



**Grade 1 & 2**

**Parent Information Evening**

# Today's Meeting

## PURPOSE OF MEETING

- To introduce the Grade 1 and 2 leadership team and teachers.
- To outline important information regarding procedures routines and curriculum.



# *the* TEAM

## Ms. Holly

Head of Lower Primary School



Ms. Rahila  
KG1 Phase  
Leader

Ms. Mila  
KG2 Phase  
Leader

Ms. Param  
Grade 1 Phase  
Leader



## Ms. Jane

Head of Upper Primary School



Ms. Asa  
Grade 2 & 3  
Phase Leader

Mr. Imran  
Grade 4 & 5  
Phase Leader



Ms. Samia  
KG1 Grade  
Leader

Ms. Shiela  
KG2 Grade  
Leader

Ms. Katherine  
Grade 1  
Leader

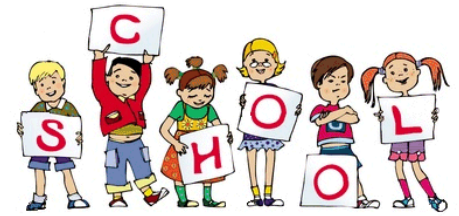
Ms. Umme  
Grade 2  
Leader

Ms. Mahreen  
Grade 3  
Leader

Ms. Michelle  
Grade 4  
Leader

Ms. Tripti  
Grade 5  
Leader

# Let's be clear



Grade	British Curriculum year
KG1	FS2
KG2	Year 1
<b>Grade 1</b>	<b>Year 2</b>
<b>Grade 2</b>	<b>Year 3</b>
Grade 3	Year 4
Grade 4	Year 5
Grade 5	Year 6
Grade 6	Year 7
Grade 7	Year 8
Grade 8	Year 9
Grade 9	Year 10
Grade 10	Year 11
Grade 11	Year 12
Grade 12	Year 13

# Our Aims for our Students:

- Feel safe, happy and loved.
- To develop positive attitudes to learning, developing confidence and independence along the way.
- Spoken and written language is developed.
- Develop reading skills, create a love for reading.
- Children are encouraged to think for themselves.
- A solid foundation of basic skills is developed.



# Subjects in KS1 and KS2

- Key Stage 1: KG2 & Grade 1 (Age 5-7)
- Key Stage 2: Grade 2-5 (Age 7-11)

Subjects are classed as 'core' and 'foundation'.



- Core Subjects: English, Mathematics & Science.
- Foundation Subjects: Art and Design, Geography, Music, Physical Education (PE), ICT
- In addition we have Arabic, Islamic and UAE Social Studies
- PSHE (personal, social, health and emotional)
- Reflection from 2:00-2:15pm.



# Supporting our learning



## WORDSMITH

Taking children on a journey towards excellence in English

The Abacus logo features a red circle with the word 'abacus' in white, surrounded by mathematical symbols like an equals sign, a plus sign, and the number 5. To the right, an illustration shows two children, a boy and a girl, in a classroom setting with a red balloon and a sign that says 'Written for the new UK primary maths curriculum...'.

abacus

Written for the new UK primary maths curriculum...

## Bug Club

The Sciencebug logo features the word 'sciencebug' in blue and green, with a bug icon integrated into the 'e'. Below it, the text 'Hands-on science for the new UK primary curriculum' is written in orange. To the right, an illustration shows a boy with a green shirt holding a red magnet, surrounded by orange stars.

sciencebug

Hands-on science for the new UK primary curriculum

## In one term the unit will cover:

- Fiction
- Non-Fiction
- Poetry
- Grammar

The screenshot displays the 'what's in wordsmith?' website interface. The title 'what's in wordsmith?' is prominently displayed at the top in a stylized font. Below the title, there are navigation icons for 'Home', 'About Us', 'Contact Us', and 'Subscribe to our Newsletter'. The main content area is a grid of educational resources, organized by Year Level (Y1 to Y6) and subject. The subjects are Fiction, Non-Fiction, Poetry, and Grammar. Each cell in the grid contains a small image of a book cover or a resource icon, along with a title and a small green circular icon. The grid is divided into columns for each subject and rows for each year level. The bottom of the page features the Pearson logo and the tagline 'ALWAYS LEARNING'.

