ✓ يُحدد المتعلّم تسلسل أحداث القصة، وملامح الشخصيات، والمكان والزمان، مستدلًا بتفاصيل محددة داعمة، مقتبسا من أقوال الشخصية وأفعالها
- ✓ يدعم المتعلّم أفكار نص معلوماتي من خلال الاستدلال بالتفاصيل والأمثلة والاستنتاجات التي توصل إليها بعد قراءة النص
- ✓ يفسر المتعلّم معاني الكلمات والمصطلحات والعبارات الواردة في نص معلوماتي من خلال معرفته بعلاقات التضاد والترادف والاشتراك اللفظي مستخدما المعاجم والرسومات والملحوظات الهامشية والمسارد
- ✓ يستوعب المتعلم المادة المسموعة نصا سردي محددا المغزى العام
- ✓ يُحدّد المتعلّم المعنى المناسب للكلمات متعددة المعاني مستخدماً السياق
- ✓ يعدّ المتعلم عرضاً تقديمياً معلوماتياً عن موضوع مناسب مقدما الفكر في تسلسل منطقي مظهرًا فهمه للموضوع بما في ذلك الحقائق ذات الصلة مستخدما الوسائط الرقمية
- ✓ يفسر المتعلّم الكلمات مستعينا بمرادفاتها وأضدادها، وسياقها
- ✓ يوظف المتعلّم الكلمات الجديدة في سياقات جمل مفيدة تفسر معناها
- ✓ يعين المتعلم ركني الجملة الاسمية ويضبطهم ضبطا صحيحا
- ✓ يعين المتعلم أركان الجملة الفعلية ويضبطهم ضبطا صحيحا
- ✓ يكتب المتعلّم كلمات بصرية تحتوي على حروف تُلفظ ولا تُكتب وتُكتب ولا تُلفظ.
- ✓ يصنف المتعلم الأسماء و الأفعال وفق محيطها اللغوي.

Term 2

خلال الفصل الدراسي الثاني سيدرس الطالب أنواعًا مختلفة من النصوص أيضًا، مثل النص الأدبي " شهيد الإمارات " والتي من خلالها سنعمل على تنمية مهارة القراءة لدى الطالب وتنمية مهارات أخرى مثل مهارة التنبؤ والتساؤل وأيضا مهارة التسلسل أي التتابع الزمني لأحداث القصة، ومن ناحية أخرى تنمية مهارة التحدث من خلال سرد تلك النصوص أو طرح بعض الأسئلة على شخصيات القصة أو إجراء حوار معهم.

ومن ناحية أخرى سنتعرض لبعض النصوص المعلوماتية مثل نص " صفحات من تاريخ جزيرة طنب الكبرى " و " التعامل مع كبار السن " والتي من خلالها سيركز الطالب على الربط بين المعلومات المقدمة في تلك النصوص وربطها بخبراته السابقة والحياة الواقعية وتحديد أهم

المعلومات الواردة في تلك النصوص.

ومن ناحية أخرى سيدرس الطالب بعض قواعد النحو مثل تعزيز الجملة الاسمية والجملة الفعلية والجملة والتركيب والتي تعمل على تنمية قدرته على الكتابة بطريقة صحيحة لغويًا.

أما من حيث مهارة الكتابة سيقوم الطالب بالتدريب على كتابة نصوص وصفية (وصف المشاعر) حيث يقوم بكتابة نص حول زيارته لأحد الأماكن واصفًا الشخصيات والمكان مركزًا على وصف المشاعر التي انتابته خلال تلك الزيارة أو تلك الرحلة ثم إخراج النص في صورته النهائية وعرضه أمام زملائه.

وفي نهاية الفصل الدراسي سيقوم الطلاب بالعمل على مشروع " تصميم عرض تقديمي " حيث سيقوم الطالب بتحديد رحلة قام بها إلى أحد الأماكن السياحية أو أحد البلاد ، ثم يقوم بكتابة نص وصفي عن تلك الرحلة موضِّحًا وصف الشخصيات والأماكن والمشاعر التي انتابته خلال تلك الزيارة ، ثم ترتيبها وتسلسلها وعرضها عرضًا منطقيًا في العرض التقديمي ، ثم التدريب على عرضه في المنزل ومن ثم عرضه أمام زملائه مما سيعمل على تنمية مهارة التحدث لديه ومن ناحية أخرى إكسابه الثقة في الوقوف أمام الجمهور.

وخلال الفصل الدراسي الثاني سيتم العمل على الأهداف التالية:

- ✓ يميز المتعلمين لفظ همزتي الوصل والقطع في بداية الكلام ووسطه.
- ✓ يقرأ المتعلم المتشابهة كتابيًا بلا تشكيل معتمدًا على السياق.
- ✓ يظهر المتعلم الوعي بالعلاقات بين المفردات ومعانيها ضمن حقول دلالية مناسبة.
- ✓ يحلل المتعلم بنية النصوص القصصية وعناصرها الفنية، مفسرًا أفعال الشخصية، ودوافعها، كاشفًا عن صفاتها
- ✓ يبين المتعلم النصوص الأدبية: (قصة - قصيدة - رسالة) وفقا لخصائصها الفنية المختلفة، مستخدما المصطلحات المناسبة
- ✓ يبين المتعلم الحوار الداخلي من الحوار الخارجي في القصة
- ✓ يلخص المتعلم فكر وتفصيل ما قرأ برسومات ومخططات وخرائط
- ✓ يفرغ المتعلم معلومات نص معلوماتي قرأه وفق جدول صممه
- ✓ يكتب المتعلم نصوصا سردية أو وصفية، ويربط بين الأفكار أو التجربة بشكل متمسك، بمقدما سياقًا مكانيًا وزمانيًا للأحداث مستخدما تفاصيل حسية
- ✓ يعيد المتعلم صياغة المادة المسموعة شفويًا
- ✓ يعدد المتعلم قصة درسها ويقدمها مضمّنًا عرضه تفصيلات عن المكان والحبكة وكيفية تطور الأحداث
- ✓ يقدم عرضا شفويا عن شخصية مستخدما الحقيقة والمجاز بما يلفت انتباه مستمعيه لتعميق فهم الموضوع الرئيس
- ✓ يُرتّب المتعلم علاقات التدرج بين مفردات ذات دلالة متقاربة) نعاس، غفوة، نوم
- ✓ يتعرف المتعلم شبه الجملة(الجار والمجرور والظرف بنوعيه)، ويُنشئ شبه جملة في جمل صحيحة

- ✓ يتعرف المتعلم شبه الجملة (الجار والمجرور والظرف بنوعيه)، ويُنشئ شبه جملة في جمل صحيحة
- ✓ يكتب المتعلم الالف اللينة في نهاية الاسماء والأفعال والحروف كتابة صحيحة
- ✓ يحدد المتعلم التعبيرات المجازية في الجمل التي يقرأها
- ✓ يفاضل المتعلم بين جملتين بناء على إحياءات الألفاظ
- ✓ يستخدم المتعلم الكلمات ذات المحيط اللغوي الواحد مراعيًا الفروق بين دلالاتها

Term 3

خلال الفصل الدراسي الثالث سيدرس الطالب أنواعًا مختلفة من النصوص أيضًا، مثل النصوص الأدبية " أمير الأطباء " و " ميرابل " والتي من خلالها سنعمل على تنمية مهارة القراءة لدى الطالب وتنمية مهارات أخرى مثل مهارة تتبع الأحداث، وكيفية تلخيص القصص تلخيصًا صحيحًا من خلال اتباع خطوات التلخيص، بالإضافة إلى تعزيز مهارة طرح الأسئلة التي سبق لها تعلمها ومن ناحية أخرى تنمية مهارة التحدث من خلال سرد تلك النصوص أو طرح بعض الأسئلة على شخصيات القصة أو إجراء حوار معهم.

ومن ناحية أخرى سنتعرض لبعض النصوص المعلوماتية مثل نص " أطباء الإنسانية " و " عالم الدمى تاريخ وأسرار " والتي من خلالها خلالها على تحديد أهم المعلومات الواردة في تلك النصوص متنبعًا تسلسلها في النص ، ثم تصميم خريطة مفاهيمية لتلك المعلومات، موضحة الفكرة الرئيسة والتفاصيل المساندة لها في تلك النصوص.

ومن ناحية أخرى سيدرس الطالب بعض قواعد النحو مثل ضمائر الرفع المنفصلة وتصنيفها والتي تعمل على تنمية قدرته على الكتابة بطريقة صحيحة لغويًا.

أما من حيث مهارة الكتابة سيقوم الطالب بالتدريب على كتابة استجابة أدبية لقصة قرأها حيث يقوم بقراءة قصة ثم تلخيصها موضحة الفكرة الرئيسة ورسالة الكاتب ثم إخراج النص في صورته النهائية وعرضه أمام زملائه.

وفي نهاية الفصل الدراسي سيقوم الطلاب بالعمل على مشروع " تصميم عرض تقديمي " حول أحد الأطباء العرب الذين أسهموا في الطب وكانت لهم شهرة واسعة في مجال الطب، حيث سيقوم الطالب بجمع المعلومات حول الطبيب ثم ترتيبها وتسلسلها وعرضها عرضًا منطقيًا في العرض التقديمي، ثم التدريب على عرضه في المنزل ومن ثم عرضه أمام زملائه مما سيعمل على تنمية مهارة التحدث لديه ومن ناحية أخرى إكسابه الثقة في الوقوف أمام الجمهور.

وخلال الفصل الدراسي الثالث سيتم العمل على الأهداف التالية:

- ✓ يقرأ المتعلم قراءة جهرية مراعيًا التنغيم والضبط السليم في حدود (60) كلمة في الدقيقة الواحدة.
- ✓ يقرأ المتعلم قراءة سليمة نصوصًا تخلو بعض كلماتها من الضبط معتمدًا على السياق.
- ✓ يحدد المتعلم صفات الشخصية وأفعالها في القصص الخيالية ويقابلها بصفات الشخصية وأفعالها في القصص الواقعية

- ✓ يحفظ المتعلم (6) أناشيد قصيرة تتألف من (7-10) أبيات، موضوعاتها تناسب المرحلة العمرية.
- ✓ يستنتج المتعلم العلاقة الزمنية، وعلاقة السبب والنتيجة بين الأحداث أو المفاهيم العلمية
- ✓ يقارن المتعلم بين نصين معلوماتيين في مصادر قديمة مثل: الكتب المطبوعة، الصحف، المجلات... وحديثة مثل: (مقاطع فيديو، الشبكة المعلوماتية...) في الموضوع نفسه، محدداً أوجه التشابه والاختلاف في تقديم وجهات النظر
- ✓ ينفذ المتعلم مستقلاً أو ضمن مجموعات مشروعات بحثية قصيرة مركزة، ويعرض ما تعلمه ضمن تقرير بحثي .
- ✓ يكتب المتعلم استجابات شخصية للنصوص الأدبية التي يقرأها، مظهرها فهم للعمل الأدبي، داعم رأيه بأدلة من النص أو بخبرته الشخصية
- ✓ يكتب المتعلم نصوصاً معلوماتية، ويصوغ سؤالاً مركزياً عن موضوع أو قضية مضمناً نصه أدلة لدعم الفكرة
- ✓ يكتب المتعلم تلخيصاً يتضمن الفكرة الأساسية
- ✓ يقارن المتعلم بين المعلومات المقدمة في النص وخبراته السابقة، محدداً كيف غيرت فهمه الأمور الجديدة
- ✓ يفسر المتعلم الكلمات مستخدماً المعجم الورقي والرقمي يحدد المتعلم المعنى المناسب للكلمات متعددة المعاني مستخدماً السياق، ومستعينا بجذرها
- ✓ يتعرف المتعلم ضمائر الرفع المنفصلة ويصرف لفعل معها
- ✓ يتعرف المتعلم الجموع السالمة وبعض جمع التكسير
- ✓ يكتب المتعلم ألف تنوين النصب كتابة صحيحة في مواضعها الصحيحة
- ✓ يستخدم المتعلم علامات الترقيم علامة لاستفهام، النقطة، علامة لتعجب، الفاصلة، النقطتان الرأسيتان، القوسان()استخدما صحيحا
- ✓ يتتبع المتعلم رسم الحروف العربية مراعيًا قواعد خط الرقعة
- ✓ يكتب المتعلم الحروف المتجانسة شكلاً بخط الرقعة

Arabic B

I would like to introduce myself as Mrs Rania Mohammed, Arabic Head of Department in Primary at WSO. The Arabic team in primary have the ability to enthuse and motivate the children due to their passion, deep knowledge and love of literature. In Arabic B, the focus will be on developing the four skills, which are listening, speaking, reading and writing, in addition to the rules and structure of the Arabic language. There will also be a wide variety of classroom and extra-curricular activities, competitions and events throughout the year. The material presented will be appropriate for the years your child has studied Arabic. Students

will practice reading some simple texts, analyse them, and understand their meanings. Students will also use the new vocabulary in different contexts. Students will learn about connected pronouns and how to use them correctly.

The Arabic department is committed to doing the best ensure that each student has a safe and motivating learning experience in WSO.

Our curriculum is based on The Ministry of Education's framework for learning Arabic as an additional language. It is also based on international principles and expectations applied in teaching foreign languages to non-native speakers. The department's focus is to enable our students to communicate in real life situations.

Our Y4 Primary Arabic B curriculum is also adapted to meet the UAE's aspirations in teaching and learning Arabic in a manner that suits the learners' capabilities. This illustrates the levels expected to be achieved by the learner in each of the four language skills (listening, speaking, reading and writing).

The Arabic B curriculum implementation is designed to enable students to be open minded citizens who appreciate the language and its culture. It also allows students to communicate effectively through the various discussions, tasks and activities. Students do take risks and work collaboratively to explore new strategies and various ideas and communicate about them in Arabic.

