



**PRIMARY
CURRICULUM
2024-25**



Dear Parents and Carers,

At Wellington Academy Silicon Oasis, we know that every learner is different. Students have their own interests, their own unique qualities, and their own ambitions for their futures.

Our curriculum is not just about memorising facts and figures; it's about fostering deep understanding, critical thinking, and making meaningful connections across various disciplines.

At the heart of our curriculum is the concept-based learning approach, which revolves around utilising a key text to drive and integrate learning experiences across different subjects. This means that rather than teaching subjects in isolation, we focus on exploring concepts and ideas that are interconnected and relevant to our students' lives.

This not only enhances their academic achievement but also fosters a deeper level of engagement and curiosity.

Furthermore, our curriculum emphasises inquiry-based learning, where students are encouraged to ask questions, explore ideas, and seek solutions collaboratively. This approach not only develops critical thinking and problem-solving skills but also instills a lifelong love for learning.

As partners in your child's education, we invite you to join us on this exciting journey of exploration and discovery. Together, we can create a learning environment where every child can thrive and reach their full potential.

Thank you for your continued support and partnership.

Yours sincerely,

WSO LEADERSHIP TEAM

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INTRODUCTION TO PRIMARY CONCEPTUAL CURRICULUM

At GEMS Wellington Academy, Silicon Oasis, we provide a broad and rich curriculum, carefully designed to nurture and develop the individual identities of each student, ensuring they are well placed to achieve their full potential and be happy and successful in the future.

Our primary curriculum is based on the learning outcomes of the English National Curriculum, which is adapted and fully compliant for the international context of the UAE (MoE). Unique to WSO, is our Conceptual Curriculum, which allows for conceptual understanding to drive the curriculum planning and is skillfully mapped to allow students to *apply concepts from one situation to another, developing students' ability to think deeply and make meaningful connections.*

Our progressive and engaging approach allows our students to become successful critical thinkers who develop strong interconnected learning outcomes as well as a wide range of learning skills.

This document outlines our core subjects vision and ethos, intent, implementation and impact for each of the core subjects:

- Arabic
- Islamic
- Reading (English)
- Writing (English)
- Maths
- Science
- UAE Moral, Social, and Cultural Studies

HIGH PERFORMANCE LEARNING


High Performance Learning (HPL) is an educational approach that emphasises developing students Advanced Cognitive Performance characteristics (ACPs) and Values, Attitudes and Attributes (VAAs) to help them succeed in today's fast-changing world.

HPL is wrapped throughout our curriculum at WSO and here are just a few of the benefits of High Performance Learning for your child:



- Develops essential life skills: High performance learning goes beyond just teaching academic subjects. The ACPs and VAAs that students develop are essential life skills like problem-solving, critical thinking, and decision-making. These skills are important for success in any field and can help your child navigate challenges in all areas of life.
- Promotes creativity: High performance learning encourages creativity and innovation. It helps students think outside the box and come up with new and original ideas. This can be particularly valuable in today's rapidly changing job market, where employers are looking for people who can adapt and innovate.
- Encourages self-motivation: High performance learning places a strong emphasis on student self-regulation and self-directed learning. It helps students become more self-aware and take ownership of their own learning. This can help your child develop a sense of purpose and a lifelong love of learning.
- Fosters character development: High performance learning is designed to develop the whole child, including their character and values. It emphasises traits like resilience, perseverance, and empathy, which are important for success in all areas of life.
- Prepares for the future: High performance learning is designed to help students succeed in the 21st century, becoming truly "World Class, World Ready". It emphasises skills like communication, open-mindedness and collaboration, which are essential for success in today's fast-paced, globalised world.

