

Where we explore and discover.

**CURRICULUM
HANDBOOK**

Year 2

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 2

On behalf of everyone at GEMS Metropole School, I am thrilled to welcome you and your child into 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 promises to be an exciting and challenging journey, as our students will continue to grow and develop their skills and knowledge. The year will consist of many exciting and engaging activities which will make the learning come alive for the students.

Amy Aitchison
Head of Year 2





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 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 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*

In Year 2, outdoor learning continues to play a key role in deepening children's critical thinking, innovation, and global awareness. It allows them to explore complex ideas.

In Year 2, the children continue to be Curious Creators. They are enriched more so by the outdoors providing them with a platform for innovation, and environmental action. Taught alongside classroom themes through enquiry-based learning, children explore their world with growing independence and a strong sense of purpose.

Across the year, children engage in outdoor learning themes that are linked to learning. Children continue to take part in safe risky play, including outdoor cooking and tool use, as they gain confidence, responsibility, and leadership skills. Farm visits remain a core element of learning, offering authentic opportunities to observe, document, and care for life cycles, food sources, and ecosystems.

By the end of Year 2, children have become informed, compassionate, and capable stewards of the environment ready to lead change in their school, community, and beyond.



Alesha Dublin
Director of Outdoor Learning

Forest School - *Where we explore and discover*

In Year 2, children build on Year 1 experiences, deepening their connection with nature while developing imagination, independence, and confidence. Sessions focus on creativity, environmental awareness, and fine motor skills, with continued emphasis on safe tool use and risk-taking. Weekly masterclasses are complemented by outdoor learning across the curriculum.

In Year 2, Forest School becomes a rich, immersive experience that blends practical outdoor skills, creativity, and environmental understanding. Through our carefully designed themes, children develop resilience, teamwork, and responsibility while deepening their connection to nature and the world around them.

Term 1: Nature Explorers & Staying Alive

Children start as "Nature Explorers," learning rules, planting seeds, reducing waste, and discovering where chocolate comes from. They'll make clay bowls, practice knots, and become nature detectives. "Staying Alive" takes them outdoors to explore lifecycles, minibeasts, soil health, and habitats—building shelters and simple fishing nets.



Term 2: No Smoke Without Fire & Dungeons and Dragons

Children learn fire safety, the fire triangle, and how to light fires safely in small adult-led groups. In "Dungeons and Dragons," they follow animal tracks, build shelters, develop teamwork, and plant seeds in celebration of the International Day of Forests.

Term 3: The Harvest Festival & Treetop Explorers

In "The Harvest Festival," children harvest crops, prepare food, and dye fabric to create picnic mats. "Treetop Explorers" moves indoors with eco-hero capes, wooden tokens, and nature pledges, inspiring children to protect the world around them.

Termly Topic Overviews

Term 1A: From pod to tummies, what is the journey of chocolate?

In Term 1A, Year 2 students will explore the concept question: "From pod to tummies, what is the journey of chocolate?" They will follow chocolate's fascinating journey from cacao pods on tropical farms to the delicious treats they enjoy. Through Geography, students will learn about the countries where cacao is grown and the significance of fair trade in supporting farmers. In Design and Technology, they will create their own chocolate wrappers, considering the design and marketing aspects. These activities will help them understand the global journey of chocolate and the importance of fair-trade practices.

Term 1B: Why is the Ghaf Tree a symbol of survival and strength in the desert?

In Term 1B, Year 2 students will explore the concept question: "Why is the Ghaf Tree a symbol of survival and strength in the desert?". In Moral, Social, and Cultural Studies (MSC) and Geography, they will learn about mapping and begin to read different types of maps. They will compare a map of a school in the United Kingdom and a map of our school in the UAE. They will also learn about the Ghaf Tree and why this is important to the UAE. At the end of the term, children will have the opportunity to go out of school on a fieldtrip to plant their own Ghaf Tree sapling.

Term 2A: Could you design a city that would survive the Great Fire of London?

In Term 2A, we will focus on the gripping, historical event, The Great Fire of London. We will bring the learning alive by building our very own city that could survive the Great Fire of London. 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 would the world be like without inventors?

In Term 2B, Year 2 students will explore the concept question: "What would the world be like without inventors?". The term will begin with an exciting hook day event —a mystery invention challenge—designed to spark curiosity and enthusiasm. Throughout the term, students will study notable inventors and the innovations they have developed, with a focus on how these contributions have changed people's lives. At the end of the term, there will be an Invention Exhibition, during which pupils will collaborate in groups to design and present their own inventions.

Term 3A: What would you bring to the Great British picnic?