-Curriculum related Competitions & events: Students will take part in department based/ house competitions and events such as National Day, Reading competition, Spelling Bee, handwriting competition, Arabic culture week and some other enthusiastic competitions in WSO.

Moreover, there is a Diagnostic of formative and summative Assessment are being measured by using a variety of tools, as well as the CFU's which is based on the unit monthly curriculum.

-Listening skill: CFU's will include a range of listening comprehension questions that students will answer while or after listening to the audio or watching videos. It will be multiple choice, true or false, drawing, matching or simple answers.

-Speaking skill: To includes visuals which the students need to describe or talk about as well as answer questions posed by the Arabic teacher or take part in dialogue with some records.

-Reading skill: will include a range of reading comprehension questions that asses the students according to Y5 curriculum expectation and reading age.

Moreover, students may well be fully independent readers, choosing their own Arabic books based on their own interests either from the school library or from the Arabic digital library App-Website '3asafeer' - www.3asafeer.com-.

Writing skill: This CFU's evaluates students writing skills and it ranges from writing some letters and words, describing a picture, using vocabulary words in sentences/phrases to writing longer texts using a set criterion.

Term 1

Our Units are designed by MOE which allows students to complete some collaborative projects, learning about the experiences and the activities that could be done in United Arab Emirates linked with places and activities in different places. Moreover, students will express about opinions in different events and situations using multiple constructions methods. Expressing about the favourite activities in Dubai during vacations using the present, past tense, conjunctions, negotiable phrases, nominal, verbal sentences, prepositions, possessive noun, question tools and descriptive phrases. In addition to that, students will be learning about the colour festival in UAE with an understanding of some information from social informative contexts. Then write about familiar experiences and events using the writing skills that have been learnt previously and applying the previous knowledge to formulate phrases and passages using grammatical concepts.

Students will also be focusing on phonics and guided reading lessons thought the year using the Arabic digital library.

During this term, the focus will be on developing the following aspects in your child:

- ✓ Understand the general idea of the audio material.
- ✓ Guess the content of the audio from the title or the text.
- ✓ Determine elements of a message in an audio.
- ✓ Differentiate between acceptance and rejection of an invitation.
- ✓ Understand touristic schedule in an audio advertisement.
- ✓ Read a personal message and identify the message subject.
- ✓ Sort words into groups. (Noun, verb, adjective etc...)
- ✓ Read an informative text identifying specific information(e.g.: advertisement)
- ✓ Read a short message (tweet or message on a mobile).
- ✓ Read an advertisement in media (Magazine-etc.)
- ✓ Ask and answer questions about a learnt subject.
- ✓ Give my opinion on a subject using expressions of opinion.
- ✓ Use gathered information in speaking.
- ✓ Write using appropriate punctuation marks.
- ✓ Write a paragraph about an occasion using helping information.
- ✓ Design a touristic flyer.
- ✓ Retype what I wrote using the laptop or IPad.
- ✓ Apply prepositions in my writing.
- ✓ Write a personal message telling my friend about my vacation. (Tweet or Whats app message).
- ✓ Use words starting with hamzat al qata' and hamzat al wasl همزة القطع وهمزة الوصل

in my writing.

- ✓ Write using the appropriate spacing between words, sentences, paragraphs and margins.
- ✓ Copy words and sentences correctly on the line.
- ✓ Use different tenses in my writing.
- ✓ Use verbs with different pronouns.
- ✓ Use شبه الجملة in context.

At the end of the unit, students will present a group project that simulates what they have learned, demonstrates their understanding of the unit, and develops their language and personal skills. The student will visit some places in Dubai throughout virtual trips and present their experiences in the classroom with multiple variety of activities and projects Consider using the different language contexts they learned during the term.

Term 2

-In term-2, The topic is about travelling and booking! Through this topic, students will learn how to book a ticket and reserve a seat number with some other travel steps such as stamping the passport, buying stuff from the freezone, then they will imagine landing in Dubai International Airport and they will be able to understand the written signs at the airport as well as understand the travel calling instructions and what they indicate! Moreover, student will learn about the hotel services and how to express their opinion in different situations. Then, students will be able to rate the hotel services and facilities using some descriptive phrases and content. Students will extend leaning by linking with the previous learning to be able to analyse the text's elements, using grammatical concepts, present, past and future tense. In addition to that, Students will learn how to fill in a form independently and how to write an email and familiar experiences/events using the writing style they have learned previously. Students also will continue focusing on phonics and guided reading lessons thought the year using the Arabic digital library.

-Students can study and explore various Arabic language literature and structure through different texts. These will include:

- Dialogues and conversation (from the MOE book).
- Listening audible materiel (from the MOE book and 3asafeer books).

During this term, the focus will be on developing the following aspects in your child:

- ✓ understand different announcements in the airport.
- ✓ I can follow instructions from multiple steps.
- ✓ I can understand an audio story narration when repeated.
- ✓ I can determine the type of an audio material (conversation-message-etc.)
- ✓ I can identify new words from an audio material.
- ✓ I can understand calls in the airport.
- ✓ I can understand a phone call to book a room in a hotel.
- ✓ I can understand a reading conversation about travelling.
- ✓ I can differentiate between the fact and the opinion in short sentences.
- ✓ I can read clear instructions.

- ✓ I can read short conversation between groups of people.
- ✓ I can follow events in a short text.
- ✓ I can read correctly with vowels taking into consideration the accuracy and fluently within 20 words\minute.
- ✓ I can participate in simple conversations about my daily matters and interests
- ✓ I can employ command verb in my speaking.
- ✓ I can talk about different places using time adverbs.
- ✓ I can describe different places using adjectives.
- ✓ I can write simple instructions to reach a specific place.
- ✓ I can design a boarding pass that shows my understanding of the travel information: seat number, gate number, time...etc.
- ✓ I can write using comparatives.
- ✓ I can use adjectives in my writing.
- ✓ I can write a short story using helping information.
- ✓ I can employ personal pronouns with past tense.
- ✓ I can write a short message using the Email.
- ✓ I can plan for my writing.
- ✓ I can formulate sentences using the command, prohibition, and negation method.

At the end of the topic, students will be able to design a tourist flyer about the hotel services and what offer they could provide to stimulate tourism in Dubai.

Term 3

In term-3, Students will be learning about the international kitchen. The students will formulate a descriptive text, describing the family's food preferences explaining reasons using adjectives. -Creating different menus for different cuisines, and creating an advertisement for a cooking competition adding learnt details. Moreover, learning about the experiences and how to order food in an Arabic restaurant linked with the previous knowledge as well. Students will be able to express their opinion as well as using structural descriptive sentences and apply their knowledge to formulate phrases and passages using grammatical concepts. They also will be able to order specific types of food from a menu in a restaurant or by phone with being able to compare between inner and outer traits for a character. In addition to that, Y5 students will confidently give multiple instructions using command verbs
(, linking with the previous learning from term-1&2.

During this term, the focus will be on developing the following aspects in your child:

- Understand the general content in the audio advertisement.
- Understand main idea and some details of a conversation in a restaurant.
- Identify some details in an audio conversation.
- Read and understand short paragraphs about the topic food around the world
- Order specific types of food from a menu in a restaurant or by phone.
- Compare between inner and outer traits for a character.

- Talk about types of food in different countries balancing between healthy and un healthy food.
- Read paragraphs about food around the world.
- Understand similes in simple sentences.
- Participate with a group of my colleagues in a presentation about a famous character with the help of his personal file (on social media).
- Use exclamation style in my writing.
- Design a menu.
- Write steps for doing something using numerical order.
- Use structural sentences styles in my writing (الجمال الإنشائية).
- Write words with letters that pronounced and not written.
- Form nominal sentences using masculine form.
- Use taa' marbota and taa' maftoha.

At the end of the unit, the students will be taking a part in conversations in the restaurant, simulating real life situations, creating an advertisement for a cooking competition adding learnt details, and preparing for an interview using past tense verb, after hosting the cooking competition.

English (Reading and Writing)

I would like to introduce myself as Mr Balicki, English subject leader here at WSO. I believe the teachers in Year 5 have the ability to enthuse and motivate the children due to their passion, deep knowledge and love of literature.

Year 5 is often a calm and studious year: a year to embed all of the knowledge learnt in lower Key Stage 2, and to start preparations for the transition to secondary school. Your child will be encouraged to take more responsibility for their own learning. Your child will be reading more books that they have chosen themselves in our wonderful KS2 learning resource centre, and will write across a wide range of topics (including what they are learning in other subjects, like space). Elements of punctuation like hyphens and colons are introduced, and they will learn new features of grammar like modal verbs.

Term 1

Writing:

During Term 1, English will be taught through our integrated curriculum. The children will be given the opportunity to investigate and explore a wide range of fiction and non-fiction texts, as well as poetry. These will include:

- Non chronological reports
- Autobiography
- Shape poetry

- Narrative writing

Spelling and grammar is taught within our integrated curriculum, however there is one focused Spelling, Punctuation and Grammar lesson each week concentrating on the specific spelling rules and punctuation and grammar techniques.

Reading:

In addition to reading being a central part of our integrated lessons, we also have four separate lessons focusing on the vital reading skills, such as inference and retrieval skills, which is taught through a class novel. The novel we are reading in Term 1 is the fiction book, *The Nowhere Emporium*. The children will also have a fortnightly lesson in the library, where they will be able to choose their own reading books to take home with them. They will also be able to access a wide range of non-fiction articles on the Accelerated Reader program.

Please support us by continuing to read with your child as often as possible at home. Remember to discuss the book with your child and ask them questions about the characters, plot and setting and why the author might have chosen specific language and what clues it can give them about the character or what might happen next. Children should also log onto their Accelerated Reader accounts to take the quiz after they have finished reading their books to check their comprehension and vocabulary understanding.

<https://ukhosted64.renlearn.co.uk/3412368/default.aspx>

To find out more about Accelerated Reader and how this can be used at home to improve your child's reading, keep an eye out for our Accelerated Reader parent engagement session in October.

Term 2

Writing:

During Term 2, English will continue to be taught through our integrated curriculum. The children will be given the opportunity to investigate and explore a wide range of fiction and non-fiction texts, as well as poetry. These will include:

- Diary entries
- News reports
- Narrative

Spelling and grammar is taught within our integrated curriculum, however there is one focused Spelling, Punctuation and Grammar lesson each week concentrating on the specific spelling rules and punctuation and grammar techniques. This term, the children will focus on the spelling rules:

- Words with silent letters
- Words with the endings –cious and -tious
- Using the I before E rule following a C

Reading:

Please support us by continuing to read with your child daily at home. Remember to discuss what is being read with your child and ask them questions about the main ideas, characters, plot and setting.

Guided Reading sessions will support with your child's fluency and reading comprehension through the lens of a variety of text types, including our new class novel Cosmic.

When your child has finished reading a book at home, they should then complete the quiz on Accelerated Reader.

<https://ukhosted64.renlearn.co.uk/3412368/default.aspx>

Term 3

Term 3 is left blank for now to reflect responsiveness to curriculum coverage and the learning of the children. This will be updated as the year progresses.

Maths

The principal focus of mathematics teaching in upper key stage 2 is to ensure that students extend their understanding of the number system and place value to include larger integers. This should develop the connections that students make between multiplication and division with fractions, decimals, percentages and ratio.

At this stage, students should develop their ability to solve a wider range of problems, including increasingly complex properties of numbers and arithmetic, and problems demanding efficient written and mental methods of calculation. With this foundation in arithmetic, students are introduced to the language of algebra as a means for solving a variety of problems. Teaching in geometry and measures should consolidate and extend knowledge developed in number. Teaching should also ensure that students classify shapes with increasingly complex geometric properties and that they learn the vocabulary they need to describe them.

By the end of upper key stage 2, students should be fluent in written methods for all 4 operations, including long multiplication and division, and in working with fractions, decimals and percentages.

Students should read, spell and pronounce mathematical vocabulary correctly.

Supporting at Home

Support Resources on Seesaw

Knowledge organisers containing further information about each unit along with worked examples and vocabulary will be shared by class teachers via Seesaw at the start of each unit of study. Additional practise booklets will also be shared by class teachers via Seesaw so children can consolidate their learning at home.

Apps

It is mandatory that all Year Three children have the following apps downloaded on their devices ready for school:

- White Rose 1-Minute Maths
- Times Tables Rock Stars
- The 38-Times Tables Challenge

Online Games

To further support your child's learning in maths, here are some highly recommended games:

- Daily 10 Mental Maths Challenge - <https://www.topmarks.co.uk/maths-games/daily10>
- Hit the Button - <https://www.topmarks.co.uk/maths-games/hit-the-button>
- Maths Frame - <https://mathsframe.co.uk/en/resources/category/22/most-popular>

Links to further games to support your child's learning can be found here:

- [Place Value](#)
- [Ordering and Sequencing](#)
- [Addition and Subtraction](#)
- [Multiplication and Division](#)
- [Fractions and Decimals](#)
- [Shape, Position and Movement](#)
- [Money](#)
- [Time and Measures](#)
- [Statistics](#)

Term 1

Place Value:

This unit develops children's sense of number, working with numbers within 100,000 and then 1,000,000.

Children will learn to:

- develop their fluency with these numbers up to 1,000,000 by partitioning and recombining them in different ways
- use number lines to find and identify numbers up to 1,000,000
- compare and order numbers up to 1,000,000
- round numbers to the nearest 10, 100, 1,000, 10,000 and 100,000
- use negative numbers and explain how they relate and compare to positive numbers
- calculate with both negative and positive numbers
- identify rules in number sequences and accurately follow and complete them

Addition and Subtraction:

This unit allows children to apply the formal methods of addition and subtraction to larger numbers.

