

Cambridge
International School
Dubai



EYFS - Handbook

**Building Strong
Foundations**



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**Cambridge
International
School**

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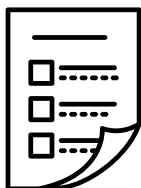
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Section 1:

- Welcome Note
- School Information
- EYFS Curriculum
- Dual Language

Welcome



Welcome Note



Ms Lindsey Yarwood

Head of Primary



Ms Laura Dobbs

**Associate Head of
Primary**



Ms Jyothi Jose

**Deputy Head of
Primary**

At CIS, we aim to provide an exceptional level of care and education for every individual student. We firmly believe, all students can succeed. We work to inspire a determination within the school and every student to achieve their highest potential.

We aim to maximise student success by ensuring that all students are provided with rich, high quality educational opportunities, within our culture of high aspiration where achievement is recognised and celebrated. It is our determination to ensure that all students at CIS progress, achieve and are provided with the support and challenge to excel in a happy, supported environment.

We hope you take the opportunity to read this course guide and we look forward to welcoming you to GEMS CIS.

Ms Lindsey Yarwood, Ms Laura Dobbs and Ms Jyothi Jose

Welcome Note



Ms Angela Franco

EYFS Phase Leader



Ms Naseema Mansoor

EYFS Head of Year

It is our pleasure to welcome you to the Early Years Foundation Stage. We are delighted to have you join our vibrant learning community and look forward to partnering with you as your child begins an exciting journey of discovery, growth, and achievement.

In the Early Years, we believe that every child is unique, capable, and full of potential. Our nurturing and inclusive environment encourages children to explore, play, question, and develop the confidence and skills they need to become happy, independent learners. Through meaningful learning experiences and strong relationships, we inspire curiosity, creativity, and a lifelong love of learning.

We recognise that parents are a child's first and most important teachers. By working together, we can create a strong partnership that supports every child's academic, social, and emotional development. Open communication, mutual trust, and shared aspirations are at the heart of everything we do.

As we begin this exciting academic year, we look forward to celebrating milestones, creating lasting memories, and supporting every child as they flourish. Thank you for placing your trust in us. Together, we will ensure that your child's Early Years experience is happy, enriching, and filled with opportunities to grow.

On behalf of the entire Early Years team, we warmly welcome you to the CIS Family. We look forward to a wonderful year of learning, laughter, and success together.

The purpose of this curriculum overview booklet is to provide parents and students with an outline of:

1. The Curriculum structure in Foundation Stage
2. Details about Courses in Foundation Stage
3. Assessment Tasks for Foundation Stage
4. Assessments and Reports in Foundation Stage
5. Parental engagement to enhance learning.

We hope this Curriculum Guide helps to clarify many of the questions and concerns pertaining to Foundation Stage Academics at GEMS Cambridge International School Dubai.

It is strongly recommended that parents keep this book for future guidance and information throughout Foundation Stage.

GEMS Cambridge International School Dubai: <http://www.gemscis-dubai.com/>



Introduction:

GEMS Cambridge International School Dubai, (CISD) offers the internationally recognised National Curriculum for England and prepare students to take the International General Certificate of Secondary Education (IGCSE) Courses and A Level Examinations of the Universities of Cambridge and London (UK).

Presently, the school offers National Curriculum for England from Early Years Foundation Stage to Post 16 (Year 13).

Academic Excellence:

Over the past 3 years GEMS students have been accepted to around 590 universities in 41 countries. Our students have won over 700 regional and international awards.

Innovative Building and Facilities:

The school provides high quality, affordable education to students of all nationalities. The elegant, well-designed classrooms and outstanding campus is well suited to create the perfect creative blend so necessary for a multi-cultural setting that well suites learning, provides quality education and safeguarding that is the hallmark of GEMS schools.

Our outstanding facilities include an indoor sports hall, outdoor football pitch, basketball court, cricket nets, outdoor multi-games courts, music, art and science labs, CIS radio, ICT and electronics labs, library, indoor and outdoor play areas.

Extra-Curricular Activities (ECA)

School teams and clubs are established in basketball, football, cricket, badminton, table tennis, and athletics, Eco, Arabic and ELL (English as Learning Language). After school activities like music, art, cooking, junk modelling, dance, drama, public speaking, digital learning, magazine and newspaper work are also offered to engage the interest and enthusiasm of all students from Key Stage1.

GEMS Education

CISD is part of the GEMS Education network, which has been in the education sector for over 50 years and has a global network of award-winning international schools. Founded in 1959, the network spans over 60 schools across nine countries, educating over 200,000 students from 176+ nationalities. The GEMS global network of award-winning international schools provides a high quality, value-based education learning to students and employs over 21,000 total staff members globally, establishing it as one of the largest private sector employers in the region.

The Foundation Stage Curriculum:

The Early Years Foundation Stage extends from 0-5 years. Entry into our Foundation Stage 1 is in September when the child is 3 (before 31st December of the academic year) and ends at the end of the Foundation Stage 2. The Foundation Stage is important in preparing children for later schooling. It is the Early Learning Goals that set out what is expected of most children by the end of Foundation Stage 2.

The Early Years education that we offer our children is based on the following principles:

- It builds on what our children already know and can do.
- It ensures that no child is excluded or disadvantaged.
- It offers a structure for learning that has a range of starting points, content that matches.
- It caters to the needs of young children and provides activities that give opportunities for learning both indoors and outdoors.
- It provides a rich and stimulating environment.
- It builds on the physical development of the children.
- It encourages children to be innovative and creative learners.

A coherent ‘hands-on’ education programme, appropriate to children’s stage of development, is provided at Cambridge International School - Dubai. This takes the form of a two-year curriculum plan that identifies the attitudes, skills, knowledge and understanding that children need to achieve the Early Learning Goals by the end of FS.

Children learn as they make meaning of their experiences – for them, learning is not divided into subject areas. From birth, babies and young children are immediately motivated to communicate, investigate the world around them and to learn through their senses. Learning is most often a social experience in which they make their meaning through language. This happens most effectively in an environment where they are respected, cherished, and cared for, by attentive adults. They need to develop at their own pace and are given plenty of opportunity to play and explore.

Young children learn by:

- Playing and having fun
- First hand experiences, trying things out for themselves.
- Being given an interesting, stimulating, and safe environment to investigate
- Interacting with others
- Having their interests taken seriously
- Being physically active

The child is at the center of all planning for the Early Years Foundation Stage Curriculum at Cambridge International School. We take account of the child's previous learning and the next steps in achieving his/her potential. Cambridge International School follows the National Curriculum for England. It provides an educational framework specifying the knowledge and skills to be taught in each curriculum area and it provides standards that measure each child's progress in these areas. Further curriculum information is available at https://assets.publishing.service.gov.uk/media/687105a381dd8f70f5de3ea9/EYFS_framework_for_group_and_school_based_providers_.pdf

The Early Years Foundation Stage Curriculum has 7 Areas of Learning:

3 Prime Areas:

- Communication and Language
- Physical Development
- Personal, Social and Emotional Development

4 Specific Areas

- Literacy
- Mathematics
- Understanding the World
- Expressive Arts and Design

Each area of learning is implemented through planned, purposeful play and through a mix of child-initiated and adult led activities.

CURRICULUM STRUCTURE:

All Foundation Stage students at GEMS CISD will study the following courses:

Mandatory Core Courses	FS
Communication and Language	Daily
Physical Education	2 sessions
Personal, Social and Emotional Development	Daily
Literacy	Daily
Mathematics	Daily
Understanding the World	Daily
Expressive Arts and Designs	Daily

In addition to the Core Courses, students also have an opportunity to study the Non-Core courses:

Non-Core Courses by Specialists	FS1	FS2
Arabic	5 sessions	5 sessions + 3 sessions Bilingual
Music	1 session	1 session
Islamic Studies	3 sessions	3 sessions

Dual Language: "Supporting the UAE vision by valuing Arabic language, cultural heritage, and global citizenship through multilingual learning."

Dual Language refers to an educational approach where two languages are used for teaching and learning. Students develop proficiency in both languages while learning academic content. In the UAE, this often involves learning through English and Arabic, although dual-language programs can involve other language combinations.

Dual language is not simply learning a second language as a subject; it is about using both languages meaningfully for communication, learning, and cultural understanding. "Learning, communicating, and growing through two languages."



Importance of Dual Language Learning:

Dual language learning plays a vital role in developing students' communication skills, enabling them to express themselves confidently and interact effectively with others. It supports the development of literacy in two languages, enhancing reading, writing, speaking, and listening skills. Through exposure to different languages and cultures, students gain a deeper understanding and appreciation of diversity, fostering respect and cultural awareness. Additionally, dual language learning strengthens cognitive development by improving memory, problem-solving abilities, critical thinking, and mental flexibility, helping students become more effective learners.

