

Curriculum Booklet: 2023-24

Year - 1



PBL



21st Century Skills



Mathematics

UAE
Social Studies



Investigation



Creativity



Communication

Information and
Communication
Technology

Moral
Education



Collaboratio



Islamic
Education



Humanities

Critical
Thinking



Arabic

STREAM

Music



Reading



Physical
Education



GENIS
EDUCATION

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Introduction

This booklet is designed to summarise the syllabus content of subjects planned for Year 1 at The Winchester School. The content of the curriculum will be paced at the appropriate rate and therefore may vary from term to term, for a particular child or group.

Year 1 is the transition year to Key Stage 1 of the National Curriculum. It marks a shift from EYFS to more subject specific learning. At this level, teachers will build on work from the Early Years Foundation Stage bridging any gaps in the learning. Most of your child's subjects will be taught by the form tutor with only a certain number of subjects being taught by specialist teachers.

Our aim is to provide a broad curriculum from which the children will successfully progress to the next phase in their education.

Curriculum: The school follows the National Curriculum of England which can be viewed at [National Curriculum of England-Primary Curriculum](#)

Assessment Structure:

Assessment is an integral part of curriculum delivery at The Winchester School, Jebel Ali. Tracking of individual and class progress informs planning and enables systematic progression to be maintained. Assessment methods vary from formal testing to informal observation depending on the curriculum area.

	Term 1	Term 2	Term 3
Assessment Structure	Year 1: <ul style="list-style-type: none"> ➤ Ongoing formative assessments ➤ No summative assessment for any subject in Term 1 ➤ Consolidation of ongoing formative assessments will be recorded on Phoenix 	Year 1: <ul style="list-style-type: none"> ➤ Ongoing formative assessments ➤ No summative assessment for any subject in Term 2. ➤ Consolidation of ongoing formative assessments will be recorded on Phoenix 	Year 1: <ul style="list-style-type: none"> ➤ Ongoing formative assessments for all subjects ➤ End of Year Summative Assessments for English, Maths, Science, Arabic and Islamic Education ➤ Term 3 grades will be the consolidation of ongoing formative assessments and end of year summative assessment ➤ Overall End of Year Grades= 30% T1+30% T2+ 40% T3. Overall End of Year Grade will be recoded on Phoenix
Recording	Recording will be done once at the end of term 1 in December on Phoenix.	Recording will be done once at the end of term 2 in March on Phoenix.	Recording will be done once at the end of year in June on Phoenix.
Reporting	Reported at the end of Term 1.	Reported at the end of Term 2.	Reported at the end of year.
	Attainment will be reported in the reports as Grades A*- E for all subjects. Arabic, Islamic Education, PSHCEE, UAE Social Studies and Moral Education are reported in marks 1-100.		

Expectations in Year 1

Children are always encouraged at The Winchester School, to be confident, creative, innovative, independent and self-motivated learners. The expectations from our staff are high and we try to instill, in the children, a sense of pride and achievement in everything they do. We put emphasis on the presentation of the children's work and monitor their organizational skills. There is ample opportunity for their efforts and achievements to be recognised and celebrated through our star awards and certificates as well as our many concerts, performances, and assemblies.

The children's individual reading is monitored and nurtured; children are taught to appreciate a love of reading as an enjoyable and worthwhile experience while acknowledging the merits and benefits it affords as a cross curricular tool, accessing all areas of the curriculum.

To further support children in their learning journey, we work in close collaboration with parents. We inform parents a month in advance of the curriculum content and the related activities that will be taught to students at school so that they can support their child at home.

As the children are moving from the Foundation Stage 2 to Year 1, we encourage parent to look at the **Family Learning Newsletters for Year 1** and learn, in advance, about the learning modules, which will be covered in the coming academic year. Please find the below links for Family Learning Newsletter:

<https://www.thewinchesterschool.com/for-parents/family-learning-newsletters/>

These are also very useful for new parents. For example, if your child has completed Foundation Stage 2 in another school, parent can look over the Family Learning Newsletter for Foundation Stage 2 and map the child's existing learning to what has been completed at The Winchester School, Jebel Ali thus avoiding any gaps.

We hope parent will be able to use all these valuable learning resources to support and enrich your child in reaching their full potential. The Winchester School deeply values 'Parents as Partners in Learning.'

English

English has a pre-eminent place in education and in society. A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others and through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society; pupils, therefore, who do not learn to speak, read and write fluently and confidently are effectively disenfranchised.

