

Cambridge
International School
Dubai



Year 1 - Handbook

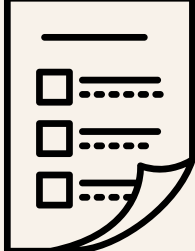
**Your guide to
Primary School**



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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 Shana Manoj

KS1 Phase Leader

I am a dedicated primary educator with 18 years of teaching experience. Throughout my career, I have served as Pastoral Lead, Head of Year 6, and Primary English Curriculum Lead, developing strong leadership skills in both pastoral care and curriculum development.

I believe that positive relationships are at the heart of successful learning and creating a supportive and inclusive environment where every child feels valued enables them to grow in confidence and achieve their best. I am equally passionate about delivering an engaging, ambitious curriculum that inspires curiosity and supports high-quality learning.

I am excited to begin my new role as KS1 Phase Leader and look forward to working collaboratively with staff, students and families to build strong relationships, maintain high expectations, and ensure every child thrives.



Ms Yusra Mushtaq

HOY-1 Teaching and Learnign Lead

With over 25 years of experience in education, I am passionate about inspiring young learners and supporting high-quality teaching and learning. As Head of Year 1 and a Teaching and Learning Lead, I strive to create engaging, inclusive classrooms where every child feels valued, challenged, and empowered to succeed.

My passion lies in the Early Years and Key Stage 1, where I believe strong foundations, curiosity, and a love of learning are nurtured. Nothing brings me greater joy than seeing children grow in confidence, discover their strengths, and achieve more than they ever thought possible. I am committed to bringing out the very best in every child while working closely with families to support each learner's journey.

I am proud to be part of the Cambridge International School community, where a shared commitment to excellence, innovation, and inclusion enables both children and staff to thrive. Working alongside dedicated colleagues and supportive families is a privilege, as together we inspire confident, compassionate, and lifelong learners.

Welcome to Cambridge International School, Dubai

Cambridge International School, Dubai (CISD) follows the National Curriculum for England and prepares students for IGCSE, AS and A Level qualifications. As part of GEMS Education, we are committed to providing high-quality education within a caring and inclusive environment.

Why Choose CISD?

- Strong academic outcomes and a proven record of success
- Modern facilities including science labs, ICT suites, library, sports hall, swimming pool and outdoor sports areas
- Wide range of sports, clubs and enrichment opportunities
- Creative, engaging lessons that promote curiosity, critical thinking and independence

Learning at CISD

In Primary, learning is designed to be interactive and meaningful. Rather than relying heavily on textbooks, teachers use a variety of resources and practical experiences to bring learning to life.

Dual Language Learning in Year 1

In line with KHDA requirements, Year 1 students benefit from a dual-language approach where English and Arabic are integrated throughout the school day. Alongside dedicated Arabic lessons, students develop language skills through engaging, play-based learning experiences.

Benefits of Dual Language Learning

- Improves communication, memory and problem-solving skills
- Strengthens literacy development
- Promotes cultural understanding and inclusion
- Prepares students for future educational and career opportunities

Part of GEMS Education

CISD is proud to be part of GEMS Education, a global network with over 50 years of educational excellence, providing outstanding learning opportunities for students around the world.



Mandatory Course Descriptions:

- **Arabic** – Operating in a dual Language approach in addition to standalone Arabic lessons
- **Islamic** (For Arabs and Non – Arabs) or PSHE (For non-Muslims)
- **UAE Social Studies** (For Arabs and Non-Arabs)
- **English**
- **Mathematics**
- **Science**
- **Phonics**

Curriculum Structure:

All Year 1 students at GEMS CIS will study the following courses:

Arabic	5 classes a week of pure Arabic followed by 6 classes of dual language teaching
Islamic/PSHE	2 classes a week
Integrated Core Curriculum: English, Maths, Science, UAE SST and Humanities	20 classes a week
Phonics	4 classes a week

In addition to these compulsory courses students also have an opportunity to study National Curriculum courses in:

Art	1 class a week
ICT/Computing	1 class a week
Music	1 class a week
Physical Education	2 classes a week

School Timings

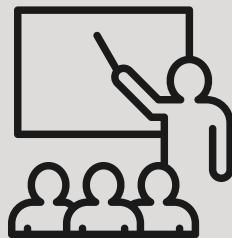
Our school timings are as follows:

Untis Line No.	Period/ Line No.	Yrs 1-6		Yrs 1-6	
		(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 1	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 - 1:00pm (50)	Lesson 5			
9	1:00pm - 01:20pm (20)	Break 2			
10	01:20pm - 02:10pm (50)	Lesson 6			
11	02:10pm - 3:00pm (50)	Lesson 7			



TEACH LIKE A GEM PLAYBOOK

Teaching is an art, learning is a science



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.

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.



