



The KS1 Curriculum

Rosary Private School 2024 - 26

KS1 Curriculum Booklet

Key Stage 1 Curriculum Booklet

This year, all parents of students from Foundation Stage to Year 9 will be able to find a booklet which sets out the standards required of their child for their particular stage of education and Year group. Please note: we do not refer to grades in the British System.

Please refer to the section titled '*The British National Curriculum and Key Stages*' which sets out the years and key stages. A **KEY STAGE** sets the educational knowledge expected of students at various ages and allows you to see how a particular aspect of learning progresses over time.

We would encourage you to read the entire booklet for your child's Key Stage. This will help you understand what they should know at the start of a year, what they should know at the end of the year, and end of the Key Stage. As a school, we expect all students will be able to meet each standard. Teachers at the school will do everything they can to help students to do so, and hope parents will also support the school to make sure that their children achieve well.

Aims and Objectives of the Curriculum at The Rosary Private School Muweilah

Our curriculum adopts the notion that every student is a unique individual who is constantly learning. From the time of entry, we endeavour to develop students who are resilient, capable, confident, and self-assured. The Rosary Private School's curriculum facilitates learning in a way that students can develop as fully as possible, the understanding, knowledge and skills required to meet the challenges of a rapidly globalising and competitive world. Through enriching the curriculum holistically, our program focuses on the whole student so as to ensure they form positive relationships, develop a transferable skill set and have exposure to unique and enriching opportunities.

We intend to nurture students who are:

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- motivated and stretched in all aspects of school life,
- tolerant and caring
- enjoying and understanding their learning
- intellectually curious
- digitally literate
- developing high quality learning skills and leadership qualities
- comfortable and knowledgeable about the United Arab Emirates
- internationally minded
- collaborative
- informed risk takers
- entrepreneurial
- socially conscious

To meet these aims, the curriculum provides:

- a broad education
- an in-depth education so that students are challenged and stretched at all times,
- a wide range of enrichment activities and styles of learning to appeal to all student,
- an inclusive program with individual pathways developed to suit all needs and abilities,
- opportunities for student leadership in areas such as the school council, sustainability, and sports
- a wide range of choice at senior level, keeping students options open for as long as possible.



The British National Curriculum and Key Stages

The National Curriculum is organised into blocks of **years** called ‘**key stages**’ (KS). These are set out below. At the end of each key stage, the teacher will formally assess your child’s performance.

(insert KS1 Ages and Key Stages table)

Child's age	Year	Key stage	Assessment
3 to 4	FS1	Foundation	Assessment of students’ starting points in language, communication, literacy and maths and teacher assessments
4 to 5	FS2		
5 to 6	Year 1	KS1	Phonics screening check
6 to 7	Year 2		National tests in English reading and maths. Teacher assessments in maths, science, and English reading and writing
7 to 8	Year 3	KS2	
8 to 9	Year 4		Multiplication tables check
9 to 10	Year 5		
10 to 11	Year 6		National tests in English reading, maths, and grammar, punctuation, and spelling. Teacher assessments in English writing and science
11 to 12	Year 7	KS3	
12 to 13	Year 8		
13 to 14	Year 9		End of KS Assessment in English, Maths and General Science. Teacher assessment in all other subjects.
14 to 15	Year 10	KS4	Some student may take GCSEs
15 to 16	Year 11		Most student take GCSEs or other national
16 to 17	Year 12	KS5	Most students take Advanced Supplementary (AS) levels
17 to 18	Year 13		Most students take Advanced (A) Levels

ASSESSMENT IN SUBJECTS OTHER THAN ENGLISH, MATHS AND SCIENCE

Subjects other than English, Maths, and Science, will be assessed by a variety of other formats including the compilation of a portfolio of best work, observation of practical activities, projects, and in class quizzes or incidental tests of a minor nature. This is in compliance with the requirements of the British National Curriculum which has a Phonics Check in Year 1 and a short

test in Reading and Maths at the end of Year 2. The curriculum at this level does not require or encourage constant formal testing.

Year 1 phonics screening check

The check will take place in June when each student will individually read 40 words out loud to a teacher. The teacher will assess whether he or she needs extra help with reading. If the student does not do well enough in the check they will have to do it again in Year 2.

Key stage 1 tests, taken at the end of Year 2, are external tests that cover:

- English reading (unseen passage)
- English grammar, punctuation and spelling
- Maths (from the standards noted for the subject)

KEY STAGE ONE

At The Rosary Private School Muweilah, the **Primary** level of schooling takes students from age 5 to 11, and is broken into two stages:

- ○ ■ **Key Stage 1 (Years 1 and 2, ages 5 to 7)**
Key Stage 2 (Years 3 to 6, ages 7 to 11).

Our bespoke curriculum is based on the National Curriculum for England (also referred to as the UKNC), to ensure that the skills and knowledge gained are in line with UK expectations, but tailored to include the federally required subjects such as Arabic, Islamic Studies, UAE Social Studies and Moral Education which must be taught here. These subjects have a curriculum published by UAE authorities. The National Curriculum is a set of subjects and standards used by primary and secondary schools so student learn the same things. It covers what subjects are taught and the standards student should reach in each subject.

Key Stage 1 is designed to support student in their transition from mostly play-based learning in the Foundation Stage to the more formalised routines and situations of Key Stage 2. We plan opportunities to make the learning experience memorable, by adding imagination and excitement into the mix,

encouraging student to learn through collaboration, investigation, and perseverance.

Elements of the UK National Curriculum are modified in light of the requirement for religious and political sensitivity and, wherever possible UAE examples are used to illustrate learning since this is the environment our students are growing up in.

Learning Skills

Learning skills delivered throughout the school from Foundation Stage to key stage 5 and underpin learning connections and constructions in order to develop the 21st century skills for our students to be successful throughout their lives. At The Rosary Private School Muweilah we focus on the development of the four skills of



Oracy is the ability to articulate ideas, develop understanding and engage with others through spoken language. In school, oracy is a powerful tool for learning by teaching students to become more effective speakers and listeners, and to empower them to better understand themselves, each other, and the world around them. In classes students will be encouraged to explain their ideas, developing their vocabulary using more sophisticated language and specific subject words.

Expectations

The expectations that all students are expected to have met by the end of Year 2 in the UK National Curriculum are set out under the sections for each

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subject. These have been taken from the relevant UK government websites including <https://www.gov.uk/national-curriculum/>

Where your child has an identified Special Educational Need, depending on the level of that need, modifications that allow your child to partake in the full National Curriculum will be made by the school, classroom teachers and/or the Special Educational Needs Department. *See the section on INCLUSION.*

Teachers will set high expectations for every student. They will plan stretching extension work for students whose attainment is significantly above the expected standard. *See the separate section on Extension for Exceptional Students.* Teachers will use appropriate assessment to set targets which are deliberately ambitious. So that the school is able to assess your child against National Curriculum expectations, test materials obtained from the UK are used to assess the quality of your child's learning. The content of these is not made available in advance.

SUBJECTS

Compulsory National Curriculum subjects at The Rosary Private School are:

English	English National Curriculum Key Stage requirements
Mathematics	
Science	
Physical Education	Adapted English National Curriculum for KS1
Computing	
Modern Foreign Language: French (from Y2)	
Performing Arts: Music	
Art	
Arabic 'A' (Arab national students, delivered in Arabic)	UAE Ministry of Education curriculum
Arabic 'B' (Non-Arab students delivered in English)	
Islamic Studies 'A' (Arab Muslim students, delivered in Arabic)	
Islamic Studies 'B' (Non-Arab Muslim students delivered in English)	
UAE Social Studies (from Year 2)	
Moral Education	

REQUIREMENTS OF SPECIFIC SUBJECTS

ENGLISH

English is the umbrella subject for many other aspects of learning and subjects which are taught in school. Through developing the skills needed effectively, student can access a range of subjects across the school. At The Rosary Private School Muweilah we believe that English is an integral and crucial subject to study, and that the skills taught to students throughout school will allow them to become well-rounded members of society who have the ability to independently work towards many of their life goals and achieve well in these. The teaching program we set out for the students embedded skills from both reading and writing as required by the English national curriculum. Students are expected to read both in school and at home from a range of genres to develop their skills in language and literacy.