Curriculum Expectations

Reading:

The programmes of study for reading at Year 1 consists of two dimensions:

- Reading-word reading
- Reading- comprehension

Reading - word reading:

Pupils should be taught to:

- apply phonic knowledge and skills as the route to decode words
- respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes
- read accurately by blending sounds in unfamiliar words containing GPCs that have been taught (GPC - This is short for Grapheme Phoneme Correspondence. Knowing a GPC means being able to match a phoneme to a grapheme and vice versa.)
- read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings
- read other words of more than one syllable that contain taught GPCs
- read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)
- read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words
- re-read these books to build up their fluency and confidence in word reading

Reading – comprehension:

Pupils should be taught to develop pleasure in reading, motivation to read, vocabulary and understanding by:

- listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently
- being encouraged to link what they read or hear to their own experiences
- becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics
- recognizing and joining in with predictable phrases
- learning to appreciate rhymes and poems, and to recite some by heart
- discussing word meanings, linking new meanings to those already known
- understand both the books they can already read accurately and fluently and those they listen to by drawing on what they already know or on background information and vocabulary provided by the teacher
- checking that the text makes sense to them as they read and correcting inaccurate reading
- discussing the significance of the title and events
- making inferences on the basis of what is being said and done
- predicting what might happen on the basis of what has been read so far
- participate in discussion about what is read to them, taking turns and listening to what others say
- explain clearly their understanding of what is read to them.

Writing

The programmes of study for writing at Year 1 is constructed similarly to those for reading:

- transcription (spelling and handwriting)
- composition (articulating ideas and structuring them in speech and writing).

It is essential that teaching develops pupils' competence in these two dimensions. In addition, pupils should be taught how to plan, revise and evaluate their writing. These aspects of writing have been incorporated into the programmes of study for composition.

Writing - Transcription:

Spelling - Pupils should be taught to spell by:

- spelling words containing each of the 40+ phonemes already taught
- common exception words

- the days of the week in English
- naming the letters of the alphabet in order
- using letter names to distinguish between alternative spellings of the same sound
- add prefixes and suffixes; using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs
- using the prefix un–
- using –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest]
- apply simple spelling rules and guidance, as listed in English Appendix 1
- write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.

Handwriting - Pupils should be taught to:

- sit correctly at a table, holding a pencil comfortably and correctly
- begin to form lower-case letters in the correct direction, starting and finishing in the right place
- form capital letters
- understand which letters belong to which handwriting ‘families’ (i.e. letters that are formed in similar ways) and to practise these.

Writing - Composition:

Pupils should be taught to write sentences by:

- saying out loud what they are going to write about
- composing a sentence orally before writing it
- sequencing sentences to form short narratives
- re-reading what they have written to check that it makes sense
- discuss what they have written with the teacher or other pupils
- read aloud their writing clearly enough to be heard by their peers and the teacher.

Writing - Spelling, vocabulary, grammar and punctuation:

The two statutory appendices – on spelling and on vocabulary, grammar and punctuation; give an overview of the specific features that should be included in teaching the programmes of study.

Pupils should be taught to develop their understanding of the concepts set out in English Appendix 2 by:

- leaving spaces between words
- joining words and joining clauses using 'and'
- beginning to punctuate sentences using a capital letter and a full stop, question mark
- using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'
- learning the grammar for year 1 and using the grammatical terminology in English Appendix 2 in discussing their writing.

Speaking and Listening:

Pupils should be taught to:

- listen and respond appropriately to adults and their peers
- ask relevant questions to extend their understanding and knowledge
- use relevant strategies to build their vocabulary
- articulate and justify answers, arguments and opinions
- give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
- maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- use spoken language to develop understanding through speculating, hypothesizing, imagining and exploring ideas
- speak audibly and fluently with an increasing command of Standard English
- participate in discussions, presentations, performances, role play, improvisations and debates, maintain and monitor the interest of the listener(s)
- consider and evaluate different viewpoints, attending to and building on the contributions of others
- select and use appropriate registers for effective communication

Term 1

- Reading:
 - Texts from Collins Comprehension
 - Texts from Collins Anthology.



- Writing:

Writing Tasks: independent (free) and reading based composition

- List, Labels and Captions
- Describe characters and settings.
- Rhymes and Poems
- Stories - Recount



- Listening Comprehension:

Fortnightly listening comprehension practices.

- Speaking:

Assessed and developed continuously through class discussions and activities. For spelling, vocabulary, grammar and punctuation, kindly refer to the appendices 1 and 2.

- Appendix 1 - Spelling: [Spelling Appendix](#)
- Appendix 2 - Vocabulary, grammar and punctuation: [Year 1 Appendix 2- Vocabulary, grammar and punctuation](#)



Term 2

- Reading:

- Texts from Collins Comprehension
- Texts from Collins Anthology.
- Novel - Suzy Orbit Astronaut by Ruth Quayle

- Writing:

Writing Tasks: independent (free) and reading based composition

- Instructions
- Information Text
- Poems -Alliteration
- Fairy Tales

- Listening Comprehension: Fortnightly listening comprehension practices.

- Speaking:

Assessed and developed continuously through class discussions and activities.
For spelling, vocabulary, grammar and punctuation, kindly refer to the appendices 1 and 2.

