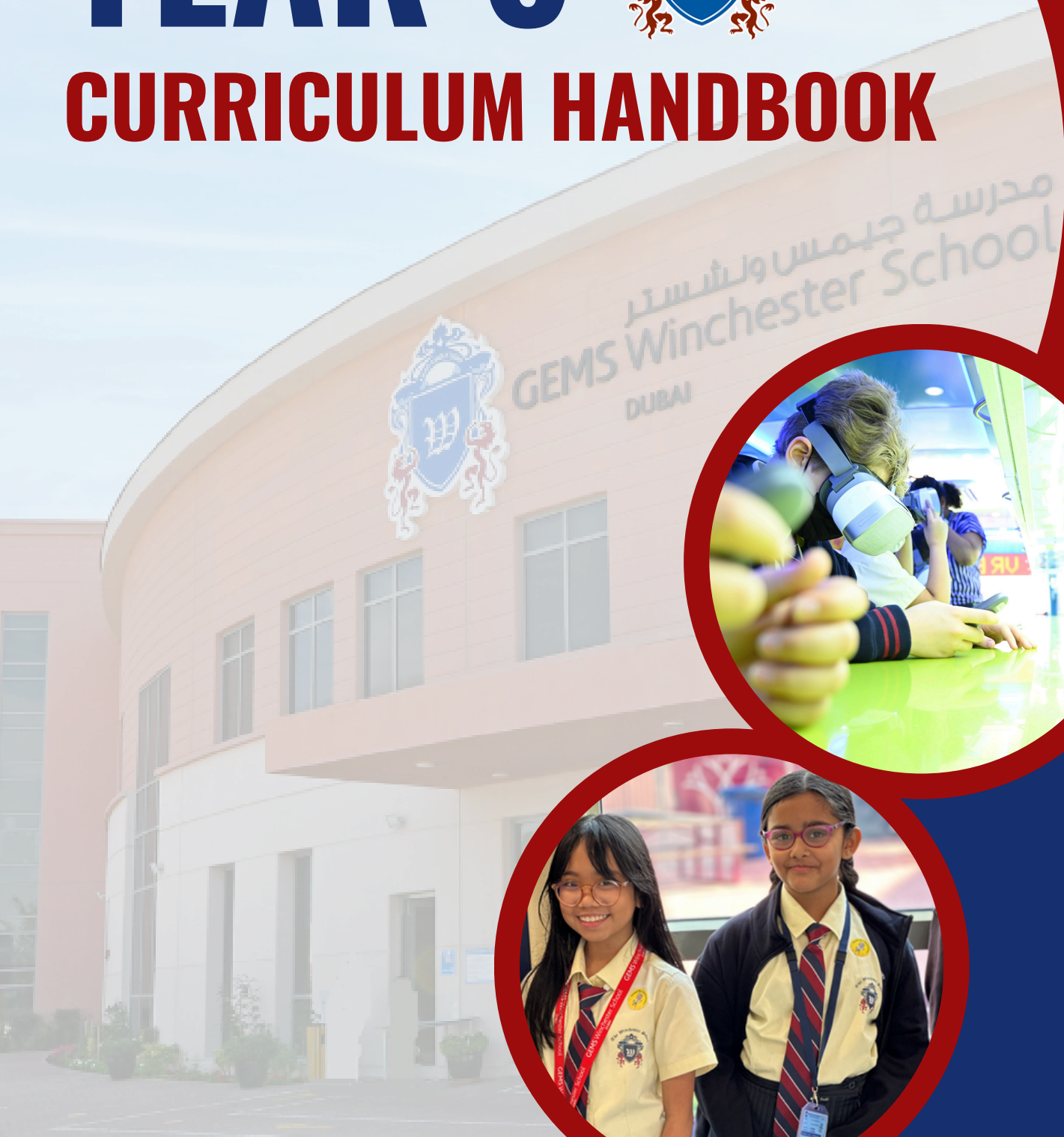


YEAR 6



CURRICULUM HANDBOOK



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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



THE YEAR 6 TEAM



My name is Ms. Jonabelle Faelmoca, and I am proud to be the Head of Year 6. 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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THE 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 (WSD) 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

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

In Key Stage 2 specialist teachers deliver Arabic, Islamic, French, Computing, Art, Music and PE. Lessons.