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:

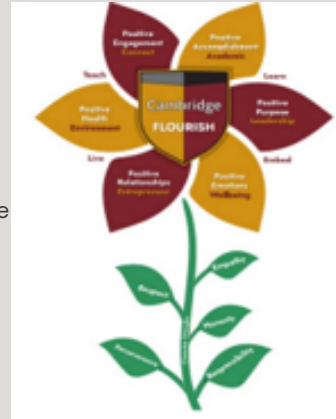
- The right to learn
- The right to be treated with respect
- The right to be in a safe environment

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.

OUR BEHAVIOUR ROUTINES	STRAPLINE (for staff and students)	
1. Travelling to and from school	When a GEM, Be a GEM	
2. Arriving at school	Another day to sparkle	
3. Moving around the school	Quickly and quietly	
4. During lessons	Ready to learn	
5. Leaving the classroom	Leave as you enter!	
6. Break and lunchtime (lining up for food or socialising)	Kind and courteous	
7. Ending the day positively	Tomorrow, we sparkle again	
8. Reflection (entry, during and end of the restorative conversation)	Pause, Reflect and Reset	

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, aligned with MSCS guidance. We always strive to adopt a strength-based/accentuate 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, Squirrel and My Compass.



BEYOND 100

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.



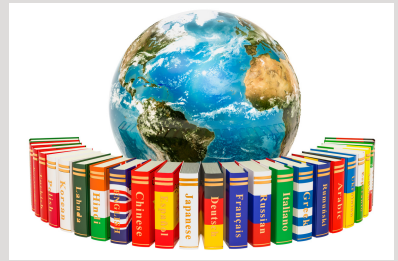
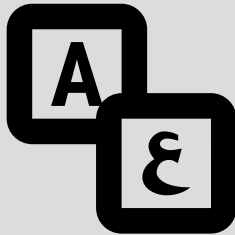
At CIS, Leadership Gemstones builds upon the core GEMS values and is a year-long program that develops students as confident, values-driven leaders. The Leadership Gemstones programme, a year-long initiative that develops students as confident, values-driven leaders. Each month focuses on a key leadership 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.

Dual Language

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.

Core Subjects

Arabic

Islamic

UAE Social Studies

English

Science

Mathematics



Y1 Arabic Curriculum

The Year 1 Arabic curriculum follows the Ministry of Education curriculum and is designed to develop children's confidence and enjoyment in learning Arabic. Through engaging and interactive lessons, children build their listening, speaking, reading and writing skills while developing a strong foundation in Standard Arabic.

Children learn to recognise and pronounce Arabic letters and sounds, develop phonological awareness, build vocabulary and begin reading and writing simple words and phrases. Learning is supported through stories, songs, games, role play, classroom routines and practical activities that encourage communication in meaningful contexts. Vocabulary is introduced through familiar themes such as family, school, colours, numbers, animals, food, seasons and UAE culture. Children are encouraged to use Arabic confidently through discussion, questioning and everyday classroom interactions.

Teaching is differentiated to meet the needs of all learners, ensuring that both Arabic-speaking and non-Arabic-speaking children are supported and challenged appropriately. Ongoing assessment helps teachers monitor progress and plan next steps for learning. By the end of Year 1, children are expected to recognise a range of Arabic letters and sounds, use familiar vocabulary, participate in simple conversations, read familiar words and begin to write simple Arabic words independently, preparing them for continued success in Arabic language learning.

منهج اللغة العربية للصف الأول

يعتمد منهج اللغة العربية في الصف الأول على كتاب وزارة التربية والتعليم، ويتم تقديمه بما يتوافق مع توجهات الخاصة بتعليم اللغة العربية في مرحلة KHDA وزارة التربية والتعليم وإرشادات هيئة المعرفة والتنمية البشرية الطفولة المبكرة. ويهدف المنهج إلى بناء أساس لغوي متين لدى الأطفال، وتنمية حبهم للغة العربية من خلال بيئة تعليمية محفزة، ممتعة، تفاعلية، وغنية باللغة.

يركز المنهج على تطوير مهارات الاستماع، والتحدث، والقراءة المبكرة، والكتابة المبكرة، مع مراعاة الفروق الفردية بين الأطفال، سواء كانوا ناطقين بالعربية أو غير ناطقين بها. ويتم تقديم اللغة العربية الفصحى بطريقة مبسطة ومناسبة لعمر الأطفال، من خلال الأنشطة العملية، والقصص، والأناشيد، والحركة، واللعب، والبطاقات المصورة، والمسرح، والتكنولوجيا التعليمية، والأنشطة الجماعية والفردية.

