Leonardo V. Academy

Leonardo
V. Academy

Curriculum Leonardo V. Academy

(Grade 1, Year 2)

Framework for Leonardo V. Academy Curriculum

Grade 1/Year 2 (Key Stage 1)

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Disclaimer

To ensure the very best standards of learning and a quality education for our students, Leonardo V. Academy, Prague, aims to offer an up-to-date, comprehensive, unique, as well as a thoroughly modern curriculum. Combining the high level of British academic standards with a forward-thinking, international outlook, our curriculum intends to be innovative and challenging, whilst also being accessible in addition to making a challenging learning environment enjoyable for any student that is already enrolled or is thinking of joining our school.

In keeping with these high academic standards, the Leonardo V. Academy curriculum for Grade 1 has been developed from the following national government and private educational authorities:

- Her Majesty's Government Department for Education
  - https://www.gov.uk/government/organisations/department-for-education
- National Curriculum in England (Primary Education)
  - https://www.gov.uk/government/publications/national-curriculum-in-england-primary-curriculum
- Cambridge International Examinations (Primary)
  - http://www.cie.org.uk/programmes-and-qualifications/cambridge-primary/cambridge-primary/curriculum/
- Czech Republic Ministry of Education, Youth and Sports – Framework Educational Programme for Basic Education
  - http://www.msmt.cz/areas-of-work/basic-education-1

Subjects of Study

During Grade 1, students at Leonardo V. Academy focus on the following subjects of study.

* English	(5 hours)
* Mathematics	(5 hours)
* Science	(4 hours)
* Geography	(2 hours)
* History	(2 hours)
* Information Technology	(2 hours)
* Art and Design	(2 hours)
* Design Technology	(1 hour)
* Music	(2 hours)
* Modern Languages	(3 hours)
* Physical Education	(2 hours)

Each subject is taught in full compliance with the National Curriculum of England.

English (Course Description)

By the beginning of Grade 1, pupils should be able to read all common graphemes. They should be able to read unfamiliar words containing these graphemes, accurately and without undue hesitation, by sounding them out in books that are matched closely to each pupil's level of word reading knowledge. They should also be able to read many common words containing GPCs taught so far [for example, shout, hand, stop, or dream], without needing to blend the sounds out loud first. Pupils' reading of common exception words [for example, you, could, many, or people], should be secure. Pupils will increase their fluency by being able to read these words easily and automatically. Finally, pupils should be able to retell some familiar stories that have been read to and discussed with them or that they have acted out during Pre-school.

During Grade 1, teachers should continue to focus on establishing pupils' accurate and speedy word reading skills. They should also make sure that pupils listen to and discuss a wide range of stories, poems, plays and information books; this should include whole books. The sooner that pupils can read well and do so frequently, the sooner they will be able to increase their vocabulary, comprehension and their knowledge across the wider curriculum.

In writing, pupils at the beginning of Grade 2 should be able to compose individual sentences orally and then write them down. They should be able to spell correctly many of the words covered in Pre-school (see English Appendix 1). They should also be able to make phonically plausible attempts to spell words they have not yet learnt. Finally, they should be able to form individual letters correctly, so establishing good handwriting habits from the beginning.

It is important to recognise that pupils begin to meet extra challenges in terms of spelling during Grade 1. Increasingly, they should learn that there is not always an obvious connection between the way a word is said and the way it is spelt. Variations include different ways of spelling the same sound, the use of so-called silent letters and groups of letters in some words and, sometimes, spelling that has become separated from the way that words are now pronounced, such as the 'le' ending in table. Pupils' motor skills also need to be sufficiently advanced for them to write down ideas that they may be able to compose orally. In addition, writing is intrinsically harder than reading: pupils are likely to be able to read and understand more complex writing (in terms of its vocabulary and structure) than they are capable of producing themselves.

For pupils who do not have the phonic knowledge and skills they need for Grade 1, teachers should use the Pre-school programmes of study for word reading and

spelling so that pupils' word reading skills catch up. However, teachers should use the Grade 1 programme of study for comprehension so that these pupils hear and talk about new books, poems, other writing, and vocabulary with the rest of the class.

