Welcome to Year 1. This Handbook provides information on routines and expectations within the year group and a summary of what your child will be learning during the academic year 2013 – 2014.

We hope that you will find this information helpful in supporting your child at home and at school.

Year 1 Team
Routines and Expectations
In Year 1 children will become more independent and begin to take responsibility for their own learning. Your child will begin to have more formal lessons and will have clearly defined subjects e.g. Mathematics, English and IPC. During daily English and Mathematics lessons children will be grouped according to ability. They will all be working towards the same objective, but will have different tasks to complete. So do not worry if your child has done something different to another member of the class.

**Daily Routines**

**Uniform**
School uniform must be worn properly at all times. Shirts need to be tucked in. Black leather ‘office shoe’ style should be worn. Girls whose hair is shoulder length or longer must tie their hair up.

**Dropping off and Picking up**
- Please make sure you wear your ID tag whenever you are on the school campus.
- You are welcome to drop off children in the morning. There will always be a member of staff on duty from 07:30hrs.
- Please try to avoid “catching” your child’s teacher for a quick chat before school. Instead, write a quick note in the Student Planner or ask to see the teacher after school.
- Registration takes place daily between 08:00hrs – 08:10hrs. After 08:10hrs children are considered late.
- A member of staff will always be there to supervise your child being picked up making sure that your child leaves with the correct adult. If someone else is going to pick up your child, please inform the school in advance in writing.
- The school day finishes at 14:20hrs. Co-curricular activities (CCAs) are provided for KS1 students on Tuesdays and Thursdays. Otherwise please try and be prompt as teachers often have meetings or CCAs after school. There is no supervision after this time.

**Breakfast and Lunchtime**
- At meal times all children have a compulsory 20-minute eating period.
- Children are expected to be able to feed themselves using a fork and spoon.
- There are always members of staff on duty who ensure that children are eating a healthy and balanced portion of food.
- Your child must have their school hats every day, as the school has a ‘NO Hat – NO Play’ policy.
Expectations of Pupils
We expect all children to follow ‘The Six Golden Rules’.

The Six Golden Rules
- Be Honest
- Be Kind and Helpful
- Work Hard
- Be Gentle
- Listen to people
- Look after property

Class and School Rewards
In Key Stage 1, we reward good behaviour and work, with sunshines. If your child receives 5 sunshines they will receive a merit. They will also be awarded bronze (15 merits), silver (30 merits) and gold (45 merits) awards by the Principal. If children are well-behaved and hard working they earn ‘Golden Time’ on a Friday afternoon. Similarly if a child misbehaves or breaks ‘The Six Golden Rules’ they will be given a cloud. For each cloud they will miss 5 minutes of ‘Golden Time’.

Homework
- Research connected to the IPC topic.
- Reading – Please try to listen to your child read for 10 to 15 minutes each day. Try to encourage them to decode unfamiliar words and ask them questions about the book to check their understanding.
- Spellings – 10 to 12 words per week.

Role-Play Area
Each class will have a role-play area which will usually be connected to the current IPC topic. If you have any ideas or resources that could be used in the role-play areas please contact your child’s teacher.

PE
- You will be informed at the beginning of the year which PE lesson your child will be involved in. Children should come to school wearing their PE kit and bring their school uniforms in their bag. If swimming your child should bring their swimming suit, goggles, swimming hat (for long hair), towel and slippers in a suitable bag.
- Please ensure that every item of clothing has your child’s name and class on it.
- In Year 1 we are encouraging children to become more independent so we expect children to be able to get changed for PE on their own. This may require a little practice at home.
- If your child is not doing PE or swimming, they need to be medically exempted with a doctor’s note. Generally, if children are well enough to be in school,
then they are well enough to participate. As swimming is a vital life skill, students are expected to make up missed swimming lessons, even if this means joining another class.

**Student Planner**
The Student Planner is used for communicating messages (both ways from teacher to parent and from parent to teacher). Please add dates for each week to the top of pages for easy reference. It is essential to check the planner every day for messages from school. The planner is checked every day by the class teachers for messages. The class teacher or assistant teacher will acknowledge that your message has been read with their signature. Please do the same and acknowledge any messages from school. Please make sure your child brings their planner **every day** for school.

