

Key Stage 1 Parent Handbook 2020-2021



Welcome

Welcome to Oryx International School, at Oryx we believe the first step in your child's education is the most important one. We pride ourselves on providing a unique, learning-enriched environment accompanied by high quality and experienced teaching staff.

We believe that every child is unique and special and it is our job to provide them with the appropriate attention, care, support and encouragement required to bring out his or her own talents and strengths.

It is at this stage that we lay down the foundation for children's success to move from one key stage to another to achieve both academically and personally throughout life.

Our Mission and Our Vision

Our Mission

Our mission at Oryx is to deliver an engaging, value rich, broad and balanced 'British International Education Programme' to the children of the employees of Qatar Airways by highly qualified and experienced UK curriculum teachers.

Our Vision

Our vision is to ensure that students leave Oryx International School enabled, confident and ready to face the challenges that their next stage of life will bring. They will have developed effective behaviours that will enable them to thrive and succeed as global citizens of the 21st century.

Teaching Personnel

Consists of two key stages. Key Stage 1 comprises of Years 1 and 2 and Key Stage 2 of Years 3 through to 6.

Key Stage 1

Key Stage 1 will be overseen by the Year 1 and 2 Year Leaders and our Assistant Head Teacher, Mr Liam Mernagh

| Year Group | Teacher | Class Name |
|--------------------------------|----------------|--------------|
| Year 1 Teacher and Year Leader | Miss McCarry | Vietnam |
| Year 1 Teacher | Mrs. Ashiq | Indonesia |
| Year 1 Teacher | Miss Jones | Cambodia |
| Year 1 Teacher | Mr. Kiverigan | Malaysia |
| Year 1 Teacher | Mr. Brogan | Thailand |
| Year 1 Teacher | Miss Moktar | Nigeria |
| Year 2 Teacher and Year Leader | Mrs. Bradfield | Tanzania |
| Year 2 Teacher | Mr. Brame | Singapore |
| Year 2 Teacher | Mr. Mossey | South Africa |
| Year 2 Teacher | Miss Callaghan | Sudan |
| Year 2 Teacher | Miss Wood | Kenya |
| Year 2 Teacher | Miss Santamera | Algeria |
| Year 2 Teacher | Mrs. Texeira | Senegal |

Key Personnel

| Name | Designation | Email | Contact |
|----------------------|----------------------------|-------------------------------|----------------|
| Mr. Derek Laidlaw | Executive Principal | exec.pa@oryxschool.qa | +974 4036 0063 |
| Mrs. Andrea Smith | Head of Primary | hop@oryxschool.qa | +974 4036 0063 |
| Mrs. Georgina Murphy | Deputy Head of Primary | georgina.murphy@oryxschool.qa | +974 4036 0063 |
| Mrs. Jane Rimmer | Assistant Head of Primary | jane.rimmer@oryxschool.qa | +974 4036 0063 |
| Mr. Liam Mernagh | Assistant Head of Primary | liam.mernagh@oryxschool.qa | +974 4036 0063 |
| Mrs. Julie Gano | School Nurse | nurse@oryxschool.qa | +974 3091 6800 |
| Mrs. Devika Chadda | Admissions Manager | admissions@oryxschool.qa | +974 4036 0085 |
| Mrs. Karen Laidlaw | Parent Relations Executive | karen.laidlaw@oryxschool.qa | +974 4036 6803 |
| Reception | | reception@oryxschool.qa | +974 4036 0063 |

School Timings

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|---------------|-------------------------|
| 07:30 | Start of school day |
| 14:00 | End of lessons |
| 14:05 – 14:55 | After school activities |

Year 1 Topic Skills & Learning Outcomes

Curriculum Areas

- Science
- History
- Geography
- Computing
- Design Technology
- Art & Design
- Music
- Physical Development
- Modern Foreign Languages