English (Course Objectives)

i) Reading – Word reading:

- Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent
- Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognizing alternative sounds for graphemes
- Read accurately words of two or more syllables that contain the same graphemes as above
- Read words containing common suffixes
- Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered
- Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation
- Re-read these books to build up their fluency and confidence in word reading

ii) Reading – Comprehension:

- Develop pleasure in reading, motivation to read, vocabulary and understanding by:
  - Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently
  - Discussing the sequence of events in books and how items of information are related
  - Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales

- Being introduced to non-fiction books that are structured in different ways
- Recognizing simple recurring literary language in stories and poetry
- Discussing and clarifying the meaning of words, linking new meanings to known vocabulary
- Discussing their favourite words and phrases
- Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear

➢ Understand both the books that they can already read accurately and fluently and those that they listen to by:

- Drawing on what they already know or on background information and vocabulary provided by the teacher
- Checking that the text makes sense to them as they read and correcting inaccurate reading
- Making inferences on the basis of what is being said and done
- Answering and asking questions
- Predicting what might happen on the basis of what has been read so far

➢ Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say

➢ Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves

iii) Writing – Transcription:

1. Spelling: (see English Appendix 1)

- Spell by:
  - Segmenting spoken words into phonemes and representing these by graphemes, spelling may correctly
  - Learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones
  - Learning to spell common exception words
  - Learning to spell more words with contracted forms
  - Learning the possessive apostrophe (singular) [for example, the girls' book]
  - Distinguishing between homophones and near-homophones
- Add suffixes to spell longer words, including –ment, -ness, -full, -less, -ly
- Apply spelling rules and guidance
- Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation taught so far

2. Handwriting:

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

iv) Writing – composition:

- Develop positive attitudes towards and stamina for writing by:

- Writing narratives about personal experiences and those of others (real and fictional)
- Writing about real events
- Writing poetry
- Writing for different purposes

➢ Consider what they are going to write before beginning by:

- Planning or saying out loud what they are going to write about
- Writing down ideas and/or key words, including new vocabulary
- Encapsulating what they want to say, sentence by sentence

➢ Make simple additions, revisions and corrections to their own writing by:

- Evaluating their writing with the teacher and other pupils
- Re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form
- Proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly]

➢ Read aloud what they have written with appropriate intonation to make the meaning clear

v) Writing – Vocabulary, Grammar and Punctuation:

➢ Develop their understanding of the concepts set out in English Appendix 2 by:

- Learning how to use both familiar and new punctuation correctly (see English Appendix 2), including full stops/periods, capital letters, exclamation marks, question

marks, commas for lists and apostrophes for contracted forms and the possessive (singular)

- Learn how to use:

  - Sentences with different forms: statement (declarative), question (interrogative) , exclamation, command (imperative)
  - Expand noun phrases to describe and specify [for example, the blue butterfly]
  - The present and past tenses correctly and consistently including the progressive form
  - Subordination conjunctions (using ***when, if, that***, or ***because***) and co-ordinating conjunctions (using ***or, and***, or ***but***)

- Use and understand the grammatical terminology in English Appendix 2 in discussing their writing

Appendix 1

Spelling

Most people read words more accurately than they spell them. The younger pupils are, the truer this is.

By the end of Pre-school, pupils should be able to read a large number of different words containing the GPCs that they have learnt, whether or not they have seen these words before. Spelling, however, is a very different matter. Once pupils have learnt more than one way of spelling particular sounds, choosing the right letter or letters depends on their either having made a conscious effort to learn the words or having absorbed them less consciously through their reading. Younger pupils have not had enough time to learn or absorb the accurate spelling of all the words that they may want to write.

This appendix provides examples of words embodying each pattern which is taught. Many of the words listed as 'example words' for Pre-school and Grade 1, including almost all those listed as 'exception words', are used frequently in pupils' writing, and therefore it is worth pupils learning the correct spelling. The 'exception words' contain GPCs which have not yet been taught as widely applicable, but this may be because they are applicable in very few age-appropriate words rather than because they are rare in English words in general.

The word-lists for Grades 2 and 3 and Grades 4 and 5 are statutory. The lists are a mixture of words pupils frequently use in their writing and those which they often misspell. Some of the listed words may be thought of as quite challenging, but the 100 words in each list can easily be taught within the four years of key stage 2 alongside other words that teachers consider appropriate.

The rules and guidance are intended to support the teaching of spelling. Phonic knowledge should continue to underpin spelling after key stage 1 (grade 1); teachers should still draw pupils' attention to GPCs that do and do not fit in with what has been taught so far. Increasingly, however, pupils also need to understand the role of morphology and etymology. Although particular GPCs in root words simply have to be learnt, teachers can help pupils to understand relationships between meaning and spelling where these are relevant. For example, understanding the relationship between *medical* and *medicine* may help pupils to spell the /s/ sound in *medicine* with the letter 'c'. Pupils can also be helped to spell words with prefixes and suffixes correctly if they understand some general principles for adding them. Teachers should be familiar with what pupils have been taught about spelling in earlier years, such as which rules pupils have been taught for adding prefixes and suffixes.