- Appendix 1 - Spelling: [Spelling Appendix](#)
- Appendix 2 - Vocabulary, grammar and punctuation: [Year 1 Appendix 2- Vocabulary, grammar and punctuation](#)

Term 3:

- Reading:

- Texts from Collins Comprehension
- Texts from Collins Anthology.
- Novel: Suzy Orbit Astronaut



- Writing:

Writing Tasks: independent (free) and reading based composition

- Informal Letter
- Reports
- Adventure stories

- Listening Comprehension:

Fortnightly listening comprehension practices.

- Speaking:

Assessed and developed continuously through class discussions and activities.
For spelling, vocabulary, grammar and punctuation, kindly refer to the appendices 1 and 2.

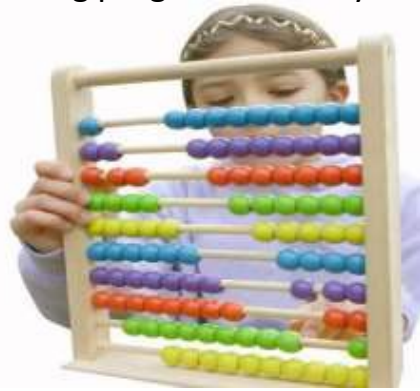
- Appendix 1 - Spelling: [Spelling Appendix](#)
- Appendix 2 - Vocabulary, grammar and punctuation: [Year 1 Appendix 2- Vocabulary, grammar and punctuation](#)

Mathematics

In KS1 (Year 1 & 2) students will have access to the following programs of study laid down by the National Curriculum.

The strands are as follows:

- Number – Number & Place Value
- Number-Addition & Subtraction
- Number-Multiplication & Division
- Number- Fractions
- Measurement
- Geometry-Properties of Shape
- Geometry-Position & Direction
- Statistics



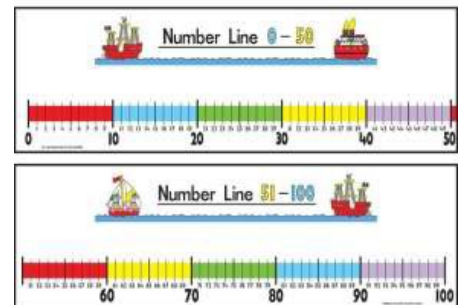
In each term concepts from each strand listed above are taught and these become more complex and provide more challenge over the 3 terms. The skills listed below is an overview of the full academic year.

Number –

Number & Place Value

- Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number
- Count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens
- Given a number, identify one more and one less
- Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least
- Read and write numbers from 1 to 20 in numerals and words.

WALL NUMBER LINE 0-100

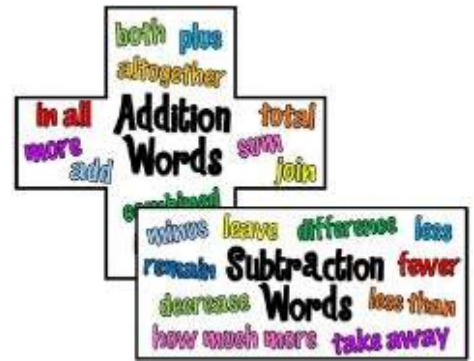


Number-Addition & Subtraction

- Read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs

- Represent and use number bonds and related subtraction facts within 20
- Add and subtract one-digit and two-digit numbers to 20, including zero
- Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as

$$7 \square - 9$$



Number - Multiplication & Division

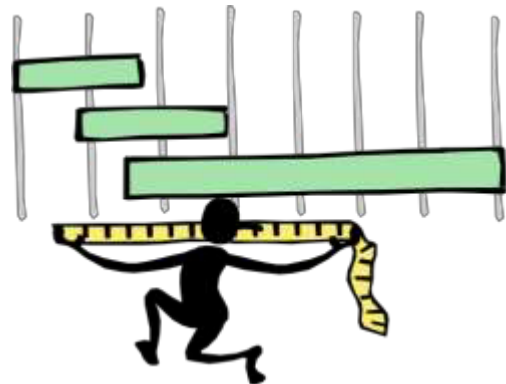
- Solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.

Number- Fraction

- Recognise, find and name a half as one of two equal parts of an object, shape or quantity
- Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.