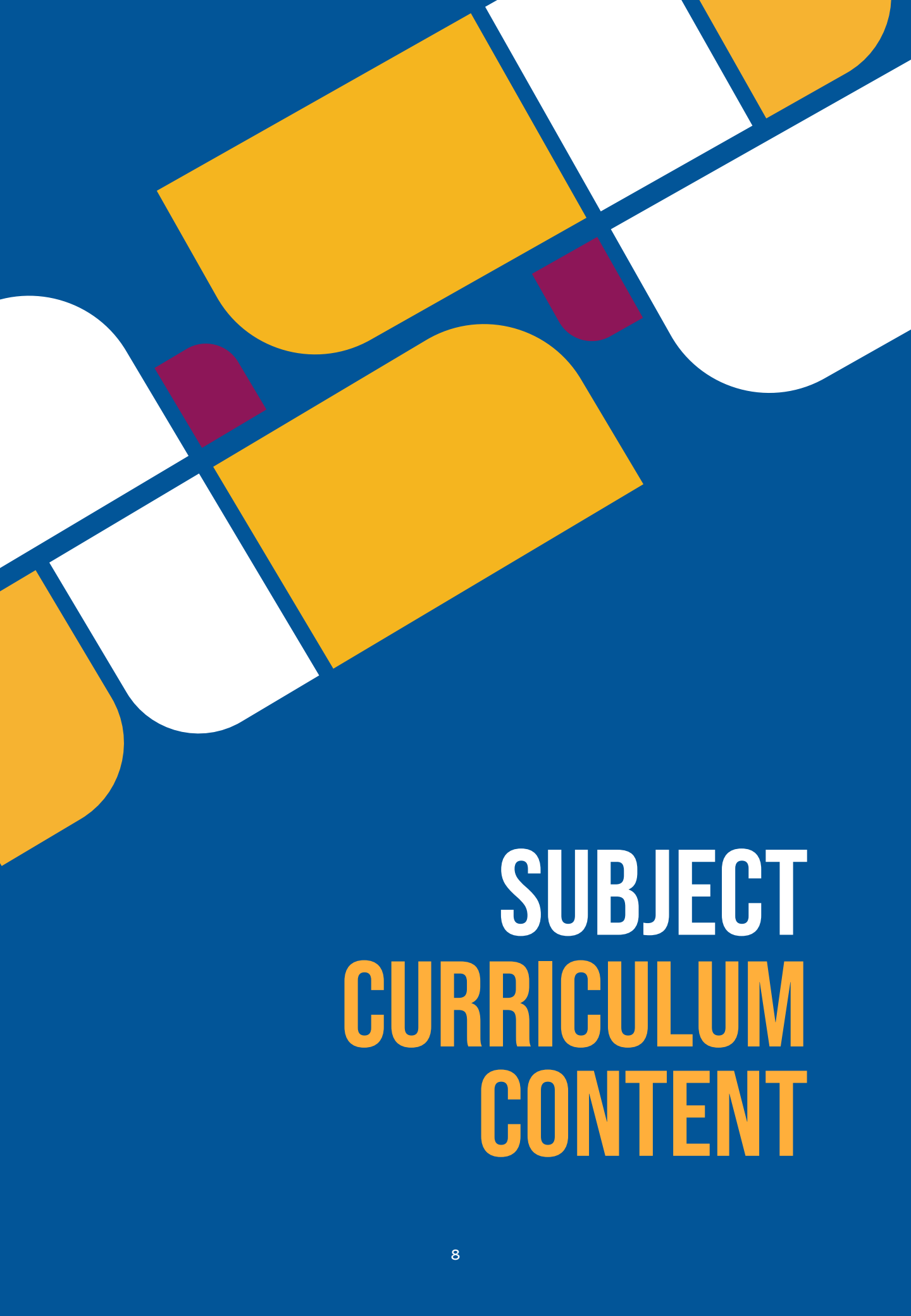
High performance learning is a holistic approach to education that will help your child develop the learning skills (ACPs) and behavioural characteristics (VAAs) that they need to succeed in school and beyond.

Advanced Cognitive Performance Characteristics (ACPS)

META-THINKING		
	Meta-cognition	The ability to knowingly use a wide range of thinking approaches and to transfer knowledge from one circumstance to other.
	Self-regulation	The ability to monitor, evaluate and self-correct
	Strategy-planning	The ability to approach new learning experiences by actively attempting to connect it to existing knowledge or concepts and hence determine an appropriate way to think about the work
	Intellectual confidence	The ability to articulate personal views based on evidence
LINKING		
	Generalisation	The ability to see how what is happening in this instance could be extrapolated to other similar situations
	Connection finding	The ability to use connections from past experiences to seek possible generalisations
	Big picture thinking	The ability to work with big ideas and holistic concepts
	Abstraction	The ability to move from concrete to abstract very quickly.
	Imagination	The ability to represent the problem and its categorisation in relation to more extensive and interconnected prior knowledge
	Seeing alternative perspectives	The ability to take on the views of others and deal with complexity and ambiguity
ANALYSING		
	Critical or logical thinking	The ability to deduct, hypothesise, reason, seek supporting evidence
	Precision	The ability to work effectively within the rules of a domain
	Complex and multi-step problem solving	The ability to break down a task, decide on a suitable approach, and then act
CREATING		
	Intellectual playfulness	The ability to recognise rules and bend them to create valid but new forms
	Flexible Thinking	The ability to abandon one idea for a superior one or generate multiple solutions
	Fluent thinking	The ability to generate ideas
	Originality	The ability to conceive something entirely new
	Evolutionary and revolutionary thinking	The ability to create new ideas through building on existing ideas or diverting from them
REALISING		
	Automaticity	The ability to use some skills with such ease as they no longer require active thinking
	Speed and accuracy	The ability to work at speed and with accuracy

Values Attitudes and Attributes (VAAs)

EMPATHETIC		
	Collaborative	The ability to seek out opportunities to receive responses to your work; present your own views and ideas clearly and concisely; listen to the views of others; be willing and able to work in teams; take a variety of roles and be able to evaluate your own ideas and contributions.
	Concerned for society	The ability to know the contribution you can make to society for the benefit of those less fortunate; demonstrate citizenship and a sense of community ethos and recognise differences as well as similarities between people and peoples; be aware of your own and others' cultural heritage and sensitive to the ethical and moral issues raised by their studies.
	Confident	The ability to develop a belief in your knowledge, understanding and action; recognise when you need to change your beliefs based upon additional information or the arguments of others; deal with new challenges and situations, including when this places them under stress.
AGILE		
	Enquiring	The ability to be curious; be willing to work alone; be proactive; keen to learn; show enterprise; think independently; challenge assumptions and require evidence for assertions; actively control your own learning; move on from the absorption of knowledge and procedures to develop your own views and solutions.
	Creative and enterprising	The ability to be open-minded and flexible in your thought processes; demonstrate a willingness to innovate and invent new and multiple solutions to a problem or situation; adapt your approach according to need; surprise and show originality in your work, developing a personal style; be resourceful when presented with challenging tasks and problems, using your initiative to find solutions.
	Open-minded	The ability to take an objective view of different ideas and beliefs; become more receptive to other ideas and beliefs based on the arguments of others; change ideas should there be compelling evidence to do so.
	Risk-taking	The ability to demonstrate confidence; experiment with novel ideas and effects; speculate willingly; work in unfamiliar contexts; avoid coming to premature conclusions; tolerate uncertainty.
HARD WORKING		
	Practice	The ability to train and prepare through repetition of the same processes in order to become more proficient.
	Perseverance	The ability to keep going and not give up; face obstacles and difficulties but never give up; persist in effort; work diligently and work systematically; not be satisfied until high quality, appropriate precision and the desired outcome are achieved.
	Resilience	The ability to overcome setbacks; remain confident, focused, flexible and optimistic; help others to move forward in the face of adversity.