Children will learn to:

- add and subtract whole numbers with more than 4-digits
- use their knowledge of rounding to estimate answers to additions and subtractions
- apply their understanding of inverse operations to check their answers
- solve increasingly more complex addition and subtraction problems

Statistics:

This unit builds on children's statistics work from earlier units in both Year Three and Year Four, allowing children to apply their knowledge of place value and number operations to solve simple problems based on the data presented in tables and line graphs.

Children will learn to:

- read and interpret examples of line graphs that display discrete and continuous data
- read and interpret dual line graphs
- draw their own line graphs
- complete and interpret two-way tables, allowing children to break down data into more categories
- read timetables

Multiplication and Division (1):

This unit This unit will develop children's multiplicative reasoning that they can then apply across other areas of maths throughout the year.

Children will learn to:

- recognise and find multiples and factors
- recognise prime numbers and explain how they are different to composite numbers
- investigate how to use factors, including prime factors, to investigate and manipulate numbers
- explore square and cube numbers, linked to their concrete understanding of the shape namesakes
- use inverse operations to solve and check calculations when calculating the multiplication and division of whole numbers by 10, 100 and 1,000

Perimeter and Area:

This unit This unit provides children with numerical strategies to calculate area and perimeter of rectangles and squares.

Children will learn to:

- use simple formulae such as $\text{perimeter} = 2 \times (\text{length} + \text{width})$ and $\text{Area} = \text{length} \times \text{width}$
- apply these simple formulae and work inversely to check answers
- calculate the perimeter and area of compound and irregular shapes

Term 2

Multiplication and Division (2):

This unit further develops children's understanding of multiplication and division and interpreting remainders, drawing on a variety of written methods and applying knowledge of multiples.

Children will learn to:

- multiply using the area and column methods, and evaluate their efficiency

- divide increasingly larger numbers by 1-digit numbers
- divide with remainders and understand how to interpret these
- apply their methods to solve a range of increasingly more complex problems in different contexts

Fractions (1):

This unit will develop children's previous learning about fractions from Year Three and Year Four so they become more confident at using fractions flexibly across a range of contexts.

Children will learn to:

- find equivalent fractions by simplifying and expanding
- represent and prove how equivalent fractions represent the same number differently
- convert between mixed numbers and improper fractions, understanding where to use these in real-life contexts
- investigate and complete number sequences involving mixed numbers and fractions
- compare and order two or more fractions, including mixed numbers
- recognise that fractions represent division calculations
- investigate how remainders in division calculations can be represented as fractions

Volume:

This unit introduces the concept of volume and capacity, giving children a tangible way to measure and compare a shape's size. Until now, children will have been able to say whether a shape is longer or shorter, wider or narrower, and will have been able to measure a shape's length, width and area. However, this unit now provides them with the tools to measure the amount of space taken up by an object.

Children will learn to:

- use non-standard units and see how many of these units will fit within a shape
- measure volume by counting the number of cubes that fit within a shape
- estimate volume and capacity

Fractions (2):

This unit introduces children to adding and subtracting related fractions by finding a common denominator. This unit also aims to encourage children to improve their problem solving and reasoning skills, where children will focus on multi-step problems which involve fractions.

Children will learn to:

- add and subtract fractions where a common denominator must be found first
- add three or more fractions
- add and subtract mixed numbers, including breaking the whole
- multiply unit and non-unit fractions by an integer
- multiply mixed numbers by integers
- calculate fractions of an amount
- use fractions as operators
- solve problems involving fractions

Decimals and Percentages:

This unit continues to strengthen children's understanding of decimals, fractions and percentages.

Children will learn to:

- recognise the relationship between decimals and fractions

- round decimals
- order and compare decimals
- recognise the relationship between decimals, percentages and fractions
- use range of strategies to convert between equivalent decimals, percentages and fractions

Term 3

Decimals (2):

This unit applies the formal methods of addition and subtraction to numbers with up to three decimal places. It also teaches children to apply their understanding of multiplying and dividing by 10, 100 and 1,000 to decimal numbers.

Children will learn to:

- add and subtract decimals within 1
- add and subtract decimals crossing and breaking the whole
- add and subtract decimals that have a different number of decimal places
- complete decimal sequences
- multiply and divide decimals by 10, 100 and 1,000

Properties of Shape:

This unit develops geometric reasoning alongside key measurement skills. Many children find the protractor a difficult tool to master, so it is important that they practise in a meaningful context. This unit also develops learning from Years Three and Four to cement understanding of parallel and perpendicular lines as well as 2D and 3D shapes.

Children will learn to:

- measure angles in degrees using a protractor
- draw lines and angles accurately using a protractor and ruler
- calculate angles on straight line and around a point
- calculate unknown lengths and angles in shapes
- recognise and name regular and irregular polygons
- reason about 3D shapes

Position and Direction:

This unit builds on skills gained in Year Four (plotting coordinates) and enables children to progress to problem solving involving position and direction in Year Six.

Children will learn to:

- describe and draw position in the first quadrant
- translate using coordinates
- use lines of symmetry to reflect
- reflect using coordinates
- complete symmetric figures

Converting Units:

This unit consolidates children's existing knowledge of units of measurement and develops it further. It is a very practical unit in the sense that the skills children learn will be clearly applicable to real-life measurement situations and many of the problems will be ones they will face at some point in life.

Children will learn to:

- convert between units
- work with imperial and metric units
- convert units of time
- solve problems involving conversions

Science

The curriculum for science at WSO aims to ensure that all pupils:

- develop scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry and physics
- develop understanding of the nature, processes and methods of science through different types of science enquiries that help them to answer scientific questions about the world around them
- are equipped with the scientific knowledge required to understand the uses and implications of science, today and for the future.

The principal focus of science teaching in upper key stage 2 is to enable pupils to develop a deeper understanding of a wide range of scientific ideas. They will do this through exploring and talking about their ideas; asking their own questions about scientific phenomena; and analysing functions, relationships and interactions more systematically. At upper key stage 2, they will encounter more abstract ideas and begin to recognise how these ideas help them to understand and predict how the world operates. They will also begin to recognise that scientific ideas change and develop over time. They will select the most appropriate ways to answer science questions using different types of scientific enquiry, including observing changes over different periods of time, noticing patterns, grouping and classifying things, carrying out comparative and fair tests and finding things out using a wide range of secondary sources of information. Pupils will draw conclusions based on their data and observations, use evidence to justify their ideas, and use their scientific knowledge and understanding to explain their findings.

'Working and thinking scientifically' is described separately at the beginning of the programme of study, but is **always** be taught through and clearly related to substantive science content in the programme of study.

Pupils should read, spell and pronounce scientific vocabulary correctly.

Term 1

Living Things and Their Habitats

Pupils will study and raise questions about their local environment throughout the year. They will observe life-cycle changes in a variety of living things, for example, plants in the vegetable gardens and animals in the local environment. They will find out about the work of naturalists and animal behaviourists, for example, David Attenborough and Jane Goodall.

Pupils will find out about different types of reproduction, including sexual and asexual reproduction in plants, and sexual reproduction in animals.

Children will learn to:

- describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird
- describe the life process of reproduction in some plants and animals.

Pupils will work scientifically by: observing and comparing the life cycles of plants and animals in their local environment with other plants and animals around the world (in the rainforest, in the oceans, in desert areas and in prehistoric times), asking pertinent questions and suggesting reasons for similarities and differences. They might try to grow new plants from different parts of the parent plant, for example, seeds, stem and root cuttings, tubers, bulbs. They will observe changes in the WSO animals over a period of time and comparing how different animals reproduce and grow.

Earth and Space

Pupils will be introduced to a model of the Sun and Earth that enables them to explain day and night. Pupils will learn that the Sun is a star at the centre of our solar system and that it has eight planets: Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus and Neptune (Pluto was reclassified as a 'dwarf planet' in 2006). They will understand that a moon is a celestial body that orbits a planet (Earth has one moon; Jupiter has four large moons and numerous smaller ones). Pupils will find out about the way that ideas about the solar system have developed, understanding how the geocentric model of the solar system gave way to the heliocentric model by considering the work of scientists such as Ptolemy, Alhazen and Copernicus.

Children will learn to:

- describe the movement of the Earth, and other planets, relative to the Sun in the solar system
- describe the movement of the Moon relative to the Earth
- describe the Sun, Earth and Moon as approximately spherical bodies
- use the idea of the Earth's rotation to explain day and night and the apparent movement of the sun across the sky.

Pupils will work scientifically by: comparing the time of day at different places on the Earth through internet links and direct communication; creating simple models of the solar system; constructing simple shadow clocks and sundials, calibrated to show midday and the start and end of the school day; finding out why some people think that structures such as Stonehenge might have been used as astronomical clocks.

Term 2

Forces

Pupils will explore falling objects and raise questions about the effects of air resistance. They will explore the effects of air resistance by observing how different objects such as parachutes and sycamore seeds fall. They will experience forces that make things begin to move, get faster or slow down. Pupils will explore the effects of friction on movement and find out how it slows or stops moving objects, for example, by observing the effects of a brake on a bicycle wheel. Pupils will explore the effects of levers, pulleys and simple machines on movement. Pupils will find out how scientists, for example, Galileo Galilei and Isaac Newton helped to develop the theory of gravitation.

Children will learn to:

- explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object
- identify the effects of air resistance, water resistance and friction, that act between moving surfaces
- recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.

Pupils will work scientifically by: exploring falling paper cones or cup-cake cases, and designing and making a variety of parachutes and carrying out fair tests to determine which designs are the most effective. They will explore resistance in water by making and testing boats of different shapes. They will design and make products that use levers, pulleys, gears and/or springs and explore their effects.

Properties of Change

Pupils will build a more systematic understanding of materials by exploring and comparing the properties of a broad range of materials, including relating these to what they learnt about magnetism in year 3 and about electricity in year 4. They will explore reversible changes, including, evaporating, filtering, sieving, melting and dissolving, recognising that melting and dissolving are different processes. Pupils will explore changes that are difficult to reverse, for example, burning, rusting and other reactions, for example, vinegar with bicarbonate of soda. They will find out about how chemists create new materials, for example, Spencer Silver, who invented the glue for sticky notes or Ruth Benerito, who invented wrinkle-free cotton.

Children will learn to:

- compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets
- know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution
- use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating
- give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic
- demonstrate that dissolving, mixing and changes of state are reversible changes
- explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda.

Pupils will work scientifically by: carrying out tests to answer questions, for example, 'Which materials would be the most effective for making a warm jacket, for wrapping ice cream to stop it melting, or for making blackout curtains?' They will compare materials in order to make a switch in a circuit. They will observe and compare the changes that take place, for example, when burning different materials or baking bread or cakes. They will research and discuss how chemical changes have an impact on our lives, for example, cooking, and discuss the creative use of new materials such as polymers, super-sticky and super-thin materials.

Term 3

Animals including humans.

Pupils will be able to draw a timeline to indicate stages in the growth and development of humans. They should learn about the changes experienced in puberty.

Children will learn to:

- describe the changes as humans develop to old age.

Pupils will work scientifically by researching the gestation periods of other animals and comparing them with humans; by finding out and recording the length and mass of a baby as it grows.

Integrated Curriculum

In Year 5, we are passionate about creating meaningful and engaging learning experiences which equip our children for their futures. Traditionally, children would have explored topics through individual subject-specific lessons. In Year 5, we have adopted an integrated approach which enables children to engage in meaningful learning experiences with links to the real-world, taught through a concept rather than a topic. By adopting this approach, it allows us to create learning experiences that are uninterrupted and prepare our students for the 21st century.

Each concept will pose a 'Big Question' or problem for our students to solve or answer this year. These questions are designed to be accessible and provoke immediate interest. Students will be able to build an opinion on a 'Big Question' quickly. Through exploration, inquiry and experience, understanding will deepen. By the end of the unit, every student will have the tools to make an informed and sophisticated judgement.

Here is an overview of the concepts and big questions we will explore throughout the year:

- Identity- What makes me unique?

- Discovery- Why do humans explore?
- Society – How can societies best serve the needs of their citizens?
- Innovation – Has innovation changed the world for the better?
- Conflict – How does conflict effect children?

Term 1

Term 1.1

Concept: Identity

Big Question: What makes me unique?

Project Outcome: Autobiography

Overview: We will be exploring the concept of identity, focusing on what it means to be unique and how through the visual arts, people can convey their uniqueness. The children will also be expressing their uniqueness by writing their own autobiography.

Term 1.2

Concept: Discovery

Big Question: Why do humans explore?

Project Outcome: Website

Overview: We will be delving into the concept of discovery, focusing on space exploration, famous explorers and the slave trade, then probing into the impact and influence this has on us today. Throughout the unit, the children will be collating everything they have discovered and adding it to their own website.

Term 2

Term 2.1

Concept: Society

Big Question: How can societies best serve the needs of their citizens?

Project Outcome: The children will create a political party with ideology to best serve citizens.

Overview: We will be exploring the key pillars that help form a society, such as rules, authority, services and wealth. The children will be comparing the similarities and differences of how societies are run around the world, from democracies to dictatorships.

Term 2.2

Concept: Innovation

Big Question: Has innovation changed the world for the better?

Project Outcome: The children will create an innovative product to address a problem.

Overview: The children will be exploring different inventions and innovations that have evolved over the years, considering both the positive and negative impact this can have on the world. We will be investigating a range of current issues, such as recycling and

pollution, then the children will be designing and creating their own product to help tackle a problem.

Term 3

Concept: Conflict

Big Question: How does conflict effect children?

Project Outcome: The children will plan and create a speech and presentation about how war effects children.

Overview: During this unit, we will be exploring the different causes of conflict and the impact this specifically has on children. We will be focusing on World War 1, World War 2, the Lebanese civil war and current conflicts effecting children around the world today.