SCIENCE

| Working Scientifically | Animals Including Humans | Everyday Materials | Plants | Seasonal Changes |
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| <p>Answer simple questions stimulated by observations & exploration of their world. <i>E.g. Why a stone lying on the ground does not move? 'Why did that get hot?'</i></p> <p>Present evidence in templates provided for them and make simple observations. <i>E.g. use a simple tally of boy v girls in class. Which is the majority gender?</i></p> <p>Use evidence to ask questions & recognize that they can be answered in different ways</p> <p>Draw on their everyday experience to help answer questions. <i>e.g. explains that rain makes them wet</i></p> | <p>Identify and name a variety of common animals that are birds, fish, amphibians, reptiles and mammals</p> <p>Identify and name a variety of common animals that are carnivores, herbivores and omnivores</p> <p>Describe and compare the structure of a variety of common animals (birds, fish, amphibians, reptiles and mammals, and including pets)</p> <p>Identify, name draw and label the basic parts of the human body and say which parts of the body is associated with each sense</p> | <p>Distinguish between an object and the material from which it is made</p> <p>Identify and name a variety of everyday materials, including wood, plastic, glass, water and rock</p> <p>Describe the simple physical properties of a variety of everyday materials.</p> <p>Compare and group together a variety of everyday materials on the basis of their physical properties</p> | <p>Identify and name a variety of common plants, including garden plants, wild plants and trees, and those classified as deciduous and evergreen</p> <p>Identify and describe the basic structure of a variety of common plants including roots, stem/trunk, leaves and flowers</p> | <p>Observe and record changes in the amount of day and night time between the seasons e.g. the longest day is in the Summer time</p> <p>Observe and describe weather change associated with the seasons. <i>e.g. It's colder in Winter than Summer</i></p> <p>Show understanding of the impact on people and plants resulting from seasonal change. E.g. describes what trees look like in winter compared to summer</p> |



| HISTORY | GEOGRAPHY |
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| <p><i>Students should be given the opportunity to apply historical skills in the context of their Home Countries:</i> <i>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</i> <i>Events beyond living memory that are significant nationally or globally</i> <i>The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods</i> <i>Significant historical events, people and places in their own locality</i></p> <p>Chronological Awareness Sequence simple pictures within their own experiences</p> <p>Begin to use appropriately terminology such as past, then and now</p> <p>Knowledge and Understanding of Significant Aspects of History Compare historical periods using the terms 'then' and 'now' and identify the changes within these different time periods</p> <p>Understand Historical Concepts Give a simple explanation of a consequence to an action specifically a result of an event or action of an individual</p> <p>Organise, Evaluate and Communicate Information Write simple sentences to describe an event or period of time</p> <p>Obtain ideas about the past from pictures</p> | <p>Location Knowledge Name and locate the world's seven continents and five oceans</p> <p>Name and locate Qatar, Home Countries and 2 other countries and their capital cities</p> <p>Place Knowledge Understand geographical similarities and differences through studying the human and physical geography of a small area of Qatar</p> <p>Human and Physical Geography Identify seasonal and daily weather patterns in Qatar</p> <p>Use basic geographical vocabulary to refer to key physical features: beach, coast, desert, mountain, hill, forest, sea, ocean, river, season, weather</p> <p>Use basic geographical vocabulary to refer to key human features: city, town, village, factory, farm, house, office, port, harbour and shop</p> <p>Geographical Skills and Fieldwork Use world maps</p> <p>Use simple locational and directional language (near and far; left and right)</p> <p>Use simple fieldwork and observational skills to study the geography of their school and its ground e.g. note taking, videoing, data collection, sketches, observations</p> |

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| COMPUTING | DESIGN & TECHNOLOGY |
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Computer Science

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

Information Technology

Use technology purposefully to create, organise, store, manipulate and retrieve digital content

Recognise common uses of information technology beyond school

Digital Literacy

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

Design

Think of their own ideas and explain what they want to do

Describe designs using pictures, model mock-ups and words

Design a product for themselves and others following design criteria

Make

Explain what they are making and why

Select and describe which tools and equipment they are using to cut, shape and join

Choose materials and explain why they are being used

Evaluate

Describe how existing products work

Talk about their own work and others

Technical Knowledge

Construction: Describe how to make products stronger and use levers or slides in their work

Use of materials: Measure materials to use in a model or structure; join materials in different ways; use levers or slides in their work

