

Where we explore and discover.

**CURRICULUM  
HANDBOOK**

Year 1

2025 - 2026

*Discover*  
**LEADERSHIP**



مدرسة جيمس متروبول  
**GEMS Metropole School**  
MOTOR CITY

**GEMS**  
EDUCATION



## Introduction

### Welcome to Forest School

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

In the Forest 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; 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 Shepherd**  
Head of Forest School



### Welcome to Year 1

On behalf of everyone at GEMS Metropole School, I'm delighted to welcome you and your child to Year 1. This is a wonderful year of growth and discovery as children make the important transition from Foundation Stage to Key Stage 1. Our Year 1 team are excited to begin this journey with you and look forward to working in partnership to support your child's learning and wellbeing.

In Year 1, we continue to build on the foundations laid in FS1 and FS2, offering a balance of play-based and more structured learning. Continuous provision remains a key part of our approach, helping children to explore, create, and develop independence.

As we begin working with the National Curriculum, we are passionate about making learning engaging, meaningful, and fun. We are planning a range of exciting experiences throughout the year—from topic hook days to school trips—and we look forward to welcoming you into school to celebrate your child's progress and achievements.

**Holly Brissett**  
Head of Year 1



## Primary School Leadership Team



**Emily Shepherd**  
Head of Forest School



**Simon Longdon**  
Head of Values School



**Lucy Nicholls**  
Deputy Head of Primary



**Erin Nelson**  
Deputy Head of Primary



**Lauren McAuley**  
Assistant Head of Primary



**Debbie Simpson**  
Assistant Head of Primary



**Melissa Sweeney**  
Assistant Head of Primary



**Brendan Eveleigh**  
Assistant Head of Primary

## The Metropole Curriculum Journey

At GEMS Metropole School, our programme of learning reflects the GEMS Education core values and is delivered through a creative and curiosity-driven curriculum. We are committed to providing a high-quality education within a happy, supportive, and nurturing environment where every child feels empowered to explore, take risks and think independently. Lessons are thoughtfully planned to be challenging, engaging, and purposeful - igniting imagination and inspiring a love of learning. Our approach encourages enquiry, critical thinking, decision-making and problem-solving, with students actively involved in shaping their own learning journey. Opportunities for leadership are embedded across the curriculum, and high expectations are upheld by all members of our school community, ensuring a culture of ambition, respect and continuous growth.

## Early Years Foundation Stage Curriculum – FS1 & 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 to 11, students at GEMS Metropole School follow the National Curriculum for England, engaging in a broad and balanced programme of study across a wide range of compulsory subjects, including English, Mathematics, Science, Computing, Design and Technology, History, Geography, Art and Design, Music, Physical Education, and Modern Foreign Languages. The curriculum is not bound by textbooks; instead, it offers a dynamic framework that introduces students to essential knowledge, skills, and cultural understanding needed to become well-rounded, educated citizens. It provides access to the most significant ideas, literature, and discoveries across disciplines, fostering a deep appreciation for human creativity, innovation, and achievement.