**Recording Reading**
In the student planner there is a section called ‘Description of Work’ for every day of the week. This is for children, parents or teachers to fill in. This record will help both teachers and parents to monitor reading progress.

**How can you help and support your child with reading?**
Set aside a regular time and a comfortable, uncluttered place to read together each day. Ideally this should be about 15 minutes. Early readers should be encouraged to read as well as to be read to frequently. Studies have shown that children that are exposed to reading from an early age benefit from increased vocabulary and communication skills. It also helps to develop listening skills and how text in books is read (left to right, top to bottom). It is beneficial for them to listen to pronunciation and enunciation. You can also encourage children to read a variety of things around the home and when out and about (magazines, recipes, instructions, notices, packaging, shopping lists, leaflets, adverts etc.). Please remember that reading should always be a pleasure.

**Reading the book together**
Start by looking at the book together and ask your child about the story, knowing what the book is about from the onset will help your child when they come to read it. Look at the text and illustrations on the cover and ask questions:
- “What do they think the book is about?”
- “What is the title of the book?”
- “Who is the author / illustrator?”

Make sure that you encourage your child when reading and use lots of praise. You can help them with the following:
- Point out ‘key words’ in advance and discuss them
- The illustrations are an important part of gaining meaning so encourage your child to look at the pictures
What can I do when my child gets stuck?
Instead of providing the word immediately, the following strategies can be encouraged when children come to a word they do not recognise:

- To use the context and general meaning of the sentence
- To use picture clues
- To sound out the unknown word
- To sometimes read on, or to re-read and to self-correct, in order to maintain the sense of the text

When the child makes a guess try to not to say they are wrong but rather try to encourage them to use the following skills to self-correct:

- Does it make any sense?
- Does it sound right?
- Does it look right?

How do I know if my child understands what s/he has read?
Comprehension is very important and you can ask open questions about the story either during or after your child has finished reading. Although try not to interrupt their reading too often.

- “What do you think will happen next? Why?”
- “Why do you think the characters did that?”
- “How did this book make you feel?”

You can also ask your child to retell the story in their own words or to recap certain elements from a character’s point of view.

Remember to give lots of praise and encouragement. Reading should be enjoyable and they are more likely to do well if they are relaxed and feel positive.

Reading with fluent readers
There is more to reading than being able to say the words on the page. If your child is reading text fluently you can encourage them to think about the meaning and to respond to the text using open questions. Another important aspect to fluent reading is being able to read with expression. Children should be using punctuation when reading, pausing after full stops and commas and following the text closely to include expression; using emphasis when there is an exclamation mark, for example, as well as different voices for dialogue. To help them to think about the meaning of the story and to develop a greater understanding, try to encourage your child to predict what will happen next in the story, and to discuss the themes and setting. Encourage your child to back up their answers with evidence from the story. Ask them how they felt about the story, did they enjoy it? Why or why not?
HANDWRITING STYLE

a b c d e f g h i j k l m
n o p q r s t u v w x y z

A B C D E F G H I J K L M
N O P Q R S T U V W X Y Z

The fox ran behind the dustbin
and jumped on the fence. It leaped
into the tree and ran along a branch.
It jumped down and disappeared
through the hedge. The fox looked
around, slipped inside a shed and
hid between some old boxes.

Parent Contributions
We often ask parents to contribute to different events in Year 1 e.g. IPC Entry/Exit
points, class assemblies, international days, field trips. This is great opportunity for
you to get involved with your child’s education.
Curriculum
Core Learning in English

Most children learn:

Speaking
- Tell stories and describe incidents from their own experience in an audible voice
- Retell stories, ordering events using story language
- Interpret a text by reading aloud with some variety in pace and emphasis
- Experiment with and build new stores of words to communicate in different contexts

Listening and responding
- Listen with sustained concentration, building new stores of words in different contexts
- Listen to and follow instructions accurately, asking for help and clarification if necessary
- Listen to tapes or video and express views about how a story or information has been presented