Cooking and Nutrition

Cut food safely

Know that they need to wash their hands and make sure that surfaces are clean

Think of interesting ways of decorating food they have made

Identify healthy foods and know where some foods come from

| ART & DESIGN | MUSIC |
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| <p>Drawing Use texture when drawing (eg. brick rubbings) Consolidating fine motor control through the use of different pencils Begin to produce lines in a range of different tones using the same pencil Work from observation Begin to use pastels in different ways, mixing and hatching</p> <p>Painting Mix primary colours Begin to use black and white to create tints and tones Create a range of marks with a paintbrush and a variety of tools – fingers, card, twigs, Create texture using colour and different thicknesses of paint Begin to work using different coloured, sized, shaped papers Work from direct observation and imagination Begin to look at work of other artists</p> <p>Collage Impress and apply simple decoration Use glue and paste carefully Cut shapes using scissors</p> <p>3D Shape and model from observation and imagination Join using a modelling media Use techniques such as pinching and rolling when working with mouldable materials Build a construction/sculpture from a variety of objects</p> <p>Printing Take a rubbing and prints from object: leaf, hand, onion, etc. Develop and produce simple patterns by using objects Produce simple pictures by printing objects Work from imagination and observation</p> <p>Exploring Respond to ideas to create a composition, image or artifact Communicate ideas using a variety of media</p> <p>Evaluating Describe what they think and feel about their own work Demonstrate some knowledge about the work of a range of artists, craft makers and designers</p> | <p>Performing Vocal: Sing songs, rounds and chants building rhythmic and melodic memory</p> <p>Instrumental: Begin to use correct technique for a range of percussion instruments. Keep a steady beat and copy simple rhythm pattern</p> <p>Improvising and Composing Choose, create and order sounds for different purposes Choose, create and remember higher and lower sound patterns and simple rhythmic patterns Invent symbols to represent sounds</p> <p>Listening and Understanding Respond to changes in character through movement, words or pictures Talk about music heard with appropriate vocabulary, giving opinions</p> <p>Dimensions Pitch: Recognise and respond to high and low sounds Duration: Recognise and respond to steady beats and patterns of long and short sounds Dynamics: Understand loud, quiet and silence Tempo: Understand fast and slow Timbre: Identify families of school percussion instruments and their properties by sound Texture: Recognise and respond to one sound and to many sounds Structure: Understand and identify the use of beginning, middle, end and the use of introduction and repetition</p> |

| PHYSICAL EDUCATION | MODERN FOREIGN LANGUAGES |
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| <p>Games Show basic ball control Send a ball in the direction of another person e.g. using a simple bounce pass in Basketball Take part in sending and receiving activities Talk about exercising, safety & short term effects of exercise</p> <p>Dance Copy & explore basic body patterns & movements from a model. Remember simple dance steps & perform these in a controlled manner which are performed in order. Choose simple actions that link them with sounds & music e.g. Slow movements reacting to drum noises. Safely perform teacher led warm-ups & can describe & discuss others work</p> <p>Gymnastics Copy & explore basic actions with control & co-ordination (All Areas) Develop my range of skills linked to taking off and landing, balance and rolling Begin to choose & link simple actions, and I can recognise & use space around me appropriately Watch & start to discuss my own work & that of my peers Safely begin to perform teacher led warm-up & I am aware of others</p> <p>Swimming Enter the water safely Move forward for a distance of 5 metres, feet may be on or off the floor Move backwards for a distance of 5 metres, feet may be on or off the floor Move sideways for a distance of 5 metres, feet may be on or off the floor Scoop the water and wash the face Be comfortable with water showered from overhead Move from a flat floating position on the back and return to standing Move from a flat floating position on the front and return to standing Push and glide in a flat position on the front from a wall Push and glide in a flat position on the back from a wall Give examples of two pool rules</p> | <p>Listening & Comprehension Listen to familiar spoken words and phrases</p> <p>Speaking Imitate pronunciation</p> <p>Reading & Comprehension Recognise and understand some familiar words and phrases in written form</p> |

Year 2 Topic Skills & Learning Outcomes

Curriculum Areas

- Science
- History
- Geography
- Computing
- Design Technology
- Art & Design
- Music
- Physical Development
- Modern Foreign Languages

