

# THE FOREST SCHOOL



## CURRICULUM HANDBOOK

Year 1

2024 - 2025

EXPLORING  
LEADERSHIP



مدرسة جيمس متروبول  
GEMS Metropole School  
MOTOR CITY

GEMS  
EDUCATION



## Introduction

### Welcome to Infant 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 Infant School, our focus is on leading learning through play and this is at the heart of everything we do. This takes place in our world class facilities; 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 Infant School



### Welcome to Year 1

On behalf of everyone at GEMS Metropole School, I am delighted to welcome you and your child to Year 1. This is an exciting year where your child will transition from Foundation Stage to Year 1. The Year 1 team are looking forward to working with you and your family to support and guide your child through this learning journey.

In Year 1, we will continue to provide children with continuous provision opportunities that will challenge and stimulate their learning as well as develop the learning skills they acquired in FS1 and FS2.

As we introduce the National Curriculum, we aim to spark a lifelong passion for learning within your child. You can find out a little bit more about our engaging curriculum in the following pages. We value our parent partnerships and aim for you to be involved as much as possible in your child's learning. We have planned some great opportunities for activities and workshops to celebrate and showcase your child's learning.

**Helen Spencer**  
Head of Year 1





## Infant Leadership Team



**Emily Shepherd**  
Head of Infant School



**Lucy Nicholls**  
Deputy Head of Primary  
Achievements



**Chris Ebbinkhuysen**  
Deputy Head of Primary  
Pastoral



**Erin Nelson**  
Assistant Head of Primary  
FS1 and FS2



**Debbie Simpson**  
Assistant Head of Primary  
Year 1 and Year 2



## The Metropole Curriculum Journey

At Metropole, our programme of learning embodies the GEMS Education core values and ensures that students receive a high-quality education in a happy, supportive and nurturing environment, where they are encouraged to explore and take risks. Teachers plan challenging, well-organised and interesting lessons which engage and motivate our students. There are regular opportunities for leadership, enquiry based learning, critical thinking, decision-making and problem solving where students are encouraged to take an active role in the learning opportunities they encounter. All staff have high expectations of both students and each other.

### Early Years Foundation Stage Curriculum – FS1 & FS2

Children learning in Foundation Stage follow the statutory Early Years Foundation Stage framework (EYFS) for teaching and development. This stage is very important in a child's life as it helps prepare your child for school 'readiness' as well as for their future learning and successes. Children learn skills, acquire new knowledge and demonstrate their understanding through 7 areas of learning and development: Communication and Language, Physical Development, Personal, Social and Emotional Development, Literacy, Mathematics, Understanding the World and Expressive Arts and Design. All 7 areas of learning are used to plan children's learning and activities. Teachers make sure that the activities are suited to your child's unique needs.

### The National Curriculum of England Years 1-11

From Years 1-11, students follow The National Curriculum of England and are exposed to a wide range of compulsory subjects which includes: Mathematics, English, Science, Computing, Design and Technology, History, Geography, Art and Design, Music, Physical Education, Modern Foreign languages. The National Curriculum is a non-textbook curriculum which provides pupils with an introduction to the essential knowledge they require to be educated citizens. It introduces pupils to the best that has been thought and said, and helps engender an appreciation of human creativity and achievements.





## Ministry of Education Curriculum

Alongside the Early Years Curriculum and National Curriculum of England, students also study the Ministry of Education Curriculum. Through this, students learn Arabic, Islamic Studies and Moral, Social and Cultural Studies. The UAE leaders along with GEMS Metropole promote the learning and using of Arabic language as it is considered a fundamental pillar of the Emirates national identity, its people's history and its deep-rooted traditions. The Arabic framework supports both native and non-native Arabic speakers. This framework illustrates the levels expected to be achieved by the learner in each of the four language skills (listening, speaking, reading and writing). Where Arabic is the student's non-native language, the curriculum links the achievement of these levels to the number of years spent in studying Arabic, regardless of the learner's current grade.