Impact on students: Dual language learning increases students' confidence and ability to express themselves effectively in different contexts. It strengthens their problem-solving and critical thinking skills by encouraging them to make connections between languages and ideas. Through exposure to different languages and cultures, students develop greater respect for diverse perspectives and traditions. As a result, they become more engaged in their learning, leading to improved academic achievement and a deeper understanding of the world around them.

Section 2:

Core Subjects

Prime Areas

Communication and Language

Physical Development

Personal, Social and
Emotional Development





PRIME AREAS

ENGLISH: COMMUNICATION AND LANGUAGE

Course: The Early Years Foundation Stage

English is a mandatory course that is studied substantially from FS1 onwards.

Communicating thoughts, ideas, feelings and enjoying spoken and written language.

Language and Literacy development depends on learning and being competent in a range of key skills, together with having the confidence, opportunity, encouragement, support and disposition to use them. This area of learning includes speaking and listening in different situations and for different purposes such as:

Knowledge and Understanding 	Skills 	Attitudes 
- To understand and express both experiences and ideas with language. - To know how to express needs and feelings through cries, smiles, sounds, body movements, sign and verbal language. - To understand simple instructions and respond appropriately. - To know how to use an ever-increasing vocabulary and put words together to convey meaning. - To understand that tone of voice indicates meaning. - To understand that there is a difference between written and spoken language i.e., writing in sentences but speech is in clauses, phrases and sentences	- To sing and join in with rhymes. - To begin to ask questions. - To use a tool for writing e.g., mark making, digging, pouring, etc...	- To show interest in others and a desire to communicate - To confidently communicate



PRIME AREAS

PHYSICAL DEVELOPMENT

Course: The Early Years Foundation Stage

Developing skills of co-ordination, control, manipulation, and movement.

Young children grow rapidly at this stage of their lives. They develop confidence and control; of the way they move and the way they handle tools and equipment.

Knowledge and Understanding 	Skills 	 Attitudes
- To know how their body works and how to make arms, legs and other parts of their body do the things that they want to do. - To understand their own physical limitations - To know how to use tools or equipment. - To understand their own physical needs (e.g. they need a drink when they are thirsty)	- To hold the various parts of the body e.g. head up - To roll, sit, crawl, walk, climb, jump, etc... - To push and pull objects, knobs, etc... - To negotiate stairs when climbing - To ride trikes - To kick or to throw a ball. - To carry objects - To use tools (e.g. brushes, scissors) - To balance on one foot - To co-ordinate body movements - To fit pieces together - To be still or to freeze	- To co-operate - To be confident - To be persistent - To motivate, to try new movements. - To care for others



PRIME AREAS

PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT

Course: The Early Years Foundation Stage

Emotional well-being, knowing who you are and how you 'fit in' and feeling good about yourself.

Successful, Personal, Social and Emotional development is critical for very young children in all aspects of their lives. It is also a pre-requisite for their success in all other areas of learning. By participating in the GEMS Beyond 100 and Be A GEM Programme, children will develop the knowledge, skills, and attitudes needed to lead healthy, fulfilling, and meaningful lives while making a positive impact on the world around them.

Knowledge and Understanding 	Skills 	Attitudes 
- To know that they are safe and that they are cared for. - To know that they are individuals and that they are valued members of a group – develop a sense of self-esteem. - To know how to express feelings. - To know that their actions may influence others. - To understand that sometimes they must share equipment and adult time. - To know how to get a positive response from another child or adult. - To begin to express frustration verbally rather than physically. - To know that their parent/career is valued.	- To develop communication skills including non-verbal and then verbal to express their feelings. - To begin to deal with frustration. - To imitate others - Experience with roles - To learn to share and take turns. - To self-help: feeding, dressing, washing etc. - Collaboration and teamwork - Resilience and adaptability - Self-management and emotional regulation - Leadership and social responsibility - Reflection and self-awareness	- Build confidence - Be persistent - To care - Build curiosity and enjoyment - Have a sense of achievement - Show empathy, kindness and compassion for others - To have high self-esteem - Be aware of similarities and differences in people - Respect for self, others, and the environment - Responsibility and integrity - Perseverance and resilience - A growth mindset - A commitment to making a positive contribution to the community

Section 3:

Core Subjects

Specific Areas

Literacy

Mathematics

Understanding the World

Expressive Arts and Design





SPECIFIC AREAS

ENGLISH: LITERACY (READING AND WRITING)

Course: The Early Years Foundation Stage

Literacy (Reading and Writing)

Involves encouraging children to link sounds and letters and to begin to read and write.

Reading: Children must be given access to a wide range of reading materials (books, poems, and other written materials) to ignite their interest. Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.

By the end of the RLAG (Read Like A Gem) programme, children will be able to listen to and talk about stories, answer questions about what they have heard, use new words, and show a love for reading and sharing books.

Writing: Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly, and others are phonetically plausible.

Reading	Writing
- To show awareness of rhyme and alliteration - To recognise rhythm in spoken words - To be aware of the way stories are structured. - To suggest how the story might end. - To know that information can be relayed in the form of print. - To know that print carries meaning and, in English, is read from left to right and top to bottom. - To recognise familiar words and signs such as own name and advertising logos - To segment the sounds in simple words and blend them together and to know which letters represent some of them - To link sounds to letters, naming and sounding the letters of the alphabet - To know that information can be retrieved from books and computers	- To sometime give meaning to marks as they draw and paint. - To ascribe meanings to marks that they see in different places. - To give meaning to marks that they make as they draw, write and paint. - To begin to break the flow of speech into words. - To continue a rhyming string - To hear and write the initial sound in words. - To segment the sounds in simple words and blend them together. - To link sounds to letters, naming and sounding the letters of the alphabet - To use some clearly identifiable letters to communicate meaning, representing some sounds correctly and in sequence. - To write your own name and other things such as labels, captions, etc. - To attempt to write short sentences in meaningful contexts



SPECIFIC AREAS: MATHEMATICS

Course: The Early Years Foundation Stage

Developing an interest in numbers and numerical patterns.

Maths depends on becoming confident and competent in learning and using key skills. These areas of learning include counting, sorting, matching, seeking patterns and working with numbers, shape, space and measures.

Knowledge and Understanding 	Skills 	Attitudes 
- To know that things are similar and different (classifying) - To know that there are number symbols and a set sequence in which numbers occur. - To know that numbers are different from letters. - To know the concepts of more than, less than or is equal to. - To count a collection of objects accurately matching one number to one object - To know that there are a variety of shapes and to know some of their names. - To know that some shapes fit together, and some don't. - To be aware of mathematical language and to describe shapes. - To know how to make sequential patterns. - To know how to estimate - To know that the last number said is the number of objects in the set. - To know and use appropriate vocabulary to describe movement and position in space e.g., up, down, in front of, behind, over, under, etc.	- To classify objects - To sort objects according to <u>its colour</u>, shape or texture - To match objects to numbers, patterns etc. - To take turns and to share - To use language to express a concept. - To make connections - To solve problems - To count - To record - To estimate - To question - To think logically - To respond and to set challenges. - To negotiate space - To test ideas	- To be curious - To be confident and learn by making mistakes. - To search for answers - To express opinions - To co-operate and collaborate - To have a sense of enjoyment and satisfaction - Perseverance



SPECIFIC AREAS: UNDERSTANDING THE WORLD

Course: The Early Years Foundation Stage

Developing an interest and curiosity based on first-hand and/or personal experiences.

Children are developing skills; knowledge and understanding that help them make sense of the world. This forms the foundation for later work in science, history, geography, design and technology, and information and communication technology.

Knowledge and Understanding 	Skills 	Attitudes 
- To know where they live - To know their address - To know what it means to be a part of a local community. - To know about people in the local area and the jobs that they do - To recognise key features of the local environment - To know the purpose and use of simple maps - To know about their own and their family's personal history - To know about past events - To know that there are different religions and each has different celebrations linked to it - To know that there are a variety of materials with different properties which can be changed. - To know about the simple properties of light, colour and sound - To know that objects can be moved by forces. - To know that there are a variety of living things which include humans. - To know about some of the tasks that computers are suitable for	- To have an awareness of change - To predict and interpret - To begin to understand cause and effect. - To use simple maps - To observe closely - To plan and design - To join by using a variety of techniques - To make things for a variety of purposes from a variety of materials - To choose appropriate materials and tools for specific purposes - To solve problems	- To be persistent - To be interested - To co-operate - To enjoy - To appreciate and to be respectful - To have a sense of curiosity - To be aware of safety - To be confident



SPECIFIC AREAS: EXPRESSIVE ARTS AND DESIGN

Course: The Early Years Foundation Stage

Responding by using many senses, expressing ideas through different media and representation.

Creativity is fundamental to successful learning. The aspects covered in this area of learning include art, music, dance, role-play, and imaginative play. Being creative enables children to make connections between one area of learning and another, so extending their understanding. Children are also introduced to different artist works like Pointillism, Andy Goldsworth, Mondrian etc.