Group discussion and interaction
- Take turns to speak, listen to others’ suggestions and talk about what they are going to do
- Ask and answer questions, make relevant contributions, offer suggestions and take turns
- Explain their views to others in a small group, decide how to report the group’s views to the class

Drama
- Explore familiar themes and characters through improvisation and roleplay
- Act out their own and well-known stories, using voices for characters
- Discuss why they like a performance

Word recognition: decoding (reading) and encoding (spelling)
- Recognise and use alternative ways of pronouncing the graphemes already taught, for example, that the grapheme ‘g’ is pronounced differently in ‘get’ and ‘gem’; the grapheme ‘ow’ is pronounced differently in ‘how’ and ‘show’
- Recognise and use alternative ways of spelling the phonemes already taught, for example that the /ae/ sound can be spelt with ‘ai’, ‘ay’ or ‘a-e’; that the /ee/ sound can also be spelt as ‘ea’ and ‘e’; and begin to know which words contain which spelling alternatives
- Identify the constituent parts of two-syllable and three-syllable words to support the application of phonic knowledge and skills
- Recognise automatically an increasing number of familiar high frequency words
- Apply phonic knowledge and skills as the prime approach to reading and spelling unfamiliar words that are not completely decodable
- Read more challenging texts which can be decoded using their acquired phonic knowledge and skills, along with automatic recognition of high frequency words
- Read and spell phonicily decodable two-syllable and three-syllable words

**Word structure and spelling**

- Spell new words using phonics as the prime approach
- Segment sounds into their constituent phonemes in order to spell them correctly
- *Children move from spelling simple CVC words to longer words that include common diagraphs and adjacent consonants such as 'brush', 'crunch'*
- Recognise and use alternative ways of spelling the graphemes already taught, for example that the /ae/ sound can be spelt with ‘ai’, ‘ay’ or ‘a-e’; that the /ee/ sound can also be spelt as ‘ea’ and ‘e’; and begin to know which words contain which spelling alternatives
- Use knowledge of common inflections in spelling, such as plurals, -ly, -er
- Read and spell phonicily decodable two-syllable and three-syllable words

**Understanding and interpreting texts**

- Identify the main events and characters in stories, and find specific information in simple texts
- Use syntax and context when reading for meaning
- Make predictions showing an understanding of ideas, events and characters
- Recognise the main elements that shape different texts
- Explore the effect of patterns of language and repeated words and phrases

**Engaging with and responding to texts**

- Select books for personal reading and give reasons for choices
- Visualise and comment on events, characters and ideas, making imaginative links to their own experiences
- Distinguish fiction and nonfiction texts and the different purposes for reading them

**Creating and shaping texts**

- Independently choose what to write about, plan and follow it through
- Use key features of narrative in their own writing
- Convey information and ideas in simple non-narrative forms
- Find and use new and interesting words and phrases, including story language
- Create short simple texts on paper and on screen that combine words with images (and sounds)

**Text structure and organisation**

- Write chronological and non-chronological texts using simple structures
- Group written sentences together in chunks of meaning or subject
Sentence structure and punctuation
- Compose and write simple sentences independently to communicate meaning
- Use capital letters and full stops when punctuating simple sentences

Presentation
- Write most letters, correctly formed and orientated, using a comfortable and efficient pencil grip
- Write with spaces between words accurately
- Use the space bar and keyboard to type their name and simple texts
Core Learning in Mathematics

Most children learn:

Using and applying mathematics
- Solve problems involving counting, adding, subtracting, doubling or halving in the context of numbers, measures or money, for example to ‘pay’ and ‘give change’
- Describe a puzzle or problem using numbers, practical materials and diagrams; use these to solve the problem and set the solution in the original context
- Answer a question by selecting and using suitable equipment, and sorting information, shapes or objects; display results using tables and pictures
- Describe simple patterns and relationships involving numbers or shapes; decide whether examples satisfy given conditions
- Describe ways of solving puzzles and problems, explaining choices and decisions orally or using pictures

Counting and understanding number
- Count reliably at least 20 objects, recognising that when rearranged the number of objects stays the same; estimate a number of objects that can be checked by counting
- Compare and order numbers, using the related vocabulary; use the equals (=) sign
- Read and write numerals from 0 to 20, then beyond; use knowledge of place value to position these numbers on a number track and number line
- Say the number that is 1 more or less than any given number, and 10 more or less for multiples of 10
- Use the vocabulary of halves and quarters in context