All other lessons are taught by the homeroom teacher, except in Year 6 where all subjects are taught by a specialist 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 Year 6, your child will meet a wider range of texts and types of writing, and will be encouraged to use their skills in a broader range of contexts. Their knowledge of grammar will also increase, they will be expected to display a solid understanding of punctuation and show they can write in a variety of sentence structures. They must also use vocabulary which is powerful and demonstrate an accurate spelling of their words.

READING

By the end of Year 6, children should be able to:

- Read and discuss a wide range of fiction, poetry and plays, non-fiction and reference books
- Identify and discuss themes and conventions across a wide range of writing
- Learn a range of poetry by heart
- Draw inferences
- Summarise the main ideas drawn from more than one paragraph, identifying key details
- Identify how language, structure and presentation contribute to meaning

Key Texts:

Treason by Berlie Doherty
Holes by Louis Sachar
The Call of the Wild by Jack London

WRITING

By the end of Year 6, children should be able to:

- Write effectively for a range of purposes and audiences, selecting language that shows good awareness of the reader
- Integrate dialogue in narratives
- Use a range of devices to build cohesion (e.g. conjunctions, adverbials of time and place, pronouns, synonyms) within and across paragraphs
- Use verb tenses consistently and correctly throughout their writing
- Use the range of punctuation taught from Years 3 to 6 mostly correctly
- Write neatly, legibly and accurately

ENGLISH

The list below includes many of the common terms you and your child may come across in English in Year 6 with an explanation of what they mean and where appropriate an example.

KEY WORDS

Term	Meaning	Example
Subject	The subject is usually the thing or person within a sentence who is carrying out an action.	The man ate a cream cake.
Object	The object is the thing or person in a sentence that is involved in an action, but does not carry it out.	The man ate a cream cake.
Active	When the verb of a sentence is in the active voice – the subject is doing the action, as in the sentence.	Omar hit the ball.
Passive	When the verb is in the passive voice – the subject is doing the action, as in the sentence.	The ball was thrown by the pitcher.
Synonym	A word or phrase that means exactly or nearly the same as another word or phase.	shut/close big/large
Antonym	A word opposite in meaning to another.	bad/good beautiful/ugly

ENGLISH

The list below includes many of the common terms you and your child may come across in English in Year 6 with an explanation of what they mean and where appropriate an example.