## Ministry of Education Curriculum

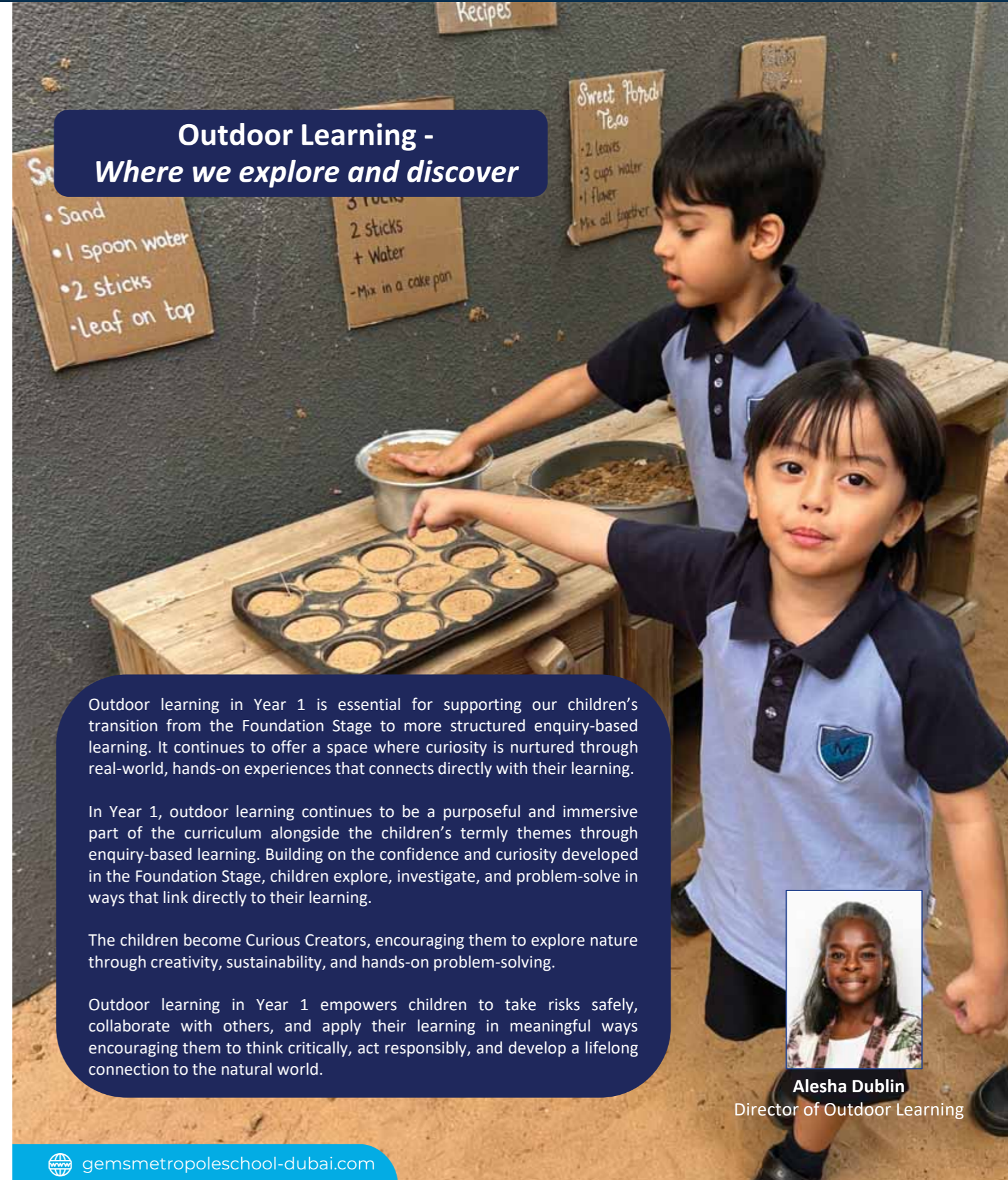
Alongside the Early Years Curriculum and National Curriculum of England, students also study the Ministry of Education Curriculum. Through this, students learn Arabic, Islamic Studies and Moral, Social and Cultural Studies. The UAE leaders along with GEMS Metropole School promote the learning and using 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.

## Sustainability Curriculum at GEMS Metropole School

At GEMS Metropole School, sustainability is a core focus woven throughout our Forest School curriculum. The school farm plays a vital role in bringing this to life, offering students immersive, hands-on experiences that highlight the importance of caring for the environment. From growing produce and composting to learning about resource conservation and animal welfare, students gain a deep understanding of sustainable practices in action. These real-life learning opportunities are further enhanced through leadership roles and enterprise initiatives, empowering students to take responsibility, make ethical choices, and actively contribute to a more sustainable future within their school and wider community.



## Outdoor Learning - Where we explore and discover



Outdoor learning in Year 1 is essential for supporting our children's transition from the Foundation Stage to more structured enquiry-based learning. It continues to offer a space where curiosity is nurtured through real-world, hands-on experiences that connects directly with their learning.

In Year 1, outdoor learning continues to be a purposeful and immersive part of the curriculum alongside the children's termly themes through enquiry-based learning. Building on the confidence and curiosity developed in the Foundation Stage, children explore, investigate, and problem-solve in ways that link directly to their learning.

