

Where values build character.

**CURRICULUM
HANDBOOK**

Year 6

2025 - 2026

Discover
LEADERSHIP



مدرسة جيمس متروبول
GEMS Metropole School
MOTOR CITY

GEMS
EDUCATION



Introduction

Welcome to the Values School

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

Our Values 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 Values School



Welcome to Year 6

On behalf of everyone in the GEMS Metropole School, 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 School, 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.

Sean Ibison
Head of Year 6





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

School Values

Excellence

At GEMS Metropole School, we develop students to strive for excellence in all areas of life. Through high academic expectations, personalised support, and a wide range of enrichment opportunities, we guide students to set ambitious goals and work confidently towards achieving them. We help them build the resilience, focus, and self-belief needed to excel—both in and beyond the classroom.

Care

We develop students to be caring, compassionate individuals who value the wellbeing of themselves and others. By embedding kindness, empathy, and respect into our daily routines, we teach students to build strong relationships and contribute positively to their communities. Our wellbeing programmes, peer support systems, and service-learning opportunities ensure students grow with a deep sense of social responsibility.

One Team

At GEMS Metropole School, we develop students to thrive as team players and collaborative leaders. We help them understand the value of unity, communication, and shared goals through group projects, house activities, and team-based challenges. Students learn to listen, contribute, and support others—skills essential for success in school and in life. Together, we build a culture where every voice matters.

Always Learning

We develop students to be curious, reflective, and lifelong learners. Through inquiry-based learning, self-assessment, and real-world problem solving, we teach students how to think critically and adapt to new situations. We encourage them to embrace mistakes as part of the learning process and to stay open to growth. At GEMS Metropole School, learning is a continuous journey—and we walk it together.

Leadership

Leadership at GEMS Metropole School is about empowering students to take initiative, inspire others, and contribute positively to their communities. We offer numerous opportunities for leadership development, including student council, extra-curricular masterclasses and school ambassador programmes. We believe that every student has the potential to lead, and we provide the guidance and resources they need to develop their leadership skills in a supportive and encouraging environment.

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 1-11 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 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.

Leadership Curriculum

Through a bespoke and inspiring leadership curriculum, students at the Values School are given regular opportunities to develop their leadership skills and take ownership of their own projects throughout the year. As part of this, students participate in half-termly Leadership days focused on core leadership skills, where they explore what it means to be a leader and how to lead effectively. The curriculum also places emphasis on responsibility and effective communication, helping students to develop the tools needed to work collaboratively and lead with confidence. Each year, students take part in a Social Responsibility Project, allowing them to apply their leadership skills in a real-world context by planning and delivering an initiative that benefits their school or local community.



Termly Topic Overviews

Term 1A: *The Victorians* - What was life really like for different people in Victorian times and how would it feel to walk in their shoes?

In Term 1A, students will be examining the Victorian time-period of history and how this has impacted our current world. They will explore a range of areas focused on the Victorians including inventions, child labour, workhouses, schools, the British Empire and Queen Victoria. Students will use this knowledge to link what they know about the Victorians to the world today and study the impact it has had on our daily life in the UK, the UAE and around the world.

Term 1B: *Formula Ethara Project* - What core values are essential for building a successful team?

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 racetrack!



Termly Topic Overviews

Term 2A: *Extreme Survival: Life in the Harshest Biomes on Earth* - How can we show respect and leadership in protecting the world's biomes for future generations?

In this exciting topic, students explore how people, animals and plants survive in the world's most extreme biomes, such as deserts, rainforests and polar regions. Using their scientific and geographical knowledge, they will research adaptations, climate challenges and survival techniques. The unit will end with a Survivor's Showcase, where students design and present their own biome survival guide.

Term 2B: *The Vikings* - Were the Vikings ruthless invaders or resourceful leaders?

In Term 2B, students will be delving into the fascinating world of the Vikings. They will explore where the Vikings came from, how and why they travelled and what life was like in a Viking settlement. Key areas of focus will include Viking longships, daily life, beliefs and the conflict and cooperation between the Vikings and Anglo-Saxons. Students will also explore the Viking spirit of exploration and trade, drawing comparisons with the UAE's own history of seafaring, pearl diving, and regional trade. Through this, they will consider how different cultures across time have used innovation and resilience to thrive in challenging environments and shape the world around them.

