

# CURRICULUM GUIDE FOR YEAR 1

## STUDENTS AND THEIR PARENTS

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

1. The curriculum structure in Year 1
2. Assessments and Reports in Year 1
3. Details about courses in Year 1
4. Assessment Tasks for Grade 1

We hope this curriculum guide helps to clarify many of the questions and concerns pertaining to Year 1

It is strongly recommended that students keep this book for future guidance and information throughout Year 1

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

### FROM THE HEAD OF EARLY YEARS



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

*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.*

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

*Miss Lindsey Yarwood*



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# SECTION 1: SCHOOL INFORMATION

## INTRODUCTION

Cambridge International School (CISD) offers the internationally recognised National Curriculum for England and prepares students to take the International General Certificate of Secondary Education (IGCSE) courses, the Advanced Subsidiary (AS) and A Level Examinations of the Universities of Cambridge and London (UK), consistently producing results well above the UK national average, year after year. The school is an approved center for the University of Cambridge Local Examinations Syndicate and for London University.

## ACADEMIC EXCELLENCE

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

## BUILDING AND FACILITIES

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

Our additional facilities include: a sports hall, outdoor football pitch, basketball court, cricket nets, swimming pool, and science labs, ICT labs and library.

## EXTRA-CURRICULAR ACTIVITIES

School teams and clubs are established in basketball, football, cricket, badminton, swimming, athletics, Eco, Arabic, French and ELL (English Language Learners). After school activities such as art and craft, clay modelling, performing poetry, gardening, jewellery making, debate, are also offered to engage the interest and enthusiasm of all students.

## GEMS EDUCATION

CISD is part of the GEMS Education network which has been in the education sector for over 50 years and has a global network of award winning international schools. The GEMS global network of award winning international schools provides a high quality, values based education learning to over 142,000 students from 151 countries, employing over 11,000 education professionals, specialists and staff from around the world.

## Textbooks

At Cambridge International School, we plan and deliver creative, engaging lessons across all areas of the National Curriculum. In the Primary School, we do not use textbooks in the large majority of our subjects, including English, Maths and Science.

High Performance Learning:



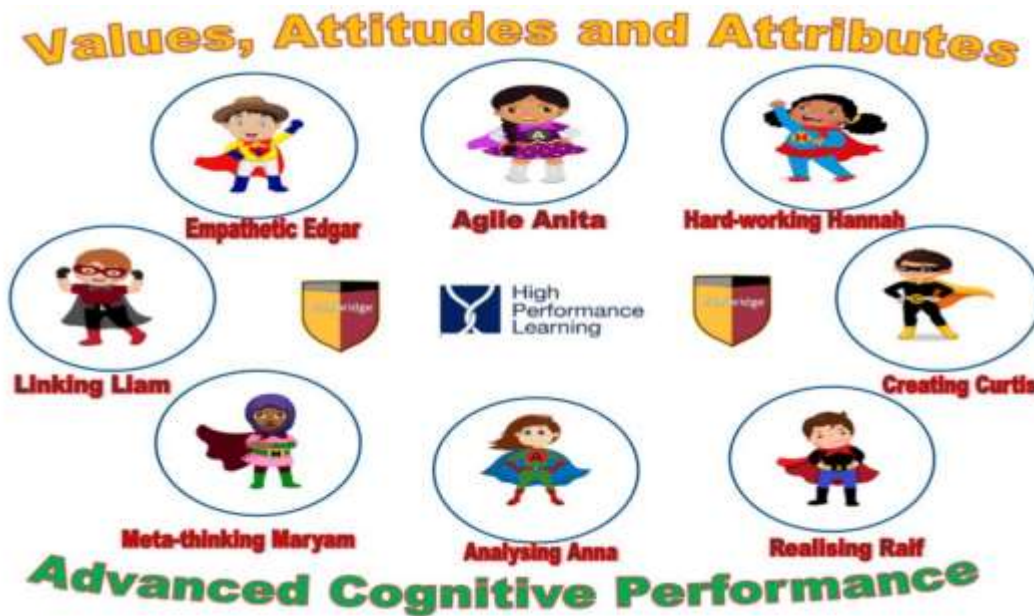
Cambridge International School is a HPL School, aiming for World Class Status.

