

Curriculum Booklet: 2023-24



Year 2



Mathematics

UAE
Social Studies



21st Century Skills



Critical Thinking



Investigation

Islamic Education

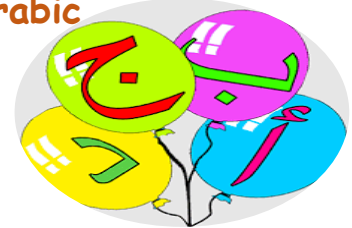


Humanities

Moral
Education



Arabic



Creativity

Project Based Learning



Music



Physical Education



STREAM

Information Communication
Technology

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Introduction

This booklet is designed to summarise the syllabus content of subjects planned for Year 2 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 2 is the final and crucial year of Key Stage 1 of the National Curriculum. At this level, most subjects will be taught by the class teacher 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](#)

Year 2 therefore, is the preparation for the move into Key Stage 2, building on the skills and knowledge children have acquired in previous years.

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 2: <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 2: <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 2: <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 2

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. Children use a reading diary to help monitor their reading at home and at school.

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 Year 1 to Year 2, we encourage parent to look at the **Family Learning Newsletters for Year 2** 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 Year 1 in another school, parent can look over the Family Learning Newsletter for Year 1 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.'

Curriculum Content and Expectations:

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 not learn to speak, read and write fluently and confidently are effectively disenfranchised

Reading:

The programmes of study for reading at Year 2 consists of two dimensions:

- Reading: word reading
- Reading: comprehension.

Reading -word reading:

Pupils should be taught to:

- continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent
- read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes
- read accurately words of two or more syllables that contain the same graphemes as above
- read words containing common suffixes
- read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered
- read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation
- 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, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently

discussing the sequence of events in books and how items of information are related

- becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales
 - being introduced to non-fiction books that are structured in different ways
 - recognising simple recurring literary language in stories and poetry
 - discussing and clarifying the meanings of words, linking new meanings to known vocabulary
 - discussing their favourite words and phrases
 - continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear
 - understand both the books that they can already read accurately and fluently and those that 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
 - making inferences on the basis of what is being said and done
 - answering and asking questions
 - predicting what might happen on the basis of what has been read so far
 - participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say
 - explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.

Writing:

The programmes of study for writing at Year 2 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:
 - segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly

-
- learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones
- add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly

Handwriting

Pupils should be taught to:

- form lower-case letters of the correct size relative to one another
- start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
- write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters
- use spacing between words that reflects the size of the letters.

Writing- composition

Pupils should be taught to:

- develop positive attitudes towards and stamina for writing by:
 - writing narratives about personal experiences and those of others (real and fictional)
 - writing about real events
 - writing poetry
 - writing for different purposes
- consider what they are going to write before beginning by:
 - planning or saying out loud what they are going to write about
 - writing down ideas and/or key words, including new vocabulary
 - encapsulating what they want to say, sentence by sentence
- make simple additions, revisions and corrections to their own writing by:
 - evaluating their writing with the teacher and other pupils
 - re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form
 - proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]
- read aloud what they have written with appropriate intonation to make the meaning clear.

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:
 - learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)
- learn how to use:
 - sentences with different forms: statement, question, exclamation, command
 - expanded noun phrases to describe and specify [for example, the blue butterfly]
 - the present and past tenses correctly and consistently including the progressive form
 - subordination (using when, if, that, or because) and co-ordination (using or, and, or but)
 - the grammar for year 2 in English Appendix 2
 - some features of written Standard English
- use and understand 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 Anthology.
- Texts from Collins Comprehension.

▪ Writing: independent (free) and reading based composition

▪ Writing Tasks:

- Writing Instructions
- Informal letter
- Non-Chronological Report
- Nonsense Poems



- 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. [Year 2 Appendix 1- Spelling](#)

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

Term 2:

▪ Reading:

- Texts from Collins Anthology.
- Texts from Collins Comprehension.
- The Wind in the Willows

▪ Writing: Independent (free) and reading based composition

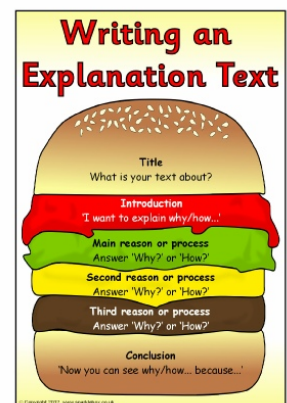
▪ Writing Tasks:

- Writing explanatory texts
- Diary-recount
- Stories with familiar settings
(Folktale/Traditional/Modern 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.