Year Level	Fiction	Non-Fiction	Poetry	Grammar
Y1	Guess What? Once Upon a Time...	Who Lives Here? All About English!	Who Lives Here? All About English!	Word Detectives Storytellers
Y2	What Would You Do? A Tail at the Tail	Who Lives Here? All About English!	Who Lives Here? All About English!	Word Detectives All 3 Out
Y3	Storks Dragon Slayers	Who Lives Here? All About English!	Who Lives Here? All About English!	Word Detectives That Show Challenge
Y4	Christopher's Story The Spinnaker Chronicles	Who Lives Here? All About English!	Who Lives Here? All About English!	Word Detectives The Great Year
Y5	Friend or foe Orange in No Man's Land	Who Lives Here? All About English!	Who Lives Here? All About English!	Word Detectives Film 3
Y6	Sea of the Wolf	Who Lives Here? All About English!	Who Lives Here? All About English!	Word Detectives A Midsummer Night's Dream





# Maths

Areas of Maths are divided into the following areas in the national curriculum:

- Number – number and place value
- Number – addition and subtraction
- Number – multiplication and division
- Number – fractions (including decimals and percentages)
- Measurement
- Geometry – properties of shapes
- Geometry – position and direction
- Statistics
- Money

In Grade 5, this also includes:

- Ratio and proportion
- Algebra



Grade  
1

Grade  
2

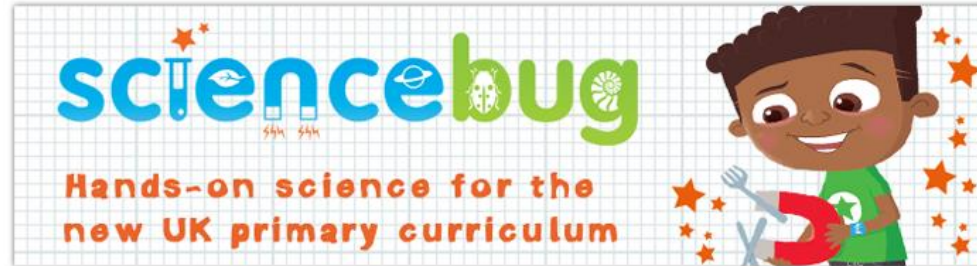
Grade  
3

Grade  
4

Grade  
5

# Science

6 topics covered  
in each grade.



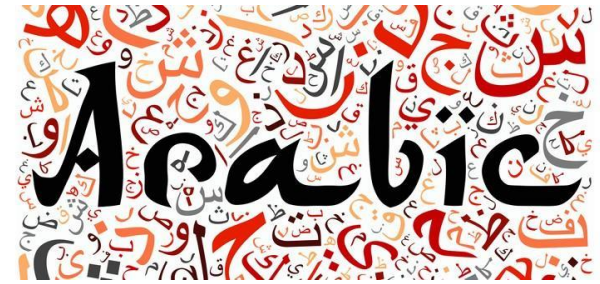
## Uses of Materials

- **(K)** Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses
- **(WS)** Identifying and classifying
- **(WS)** Asking simple questions and recognising that they can be answered in different ways
- **(WS)** Observing closely, using simple equipment
- **(WS)** Performing simple tests
- **(WS)** Using their observations and ideas to suggest answers to questions
- **(WS)** Gathering and recording data to help in answering questions.

# Arabic in Grade 1 & 2

Grade 1 & 2- 6 lessons a week

Children will be split into two groups:



Arabic A- Arabic for Muslims first language

Arabic B- Arabic for non Muslims

Grade 1 and 2 teachers: Ms.Wafaa, Ms. Rehab, Ms. Naema,  
Ms.Basma, Ms. Samar, Ms. Asmaa, Ms. Randa and Ms. Sara

# Islamic in Grade 1 & 2

Grade 1 & 2- 3 lessons a week

Non Muslim children will attend extra lessons of PSHE.