High Performance Learning is a research-based, pedagogy-led philosophy that responds to our growing understanding of human capability. It normalises high performance for all students and uses a unique teaching and learning framework to systematically develop the cognitive skills, values, attitudes and attributes needed for lifetime success.

It is very evident when you are in the school that a High Performance culture is truly embedded into everything we do; from the children articulating their learning in the classroom, to children working collaboratively and engaging in creative and critical thinking tasks across all areas of learning. Pastorally, students are also given the opportunity to develop their skills within Values, Attitudes and Attributes (VAAs), supporting every student to overcome barriers and build numerous strategies to help them overcome challenges along their learning journey.

As we approach the third and final term, we continue to embed High Performance Learning through carefully planned lessons which incorporate the 5 Advanced Cognitive Performance Characteristics (ACPs) and are identified as the following skills: Meta-cognition, Linking, Realising, Creating and Analysing.

To make these VAAs and ACPs easier for our Primary students to remember and link learning to, we have introduced HPL characters to create those connections, in a child-friendly environment, they include:



# SECTION 2: CORE COURSES

## MANDATORY COURSE DESCRIPTIONS:

Arabic (For Arabs and Non-Arabs)

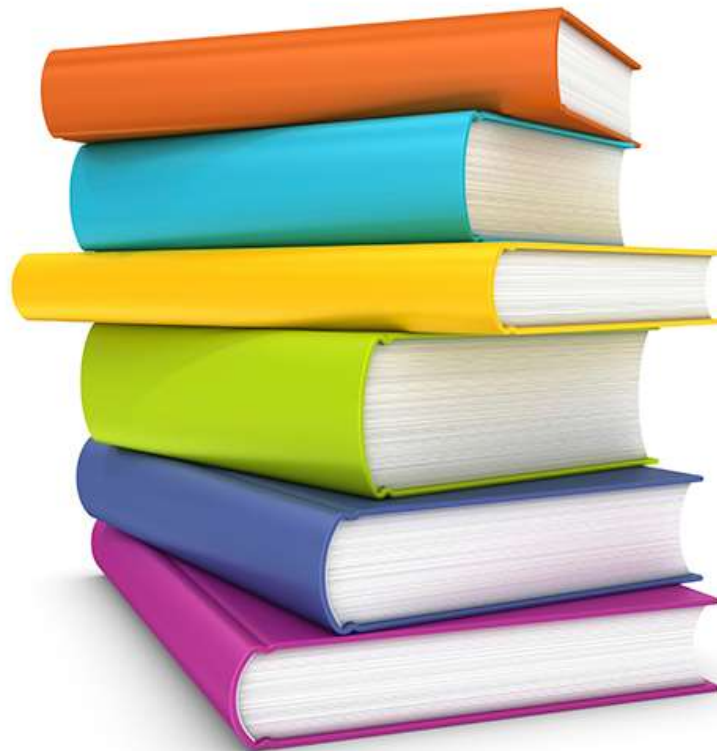
Islamic (For Arabs and Non – Arabs) or PSHE (For non-Muslims)

UAE Social Studies (For Arabs and Non-Arabs)

English

Mathematics

Science



# SECTION 2: CORE COURSES

## CURRICULUM STRUCTURE:

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

<b>Arabic</b>	4 classes a week
<b>Islamic / PSHE</b>	2 classes a week
<b>Social Studies</b>	1 class a week
<b>Integrated Core Curriculum: English, Maths, Science and Humanities</b>	15 classes a week

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

<b>Art</b>	2 classes a week
<b>ICT</b>	1 class a week
<b>Music</b>	1 class a week
<b>Physical Education</b>	2 classes a week



## اللغة العربية للطلاب الناطقين بها

القسم : اللغة العربية للناطقين بها

المعلم : عبير الديناري سيد

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 الطلاب من إتقانها ويكونوا قادرين على تطوير مهاراتهم اللغوية وجعلهم يقرؤون بصورة مستقلة، يحللون، يناقشون، يُبدعون، يبحثون.

