

Cambridge
International School
Dubai



Year 2- Handbook

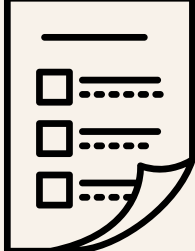
**Your guide to
Primary School**



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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 Switzy Dcosta

HOY - 2

I am a passionate and dedicated educator with 23 years of experience at Cambridge International School, where I currently serve as Head of Year and a Year 2 Teacher. I am committed to creating a nurturing, inclusive, and engaging learning environment where every child feels safe, valued, and inspired to achieve their best. My role combines high-quality classroom teaching with strong pastoral leadership, enabling me to support pupils' academic achievement, personal development, and wellbeing. I work closely with staff, students, and parents to build positive relationships and ensure every child has the opportunity to thrive. My teaching philosophy is focused on fostering a lifelong love of learning through creativity, collaboration, curiosity, and high expectations. I strive to develop confident, resilient, and independent learners equipped with the skills and values for future success. Watching my students grow in confidence, embracing challenges, and reaching their full potential remains the most rewarding part of my career.

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?

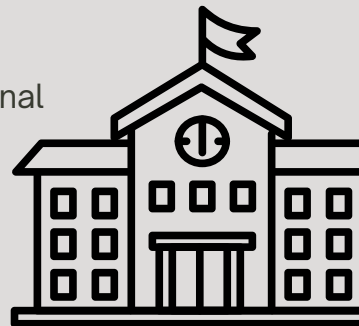
- Strong academic outcomes and a proven record of success
- Modern facilities including science labs, ICT suites, library, sports hall, swimming pool and outdoor sports areas
- Wide range of sports, clubs and enrichment opportunities
- Creative, engaging lessons that promote curiosity, critical thinking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

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 (For Arabs and Non-Arabs)
- Islamic (For Arabs and Non – Arabs) or PSHE (For non-Muslims)
- UAE Social Studies (For Arabs and Non-Arabs)
- English
- Mathematics
- Science

Curriculum Structure:

All Year 2 students at GEMS CIS will study the following courses:

Arabic A	6 classes a week
Arabic B	4 classes a week
Islamic/PSHE	3 classes a week
Social Studies for Arabs	1 class a week
UAE Moral, Social and Cultural Studies (non-Arabs)	1 class a week
Moral Education for Arabs	1 class 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 (Specialist Teacher)	1 class a week
ICT/Computing	1 class a week
Music (Specialist Teacher)	1 class a week
Physical Education (Specialist Teacher)	2 classes a week

School Timings

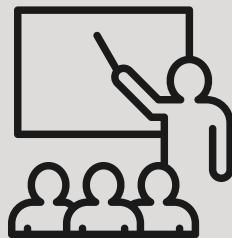
Our school timings are as follows:

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:

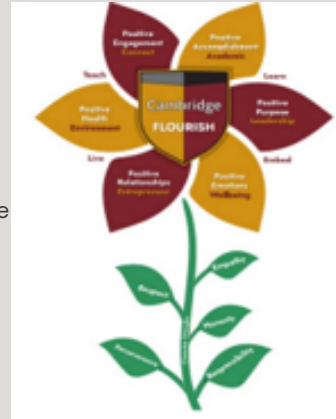
- The right to learn
- The right to be treated with respect
- The right to be in a safe environment

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.

Core Subjects

Arabic

Islamic

UAE Social Studies

English

Science

Mathematics



المواد الرئيسية

الصف : الثاني

لغة العربية للطلاب الناطقين بها
القسم : اللغة العربية للناطقين بها
المعلم : رهن بكرو
المنهج : منهج اللغة العربية للطلاب العرب التابع لوزارة التربية والتعليم

وفقا لوزارة التربية والتعليم يجب على كل الطلاب العرب دراسة اللغة العربية من الصف الأول حتى الصف الثاني عشر .

وصف المنهج :

يعتمد المنهج الوزاري لدولة الإمارات العربية المتحدة على أسس وطرائق التعلم العالمية لإكساب اللغات لأبنائها، وتأتي اللغة العربية على رأس أولوياتها بفروعها المختلفة، حتى يتمكن الطالب من إتقانها ويكونوا قادرين على تطوير مهاراتهم اللغوية وجعلهم يقرؤون بصورة مستقلة، يحللون، يُناقشون، يُبدعون، يبحثون.

