

CURRICULUM HANDBOOK

Year 2

2023 - 2024

EXPLORING LEADERSHIP



مدرسة جيمس متروبول
GEMS Metropole School
MOTOR CITY



[gemsmetropoleschool-dubai.com](https://www.gemsmetropoleschool-dubai.com)

GEMS
EDUCATION



Introduction

Welcome to Infant School

On behalf of all of the staff at GEMS Metropole, it is a pleasure to welcome you and your family this academic year.

In the Infant School our focus is on leading learning through play and this is at the heart of everything we do. This takes place in our world class facilities of the forest school, farm and indoor environments. Beyond the school day we provide opportunities for the students to develop extra curriculum interests which are also celebrated inside of school.

Parents are strong partners in our learning and it is a pleasure to invite you in to share our journey through the year to a variety of exciting events. We make no excuses for your children being confident, imaginative learners taking risks to lead change in our community.

Emily Smith
Head of Infant School



Welcome to Year 2

On behalf of everyone at GEMS Metropole, I am delighted to welcome you and your child to Year 2. The Year 2 teachers are looking forward to facilitating your child's learning in a safe and stimulating environment within our classrooms and school environment, which boasts a wonderful forest school, farm and large playing areas.

This year will consist of many exciting and engaging activities which will make the learning come alive for the students. You can find out more about the learning which will be covered in the Curriculum section below.

This year, we have planned in opportunities for parents to engage in activities with the children, this is included in the dates section.

I can assure you, you won't want to miss them!

Rachel White
Head of Year 2



Infant Leadership Team

1



1 Emily Smith
Head of Infant School

2



3



2 Emily Shepherd
Deputy Head of Primary

3 Neil Corrigan
Deputy Head of Primary

4



5



4 Alexander James
Assistant Head of Primary

5 Brynn Cooper
Assistant Head of Primary

6



7



6 Gemma Brown
Assistant Head of Primary

7 Erin Nelson
Assistant Head of Primary



The Metropole Curriculum Journey

At Metropole, our programme of learning embodies the GEMS Education core values and ensures that students receive a high-quality education in a happy, supportive and nurturing environment, where they are encouraged to explore and take risks.

Teachers plan challenging, well-organised and interesting lessons which engage and motivate our students. There are regular opportunities for leadership, enquiry based learning, critical thinking, decision-making and problem solving where students are encouraged to take an active role in the learning opportunities they encounter. All staff have high expectations of both students and each other.

Early Years Foundation Stage Curriculum – FS1 and FS2

Children learning in Foundation Stage follow the statutory Early Years Foundation Stage framework (EYFS) for teaching and development. This stage is very important in a child's life as it helps prepare your child for school 'readiness' as well as for their future learning and successes.

Children learn skills, acquire new knowledge and demonstrate their understanding through 7 areas of learning and development: Communication and Language, Physical Development, Personal, Social and Emotional Development, Literacy, Mathematics, Understanding the World and Expressive Arts and Design. All 7 areas of learning are used to plan children's learning and activities. Teachers make sure that the activities are suited to your child's unique needs.

The National Curriculum of England Years 1-11

From Years 1-11 students follow The National Curriculum of England and are exposed to a wide range of compulsory subjects which includes: Mathematics, English, Science, Computing, Design and Technology, History, Geography, Art and Design, Music, Physical Education, Modern Foreign languages.

The national curriculum is a non-textbook curriculum which provides pupils with an introduction to the essential knowledge they require to be educated citizens. It introduces pupils to the best that has been thought and said, and helps engender an appreciation of human creativity and achievements.

Ministry of Education Curriculum

Alongside the Early Years Curriculum and National Curriculum of England, students also study the Ministry of Education Curriculum. Through this, students learn Arabic, Islamic Studies and Moral, Social and Cultural Studies.

The UAE leaders along with GEMS Metropole promote the learning and using of Arabic language as it is considered a fundamental pillar of the Emirates national identity, its people's history and its deep-rooted traditions. The Arabic framework supports both native and non-native Arabic speakers. This framework illustrates the levels expected to be achieved by the learner in each of the four language skills (listening, speaking, reading and writing). Where Arabic is the student's non-native language, the curriculum links the achievement of these levels to the number of years spent in studying Arabic, regardless of the learner's current grade.



High Performance Learning at GEMS Metropole

GEMS Metropole School is on a very exciting journey to become world-class! Students at Metropole develop the language and skills to help them explain the current stage of their learning and the next steps they need to take to improve and deepen their understanding. The High Performance Learning approach recognises that all learners have the potential to achieve the very highest results and develops the attitudes and performance characteristics required for this to happen.

