

# YEAR 2



## CURRICULUM HANDBOOK



مدرسة جيمس وينشستر  
GEMS Winchester School  
DUBAI



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gemswinchesterschool-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.

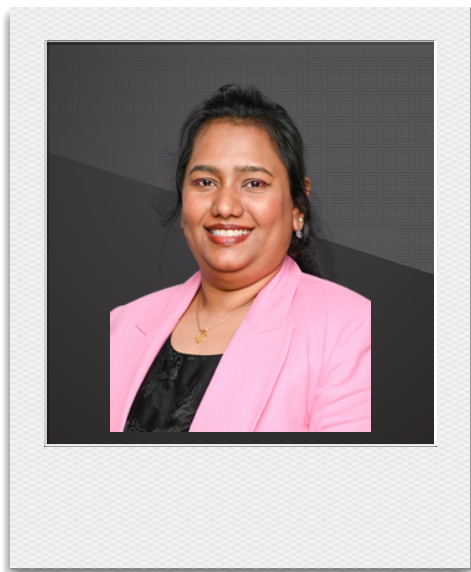
I look forward to working alongside you, celebrating your child's achievements and witnessing their growth and development.

Preyanka Sall

Head of Primary/Cluster Professional Development Lead



# MEET THE YEAR 2 TEAM



My name is Ms. Naznee, and I am proud to be the Head of Year 2. 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.

Class	Teacher	Email ID
2A	Ms. Taniya Irfan	<a href="mailto:taniya.i1_wsd@Gemsedu.com">taniya.i1_wsd@Gemsedu.com</a>
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2F	Ms. Krizzia Isabel Sarmiento	<a href="mailto:krizzia.i_wsd@gemsedu.com">krizzia.i_wsd@gemsedu.com</a>
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
















# SENIOR LEADERSHIP TEAM



GEMS Winchester School Dubai

SLT Roles and Responsibilities 2024-2025

EXECUTIVE LEADERSHIP TEAM								
<b>Mr. Matthew Lecuyer</b> Principal/CEO								
<b>Ms. Preyanka Sall</b> Head of Primary Cluster Professional Development Lead								
SENIOR LEADERSHIP TEAM								
<b>Mr. James Oakden</b> Deputy Head of Primary								
<b>Ms. Jane Pearson</b> Assistant Head (FS1 – Y2)				<b>Ms. Charlotte Goode</b> Assistant Head (Y3 – Y6)				
				<b>Ms. Doaa Mohamed</b> Assistant Head Arabic & Islamic				
EXTENDED SENIOR LEADERSHIP TEAM								
<b>Ms Tajinder Pal</b> EYFS Lead (FS1 & FS2)	<b>Ms. Josephin Carvalho</b> Senior Director		<b>Ms. Deeksha Chauhan</b> Director		<b>Mr. Joannes Esquinas</b> Senior Director		<b>Ms. Bhanushree Sharma</b> Director of Pastoral	<b>Shahida Khan</b> Director of Inclusion
								
MIDDLE LEADERSHIP TEAM - HEAD OF YEARS								
<b>Ms. Daisy</b> FS1	<b>Ms. Rizwana</b> FS2	<b>Ms. Vidhya</b> Y1	<b>Ms Naznee</b> Y2	<b>Ms. Seema</b> Y3	<b>Ms Aneesa</b> Y4	<b>Ms. Steffi</b> Y5	<b>Ms. Jonabelle</b> 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 definitions 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 Year 2, children will learn the key skills that form the basis of English education, including phonics, reading, writing and spelling. They will become more familiar with spelling words using their phonic skills, and will learn to recognise and spell many common words such as *because*. They will explore their ideas through creative writing and poetry and will be taught how to use apostrophes correctly.