Knowing and using number facts
- Derive and recall all pairs of numbers with a total of 10 and addition facts for totals to at least 5; work out the corresponding subtraction facts
- Count on or back in ones, twos, fives and tens and use this knowledge to derive the multiples of 2, 5 and 10 to the tenth multiple
- Recall the doubles of all numbers to at least 10

Calculating
- Relate addition to counting on; recognise that addition can be done in any order; use practical and informal written methods to support the addition of a one-digit number or a multiple of 10 to a one-digit or two-digit number
- Understand subtraction as ‘take away’ and find a ‘difference’ by counting up; use practical and informal written methods to support the subtraction of a one-digit number from a one-digit or two-digit number and a multiple of 10 from a two-digit number
- Use the vocabulary related to addition and subtraction and symbols to describe and record addition and subtraction number sentences
- Solve practical problems that involve combining groups of 2, 5 or 10, or sharing into equal groups

**Understanding shape**

- Visualise and name common 2-D shapes and 3-D solids and describe their features; use them to make patterns, pictures and models
- Identify objects that turn about a point (e.g. scissors) or about a line (e.g. a door); recognise and make whole, half and quarter turns
- Visualise and use everyday language to describe the position of objects and direction and distance when moving them, for example when placing or moving objects on a game board

**Measuring**

- Estimate, measure, weigh and compare objects, choosing and using suitable uniform non-standard or standard units and measuring instruments (e.g. a lever balance, metre stick or measuring jug)
- Use vocabulary related to time; order days of the week and months; read the time to the hour and half hour

**Handling data**

- Answer a question by recording information in lists and tables; present outcomes using practical resources, pictures, block graphs or pictograms
- Use diagrams to sort objects into groups according to a given criterion; suggest a different criterion for grouping the same objects
IPC Unit Study (Term 1)

The units of work are part of the International Primary Curriculum. This new curriculum sets out very clearly what children will learn – the learning goals – in three different areas:

- The subjects of the curriculum. The learning goals for each of these subjects are at least as challenging as anything taught in the curriculum of your child’s own country. In many cases, the learning goals are more challenging.
- Personal development – the characteristics which will help children become responsible, independent learners.
- International understanding – which will help children develop both a sense of the independence of their own country and culture and the interdependence between countries and cultures.

Each unit of work is based around specific targets derived from the learning goals for one or more of the subjects.

Theme: Day and Night

During this unit we will be focusing on Art, Geography, Music and Science.

In Art, we will be finding out about:
- How artists have tried to show day and night, light and dark in their pictures and about how we can do the same ourselves

In Geography, we will be finding out about:
- Why it is dark in one country and light in another at the same time
- Countries that have very long summer days and very long winter nights

In Music, we will be finding out about:
- How composers have been inspired by thinking about day and night, bright dawn and quiet darkness and making our own music that says similar things

In Science, we will be finding out about:
- How light is reflected
- How light affects growing plants

How you can help:
When you are out and about with your child, look at shadows and talk about how long or short they are, and where the Sun is. Talk about the different lengths of day and night in your home country and the country you live in. Ask your child to describe what
happens at dusk and at dawn. If you have a garden or any plants in containers, encourage your child to help you water and care for them. They could even grow their own plants.

All of the work we are going to do has been specially written to help your child reach the learning goals. Children will be reading, researching, writing, illustrating, working on their own and working in groups.

We will be checking how well your child has learned through particular activities by asking children to explain their work, perhaps to you. We already know the interest you take in your child’s work. If you can, please discuss with your child the work that they have done as the term progresses and let them teach you if they can. If your child has some work to research, please help them – but without actually doing the work! By the end of the units, we hope your child will have achieved all the learning targets. We hope they have had an enjoyable time in the classroom and we hope you have enjoyed seeing your child work with enthusiasm. If you have any comments about the work your child has done, please get in touch with the class teacher.

Theme: Holidays

During this unit we will be focusing on Geography, History, Art, ICT, Society and International. We will also be developing our understanding of the world.