In this spelling appendix, the left-hand column is statutory; the middle and right-hand columns are non-statutory guidance.

The International Phonetic Alphabet (IPA) is used to represent sounds (phonemes). A table showing the IPA is provided in this document.

Spelling: Work for Grade 1

Revision of Pre-School Work

As words with new GPCs are introduced, many previously-taught GPCs can be revised at the same time as these words will usually contain them.

New words for Grade 1:

Statutory Requirements	Rules and guidance (non-statutory)	Example words (non-statutory)
The /dʒ/ sound spelt as ge and dge at the end of words, and sometimes spelt as g elsewhere in words before e, i and y	The letter j is never used for the /dʒ/ sound at the end of English words. At the end of a word, the /dʒ/ sound is spelt **–dge** straight after the /æ/, /ɛ/, /ɪ/, /ɒ/, /ʌ/ and /ʊ/ sounds (sometimes called 'short' vowels). After all other sounds, whether vowels or consonants, the /dʒ/ sound is spelt as **–ge** at the end of a word. In other positions in words, the /dʒ/ sound is often (but not always) spelt as g before e, i, and y. The /dʒ/ sound is always spelt as j before a, o and u.	badge, edge, bridge, dodge, fudge age, huge, change, charge, bulge, village gem, giant, magic, giraffe, energy jacket, jar, jog, join, adjust
The /s/ sound spelt c before e, i and y		race, ice, cell, city, fancy
The /n/ sound spelt kn and (less often) gn at the beginning of words	The 'k' and 'g' at the beginning of these words was sounded hundreds of years ago.	knock, know, knee, gnat, gnaw
The /r/ sound spelt wr at the beginning of words	This spelling probably also reflects an old pronunciation.	write, written, wrote, wrong, wrap

The /l/ or /əl/ sound spelt –le at the end of words	The **–le** spelling is the most common spelling for this sound at the end of words	table, apple, bottle, little, middle
The /l/ or /əl/ sound spelt –el at the end of words	The **–el** spelling is much less common than **–le**. The **–el** spelling is used after **m**, **n**, **r**, **s**, **v**, **w** and more often than not after **s**.	camel, tunnel, squirrel, travel, towel, tinsel
The /l/ or /əl/ sound spelt –al at the end of words	Not many nouns end in **–al**, but many adjectives do.	metal, pedal, capital, hospital, animal
Words ending –il	There are not many of these words.	pencil, fossil, nostril
The /aɪ/ sound spelt –y at the end of words	This is by far the most common spelling for this sound at the end of words.	cry, fly, dry, try, reply, July
Adding –es to nouns and verbs ending in –y Adding –ed, –ing, –er and –est to a root word ending in –y with a consonant before it	The **y** is changed to **i** before **–es** is added.	flies, tries, replies, copies, babies, carries
Adding the endings –ing, –ed, –er, –est and –y to words ending in –e with a consonant before it	The **y** is changed to **i** before **–ed**, **–er** and **–est** are added, but not before **–ing** as this would result in **ii**. The only ordinary words with **ii** are *skiing* and *taxiing*.	copied, copier, happier, happiest, cried, replied …**but** copying, crying, replying
Adding –ing, –ed, –er, –est and –y to words of one syllable ending in a single consonant letter after a single vowel letter	The **–e** at the end of the root word is dropped before **–ing**, **–ed**, **–er**, **–est**, **–y** or any other suffix beginning with a vowel letter is added. **Exception**: *being.*	hiking, hiked, hiker, nicer, nicest, shiny
Adding –ing, –ed, –er, –est and –y to words of one syllable ending in a single consonant letter after a single vowel letter	The last consonant letter of the root word is doubled to keep the /æ/, /ɛ/, /ɪ/, /ɒ/ and /ʌ/ sound (i.e. to keep the vowel 'short'). **Exception**: The letter 'x' is never doubled: *mixing*, *mixed*, *boxer*, *sixes*.	patting, patted, humming, hummed, dropping, dropped, sadder, saddest, fatter, fattest, runner, runny
The /ɔ:/ sound spelt a before l	The /ɔ:/ sound ('or') is	all, ball, call, walk, talk,