SCIENCE

| Working Scientifically | Animals Including Humans | Everyday Materials | Plants | Living Things and Their Habitats |
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| <p>Make some suggestions about how to find things out or how to collect data to answer a question e.g. “<i>You could see which one stretches more</i>”</p> <p>Compare objects, materials and living things e.g. <i>compare the limbs of different animals; texture/hardness of different materials</i></p> <p>Decide how to sort and group them & observe changes over time</p> <p>Use and interpret simple tables where appropriate e.g. <i>blocks graphs, pictograms</i></p> <p>Use what they see and their own ideas to suggest answers to questions e.g. <i>says that a plant will die without water</i></p> | <p>Observe that animals, including humans, have offspring which grow into adults</p> <p>Describe the basic needs of animals, including humans, for survival e.g. <i>the need for water, food and air</i></p> <p>Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. E.g. <i>for nutritional purposes</i></p> <p>List/draw the things an animal needs to live/survive and understand that they live in different habitats</p> | <p>Use observations to group objects, living things, or events e.g. <i>groups different animals based on the number of legs, group solids that dissolve or don't</i></p> <p>Demonstrate understanding of how some materials are used for more than one thing e.g. <i>metal can be used for coins, cans, cars</i></p> <p>Know that the shapes of solid objects made from some materials can be changed by squashing, bending, twisting & stretching. E.g. <i>Observe which materials stretches more</i></p> <p>Describe the effects of heating, cooling, stretching, bending and squashing e.g. <i>Water will boil safely in a metal kettle. It wouldn't if it was made from plastic</i></p> | <p>Observe how seeds and bulbs grow into mature plants e.g. <i>Seeds and bulbs need water to grow but most do not need light</i></p> <p>Find out how plants need water, light and a suitable temperature to grow and stay healthy e.g. <i>says that a plant will die without water</i></p> | <p>Explore and compare the differences between things that are living, dead, and things that have never been alive 'Is a flame alive? Is a deciduous tree dead in winter?</p> <p>Identify that most living things live in habitats to which they are suited e.g. <i>on the seashore, in woodland, in the ocean, in the rainforest</i></p> <p>Describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other</p> <p>Identify and name a variety of plants and animals in their habitats, including micro- habitats e.g. <i>woodlice under stones, logs or leaf litter</i></p> <p>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</p> |



| HISTORY | GEOGRAPHY |
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| <p><i>Students should be given the opportunity to apply historical skills in the context of their Home Countries:</i> <i>Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.</i> <i>Events beyond living memory that are significant nationally or globally</i> <i>The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods</i> <i>Significant historical events, people and places in their own locality</i></p> <p>Chronological Awareness Identify similarities and differences between their lives and events studied</p> <p>Recognise that dates are used to identify when events happened in the past</p> <p>Knowledge and Understanding of Significant Aspects of History Draw simple conclusions and deduce information on the past from pictures and information</p> <p>Beginning to give simple reasons why changes occurred in the past</p> <p>Understand Historical Concepts Give more than one effect of an event and give simple explanations</p> <p>Organise, Evaluate and Communicate Information Describe an event using temporal markers to show structure</p> <p>Connect ideas and give simple phrases as to why an event occurred</p> <p>Begin to understand that information on the past may differ</p> | <p>Location Knowledge Identify characteristics of Qatar, Home Countries and 2 other countries and their capital cities and their surrounding seas</p> <p>Place Knowledge Understand geographical similarities and differences through studying the human and physical geography of a small area in Home Countries, and of a small area in a contrasting country</p> <p>Human and Physical Geography Locate hot and cold areas of the world in relation to the Equator and the North and South Poles</p> <p>Use basic geographical vocabulary to refer to key physical features: beach, coast, desert, mountain, hill, forest, sea, ocean, river, season, weather</p> <p>Use basic geographical vocabulary to refer to key human features: city, town, village, factory, farm, house, office, port, harbour and shop</p> <p>Geographical Skills and Fieldwork Use world maps, atlases and globes to identify Qatar</p> <p>Use simple compass directions, north, south, east, west</p> <p>Use aerial photographs and plans to recognise landmarks to devise a simple map</p> <p>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 – fieldwork in the local area/close proximity to the school e.g. the road, park and shops</p> |

COMPUTING

Computer Science

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

Information Technology

Use technology purposefully to create, organise, store, manipulate and retrieve digital content