For spelling, vocabulary, grammar and punctuation, kindly refer to the appendices 1 and 2. [Year 2 Appendix 1- Spelling](#)



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

Term 3

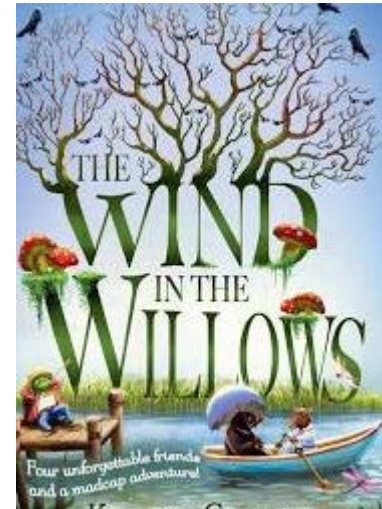
■ Reading:

- Texts from Collins Anthology.
- Novel: Wind in the willows

■ Writing: independent (free) and reading based composition

■ Writing Tasks:

- Information Text
- Descriptive Writing- (character description)
- Fiction with a message



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

Mathematics

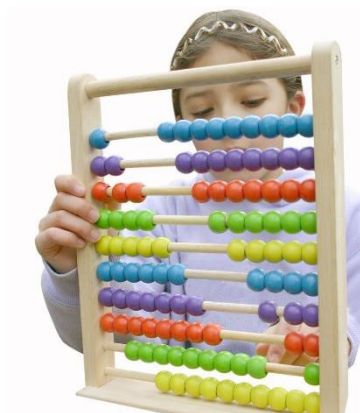
Mathematics curriculum planning is based on the updated National Curriculum 2014. The schemes have been adapted to the local environments. We plan our lessons so that they build upon prior learning.

Curriculum Expectations:

In Year 2 students will have access to the following programs of study laid down by the National Curriculum.

The seven strands are as follows.

- **Number and place value**
- **Addition and Subtraction**
- **Multiplication and division**
- **Number- fractions**
- **Measurement**
- **Geometry (properties of shapes, position and 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.

Term-1

- **Numbers**

- Place Value- Number Names/T&U/Partition
- Place Value- Counting, comparing, order numbers
- Addition and Subtraction-2 digit (without regrouping) & Word Problems

- **Geometry**

- 2D shapes
- 3D shapes
- Line of symmetry

- **Measurement**

- Length
- Time (half past, quarter past)

- **Statistics**

- Sorting
- Frequency table
- Block graph

Term 2:

- **Numbers:**

- Multiplication and division-Arrays, Sets
- Skip count
- Multiples of 2,5 and 10
 - Fractions $-\frac{1}{2}, \frac{1}{4}$ & $\frac{3}{4}, \frac{1}{3}$ and $\frac{2}{3}$
- Equivalent fractions

- **Geometry:**

- Position and direction- Coordinates

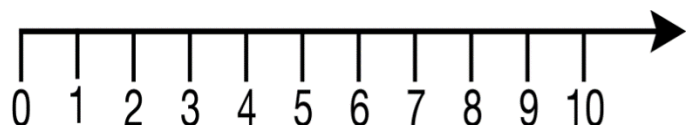
- **Measurement:**
 - Mass
 - Money
 - Time (5 mins interval)
- **Statistics:**
 - Frequency table
 - Pictogram

Term 3

- **Numbers:**
 - Addition Subtraction-2 digit with (regrouping) and Word Problems
 - Multiplication and division-Revisit
- **Geometry:**
 - Position & direction- Whole, half and quarter turn
- **Measurement**
 - Mass
 - Capacity
 - Temperature
- **Statistics:**
 - Sorting & Venn diagram

Number and place value

- Count in steps of 2,3 and 5 from 0 and in tens from any number, forward and backward.
- Recognize the place value of each digit in a two-digit number (tens, ones).
- Identify, represent and estimate numbers using different representations, including the number line.
- Compare and order numbers from 0 up to 100, use $<$, $>$ and $=$ signs.
- Read and write numbers to at least 100 in numerals and in words.
- Use place value and number facts to solve problems.



▪ **Number -Fractions**

- Recognize, find, name and write fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$, $\frac{3}{4}$ and $\frac{2}{3}$ of length, shape, set of objects or quantity.
- Write simple fractions for example, $\frac{1}{2}$ of 6=3 and recognize the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$.