The background features a complex abstract design. It consists of several overlapping geometric shapes: large yellow rectangles with rounded corners, white shapes with curved edges, and smaller maroon shapes. A prominent dark blue diagonal line runs across the upper half of the page, intersecting these shapes. The overall aesthetic is modern and graphic.

SUBJECT CURRICULUM CONTENT



ISLAMIC A

رؤية قسم التربية الإسلامية

يسعى قسم التربية الإسلامية بأكاديمية جيمس ولينجتون إلى التميز، من خلال تعزيز علاقة الطلاب بالقرآن الكريم والسنة النبوية المطهرة، وإلهامهم للالتزام بقيمهم.

التربية الإسلامية للطلاب الناطقين باللغة العربية

صمم منهاج التربية الإسلامية في أكاديمية جيمس ولينجتون طبقاً لمعايير وزارة التربية والتعليم لدولة الإمارات العربية المتحدة والذي يهدف إلى :-

- ترسيخ مفهوم " العبادة" ومفهوم " التقوى والعمل الصالح" الذي يشتمل على المفاهيم العميقة للمسؤولية والتقييم الذاتي التابع من محبة الله تعالى ومحبة رسوله الكريم سيدنا محمد صلى الله عليه وسلم.
- تعزيز الارتباط بالقرآن الكريم باعتباره المصدر الأول للمعرفة الإسلامية، والقيم الأخلاقية اللازمة لبناء عقلية إيمانية وشخصية قرآنية.
- تعزيز الارتباط بالحديث الشريف باعتباره المصدر الثاني من مصادر التشريع وهو ما يفسر الأحكام الشرعية والمعرفة الدينية والقيم والأخلاقية من القرآن الكريم.
- تعزيز الفهم الكامل للقيم الإسلامية وتطبيقها في الحياة اليومية على النحو المستمد من مفهوم "الإحسان".
- غرس محبة المصطفى (صلى الله عليه وسلم) في قلوب الطلاب وكيف كانت حياته الشريفة المثال الأفضل لنقتدي به في كل جوانب الحياة.

طريقة التطبيق وأثرها على تقدم طلابنا:

تم تصميم منهج التربية الإسلامية بعناية لتحقيق الأهداف المنشودة من خلال طرق واستراتيجيات تفاعلية ، مما يضمن تجربة تعليمية متميزة. إليكم كيفية تحقيق كل هدف والأثر الناتج عنه:

1. ترسيخ قيمة العبادة محبةً لله تعالى وابتغاء مرضاته:

طريقة التطبيق: نقوم بدمج مفهوم العبادة في جميع مواضيع المواد الدراسية من خلال تشجيع الطلاب على اعتبار دراستهم وأنشطتهم اليومية من قبيل العبادة محبة لله. تعد المشاركة في الفعاليات الإسلامية المدرسية مثل "النجوم الساطعة" وتمثيل مناسك الحج مثالاً تطبيقياً على ذلك.

الأثر: يطور الطلاب فهماً شاملاً لأعمال العبادة، ويرونها تشمل جميع جوانب الحياة، مما يعزز الأساس الروحي القوي والشعور بالهدف.

2. الفهم الدقيق لسباقات القرآن الكريم والحديث النبوي الشريف:

طريقة التطبيق: من خلال دروس منتظمة في القرآن والحديث، حيث يقوم الطلاب بتحليل الآيات والأحاديث الشريفة متأملين معانيها من خلال الأنشطة التفاعلية مثل المناقشات الجماعية والمشاريع التي ترتبط بالسيناريوهات الواقعية والتي تساعد في تعميق فهمهم

الأثر: يكتسب الطلاب فهماً شاملاً للمصادر الأساسية للشريعة، مما يعزز قدرتهم على تطبيق هذه التعاليم في حياتهم اليومية ويعزز ارتباطهم بدينهم.

3. تعزيز الفهم الكامل للقيم الإسلامية:

طريقة التطبيق: نقوم بتعليم القيم الإسلامية من خلال لعب الأدوار والتمثيل وتطبيقات الحياة الواقعية. يتم تعزيز مفهوم "الإحسان" من خلال تشجيع الطلاب على التفوق في جميع أفعالهم بإخلاص وتميز.

الأثر: يعي الطلاب أهمية التخلق بالقيم الإسلامية، مما يؤدي إلى سلوك إيجابي واتخاذ قرارات أخلاقية. التركيز على مبدأ "الإحسان" يحفزهم على اتخاذ قرارات حكيمة بهدف إرضاء الله.

4. غرس محبة النبي محمد (صلى الله عليه وسلم) في نفوس طلابنا (رسولي قذوني)

طريقة التطبيق: ندمج دروساً عن حياة النبي محمد (صلى الله عليه وسلم) من خلال مسابقات السيرة وقصص تبرز شخصيته النموذجية، يشارك الطلاب في أنشطة تفاعلية تبرز الدروس المستفادة من سيرته العطرة في حياتهم اليومية.

الأثر: يطور الطلاب إعجاباً وحباً عميقاً للنبي، ويرونه كنموذج يقتدى به في جميع جوانب الحياة. يتحول هذا الحب إلى جهودهم في محاولة تقليد شخصيته وامثال أوامره في حياتهم الخاصة.

