

CURRICULUM HANDBOOK

Year 6

2023 - 2024

EXPERIENCING LEADERSHIP



مدرسة جيمس متروبول
GEMS Metropole School
MOTOR CITY



gemsmetropoleschool-dubai.com

GEMS
EDUCATION

Introduction

Welcome to Junior School

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

Our Junior School embraces traditional values, with high expectations in a school where academic excellence, empathy and future leaders thrive. We believe that education should not simply be about delivering a curriculum and assessments, but that real learning stems from stimulating intellectual curiosity, a strong grounding and nurturing a love for the subjects taught. With a focus on values, we aim to ensure all students are equipped with the skills and identity to lead in a globalised and forward-thinking world.

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.

Simon Longdon
Head of Junior School



Welcome to Year 6

On behalf of everyone in the GEMS Metropole Community, I am delighted to welcome you and your child to Year 6. The teachers in Year 6 are looking forward to starting the journey with your child on the final year of Primary School. The Year 6 team have crafted an exciting and enriching curriculum for your child this year with plenty of opportunities to use critical thinking, collaboration and communication skills which will prepare your child for the future.

You can find out more about the Year 6 teachers by reading their biographies. We also value student wellbeing and the children will learn about responsibility and morality in lessons, whilst applying these skills in the school community. The Year 6 children will attend external trips where the students will consolidate their learning and further develop friendships and interpersonal skills. There will also be an opportunity for your child to attend a camp, whereby they will develop their independence and test their resilience. At GEMS Metropole, we pride ourselves on our parent partnership, and there will be regular opportunities to share in your child's learning, such as shared learning mornings. You can find out more about the learning which will be covered in the curriculum section.

Breandan Casey
Head of Year 6



Junior Leadership Team

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1 Simon Longdon
Head of Junior School

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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 and 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 year group.

Leadership Curriculum

Through a bespoke inspiring leadership curriculum, students in the junior school are exposed to and have opportunities to develop their leadership skills as well as lead on their own projects across the year groups. Students will have dedicated lessons which focus on the teaching of core leadership skills. Within these lessons, students learn what a leader is, what it means to be a leader and ultimately, how to be an effective leader. Each term, the students will have a leadership day during which they will be involved in a range of tasks from team building exercises, developing problem solving, social responsibility tasks and leading other year groups in activities. At the end of every academic year, students are involved in a leadership conference led by our students in which they can share their learning with the wider Metropole community.



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. We truly believe that all students can be high performance learners and we strive for all our students to have a performance mind-set and reach their potential and beyond!



Termly Topic Overviews

Term 1A: How have crimes and punishments changed over time?

In Term 1A, students will be examining crime and punishment throughout history. We will look at a variety of time periods from the past, including: the Vikings, Anglo-Saxons, Romans and Victorians. Students will analyse each time period, exploring their context. As we progress through the term, we will look at the fascinating (but very painful!) punishments that criminals received for different crimes. We will consider how and why laws have changed and develop an understanding of the concepts of crime and punishment.

Term 1B: How have great leaders altered the course of history?

Linking with our leadership curriculum, in Term 1B, we will take a deeper dive into a number of the historical eras we covered in Term 1A. Within these, we will look at some of the leaders of these civilisations and analyse the impact that they had. Students will participate in a project in which they; research their chosen leader; research their historical era in detail; look at the impact they had as a leader (was it good or bad?); and elicit the impact this leader had on the world today.

Term 2A: What is our world and how is it changing?

In Term 2A, Year 6 will be exploring the different biomes and climate zones of the world. To begin, students will learn an in-depth definition of a biome and the factors which determine how they are distinguished. Students will then focus on two biomes which will be compared and contrasted: the desert and the rainforest. We will be analysing a range of areas, including their location (through map work), their distinctive features, their climate, what makes them unique and how they differ from other biomes of the world.



Termly Topic Overviews

Term 2B: If our environment is so important, why are we killing it?