By the time they enter Year 1, students are expected to be able to:

- Listen attentively and responded to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.
- Make comments about what they have heard and ask questions to clarify their understanding.
- Hold conversations when engaged in back-and-forth exchanges with their teacher and peers.
- Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.
- Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, nonfiction, rhymes and poems, when appropriate.
- Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modeling and support from their teacher.
- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.

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- Anticipate - where appropriate - key events and stories.
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.
- Say a sound for each letter in the alphabet and at least 10 digraphs.
- Read words consistent with their phonic knowledge by sound blending.
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.
- Write recognizable letters, most of which are correctly formed.
- Spell words by identifying sounds in them and representing the sounds with a letter or letters.
- Write simple phrases and sentences that can be read by others.

Specific Expectations:

By the end of **Year 1**, students must be able to:

Word Reading

- apply phonic knowledge and skills as the route to decode words
- respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes
- read accurately by blending sounds in unfamiliar words containing graphemes that have been taught
- read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- read words containing taught graphemes and -s, -es, -ing, -ed, -er and -est endings
- read other words of more than one syllable that contain taught graphemes
- read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)
- 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
- re-read these books to build up their fluency and confidence in word reading.

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Reading: Comprehension:

- develop pleasure in reading, motivation to read, vocabulary and understanding by:
- listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently
- being encouraged to link what they read or hear read to their own experiences
- becoming very familiar with key stories, fairy stories and traditional tales,
- retelling them and considering their particular characteristics
- recognising and joining in with predictable phrases
- learning to appreciate rhymes and poems, and to recite some by heart
- discussing word meanings, linking new meanings to those already known
- understand both the books they can already read accurately and fluently and those they listen to by:

Writing

- spell: (See Appendix 1)
- words containing each of the 40+ phonemes already taught
- common exception words
- the days of the week
- name the letters of the alphabet:
- naming the letters of the alphabet in order
- using letter names to distinguish between alternative spellings of the same sound
- add prefixes and suffixes:
- using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs
- using the prefix un–
- 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]
- apply simple spelling rules and guidance, as listed in Appendix 2 at the end of this document.

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- write from memory simple sentences dictated by the teacher that include words using the graphemes and common exception words taught so far.

Handwriting

- sit correctly at a table, holding a pencil comfortably and correctly
- begin to form lower-case letters in the correct direction, starting and finishing in the right place
- form capital letters
- form digits 0-9
- understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.

Writing: Composition

- write sentences by:
- saying out loud what they are going to write about
- composing a sentence orally before writing it
- sequencing sentences to form short narratives
- re-reading what they have written to check that it makes sense
- discuss what they have written with the teacher or other pupils
- read aloud their writing clearly enough to be heard by their peers and the teacher.

By the end of **Year 2**, which is the end of Key Stage 1, students must be able to:

- apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent
- read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes
- read accurately words of two or more syllables that contain the same graphemes as above
- read words containing common suffixes
- read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word

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Reading: Word Recognition

- read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered
- read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation
- re-read these books to build up their fluency and confidence in word reading.

Reading: Comprehension

- develop pleasure in reading, motivation to read, vocabulary and understanding by:
- listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently
- discussing the sequence of events in books and how items of information are related
- becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales
- being introduced to non-fiction books that are structured in different ways
- recognising simple recurring literary language in stories and poetry
- discussing and clarifying the meanings of words, linking new meanings to known vocabulary
- discussing their favourite words and phrases
- continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear
- understand both the books that they can already read accurately and fluently and those that they listen to by:
- drawing on what they already know or on background information and vocabulary provided by the teacher
- checking that the text makes sense to them as they read and correcting inaccurate reading
- making inferences on the basis of what is being said and done

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- answering and asking questions
- predicting what might happen on the basis of what has been read so far
- participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say
- explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.

Writing (See Appendix 1 – Spelling List, and Appendix 2 – Spelling Rules)

- spell by:
- segmenting spoken words into phonemes and representing these by graphemes, spelling many correctly
- learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones
- learning to spell common exception words
- learning to spell more words with contracted forms
- learning the possessive apostrophe (singular) [for example, the girl's book]
- distinguishing between homophones and near-homophones
- add suffixes to spell longer words, including –ment, –ness, –ful, –less, –ly
- apply spelling rules and guidance, as listed in English Appendix 2 at the end of the booklet
- write from memory simple sentences dictated by the teacher that include words using the graphemes, common exception words and punctuation taught so far.

Handwriting

- form lower-case letters of the correct size relative to one another
- start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
- write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters
- use spacing between words that reflects the size of the letters.

Writing: Composition

- develop positive attitudes towards and stamina for writing by:
- writing narratives about personal experiences and those of others (real and fictional)
- writing about real events
- writing poetry
- writing for different purposes
- consider what they are going to write before beginning by:
- planning or saying out loud what they are going to write about
- writing down ideas and/or key words, including new vocabulary
- encapsulating what they want to say, sentence by sentence
- make simple additions, revisions and corrections to their own writing by:
- evaluating their writing with the teacher and other pupils
- re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form
- proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]
- read aloud what they have written with appropriate intonation to make the meaning clear.

Writing: Vocabulary, punctuation and grammar

- develop their understanding of the concepts set out in English Appendix 3 by:
- learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular)
- learn how to use:
 - sentences with different forms: statement, question, exclamation, command
 - expanded noun phrases to describe and specify [for example, the blue butterfly]

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- the present and past tenses correctly and consistently including the progressive form
- subordination (using when, if, that, or because) and co-ordination (using or, and, or but)
- the grammar for year 2 in English Appendix 3
- some features of written Standard English
- the grammatical terminology in English Appendix 3 in discussing their writing.

Teaching Programme

	TERM 1		TERM 2		TERM 3	
YEAR 1	Stories and poems:-The Cat, The tent, Fix-It Fish History-Traditional stories of UAE Geography- Local Area-What is surrounding our school? How can we identify special places? Design: Technology: Which fruits would be good in your salad? Focus on handwriting		Stories and poems: The Red Hen, Run, Duck Run History- Significant Explorers Geography- How does the weather change through the year? Which plants are grown in UAE? Creative writing		Story: The Elves and the shoemaker Geography-Continents and oceans How do we read maps? Neighbouring countries of UAE Design Technology- Which parts of your picture should move? Free writing	
YEAR 2	Friends and families Badges	Underwater Life Creatures Everywhere	Long, Long Ago!	All about Sounds	Stories by well-known authors	On a journey

Mathematics

At The Rosary Private School Muweilah teachers will use every relevant subject to develop students' mathematical fluency. 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.

Mathematics is an interconnected subject in which pupils need to be able to move fluently between representations of mathematical ideas. The programmes of study are, by necessity, organised into apparently distinct domains, but pupils will make rich connections across mathematical ideas to develop fluency, mathematical reasoning and competence in solving increasingly sophisticated problems. They will also apply their mathematical knowledge to science and other subjects.

The expectation is that the majority of pupils will move through the programmes of study at broadly the same pace. However, decisions about when to progress should always be based on the security of pupils' understanding and their readiness to progress to the next stage. Pupils who grasp concepts rapidly will be challenged through being offered rich and sophisticated problems before any acceleration through new content. Those who are not sufficiently fluent with earlier material will consolidate their understanding, including through additional practice, before moving on. *(see the section on Inclusion)*

By the time they enter Year 1, students are expected to be able to:

- Have a deep understanding of number to 10, including the composition of each number.
- Subitize (recognize quantities without counting) up to 5.
- Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.
- Verbally count beyond 20, recognizing the pattern of the counting system.
- Compare quantities up to 10 in different contexts, recognizing when one quantity is greater than, less than or the same as the other quantity.
- Explore and represent patterns with numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.

SPECIFIC YEAR STANDARDS

By the END of Year 1 students must be able to:

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 $7 = \dots - 9$.