▪ **Addition and Subtraction**

- Solve problems with addition and subtraction
- Using concrete objects and pictorial representations, including those involving numbers, quantities and measures.
- Applying their increasing knowledge of mental and written methods.
- Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100.

- add and subtract numbers using concrete objects, pictorial representations, and mentally, including:

- a two-digit numbers and ones
- a two-digit numbers and tens
- two, two-digit numbers
- adding three one-digit numbers
- show that addition of two numbers can be done in any order(commutative) and subtraction of one number from other cannot.

Example: $2+3=5$, $3+2=5$

- Recognize and use the inverse relationship between addition and subtraction and use this to check calculations and solve the missing number problems.

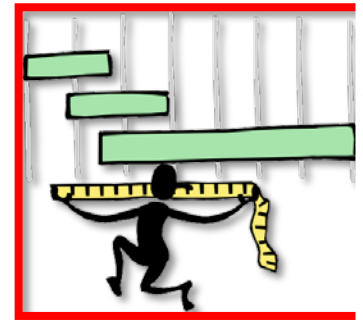
Multiplication and Division

- Recall and use multiplication and division facts for 2, 5 and 10.
- Multiplication tables, including recognizing odd and even numbers.

- Calculate mathematical statements for multiplication and division
 - within multiplication tables and write them using multiplication (x)
 - and division (\div) and equal (=) signs.
- Show that multiplication of two numbers can be done in any and
 - division of one number by the other cannot $2 \times 3 = 6$, $3 \times 2 = 6$
- Solve problems involving multiplication and division, arrays, repeated
 - addition, mental methods and multiplication and division facts including
 - problems in contexts.

Measurement

- Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm), mass(kg/gm), temperature ($^{\circ}\text{C}$), capacity (L/ml) to the nearest appropriate units, using rulers, scales, thermometers and measuring vessels.
- Compare and order length, mass, volume/ capacity and
 - record the result using $>$, $<$ and $=$ sign.
- Recognize and use symbols for pounds (£) and pence(p),
 - combine amount to make a particular value.
- Find different combinations of coins that equal the
 - same amounts of money.
- Solve simple problems in practical context involving addition and subtraction of money of the same unit, including giving change.
- Compare and sequence intervals of time.
- Tell and write the time to five minutes, including quarter past/ to the hour and draw the hands on a clock face to show these times.
- Know the number of minutes in an hour and the number of hours in a day.







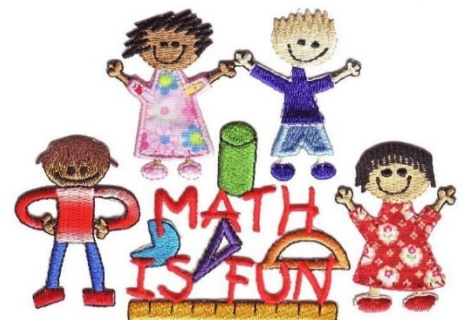
▪ Geometry

- Identify and describe the properties of 2D shapes, including the number of sides and line of symmetry in a vertical line.
- Identify and describe the properties of 3D shapes, including the number of edges, vertices and faces.
- Identify 2-D shapes on the surface of 3-D shapes, (for example, a circle on a cylinder and a triangle on a pyramid).
- Compare and sort common 2-D and 3-D shapes and everyday objects.
- Order and arrange combination of mathematical objects in patterns and sequences.
- Use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clock wise).

▪ Statistics

- Interpret and construct simple pictograms, tally charts, block diagrams and simple tables.
- Ask and answer simple questions by counting
 - the number of objects in each category and
 - sorting the categories by quantity.
- Ask and answer questions about totaling
 - and comparing data.

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



Science

Term 1

Living Things and their habitat: Micro-Habitat



- Explore different type of microhabitats and its components.
- Explain briefly how minibeasts are important to us.
- Suggest how an animal or plant will be able to survive in a given microhabitat by analyzing their adaptations.

Living Things and their habitat: Habitat

- Explore different habitats and describe the adaptation of living things in each habitat.
- Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain; identify and name different sources of food.
- Describe how living things adapt in a Desert habitat.
- Explain how living things adapt in a Polar Habitat.
- Explore different types of Aquatic Habitat.
- Explore how plants adapt to a Rainforest Habitat.

Term 2:

Materials

- Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.
- Describe how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.

Healthy Lifestyle

- Describe the importance of exercise and to perform simple tests to check the pulse rate.
- Understand the importance of healthy eating and hygiene.