The children become Curious Creators, encouraging them to explore nature through creativity, sustainability, and hands-on problem-solving.

Outdoor learning in Year 1 empowers children to take risks safely, collaborate with others, and apply their learning in meaningful ways encouraging them to think critically, act responsibly, and develop a lifelong connection to the natural world.



**Alesha Dublin**  
Director of Outdoor Learning

## Forest School - *Where we explore and discover*

In Year 1, Forest School is a vibrant and immersive part of the curriculum, offering children the chance to develop independence, resilience, and a lifelong connection with the natural world. Through seasonal, topic-linked experiences, children explore nature using real tools, build teamwork skills, and engage in hands-on learning that connects with their classroom themes. Throughout the year, children take on different roles.

### **Term 1: Nature Detectives & Roots, Shoots and Juicy Fruits.**

Year 1 begin Forest School as curious “Nature Detectives,” learning boundaries and exploring seasonal changes, local wildlife, and sea turtle migration through nature art, clay, and simple tools. They then become young gardeners in “Roots, Shoots and Juicy Fruits,” planting, exploring soil health, and discovering where food comes from, finishing with a fresh fruit salad celebration.

### **Term 2: Down in the Forest & Fire, Fire!**

This term focuses on forest fauna and fire. In “Down in the Forest,” children build shelters, tie knots, and learn ethical animal rescue techniques. “Fire, Fire!” introduces fire safety, the fire triangle, and traditional fire-starting methods, with planting activities to mark the International Day of Forests.

### **Term 3: Planet Protectors & All Aboard!**

Children become “Planet Protectors,” learning about composting, desert ecosystems, and sustainability through hands-on, earth-friendly activities.

The year ends with “All Aboard!”—a pirate-themed indoor adventure full of teamwork, tools, treasure maps, flags, and a final class treasure hunt.



## Termly Topic Overviews

### **Term 1A: Who am I and what makes me unique?**

In Term 1A In this topic, children will explore their personal history by creating simple timelines and understanding the concepts of past and present. With a focus on learning how people and events shape who we are. Through discussions and stories, we will explore our school values, especially empathy, and learn how people celebrate in different ways around the world.

The topic will culminate in a “This is Me” museum/gallery where children will showcase their portraits, timelines, favourite things, and writing pieces to celebrate their uniqueness and personal journey so far.

### **Term 1B: Do pine cones know it's raining?**

In Term 1B, Year 1 students will be enchanted by a magical fairy grotto in the school’s forest area left by fairies, leading them to ponder questions such as, “Do pine cones know it’s raining?” As they explore this intriguing concept, they will learn about the seasons and living things in forest settings. Through hands-on activities and explorations, students will learn about the rich resources provided by woodlands, such as food and building materials, discovering how nature's secrets are intertwined with daily life in the forest.

### **Term 2A: What makes a house a home?**

In this engaging Year 1 topic, children will explore the big question: What makes a house a home? Through Geography, they will compare different types of houses around the world and look closely at homes in the UAE, including traditional Emirati houses and how they were built to suit the environment. In History, we will look at homes from the past and how they have changed over time, thinking about materials, features, and the way people lived.

Children will also take on the role of designers in Design and Technology, working collaboratively to follow a design brief and create model homes using a range of materials. Throughout the unit, children will develop teamwork, problem-solving, and communication skills while considering what truly makes a space feel like home.



## Termly Topic Overviews

### Term 2B: How do we know dinosaurs existed if we've never seen them?

In this exciting history-driven topic, children will become curious investigators as they explore how we know about dinosaurs and life long ago. Through hands-on science, they will learn how fossils form and what they tell us about the past. In history, children will discover how archaeologists and paleontologists uncover evidence and use it to build our understanding of dinosaurs.

To enrich their learning, children will use Bee-Bots in Computing to navigate fossil-themed maps, developing both coding and directional skills. In Art, they will create detailed observational drawings of fossils and dinosaurs, focusing on shape, line, and texture.

