

YEAR 1



CURRICULUM HANDBOOK



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GEMS Winchester School
DUBAI



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INTRODUCTION

Welcome to Primary

I am delighted to extend a warm and heartfelt welcome to each and everyone of you to our school community. As the Head of Primary, I consider it a great honour and privilege to be entrusted with the responsibility of nurturing and guiding your children through their educational journey.

At WSD we understand that primary school is a crucial phase in a child's life, laying the foundations for their future success. Therefore, we have designed a comprehensive and well-rounded curriculum that not only focuses on core subjects but also incorporates Art, Music, Sports, and other extra curricular activities. This holistic approach ensures that your child receives a balanced education, fostering their overall development and promoting their individual talents.

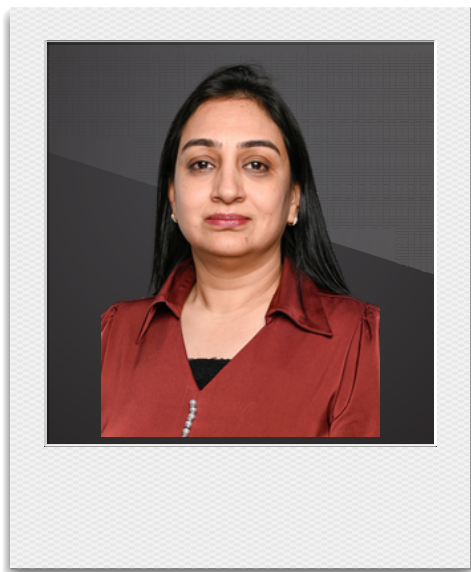
I look forward to working alongside you, celebrating your child's achievements and witnessing their growth and development.

Preyanka Sall

Head of Primary/Cluster Professional Development Lead



MEET THE YEAR 1 TEAM



My name is Ms. Vidhya, and I am proud to be the Head of Year 1. I am committed to ensuring all students thrive both academically and personally this year. I warmly welcome your feedback, whether it's sharing successes or suggestions for improvement, as we work together to make this a positive and successful year for everyone.





















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SENIOR LEADERSHIP TEAM



GEMS Winchester School Dubai

SLT Roles and Responsibilities 2024-2025

EXECUTIVE LEADERSHIP TEAM							
Mr. Matthew Lecuyer Principal/CEO							
Ms. Preyanka Sall Head of Primary Cluster Professional Development Lead							
SENIOR LEADERSHIP TEAM							
Mr. James Oakden Deputy Head of Primary							
Ms. Jane Pearson Assistant Head (FS1 – Y2)				Ms. Charlotte Goode Assistant Head (Y3 – Y6)			
				Ms. Doaa Mohamed Assistant Head Arabic & Islamic			
EXTENDED SENIOR LEADERSHIP TEAM							
Ms Tajinder Pal EYFS Lead (FS1 & FS2)	Ms. Josephin Carvalho Senior Director		Ms. Deeksha Chauhan Director	Mr. Joannes Esquinas Senior Director		Ms. Bhanushree Sharma Director of Pastoral	Shahida Khan Director of Inclusion
							
MIDDLE LEADERSHIP TEAM - HEAD OF YEARS							
Ms. Daisy FS1	Ms. Rizwana FS2	Ms. Vidhya Y1	Ms Naznee Y2	Ms. Seema Y3	Ms Aneesa Y4	Ms. Steffi Y5	Ms. Jonabelle Y6
							

THE CURRICULUM AT WSD

At GEMS Winchester School Dubai we follow the National Curriculum for England (NCfE) and the UAE Ministry of Education Curriculum for core subjects. This ensures that the skills and knowledge gained are in-line with both UK and UAE expectations.

Our curriculum design ensures that the relevant learning objectives are met each school year through a bespoke curriculum, whilst ensuring that the culture of the UAE is embedded throughout. Teaching takes a cross-curricular, theme-based approach, designed to immerse children in subjects and inspire them to make connections. There is a clear emphasis on teaching skills and concepts that challenge children at all levels. We also aim to inspire children with creative hooks, exciting hands-on learning experiences and educational trips.

The curriculum is split into 'core' and 'foundation' subjects as outlined below:

1 CORE SUBJECTS

- English
- Mathematics
- Science
- Arabic
- Islamic Studies (for Muslim children)
- Moral, Social, Cultural Studies

2 FOUNDATION SUBJECTS

- Humanities (History and Geography)
- Art
- Computing
- Music
- Physical Education (PE)

In Key Stage 1 specialist teachers deliver Arabic, Islamic, Computing, Art, Music and PE lessons.