In Geography, we will be finding out about:
- The places people go to on holiday
- How they get to their holiday destination
- Some of the things people do on holiday
- What people wear on holiday
- How tourism can spoil holiday places

In History, we will be finding out about:
- The holidays that we have had in our own past
- The holidays that our families and other people had in the past
- What is the same and what is different between holidays in the past and today
- About some of the wonders of the world

In Art, we will be finding out about:
- How to create a sand art sculpture
- About some of the pictures that are used to record holidays
- How we can record our holidays
- About the designs of some holiday souvenirs

In ICT, we will be finding out about:
How to use mapping software

In Society, we will be finding out about:
- How to stay safe on holiday
- What a pilgrimage is

In International, we will be finding out about:
- What is the same and what is different between the lives and home countries of the different children in our class
- How to say ‘hello’ in another language
- Future holidays in space

How you can help:
In particular, you can help your child remember holidays he or she has been on by talking about them and sharing photographs you may have taken. (If you have any old souvenirs hidden away so much the better.) You can also help by talking with your child about the differences and similarities between the places they have been and where they live now and between your lives and the lives of the people who live where you went on holiday. If you have any chance to further their interest in the ideas of this theme please take it - but your enthusiasm and interest are most important.

All of the work we are going to do has been specially written to help your child reach the learning goals. Children will be reading, researching, writing, illustrating, working on their own and working in groups.

We will be checking how well your child has learned through particular activities by asking children to explain their work, perhaps to you. We already know the interest you take in your child’s work. If you can, please discuss with your child the work that they have done as the term progresses and let them teach you if they can. If your child has some work to research, please help them – but without actually doing the work! By the end of the units, we hope your child will have achieved all the learning targets. We hope they have had an enjoyable time in the classroom and we hope you have enjoyed seeing your child work with enthusiasm. If you have any comments about the work your child has done, please get in touch with the class teacher.
IPC Unit Study (Term 2)

The units of work are part of the International Primary Curriculum. This new curriculum sets out very clearly what children will learn – the learning goals – in three different areas:

- The subjects of the curriculum. The learning goals for each of these subjects are at least as challenging as anything taught in the curriculum in your child’s own country. In many cases, the learning goals are more challenging.
- Personal development – the characteristics which will help children become responsible, independent learners.
- International understanding – which will help children develop both a sense of the independence of their own country and culture and the interdependence between countries and cultures.

Each unit of work is based around specific targets derived from the learning goals for one or more of the subjects.

Theme: The Stories People Tell (Myths, Legends and Fables)

During this unit we will be focusing on History, Art, Physical Education, Music, Geography, Society and International issues.

In History, we will be finding out about:
- Myths and legends from different times in the past
- How to create our own legend about someone we know
- The Gods that people used to worship in the past

In Art, we will be finding out about:
- How people in the past have represented stories and characters
- How we can use art to tell a creation story
- How to create our own Greek masks
- How to design and make our own dream catcher

In PE, we will be finding out about:
- Fables and the lessons that they teach us
- How we can use dance and movement to tell a story

In Music, we will be finding out about:
- Songs and music that tell a story
- How we make our own music to tell a story

In Geography, we will be finding out about:
Stories from different countries and cultures
How we can remember an important journey
How we can make a map of our own imaginary land

In Society, we will be finding out about:
- Fairytales and the lessons that they teach us
- How we can make a modern version of a fairytale
- Who we think of as ‘heroes’ today

In International, we will be finding out about:
- Legendary and mythological characters from our different home countries
- How we can make a costume to represent a character from a story

**How you can help:**
Try to read different fairytales, myths and legends with your child. Talk about different myths/legends you heard while growing up and encourage your child to find out about myths/legends from different countries/cultures. Encourage your child to retell and act out these stories.

All of the work we are going to do has been specially written to help your child reach the learning goals. Children will be reading, researching, writing, illustrating, working on their own and working in groups.