- Devise a simple map and use and construct basic symbols in a key.
- 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.
- **Locational knowledge**
- Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.
- **Human and Physical Geography**
- Use basic geographical vocabulary to refer to key physical features and key human features.
- **Mapping it out**
- **Routing around**
- **Welcome to the UK**

Term 2

Geography

Geographical skills and fieldwork

- Use world maps, atlases and globes to identify the United Kingdom and its
- countries, as well as the countries, continents and oceans studied at this key stage
- Use aerial photographs and plan perspectives to recognize landmarks and basic human and physical features.

Place knowledge

- To understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country in the context of comparing Dubai with London.

Human and physical geography

- identify seasonal and daily weather patterns in the United Arab Emirates and the United Kingdom

Geographical skills

- Use of world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key

stage.

- Use of 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 of aerial photographs and plan perspectives to recognize landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key
- **Let's explore the UK**
- **How is Dubai different from London**
- **Atlas Skills – The United Kingdom and The World.**



History Events beyond living memory that are significant nationally or globally -

- **The events of the Great Fire.**
- **How do we know about the Great Fire?**

Term 3

Events beyond living memory that are significant nationally or globally -

- **What happened after the Great Fire?**
- **What have we learned about the Great Fire?**

Geography

Geographical skills

- Use of world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage.
- Use of 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 of aerial photographs and plan perspectives to recognize landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key
- Use aerial photographs and plan perspectives to recognize landmarks and basic human and physical features.

- 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.

- **Viewing from above**
- **Maps**



UAE SOCIAL STUDIES

Term 1: Student Book Grade 1 Volume 1

History

- Living in Groups
- My Family

- My School
- Living in a Community
- UAE Culture
- UAE Heritage & Traditions
- Term Project



Term 2: Student book Grade 1 Volume 2

Geography

- My UAE
- Symbols of the UAE
- My Birthday
- Living in the Past
- My Friends
- We're All Different!

Term 3: Student Book Grade 1 Volume 3

Economics and National Education

- The Seven Emirates
- Islam and the UAE
- Food in the UAE
- Museums in the UAE

- Money in the UAE
- Baqala, Souqs, Markets and Malls
- UAE Emergency Services

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.

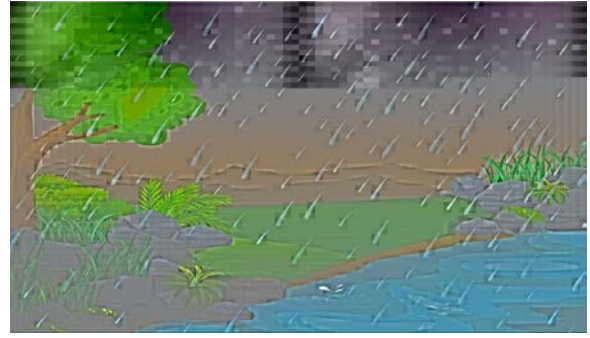
- Spelling science, which is focusing on correcting Arabic writing.
- The science of sounds is a science that is interested in studying sounds, letters pronunciation, and articulation from a linguistic side.
- Linguistics, a science that examines the history of human language, and is also interested 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

Term 1

- قصة مسعودة السلحفاة
- النص المعلوماتي السلحفاة
- كتابة فقرة
- نشيد التفاح
- قصة تكشيرة
- نص معلوماتي الضحك
- الفعل الماضي والمضارع
- التنوين
- قصة بيت وسط العاصفة
- نص معلوماتي العواصف
- حروف العطف
- كتابة فقرة
- نشيد مطر



Term 2

- قصة خويلد والبطاطا
- نص معلوماتي هل تعرفني
- نشيد اسأل اسأل
- قصة بلا قبعة
- النص المعلوماتي دعوة لتفكير خارج الصندوق
- التاء المربوطة والتاء المفتوحة ظرف الزمان والمكان
- قصة خالد والعصفور
- نص معلوماتي عالم الطيران
- نشيد الطفل والعصفور
- كتابة بطاقة تهنئة
- أدوات الاستفهام



Term 3

- قصة ملك الحكايات
- النص المعلوماتي متعة الكراسي الموسيقية
- قصة مثلث ودائرة
- النص المعلوماتي الدرس الأول
- -أسلوب النهي
- -كتابة جمل إرشادية



- علمتني نمله – نشيد
- النحل استماع
- قصة المخلوقات الفضائية تحب الملوخية
- نشيد سفينة الفضاء
- مطابقة الخبر للمبتدأ
- الاستماع حذاء العيد
- قصة الدجاج لا يرى في الظلام
- النص المعلوماتي الحواس الخمسة
- النشيد الحواس الخمسة
- الاستماع اتبع قلبك