لا يقتصر تعلم اللغة العربية في الصف الأول على الحصة الدراسية فقط، بل يتم دمج اللغة في الروتين اليومي للطفل، مثل التحية الصباحية، الانتقال بين الأنشطة، وقت الحلقة، اللعب، الاحتفالات، والأنشطة المرتبطة بالهوية الوطنية لدولة الإمارات العربية المتحدة. وبذلك تصبح اللغة العربية جزءاً حياً من يوم الطفل، وليست مجرد مادة منفصلة.

يعتمد تسلسل التعلم في الصف الأول على كتاب الوزارة، حيث يتعرف الأطفال إلى الحروف العربية وأصواتها ويميزون أشكال الحروف في مواقع مختلفة، ويتدربون على الحركات القصيرة والطويلة بصورة تدريجية. كما يتعلمون قراءة المقاطع والكلمات البسيطة المرتبطة بالموضوعات التي يدرسونها، مع دعم بصري وسمعي وحركي يساعدهم على الفهم والتذكر.

يهتم المنهج بشكل خاص بتنمية الوعي الصوتي لدى الأطفال، من خلال تدريبهم على سماع الأصوات، تمييزها تكرارها، ربط الصوت بالحرف، وتحديد الصوت في بداية الكلمة أو وسطها أو نهايتها. ويتم ذلك من خلال الألعاب الصوتية، التردد، الأغاني، الصور، المجسمات، والأنشطة التفاعلية التي تجعل تعلم الأصوات والحروف تجربة ممتعة وفعالة.

كما يدعم المنهج مهارة التحدث والتواصل باللغة العربية، حيث يتعلم الأطفال استخدام مفردات وجمل بسيطة مرتبطة بحياتهم اليومية، مثل الأسرة، المدرسة، الألوان، الأعداد، الحيوانات، الطعام، أجزاء الجسم، المشاعر، الفصول، المناسبات، والبيئة الإماراتية. ويتم تشجيعهم على الإجابة عن الأسئلة، تسمية الصور، وصف الأشياء، ترديد الجمل، المشاركة في الحوار، واستخدام اللغة العربية بثقة داخل الصف.

أما مهارة الكتابة، فيتم تقديمها بطريقة تدريبية تراعي استعداد الأطفال الحركي واللغوي. يبدأ الأطفال بأنشطة ما قبل الكتابة، مثل التتبع، التلوين، تشكيل الخطوط، تقوية العضلات الدقيقة، ثم ينتقلون إلى كتابة الحروف، نسخ المقاطع والكلمات البسيطة، ومحاولة كتابة كلمات مألوفة من كتاب الوزارة. ويتم التركيز على الاتجاه الصحيح للكتابة، شكل الحرف، التحكم بالقلم، والثقة في المحاولة.

يولي المنهج أهمية كبيرة للهوية الوطنية الإماراتية والثقافة العربية، حيث يتم ربط تعلم اللغة العربية بالقيم، والعادات، والتقاليد، والرموز الوطنية، والمناسبات مثل اليوم الوطني وحق الليلة، إضافة إلى القصص والأناشيد التي تعزز الانتماء والاحترام والتقدير للثقافة المحلية. وهذا يساعد الأطفال على فهم أن اللغة العربية ليست مجرد أصوات وكلمات، بل هي لغة هوية وثقافة وتواصل.

يتم تطبيق استراتيجيات تعليمية متنوعة تراعي احتياجات جميع المتعلمين. فيُدعم الأطفال غير الناطقين بالعربية من خلال الصور، الإشارات، التكرار، النمذجة، العمل في مجموعات صغيرة، والربط بين الكلمة والمعنى بطريقة واضحة. وفي الوقت نفسه، يتم تحدي الأطفال المتقدمين من خلال توسيع المفردات، بناء جمل أطول، تحسين النطق، قراءة كلمات أكثر، واستخدام اللغة العربية الفصحى بثقة أكبر.

يعتمد التقييم في منهج الصف الأول على الملاحظة المستمرة وجمع الأدلة من أداء الأطفال أثناء الأنشطة اليومية، والحصص، واللعب، والقراءة، والكتابة، والتفاعل الشفهي. ويتم متابعة تقدم الأطفال في مهارات الاستماع، التحدث، الوعي الصوتي، تمييز الحروف، قراءة الكلمات البسيطة، الكتابة المبكرة، استخدام المفردات، والثقة في التواصل باللغة العربية. وتُستخدم نتائج التقييم لتخطيط الخطوات التالية، ودعم الأطفال الذين يحتاجون إلى مساندة، وتقديم تحديات مناسبة للأطفال المتقدمين.