High Performance Learning is based around a framework that includes 30 generic characteristics that students need to develop to be high performing learners. These are based around, 'How we think' and 'How we behave'.

High Performance Learning is embedded throughout the curriculum at Metropole and across the wider school.



In Year 2, the students will receive forest school sessions within their weekly masterclass session. The students will also have the opportunity to explore the forest school areas and farm during the other curriculum areas. Throughout each session the students will build upon their communication and language, risk taking as well as independence skills. During our sessions, the students will experience activities such as den building, trust building, as well as exploring habitats and microhabitats.



Termly Topic Overviews

Term 1A: What makes our world wonderful?

Our first topic in Year 2 will focus on exploring and discovering all the wonderful things in our community and the wider world. This will be an engaging topic, in which the children will be able to investigate and locate a variety of different continents and countries, using maps, atlases and aerial photographs. During this term, each class will learn about a different continent and country and share their learning with other classes as an exciting way to learn from our peers.

Term 1B: How can you make the world a better place?

During this half term, we will focus on the life of significant individuals and heroes within our communities. We will kick start our learning with a 'Topic Launch Day' where the children are invited to dress up as their favourite hero. This half term will feature a trip to Kidzania to provide the students with the opportunity of being heroes within the community. In Science, we will investigate suitable materials for a hero's costume. In D.T, we will design and make a chosen heroes costume and invite you to watch our very own fashion show.

Term 2A: How did the fire capture the city so fast?

This half term will focus on the gripping, historical event, The Great Fire of London. We will bring the learning alive by building our very own Tudor bakeries using our new Design and Technology equipment. At the end of this unit, we will re-enact The Great Fire of London through role-play. This will enable the students to conclude how The Great Fire of London was able to spread quickly through the closely built, wooden houses in London.



Termly Topic Overviews

Term 2B: What was it like to live in a castle?

In Term 2B, the students will be taking on knightly adventures through role play, hot seating and storytelling. We will explore the four countries of the UK and discover what it was like to live there in the past. They will also use their creative skills to invent their own dragon world, inspired by dragon stories and castles in the UK, using a range of materials. During this topic we will go on a memorable Bedouin experience trip, while focusing on passing down stories orally through UAE culture and other Bedouin traditions.

Term 3A: Did children have more fun in the past?

During this term, we will apply our knowledge of toys in the past to help us design and make present day toys using a variety of materials and resources. Using their toys as inspiration, the children will create a persuasive advert in English to persuade others to buy their toy. They will get the opportunity to present their advert in different ways such as through ICT, posters and speeches. Which one will you be persuaded to buy when we invite you in to view them all?

Term 3B: What is the journey of chocolate?

Our final term in Year 2 will focus on all things chocolate! From Roald Dahl's famous story, Charlie and the Chocolate Factory to the modern factories in today's society, we will focus on the Geography and History of chocolate. The children will find out where it is grown and who invented the first chocolate bar. In the past, the students have particularly enjoyed this topic and this year will be even more engaging through our hands on experiences, such as designing and making our own chocolate box. We will end this exciting topic creating our very own, unique chocolate products.



Year 2: Curriculum

English: Reading

The Reading curriculum here at Gems Metropole focuses on word reading and comprehension by encouraging students to maintain positive attitudes to reading and demonstrating an understanding of what they read through the reading strategies. Reading lessons at Gems Metropole are taught as a whole class providing ample opportunities for students to practice the skill of reading aloud fluently with intonation that shows understanding and developing their verbal reasoning skills to aid comprehension and a comprehension lesson based on the class texts. To support students progress and development in Reading we ensure we make strong links between home and school reading. Students are assessed half termly on reading skills to produce a ZPD level which enables them to choose books and quiz. The quiz results can be shared with parents via renaissance connect. Throughout the school year there are ample opportunities for students to engage in a range of book based activities as well as our student leadership opportunities for students in the Junior school.

English: Writing

At Gems Metropole the English curriculum is based upon the National Curriculum of England with some adaptations to suit the needs of our students in the UAE and focuses on spelling and transcription, vocabulary, grammar, punctuation, handwriting and composition.

English writing lessons here at Metropole are taught using the Talk for Writing approach which allows students to internalise a text through oral rehearsal and its key features to support higher writing outcomes. This approach is based the principles of how children learn – by providing pupils with visual, auditory and kinaesthetic learning opportunities.