We will be checking how well your child has learned through particular activities by asking children to explain their work, perhaps to you. We already know the interest you take in your child’s work. If you can, please discuss with your child the work that they have done as the term progresses and let them teach you if they can. If your child has some work to research, please help them – but without actually doing the work! By the end of the units, we hope your child will have achieved all the learning targets. We hope they have had an enjoyable time in the classroom and we hope you have enjoyed seeing your child work with enthusiasm. If you have any comments about the work your child has done, please get in touch with the class teacher.

**Theme: The Environment**

During this unit we will be focusing on Art, Science, Geography, Technology, Music and International issues.

In Art, we will be finding out about:
- How to create artwork using natural materials
- How to make a tree collage
- How to make a silhouette of our local skyline
- How to design and create our own sensory garden
In Science, we will be finding out about:
- The animals, plants and birds in our local environment
- The best soil conditions to grow seeds
- How we can recycle and reuse materials to help our environment
- How we can set up our own composting club

In Geography, we will be finding out about:
- Different wildlife habitats in our local environment
- The animals and insects that share our local environment
- How our local environment compares with other locations around the world

In Technology, we will be finding out about:
- How to make model gardens
- How to design and make our own bird feeders

In Music, we will be finding out about:
- How to create our own sound journey around our school
- Music and songs, written about the weather

In International, we will be finding out about:
- How to make a fact file about our home country to share with others

**How you can help:**
Talk to your child about recycling and about how you recycle and conserve energy at home. When you are outside look at different animals, plants, birds and insects in your local area and the habitats they live in. Compare these to other animals, plants, birds and insects you have seen around the world.

All of the work we are going to do has been specially written to help your child reach the learning goals. Children will be reading, researching, writing, illustrating, working on their own and working in groups.

We will be checking how well your child has learned through particular activities by asking children to explain their work, perhaps to you. We already know the interest you take in your child’s work. If you can, please discuss with your child the work that they have done as the term progresses and let them teach you if they can. If your child has some work to research, please help them – but without actually doing the work!

By the end of the units, we hope your child will have achieved all the learning targets. We hope they have had an enjoyable time in the classroom and we hope you have enjoyed seeing your child work with enthusiasm. If you have any comments about the work your child has done, please get in touch with the class teacher.
IPC Unit Study (Term 3)

The units of work are part of the International Primary Curriculum. This new curriculum sets out very clearly what children will learn – the learning goals – in three different areas:

- The subjects of the curriculum. The learning goals for each of these subjects are at least as challenging as anything taught in the curriculum in your child’s own country. In many cases, the learning goals are more challenging.
- Personal development – the characteristics which will help children become responsible, independent learners.
- International understanding – which will help children develop both a sense of the independence of their own country and culture and the interdependence between countries and cultures.

Each unit of work is based around specific targets derived from the learning goals for one or more of the subjects.

Theme: The Things People Do (Jobs)

During this unit we will be focusing on Society, History, Music, Technology and Art.

In our work on Society, we will be finding out about:
- How we spend our time
- How adults spend their time

In History, we will be finding out about:
- How people worked in ancient times (a long time ago)
- How to compare jobs and lifestyles then and now

In Music, we will be finding out about:
- Listening and responding to music and in drama
- Making decisions about instruments
- Building a ‘picture’ of sounds, called a graphic score

In Technology, we will be finding out about:
- How companies are now spread all over the world and not just in one country
- Products sold all over the world
- The considerations of people who make products for people all over the world

In Art, we will be finding out about:
- The work of famous artists
- How jobs and work are portrayed through art
How you can help:
Tell your child about your job and what you do on a typical day. Talk about any friends or family members with interesting jobs. Ask them to imagine what life is like for workers you come into contact with – supermarket checkout operators, bus drivers, and so on. What do they think would be the best and the worst jobs in the world? When you buy something in a shop, talk about all the people that were involved in making and selling it.

All of the work we are going to do has been specially written to help your child reach the learning goals. Children will be reading, researching, writing, illustrating, working on their own and working in groups.

We will be checking how well your child has learned through particular activities by asking children to explain their work, perhaps to you. We already know the interest you take in your child’s work. If you can, please discuss with your child the work that they have done as the term progresses and let them teach you if they can. If your child has some work to research, please help them – but without actually doing the work!