### Term 3A: How do living things survive in different places?

During this term, this exciting topic encourages children to become curious explorers as they investigate how people, plants, and animals adapt to survive in different environments. A highlight will be our Desert Explorer Day, where children will dress as explorers and step into a transformed desert-themed classroom filled with sounds, props, sand digging, and tasting dates to bring the experience to life.

In Geography, children will use maps and globes to locate hot desert regions like the UAE's Rub' al Khali and compare them with deserts around the world. They will learn to identify key physical and human features of desert landscapes and practise using simple maps and directional language.

In Science, children will explore materials used in hot, dry places, investigating their properties and suitability for shelter-building. They will test materials for strength, insulation, and waterproofing, observe how materials change in heat, and take part in a practical desert shelter challenge.

### Term 3B: What will we find in the oceans and how can we protect them?

During this term, children will explore the wonders of the ocean and how to care for it. We'll begin with a "Plastic in the Pool" hook to highlight the impact of pollution on sea life. In History, we'll learn about Grace Darling and sea rescues past and present. In Science, we will investigate the animals that live in the ocean, learning how they survive through adaptations, food chains, and classifications like herbivores, carnivores, and omnivores. Children will also explore materials and test which float or are waterproof—essential for understanding ocean protection and sustainability.

## Phonics

At GEMS Metropole School, we believe every child deserves the opportunity to become a confident, fluent, and happy reader. To support this, we use the Read Write Inc. Phonics programme, which provides a clear, systematic approach to teaching phonics across EYFS, KS1, and, where appropriate, KS2. This structured programme supports the development of reading, writing, and spelling through daily lessons that build steadily on children's skills.

In FS1, children begin with Phase 1 phonics, where they develop vital listening skills through environmental, instrumental, and body sounds. This phase continues alongside the teaching of phonics Sets 1–5 to ensure strong foundations. In FS2, children move into Sets 1–3, where they learn individual sounds (phonemes) and the letters that represent them (graphemes), alongside the skills of blending for reading and segmenting for writing.

As children move into KS1, they begin working through Sets 4 and 5, where they apply their phonics knowledge to read longer words, learn alternative spellings, and explore different ways of pronouncing the same sound. Children also begin to tackle two- and three-syllable words and develop a deeper understanding of spelling patterns and rules.

Set 5 places greater emphasis on grammar, spelling, and common exception words, preparing children for the next stage of their literacy journey.

The aim of Read Write Inc. at GEMS Metropole is not only to secure the phonics knowledge children need to become fluent readers and writers, but also to build confidence, resilience, and most importantly, a love of reading and writing that lasts a lifetime.



## Year 1 Curriculum

### English: Reading

The reading curriculum at GEMS Metropole School in Year 1 continues to build strong foundations in both word reading and comprehension. Children are taught to read with increasing fluency, intonation, and understanding through whole-class reading lessons that promote a love of stories and deepen their engagement with texts. These sessions help develop early comprehension and verbal reasoning skills through targeted strategies and rich discussions.

Home-school reading links are a key priority, with children expected to read at least four times per week for a minimum of 10 minutes. To foster a love of reading, students take part in book-based activities across the year and enjoy regular story times with adults. Weekly library visits provide opportunities to listen to engaging stories and choose books to take home, supporting the development of positive reading habits and a lifelong enjoyment of reading.

### English: Writing

At GEMS Metropole School, the English curriculum is grounded in the National Curriculum for England, with carefully considered adaptations to meet the needs of our diverse student body in the UAE. It encompasses all key areas of literacy, including spelling and transcription, vocabulary, grammar, punctuation, handwriting, and composition. In Year 1, writing lessons continue with the Drawing Club approach, building on the rich storytelling and language foundations developed in Foundation Stages 1 and 2. Drawing Club, centred around the Golden Blend of picture books, tales, and animations, provides a highly engaging and creative environment where children explore language through shared storytelling, drawing, and imaginative play. This approach immerses students in the world of narrative and introduces a rich vocabulary in a meaningful context.