and ll	usually spelt as **a** before **l** and **ll**.	always
The /ʌ/ sound spelt o		other, mother, brother, nothing, Monday
The /i:/ sound spelt –ey	The plural of these words is formed by the addition of **–s** (*donkeys*, *monkeys,* etc.).	key, donkey, monkey, chimney, valley
The /ɒ/ sound spelt a after w and qu	**a** is the most common spelling for the /ɒ/ ('hot') sound after **w** and **qu**.	want, watch, wander, quantity, squash
The /ɜ:/ sound spelt or after w	There are not many of these words.	word, work, worm, world, worth
The /ɔ:/ sound spelt ar after w	There are not many of these words.	war, warm, towards
The /ʒ/ sound spelt s		television, treasure, usual
The suffixes –ment, –ness, –ful , –less and –ly	If a suffix starts with a consonant letter, it is added straight on to most root words without any change to the last letter of those words. **Exceptions**: (1) *argument* (2) root words ending in –**y** with a consonant before it but only if the root word has more than one syllable.	enjoyment, sadness, careful, playful, hopeless, plainness (plain + ness), badly merriment, happiness, plentiful, penniless, happily
Contractions	In contractions, the apostrophe shows where a letter or letters would be if the words were written in full (e.g. *can't – cannot*). *It's* means *it is* (e.g. *It's* raining) or sometimes *it has* (e.g. *It's* been raining), but *it's* is never used for the possessive.	can't, didn't, hasn't, couldn't, it's, I'll
The possessive apostrophe (singular nouns)		Megan's, Ravi's, the girl's, the child's, the man's
Words ending in –tion		station, fiction, motion, national, section
Homophones and near-homophones	It is important to know the difference in meaning	there/their/they're, here/hear, quite/quiet, see/sea,

	between homophones.	bare/bear, one/won, sun/son, to/too/two, be/bee, blue/blew, night/knight
Common exception words	Some words are exceptions in some accents but not in others – e.g. *past*, *last*, *fast*, *path* and *bath* are not exceptions in accents where the **a** in these words is pronounced /æ/, as in *cat*. *Great*, *break* and *steak* are the only common words where the /eɪ/ sound is spelt **ea**.	door, floor, poor, because, find, kind, mind, behind, child, children*, wild, climb, most, only, both, old, cold, gold, hold, told, every, everybody, even, great, break, steak, pretty, beautiful, after, fast, last, past, father, class, grass, pass, plant, path, bath, hour, move, prove, improve, sure, sugar, eye, could, should, would, who, whole, any, many, clothes, busy, people, water, again, half, money, Mr, Mrs, parents, Christmas – and/or others according to programme used. **Note:** 'children' is not an exception to what has been taught so far but is included because of its relationship with 'child'.

Appendix 2: Vocabulary, Grammar and Punctuation

The grammar of our first language is learnt naturally and implicitly through interactions with other speakers and from reading. Explicit knowledge of grammar is, however, very important, as it gives us more conscious control and choice in our language. Building this knowledge is best achieved through a focus on grammar within the teaching of reading, writing and speaking. Once pupils are familiar with a grammatical concept [for example 'modal verb'], they should be encouraged to apply and explore this concept in the grammar of their own speech and writing and to note where it is used by others. Young pupils, in particular, use more complex language in speech than in writing, and teachers should build on this, aiming for a smooth transition to sophisticated writing.

The table below focuses on Standard English and should be read in conjunction with the programmes of study as it sets out the statutory requirements. The table shows when concepts should be introduced first, not necessarily when they should be completely understood. It is very important, therefore, that the content in earlier years be revisited in subsequent years to consolidate knowledge and build on pupils' understanding. Teachers should also go beyond the content set out here if they feel it is appropriate.

The grammatical terms that pupils should learn are labelled as 'terminology for pupils'. They should learn to recognise and use the terminology through discussion and practice. All terms in bold should be understood with the meanings set out in the Glossary.

Grade 1: Detail of content to be introduced (statutory requirement)

Word	Correct choice and consistent use of **present tense** and **past tense** throughout writing Use of the **progressive** form of **verbs** in the **present** and **past tense** to mark actions in progress [for example, *she is drumming, he was shouting*]
Sentence	**Subordination** (using *when, if, that, because)* and **co-ordination** (using *or, and, but*) Expanded **noun phrases** for description and specification [for example, *the blue butterfly, plain flour, the man in the moon*] **How the grammatical patterns in a sentence indicate its function as a** statement, question, exclamation or command
Text	Correct choice and consistent use of **present tense** and **past tense** throughout writing Use of the **progressive** form of **verbs** in the **present** and **past tense** to mark actions in progress [for example, *she is drumming, he was shouting*]
Punctuation	Use of capital letters, full stops, question marks and exclamation marks to demarcate **sentences** Commas to separate items in a list

	Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, *the girl's name*]
Terminology for pupils	noun, noun phrase statement, question, exclamation, command compound, suffix adjective, adverb, verb tense (past, present) apostrophe, comma

Mathematics (Course Description)

Learners talk about their work using familiar mathematical language, and represent it using symbols and simple diagrams. They count sets of objects

reliably, and use mental recall of number facts to 10 to add or subtract larger numbers. They order numbers up to 100. They choose the appropriate operation when solving addition or subtraction problems. They identify and use halves and quarters in practical situations. They recognise sequences of numbers. They use mental calculation strategies to solve number, money and measure problems. They use every day non-standard and standard units to measure length and mass. They distinguish between straight and turning movements, recognise half-turns and quarter-turns and right angles in turns. They sort objects and classify them using more than one criterion. When they have gathered information, they record their results in simple lists, tables, diagrams and block graphs.

Mathematics (Course Objectives)

i) Operations and Algebraic Thinking

Students will use se addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.

- Partition all numbers to 20 into pairs and record the related addition and subtraction facts.

- Make sense of simple word problems (single and easy two-step), decide what operations (addition or subtraction, simple multiplication or division) are needed to solve them and, with help, represent them, with objects or drawings or on a number line.

Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.

- Recognise the use of a symbol such as □ or Δ to represent an unknown, e.g. Δ + □ = 10.

- Solve number sentences such as 27 + □ = 30.

Apply properties of operations as strategies to add and subtract [Students need not use formal terms for these properties].

- Examples:

  - If 8 + 3 = 11 is known, then 3 + 8 = 11 is also known. (Commutative property of addition)
  - To add 2 + 6 + 4, the second two numbers can be added to make a ten, so 2 + 6 + 4 = 2 + 10 =12. (Associative property of addition.)

- Check the answer to an addition by adding the numbers in a different order or by using a different strategy, e.g. 35+19 by adding 20 to 35 and subtracting 1, and by adding 30+10 and 5+9.

Understand subtraction as an unknown-addend problem.

- Example:
  - Which of the following equations are true and which are false? 6 = 6, 7 = 8 - 1, 5 + 2 = 2 + 5, 4 + 1 = 5 + 2.
  - Use the = sign to represent equality, e.g. 16 + 4 = 17 + 3.

Relate counting to addition and subtraction.

- Example:
  - By counting on 2 to add 2.
  - Count in twos, fives and tens, and use grouping in twos, fives or tens to count larger groups of objects.

Add and subtract within 20, demonstrating fluency for addition and subtraction within 10.

- Use strategies such as counting on; making ten (e.g., 8 + 6 = 8 + 2 + 4 = 10 + 4 = 14).
- Decomposing a number leading to a ten (e.g., 13 - 4 = 13 - 3 - 1 = 10 - 1 = 9); using the relationship between addition and subtraction (e.g., knowing that 8 + 4 = 12, one knows 12 - 8 = 4).
- Creating equivalent but easier or known sums (e.g., adding 6 + 7 by creating the known equivalent 6 + 6 + 1 = 12 + 1 = 13).
- Find and learn by heart all number pairs to 10 and pairs with a total of 20.
- Find all pairs of multiples of 10 with a total of 100 and record the related addition and subtraction facts.

Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false.

- Use the = sign to represent equality, e.g. 16 + 4 = 17 + 3.

Determine the unknown whole number in an addition or subtraction equation relating to three whole numbers.

- Example:
  - Determine the unknown number that makes the equation true in each of the equations 8 + ? = 11, 5 = 5 – 3, 6 + 6 =13
  - Recognise the use of a symbol such as □ or Δ to represent an unknown, e.g. Δ + □ = 10.
- Solve number sentences such as 27 + □ = 30.

ii) Number and Operations in Base Ten

Count to 100, starting at any number less than 100. In this range, read and write numerals and represent a number of objects with a written numeral.

- Count, read and write numbers to at least 100 and back again.
- Count up to 100 objects, e.g. beads on a bead bar.
- Count on in ones and tens from single- and two-digit numbers and back again.

Understand that the two digits of a two-digit number represent amounts of tens and ones.

- Understand the following as special cases
  - 10 can be thought of as a bundle of ten ones — called a "ten."
  - The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.

- The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones).

➢ Know what each digit represents in two-digit numbers; partition into tens and ones.

➢ Place a two-digit number on a number line marked off in multiples of ten.

Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols >, =, and <.

➢ Place a two-digit number on a number line marked off in multiples of ten.

Add within 100, including adding a two-digit number and a one digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.