Arabic For Non – Arabs

Term 1

- Body part (أجزاء الجسم)
- In the UAE (في الإمارات)
- The school (المدرسة)



Term 2

- The family (الأسرة)
- The zoo (حديقة الحيوان)
- The house (البيت)



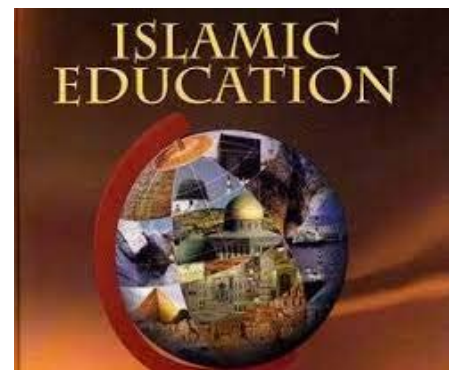
Term 3

- Shopping (التسوق)
- Healthy food (الطعام الصحي)

Islamic Education

Islamic Education It is 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:**
 - **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.
 - **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 اللطيف الخبير
- آية الكرسي
- سورة العصر
- الإيمان بالرسول عليهم السلام
- أحب الخير
- الطهارة ونواقض الوضوء
- سورة الشرح
- الرسول صلى الله عليه وسلم يحب العمل
- حسن الوضوء
- علي بن ابي طالب



أحب الخير
لكل الناس

Term 2

- أنا أصلي
- فضل الصلاة
- الصادق الامين
- الأمانة
- سورة القدر
- فضل تلاوة القرآن الكريم
- آداب الطعام
- خير الأعمال في الإسلام
- علي بن ابي طالب



Term 3

- من أخلاق الرسول
- السيدة فاطمة
- فضل الصلاة على النبي
- أحب جيراني
- الخالق القدير
- من أخلاق النبي
- سورة الشمس
- احترام الآخرين
- نعمة النبات
- بيدك الخير
- كل أمتي يدخلون الجنة



Islamic Education for Non-Arabs

Term 1:

- Surat Al Asr
- Allah the most kind, the all- aware
- Belief in messengers
- Surat ul Kafirun
- I love good thing for my brother
- Purity and nullifiers of ablution
- Performing good ablution



Term 2:

- Surat al Sharh
- I pray 1
- Muhammad, the truthful, the honest
- Honesty
- I pray 2
- The best acts in Islam



Term 3:

- Surat ul Qadr
- The dining etiquettes
- Fatimah may Allah be pleased with
- Allah the Almighty creator
- Surat at- Takathur
- Respect for others
- I love my neighbours



Information and Communication Technology [Computing]

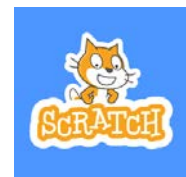
Term 1

- **Create, store, organise and retrieve digital content**-To create a structure using Paint 3D/ Tux paint that utilizes shapes and other features in its construction.
- **Use technology to create, store, organise and retrieve digital content**- To create documents or posters using MS Word and format using various fonts and effective layouts.
- **Digital Literacy**: Use technology to create, store, organise and retrieve digital content. To understand how we can be a good digital citizen.
- **Use logical reasoning to predict the behaviour of simple programs**- To plan simple program and give instructions to sprites for movement and animation using Scratch junior.



Term 2

- **Algorithms**- To understand what algorithms are, how they are implemented as program on digital devices and that programs execute by following precise and unambiguous instructions using scratch coding etc.
- **Presentation Authoring**- To be able to create a presentation with animations and transition effects using MS Power point.
- **Computing**- Use logical reasoning to predict the behaviour of simple programs.
- **Computing**- To design, write and debug simple programs that accomplish specific goals.
- **Digital Literacy**: Use technology to: create, store, organise and retrieve digital content; To understand what information is ok to have in your digital footprint. To identify who is in your online community.

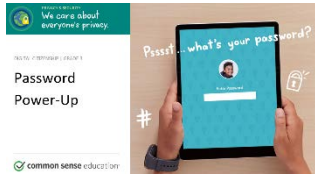


Term 3

- To use technology purposefully to create, organise, store, manipulate and retrieve digital content for example stories or scenes using comic strips.
- To write and edit text for conversation and storytelling using 'storyboardthat'.
- **Digital Literacy**: To use technology safely and respectfully, keeping personal information private, identify where to go for help and support when they have concerns about content or internet threats.



- Ways to keep oneself safe by creating a powerful password or by giving credit to others work.