وبنهاية الصف الأول، نتوقع أن يكون الطفل قد كوّن علاقة إيجابية مع اللغة العربية، وأن يكون قادراً على المشاركة في الروتين العربي اليومي، والتعرف إلى مجموعة من الحروف والأصوات، واستخدام مفردات مألوفة، والإجابة عن أسئلة بسيطة، والتفاعل مع القصص والأناشيد، وقراءة مقاطع أو كلمات بسيطة، ومحاولة كتابة الحروف والكلمات وفقاً لمرحلة نموه واستعداده. إن الهدف الأساسي من منهج اللغة العربية في الصف الأول هو بناء الثقة، والمتعة، والانتماء، والأساس اللغوي السليم، حتى ينتقل الطفل إلى المراحل التالية وهو أكثر استعداداً للتعلم، وأكثر ارتباطاً باللغة العربية وثقافة دولة الإمارات العربية المتحدة

Arabic Language Overview



Course: MOE Arabic curriculum (non-Arabs)

In accordance with Ministry of Education regulations, all students are required to study Arabic from Year 1 to Year 9.

Students receive four Arabic lessons per week (55 minutes each). Classes are offered in two pathways:

- Arabic for Arabs
- Arabic for Non-Arabs

Arabic for Non-Arabs

This programme is designed for non-native speakers and follows a communicative approach to language learning. Students develop their listening, speaking, reading and writing skills through engaging, real-life contexts and activities. The course also introduces students to Arabic culture while helping them build confidence in using the language for everyday communication.

Students learn:

- Basic vocabulary and sentence structures
- Listening and speaking skills for everyday situations
- Reading and writing Arabic script
- Cultural awareness and understanding
- Progressive fluency in communication



Assessment

Student progress is assessed through a combination of:

- Formative Assessment
- Class activities
- Discussions and role-plays
- Quizzes and dictation
- Summative Assessment
- Tests
- Projects
- Presentations

Assessment is designed to support continuous progress and language development throughout the year.

Islamic Education



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

In accordance with Ministry of Education regulations, all Muslim students are required to study Islamic Education.

Students receive three Islamic Education lessons per week (50 minutes each). The programme aims to develop students' understanding of Islamic beliefs, values and practices while encouraging them to apply these principles in their daily lives. Through the study of the Qur'an, the teachings of Islam, and the stories of the Prophets, students develop a strong sense of faith, identity and moral responsibility.

What Will Students Learn?

The Islamic Education curriculum is based on the UAE Ministry of Education framework and aims to develop:

- Understanding of Islamic beliefs, values and practices
- Knowledge of the Pillars of Islam and Islamic faith
- Awareness of moral and spiritual responsibilities
- Appreciation of Islamic history and the stories of the Prophets
- Respect for cultural and religious diversity
- Critical thinking and informed decision-making skills

Students also learn about important Islamic occasions, including Eid Al Fitr and Eid Al Adha, helping them understand their significance and value.

Assessment

Student progress is assessed through a combination of:

- Formative Assessment
- Class discussions and participation
- Teacher observations
- Oral recitation
- Daily classwork and activities
- Summative Assessment
- Quizzes and tests
- Projects
- Qur'an memorisation assessments
- Oral assessments of Surah meanings and understanding

Additional resources are available through the school's Islamic Education platform.





Course: MOE UAE Social Studies curriculum

The Social Studies curriculum develops pupils' understanding of the UAE, its heritage, geography and history, while helping them appreciate their role as responsible global citizens. Through enquiry-based learning, discussion and practical activities, pupils explore how people, places and environments are connected, developing curiosity, critical thinking and respect for different cultures.

What Will Students Learn?

The Social Studies curriculum enables pupils to develop:



- Knowledge of the UAE's history, heritage and national identity.
- Understanding of the UAE's geography, natural resources and physical features.
- Awareness of how people interact with their environment and how countries are connected through trade, transport and communication.
- Appreciation of the values, traditions and culture of the UAE.
- Understanding of citizenship, government and individual responsibilities within society.
- Geographical enquiry skills through the use of maps, globes, photographs and digital resources.
- Critical thinking, collaboration and communication through discussions, projects and enquiry-based learning.

Throughout the year, pupils study topics including The UAE: Connecting to the World and The UAE: Yesterday, Today and Tomorrow, helping them understand the nation's past, present and future while recognising its place within the wider global community.

Assessment

Pupils' progress is assessed through a combination of:

- Formative assessment
- Class discussions and participation
- Teacher observations
- Quizzes and knowledge checks
- Research tasks and projects
- Presentations
- Written activities
- End-of-unit assessments

Assessment is used to monitor progress, inform future planning and ensure pupils continue to develop their historical, geographical and citizenship knowledge and skills.



English

The English curriculum follows the **National Curriculum for England**, with a strong focus on phonics, reading, writing, speaking and listening. Through engaging and meaningful learning experiences, students develop the essential literacy skills needed for success across the curriculum.



What Will Students Learn?

Phonics and Reading

Students will develop early reading skills through a structured phonics programme, enabling them to decode, blend and read words confidently. They will explore a range of stories, poems and non-fiction texts, developing fluency, comprehension and a lifelong love of reading.