Children will be split into two groups:

**Islamic A- Islamic for Muslims**

**PSHE for non Muslims**



Grade 1 and 2 teachers: Ms. Fatma, Ms. Sahar, Ms. Ibtehal,  
Ms. Heba, Ms. Basma, Ms. Sadhia, Ms. Eman and Ms. Daiana

# Social Studies for Grade 1 and 2

**United  
Arab  
Emirates**



**Teacher :Ms Nagwa &  
Ms. Hayam**

# A typical timetable

	Sunday	Monday	Tuesday	Wednesday	Thursday	
7:30-7:45	Arrive at school, National Anthem and line up in classes					
7:45 To 8am	Registration					
1	8am to 8:50	English	English	English	PE	Maths
8:50 to 9:10 Break Time						
2	9:10 to 10am	Maths	Islamic	Maths	Moral Education	Maths
3	10am to 10:50	Arabic	Arabic	Maths	Assembly	Computing
4	10:50 to 11:40	Social Studies	Arabic	Arabic	English	English
11:40am to 12pm - Lunch in Class			12pm to 12:20pm - Play			
5	12:20 to 1:10	Art	Science	Science	Grammar	Geography
6	1:10 to 2:00pm	PE	Arabic	Music	Islamic	Islamic
2pm to 2:20		Class Reflection	Class Reflection	Class Reflection	Class Reflection	Class Reflection

# Work for home

- Children will be assigned eBooks to read from home using the interactive platform called Bug Club.



- Children will be sent key word flashcards to learn.



- Homework may be sent from the workbooks and textbooks we are using in the class.
- Fridge Facts will outline the intended learning outcomes for the week.

W/C Sunday 9<sup>th</sup> September 2018

## Fridge Facts KG2 (Y1)

**GEMS**  
EDUCATION



# Monitoring Progress

The Learning Journey sets out the expected Age Related Expectations for each Year group.

At the end of Grade 1 and 2 children will be assessed according to the percentage of **Age Related expectations** they have achieved on our WSR progress mountain.