Talk for Writing enables children to imitate the language and structure they need for a particular story by creating pictorial story maps and practicing retelling a story orally, before reading and analysing it, and then writing their own version of the story. Throughout their time at Metropole, children will also receive specific handwriting and spelling lessons which will supplement and support our Talk for Writing approach to English and aid children to develop their skills as a writer.

At Metropole, children begin their English journey in FS where lessons will centre around, and build upon a range of Nursery rhymes and Traditional Tales, such as Humpty Dumpty and Incy Wincy Spider.

As children move through Key Stage 1, they will begin to retell familiar stories orally and in written form, before going onto invent their own characters and stories. Children will also be introduced to Non-fiction writing where they will write instructions, information texts and much more.

In Key Stage 2 children will continue to develop their writing skills by being exposed to a variety of different text types, authors and literature. Children in these year groups will be given a plethora of opportunities to hone, develop and express their writing creativity and skill within a wide variety of writing genres and styles – whether they be newspapers, stories, diaries, information texts, speeches and much more.





Year 2: Curriculum

Year 2 English Overview by Terms

Term 1

During Term 1, the students will be focusing on one non-fiction text an 'All about Me' report and two fiction texts, 'Lost and Found' and 'Superhero Rescue'. The students will use Talk4Writing and will learn the story with actions, draw a story map and then innovate the story. Throughout this term, students will also focus on character descriptions. They will be encouraged to use adjectives to describe, introduced to expanded noun phrases to describe, as well as, conjunctions and sentence openers to develop their writing. The students will then write their own version of a narrative by innovating the characters. When focusing on non-chronological reports, the students will learn the features of this type of text. They will be introduced to a report 'All About Me' which makes links between myself and my wider world. They will learn the text, identify the key features and create their own toolkit. From this, they will write their own non-chronological report on a chosen country using the features.

Term 2

During Term 2, the students will learn a variety of different texts that will include narratives, poetry and recounts using Talk4Writing. They will begin the term by learning all about London through the narrative 'Katie in London'. They will rehearse the story using actions, draw a story map and innovate it by changing the locations that Katie visits using their creative skills. Next, the children will learn about recounts by using Samuel Pepys diary as a hook to begin writing their own diary entries independently. When learning about poetry, the children will develop their alliteration and rhyming skills and the different features of poems from around the UK. Finally, the children will focus on the narrative 'The King Who Banned the Dark' through Talk4Writing. They will identify the features of a narrative and create their own toolkit of features. The children will use storytelling language to innovate the story and change what the king or queen has banned. They will be encouraged to include a range of sentence types such as questions, exclamations, statements and commands.

Term 3

The students will begin Term 3 by focusing on the narrative 'Where the Wild Things Are' through Talk4Writing. They will rehearse the story, innovate it by changing where the character goes and write their innovated story with a short setting description. They will continue to develop their writing skills by being introduced on how to edit and improve their work. The students will also learn about persuasive texts, using their school-made toys as their focus. They will look at an advert linking to our topic 'toys' and identify the features of the text. The students will then create their own toolkit for persuasive texts and then write their own advert that will encourage people to buy their own toy they created. They will include the features from the toolkit and be encouraged to include contractions, commas in a list, suffixes and prefixes ready for Year 3. The children will finish the year writing instructions about a chocolate milkshake. They will get hooked into the text by making a chocolate milkshake in school and then will innovate and write their own instructions about their favourite food.

Year 2: Curriculum Mathematics

At Gems Metropole, we follow the White Rose maths curriculum and long term plan, using additional lesson resources from a variety of other resources. Mastery teaching ensures high expectations for all pupils, and use of the concrete-pictorial-abstract approach. This approach develops children's understanding.

Teaching maths involves employing a range of approaches to help students develop a deep and secure knowledge and understanding of mathematics at each stage of their learning so that by the end of every school year children will have acquired mastery of the mathematical facts and concepts they've been exposed to, equipping them to move on confidently and securely to move advanced material.

Our teaching ensures high expectations from all pupils and the use of the Concrete- Pictorial – Abstract approach. This approach develops children's understanding from Concrete (handling objects, resources, manipulatives), on to Pictorial (visual images and representations), and then Abstract (symbolic stage with more formal strategies).





Year 2: Curriculum

Year 2 Math Overview by Terms

Term 1

During Term 1, the students will be focusing on numbers to 100. They will work on increasing their fluency, in reading and writing numbers, in numerals and words, up to 100. They will then learn to identify, represent and estimate numbers using different representations, including a number line or 100 squares. The students will then move onto looking at the place value of each digit in a two-digit number. After that, they will apply their new learning to addition and subtraction. They will learn to add and subtract numbers, including a 2-digit number and ones, a 2-digit number and tens, a 2-digit number and 2-digit number, three 1-digit numbers. Following that, the students will recap their learning from Year 1 about 2-D shapes and use this knowledge to help them identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces. Once they are confident in their understanding of 2-D shapes and 3-D shapes, they will then begin to compare and sort common 2-D and 3-D shapes and everyday objects.