وذلك من خلال تكيف الطالب مع عدد ساعات لتعلم اللغة العربية ( 275 دقيقة ) في الأسبوع لطلاب الصف ( 1 ) وذلك حسب توجيهات

الوزارة

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

- مهارة الكتابة : يكتب نصوص متقدمة مع الانتباه للمحتوى، والكتابة، والقواعد، وعلاقات الترقيم، والإملاء. - يحصل على المعلومات من مصادر متعددة، ويذكر تلك المعلومات في الكتابة. - يستخدم البرامج؛ لإنشاء ونشر إسهامات الكتابة الأولية..
- مهارة القراءة : يطبق بشكل آلي المهارات الصوتية، ويحلل قرائن السياق، ويتعرف بعض الكلمات المألوفة؛ لفك ترميز الكلمات التي يتم تهجنتها بانتظام ، يقرأ نصوصاً شفوياً من الدقة والسرعة، كما يقرأ كثيراً من الجمل.
- مهارة الاستماع والمحادثة : يصف دائماً الأشخاص، والأماكن، والأشياء، والأحداث؛ باستخدام اللغة العربية الفصيحة المتسمة بالوضوح والتنظيم. - يقارن بشكل متكرر ما سمعه بمعرفته المسبقة وخبراته، يشارك ويتواصل دائماً في حوار أو نقاش مع شخص أو أكثر من شخص باستخدام الإيماءات المناسبة ولغة الجسد. دائماً أن يشارك المتعلم في النقاشات مع معلميه وزملائه .

التقييم

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

دراسية أخرى.



## SECTION 1: CORE COURSES

**ARABIC:**

**Course:** MOE Arabic curriculum (non-Arabs)

According to the Ministry of Education ruling, it is compulsory that students study Arabic from year 1 to year 9.

**Course Description:**

Students receive 4 Arabic lessons a week (55 minutes each). We have two sections for each year group (Arabic for Arabs and Arabic for Non-Arabs)

**Arabic for Non - Arabs:** This course is designed for non-native speakers and uses a communicative language approach. This approach focuses on the importance of making learning the language communicative and relevant to everyday life through utilising activities and topics that focus on the receptive skills mainly, listening and the productive skills mainly, and speaking. By focusing on those communicative skills we aim to produce learners who are "functional" in the language and who understand the nuances of the Arab culture they live in. In addition to that, students will learn to write from right to left Arabic script and alphabet. Students should start to read and write with a certain degree of fluency

**What will students learn?**

**According to the framework for learning Arabic as an additional language:**

YEARS OF STUDY	LISTENING	SPEAKING	READING	WRITING
One Year	<ul style="list-style-type: none"> <li>The listener can sometimes recognize single words or common expressions if these are in context.</li> <li>The listener shows very little understanding of verbal messages even in their simplest context and in personal and social situations.</li> </ul>	<ul style="list-style-type: none"> <li>The speaker, if given enough time and hints, can exchange greetings and introduce himself, and can name a few familiar items related to his direct environment.</li> <li>The speaker cannot engage in a genuine conversation about familiar or unfamiliar topics.</li> </ul>	<ul style="list-style-type: none"> <li>The reader can recognize a number of letters and vocalization markers.</li> <li>The reader can sometimes recognize some common words or often used phrases presented within a supporting context.</li> </ul>	<ul style="list-style-type: none"> <li>The writer can copy familiar words and phrases using letters he learned.</li> <li>If given enough time and hints, the writer can write a limited number of words and phrases from memory, but errors are to be expected.</li> </ul>

**Assessment:**

Assessment methods are both summative (tests, major projects, and presentations) and formative (quizzes, dictation, discussions, role-plays, and other class activities)





# SECTION 2: CORE COURSES

## ISLAMIC:

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



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

### Course Description:

Students receive 2 Islamic lessons a week (55 minutes each). We have two sections for each year group (Islamic for Arabs and Islamic for Non-Arabs)

We hope every Muslim student at CIS is proud to be a Muslim and learns the basic knowledge of the religion. Our aim is acknowledging all Muslim students regarding the pillars of Islam, the Islamic faith and morals and is able to efficiently apply to life. To increase the knowledge of Islam we share with students, the stories of prophets, manners of living in a Muslim's life. We also pay attention to the religious occasions such as Eid Al-fitar and Eid Aladha, so that students realise their importance and value. All the resources will be available in our website <http://islamic.cis-dubai.com/>.



