

YEAR 1/GS

THEMES

- All About Me
- Now and Then
- Dinosaurs
- Our Planet
- Around The World
- Castles and Dragons

COMMUNICATION & LANGUAGE

- Speak clearly in well-structured sentences
- Listen to and answer questions on a wide range of poems, stories and non-fiction
- Understand instructions given collectively
- Ask relevant questions to extend understanding and knowledge
- Retell personal events, unfamiliar events, known stories using sequencing
- Understand, acquire and memorise new vocabulary
- Discuss word meanings, linking new meanings to those already known
- Give descriptions, explanations and personal opinion
- Use appropriate tenses
- Memorise rhymes, poems and songs
- Express themselves effectively, showing awareness of listeners' needs.
- Use past, present and future forms accurately when talking about events that have happened or are to happen in the future.
- Link what they read or hear to their own experiences
- Discuss the significance of the title, author and events
- Become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics
- Predicting what might happen on the basis of what has been read so far
- Participate in discussion about what is read to them, taking turns and listening to what others say
- Explain clearly their understanding of what is read to them
- Summarise the keys events/ideas of a story
- Understand the use of punctuation. Full stop, question mark, exclamation mark and quotation marks through use and exposure in story-mapping

LITERACY

- Listen and respond appropriately to adults and their peers ask relevant questions to extend their understanding and knowledge use relevant strategies to build their vocabulary.
- Articulate and justify answers, arguments and opinions.
- Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.
- Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.

- Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.
- Speak audibly and fluently with an increasing command of Standard English.
- Participate in discussions, presentations, performances, role play, improvisations and debates.
- Gain, maintain and monitor the interest of the listener(s).
- Consider and evaluate different viewpoints, attending to and building on the contributions of others.
- Select and use appropriate registers for effective communication.

MATHEMATICS*

1st semester:

- Count to 50
- Identify and represent numbers up to 20 using objects or pictures
- Compare quantities up to 20
- Compare and describe:
 - lengths and heights (for example, long/short, longer/shorter, tall/short, double/half)
 - time (for example, quicker, slower, earlier, later)
- Measure with objects the following:
 - lengths and heights
 - time (hours, minutes, seconds) = **measure not read/tell time**
 - sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening]
- Recognise and name common 2-D shapes, including rectangles, squares, circles and triangles.

2nd semester:

- Count to 100
- Tally a quantity of up to 100
- Compare and describe:
 - mass [for example, heavy/light, heavier than, lighter than]
 - capacity and volume [for example, full/empty, more than, less than, half, half full, quarter]
- 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 (as a ritual not instruction)
- Recognise and name common 3-D shapes, including cuboids (including cubes), pyramids and spheres

EXPRESSIVE ART AND DESIGN

- 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.

PHYSICAL DEVELOPMENT

- 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.

UNDERSTANDING THE WORLD – TIME AND SPACE

Time

- Understand changes within living memory
- Understand changes beyond living memory (compare past and present through objects, lifestyles...)

Space

- Describe position, direction and movement, including whole, half, quarter and three-quarter turns
- Name and locate the 7 continents
- Name, locate and describe characteristics of physical and human geography of selected countries

UNDERSTANDING THE WORLD – MATERIALS AND THE LIVING

Plants

To be able to:

- Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.
- Identify and describe the basic structure of a variety of common flowering plants, including trees.
- Observe closely, using magnifying glasses, and comparing and contrasting familiar plants; describing how they were able to identify and group them, and drawing diagrams showing the parts of different plants including trees.

Animals

To be able to:

- Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.
- Identify and name a variety of common dinosaurs that are carnivores, herbivores and omnivores.
- Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.

Materials

- Distinguish between an object and the material from which it is made.
- Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock.
- Describe the simple physical properties of a variety of everyday materials.
- Compare and group together a variety of everyday materials on the basis of their simple physical properties.