High  
Performance  
Learning

## High Performance Learning at GEMS Metropole

GEMS Metropole School is a World Class High Performance Learning school! Students at Metropole develop the language and skills to help them explain the current stage of their learning and the next steps they need to take to improve and deepen their understanding. The High Performance Learning approach recognises that all learners have the potential to achieve the very highest results and develops the attitudes and performance characteristics required for this to happen. High Performance Learning is based around a framework that includes 30 generic characteristics that students need to develop to be high performing learners. These are based around, 'How we think' and 'How we behave'. High Performance Learning is embedded throughout the curriculum at Metropole and across the wider school. We truly believe that all students can be high performance learners and we strive for all our students to have a performance mind-set and reach their potential and beyond!

## Forest School - Where we explore and discover!

Throughout the academic year, Year 1 will learn a variety of skills and gain a great deal of knowledge and understanding as part of their Forest School sessions. However, the main focus of Year 1 Forest School sessions will be on developing children's imagination; fine motor skills and their understanding and appreciation of the natural environment around them.

Year 1 begin by focusing on the story of Stanley's Stick and how using our imagination and some natural resources can give a simple stick, infinite possibilities. We will use these sticks to go on endless adventures and to create transient art.

Year 1 then move into helping the Little People who inhabit our Forest School by building them a new village; preparing them for Winter and helping them avoid predators.

During this time, the children in Year 1 will learn to tie simple knots; how to use a range of tools and equipment safely; use natural resources to build dens and shelters for the little people, and themselves; and learn about how camouflage works in various environments.





## Termly Topic Overviews

### Term 1A: Have families always been the same?

In Term 1A, Year 1 students will delve into the overarching question: "Have families always been the same?" The term will begin with a captivating photo gallery called "Who's Who?" featuring images of diverse families from different backgrounds and eras. This visual hook will prompt students to investigate their own family backgrounds and cultures. They will compare family life now with the past, examining aspects like food, games, schooling, clothing, and transportation. Through stories, discussions, and activities, students will develop an understanding of how families have evolved over time, reflecting on similarities and differences across generations.

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

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

### Term 2A: Why are animals important to our world?

In Term 2A, Year 1 students will investigate the concept question: "Why are animals important to our world?" They will embark on an exciting journey to understand the vital role animals play in ecosystems and human life. Students will write their own animal fable stories in English, incorporating moral lessons and reflecting on the characteristics and behaviors of animals. In addition, they will create detailed fact files on indigenous animals from various continents, learning about their habitats, diets, and significance within their ecosystems. Through these activities, students will gain a deeper appreciation for the diversity and importance of animal life around the globe.



## Termly Topic Overviews

### Term 2B: Did children have more fun in the past?

In Term 2B, Year 1 students will explore the intriguing concept question: "Did children have more fun in the past?" They will delve into the history and diversity of toys from around the world, comparing them to the ones they play with today to understand cultural and historical differences. In Science, students will investigate everyday materials, learning to sort and select suitable materials for their toy designs based on properties like durability and suitability. By blending historical perspectives with scientific inquiry, students will gain insights into how toys have evolved and the materials that make them enjoyable and long-lasting.

### Term 3A: Can I grow an apple tree anywhere?

In Term 3A, Year 1 students will explore the concept question: "Can I grow an apple tree anywhere?" Through this inquiry, they will examine how different climates impact the growth and diversity of plants, discovering why certain plants thrive in specific conditions. Students will investigate the essentials for plant growth, such as water, sunlight, and soil, and how these vary across regions. They will also explore farming practices and food production, learning how farmers adapt to climate and environmental factors to cultivate crops. By the end of the term, students will understand the relationship between climate, plant growth, and food supply.

### Term 3B: Will there always be fish in the ocean?

In Term 3B, Year 1 students will explore the concept question: "Will there always be fish in the ocean?" They will learn about fishing in the UAE and the UK, discovering how people catch and care for fish. In English, students will write exciting underwater adventure stories. These activities will help them understand why it's important to take care of the ocean and its fish for the future.



## Phonics

At GEMS Metropole, we believe that every child should have the opportunity to become a happy, fluent reader. The MTS Phonics Scheme offers a coherently planned sequence of lessons that supports the effective teaching of phonics within EYFS, KS1 and, where appropriate, KS2.

Throughout Phase 1, young learners develop the knowledge, skills and understanding to discriminate between and use auditory, environmental and instrumental sounds. Phase 1 is taught in FS1 at GEMS Metropole and runs throughout the teaching of Phonics Sets 1-5. In FS2, children work within Sets 1-3. Here, learners are introduced to phonemes/sounds and graphemes/letters systematically. They also learn to develop and apply blending and segmenting skills for reading and writing.