Term 3A: *Dare to be Different* - How do positive role models show courage, respect and leadership on and off the field?

Term 3A will focus on looking at fascinating individuals who have 'dared to be different', with a close look at football stars in line with the upcoming World Cup. Students will look at stereotypes and the struggles they have faced, their achievements and the legacy they have left behind. Students will understand how differences make us unique and encourages them to reflect on courage, leadership and how to use your voice for good.

Term 3B: *Future Me* - Who do I want to be and what values will I bring to the world?

As Year 6 students prepare to make the move to high school, students will think about what they want to be when they are older and how they will get there. What job would they like to have? Where would they like to live? What type of person do they want to be? To support their journey, students will create a 'Future Me' portfolio, including: a personal mission statement, an aspirational career timeline and a values-based action plan, focusing on how they will lead and contribute to a future society.



Year 6 Curriculum

English: Reading

The Reading curriculum here at GEMS Metropole School 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 that develop students' fluency as they read aloud with expression and intonation, fostering their verbal reasoning skills to aid comprehension 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 Values School.

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 are taught using the 'The Write Stuff' approach by Jane Considine to bring clarity and consistency to the mechanics of writing and to enable our students to write effectively and coherently. In 'The Write Stuff' approach to writing, children explore high-level, rich vocabulary and are taught grammar in context through different writing lenses on the Writing Fan. There are three lenses used to support children in their writing:

Fantastics – ideas for writing **Grammartastics** – tools for writing **Boomtastics** – writing techniques

With the approach, pupils will write for a range of purposes. They will use their vast knowledge of vocabulary to excite, inform and entertain the reader. Pupils will also be able to understand and use a range of grammatical devices. At GEMS Metropole School, children begin their English journey in FS where lessons will centre around and build upon a range of Nursery rhymes and Traditional Tales, such as Humpty Dumpty and Incy Wincy Spider. As children move through Key Stage 1, they will begin to retell familiar stories orally and in written form, before going onto invent their own characters and stories. Children will also be introduced to non-fiction writing where they will write instructions, information texts and much more. As students transition into Key Stage 2, they build on their skills from The Forest School to write at length including a wider variety of vocabulary and grammatical features.

Year 6 Curriculum

Year 6 English Overview by Terms

Term 1

Term 1A - Students will learn the skills needed to write a balanced argument. The argument will focus on whether all Victorian children should have gone to school or not. 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. As well as exploring a number of grammatical features such as complex sentences and varied punctuation, students will focus on how to write and describe a setting effectively.

Term 1B - In this fast-paced unit, students will use The Pit Stop Problem to develop character-led stories, focussing on building tension and showing character change through strategies like 'show not tell'. As part of their non-fiction learning, students will write a review discussing whether the Monaco Grand Prix is worth a visit, using persuasive language and formal tone.

Term 2

Term 2A - Linking with our focus on biomes, students will write adventure-style narratives using the action-focused text Where the World Turns Wild as inspiration. They will learn to combine action with descriptive language to bring settings and events to life. In poetry, they will experiment with rhythm, sound and word play by writing tongue twisters that challenge their creativity and spoken fluency.

Term 2B - Linking to their history topic, students will write non-chronological reports about life in Anglo-Saxon Britain, using Inside the Anglo-Saxon World to guide their structure and style. They will also explore poetic forms through rhyming couplets, learning how to use rhythm and rhyme to communicate ideas effectively.

Term 3

Term 3A - Inspired by Wonder, students will write narrative pieces that focus on realistic dialogue and emotional development, exploring the theme of difference and acceptance. They will also produce persuasive campaign writing, such as speeches and posters, as part of a class campaign entitled No More Labels: A Campaign to End Stereotypes. Students will explore the different techniques associated with writing an effective advertisement, such as an exaggeration, using testimonials and how to effectively use boasts.

Term 3B - To finish the year, students will write imaginative fiction based on The Wild Robot, focusing on crafting powerful story openings and endings. They will reflect on personal goals and identity through poetry, writing traditional Japanese tankas that celebrate growth, individuality, and hopes for the future.