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

- recognise, find and name a half as one of two equal parts of an object, shape or quantity

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- 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 shapes

- recognize and name common 2D and 3D shapes, including:
- 2-D shapes[for example, rectangles, 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

By the END of Year 2, which is the END of Key Stage 1 students must be able to:

Number and place value

- count in steps of two, 3, and five from 0, and intends from any number, forward and backward
- recognize the place value of each digit in a 2-digit number(10s, ones)
- identify, represent estimate numbers in different representations, including the number line
- compare and order numbers from 0 up to 100; use $<$, $>$ and $=$ signs
- read and write numbers to at least 100 in numerals and in words
- use place value and number facts to solve problems

Addition and Subtraction

- solve problems with addition and subtraction by:
- using concrete objects and pictorial representations, including those involving numbers, quantities and measures
- applying their increasing knowledge of mental and written methods
- recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100
- add and subtract numbers using concrete objects, pictorial representations, and mentally, including:
 - A 2-digit number and ones
 - A 2-digit number and 10s
 - Two 2-digit numbers
 - Adding three one-digit numbers
- show that addition of two numbers can be done in any order (the commutative law) and subtraction of one number from another cannot
- recognize and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems

Multiplication and division

- recall and use multiplication and division facts for the two, 5 and 10 multiplication tables, including recognising odd and even numbers

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- calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (\times) division (\div) and equals ($=$) signs
- show that multiplication of two numbers can be done in any order (the commutative law) and division of one number by another cannot
- solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts

Fractions

- recognize, find, name and write fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$ of a length, shape, set of objects or quantity
- write simple fractions, for example, $\frac{1}{2}$ of 6 = 3 and recognize the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$

Measurement

- choose and use appropriate standard units to estimate and measure length/ height in any direction (m/cm); mass (kg/g), temperature ($^{\circ}\text{C}$), capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels
- compare and order lengths, mass, volume/ capacity and record the results using $>$, $<$ and $=$
- recognize and use the symbols for currency and combined amounts to make a particular value (students will not be required to use \pounds and $\$$)
- find different combinations of coins and notes that equal the same amounts of money
- solve simple problems and a practical context involving addition and subtraction of money of the same unit, including giving change
- compare and sequence intervals of time
- tell and write the time to 5 minutes, including quarter past/ to the hour and draw the hands on a clock face to show these times
- know the number of minutes in an hour and the number of hours in a day

Geometry – properties of shapes

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- identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line
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- identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces
- identify 2-D shapes on the surface of 3-D shapes[for example, a circle on a cylinder and a triangle on a pyramid]
- compare and sort common 2-D and 3-D shapes and everyday objects

Geometry – position and direction

- order and arrange combinations of mathematical objects and patterns and sequences
- use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti clockwise)

Statistics

- interpret and construct a simple pictograms, tally charts, block diagrams, and simple tables
- ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity
- ask and answer questions about totaling and comparing categorical data



Teaching Programme

	TERM 1		TERM 2		TERM 3	
YEAR 1	Unit-1: Counting Recognizing numbers. Unit-2: Comparing numbers - Decade Numbers Unit-3: Calculating, measuring and understanding shapes, Recognizing, compare, manipulate 2D and 3D shapes, Identify simple relationships between numbers and shapes Unit-4: Addition and subtraction Unit-5: Additive structures (Number bonds, fact family) Unit-6: Number patterns, Counting in 2's, 5's and 10's Multiplication Tables for 2,3		Unit-1: Time (sequencing events) Unit-2: Position and direction including fraction of terms. Unit-3: Addition and subtraction 0-20 (Number line) Unit-4: Decoding Numbers. Unit-5: Patterns in counting 20-100 Multiplication Tables for 2,3,4		Unit-1: Comparing quantities (weight, mass, capacity, height and length) Unit-2: Inequalities Unit-3: Handling Data Multiplication Tables for 2,3,4,5	
YEAR 2	Number and place value Geometry	Measurement Geometry Addition and subtraction	Numbers to 100 Addition and subtraction Statistics	Multiplication and division Fractions Measurement	Multiplication and division Statistics Geometry	Fractions of numbers Multiplication and division Measurement

Science

Students at The Rosary Private School Muweilah explore science through a combination of building their knowledge and understanding of a wide range of topics, alongside the development of the national curriculums 'working scientifically' inquiry skills. Teaching and learning follows the process of the scientific method which allows student to work through an investigation systematically while using skills of observation, questioning, research, prediction, experimentation, recording results, analysing, concluding, and finally sharing and applying their knowledge. Students develop a curiosity and passion for science by answering key questions through their inquiries and investigations with increasing independence. Through frequent opportunities for practical science and hands on learning, student connect with science in a meaningful way, motivating their curiosity beyond the classroom.

By the time they enter Year 1, students are expected to have:

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- Explored the natural world around them, making observations and drawing pictures of animals and plants.
- Knowledge of some similarities and differences between the natural world around them and contrasting environments (for example, sea/land, desert/rainforest), drawing on their experiences and what has been read in class.
- Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter.

KEY STAGE 1

The principal focus of science teaching in Key Stage 1 is to enable pupils to experience and observe phenomena, looking more closely at the natural and humanly-constructed world around them. They should be encouraged to be curious and ask questions about what they notice. They should be helped to develop their understanding of scientific ideas by using different types of scientific enquiry to answer their own questions, including observing changes over a period of time, noticing patterns, grouping and classifying things, carrying out simple comparative tests, and finding things out using secondary sources of information. They should begin to use simple scientific language to talk about what they have found out and communicate their ideas to a range of audiences in a variety of ways. Most of the learning about science should be done through the use of first-hand practical experiences, but there should also be some use of appropriate secondary sources, such as books, photographs and videos.

Pupils should read and spell scientific vocabulary at a level consistent with their increasing word reading and spelling knowledge at key stage 1.

During years 1 and 2, pupils will be taught to use the following practical scientific methods, processes and skills:

- asking simple questions and recognising that they can be answered in different ways
- observing closely, using simple equipment
- performing simple tests
- identifying and classifying

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- using their observations and ideas to suggest answers to questions
- gathering and recording data to help in answering questions.

SPECIFIC STANDARDS FOR SCIENCE

By the end of Year 1 students must be able to:

- identify and name a variety of common wild and garden plants, including deciduous and evergreen trees (Note: these will include plants native to the UAE)
- identify and describe the basic structure of a variety of common flowering plants, including trees.
- identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals (These will include animals native to the UAE)
- identify and name a variety of common animals that are carnivores, herbivores and omnivores, including those found in the UAE
- Describe and compare the structure of the 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,
- distinguish between an object in 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,
- observe changes across the four seasons,
- Observe and describe weather associated with the seasons, and how day length varies.

By the end of Year 2 students must be able to:

- Explore and compare the differences between things that are living, dead, and things that have never been alive.

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- Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other.
- Identify and name a variety of plants and animals and their habitats, including micro- habitats.
- Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food.
- Observe and describe how seeds and bulbs grow into mature plants.
- Find out and describe how plants need water light and a suitable temperature to grow and stay healthy.
- Notice that animals, including humans, have offspring which grow into adults.
- Find out about and describe the basic needs of animals, including humans, for survival (water, food, and air)
- describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.
- Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.
- Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching.

Teaching Programme

	TERM 1		TERM 2		TERM 3	
YEAR 1	Unit-1: Plants and Animals in Local Environment (classification, basic needs, habitats) Unit-2: Ourselves (basic body parts and their functions) Unit-3: Light and Dark (properties of light, sources of light, day and night cycle) Unit-4: Using of electricity. Unit-5: Loose Parts (exploration through play)		Unit-1: Growing Plants (plant parts, needs for growth, life cycle) Unit-2: Push and Pull (forces and motion) Unit-3: Grouping and Changing Materials (properties of materials, sorting)		Unit-1: Ourselves (in-depth exploration of the human body and basic needs - nutrition, hygiene, etc.) Unit-2: Sound & Hearing (introduction to sound waves and how we hear) Unit-3: Changing Seasons	
YEAR 2	Living things and their habitats	Uses of everyday materials	Plants	Animals including humans	Animals including humans	Animals including humans

Humanities – components of the course are taught in Key Stage 1

By the time students start formal Humanities study in Year 4 students should have the following skills. These skills will be taught through other subjects during Years 1 - 3:

- name and locate the world's seven continents and five oceans
- name, locate and identify characteristics of at least four MENA countries and name their capital cities
- understand geographical similarities and differences through studying the human and physical geography of a small area of the UAE, and of a small area in a contrasting European country
- identify seasonal and daily weather patterns in the UAE and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles
- use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather, city, town, village, factory, farm, house, office, port, harbour and shop
- 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
- recognise landmarks and basic human and physical features;
- devise a simple line map; and use and construct basic symbols in a key
- use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.
- describe changes within living memory. Where appropriate, these should be used to reveal aspects of change in UAE national life
- recall events beyond living memory that are significant nationally or globally [for example, the death of Sheikh Khalifa and the start of the rule of Sheikh Mohammed bin Zayed, the death of Queen Elizabeth II and the start of the reign of King Charles III]
- recall significant individuals in the past who have contributed to national and international achievements [for example, Elizabeth I and Elizabeth II, Christopher Columbus, Neil Armstrong, William Caxton and Tim Berners-Lee]

- name significant historical events, people and places in their own locality.