In Term 1B, children transition to The Write Stuff approach. This shift supports students in moving from early imaginative exploration into a more structured writing process that emphasises sentence construction, vocabulary development, and writing stamina. The Write Stuff provides a clear framework for developing children's writing skills while continuing to promote creativity, ensuring that all learners are well-supported as they grow in confidence and capability. Throughout Key Stage 1, children will retell familiar stories orally and in writing, before progressing to inventing their own characters and narratives. They are also introduced to a variety of non-fiction genres, including instructional writing, recounts, and information texts—building a broad and balanced foundation for lifelong literacy.

## Year 1 Curriculum

### Year 1 English Overview by Terms

#### Term 1

In Term 1, children build on the Drawing Club approach from EYFS, developing early writing and storytelling through rich, imaginative texts. This supports oracy, creativity, and language development. From Term 1B, they begin using The Write Stuff framework, producing a 'there and back again' story and a fact file inspired by The Secret Garden.

#### Term 2

In Term 2, children will write a 'meeting tale' and a postcard inspired by Dino Detectives, and a 'chaos to calm' story as well as a narrative poem. They will focus on using verbs, adjectives, and noun phrases, along with correct punctuation and sentence structure.

#### Term 3

Children will write a non-chronological report and a list poem inspired by Wild Warriors, and create an 'everyday life disrupted' tale and rhyming poem based on Commotion in the Ocean. They will develop key writing skills including using noun phrases, suffixes (-er, -est, -ed, -ing), and simple punctuation.

Key grammar skills include using the prefix un-, the personal pronoun "I," and past tense -ed verbs. Children will also explore rhyming words, and learn to sequence ideas for effective storytelling.

## Year 1 Curriculum

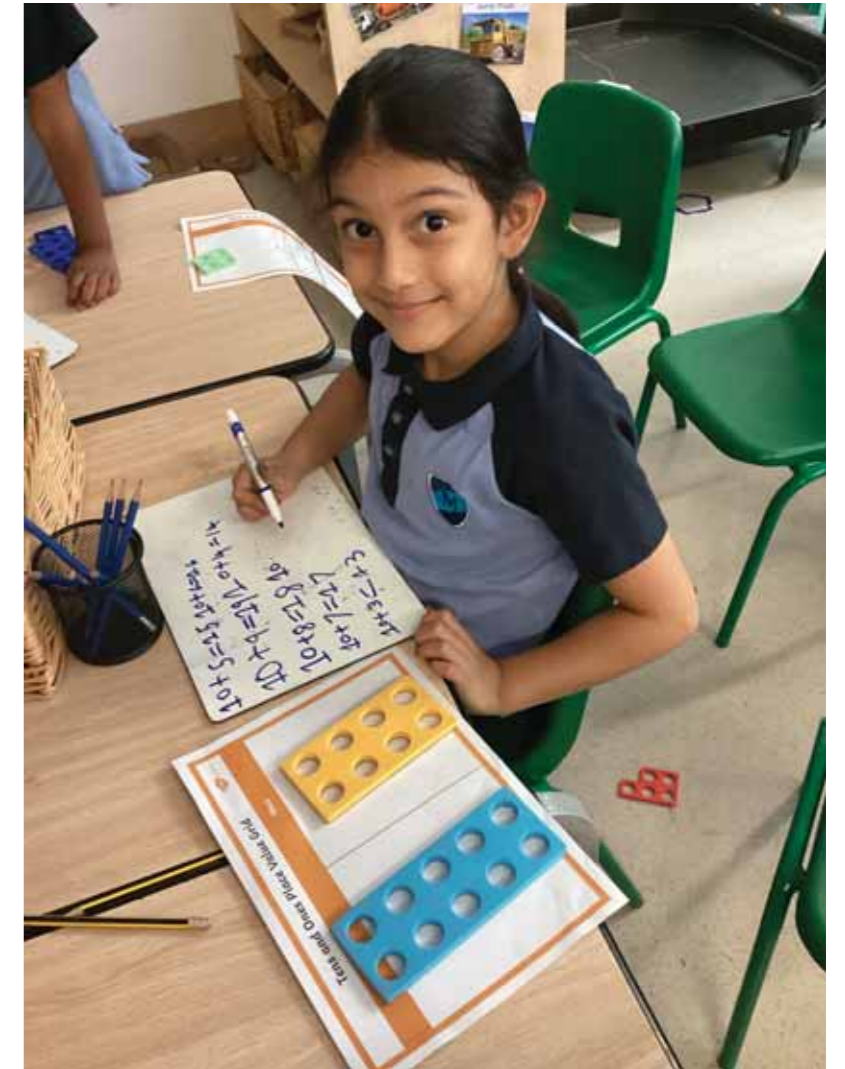
### Mathematics

At GEMS Metropole School, 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).