Following on from our biomes focus in Term 2A, students will be taking part in an enquiry-based project, focused on sustainability, throughout Term 2B. Students will choose a biome of their choice and will then be tasked with researching all aspects of the biome: its climate, flora and fauna and its physical features. In addition, students will be required to examine how this biome is being impacted by humans and what we can do to help it in the future. Students will present their project to the class at the end of the term.

Term 3A: Is 'different' a bad thing?

Term 3A will focus on looking at fascinating individuals who have 'dared to be different'. We will look at stereotypes and the struggles they have faced, their achievements and the legacy they have left behind. Students will do an independent project in which they research and present their findings based on these individuals. Can you name anyone who is inspirational because they have dared to be different?

Term 3B: Living life in the fast lane. Do you have what it takes?

During this half term, we will be participating in the Formula Ethara programme, which is a project that incorporates science, technology, engineering, arts and mathematics (STEAM) subjects. The children will create a model Formula 1 car and will develop a project using skills surrounding this, such as branding, computer-aided design and presentation. The topic will build up to a Formula Ethara Race Day, where the children will test their cars on the race track!



Year 6: 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 practise the skill of reading aloud fluently with intonation that shows understanding and developing their verbal reasoning skills to aid comprehension during 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 termly on reading skills through the NGRT reading assessment. 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 on 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 practising 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 on to 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 6: Curriculum

Year 6 English Overview by Terms

Term 1

In Term 1A, students will learn the skills needed to write a suspense narrative. The style of story students will learn to write is a 'Finding Tale'. As well as exploring a number of grammar features such as complex sentences and punctuating direct speech, students will focus on how to build suspense effectively by using a variety of strategies, such as show not tell, empty words and using speech to move writing along.

In 1B, the focus is a balanced argument. Students will learn how to write a piece of text which provides both sides to an argument which will allow the reader to form their own opinions. The focus of the writing will be to effectively provide information and facts without bias, giving evidence for 'for' and 'against' arguments and ensuring that personal opinions are kept separate from the writing. Students will write their balanced argument based on a time period or leader from history.

Term 2

Linking with our focus on biomes in Term 2A, students will be writing a non-chronological report on an area of their choice. Based on some of the flora and fauna they have explored, they will write their own report, using features such as generalisers, organisers and technical vocabulary.

In Term 2B, students will focus on writing a persuasive advert. We will explore the different techniques associated with writing an effective advertisement, such as an exaggeration, using testimonials and how to effectively use boasts. Students will write their own persuasive advert for a new product they have invented to help save the world!

Term 3

In Term 3, we will be writing a narrative based on the text 'Pale'. We will be using Talk for Writing techniques to analyse the story and its features before innovating our own narrative based on this. In 3A, we will focus on instruction writing as part of the car assembly and building process during our Formula 1 project.



Year 6: 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 more 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 6: Curriculum

Year 6 Math Overview by Terms

Term 1

In Term 1A, the children will be developing their place value skills, such as ordering numbers and decimals. They will also develop their reasoning and problem-solving skills by applying them to a real-life context. In these, they will revise written methods for all four operations. Term 1B is all about fractions: adding and subtracting with different denominators; multiplying and dividing fractions and ordering/comparing fractions. It is important that students know their times tables well and can recall the facts accurately.

Term 2

During 2A, we will be exploring the relationships between fractions, decimals and percentages, and developing our knowledge about these concepts. We will then begin exploring algebra, where students will develop their knowledge of expressions and formulae. In 2B, we will be continuing algebra moving on to learning to express formulae. Then we will learn about converting between metric measures and imperial measures; perimeter, area and volume.

Term 3

In 3A, we will be developing our understanding of the relationship between ratios and fractions to solve problems. We will also be learning how to use and calculate scale factors. We will be learning about line graphs and how to read and construct pie charts using knowledge of measuring angles. In 3B, we will be focusing on developing our problem-solving skills and consolidating key concepts in preparation for transitioning to Year 7.