French – from Year 2 only

The formal national curriculum for French starts at the beginning of Key Stage 2. At The Rosary Private School Muweileh French classes start at year 2, however, students are only just beginning to touch the subject. They will be taught to understand and respond to spoken and written language from a variety of appropriate resources for their age they will also be encouraged to speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say through talk, play, and asking questions.

By the end of Year 2, students must:

- show awareness of two groups of nouns in French (masculine and feminine)
- begin to recognise first, second, as third person singular pronouns (*je, tu, il/elle*) with action verbs (e.g. *je danse, tu sautes, il galope, elle court*) as well as *être* and *avoir* (*J'ai, tu as, il est/ elle a*)
- appreciate that words and letters in French can have a different sound or pronunciation to English
- recognize plural nouns
- know that French is spoken in countries other than France
- have knowledge of aspects of life in France and Francophone countries including festivals and games
- Listen, read and show understanding of single words
- Understand and answer a familiar question, e.g. *Comment tu t'appelles ?*, *Tu aimes...?*, *Tu as...?*
- Write and say a short sentence using familiar single words and a connective with (and sometimes without) support
- Recognise French letter sounds and patterns of French and apply them to pronounce familiar and new words
- Suggest and use strategies to memorise vocabulary and structures
- Find the meaning of a word in a word list and a bilingual dictionary
- Join in with songs, rhymes and stories by using actions and words.

Teaching Programme

	TERM 1	TERM 2	TERM 3
Year 2	Unité 1 - L abécédaire d Emma ! - L alphabet francais - Les salutations - Activite: - Les voyelles. Unité 2: Bonjour - la presentation Unité 3 - Comment tu T' appelles? - Les nombres : 1.....10. - Unite 4 Quel age as tu? Dire l' âge. - Les animaux - Les couleurs. - Activité: - Les animaux sauvages.	Unité 5 - Qu est – ce que cest ? - Les affaires d ecole - Les jours de la semaine. - Le programme de la semaine . - Unité 6 Qui est-ce ? - Un arbre généalogique - Qui est-ce ? - C' est un homme , cest une femme . -	Unité 7 - Qu' est –ce que tu fais ? - J' ecoute - Je lis. Unité 10 - Les nombres - 11.....20.

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Arabic (A) – For Arab Students

Arabic is the official language of the UAE, and it is important to ensure that the students perfect all the skills involved in the language, ranging from reading, writing, speaking and listening. We encourage our students to communicate in Arabic inside lessons and also outside in the wider community to ensure that they are getting the full experience of developing the knowledge of one of the most popular languages in the world.

The Arabic curriculum at The Rosary Private School Muweilah aims to make the learning of Arabic enjoyable and encourage students to communicate with it through various fun and interactive techniques. This will result in the development of the language and will ensure students are keen on further developing Arabic skills.

The Arabic syllabus, based on the Ministry Of Education curriculum, is extended with additional topics, resources and activities that enrich the language to ensure students are excited and interested to learn the language and also develop the four skills.

	TERM 1	TERM 2	TERM 3
YEAR 1	<p>الحروف الهجائية (تهيئة واستقبال، تهيئة الخطوط + المدود الطويلة، حرف أ، حرف و، حرف ي، حرف ب، حرف ت، حرف ث، حرف ج، حرف ح، حرف خ، حرف د، حرف ذ، حرف ر، حرف ز).</p> <p>الاضداد (يمين/يسار، سعيد/حزين، كبير/صغير، مفتوح/مغلق، تحت/فوق، متسخ/نظيف، حامض/حلو، كثير/قليل)</p> <p>تحيل/سمين، طويل/قصير</p> <p>قبل/بعد، قريب/بعيد)</p> <p>الكلمات البصرية (هو، هي، أنا، أحب، معي، عندي، أرى، أكل، شرب، نعم، لا، هذا، هذه، كيف، كم، هناك، علم، الله)</p>	<p>الحروف الهجائية (حرف ص، حرف ض، حرف ط، حرف ظ، حرف ف، حرف ق، حرف ع، حرف غ، حرف س، حرف ش)</p> <p>مهارتي التحليل والتركيب</p> <p>الاضداد (يمين/يسار، ليل/نهار، قديم/جديد، بارد/ساخن، فارغ/ممتلئ، داخل/خارج، ناعم/خشن)</p> <p>الكلمات البصرية في، على، هذا، هذه، وضع، طار، وجد، أخذ، قام، جلس، قرأ، كتب، إلى، من</p>	<p>الحروف الهجائية (حرف ك، حرف ل، حرف م، حرف ن، حرف هـ، حرف الواو، حرف الياء، المقطع الساكن).</p> <p>الاضداد (أمام/خلف، يمين/يسار، قوي/ضعيف)</p> <p>الكلمات البصرية (قرأ/عمل/أخ/أخت/رسم/ذهبت/قرأ/رسم/ذهبت)</p>
YEAR 2	<p>حروف اللغة العربية (أ ب ت ث ج ح خ د ذ ر ز س ش)</p> <p>التحليل والتركيب (الأصوات القصيرة والطويلة والمقطع الساكن)</p> <p>الإيقاع الصوتي</p> <p>اللام الشمسية والقمرية</p>	<p>حروف اللغة العربية (ص ض ط ظ ع غ ف ق ك ل م ن هـ و ي)</p> <p>أنواع الكلمة / حروف الجر / أنواع الاسم / ترتيب أحداث القصة</p> <p>التعبير بجمل مفيدة</p>	<p>المراجعات (1.2.3.4.5.6)</p> <p>الوحدة السابعة (أمي)</p> <p>قصة (ما هي مهنة أمي)</p> <p>النص المعلوماتي (خمس طرائق سهلة تجعل أمك سعيدة وراضية عنك)</p> <p>أنواع التنوين -أنواع الشدة</p> <p>استخدام كلمات وصفية</p> <p>ظرف المكان</p>

Arabic (B) – Non-Arab students

Arabic (B) is taught to non Arab students and is a compulsory subject for all students directed by the Ministry of Education. Arabic B classes are divided based on the number of years of exposure a student has in learning Arabic. The main focus is on the development of the four skills - reading, writing, listening and speaking - To ensure students gain confidence across all areas of the language and its use. Each lesson is designed to ensure that students not only enrich their knowledge and their use of the Arabic language but also develop a deep appreciation of Arabic and in particular, Emirati culture.

By the time they start Year 1, Arabic 'B' students should be able to

- introduce themselves by name and giving a few details about them and their family
- state the Arabic numbers
- give the names for colours in Arabic
- greet others appropriately in Arabic
- recognize and write the basic letter shapes
- ask and answer basic questions about the world around them in Arabic

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	TERM 1	TERM 2	TERM 3
LEVEL 1 (YEAR 2)	<p>الوحدة الأولى (التعارف) التحية - الألوان - المشاعر - الأرقام - الوحدة الثانية :- (كلماتي) الأسرة - الجسم - أيام الأسبوع</p>	<p>الوحدة الثالثة :- من عالم الحيوان 1) الأرنب (أ) - البطة (ب) - التمساح (ت) - الغلب (ث) - الجميل (ج) الوحدة الرابعة :- من عالم الحيوان 2) الحوت (ح) - الخروف (خ) - الدب والذئب (د/ذ) - الريم والزرافة (ز/ز) - السنجاب والشبل (س/ش)</p>	<p>الوحدة الخامسة :- من عالم الحيوان 3 الصوص الصغير (ص) - الضفدع الضعيف (ض) - الطاووس الجميل) ط/ظ) - العصفور والغراب (ع/غ) - الفار والقط (ف/ق) الوحدة السادسة - من عالمه الحيوان 4 الكلب و اللامة (ك-ل) - الماعز والنحلة (م/ن) - الهدهد والوطواط) ه/و) - اليمامة (ي)</p>

Islamic Studies

Islamic studies is compulsory for all Muslim students from Year 2 – 6. The school provides the Ministry of Education syllabus for both Arab and non-Arab students. Arab Muslim students undertake Islamic A where the curriculum is taught in Arabic, while non-Arab Muslim students undertake Islamic B where the curriculum is taught in English.