To further enhance mental fluency, we will also introduce Race to MARS in Year 1. This initiative is designed to develop and strengthen pupils' mental maths skills through regular, engaging challenges that focus on **M**ental, **A**rithmetic, **R**ecall and **S**peed, supporting their confidence and accuracy in rapid calculation.



## Year 1 Curriculum

### Year 1 Mathematics Overview by Terms

#### Term 1

In Term 1, children will consolidate their understanding of number through practical, hands-on experiences. They will develop confidence in counting forwards and backwards, recognising number patterns, and exploring simple addition. Children will also be introduced to 2D and 3D shapes, learning to name, sort, and describe their properties. Problem solving is woven throughout, encouraging children to apply their mathematical thinking in real-life contexts and explore different strategies.

#### Term 2

In Term 2, children will begin exploring early multiplication by making equal groups and counting in 2s, 5s, and 10s. They will use practical resources and visual representations to support their understanding. Children will also compare quantities using language such as "more than" and "less than," and develop their use of number lines to support addition and subtraction. A key focus will be on partitioning numbers into tens and ones, building a strong foundation for place value. Through hands-on activities and problem solving, children will deepen their confidence and fluency in working with numbers.

#### Term 3

In Term 3, children will explore key measurement concepts, including telling the time to the hour and half past, using clocks and daily routines. They will investigate capacity and volume through practical activities, using key vocabulary such as "full," "empty," "more," and "less." In geometry, children will learn about position and direction, using terms like "left," "right," "forwards," and "backwards" through hands-on challenges. They will also begin to recognise and use British coins and notes to solve simple problems involving money. Problem solving and real-life contexts will be woven throughout the term to develop reasoning and mathematical language.

## Year 1 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 1 Curriculum

### Year 1 Science Overview by Terms

#### Term 1

This term, children will explore the human body by naming key body parts and linking them to the five senses through fun, hands-on investigations such as taste tests, sound walks, and texture hunts. They will learn how to stay healthy through discussions about hygiene, exercise, and nutrition, and explore how humans change as they grow. In our plants and animals unit, children will identify common plants and trees (including deciduous and evergreen), learn the basic parts of a plant, and investigate woodland animals and what they need to survive. Observational skills, curiosity, and asking scientific questions will be at the heart of our learning.

#### Term 2

This term, children will investigate everyday materials, exploring their properties such as strength, flexibility, and waterproofing through hands-on testing and construction challenges. Linking to our dinosaur topic, children will sort animals into carnivores, herbivores, and omnivores using model dinosaurs, and explore body parts, bones, and skeletons through comparisons with fossils. They will also learn how fossils are formed and discover the exciting role of a paleontologist, developing their curiosity and scientific thinking along the way.

#### Term 3

This term, children will explore how materials are used in hot, dry places, investigating properties such as waterproofing, strength, insulation, and how materials change in the heat. They will apply their learning in a desert shelter challenge. Linking to our ocean theme, children will identify and classify sea animals based on diet and explore how animal features help them survive underwater. They will also test materials for floating and waterproofing, and be introduced to simple ocean food chains. Observing weather patterns in hot climates will further support their understanding of different environments.



## Year 1 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 School 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 1 Curriculum

### Physical Education

In Year 1, children will take part in two weekly physical activity sessions. Alongside a dedicated PE lesson taught by our specialist teacher, children will also enjoy a weekly Explore and Move session with their class teacher. This session is designed to promote physical development through active learning experiences that link with our Forest School setting and outdoor curriculum.

Explore and Move may take place in the PE hall or outside, with a focus on movement, teamwork, exploration, and developing a connection with the natural environment. These sessions aim to support children's physical health, wellbeing, and social skills through hands-on, active learning.