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 on 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 6: Curriculum

Year 6 Science Overview by Terms

Term 1

In science during 1A, we will be developing our knowledge about how light travels and how we are able to see. We will also explore some of the ways that light behaves, such as shadows, reflection and refraction. During Term 1B, we will be extending our knowledge of the human body. We will specifically learn about the cardiovascular system, with a particular focus on the heart. Our working scientifically skills will focus on designing, implementing and reflecting on an investigation.

Term 2

In 2A, we will be exploring electricity. The students will learn about circuit diagrams. They will use electrical equipment to test different circuits and explore how different components work. They will also develop their knowledge of scientific investigations by answering questions such as, "What happens to the brightness of a bulb when more components are added?" In 2B, we will be developing our knowledge of inheritance and evolution. This science topic will explore how characteristics are passed down from parents to offspring within plants and animals. It will also explore how animals and plants adapt to their surroundings to be the most successful in their species.

Term 3

In Term 3, children will learn how to classify living things through the major classification kingdoms, defined by Carl Linnaeus. They will observe microorganisms, plants and animals by comparing their similarities and differences. They will also consolidate their learning in preparation for progress tests, and develop their scientific working skills.

Year 6: Curriculum

Moral, Social and Cultural Studies

At GEMS Metropole we follow the Moral, Social and Cultural Studies 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. Moral, Social and Cultural Studies 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 Moral, Social and Cultural Studies, 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 Moral, Social and Cultural Studies knowledge and skills.





Year 6: Curriculum

Year 6 Moral, Social & Cultural Studies Overview by Terms

Term 1

Our half termly focus for 1A is 'Character and Morality'. During this unit of work, the children will explain the meaning of moral values and how they perceive ethical dilemmas. For 1B, our focus will be on responsibility for ourselves, others and the environment. We will look at ways to show responsibility, build the capacity further and how we can be agents of change to support other people and our environment. Additionally, we will be learning about ancient civilisations and how agriculture and trade impacted the people that settled in these places.

Term 2

In Term 2, we will be exploring 'Moral Character and Virtue Ethics'. We will explore the concepts of forgiveness, patience, virtues and what makes a good person. The children explore these concepts in a range of scenarios. The children will also be learning about classical civilisations and how these led to the development of different types of government. We will also be exploring how different empires expanded due to their successes and exploring failures which sometimes led to their fall.

Term 3

In the final term of the year, Year 6 students will be participating in a 'Moral Education in Action' programme, where the students can put their skills to the test in the community. They will also be learning about the Golden Age of Islamic Civilisation and how innovation, art, architecture and medicine were influenced by scholars in Baghdad.

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.

Physical Education

Physical Education and sport are highly valued at Metropole. We firmly believe that it helps our students grow into responsible adults, aware of the importance of a healthy lifestyle and its effects on their own safety and wellbeing. In Year 6, we look for students to increase their activity levels and take further steps to become self-evaluating against agreed targets within the curriculum.

We are looking to develop our students and encourage lifelong learning and participation in physical activity. As a result, we offer a wide variety of activities including field, racket and aquatics. We believe that this allows students to not only select future activities to participate in but also gain understanding of the techniques, skills and tactics and how they can be adapted in various situations.

The program seeks to develop physical competencies including the components of fitness which further develop each child's motor skills and athletic capabilities required for future participation. To ensure the curriculum is holistic, students are guided into leadership roles as coaches, organisers and officials. This promotes not only a greater understanding of core-values but also promotes self-confidence and mental health awareness.



Year 6: Curriculum

Performing Arts



In Year 6 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 continue to develop students' singing skills, by introducing syncopated melodies and singing in 3 or 4 part rounds. We continue to develop listening skills by studying music from a range of eras and genres, and look at the history and social context of the time. In composition, we look at the importance of melodic shape, and how to use music technology to enhance composition skills. Students will also look at performing as class ensembles using a variety of pieces and instruments. We also have the opportunity for our Year 6 students to take part in the Primary Choir who, represent Metropole at a variety of events throughout the academic year. In Drama, students will explore how to stage performances in small groups using the techniques studied during their primary years. They will also be introduced to the importance of feedback during performances, and the impact feedback can have on groups development of creative work. In Dance, students are taught short, simple choreographed routines. They are also given the opportunity to choreograph their own routines in small groups to selected pieces of music.