## READING

**By the end of Year 2, children should be able to:**

- Apply phonic knowledge and skills to decode words
- Read familiar words quickly without needing to sound them out
- Read words containing common suffixes
- Retell a story, referring to most of the key events and characters
- Find the answer to questions in non-fiction texts
- Decide how useful a non fiction text is for a particular purpose
- Recognise key themes and ideas within a text

### Key Texts:

The boy who sailed the world by Julia Green  
Something Fishy (Video)  
Zog by Julia Donaldson

## WRITING

**By the end of Year 2, children should be able to:**

- Use capital letters for the start of sentences and proper nouns
- Choose the right punctuation mark at the end of a sentence
- Use conjunctions such as *and*, *but* and *because* to join clauses
- Use the past and present tense correctly
- Write noun phrases
- Use commas when writing a list
- Write about events that have happened to them
- Write non-fiction for different purposes
- Make up simple stories

# ENGLISH

The list below includes many of the common terms you and your child may come across in English in Year 2 with an explanation of what they mean.

## KEY WORDS

Year 2	
Adjective	A word which describes a <b>noun</b> , e.g. shiny, fragrant.
Adverb	A word which describes how a <b>verb</b> action is being carried out, e.g. noisily, very.
Apostrophe ,	A punctuation mark used to show possession or to represent missing letters in a <b>contracted form</b> . See also <b>possessive apostrophe</b> .
Comma ,	A <b>punctuation mark</b> used in a <b>sentence</b> to mark a slight break between different parts of a sentence, or to separate clauses in order to reduce <b>ambiguity</b> and increase <b>cohesion</b> . Primary pupils are taught to use commas to separate items in a list, to demarcate clauses and before introducing direct speech.
Command	A type of <b>sentence</b> which instructs or orders an action to take place. Contains an <b>imperative verb</b> which does not need a <b>subject</b> . Often a command will begin with this imperative verb or with a <b>time connective</b> . For example, ' <u>Eat</u> your dinner. <u>Next add</u> the eggs to the mixture'.
Common exception word	A word which does not follow the common phonetic spelling rules of the language, or where the usual rules act in an unusual way. Children have a list of these words which they are expected to learn by the end of each year in primary school.
Comparative	The comparative form of an adjective compares one thing with another. For example, 'My cake is big but hers is bigger'. Usually formed by adding the <b>suffix</b>  '-er' (smaller, higher, happier) or the word 'more' (more beautiful). See also <b>superlative</b> .
Compound sentence	Formed by joining two <b>main clauses</b> with a <b>co-ordinating conjunction</b> . The two clauses can stand on their own as <b>sentences</b> . For example, 'I like dogs but my friend likes cats'.



# ENGLISH

The list below includes many of the common terms you and your child may come across in English in Year 2 with an explanation of what they mean.

## KEY WORDS

Compound word	A combination of two or more individual words that have a single meaning. For example, 'football', 'carwash', 'sunflower'.
Conjunction	A type of <b>connective</b> that joins <b>clauses</b> . <b>Co-ordinating conjunctions</b> include 'and', 'but' and 'so'. <b>Subordinating conjunctions</b> include 'because', 'if' and 'until'. See also <b>subordinating clause</b> .
Contracted word	Short words made by putting two words together and omitting some letters, which are replaced by an <b>apostrophe</b> . For example, 'did not' is contracted to 'didn't'.
Co-ordination	The joining of <b>clauses</b> in a way that gives each one equal importance. For example, 'I am seven and my friend is eight'.
Co-ordinating conjunction	A conjunction which joins two <b>main clauses</b> to create a <b>compound sentence</b> (for, and, nor, but, or, yet, so).
Exclamation	A <b>sentence</b> which expresses surprise or wonder, and ends with an <b>exclamation mark</b> in place of a <b>full stop</b> . Begins with the words 'how' or 'what' and must also contain a <b>verb</b> . For example, 'What big eyes you have, Grandma!' or 'How cold it is today!'
First person	A <b>sentence</b> is written in the first person if it is written from the point of view of the subject – in other words, using the <b>pronouns</b> 'I' or 'we'.
Grammar	The rules that cover spoken and written language.
Homophone	Words that sound the same but have different meanings. Some have different spellings and meanings but sound the same – for example, 'there/their/they're'; some are spelt the same but have different meanings – for example, 'fair' ('Let's go to the fair!'/ 'That's not fair').
Noun phrase	A small group of words that does not contain a <b>verb</b> . A noun phrase contains a noun plus words to describe it – for example, 'the spotty, black dog'.
Past tense	Any one of a set of verb tenses which describe action that took place in the past. See also <b>progressive tense</b> , <b>past perfect tense</b> .
Past progressive tense	Also known as past continuous tense, a form of the <b>past tense</b> where something goes on for a period of time in the past – for example, 'I was walking in the park'. Usually formed by adding the suffix '-ing' to a verb.