Knowledge and Understanding 	Skills 	Attitudes 
- To know that you can use a variety of materials to make things e.g. paint, glue, paper, clay, playdough. - To know that there is a variety of colours and ways to mix it. - To know that there are different forms of artwork from different cultures. - To know that their individual work will be appreciated and valued. - To know how to use tools for their creative work e.g. brushes, glue, spreaders, etc. - To know that a variety of musical instruments make different sounds. - To know that they can make sounds and rhythms with their own bodies. - To know that their body moves in space, moves in different ways and can move to different rhythms, sound, and music.	- To take turns (co-operation) - To use their gross motor skills - To handle and play instruments. - To use their fine motor skills - To concentrate and imitate - To listen and experiment - To compromise to sustain play. - To share ideas with others - To draw and paint from observation. - To explore and gain competence in a variety of techniques. - To design a collage - To print - To cut and stick	- To appreciate - For pleasure - To enjoy - To preserve - To motivate imagination - To respond to external stimuli

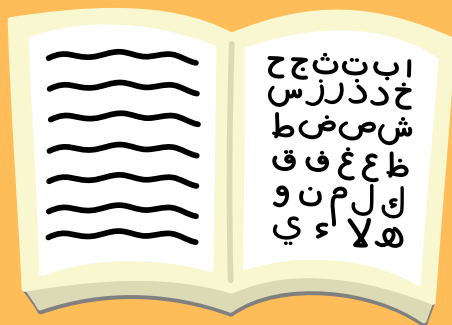
Section 4:

Non - Core Subjects

Islamic

Arabic

Music





قسم التربية الإسلامية

رئيسة قسم التربية الإسلامية : لينا إسماعيل عبد السلام

المنهج : التربية الإسلامية الخاصة بالعرب

يجب على جميع الطلاب المسلمين دراسة مادة التربية الإسلامية وذلك طبقاً لقواعد وزارة التعليم.

وصف المنهج:

يسقوم الطلاب بدراسة حصتين للتربية الإسلامية في الأسبوع، كما ينقسم الطلاب في المرحلة الدراسية إلى قسمين: قسم التربية الإسلامية للعرب وقسم التربية الإسلامية لغير العرب .

وإذاً أن يكون كل طالب مسلم من طلاب مدرسة كامبردج الدولية فخراً بكونه مسلماً وأن تكون لديه المعرفة الأساسية للدين الإسلامي، كما أن هدفنا هو أن يتعرف الطلاب المسلمون على العقيدة و الأخلاق الإسلامية والتي أكدها القرآن الكريم والسنة النبوية فيمكنهم حينها تطبيق ما تعلموه في مواقفهم الحياتية، كما نولي اهتمامنا للمناسبات الدينية مثل عيد الفطر وعيد الأضحى حتى يدرك الطلاب أهميتها.

سوف يقوم الطلاب بدراسة سيرة سيدنا محمد صلى الله عليه وسلم؛ فهو قدوتنا في الإسلام و سوف يستخلص الطلاب الدروس المستفادة من سيرته العطرة وتطبيقها في حياتهم.

منهج التربية الإسلامية للطلاب العرب

يستند منهج كامبردج للتربية الإسلامية إلى المنهاج الدراسي الموصى به في دولة الإمارات العربية المتحدة والذي يهدف إلى تطوير المتعلمين فيما يلي:

- الوعي الكامل لمفاهيم (الإسلام) و(الإيمان) عن طريق ممارسات دينية متوافقة مع الواقع .
- الوعي بالعقيدة الإسلامية و أركان الإسلام الخمسة و التعرف على أخلاق سيدنا محمد صلى الله عليه وسلم.
- احترام التقاليد الدينية والثقافية لدولة الإمارات العربية المتحدة والعالم أجمع.
- تطوير المهارات العقلية كالبحث و التفكير الناقد لتمكين الطلاب من اتخاذ قرارات مستنيرة وخيارات صحيحة.

وفقاً لتعاليم الدين الإسلامي الصحيح



ISLAMIC: FS 2

Faculty: Islamic

Course: MOE Islamic curriculum (Arabs – Non- Arabs)



According to the Ministry of Education ruling, it is compulsory that Muslim children study Islamic studies.

Course Description:

The children receive one Islamic lesson a week. We have one section for each year group (Islamic for Arabs and Islamic for Non-Arabs)

We hope every Muslim child at CIS is proud to be a Muslim and learns the basic knowledge of the religion. Our aim is to acknowledge all Muslim children regarding the pillars of Islam, the Islamic faith and morals and to be able to apply it efficiently to real life. To increase the knowledge of Islam we share with the children, the stories of prophets and manners of living a Muslim's life. We also pay attention to the religious occasions such as Eid Al-Fitar and Eid Al-Adha, so that the children realise their importance and value.



What will students learn?

Cambridge Islamic Education Syllabus is based on UAE recommended Curriculum of study and aims to develop in learners the following:

- An understanding of the concepts of commitment (Islam) and faith (Imaan) in a religious tradition
- An understanding of the Pillars of Islam and manners of prophet Mohammed
- A respect for the diverse range of religious and cultural traditions in the UAE and the wider world
- A range of investigative, critical and moral thinking skills to enable them to make informed choices and decisions



Arabic: FS1 and FS2

Faculty: Arabic

Course: Arabic

FS2 Arabic Curriculum Summary



The FS2 Arabic curriculum follows the Ministry of Education Arabic book and is delivered in line with KHDA guidance for Arabic language provision in early childhood education. The curriculum aims to build a positive, enjoyable and meaningful relationship between children and the Arabic language through a rich, safe, interactive and age-appropriate learning environment.

In FS2, Arabic is not taught as a separate subject. It is introduced as a living language through daily routines, play, stories, songs, movement, sensory experiences, group work and individual activities. Standard Arabic is presented in a simple and natural way that supports children to listen, understand, repeat, interact and begin using simple words and phrases with confidence and enjoyment.

The curriculum is structured around the Ministry book in terms of themes, vocabulary, letters and sounds. However, teaching methods are carefully adapted to meet the developmental needs of young learners. Arabic learning is delivered through short, engaging and practical activities that allow children to practise, remember and apply language without pressure.

The FS2 curriculum places strong emphasis on developing listening and speaking skills, as these are the foundation for early language acquisition. Children are exposed to Arabic through morning greetings, starting songs, classroom instructions, short stories, simple questions, picture cards, language games and guided conversations. Gradually, children learn to listen to Arabic words, connect them to pictures or actions, repeat them and use them in familiar classroom situations.

Phonological awareness is a key part of the FS2 Arabic curriculum. Children are introduced to Arabic sounds through listening, repetition, songs, clapping, oral games, matching sounds to pictures and representing words through movement or objects. The aim at this stage is for children to hear, recognise and enjoy Arabic sounds before moving towards more formal reading and writing.

Children in FS2 are introduced to a range of Arabic letters according to the sequence of the Ministry book. Each letter is taught through its sound, shape and related vocabulary. Letters are presented through stories, pictures, songs, craft activities, sensory play and practical experiences, so that learning becomes meaningful and memorable. Children practise identifying letters, matching letters to pictures, distinguishing letters from others and pronouncing sounds as accurately as possible.

Vocabulary development is linked to children's immediate world and everyday experiences. Children learn words related to family, school, colours, numbers, animals, food, body parts, feelings, weather, celebrations and the UAE environment. They are encouraged to use simple words and short phrases such as: I see, this is, I like, I have, what is this? and who is this? according to their level of readiness. Early reading in FS2 begins through visual and auditory recognition rather than formal reading. Children link pictures to words, sounds to letters, and repeated vocabulary to familiar meanings. They participate in shared reading through picture stories, flashcards, songs, repetition and interactive activities. This helps children build confidence and prepares them for more structured reading in Year 1. Writing is introduced gradually and in line with children's fine-motor readiness. Children begin with pre-writing activities such as colouring, tracing, drawing lines, using playdough, writing in sand, finger tracing and strengthening fine-motor control. They then progress towards tracing Arabic letters, forming letters using different materials and attempting simple letter formation. The focus is on confidence, correct direction, pencil control and readiness for writing, rather than pressure or perfection.

The curriculum naturally embeds UAE National Identity and Arabic culture. Children are introduced to UAE symbols, greetings, the flag, national celebrations, positive values, traditions, stories and songs connected to the Emirati environment. This helps children understand that Arabic is not only a language of letters and words, but also a language of identity, culture, respect and communication.

A range of teaching strategies is used to meet the needs of all learners. Non-Arabic-speaking children are supported through visuals, gestures, movement, repetition, modelling, body language and sensory activities. Children with prior knowledge of Arabic are encouraged to extend their vocabulary, improve pronunciation, use longer phrases and participate more confidently in stories, discussions and classroom routines.

Assessment in FS2 is continuous and based mainly on observation. Teachers observe children during play, circle time, songs, stories, oral interaction, practical activities and early writing tasks. Progress is monitored in listening, speaking, sound recognition, letter recognition, vocabulary use, participation in Arabic routines and early attempts at reading and writing. Assessment information is used to plan next steps, provide support, extend learning and respond to children's individual starting points.