وذلك من خلال تكيف الطالب مع عدد ساعات لتعلم اللغة العربية (250 دقيقة) في الأسبوع لطلاب الصف (2) وذلك حسب توجيهات الوزارة

المهارات التي ينبغي على الطالب إتقانها لهذا العام حسب معايير الوثيقة الوطنية :

مهارة الكتابة : أن ينتج المتعلم نصوصا متقدمة مع الانتباه للمحتوى والقواعد والإملاء و تحتوي على معلومات من مصادر متعددة .

مهارة القراءة : أن يعرف المهارات الصوتية والتحليل الصوتي وجذور الكلمات وأن يقرأ مستقلاً بمستوى عال من الدقة والسرعة ويقرأ جملاً مظهرًا الغرض والفهم منها ويقارن دائماً بين النصوص المقروءة ويذكر الفكرة الرئيسة في نص معلوماتي متعدد الفقرات .

مهارة الاستماع : أن يستمع بتركيز إلى نصوص متنوعة مراعيًا آداب الاستماع مظهرًا تقاعلاً مع المسموع ويناقش القضايا الشائنة من خلال التبادل المتعدد للأفكار حول معلومة أو مادة .

مهارة التحدث : أن يتحدث دائماً عن خبراته أو يسرد قصة باستخدام لغة مجازية مناسبة مع ذكر التفاصيل باللغة العربية الفصيحة .

التقييم طرق التقييم هي كل من (اختبارات ، مشاريع كبرى ، عروض تقديمية) وتكوينية (مسابقات ، إملاء ، مناقشات ، لعب أدوار ، وأنشطة دراسية أخرى

Arabic Language Overview

Course: MOE Arabic curriculum (non-Arabs)



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

Students receive Arabic lessons each week (50 minutes each). Classes are offered in two pathways:

- Arabic for Arabs
- Arabic for Non-Arabs
- Arabic for Non-Arabs

This course 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 programme also introduces students to the Arabic language and culture, helping them build confidence in communicating in everyday situations.

What will students learn?

Students will:

- Develop listening and speaking skills to communicate in familiar, everyday situations.
- Build a secure foundation in Arabic vocabulary and basic sentence structures.
- Learn to recognise and read Arabic letters, words, and simple texts.
- Develop writing skills by forming Arabic letters, words, phrases, and simple sentences.
- Use Arabic confidently in practical, real-life contexts.
- Gain an understanding and appreciation of Arabic language and culture.
- Progress in fluency across the four key language skills: listening, speaking, reading, and writing.

Assessment

- Student progress is assessed through a combination of:
- Formative Assessment
- Classroom activities
- Quizzes
- Dictation
- Discussions
- Role-plays
- Summative Assessment
- Tests
- Projects
- Presentations



Assessment is designed to monitor students' language development and support continuous progress in their listening, speaking, reading, and writing skills.

Core Courses

سم 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:

سيقوم الطلاب بدراسة حصتين للتربية الإسلامية في الأسبوع و سوف تكون المدة الزمنية للحنة خمسة وخمسون دقيقة، كما ينقسم الطلاب في المرحلة الدراسية إلى قسمين: قسم التربية الإسلامية للعرب وقسم التربية الإسلامية لغير العرب .

ونأمل أن يكون كل طالب مسلم من طلاب مدرسة كامبردج الدولية فخوراً بكونه مسلماً وأن تتكون 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 نولى 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. سيتم توفير كافة المصادر اللازمة على مواقعنا التالي:

<http://islamic.cis-dubai.com>.

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 بكيفية تغلغل القضايا الروحية والأخلاقية مثل (الإحسان) في الخبرات الحياتية والتي تتعلق بحياة الطلاب الخاصة.

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 .

التقييم :

سيتم تقييم الطلاب من خلال التقييم المبدئي و التقييم الختامي و أيضاً من خلال ملاحظات المعلم - تلاوة و حفظ القرآن الكريم و تفسيره.

Islamic Studies Overview



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

In accordance with the Ministry of Education regulations, it is compulsory for all Muslim students to study Islamic Studies.