➢ Add four or five small numbers together.

➢ Add and subtract a single digit to and from a two-digit number.

Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.

➢ Find 1 or 10 more/less than any two-digit number.

Subtract multiples of 10 in the range 10-90 from multiples of 10 in the range 10-90 (positive or zero differences), using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.

- Relate counting on/back in tens to finding 10 more/less than any two-digit number and then to adding and subtracting other multiples of 10, e.g. 75-30.

(iii) Measurement and Data

Order three objects by length; compare the lengths of two objects indirectly by using a third object.

- Estimate, measure and compare lengths, weights and capacities, choosing and using suitable uniform non-standard and standard units and appropriate measuring instruments.

Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end.

- Understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps. Limit to contexts where the object being measured is spanned by a whole number of length units with no gaps or overlaps.

- Compare lengths, weights and capacities using the standard units: centimetre, metre, 100 g, kilogram, and litre.

Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.

- Answer a question by collecting and recording data in lists and tables, and representing it as block graphs and pictograms to show results.

- Using Carroll and Venn diagrams to sort numbers or objects using one criterion; begin to sort numbers and objects using two criteria; explain choices using appropriate language, including 'not'.

(iv) Geometry

Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes.

- Sort, name, describe, visualise and draw 2D shapes (e.g. squares, rectables, circles, regular and irregular pentagons and hexagons) referring to their properties; recognise common 2D shapes in different positions and orientations

Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape.

- Sort, name, describe, visualise and draw 2D shapes (e.g. squares, rectangles, circles, regular and irregular pentagons and hexagons) referring to their properties; recognise common 2D shapes in different positions and orientations.

- Sort, name, describe and make 3D shapes (e.g. cubes, cuboids, cones, cylinders, spheres and pyramids) referring to their properties; recognise 2D drawings of 3D shapes.

Partition circles and rectangles into two and four equal shares, describe the shares using the words halves, fourths, and quarters, and use the phrases half of, fourth of, and quarter of. Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares.

- Recognise which shapes are divided in halves or quarters and which are not.

- Find halves and quarters of shapes and small numbers of objects.

Science (Course Description)

During Grade 1 pupils observe, explore and ask questions about living things, materials and phenomena. They begin to work together to collect evidence to help them answer questions and to link this to simple scientific ideas. They evaluate evidence and consider whether tests or comparisons are fair. They use reference materials to find out more about scientific ideas. They share their ideas and communicate them using scientific language, drawings, charts and tables.

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

'Working scientifically' is described separately in the programme of study, but must always be taught through and clearly related to the teaching of substantive science content in the programme of study. Throughout the notes and guidance, examples show how scientific methods and skills might be linked to specific elements of the content.

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

Science (Course Objectives)

i) Living things and their environment

Pupils use their knowledge about living things to describe the basic conditions (for example, a supply of food, water, air, light) that animals and plants need in order to survive. They recognise that living things grow and reproduce. They sort living things into groups, using simple features. They describe the basis for their groupings [for example, number of legs, and shape of leaf). They recognise that different living things are found in different places (for example, ponds, woods).

Pupils should be taught to:

- Explore and compare the differences between things that are living, dead, and things that have never been alive
- Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other
- Identify and name a variety of plants and animals in their habitats, including microhabitats
- 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

i) Plants

Pupils should use the local environment throughout the year to observe how different plants grow. Pupils should be introduced to the requirements of plants for germination, growth and survival, as well as to the processes of reproduction and growth in plants.

Pupils should be taught to:

- Observe and describe how seeds and bulbs grow into mature plants

- Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy

ii) Animals and Humans

Pupils should be introduced to the basic needs of animals for survival, as well as the importance of exercise and nutrition for humans. They should also be introduced to the processes of reproduction and growth in animals. The focus at this stage should be on questions that help pupils to recognise growth; they should not be expected to understand how reproduction occurs.

Pupils should be taught to:

- Notice that animals, including humans, have offspring which grow into adults
- Find out about and describe the basic needs of animals, including humans, for survival (water, food and air)
- Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene

iii) Everyday Materials

Pupils should identify and discuss the uses of different everyday materials so that they become familiar with how some materials are used for more than one thing (metal can be used for coins, cans, cars and table legs; wood can be used for matches, floors, and telegraph poles) or different materials are used for the same thing (spoons can be made from plastic, wood, metal, but not normally from glass). They should think about the properties of materials that make them suitable or unsuitable for particular purposes and they should be encouraged to think about unusual and creative uses for everyday materials. Pupils might find out about people who have developed useful new materials, for example John Dunlop, Charles Macintosh or John McAdam.