Year 6 Curriculum

Mathematics

At GEMS Metropole School, we follow the White Rose Mathematics curriculum and long-term planning framework, supplemented by a variety of additional resources to enrich our lessons. Our approach to teaching mathematics is grounded in the principles of mastery, which ensures high expectations for all pupils.

Central to our teaching is the Concrete-Pictorial-Abstract (CPA) approach, which supports children in developing a deep and secure understanding of mathematical concepts. This structured method begins with the Concrete stage, where students engage with physical objects and manipulatives. They then progress to the Pictorial stage, using visual representations to deepen their understanding, before moving on to the Abstract stage, where they apply formal mathematical strategies and symbols.

To support fluency and mental agility, we also use *Race to Mars*, a dedicated programme designed to strengthen pupils' Mental Maths skills in a fun and engaging way.

Through a range of teaching strategies and resources, we aim to help pupils build strong foundations in mathematical understanding, enabling them to approach new concepts with confidence as they progress through their learning journey.



Year 6 Curriculum

Mathematics

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 and comparing fractions. Students will also be developing their understanding of the relationship between ratios and fractions to solve problems and converting units. It is important that students know their times tables well and can recall the facts accurately to support this.

Term 2

During Term 2A, students will begin exploring algebra, where students will develop their knowledge of expressions and formulae. Students will also develop their understanding of decimals, applying their knowledge to real-life contexts involving money and measurement. They will also explore position and direction, linking Maths to their survival topic by using coordinates and translation skills to navigate and plot locations across extreme biomes. In Term 2B, students will be exploring the relationships between fractions, decimals and percentages and developing their knowledge of these concepts. Then they will learn about perimeter, area and volume, exploring their similarities and differences and applying the formulas needed.

Term 3

In Term 3A, students will be learning how to use and calculate scale factors and looking at properties of shapes, including angles in a triangle. Students will also learn how to read and interpret statistics. Using this skill, they will construct different graphs, including line graphs and pie charts using their knowledge of measuring angles to assist them. In Term 3B, students will be focusing on developing their problem-solving skills and consolidating key concepts in preparation for transitioning to Year 7.

Year 6 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 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 Term 1A, students will be developing their knowledge about how light travels and how we are able to see, whilst also exploring some of the ways that light behaves, such as shadows, reflection and refraction. During Term 1B, students will be exploring electricity and learning about circuit diagrams, using electrical equipment to test different circuits and explore how different components work.

Term 2

In Term 2A, students will explore how plants and animals adapt to survive in their environments, and how these adaptations can lead to evolution over time. They will also learn how fossils provide evidence of how living things have changed, helping us understand life on Earth millions of years ago. In Term 2B, students will be extending their knowledge of the human body, specifically learning about the cardiovascular system, with a particular focus on the heart. Their working scientifically skills will focus on designing, implementing and reflecting on an investigation.

Term 3

In Term 3A, students 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. In Term 3B, students will be developing their knowledge of inheritance and evolution. This topic will explore how characteristics are passed down from parents to offspring within plants and animals. Students will also carry out sophisticated scientific investigations preparing them for Science projects in Year 7.

Year 6 Curriculum

Moral, Social & Cultural Studies

At GEMS Metropole School, we follow the UAE Ministry of Education's Moral, Social, and Cultural Studies curriculum, which is structured across three core domains: Moral, Social and Cultural. Each domain is delivered through distinct and purposeful approaches that support the development of well-rounded, responsible and culturally aware students.

The Social domain focuses on society, citizenship and how people live and interact. The curriculum is designed to build students' understanding of local history and geography. It fosters a strong sense of national identity and heritage, while encouraging students to think critically about their communities, the wider world and their role within it.

The Moral domain nurtures students' ethics, values and personal responsibility, helping them to develop strong character and a sense of integrity. Key values such as respect, empathy and tolerance are emphasised to promote responsible and compassionate citizenship.

The Cultural domain incorporates elements of global history and geography to help students understand the beliefs, languages, traditions and customs of different cultures. These lessons deepen students' appreciation of diversity, broaden their global perspectives and encourage respect for cultural heritage and shared human values.



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.