Moral Education

Term 1

Pillar – Character and Morality

Unit – CM1 - Fairness, Affection

Unit Description

This unit introduces students to vocabulary related to feelings, which will provide a foundation for other Character and morality and the individual and the community units.

Learning outcomes; Students will be able to do the following by the end of this unit:

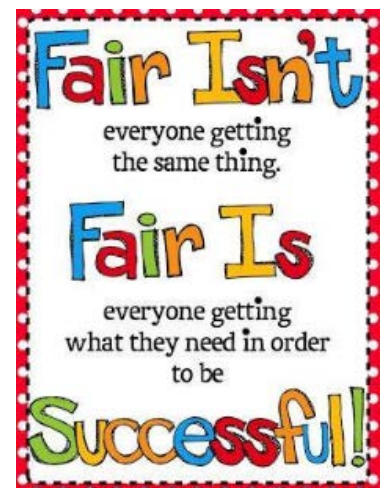
- Give a simple explanation of what is meant by fairness and unfairness
- Recognise a fair and an unfair situation
- Suggest how to make an unfair situation fair
- Recognise that an apology is required if they have acted unfairly
- Know that affection can be given and received in different ways
- Talk about themselves in positive terms

Pillar – The Individual and the Community

Unit – IC1 – Me and my family

Unit Description

This unit explores feelings in the context of the child as an individual, developing self-awareness and helping students to understand their feelings, whether positive or



negative, with a focus on worry and anxiety. It aims to equip students with the vocabulary to express their feelings and an understanding of what can cause certain feelings.

Learning outcomes

Students will be able to do the following by the end of this unit:

- Use an expanded vocabulary to describe and express their feelings, recognising whether a feeling is positive or negative and knowing what can cause certain feelings, particularly worry and anxiety
- Talk about the things they are good at and those things they find more difficult, knowing that different people have different strengths and weaknesses, but that there are instances when they should try to improve
- Explain what they like and dislike, giving reasons for their preferences and acknowledging that they can learn to like things and that not everyone likes the same things
- Identify the people who are important to them and the relationships that exist between them, along with the roles that family and friends have when caring for each other
- Explore their feelings in the context of their important relationships, including family and friends



Term 2

Pillar – Cultural Studies

Unit – CUS1 – Discovering UAE heritage through story telling

Unit description

This unit introduces students to various forms of storytelling as a means of transmitting a community's history. This is a first step in furthering their knowledge and understanding of the UAE's heritage. The unit contributes to the development of students' self-confidence, creative imagination and self-expression, and to their ability to connect their own world with the 'world of the other'.

Learning outcomes

Students will be able to do the following by the end of this unit:

- Distinguish some different forms of traditional storytelling
- Talk about the various entertainment and functional purposes of storytelling

- Evidence some understanding of the significance of the way in which the stories that are handed down from generation to generation inform our knowledge of the past
- Create and exchange stories about the self and family
- Show an emerging awareness and value of shared and national identities
- Show appreciation of others stories

Pillar – Character and Morality

Unit – CM2 – Caring, Honesty

Unit description

This unit aims to introduce Grade 1 students to the values of caring and honesty, requiring them to reflect on their own behaviour towards, and appreciation of, their friends, family and school environment.

Learning outcomes

Students will be able to do the following by the end of this unit:

- Understand what caring means and that it can take many different forms
- Describe how they care for themselves and are independent
- Demonstrate the ways in which they care for others, focusing on friends and family
- Explain how they can care for the school environment
- Explain the difference between honesty and dishonesty.
- Use a wide range of vocabulary to express their feelings objectively, without blaming others and without hurting someone else’s feelings.



Term 3

Pillar – The Individual and the Community

Unit – IC2 – Friendship



Unit description

This unit deals with friendships from a cognitive perspective so that students may understand what being a friend entails, why it is important, how friendships can develop between different types of people, and that good friendships can last a lifetime.

Learning outcomes

Students will be able to do the following by the end of this unit:

- Explain what friendship is and why maintaining good friendships is important, knowing that friends can have different backgrounds, opinions and interests
- Confidently make new friends and treat their friends well and with respect through behaviour that shows care, empathy, acceptance and support in different situations, including the use of problem solving to resolve conflict and deal with difficult situations
- Identify in what ways people in the local community might be different from each other, accepting these differences, adapting behaviour to interact effectively, and being willing to discover new people and cultures
- Show respect for a range of people and roles and understand that certain situations and objects also require respectful behaviour.