## Year 1 Curriculum

### Performing Arts

In Year 1, students are introduced to Music through weekly lessons with specialist Performing Arts teachers. They learn simple songs, chants, and rhymes that help them explore the concept of pitch and begin to develop their musical ear. Listening skills are a key focus, as children are exposed to a variety of musical styles and encouraged to respond to what they hear through guided questioning and discussion.

Students also begin to explore composition. Using a range of stimuli, they are introduced to the idea that they can create their own music, experimenting with sound, rhythm, and structure in imaginative ways. These early experiences aim to build confidence, creativity, and a strong foundation in musical understanding.

### Arts and Design

Throughout Year 1, children will explore a wide range of media and artistic techniques to develop and express their creativity. They begin with self-portraits using mirrors and mixed media, inspired by Frida Kahlo, and create family collages and texture faces to match the senses. As part of their nature exploration, children will use natural materials for leaf rubbings, bark prints, and woodland collages, learning from Andy Goldsworthy's use of organic textures.

Later in the year, pupils will explore line, shape, and colour through cityscape drawings and collages, influenced by Paul Klee, and create recycled plastic art to raise awareness of ocean pollution. They will build on their sculpture skills by making clay sea creatures, inspired by Claude Monet's water scenes, using art to explore imagination, observation, and environmental themes.

### Design and Technology

In Year 1, D&T provides engaging opportunities for children to design, make, and evaluate using a variety of materials and tools. Pupils begin the year by designing fruit faces, supporting their understanding of healthy eating and food groups. Later, they explore textiles by designing and decorating paper doll clothes, encouraging creativity and self-expression while developing fine motor skills and an understanding of design purpose.





## Year 1 Curriculum

### Islamic

في السنة الأولى، يهدف منهج اللغة العربية إلى تهيئة الأطفال لتعلم اللغة العربية بطريقة ممتعة وتفاعلية. يركز المنهج على تعليم الحروف الأبجدية وأصواتها من خلال الأغاني والأنشيد والألعاب التعليمية، مما يساعد الأطفال على نطق الحروف وربطها بالأصوات بشكل صحيح. يتم تقديم مهارات القراءة الأولية عبر قراءة القصص القصيرة الملونة التي تحتوي على صور جذابة، مما يحفز اهتمام الأطفال بالقراءة ويشجعهم على التعرف على الكلمات البسيطة وقراءتها. يتعلم الأطفال كيفية كتابة الحروف والكلمات البسيطة من خلال الأنشطة اليدوية مثل الكتابة على الرمل واستخدام الأقلام الملونة، مما يجعل الكتابة ممتعة ومثيرة للاهتمام.

يتم توسيع مفردات الأطفال من خلال الألعاب التفاعلية والنشاطات الجماعية التي تشجعهم على استخدام الكلمات الجديدة في جمل بسيطة وحواراتهم اليومية. كما يتم تعزيز مهارات الاستماع والفهم عبر القصص والحوارات والنشاطات التي تتطلب التركيز والاستجابة. تُستخدم الألعاب التعليمية لتعزيز تعلم اللغة العربية بطرق ممتعة وتفاعلية، مثل تركيب الحروف والكلمات وحل الألغاز اللغوية، مما يعزز التعاون والمشاركة بين الأطفال. يسعى المنهج من خلال هذه المحاور إلى تنمية حب اللغة العربية لدى الأطفال وتعزيز مهاراتهم اللغوية الأساسية بطرق مشوقة وممتعة، مما يضمن تفاعلهم واستمتاعهم بعملية التعلم.



## Year 1 Curriculum

### Extra-Curricular Opportunities

At GEMS Metropole School, learning extends beyond the classroom through a vibrant programme of extra-curricular activities offered before school, during lunchtime and after school. These opportunities allow students to explore their passions, develop new skills and build confidence in a supportive environment. From sports and music to gardening and art, there's something to inspire every learner. Alongside our on-campus activities, students also benefit from enriching off-site educational visits. These trips provide real-world context to their studies, promote independence and deepen their understanding of the world around them.