All other lessons are taught by the homeroom teacher.

7 COMPETENCIES (7CS)

Our 7Cs Competency framework embraces the following areas; creativity, communication, collaboration, critical thinking, confidence, curiosity and consciousness. We believe that these skills will ensure that children are equipped with the life skills and knowledge to enable them to face tasks and jobs that are not yet discovered in our ever-changing world. They ensure that the children are ready for the challenges that lie before them and that children have excellent attitudes to learning and metacognition.

Each of the 7Cs comes with an individual character and definition to help children understand the meaning and a set of skills linked to it.

Within lessons, children focus on specific skills related to their learning and are assessed against the rubric and criteria for the individual skill.

Below is an example of the assessment rubrics for the Critical Thinking skill:

	Bronze	Silver	Gold
Exploring ideas	I can use information to explore simple ideas.	I can use selected information to explore ideas and make proposals.	I can select and organise evidence gathered to support my ideas or suggest answers.
Exploring different views	I can recognise that different people have different ideas or views.	I can consider different views and distinguish between facts, opinions and beliefs.	I can decide whether I agree or disagree with the views or arguments of others by judging the evidence on which they are based.
Problem solving	I can follow the steps in an example to solve a simple problem.	I know that problems can be broken down into smaller steps and can use this approach to find solutions.	I can break problems down into smaller steps and independently use this approach to find solutions.
	I can identify the information needed to solve a problem.	I can select the appropriate knowledge and skills needed to solve a problem.	I can explain my approach to solving a problem and justify my chosen method.
	I am aware that there might be different ways to solve a problem.	I can identify different ways to solve a problem.	I can evaluate a range of possible approaches to solve a problem and select the most appropriate method.
Generalisation	I can recognise simple patterns or similarities through my observations.	I can identify and explain the connections between events or objects and use these to make simple predictions.	I can identify and explain similarities and differences between events, objects or ideas and use these to develop generalisations.



ENGLISH

At GEMS Winchester School Dubai the English curriculum forms a part of our overarching topics and themes and is designed to nurture a love of Literacy.

In their English lessons in Year 1, the children will learn the spelling, grammar and punctuation rules they need to write clearly. They will start to write their own simple stories and non-fiction texts and learn how to hold a pencil. They will be introduced to a wide range of texts that will develop their vocabulary.

READING

By the end of Year 1, children should be able to:

- Listen to and talk about a range of stories and texts
- Know and understand well-known stories, fairy stories, and traditional tales
- Understand books they can read and listen to
- Discuss the meaning of the words they read
- Begin to infer (read between the lines) the feelings of characters
- Discuss the books they have read
- Explain what happened in a story, or the main topic in non-fiction
- Make connections between the story and their own life

Key Texts:

Dear Zoo
The Squirrels Who Squabbled
Beegu

WRITING

By the end of Year 1, children should be able to:

- Write simple sentences
- Say a sentence out loud before writing it down
- Put sentences into the right order to tell a short story
- Leave spaces between words
- Put words together to make sentences
- Join words and clauses using *and*
- Use capital letters, full stops, question marks and exclamation marks
- Use capital letters for names and use them properly

ENGLISH

The list below includes many of the common terms you and your child may come across in English in Year 1 with an explanation of what they mean.