Writing

Students will learn to form letters correctly, spell common words and write simple sentences. They will begin to sequence ideas into short narratives and develop confidence in communicating their thoughts through writing.

Grammar and Vocabulary

Students will build their vocabulary and learn to apply basic grammar, spelling and punctuation rules, including the use of capital letters, full stops and simple conjunctions.

Reading and Language Development

Students are encouraged to develop a love of reading through regular exposure to a wide range of high-quality fiction, non-fiction and poetry. Through a structured phonics programme, children learn to decode unfamiliar words, build reading fluency and develop comprehension skills. Vocabulary is enriched through reading, discussion and listening to texts read aloud, helping students improve both their understanding and their writing. Opportunities for discussion, storytelling and role-play support speaking and listening skills, while encouraging students to share ideas, express opinions and build confidence in communication.

Key Vocabulary

Year 1 terminology: Letter, capital letter, word, singular, plural, sentence punctuation, full stop, question mark, exclamation mark. Adults should discuss the meaning of vocabulary with children, always aiming to extend understanding of words and phrases, including cultural phrases, sayings, and idioms etc

Assessment

Students are assessed through a range of formative and summative methods, including phonics assessments, reading activities, writing tasks, vocabulary work, class participation and comprehension activities.



Science

The Science curriculum follows the ***National Curriculum for England*** and provides the foundations for understanding the world through Biology, Chemistry and Physics. Students develop scientific knowledge through practical investigations, observations and hands-on learning experiences.



What Will Students Learn?

Students will explore:

- **Plants** – identifying common plants and trees and understanding the basic parts of flowering plants.
- **Animals Including Humans** – identifying different animal groups, understanding diets, and learning about the human body and senses.
- **Everyday Materials** – identifying materials, describing their properties and comparing different materials.
- **Seasonal Changes** – observing weather patterns and changes throughout the four seasons.
- **Working Scientifically** – asking questions, making observations, conducting simple tests, classifying, recording data and drawing conclusions.

Scientific Vocabulary

Students will develop and use key scientific vocabulary such as:

plant, root, stem, leaf, flower, animal, mammal, bird, fish, reptile, amphibian, carnivore, herbivore, omnivore, material, property, season, weather, observe, classify, predict and investigate.

Common Misconceptions

Students will learn to overcome common misconceptions, such as:

- Not all plants have flowers.
- Animals can belong to different groups based on their features.
- Objects and materials are not the same thing.
- Weather changes daily, while seasons change over longer periods.

Real-Life Science

Students make links between science and everyday life by exploring local plants and animals, investigating materials around them, observing weather changes and understanding how their senses help them interact with the world.

Assessment

Students are assessed through a range of formative and summative methods, including observations, class discussions, quizzes, investigations, projects, home learning tasks and end-of-unit assessments.



Mathematics

The Mathematics curriculum follows the **National Curriculum for England** and aims to develop fluency, reasoning and problem-solving skills. Through practical activities, discussion and investigation, students build confidence in using mathematics in everyday situations.



What Will Students Learn?

Students will develop their understanding of:

- **Number and Place Value** – counting, reading, writing and comparing numbers to 100.
- **Addition and Subtraction** – number bonds, mental strategies and solving simple problems.
- **Multiplication and Division** – grouping, sharing and early understanding of arrays.
- **Fractions** – recognising and finding halves and quarters.
- **Measurement** – length, mass, capacity, money and time.
- **Geometry** – identifying and describing 2D and 3D shapes, position and direction.

Common Misconceptions

Throughout the year, students will learn to overcome common misconceptions, such as:

- Confusing the value of digits in two-digit numbers (e.g. 14 and 41).
- Believing a larger shape has a larger fraction.
- Thinking subtraction always makes numbers smaller.
- Misidentifying 2D and 3D shapes.
- Confusing the hour and minute hands when telling the time.

Assessment

Students are assessed through a range of formative and summative methods, including classwork, homework, quizzes, mental maths activities, investigations, projects and teacher observations.

Mathematical Stem Sentences

Students are encouraged to explain their thinking using mathematical language, such as:

"I know this because..."

"The number ___ is greater/less than ___ because..."

"One more than ___ is ___."

"One less than ___ is ___."

"I can see ___ groups of ___."

"The whole is ___ and the parts are ___."

"I noticed a pattern because..."

"My answer is reasonable because..."

Real-Life Mathematics

Students apply their mathematical learning to everyday situations, including counting, measuring, telling the time, handling money and solving practical problems. This helps them understand the relevance of mathematics in the world around them.