Students receive three Islamic Studies lessons each week (50 minutes each). Classes are offered in two pathways:

- Islamic Studies for Arabs
- Islamic Studies for Non-Arabs
- Islamic Studies

The programme develops students' understanding of Islamic beliefs, values, and practices through the study of the Holy Qur'an, the life of the Prophet Muhammad (PBUH), Islamic morals, and key acts of worship. Students are encouraged to apply Islamic teachings in their daily lives while appreciating the significance of important Islamic occasions.

What will students learn?

Students will:

- Develop an understanding of Islamic beliefs, values, and practices.
- Learn about the Five Pillars of Islam and the Articles of Faith.
- Study selected Qur'an Surahs, Islamic morals, and the lives of the Prophets.
- Apply Islamic teachings through positive behaviour and good character.
- Build respect for Islamic values and the diverse culture of the UAE.

Assessment

Student progress is assessed through a combination of:

Formative Assessment

- Classroom activities
- Discussions
- Oral recitation
- Teacher observations

Summative Assessment

- Quizzes
- Tests

Projects

Qur'an memorisation and oral assessments

Assessment supports students' understanding of Islamic knowledge and its application in everyday life.



Moral, Social and Cultural Studies



Course: MOE Moral, Social and Cultural Studies Curriculum

In accordance with the Ministry of Education regulations, all students are required to study Moral, Social and Cultural Studies.

Students participate in one Moral, Social and Cultural Studies lesson each week (50 minutes).

The programme develops responsible, informed, and respectful global citizens. Through the study of moral values, UAE heritage, culture, history, and global citizenship, students develop the knowledge, skills, and attitudes needed to make positive contributions to their communities and the wider world.

What will students learn?

Students will:

- Develop moral values, ethical thinking, and responsible decision-making.
- Explore UAE history, heritage, culture, and national identity.
- Understand citizenship, rights, responsibilities, and sustainable living.
- Learn about societies, geography, and the wider world.
- Respect cultural diversity and appreciate different perspectives.
- Develop critical thinking, communication, and collaboration skills.

Assessment

Student progress is assessed through a combination of:

- Formative Assessment
- Classroom activities
- Discussions
- Group work
- Teacher observations
- Summative Assessment
- Projects
- Presentations
- Quizzes
- End-of-unit assessments

Assessment supports students' understanding of moral values, social responsibility, cultural awareness, and active citizenship.



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

Writing

Students learn to form letters correctly, spell common words and write clear sentences. They begin to sequence ideas into narratives and write for a range of purposes while developing confidence in expressing their ideas

Grammar and Vocabulary

Students build a rich vocabulary while developing their understanding of grammar, spelling and punctuation. They learn to apply these skills accurately to improve both their spoken and written communication.

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, they learn to decode unfamiliar words, build reading fluency and develop comprehension skills. Vocabulary is enriched through reading, discussion and listening to texts read aloud. Opportunities for discussion, storytelling and role-play help students develop speaking and listening skills, 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?

- **Living Things and Their Habitats:** Students explore living and non-living things, habitats, food chains and how plants and animals depend on one another.
- **Plants:** Students learn how plants grow from seeds and bulbs and investigate the conditions needed for healthy growth.
- **Animals, Including Humans:** Students learn about life cycles, basic needs for survival and the importance of healthy eating, exercise and hygiene.
- **Uses of Everyday Materials:** Students investigate the properties of everyday materials and explore how materials can be changed for different purposes.
- **Working Scientifically:** Students develop enquiry skills by asking questions, making observations, carrying out simple investigations, recording results and drawing conclusions.

Scientific Vocabulary

Students will develop and use key scientific vocabulary such as:

living, dead, habitat, microhabitat, food chain, predator, prey, seed, bulb, root, stem, leaf, flower, offspring, adult, survival, healthy diet, hygiene, wood, metal, plastic, glass, paper, cardboard, waterproof, transparent, flexible, absorbent, observe, classify, predict, investigate, compare, measure, record, and evidence.

Common Misconceptions

Students will learn to overcome common misconceptions, such as:

- Not all living things live in the same habitat.
- Plants need water, light, and a suitable temperature to grow and stay healthy.
- Different materials have different properties and are suitable for different purposes.
- A healthy lifestyle depends on a balanced diet, regular exercise, and good hygiene.

Real-Life Science

Students make connections between science and everyday life by exploring local habitats, growing plants, identifying materials used in everyday objects, understanding healthy lifestyle choices, and carrying out simple investigations to answer scientific questions.