Recognise common uses of information technology beyond school

Digital Literacy

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

DESIGN & TECHNOLOGY

Design

Think of own ideas and plan what to do next

Select the best tools and materials and a reason why these are best tools or materials

Describe my design by using pictures, diagrams, model mock-ups, words and ICT

Design a product for others following design criteria

Make

Explain what they are making and why their audience will like it

Join materials/components together in different ways

Select materials and explain why they are being used depending on their characteristics

Evaluate

Describe what went well with their work

Evaluate what I they would do differently if they did it again and why

Judge their work against the design criteria

Technical Knowledge

Mechanisms: Join materials together as part of a moving product and use axels and wheels in their work

Textiles: Measure textiles and join them together to make something, explain why they chose a certain textile

Cooking and Nutrition

Describe the properties of the ingredients they are using and why it is important to be varied their diet

Explain what it means to be hygienic

Can say where food comes from i.e. animals, underground, over ground etc

| ART & DESIGN | MUSIC |
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| <p>Drawing Show increasing pencil control and produce a growing range of patterns and textures with a single pencil using a range of tones Work from direct observation and imagination Use a range of drawing media in different ways: hatching, scribble, stippling, blending, etc. Use soft pastels competently and begin to experiment with oil pastels</p> <p>Painting Mix a range of colours (eg. secondary) Begin to explore the relationship between colour and moods / feelings – red - angry fire Colour matching, replicating patterns and textures around them Use the brush to create a wide range of marks that are being used in their work Work in different ways and on a variety of different coloured, shaped paper</p> <p>Collage Cut a variety of shapes to complete a composition Investigate texture with paper e.g. scrunching and screwing paper up to create a composition Use a range of decorative techniques</p> <p>3D Use equipment in a correct and safe way Shape and form from direct observation or imagination Use a range of decorative techniques: applied, impressed, painted, etc. Construct from found junk materials Replicate patterns and textures in a 3-D form</p> <p>Printing Create patterns and pictures by printing from objects using more than one colour Use relief printing: string, card, etc. Produce clean printed image Identify the different forms printing takes: books, pictures, wallpaper, fabrics, etc.</p> <p>Exploring Communicate their own ideas and meanings through a range of materials and processes Identify the different forms art takes: books, pictures, wallpaper, fabrics, etc.</p> <p>Evaluating Discuss the work of a range of artists, sculptors, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work</p> | <p>Performing Vocal: Sing songs, rounds and chants and use simple vocal patterns as accompaniments</p> <p>Instrumental: Use correct technique for a range of percussion instruments Choose and play patterns with increasing confidence</p> <p>Improvising and Composing Choose, create and order sounds to show simple contrast Choose, create and remember higher and lower sound patterns and rhythmic patterns Invent symbols to represent sounds</p> <p>Listening and Understanding Respond to changes in mood through movement, words or pictures Give opinions, justifying musical ideas with appropriate vocabulary</p> <p>Dimensions Pitch: Recognise and respond to higher and lower sounds and general shapes of melodies; begin to recognise steps, leaps and repeated notes</p> <p>Duration: Recognise, respond and distinguish between beat and rhythm. Understand that rhythmic patterns fit to the beat</p> <p>Dynamics: Understand getting louder and Quieter</p> <p>Tempo: Understand getting faster and slower</p> <p>Timbre: Identify the way sounds are made</p> <p>Texture: Recognise and respond to different layers in music</p> <p>Structure: Understand and identify the use of beginning, middle, end and the use of introduction and repetition</p> |