Physical Education

World Class, World Ready. A Sport for Every Child

We passionately believe that our broad and balanced curriculum helps children to develop a love of sport and activity that stays with them throughout their lives. Through our extensive range of curricular activities and extra-curricular clubs, we provide a fully inclusive experience for children of all ages and abilities.

As students transition into Key Stage 2, our curriculum shifts focus from skills based to activity-based lessons. Throughout Year 5 students will enjoy activities such as Football, Rugby, Netball, Basketball, Athletics, Cricket, Rounders, and Swimming. As pupils build and develop their own personal interests; they also have the opportunity to progress their skills as part of our highly successful extracurricular program. Within the department, our teachers have a broad range of specialisms and interests that our fully maximised to ensure all students are supported and extended to receive the challenge in their chosen sport. Students in this Key Stage enjoy two lessons of 55 minutes respectively.

Term 1

In term 1, we will focus on the following topics; Football, Netball, and Swimming

Example Learning Goals:

Football; I can control the ball with my chest when receiving a high pass.

Netball; I can shoot under pressure.

Swimming; I can swim backstroke over 20m.

Home Learning: [GEMS WSO, Physical Education YouTube Channel](#)

Term 2

In term 2, we will focus on the following topics; Rugby, Athletics, and Swimming.

Example Learning Goals:

Rugby; I can pass from a dynamic position.

Athletics; I can compare my scores and suggest ways to improve.

Tennis; I can perform a short rally

Swimming; I can sink, push and glide for 5m.

Home Learning: [GEMS WSO, Physical Education YouTube Channel](#)

Term 3

In term 3, we will focus on the following topic; Cricket, Rounders, Basketball & Swimming.

Example Learning Goals:

Cricket: I can bowl in a purposeful direction.

Rounders: I can position myself to aid the team when fielding,

Basketball: I can pass and move up the court.

Home Learning: [GEMS WSO, Physical Education YouTube Channel](#)

Performing Arts

Term 1

In Year 5 the children will begin to explore 'Dance Around the World'. They will explore the many reasons why dance is important to the cultures of the world. By learning the different movements and gestures linked to each country children will build an awareness of choreographic devices, musicality, and spatial awareness. By the end of the topic, these technical skills will help them to develop their own choreography in the style of a given country. In the later part of Term 1, children will learn about stereotypes and identity and how it impacts a character. They will be challenged to think about a given character's emotions, needs, and wants in order to create a convincing performance.

Term 2

Term 3

Modern Foreign Language

In Year 5, your child will be given the opportunity to try the three languages on offer at the school. They will study one term of French, one term of German and one term on Spanish. This rotation is a permanent part of our primary pupils' language learning journey and reflects our efforts to continue to offer as rich as diverse a curriculum as possible to our children. As well as exposing them to a variety of new cultures, the lessons are designed to focus on transferable language skills, which in turn enhances their progress in language acquisition. The provision of three languages also allows for a smoother and stronger transition into secondary school.

In French, pupils will study *Les planètes* and create a project called *Tout sur moi* (All about me).

In both Spanish and German, pupils are taught via audio media and focus specifically on listening and speaking skills. Topics studied across both languages are; greetings and feelings, verbs in the first person, animals, numbers and family members (Spanish) and colours (German).

In all 3 languages there is an emphasis on the pronunciation of letters and letter combinations (phonics).

After trying the three languages, Year 5 pupils will choose one language to focus on in Year 6. The year will culminate in a language showcase, allowing pupils to share their linguistic abilities with parents, teachers and peers. They may choose to present in one, two or all three languages.

Outdoor Learning

Welcome to GEMS Wellington Academy Silicon Oasis Outdoor Learning.

Outdoor Learning is a truly unique, long term experience, consisting of regular sessions in a natural environment to support the holistic development of our students. Stemmed from a Forest School ethos, Outdoor Learning at WSO combines key life skills and experiences, with a focus on play, fostering resilient, confident, independent and creative learners. Bob Hughes' theory behind the sixteen types of play in his book, 'A taxonomy of Play Types', and the innate learning experiences that can be found in these moments, are fundamental in Outdoor Learning's approach towards teaching. By combining these with Pyle and Daniels' play based continuum, we can ensure that our student's academic needs and wellbeing will continue to be nurtured, whilst fuelling an intrinsic desire to learn through exciting, meaningful and memorable learning experiences.

Through play students will learn to:

- Connect their new experiences with existing understandings and build new learning.
- Deepen their attention and maintain engagement for longer periods.
- Take an intuitive approach to exploration: trying new ideas and possibilities, revising hypotheses and adapting to change.
- Adopt agency in their learning and adopt early leadership roles.
- Find joy and excitement in learning

Outdoor Learning offers learners the opportunity to take supported risks, appropriate to

the environment and to themselves. Our opportunities are designed to build on an individual's innate motivation, positive attitudes and/or interests. Outdoor Learning uses tools and fires but only where deemed appropriate to the learners, and dependent on completion of a baseline risk assessment. Our experiences follows a Risk–Benefit process managed and reviewed continuously by the Outdoor Learning staff, which are tailored to the developmental stage of the learner.

Term 1

NA

Term 2

We will be focusing on our own play types and preferential methods of learning through play.

Course content:

- Learning through play, water for life and natural water filters
- Fine motor skills, risk analysis, communication,
- Bushcraft Skills Enrichment
- Support at home using blended learning
- Home Learning https://gemsedu.sharepoint.com/:p:/s/OutdoorAdventuresWSO/Edsn-bO0xJdOjBbPfGyPPaQBRx7LHnp5fZF18RE_L74dsQ?e=VdaWqq
- Kit List
<https://gemsedu.sharepoint.com/:p:/s/OutdoorAdventuresWSO/EUssciwCMGVAv6dVraXxH8EBO8g6rVWI1fYof3OE1DWI1A?e=V0Sdod>

Term 3

NA

Year 6

Head of Year Welcome

Hello, my name is Jack Vickers, and I am the Head of Year 6 here at WSO. Your child's final year of primary education is crucial for ensuring they are ready for life in secondary; therefore, as a team, we work to ensure that we are planning engaging lessons that support children's development academically, socially and emotionally. I firmly believe that children learn best when they are happy and having fun, so we work hard to provide learning experiences that are varied and challenging to stimulate interest and curiosity.



I look forward to helping ensure your child's final year in primary is as memorable as possible.

Islamic Education

As-Salamu Alaikum! My name is Mohammed Solaiman and I am the Head of Academy Islamic at WSO. Our primary aim in Year 6 is to establish their full understanding of the Islamic values and applying them in daily life as derived from the concept of "Ihsan". We also aim to Plant the indeed love of the prophet Mohammed (S.A.A.W.) into the students' hearts by letting them understand that he is the best model should be followed in all aspects of life.

We really look forward to an exciting year with Yr 6 in Islamic.

Term 1

In term 1, we will start with Surat Al-Infitar learning highlighting the main lessons they can learn from the Surah. Then Students will get the opportunity to learn about the rules of the congregational prayer.

The topics included in Term 1 are: -

- Surat Al-Infitar
- The Congregational Prayer
- Hadith "The Real Bankrupt"
- Loving Allah S.W.T.
- The call to the people of Ta'if.

Through term 1, we expect Yr 6 Muslim students to be able to: -

- Recite Surat-ul-Infitar observing the rules of Tajweed.
- Memorise the Hadith Shareef "The real Bankrupt" and analyse the main important lessons from it.

- Explain the lessons learned from the story of Prophet Muhammed S.A.A.W. when he invited the people of Ta'if to Islam.
- Explain the rule of Salat-ul-Jama'ah.
- Suggest some ways / actions that lead to winning the love of Allah S.W.T.

Term 2

In term 2, they will build on what they will achieve in Term 1 and extend their Islamic knowledge through memorising some new Surahs and learning new Hadiths. They will be learning about that Islam is the religion of mercy and it calls its followers to always have easy choices.

The topics included in Term 2 are: -

- Surat Al-Takwir
- Qalqalah (Tajweed skill).
- Hadith Shareef (Make things easy).
- Kindness is good
- The Etiquette on the streets

Through term 2, we expect Yr 6 Muslim students to be able to: -

- Recite Surat-ul-Takwir with Tajweed.
- Understand the different rules of Qalqalah (Echo sound).
- Outline how did Islam made it easier for Muslim to practise their religion.
- Suggest some ways to show kindness.
- Make a list of the etiquettes the Muslim should follow on public roads.

Term 3

In term 3, students will continue their Qur'an learning journey through some selected Surahs from the Holy Qur'an. They will also get the opportunity to learn about the migration (Hijrah) of the Prophet Muhammed from Makkah to Madinah and highlight the learned lessons from that important Islamic event.

The topics included in Term 3 are: -

- Surat Abassa and Surat An-Naba'
- Hijrah from Makkah to Madinah
- Friday Prayer and the prayer of the two feasts.
- Belief in the Day of Judgement.

Through term 3, we expect Yr 6 Muslim students to be able to: -

- Recite Surat Abassa and Surat An-Naba' by Tajweed.
- Design a poster about the Sunan of Friday (Jumu'ah) and Sunan of the Eid.
- Explain the difference between the way we perform Jumuah prayer and the way we pray Salat-ul-Eid.
- Explain the wisdom behind having a day of judgment,

- Suggest some good deeds the Muslim should always do to maintain good record of good deeds.

Useful websites

<http://islamhouse.com/en/> and http://www.tvquran.com/minshawi_molem.htm
<http://www.islamicbook.ws/2/> www.eduslamic.com www.sunnah.com

Arabic A

في البداية أود أن أقدم نفسي لحضراتكم، أنا أ. رانيا محمد مختار ، رئيسة قسم اللغة العربية في المرحلة الابتدائية واسمحوا لي أن أقدم لكم نبذة عن علمي اللغة العربية ومنهج اللغة العربية بالمدرسة

يضم قسم اللغة العربية في المرحلة الابتدائية نخبة متميزة من المعلمين الذين يتميزون بالقدرة على إثارة وتحفيز الطلبة وتشجيعهم على تعلم مادة اللغة العربية من خلال استخدام استراتيجيات تعلم حديثة تساعد الطلبة على التقدم في مهارات اللغة العربية وتجعل من الطالب محوراً للعملية التعليمية؛ وذلك بسبب شغفهم ومعرفتهم العميقة بمنهج اللغة العربية وطرق تدريسه
نعمل في قسم اللغة العربية بالمدرسة على تطوير مهارات اللغة العربية الأربع: الاستماع والتحدث والقراءة والكتابة ، بالإضافة إلى قواعد اللغة العربية والقواعد الإملائية، بالإضافة إلى تطبيق مجموعة متنوعة من الأنشطة الصفية واللاصفية والمسابقات والأحداث على مدار العام، والتي تنمي مهارات الطلبة اللغوية بالإضافة إلى زيادة حصيلتهم اللغوية وفقاً لمعايير الوثيقة الوطنية

يعتبر الصف السادس هو المرحلة الانتقالية بين المرحلة الابتدائية والمرحلة الثانوية، ولذا فإننا نعمل خلال هذا العام على تهيئة الطلاب للانتقال للمرحلة الثانوية انتقالاً سلساً من خلال تقديم كافة المهارات والقواعد والأنشطة التي يحتاج إليها الطالب، بالإضافة إلى جعل الطالب أكثر قدرة على تحمل المسؤولية والعمل المستقل من خلال اختيار الأهداف التي يريد أن يحققها بالإضافة إلى تقييم نفسه في كل هدف أو معيار يدرسه وتعيين ما يجب عليه القيام به من أجل إحراز التقدم المطلوب والمضي قدماً.

ومن أهم المهارات التي نركز عليها في الصف السادس هي مهارة القراءة، حيث تعتبر مهارة القراءة هي المدخل الأول للتعلم الذي يستطيع من خلاله الطالب تنمية معرفته وثقل مواهبه وزيادة حصيلته اللغوية؛ ولذا سنقوم خلال هذا الشهر بتحديد المستوى القرائي لكل طالب وذلك للوقوف على نقاط القوة لديه لتنميتها وعلاج نقاط الضعف لديه ، ومن ناحية أخرى متابعة تقدمه حسب مستويات عربي 21، حيث يقوم هذا التصنيف على تصنيف الكتب إلى مستويات ، ومن خلال قراءة الطالب يمكن وضعه في التصنيف المناسب له ثم يعمل المعلم على تعزيز مهارة القراءة لديه للارتقاء إلى المستويات التالية
وما قمنا بتطويره هذا العام هو العمل على ربط التعلم أكثر بالبيئة الواقعية لإعداد طلابنا للحياة العملية حيث قمنا باستخدام نموذج

والذي يعتمد على وضع الطالب في مواقف حياتية مما يجعله يستخدم مهارات البحث والربط وغيرها من مهارات التعلم **G.R.A.S.P.S**

للولصول إلى حلول لهذه المواقف مما يجعله يعيش اللغة ويعرف أهميتها **HPL**

ولتنمية مهارة القراءة لدى طلبتنا هذا العام سنقوم كما تعودنا بالاشتراك في منصة عصفير التي تتيح للطلبة العديد والعديد من القصص التي تناسب جميع الأعمار، بالإضافة إلى أنها تلبي حاجات وميول الطلبة، والتي يتم تصنيفها أيضاً إلى عدة مستويات وفقاً لتصنيف عربي 21، مما يساعد الطالب والمعلم وولي الأمر على متابعة تقدم الطلبة في مهارة القراءة، وقد بدأنا بالفعل في إجراءات ابتكار حساب لكل طالب، وفور حصولنا على بيانات الطلبة سوف نرسلها لحضراتكم من قبل معلم المادة.