In Term 3A, Year 2 students will explore the concept question: "What would you bring to the Great British picnic?" The term will begin with a multicultural picnic, where students bring and share foods from their own cultures. Through this hands-on experience, they will learn about the diverse range of foods enjoyed around the world and compare them to traditional British picnic fare. Students will explore the origins, ingredients, and cultural significance of various dishes, broadening their understanding of global cuisine and its influences on British food traditions. This journey will culminate in a greater appreciation for cultural diversity and the joy of sharing food.

Term 3B: What makes someone a real-life hero?

In Term 3B, Year 2 students will explore the concept question: "What makes someone a real-life hero?". To start, students will dress up as what they would like to be when they are older, sparking their curiosity about what makes someone a hero. Throughout the term, they will learn about significant figures in history and local heroes such as doctors, nurses, and other community helpers. By studying their contributions and impacts, students will understand the various ways people can be heroic in everyday life, inspiring them to recognise and appreciate the real-life heroes around them.

Year 2 Curriculum

English: Reading

The reading curriculum at GEMS Metropole School in Year 2 builds strong foundations in both word reading and comprehension. Children are taught to read with fluency, intonation, and understanding through whole-class reading lessons that foster positive attitudes and deepen their engagement with texts. These sessions also develop verbal reasoning and comprehension skills using a range of targeted reading strategies.

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 nurture a love of reading, students take part in book-based activities throughout the year and benefit from dedicated student leadership roles in reading. Weekly library visits offer the chance to listen to stories and select books to enjoy at home, further promoting reading for pleasure.



English: Writing

At GEMS Metropole School, 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 in Year 2 at GEMS Metropole School are taught using The Write Stuff approach, building on the strong foundations laid in Year 1. This structured and engaging model supports children in developing their writing through a blend of 'Sentence Stacking', vocabulary development, and high-quality model texts. Each lesson includes whole-class teaching, shared sentence construction, and opportunities for pupils to practise and apply new writing techniques independently.

The Write Stuff supports children in broadening their vocabulary, deepening their understanding of grammar and sentence structure, and growing in confidence as writers. It enables all pupils to immerse themselves in language-rich environments while encouraging creativity, precision, and pride in their written work.

Termly Topic Overviews

Year 2 English Overview by Terms

Term 1

During Term 1, students will explore a range of fiction and non-fiction writing, including the narratives In Search of a Goal (inspired by Charlie and the Chocolate Factory) and Everyday Life Disturbed (Little Red Reading Hood). Using plot points from The Write Stuff, children will develop key writing skills such as using adjectives, expanded noun phrases, sentence openers, and conjunctions. In non-fiction, they will write a set of instructions for making a chocolate milkshake and a non-chronological report about a tree, learning to identify and apply key features of each text type in their independent writing.

Term 2

In Term 2, students will focus on a range of writing genres including narrative, poetry, and non-fiction. They will begin with a defeating the enemy story linked to the Great Fire of London, developing their understanding of narrative structure and using plot points to build tension and resolution. They will also explore poetry through a kenning poem and a list poem, focusing on vocabulary choices, descriptive language, and poetic structure. In non-fiction, students will write an explanation text about a bedroom-tidying robot, learning to clearly sequence ideas and use technical language. Throughout the term, they will continue to strengthen their grammar, punctuation, and sentence variety.

Term 3

In Term 3, Year 2 students will continue to develop their writing through The Write Stuff approach, using sentence stacking to build vocabulary, grammar, and structure. Linking to the theme 'Food, Glorious Food', they will write letters to inform, based on real-life experiences such as food tasting or healthy eating, focusing on clarity and purpose. They will also explore acrostic poems to celebrate real-life heroes, using rich vocabulary and creative expression. To end the term, pupils will write instructions after a practical task like making a milkshake, applying time adverbials and imperative verbs. Key grammar skills such as contractions, commas in a list, and prefixes and suffixes will be embedded throughout.

Year 2 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. This is to ensure 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 2 Curriculum

Year 2 Mathematics 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. The students will also be 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, to combine coins and notes to create different amounts.

Term 2

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. They will also be 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 $\frac{1}{2}$.

Year 2 Curriculum

Year 2 Mathematics Overview by Terms *continued*

Term 3

Term 3 will begin by learning about time. Students will 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 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.

They will then be looking 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. After studying time and measure, 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 learn 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.

Year 2 Curriculum

Year 2 Science Overview by Terms *continued*

Term 1

During Term 1B, 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.

Term 2

During Term 2, 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. They will finish the term by developing 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, categorising and sorting.

Term 3

In Term 3A, 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 Games in order to explore different habitats around the world and identify the animals who live there and how they have adapted to their habitat.

In Term 3B, the students will again 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.