In KS1, children work within Sets 4 and 5. The coherently planned sequence of lessons within Set 4 allows opportunities for children to apply their phonics knowledge and skills as the prime approach to reading and spelling. It focuses on phonetically decodable two-syllable and three-syllable words and the alternative ways of pronouncing and representing the long vowel phonemes. Furthermore, children will develop their ability to attempt to read and spell increasingly complex words. By Set 5, children explore spelling patterns and grammar while also developing a breadth of knowledge, skills and understanding in the recognition and spelling of common exception words.

The GEMS Metropole Phonics Scheme intends to not only provide children with opportunities to develop the knowledge, skills and understanding essential for reading and writing, but also, to develop each child's confidence resilience and engagement in phonics lessons and a love for reading and writing.





## Year 1 Curriculum

### English: Reading

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

### English: Writing

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

English writing lessons in Year 1 at GEMS Metropole is taught using the The Drawing Club approach as a continuation from the writing approach undertaken in Foundation Stages 1 and 2. Based around the Golden Blend of picture books, tales and animations, it involves a short period of Time Together as a whole class followed by time with children exploring their ideas and creativity. The Drawing Club helps to immerse children in the world of story and share a trove of vocabulary to open up the playground of language.

At GEMS Metropole, children begin their English journey in FS where lessons will centre around and build upon a range of Nursery rhymes and Traditional Tales, such as Humpty Dumpty and Incy Wincy Spider. As children move through Key Stage 1, they will begin to retell familiar stories orally and in written form, before going onto invent their own characters and stories. Children will also be introduced to non-fiction writing where they will write instructions, information texts and much more.

## Year 1 Curriculum

### Year 1 English Overview by Terms

#### Term 1

In our English lessons, we will be learning about how to structure a sentence. We will learn what a full stop is and when to use them and when we need to use a capital letter. By the end of term 1, the children will be using capital letters and full stops in their writing.

#### Term 2

In our Term 2 English lessons, we will be learning how to add conjunctions to a sentences – we will focus on ‘and’ and ‘because’. We will continue to focus on sentence structure. The children will be orally rehearsing sentences, using their phonics to write the words and including capital letters, finger spaces and full stops. We will introduce exclamation and question marks too.

#### Term 3

In Term 3A, the children will explore the flap garden book. Students will plan and write instructions on how to plant a seed alongside writing a recipe for making a garden salad. In Term 3B, students will explore underwater adventure story writing while learning about the fishing industry in the UAE and UK.





## Year 1 Curriculum

### Mathematics



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

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

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



## Year 1 Curriculum

### Year 1 Mathematics Overview by Terms

#### Term 1

In term 1 B, the children will focusing on numbers up to 20. In week 1 and 2 the children will be taught how to take away (subtract) they will learn what the – symbol means and how to work out subtraction questions. We will also be focusing on 2D and 3D shapes and their properties.

#### Term 2

During term 2, the children will focusing on numbers up to 50. The children will be focusing on partitioning numbers into 10s and 1s. The children will be ordering, finding one more and one less and comparing numbers to 20. They will also be solving missing number such as  $5 + \underline{\quad} = 20$ . After that, the children will be returning to addition and subtraction, with numbers to 30. We will recap what the + and – symbols mean and which methods we can use to find the answer. We will be recapping the drawing method and focusing on using the number line.

#### Term 3

In term 3, the children will be learning about measurement. We will start focusing on measuring length and height. First the children will use non-standard units of measure such as cubes, their hands or toys to measure how long something is, before moving on to using a ruler. The children will be taught to use the words, longer, shorter, tall, taller and tallest during this time. We will then be learning about volume and capacity. The children will be taught to measure liquid using litres and millilitres. They will compare two amounts of liquid and use the vocabulary: empty, full, half full. Finally, we will be learning about measuring mass/ weight. The children will use the vocabulary heavy, heavier and heaviest, light, lighter, and lightest to compare objects by their mass.



## Year 1 Curriculum

### Science

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



## Year 1 Curriculum

### Year 1 Science Overview by Terms

#### Term 1

This term the children learn all about materials. They will be looking at waterproof and non-waterproof materials. They will carry out experiments to support their learning.