أما عن القصص المطبوعة فقد خصصنا مكاناً في مكتبة المدرسة لقصص باللغة العربية، حيث يُسمح للطلبة بالحصول على كتاب باللغة العربية أسبوعياً من خلال أمين المكتبة المتواجد في مكتبة المدرسة، وهو عربي الجنسية أي أنه قادر على مساعدة الطلبة على اختيار الكتاب الذي يريدونه وفقاً لمرحلة العمرية.

أما بالنسبة لمهارة الكتابة فإننا سنعمل على تنمية مهارة الكتابة من خلال تعليم الطلبة كتابة العديد من النصوص، مثل: النص الإقناعي، والنص السرد، وكتابة الرسائل بعناصرها الصحيحة، بالإضافة إلى قواعد الإملاء المناسبة لهذه المرحلة، ومن ناحية أخرى علاج الأخطاء الشائعة في الكتابة والتي سنكتشفها من خلال كتابات الطلبة في الدفتر والعمل على علاجها

بالإضافة إلى أننا نستخدم بعض البرامج التكنولوجية ذات الطابع التعليمي من أجل إضفاء جو من المرح أثناء حصص اللغة العربية لتحفيز الطلبة وتشجيعهم على تعلم اللغة العربية والاستمتاع بتعلمها.

Term 1

خلال الفصل الدراسي الأول سيدرس الطالب أنواعاً مختلفة من النصوص، مثل النصوص الأدبية " أحبك يا شجرتي العزيرة " و " حوت على الشاطئ " التي تنمي مهارة القراءة لدى الطالب وتنمية مهارات أخرى مثل طرح الأسئلة وتتبع أحداث القصة ووصف حالة الشخصيات والحالة الشعورية في القصة، ودقة التصوير في النصوص الأدبية ومن ناحية أخرى تنمية مهارة التحدث من خلال سرد تلك النصوص أو طرح بعض الأسئلة على شخصيات القصة أو إجراء حوار معهم.

ومن ناحية أخرى سنتعرض لبعض النصوص المعلوماتية مثل نص " الشجرة الوردية " والذي من خلال سينمي الطالب مهارة تحليل المعلومات وتوضيحها بالأدلة وتصميم الخرائط الذهنية للنص المعلوماتي وكيفية ترتيب المعلومات المقدمة في تلك النصوص ومن ناحية أخرى سيدرس الطالب بعض قواعد النحو مثل: تعزيز الجملة الاسمية، وأنواع خبر الجملة الاسمية والتي تعمل على تنمية قدرته على الكتابة بطريقة صحيحة لغوياً.

أما من حيث مهارة الكتابة سيقوم الطالب بالتدريب على كتابة نصوص إقناعية تعينه على توضيح وجهة نظره مستنداً إلى أدلة قوية، مما ينمي لديه مهارة البحث وترتيب المعلومات التي توصل إلى وتنسيقها من أجل كتابة نص منظم ومتسلسل تسلسل منطقي لتوضيح وجهة نظره وإقناع الآخرين بها.

وفي نهاية الفصل الدراسي سيقوم الطلاب في مجموعات بالعمل على مشروع " المناظرة " حيث سنقوم بتدريس الطلبة المناظرة وآدابها ثم نقوم بتنظيم مناظرات بين الطلبة، بين مؤيد ومعارض لفكرة أو موضوع معين لتنمية مهارة الطلبة على التحدث وإجراء مناقشة يقودها من خلال طرح فكرة معينة وتقبل النقد واحترام آراء الآخرين.

ومن ناحية أخرى سنقوم بالمشاركة في العديد من المسابقات الخارجية على مستوى دولة الإمارات العربية المتحدة، مثل مسابقة "كأس شيفرون للقراءة" ومسابقة "كتابة القصة القصيرة" وغيرها من المسابقات الخارجية، بالإضافة إلى تنظيم بعض المسابقات الداخلية، مثل مسابقة "الخط العربي" و "القراءة" وتكريم جميع الطلبة المشاركين في تلك المسابقات لتحفيز جميع الطلبة على المشاركة والفوز بإذن الله. ولذا نرجو من حضراتكم تشجيع الطلبة في البيت على القراءة وإتمام الواجبات المدرسية، حيث إننا نعمل من خلالها على تنمية مهارة محددة أسبوعياً لمساعدة الطلبة على التقدم في جميع مهارات اللغة العربية.

خلال هذا الفصل الدراسي سيكون التركيز على تنمية الجوانب الآتية:

- ✓ يحدد المتعلم الكلمات المحورية والجديدة في النص ويشرح معانيها ويكتشف بعض الاستخدامات المجازية لها.
- ✓ يبين المتعلم المعنى الإجمالي للنص الشعري ويحفظه
- ✓ يفسر المتعلم كلمات النص الشعري مستنتجاً دلالات المفردات
- ✓ يحدد المتعلم المعاني المجازية مثل: التشبيه والأساليب الإنشائية الأخرى، شارحاً كيف تنقل تلك الأدوات المعنى المراد في النصوص
- ✓ يدعم المتعلم أفكار نص معلوماتي من خلال الاستدلال بالتفاصيل والأمثلة والرسومات والمخططات الواردة في النص
- ✓ يكتب المتعلم رسالة إلى صديق متضمناً العناصر الأساسية: البسملة، التاريخ، المرسل إليه التحية الافتتاحية النص المرسل، التوقيع.
- ✓ يعد المتعلم عرضاً تقديمياً معلوماتياً عن موضوع ما، ويقدم الفكر في تسلسل منطقي، مُظهرًا فهمه للموضوع بما في ذلك الحقائق ذات الصلة، مستخدماً أشكالاً من الوسائط السمعية والمرئية
- ✓ يلخص المتعلم بدقة المعلومات والفكر الرئيسية في نص سردي بصورة شفوية (مصورة أو مرئية) باستخدام الوسائط المتعددة / الوسائط الرقمية

- ✓ يحدد المتعلم علاقات التضاد والترادف بين الكلمات
- ✓ يصنف المتعلم الأسماء والأفعال وفق محيطها وجذورها اللغوية
- ✓ يفسر المتعلم الكلمات مستعينًا بمرادفاتها وأضدادها
- ✓ يستخدم المتعلم الكلمات الجديدة في سياقات تفسر معناها
- ✓ يتعرف المتعلم أنواع الخبر في الجملة الاسمية
- ✓ يكتب المتعلم الكلمات المتضمنة همزة متوسطة منفردة أو على الألف، الواو، الياء كتابة صحيحة
- ✓ يكتب كلمات بصرية تحتوي على همزة متوسطة بواقع ١٠ كلمات من كل نوع
- ✓ يكتب المتعلم بخط النسخ محاكيًا نمطًا

Term 2

خلال الفصل الدراسي الثاني سيدرس الطالب أنواعًا مختلفة من النصوص أيضًا، مثل النصوص الأدبية " أنا حر " و " ورقة الحياة " والتي من خلالها سنعلم على تنمية مهارة القراءة لدى الطالب وتنمية مهارات أخرى مثل تحديد نقاط التحول في القصة وأيضًا كيفية تطور الأحداث ومهارة شرح الشرح مستخدمًا الخرائط والرسومات بالإضافة إلى تعزيز مهارة طرح الأسئلة التي سبق لها تعلمها في الفصل الدراسي الأول، ومن ناحية أخرى تنمية مهارة التحدث من خلال سرد تلك النصوص أو طرح بعض الأسئلة على شخصيات القصة أو إجراء حوار معهم.

ومن ناحية أخرى سنتعرض لبعض النصوص المعلوماتية مثل نص " تاريخ الأحذية " و " هل تريد أن تكتب يومياتك " والتي من خلالها سيركز الطالب على الربط بين المعلومات المقدمة في تلك النصوص وربطها بخبراته السابقة والحياة الواقعية، والتركيز على بنية النصوص المعلوماتية حتى يستطيع كتابة نصوص معلوماتية على غرار تلك النصوص.

ومن ناحية أخرى سيدرس الطالب بعض قواعد النحو مثل كان وأخواتها، وأنواع خبر كان والتي تعمل على تنمية قدرته على الكتابة بطريقة صحيحة لغويًا.

أما من حيث مهارة الكتابة سيقوم الطالب بالتدريب على كتابة نصوص معلوماتية مستعينًا بالنصوص المعلوماتية التي درسها من خلال تركيزه على بنية تلك النصوص، ومن ثم البحث عن معلومات حول الموضوع الذي يكتب عنه، وتنظيم تلك المعلومات وتسلسلها تسلسلاً صحيحاً ومنطقيًا، ثم إخراج النص في صورته النهائية وعرضه أمام زملائه.

وفي نهاية الفصل الدراسي سيقوم الطلاب بالعمل على مشروع " تصميم عرض تقديمي " حيث سيقوم الطالب باختيار موضوع معين مثل الظواهر الطبيعية أو أحد الكائنات الحية أو مكان محدد لتصميم عرض تقديمي حول هذا الموضوع من خلال البحث عن معلومات حقيقية حول هذا الموضوع مثل الرسومات والصور والأرقام والبيانات ثم ترتيبها وتسلسلها وعرضها عرضًا منطقيًا في العرض التقديمي، ثم التدريب على عرضه في المنزل ومن ثم عرضه أمام زملائه مما سيعمل على تنمية مهارة التحدث لديه ومن ناحية أخرى إكسابه الثقة في الوقوف أمام الجمهور

خلال الفصل الدراسي الثاني سيكون التركيز على الأهداف التالية

- ✓ يقرأ المتعلم نصوصًا نثرية وشعرية بطلاقة مع مراعاة التعبير عن الانفعالات والمشاعر وتوظيف علامات الترقيم.

- ✓ يقرأ المتعلم قراءة سليمة نصوصًا تخلو معظم كلماتها من الضبط معتمدًا على السياق.
- ✓ يحدد المتعلم الفكر الرئيسة والتفاصيل المساندة في مجموعة قصصية مختارة يقرأها (ورقية أو إلكترونية)

- ✓ يحدد المتعلم أنواع الإيقاع اللفظي في النصوص (الجناس والسجع والتكرار الصوتي)
- ✓ يشرح المتعلم العلاقات بين الأحداث أو المفاهيم أو النتائج في نصين مختلفين
- ✓ يحدد المتعلم البناء المستخدم في النص لتقديم الأحداث والمعلومات
- ✓ يحدد المتعلم الفكرة المحورية للنص والتفاصيل الرئيسية الداعمة لها.
- ✓ يختار المتعلم نقطة للكتابة وبنية تنظيمية ووجهة نظر محددة معتمدة على الغرض المتلقي وطول النص
- ✓ يكتب نصوصاً بفقرات متعددة يؤسس فيها فكرة مركزية وأفكاراً مهمة ويضعها في سياق منطقي، مستخدماً أدوات الربط، ويختتم النص بفقرة ختامية
- ✓ يقدم المتعلم شفويًا ملخصاً لقصة قرأها
- ✓ يحدد المتعلم المعنى القريب والبعيد للمفردات (عين، يد)
- ✓ يتعرف المتعلم جملة (كان) وجملة (إن) بعناصرهما ويوظفهما في جمل من إنشائه
- ✓ يميز المتعلم أشكال الفاعل في الجملة الفعلية الظاهر والمتصل
- ✓ ينشئ المتعلم جملاً اسمية متضمنة أنواع الخبر
- ✓ يستخدم المتعلم علامات الترقيم • علامة الاستفهام، النقطة علامة التعجب، الفاصلة، النقطتان الرأسيتان، القوسان، علامتا التنصيص استخداماً صحيحاً
- ✓ يميز المتعلم جملاً تتضمن تشبيهاً محاكياً نمطاً

Term 3

خلال الفصل الدراسي الثالث سيدرس الطالب أنواعاً مختلفة من النصوص أيضاً، مثل النصوص الأدبية " الخوف يأتي من الداخل" و " تواق في مهب الريح" والتي من خلالها سنعلم على تنمية مهارة القراءة لدى الطالب وتنمية مهارات أخرى مثل مهارة تتبع الأحداث، وكيفية تلخيص القصص تلخيصاً صحيحاً من خلال اتباع خطوات التلخيص، بالإضافة إلى تعزيز مهارة طرح الأسئلة التي سبق لها تعلمها في الفصلين السابقين، ومن ناحية أخرى تنمية مهارة التحدث من خلال سرد تلك النصوص أو طرح بعض الأسئلة على شخصيات القصة أو إجراء حوار معهم.

ومن ناحية أخرى سنتعرض لبعض النصوص المعلوماتية مثل نص " الانتصار على الخجل" و " الألماس أعلى الأحجار ثمناً" والتي من خلالها سيركز تطبيق المعلومات التي اكتشفها واستخرجها من الدرس في حياته الواقعية ونشرها بين أصدقائه وخاصة درس " الانتصار على الخجل" وأيضاً التركيز على بنية النصوص المعلوماتية والعلاقة بين الأفكار الرئيسية الواردة في النص المعلوماتي والتفاصيل التي ذكرها الكاتب.

ومن ناحية أخرى سيدرس الطالب بعض قواعد النحو مثل إن وأخواتها، وأنواع خبر إن والتي تعمل على تنمية قدرته على الكتابة بطريقة صحيحة لغوياً.

أما من حيث مهارة الكتابة سيقوم الطالب بالتدريب على كتابة نصوص سردية مستعيناً بالنصوص الأدبية التي درسها من خلال تركيزه على بنية تلك النصوص، ومن ثم محاولة كتابة نصه السردية الخاص به متضمناً عناصر النصوص السردية الصحيحة موضعاً الحكمة وكيفية الوصول لحلها ثم إخراج النص في صورته النهائية وعرضه أمام زملائه.