By the end of FS2, children are expected to have developed a positive attitude towards Arabic and growing confidence in engaging with the language. They should be able to participate in simple Arabic routines, listen to stories and songs, repeat familiar words and phrases, recognise a range of Arabic letters and sounds, connect some words to pictures and meanings, and take part in early writing activities according to their developmental readiness.

The main aim of the FS2 Arabic curriculum is to build strong linguistic, emotional and cultural foundations. It prepares children to move into Year 1 with greater confidence, stronger readiness for Arabic learning and a deeper connection to the Arabic language, UAE culture and national identity.

يعتمد منهج اللغة العربية في المرحلة التأسيسية 2 على كتاب وزارة التربية والتعليم، ويتم تقديمه بما يتوافق مع إرشادات هيئة المعرفة والتنمية البشرية الخاصة بتعليم اللغة العربية في مرحلة الطفولة المبكرة. ويهدف المنهج إلى بناء علاقة إيجابية وممتعة بين الطفل واللغة العربية، من خلال بيئة تعليمية غنية، آمنة، تفاعلية، ومناسبة لعمر الأطفال واحتياجاتهم اللغوية والنمائية. في المرحلة التأسيسية 2، لا يتم التعامل مع اللغة العربية كمادة منفصلة فقط، بل كلفة حية تدخل في الروتين اليومي، واللعب، والقصص، والأناشيد، والحركة، والتجارب الحسية، والأنشطة الجماعية والفردية. ويتم تقديم العربية الفصحى بطريقة مبسطة وطبيعية تساعد الطفل على الاستماع، الفهم، التردد، التفاعل، واستخدام الكلمات والجمل البسيطة بثقة وممتعة. يركز المنهج على كتاب الوزارة من حيث تسلسل المفردات، الموضوعات، الحروف، والأصوات، مع تكييف أساليب التدريس لتناسب طبيعة مرحلة الطفولة المبكرة. لذلك تُقدّم المهارات اللغوية من خلال أنشطة قصيرة، ممتعة، عملية، ومتكررة، تساعد الطفل على التذكر والفهم دون ضغط أو تعقيد. يركز منهج المرحلة التأسيسية 2 على تنمية مهارات الاستماع والتحدث باعتبارهما الأساس الأول لاكتساب اللغة. يتعرض الأطفال للغة العربية من خلال التحية الصباحية، أغاني البداية، تعليمات الصف، القصص القصيرة، الأسئلة البسيطة، البطاقات المصورة، الألعاب اللغوية، والحوار الموجه. ويتعلم الطفل تدريجياً أن يستمع إلى الكلمة العربية، يربطها بالصورة أو الفعل، يكررها، ثم يستخدمها في مواقف مألوفة داخل الصف.

كما يولي المنهج اهتماماً كبيراً بتنمية الوعي الصوتي لدى الأطفال. يتعرف الأطفال إلى أصوات الحروف العربية بطريقة سمعية وبصرية وحركية، ويميزون الصوت في بداية بعض الكلمات المألوفة. ويتم ذلك من خلال التردد، الأغاني، التصفيق، اللعب بالأصوات، مطابقة الصوت بالصورة، وتمثيل الكلمات بالحركة أو المجسمات. والهدف في هذه المرحلة هو أن يسمع الطفل الصوت ويميزه ويستمتع بتجربته قبل الانتقال إلى القراءة والكتابة بصورة أوسع.

يتعرف أطفال المرحلة التأسيسية إلى مجموعة من الحروف العربية وفق تسلسل كتاب الوزارة، مع التركيز على شكل الحرف وصوته وكلمات بسيطة مرتبطة به. ويتم تقديم الحرف من خلال قصة، صورة، لعبة، أغنية، نشاط فني، أو تجربة حسية، بحيث يصبح تعلم الحرف مرتبطاً بمعنى واضح وتجربة ممتعة. كما يتدرب الأطفال على ملاحظة شكل الحرف، مطابقة الحرف بالصورة، تمييزه بين حروف أخرى، ونطقه نطقاً صحيحاً قدر الإمكان.

في مجال المفردات، يتعلم الأطفال كلمات مرتبطة بعالمهم القريب مثل الأسرة، المدرسة، الألوان، الأعداد، الحيوانات، الطعام، أجزاء الجسم، المشاعر، الطقس، المناسبات، والبيئة الإماراتية. ويتم تشجيعهم على استخدام كلمات وجمل بسيطة مثل: أنا أرى، هذا، هذه، أحب، عندي، ما هذا؟ من هذا؟ وذلك بطريقة مناسبة لقدراتهم اللغوية.

أما القراءة المبكرة، فتبدأ من التعرف البصري والسمعي على الحروف والكلمات المألوفة، وليس من القراءة الرسمية المعقدة. يربط الطفل بين الصورة والكلمة، وبين الصوت والحرف، ويتعرف إلى بعض الكلمات التي تتكرر في كتاب الوزارة والأنشطة الصفية. كما يشارك في قراءة جماعية من خلال القصص المصورة، البطاقات، الأناشيد، والتكرار، مما يساعده على بناء الثقة والاستعداد للقراءة في المراحل التالية. وتُقدّم الكتابة في هذه المرحلة بطريقة تمهيدية تراعي استعداد الأطفال الحركي. يبدأ الأطفال بأنشطة ما قبل الكتابة مثل التلوين، التتبع، تشكيل الخطوط، اللعب بالمعجون، الرسم في الرمل، استخدام الأصابع، وتقوية العضلات الدقيقة. ثم ينتقلون تدريجياً إلى تتبع الحروف،

شكلها بـمـواد مـختـلفـة، ومـحاوـلة كـتابـتها بـصـورة مـبـسـطـة. والـهـدف هـو تـنـمـية الثـقـة، التـحـكـم بـالقـلم، الـاتـجـاه الصـحـيح، والـاسـتـعـداد للـكـتـابـة دـون

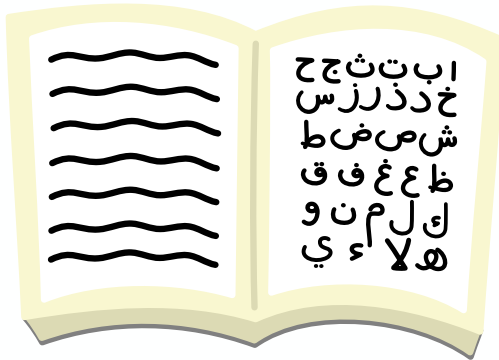
ضـغط.
يـدمـج المـنـهـج الـهـويـة الـوطـنـية الإـمـارـاتـية والثـقـافـة العـربـية بـطـرـيـقـة طـبـيعـية ومـحـبـبة لـلـأطـفـال. يـتـعـرف الـأطـفـال إـلى رـمـوز دـولـة الإـمـارـات، التـحـية، العـلم، المـنـاسـبـات الـوطـنـية، العـادـات الـجـمـيلة، الـقـيم الإـيـجـابـية، والأـنـاشـيد والـقـصـص المـرـتبـطـة بـالـبـيـئـة الإـمـارـاتـية. ويـسـاعـد ذـلـك الـأطـفـال عـلى فـهـم أن الـلـغـة العـربـية لـغـة ثـقـافـة، وائـتـمـاء، واحـتـرام، وتـواصـل، وليـسـت مـجـرد حـروف وكـلمات.

تُستَخدم في تـدريس هـذه المـرحـلة اسـتـراتـيـجـيات مـتـنـوعـة تـراعي الفـروق الفـردية بـيـن الـأطـفـال. فالـأطـفـال غـير الـنـاطـقـين بـالعـربـية يـتم دـعـمـهم مـن خـلال الصـور، الإـشـارـات، الحـركـة، التـكرار، النـمـذـجـة، الـلـغـة الجـسـدية، والأنـشـطـة الحـسـية. أمـا الـأطـفـال الذـين يـمـتـلـكـون مـعـرفـة سـابـقـة بـالعـربـية، فيـتم تـشـجـيعـهم عـلى اسـتـخـدام مـفـردـات أكـثـر، نـطـق أوضـح، جـمـل أطـول، ومـشـاركة أكـبـر في الـحوـار والـقـصـص والأنـشـطـة.

ويـتم تـقـيـيم تـعـلم الـأطـفـال بـصـورة مـسـتـمـرة مـن خـلال المـلـاحـظـة اليـوميـة أثنـاء اللـعب، الـحـلقـة، والأنـشـطـة، الأغـانـي، القـصـص، التـفـاعـل الشـفـهـي، والمـهـام العـمـليـة. يـراقـب المـعـلم مـدى قـدرـة الطـفل عـلى الـاسـتـمـاع، تـرـديـد الكـلمات، تـمـيـيز الأصـوات، التـعـرف إـلى بـعض الحـروف، اسـتـخـدام المـفـردـات، المـشـاركة في الـروـتـين العـربي، ومـحاوـلة التـحدـث أو الكـتـابـة حـسـب قـدرـته. وتُستَخدم نـتـائـج التـقـيـيم لـتـخـطـيـط الـخـطـوات التـالـيـة، وتـقـديـم الدـعـم المـنـاسـب، وتـحدـي الـأطـفـال المـتـقـدمـين بـطـرـيـقـة إـيـجـابـية.