# ENGLISH

The list below includes many of the common terms you and your child may come across in English in Year 2 with an explanation of what they mean.

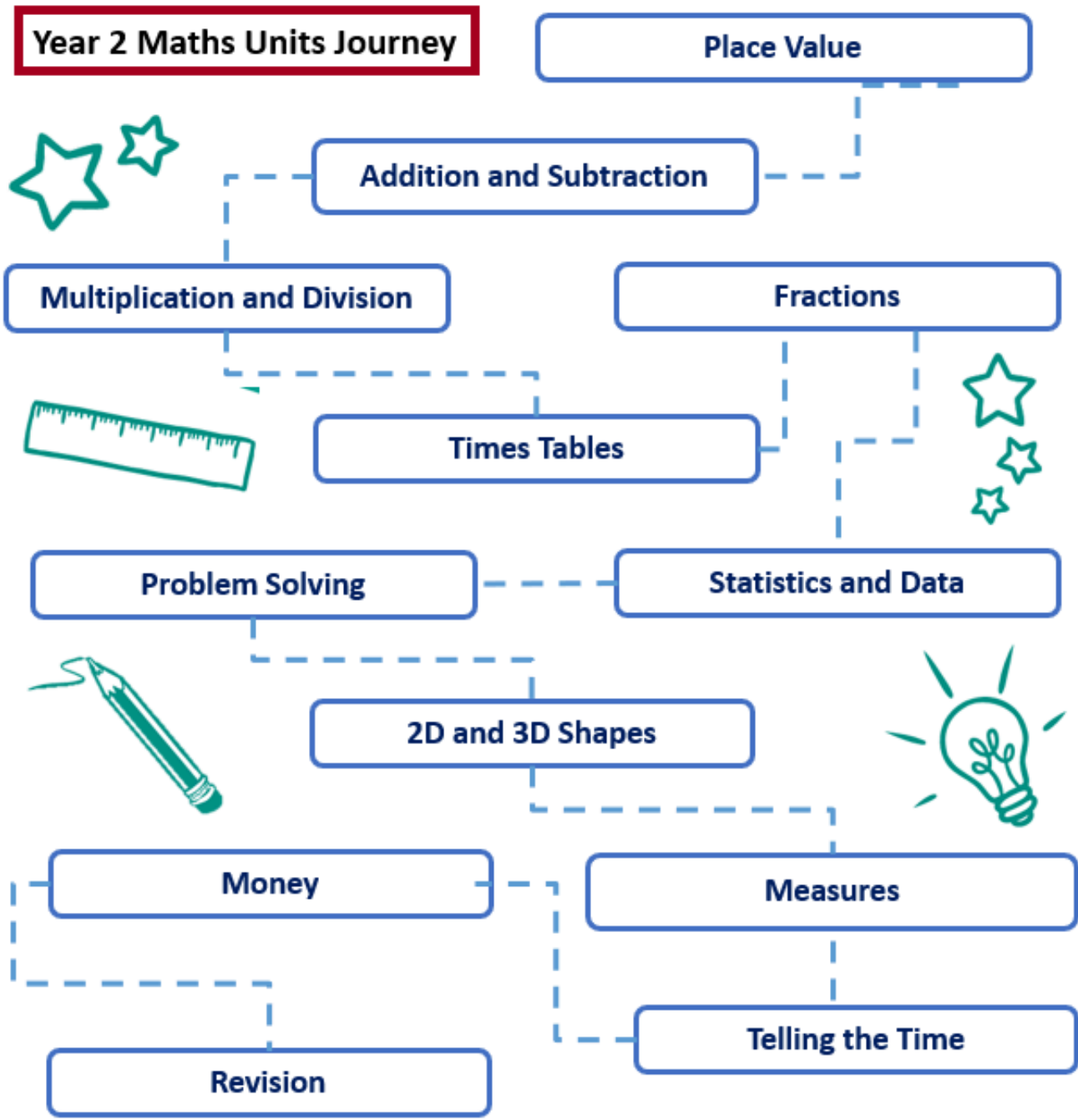
## KEY WORDS

Possessive apostrophe	An <b>apostrophe</b> used before the letter s to show ownership. For example, 'This is Sally's coat'.
Present tense	Any one of a set of tenses that describe actions which are happening now. See also <b>present perfect tense</b> and <b>present progressive tense</b> .
Present progressive tense	A tense which describes an action which began in the past and is still going on now. For example, 'I am <u>learning</u> to speak French'.
Question	A type of <b>sentence</b> which asks a question. It either begins with one of the question words (who, what, where, when, how, why) or reverses the <b>(pro)noun/verb</b> order in a <b>statement</b> – for example, 'Sarah is washing the dishes' becomes 'Is Sarah washing the dishes?'
Statement	A <b>sentence</b> that conveys a simple piece of information. For example, 'It is a sunny day today'.
Subordinating conjunction	A <b>conjunction</b> that connects a main <b>clause</b> to a <b>subordinating clause</b> . Examples include 'because', 'until', 'when', 'as', 'since', 'whereas', 'even though'.
Subordination	The joining of clauses and phrases in a way that links a main clause to a subordinate clause that does not stand alone.
Superlative	A form of an adjective used to compare one object to all others in its class. Usually formed by adding the <b>suffix</b> '-est' or the word 'most'. For example, 'Mia ran <u>fastest</u> on Sports Day'. 'I am hungry, you are hungrier than me, but he is the <u>hungriest</u> of all'. See also <b>comparative</b> .
Syllable	A sequence of speech sounds in a word. The number of syllables in a word sounds like the 'beats' in the word, and breaking a word into syllables can help with spelling. One-syllable words include words such as, 'dog', 'cat', 'walk' and 'bath'; two-syllable words include, 'teacher' and 'Christmas'; three-syllable words include, 'beautiful', 'manager'.
Time conjunction	Words or phrases which tell the reader when something is happening. For example, ' <u>After dinner</u> you must do your homework. <u>Then</u> you can read your book'.

# 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 2, 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 2, they complete six units of work outlined below:

Topic	Description