وفي نهاية الفصل الدراسي سيقوم الطلاب بالعمل على مشروع " تأليف قصة" حيث سيقوم الطالب بمحاولة تأليف قصة خاصة به مشتملة على عناصر القصة، وابتكار كتيب أو عرض تقديمي لعرض قصته من خلال ترتيبها وتسلسلها وعرضها عرضاً منطقياً، ثم التدريب على سرد القصة في المنزل ومن ثم عرضها أمام زملائه مما سيعمل على تنمية مهارة التحدث لديه ومن ناحية أخرى إكسابه الثقة في الوقوف أمام الجمهور، ووضع على أول خطوة في تأليف قصصه الخاصة

- وأما عن الأهداف التي سيتم التركيز عليها خلال الفصل الدراسي الثالث فهي كما يلي
- ✓ يقرأ المتعلم قراءة جهريّة مراعيًا التنغيم والضبط السليم في حدود (70) كلمة في الدقيقة الواحدة.
 - ✓ يذكر المتعلم أوجه التشابه والاختلاف بين القصص من النوع الأدبي من حيث الفكر الرئيسية، والشخصيات، والأحداث، واللغة المستخدمة
 - ✓ يحفظ المتعلم (6) نصوص شعرية (7-10) أبيات، موضوعاتها تناسب المرحلة العمرية.
 - ✓ يقترح المتعلم حلًا للمشكلات من خلال الاعتماد على المعلومات التي حصل عليها في الوسائط المختلفة مطبوعة أو رقمية
 - ✓ ينفذ المتعلم بالتشارك مع زملائه مشروعيًا مصغرًا مطبقًا ما قرأه في نص معلوماتي.
 - ✓ ينفذ المتعلم مستقلًا أو ضمن مجموعات صغيرة مشروعات بحثية قصيرة مركزة في موضوعات محددة
 - ✓ يعد تقريرًا بحثيًا يلخص النتائج، ويعرضه مطبوعًا من خلال وسائط عدة
 - ✓ يكتب استجابات أدبية شخصية للنصوص الأدبية مظهرًا فهمه للعمل الأدبي مدعما رأيه بأدلة من النص أو خبرته الشخصية.
 - ✓ يكتب المتعلم نصوصًا سردية، ويؤسس حبكة وإطارًا زمنيًا ومكانيًا وصراع مناسبًا للقصة، واصفًا الأماكن، والمشاعر والأشخاص.
 - ✓ يكتب المتعلم ورقة بحثية عن فكرة أو قضية مهمة ويصوغ سؤالًا مركزيًا يوجه البحث مطورًا الفكرة بالتفاصيل والأمثلة.
 - ✓ يكتب المتعلم أسئلة واضحة ذات صلة بالموضوع المقدم، وي طرحها لتوجيه النقاش الذي يشارك فيه
 - ✓ يتحدث المتعلم بصوت واضح وأسلوب معبر لتقديم معلومات عن موضوع، أو فكرة، أو موقف يظهر فهمه للموضوع
 - ✓ يفسر المتعلم الكلمات مستخدمًا المعجم الورقي والرقمي
 - ✓ يحدد المتعلم المعنى المناسب للكلمات متعددة المعاني مستخدمًا السياق، ومستعينًا بجذرها اللغوي
 - ✓ يتعرف المتعلم ضمائر الرفع المتصلة ويستخدمها في جمل من إنشائه
 - ✓ يتبع المتعلم رسم الحروف العربية مراعيًا قواعد خط الرقعة
 - ✓ يكتب المتعلم كلمات وجمالًا بخط الرقعة محاكيًا النمط.
 - ✓ يكتب المتعلم الحروف المتجانسة شكلًا بخط الرقعة

I would like to introduce myself as Mrs Rania Mohammed, Arabic Head of Department in Primary at WSO. The Arabic team in primary have the ability to enthuse and motivate the children due to their passion, deep knowledge and love of literature. In Arabic B, the focus will be on developing the four skills, which are listening, speaking, reading and writing, in addition to the rules and structure of the Arabic language. There will also be a wide variety of classroom and extra-curricular activities, competitions and events throughout the year. The material presented will be appropriate for the years your child has studied Arabic. Students will practice reading some simple texts, analyse them, and understand their meanings. Students will also use the new vocabulary in different contexts. Students will learn about connected pronouns and how to use them correctly.

Year 6 will be a formative and exciting year for your child. Now that they are at the top of the school, they will prepare earnestly for their transition to secondary school, developing much more independence and resilience in their Arabic learning as the year goes by. In Arabic B, your child will now be expected to understand how to use a full range of punctuation, to write with a correct sentence structure, use familiar keywords, and to generally spell words accurately. The work your child does at school will be covering a range of engaging topics.

Reading is a major focus of learning Arabic in the elementary section of WSO. In the sixth grade, there is a weekly reading class, during which the focus is on developing the students' reading skill. At the beginning of the year, the reading age of your child is determined, after which the teacher develops a plan for each child to raise his reading level. Each week, the teacher assigns a story to reading, and the same story may continue for several weeks, depending on the needs and level of the child. Through your '3asafeer' account, you can follow your child's development in reading, and you can help him at home. If you prefer paper prints, the children will also have a fortnightly lesson in the library, where they will be able to choose their own Arabic reading books to take home with them. They may well be fully independent readers, choosing their own Arabic books based on their own interests either from the school library or from the reading App-Website '3asafeer' -www.3asafeer.com.

Term 1

Our Units of 'Ball Games- ألعاب الكرة', 'Horse Riding- ركوب الخيل' and 'Running- الجري' will be used as a stimulus for listening, speaking, reading, grammar and writing that will excite and ignite the ability of the students.

Children will be given the opportunity to investigate and explore a wide range of Arabic language through different texts.

These will include:

- Narrative Texts (from the MOE (Ministry of Education) book and the 3asafeer Stories)
- Information Texts (from the MOE book)

During this term, the focus will be on developing the following aspects in your child:

- ✓ Identify whether the Audio text is fact or opinion
- ✓ Understand the basic information about an important character or event and answer direct questions
- ✓ Identify the characters from an Audio story
- ✓ Answer questions using information from a text

- ✓ Deduce some meaning from descriptive and narrative texts.
- ✓ Show understanding of personal messages
- ✓ Express opinion giving reasons
- ✓ Talk about personal experience in a sports competition
- ✓ Perform a detailed presentation about a familiar topic
- ✓ Form sentences in the correct structure about daily or general topics considering gender changes (feminine and masculine), such as verbs, adjectives, and connected pronouns.
- ✓ Write a letter explaining something about my life, using some interrelated sentences

At the end of the unit, students will present a group project that simulates what they have learned, demonstrates their understanding of the unit, and develops their language and personal skills. The student/students will imagine that they are professional sports coaches and will present this sport, their training capabilities, and the service they will provide to the trainees. Consider using the different language contexts they learned during the term.

Please support us by encouraging your child to do the optional Home Learning and to read Arabic books at home. Remember to discuss what is being read with your child and ask them questions about the main ideas, characters, and setting. If you want to learn more about supporting your child at home in Arabic, keep an eye out for our KS2 parent engagements.

Term 2

In this term, the main topic is 'My Rights and Duties- حقوقي وواجباتي'. Under this topic, there are three subtopics which are: 'My Rights and Duties at School- 'حقوقي وواجباتي في المدرسة', 'My Rights and Duties at Home- 'حقوقي وواجباتي في البيت' and 'My Food- طعامي', which will be used as a material for teaching listening, speaking, reading, grammar and writing in Arabic.

Children can study and explore various Arabic language literature and structure through different texts. These will include:

- Dialogues (from the MOE book)
- Fiction and non-fiction texts (from the MOE book and 3asafeer books)
- Surveys (from the MOE book and other resources)

Whilst writing, the students will continue to develop their understanding of punctuation and grammar and will focus on:

- Imperative verbs – *to help children to write instructions.*
- Bullet points – *to allow children to organise and emphasise information quickly and effectively.*

During this term, the focus will be on developing the following aspects in your child:

- ✓ Identify the main ideas and some details in the audio material
- ✓ Understand an audible conversation in school about my duties and responsibilities.
- ✓ Understand simple shows related to my daily life
- ✓ Specify expressions that contain ideas from a text
- ✓ Understand the adjectives related to a character, event, or thing
- ✓ Give information on activities I have done or plan to do in the future with support

- ✓ Start and end a conversation by asking for specific information
- ✓ Write a self-definition using the present tense with reference to other tenses.
- ✓ Write a sequence of steps or events using time connectives.
- ✓ Use all prepositions with accuracy and use time adverbs in sentences
- ✓ Specify the type of verb in a sentence or a text

At the end of the topic, students will be able to list their various rights and duties, write them down, and talk about them with their classmates and teachers. Students will submit a booklet that includes their rights and duties at home and school, and they will present in Arabic a concept of a healthy diet that they can follow to lead a healthy and happy life. This will be part of a project demonstrating their understanding of the unit and developing their language and interpersonal skills.

Please support us by encouraging your child to do the optional Home Learning and to read Arabic books at home. Remember to discuss what is being read with your child and ask them questions about the main ideas, characters, and setting. If you want to learn more about supporting your child at home in Arabic, keep an eye out for our KS2 parent engagements.

Term 3

The main theme of the term is 'Arabian and Global Cities- مدن عربية وعالمية'. Students will study the Arabic language through texts about big cities worldwide, which will be used as a resource to develop the skills of listening, speaking, reading, and writing in Arabic.

Children can study and explore various Arabic language literature and structure through different texts. These will include:

- Interviews (from the MOE book)
- Advertisements (from the MOE book and other resources)

The students will continue to develop their Arabic language skills through the focus on presentation skills.

During this term, the focus will be on developing the following aspects in your child:

- Understand essential information stated in Audio and Video materials
- Answer detailed questions based on the audible text
- Show an understanding of important information in interviews
- Show compassion towards information mentioned in essays about familiar topics
- Use some Arabic learnt phrases through communication with peers in short conversations
- Ask questions to get needed information
- Retell a story, including the characters and their interactions
- Search for information and use it in writing
- Use basic linguistic structure in writing a text
- Use mind maps to plan the start, middle and end of a story
- Copy words or sentences adhering to the rules of “Naskh” font following a pattern
- Turn the past tense into the present tense and vice versa

At the end of the unit, the students will imagine themselves in charge of a tourism company and organise a tourist trip to a global or Arabian city. Students will make a presentation including an advertisement about this city in a way that demonstrates their understanding of the unit and develops their language and interpersonal skills.

Please support us by encouraging your child to do the optional Home Learning and to read Arabic books at home. Remember to discuss what is being read with your child and ask them questions about the main ideas, characters, and setting. If you want to learn more about supporting your child at home in Arabic, keep an eye out for our KS2 parent engagements.

English (Reading and Writing)

I would like to introduce myself as Mr Balicki, English subject leader here at WSO. I believe the teachers in Year 6 have the ability to enthuse and motivate the children due to their passion, deep knowledge and love of literature.

Year 6 will be a formative and exciting year for your child. Now that they are at the top of the school, they will be preparing for their transition to secondary school in earnest, and they will develop much more independence and resilience as the year goes by.

In English, your child will now be expected to understand how to use a full range of punctuation, to write with a wide variety of sentence structures, use powerful vocabulary, and to generally spell words accurately. They may well be fully independent readers, choosing their own books and non-fiction texts based on their own interests. The writing your child does at school will be increasingly confident and creative, covering a range of interesting and engaging concepts.

Term 1

Writing:

Our Unit of 'Responsibility' and 'Competition', will be used as a stimulus for writing that will excite and ignite the imagination of the students.

Children will be given the opportunity to investigate and explore a wide range of fiction and non-fiction texts.

These will include:

- Non-Fiction – formal and informal letters
- Non-Fiction – Non-chronological report
- Fiction - Narrative

Formal and informal letters

As part of our Responsibility unit of work, the children will have the opportunity to write both an informal and formal letter to new members of the WSO community. As part of

this, students will be looking at levels of formality and pitching their writing to the required audience.

Non-chronological Report

Competition

Students will focus on a famous sporting event, such as the Football World Cup or the Olympics. Focusing on cohesive devices to link sentences and paragraphs, organisational features to ensure clear structure for the reader and the use of brackets, dashes and parenthesis.

Reading:

In addition to reading being a central part of our integrated lessons, we also have three separate lessons focusing on the vital reading skills, such as inference and retrieval skills, which is taught through a class novel. The novels we are reading in Term 1 are the fiction books, *Boy in the Tower* and *Kick*. The children will also have a fortnightly lesson in the library, where they will be able to choose their own reading books to take home with them. They will also be able to access a wide range of non-fiction articles on the Accelerated Reader program.

Please support us by continuing to read with your child as often as possible at home. Remember to discuss the book with your child and ask them questions about the characters, plot and setting and why the author might have chosen specific language and what clues it can give them about the character or what might happen next. Children should also log onto their Accelerated Reader accounts to take the quiz after they have finished reading their books to check their comprehension and vocabulary understanding.

<https://ukhosted64.renlearn.co.uk/3412368/default.aspx>

To find out more about Accelerated Reader and how this can be used at home to improve your child's reading, keep an eye out for our Accelerated Reader parent engagement session in October.

Term 2

Writing:

This term we will be exploring a range of text types through our integrated approach to learning, where we will be learning about Conflict and Leadership. During these units of work, children will have the opportunity to explore different text types, which will include:

- Narrative about conflict.

- Biography

Whilst writing these, the children will continue to develop their understanding of punctuation and grammar and will focus on:

- Use of inverted commas
- Different verb forms for past, present and future tense
- Using varied and precise vocabulary.

Reading:

Guided reading sessions will support with your child's fluency and reading comprehension through the lens of a variety of text types and our new class novels this term will be Room 13 and War Horse.

Please support us by continuing to read with your child daily at home. Remember to discuss the what is being read with your child and ask them questions about the main ideas, characters, plot and setting.

