



Grades 3,4 & 5

Parent Information Evening

Today's Meeting

PURPOSE OF MEETING

- To introduce the Grades 3, 4 and 5 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

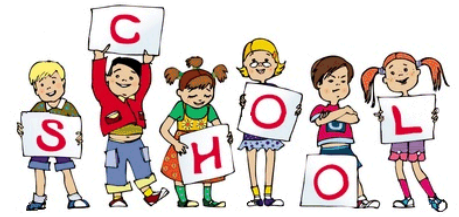
Ms. Umme
Grade 2
Leader

Ms. Mahreen
Grade 3
Leader

Ms. Michelle
Grade 4
Leader

Ms. Tripti
Grade 5
Leader

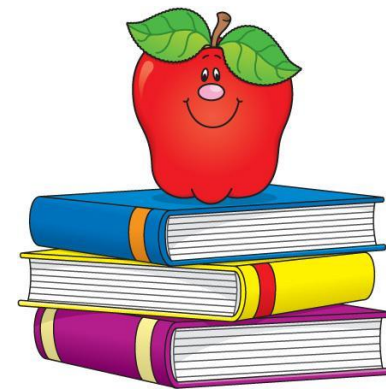
Let's be clear



Grade	British Curriculum year
KG1	FS2
KG2	Year 1
Grade 1	Year 2
Grade 2	Year 3
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 KS2

- **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

Written for the new UK primary maths curriculum...

Bug Club



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 main title is 'what's in wordsmith?' in a stylized font. Below the title, there are navigation links 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 (Fiction, Non-Fiction, Poetry, Grammar). Each cell in the grid contains a small image of a book cover or a resource 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 Slaver	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

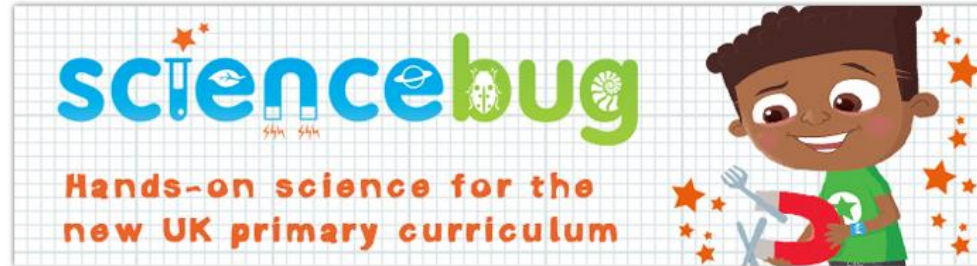
Grade
3

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.

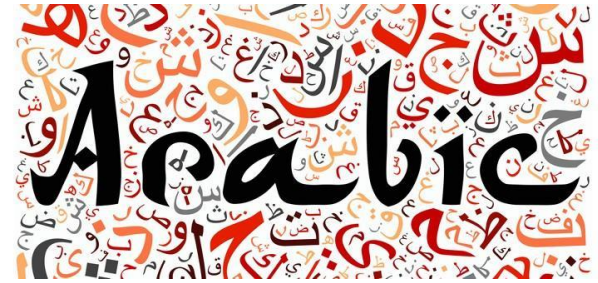
Arabic in Grades 3, 4 & 5

Grades 3, 4 & 5 - 4 lessons a week

Children will be split into two groups:

Arabic A- Arabic for Muslims first language

Arabic B- Arabic for non Muslims



Islamic in Grades 3, 4 & 5

Grades 3, 4 & 5 - 2 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



Social Studies for Grades 3, 4 & 5

**United
Arab
Emirates**



One lesson per week

A typical timetable

		Sunday	Monday	Tuesday	Wednesday	Thursday
7:30-7:45		Arrive at school, National Anthem and line up in classes in the Quad				
7:45 To 8am		Registration				
1	8am to 8:50	PE – ABJ	Moral Education	English	Maths	Art
2	8:50 to 9:40	French - MNA	Arabic	Computing - IMV	Arabic	English
9:40 to 10am						
3	10am to 10:50	English	Assembly	Maths	Arabic	Social Studies
4	10:50 to 11:40	Maths	English	Maths	English	Maths
11:40am to 12pm – Play 12pm to 12:20pm Lunch						
5	12:20 to 1:10	Arabic	Science	Geography	Grammar	Science
6	1:10 to 2pm	Music - MLM	Science	Islamic	Arabic	PE - ABJ
2pm to 2:15		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.