By the end of the units, we hope your child will have achieved all the learning targets. We hope they have had an enjoyable time in the classroom and we hope you have enjoyed seeing your child work with enthusiasm. If you have any comments about the work your child has done, please get in touch with the class teacher.

Theme: We Are What We Eat (Food)

During this unit we will be focusing on Science, Geography, History, Art, Technology, Society and International.

In Science, we will be finding out about:
- Why we need to eat food and what the best foods are
- How some of our food grows
- How to carry out science investigations
- Our sense of test

In Geography, we will be finding out about:
- Where our food comes from
- What food is eaten in our home and host country
- Why different foods grow and are eaten in different countries

In History, we will be finding out about:
- The food that our parents and grandparents ate when they were young
- How and why the choice of food in our shops has changed
What our ancient ancestors ate

In Art, we will be finding out about:
- Artists that use food for their ideas
- How to draw and paint fruit and vegetables
- How artists are involved in things we see around us, including advertising

In Technology, we will be finding out about:
- How to plan, make and evaluate a healthy pizza
- How to make a box for a pizza

In Society, we will be finding out about:
- How food plays a role in celebrations and festivals
- Our favourite family recipes

In International, we will be finding out about:
- What is the same and what is different between the lives and home countries of the different children in our class
- Famine and drought around the world
- Where drinking water comes from

How you can help:
Talk with your child about the meals you eat at home and if it has changed if the country that they live in has changed. Discuss the nutritional value of different foods. When you shop, please look at and discuss the origins of the food that you buy and consider the packaging it comes in. If possible, let them watch or help you prepare a meal. Please also talk to him or her about the food you ate as a child.

All of the work we are going to do has been specially written to help your child reach the learning goals. Children will be reading, researching, writing, illustrating, working on their own and working in groups.

We will be checking how well your child has learned through particular activities by asking children to explain their work, perhaps to you. We already know the interest you take in your child’s work. If you can, please discuss with your child the work that they have done as the term progresses and let them teach you if they can. If your child has some work to research, please help them – but without actually doing the work!

By the end of the units, we hope your child will have achieved all the learning targets. We hope they have had an enjoyable time in the classroom and we hope you have enjoyed seeing your child work with enthusiasm. If you have any comments about the work your child has done, please get in touch with the class teacher.
Art

Term 1

Nature Painting
In this unit, children explore line, shape, colour and texture in natural forms. They make observations of natural objects and talk about images of plants and flowers in drawings and paintings by artists in order to develop ideas for their own painting.

Term 2

Investigating Materials
In this unit, children investigate the qualities of natural and made materials. They learn skills for making a collage and gain sensory experience of materials and an understanding of shape, colour and texture.

Term 3

What is Sculpture?
In this unit, children develop their understanding of shape, form, texture and the sensory qualities of materials. They learn about the work of sculptors and about different kinds of sculpture, including those made of natural materials. They also learn skills for arranging materials they have collected to make a sculpture.

Note:
Each term, half a term is devoted to Art and half to Design Technology (DT). Owing to factors such as the preparation of tools, equipment and materials for lessons and limited storage area, the order in which the units are delivered is flexible and determined by the teacher.
Design Technology (DT)

**Term 1**
**Mechanisms – Moving pictures**
Levers and Sliders – Students make models using simple sliding and lever mechanisms for story telling activities

**Term 2**
**Textiles – Weaving/Printing**
Students learn how to weave to understand the construction of fabrics, and printing, to decorate fabrics

**Term 3**
**Structures – Homes**
Students make models of houses from sheet and reclaimed materials

**Note:**
Each term, half a term is devoted to Art and half to DT. Owing to factors such as the preparation of tools, equipment and materials for lessons and limited storage area, the order in which the units are delivered is flexible and determined by the teacher.
Information and Communications Technology (ICT)

The ICT lessons are based on the English National Curriculum.

During Year 1, pupils explore ICT and learn to use it confidently and with purpose to achieve specific outcomes. They start to use ICT to develop their ideas and record their creative work. They become familiar with basic hardware (computer & other devices) and software such as MS Word & MS Paint.