Islamic education is anchored in books and resources approved by the UAE's Ministry of Education. Whilst most topics are repeated over time, levels of understanding increase as students progress through the curriculum. Student will learn and promote a critical approach to the study of Islam and will gain skills reflected in experience, belief and practices in Islam.

The Islamic education course covers the key subjects as follows:

- Divine Revelation - students demonstrate memorization of the Holy Quran with application of Tajweed rules. Students also demonstrate understanding and application of the Quran and Hadith.
- Islamic beliefs - Students demonstrate awareness and belief in the foundations of the belief in Allah, His attributes, His angels, His books, and His Messengers. Students also demonstrate awareness of the value of the mind with the importance of thinking in reaching the truth.
- Islamic rulings and aims - students demonstrate knowledge of the correct jurisprudence of worship, And the jurisprudence of transactions, understanding their impact on the community.

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- Islamic values and manners - students demonstrate understanding and implementation of the individual and social Islamic values and manners.
- Biographies - students draw out their most important principles and lessons learned from the biography of the Prophet Muhammad (PBUH). They also show commitment to following the example of the prophetic personality and learn about some prominent Muslim figures who have had a positive impact on Islam and Muslim society.
- Identity and contemporary issues - students demonstrate pride in their own personalities, identities, and homeland(s). They showed their commitment to customs and traditions and show their understanding of contemporary issues and challenges in the Islamic community.

Teaching Programme: Islamic(Arabs)

	TERM 1	TERM 2	TERM 3
YEAR 1	<p>*الله الخالق.</p> <p>*آداب التعامل مع الناس.</p> <p>*آداب ركوب الحافلة.</p> <p>*مولد الرسول.</p> <p>*الله الرحيم.</p> <p>*سورة الفاتحة.</p> <p>*طاعة الوالدين.</p> <p>*أحب النظافة.</p>	<p>*سورة الإخلاص.</p> <p>*حديث بشاشة الوجه.</p> <p>*أركان الإسلام.</p> <p>*الشهادتان.</p> <p>*أوقات الصلاة.</p> <p>*الأذان.</p> <p>*سورة القبل.</p> <p>*الصوم.</p> <p>*شهر رمضان.</p>	<p>*سورة العصر.</p> <p>*آداب الحديث.</p> <p>*سورة المسد.</p> <p>*آداب اللعب.</p> <p>*آداب الهاتف.</p> <p>*قيم أخلاقية.</p>
YEAR 2	<p>الله ربي</p> <p>سورة الفاتحة</p> <p>الصدق طريق الجنة</p> <p>اركان الاسلام</p> <p>سورة الإخلاص</p> <p>مولد الرسول صلى الله عليه وسلم</p> <p>الله الرحمن</p> <p>سورة الفيل</p> <p>دعاء النوم</p> <p>أبو هريرة</p> <p>الوضوء</p> <p>الرحمة بالحيوان</p>	<p>سورة الفلق</p> <p>أركان الإيمان</p> <p>آداب النظافة في الإسلام</p> <p>المسلم عون لأخيه</p> <p>أحب أسرتي</p> <p>رسولنا محمد في حضارة جده وعمه</p> <p>الله الخالق العظيم</p> <p>سورة الناس</p> <p>صلاتي نور حياتي</p> <p>البر حسن الخلق</p> <p>سورة قريش</p>	<p>أحب مخلوقات ربي</p> <p>سورة الكوثر</p> <p>أسماء بنت أبي بكر الصديق</p> <p>من آداب الطعام</p> <p>الرحمة</p> <p>التسامح</p> <p>أحب الزراعة</p> <p>خيركم من تعلم القرآن وعلمه</p> <p>سورة النصر</p>

Islamic (Non-Arabs)

	TERM 1	TERM 2	TERM 3
YEAR 2	Allah Is My Lord- Truthfulness is the Way to Paradise- The Pillars of Islam - Sūrat al-Fīl- The Birth of Prophet Muhammad- Allah, the All-Compassionate - Sūrat al- Falaq - Bedtime supplication (Du'ā)- Abu Hurayrah - Wuḍū' (Ablution)	Sūrat al-Ikhlās- Pillars of Faith - Islamic Etiquette of Cleanliness - A Muslim Helps his Brother - Our Prophet Muhammad in the care of his Grandfather and Uncle Allah: the Great Creator. Surat An-Nas. - My Prayer is the Light of my Life. - Righteousness is Good Character.	I Love the Creatures of my Lord - Surat Al-Masad - Asma' bint Abi Bakr As- Sideeq - Some of the Manners of Eating - Surat Al-Kawthar- Tolerance - "The best amongst you is the one who learns the Qur'an and teaches it." - Surat An-Nasr

Physical Education

Pupils will develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They will be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.

Pupils will be taught to:

- master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities
- participate in team games, developing simple tactics for attacking and defending
- perform dances using simple movement patterns.

Teaching Programme

	TERM 1		TERM 2		TERM 3	
YEAR 1	Movement skills and coordination	Gymnastics	Athletics	Striking and fielding games	Ball control skills	Team games
YEAR 2	Movement skills and coordination	Gymnastics	Athletics	Striking and fielding games	Invasion Games	Team Games and Fitness

Art and Design

The core of KS1 Art teaching will ensure children learn to express themselves in meaningful, creative ways. Students will **learn to safely use and explore a variety of media and materials**, tools and techniques, experimenting with colour, design, texture, form and function.

KS1 students should be able to use their imaginations. Children should be able to use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories.

By the end of Year 2 all students should be able to:

- use a range of materials creatively to design and make products;
- use drawing, painting and sculpture to develop and share their ideas, experiences and imagination;
- develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space;
- talk about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

Teaching Programme

	TERM 1	TERM 2	TERM 3
Year 1	Weather and the Seasons using mixed media Drawing, painting, printing, collage, using textiles and other materials on the autumn leaves and natural forms, weather patterns. Look at artists that represent weather e.g. Constable and Monet.	UAE Animals using mixed media Drawing, collage, rubbing, printing, textures and adding patterns. . Drawing from observation or secondary sources. Creating imaginary creatures. Investigate animal art of Durer, Beatrix Potter or da Vinci	UAE Plants and flowers drawing, painting, printing, making an observation study, making from fabric or batik, embroidery, sewing and adding decoration
Year 2	Fire Painting, collage, drawing of scenes representing fire and greater detail of patterns in flames. Looking at designs of fire safety equipment. Compare William Turner and fire at the Tower of London and other works of art representing fire. Replicate some ideas using mixed media.	Towns and cities observational drawing of houses and prominent buildings from direct observation and secondary sources such as photographs. Design and draw maps of imaginary towns and explore printing overlays of buildings within modern cities.	Heroes and villains identifying the theme and the characteristics of art associated with heroes and villains in history. Drawings, paintings and sketches of heroes and heroic deeds. Looking at the backgrounds in works of art related to the topic and applying it to their own. Creating a theme board on the topic.

Computing

The exciting world of computing covers 3 important educational strengths: computer science, information technology, and digital literacy. Computer science is the study of coding and programming, a skill that is being sought after more and more in the job market. Information technology is the skill of using technology to be creative, making projects such as movies, animations, word processing, and spreadsheets. These can be used across all their other subjects once learned. Finally, digital literacy is making sure that student learn how to be safe, respectful, and responsible when using technology, and particularly when they go online.

Each strand plays its own unique part in preparing students for life in the digital age. At The Rosary Private School Muweilah, we use technology to great effect. Student use a mixture of tablets, laptops and computers when completing their work. This will also work in synchronization with various robotics and other STEAM (Science, Technology, Engineering and Math) related kits and resources.

By the end of Year 2, which is the end of Key Stage 1, all students should be able to:

- understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions
- create and debug simple programs
- use logical reasoning to predict the behaviour of simple programs
- use technology purposefully to create, organise, store, manipulate and retrieve digital content
- recognise common uses of information technology beyond school
- use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.