Fridge Facts Grade 4

Monitoring Progress

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

At the end of each Grade children will be assessed according on 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"> • Listens with interest to the active adult, reacts when they read stories. • Recognises and responds to many familiar words, e.g. 'banning to a book on the door, looking at or going to the door. • Shows interest in play with sounds, songs and rhymes. • Single channelled attention. Can shift to a different task if attention fully obtained – using child's name holds focus. • Listens to others one to one or in small groups, when conversation interests them. • Listens to stories with increasing attention and recall. • Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. • If focusing attention – will listen or do, but can shift own attention. • Is able to follow directions (if not too busy focused on own choice of activity). 			<ul style="list-style-type: none"> • Identifies action words by pointing to the right picture, e.g. "Who's jumping?" • Understands more complex sentences, e.g. "Put your box away and then we'll read a book." • Understands 'who', 'what', 'where' in simple questions (e.g. "Who's mummy? What's that? Where is it?") • Developing understanding of simple concepts (e.g. big/little). 			<ul style="list-style-type: none"> • Uses language as a powerful means of widening contacts, sharing feelings, experiences and thoughts. • Holds a conversation, jumping from topic to topic. • Learns new words very rapidly and is able to use them in communicating. • Uses gestures, sometimes with limited talk, e.g. reaches toward toy, saying 'I have it'. • Uses a variety of questions (e.g. what, which, who). • Uses simple sentences (e.g. 'Mummy gonna work'). • Beginning to use more complex sentences to link thoughts (e.g. using 'and, because'). • Can relate a simple past event in correct order (e.g. went down slide and 'fluff' finger). • Uses talk to correct ideas, explain what is happening and anticipate what might happen next, recall and relate past experiences. • Questions why things happen and gives explanations. Asks e.g. who, what, when, how. • Uses a range of tenses (e.g. play, playing, will play, played). • Uses intonation, rhythm and pausing to make the meaning clear to others. • Uses vocabulary focused on objects and people that are of particular importance to them. • Builds up vocabulary that reflects the breadth of their experiences. • Uses talk in pretending that objects stand for something else in play, e.g. 'This box is my castle'. 		
3-4 years	<ul style="list-style-type: none"> • Maintains attention concentrates and sits quietly during appropriate activity. • Two-channelled attention – can listen and do for short span. 			<ul style="list-style-type: none"> • Understands use of objects (e.g. "What do we use to do things?") • Shows understanding of prepositions such as 'under', 'on top', 'behind' by carrying out an action or selecting correct picture. • Responds to simple instructions, e.g. to get or put away an object. • Beginning to understand 'why' and 'how' questions. 			<ul style="list-style-type: none"> • Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of free words. • Uses language to imitate and recreate role and experiential situations. • Links statements and topics to maintain theme or situation. • Uses talk to organise, sequence and clarify thinking, ideas, feelings, and events. • Introduces a storyline or narrative into their play. 		
4-6 months	<ul style="list-style-type: none"> • Responds to instructions involving a two-part sequence. Understands humour, e.g. nonsense rhymes, jokes. • Able to follow a story without pictures or props. • Listens and responds to ideas expressed by others in conversation or discussion. 			<ul style="list-style-type: none"> • Relates vocabulary, especially by grouping and naming, exploring the meaning and sounds of free words. • Links statements and topics to maintain theme or situation. • Uses talk to organise, sequence and clarify thinking, ideas, feelings, and events. • Introduces a storyline or narrative into their play. 			<ul style="list-style-type: none"> • Children express themselves effectively, showing awareness of listeners' needs. • They use past, present and future forms accurately when talking about events that have happened or are when in the future. • They develop their own narratives and explanations by connecting ideas or events. 		
Early learning goal	<ol style="list-style-type: none"> 1. Listen attentively in a range of situations. 2. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. 3. They give their attention to what others say and respond appropriately, while engaged in another activity. 			<ol style="list-style-type: none"> 1. Children follow instructions involving several ideas or actions. 2. They answer 'how' and 'why' questions about their experiences and in response to stories or events. 			<ol style="list-style-type: none"> 1. Children express themselves effectively, showing awareness of listeners' needs. 2. They use past, present and future forms accurately when talking about events that have happened or are when in the future. 3. They develop their own narratives and explanations by connecting ideas or events. 		
By the end of FS2	Emerging	Expecting	Exceeding	Emerging	Expecting	Exceeding	Emerging	Expecting	Exceeding
		✓			✓			✓	

General Information



+ School day **Grades** 3, 4 & 5 7:30 am-2:15pm

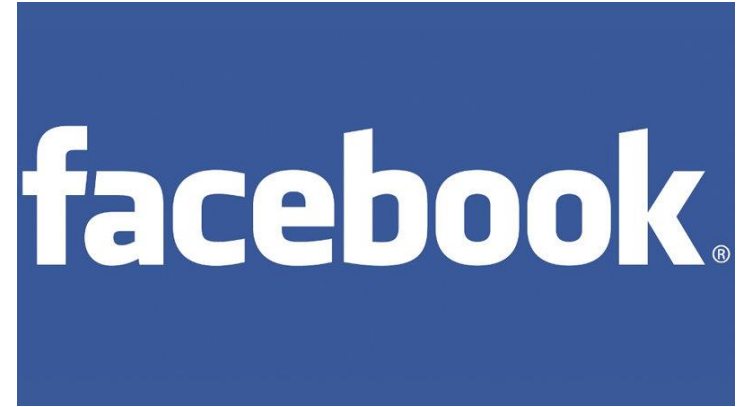


- + Children should be provided a healthy packed lunch.
- + All belongings should be labelled. Spare clothes provided just in case of an accident.
- + Please be careful not to talk in front of your child whilst discussing personal matters with the teacher.
- + Uniform policy to be followed at all times.

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wsr_primary



**GEMS Westminster
School
Ras Al Khaimah**

Questions & time to visit the classrooms