#### Term 2

We will be learning the different types of animals: mammals, birds, fish, amphibians and reptiles. The children will be able to identify some different animals in each of these categories and learn the different features of animals.

#### Term 3

In Science this term, they will continue to learn about different animals and start to identify which animals are Carnivores, Herbivores or Omnivores by looking at their diet and teeth structure. The children will learn about the dinosaurs that lived millions of years ago and identify their characteristics.





## Year 1 Curriculum

### Humanities

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



## Year 1 Curriculum

### Physical Education

In Year 1, students are introduced to the elements of competitive sports in a fun and supportive way. The Year 1 students will take part in gymnastics and run, jump, throw and send and return activities. They will develop their physical literacy and learn to construct and develop movement patterns in gymnastics, then reflect on their performance and suggest improvements. Students should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.





## Year 1 Curriculum

### Performing Arts

In Year 1 we introduce students to 'Performing Arts' through the disciplines of Drama, Dance and Music. Students are taught by specialist Performing Arts teachers once a week in their class groups. In Music, children learn simple songs, chants and rhymes, exploring the essence of pitch. Children develop their listening skills by sharing a range of musical styles, exploring what they hear through a range of questioning. In addition, we introduce students to composition, and through the use of a variety of stimulus, we show students how they can create their own music. In Dance, we introduce children to a range of dances from 'Around the World' and look at how dance is used in a range of cultures. In Drama, we focus on developing students speaking skills, exploring how we use our voice to show emotion when acting out a role. We use role play and imaginative stimuli to help students develop their creativity.