Measurement

- Compare, describe and solve practical problems for: lengths and heights [for example, long/short, longer/shorter, tall/short, double/half.
- mass/weight [for example, heavy/light, heavier than, lighter than]
- capacity and volume [for example, full/empty, more than, less than, half, half full, quarter]
- time [for example, quicker, slower, earlier, later]
- Measure and begin to record the following:

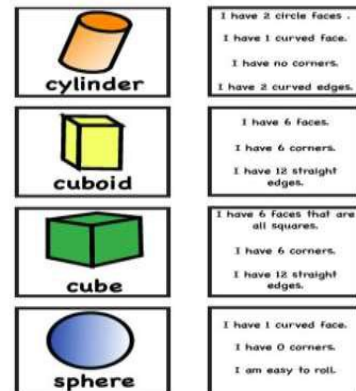


- lengths and heights
 - mass/weight
 - capacity and volume
 - time (hours, minutes, seconds)
- Recognise and know the value of different denominations of coins and notes
 - Sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening]
 - Recognise and use language relating to dates, including days of the week, weeks, months and years
 - Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.



Geometry

- Recognize and name common 2-D and 3-D shapes, including:
 - 2-D shapes [for example, rectangles (including squares), circles and triangles]
 - 3-D shapes [for example, cuboids (including cubes), pyramids and spheres].



Position & Direction

- Describe position, direction and movement, including whole, half, quarter and three-quarter turns.

Statistics

- Sorting a given set of objects based on one criteria into a table
- To record information in a block graph and pictogram and interpret it.

Colour	Number of Smarties	Frequency
Green		7
Orange		8
Blue		5
Pink		6
Yellow		11
Red		8
Purple		7
Brown		3
Key = 2 smarties		

Term 1:

Numbers:

- Place Value-Counting/Compare/order
- 1more/less & 10 more/less
- Addition & Subtraction-Number Bonds
- Fractions-Halves

Geometry:

- 2D shapes

Measurement:

- Time (O'clock)
- Length

Term 2:

Numbers:

- Place Value-Number names/Tens & Units
- Odd & Even
- Addition and subtraction
- Fraction-Quarters

Geometry:

- 3D shapes

Measurement:

- Time -Half Past
- Money -Total & Change
- Capacity

Statistics:

- Pictogram

Term 3:

Numbers:

- Place Value-Skip counting
- Addition -Subtraction-Word problems
- Multiplication & Division-Grouping/Sets

Geometry:

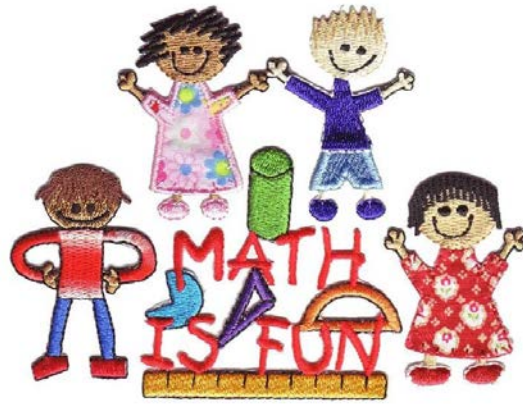
- Position & direction

Measurement:

- Time-O'clock & Half Past
- Weight/Mass

Statistics:

- Block Graph



Science

Term 1:

Plants

- 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.



Animals including humans

- 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.

Term 2:

Animals including humans

- 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 3:

Materials

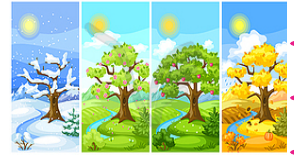
- Distinguish between an object and the material from which it is made.
- Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock.
- Describe the simple physical properties of a variety of everyday materials.



- Compare and group together a variety of everyday materials on the basis of their simple physical properties.

Seasonal Changes

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



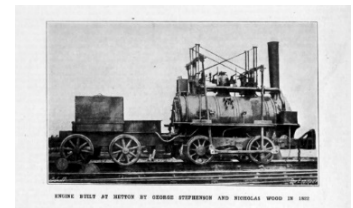
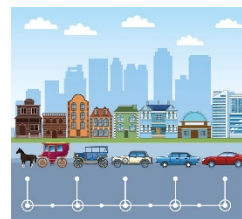
Humanities

TERM 1:

History

Changes within living memory, events beyond living memory, the lives of significant individuals in the past who have contributed to national and international achievements – Travel and Transport

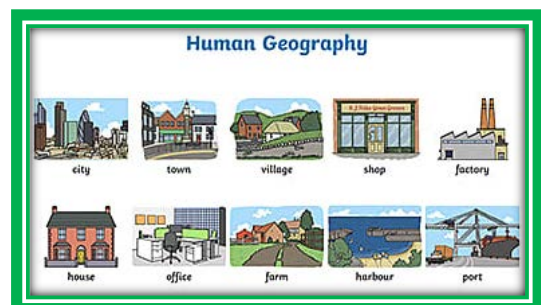
- How has transport changed?
- Early travel: The Viking Longboats
- A history of cars
- George Stephenson and trains.
- A history of flight
- Comparing the past, present and future



Geography

Our School

- Where do I live?
- Our classroom
- Where is our school?
- Fieldwork around our school



- How do you get to the school?
- Marvellous map symbols

Geographical skills and fieldwork:

- Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map
- Use aerial photographs to recognize landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.
- Use simple fieldwork and observational skills to study the geography of their school and the key human and physical features of its surrounding environment.