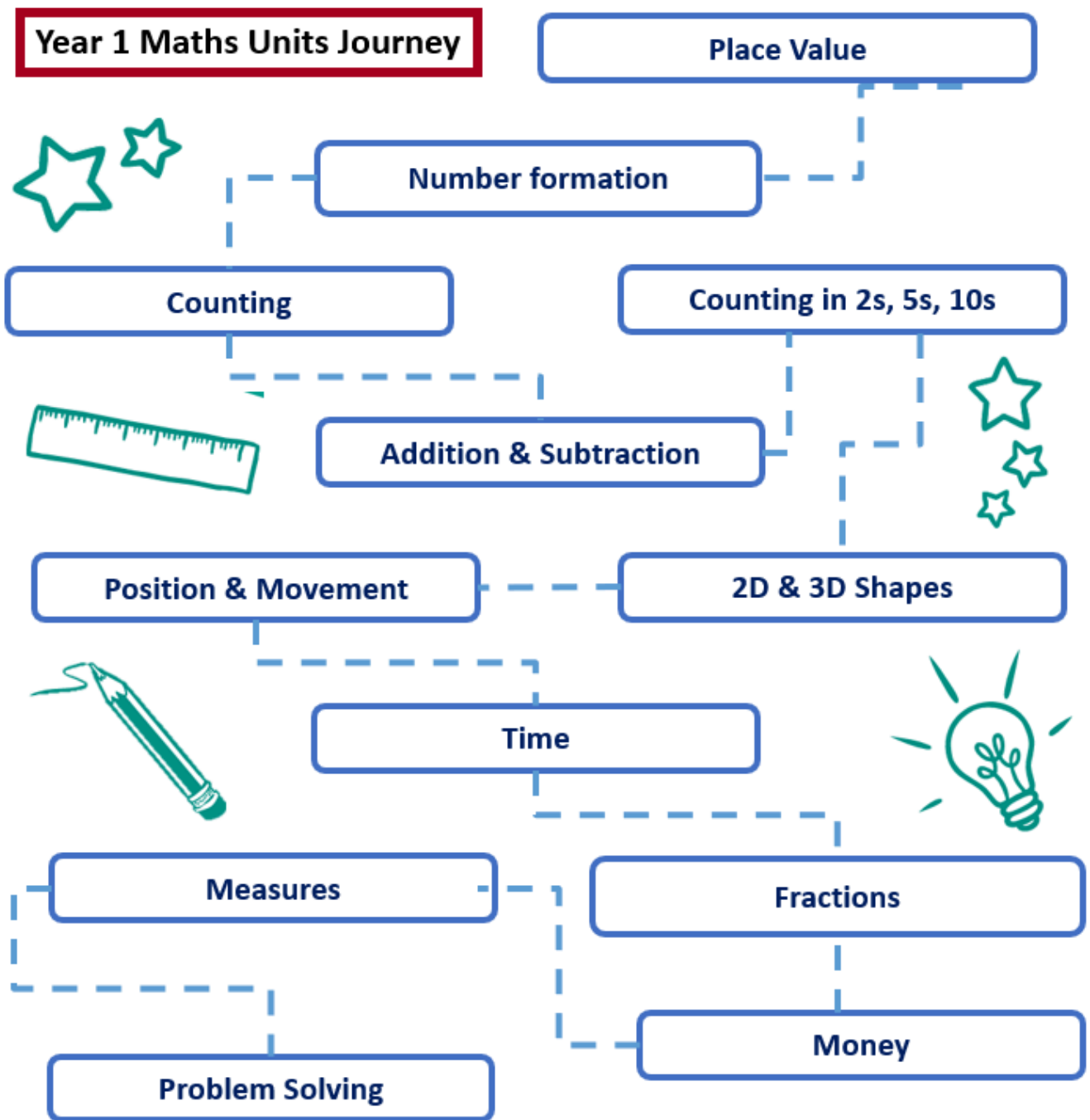
KEY WORDS

Year 1	
Capital letter	A letter used at the beginning of a sentence and for proper nouns . They may also be used at the beginning of the important words in a title or sign, for example, 'Keep Off the Grass'.
Digraph	A sound represented by two letters – for example 'ee' or 'th'.
Exclamation mark !	A punctuation mark used at the end of an exclamation – for example, 'What a fantastic day we have had!' It can also be used at the end of a statement or command to show something has been said with feeling or emotion, for example, 'That was a really scary film!' or 'Stop hitting your brother!'
Full stop	A punctuation mark used to demarcate the end of a statement or command .
GPC	Stands for grapheme-phoneme correspondence, and refers to the way that sounds heard in words are written down.
Grapheme	A letter or string of letters that represents a spoken sound.
Noun	A naming word for things, animals, people, places and feelings. Can be common , proper , concrete , abstract or collective .
Phoneme	A sound which makes up all or part of a word. For example, the word 'light' is made up of the phonemes: 'l', 'igh' and 't'.
Phonics	A way of teaching reading and writing which focusses on hearing and learning the sounds in words, and how these are written down. Children are taught to blend sounds together to read words and to segment sounds in words
Plural	More than one. Using plurals can affect the nouns and verbs in a sentence .
Prefix	Letters that go in front of a root word and change its meaning, for example, 'un-' (happy/unhappy), 'dis-' (appear/disappear), 're-' (act/ react)
Punctuation mark	A symbol used to create and support meaning within a sentence or within a word, for example full stop , comma , question mark .
Question mark ?	A punctuation mark which indicates a question and comes at the end of the sentence in place of the full stop .
Sentence	One word or a group of words that makes sense by itself (a grammatical unit). Begins with a capital letter and ends with a full stop , question mark or exclamation mark . Usually contains a subject and always contains a verb .
Singular	Referring to only one. Use of the singular may affect the nouns , pronouns and verbs in a sentence .
Split Digraph	A digraph that is split by a consonant. Usually represent long vowel sounds 'a-e' (for example, 'cake'), 'i-e' (five), 'o-e' (code) and 'u-e' (rule).
Suffix	A string of letters that go at the end of a root word , changing or adding to its meaning. Suffixes can also show if a word is a noun , verb , adjective or adverb .
Trigraph	A string of three letters which make a single sound, for example 'igh'.

