مدرسة ديرة الدولية
DEIRA INTERNATIONAL SCHOOL
FESTIVAL CITY
Al-Futtaim Education Foundation

Parent Curriculum Information Booklet Year 1 and 2

Introduction to the curriculum

For generations, parents have found themselves visiting primary schools with their children only to hear themselves say, "It wasn't like that when I was at school." Things change quickly in education. This guide intends to support parents of primary Years 1 and 2 children by providing an outline of typical content and some background information about how the curriculum works.

English, Mathematics and Science remain very important and are considered the core subjects in both primary and secondary education. The National Curriculum sets out in some detail what must be taught in each of these subjects, as well as, Arabic, Islamic and Social Science. They will take up a substantial part of your child's learning week. Alongside these are the familiar foundation subjects: Art/Design & Technology, Computing, Geography, History, Music and Physical Education. For these subjects, the details in the curriculum are significantly briefer; schools have much more flexibility regarding what they cover and at DIS they are covered through a cross-curricular approach.

High Achievers

If your child is achieving well, rather than moving on to the following year group's work, we will encourage more in-depth and investigative work to allow a greater mastery and understanding of concepts and ideas.

Social Sciences

In line with the UAE National Priorities and the Dubai Strategic Plan 2021, UAE Social Sciences is taught to all students. The subject matter is designed to teach the values of citizenship and loyalty in their broader meaning among our students. We emphasise the concepts of citizenship and heritage that combine the principles of culture, traditions, and affiliations to the UAE.

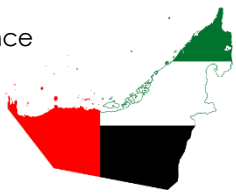
We use the new curriculum for Moral, Social and Cultural Studies (MSC) where the essences of Moral Education and Social Studies have been blended together in order to develop morally strong individuals, who exhibit the knowledge, skills, attitudes and behaviours to make sense of the world around them and to thrive as happy, successful and responsible global citizens.

	MORAL	SOCIAL	CULTURAL
Description	Description Developing the individual as a moral being. Developing the language, understanding and skills of moral thinking and reasoning. Applying moral thinking to the individual in a variety of social contexts, as well as to the development of others in their school, family and local communities.	Equipping individuals with a grounding in the common knowledge of the past, human geography, sociology, economics, information literacy and information processing to create an awareness of the commonality of humanity and to understand the value of lifeline learning.	Understanding how the governing structures and heritage of the UAE can lead to develop loyalty and sense of belonging to the UAE community and participating responsibly as a person living in the UAE society.
Strands	Character and Morality Individual and Community	History Sociology Geography Economics Information Literacy Information Processing	Civics Heritage

Within our curriculum, learning and teaching we focus on values, skills and character traits which link inextricably to our learner attributes such as critical thinking, decision making, problem solving and inquiry.

Values	honesty tolerance respect responsibility, thoughtfulness harmony courage helpfulness moderation humility kindness consciousness	
Skills		handling and understanding information critical thinking, problem solving decision making creativity working with others managing oneself
Character	perseverance cooperation resilience self-control altruism ambition independence hospitality grit self-confidence discipline wisdom generosity passion	
Societal Competencies		solidarity recognising diversity and inclusivity civic duties respecting law and order

As citizens of the UAE, we take great pride in the country we live in and the inclusion of UAE Social Science is integrated into the timetable ensures all students learn about the UAE's geography, history and language. They are important parts of our education in the UAE and are incorporated into our school's curriculum to provide students with a better understanding and appreciation for the history, culture and morals of the UAE.



Mathematics

‘High- quality mathematics provides a foundation for understanding the world’
(Primary National Curriculum)

At Deira International School we are dedicated to promoting enthusiasm and enjoyment of mathematics through the provision of a range of experiences which enable all children to achieve and which develop, maintain and stimulate their curiosity and interest. We place great emphasis on encouraging children to talk about their ideas in mathematics and to reason mathematically, using a wide range of vocabulary. Developing the children’s confidence and accuracy with their understanding and recall of mathematical facts and knowledge is important. The application of these skills and concepts to real-life problem- solving contexts is also at the heart of our learning and teaching at Deira International School.

Students are taught a range of mathematical topics in each year group. Some topics are repeated year on year with progressively more challenging curriculum content introduced. In every lesson and every topic, problem- solving and reasoning opportunities are integrated, In the classroom, the use of concrete resources, as well as pictorial representations, support student’s conceptual understanding of the curriculum content. Mathematical topics are taught using a blocked approach to ensure that students are given adequate time to develop a depth of understanding before moving on with their learning.