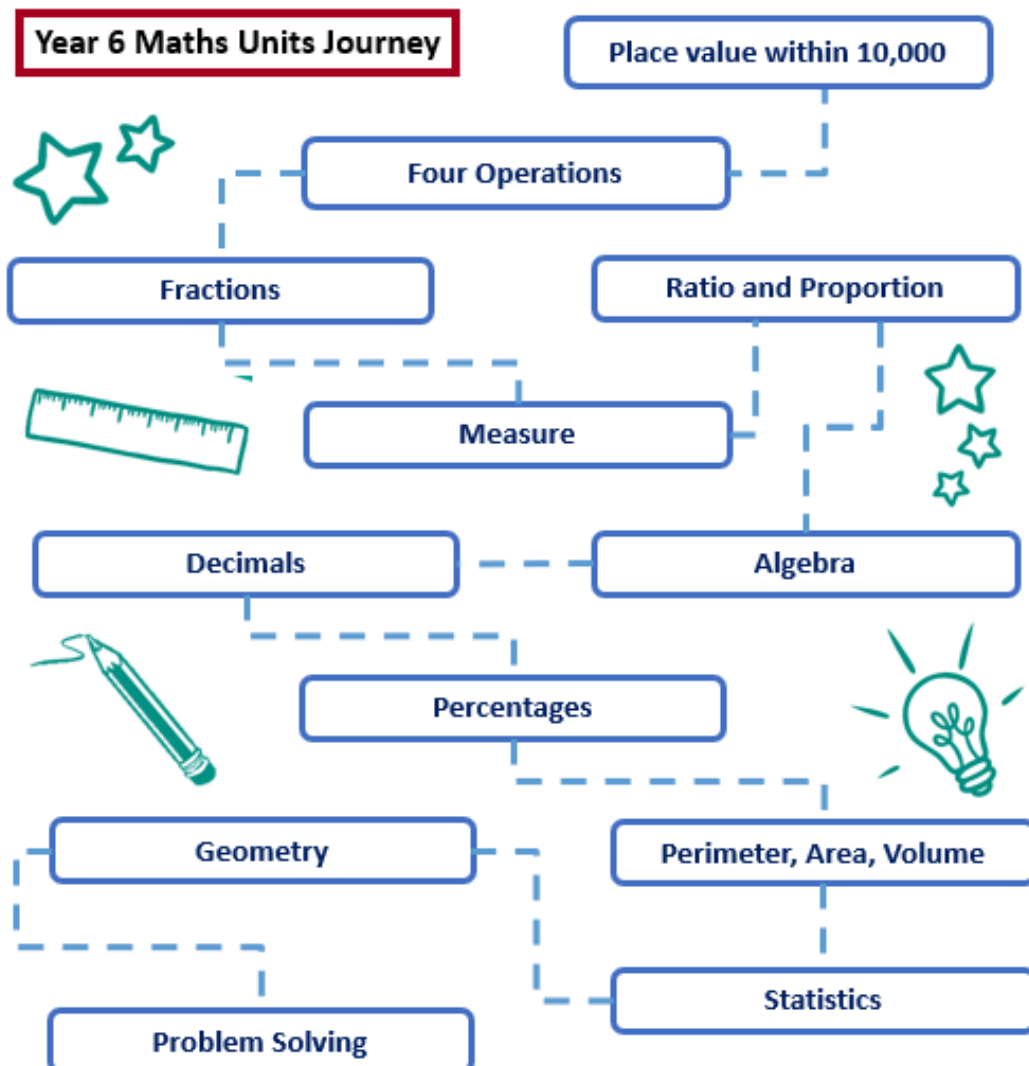
KEY WORDS

Term	Meaning	Example
Ellipsis ...	An ellipsis is used to show that one or more words have been missed out that a sentence is not finished.	No! Don't tell dad about the...
Hyphen -	Punctuation mark that connects two or more words which make up a compound noun or adjective.	close-up dagger-like
Colon :	<p>Colons can be used after an independent clause if followed by a word or phrase which explains or answers the idea set in the previous clause.</p> <p>They can be used at the start of a list if there is an independent clause before the punctuation.</p>	<p>The verdict had been reached: guilty!</p> <p>I packed only essential items in my bag: a toothbrush, a hairbrush and some pyjamas.</p>
Semi Colon ;	A punctuation mark used to separate longer, detailed items in a list.	
Bullet Points •	Bullet points are used to show items in a list.	<ul style="list-style-type: none">•Sugar•Flour

MATHEMATICS

At GEMS Winchester School Dubai, we follow the Pearson Power Maths curriculum, which is a UK Curriculum mastery programme designed to spark curiosity, 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 about problem solving, thinking and discussion.

By the end of Year 6, children are expected to be confident with the use of all four standard methods for written calculations, and have to have secured their knowledge of the key number facts and four operations.