Special Subjects

Art

ICT

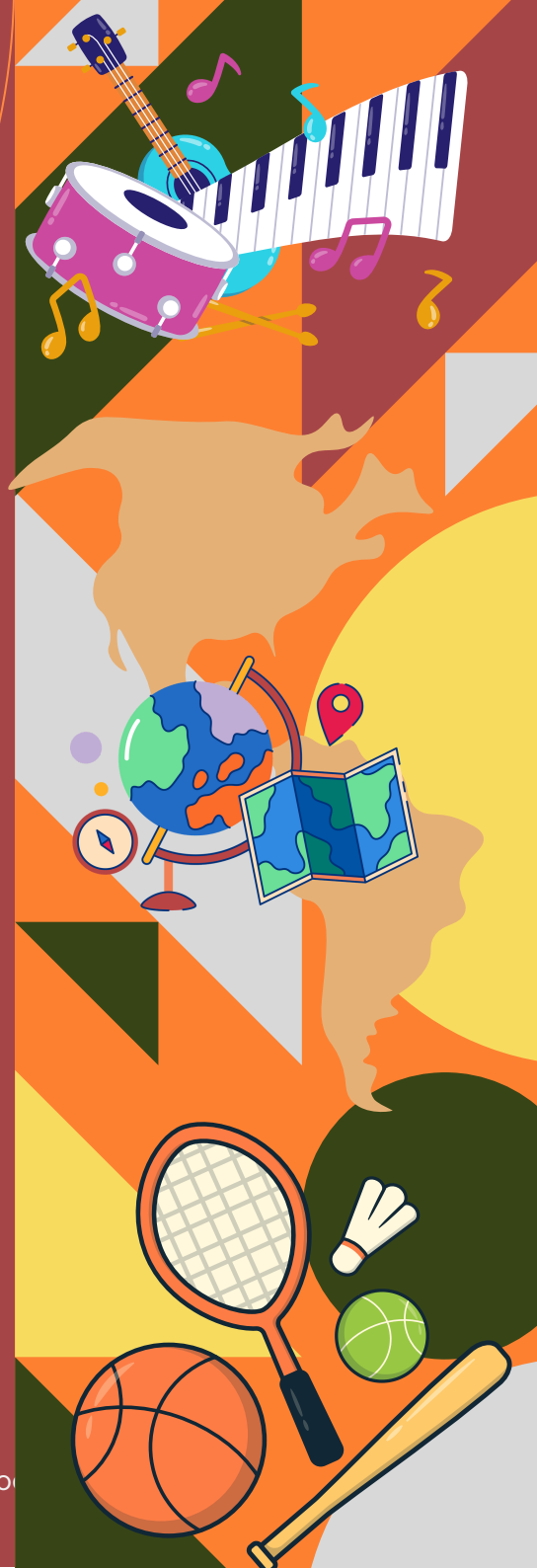
Physical Education

Music

Geography

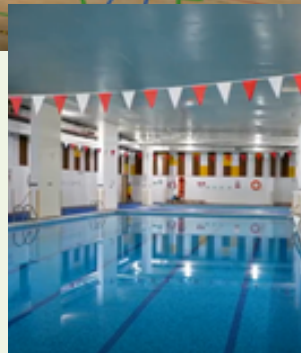
History

Hanover & Tyke International High School



Physical Education

The Physical Education curriculum follows *the National Curriculum for England* and aims to develop students' physical competence, confidence and enjoyment of sport. Through a range of individual and team activities, students learn the importance of leading healthy, active lifestyles.



What Will Students Learn?

Students will develop skills in:

- Running, jumping, throwing and catching
- Team games and sports, including attacking and defending strategies
- Gymnastics, balance, coordination and flexibility
- Dance and movement
- Outdoor and adventurous activities
- Teamwork, resilience and sportsmanship
- Students will also learn to evaluate their performance and work towards achieving their personal best.



Key Vocabulary

Students will use and understand vocabulary such as:

balance, coordination, agility, flexibility, strength, teamwork, attack, defend, control, movement, performance and fitness.

Real-Life Links

Students develop healthy habits, teamwork, leadership and resilience through physical activity. These skills support their wellbeing and help them participate confidently in sports and active lifestyles both in and out of school.

Assessment

Students are assessed through ongoing observation, skill performance tasks, practical activities, games, quizzes and personal progress throughout the year.

ICT

The Computing curriculum follows *the National Curriculum for England* and equips students with the knowledge and skills needed to use technology confidently, safely and creatively. Students develop digital literacy, computational thinking and problem-solving skills while learning how technology supports learning and everyday life.



What Will Students Learn?

Students will:

- Understand basic computing and digital technology concepts
- Create, organise, store and present digital content
- Develop simple programming and problem-solving skills
- Learn how algorithms provide instructions for tasks
- Use technology to support learning across the curriculum
- Understand how to stay safe and responsible online

Key Vocabulary

Students will use and understand vocabulary such as:

- computer, algorithm, program, debug, digital, online, internet, technology, data, create and save.

Real-Life Links

Students develop essential digital skills that help them communicate, create, solve problems and use technology safely in school, at home and in the wider world.