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 learning the 2, 5 and 10 times tables.
- **Fractions** – recognising and finding halves, thirds and quarters.
- **Measurement** – measuring length, mass, capacity, temperature, money and time.
- **Geometry** – identifying and describing 2D and 3D shapes, position and direction.
- **Statistics** – interpreting and creating simple pictograms, tally charts and tables.

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 class activities, homework, quizzes, mental maths, mathematical investigations, projects and end-of-unit assessments. Assessment supports mathematical understanding while monitoring progress throughout the year..



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 know this is $\frac{1}{2}$, $\frac{1}{3}$ or $\frac{1}{4}$ because..."
- "This shape is a ___ because it has ___."
- "I measured it using ___ because..."
- "The time is ___ because..."
- "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

Physical Education

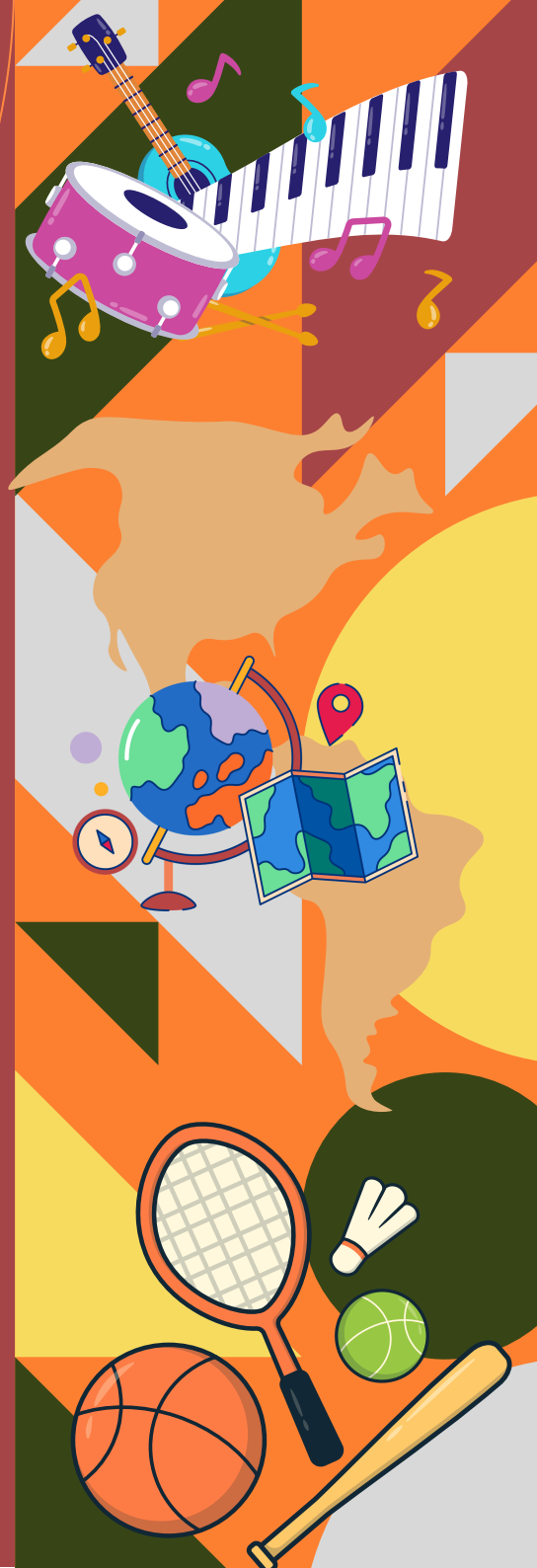
Art

ICT

Music

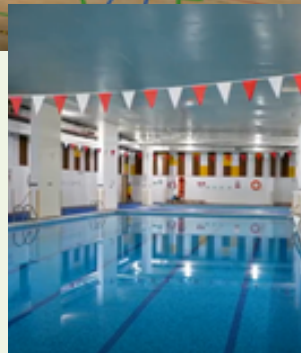
Geography

History



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:

- Develop fundamental movement skills, including running, jumping, throwing and catching.
- Participate in a variety of team games and apply basic attacking and defending strategies.
- Improve balance, coordination, flexibility and strength through gymnastics and athletics.
- Perform dances using a range of movement patterns.
- Take part in outdoor and team-building activities.
- Evaluate their own performance and work towards achieving their personal best.