Pillar – Cultural Studies

Unit – CUS2 – Intangible heritage

Unit description

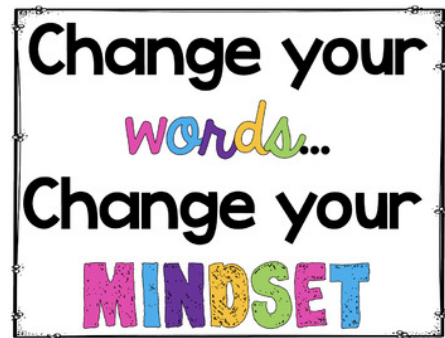
In this unit students will be helped to understand that traditional culture is transmitted in more than one way. They will move from considering the ways in which heritage and culture are passed down orally via storytelling, to working with examples of traditional activities, skills and customs which transmit the ‘intangible’/‘non-touchable’ heritage.

Learning outcomes

Students will be able to do the following by the end of this unit:

- Explain the distinction between ‘tangible’ and ‘intangible’ heritages
- Discuss and/or write about examples of intangible heritage in the UAE

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 – building a community (a learning classroom) includes the class charter, exploring feelings, calming down, welcoming others, what if there is a problem, the flag challenge, the new world challenge
- Citizenship / Taking part – developing skills of communication and participation – Developing our communication skills, working together, making choices
- Getting on and falling out – friendship and compliments, seeing another point of view, managing anger, working together
- Friendship- web, teasing and bullying, portraits, cultural diversity, friends go on an adventure
- Dreams and Aspirations - to set a goal and break it down into small steps and to recognize when I am becoming bored or frustrated
- 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.
- Rights and Responsibilities – understand rights and identify rights that all people share and also understand for every right that person has they have an equally important responsibility.
- Think Positive - understand how happy thoughts can make us feel better.



**SAY
NO
To
BULLYING**

Term 2

- Going for goals – knowing how I learn best, you can't eat an elephant all in one bite (break a goal down into small steps), persistence, putting it all together
-

- Growth mindset - to explain how to be perfect. Growth mindset helps in coming out of the obstacles on the path of success to achieve their goal.
- Healthy Lifestyles – cleanliness and personal hygiene, understanding sickness and diseases
- People who help us - the local police - Who can help us in our community? How can we help to keep our locality and ourselves safe?
- Good to be me – feeling good about myself, relaxed, relaxing, assertiveness, impulsive behaviour (Daphne Dinosaur and Olive Owl)
- Financial capability – Looking after my money – Managing money, personal spending
- Community and diversity – the family, family passport, preparing a meal, contributing, journeys around the world, an ideal community, local schools, packing a bag



Term 3

- Relationships – understanding our feelings - loved, cared for, leaving home, important people and things, feeling lonely and feeling included
- Right and wrong – selfishness, stealing, telling lies, truthfulness
- The environment – Then and now, environmental problems, reduce, reuse and recycle
- Changes – changing our behaviour, changing our habits, changing class behaviour and problem solving (naughty Nigel).
- Carbon footprint- how we create it and how we can reduce the size of our carbon foot print.



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, speaking chants, or rhymes
- Experiment with, create, select and combine sound using the interrelated dimensions of music
- Play tuned and untuned instruments musically
- Listen with concentration and understanding to a range of high-quality live and recorded music

Curriculum for the whole year

- Children recognise and explore how sounds can be organised
- Sing with a sense of the shape of the melody
- Learn to sing in tune organising percussion and non-percussion sounds
- Perform simple patterns and accompaniments keeping to a steady pulse
- Children order sounds within simple structures such as beginning, middle and end
- Become aware of beat, tempo and rhythm.
- Children learn to represent sounds with symbols
- Understand musical elements to create moods and effects
- Learn to draw musical symbols such as 'G' clef.



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

- Gymnastics
- Locomotor Skills
- Sports Day Practice

Term 2

- Ball Activities
- Kicking and Passing
- Minor Games



Term 3

- Football
- Board games
- Sports Quiz

Sample Papers: Please find below the link to SAT style question papers: <https://www.sats-papers.co.uk/#ks1-sats-papers>

English

Read the passage and answer the questions based on the text.

Billy's Sunflower

By Nicola Moon

Billy had a beautiful sunflower that he'd grown from a seed.

It was taller than Billy. It was taller than his big sister Laura. It was taller than his mum. It was even taller than his dad.



Every day Billy looked at its bright green leaves. Every day he admired its golden yellow petals. Every day he looked up at its tall straight stem.

"My flower is as tall as the sky," he told his friends.