Term 2

The students will begin the term by looking at British money. They will first learn to recognise the symbols for pounds (£) and pence (p) and they will review their knowledge of coins and notes. After this, the students will use their knowledge of addition and subtraction learnt in Term 1, to combine coins and notes to create different amounts. Throughout the term, they will be regularly working on counting in 2's, 3's, 5's and 10's forwards and backwards, from any number to support learning about multiplication and division. The students will learn to practically calculate multiplication and division calculations using arrays and repeated addition, and write them using the multiplication (\times), division (\div) and equals (=) signs. They will also learn to solve multiplication and division problems using practical resources, mental methods and multiplication facts. For the rest of the term, they will look at length, height, mass, capacity and temperature. The students will choose and use appropriate standard units to estimate and measure a variety of length(m/cm), mass (kg/g), temperature, ($^{\circ}\text{C}$) and capacity (l/ml) to the nearest appropriate unit, using rulers, scales thermometers and measuring vessels. The students will then use this knowledge to compare and order lengths, mass, volume and record using the $<$, $>$ and = symbols.

Year 2: Curriculum

Year 2 Math Overview by Terms

Term 3

Term 3 will begin by learning about fractions. The students will recognise, find, name and write fractions $\frac{1}{2}$, $\frac{1}{4}$, $\frac{1}{3}$ and $\frac{3}{4}$. They will then begin to recognise equivalent fractions e.g. $\frac{2}{4}$ and $\frac{1}{2}$. After that, the students will then look at comparing and sequencing intervals of time. Through this they will learn the number of minutes in an hour and hours in a day. By the end of the two week unit on time, the students will be able to tell and write the time to five minutes, including quarter past and to the hour and draw hands on a clock face to show these times. After studying time, the students will be looking at statistics. They will learn to interpret and construct simple pictograms, tally charts, block diagrams and tables. They will finish the year studying position and direction. The students will learn the language of position, how to describe turns and patterns of turns.



Year 2: Curriculum

Science



At GEMS Metropole School our science lessons are of a practical, investigative nature. Children are allowed time to explore which further develops the children's natural inquisitive nature. Exploring leads to open ended discussions about science in real life contexts and helps the children to understand the world they are living in and their place within it. Within their lessons, children learn to ask scientific questions and discover how science affects their future. Our lessons are based upon the National Curriculum of England and have been amended to suit the needs of the UAE. In the primary school, science is taught by class teachers and is incorporated throughout other subjects and the relevant topic at the time. This ensures a holistic approach in the acquisition of scientific skills and knowledge. Children have science lessons only a weekly basis and cover both knowledge and working scientific skills within these. 'Working scientifically' specifies the understanding of the nature, processes and methods of science.

Year 2 Science Overview by Terms

Term 1

To start the year, the students will recap and further develop their learning from Year 1 by focusing on plants. The students will be hooked into this topic by planting their own sunflower seeds and taking part in a race between classes to grow the tallest sunflower. Additionally, students will observe and describe how a variety of seeds and bulbs grow into mature plants in our own class gardens. Through doing this, the students will be able to find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.



Year 2: Curriculum

Year 2 Science Overview by Terms

Term 1 continued

During Term 1B, the students will focus on materials. They will learn about the different materials. They will be able to accurately name and describe a wide range of materials and their properties, focusing on using scientific vocabulary. The students will develop their scientific enquiry skills and will learn to perform simple tests to understand how materials move on different surfaces, how materials can be changed and which materials are suitable for a specific purpose.

Term 2

In Term 2A, the students will be introduced to the topic 'Living Things and their Habitats'. During this topic, they will undertake a variety of investigations that explore different habitats and they will then have the opportunity to discuss the suitability of each habitat for different animals. The students will have the opportunity to visit the farm and the explore the Forest School areas, in order to investigate different habitats. They will also get the opportunity to use Virtual Reality Headsets in order to explore different habitats around the world and identify the animals who live there and how they have adapted to their habitat. The students will then move onto learning about 'Animals including Humans'. During this topic, the students will learn how to lead a healthy lifestyle. They will look in particular at what a balanced diet consists of, focusing on the 5 food groups and the benefits of each food group. The students will then complete experiments to show how exercise affects their bodies and learn that regular exercise is essential in keeping their bodies healthy. Finally, they will conduct experiments to show how we can keep their bodies clean, with a focus on hygiene, and learn about the importance of washing their hands with soap and brushing their teeth.