Key Vocabulary

Students will develop and apply PE vocabulary, including **balance, coordination, agility, flexibility, strength, stamina, teamwork, attack, defend, pass, catch, throw, jump, run, control, movement, rhythm, 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 a range of formative and summative methods, including skill demonstrations, practical performance, teamwork, class participation, fitness activities and teacher observations. Assessment supports students' physical development, confidence and understanding of healthy, active lifestyles.

ICT



The Computing curriculum follows ***the National Curriculum for England*** and develops students' digital skills, computational thinking, and confidence in using technology. Students learn to use a range of digital tools purposefully, creatively, and safely while developing an understanding of how technology supports learning and everyday life

What Will Students Learn?

Students will:

- Develop an understanding of algorithms and create simple computer programs.
- Use logical reasoning to predict and debug simple programs.
- Create, organise, store and present digital content using a range of digital tools.
- Develop confidence in using technology across the curriculum.
- Understand how technology is used beyond the classroom in everyday life.
- Learn how to use technology safely, responsibly and respectfully, including keeping personal information private and recognising where to seek help online.

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.

Assessment

Students are assessed through a range of formative and summative methods, including practical computing tasks, class activities, digital projects, teacher observations and skills-based assessments using project rubrics. Assessment supports the development of computing knowledge, digital skills and safe use of technology.

Key Vocabulary

Students will use and understand vocabulary such as:

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

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.



Art

The Art curriculum follows *the National Curriculum for England* and encourages students to develop creativity, imagination and self-expression. Through a range of practical experiences, students explore different materials, techniques and artists while building confidence in their artistic skills.

What Will Students Learn?

Students will:

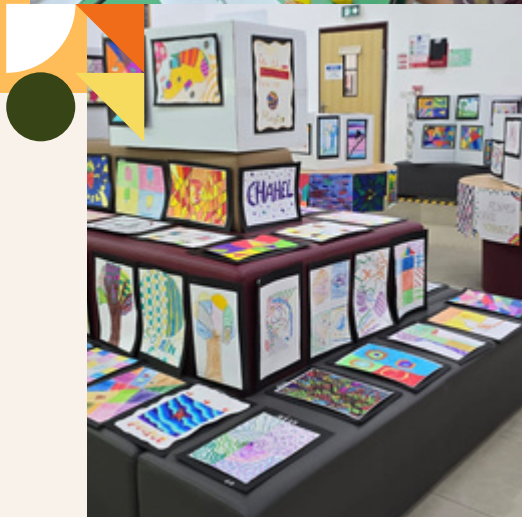
- **Drawing** – exploring line, shape, tone and texture using a variety of drawing materials.
- **Painting** – experimenting with colour mixing, brush techniques and different painting styles.
- **Sculpture** – creating three-dimensional artwork using materials such as clay and recycled resources.
- **Sketchbooks** – recording observations, developing ideas and reflecting on their artwork.
- **Artists and Designers** – learning about the work of famous artists, architects and designers and how their work inspires creativity.

Key Vocabulary

Students will develop and apply artistic vocabulary, including **line, shape, colour, pattern, texture, tone, form, sketch, drawing, painting, sculpture, collage, print, clay, brush, primary colours, secondary colours, mix, artist, designer, and observe.**

Real-Life Links

Students are assessed through a range of formative and summative methods, including teacher observations, class participation, sketchbooks, practical artwork and creative projects. Assessment supports the development of artistic skills, creativity and personal expression.



Common Misconceptions

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

- There is no single "correct" way to create a piece of art.
- Mixing colours creates new colours.
- Sketchbooks are used to develop and improve ideas.
- Different artists use different techniques and styles.

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 develops students' curiosity about the world. Through enquiry, fieldwork and the Read Like a GEMS approach, students build geographical knowledge, vocabulary and critical thinking while exploring people, places and environments.

What Will Students Learn?

Students will develop their understanding of:

- **Locational Knowledge** – identifying countries, continents, oceans and key places using maps and globes.
- **Place Knowledge** – comparing places and exploring similarities and differences between locations.
- **Human and Physical Geography** – understanding natural and human features and how people interact with their environment.
- **Geographical Skills and Fieldwork** – using maps, atlases, globes, compass directions and simple fieldwork to investigate the local area.