Online Safety

Students learn how to use technology responsibly, keep personal information private, recognise online risks and know where to seek help if they have concerns.

Assessment

Students are assessed through practical tasks, projects, skill-based activities, teacher observations and successful completion of digital assignments.



Art

The Art and Design curriculum follows the **National Curriculum for England** and encourages students to explore their creativity, develop artistic skills and express their ideas through a range of media and techniques.

What Will Students Learn?

Students will:

- Explore drawing, painting, sculpture and design techniques
- Experiment with a variety of materials and tools
- Develop creativity and confidence in expressing ideas
- Record observations and ideas through sketchbooks
- Learn about the work of significant artists, architects and designers
- Reflect on and evaluate their own work and the work of others

Key Vocabulary

Students will use and understand vocabulary such as:

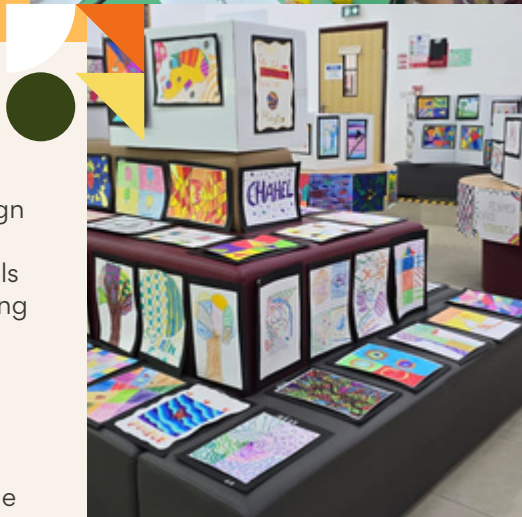
line, shape, colour, pattern, texture, tone, form, sketch, design, sculpture, artist and evaluate.

Real-Life Links

Students develop creativity, observation and problem-solving skills by exploring the world around them and responding to artists, cultures and everyday experiences through art.

Assessment

Students are assessed through teacher observation, class participation, sketchbook work, practical activities and creative projects.



Geography

The Geography curriculum follows the National Curriculum for England and helps students develop an understanding of the world around them. Through enquiry-based learning, students explore places, environments and cultures while developing geographical skills and curiosity about the world.



What Will Students Learn?

Students will:

- Develop knowledge of local, national and global locations
- Explore similarities and differences between places and environments
- Learn about human and physical features of the world
- Use maps, globes and digital tools to locate places and gather information
- Develop fieldwork skills through observation, recording and investigation

Key Vocabulary

Students will use and understand vocabulary such as:

country, continent, ocean, map, globe, compass, location, human features, physical features, environment and weather.

Real-Life Links

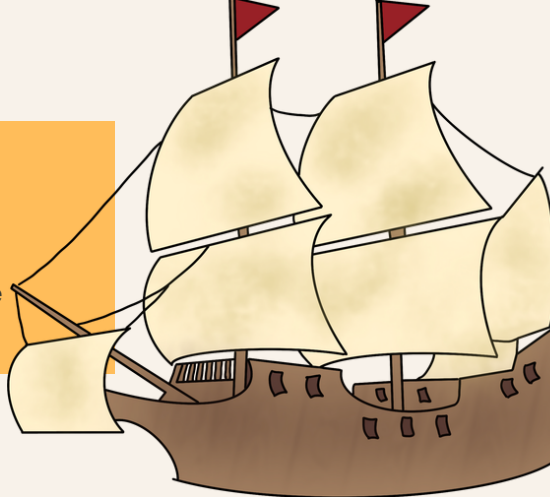
Students make connections between their learning and the world around them by exploring their local area, understanding different places and cultures, and investigating how people interact with their environment.

Assessment

Students are assessed through class discussions, practical activities, fieldwork, projects, presentations and teacher observations.

History

The History curriculum follows the National Curriculum for England and helps students develop an understanding of the past, how people lived in different times and how historical events have shaped the world we live in today



What Will Students Learn?

Students will:

- Explore changes within living memory and how life has changed over time
- Learn about significant events beyond living memory
- Study the lives and achievements of important historical figures
- Investigate historical events and places in their local community
- Develop an understanding of chronology and the passing of time

Key Vocabulary

Students will use and understand vocabulary such as: past, present, timeline, century, change, event, explorer, achievement, history and chronology.

Real-Life Links

Students make connections between the past and present by exploring family history, local landmarks, significant people and events that have influenced life today.

Assessment

Students are assessed through class discussions, practical activities, projects, presentations and teacher observations.



Music

The Music curriculum follows the ***National Curriculum for England*** and inspires students to develop a love of music through listening, performing, composing and evaluating. Students build confidence, creativity and self-expression while exploring a variety of musical styles and traditions.



What Will Students Learn?