5. تعميق الهوية الوطنية والانتماء لدولة الإمارات العربية المتحدة:

طريقة التطبيق: نحتفل بالفعاليات الوطنية، ونعلم ثقافة الإمارات، ونشرك الطلاب في مواضيع من شأنها تعزيز هويتهم وانتمائهم.

الأثر: يبني الطلاب شعوراً قوياً بالهوية الوطنية والفخر بالانتماء لهذا الاسم الكبير "الإمارات" ويدركون مسؤوليتهم تجاه وطنهم وأهمية المساهمة في رفاهية المجتمع واستقراره.



ISLAMIC B

Islamic Department Vision Statement

The WSO Islamic department strives for excellence by strengthening the students' relationship with Qur'an and Sunnah and inspiring pupils to abide by their values.

Intent:

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

- Establish the value of worship - in the broad sense that includes all human activities and behaviors - as a higher destination for the human existence in this world, and as an end around which the life of the individual and society is centered.
- Understand the meanings and contexts of the Qur'anic verses and Hadiths as they are considered as the Primary Shari'ah Sources.
- Establish pupils full understanding of the Islamic values and apply them in daily life as derived from the concept of "Ihsan".
- 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 and should be followed in all aspects of life.
- Deepen the concept of allegiance to the homeland, "United Arab Emirates", considered as part of Arabic and Muslim world through building up an effective mentality that enables them to ensure their future.
- Develop the ability to think critically about religious and moral issues and promote reflection on one's actions and their alignment with Islamic teachings.

Curriculum implementation and its impact

The implementation of our Islamic curriculum is designed to meet the outlined objectives through specific methods and strategies, **ensuring great learning experiences**. Here's how we achieve each objective and the impact it has:

1. Establishing the Value of Worship:

Implementation: We integrate the concept of worship into all subject themes by encouraging students to see their studies and daily activities as acts of worship. Regular participation in school-wide Islamic events such as Shining Stars and Hajj assimilation reinforce this value.

Impact: Students develop a holistic understanding of acts of worship, seeing it as encompassing all aspects of life, which fosters a strong spiritual foundation and sense of purpose.

2. Understanding Qur'anic Verses and Hadiths:

Implementation: Through structured Qur'an and Hadith lessons, students analyse and reflect on verses and Hadiths. Interactive activities, such as group discussions and projects, links to real life scenarios help deepen their understanding.

Impact: Students gain a thorough comprehension of the primary sources of Shari'ah, enhancing their ability to apply these teachings in their daily lives and fostering a deeper connection to their faith.

3. Establishing Islamic Values and Ihsan:

Implementation: We teach Islamic values through storytelling, role-playing, and real-life applications. The concept of "Ihsan" is reinforced by encouraging students to excel in all their actions with sincerity and excellence.

Impact: Students internalise Islamic values, leading to positive behavior and ethical decision-making. The focus on "Ihsan" motivates them to take wise decision only to seek Allah's pleasure.

4. Instilling Love for Prophet Muhammad (S.A.W.):

Implementation: We incorporate lessons on the life of Prophet Muhammad (peace be upon him) through Seerah Quizzes and stories that highlight his exemplary character. Students participate in activities that emulate his actions.

Impact: Students develop a deep admiration and love for the Prophet, viewing him as the ultimate role model. This love translates into their efforts trying to emulate his character in their own lives.

5. Deepening Allegiance to the UAE:

Implementation: We celebrate national events, teach the culture of the UAE, and involve students in topics that enhances their identity and belongings.

Impact: Students build a strong sense of national identity and pride. They recognise their responsibility towards their homeland and the importance of contributing to the society's well-being.



ARABIC A

MINISTRY OF EDUCATION CURRICULUM

رؤيتنا وتوجهاتنا لتعليم اللغة العربية كلغة أولى في أكاديمية جيمس ولينجتون واحة السليكون

رؤيتنا هي تنمية حب اللغة العربية لدى الطلاب، مما يشعل خيالهم ويعزز قدرتهم على التواصل. نسعى في الأكاديمية لتقديم منهج دراسي شامل ومثي لاستكشاف اللغة العربية بمجالاتها المتنوعة. نقوم بتشجيع الطلاب على التعبير عن أفكارهم ومشاعرهم بوضوح وإبداع.

الأهداف:

تعزيز إتقان اللغة العربية كلغة أولى: تطوير مهارات الاستماع، والتحدث، والقراءة، والكتابة لدى الدارسين بمستوياتهم المختلفة، ليصبحوا متمكنين من استخدام اللغة العربية بفعالية وثقة.

تلبية الاحتياجات الأكاديمية: تصميم منهج لغوي متكامل يتوافق مع أنماط التعلم المختلفة، مع مراعاة الفروق الفردية في الاحتياجات اللغوية.

تشجيع التعلم الذاتي والتفكير النقدي: تدعيم مهارات التعلم الذاتي والتفكير النقدي لدى الطلاب، لتمكينهم من مواصلة تعلمهم بشكل مستقل وتحليل النصوص بعمق.

تنمية حب اللغة العربية: إثارة حب اللغة العربية لدى الطلاب، مما يعزز خيالهم ويقوي قدرتهم على التواصل الفعال والواضح.

تشجيع التعبير الإبداعي: تحفيز الطلاب على التعبير عن أفكارهم ومشاعرهم بوضوح وإبداع، من خلال التركيز على أهمية 'الغرض' و'الجمهور' عند الكتابة والتحدث.