<b>Materials</b>	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.
<b>Living Things</b>	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.
<b>Growing Plants</b>	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.
<b>Habitats</b>	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.
<b>Feeding and Exercise</b>	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.
<b>Changing Shape</b>	Children will learn that the shape of materials can be changed by squashing, bending, twisting and stretching.

Year 2 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 and Islamic. From Year 2 upwards the children also do Moral, Social, Cultural Studies.

1

ISLAMIC STUDIES

2

ARABIC A/B

3

MORAL, SOCIAL, CULTURAL STUDIES

## ISLAMIC STUDIES

The Islamic Studies curriculum for Year 2 students aims to nurture a strong foundation in Islamic values, beliefs, and practices while fostering a sense of identity and connection to the Islamic faith. The curriculum introduces children to key concepts such as the Five Pillars of Islam, basic acts of worship, and simple Quranic verses and supplications. Lessons focus on age-appropriate stories from the life of the Prophet Muhammad (PBUH) and other prophets, helping children understand Islamic morals and ethics in everyday life. Through interactive and engaging activities, children learn to perform basic prayers, understand the importance of good manners, and develop respect for Islamic traditions and teachings. The program is designed to instill a love for Islam and encourage students to apply its principles in their daily lives.





# ARABIC

## ARABIC A - FOR ARAB STUDENTS

The Arabic for Arabs curriculum in Year 2 is designed to enhance native-speaking children's proficiency in their mother tongue whilst deepening their understanding of Arabic culture and heritage. The program focuses on the core language skills of listening, speaking, reading, and writing, with an emphasis on building vocabulary, sentence structure and grammar appropriate for their age and developmental stage. Children are introduced to reading and comprehending short stories, writing simple sentences with correct spelling and structure as well as engaging in conversations about familiar topics. The curriculum also integrates lessons on Emirati and broader Arab traditions, fostering a strong connection to their cultural identity while developing advanced literacy and communication skills in Arabic.