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 6, they complete 5 units of work outlined below:

Topic	Description
Living Things How do living things adapt to their environments for survival?	This unit links to children's learning in Year 4 about sorting animals into groups, extending their learning to about the standard system of classification first developed by Carl Linnaeus.
Our Bodies How can we stay healthy?	This unit links to children's learning in Year 4 about how animals survive and stay healthy and helps children learn more about how different organs work. They learn about the importance of diet, exercise and lifestyle on their bodies.
Electricity How can we fix a broken scoreboard?	This unit links to children's learning in Year 4 about electricity. Children will develop an understanding of what electricity is and how to measure it.
Light and Sight How do we see?	This unit links to children's learning in Year 3 about Light and Shadows. Children will learn about how light travels and how we are able to see things. They will also learn that shiny or reflective surfaces alter the direction in which light travels.
Inheritance How do living things adapt?	This unit links to children's learning about Living Things in Years 4 and 5. Children will explore how things have changed over time and look at the information that fossils provide about living things that have inhabited the Earth many years ago.

Year 6 children will have been learning the seven science skills throughout their Primary career 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 Studies:

1 ISLAMIC STUDIES

2 ARABIC A/B

3 MORAL, SOCIAL, CULTURAL STUDIES

ISLAMIC STUDIES

The children will recite the following chapters: An- Nazi'at, 'Abasa and At-Takwir. They will also practically apply the rules of Tajweed. They will memorise some Dhidr and Du'a to recite in their daily life. The children will learn about Friday and the two feasts of "Eid" prayers. Under the divine revelation, children will learn: Quran is my intercessor, Hadeeth of "The most beloved deeds" and some Islamic manners. Islamic values and morals will be integrated into the Islamic curriculum topics: Street Etiquette, Manners of Riding Transportation and Courage. Children will also learn about The Night Journey of Isra' and Mi'raj and under the Islamic rulings and aims, children will learn about congregational prayers.



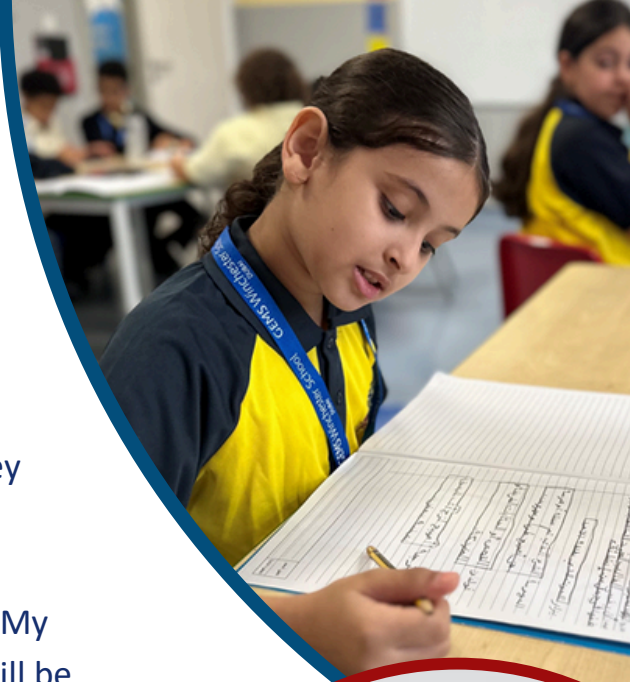
ARABIC

ARABIC A - FOR ARAB STUDENTS

The children will develop their writing skills based on key texts they will learn and explore. They will make links between text and real life. Topics such as “Be a Balm”, “That’s God” and stories like “I’m free” and “I Love You My Dear Tree” will be used as discussion points. Children will be able to add their opinions and balanced arguments when reading books. They will be encouraged to demonstrate their grammar skills during writing tasks to improve written work and make it grammatically correct by converting masculine and feminine words and ensuring that their writing is structured and relevant to the topic. Finally they will learn how they structure their writing by ensuring that the nominal and actual sentences are adjusted and that their writing reflects the use of the verbs, ‘Al Dama’air’ and uses pronouns in more complex sentences to make them purposeful.