Students will:

- Sing and perform individually and as part of a group
- Play a range of musical instruments
- Create and compose simple pieces of music
- Listen to and respond to different genres and styles of music
- Develop an understanding of rhythm, pitch, tempo and dynamics
- Explore the work of significant composers and musicians

Key Vocabulary

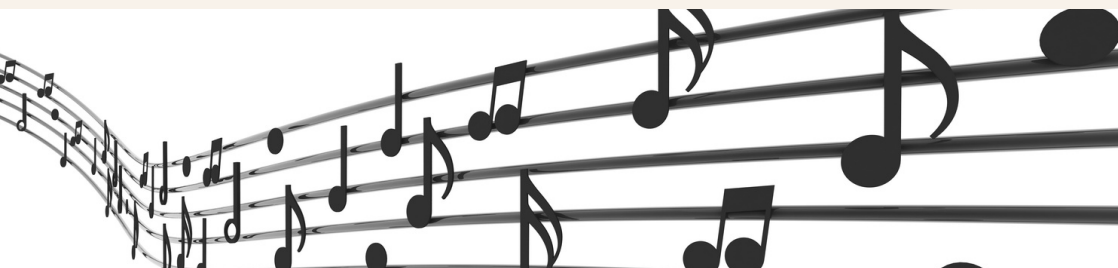
Students will use and understand vocabulary such as: rhythm, beat, pitch, tempo, dynamics, melody, performance, composition, instrument and audience.

Real-Life Links

Students develop confidence, creativity, teamwork and communication skills through music. They explore how music is used in celebrations, cultures, entertainment and everyday life around the world.

Assessment

Students are assessed through participation, performance, self-evaluation, practical activities and creative assignments.



Assessment

Assessment is an essential part of teaching and learning. It helps teachers understand what students know, understand and can do, while identifying next steps to support their progress and achievement.

A range of assessment methods are used throughout the year, including classwork, observations, discussions, quizzes, projects, practical tasks and formal assessments. These provide valuable information that helps teachers plan learning and support individual student needs.



ASSESSMENT



Purpose of Assessment

Assessment enables us to:

- Monitor and celebrate student progress and achievement
- Identify strengths and areas for development
- Inform future teaching and learning
- Set targets and provide appropriate support
- Communicate student attainment and progress with parents

Student Responsibilities

Students are expected to:

- Complete classwork, homework and assessment tasks
- Attend school regularly and punctually
- Demonstrate effort and commitment to learning
- Take responsibility for their progress

Staff Responsibilities

Teachers are responsible for:

- Delivering a high-quality curriculum
- Using fair, valid and reliable assessment practices
- Monitoring and recording student progress
- Providing feedback to support learning
- Communicating progress and achievement with students and parents
- Through effective assessment and reporting, we work in partnership with students and parents to ensure every child achieves their full potential.

National Curriculum Point Scale

For internal assessments, Point Scores are used to track students' education at CIS from Year 1-9. Each level in a subject describes a set of knowledge, skills and understanding in that subject. Students are graded using the Point Score

CIS - Point Scale				
Marks	Indicator by colour	Point Scale	IGCSE Grade	Descriptor
91 -100		9	A*	Student demonstrates both breadth and depth of knowledge and understanding of the topic/curriculum standard. Originality and insight are consistently evident.
85 - 90		8	A*	
80 - 84		7	A	Student demonstrates extensive knowledge and understanding of the topic using them effectively in a wide range of contexts. Originality and insight are generally evident.
77 - 79		6+	B+	Student applies a wide range of technique to exhibit his/her understanding of the topic and use abstract knowledge in a range of contexts.
74 - 76		6	B	
71 - 73		6-	B-	Student is able to apply and use knowledge and understanding in unfamiliar contexts. Analysis, synthesis and evaluation are occasionally evident. He/ She meets the expected curriculum standards.
68 - 70		5+	C+	
65 - 67		5	C	
62 - 64		4	C-	Student understands and relates to the topic using appropriate terminology. He/She applies and uses knowledge and understanding in familiar contexts.
59 - 61		3	D	
56 - 58		2+	D-	Student shows his/her developing knowledge and understanding of the topic. He/She begins to identify the different the ways in which the topic is represented and suggest answers relevant to the questions.
53 - 55		2	E	
50 - 52		2-	E-	
40 - 49		1+	F	Student shows his/her emerging knowledge and understanding of the topic. He/She begins to recognise and respond to the questions with the help of prompts and suggestions.
30 - 39		1	F-	
20 - 29		1-	G	
0 - 19			U	Ungraded

Family First

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.



Reporting

We believe that effective reporting strengthens the partnership between home and school. Reports provide parents with clear information about their child's attainment, progress, effort and next steps for learning, while celebrating achievements and supporting continued growth.



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.

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/>



مدرسة كامبردج انترناشيونال
Cambridge International School, Dubai