تطوير مهارات فعالة: تنمية متعلمين واثقين يمكنهم تحقيق تواصل فعال بين النصوص الأساسية التي يقرؤونها وأعمالهم الكتابية والشفوية، مما يمكنهم من مشاركة قصصهم وأفكارهم ومنظوراتهم مع العالم.

التنفيذ في أكاديمية جيمس ولينجتون واحة السيليكون:

في أكاديمية جيمس ولينجتون واحة السيليكون نحرص على تنفيذ رؤيتنا لتعليم اللغة العربية بشكل فعال وشامل من خلال الاستراتيجيات التالية:

منهج دراسي متكامل: في فصول مرحلة رياض الأطفال: نبدأ تعليم اللغة العربية من الروضة، حيث نقدم للطلاب خبرة بتعلم اللغة العربية والتدريب على نطق الكلمات والحروف بشكل صحيح. من خلال تركيز: نطق الكلمات والحروف، التدريب على الأصوات الصحيحة وأنشطة متنوعة منها: ألعاب لغوية، قصص قصيرة، حوارات بسيطة.

الصف الأول: نركز على أساسيات القراءة وأصوات اللغة وأساسيات الكتابة، مما يمكن الطلاب من بناء قاعدة لغوية قوية. من خلال تركيز: أساسيات القراءة وأصوات اللغة، الكتابة الأساسية وأنشطة متنوعة منها: تمارين قراءة وكتابة، أنشطة تفاعلية.

الصفوف من الثالث إلى السادس: يتطرق الطلاب لقراءة النصوص المتنوعة وعمل قراءة تحليلية، مما يساعدهم على الفهم الأعمق للنصوص والاستجابة للمقروء بأنشطة إبداعية تساعدهم على فهم الجماليات والبلاغيات في اللغة العربية.

توظيف استراتيجيات التعليم الحديثة:

نستخدم أساليب تعليمية حديثة تشجع على التعلم الذاتي والتفكير النقدي، مما يساهم في تنمية مهارات الطلاب وقدراتهم التحليلية. من خلال تركيز: قراءة النصوص المتنوعة، التحليل والفهم العميق للنصوص. وأنشطة متنوعة منها: قراءة تحليلية، أنشطة إبداعية، كتابة نصوص تعبيرية.

التعلم التفاعلي: نعتمد على الأنشطة التفاعلية والمشاركات الصفية لتحفيز الطلاب على استخدام اللغة العربية بفعالية، وتعزيز ثقتهم في التعبير عن أنفسهم بوضوح وإبداع.

دعم مستمر وتقييم دوري: نوفر دعماً مستمراً للطلاب من خلال المراجعات والتقويمات الدورية لتحديد نقاط القوة وفرص التحسين، وضمان تقدمهم في تعلم اللغة العربية.

الأنشطة الثقافية واللغوية: ندمج الفاعليات والمسابقات الثقافية واللغوية في المنهج لتعزيز فهم الطلاب للثقافة العربية وتاريخها، وإبراز دور اللغة العربية في استيعاب التراث الإسلامي وتعزيز وحدة الأمة.

استخدام التكنولوجيا: نستفيد من التكنولوجيا الحديثة في تدريس اللغة العربية، مما يتيح للطلاب الوصول إلى موارد تعليمية متنوعة وتحقيق تقدم ملحوظ في تعلمهم.

تأثير تنفيذ استراتيجيات تعليم اللغة العربية على رفع مستوى تحصيل وتقديم الطلاب:

في أكاديمية جيمس ولينجتون واحة السيليكون، يؤدي تطبيق استراتيجيات تعليم اللغة العربية بشكل شامل إلى تعزيز تقدم وتحصيل الطلاب بشكل ملحوظ. من خلال استخدام استراتيجيات تعليمية حديثة، وأنشطة تفاعلية، ودعم مستمر وتقييم دوري، يتم تحفيز الطلاب على استخدام اللغة بفعالية وثقة. كما أن دمج الأنشطة الثقافية واللغوية واستخدام التكنولوجيا الحديثة يعزز من فهم الطلاب للثقافة العربية ويزيد من ارتباطهم بها، مما ينعكس إيجاباً على كفاءتهم اللغوية وأدائهم الأكاديمي بشكل عام. كما أنها تضمن حصول جميع المتعلمين على اختلاف جنسياتهم وسياقهم الاجتماعي والجغرافي والثقافي واللغوي الذي ينتمون إليه على تعليم عالي الجودة وإعطائهم الفرصة لتطوير المهارات ذاتها.



ARABIC B

MINISTRY OF EDUCATION CURRICULUM

VISION

Our vision for language learning at GEMS Wellington Academy Silicon Oasis aligns with the National Language Strategy, which emphasises the necessity of transcending traditional boundaries in our increasingly interconnected global community. We recognise the importance of valuing and supporting the linguistic and cultural resources within our own communities.

At WSO, we aim to foster a deep love for the Arabic language among our students, igniting their imagination and enhancing their communication skills. Our goal is to provide a comprehensive and engaging curriculum that delves into the diverse aspects of the Arabic language, encouraging students to express their thoughts and feelings with clarity and creativity.

INTENT

Develop Proficiency:

Enable learners at various levels to become proficient in Arabic as an additional language through an integrated linguistic approach that encompasses listening, speaking, reading, and writing skills.

Cultural Understanding:

Enhance students' understanding of Arabic culture and heritage, fostering a sense of unity and appreciation for the language's historical and cultural significance.

Critical Thinking and Self-Learning:

Cultivate self-learning skills and critical thinking abilities, preparing students to engage thoughtfully and effectively with contemporary issues and challenges.