Year 6 Curriculum

Humanities

At GEMS Metropole School, each year group has a range of topics which are taught throughout the course of the year. The topics are history or geography based and usually alternate each half term, giving an even divide of both humanities subjects. Topics begin with an exciting hook, which allows children to explore the new unit and develop a desire and curiosity to learn. The cross-curricular topic is then linked within a variety of curriculum subjects, creating a fully immersive learning experience. History and geography are taught through 'discovery time' at GEMS Metropole, allowing flexibility and creativity within the subjects, as there are no set restrictions on time and content. We provide children with the skills and resources to inquire about topics and independently research and discover new learning. Throughout the topics, children are working towards answering a big question which they showcase in a finale – a final showcase or project which has driven their learning for the term.



Year 6 Curriculum

Physical Education

Physical Education and sport are highly valued at GEMS Metropole School. 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

Music

In Year 6, students continue to develop their musical and dance skills through integrated weekly lessons taught by specialist teachers. In Music, singing becomes more advanced with the introduction of syncopated melodies and singing in three- or four-part rounds, enhancing students' confidence and vocal control. Listening skills are refined through the study of music from a range of eras and genres, with a focus on understanding the historical and social context in which the music was created. Composition work explores the importance of melodic shape and introduces the use of music technology to support and enhance creative expression. Students also have opportunities to perform as class ensembles using a variety of pieces and instruments, promoting collaboration and performance confidence. Year 6 students may also join the Primary Choir, representing GEMS Metropole School at a range of events throughout the academic year.



Year 6 Curriculum

Art and Design

At GEMS Metropole School, 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, thoughts 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. Students 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 Languages

In Year 6, students have been learning either French or Spanish for two years. If your child is new to GEMS Metropole School, at the start of Year 6 they will be asked to choose either French or Spanish and will be assigned to the correct 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.

If a student is already an advanced speaker of French or Spanish, they will be assigned to the language that is new to them. For example, if a pupil can already speak Spanish, they will be placed into a French class. Students receive one hour of Modern Foreign Language (MFL) teaching per week, and this lesson is taught by a member of the MFL department.

Students in Year 6 follow an engaging scheme of work adapted from the rachelhawkes.com website. This curriculum focuses on the five key areas of learning a language: listening, speaking, reading, writing and grammar. In Year 6, students will cover topics that include weather, countries, places in a town, festivals, holiday and clothes. When possible, the department sometimes adapts the content of MFL lessons to reflect the topic that your child is studying with their class teacher.

We recommend a useful website, should students wish to continue with their learning at home: www.duolingo.com.



Year 6 Curriculum

Computing and Innovation

At GEMS Metropole School, computing is delivered through the Kapow Primary Computing Curriculum, which ensures a well-rounded, progressive approach to developing students' digital skills.

In Year 6, students consolidate and extend their understanding of key computing concepts across digital literacy, information technology and computer science. They explore the inner workings of computer systems, learning how data is transferred and processed across networks. In programming, students apply their knowledge of variables, loops and selection through more complex block-based coding challenges. They also begin to explore text-based programming, introducing foundational concepts that support future learning in secondary education.

Students continue to develop their ability to create purposeful digital content, working with tools to produce multimedia presentations, websites, and data projects. They learn how to collect, analyse and present data effectively using spreadsheets, building both technical skills and critical thinking. Throughout the year, a strong focus on E-Safety ensures that students understand how to manage their digital identity, interact responsibly online, and protect their personal information. As part of our broader digital learning vision, students are encouraged to explore emerging technologies and consider how computing shapes the world around them.



Year 6 Curriculum

Arabic A

في السنة السادسة، يسعى منهاج اللغة العربية إلى تعزيز وتطوير المهارات اللغوية المتقدمة لدى الطلبة، مع التركيز على القراءة النقدية والكتابة المتقدمة. يقرأ الطلبة نصوصاً متنوعة تشمل الأدب العربي القديم والمعاصر، المقالات التحليلية، القصص القصيرة، والنصوص العلمية. يتعلم الطلبة كيفية تحليل النصوص بعمق، استنتاج المعاني الضمنية، وتفسير الرموز الأدبية. يتم تطوير مفرداتهم اللغوية من خلال دراسة الكلمات الجديدة واستخدامها في سياقات مختلفة. يواصل الطلبة تعلم القواعد النحوية والإملائية بتركيز على تركيب الجمل المعقدة، الروابط النحوية، واستخدام الأزمنة المختلفة للأفعال بدقة.