In addition:

- Planning allows for deeper understanding with students demonstrating high levels of fluency in performing written and mental calculations and mathematical techniques.
- Each lesson includes a ‘Fluent in Five’ task in order to continually develop calculation fluency.
- Lessons are planned to engage and challenge all students.
- Mathematical language is used consistently by both teachers and students.
- Individual learning styles (concrete, pictorial and abstract) and the academic abilities of all students in the class are catered for.
- Mental Maths and Arithmetic assessments take place regularly to track fluency skill development.
- There is regular use of ICT resources – Numbots, Times Table Rockstars & Century Tech both in class and at home to reinforce fluency.
- Lessons allow time for thinking, encouraging discussion and promoting perseverance.
- Lessons make problem solving, reasoning and investigation integral to student’s learning of mathematics.

Mathematics in Year 1

Number and Place Value

Place value is central to mathematics. Recognising that the digit '5' in the number 54 has a different value from the number 5 or the '5' in 504 is an important step in mathematical understanding.

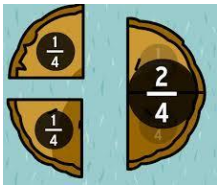
- Count, both forwards and backwards, from any number, including past 100
- Read and write numbers up to 100 as digits
- Count in 2s, 5s and 10s
- Find 'one more' or 'one less' than a number
- Use mathematical language such as 'more', 'less', 'most', 'least' and 'equal'

Calculations

- Use the +, –– and = symbols to write and understand simple number calculations
- Add and subtract one- and two-digit numbers, up to 20
- Solve missing number problems, such as 10 – ? = 6
- Begin to use simple multiplication by organising and counting objects

There are plenty of opportunities for maths practice at home, from counting objects to simple games, such as dominoes and Snakes & Ladders. You can also begin to explore using money and clocks both in play at home and when out and about.

Fractions



- Understand ¼ and ½ to explain parts of an object or number of objects

Measurements

- Use practical apparatus to explore different lengths, weights and volumes
- Use language such as 'heavier', 'shorter' and 'empty' to compare things they have measured
- Recognise the different coins and notes of British currency
- Use language of time, such as 'yesterday', 'before', days of the week and months of the year
- Tell the time to the hour and half-hour, including drawing clock faces

Shape

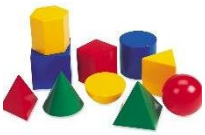
- Recognise and name some common 2-d shapes, such as squares, rectangles and triangles
- Recognise and name some common 3-d shapes, such as cubes, cuboids and spheres
- Describe movements, including quarter turns

Mathematics in Year 2

Number bonds are essential to the understanding of maths. Children in Year 2 learn their number bonds to 20, that is being able to quickly recall the total of any two numbers up to 20, e.g. 5 + 9 = 14, rather than having to count on to find the answer.

Number and Place Value

- Recognise place value in two-digit numbers, e.g. knowing that the 1 in 17 represents 10
- Read and write numbers up to 100 as words
- Count in 2s, 3s and 5s
- Compare and order numbers up to 100
- Use the < and > symbols to represent the relative size of numbers



Calculations

- Recall number bonds up to 20 fluently
- Add and subtract numbers mentally and using objects, including two-digit numbers
- Show that adding two numbers can be done in any order, but subtracting cannot
- Recognise that addition and subtraction are inverse operations
- Learn the multiplication and division facts for the 2x, 5x and 10x tables
- Show that multiplying two numbers can be done in any order, but dividing cannot
- Solve problems using the x and ÷ symbols

Fractions

- Find ¼ and ¾ of an object or set of objects
- Find the answer to simple fraction problems, such as finding ½ of 6

Measurements

- Use standard units to measure length (centimetres and metres), mass (grams and kilograms), temperature (degrees Celsius) and capacity (millilitres and litres)
- Use the £ and p symbols for money amounts
- Combine numbers of coins to make a given value, for example to make 62 pence
- Tell the time to the nearest five minutes on an analogue clock
- Know the number of minutes in an hour and hours in a day

Shape and Position

- Identify the number of sides and a line of symmetry on 2-d shapes
- Identify the number of faces, edges and vertices on 3-d shapes
- Use mathematical language to describe position and direction, including rotations and turns

Graphs and Data

- Construct and understand simple graphs such as bar charts and pictograms

Favorite Pets		
Pet	Tally Marks	Number
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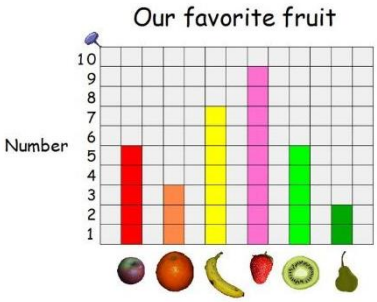
	𝍸	4
	𝍸 I	6



English

Our English Curriculum forms part of our overarching topics and themes and is designed to nurture a love of literacy and develop high competency of language skills. Our wide and varied curriculum teaches students the skills needed to be proficient communicators in the real world, via a range of different genres. Our Primary English curriculum is rigorous, progressive and enables pupils to be fully prepared for further study in the Secondary phase.