### What will students learn?

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

- An understanding of the concepts of commitment (Islam) and faith (Imaan) in a religious tradition.
- An awareness of how spiritual and moral issues (Ihsaan) permeate life experiences and the manner in which those may relate to students' own lives.
- A respect for the diverse range of religious and cultural traditions in the UAE and the wider world.
- A range of investigative, critical and moral thinking skills to enable them to make informed choices and decisions

### Assessment:

Student's assessment will include formative and summative evaluations. Informal assessments will include teacher observations, whole class and group discussions, oral recitation and daily coursework sheets. Formal assessments include projects, quizzes, tests, and oral testing for Qurán memorization and Suwar's meanings.



# SECTION 3: NON CORE COURSES

## FRENCH:

**Course:** English National Curriculum – French

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Learning a foreign language is a liberation from insularity and provides an opening to other cultures. A high-quality languages education should foster pupils' curiosity and deepen their understanding of the world.

### Course Description:

The national curriculum for languages aims to ensure that all pupils:

- understand and respond to spoken language from a variety of authentic sources
- speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation

### What will students learn?

- listen attentively to spoken language and show understanding by joining in and responding
- explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
- engage in simple conversations in familiar topics; ask and answer questions; express opinions and respond to those of others
- speak in sentences, using familiar vocabulary, phrases and basic language structures
- develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases
- present ideas and information orally to a range of audiences
- read carefully and show understanding of words, phrases and simple writing
- appreciate stories, songs, poems and rhymes in the language
- broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material
- say phrases from memory, and adapt these to create new sentences, to express ideas clearly
- describe people, places, things and actions orally\*
- understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.



### Assessment:

Student assessment will include both formal and informal assessment.

# SECTION 2: CORE COURSES

## UAE SOCIAL STUDIES:

**Course:** MOE UAE Social Studies curriculum

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According to the Ministry of Education ruling, it is compulsory that students study UAE Social Studies. Students receive 1 social studies lessons a week (55 minutes).

### Course Description:

Social Studies program provides the student with an orientation to their place in the world both in terms of location and time. It explores the ways in which different peoples acquire and use resources and the way in which they organize and govern themselves to create productive societies. Students also learn the mutual impact people and landforms have on each other and the importance of geography in understanding the human condition. To assist students in their studies they learn to use maps, globes and a wide range of print and electronic resources. Social Studies units are often integrated with the writing program to provide an authentic context for student writing.

### What will students learn?

Topics of study include but are not limited to:

- UAE Connecting to the World Looking at UAE's location in the continent and on the globe, students will explore landforms and how societies interact with their environments. Common commodities and natural resources, imports and exports, transportation, and other aspects of looking at how parts of the world are interconnected.
- UAE, Yesterday, Today and Tomorrow: Students will learn about the roots of UAE and its role in history, moving through history to the present day, and projecting UAE's role in the future.

### The study will focus on the following key areas:

#### Knowledge of Social Studies component

- History-students show knowledge of how significant events and developments have impact and play a role in constituting other communities in the region over different periods of time and in different places
- Geography- students are able to show knowledge of the earth, its properties and how such are related to human interactions as well as between human societies and the natural environment
- National Identity- students show sense of belonging and loyalty to his/her country and society. Students are able to share the basis and different forms and duties of the government and role of members of the society
- Economics-Students understand how markets operate and the role of government in the development of national economy.

**Assessment:** Assessment methods are both summative (tests, major projects, and presentations) and formative (quizzes, discussions, role-plays, and other class activities.)



# SECTION 2: CORE COURSES

## ENGLISH:

**Course:** English National Curriculum – English

English is a mandatory course that is studied substantially from FS2 onwards.

### Course Description:

The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment. The national curriculum for English aims to ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate

### What will students learn?

Year 1 students will be taught:

READING	WRITING	GRAMMAR AND VOCABULARY
<ul style="list-style-type: none"> <li>• apply phonic knowledge and skills as the route to decode words</li> <li>• respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes</li> <li>• read accurately by blending sounds in unfamiliar words containing GPCs that have been taught</li> <li>• read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</li> <li>• read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings</li> <li>• read other words of more than one syllable that contain taught GPCs</li> <li>• read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)</li> <li>• read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words</li> </ul>	<ul style="list-style-type: none"> <li>• words containing each of the 40+ phonemes already taught</li> <li>• common exception words</li> <li>• the days of the week</li> <li>• name the letters of the alphabet:</li> <li>• naming the letters of the alphabet in order</li> <li>• using letter names to distinguish between alternative spellings of the same sound</li> <li>• add prefixes and suffixes:</li> <li>• using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs</li> <li>• using the prefix un–</li> <li>• using –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest)</li> <li>• apply simple spelling rules</li> <li>• write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.</li> <li>• <b>Handwriting</b></li> </ul>	<p>Regular <b>plural noun suffixes</b> –s or –es [for example, <i>dog, dogs; wish, wishes</i>], including the effects of these suffixes on the meaning of the noun</p> <p><b>Suffixes</b> that can be added to <b>verbs</b> where no change is needed in the spelling of root words (e.g., <i>helping, helped, helper</i>)</p> <p>How the <b>prefix un–</b> changes the meaning of <b>verbs</b> and <b>adjectives</b> [negation, for example, <i>unkind, or undoing: untie the boat</i>]</p> <ul style="list-style-type: none"> <li>• joining words and joining clauses using and</li> <li>• beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</li> <li>• using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'</li> <li>• Sequencing sentences to form short narratives</li> </ul>

<ul style="list-style-type: none"> <li>• re-read these books to build up their fluency and confidence in word reading.</li> <li>• develop pleasure in reading, motivation to read, vocabulary and understanding by:</li> <li>• listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently</li> <li>• being encouraged to link what they read or hear read to their own experiences</li> <li>• becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their characteristics</li> <li>• recognising and joining in with predictable phrases</li> <li>• learning to appreciate rhymes and poems, and to recite some by heart</li> <li>• discussing word meanings, linking new meanings to those already known</li> <li>• understand both the books they can already read accurately and fluently and those they listen to by:</li> <li>• drawing on what they already know or on background information and vocabulary provided by the teacher</li> <li>• checking that the text makes sense to them as they read and correcting inaccurate reading</li> <li>• discussing the significance of the title and events</li> <li>• making inferences based on what is being said and done</li> <li>• predicting what might happen based on what has been read so far</li> <li>• participate in discussion about what is read to them, taking turns and listening to what others say</li> <li>• explain clearly their understanding of what is read to them.</li> </ul>	<ul style="list-style-type: none"> <li>• sit correctly at a table, holding a pencil comfortably and correctly</li> <li>• begin to form lower-case letters in the correct direction, starting and finishing in the right place</li> <li>• form capital letters</li> <li>• form digits 0-9</li> <li>• understand which letters belong to which handwriting 'families' (i.e., letters that are formed in similar ways) and to practise these.</li> <li>• write sentences by:</li> <li>• saying out loud what they are going to write about</li> <li>• composing a sentence orally before writing it</li> <li>• sequencing sentences to form short narratives</li> <li>• re-reading what they have written to check that it makes sense</li> <li>• discuss what they have written with the teacher or other pupils</li> <li>• read aloud their writing clearly enough to be heard by their peers and the teacher.</li> </ul>	
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**Assessment:**

Student assessment will include informal and formal assessment. Assessment will include observation of class participation, oral presentations, written anthologies, extended writing, vocabulary, spelling tests, reading responses, and reading comprehension

# SECTION 2: CORE COURSES

## MATHS:

**Course:** English National Curriculum – Mathematics

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Maths is a mandatory course that is studied substantially from FS2 onwards.

### Course Description:

The National Curriculum for Mathematics aims to ensure that all pupils:

- become fluent in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately.
- reason mathematically by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language
- can solve problems by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions

### What will students learn?

In Year 1 students will be taught:

#### Number and Place Value

- count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number
- count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens
- given a number, identify one more and one less
- identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least
- read and write numbers from 1 to 20 in numerals and words.

#### Addition and Subtraction

- read, write and interpret mathematical statements involving addition (+), subtraction (−) and equals (=) signs
- represent and use number bonds and related subtraction facts within 20
- add and subtract one-digit and two-digit numbers to 20, including zero
- solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as  $7 = \square - 9$ .

#### Multiplication and Division

- solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.

#### Fractions

- fractions (including decimals and percentages)
- recognise, find and name a half as one of two equal parts of an object, shape or quantity
- recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.