Geographical Thinking

Students are encouraged to think and communicate like geographers using language

such as:

- "I can locate..."
- "This place is similar/different because..."
- "The physical feature is..."
- "The human feature is..."
- "I know this from the map because..."
- "I predict that..."
- "I observed that..."

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.



Common Misconceptions

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

- Human and physical features are different.
- Maps are viewed from above and use symbols to represent real places.
- Weather and climate are not the same.
- Compass directions help us describe location and movement.

Key Vocabulary

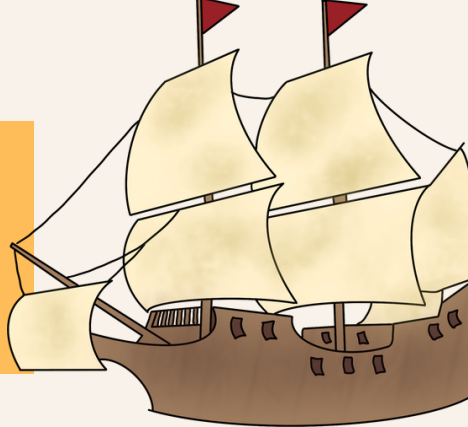
Students will develop and apply geographical vocabulary, including **continent, country, ocean, map, globe, atlas, compass, North, South, East, West, route, location, human feature, physical feature, environment, weather, climate, fieldwork, symbol, key, and landmark.**

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 encourages students to explore the past through enquiry, discussion and investigation. Using the Read Like a GEMS approach, students develop historical knowledge, vocabulary and critical thinking while understanding how the past has shaped the present.



What Will Students Learn?

Students will develop their understanding of:

- **Changes Within Living Memory** – exploring how life has changed over time.
- **Significant Events** – learning about important national and global events, such as the Great Fire of London.
- **Significant People** – studying the lives and achievements of influential individuals, including Florence Nightingale.
- **Local History** – exploring important people, places and events within the local community.

Historical Thinking:

Students are encouraged to think and communicate like historians using language such as:

- "I know this happened before/after..."
- "This source tells us..."
- "The evidence shows..."
- "This changed because..."
- "The similarities are..."
- "The differences are..."
- "I think... because..."

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 performing, composing, listening and appraising. Students build confidence, creativity and musical skills while exploring a wide range of musical styles and traditions.



What Will Students Learn?

Students will:

- Sing and perform with increasing confidence, accuracy and expression.
- Explore rhythm, pitch, tempo, dynamics and other elements of music.
- Improvise and compose simple pieces of music individually and with others.
- Listen to and respond to music from different cultures, genres and historical periods.
- Begin to use simple musical notation and develop instrumental skills.
- Understand how music is created, performed and communicated.

Key Vocabulary

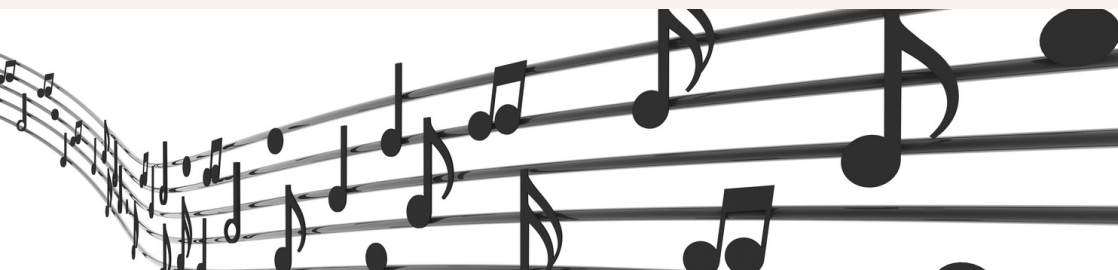
Students will develop and apply musical vocabulary, including **beat, rhythm, pulse, pitch, tempo, dynamics, melody, percussion, instrument, voice, perform, compose, improvise, audience, notation, loud, quiet, fast, slow, and pattern..**

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	Blue	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	Green	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	Green	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	Yellow	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-	
59 - 61	Red	3	D	Student understands and relates to the topic using appropriate terminology. He/She applies and uses knowledge and understanding in familiar contexts.
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-	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.
40 - 49		1+	F	
30 - 39		1	F-	
20 - 29		1-	G	
0 - 19	Red		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