Our curriculum introduces students to a full range of literary and non-literary texts from a wide range of cultures and time-periods, thus developing their understanding of how language and literature reflect the world within which they were written, and how language reflects the identities and contexts of the writers. The English curriculum contributes significantly to the wider curriculum of the school and remains a focus when teaching other subjects. This enables students to keep a constant focus on developing communication skills and their understanding and proficiency in using the written and spoken words.

Teachers are sensitive to the needs of students with English as a Second language and appropriate strategies and programs are implemented to ensure that the gaps in language skills are closed as quickly as possible.

We hold several theme days relating to Language and Literacy across the year such as World Book Day and House Vocabulary Day and we nurture the fun and excitement that comes with all aspects of English learning and develop lifelong readers.

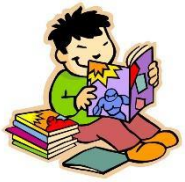
In Key Stage 1, learning opportunities are planned through story journeys incorporating objectives from the National Curriculum. These themes include Defeating the Enemy and There and Back again. Students build on their knowledge of stories and write for a range of purposes applying these skills within continuous provision where opportunities are created to link their learning to real life situations.

English in Year 1

Phonics is the relationship between printed letters and the sounds they make. Children will first learn the most common letter sounds, and then look at more difficult patterns such as recognising that 'ow' sounds different in 'cow' than in 'low', or that both 'ai' and 'ay' make the same sound in different words.

Speaking and Listening

The Spoken Language objectives are set out for the whole of primary school, and teachers will cover many of them every year as children's spoken language skills develop. In Year 1, focuses include:



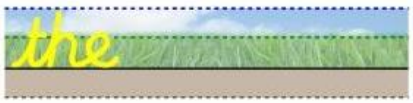
- Listen and respond to adults and other children
- Ask questions to extend their understanding
- Learn new vocabulary related to topics or daily life

Reading Skills

- Blend sounds together to form words
- Read aloud when reading books that contain familiar letter sound patterns
- Listen to, and talk about a range of stories, poems and non-fiction texts
- Learn about popular fairy tales and folk stories, and retell the stories
- Join in with repeated phrases in familiar books
- Make predictions about what might happen next in a book
- Explain clearly what has happened in a book they've read or listened to

Writing Skills

- Hold a pencil in the correct and comfortable way
- Name the letters of the alphabet in order
- Write lower-case letters starting and ending in the right place
- Write capital letters
- Spell simple words containing the main sounds they've learned in reading
- Spell the days of the week
- Learn to write words with common endings, such as –ed, –ing, –er and –est
- Plan out sentences aloud before writing them
- Write simple sentences, and those using joining words such as 'and'
- Begin to use full stops and capital letters for sentences
- Combine some sentences to make short descriptions or stories
- Use adjectives to describe



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English in Year 2

Decoding is the ability to read words aloud by identifying the letter patterns and matching them to sounds. Once children are able to 'decode' the writing, they can then start to make sense of the words and sentences in context. Watch out for hard-to-decode words such as 'one' and 'the'. These just have to be learned by heart.

Parent Tip
Reading aloud at home continues to be vitally important at this age. You may even get your child to read their own writing aloud, attempting to add expression appropriate to the sentence.

Speaking and Listening

- Articulate and justify answers and opinions
- Give well-structured explanations and narratives, for example in show and tell

Reading Skills

- Read words aloud confidently, without obvious blending or rehearsal
- Learn letter patterns so that decoding becomes fluent and secure
- Blend letter sounds, including alternative patterns, e.g. recognising 'ue' as the 'oo' sound
- Read aloud words which contain more than one syllable
- Recognise common suffixes, such as –ing and –less
- Read words which don't follow phonetic patterns, such as 'one' and 'who'
- Become familiar with a wide range of fairy stories and traditional tales
- Discuss favourite words and the meaning of new words
- Check that what has been read makes sense, and self-correct reading where necessary
- Make predictions about what might happen next in a story

Children are expected to read aloud books that are appropriate for their reading ability. During Year 2 their increasing knowledge of decoding should allow them to read a wide range of children's books.