MUSIC CURRICULUM - GS

LISTENING TO & APPRAISING MUSIC

Learning Objectives	Activities
Listen with concentration and understanding to a range of high-quality live and recorded music.	<ul style="list-style-type: none">• Listen to various pieces of music (such as “Swan Lake”, “The Planets”, “Carnival of the Animals”) and respond accordingly, usually through movement or body language, individually or directed in a whole class setting.• Dare to voice one’s opinions (with colour prompts, or emojis) using a variety of taught musical language.

PERFORMING MUSIC

Learning Objectives	Activities
Use their voices expressively and creatively by singing songs and speaking chants and rhymes	<ul style="list-style-type: none">• Songs taught are linked to the topics taught in class (for example ‘Old Macdonald had a farm’ for Spring, or Incey Wincey Spider for Insects).• Towards the start of the year, they sing as a whole class, progressing to singing sections in smaller groups.• Taught actions can be performed along to songs, with more free expression and interpretation later in the year.
Play tuned and untuned instruments musically	<ul style="list-style-type: none">• Opportunities to play tuned and untuned percussion are plentiful throughout the year.• Correct use is taught early on• Respect of instruments is reiterated continuously.• These opportunities are given across a range of contexts.• Children are encouraged to play with steady pulse incorporating beats and rests and progressing to simple pitch and melodies.• Playing with others is also encouraged.

CREATING MUSIC

Learning Objectives	Activities
Experiment with, create, select and combine sounds using the inter-related dimensions of music.	<ul style="list-style-type: none">• Opportunities are provided for children to select and combine sounds in various ways. To start, short individual sounds are produced such as circle activities where students take turns to create basic sounds on instruments.• As the year progresses, there are opportunities to combine sounds together to create musical phrases (such as basic rhythmic and melodic patterns).• There is also the chance to combine instrument sounds in pairs and small groups.

HEALTH AND WELL-BEING

Pupils learn:

- what constitutes, and how to maintain, a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health
- to recognise what they like and dislike, how to make real, informed choices that improve their physical and emotional health, to recognise that choices can have good and not so good consequences
- about good and not so good feelings, a vocabulary to describe their feelings to others and to develop simple strategies for managing feelings
- about change and loss and the associated feelings (including moving home, losing toys, pets or friends)
- the importance of, and how to, maintain personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.
- about the process of growing from young to old and how people's needs change
- about people who look after them, their family networks, who to go to if they are worried and how to attract their attention
- about the ways that pupils can help the people who look after them to more easily protect them.
- simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.
- that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.
- how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.
- the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.
- about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.
- how and when to seek support including which adults to speak to in school if they are worried about their health.
- the characteristics and mental and physical benefits of an active lifestyle.

RELATIONSHIPS

Pupils learn:

- to communicate their feelings to others, to recognise how others show feelings and how to respond
- to recognise that their behaviour can affect other people
- to recognise what is fair and unfair, kind and unkind, what is right and wrong

- to listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation)
- to identify their special people (family, friends, carers), what makes them special and how special people should care for one another
- that people's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable)
- to recognise when people are being unkind either to them or others, how to respond, who to tell and what to say
- that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.
- how important friendships are in making us feel happy and secure, and how people choose and make friends.
- the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.
- that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.
- that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.
- that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.
- where to get advice e.g., family, school and/or other sources.
- the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.
- that families are important for children growing up because they can give love, security and stability.

LIVING IN THE WIDER WORLD

Pupils learn:

- that people and other living things have rights and that everyone has responsibilities to protect those rights (including protecting others' bodies and feelings; being able to take turns, share and understand the need to return things that have been borrowed)
- that they belong to different groups and communities such as family and school
- ways in which they are all unique; understand that there has never been and will never be another 'them'
- ways in which we are the same as all other people; what we have in common with everyone else
- about the 'special people' who work in their community and who are responsible for looking after them and protecting them; how people contact those special people when they need their help, including dialling 999 in an emergency.

- the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.
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