TERM 2:

History

Changes within living memory – Toys

- Toys today
- Family favourites
- Early 20th century
- Victorian toys
- Important changes
- Toy box



Changes with living memory

- Develop an awareness of the past, use common words and phrases relating to the passing of time.
- Develop a curiosity about changes within living memory and the ways in which we can find out about these changes.
- Identify similarities and differences between ways of life in different eras.
- Understand how toys and books have changed over time.

Geography

Human and physical geography



- Use basic geographical vocabulary to refer to:

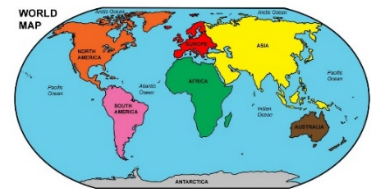
Key human features, including: city, town, village, factory, farm, house, school, office, port, harbour, shop, mall, petrol station, restaurant.

- Key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather, plain, island, desert.



Locational knowledge:

- Name and locate the world's seven continents and five oceans.



Geographical skills and fieldwork:

- Use world maps, atlases and globes to identify the continents and oceans studied in this year.
- Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map
- Use aerial photographs to recognize landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.



- Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.

TERM 3:

History

Significant Explorers

- Ibn Battuta
- Neil Armstrong
- Matthew Henson



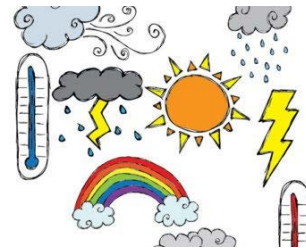
Geography

Physical Geography

Identify seasonal and daily weather patterns in Dubai, the UAE and location of hot and cold areas of the world in relation to the equator and the North and South Poles.

Wonderful Weather

- What is weather?
- How does weather affect us?
- Forecasting the Weather
- Weather Dangers
- Hot and Cold Weather
- Our Frozen Planet



Geographical skills and fieldwork:

- Use world maps, atlases and globes to identify the continents and oceans studied in this year.



UAE Social Studies

TERM 1: National Education

- Recognize the importance of having school rules and regulations
- Discuss reasons for having rules.
- Identify sources and purpose of authority in various settings (e.g. king, principal, teacher, parent)
- Traditional clothing
- Cultural arts
- Traditional food
- Cultural games
- Traditional toys
- Cultural folktales
- Traditions - Realise there are other cultures with different languages
- Recognise national identity via its elements: the flag, the President, the national hymn, official clothes

TERM 2: Geography, National Education and Economics

- Identify and explains the importance of key locations in the neighbourhood
- Determine the relative location of objects using positional terms near/far, behind/in front, over/under, left/right, up/down.
- Explain the geographical relationships of familiar places in the student's community (home to school/school to home, school to market)
- Construct maps of familiar places (e.g., classroom, bedroom, playground, and neighbourhood)
- Explain the relationship between local natural environments and their impact on human activities in each of them (e.g., desert environment, mountainous environment, etc.)
- Identify and recognizes human activities in the various environments in the local region
- Investigate human impact on the immediate environment
- Discuss how people's actions impact and affect the environment
- Identify himself/herself as a unique individual, different from others.
- Recognise connections between who he/she is as a person and his/her place in society
- Conclude that individuals are part of a group.

- Observe that all people have needs and wants
- Describe some jobs that people do to earn money.
- Begin to identify basic economic concepts and terms (e.g., personal property, public property, purchasing, selling, limited resources)
- Recognize good and bad behaviours in dealing with personal and public property.

TERM 3: Economics and History

- Explain one's own role in preserving personal and public property
- Resolve conflicts related to limited resources with teacher's help
- Tell events sequentially using time words (e.g. today, yesterday, last night, etc.)
- Recognize stories of historical figures and places
- Identify stories about past events, people and places.
- Associate people to places and events.
- Explain the role played by historical people in society.
- List some rights and responsibilities of the individual in relation to other members of a social group (e.g. cleaning up toys, caring for the property)



* * * * * * * * * * * **Arabic** * * * * *

* Arabic is one of the most widely spoken languages in the world and is of paramount *
* importance for our learners. * * * * *

* The student should grow up loving Arabic to be able to learn about the beauty of Arabic *
* and its literature, and he should be able to study the branches of Arabic. Arabic is *
* important in its study because it enables the student to read correctly and gain the *
* ability to use the language properly in communication with others, such as speed, *
* quality of speech and good expression, and his habit of listening well to what he hears in *
* Arabic, and it develops the literary taste of the student so that he understands the *
* aesthetic aspects of speech, meanings. * * * * *

* This subject is meant to cover the whole range of Arabic fields and culture through the *
* following sub-subjects: * * * * *