تعزيز مهارات الكتابة والتعبير

يتم تدريب الطلبة على كتابة مقالات متقدمة فقرات تحليلية تعبر عن آرائهم وتفسيراتهم الشخصية للموضوعات المطروحة. يشمل التدريب كتابة تقارير وبحوث مفصلة، وإعداد مشروعات بحثية تعزز من مهارات البحث والتحليل. يتعلم الطلبة كيفية كتابة الرسائل الرسمية والإلكترونية، وإعداد العروض التقديمية المكتوبة بشكل منهجي. يتم تعزيز القدرة على كتابة نصوص سردية ووصفية تعكس خيالهم وإبداعهم الشخصي.

تطوير مهارات الاستماع والتحدث

تواصل الجهود لتعزيز مهارات الاستماع والتحدث من خلال أنشطة تفاعلية متنوعة مثل المناقشات الصفية، العروض الشفوية، وتمثيل الأدوار. يتم تشجيع الطلبة على المشاركة في حوارات ونقاشات بناءة، مما يساعدهم على تطوير مهارات التواصل الشفهي بثقة ووضوح. يتم تنظيم أنشطة تفاعلية مثل المسرحيات، الندوات الأدبية، والمسابقات الخطابية لتعزيز الثقة بالنفس وتحسين مهارات العرض والتقديم.

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 teamwork etiquette and working rules.

Year 6 Curriculum

Islamic

في السنة السادسة، يهدف منهاج التربية الإسلامية إلى تعزيز المعرفة الدينية وتعميق الفهم لمبادئ الإسلام وأخلاقه. يتم تقسيم المنهاج إلى ستة محاور رئيسية تشمل مختلف جوانب التربية الإسلامية، تشمل هذه المحاور ما يلي:

الإيمان والعقيدة: يتعمق الطلبة في فهم أركان الإيمان الستة، مع التركيز على كيفية تطبيق هذه الأركان في حياتهم اليومية. يتعلم الطلبة أهمية الإيمان بالله والملائكة والكتب السماوية والرسول واليوم الآخر والقدر، ويكتسبون فهماً أعمق للعقيدة الإسلامية من خلال الأنشطة التفاعلية والمناقشات.

العبادات: يركز هذا المحور على تعليم الطلبة كيفية أداء الصلاة بشكل مفصل، بما في ذلك الأذكار والأدعية المرتبطة بالصلاة. يتم تعريفهم بأهمية العبادات الأخرى مثل الصيام والزكاة وكيفية تطبيقها في حياتهم اليومية. يتعلم الطلبة قواعد الطهارة وأداء الوضوء والغسل بشكل صحيح.

القرآن الكريم: يحفظ الطلبة سوراً إضافية من القرآن الكريم مثل الطارق، والبلد، والشمس، والليل. يتم تعزيز مهارات التلاوة والتجويد لديهم، مع التركيز على تفسير معاني هذه السور وفهم الدروس المستفادة منها. يتم تعليم الطلبة أهمية القرآن في حياتهم كمرشد ودليل.

السيرة النبوية: يتم تقديم قصص إضافية من حياة النبي محمد صلى الله عليه وسلم وأصحابه، مع التركيز على القيم والأخلاق المستفادة من هذه القصص. يتعلم الطلبة عن الأحداث الهامة في السيرة النبوية وكيفية تطبيق الدروس المستفادة في حياتهم اليومية. يتم تعليمهم حب النبي واتباع سنته.

الأخلاق والقيم الإسلامية: يتم تعزيز القيم الإسلامية الأساسية مثل الصدق، الأمانة، الاحترام، التعاون، والإحسان، من خلال الأنشطة الصفية والمناقشات. يتم توجيه الطلبة نحو السلوك الإيجابي في المدرسة والمنزل، مع التأكيد على أهمية التعامل بلطف واحترام مع الآخرين. يتعلم الطلبة كيفية التصرف بأخلاق إسلامية في مختلف المواقف.