MATHEMATICS

At GEMS Winchester School Dubai, we follow the Pearson Power Maths curriculum, which is a UK Curriculum mastery programme designed to spark curiosity and excitement and nurture confidence in Mathematics. The philosophy behind Power Maths is that being successful in Maths is not just about rote learning of procedures and methods, but instead about problem solving, thinking and discussion.

In Year 1, children become more confident in their use of numbers, which is built upon in their lessons. Children learn the key skills that form the basis of their Maths education, including place value, counting, money and problem solving.



SCIENCE

At GEMS Winchester School Dubai we follow the Pearson Science Bug International scheme of work for Science. This programme aligns to the UK National Curriculum and focuses on hands-on, practical Science. The Science units from Years 1 to 6 also build on each other across the years vertically and during Year 1, they complete six units of work outlined below:

Topic	Description
Materials	Children identify everyday materials and will list their properties. They will learn that the properties of materials are important to the object they are made for. They identify suitable and unsuitable uses of materials and will explain why.
Living Things	Children will make comparisons between things that are alive, things that are not alive and things that were once alive. They will sort and compare animals, plants and non-living things and will understand their features. They will also learn about the stages of human growth from birth to old age.
Growing Plants	Children will explore how seeds and bulbs grow into mature plants. They will investigate what plants need to grow and will find out and describe how plants need water, light and a suitable temperature to stay healthy. They will also discover where seeds come from.
Habitats	Children will be introduced to the term 'habitat' and 'micro-habitat'. They will identify that most living things live in habitats which they are suited and are able to describe how different habitats provide basic needs for different animals and plants.
Feeding and Exercise	Children will describe the importance of exercise, eating the right amounts of different foods and hygiene. They will find out about the basic needs of animals, including humans, for survival and will consider what humans need to live. They will also identify and create simple food chains.
Changing Shape	Children will learn that the shape of materials can be changed by squashing, bending, twisting and stretching.

Year 1 children will have been learning the seven science skills since the Foundation Stage and will focus on these during practical science lessons.



1. Asking Questions

2. Making Predictions

3. Setting up tests

4. Observing and Measuring

5. Recording Data

6. Interpreting Results

7. Evaluating

MOE SUBJECTS

The Ministry of Education subjects are Arabic, Islamic and Moral Social Cultural Education.

1 ISLAMIC STUDIES

2 ARABIC A/B

ISLAMIC STUDIES

The Islamic Studies curriculum for Year 1 children focuses on introducing young learners to the basics of Islam in an engaging and age-appropriate manner. It emphasises fostering a love for Allah, the Prophet Muhammad (PBUH), and Islamic values through interactive activities, storytelling and play-based learning. The Students are introduced to simple concepts like the importance of saying "Bismillah" and "Alhamdulillah," learning short Quranic verses, and basic supplications (du'as). They are also taught about the significance of good manners, kindness, and sharing, which are core Islamic values. Stories from the lives of prophets and lessons on Islamic traditions are simplified to suit their understanding.



ARABIC

ARABIC A - FOR ARAB STUDENTS

Teaching Arabic in Year 1 is optional, and we choose to offer it for our Year 1 Arab students. The Arabic language curriculum for Year 1 Arab students focuses on building foundational language skills through engaging and age-appropriate activities. The program emphasises listening, speaking, reading and writing to help students develop basic proficiency and confidence in Arabic. Students learn to recognise and pronounce Arabic letters, understand simple words and common expressions, and use basic vocabulary related to their daily lives. They are introduced to reading short phrases and sentences, as well as copying and writing familiar words with guidance. The curriculum also incorporates cultural elements to foster an appreciation for the Arabic language and heritage, encouraging students to connect with the UAE's national identity while developing essential communication skills.