Term 3

In Term 3A, the students will continue to focus on 'Animals including Humans'. The children will be given the responsibility of feeding the farm animals and watering the plants. Following this, the students will create a guide on how to look after a pet successfully by identifying their needs of survival. They will also learn about how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify the different sources of food. They will finish the term in 3 by revisiting the Materials topic, to develop a greater understanding of uses of everyday materials and complete a variety of investigations, while working collaboratively with partners and in small groups. During this term, they will further develop their working scientifically skills through recording, observing, categorizing and sorting.

Year 2: Curriculum

Moral, Social and Cultural Studies

At GEMS Metropole we follow the Moral, Social and Cultural studies (MSCs) curriculum as published by the Ministry of Education in the UAE. This curriculum focuses on three 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. MSCs outcomes are incorporated across all areas of the curriculum from Year 2 to Year 6 for 40 minutes each week. In addition, some of the time will be integrated throughout discovery lessons when necessary. When teaching MSCs, we aim to contribute to the making of better global citizens through the development of human capital capabilities, promoting the values of tolerance and respect and being responsible for looking after the place where they live as well as the wider world.

We provide students with an awareness of the world around them to help them navigate and be successful in the future, making informed and reasoned decisions as members of a tolerant and culturally diverse society. This will include deepening their understanding of social, political and economic systems. At the end of each term, students will complete a project to enhance their MSCs knowledge and skills.

Year 2 Moral, Social & Cultural Studies Overview by Terms

Term 1

In term 1 of Moral, Social and Cultural Studies (MSCs), our first unit will be 'Fairness and Affection'. This will include understanding what fairness is and learning how we should treat each other. They will also begin to learn how to show affection to others, including how to make and receive compliments. Our second unit will be 'My Family and I' which will focus on children's family members and how to share their feelings with them. We will learn about the importance of expressing feelings and how to do this. The children will also think about things they like and dislike and compare this to other children in the class. Our third unit of MSC in term 1 is 'Living in Groups and UAE Heritage'. Children will learn about living in a community with a focus on family and school.





Year 2: Curriculum

Year 2 Moral, Social & Cultural Studies Overview by Terms

Term 1 continued

They will also learn about the UAE culture, understanding heritage and traditions. We will end the term with a project where the children will create their own heritage village stall.

Term 2

In term 2 of Moral, Social and Cultural Studies (MSCs), our first unit will be 'Discovering the UAE heritage through story telling'. The children will explore different types of story telling and also discover UAE heritage through storytelling. They will then create their own story about their own culture and heritage. Our second unit will be 'Caring and Honesty'. In this unit, children will be introduced to the values of being caring and honest. Children will begin to reflect on their own behaviour and appreciation of their family, friends and school environment. They will think about how their behaviour affects those around them and that all decisions that they make have consequences.

Our third unit will be 'Living in the UAE'. In this unit, children will learn about the past and present of the UAE, comparing life today in different ways. They will learn about the cultures of some people who live in the UAE. We will end the term with a project about the different cultures in the world.

Term 3

In term 3 of Moral, Social and Cultural Studies (MSCs), our first unit will be 'friendship'. This unit will enable students to explore the concept of friendship and all it entails. This will include the meaning of real friendships, the importance of maintaining good friendships and the importance of tolerance and respect in friendships. It will also teach children how to treat friends and make new friends.

Our second unit will be 'Moral Heritage'.

This unit will teach children about tangible and intangible heritage and explore some examples of both types of heritage in the UAE and beyond.

Our third unit will be 'The UAE'. In this unit children will learn all about the UAE. They will learn about the seven Emirates and special features of these places, including museums, souks, markets, malls and emergency services. We will end this term with a project based on the seven Emirates. the seven Emirates and special features of these places, including museums, souks, markets, malls and emergency services. We will end this term with a project based on the seven Emirates.

Year 2: Curriculum

Humanities

At GEMS Metropole School, each year group has a range of topics which are taught throughout the course of the year. The topics are history or geography based and usually alternate each half term, giving an even divide of both humanities subjects. Topics begin with an exciting hook, which allows children to explore the new unit and develop a desire and curiosity to learn.

The cross-curricular topic is then linked within a variety of curriculum subjects, creating a fully immersive learning experience. History and geography are taught through 'discovery time' at GEMS Metropole, allowing flexibility and creativity within the subjects, as there are no set restrictions on time and content.