When your child has finished reading a book at home, they should then complete the quiz on Accelerated Reader.

<https://ukhosted64.renlearn.co.uk/3412368/default.aspx>

Term 3

Units – change and journeys

Writing – portal story, recount

Reading – cogheart and Kesukes Kingdom

Maths

The principal focus of mathematics teaching in upper key stage 2 is to ensure that students extend their understanding of the number system and place value to include larger integers. This should develop the connections that students make between multiplication and division with fractions, decimals, percentages and ratio.

At this stage, students should develop their ability to solve a wider range of problems, including increasingly complex properties of numbers and arithmetic, and problems demanding efficient written and mental methods of calculation. With this foundation in arithmetic, students are introduced to the language of algebra as a means for solving a variety of problems. Teaching in geometry and measures should consolidate and extend knowledge developed in number. Teaching should also ensure that students classify shapes with increasingly complex geometric properties and that they learn the vocabulary they need to describe them.

By the end of upper key stage 2, students should be fluent in written methods for all 4 operations, including long multiplication and division, and in working with fractions, decimals and percentages.

Students should read, spell and pronounce mathematical vocabulary correctly.

Supporting at Home

Support Resources on Seesaw

Knowledge organisers containing further information about each unit along with worked examples and vocabulary will be shared by class teachers via Seesaw at the start of each unit of study. Additional practise booklets will also be shared by class teachers via Seesaw so children can consolidate their learning at home.

Apps

It is mandatory that all Year Three children have the following apps downloaded on their devices ready for school:

- White Rose 1-Minute Maths
- Times Tables Rock Stars
- The 38-Times Tables Challenge

Online Games

To further support your child's learning in maths, here are some highly recommended games:

- Daily 10 Mental Maths Challenge - <https://www.topmarks.co.uk/maths-games/daily10>
- Hit the Button - <https://www.topmarks.co.uk/maths-games/hit-the-button>
- Maths Frame - <https://mathsframe.co.uk/en/resources/category/22/most-popular>

Links to further games to support your child's learning can be found here:

- [Place Value](#)
- [Ordering and Sequencing](#)
- [Addition and Subtraction](#)
- [Multiplication and Division](#)
- [Fractions and Decimals](#)
- [Shape, Position and Movement](#)
- [Money](#)
- [Time and Measures](#)
- [Statistics](#)

Term 1

Place Value:

This unit develops children's understanding of place value and properties of numbers up to 10,000,000. It is an important unit as the number sense they develop now will support their learning in future units.

Children will learn to:

- consolidate their understanding of place value and properties of numbers to 1,000,000
- investigate the same properties of numbers up to 10,000,000
- investigate the partitioning of larger numbers and will use them in different contexts
- use number lines up to 10,000,000 and will plot numbers on to partially completed number lines
- compare and order numbers
- round numbers up to 10,000,000 to any degree of accuracy up to the nearest 1,000,000
- investigate negative numbers, how they compare to positive numbers and their use in contexts

Four Operations:

This unit allows children to develop fluency with efficient columnar written methods for addition and subtraction, without and with exchanges. They will also deepen their understanding of the columnar method for multiplication and develop an understanding of written methods for division.

Children will learn to:

- consolidate their understanding of written addition and subtraction methods
- recognise and find common factors and multiples
- identify prime numbers as a special example of numbers with specific factors
- investigate the effects of squaring and cubing, linking this to what they know about the dimensions of the namesake shapes
- use operations in the correct order, investigating the effects of this order on calculations and considering why it is important to have an agreed order
- use brackets Using these concepts
- complete calculations, solve problems and diagnose mistakes in calculations
- to solve mental calculations with small and large numbers, considering where mental methods are appropriate and where written methods are appropriate
- use number facts they already know to solve problems involving related number facts

Fractions:

This unit develops children's understanding of fractions, building on their previous learning from Year Five.

Children will learn to:

- simplify fractions
- compare and order unrelated fractions using common denominators or common numerators
- add and subtract unrelated fractions, including mixed numbers, using common denominators
- multiply and divide fractions by whole numbers
- find fractions of amounts and find the whole
- solve problems involving fractions and the use of the four operations in contexts

Term 2

Decimals:

This unit draws on children's understanding of number and place value in order to calculate with decimals.

Children will learn to:

- recognise and read numbers to 3 decimal places
- multiply and divide decimals by multiples of 10, 100 and 1,000
- convert between fractions and decimals
- multiply and divide decimals by whole numbers

Percentages:

This unit focuses on strengthening children's knowledge of percentages and connecting it to their knowledge of fractions and decimals.

Children will learn to:

- use and apply a range of strategies to find percentages of amounts
- apply these strategies to convert between percentages, decimals and fractions



- order fractions, decimals and percentages
- solve problems where missing values need to be found

Position and Direction:

This unit exposes children to coordinates in all four quadrants for the first time. Children are encouraged to combine their knowledge of properties of shapes with their coordinate knowledge.

Children will learn to:

- read and plot coordinates in all four quadrants
- translate using all four quadrants
- reflect using all four quadrants

Converting Units:

This unit focuses on consolidating and applying understanding of units of measure, both metric and imperial.

Children will learn to:

- convert between units
- apply conversions to problem-solving contexts
- revise equivalences of metric units and work with numbers with up to two decimal places
- apply reasoning skills to describe when a number should be multiplied or divided to convert and by how much
- recognise the relationship between miles and kilometres, and apply the 5:8 ratio to convert between them
- work with imperial measurements in problem solving contexts

Algebra:

This unit will require children to generalise mathematical concepts and problems, representing them algebraically as expressions, formulae and equations.

Children will learn to:

- find rules that govern number patterns
- represent the rules they find using pictures and abstract written recording, using letters to represent variables within a sequence
- follow a number pattern, finding outputs from a given input number and using a rule to find a specific value and answer
- investigate and record formulae for finding values linked to mathematical concepts such as the perimeter and area of 2D shapes
- solve equations using algebraic notation, including one-step and two-step equations
- solve equations with multiple solutions

Perimeter and Area:

This unit provides children with opportunities to explore the relationship between the area and perimeter of different 2D shapes, consolidating and extending their learning for Year Five.

Children will learn to:

- generate the formulae for the area of triangles and parallelograms and the volume of cubes and cuboids and use them to calculate areas, volumes and missing lengths

- apply their knowledge of perimeter, area and volume to solve problems, in particular when calculating unknown lengths, perimeters and areas of composite rectilinear shapes

Term 3

Statistics:

This unit builds up on children's previous statistics learning and enhances it further by introducing them to new concepts and representations.

Children will learn to:

- calculate the mathematical mean and consider when using the mean is particularly useful, for example when comparing sets of data of different sizes
- to read and interpret pie charts
- compare tally charts and bar charts and learn when a pie chart is the best way to display data
- develop their ability to interpret and create line graphs.

Properties of Shapes:

This unit further develops children's understanding of properties of shapes drawing on a range of skills including using a protractor, angles in shapes, and applying knowledge of shape properties to accurately draw them.

Children will learn to:

- measure and draw angles and shapes accurately using a protractor and ruler
- calculate angles including vertically opposite angles, angles in a triangle and angles in special quadrilaterals
- draw nets of 3D shapes

Ratio:

This unit introduces children to the concept of ratio and proportion.

Children will learn to:

- recognise, describe and compare ratios
- represent ratios in different ways
- use ratio notation to record and interpret ratios
- develop an understanding of how ratios relate to fractions
- use a range of methods to calculate amounts from a given ratio, including totals and parts of groups, and will find the difference between unequal parts of a group
- solve word problems and 2-step problems involving ratio and proportion
- interpret scales on plans and maps, using them to calculate actual size or distance
- enlarge shapes by a given scale factor
- identify whether two shapes are similar and will use calculations to deduce the scale factor

Consolidation

Upon completion of the previous units, the remaining time in Year Six will be used to consolidate learning from the primary years and prepare students for the transition in to Year Seven.

Science

The curriculum for science at WSO aims to ensure that all pupils:

- develop scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry and physics
- develop understanding of the nature, processes and methods of science through different types of science enquiries that help them to answer scientific questions about the world around them
- are equipped with the scientific knowledge required to understand the uses and implications of science, today and for the future.

The principal focus of science teaching in upper key stage 2 is to enable pupils to develop a deeper understanding of a wide range of scientific ideas. They will do this through exploring and talking about their ideas; asking their own questions about scientific phenomena; and analysing functions, relationships and interactions more systematically. At upper key stage 2, they will encounter more abstract ideas and begin to recognise how these ideas help them to understand and predict how the world operates. They will also begin to recognise that scientific ideas change and develop over time. They will select the most appropriate ways to answer science questions using different types of scientific enquiry, including observing changes over different periods of time, noticing patterns, grouping and classifying things, carrying out comparative and fair tests and finding things out using a wide range of secondary sources of information. Pupils will draw conclusions based on their data and observations, use evidence to justify their ideas, and use their scientific knowledge and understanding to explain their findings.

'Working and thinking scientifically' is described separately at the beginning of the programme of study, but is **always** be taught through and clearly related to substantive science content in the programme of study.

Pupils should read, spell and pronounce scientific vocabulary correctly.

Term 1

Animals, Including Humans

Pupils will build on their learning from years 3 and 4 about the main body parts and internal organs (skeletal, muscular and digestive system) to explore and answer questions that help them to understand how the circulatory system enables the body to function.

Pupils will learn how to keep their bodies healthy and how their bodies might be damaged – including how some drugs and other substances can be harmful to the human body.

Children will learn to:

- identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood
- recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function
- describe the ways in which nutrients and water are transported within animals, including humans.

Pupils will work scientifically by: exploring the work of scientists and scientific research about the relationship between diet, exercise, drugs, lifestyle and health.

Living Things and Their Habitats

Pupils will build on their learning about grouping living things in year 4 by looking at the classification system in more detail. They will be introduced to the idea that broad groupings, such as micro-organisms, plants and animals can be subdivided. Through direct observations where possible, they should classify animals into commonly found invertebrates (such as insects, spiders, snails, worms) and vertebrates (fish, amphibians, reptiles, birds and mammals). They will discuss reasons why living things are placed in one group and not another. Pupils might find out about the significance of the work of scientists such as Carl Linnaeus, a pioneer of classification.

Children will learn to:

- describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro- organisms, plants and animals
- give reasons for classifying plants and animals based on specific characteristics.

Pupils will work scientifically by: using classification systems and keys to identify some animals and plants in the immediate environment. They will research unfamiliar animals and plants from a broad range of other habitats and decide where they belong in the classification system.

Evolution and inheritance

Building on what they learned about fossils in the topic on rocks in year 3, pupils will find out more about how living things on earth have changed over time. They will be introduced to the idea that characteristics are passed from parents to their offspring, for instance by considering different breeds of dogs, and what happens when, for example, labradors are crossed with poodles. They will also appreciate that variation in offspring over time can make animals more or less able to survive in particular environments, for example, by exploring how giraffes' necks got longer, or the development of insulating fur on the arctic fox. Pupils will find out about the work of palaeontologists such as Mary Anning and about how Charles Darwin and Alfred Wallace developed their ideas on evolution.

Children will learn to:

- recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago
- recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents
- identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.

Pupils will work scientifically by: observing and raising questions about local animals and how they are adapted to their environment; comparing how some living things are adapted to survive in extreme conditions, for example, cactuses, penguins and camels. They will analyse the advantages and disadvantages of specific adaptations, such as being on two feet rather than four, having a long or a short beak, having gills or lungs, tendrils on climbing plants, brightly coloured and scented flowers.

Term 2

Light

Pupils will build on the work on light in year 3, exploring the way that light behaves, including light sources, reflection and shadows. They will talk about what happens and make predictions.

Children will learn to:

- recognise that light appears to travel in straight lines
- use the idea that light travels in straight lines to explain that objects are seen because they give out or reflect light into the eye
- explain that we see things because light travels from light sources to our eyes or from light sources to objects and then to our eyes
- use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.

Pupils will work scientifically by: possibly deciding where to place rear-view mirrors on cars; designing and making a periscope and using the idea that light appears to travel in straight lines to explain how it works. They will investigate the relationship between light sources, objects and shadows. They will extend their experience of light by looking a range of phenomena including rainbows, colours on soap bubbles, objects looking bent in water and coloured filters (they do not need to explain why these phenomena occur).

Electricity

Building on their work in year 4, pupils will construct simple series circuits, to help them to answer questions about what happens when they try different components, for example, switches, bulbs, buzzers and motors. They will learn how to represent a simple circuit in a diagram using recognised symbols.

Children will learn to:

- associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit

- compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches
- use recognised symbols when representing a simple circuit in a diagram.

Pupils will work scientifically by: systematically identifying the effect of changing one component at a time in a circuit; designing and making a set of traffic lights, a burglar alarm or some other useful circuit.

Term 3

Children will consolidate and apply their scientific knowledge throughout Term Three and will further build upon previously learnt concepts.

Integrated Curriculum

In Year 6, we strive to provide a balanced, purposeful integrated curriculum, which will prepare students for life in secondary and beyond. Over the years, we have developed a concept-based curriculum, which intricately combines the content in the Year 6 National Curriculum and the UAE's Social and Moral curriculum whilst providing high-quality, engaging learning experiences.

Here is an overview of the concepts and big questions they will explore throughout the year:

- **Responsibility:** *How can I be responsible for my community, my planet and myself?*
- **Competition:** *How does competition help us?*
- **Conflict:** *Is conflict ever justified?*
- **Leadership:** *What makes a leader worth following?*
- **Change:** *Why is change important?*
- **Journeys:** *How have journeys changed the world?*

Term 1.1

Responsibility: *How can I be responsible for my community, my planet and myself?*

As part of our first concept, children will explore the three different areas mentioned in our big question: community, planet and self. Children will begin by exploring the communities they are part of and their rights and responsibilities. After that, children will explore the responsibility we have to be sustainable when caring for our planet, looking at the impacts of climate change whilst focusing on solutions. Finally, children will explore responsibility for themselves, thinking about how they can be healthy and successful.