## Measurement

- compare, describe and solve practical problems for:
  - ✓ lengths and heights [for example, long/short, longer/shorter, tall/short, double/half]
  - ✓ mass/weight [for example, heavy/light, heavier than, lighter than]
  - ✓ capacity and volume [for example, full/empty, more than, less than, half, half full, quarter]
  - ✓ time [for example, quicker, slower, earlier, later]
- measure and begin to record the following: lengths and heights mass/weight capacity and volume time (hours, minutes, seconds)
- recognise and know the value of different denominations of coins and notes
- sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening]
- recognise and use language relating to dates, including days of the week, weeks, months and years
- tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.

## Geometry - properties of space

- recognise and name common 2-d and 3-d shapes, including: 2-d shapes [for example, rectangles (including squares), circles and triangles] 3-d shapes [for example, cuboids (including cubes), pyramids and spheres].

## Geometry - position and direction

- describe position, direction and movement, including whole, half, quarter and three-quarter turns.

## Assessment:

Student assessment will include informal and formal assessment. Assessment will also include completion of homework, class participation, quizzes, tests, mathematical investigations, assignments and projects.



# SECTION 2: CORE COURSES

## SCIENCE:

**Course:** English National Curriculum – Science

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A high-quality science education provides the foundations for understanding the world through the specific disciplines of biology, chemistry and physics.

### Course Description:

The national curriculum for Science aims to ensure that all pupils:

- develop scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry and physics
- develop understanding of the nature, processes and methods of science through different types of science enquiries that help them to answer scientific questions about the world around them
- are equipped with the scientific knowledge required to understand the uses and implications of science, today and for the future.

### What will students learn?

Year 1 students will be taught:

#### Plants:

- identify and name a variety of common wild and garden plants, including deciduous and evergreen trees
- identify and describe the basic structure of a variety of common flowering plants, including trees

#### Animals, including humans

- identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals
- identify and name a variety of common animals that are carnivores, herbivores and omnivores
- describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets)
- identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense

#### Everyday materials

- distinguish between an object and the material from which it is made
- identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock
- describe the simple physical properties of a variety of everyday materials
- compare and group together a variety of everyday materials on the basis of their simple physical properties

#### Seasonal changes

- observe changes across the 4 seasons
- observe and describe weather associated with the seasons and how day length varies



## **Working scientifically**

To use the following practical scientific methods, processes and skills through the teaching of the programme of study content:

- asking simple questions and recognising that they can be answered in different ways
- observing closely, using simple equipment
- performing simple tests
- identifying and classifying
- using their observations and ideas to suggest answers to questions
- gathering and recording data to help in answering questions

## **Assessment:**

Student assessment will include informal and formal assessment. Assessment will also include completion of homework, class participation, quizzes, tests, investigations, and projects.



# SECTION 3: FOUNDATION COURSES

## ART:

**Course:** English National Curriculum – Art

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Students broaden specified studio skills in the areas of drawing, painting, printmaking, and design. Emphasis is on the development of artistic skills in various media. Creative problem solving and experimentation continue, with an aim to begin development of personal style.



### Course Description:

The national curriculum for Art and Design aims to ensure that all pupils:

- Produce creative work, exploring their ideas and recording their experiences.
- Become proficient in drawing, painting, sculpture and other art, craft and design techniques.
- Evaluate and analyse creative works using the language of art, craft and design.
- Know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

### What will students learn?

Throughout Key Stage 1 (Year 1 - 5) students will be taught:

- To develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.
- To create sketch books to record their observations and use them to review and revisit ideas
- To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- About great artists, architects and designers in history.

### Assessment:

Teacher observation, participation in class, sketch folder, and projects used to assess students.

# SECTION 3: FOUNDATION COURSES

## GEOGRAPHY:

**Course:** English National Curriculum – Geography

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Students will be taught a wide range of skills from questioning to enquiry and thinking skills whilst looking at relevant and current Geographical topics and issues.

### Course Description:

The national curriculum for Geography aims to ensure that all pupils:

- Develop contextual knowledge of the location of globally significant places – both terrestrial and marine – including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes
- Understand the processes that give rise to key physical and human geographical features of the world, how these are interdependent and how they bring about spatial variation and change over time
- Are competent in the geographical skills needed to:
  - collect, analyse and communicate with a range of data gathered through experiences of fieldwork that deepen their understanding of geographical processes
  - interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)
  - communicate geographical information in a variety of ways, including through maps, numerical and quantitative skills and writing at length.