We provide children with the skills and resources to inquire about topics and independently research and discover new learning. Throughout the topics, children are working towards answering a big question which they showcase in a finale – a final showcase or project which has driven their learning for the term.



Year 2: Curriculum

Performing Arts

In Year 2 we introduce students to 'Performing Arts' through the disciplines of Drama, Dance and Music. Students are taught by specialist performing arts teachers once a week in their class groups.

In Music we develop students singing skills, by singing songs with a wider pitch range. Students are introduced to key musical vocabulary and learn the meanings of dynamics and 'tempo'. We develop their listening skills by sharing a range of musical styles and explore what they hear through a range of questioning.

In composition we explore the skill of 'improvising'. Students use a range of untuned and tuned percussion to play their compositions.

In Dance, we introduce children to a range of dances from 'Around the World' and explore how dance is used in a range of cultures. We also give the students the guidance and opportunity to choreograph their own routines to selected pieces of music.

In Drama we introduce students to the art of storytelling, linked to their class stories. We introduce characterisation and explore gesture, facial expressions and emotion when portraying a character.



Year 2: Curriculum

Physical Education



In Year 2, students will build on the year 1 concepts with more development activities for coordination, agility, and balance, as well as preparing pupils further for games like rounders, cricket and netball beginning in key stage 2. Learners will be challenged more by linking skills that they have acquired and performing those skills with more control and consistency.

Learners will develop striking and fielding skills for ball games and explore more complex movement patterns in gymnastics.

Learners will cover the following units of work:

Gymnastics | Striking Unit | Dance | Run, Jump and Throw | Swimming

There will be more emphasis on evaluating form and identifying ways to improve one's own performance or make suggestions for improvement to others. Children will also be able to explain the principles of a healthy lifestyle and the role physical activity plays in keeping people healthy.

Throughout the year learners will have the opportunity to be challenged, work collaboratively that will assist them in developing their skills further and providing confidence when participating in sports.

Art

At MTS, we value Art and Design as an important part of the children's entitlement to a broad and balanced curriculum. Art and Design provides the children with the opportunities to develop and extend skills and an opportunity to express their individual interests, thought and ideas. Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design.



In KS1 Pupils are taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. Pupils are taught, to create works to record their observations and use them to review and revisit ideas. Students will gain an understanding of new techniques, including drawing, and painting with a range of materials. They will also be able to gather knowledge about great artists, architects and designers in history.

Computing and Innovation

Moving forward with this knowledge and understanding, pupils are equipped to use information technology to create programs, systems and a range of content. Students create digital documents, such as posters, presentations and information texts, for a range of purposes. Media is also a focus; students are shown how sound and video interlink and the basic ways this can be edited.

[illegible]

Year 2: Curriculum

Arabic A

يقوم منهاج الصف الثاني على المهارات والمفاهيم التالية:

لكي يكون الطالب غنياً بلغته سعيدياً بها، ولأننا باللغة نصير أكثر ذكاءً ومعرفة وأكبر قلباً، ونعتبر عن أفكارنا تعبيراً ناضجاً جميلاً يجعل الآخرين يفهمونا ويقدرونا، لذلك احتوى كتاب اللغة العربية على قدر مكانة الطالب ومكانة اللغة العربية، حيث يظهر كتاب اللغة العربية في المهارات الأربع كالآتي:

مهارة القراءة: يبدأ المتعلم قراءة الكلمات والجمل ، ثم يطبق المتعلم معرفته بقواعد الصوتيات والتهجئة في عملية التحليل، ثم يتقدم مستواه ليفرق بين الجملة والفقرة، وعلامات الترقيم، ويتبع اتجاهها الصحيح (من اليمين إلى اليسار) ثم يعمل على تركيب الكلمات المكونة من مقطعين أو ثلاثة أو أكثر، يقرأ المتعلم القصة مع مساعدة المعلم له في بعض الكلمات التي يجد صعوبة في قرائتها.
مهارة الكتابة: يميز شكل الحروف في (بداية- وسط- نهاية) الكلمة ممسكاً القلم بطريقة صحيحة، ثم يقوم الطالب بالتعرف على أشكالاً متنوعة من المصادر: (القصص، المعاجم، الموسوعات) وينشئ المتعلم نصوصاً وصفية، يكتب المتعلم فقرة مضمناً إياها جملة رئيسية، وتفاصيل داعمة، وجملة خاتمة كما يكتب من خلال ترتيب الكلمات واستخدام اللوحات المصورة، وايضاً يكتب المتعلم ملخص لأحداث القصة.