| PHYSICAL EDUCATION | MODERN FOREIGN LANGUAGES |
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| <p>Games Take part in opposed conditioned games e.g. taking on the role of attacker or defender within a given game Talk about exercise, safety & short term effects of exercise making reference to the changes that happen in the body</p> <p>Dance Respond imaginatively to a variety of stimuli including types of music and instruction Say what I liked about another's performance</p> <p>Gymnastics To construct basic sequences Identify the difference between my performance & that of others Understand the need for warm up & cool down, and also what is happening to my body during exercise</p> <p>Swimming Jump in from poolside safely to a minimum depth of 1.0 metre Blow bubbles a minimum of three times rhythmically, with nose and mouth submerged Move from a flat floating position on the back and return to standing without support Move from a flat floating position on the front and return to standing without support Push from a wall and glide on the back – arms can be by the side or above the head Push from a wall and glide on the front with arms extended Travel using a recognised leg action with feet off the pool floor on the back for 5 metres Travel using a recognised leg action with feet off the pool floor on the front for 5 metres Perform a tuck to rotate from a flat floating position on the front, to a back floating position, then return to standing Perform a tuck to rotate from a flat floating position on the back, to a front floating position, then return to standing Perform a log roll from the back to the front</p> | <p>Listening & Comprehension Understand conventions such as taking turns to speak, valuing the contribution of others</p> <p>Speaking Respond to familiar spoken words and phrases</p> <p>Reading & Comprehension Read aloud in chorus, with confidence and enjoyment, from a known text</p> |

Oryx International Topics 2020/2021

| Key Stage 1 | | | | | |
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| Year 1 | | | Year 2 | | |
| Autumn Term | Spring Term | Summer Term | Autumn Term | Spring Term | Summer Term |
| <u>Once upon a time...</u> | <u>Mini beasts</u> | <u>Superheroes</u> | <u>Dinosaurs</u> | <u>What is water?</u> | <u>Grand designs</u> |
| <p>Key Questions:</p> <ul style="list-style-type: none"> How do plants grow? What do plants need to grow? What plants grow in Qatar? | <p>Key Questions:</p> <ul style="list-style-type: none"> What is a mini beast? Where do they live? What mini beasts can we find at school? What weather do they like? Are there any different mini beasts in home countries? | <p>Key Questions:</p> <ul style="list-style-type: none"> What makes a superhero special? What do they do? Where do they live? What do they wear and how is it different from what we wear? Are there any special superheroes from home countries? | <p>Key Questions:</p> <ul style="list-style-type: none"> How did the Dinosaurs live and become extinct? Where have dinosaur fossils/bones been found? What other animals no longer exist? What did they eat? | <p>Key Questions:</p> <ul style="list-style-type: none"> Where is water found? How does water get in our homes? Where does it come from? How do we use water? In what way do living things depend on water? What lives in water? How can we help to look after the water resources we have? Where does water come from in Qatar? | <p>Key Questions:</p> <ul style="list-style-type: none"> How have homes changed? What materials did people use? What do they use now? What did the Romans use? What did the Romans invent? What were houses made of in Qatar and home countries? |
| <p>Class Readers:</p> <ul style="list-style-type: none"> Jack and the Beanstalk The Enormous Turnip | <p>Class Readers:</p> <ul style="list-style-type: none"> Snail and a whale Non-fiction text on mini beasts (Glasswings - A Butterfly's Story) | <p>Class Readers:</p> <ul style="list-style-type: none"> Superworm Traction Man | <p>Class Readers:</p> <ul style="list-style-type: none"> Tyrannosaurus Drip | <p>Class Readers:</p> <ul style="list-style-type: none"> The Storm Whale Dougal's Deep Sea Diary | <p>Class Readers:</p> <ul style="list-style-type: none"> The Rotten Romans (Horrible Histories) The Story of Rome |
| <p>Science:</p> <ul style="list-style-type: none"> Plants Seasonal Change | <p>Science:</p> <ul style="list-style-type: none"> Animals including humans | <p>Science:</p> <ul style="list-style-type: none"> Everyday materials | <p>Science:</p> <ul style="list-style-type: none"> Living things and their habitats Plants | <p>Science:</p> <ul style="list-style-type: none"> Animals including humans | <p>Science:</p> <ul style="list-style-type: none"> Uses of everyday materials |
| Subject Focus: Science | Subject Focus: Science | Subject Focus: Geography, History, Science | Subject Focus: History | Subject Focus: Geography | Subject Focus: History and Science |

The National Curriculum for English A Guide for Parents

Year 1

During the early years of compulsory schooling, much of the focus is to develop confident readers, mainly using the phonics approach. In Oryx we use the Ruth Miskin Read Write Inc Phonics Scheme.