بـنـهاية المـرحـلة التـأسـيـسية 2، نـتـوقـع أن يـكـون الطـفل قـد بـدأ في تـكوـين ثـقـة وحب تـجـاه الـلـغـة العـربـية، وأن يـكـون قـادراً عـلى المـشـاركة في الـروـتـين العـربي اليـومي، الـاسـتـمـاع إـلى القـصـص والأـنـاشـيد، تـرـديـد كـلمات وجـمـل بـسـيـطة، التـعـرف إـلى مـجمـوعـة مـن الحـروف والأصـوات، رـبط بـعض الكـلمات بـالصـور والمعـانـي، والمـشـاركة في أنـشـطـة الكـتـابـة التـمـهـيدـية وفـقاً لـاسـتـعـدادـه النـمـائـي.

إن الـهـدف الـأسـاسـي مـن مـنـهـج الـلـغـة العـربـية في المـرحـلة التـأسـيـسية 2 هـو تـأسـيس الطـفل لـغـوياً وعـاطـفياً وثـقـافياً، بـحـيـث يـنـتـقل إـلى الصـف الأول وهـو أكـثـر اسـتـعـداداً لـتـعـلم الـلـغـة العـربـية، وأكـثـر ثـقـة في اسـتـخـدامـها، وأكـثـر ارـتـبـاطاً بـالـهـويـة والثـقـافـة العـربـية والإـمـارـاتـية





Music:

FS1 AND FS2

Course: Foundation Course – Music

Music is an important part of a child's holistic development, supporting creativity, self-expression, confidence, and collaboration. A high-quality music education enables pupils to develop fundamental musical skills through singing, listening, performing, composing, and responding to music. As pupils progress, they develop their understanding of musical concepts and learn to listen, perform, and create music with increasing confidence and independence.

Music is a compulsory subject for all children in FS1 and FS2, ensuring that every child has the opportunity to experience and engage with music as part of their early years education.

Course Description:



The Foundation Course for music aims to ensure that all pupils:



- Learn to sing and use their voice, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence
- Understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations

What will students learn?



- To sing and play musically with increasing confidence and control
- To develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory
- To play and perform in solo and ensemble contexts, using their voice and play musical instruments with increasing accuracy, fluency, control and expression
- To improvise and compose music for a range of purposes
- To understand dimensions of music and listen with attention to detail and recall sounds with increasing aural memory
- To explore basic musical ideas such as loud/soft, fast/slow, and high/low sound
- To create and play with sounds using digital tools like Chrome Music Lab and PlayXylo

Section 5: The Foundation Stage Learning Journey



Introduction:

Our focus on the Foundation Stage Learning Journey is that we want the curriculum to enable all young students to become:

- Successful learners who enjoy learning, make progress, and achieve.
- Confident learners who can live safe, healthy, and fulfilling lives.
- Respectful individuals who show kindness and care for their surroundings.

In Foundation Stage 1, we emphasis on speaking and listening, socialisation and following rules and routines in Term 1. A lot of our work involves talking and discussing with the children about their learning, incorporated through a **play-based curriculum in our daily environment**. We start to learn about the children's individual learning styles and strive to engage and develop the child's own interests. Throughout the year, we conduct Rhyme time and DEAR time sessions. In Term 1 and Term 2, we introduce Phase 1 Aspects of the Floppy Phonics program. In Term 3, we introduce Phase 2, a letter sound per week. Story time sessions are a part of our daily routine. There are Arabic, Islamic and Music sessions conducted for the children by specialist teachers.

In Foundation Stage 2, we incorporate two programs to enrich the quality of the Curriculum.

The Floppy Phonics program is introduced to teach letters and sounds, reading and writing 'in general.' This is a multisensory method with a lot of activities and strategies to develop early Literacy skills. In Foundation Stage 2, we introduce two letter sounds each week. Once the children have been introduced to the first group of sounds, they are encouraged to blend sounds together to form words and develop reading.

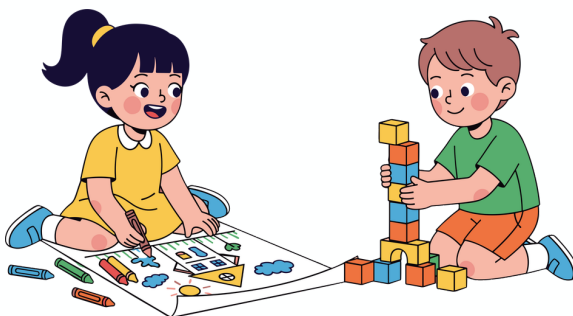
The Reading programme develops reading as an important tool for learning in the Foundation Stage 2 Curriculum. We teach reading by developing vocabulary and by introducing the sounds using the Floppy Phonics program, the phonics scheme as mentioned above. As children grow older, they begin to understand more about the sounds of English language and can join in with rhymes, songs, and stories. Over time, this will help children develop an understanding that words are made up of different sounds. Soon, they will be able to hear these different sounds in words. Gradually, they will learn to match sounds to letters. They use this knowledge when they are reading and writing. A child will benefit greatly from a love of reading for pleasure. This can come from being read too. Once a child has begun to learn the letter sounds, they will be able to pick them out in words. They should then move on to working out whole words through blending. As a result, it is easier if reading begins with storybooks that use simple words. Once there is fluency in reading, the most important skills for a child will be comprehension and then understanding of more words. This can be developed by questioning a child about the story they have just read. We further develop reading by conducting Guided reading sessions with 'Collins Big Cat Phonics' books. Your child will bring a 'Collins Big Cat' book home once a week. At first, your child's reading book is likely to be a picture book (without words). Picture books are essential to promote and continue the development of language, speaking and listening skills. Books with words will be sent home as soon as your child's teacher feels that your child is ready to read and has developed phonic skills.

At Cambridge International School, the Adventure Land supports all seven areas of learning:

- Drawing Club
- The Message Centre
- Play Projects
- Adventure Island
- Scribble Club
- Happy Talk
- Maths Whizz
- The Reading Club
- Exploration Centre
- The Traffic Park

Through **PLAY**, our children explore and develop learning experiences, which help them make sense of the world. They practice and build up ideas and learn how to control themselves and understand the need for rules. They can think creatively alongside other children as well as on their own. They communicate with others as they investigate and solve problems. They express fears or re-live anxious experiences in controlled and safe situations.

The importance of playing in Early Years:





FAMILY FIRST

Section 6: Parental Engagement





You are your child's first teacher and understand them better than anyone else. By talking and playing with them, you can introduce simple skills and can help to set the scene for their future development.

Talk and listen to your child:

The most rapid development of your child's brain takes place between birth and the age of two. Your child continues to learn and develop rapidly during the important early years of their life. By building a few simple learning games into your child's daily routines and helping them to investigate their environment, you can help to give them the best possible start to their education. Whether in English or your home language you can help your child to learn by giving them opportunities to:

- Look at interesting things, in the garden or at home
- Touch a variety of objects
- Listen to a range of sounds like songs, rhymes, stories, music, etc.
- Taste a range of flavours
- Investigate things that open, close, float, sink, twist, turn
- Explore objects like large boxes, things that make noises and things that move
- Play for uninterrupted periods, alone or with others, with help from adults, and in their own way
- Talk to other children and adults

Spend Quality Time Together:

Turning off the television or computer and spending time with your child creates valuable opportunities for learning. Here are a few ideas about activities that your child can learn from:

- Pottering around the garden together teaches children about plant life, insects and animals
- Simple kitchen tasks, like letting your child spread jam on sandwiches, can give an early lesson in improving motor skills
- Playing games together teaches fair play and cooperative behaviour
- Family and holiday photos can give lessons on family history and geography

Develop Personal and Social skills:

You can help your child to be independent by dressing and undressing (we love nannies but sometimes they are too helpful)

- Encourage your child to use the toilet on their own
- Praise your child when they tidy away their toys
- Talk to them about what they are doing to maintain interest levels and concentration
- If your child finds they need help, make sure they know how to ask for what they need in a clear way
- Talk about sharing and how important it is when they go to school
- Can they play simple games that require them to take turns?



Develop Number Skills:

Counting and noticing shapes come naturally to children, so you can use your child's interest in these activities to develop their mathematical understanding. These skills can also be developed through stories, songs, games, and imaginative play. Even helping with everyday tasks like telling time or measuring ingredients for cooking, gives children the chance to learn new Math skills.