### Curious Creators

In Year 1, children will develop their creativity, imagination, and problem-solving skills through our Curious Creators lessons. These sessions bring together Art, STEAM (Science, Technology, Engineering, Art, and Maths), and Design and Technology to provide hands-on, inspiring opportunities to design, build, and create.

Children will explore a range of materials, techniques, and tools while learning to plan, experiment, and reflect on their ideas. Whether they're building a bug hotel, creating natural sculptures, or designing simple machines, children are encouraged to be inventive and think like young designers and engineers.

Many of our Curious Creators lessons link with outdoor learning and our sustainability goals. We make use of our outdoor spaces and Forest School areas wherever possible, encouraging children to use natural and recycled materials and to consider their impact on the environment. These lessons help foster responsibility, teamwork, and a sense of curiosity about how things work and how they can be improved.



## Year 1 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.

**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.

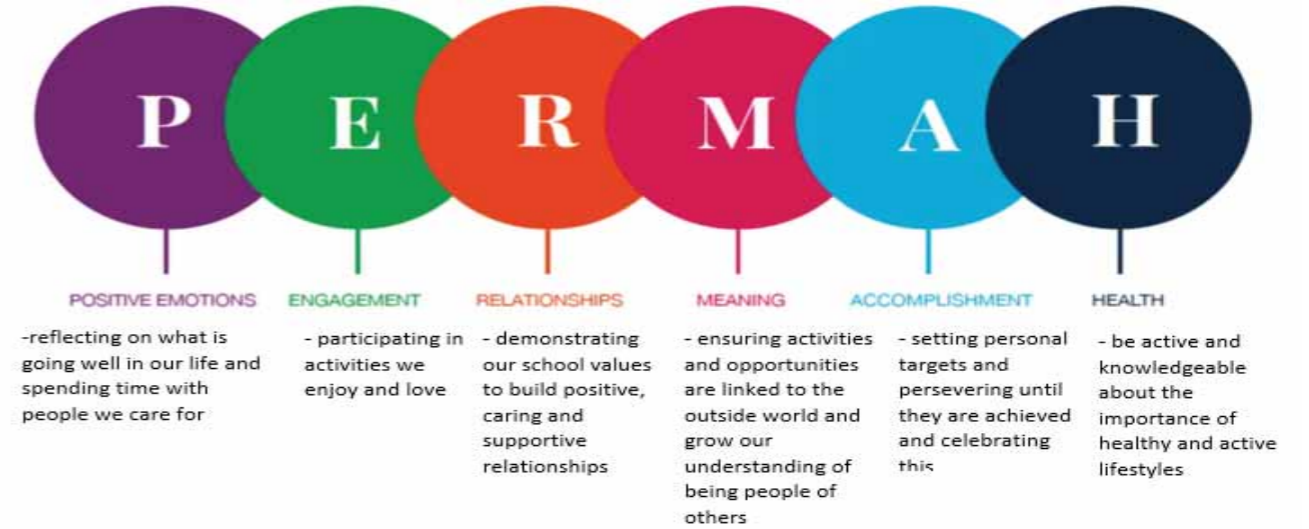
## Student Wellbeing

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 School.





## Year 1: Communication

### Ways to support at home

In Year 1, we encourage children to learn through play and continue exploring the concepts they have learnt at home. Children are expected to read every day at home to build fluency and develop a love of reading. Reading books will be sent home daily and changed regularly in school. We also encourage children to develop independence by completing simple jobs at home, such as packing their bags or organising their reading books.

### Year 1 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 communication.

#### Weekly Whole School Newsletter

Every Friday, you will receive the school newsletter, which contains important updates for the entire school. It includes messages from the principal, information on Care and Support, Arabic and Islamic studies, Al Noor Centre, and various ongoing activities.

#### Head of Forest School Newsletter

This newsletter contains a wider view of what is happening within the school.

#### GO4Schools / School Reports


You will receive two reports each term which will be available on GO4Schools for you to review and download.







 Honsho Rd. Motor City, Dubai, United Arab Emirates

 +971 4 550 7200

 registrar\_mts@gemsedu.com

 [gemsmetropoleschool-dubai.com](http://gemsmetropoleschool-dubai.com)