Year 6: Curriculum

Art

At GEMS Metropole, 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 KS2, 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



Year 6: Curriculum

Modern Foreign Language

In Year 6, students continue to receive one hour of Modern Foreign Language (MFL) teaching per week, and this lesson is taught by a member of the MFL department in a specialist language classroom. If your child is new to Metropole at the start of Year 6, they will be asked to choose either French or Spanish and will be assigned to a class. Please note that students continue with their choice of language throughout their time at Metropole School, and unfortunately, are not allowed to move between subjects.



Year 6: Curriculum

Computing and Innovation

At Metropole we deliver a high-quality computing education which will equip pupils to use computational thinking and creativity to understand and change the world.

The core of computing is computer science, in which pupils are taught the principles of information and computation, how digital systems work, and how to put this knowledge to use through programming. Students are given exciting opportunities to explore computing programmes and write simple block coding using online platforms. Building on these skills, students apply their computational thinking to programming hardware – such as robots – to complete simple courses.

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.

Projecting ourselves in to the future of technology, Metropole offers students virtual and augmented reality experiences using specialist headsets and software.

Computing ensures that students become digitally literate – able to use, and express themselves and develop their ideas through, information and communication technology. Throughout their lessons students are informed about the importance of E-Safety and how their actions online can have an impact on others as well as how to keep themselves safe.



Year 6: Curriculum

Arabic A

يقوم منهاج الصف السادس على المهارات والمفاهيم التالية : المهارت اللغوية من خلال تفاعل الطلبة الواعي مع مضامين النصوص وأفكارها، ويكونون شركاء فاعلين في عملية التعليم والتعلم، ولا يقتصر دورهم على التلقي السلبي فقط، والمناهج مُقسمة إلى ثلاثة فصول، في كل فصل ستة أقسام وهي: مهارة القراءة: يقرأ الطالب النصوص المقررة بطلاقة مُراعياً الضبط السليم كما يُظهر الوعي بالعلاقات بين المفردات ومعانيها كما يفسر معاني المفردات مستعيناً بسياقها ومرادفات وأضدادها.

مهارة الكتابة: يقوم الطالب بالتعرف على كيفية كتابة التعبير " الإبداعي والوظيفي " مثل: القصص وكتابة النصوص الإقناعية وكتابة استجابة أدبية.
المفاهيم البلاغية: يتعرف الطالب المفاهيم البلاغية المناسبة للمرحلة (التشبيه / الجناس) ويتذوق جمالياتها ويستخدمها في التعبير.
المفاهيم النحوية والصرفية: يتعرف الطالب مفاهيم جديدة مثل (إن وأخواتها/ أحوال خبر إن وأخواتها/ همزة المد/ الهمزة المتوسطة)
مهارة الاستماع: حيث يصغي الطالب للنصوص المسموعة ويظهر فهماً لها ويميز أفكارها ويحللها ويستخلص منها المبادئ والقيم وقيم النص وفق معايير محددة ويلتزم آداب الاستماع.
مهارة التحدث: مجموعته يظهر الطالب فهمه وقدرته على المحادثة، كالطلاقة والثقة وتنظيم الأفكار والوضوح واستخدام عناصر اللغة المحاذية مثل: التنعيم، والنبر، والإيماء، والإشارات...، ويشارك بفعالية في عروض تقديمية يعدّها مع مجموعته، 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 6, the students will be able to show knowledge of singular and plural. The students will be able to know the provisions of some numbers and show their understanding of matching numbers (1-10) to the numeral in remembrance, femininity, singular, dual, and plural. In listening and speaking, the students connect thoughts and memories in an audiovisual text. The students will also build linguistic knowledge related to rhetorical concepts, taste their aesthetics, use and evaluate them in their linguistic production (speaking and writing). In listening and speaking, the students will be able to respond to specific questions and identify two phrases that are similar in musical rhythm. Students will be able to speak fluently familiar topics in clear and sound Arabic, and prepare presentations on them, using the linguistic methods they have learned, employing verbal and non-verbal language (gestures, facial expressions, and body language) appropriate for the place, committed to exchanging small talk and team work etiquette and working rules.