ARABIC B - FOR NON-ARAB STUDENTS

The children will learn various topics including Travel and Tourism and Places. They will learn about the UAE in the past and present. The children will develop their reading comprehension skills and be able to find the key information in short texts and partially understand short and cohesive texts on familiar topics. They will practice writing different types of texts, such as stories and descriptive writing. They will engage in uncomplicated communication tasks related to a simple social situation and give reasons behind their personal choices, including details about past and planned activities. The children will be taught to add details and descriptions to sentences using different adverbs and connectives. They will also practice reading stories with repetitive language.



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 FRENCH

3 ART

4 MUSIC

PHYSICAL EDUCATION

In Year 6, children receive one 60-minute PE lesson, taught by a specialist teacher, per week. Throughout their lessons, the children are exploring more complex skills, techniques and tactics and are acquiring sound knowledge of the rules that govern activities.

Children are taught to:

- Use running, jumping, throwing and catching in isolation and in combination
- Play competitive games, modified where appropriate
- Develop flexibility, strength, technique, control and balance
- Perform dances using a range of movement patterns
- Compare their performances with previous ones and demonstrate improvement to achieve their personal best



FOUNDATION SUBJECTS

FRENCH

In Year 6 children receive 40-minutes of French teaching per week and this lesson is taught by a specialist French teacher.

Throughout Year 6 they are taught the following topics:

- I Present Myself (Se Presenter)
- My Body (Le Corps Humain)
- Nutritious Food (La Nouriture Food)
- The seasons (Les Saisons)

ART

In Year 6, children receive one 60-minute Art lesson, taught by a specialist teacher, on a rotational basis with Music.

At WSD the Art curriculum strives to engage and inspire children to express their individual creativity and produce their own pieces of artwork. The children are provided with opportunities to experience a variety of media and techniques and are educated about influential artists from around the world, both past and present. During Year 6, the Art curriculum aims to equip children with the knowledge and skills to make informed choices, think critically of their own artwork and that of others, and to work with increased independence.



FOUNDATION SUBJECTS

MUSIC

In Year 6, children receive one 60-minute Music lesson, taught by a specialist teacher, on a rotational basis with Art.

At GEMS Winchester School Dubai we teach Music using the Music Express scheme in line with the UK National Curriculum. In their Music activities children are encouraged to discriminate between varying sounds and musical elements. These activities help children to develop a critical awareness and appreciation of music through participation in both expressive and creative elements.

Children also learn to play the ukulele.



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 2 children will be taught to:

- Design, write and debug programs that accomplish specific goals
- Use sequence, selection and repetition in programs
- Use logical reasoning to explain how simple algorithms work and to detect and correct errors in algorithms and programs
- Understand computer networks, including the internet
- Use search technologies effectively
- Select, use and combine a variety of software on a range of digital services to design and create programs, systems and content
- Use technology safely, respectfully and responsibly

THEMATIC TOPIC OVERVIEWS

TERM 1 - HOLA MEXICO!



Bienvenido a Mexico! The children will explore this unique country, from its towering buildings to its fun-packed festivals.

During this term the children will learn about traditional Mexican performances. They will use non-fiction books to find out about the importance of music in the Mexican culture and will use their literacy skills to read and write Mayan myths and legends, composing their own. Using maps, the children will locate Mexico and explore its natural features, discovering what daily life is like and how it has changed over time.

TERM 2 - FROZEN KINGDOM



Welcome to the planet's coldest lands, which are incredibly beautiful, yet often deadly.

During this term, the children will use globes and maps to identify the polar regions, comparing the Arctic and Antarctic. The children will also consider how they can protect the polar environment and will investigate the tragic story of The Titanic, and find out about the people on-board. The children will also write exciting stories, poems and diary entries from the perspective of brave explorers.

TERM 3 - OFF WITH HER HEAD!



The children will travel back in time to meet the terrifying Tudors.

During this term, the students will meet a very important figure from British history who will give them a problem to solve. The children will conduct online research to write biographies about influential people of the period, and will use materials to create a Tudor timeline. The children's geographical skills will help them to compare maps of Tudor London to present day London and they will learn more about Henry VIII's life.

KEY CONTACTS AT WSD

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