المفاهيم النحوية والإملائية: يحاكي المتعلم (شفوياً) جملاً فعلية بسيطة تتضمن ظرف الزمان (صباحاً، عصرًا، مساءً)، يحاكي المتعلم جملة اسمية بسيطة يتطابق فيها الاسم مع موصوفه (المفرد والمثنى والجمع)
يوظف المتعلم المتعلم حرف العطف الواو في جمل من إنشائه محاكياً نمط، ويفرق بين اللام الشمسية واللام القمرية، كما يفرق بين الفعل الماضي والمضارع، وأيضا يميز بين أنواع التنوين ويفرق أيضاً بين المفرد والمثنى والجمع.

مهارة الاستماع: حيث يصني الطالب للنصوص المسموعة ويظهر فهمًا لها ويميز أفكارها ويحللها ويستخلص منها المبادئ والقيم و يقيم النص وفق معايير محددة ويلتزم آداب الاستماع.
مهارة التحدث: يُظهر الطالب فهمه وقدرته على المحادثة، كالطلاقة والثقة وتنظيم الأفكار والوضوح واستخدام عناصر اللغة كما يستخدم مهارة المحادثة لأغراض متنوعة كطرح الأسئلة وتبادل المعلومات وإعادة صياغة المسموع أو سرد قصة وتقديم عروض مختلفة.

Arabic B

By the end of year 2, students will be able to use grammatical concepts (speaking and writing) imitating patterns through pictures and drawings. In writing, the students will be able to. know the spelling of most visual words from their linguistic environment, including names, verbs and letters related to the following: the self (noun, gender, body parts, feelings) - home - neighbourhood - street - school - transportation - animal - plant - some professions - prepositions - Pronouns - demonstrative nouns - relative nouns - adverbs - interrogative objects. In listening and speaking, the students will be able to listen to familiar topics spoken in clear and sound Arabic, aware of the vocabulary and linguistic styles they have learned, interacting with verbal and non-verbal language gestures.

Islamic

كي يكون الطالب مُلمًا بتعاليم الإسلام، ولديه وعي حقيقي بدينه وقيمه وثقافته الأصيلة، احتوى كتاب التربية الإسلامية على محاور تضمن للطالب تحقيق معرفة قوية ونضج حقيقي يليق به كمسلم، وقد جاء ذلك تفصيلًا كالتالي:
محور الوحي الإلهي (القرآن والحديث):

يتلو الطلاب السور القرآنية المقررة تلاوة مجودة، ثم ينتقلوا إلى استنتاج المعاني الإجمالية الواردة في الآيات الكريمة، كما يتعرف الطلاب على أسس الدين الحنيف وأركانه من خلال الأحاديث النبوية الشريفة.

محور السيرة النبوية:
يتعرف الطلاب على رسولهم الكريم محمد(صلى الله عليه وسلم)، ثم ينتقلوا بعد ذلك إلى التعرف على مراحل كفالته في بيت جده وعمه، ومنها يحدد الطلاب بعض ملامح حياة رسولنا العظيم ويحددوا كيفية التحلي بأخلاق وصفات نبيهم الكريم محمد(صلى الله عليه وسلم).

محور الأحكام والعبادات:
يتعرف الطلاب على بعض أسس الدين الحنيف، وعلى مفهوم العبادة وأهميتها في الإسلام ، ثم يتعرفوا على بعض العبادات التي يجب على كل مسلم المحافظة عليها دائمًا.

محور القيم والآداب:
يتعرف الطلاب على مفهوم القيم ومفهوم الآداب في الإسلام، ثم يقوموا باستنتاج بعض الآداب والقيم الإسلامية التي تهدف إلى الرقي بأخلاق وسلوك الفرد المسلم خاصة والمجتمع كله عامة.

محور العقيدة الإيمانية:
يتعرف الطلاب على مفهوم العقيدة ومنها ينتقلوا إلى التعرف على أهمية الاعتقاد الصحيح لكل مسلم تجاه ربه وتجاه رسوله.

محور الهوية والقضايا المعاصرة:
يتعرف الطلاب على مفهوم الوطن وقيمه في حياة جميع أفراد المجتمع، ثم يتعرض الطالب لمناقشة بعض القضايا المعاصرة لحياة جميع أفراد المجتمع ومنها يعرض الطالب بعض الحلول والأفكار التي تساعد على تجاوز بعض تحديات الحياة.