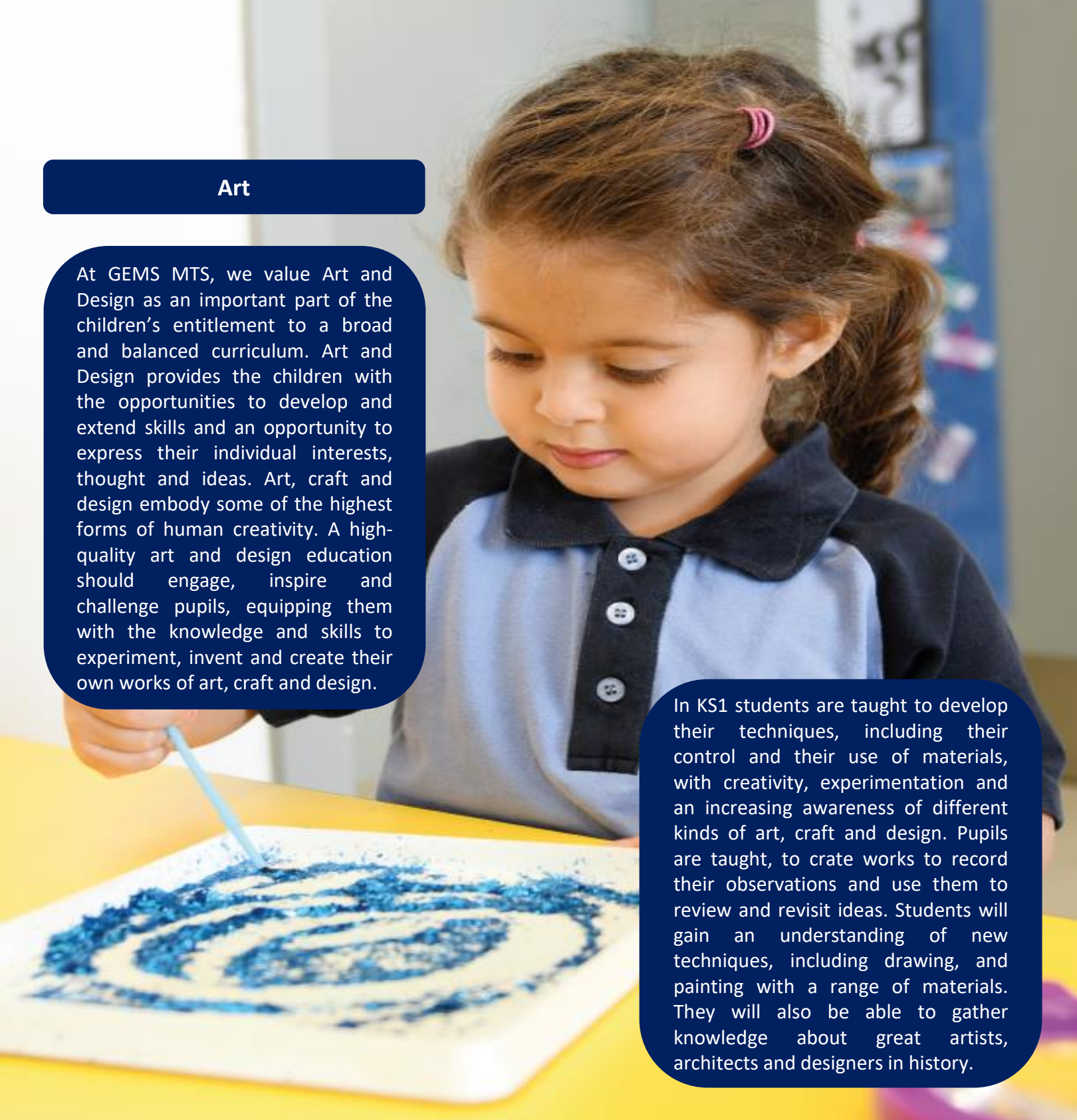




## Art

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

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





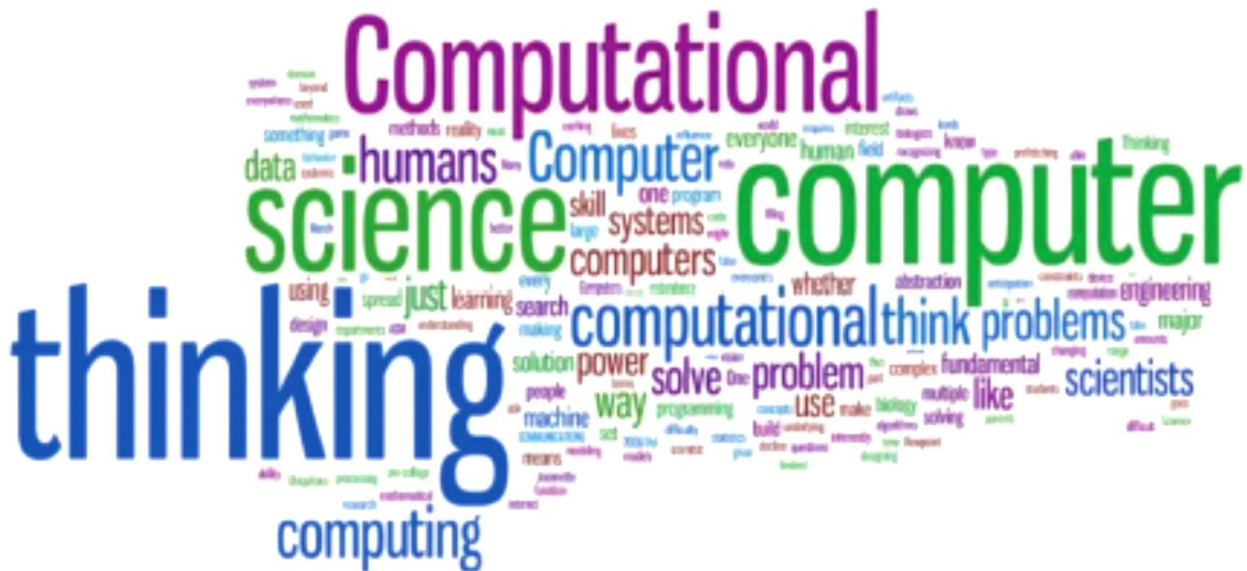
## Year 1 Curriculum

### Computing and Innovation

At GEMS Metropole we deliver a high-quality computing education which will equip pupils to use computational thinking and creativity to understand and change the world. The core of computing is computer science, in which pupils are taught the principles of information and computation, how digital systems work, and how to put this knowledge to use through programming. Students are given exciting opportunities to start exploring computing programs 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, students are equipped to use information technology to create programs, systems and a range of content. Students create digital documents, such as posters, presentations and information texts, for a range of purposes. Media is also a focus; students are shown how sound and video interlink and the basic ways this can be edited.