Pupils should be taught to:

- Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses

- Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching

Geography (Course Description)

In Grade 1, a high-quality geography education should inspire in pupils a curiosity and fascination about the world and its people that will remain with them for the rest of their lives. Teaching should equip pupils with knowledge about diverse places, people, resources and natural and human environments, together with a deep understanding of the Earth's key physical and human processes. As pupils progress, their growing knowledge about the world should help them to deepen their understanding of the interaction between physical and human processes, and of the formation and use of landscapes and environments. Geographical knowledge, understanding and skills provide the frameworks and approaches that explain how the Earth's features at different scales are shaped, interconnected and change over time.

Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness. Pupils should be taught to:

Locational knowledge

- Name and locate the world's seven continents and five oceans
- Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas

Place knowledge

- Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country

Human and physical geography

- Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles

- Use basic geographical vocabulary to refer to:

  - Key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather

  - Key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop

Geographical skills and fieldwork

- Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage

- Use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map

- Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key

- Use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.

Geography (Course Objectives)

i) Planet Earth

- Satellites
- Solar System
- How does the Earth move?
- Shape of the Earth

ii) World Maps

- Map Keys
- Appropriate symbols for features of the Earth
- Continents
- Differentiate between continents on a World Map
- Different animals around the world
- Why do certain animals only live in one place?
- Why do animals live in different places?
- Countries
- Special places in the world: landmarks

iii) Continents and Oceans

- European physical geography
- European countries
- European capital cities
- Identifying cities on maps
- Languages in Europe

- Asian physical geography
- Countries of Asia
- Asian capital cities
- African physical geography
- African countries
- African capital cities
- World oceans
- Animals and world oceans

iv) Extreme Geography

- Extreme weather
- Differences between extreme and normal weather
- Places around the world with extreme weather

v) The Wider World

- The Earth
- History of the Earth
- Survival on Earth
- Plants
- Poles of the Earth
- Night and Day
- Continents
- Countries

vi) Island Geography

- My environment
- Recycling at home
- Islands
- Bahrain
- Island Transport

vii) Seaside and Coasts

- At the seaside
- Seaside cities, towns and villages
- Seaside around the world
- Food from the sea

viii) Learning about the World

- Making sense of the world
- Eyesight
- Globes, Maps and Atlases
- Climate

History (Course Description)

Pupils should develop an awareness of the past, using common words and phrases relating to the passing of time. They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods. They should use a wide vocabulary of everyday historical terms. They should ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events. They should understand some of the ways in which we find out about the past and identify different ways in which it is represented.

In planning to ensure the progression described above through teaching about the people, events and changes outlined below, teachers are often introducing pupils to historical periods that they will study more fully at key stages 2 and 3. Pupils should be taught about:

- Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life
- Events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries]
- 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 [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]
- Significant historical events, people and places in their own locality.

History (Course Objectives)

i) **Lives of Significant Individuals**

- Florence Nightingale
- Christopher Columbus
- Alexander Graham Bell
- Thomas Edison
- Wright Brothers

ii) **Timelines**

iii) **Reading Years**

iv) **Transportation**

Information Technology (Course Description)

Beginning in Grade 1, a high-quality computing education equips pupils to use computational thinking and creativity to understand and change the world. Computing has deep links with mathematics, science, and design and technology, and provides insights into both natural and artificial systems. The core of computing is computer science, in which pupils are taught the principles of information and computation, how digital systems work, and how to put this knowledge to use through programming. Building on this knowledge and understanding, pupils are equipped to use information technology to create programs, systems and a range of content. Computing also ensures that pupils become digitally literate – able to use, and express themselves and develop their ideas through, information and communication technology – at a level suitable for the future workplace and as active participants in a digital world.

By the end of Grade 1, pupils should know how to: understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions; create and debug simple programs; use logical reasoning to predict the behaviour of simple programs; use technology purposefully to create, organise, store, manipulate and retrieve digital content; recognise common uses of information technology beyond school; use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.

Information Technology (Course Objectives)

i) Elements

In Grade 1 ICT, the students are expected to:

- Demonstrate ability to change font, size, color, style and insert various graphics to assist in the writing process.
- Work independently and/or collaboratively in a group to produce a digital presentation.
- Use a variety of software to create multimedia projects that include audio and/or video files.
- Create, explore and organize information in graphic organizers.
- Use educational databases and preselected websites to identify, research and collect information on a topic.
- Demonstrate the ability to navigate in virtual environments such as web sites, online testing, electronic books and/or simulation software.
- Login into the network and open and close applications independently.
- Communicate about technology using developmentally appropriate and accurate terminology.
- Demonstrate the safe and cooperative use of technology.