Counting:

Your child may start to recognise numbers at an early age. They will go on to learn how to count and will use their skills with numbers to solve problems. To help develop your child's counting skills, you could:

- Help your child to say number of objects they see around the home – tins in the cupboards, toys in the toy box or pencils in the drawer, set the table for dinner
- Singing, counting songs and rhymes like 'Ten Green Bottles'
- Has your child guessed the next number as the oven timer counts down to zero
- Point out numbers in everyday life: on the front door, birthday cards, car number plates or clocks
- Ask your child to collect a specified number of objects
- Play games like 'Snakes and Ladders' that involve using a dice

Measuring:

Your child naturally learns to use words to compare the things they see for example, 'bigger or smaller, taller or shorter.' They then learn about the tools needed for measuring things – scales for weight, tape measures for length and clocks for time. To help develop your child's measuring skills, you could:

- Practice measuring things in the home with a tape measure and draw down their sizes
- Compare the lengths of two objects
- Compare objects to see which is heavier
- Fill and empty containers
- Weigh ingredients for cooking

Learn about Shapes

After learning about the names of shapes, your child's next phase of learning is to describe what the different shapes can do and what they are like. You can encourage your child's interest in shapes by:

- Comparing the shapes of the street signs on the way to the shop/school
- Looking at everyday objects and finding words to describe it
- Getting them to find everyday objects which are squares, circles, triangles and rectangles

Develop Reading and Writing Skills for under five

Reading together:

Everywhere you go with your child you have a chance to read together. Whether it's on the bus, metro, driving in the car, in shops or at the airport, you can point out the words around you and that's the beginning of reading. Reading stories with your child, even if for just 10 minutes a day, will help to build important skills, as well as capture your child's interest in books and there are fun ways to develop their writing skills too. From their earliest days babies enjoy listening to stories and looking at books. Develop this interest by having a [cozy](#) reading time each day. To make a fun and effective reading routine for your child:

- Spend 10 minutes a day reading together, and make it fun by choosing books you both enjoy
- Talk about the pictures and characters in the books and make up your own stories
- Buy books as presents and join a local library
- Try playing 'I Spy' and say the first letter sound of an object that you see around you – get your child to guess the object

Our Read Like a Gem programme introduces children to high-quality, age-appropriate books that inspire a love of reading. Through shared stories and engaging discussions, children develop their vocabulary, comprehension, communication, and early reading skills, laying strong foundations for future learning.

Learn about Letters

Children often learn to read by matching letters with the sounds that they remember hearing. To help this learning process you can try to:

- Get your child to spot letters they recognise in words (like the first letter of their name)
- Sing nursery rhymes and songs together while pointing to the words in a book
- Look at brochures and catalogues together, and point out words printed in bold or with unusual fonts
- Play 'I Spy' to show the sounds and letters different words begin with
- Play games with sounds, making up silly words that all begin with the same sound (like the first sound in their name)

Develop Marks: Early Writing skills

From a young age children enjoy experimenting with making marks and doing their own 'writing' which they will enjoy 'reading' to you. You can also help your child by:

- Helping them to make marks on paper with a range of tools such as their fingers, brushes and crayons
- Taking part in other activities that enable them to develop their motor skills, such as rolling dough, cutting paper or threading laces
- Helping them 'write' labels, birthday cards and invitations

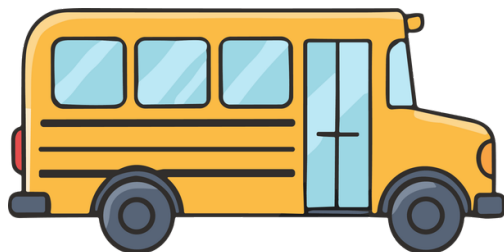


At our school, we believe that strong partnerships between home and school are essential to every child's success. Through our Family First approach, we encourage meaningful family engagement in learning, celebrate shared experiences, and nurture values such as care, respect, kindness, and collaboration. By working together, we create a supportive environment where children feel safe, valued, and empowered to thrive academically, socially, and emotionally.

Family involvement plays a vital role in a child's overall development and success. It strengthens children's confidence and well-being by providing a strong support system between home and school. Active family engagement supports academic progress and increases students' motivation and participation in learning. It also encourages positive relationships and effective communication, helping children feel valued and understood. Through shared learning experiences, families create lasting memories that enrich children's educational journeys. Furthermore, family involvement reinforces the values taught both at school and at home, encouraging consistency and supporting the development of responsible, respectful, and well-rounded individuals.

We promote our Family First approach by creating meaningful opportunities for families to engage in their children's learning and school experiences. Through family learning events and workshops, parents gain valuable insights into their child's development and education. Reading and learning activities at home encourage shared experiences that strengthen learning beyond the classroom. Celebrations, competitions, and community events bring families together, strengthening a strong sense of belonging and connection. Regular communication between families and teachers ensures that parents remain informed and involved in their child's progress, while opportunities to participate in school life help build strong partnerships that support student success and well-being.

Section 7: School Routines



Routines that you need to know:

Medical Information:

Please inform your child's class teacher of any medical information regarding your child that we should know about. This can be essential in an emergency. Likewise, please advise us if your child is taking any medication. We will inform the teaching staff and the school clinic.

Allergies:

Some children at school have eggs, peanut, and nut allergies. Due to the obvious danger to those children, any food items that contain nuts/eggs are not to be brought into the school at any time. If your child has an allergy, please inform his/her teacher during the staggered start or when you are aware of the same.

Food preferences:

Kindly inform the class teacher if there are any foods that your child may not eat due to religious/cultural beliefs.

Snack:

GEMS organisation promotes healthy eating through all its schools. It is important that your child has a healthy snack every day so that they can be at their optimum learning state, and we would appreciate your support.

- Choose a medium size snack box and spill-proof drink bottle that your child can open and close independently.
- Send a piece of fruit or vegetable every day.
- Talk to your child about what they like to eat so that the food is something they will enjoy.
- Before your child starts school, try to ensure that they know how to sit and eat politely with others at a table.
- The following should not be included in the snack box chocolate, sweets, nuts, peanut butter, or fizzy drinks.

Uniform:

- Your child will be expected to always wear the correct uniform. This can be purchased from the School Uniform dealers at Bur Juman.
- Ensure that the school sweater is labelled with your child's name on it. This will help us locate it if lost.
- Ensure your child's bag is clearly labelled with their name and class written on it and ensure that it's not too big! **Trolley bags** are **NOT** allowed.
- Stud-type earrings are allowed, and long hair must be tied back. For safety reasons no other jewellery is permitted. It is very easy for a child to get his or her jewellery tangled with something while playing and hurt themselves or else they may lose it, break it or worse still swallow it by mistake.
- Avoid using different colour hair bands and clips, only black can be used or it can be bought from the uniform shop.



Label! Label! Label!



Please clearly write your child's name on his/her bag, snack box and on any containers and bottles, also ensure that you write your child's name and class on all items of clothing. Please provide your child with a spare change of underwear and clothing. It is a good idea to send this to school in a labelled plastic 'zippy bag' in your child's bag to school every day in case of unforeseen personal accidents.



Art Apron:

We request you to please send an art apron or one old daddy's T-shirt, which will be used as an apron during art sessions to avoid soiling and messing up the school uniform.



Dressing and Undressing:

Please support your child's gross and fine motor skills by allowing them to dress and undress themselves. Your child's teacher will be there to support with zipping and buttoning if necessary. Shoes with velcro fastening are also a great help and develop your child's independence. Socks with laces should be avoided.

Home Learning (only for FS2)

Each week on Thursday, Home Learning will be uploaded on the school website for Literacy and Mathematics. These activities are to be shared with an adult or an older child. This will be based on one of the themes or activities the children will be looking at in class the following week. We hope that your child will be excited to share some of their learning from home, and that the home activity will give you some insight into what they are learning about. The activities chosen will also help your child meet the Early Learning Goals.



Birthday celebrations:

If your child has a birthday during the school week and wishes to celebrate it with their friends in class, then your child may come dressed in coloured clothes and you may donate a book to the class library. No party bags will be distributed in school for safety reasons. We invite our families to join in the celebrations at the start of the day or at the end of the day before home time.

Buses:

Your child will be given a bus card; this card will say what bus they are travelling on, your address and the class they are in. **This card should always be on the child when in school and on the bus.** Your child must be accompanied to the bus stop by an adult or older sibling and collected by an adult. Your child will not be allowed to leave the bus if an older person is not at the bus stop. They will then be returned to school for you to collect them. For some reason you do not want your child to go on the bus on any



given date as usual then, you are required to inform the **Class Teacher** through emails or phone calls to the School Reception, latest by 11:00a.m. We will not change the bus arrangement without an email or phone call. The message must be sent to STS office too. Finally, please be on time for the buses. If you are late then you will make the other children on the bus late too. Please be considerate of others.

Parents and driver pick up:

Children who are using 'Own Transport' will also have a card, this must be carried by the person picking up the child. If a different person is coming to pick up your child, then they must have the card. Please pick them up at 12:30pm daily except on Friday at 11:30am.



Behaviour Policy:

Children are always encouraged to practice positive behaviour. We introduce Class Dojo points for positive and progressive behaviour expectations in class. Children are encouraged with stickers and celebrate at circle time and throughout the day. The class dojo points are uploaded onto Phoenix and the child with the highest number of points is the 'Gem of the week.'