Year 2 Curriculum

Moral, Social and Cultural Studies

At GEMS Metropole School, 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. 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.



Year 2 Curriculum

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.

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 storytelling 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 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 2 Curriculum

Performing Arts

Each week, Year 2 students take part in music lessons delivered by specialist teachers, giving them the opportunity to explore creative expression in a variety of ways. In music, children continue to develop their singing through songs with a wider pitch range, while learning key vocabulary and concepts such as dynamics and tempo. Listening skills are nurtured through a wide range of musical styles, encouraging students to reflect on what they hear. In composition, they begin to improvise using both tuned and untuned percussion instruments to create and perform their own musical pieces. Drama is embedded across the curriculum, with students building confidence and imagination through role play, storytelling, and performance activities that enhance communication and collaboration in a range of subject areas.

Art and Design

At GEMS Metropole School, we believe Art and Design is a vital part of a rich and balanced curriculum, allowing children to explore and express their creativity. Through Art and Design, pupils develop key skills while expressing their individual thoughts, interests, and ideas. Art, craft, and design represent some of the most meaningful forms of human creativity. Our high-quality Art and Design lessons inspire, engage, and challenge students, giving them the knowledge and confidence to explore, experiment, and create their own original work.

In KS1, pupils are taught to develop their artistic techniques with growing control, using a variety of materials to explore creativity and experimentation. They learn to create artwork that records their observations and use these to review, refine, and revisit ideas. Throughout the key stage, students are introduced to a range of techniques including drawing, painting, and collage, using different media. They also begin to learn about significant artists, architects, and designers from history, gaining inspiration and understanding of artistic styles and cultural influences.



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. Students will be challenged more by linking skills that they have acquired and performing those skills with more control and consistency. Students will develop striking and fielding skills for ball games and explore more complex movement patterns in gymnastics.

Students 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. Our students 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 students 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.



Year 2 Curriculum

Computing and Innovation

At GEMS Metropole School, 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 start exploring 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.

Projecting ourselves into 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 2 Curriculum

Arabic A

في السنة الثانية، يهدف منهاج اللغة العربية للعرب إلى تأسيس قاعدة قوية في مهارات القراءة والكتابة، حيث يتم التركيز على تعليم الحروف الأبجدية بشكل شامل، حيث يتعلم الطلبة كتابة الحروف بشكل صحيح وتعرف أصواتها وتمييزها في الكلمات، كما يتم استخدام الأنشطة العملية والتفاعلية لمساعدة الطلبة في تكوين الكلمات البسيطة والجمل القصيرة، مما يعزز فهمهم لقواعد اللغة الأساسية مثل التمييز بين الأسماء والأفعال، واستخدام الضمائر، والتعرف على المفرد والمثنى والجمع

إضافة إلى ذلك، يولي منهاج اهتماماً كبيراً لتطوير مهارات الاستماع والتحدث، لنقوم بتشجيع الطلبة على المشاركة في الأنشطة الجماعية والحوار والنقاش، مما يساعدهم على تحسين مهارات التواصل الشفوي. كما يتعلم الطلبة كيفية التعبير عن أفكارهم ومشاعرهم بوضوح ودقة من خلال كتابة جمل مترابطة ومواضيع قصيرة، ويتم تعزيز فهمهم للنصوص من خلال استخدام الصور والرسوم التوضيحية والنصوص المبسطة التي تساعد في بناء مهارات الفهم القرائي. يتم أيضاً تنظيم أنشطة ثقافية وترفيهية تتعلق باللغة العربية، مثل سرد القصص والأناشيد، لتعزيز حب اللغة العربية وجعل التعلم ممتعاً وشيقاً

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 - neighborhood - 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.



Year 2 Curriculum

Islamic

في السنة الثانية، يهدف منهاج التربية الإسلامية إلى تعريف الطلبة بمبادئ الإسلام الأساسية وتوجيههم نحو القيم والأخلاق الإسلامية. يتم تقسيم المنهاج إلى ستة محاور رئيسية تضمن تغطية شاملة لمختلف جوانب التربية الإسلامية تشمل هذه المحاور ما يلي

الإيمان والعقيدة: يتم تعريف الطلبة بمفهوم التوحيد وأركان الإيمان، وتوضيح أهمية الشهادة في حياة المسلم، كما يتعلم الطلبة حب الله وحب الرسول صلى الله عليه وسلم، مع تعزيز فهمهم للعقيدة الإسلامية وأسسها

العبادات: يركز هذا المحور على تعليم الطلبة كيفية أداء الصلاة بشكل صحيح، بما في ذلك خطوات الوضوء وحركات الصلاة وأذكارها، ويتم تعريفهم بأركان الإسلام الخمسة: الشهادة، الصلاة، الزكاة، الصيام، والحج، مع تقديم شرح مبسط حول أهمية الصيام وأوقات الصيام في رمضان