### What will students learn?

Throughout key stage 1 (Year 1- 2) students will be taught:

- Locational knowledge - extend their locational knowledge and deepen their spatial awareness of the world's countries using maps of the world
- Place Knowledge - understand geographical similarities, differences and links between places through the study of human and physical geography of a region
- Human and physical geography - understand how human and physical processes interact to influence, and change landscapes, environments and the climate; and how human activity relies on effective functioning of natural systems
- Geographical skills and fieldwork
  - use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
  - use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map.
  - use simple fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.

**Assessment:** Student assessment will include informal assessment.

# SECTION 3: FOUNDATION COURSES

## HISTORY:

**Course:** English National Curriculum – History

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Students will understand the complexity of people’s lives, the process of change, the diversity of societies and relationships between different groups, as well as their own identity and the challenges of their time.

### Course Description:

The national curriculum for History aims to ensure that all pupils:

- Develop an awareness of the past, using common words and phrases relating to the passing of time.
- Know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods.
- Use a wide vocabulary of everyday historical terms.
- Ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.
- Understand some of the ways in which we find out about the past and identify different ways in which it is represented.

### What will students learn?

Throughout Key Stage 1 (Year 1), students will be taught:

- Changes within living memory, where appropriate, these should be used to reveal aspects of change in national life
- Events beyond living memory that are significant nationally or globally (for example, Voyages and Great Explorers)
- The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods (for example, Neil Armstrong)
- Significant historical events, people and places in their own locality.

**Assessment:** Student assessment will include informal assessment

# SECTION 3: FOUNDATION COURSES

## ICT:

**Course:** ICT

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Students will learn basic office productivity skills to be used in their core curriculum classes throughout the year. They will also focus on advancing their Excel skills. Students will create and edit web pages using the computer programming language HTML. They will study the basics of visual layout and design principles, appropriate fonts, etc.

### Course Description:

ICT is taught as a standalone subject and is integrated throughout the curriculum as a teaching tool.

Students today are using the immense power of digital media to explore, connect, create, and learn in ways never before imagined. With this power, young people have extraordinary opportunities, and yet they face potential pitfalls, too. Some issues faced includes cyberbullying, digital cheating, and safety and security concerns. These issues underscore the need for students to learn and for teachers to teach digital literacy and citizenship skills. To ensure our students are safe and secured online, we have embedded “Digital Citizenship” as part of our curriculum, using the curriculum designed by Common sense media. The link for the curriculum is <https://www.commonsensemedia.org/educators/curriculum>.

### What will students learn?

This scheme is taught discreetly. Pupils currently have 1 lesson of ICT per week where all curriculum strands are taught. In addition, ICT is regularly used by teachers throughout the school in their different subject areas further developing the knowledge and skills base of the students.

### Assessment:

Students will be evaluated on a checklist of skills and on successful completion of projects using a rubric for the various programs being taught.



# SECTION 3: FOUNDATION COURSES

## MUSIC:

**Course:** English National Curriculum – Music

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Music is a universal language that embodies one of the highest forms of creativity. A high quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement.

### Course Description:

The national curriculum for Music aims to ensure that all pupils:

- perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians
- learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence
- understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

### What will students learn?

Throughout key stage 1 (Year 1 - 5) students will be taught:

- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- improvise and compose music for a range of purposes using the inter-related dimensions of music
- listen with attention to detail and recall sounds with increasing aural memory
- use and understand staff and other musical notations
- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- develop an understanding of the history of music.



### Assessment:

Assessment is based on participation, self-evaluation, and assignments.

# SECTION 3: FOUNDATION COURSES

## PHYSICAL EDUCATION:

**Course:** English National Curriculum – PE

A high-quality Physical Education curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. It provides opportunities for pupils to become physically confident in a way which supports their health and fitness.

### Course Description:

The national curriculum for PE aims to ensure that all pupils:

- develop competence to excel in a broad range of physical activities
- are physically active for sustained periods of time
- engage in competitive sports and activities
- Lead healthy, active lives.



### What will students learn?

Throughout key stage 1 (Year 1 - 5) students will be taught:

- use running, jumping, throwing and catching in isolation and in combination
- play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis and apply basic principles suitable for attacking and defending
- develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- perform dances using a range of movement patterns
- take part in outdoor and adventurous activity challenges both individually and within a team
- compare their performances with previous ones and demonstrate improvement to achieve their personal best.