Phonics is the relationship between printed letters and the sounds they make. Children will first learn the most common letter sounds, and then look at more difficult patterns such as recognising that 'ow' sounds different in 'cow' than in 'low', or that both 'ai' and 'ay' make the same sound in different words.

Speaking and Listening

The Spoken Language objectives are set out for the whole of primary school, and teachers will cover many of them every year as children's spoken language skills develop. In Year 1, some focuses may include:

- Listen and respond to adults and other children
- Ask questions to extend their understanding
- Learn new vocabulary related to topics or daily life

Reading Skills

- Learn the 40+ main speech sounds in English and the letters that represent them
- Blend sounds together to form words
- Read aloud when reading books that contain familiar letter sound patterns
- Listen to, and talk about a range of stories, poems and non-fiction texts
- Learn about popular fairy tales and folk stories, and retell the stories
- Join in with repeated phrases in familiar books

- Make predictions about what might happen next in a book
- Explain clearly what has happened in a book they've read or listened to

Writing Skills

- Hold a pen or pencil in the correct and comfortable way
- Name the letters of the alphabet in order
- Write lower-case letters starting and ending in the right place
- Write capital letters, and the digits 0 to 9
- Spell simple words containing the main sounds they've learned in reading
- Spell the days of the week
- Learn to write words with common endings, such as -ed, -ing, -er and -est
- Plan out sentences aloud before writing them
- Write simple sentences, and those using joining words such as 'and'
- Begin to use full stops and capital letters for sentences
- Combine some sentences to make short descriptions or stories

Parent Tip

We offer books to read at home; these will range from a mix of books which your child can read to you, and those which are more complex that they can listen to you read to them. Both are important skills.

Year 2

As children move through Key Stage 1, the new curriculum intends that almost all children will secure the basic skills of decoding so that they can become fluent readers. As their reading confidence grows they can begin to write their own ideas down.

Decoding is the ability to read words aloud by identifying the letter patterns and matching them to sounds. Once children are able to 'decode' the writing, they can then start to make sense of the words and sentences in context. Watch out for hard-to-decode words such as 'one' and 'the'. These just have to be learned by heart.

Speaking and Listening

The Spoken Language objectives are set out for the whole of primary school, and teachers will cover many of them every year as children's spoken language skills develop. In Year 2 some focuses may include:

- Articulate and justify answers and opinions
- Give well-structured explanations and narratives, for example in show-and-tell activities

Reading Skills

- Read words aloud confidently, without obvious blending or rehearsal
- Learn letter patterns so that decoding becomes fluent and secure by the end of Year 2
- Blend letter sounds, including alternative patterns, e.g. recognising 'ue' as the 'oo' sound
- Read aloud words which contain more than one syllable
- Recognise common suffixes, such as -ing and -less
- Read words which don't follow phonetic patterns, such as 'one' and 'who'
- Become familiar with a wide range of fairy stories and traditional tales
- Discuss favourite words and the meaning of new words
- Check that what has been read makes sense, and self-correct reading where necessary
- Make predictions about what might happen next in a story
- Children will be expected to read aloud books which are appropriate for their reading ability. During Year 2 their increasing knowledge of decoding should allow them to read a wide range of children's books.

Parent Tip

Reading aloud at home continues to be vitally important at this age. You may even get your child to read their own writing aloud, attempting to add expression appropriate to the sentence.

Writing Skills

- Form letters of the appropriate size, using capital letters where appropriate
- Use appropriate spaces between words when writing
- Begin to use joins between letters where needed
- Spell longer words by breaking them into their sound parts
- Learn to spell some common homophones, recognising the difference between them
- Use the possessive apostrophe in simple phrases, such as 'the boy's football'.
- Write about real events and personal experiences
- Plan out writing in advance, including by writing down key words
- Re-read writing to check that it makes sense and to make corrections, including punctuation
- Use question marks, exclamation marks, apostrophes and commas in lists
- Use the present and past tenses correctly in writing
- Begin to write longer sentences by using conjunctions, such as 'and', 'but', 'if' or 'because'
- Homophones are words which sound the same, such as 'blue' and 'blew', or 'one' and 'won'

The National Curriculum for Maths A Guide for Parents

Year 1

As children begin their compulsory schooling in Year 1, schools will naturally work to build on the learning that takes place in the Reception year. Here are some of the main things your child is likely to be taught during their time in Year 1.