Teaching Programme

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	TERM 1		TERM 2		TERM 3	
YEAR 1	Creating a Movie	Creating Digital Invitation	Coding with scratch Jr.	Multimedia	Nature of Technology	Digital Literacy
YEAR 2	Nature of technology	Multimedia	Creating Digital Posters	Programming with scratch	Digital Literacy	Algorithm and programs

Music

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.

By the end of Year 2, which is the end of Key Stage 1, all students should be able to:

- use their voices expressively and creatively by singing songs and speaking chants and rhymes
- play tuned and untuned instruments musically
- listen with concentration and understanding to a range of high-quality live and recorded music
- experiment with, create, select and combine sounds using the inter-related dimensions of music.

Teaching Programme

	TERM 1	TERM 2	TERM 3
YEAR 1	Following rhythm and singing	Developing the voice and singing as a group	Beginning to explore timbre and texture in singing group songs
YEAR 2	Creating music based on a regular pulse/ group singing	Exploring instruments in 'Peter and the Wolf'	Individual and group singing

UAE Social Studies

The UAE Ministry of Education provides the UAE Social Studies curriculum. The syllabus is derived directly from its objectives and requirements. Social studies is a complementary field and combines history, geography, science, and national education. We offer students information and skills for the Arab World as well as the United Arab Emirates. Students study the geography of the United Arab Emirates and Islamic countries, and their relationships to geographical locations of Europe and the American continent. Our curriculum aims to equip students with the knowledge and understanding of the past as part of the inspiration to develop new ideas in the present whilst planning for the future.

Skills, knowledge, and understanding in Social Studies are consolidated through project work so students develop an understanding of the UAE and an understanding of Emirati identity. Our termly projects support student in becoming successful with information literacy and processing. Elements of Moral Education are incorporated into the Social Studies curriculum to give it greater depth. The Social Studies programme is taught in Arabic from Year 2.

Teaching Programme (Arabs)

	TERM 1	TERM 2	TERM 3
YEAR 2	<p>الأسرة الإماراتية: أنا وأسرتي، واجباتي تجاه أسرتي، الإمارات أسرتنا الكبيرة. الجهات الأصلية رموز بلادي: جواز السفر الإماراتي، بطاقة الهوية، النقود في بلادي</p>	<p>النقل في بلادي: البري، الجوي، البحري مهني عندما أكبر: مهن من بلادي زايد الوالد: النشأة، القيادة، الإنجازات</p>	<p>النظام في بلادي: البيت، المدرسة، الحي الإمارات بلادي: موقع بلادي، معالم بلادي، وطن السعادة والتسامح رحالة ومستكشفون (ابن بطوطة)</p>

Teaching Programme (Non-Arabs)

	TERM 1	TERM 2	TERM 3
YEAR 2	<p>Living In Social Groups My Family My School Living in a Community The UAE Culture UAE Heritage and Traditions Part 1 UAE Heritage and Traditions Part 2</p>	<p>My UAE Symbols of the UAE. My Birthday Living in the Past My Friends We're All Different!</p>	<p>The seven Emirates Islam and the UAE Food in the UAE Museums in the UAE Money in the UAE Baqala, souqs, markets, and malls UAE emergency services</p>

Moral Education

Moral Education is a program of study that is taught in school through the directive of the Crown Prince's Court in Abu Dhabi. It is an innovative, engaging curriculum designed to develop young people of all nationalities and ages in the UAE with universal principles and values, that reflect the shared experiences of humanity.

Aims:

- to ensure a holistic approach to education
- to encourage youth to explore questions common to everyday life, building on the cultural values shared across the UAE's diverse communities
- to promote character building and to develop our students to be the next generation of role models and leaders
- to encourage healthy choices and the importance of well-being in a hectic pace of life
- to provide active learning that goes beyond the classroom

The curriculum is based on 4 pillars which include: character and morality, the individual and the community, civic studies, and cultural studies. It blends academic content with an exploration of character and ethics. At The Rosary Private School Muweilah, the Moral Education curriculum is taught by Arabic teachers.



Inclusion

The Rosary Private School Muweilah welcomes learners with English as an Additional Language(EAL). These are students whose English is very limited which prevents them from both socializing within the school community and accessing the school curriculum. At the school, EAL learners are identified on entry and grouped according to their linguistic needs as noted below:

EAL – A

- Learners who have English skills at the level of BICS(Basic Interpersonal Communication Skills)
- Learners who have advanced and developed their English skill but still need support
- learners who are in the process of developing their Cognitive Academic Language Proficiency (CALP)

EAL – B

- Learners who have developed an equal competency level the same as their peers
- learners who do not need significant support in accessing the curriculum
- independent learners of English who have secured the level of CALP.

Those who are at EAL – B are likely to be assisted by their class teacher through the modification of work, whilst those at EAL – A may require in-class support, out-of-class interventions and one- to-one sessions developing their proficiency in

- phonology - the sound system of English
- morphology - the forms and formation of words
- syntax - the rules and structure of the English language
- semantics - the meaning of language including general vocabulary and academic terminology
- language functions - the purpose and use of specific language
- pragmatics - the appropriate use of the English language in various contexts

EXTENSION FOR EXCEPTIONAL LEARNERS

At The Rosary Private School Muweilah, we recognize that there are students with special gifts and talents and that these groups of students are at risk of educational exclusion. We strive to prevent this through the implementation of a programme which allows them to excel both in the classroom and beyond.

At Key Stage 1 these students will be identified through the production of exceptionally high quality personal work in the classroom. Students demonstrating skill and capability which significantly exceeds age-related expectation in performance subjects such as sports, music and art can also be identified through peer and parental nomination. It is not necessary for a student to be both academically gifted and talented in an area of skill. Neither are students always exceptionally gifted across all academic areas. For example, an exceptionally creative Year 2 student may write stories are well in advance of the expectations for their age or show exceptional independence in developing strategies for solving problems in science or mathematics, but for this to be identified in one or two areas of the curriculum only.

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Students who are identified as exceptional will be put on an Individual Plan once they are identified so the school and teachers within subjects can enhance their work through the provision of higher level activities. They may also be given additional opportunities which allow them to nourish and extend their exceptional potential.

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ADDENDA

Appendix 1: Sight Words for Year 1 and 2. The Year 1 Phonetics Test will be taken from this list.

a	an	as	at	if	in
is	it	of	off	on	can
dad	had	back	and	get	big
him	his	not	got	up	mum
but	the	to	I	no	go
into	will	that	this	then	them
with	see	for	now	down	look
too	he	she	we	me	be
was	you	they	all	are	my
her	went	it's	from	children	just
help	said	have	like	so	do
some	come	were	there	little	one
when	out	what	don't	old	I'm
by	time	house	about	your	day
made	came	make	here	saw	very
put	oh	their	people	Mr.	Mrs.
Ms.	looked	called	asked	could	water
garden	away	giant	how	let's	did
dragon	would	great	or	why	home
last	who	jumped	bear	before	can't
gran	things	fun	new	place	everyone
window	our	sleep	play	each	take
book	find	let	more	girl	magic
any	shouted	under	fox	trees	through
bad	must	fell	red	friends	these
there's	began	looking	next	better	first
hot	that's	hard	baby	floppy	something
eggs	bed	once	live	ever	say
small	lived	car	king	white	town
use	and	which	like	been	into
words	will	two	find	long	other
right	write	down	about	go	number
these	part	over	name	boy	such
change	new	good	because	sound	sentence
turn	play	take	man	want	here
away	also	ask	work	great	around
animal	know	form	men	house	place
help	three	read	point	year	through
small	need	page	much	set	land
letter	before	different	mother	back	line

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end	home	answer	right	does	us
found	most	another	move	study	very
mean	well	try	still	after	old
large	kind	learn	any	hand	should
same	picture	just	tell	world	high
light	life	sea	watch	every	thought
always	far	near	head	those	grow
add	under	both	took	real	food
paper	river	almost	between	saw	together
four	own	lift	got	carry	above
below	group	state	country	few	often
sometimes	plant	while	run	mountain	last
along	important	hear	cut	school	might
until	stop	young	father	close	without
talk	keep	side	second	soon	tree
seem	feet	late	list	never	next
miss	song	start	hard	idea	being
city	open	night	enough	leave	earth
walk	eat	family	eyes	white	face
space	teacher	classroom	bathroom	bell	soap
body	music	colour	stand	sun	question
fish	area	mark	horse	birds	problem
complete	knew	since	ever	piece	told
usually	didn't	friend	easy	order	red
door	sure	become	top	ship	across
today	during	short	better	best	however
low	hour	black	happen	whole	remember
early	waves	reach	listen	wind	rock
cover	fast	several	himself	toward	five
step	morning	passed	vowel	true	hundred
against	table	north	slowly	money	map
farm	pulled	draw	voice	cold	cried
plan	notice	south	sing	ground	full
fall	town	field	travel	wood	fire