Effective Communication:

Emphasise the importance of 'purpose' and 'audience' in both writing and speaking, developing confident communicators who can interact effectively and persuasively.

IMPLEMENTATION:

In Arabic B lessons, students are grouped by 'years of study' to facilitate personalised learning and enhance their progress. During Year 1, the focus is on foundational elements such as learning the Arabic alphabet and introductory phrases. This phase aims to familiarise students with the fundamental building blocks of the language.

As they advance through Year 1, students also acquire key vocabulary relevant to daily interactions and begin to grasp sentence openers. This approach enables them to not only understand individual words but also to start forming basic sentences. By connecting these elements, students can progressively build upon their knowledge and language skills

IMPACT

Implementing the Arabic B curriculum at WSO will significantly enhance students' language proficiency, cultural understanding, and critical thinking skills. By integrating a pedagogical approach that considers their bicultural backgrounds, aligning with national frameworks, and using a variety of engaging activities and ICT tools, we ensure that students actively participate and stay motivated. Differentiated learning strategies cater to individual needs, providing appropriate challenges and support, while a clear progression pathway from FS to Secondary guarantees a structured and coherent learning experience. This comprehensive approach prepares students for academic success and effective communication in Arabic, fostering a deep appreciation for the language and culture.



ENGLISH - READING

VISION

All pupils to develop the **skill** and the **will** to learn to read and use reading for **learning** and **pleasure**.

INTENT

The reading curriculum at WSO includes opportunities for both **corporate and individual reading** and progressively ensures that pupils develop the skill and the will to read widely. Children learn how to justify and make predictions, summarise, create explanations while building a wide vocabulary. They make inferences about their reading and can explore the reliability of texts. At the end of Primary, pupils are equipped with the skills needed to read fluently across the curriculum and for pleasure.

IMPLEMENTATION

Whole class teaching of reading fluency and comprehension skills happens through regular teacher modelling of reading through key texts which are linked to our Conceptual Curriculum and shared as a class. This helps to build a living library in our school community's minds.

Pupils learn to decode through robust teaching of **systematic synthetic phonics using** the award winning RWI scheme. In Foundation Stage (FS) and Year 1 pupils receive daily phonics teaching in smaller targeted groups. Older pupils are supported by RWI fresh start.

Opportunities for **individual reading** with the teacher in discrete guided reading lessons ensures pupils deepen their understanding of the reading domains through the reading characters in KS1 (e.g., Predicting Princess) and through the VIPERS framework in KS2.

VISION AND ETHOS

For all pupils to develop the **skill** and the **will** to learn to read and use reading for **learning** and **pleasure**.

INTENT

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Children take **home reading** books matched to their RWI assessment in FS and Year 1 and NGRT reading age in Year 2 -Year 6 to allow them to practice reading in order to progress. All pupils from FS2 upwards have access to Bug Club **online**. Parent engagements take place throughout the year to help parents support their children's reading at home.

In FS and KS1 weekly **library sessions** take place to foster a love of reading and allow pupils some autonomy over their reading choices. In KS2, library lessons continue to allow readers' choice in their reading diet and promote a positive reading mindset.

Reading is **assessed** regularly by class teachers, and this is recorded on our assessment platform, Learning Ladders. Year 2 - Year 6 undertake the NGRT three times a year. Year 1 undertakes the phonics screener. FS - Year 2 complete regular phonics assessments throughout the academic year.

IMPACT

Pupils at WSO can all **discuss** their reading. Pupils **build a love of reading** and recognise its importance. Pupils **draw from their reading across the curriculum** including when writing, showing a high level of acquired vocabulary.



ENGLISH - WRITING

VISION AND ETHOS

At WSO, our vision is to foster a love for writing that ignites imagination and enhances communication. We aim to deliver an engaging and explorative writing curriculum that encourages students to express their ideas and emotions with clarity and creativity. Emphasising the importance of 'purpose' and 'audience' when writing, we nurture confident writers who can make meaningful connections between the core texts they read and their written work. Our goal is to develop writers who are inspired to share their stories, ideas and perspectives with the world.

INTENT

- To teach pupils to write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences.
- To provide exciting writing opportunities and experiences that engage all pupils.
- To equip pupils with a strong knowledge of phonics to springboard them to become fluent writers.
- To ensure pupils have a solid understanding of spelling patterns and grammar and punctuation rules and to be able to apply them effectively to their writing.
- To encourage pupils to take pride in the presentation of their writing, in part by developing a legible, cursive, individual handwriting style by the time they move to secondary school.
- To provide a diverse and inclusive curriculum catering for the needs of all children, including those with SEND, English language learners and our Emirati pupils.

IMPLEMENTATION

Each year group studies a different high-quality text every half term which allows children to have engaging yet challenging English lessons. Within each unit of work, children are immersed in the text, given opportunities to participate in spoken language activities and writing opportunities for a variety of purposes and audiences. Opportunities are planned for children to use knowledge from other subjects within their English writing and vice versa using the WSO Conceptual Curriculum.

Teachers will use the school's curriculum frameworks and planning guidance for English, supported by a range of teaching and learning resources and appropriate adaptations, to develop the long-term knowledge, skills and understanding of every child. This will ensure that all pupils achieve high standards for their individual ability and make appropriate progress towards year group endpoints.

Planning ensures a variety of genres are progressively taught, across both fiction and non-fiction text types.

Grammar and punctuation are planned and taught purposefully within English lessons; allowing the children to learn skills in a meaningful manner.