## ARABIC B - FOR NON-ARAB STUDENTS

During Year 2 which is the first year of official Arabic lessons as per the MOE expectations, non-Arab children learn foundation skills across listening, speaking, reading and writing. In listening, they recognise single words or common expressions in context but have a limited understanding of verbal messages, even in simple scenarios. In speaking, with sufficient time and prompts, they learn to introduce themselves, exchange greetings, and name familiar items. In reading, children identify letters, vocalisation markers, and some common phrases when supported by context. In writing, they copy familiar words and phrases using learned letters and, with guidance, produce a limited number of words or phrases from memory, albeit with frequent errors. They focus on key topics such as: Food, Animals, Body Parts, Jobs and Careers



# MOE SUBJECTS

## MORAL, SOCIAL, CULTURAL STUDIES

At GEMS Winchester School Dubai we follow the Moral, Social and Cultural Studies (MSCS) curriculum as published by the Ministry of Education in the UAE from Year 2 to Year 6. The curriculum focuses on 3 domains; moral, social and cultural. There are 10 strands that fit into these domains; character morality, individual and community, history, geography, sociology, economics, information literacy, information processing, heritage and civics. When teaching MSC, we aim to contribute to the making of better global citizens by promoting the values of tolerance and respect and being responsible for looking after the place where they live as well as the wider world.





# FOUNDATION SUBJECTS

Foundation subjects include:

1 PHYSICAL EDUCATION

2 ART

3 MUSIC

## PHYSICAL EDUCATION

During Key Stage 1, students receive one 40-minute Music lesson each week. The children develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities. This extends 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 will have fun 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:**

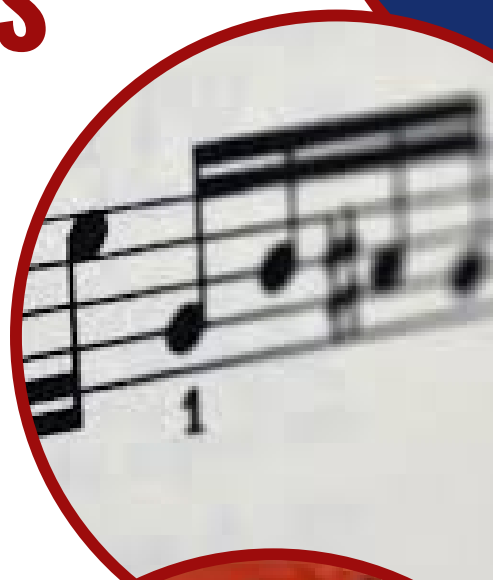
- KS1 children should learn to safely use and explore a variety of media and materials, tools and techniques, experimenting with colour, design, texture, form and function.
- KS1 children should be able to use their imaginations. Children should be able to use what they have learnt about media and materials 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 a range of musical 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, children are equipped to use information technology to create programs, systems and a range of content. Computing also ensures that children 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 children 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 - LAND AHOY!



Yo ho, yo ho, it's a sailor's life for me! Get your sea legs on, it's time to sail the salty seas. Navigate, investigate and explore the world, just like Captain Cook. Find out about the brave volunteers and young Miss Darling, rowing her boat across stormy seas. Sing a sea shanty, then search the school grounds for Captain Longbeard's hidden treasure. There's land ahead. Let's get this ship to port!

## TERM 2 - BEACHCOMBERS



Oh, I do like to be beside the seaside. Do you? That's good, because you're about to become an expert beachcomber. What's your favourite book about the seashore?

We will look at the problem of littering at the beach and the threat this poses to the environment and the wildlife there. Children will look at different types of materials and consider if any are biodegradable or not.

Got your shorts and sunglasses on? Bucket and spade at the ready? Let's get beachcombing!

## TERM 3 - TOWERS, TUNNELS AND TURRETS



See the castle ahead? Get ready to invade its mighty walls. Shoot a projectile with an archer's aim. Head across the drawbridge, over the moat and up to the top of the tower. Then dig deep, deep down, making burrows and tunnels, just like the animals who live underground. Look at pictures of castles from different periods, from the earliest Saxon ditch and rampart castles to later Motte and Bailey and stone castles.

Get ready for the battle to commence!

# COMMUNICATION AT WSD

Contact



us

Contact Person	Email Address
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