As part of our 'Responsibility' concept, children will work on objectives from the following subject areas:

- **English Writing:** Learning will focus on consolidating previous learning about punctuation, grammar and language, ensuring a solid foundational understanding for the year. Writing will include pieces such as formal and informal letters and persuasive writing.
- **English Reading:** Learning will focus on developing retrieval and inference skills. Children will read the class novel 'Boy in the Tower'.
- **Social Studies:** Learning about rights and responsibilities within communities; children's personal and national identity; environmental issues; and responsibility for oneself and time.
- **Computing:** Learning to be responsible for and on their devices; web-based communication; reliable sources; and plagiarism.
- **Geography:** Learning about maps, biomes and human and physical environmental features. There will be a focus on how climate change and environmental issues affect these.

To highlight learning at the end of this concept, children will create a promotional video, informing and persuading people about the importance of being responsible for their community, their planet and themselves.

Term 1.2

Competition: *How does competition help us?*

As we celebrate the historic first of a nation in the Middle East hosting the World Cup, we will focus on the concept of competition. Whereas we will focus heavily on the World Cup, its history and the many exciting factors behind it, we will also focus on other forms of competition. We aim to enthuse children about this upcoming event, encouraging them to watch and celebrate a team. Throughout all of this, we will focus on the impact competition has on us as individuals regarding things such as motivation and enjoyment.



As part of our 'Competition' concept, children will work on objectives from the following subject areas:

- **English Writing:** Learning will focus on strengthening children's grammar, punctuation, and language skills. Writing will include pieces such as a persuasive pitch and a non-chronological report about a chosen country.
- **English Reading:** Learning will continue to focus on skills such as retrieval, inference and prediction. Children will read the class novel 'Kick'.
- **Social Studies:** Learning about economics and market factors; research and presentation skills.
- **Computing:** Learning to code and create competitive computer games.
- **Design and Technology:** Learning about product design and creating their own World Cup products, particularly a team kit.

To show off their learning from this concept, children will pitch to convince us that their chosen nation would be best placed to host the next World Cup, focusing on different details that would help persuade us!

Term 2.1

Conflict: *Is conflict ever justified?*

A favourite of children from previous years, during this concept, we will look at the concept of conflict and how this can display itself in different ways in our lives and around the world. As part of this concept, we will delve into the world of Shakespeare, reading and analysing the story of Macbeth. Children will ponder moral questions about right and wrong, considering what they would do.



As part of our 'Conflict' concept, children will work on objectives from the following subject areas:

- **English Writing:** Learning will continue to focus on displaying a range of punctuation, grammar and language, such as different types of sentences. Writing will include pieces such as a narrative.
- **English Reading:** Learning will focus on a range of skills, including identifying and naming different characters in a story and the purpose they hold. Children will read the class novel 'War Horse'.
- **Social Studies:** Learning about historical events, periods and conflict resolution.
- **History:** Learning different World and British historical periods, particularly those influencing Shakespeare's life and plays.

Children will showcase their learning in this concept by visiting a younger class in the school, teaching them about the idea of conflict and highlighting how this might affect them at school. With the support of their teachers, Year 6 children will attempt to teach the younger children conflict resolution skills through engaging lessons and stories.

Term 2.2

Leadership: *What makes a leader worth following?*

As part of this concept, students will consider leaders they know personally, such as Mr. Stewart and our Student Council leaders, and other influential leaders such as HRH Mohammed bin Rashid Al Maktoum. Children will consider the qualities and values that make a successful leader, as well as think of ways they could develop their leadership skills.



As part of our 'Leadership' concept, children will work on objectives from the following subject areas:

- **English Writing:** Learning will focus on consolidating and strengthening the writing skills taught throughout the year. Writing will include pieces such as a biography about a chosen leader.
- **English Reading:** Learning will focus on researching and selecting key details from various texts. Children will read the class novel 'Room 13'.
- **Social Studies:** Learning about historical leaders and figures, the UAE government, the Founding Fathers, and the UAE constitution.

To share their learning from this concept, children will present a TED Talk, answering the big question: What makes a leader worth following? They will highlight leaders they have been inspired by, talking about their actions, values and qualities, which make them successful. Children will also aim to highlight their leadership skills and qualities in different parts of their lives.

Term 3.1

Change: *Why is change importantly?*

Children will look at change during this concept, particularly how many different factors have changed throughout the 20th and 21st centuries. Children will focus on why things have changed and whether it is always for the better. Students will explore various areas, including music, art, fashion, popular culture, gaming and more.



As part of our 'Change' concept, children will work on objectives from the following subject areas:

- **English Writing:** Learning will focus on mastering the different areas of writing taught in KS2. Children should be able to write for a range of purposes and audiences. Writing will include pieces like a portal story where the main character teleports back to another time.
- **English Reading:** Learning will focus on continuing to read a range of texts from different genres, highlighting their favourites and recommending these to their peers. Children will read the class novel 'Cogheart'.
- **Social Studies:** Learning about how humans have adapted to different types of change, whether because of migration, climate change or technology.
- **Art:** Learning to design and create their original designs by tie-dying t-shirts and creating pieces of art influenced by famous artists throughout the decades.

Throughout this concept, children will add to a website using Adobe Spark Pages, highlighting their learning about different areas such as music, fashion and technology. Children will use various media such as text, images and videos to make their website engaging and user-friendly.

Term 3.2

Journeys: *How have journeys changed the world?*

The final concept we will explore in Year 6 is journeys. As well as looking at literal journeys, such as Shackleton's voyage through the Arctic, we will explore the student's journey through primary school and Year 6. We will complete the yearlong transition process; ensuring children are socially, emotionally and academically ready to move to secondary!



At this point in the year, all objectives will have been assessed; therefore, we will focus on consolidating and covering any unfinished learning. However, there will be a greater focus on children's social and emotional learning and preparation for their final transition to secondary.

Throughout the final few weeks, children will document their learning by creating a transition podcast, focusing on different areas they have focused on throughout the year, such as the facilities, teachers and learning from secondary! Students will do this with the aim of creating something that can support our Year 6 students next year on their transition journey.

Physical Education

World Class, World Ready. A Sport for Every Child

We passionately believe that our broad and balanced curriculum helps children to develop a love of sport and activity that stays with them throughout their lives. Through our extensive range of curricular activities and extra-curricular clubs, we provide a fully inclusive experience for children of all ages and abilities.

As students transition into Key Stage 2, our curriculum shifts focus from skills based to activity-based lessons. Throughout Year 6 students will enjoy activities such as Football, Rugby, Netball, Basketball, Athletics, Cricket, Rounders, and Swimming. As pupils build and develop their own personal interests; they also have the opportunity to progress their skills as part of our highly successful extracurricular program. Within the department, our teachers have a broad range of specialisms and interests that our fully maximised to ensure all students are supported and extended to receive the challenge in their chosen sport. Students in this Key Stage enjoy two lessons of 55 minutes respectively.

Term 1

In term 1, we will focus on the following topics; Football, Netball, and Swimming

Example Learning Goals:

Football; I can control the ball with my chest when receiving a high pass.

Netball; I can shoot under pressure.

Swimming; I can swim backstroke over 20m.

Home Learning: [GEMS WSO, Physical Education YouTube Channel](#)

Term 2

In term 2, we will focus on the following topics; Rugby, Athletics, and Swimming.

Example Learning Goals:

Rugby; I can pass from a dynamic position.

Athletics; I can compare my scores and suggest ways to improve.

Tennis; I can perform a short rally

Swimming; I can sink, push and glide for 5m.

Home Learning: [GEMS WSO, Physical Education YouTube Channel](#)

Term 3

In term 3, we will focus on the following topic; Cricket, Rounders, Basketball & Swimming.

Example Learning Goals:

Cricket: I can bowl in a purposeful direction.

Rounders: I can position myself to aid the team when fielding,

Basketball: I can pass and move up the court.

Home Learning: [GEMS WSO, Physical Education YouTube Channel](#)

Performing Arts

Term 1

Year 6 will begin their year with a series of high-energy Street Dance lessons. They will learn the basics from a range of Street Dance styles such as Popping, Tutting, and Breaking. Alongside these physical skills, the children will understand how the Urban style has become so popular since originating in the 1980s. We aim to make real-world links and applications in Performing Arts and this year the world will be engaging with the World Cup. We will be looking at the skill of script writing, commentary, and voice in our Drama lessons. As well as commenting on real-life events and matches.

Term 2

Term 3

Modern Foreign Languages

In Year 5, your child had the opportunity to try the three languages on offer at the school. They studied one term of French, one term of German and one term of Spanish. They have now made the decision to focus on one of them. The basics will be established this year, so they can continue to study it in secondary school, equipped with essential skills. Starting their language in the last year of primary school will help with transition into our secondary school. We also believe that, in the long term, this approach will help our students in their examinations and build upon our already excellent GCSE results.

Pupils will have a weekly 55-minute lesson in French, Spanish or German.

In French, pupils will continue to develop their phonics skills. In term one the topic is school. Pupils will be given opportunities to recall prior learning (opinions phrases and reasons, numbers, days of the week, clothes and adjectives) and transfer to new contexts. Telling the time is a key feature in the topic of school and we strongly encourage pupils to work on this in-between lesson. In term two pupils gain an insight into French culture and customs by studying French festivals. By the end of the term they will invent their own festival and describe its location, theme and clothing, which will culminate in a written and oral presentation to their peers. Term three is about holidays. This topic enables pupils to bring together a variety of skills and previous knowledge. By the end of the term pupils will be able to talk and write about their favourite type of holiday, where it is, when the travel, whom they travel with, what they wear whilst on holiday and what they do.

In Spanish, pupils reinforce their learning from Year 5 and build a foundation for their Spanish learning moving forward. The topics which are covered are countries and nationalities, family members, pets, Spanish food and drink including Spanish festivals. As always, pupils will develop their skills in listening, speaking, reading and writing.

In German, pupils continue building on the basics taught in the Year 5 rotation. We cover the topics of food, clothes, body parts, numbers, birthdays, weather and talking about where you live. Pupils learn vocabulary through 'Felix and Franzi' videos from the Goethe Institut.

Pupils are also encouraged to practise vocabulary independently, in all 3 languages, using online learning platforms as follows:

www.languagenut.com

www.gimkit.com

www.quizziz.com

Teachers will also provide pupils with access codes to Kahoot and Blooket.

Outdoor Learning

Welcome to GEMS Wellington Academy Silicon Oasis Outdoor Learning.

Outdoor Learning is a truly unique, long term experience, consisting of regular sessions in a natural environment to support the holistic development of our students . Stemmed from a Forest School ethos, Outdoor Learning at WSO combines key life skills and experiences, with a focus on play, fostering resilient, confident, independent and creative learners. Bob Hughes' theory behind the sixteen types of play in his book, 'A taxonomy of Play Types', and the innate learning experiences that can be found in these moments, are fundamental in Outdoor Learning's approach towards teaching. By combining these with Pyle and Daniels' play based continuum, we can ensure that our student's academic needs and wellbeing will continue to be nurtured, whilst fuelling an intrinsic desire to learn through exciting, meaningful and memorable learning experiences.

Through play students will learn to:

- Connect their new experiences with existing understandings and build new learning.
- Deepen their attention and maintain engagement for longer periods.
- Take an intuitive approach to exploration: trying new ideas and possibilities, revising hypotheses and adapting to change.
- Adopt agency in their learning and adopt early leadership roles.
- Find joy and excitement in learning

Outdoor Learning offers learners the opportunity to take supported risks, appropriate to the environment and to themselves. Our opportunities are designed to build on an individual's innate motivation, positive attitudes and/or interests. Outdoor Learning uses tools and fires but only where deemed appropriate to the learners, and dependent on completion of a baseline risk assessment. Our experiences follows a Risk–Benefit process managed and reviewed continuously by the Outdoor Learning staff, which are tailored to the developmental stage of the learner.

Term 1

NA

Term 2

NA

Term 3

In Term one we will be focusing on our own play types and preferential methods of learning through play.

Course content:

- Learning through play, fire-craft and camp fire maintenance and safe methods of using high risk tools
- Fine motor skills, risk analysis, communication,
- Support at home using blended learning
- Home Learning https://gemsedu.sharepoint.com/:p:/s/OutdoorAdventuresWSO/Edsn-bO0xJdOjBbPfGyPPaQBRx7LHnp5fZF18RE_L74dsQ?e=VdaWqg
- Kit List
<https://gemsedu.sharepoint.com/:p:/s/OutdoorAdventuresWSO/EUssciwCMGVAv6dVraXxH8EBO8g6rVWI1fYof3OE1DWI1A?e=V0Sdod>

Transition to Secondary

Transition experiences

- The role of the tutor (what does this actually means?)
- Myth busters (between each transition year)
- The learning journey (link to HPL, how this looks)
- What support is available for parents (triangulation of school, child, home)
- Seesaw to TEAMS (limited parental overview to individual subjects)
- From one teacher to 13 :)

Buddies

- Y12 guidance (CAS)
- Peer mentors (Emirati focus for key students)

Other things

- Term 3 activities (transition tribe tasks with graduating certificate)
- HoY assemblies / HoH assemblies
- Enrichment – Y5/6
- GroWell (paying attention to PASS data)
- Pastoral support / network of support
- School timings
- Y7 are on the Y6 corridor
- School counsel
- Counselling services
- CPI (across Primary and Secondary)

Secondary Facilities

- Specialist lessons using facilities (secondary experience in a primary setting) "Slide into secondary rather than a jump!"