* ■ Grammar is a science that is interested in building the world and its position in *
* sentences. * * * * *

* ■ Rhetoric includes several branches, including: * * * * *

* Meaning, a science that examines the conditions of the Arabic word. * * * * *

* The science of the statement, which is interested in studying the coordination of words *
* to be suitable for the situation. * * * * *

* ■ Spelling science, which is focusing on correcting Arabic writing. * * * * *

* ■ The science of sounds is a science that is interested in studying sounds, letters *
* pronunciation, and articulation from a linguistic side. * * * * *

* ■ Linguistics, a science that examines the history of human language, and is also *
* interested in studying the characteristics of language, and organizing it in general *
* systems and frameworks. * * * * *

* ■ Arabic dictionaries(lexicon): which is focusing on arranging the vocabulary of the *
* language and explaining its meanings and derivations. * * * * *

* ■ semantics which is looking at the original meaning of the word. * * * * *

* ■ Arabic texts focus basically on the study of Arabic poetry and the study of figurative *
* speech. * * * * *

* ■ Literary criticism is based mainly on the critical appreciation of literary works. *
* * * * *

Thus, Teaching and learning Arabic imposed itself on the scene, and has become the focus of the attention of the whole world and is appreciated by all peoples as It is the official language in the Middle East and is the official language of the Arab League, furthermore, Arabic media relies mainly on the use of classical Arabic.

Arabic for Arabs

Part 1

- الحروف من الألف حتى الياء
- الأرنب والسلحفاة
- فصيح وصديقه البلبل
- ضفدوع يضبع في الضباب
- طريف الطاووس اللطيف
- ظريفة وأخوها محظوظ



Part 2

- عنبر يطير إلى القلعة البعيدة
- فوفي يقهر خوفه
- تأمل النجوم
- ملكة وقرنها المكسور
- نونة النشيطة
- رسالة إلى والدي
- المحبة في رمضان
- أنشودة الحُبِّ عطاءً



Arabic for Non – Arabs

Term 1

- The Arabic Alphabets with words for each letter (حروف وكلمات)
- Some Arabic numbers (1- 20) (الأعداد العربية)
- The greeting in Arabic and some Arabic instructions (التحيات والتعليمات)



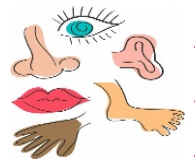
Term 2

- In the house (في البيت)
- The class (في الفصل)



Term 3

- My body (جسمي)
- The food (الطعام)



Islamic Education

Islamic Education it's a religion, subject, and culture we are focusing on all these elements through the following sub-subjects:

- The divine revelation: this includes two main themes:
 - 1- Quran: Where students learn the target Surahs. They memorize the verses according to the rules of recitation and also, understand their meaning according to the Tafseer and scholars' interpretations.
 - 2- The Noble Hadith: deals with some hadiths of Prophet Mohammad, PBUH, chosen to cover specific topics and fields.
 - The Islamic belief/creed: where students learn about the core Islamic elements that build their religion and belief (Pillars of Islam/ Pillars of Iman/ Tawheed ...)
 - The Acts of worship: Students here get the correct ways, conditions, nullifiers, morals, virtues, and rewards of their Islamic practices (Ablution/ Supplications/ Prayer/ Fasting/ Pilgrimage ...)
 - The Ethics of Islam: Students are exposed here to all the Islamic values and manners that should shape their lives when dealing with others according to the Divine and Sunnah's teaching.
 - The Prophetic biography and Personalities: Here the life of Prophet Mohammad, PBUH, and other Islamic personalities (Other Prophets/ the companions...) are introduced as role models meant to critically be followed by the students and positively affect their daily lives.
 - Identity and contemporary Issues: that deal with different modern topics closely related to the students' lives (Belonging/ sciences/ word events ...) from an Islamic perspective and with reference to Quran, Sunnah, and Sirah.

Thus, Islamic education is one of the core subjects in the Winchester school. It is a comprehensive and balanced subject that targets personality development, open-mindedness, intellectual, spiritual, and harmonious coexistence through Qur'an and

hadith, the fundamental sources of Islamic education, through action and speech and through wisdom.

It is important to note that Islamic education is not mere memorization of some Islamic texts; rather it is the comprehensive and conscious understanding of all aspects of life.