القرآن الكريم: يتم حفظ السور القصيرة من القرآن الكريم مثل الفاتحة، والإخلاص، والفلق، والناس، وفهم معاني هذه السور وتفسيرها بشكل مبسط. يتعلم الطلبة احترام القرآن وتلاوته بشكل صحيح، مع التركيز على أهمية القرآن في حياة المسلم

السيرة النبوية: يتم تقديم قصص من حياة النبي محمد صلى الله عليه وسلم بشكل مبسط، وتعليم الطلبة القيم والأخلاق المستفادة من سيرة النبي مثل الصدق والأمانة والتواضع. يتم تشجيع الطلبة على اتباع السنة النبوية في حياتهم اليومية

الأخلاق والقيم الإسلامية: يتعلم الطلبة القيم الإسلامية الأساسية مثل الصدق، الأمانة، الاحترام، التعاون، والإحسان. يتم تعزيز السلوك الإيجابي والتصرف الحسن في المدرسة والمنزل، مع توجيه الطلبة نحو الأخلاق الحميدة والتعامل بلطف واحترام مع الآخرين

القضايا المعاصرة للمجتمع: يتم تعريف الطلبة بأهمية التعاون والعمل الجماعي في المجتمع، وتشجيعهم على المشاركة في الأنشطة الخيرية والمجتمعية. يتعلم الطلبة حقوق وواجبات المسلم تجاه الآخرين، مما يعزز روح التعاون والمشاركة الفعالة في المجتمع

من خلال هذه المحاور، يسعى المنهاج إلى بناء قاعدة قوية من القيم والمعرفة الدينية لدى الطلبة، مما يساعدهم على تطوير شخصياتهم بشكل متوازن ويعزز انتماءهم لدينهم ومجتمعهم.

Year 2 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 2, 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 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.

Year 2 Curriculum

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. 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.



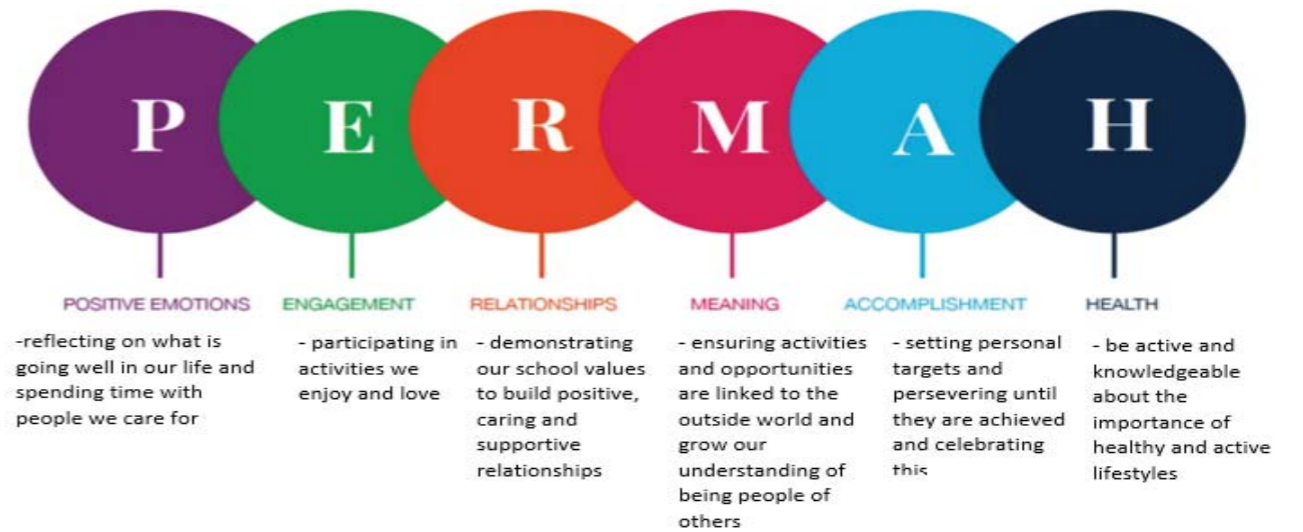
Student Wellbeing

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 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 detail any upcoming events, trips or important communication.

Weekly Whole School Newsletter

Every Friday, you will receive the school newsletter, which provides key updates and important information for the whole school community. It includes messages from the Principal, updates on Care and Support, Arabic and Islamic studies, Al Noor Centre, and highlights from ongoing learning, events, and celebrations taking place across the school.

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