Meeting with Teacher:

There are Parent Teacher meetings once a term, providing an opportunity for you to talk about your child with his/her class teachers. If you feel you want to talk about an issue or concern other than at the PTM then, please make an appointment by email. Mornings are not a good time to talk at length with your child's class teacher, as they are busy welcoming all the children and starting the school day. **An appointment provides an opportunity for a quality discussion.**



School Timings

Untis Line No.	Period/	FS		FS	
		(Monday-Thursday)		(Friday)	
1		7:40am - 7:50am (10)	Registration	7:30am - 7:45am (15)	Registration
2		7:50am - 8:40am (50)	Lesson 1	7:45am - 8:35 am (50)	Lesson 1
3		8:40am - 9:30am (50)	Lesson 2	8:35am - 9:25am (50)	Lesson 2
4		9:30am - 10:00am (30)	Break	9:25am - 9:40am (15)	Break
5		10:00am - 10:30am (30)	Beyond 100/CLF	9:40am - 10:30am (50)	Lesson 3
6		10:30am - 11:20am (50)	Lesson 3	10:30am - 11:20am (50)	Lesson 4
7		11:20am - 12:10pm (50)	Lesson 4		
8		12:10pm - 12:30pm (20)	Lesson 5		

Section 8:

Whole-School Enrichment Programme



Wellbeing

READ LIKE A **GEM**



BEYOND 100



Failure to meet our expectations without a valid reason will lead to a consequence.





Teach Like a GEM is our school's approach to high-quality teaching and learning. It ensures that every child experiences lessons that are purposeful, engaging, and carefully designed to meet their individual needs.

In every classroom, teachers follow a consistent teaching framework that includes:

Do Now – Students begin lessons by retrieving prior knowledge and recalling previous learning. This helps strengthen memory, build connections, and prepare them for new learning.

Learning Outcomes and To Know Statements – These provide clarity about the lesson's objectives and the key knowledge students need to acquire in order to be successful.

I Do, We Do, You Do – Teachers first model new learning through clear explanations and step-by-step demonstrations (I Do). Students then practise alongside the teacher with guided support (We Do) before applying their learning independently (You Do), building confidence and mastery along the way.

Affirmative Checking – Teachers regularly check for understanding throughout the lesson, allowing them to provide timely support, address misconceptions, and offer appropriate challenge.

Exit Ticket – Students demonstrate what they have learned at the end of the lesson, enabling teachers to assess understanding, celebrate success, and plan next steps for learning.

Teach Like a GEM creates a structured, supportive, and engaging learning environment where all children are empowered to achieve their full potential.



Our Wellbeing Curriculum is woven throughout the school day to ensure every child feels safe, happy, valued, and ready to learn. Through nurturing relationships, play-based learning, and dedicated wellbeing activities, children develop resilience, confidence, independence, and positive social and emotional skills. We encourage children to recognise and express their emotions, build healthy friendships, solve problems collaboratively, and develop strategies to manage challenges. By prioritising wellbeing, we create a positive learning environment where every child can flourish academically, socially, and emotionally.

Read like a GEM: Intent

Reading is the foundation for success and a key priority for every CIS student. Our goal is to ensure that every student becomes a confident and proficient reader, equipped with the skills needed to thrive academically and beyond. By cultivating a world-class reading culture throughout the school, we foster a love of reading, curiosity, and critical thinking. Through this commitment, we empower students with the knowledge, confidence, and lifelong learning habits that will support their success both now and in the future.



Universal Offer: Embedding Reading Across the School

These initiatives ensure that reading is prioritised for all students through engaging and structured opportunities:

GEMS Readers Catalogue – A carefully curated collection of books designed to engage, challenge, and inspire readers at every level.

GEMS Reading Challenge – A school-wide initiative to promote reading for pleasure, encouraging students to read widely and develop independent reading habits.

Read Alouds – Teachers model fluent reading, fostering a love of stories while developing students' comprehension, vocabulary, and cultural capital.

Vocabulary Programme (ReadingWise) – Explicit teaching of Tier 2 and Tier 3 vocabulary to help students access and understand subject-specific content.

GEMS Subject Readers – Research-backed narratives that bring subject learning to life, helping students grasp complex concepts through engaging texts.

Targeted Offer: Closing Gaps in Reading

For students who require additional support, targeted interventions focus on closing gaps and ensuring all students can access the curriculum:

Early Readers and New to English: Phonics – Systematic phonics instruction to help early readers and New to English build foundational decoding skills.

Developing Readers Decoding Support – Explicit teaching of decoding strategies for students who struggle to read fluently, enabling them to access classroom materials with confidence.

Developing Readers Comprehension Support – Structured interventions for students who can decode but struggle with comprehension, ensuring they can extract meaning, infer, and engage with texts deeply.

New to English: Pathway to Proficiency–Bespoke pathways tailored to different levels of English language proficiency, designed to build students' confidence in communicating with peers and teachers, while supporting full access to the curriculum.

In addition to this intensive support, students will have access to the ReadingWise Zip Phonics Programme and Flashacademy to further accelerate their learning, as well as GEMS Universal Offer.

Curriculum For Life

We recognise the importance of Martin Seligman's Positive Psychology approach at CIS, which underpins our bespoke Curriculum For Life lessons. It is a proactive approach across the whole school to provide students with skills and knowledge for when difficulties arise. Lessons build coping skills, resilience, and awareness of emotions. We strive to adapt a strength-based/accultuate the positive approach, the idea of having a language about what is right within our community and upholds the GEMS core values. Time allocation for wellbeing and CFL is reviewed annually, with age-appropriate approaches across EYFS and Primary. Programs within CFL include: Beyond 100, Leadership Gemstones, and Wellbeing.



BEYOND100

CIS is proud to be part of Beyond100, a pioneering longevity programme; the world's first initiative to build daily lifelong habits for health, purpose, and resilience in schools. BEYOND100 is a daily longevity educational programme – from age 3 to 18 – embedding the science of longevity and the art of wellbeing.

BEYOND100 integrates five longevity pillars into daily school life:

- Move Beyond (physical activity and energy)
- Nourish Beyond (healthy nutrition and habits)
- Rest Beyond (sleep and recovery)
- Think Beyond (mindset and purpose)
- Align Beyond (reflection and growth)

These 10-minute daily habits help students develop resilience, focus, and healthy routines, supporting both immediate learning and long-term wellbeing. This initiative complements our Leadership Gemstones and Be a GEM ethos, ensuring that both character and wellbeing are strengthened every day.



At CIS, Leadership Gemstones builds upon the core GEMS values and is a year-long program that develops students as confident, values-driven leaders. The Leadership Gemstones programme, a year-long initiative that develops students as confident, values-driven leaders. Each month focuses on a key leadership value: Resilience, Respect, Diversity, Gratitude, Unity, Reflection, Compassion, Integrity, Vision, Adaptability, Service, and Empathy empowering students to “Stand up. Speak out.” and actively contribute to a culture of belonging, kindness, and inclusion. Throughout the year, students who consistently demonstrate these leadership values are recognised with our prestigious Excellence Leadership Award, celebrating their commitment to living our GEMS values and making a positive impact within the school community.



CIS champions Be A GEM (BAG), our whole-school character and behaviour framework that fosters a positive, respectful, and inclusive learning environment. Rooted in our core values and expectation upon student conduct, Be A GEM supports students in developing responsibility, resilience, and strong interpersonal skills through consistent routines, clear expectations, and positive reinforcement. Guided by the principles that everyone has the right to learn, be respected, and feel safe, students are encouraged to make positive choices, reflect on their actions, and grow from their experiences. These daily practices help build strong character and lifelong habits, complementing our wider wellbeing initiatives and ensuring every child thrives both academically and personally.

Be A GEM integrates our three fundamental rights into daily school life:

- The right to learn
- The right to be treated with respect
- The right to be in a safe environment

Through consistent routines, clear expectations, and positive reinforcement, students are encouraged to take ownership of their behaviour and to reflect on how their choices impact themselves and others. Teachers actively recognise and celebrate positive behaviours, while also guiding students through restorative conversations and reflection when needed.



Section 9: Assessment, Recording and Reporting





Introduction:

Assessment is an integral part of Teaching and Learning and is required to optimise all students' learning and teachers' teaching by providing a picture of progress and achievements and to identify the next steps to success.

Aim of this Policy:

- The purpose of this policy is to promote and monitor the progress of students at Cambridge International School Dubai via a comprehensive assessment and reporting system that records data on a centralised system, enabling management information to be analysed and reports produced for a variety of audiences.
- It is fundamental to our mission that we are open and clear when making judgements about students' progress. We believe that students and parents have entitlement to assessment information through a precise, informative and understandable reporting system.
- This information should tell students and parents how progress is monitored, what targets and support are required, what an individual's attainment is and how comparable this is in relation to his or her peers.