As a school, we follow the Read Write Inc. Phonics followed by the Read Write Inc. Spelling scheme. Spelling lessons are taught on a weekly basis. Children are taught ways to learn and practise spelling rules and are given the opportunity to practise these spelling rules at home each week. They are assessed every 3-4 weeks. Children have access to spelling mats and word banks during writing tasks, including the consistent use of Widgit symbols for ELL learners.

In FS and Year 1, children are taught letter formation mnemonics as part of the Read Write Inc. Phonics programme. Years 1 - 6 use Letter Join to teach a progressive handwriting scheme. There is an expectation that teachers will present displays and most resources in the correct school font for their key stage.

All marking in writing books follows the school's marking and feedback policy. Any marking and feedback are used to move the writing forward, such as spelling, grammar and punctuation mistakes, which the pupils respond to in purple polishing pens.

As a school, we run writing competitions each academic year, participate in external writing workshops and have author visits to develop a 'writing for pleasure' culture and mindset. We celebrate successes of our pupils in writing by displaying examples of work around the school and on our WSO writing display.

IMPACT

The main intended impact of our delivery of writing is that all pupils enjoy writing across a range of genres, can write for a range of purposes and audiences, and become confident and effective communicators. They will amass a varied vocabulary that they can use across the curriculum and can apply spelling rules and grammatical concepts in their work.

We also aim to ensure that our pupils are proud of their writing and have the opportunity to see it on display and shared with others in the school and with their families. Our aim is that by the end of the Primary phase, most children are above age-related expectations and are ready for the secondary curriculum.



MATHEMATICS

VISION AND ETHOS

At WSO, our vision is to deliver an explorative curriculum that develops students' conceptual understanding and use of conceptual strategies, emphasising the importance of 'Why' as well as 'How'. We aim to enhance pupils' conceptual understanding which supports students to make links between previous learning and become even more confident problem solvers and critical thinkers.

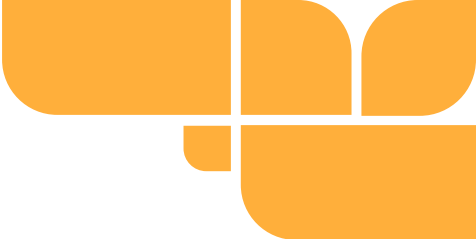
INTENT

The maths curriculum at WSO is designed to include opportunities for students to work both collaboratively and independently to **solve problems**, to **reason**, to **think logically** and to **work systematically** and accurately. All children are challenged and encouraged to excel in maths. We strive to provide a classroom environment where all pupils are encouraged to participate and contribute, applying appropriate mathematical vocabulary. The mastery approach underpins the maths curriculum at WSO where students are supported to develop an understanding of the maths being explored through **depth, not acceleration**. Students are encouraged to explore new learning using the CPA (concrete, pictorial, abstract) method, and explain not only what they know, but also how they know it.

IMPLEMENTATION

To realise our vision, we adopt a whole-school approach to teaching and learning in maths, characterised by:

Whole class teaching: All students work on the same focus with different support and scaffolds to enable all students to access maths concepts, with opportunities for all students to 'go' deeper.



Starting Points: Each maths lesson begins with a check for existing knowledge, allowing us to tailor our teaching to the students' needs.

Building on Prior Skills and Knowledge: We systematically build on previous learning by mapping out small steps where mathematical connections are made. Students recognise and apply their understanding to new ideas and concepts. Where possible, links are made with other subjects across the curriculum.

Maths Talk: Within every lesson, students belong to a maths community in which agreeing and disagreeing and justifying their thinking is encouraged. Teachers model how to use new vocabulary and apply this to make decisions both independently and collaboratively. Students are supported to articulate their thinking using precise mathematical language. In addition, the use of questioning by teachers and students is used to develop understanding.

Intelligent Practice: We systematically plan opportunities to develop fluency in maths through varied, frequent and thoughtful practice that deepens and embeds conceptual understanding in a logical, planned sequence. Therefore, our students are exposed to varied methods and calculations expressed in different ways (requiring deep thought and understanding).

Problem-Solving and Reasoning: We plan opportunities for students to work flexibly to answer questions. Pupils are taught to reflect on the efficiency and simplicity of their chosen methods and analyse their approaches. Students make conjectures and generalisations and have opportunities to apply and test these in a range of contexts.

Tell Me How You Know: Having a growth mindset is promoted across the curriculum at WSO. All students are prepared to have a go and are willing to share responses even when unsure. Teachers and pupils understand that through making mistakes and collaboratively working with peers, learning is taking place. We celebrate being comfortable with not getting everything 'right', embracing purposeful struggle. Teachers place emphasis on the 'how' and 'why', not the 'what' in every lesson.

Representations and Resources: The use of different, appropriate practical resources and pictorial representations, by both adults and pupils is an embedded feature of all lessons. This supports students to make sense of the mathematical concepts (exposing structure) and allows them to demonstrate their understanding in multiple ways.

IMPACT

Students at WSO can discuss their maths learning, applying mathematical vocabulary accurately. They can reason and recognise the importance of making mistakes. They analyse alternative methods and then select their preferred method to build fluency and a deeper understanding. They use this to solve more complex problems and challenges.



SCIENCE

VISION AND ETHOS

At WSO, our vision for primary science is to cultivate a passion for discovery and a lifelong curiosity about the world. We aim to provide a dynamic and engaging science curriculum that inspires our young learners to explore, question, and understand the natural phenomena around them.