### Assessment:

The course is designed to test students' understanding of the material using a variety of assessment methods including skill performance tests, written tests and quizzes.

# SECTION 4: ASSESSMENT

## INTRODUCTION

### Assessment Background

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

The primary purpose of assessment is to improve students' learning and teachers' teaching as both respond to the information it provides. Assessment is an ongoing process that arises out of the interaction between teaching and learning.

### Purpose of Assessment

The purpose of assessment is to collect information. In education, assessment occurs when a teacher collects information about students' skills, understanding, knowledge and attitudes. Teachers collect this information in numerous ways. Some methods are quite structured, such as examinations, tests, practical work and checklists. Others are unstructured, such as conversations, questionnaires, observation schedules and student self-assessment. Teachers use these procedures to build a profile of what the student knows, understands and can do. Each piece of information is used as an indicator and is woven into the profile of the student. The more information put into the profile, the more accurate it will be.

## ASSESSMENT POLICY AND PROCEDURES

### Overview

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

### Student responsibilities

- Complete the prescribed work requirements in each subject area
- Complete all assessment tasks
- Maintain a good record of attendance, punctuality, progress, homework and effort

### Staff responsibilities

- Develop a teaching programme that adheres to the CIS assigned curriculum
- Ensure assessments are fair, valid and reliable
- Maintain accurate records of student's achievement and assessment
- Meet school and external agency timeframes for assessment and reporting
- Inform students and parents of academic progress





## Year 1 Assessment Plan at CIS

Autumn Term	Spring Term	Summer Term
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MATHS 2020 -2021						
Baseline Assessment	Autumn 1 Arithmetic and Problem Solving	Autumn 2 Arithmetic and Problem Solving	Spring 1 Arithmetic and Problem Solving	Spring 2 Arithmetic and Problem Solving	Summer1 Arithmetic and Problem Solving	Summer 2 Arithmetic and Problem Solving
	11 <sup>th</sup> - 15 <sup>th</sup> October	22 <sup>nd</sup> - 26 <sup>th</sup> November	7 <sup>th</sup> - 11 <sup>th</sup> February	14 <sup>th</sup> - 18 <sup>th</sup> March	9 <sup>th</sup> - 13 <sup>th</sup> May	13 <sup>th</sup> - 17 <sup>th</sup> June

ENGLISH 2020 -2021						
Baseline Assessment	Autumn 1 Reading and Writing	Autumn 2 Reading And Writing	Spring 1 Reading and Writing	Spring 2 Reading and Writing	Summer1 Reading and Writing	Summer 2 Reading and Writing
	11 <sup>th</sup> - 15 <sup>th</sup> October	22 <sup>nd</sup> - 26 <sup>th</sup> November	7 <sup>th</sup> - 11 <sup>th</sup> February	14 <sup>th</sup> - 18 <sup>th</sup> March	9 <sup>th</sup> - 13 <sup>th</sup> May	13 <sup>th</sup> - 17 <sup>th</sup> June

SCIENCE 2020-2021						
Baseline Assessment	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer1	Summer 2
	11 <sup>th</sup> - 15 <sup>th</sup> October	22 <sup>nd</sup> - 26 <sup>th</sup> November	7 <sup>th</sup> - 11 <sup>th</sup> February	14 <sup>th</sup> - 18 <sup>th</sup> March	9 <sup>th</sup> - 13 <sup>th</sup> May	13 <sup>th</sup> - 17 <sup>th</sup> June



## 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	Blue	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	Green	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	Yellow	5+	C+	
65 - 67	Yellow	5	C	
62 - 64	Yellow	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	Red	3	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.
56 - 58	Red	2+	D-	
53 - 55	Red	2	E	
50 - 52	Red	2-	E-	
40 - 49	Red	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	Red	1	F-	
20 - 29	Red	1-	G	
0 - 19	Red		U	Ungraded

# SECTION 5: REPORTING

## REPORTING TO PARENTS

### Reporting Overview

The aims of reporting:

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

### Direct contact between Staff and Parents:

- **Parent Coffee Morning** (see school calendar for dates) – Parents are invited to come into school to meet senior leaders and discuss any areas of learning regarding their child's progress
- **Parent Teacher Meeting** – three times during the school year, for parents to meet with classroom teachers and discuss progress, attainment, effort and attitude to learning




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