Appendix 2: Spelling Rules Guidance

Year 1 Spelling Rules

Statutory requirements	Rules and guidance	Example words
The sounds /f/, /l/, /s/, /z/ and /k/ spelt ff, ll, ss, zz and ck	The /f/, /l/, /s/, /z/ and /k/ sounds are usually spelt as ff , ll , ss , zz and ck if they come straight after a single vowel letter in short words. Exceptions: if, pal, us, bus, yes.	off, well, miss, buzz, back
The /ŋ/ sound spelt n before k		bank, think, honk, sunk
Division of words into syllables	Each syllable is like a 'beat' in the spoken word. Words of more than one syllable often have an unstressed syllable in which the vowel sound is unclear.	pocket, rabbit, carrot, thunder, sunset
-tch	The /tʃ/ sound is usually spelt as tch if it comes straight after a single vowel letter. Exceptions: rich, which, much, such.	catch, fetch, kitchen, notch, hutch
The /v/ sound at the end of words	English words hardly ever end with the letter v , so if a word ends with a /v/ sound, the letter e usually needs to be added after the 'v'.	have, live, give
Adding s and es to words (plural of nouns and the third person singular of verbs)	If the ending sounds like /s/ or /z/, it is spelt as -s . If the ending sounds like /ɪz/ and forms an extra syllable or 'beat' in the word, it is spelt as -es .	cats, dogs, spends, rocks, thanks, catches
Adding the endings -ing, -ed and -er to verbs where no change is needed to the root word	<p>-ing and -er always add an extra syllable to the word and -ed sometimes does.</p> <p>The past tense of some verbs may sound as if it ends in /ɪd/ (extra syllable), /d/ or /t/ (no extra syllable), but all these endings are spelt -ed.</p> <p>If the verb ends in two consonant letters (the same or different), the ending is simply added on.</p>	hunting, hunted, hunter, buzzing, buzzed, buzzer, jumping, jumped, jumper

Vowel digraphs and trigraphs

Some may already be known, depending on the programmes used in Reception, but some will be new.

Vowel digraphs and trigraphs	Rules and guidance	Example words
ai, oi	The digraphs ai and oi are virtually never used at the end of English words.	rain, wait, train, paid, afraid oil, join, coin, point, soil
ay, oy	ay and oy are used for those sounds at the end of words and at the end of syllables.	day, play, say, way, stay boy, toy, enjoy, annoy
a-e		made, came, same, take, safe
e-e		these, theme, complete
i-e		five, ride, like, time, side
o-e		home, those, woke, hope, hole
u-e	Both the /u:/ and /ju:/ ('oo' and 'yoo') sounds can be spelt as u-e .	June, rule, rude, use, tube, tune
ar		car, start, park, arm, garden
ee		see, tree, green, meet, week
ea (/i:/)		sea, dream, meat, each, read (present tense)
ea (/ɛ/)		head, bread, meant, instead, read (past tense)
er (/ɜ:/)		(stressed sound): her, term, verb, person
er (/ə/)		(unstressed <i>schwa</i> sound): better, under, summer, winter, sister
ir		girl, bird, shirt, first, third
ur		turn, hurt, church, burst, Thursday

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Vowel digraphs and trigraphs	Rules and guidance	Example words
oo (/u:/)	Very few words end with the letters oo , although the few that do are often words that primary children in year 1 will encounter, for example, <i>zoo</i>	food, pool, moon, zoo, soon
oo (/ʊ/)		book, took, foot, wood, good
oa	The digraph oa is very rare at the end of an English word.	boat, coat, road, coach, goal
oe		toe, goes
ou	The only common English word ending in ou is <i>you</i> .	out, about, mouth, around, sound
ow (/aʊ/) ow (/əʊ/) ue ew	Both the /u:/ and /ju:/ ('oo' and 'yoo') sounds can be spelt as u-e , ue and ew . If words end in the /oo/ sound, ue and ew are more common spellings than oo .	now, how, brown, down, town own, blow, snow, grow, show blue, clue, true, rescue, Tuesday new, few, grew, flew, drew, threw
ie (/aɪ/)		lie, tie, pie, cried, tried, dried
ie (/i:/)		chief, field, thief
igh		high, night, light, bright, right
or		for, short, born, horse, morning
ore		more, score, before, wore, shore
aw		saw, draw, yawn, crawl
au		author, August, dinosaur, astronaut
air		air, fair, pair, hair, chair
ear		dear, hear, beard, near, year
ear (/ɛə/)		bear, pear, wear
are (/ɛə/)		bare, dare, care, share, scared

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Statutory requirements	Rules and guidance	Example words
Words ending –y (/i:/ or /ɪ/)		very, happy, funny, party, family
New consonant spellings ph and wh	The /f/ sound is not usually spelt as ph in short everyday words (e.g. <i>fat, fill, fun</i>).	dolphin, alphabet, phonics, elephant when, where, which, wheel, while
Using k for the /k/ sound	The /k/ sound is spelt as k rather than as c before e, i and y .	Kent, sketch, kit, skin, frisky
Adding the prefix –un	The prefix un– is added to the beginning of a word without any change to the spelling of the root word.	unhappy, undo, unload, unfair, unlock
Compound words	Compound words are two words joined together. Each part of the longer word is spelt as it would be if it were on its own.	football, playground, farmyard, bedroom, blackberry
Common exception words	Pupils' attention should be drawn to the grapheme-phoneme correspondences that do and do not fit in with what has been taught so far.	the, a, do, to, today, of, said, says, are, were, was, is, his, has, I, you, your, they, be, he, me, she, we, no, go, so, by, my, here, there, where, love, come, some, one, once, ask, friend, school, put, push, pull, full, house, our – and/or others, according to the programme used

Statutory requirements	Rules and guidance	Example words
The /dʒ/ sound spelt as ge and dge at the end of words, and sometimes spelt as g elsewhere in words before e, i and y	<p>The letter j is never used for the /dʒ/ sound at the end of English words.</p> <p>At the end of a word, the /dʒ/ sound is spelt -dge straight after the /æ/, /ɛ/, /ɪ/, /ɒ/, /ʌ/ and /ʊ/ sounds (sometimes called 'short' vowels).</p> <p>After all other sounds, whether vowels or consonants, the /dʒ/ sound is spelt as -ge at the end of a word.</p> <p>In other positions in words, the /dʒ/ sound is often (but not always) spelt as g before e, i, and y. The /dʒ/ sound is always spelt as j before a, o and u.</p>	<p>badge, edge, bridge, dodge, fudge</p> <p>age, huge, change, charge, bulge, village</p> <p>gem, giant, magic, giraffe, energy jacket, jar, jog, join, adjust</p>
The /s/ sound spelt c before e, i and y		race, ice, cell, city, fancy
The /n/ sound spelt kn and (less often) gn at the beginning of words	The 'k' and 'g' at the beginning of these words was sounded hundreds of years ago.	knock, know, knee, gnat, gnaw
The /r/ sound spelt wr at the beginning of words	This spelling probably also reflects an old pronunciation.	write, written, wrote, wrong, wrap
The /l/ or /əl/ sound spelt -le at the end of words	The -le spelling is the most common spelling for this sound at the end of words.	table, apple, bottle, little, middle
The /l/ or /əl/ sound spelt -el at the end of words	<p>The -el spelling is much less common than -le.</p> <p>The -el spelling is used after m, n, r, s, v, w and more often than not after s.</p>	camel, tunnel, squirrel, travel, towel, tinsel
The /l/ or /əl/ sound spelt -al at the end of words	Not many nouns end in -al , but many adjectives do.	metal, pedal, capital, hospital, animal
Words ending -il	There are not many of these words.	pencil, fossil, nostril
The /aɪ/ sound spelt -y at the end of words	This is by far the most common spelling for this sound at the end of words.	cry, fly, dry, try, reply, July