Year 6: Curriculum

Islamic

لكي يكون الطالب مُلمًا بالثقافة الإسلامية وعنده وعي بدينه الحنيف علمًا وتطبيقًا لأحكامه، احتوى كتاب التربية الإسلامية على عدة محاور توضح ذلك.

محور الوحي الإلهي (القرآن والحديث):

يتلو الطلاب السور القرآنية المقررة (عبس – الانفطار) تلاوة مجودة ومتقنة، ثم ينتقلوا إلى شرح وتحليل المعاني الواردة في الآيات الكريمة، ومن خلال الأحاديث النبوية الصحيحة يقوم الطلاب بتحديد الصفات والسلوكيات التي تدل على قوة إيمان المسلم والصفات والسلوكيات التي تدل على ضعفه.

محور السيرة النبوية:

يوضح الطالب كيفية تأسيه بالنبي صلى الله عليه وسلم في الحكمة في الدعوة، ويتمكن من إعداد قائمة بأكبر قدر ممكن من صفات النبي صلى الله عليه وسلم

محور الأحكام والعبادات:

يقارن الطلاب بين مفهوم العبادات ومفهوم المعاملات في الإسلام ومنها يحددوا بعض العبادات التي يجب على كل مسلم الالتزام بها ، ثم يقوموا باستنتاج الأحكام والشروط الخاصة بهذه العبادات والتي تضمن لهم تطبيقها بشكل صحيح.

محور القيم والآداب:

يتعرف الطلاب على الكثير من القيم والآداب التي جاءت بها الشريعة الإسلامية ومنها يقوم الطلاب بشرح كيفية تطبيق هذه الآداب في تعاملهم مع جميع أفراد المجتمع. ومنها دعاء ركوب وسائل النقل موضِّحًا المعنى العام، وآداب ركوب وسائل النقل

محور العقيدة الإيمانية:

يتعرف الطلاب على مفهوم العقيدة الإسلامية ومنها يقوموا بتحديد ما يجب الاعتقاد به وما لا يجب الاعتقاد به من خلال النصوص القرآنية والأحاديث النبوية الصحيحة.

محور الهوية والقضايا المعاصرة:

يتعرف الطلاب على أهم القضايا والمستجدات الحياتية المعاصرة، ومنها يقوم الطلاب بتحليل بعض التحديات التي تواجه المجتمع الآن وعرض بعض الحلول التي تساعد على تجاوز هذه التحديات والتعامل معها بشكل واقعي مناسب.



Year 6: 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 6: 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 students' 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.



Year 6: Curriculum

Resources To Support My Child

There are many resources that you can support your child with at home. Year 6 is an important year to ensure that your child has the basics in order to be confident when transitioning to secondary school. You will find a list of some of the resources we recommend, however there are many more! Don't forget that 30 minutes of reading is necessary to ensure your child develops the sophisticated vocabulary they need for the future.

Maths:

- White Rose videos to support with strategies and understanding:

<https://whiterosemaths.com/homelearning?year=year-6>

- App: Prodigy

- App: Times Tables Rock Stars

- App: Sparx

Reading:

- Accelerated Reader

- <https://readtheory.org/>

Science:

- <https://classroom.thenational.academy/subjects-by-year/year-6/subjects/science>

Other topics:

- <https://classroom.thenational.academy/subjects-by-year/year-6>



Year 6: Communications

Year 6 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 detail any upcoming events, trips or important information.

Weekly Junior Newsletter

Every Friday you will have access to the Junior School newsletter. This includes information relevant to the Junior School 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.