Number and Place Value

Place value is central to mathematics. Recognising that the digit '5' in the number 54 has a different value from the number 5 or the '5' in 504 is an important step in mathematical understanding.

- Count, both forwards and backwards, from any number, including past 100
- Read and write numbers up to 100 as digits
- Count in 2s, 5s and 10s
- Find 'one more' or 'one less' than a number
- Use mathematical language such as 'more', 'less', 'most', 'least' and 'equal'

Calculations

- Use the +, - and = symbols to write and understand simple number calculations
- Add and subtract one and two digit numbers, up to 20
- Solve missing number problems, such as $10 - ? = 6$
- Begin to use simple multiplication by organising and counting objects

Fractions

- Understand $\frac{1}{4}$ and $\frac{1}{2}$ to explain parts of an object or number of objects

Parent Tip

There are plenty of opportunities for maths practice at home, from counting objects to simple games, such as dominoes and Snakes & Ladders. You can also begin to explore using money and clocks both in play at home and when out and about.

Measurements

- Use practical apparatus to explore different lengths, weights and volumes
- Use language such as 'heavier', 'shorter' and 'empty' to compare things they have measured
- Recognise the different coins and notes of British currency
- Use language of time, such as 'yesterday', 'before', days of the week and months of the year
- Tell the time to the hour and half-hour, including drawing clock faces

Shape

- Recognise and name some common 2-d shapes, such as squares, rectangles and triangles
- Recognise and name some common 3-d shapes, such as cubes, cuboids and spheres
- Describe movements, including quarter turns

Year 2

During Key Stage 1, there is a big focus on developing basic number skills. That means securing a good understanding of place value, and recognising number bonds to 20. Practising these skills frequently will help children's mathematical thinking throughout school.

Number bonds are essential to the understanding of maths. Children in Year 2 learn their number bonds to 20, that is being able to quickly recall the total of any two numbers up to 20, e.g. $5 + 9 = 14$, rather than having to count on to find the answer

Number and Place Value

- Recognise place value in two-digit numbers, e.g. knowing that the 1 in 17 represents 10
- Read and write numbers up to 100 as words
- Count in 2s, 3s and 5s
- Compare and order numbers up to 100
- Use the $<$ and $>$ symbols to represent the relative size of numbers

Calculations

- Recall number bonds up to 20 fluently
- Add and subtract numbers mentally and using objects, including two-digit numbers
- Show that adding two numbers can be done in any order, but subtracting cannot
- Recognise that addition and subtraction are inverse operations
- Learn the multiplication and division facts for the 2x, 5x and 10x tables
- Show that multiplying two numbers can be done in any order, but dividing cannot
- Solve problems using the \times and \div symbols

Fractions

- Find $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$ of an object or set of objects
- Find the answer to simple fraction problems, such as finding $\frac{1}{2}$ of 6

Parent Tip

Parents can always take a lead role in practical maths. Encouraging your child to help with the purchasing of small items at the shops, or measuring themselves and others, is a great way to start exploring number relationships.

Measurements

- Use standard units to measure length (centimetres and metres), mass (grams and kilograms), temperature (degrees and celsius) and capacity (millilitres and litres)
- Use the £ and p symbols for money amounts
- Combine numbers of coins to make a given value, for example to make 62 pence / 25 riyal
- Tell the time to the nearest five minutes on an analogue clock
- Know the number of minutes in an hour and hours in a day

Shape

- Identify the number of sides and a line of symmetry on 2-d shapes
- Identify the number of faces, edges and vertices on 3-d shapes
- Use mathematical language to describe position and direction, including rotations and turns

Graphs and Data

- Construct and understand simple graphs such as bar charts and pictograms

Contacts

Mr. Derek Laidlaw: Executive Principal – exec.PA@oryxschool.qa

For all admission requirements, please contact the Admissions Office:

Contact details

General enquiries: +974 4036 0063

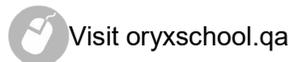
reception@oryxschool.qa

Admissions office: +974 4036 0085

admissions@oryxschool.qa

Finance office: +974 4036 0081

finance@oryxschool.qa



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