Year 2: Curriculum

Extra Curricular Opportunities

At GEMS Metropole education does not belong solely in the classroom. Opportunities for enrichment activities help students to develop their interest and abilities, provides valuable learning experiences outside their studies and promotes independence and inter-personal skills. Educational visits off-site are complemented by numerous cultural events in school. Our curriculum also includes specific events to enrich the lives of our students: dedicated days to learn about key life skills such as internet safety and eco weeks supplement our students' learning. We offer a fantastic range of extracurricular activities: our pupils are lively and curious so we love to feed their enthusiasm!

Masterclass

We run a fantastic Masterclass program which gives students opportunities to get involved in a wide range of projects, societies and activities, creative and performing arts as well as academic subjects. Many activities are run by our own staff but we also work with external organisations and specialist providers to ensure a high-quality offer for students. Masterclass is a timetabled lesson in which students get to select the activity they take part in to further develop a skill or to learn a new one! Activities range from arts and crafts to water polo, rounders, and theatrical face painting. In every year group there is a wide range of activities to suit every child's passion.



Year 2: Curriculum

Assessment

At GEMS Metropole School, we believe that accurate, regular and robust assessments are essential tools necessary for ensuring successful teaching and learning. Assessment is a continuous process integral to learning and teaching.

It is how teachers gain knowledge of their students' needs, achievements and abilities, enabling planning and delivery to be more effective, thereby raising attainment for every child.

Assessment is at the heart of teaching and learning: We ensure that assessment is central to classroom practice. Teachers will plan tasks, activities and questions which will help students demonstrate their knowledge, understanding and skills.

Assessment for learning focuses on how students learn: We recognise that every student is unique and students learn in different ways. We help students become aware of how they learn as well as what they learn.

Assessment for learning is a key skill for all educators: We ensure that all staff are skilled in assessing student's learning, identifying the next steps and helping the students to progress effectively. Through the triangulated use of CAT4, Progress Tests, PASS and teacher judgement.

Assessments are always sensitive, constructive and accurate: We ensure that all assessments are accurate, meaningful and are used to inform teaching and learning. We ensure that students are suitably challenged to fulfil their full potential.

Assessments motivate learners: We are aware of how students' confidence can be affected by comments on their work. We celebrate what each student can do, emphasising progress, achievement, effort and attitude.

Assessment for learning helps students understand their goals and the criteria by which they are assessed: We use assessment to help students know how to improve and to reflect on their own learning. We work in partnership with parents and carers, sharing information about their child's progress and help them support their child's learning.

Resources To Support My Child

"The secret to success with support at home is practising little and often. 15–20 minutes of daily homework is expected to be completed by children in Year 2. To support reading and spelling at home children will be given two weekly reading books and weekly spellings which they can practice with an adult at home. In Year 2 the children will complete AR Reader tests after reading books independently to challenge their comprehension skills. To support with learning spellings, you can buy some magnetic letters for the fridge and practice making them each day. To support maths at home children should download the Time Table Rockstar's App. At the beginning of the year teachers will send home login details for this. 5 minutes of time tables practice each day will go very far with helping your child learn multiplication and division facts. White Rose 1 Minute Maths is also a very helpful app where your child can practice their four operations. Make sure to read the weekly update each week as teachers will put videos and resources in there to help support current learning in the classroom.





Year 2: Communications

Year 2 Communication

Over the year we will communicate with you in a variety of ways. You can expect to receive communication for your children in the following ways:

Class Email

Each week your child's class teacher will email out information specific to your child's class. This will include learning that has happened that week as well as what will be coming up in the following week. It will also details any upcoming events, trips or important information.

Weekly Infant Newsletter

Every Friday you will have access to the year group newsletter. This includes information relevant to the whole year group and can be accessed through GEMS Connect as well as through your email.

Head of Primary Newsletter

This will be received bi-weekly and will be available on GEMS Connect. This newsletter contains a wider view of what is happening within the school.

GEMS Connect / School Reports

You will receive two reports each term which will be available on GEMS Connect for you to review & download.



Student Wellbeing

At GEMS Metropole School, we are committed to promoting and supporting the positive mental health and wellbeing of our students. We recognise that mental health and emotional wellbeing is just as important as physical health. Individuals are better prepared for a happier fulfilled life when they are healthy, safe and thriving.

GEMS Metropole School supports the UAE vision for wellbeing by sharing the following vision:

'We are proactive in promoting wellbeing, allowing us all to personally thrive'.

This vision is based on a proactive, positive psychology model, reinforced through the PERMAH framework allowing our community to build their personal sense of happiness and wellbeing, rather than a reactive only approach. Across the school we achieve this through LEAD time, assemblies, happiness rooms, pastoral curriculum, school events, Metropole Mustangs, School Farm and through the 4 school model we have here at GEMS Metropole.