Islamic Education for Arabs

Term 1

- الله الخالق
- سورة الفاتحة
- الصلاة عماد الدين
- الأنبياء والرسول
- سورة الإخلاص
- مولد الرسول صلى الله عليه وسلم
- الزكاة
- أبو بكر الصديق
- أعبد الله
- أحسن لجاري



Term 2

- الملائكة
- سورة الفلق
- آداب الحديث
- آداب الطريق
- الصداقة
- الرسول صلى الله عليه وسلم في شبابه
- سورة النصر
- الصيام
- أحب الأعمال إلى الله
- الاحترام



Term 3

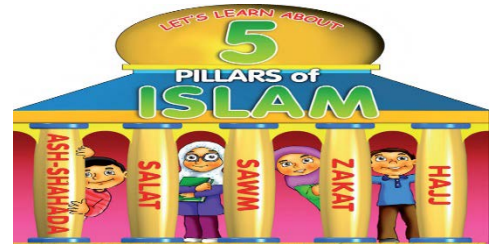
- حب الرسول
- سورة الفيل
- الرحمة
- سورة الكوثر
- الصدق
- آداب الطعام
- فضل القرآن الكريم
- علي بن أبي طالب
- سورة قريش
- التواضع



Islamic Education for Non – Arabs

Part 1

- Allah is my Lord
- The five pillars of Islam
- Surat Al falaq
- The birth of the Prophet Muhammad (PBUH)
- Surat Al Fatihah
- Wudu
- Supplication before sleeping
- Truthfulness is the way to Paradise
- Surat Al Ikhlas



Part 2

- Islamic etiquette of cleanliness
- Pillars of Islamic Belief
- A Muslim Help his brother
- I love my family
- Surat Al-Masad
- The best among you is the one who learns the Quran and teaches it.
- Asma' Bint Abi Bakr As-Sideeq (May Allah be pleased with them!)
- Surat Al-Kawthar



Information and Communication Technology [Computing]

Term 1:

Recognize common uses of information technology

(Parts of computer and modelling of the Mouse)

- To identify different parts of a computer and its uses.
- To start up and shut down a computer.
- To identify the basic input and output devices of a computer
- To use a mouse to move and place items
- Using a computer to create representations of various scenarios

Create, store, organise and retrieve digital content (Tux Paint)

To create a structure using Tux paint that utilizes shapes and other tools in its construction.

Digital Literacy

- To communicate safely and respectfully online.
- To know how the use of technology make you feel.

Term 2:

Introduction to Algorithm

- Understand what algorithms are, how they are implemented as programs on digital devices, and that programs execute by following a sequence of instructions.

Create and debug simple programs -Use logical reasoning to predict the behavior of simple program (Scratch Junior Program)

- Devices can be controlled by a sequence of physical actions
- To put activities into the correct order



- To use directional language
- To use unit lengths and a common language
- To record a sequence of instructions
- To read a set of instructions, predict and test their prediction

Create, store, organize and retrieve digital content

(Microsoft Word)

- To create a new document
- To enter the text
- To format the text using the formatting options (Font size, font type, font colour)



Digital Literacy

- To discover that the Internet can be used to visit far- away places and learn new things.
- To compare how staying safe online is similar to staying safe in the real world.

Term 3:

Create, store, organize and retrieve digital content (Microsoft PowerPoint)



To be able to create a presentation by adding new slides

- To choose slide designs and layouts.
- To format the text using the formatting options (Font size, font type, font colour, word art)
- To insert images in a presentation.

Digital Literacy

- To share information and feedback online.
- To identify the key words and research using google search or more web browsers.



Moral Education

Term 1:



- Classroom rules
- Self-awareness
- Rules and responsibilities
- Kindness
- Road safety
- Dreams and Aspirations
- Taking care of our environment
- Bullying
- Basic needs of animals



Term 2:



- Environment
- Coping with situations
- Choices
- Healthy lifestyle
- Healthy eating
- Setting goals
- Growth mindset



Term 3:



- Feelings and emotions
- Anger management
- Environment
- Fear and recover
- Changes



Personal, Social, Health, Citizenship and Economic / Enterprise Education (P.S.H.C.E.E) Social and emotional aspects of learning (S.E.A.L.)

Term 1:

- New beginnings – creating a community (a learning classroom) includes the class charter, what if there is a problem, focus on feelings, calming down, self-awareness
- Taking part – developing skills of communication and participation –
Developing our communication skills, working together, making choices
- Developing self-confidence
- The environment – Trees and their importance, caring for the environment
- Keeping safe when out and about – the meaning of rules, useful rules, road safety, good roadcraft
- Dreams and Aspirations
- Getting on and falling out Friendship and working together, listening well, friendship, getting angry and falling out, friendship and making up
- Choices – choosing a friend
- Animals and us – We all have basic needs, How do we look after animals?