ARABIC B - FOR NON-ARAB STUDENTS

Teaching Arabic in Year 1 is optional, and we choose to offer it for our Year 1 Non-Arab students. During Year 1, the Arabic language curriculum focuses on fostering a love for the language and developing basic communication skills through interactive and play-based learning. The students are introduced to Arabic letters, sounds, and simple vocabulary in a fun and engaging way, using songs, stories, and visual aids to capture their interest. Activities emphasise listening and speaking skills, encouraging students to recognise common words and phrases, respond to simple instructions, and engage in basic conversations. The curriculum also incorporates cultural elements, introducing children to Emirati and Arabic traditions through storytelling, rhymes and celebrations. This creates a strong foundation for their linguistic and cultural development while making learning enjoyable and age-appropriate.



FOUNDATION SUBJECTS

Foundation subjects include:

1 PHYSICAL EDUCATION

2 ART

3 MUSIC

PHYSICAL EDUCATION

During Key Stage 1, children 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 themselves and against others) and co-operative physical activities, in a range of increasingly challenging situations.

In Key Stage 1, children are 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



FOUNDATION SUBJECTS

ART

In Key Stage 1, children enjoy learning about artists through history. Art is beneficial for social and cultural reasons; art helps us to understand ourselves, others, and the world around us.

There are two key learning objectives that are the foundation of the KS1 Art Curriculum:

- KS1 children should learn to safely use and explore a variety of media and materials, tools and techniques, experimenting with colour, design, texture, form and function
- KS1 children should be able to use their imaginations. Children should be able to use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories

MUSIC

The Key Stage 1 Music curriculum aims to develop a child's musicianship so that they may grow into confident, creative performers and discerning, critical listeners. Children are encouraged to perform, compose and engage with a wide range of musical styles and genres.

Throughout Year 1 and Year 2 children will be taught to:

- 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 key music skills



COMPUTING

A high-quality computing education equips pupils to use computational thinking and creativity to understand and change the world.

- 2014 UK National Curriculum

The core of Computing is computer science, in which children are taught the principals of information and computation, how digital systems work and how to put this knowledge to use through programming. Building on this knowledge and understanding, students are equipped to use information technology to create programs, systems and a range of content. Computing also ensures that students become digitally literate – able to use, and express themselves and develop their ideas through, information and communication technology – at a level suitable for the future workplace and as active participants in a digital world.

In Key Stage 1, students will be taught to:

- Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions
- Create and debug simple programs
- Use logical reasoning to predict the behaviour of simple programs
- Use technology purposefully to create, organise, store, manipulate and retrieve digital content
- Recognise common uses of information technology beyond school
- Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies

THEMATIC TOPIC OVERVIEWS

TERM 1 - PAWS, CLAWS AND WHISKERS!



Soft fur, sharp claws and twitching whiskers. What's your favourite animal? One that meows? One that barks or maybe one that scurries or slithers? From pets at home to animals in the zoo, let's find out what animals like to eat and where they like to sleep. Do you know how to look after a rabbit? A cat? Or even a snake? Find out how the elephant got his trunk and how the rhinoceros got his leathery skin. Perhaps you know how the dog got his waggy tail. Can you make a food chain to show who eats who? Who is a herbivore and who is a carnivore? When a gaggle of mysterious pets arrive at the local pet shop, it's up to you to take care of them. Feed them, clean them and discover their daily needs. After all that work, curl up and take a cat nap.

TERM 2 - MOON ZOOM!



CRASH! What's that in the playground? Let's go outside and take a look. Stand back everyone – it looks like a UFO has crash landed. Find out who might have landed by exploring the craft and investigating scattered scientific specimens.

Would you like to be an astronaut? You'll need a pretty sturdy spacecraft if you do. Find out the names of the planets. There's Mercury, Neptune, Mars and – do you know any others? I've forgotten the rest.

Are you ready for take off Year 1? Hold tight. 5, 4, 3, 2, 1... LIFT OFF!

TERM 3 - BRIGHT LIGHTS, BIG CITY



Put on your best outfit because you're invited to have tea with the King. Use your best manners and comb your hair, as one will not be amused if you don't!

What do you know about England's capital city? Let's find out all about London, including its history, transport and famous landmarks. Step back in time and discover what happened in the Great Fire of London. Where did it start? How did it end?

Are you ready for the bright lights of the big city? Hop in a black cab and enjoy the ride.

COMMUNICATION AT WSD

Contact



us

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