INTENT

Our science curriculum is designed to be vibrant and exciting, offering children the opportunity to engage deeply with the core scientific disciplines of physics, biology, and chemistry. We strive to create a learning environment where students feel empowered to pursue their own lines of enquiry, fostering their natural curiosity. By developing investigative skills, students learn to make predictions, analyse results, observe changes, collect data, draw conclusions, and evaluate their methods and results. Each unit builds on prior knowledge and introduces new scientific vocabulary, ensuring a progressive development of scientific understanding. Our practical approach to science education equips children with the knowledge and skills needed to appreciate the importance of science in today's world and its implications for the future.

IMPLEMENTATION

To realise our vision, we adopt a whole-school approach to teaching and learning in science, characterised by:

Weekly Lessons: Carefully planned and structured by class teachers, our weekly science lessons focus on deepening knowledge and supporting long-term memory through regular review and reinforcement.

Starting Points: Each topic begins with a check for existing knowledge, allowing us to tailor our teaching to the students' needs and interests.

Problem-Solving Opportunities: We provide ample opportunities for students to apply their knowledge to solve problems and discover answers independently. This nurtures their curiosity and encourages them to ask questions and use scientific methods to find solutions.

High-Quality Resources: Teachers utilise high-quality resources to aid understanding and ensure that conceptual knowledge is comprehensively taught. Precise questioning and regular in-class assessments help identify and address learning gaps, ensuring that all students progress.

Building on Prior Knowledge: We systematically build on the knowledge and skills acquired in previous years. As students' progress, they become more adept at using scientific equipment, interpreting results, and drawing evidence-based conclusions.

Embedding Scientific Skills: Scientific skills are woven into every lesson, ensuring that they are systematically developed. New vocabulary and challenging concepts are introduced through direct teaching, reinforced by hands-on activities and experiments.

Review and Consolidation: At the end of each topic, key knowledge is reviewed, rigorously checked, and consolidated to ensure thorough understanding and retention.

IMPACT

The impact of our science curriculum is measured by assessing students' acquisition of knowledge, understanding, and skills, and their ability to recall and apply these with fluency. We monitor this through:

Regular knowledge check activities | In-school attainment tracking for both core and foundation subjects | Engagement in science enrichment activities | Pupil voice through questionnaires, book reviews, and learning reviews | Curriculum Leader monitoring, including lesson visits, book scrutiny, assessments, and pupil interviews.

Our vision is to inspire all students to develop a deep appreciation for science and to recognise its significance in our world. Through a comprehensive and engaging curriculum, we aim to nurture the scientists of tomorrow, equipped with the skills and knowledge to thrive in a rapidly evolving scientific landscape.



MORAL, SOCIAL & CULTURAL STUDIES

VISION AND ETHOS

At WSO, our vision for the UAE Moral, Social, and Cultural Studies (MSC) curriculum is to cultivate well-rounded individuals who are knowledgeable, respectful, and actively engaged in their communities. We aim to provide a dynamic and engaging MSC curriculum that inspires our young learners to explore and appreciate the diverse cultural, social, and moral dimensions of the world around them.

INTENT

Our MSC curriculum is designed to be vibrant and inclusive, offering children the opportunity to engage deeply with the core areas of moral education, social studies, and cultural understanding. We strive to create a learning environment where students feel empowered to pursue their own lines of inquiry, fostering their natural curiosity and critical thinking skills. By developing these skills, students learn to reflect on moral dilemmas, understand historical contexts, appreciate cultural diversity, and actively participate in their communities. Each unit builds on prior knowledge and introduces new concepts and vocabulary, ensuring a progressive development of understanding in these areas. Our holistic approach to MSC education equips children with the knowledge and skills needed to appreciate the importance of social cohesion and cultural awareness in today's world.

IMPLEMENTATION

To realise our vision, we adopt a whole-school approach to teaching and learning in MSC, characterised by:

Weekly Lessons: Carefully planned and structured by class teachers, our weekly MSC lessons focus on deepening knowledge and supporting long-term memory through regular review and reinforcement.

Starting Points: Each topic begins with a check for existing knowledge, allowing us to tailor our teaching to the students' needs and interests.

Discussion and Debate: We provide ample opportunities for students to engage in discussions and debates on moral, social, and cultural topics. This nurtures their critical thinking and encourages them to voice their opinions respectfully.

Building on Prior Knowledge: We systematically build on the knowledge and skills acquired in previous years. As students' progress, they become more adept at understanding complex social and cultural issues and drawing informed conclusions. The Conceptual Curriculum and MSC curriculum work in unison to allow students to make personal and meaningful connections with their learning, which is further explored through the key text.

Embedding Core Values: Core moral and social values are woven into every lesson, ensuring that they are systematically developed. New vocabulary and challenging concepts are introduced through direct teaching, reinforced by interactive activities and real-life case studies.

Real-World Links: We actively incorporate real-world links into our lessons to make learning relevant and meaningful. Students explore current events, local community issues, and global challenges, fostering a deeper understanding of the world around them and their role in it.

Review and Consolidation: At the end of each topic, key knowledge is reviewed, rigorously checked, and consolidated to ensure thorough understanding and retention.

IMPACT

The impact of our MSC curriculum is measured by assessing students' acquisition of knowledge, understanding, and skills, and their ability to recall and apply these with fluency. We monitor this through: Regular knowledge check activities | In-school attainment tracking | Pupil voice through questionnaires, book reviews, and learning reviews | Subject Leader monitoring, including lesson visits, book scrutiny, assessments, and pupil interviews.

Our vision is to inspire all students to develop a deep appreciation for moral, social, and cultural studies and to see themselves as global citizens. Through a comprehensive and engaging curriculum, we aim to nurture responsible, informed, and culturally aware individuals equipped with the skills and knowledge to thrive in a diverse and interconnected world.

WORLD CLASS WORLD READY

A story for every child



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