Principles of this Policy:

There are several principles upon which the philosophy of the ARR Policy is founded. These are:

- Marking and testing in all subject areas and faculties will be undertaken according to a common format which recognises readiness for learning, presentation and attainment.
- Reports will be sent to parents that comment on progress against baseline targets, performance, and readiness for learning.
- Every parent will receive three reports per year.
- Faculty and subject/grade areas will record individual student achievement in each EYFS Curriculum Attainment Target where available, thus providing the appropriate information which will be required at the end of Foundation Stage and entry into Key Stage 1
- Internal assessments are made and recorded by all staff in the student's Learning Journey. Internal and external moderation will also take place.
- Specific assessment data will also be recorded on Assessment Manager in Phoenix / Emarkbook to enable CIS to monitor, evaluate and set targets for individual students.
- Provide teachers, students, and parents with effective feedback regarding attainment, progress and next steps required, including intervention strategies.
- Provide opportunity to evidence measurable progress and attainment in lessons to align with DSIB criteria.
- Provide opportunities to track student progress and attainment throughout the year and over the course of their education (min 3 years)
- Monitor attainment and progress data, within the teaching faculty and benchmark against international standards (Gender, Exceptional Learners, Emirati, SEN)
- Satisfy all external assessment center criteria (GL assessment for Pass 1)

Types of Assessment

There are three principal functions of assessment: **Assessment for learning**, **Assessment of learning**, and **Assessment as learning**.

- **Assessment for learning** highlights and emphasis the assessment made on a day-to-day process of teaching and learning (formative)
- **Assessment of learning** helps to create a cumulative record of children's progress and attainments (summative)
- **Assessment as learning** is the use of a task or an activity to allow students the opportunity to use assessment to further extend their own learning.



I. Summative is Assessment OF Learning: It is used mainly to measure performance and clearly identifies the standard of pupil attainment against given criteria. It is carried out at the end of a period of learning. Examples: External School Examinations (GL Baseline/ Progress or Pass assessment)

II. Formative is Assessment FOR Learning. It is ongoing and provides evidence of and for progression in learning. It supports learning through identifying difficulties, providing feedback, and diagnosing future learning priorities. Formative assessment can also be used to evaluate the effectiveness with which a teacher is mediating the curriculum and thus inform his/her future planning. This includes: a. Weekly focus b. Homework c. Class work d. Group Activity – Project work etc.

III. Self-Assessment encourages pupils to take responsibility for their own learning by:

- Evaluating their own achievement against shared learning outcomes
- Identifying their own strengths and areas for improvement
- Encouraging individual learning goals and action plans for future progression
- Fostering a self-reflective learning culture
- Encouraging independence in learning



IV. Peer Assessment is used when relevant. Pupils are encouraged to clarify their own ideas and understanding of both the learning intention and assessment criteria while assessing other pupils' work.

V. Screening / Assessment: CIS may undertake screening assessment to determine the right placement of a student. The screening assessment of a student will be determined by the admission team and will be necessary to complete the registration process for the school. Entrance assessments where available are used for all new entrants. Once this step has been completed, a student may be offered a seat, appropriate intervention will be put in place if required, placed on the waitlist, or denied.

VI. External Assessments at CIS

CIS takes part in PASS, WellCOMM (FS student test), The Cognitive Abilities Test (CAT4) and Progress Tests (PT English, Maths and Science), TIMSS, PISA, PASS and IGCSE, GCSE, AS & A level.

Baseline/Progress:

Upon entry to FS1 & FS2, teachers observe each child during everyday learning experiences and record their observations on Evidence Me. These observations focus on the prime and specific areas of learning, including Communication and Language, Personal, Social and Emotional Development, Physical Development, Literacy, and Mathematics.

As part of the assessment process, teachers also check each child's phonic knowledge, number recognition, and understanding of number patterns to identify their starting points and plan appropriate next steps for learning.

The information gathered through these teacher observations, alongside baseline assessments where appropriate, provides a comprehensive picture of each child's strengths, interests, and areas for development. This enables teachers to plan personalised learning experiences and implement targeted interventions where required to support every child's progress throughout the Foundation Stage.

Recording and Reporting:

This ensures regular and relevant communication of pupil attainment and progress to pupils, teachers, parents, and other appropriate external audiences. It is linked to both formative and summative methods of assessment and the recording and reporting of individual pupil assessment outcomes, measured against agreed and shared assessment criteria, is the responsibility of each teacher, within the context of agreed departmental and whole School Assessment policies.

Recording:

Consistent record keeping by all teachers allows effective monitoring of pupil progress and the regular evaluation of teaching content/styles/methods. Teachers are required to keep accurate records of all assessments that take place.

This includes:

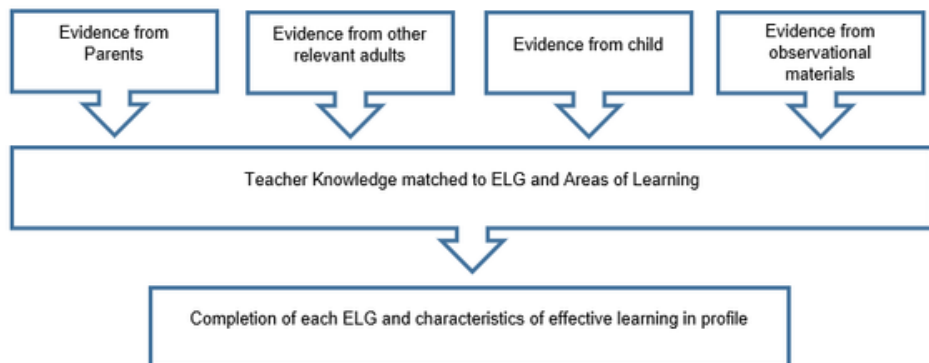
- Common Assessment marks/grades duly recorded
- Anecdotal records
- Evidence of student learning (portfolios etc. especially in EYFS, files, notebooks in Primary and Secondary school)

Reporting

The aims of reporting:

- Reports provide parents with an accurate picture about pupils' achievements and progress, in clear and accessible language
- Reports reflect attainment and achievement within the EYFS
- Reports are based on evidence from formative assessment and recording
- Reports are manageable for teachers to produce
- Reports have a positive effect on pupils' attitudes and motivation
- Reports support pupils' learning by setting targets
- The reporting process provides opportunities for pupils' involvement
- The reporting process is a part of a continuing dialogue with parents and encourages parental involvement and support

How Foundation Stage Profile is completed



Reporting: Early Learning Goals (ELG):

At the end of FS, each child will be assessed against 17 key areas called the Early Learning Goals (ELGs). This is known as the Early Years Foundation Stage (EYFS) Profile. For each Early Learning Goal, teachers will judge whether a child is meeting the level of development expected at the end of the FS ('expected'), exceeding this level ('exceeding'), or not yet reaching this level ('emerging').

The completed Foundation Stage Profile also includes a short commentary on each child's skills and abilities in relation to the key characteristics of effective learning. This will support future curriculum planning and will provide the Year 1 teacher with important information about each child's approach to learning.

Assessment Cycle in the Calendar

Proposed dates 2026-2027

- In the school calendar there will be assessment deadlines
- A week is set aside for moderation/standardisation
- The week after the data deadline, Head of Year shares the data with Phase Leader to analysis it for the cohort.
- The Phase Leader along with Head of Year and teachers set interventions for the students.

Report Release Dates:

Year Group	Dates	Report
FS1-13	December	Term 1
FS1-13	March	Term 2
FS1-10	June	Final (Term 3)



School Policies

A number of important school policies and documents can be found on our website by clicking the following <https://www.gemscis-dubai.com/>

Roles and Responsibilities:

The Assessment Policy and its implementation within and across the school is implemented by all teachers and is monitored and evaluated by:

- SLT
- Phase Leader and Head of Year
- Class teachers

Vice Principal:

It is the responsibility of the Vice Principal to review, monitor, and evaluate all aspects of the Assessment Policy within the context of the whole School development planning and self-evaluation.

Phase Leaders/ Heads of Year / Faculty Leaders:

It is the responsibility of Phase Leaders/ Heads of Year/ Faculty Leaders to apply and embed the principles of the School Assessment Policy. They formulate and maintain a year/faculty policy on Assessment using the whole School policy but making it more subject/year specific.

Class Teachers:

It is the responsibility of Class teachers to:

- Liaise with Head of Year concerning individual pupil progress
- Report to parents as required regarding individual pupil progress
- Produce a termly Report in December, March and June

Students and Parents:

Students and parents may be asked to contribute to the evaluation of assessment practice in school.

Communication with Parents

We maintain regular communication with parents through:



- **Parent Coffee Mornings:** Opportunities to meet school leaders and discuss aspects of school life and learning.
- **Parent-Teacher Meetings:** Held throughout the year to discuss student progress, attainment, effort and wellbeing.
- **Pulse Calls:** Regular updates from teachers every 4–6 weeks to share progress and provide support where needed.
- **School Reports:** Formal reports that provide an overview of student achievement, progress and targets for improvement.

We value parents as partners in learning and encourage ongoing communication to support every child's success.