Projecting ourselves into the future of technology, GEMS 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 1 Curriculum

### Arabic A

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

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

### Arabic B

By the end of Year 1, the students are expected to understand the overall meaning of short, simple texts on familiar topics. The students are expected to participate in short, simple interactions on these topics and they will be able to write short, simple sentences. In addition to that, students will be able to use grammatical concepts correctly (speaking and writing) imitating patterns through pictures and drawings. In writing, the students will be able to remember the spelling of some visual words from the learner's linguistic environment, including names, verbs and letters related to the following: name, gender, body parts, feelings, the house, the neighborhood.



## Year 1 Curriculum

### Islamic

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

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





## Year 1 Curriculum

### Extra Curricular Opportunities

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

### Masterclass

We run a fantastic Masterclass programme 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 mask-making, creative writing and puzzles.

### Resources to support my child

In Year 1, we encourage children to learn through play and continue explore the concepts they have learnt at home. 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. To support reading and spelling at home, children will be given two weekly reading books and weekly spellings which they can practise 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.





## Year 1 Curriculum

### Assessment

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

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

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

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

**Assessment for learning is a key skill for all educators:** We ensure that all staff are skilled in assessing student's learning, identifying the next steps and helping the students to progress effectively.

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

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

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



## Year 1: Communications

### Year 1 Communication

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

#### Class Email

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

#### Weekly Infant Newsletter

Every Friday, you will have access to the Infant newsletter. This includes information relevant to the Infant school and can be accessed through the class teacher's weekly email.

#### Head of Infant School Newsletter

This will be received monthly and will be available on the website. 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 & download.



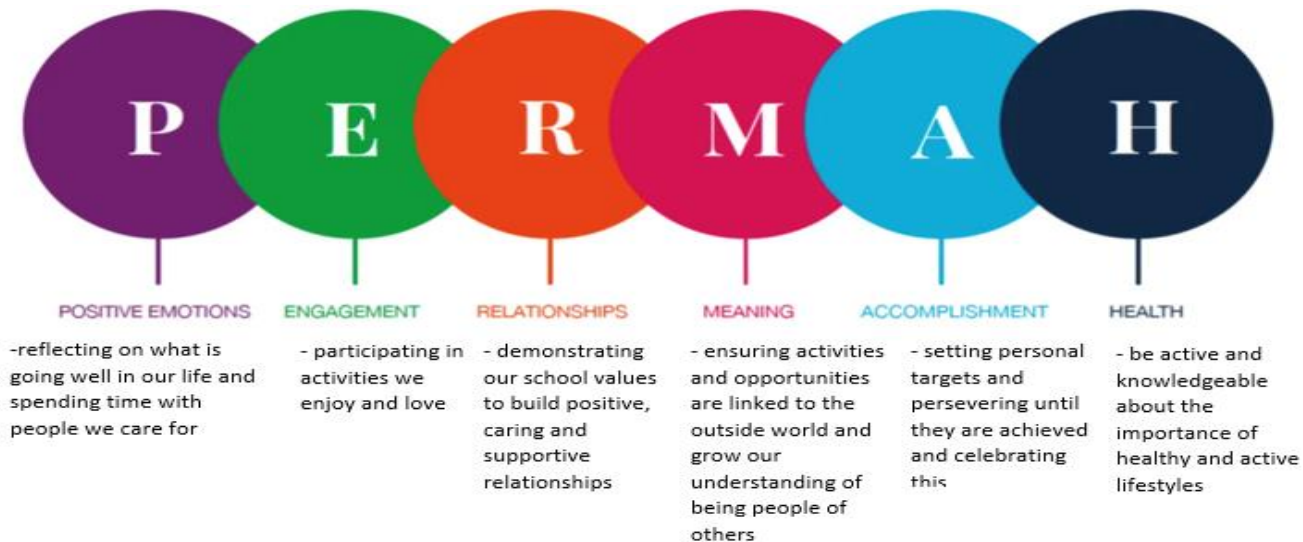
## Student Wellbeing

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

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

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

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











Honsho Rd. Motor City, Dubai, United Arab Emirates



+971 4 550 7200



registrar\_mts@gemsedu.com



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