Year 2 Spelling Rules

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Statutory requirements	Rules and guidance	Example words
Adding –es to nouns and verbs ending in –y	The y is changed to i before – es is added.	flies, tries, replies, copies, babies, carries
Adding –ed, –ing, –er and –est to a root word ending in –y with a consonant before it	The y is changed to i before – ed , – er and – est are added, but not before – ing as this would result in ii . The only ordinary words with ii are <i>skiing</i> and <i>taxiing</i> .	copied, copier, happier, happiest, cried, replied ... but copying, crying, replying
Adding the endings –ing, –ed, –er, –est and –y to words ending in –e with a consonant before it	The – e at the end of the root word is dropped before – ing , – ed , – er , – est , – y or any other suffix beginning with a vowel letter is added. Exception: <i>being</i> .	hiking, hiked, hiker, nicer, nicest, shiny
Adding –ing, –ed, –er, –est and –y to words of one syllable ending in a single consonant letter after a single vowel letter	The last consonant letter of the root word is doubled to keep the /æ/, /ɛ/, /ɪ/, /ɒ/ and /ʌ/ sound (i.e. to keep the vowel 'short'). Exception: The letter 'x' is never doubled: <i>mixing, mixed, boxer, sixes</i> .	patting, patted, humming, hummed, dropping, dropped, sadder, saddest, fatter, fattest, runner, runny
The /ɔ:/ sound spelt a before l and ll	The /ɔ:/ sound ('or') is usually spelt as a before l and ll .	all, ball, call, walk, talk, always
The /ʌ/ sound spelt o		other, mother, brother, nothing, Monday
Adding –ing, –ed, –er, –est and –y to words of one syllable ending in a single consonant letter after a single vowel letter	The last consonant letter of the root word is doubled to keep the /æ/, /ɛ/, /ɪ/, /ɒ/ and /ʌ/ sound (i.e. to keep the vowel 'short'). Exception: The letter 'x' is never doubled: <i>mixing, mixed, boxer, sixes</i> .	patting, patted, humming, hummed, dropping, dropped, sadder, saddest, fatter, fattest, runner, runny
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Statutory requirements	Rules and guidance	Example words
Adding –ing, –ed, –er, –est and –y to words of one syllable ending in a single consonant letter after a single vowel letter	The last consonant letter of the root word is doubled to keep the /æ/, /ɛ/, /ɪ/, /ɒ/ and /ʌ/ sound (i.e. to keep the vowel 'short'). Exception: The letter 'x' is never doubled: <i>mixing, mixed, boxer, sixes</i> .	patting, patted, humming, hummed, dropping, dropped, sadder, saddest, fatter, fattest, runner, runny
The /ɔ:/ sound spelt a before l and ll	The /ɔ:/ sound ('or') is usually spelt as a before l and ll .	all, ball, call, walk, talk, always
The /ʌ/ sound spelt o		other, mother, brother, nothing, Monday
The /i:/ sound spelt –ey	The plural of these words is formed by the addition of –s (<i>donkeys, monkeys, etc.</i>).	key, donkey, monkey, chimney, valley
The /ɒ/ sound spelt a after w and qu	a is the most common spelling for the /ɒ/ ('hot') sound after w and qu .	want, watch, wander, quantity, squash
The /ɜ:/ sound spelt or after w	There are not many of these words.	word, work, worm, world, worth
The /ɔ:/ sound spelt ar after w	There are not many of these words.	war, warm, towards
The /ɜ/ sound spelt s		television, treasure, usual
The suffixes –ment, –ness, –ful, –less and –ly	If a suffix starts with a consonant letter, it is added straight on to most root words without any change to the last letter of those words. Exceptions: (1) <i>argument</i> (2) root words ending in –y with a consonant before it but only if the root word has more than one syllable.	enjoyment, sadness, careful, playful, hopeless, plainness (plain + ness), badly merriment, happiness, plentiful, penniless, happily

(insert KS1 Spelling Rules P3)

Statutory requirements	Rules and guidance	Example words
Contractions	<p>In contractions, the apostrophe shows where a letter or letters would be if the words were written in full (e.g. <i>can't</i> – <i>cannot</i>).</p> <p><i>It's</i> means <i>it is</i> (e.g. <i>It's</i> raining) or sometimes <i>it has</i> (e.g. <i>It's</i> been raining), but <i>it's</i> is never used for the possessive.</p>	can't, didn't, hasn't, couldn't, it's, I'll
The possessive apostrophe (singular nouns)		Megan's, Ravi's, the girl's, the child's, the man's
Words ending in –tion		station, fiction, motion, national, section
Homophones and near-homophones	It is important to know the difference in meaning between homophones.	there/their/they're, here/hear, quite/quiet, see/sea, bare/bear, one/won, sun/son, to/too/two, be/bee, blue/blew, night/knight
Common exception words	<p>Some words are exceptions in some accents but not in others – e.g. <i>past</i>, <i>last</i>, <i>fast</i>, <i>path</i> and <i>bath</i> are not exceptions in accents where the a in these words is pronounced /æ/, as in <i>cat</i>.</p> <p><i>Great</i>, <i>break</i> and <i>steak</i> are the only common words where the /eɪ/ sound is spelt ea.</p>	door, floor, poor, because, find, kind, mind, behind, child, children*, wild, climb, most, only, both, old, cold, gold, hold, told, every, everybody, even, great, break, steak, pretty, beautiful, after, fast, last, past, father, class, grass, pass, plant, path, bath, hour, move, prove, improve, sure, sugar, eye, could, should, would, who, whole, any, many, clothes, busy, people, water, again, half, money, Mr, Mrs, parents,

Appendix 3 – Components of Vocabulary, Punctuation and Grammar

Year 1: Detail of content to be introduced (statutory requirement)	
Word	<p>Regular plural noun suffixes –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>Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. <i>helping, helped, helper</i>)</p> <p>How the prefix un– changes the meaning of verbs and adjectives [negation, for example, <i>unkind</i>, or <i>undoing: untie the boat</i>]</p>
Sentence	<p>How words can combine to make sentences</p> <p>Joining words and joining clauses using <i>and</i></p>
Text	Sequencing sentences to form short narratives
Punctuation	<p>Separation of words with spaces</p> <p>Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p>Capital letters for names and for the personal pronoun I</p>
Terminology for pupils	<p>letter, capital letter</p> <p>word, singular, plural</p> <p>sentence</p> <p>punctuation, full stop, question mark, exclamation mark</p>

Year 2: Detail of content to be introduced (statutory requirement)	
Word	<p>Formation of nouns using suffixes such as <i>–ness, –er</i> and by compounding [for example, <i>whiteboard, superman</i>]</p> <p>Formation of adjectives using suffixes such as <i>–ful, –less</i></p> <p>(A fuller list of suffixes can be found on page 56 in the year 2 spelling section in English Appendix 1)</p> <p>Use of the suffixes <i>–er, –est</i> in adjectives and the use of <i>–ly</i> in Standard English to turn adjectives into adverbs</p>
Sentence	<p>Subordination (using <i>when, if, that, because</i>) and co-ordination (using <i>or, and, but</i>)</p> <p>Expanded noun phrases for description and specification [for example, <i>the blue butterfly, plain flour, the man in the moon</i>]</p> <p>How the grammatical patterns in a sentence indicate its function as a statement, question, exclamation or command</p>

Year 2: Detail of content to be introduced (statutory requirement)	
Text	<p>Correct choice and consistent use of present tense and past tense throughout writing</p> <p>Use of the progressive form of verbs in the present and past tense to mark actions in progress [for example, <i>she is drumming, he was shouting</i>]</p>
Punctuation	<p>Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences</p> <p>Commas to separate items in a list</p> <p>Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, <i>the girl's name</i>]</p>
Terminology for pupils	<p>noun, noun phrase</p> <p>statement, question, exclamation, command</p> <p>compound, suffix</p> <p>adjective, adverb, verb</p> <p>tense (past, present)</p> <p>apostrophe, comma</p>

The KS1 Curriculum

This booklet was prepared for The Rosary Private School in Sharjah in the United Emirates to ensure it is compliant with both the English National Curriculum and the UAE Ministry of Education requirements.

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