Looking after a pet

- Say no to bullying – focus on those who are bullied knowing what to do (getting it), what is bullying, similarities and differences between us, proud to be different, feelings of a bullied child, being kind to them, when you feel sad it affects the way you behave and how you think, who to talk to in and out of school if you



are feeling unhappy or being bullied,
what to do if you are bullied

Term 2:

- Growth Mindset
- Understanding the human body, life cycle – Getting older, A new baby, Care of a baby
- Going for goals – knowing myself, setting our goals, just because..., the problem – solving process
- Healthy lifestyles – healthy eating, healthy exercise
- Money management – managing money, money and talents
- Enterprise education
- Good to be me – our gifts and talents, self-esteem (to make another person feel proud), anxiety and worrying
- Being different
- Likes & dislikes
- People who help us and we can trust – contributing, people who help children in school

Term 3:

- Relationships – people who are important to us, understanding my feelings – proud and jealous, dealing with our hurt feelings without hurting others
- Feelings and emotions – anger, fear, frustration, happiness, happy endings
- Right and wrong – Co-operating and sharing, fairness, kind and unkind behaviour
- Changes – how we change over time, making change happen, getting better at learning – plan

Music

Pupils should be taught to sing and play musically. They should develop confidence as a stepping stone in exploring music further in the next key stage.

- Use their voices expressively and creatively by singing songs and speaking chants and rhymes
- Play tuned and untuned instruments musically



- Listen with concentration and understanding to a range of high-quality live and recorded music
- Experiment with, create, select and combine sounds using the inter-related dimensions of music



Physical Education



Purpose of study

A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness.

Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.

Aims

The National Curriculum for Physical Education aims to ensure that all pupils:

- develop competence to excel in a broad range of physical activities
- are physically active for sustained periods of time
- engage in competitive sports and activities
- lead healthy, active lives.

Attainment targets

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

Subject content

Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.

Pupils should be taught to:

- master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities
- participate in team games, developing simple tactics for attacking and defending
- perform dances using simple movement patterns

Term 1:

- Fitness Exercises/Yoga
- Gymnastics
- Ball Activities
- Sports Day practice

Term 2:

- Locomotor Skills
- Dodgeball
- Kicking and Dribbling

Term 3:

- Basketball
- Board Games
- Sports Quiz

FINAL TERM ASSESSMENT SAMPLE QUESTIONS

English

Glenda's Baby Brother- *By Holly Keller*

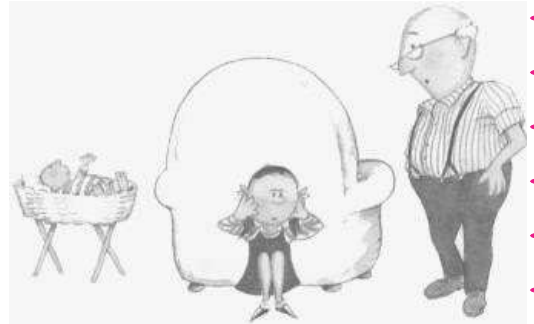
Glenda covered her ears and sat behind the big chair.

"Why are you covering your ears?" Uncle

Albert asked when he saw her. "So, I can't

hear it," Glenda snapped, and she pointed to

Billy's cot.



"But I thought you wanted a baby brother," Uncle

Albert said. "Not that one," Glenda grumbled.

Practice questions

1. Why was Glenda covering her ears?

2. Glenda says, "**Not that one**".

Who is she
talking about?

her uncle

her mum

her brother

her aunt

3. Why do you think Glenda is unhappy with her baby brother?

Mathematics

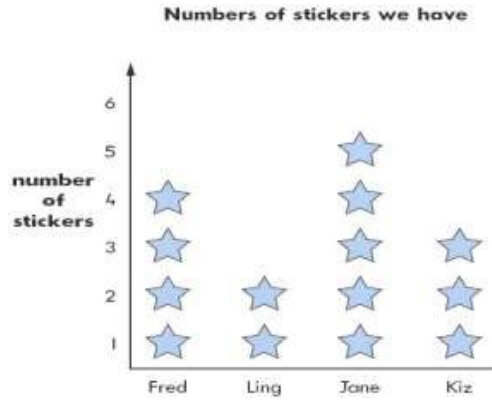
1. How many



coins make 20p?

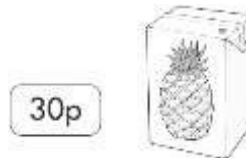
coins

2. Look at the chart.



- A. How many stickers does Jane have? _____ stickers.
- B. Who has the least number of stickers? _____.
- C. How many more stickers does Jane have than Kiz? _____ stickers.
- D. How many stickers are there altogether?

3. Red wants to buy this drink.



He has these two coins. He needs one more coin.

Draw a ring around it.



Science

Choose the correct answer

1. In _____ you can build a snow man.

- a) spring
- b) winter
- c) summer
- d) autumn



2. There are _____ seasons.

- a) 1
- b) 2
- c) 3
- d) 4

3. When do trees shed their leaves?

- a) Fall
- b) Spring
- c) Winter

4. What causes seasons? _____

- a) Revolution
- b) Rotation

5. Answer whether the following is true or false:

- a) Spring season comes after winter season.
- b) Tiger is a carnivore.

6. The tree has got flowers.

It is _____



7. The tree hasn't got leaves.

It is _____



8. In which season do we go skiing?

Circle the correct season.