Writing Skills

- Use the diagonal and horizontal strokes needed to join letters
- Form letters of the appropriate size, using capital letters where appropriate
- Use appropriate spaces between words when writing
- Learn to spell some common homophones, recognising the difference between them
- Use the possessive apostrophe in simple phrases, such as 'the boy's football'.
- Write about real events and personal experiences
- Plan out writing in advance, including by writing down key words
- Re-read writing to check that it makes sense and to make corrections, including punctuation
- Use question marks, exclamation marks, apostrophes and commas in lists
- Use the present and past tenses correctly in writing
- Begin to write longer sentences by using conjunctions, such as 'and',' but', 'if' or 'because'
- Use an expanded noun phrase to describe and specify, such as 'the blue butterfly'
- Use a range of sentence types in their writing (statements, questions, exclamations and commands)
- Adding suffixes to spell some words correctly in their writing e.g. –ment, -ness, -ful, -ly, -less

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Science

At Deira International School, our Science curriculum allows students to explore and discover the world around them, enabling them to develop a deeper understanding of the world in which we live in. Students are naturally curious. We aim to provide a stimulating curriculum, in line with the National Curriculum of the UK, which nurtures this natural curiosity alongside their on-going intellectual development.

Science is hands-on and inquiry based allowing students the opportunity to explore, question, discover and explain. Students experience the joy of having wonderful ideas, challenges, explorations, and investigations. Our aim is for the students to develop and extend their scientific knowledge and vocabulary through stimulating experiences. We want our students to be life-long learners who continue to be curious about the world around them, developing enquiry minds.

Teachers have outstanding subject knowledge in Science which enables students to have a positive attitude to their learning and reach their full potential through the level of peronalised challenge.

In Deira International School, we follow a whole school approach to the teaching and learning of Science.

- A cycle of lessons for each topic is carefully planned for to ensure progression and depth.
- Through our planning, we involve problem solving, enquiry and investigation opportunities that allow students to discover knowledge for themselves.
- Using precise questioning, teachers regularly assess students to identify misconceptions and gaps in learning which are addressed to ensure students achieve.
- Retrieval questions at the beginning of lessons help create a deeper level of understanding, moving knowledge to student's long-term memory.
- We build upon student's previous knowledge and skill development each year. As the student's confidence and skills develop, they become more proficient and independent in selecting equipment, making predictions and drawing conclusions.
- Working scientifically is embedded into all lessons to ensure students are developing skills and vocabulary throughout their school journey.
- Teachers demonstrate how to use scientific equipment and working scientifically skills to embed understanding and to develop student's knowledge of their surroundings by providing opportunities for outdoor learning.
- Regular events like Science Week and STEAM Week allow students to further embed scientific skills and knowledge whilst providing a broader provision.

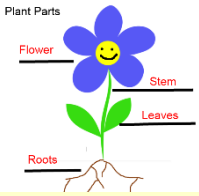
Science in Year 1

In the first year of primary, much of the science curriculum is based around real- life experiences for children. This includes everyday plants and animals, as well as finding out about different materials and the four seasons. There are likely to be many opportunities for exploring scientific ideas in both the classroom and the local surroundings.

Scientific Investigations

Children are encouraged to carry out their own observations and experiments to further their scientific understanding. In Year 1 this may include learning to:

- Ask scientific questions
- Carry out simple tests, and make observations
- Collect information to answer questions
- Group together objects according to their properties or behaviours

Plants	Animals, including humans
identify and name a variety of common wild and garden plants, including deciduous and evergreen trees	identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals
identify and describe the basic structure of a variety of common flowering plants, including trees.	identify and name a variety of common animals that are carnivores, herbivores and omnivores
	describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)
	identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.
Everyday Materials	**Seasonal Changes**
distinguish between an object and the material from which it is made	observe changes across the four seasons
identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock	observe and describe weather associated with the seasons and how day length varies.
describe the simple physical properties of a variety of everyday materials	
compare and group together a variety of everyday materials on the basis of their simple physical properties.	

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Science in Year 2

Scientific Investigations

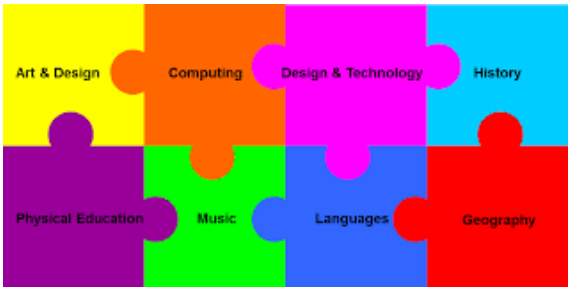
Children are encouraged to carry out their own observations and experiments to further their scientific understanding. In Year 2 this may include learning to:

- Use scientific apparatus to make observations, such as magnifying glasses
- Collect information about what they have seen
- Make links between observations and their scientific understanding

Living things and their habitats	Plants
explore and compare the differences between things that are living, dead, and things that have never been alive	observe and describe how seeds and bulbs grow into mature plants
identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other	find out and describe how plants need water, light and a suitable temperature to grow and stay healthy.
identify and name a variety of plants and animals in their habitats, including micro-habitats	
describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.	