القضايا المعاصرة والمجتمع: يتم تعريف الطلبة بأهمية التعاون والعمل الجماعي في المجتمع، وتشجيعهم على المشاركة في الأنشطة الخيرية والمجتمعية. يتعلم الطلبة حقوق وواجبات المسلم تجاه الآخرين، وكيفية تطبيق هذه القيم في حياتهم اليومية لتعزيز روح التعاون والمشاركة الفعالة في المجتمع. يتم تنظيم أنشطة تفاعلية لتعزيز التفاعل الاجتماعي والعمل الجماعي.

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

Year 6 Curriculum

Values in Action

At GEMS Metropole School, our Values in Action programme is delivered through one dedicated hour each week and forms a key part of our commitment to the Moral element of the UAE Moral, Social, and Cultural (MSC) framework.

This programme follows the Positive Education Enhanced Curriculum (PEEC), which is designed to develop students' character, wellbeing, and sense of moral responsibility. At the heart of the curriculum are 24-character strengths - such as kindness, perseverance, honesty and courage - which are explicitly taught and modelled throughout the school. These strengths are closely aligned with our school values: *One Team, Excellence, Care, Leadership* and *Always Learning*, as well as our unique Gemstones, which further reinforce the importance of personal growth and positive behaviour.

Lessons are interactive and engaging, incorporating drama and role play to help students explore real-life situations and apply character strengths in meaningful ways. These activities encourage empathy, perspective-taking and collaborative problem-solving, making the learning experience both impactful and memorable. Through reflective discussions and practical application, students learn to recognise and develop their strengths, build positive relationships and grow into responsible, ethical citizens who contribute positively to their communities.



Year 6 Curriculum

Extra-Curricular Opportunities

At GEMS Metropole School, 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 extra-curricular activities: our pupils are lively and curious, so we love to feed their enthusiasm!

Values in Action

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 golf, coding, and cooking. 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.

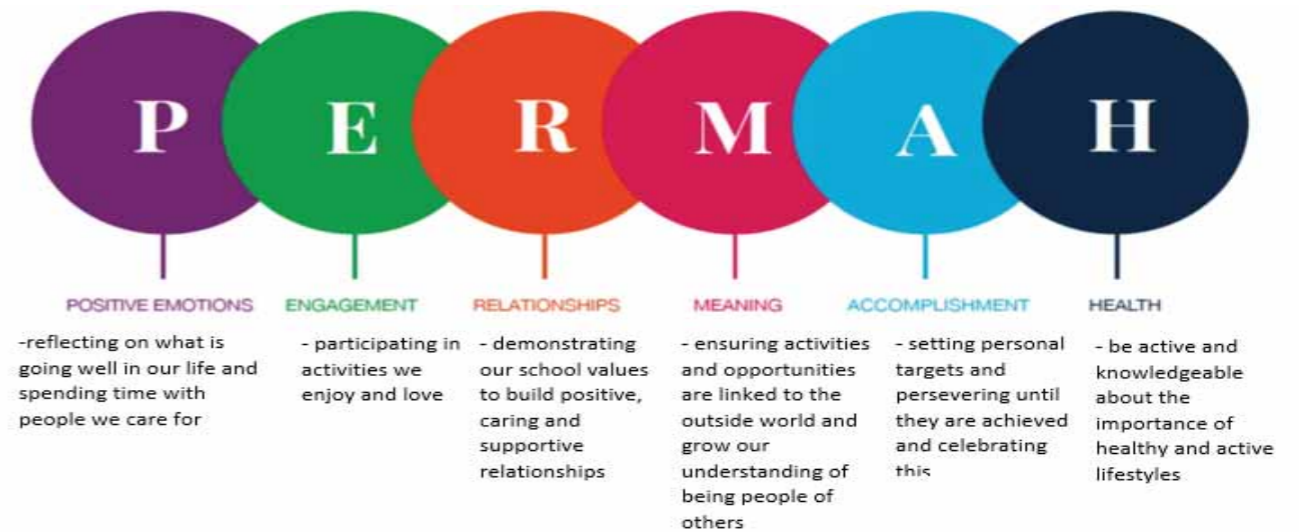
Year 6 Curriculum

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 6: Communication

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 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 Values 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.


Parent-Teacher Meetings

Your child's class teacher will host 2 parent-teacher meetings over the course of the year. This is an opportunity for you to book an appointment to meet with your teacher and discuss your child's academic and social progress and take a look at their work in books.





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