Practice questions

A What did Billy grow from a seed?

a daisy

a rose

a sunflower

a buttercup

B How tall was Billy's sunflower?

.....

C Who else was in the story with Billy?

Tick 3

Ben _____ Mum _____

Laura _____ Dan _____

Dad _____ Louise _____

So Many Sunflowers!

In the story, Billy had fun growing a sunflower in his garden.

Now you are going to read two sets of information. First you will read about an artist called Vincent Van Gogh who was famous for his pictures of sunflowers. Then you will find some instructions about how to make a paper sunflower.



Practice questions

A What is the name of the artist you will read about?

.....

B What are the instructions for?

making a paper sunflower

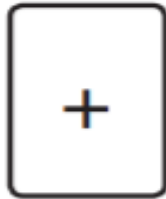
making a newspaper

making a cake

making a paper poppy

MATHEMATICS

1 Here are two cards.



Choose a card to make each calculation correct.

One is done for you.

$$4 \quad \boxed{+} \quad 1 = 5$$

$$23 \quad \boxed{} \quad 1 = 22$$

$$40 \quad \boxed{} \quad 1 = 39$$

$$19 \quad \boxed{} \quad 1 = 20$$

2

Complete the number sentences.

One is done for you.

$$\frac{1}{2} \text{ of } \boxed{8} = 4$$

$$\frac{1}{2} \text{ of } \boxed{} = 3$$

3

Ben has **five** marbles.



Kemi has **seven times** that number.

How many marbles does Kemi have?

marbles

SCIENCE

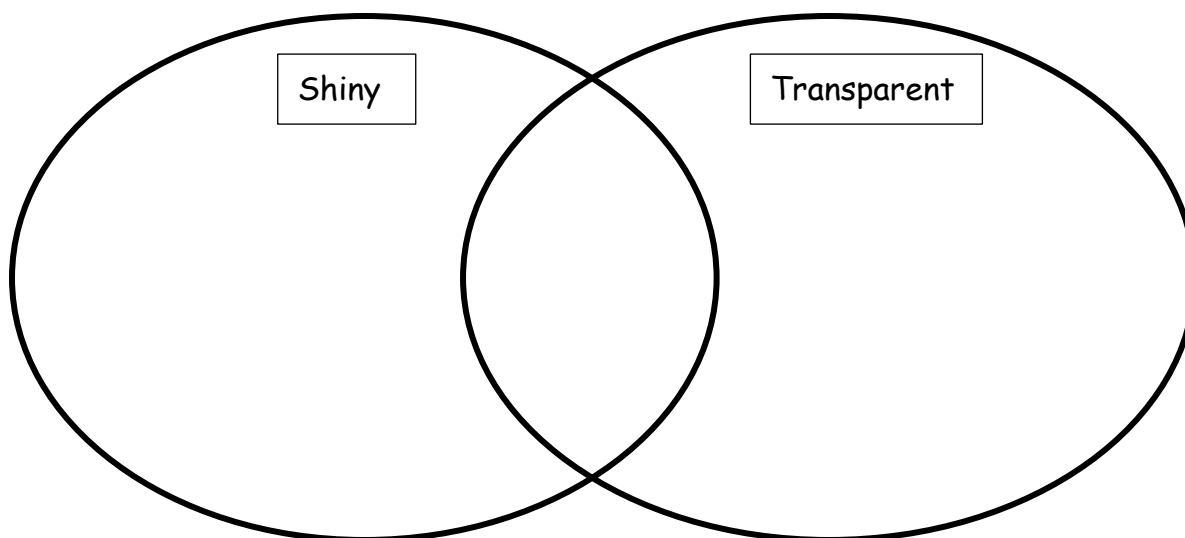
1. Fill in the blanks.

- a) Food chain represents flow of _____.
- b) A habitat is a place where _____ plants and animals live.
- c) Prey is the food for _____.
- d) Plants in the _____ can store water in their stems.
- e) Fish have _____ to breathe in water.

2. Look at the list of materials and identify if it is natural or man-made.

S.no.	Type of materials	Natural or Man-made	Draw and name an object
a)	wood		
b)	plastic		
c)	metal		
d)	glass		
e)	wool		

3. Draw and label 4 different objects according to given criteria. Include at least one object which is shiny and transparent.



4. A scientist made four swimsuits of the same size from different materials, then rinsed them in water and left them to dry. Here are her results



a) What was the AIM of the experiment?

b) Which material should be used to make the swimsuit? Why?

c) Why did the scientist make all the swimsuits the same size?

5. Draw the process of germination and label it.