Animals, including humans	Uses of everyday materials
notice that animals, including humans, have offspring which grow into adults	identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses
find out about and describe the basic needs of animals, including humans, for survival (water, food and air)	find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.
describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.	

The Foundation Subjects



At Deira International School we do not always teach the foundation subjects discretely. As part of our Topic based curriculum our subject objectives are around the theme we are exploring. This enables our children to make connections with the wider world.

Here is a brief outline of what will be cover in the foundation subjects at DIS:

Art

In each of the Primary year groups, children will explore a range of different techniques under six key categories: texture, colour, printing, form, pattern and drawing. They will gain experience using a variety of materials from sketching pencils to charcoal and from a range of paints, such as acrylic (in years 5 and 6), to clay. All children will learn key skills and build on these to create their own art pieces. Additionally, in each key stage, children will focus on some great artists, architects, photographers and designers, looking at one each term or half term.

History

In **Key Stage 1**, the main area of focus is on exploring changes within living memory. For example, in Year 1 children recognise the difference between past and present in their own, and others, lives. As they move into Year 2, they build on this, focusing on events beyond living memory that are significant globally or nationally. Further, children learn about key individuals in the past who have contributed to national and international achievements.

Geography

Across Primary, children will find out about different places in the world through studying small regions in several continents and comparing these to other areas, including their own locality. They will learn through four key areas: locational knowledge, place knowledge, human and physical geography and geographical skills and fieldwork.

In **Key Stage 1**, children will learn the names of the world's seven continents as well as the five oceans. They will also focus on their locality, naming, locating and identifying the characteristics of the seven Emirates and making simple geographical comparisons with other countries. For example, children look at and compare the weather, discussing other hot and cold countries and their location to the equator. They use the four main compass directions (North, South, East, West) and simple maps and photographs to explore such areas.

Human geography features to study	Physical geography features to study
Cities	Beaches
Towns	Cliffs
Villages	Coastlines
Factories	Forests
Farms	Hills
Houses	Mountains
Harbours	Oceans

Computing

There are three main strands of the new Computing curriculum: information technology, digital literacy and computer science.

Information technology is about the use of computers for functional purposes, such as collecting and presenting information, or using search technology. Digital literacy is about the safe and responsible use of technology, including recognising its advantages for collaboration or communication. Finally, computer science will introduce children of all ages to understanding how computers and networks work. It will also give all children the opportunity to learn basic computer programming, from simple floor robots in Years 1 and 2, right up to creating on-screen computer games and programmes by Year 6. At DIS, we will use programming software which is freely available online, such as Scratch or Kodu.

We will also include regular teaching of e-safety to ensure that children feel confident when using computers and the Internet, and know what to do if they come across something either inappropriate or uncomfortable.

For more information on digital citizenship at home, please visit www.commonsensemedia.org

Performing Arts

At DIS, children will listen to and perform a range of music as well as participate in a variety of linked Drama activities.

In **Key Stage 1**. This will often include singing songs and rhymes, and playing un-tuned instruments such as tambourines or drums. Students will be encouraged to express themselves verbally and physically and to attempt to perform 'in role' to help them to see the world from different perspectives. Emphasis will be placed on encouraging students to meet speaking and listening curriculum criteria through Drama.

At all levels students will be given opportunities to perform, either on a small scale within the school day or more formally in the theatre. These performance opportunities are an excellent way to nurture talent, foster self-confidence and to celebrate our children's successes in Performing Arts.

Physical Education

Physical Education lessons will continue to include a range of individual disciplines such as dance and athletics, with team sports and games. Through these sports, children should learn the skills of both cooperation and competition.

Lessons occur twice weekly and last for approximately 50 minutes. Within these sessions pupils cover nine different activity areas that are taught in 6/7 week blocks. These activities are from the categories of team games, striking and fielding games, aesthetics and swimming.

Swimming at DIS is a major part of the curriculum and using our two pools all pupils are involved in the schools programme. In this programme pupils are not only taught to refine their stroke work but also to complete set tasks in order to progress through the stages.

For more information on the National Curriculum please visit www.gov.uk/government/collections/national-curriculum