

## 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"> <li>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.</li> <li>Dare to voice one’s opinions (with colour prompts, or emojis) using a variety of taught musical language.</li> </ul>

### 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"> <li>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).</li> <li>Towards the start of the year, they sing as a whole class, progressing to singing sections in smaller groups.</li> <li>Taught actions can be performed along to songs, with more free expression and interpretation later in the year.</li> </ul>
Play tuned and untuned instruments musically	<ul style="list-style-type: none"> <li>Opportunities to play tuned and untuned percussion are plentiful throughout the year.</li> <li>Correct use is taught early on</li> <li>Respect of instruments is reiterated continuously.</li> <li>These opportunities are given across a range of contexts.</li> <li>Children are encouraged to play with steady pulse incorporating beats and rests and progressing to simple pitch and melodies.</li> <li>Playing with others is also encouraged.</li> </ul>

### 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"> <li>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.</li> <li>As the year progresses, there are opportunities to combine sounds together to create musical phrases (such as basic rhythmic and melodic patterns).</li> <li>There is also the chance to combine instrument sounds in pairs and small groups.</li> </ul>

# RELATIONSHIP, PHYSICAL, SOCIAL, HEALTH & ECONOMIC GS/Y1

## PERIOD 1 RELATIONSHIPS

What is the same and what is different about us?

Pupils learn:

- what they like/dislike and are good at
- what makes them special and how everyone has different strengths
- how their personal features or qualities are unique to them
- how they are similar or different to others, and what they have in common

## PERIOD 2 RELATIONSHIPS

Who is special to us?

Pupils learn:

- that family is one of the groups they belong to, as well as, for example, school, friends, clubs
- about the different people in their family / those that love and care for them
- what their family members, or people that are special to them, do to make them feel loved and cared for
- how families are all different but share common features – what is the same and different about them
- about different features of family life, including what families do/ enjoy together
- that it is important to tell someone (such as their teacher) if something about their family makes them feel unhappy or worried

## PERIOD 3 HEALTH & WELL-BEING

What helps us stay healthy?

Pupils learn:

- what being healthy means and who helps help them to stay healthy (e.g. parent, dentist, doctor)
- that things people put into or onto their bodies can affect how they feel
- how medicines (including vaccinations and immunisations) can help people stay healthy and that some people need to take medicines every day to stay healthy
- why hygiene is important and how simple hygiene routines can stop germs from being passed on
- what they can do to take care of themselves on a daily basis, e.g. brushing teeth and hair, hand washing

## PERIOD 4 LIVING IN THE WIDER WORLD

What can we do with money?

Pupils learn:

- what money is - that money comes in different forms
- how money is obtained (e.g. earned, won, borrowed, presents)
- how people make choices about what to do with money, including spending and saving
- the difference between needs and wants - that people may not always be able to have the things they want
- how to keep money safe and the different ways of doing this

## PERIOD 5 HEALTH & WELL-BEING

Who helps to keep us safe?

Pupils learn:

- that people have different roles in the community to help them (and others) keep safe - the jobs they do and how they help people
- who can help them in different places and situations; how to attract someone's attention or ask for help; what to say
- how to respond safely to adults they don't know
- what to do if they feel unsafe or worried for themselves or others; and the importance of keeping on asking for support until they are heard
- how to get help if there is an accident and someone is hurt, including how to dial 999 in an emergency and what to say

## PERIOD 6 LIVING IN THE WIDER WORLD

How can we look after each other and the world?

Pupils learn:

- how kind and unkind behaviour can affect others; how to be polite and courteous; how to play and work co-operatively
- the responsibilities they have in and out of the classroom
- how people and animals need to be looked after and cared for
- what can harm the local and global environment; how they and others can help care for it
- how people grow and change and how people's needs change as they grow from young to old
- how to manage change when moving to a new class/year group