	Communication and Language								
	Listening and attention			Understanding			Speaking		
22 - 36 months	<ul style="list-style-type: none"> <li>• Engages with others in the active activity, reacts when they read stories.</li> <li>• Recognises and responds to many familiar words, e.g. naming a book on the shelf, looking at or going to the door.</li> <li>• Shows interest in play with sounds, songs and rhymes.</li> </ul>			<ul style="list-style-type: none"> <li>• Identifies action words by pointing to the right picture, e.g. "Who's jumping?"</li> <li>• Understands more complex sentences, e.g. "Put your box away and then we'll read a book."</li> <li>• Understands 'who', 'what', 'where' in simple questions (e.g. "Who's mummy? What's that? Where is it?")</li> <li>• Developing understanding of simple concepts (e.g. big/little).</li> </ul>			<ul style="list-style-type: none"> <li>• Uses language as a powerful means of widening contacts, sharing feelings, experiences and thoughts.</li> <li>• Holds a conversation, jumping from topic to topic.</li> <li>• Learns new words very rapidly and is able to use them in communicating.</li> <li>• Uses gestures, sometimes with limited talk, e.g. reaches toward toy, saying "I have it."</li> <li>• Uses a variety of questions (e.g. what, which, who).</li> <li>• Uses simple sentences (e.g. Mummy gonna work).</li> <li>• Beginning to use word endings (e.g. goats, cats).</li> </ul>		
2-3 years	<ul style="list-style-type: none"> <li>• Single channelled attention. Can shift to a different task if attention fully obtained - using child's name holds focus.</li> <li>• Listens to others one to one or in small groups, when conversation interests them.</li> <li>• Listens to stories with increasing attention and recall.</li> <li>• Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.</li> <li>• If focusing attention - will listen or do, but can shift own attention.</li> <li>• Is able to follow directions (if not too busy focused on own choice of activity).</li> </ul>			<ul style="list-style-type: none"> <li>• Understands use of objects (e.g. "What do we use to do things?")</li> <li>• Shows understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture.</li> <li>• Responds to simple instructions, e.g. to get or put away an object.</li> <li>• Beginning to understand 'why' and 'how' questions.</li> </ul>			<ul style="list-style-type: none"> <li>• Beginning to use more complex sentences to link thoughts (e.g. using 'and', 'because').</li> <li>• Can relate a simple past event in correct order (e.g. went down slide, hurt finger).</li> <li>• Uses talk to correct, clarify, explain what is happening and anticipate what might happen next, recall and relate past experiences.</li> <li>• Questions why things happen and gives explanations. Asks e.g. who, what, when, how.</li> <li>• Uses a range of tenses (e.g. play, playing, will play, played).</li> <li>• Uses intonation, rhythm and pausing to make the meaning clear to others.</li> <li>• Uses vocabulary focused on objects and people that are of particular importance to them.</li> <li>• Builds up vocabulary that reflects the breadth of their experiences.</li> <li>• Uses talk in pretending that objects stand for something else in play, e.g. This box is my castle.</li> </ul>		
30 - 50 months	<ul style="list-style-type: none"> <li>• Maintains attention concentrates and sits quietly during appropriate activity.</li> <li>• Two-channelled attention - can listen and do for short span.</li> </ul>			<ul style="list-style-type: none"> <li>• Responds to instructions involving a two-part sequence. Understands humour, e.g. nonsense rhymes, jokes.</li> <li>• Able to follow a story without pictures or props.</li> <li>• Listens and responds to ideas expressed by others in conversation or discussion.</li> </ul>			<ul style="list-style-type: none"> <li>• Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of free words.</li> <li>• Uses language to imitate and recreate role and experiential situations.</li> <li>• Links statements and topics to maintain theme or situation.</li> <li>• Uses talk to organise, sequence and clarify thinking, ideas, feelings, and events.</li> <li>• Introduces a storyline or narrative into their play.</li> </ul>		
3-4 years	<ul style="list-style-type: none"> <li>• 1. Listen attentively in a range of situations.</li> <li>• 2. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions.</li> <li>• 3. They give their attention to what others say and respond appropriately, while engaged in another activity.</li> </ul>			<ul style="list-style-type: none"> <li>• 1. Children follow instructions involving several ideas or actions.</li> <li>• 2. They answer 'how' and 'why' questions about their experiences and in response to stories or events.</li> </ul>			<ul style="list-style-type: none"> <li>• 1. Children express themselves effectively, showing awareness of listeners' needs.</li> <li>• 2. They use past, present and future forms accurately when talking about events that have happened or are happening in the future.</li> <li>• 3. They develop their own narratives and explanations by connecting ideas or events.</li> </ul>		
40-60 months									
4-5 years									
Early learning goal									
By the end of FS2	Emerging	Expecting	Exceeding	Emerging	Expecting	Exceeding	Emerging	Expecting	Exceeding
		✓			✓			✓	

# General Information



✚ School day **Grade 1-2** 7:45am-2:15pm



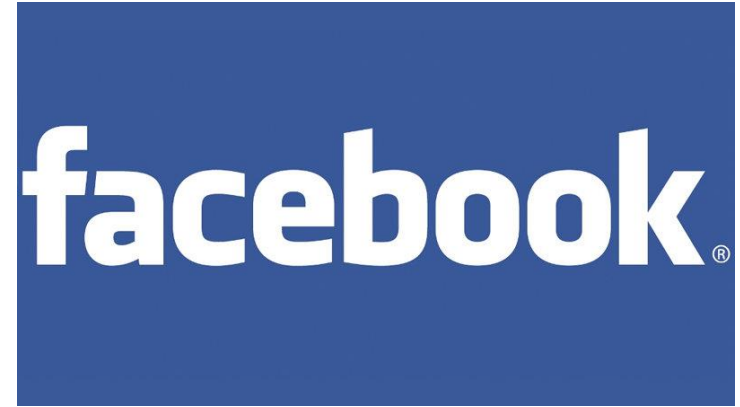
- ✚ Children should be provided a healthy packed lunch.
- ✚ All belongings should be labelled. Spare clothes provided just in case of an accident.
- ✚ Please provide an apron for painting activities.
- ✚ Please be careful not to talk in front of your child whilst discussing personal matters with the teacher.
- ✚ Uniform policy to be followed at all times.



# Follow us on Social Media



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**GEMS Westminster  
School  
Ras Al Khaimah**

# Questions & time to visit the classrooms