Knowledge, skills and understanding

Finding things out

1. Pupils should be taught how to:
   a. gather information from a variety of sources [for example, people, books, databases, CD-ROMs, videos and TV]
   b. enter and store information in a variety of forms [for example, storing information in a prepared database, saving work]
   c. retrieve information that has been stored [for example, using a CD-ROM, loading saved work].

Developing ideas and making things happen

2. Pupils should be taught:
   a. to use text, tables, images and sound to develop their ideas
   b. how to select from and add to information they have retrieved for particular purposes
   c. how to plan and give instructions to make things happen [for example, programming a floor turtle, placing instructions in the right order]
   d. to try things out and explore what happens in real and imaginary situations [for example, trying out different colours on an image, using an adventure game or simulation].

Exchanging and sharing information

3. Pupils should be taught:
   a. how to share their ideas by presenting information in a variety of forms [for example, text, images, tables, sounds]
   b. to present their completed work effectively [for example, for public display].

Reviewing, modifying and evaluating work as it progresses

4. Pupils should be taught to:
a. review what they have done to help them develop their ideas  
b. describe the effects of their actions  
c. talk about what they might change in future work.

**Breadth of study**

5. During Year 1, pupils should be taught the knowledge, skills and understanding through:
   a. working with a range of information to investigate the different ways it can be presented [for example, information about food presented as a poem, picture or sound pattern]  
   b. exploring a variety of ICT tools [for example, floor turtle, word processing software, adventure game]  
   c. talking about the uses of ICT inside and outside school.
Malay

Term 1
Topic
- My personal details (Bio data)
- Classroom language
- My body parts

Culture Learning
- Introduce children’s Folk songs

Language Systems
- Punctuation
- Common nouns

Comprehension
- Phonetic lessons
- Recognise vowels in words
- The vowel sounds
- Identify and sounding consonants
- Reading words and phrases
- Reading short sentences

Writing
- Writing words and phrases

Speaking
- Pronouncing combinations of syllables – vowel and consonant (KV)

Term 2
Topic
- My clothes
- My family members
- Stories (Book Week: Story telling)

Language Systems
- Proper nouns
- Personal pronouns 1

Comprehension
- Reading words and phrases
- Reading short sentences
- Reading short texts (1 – 2 paragraphs)
Writing
- Writing words and phrases
- Matching words with pictures

Speaking
- Speech – pronunciation of syllables
- Presentation on a topic or story telling

Term 3
Topic
- Day and night
- Social expressions
- Colours and shapes

Language Systems
- Personal pronouns 2
- Personal pronouns 3

Comprehension
- Reading short texts (1 – 2 paragraphs)

Writing
- Matching words to form phrases
- Matching phrases to form short sentences

Speaking
- Speech – pronunciation of syllables
- Presentation on a topic

Note:
The IPC topics covered will be incorporated into the curriculum whenever relevant.
Music

Term 1
Sounds Interesting – Exploring Sounds
- Sounds all around
- Sounds unusual
- Instrument sounds
- Stop Start sounds
- Sounds on the move
- Sounds in the city

The Long & Short of It – Exploring Duration
- Sounds long or short
- Firework night
- Sound waves
- Pop, ripple and freeze
- Long winter, Cold snap
- Moving into winter

Term 2
Feel The Pulse – Exploring Pulse and Rhythm
- Move yourself
- Follow me
- Beat and rhythm
- Drum beats and rhythm
- Read the rhythm
- Dragon beats

Taking Off – Exploring Pitch
- High low voices
- High low – Do you know?
- High low movers
- More high low games
- Jack and the beanstalk
- High low story

Term 3
What’s The Score – Exploring Instruments and Symbols
- All instrumental
- Listen to beat
- Sound shapes
- Be Loud! Be Quiet!
- Treasure island trailer
Treasure island performance

**Rain Rain Go Away – Exploring Timbre, Tempo and Dynamics**
- Minibeast manoeuvres
- Minibeast band
- Gardens in the rain
- When the rain stops
- Sun and rain rehearsals
- April showers
## Physical Education

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<th>Year 1 Thursday</th>
<th>2nd September – 11th October</th>
<th>21st October – 6th December</th>
<th>6th January – 26th February</th>
<th>3rd March – 11th April</th>
<th>28th April – 13th June</th>
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