Students should learn to:

- Correct usage of computer.
- Identify parts of a computer.
- Identify Input and Output devices
- Input, Output
- Get mouse movement skills

- Describe the function of the CPU.
- Remain healthy while using computers
- Exercise for physical fitness.
    - Shoulders
    - Hands
    - Neck
    - Eyes
- Organize folder and files
    - Create a new folder
    - Move files into a folder
    - Drag and drop the mouse
    - Organize icons on Desktop
- Use a Keyboard
    - Functions of Keys
    - Arrow keys
    - Delete
    - Backspace
    - Caps-lock
    - Page Up/Down
- Basic features of Text Editor
    - Copy, Cut, Paste, Undo
- How to Start up computer and Shut down
- Explain the difference between log out and shut down.
- Start a PC
- Enter login

- Enter password
- Shut down PC

ii) Revision of Level 1

- Uses of a Computer
  - Drawing pictures
  - Writing letters
  - Playing games
  - Adding numbers
  - Watching movies and cartoons
  - Listening to music
- Parts of a computer
  - CPU
  - Monitor
  - Keyboard
  - Mouse
- Paint activity
  - New, Shapes, Brushes, Eraser, Save, Quit
  - Dos and Don'ts
  - Be safe
  - Be gentle
  - Keep clean
  - Keep correct posture
- Windows
  - Close and Minimize a window
  - Taskbar
  - Title bar
  - Wallpaper

Prior knowledge			New words	
• Preschool knowledge				

iii) Input and Output Devices

- Revise the various parts of the computer.
- Repeat the discussion for a keyboard, a mouse and a speaker.
- Show the various parts of a computer and explain their functions
- Demonstrate the function of input/output devices.
- Identify body parts both input and output functions.

Prior knowledge	New words	
• Letters in Alphabet • Numbers	• Input • Output • Monitor	• Keyboard • GCompris

iv) Computers and Health

- Take precautions with power cables and sockets:
  - Don't touch any power cables.
  - The power cables should be well insulated.
- Computer safety:
  - Don't insert objects into any sockets or outlets on the CPU, keyboard, printer, and speaker.
  - Don't use any liquids to clean the computer. Use a clean, dry soft cloth only.

- Posture to be maintained while using the computer:

  - Your entire body should face the monitor and keyboard.
  - The screen should be 18 to 24 inches from your eyes. Its
  - Position and angle should not cause any reflected glare.
  - Keep your shoulders and neck relaxed.
  - Keep your back straight, and make sure you have good lower back support.
  - Keep your wrists straight while you are typing. Do not bend your wrists up, down or to the sides.
  - Keep your fingers relaxed while typing or using a mouse.
  - Keep your thighs parallel to the floor.
  - Keep your feet flat on the floor. If your feet cannot reach
  - Floor use a foot stool or some footrest.
  - There should be enough room between the desk and the legs.

- Emphasize the importance of safety while using electronic devices.

Prior knowledge	New words	
• Meaning of electricity and safety. • Dos and Don'ts at Preschool.	•	•

v) Activities Using a Mouse and Keyboard

- Concepts of organization.

  - Files are used to store songs, pictures, etc.

➢ Folders help us by:

- Allowing us to keep related files together.
- Making it easy to locate important files quickly.

➢ Creating a new folder

- Move the mouse pointer to an empty space on the desktop.
- Right click (click once on the right button of the mouse).
- Select the option 'Create Folder'.
- Enter a name for the folder.

➢ Drag and Drop

- Select the file (using left click of the mouse).
- Hold the left button pressed and move the mouse towards the folder. The file icon selected also moves as you move the mouse pointer. This is called 'Drag'.
- Release the mouse button when the mouse pointer is on the folder.
  This action of the mouse is called 'Drop'.

➢ Reorganizing icons on a desktop

- Select the icon (using left click of the mouse).
- Drag the icon on the desktop using the mouse.
- Release the mouse in an empty space, to Drop the icon at that place.

Prior knowledge	New words	
• Knowledge how to use mouse. ▪ Right/Left click. ▪ Keyboard (Buttons)	•	•

vi) Editing Text

- Concepts of Copy, Cut, Paste, Undo
- Editing the text written using a computer

Prior knowledge	New words	
• Knowledge about; ▪ Letters ▪ Buttons on keyboards	• Undo	

vii) Computer Start Up and Shutdown

- Switching on a computer.
- Start-up (Booting)
- How to start using the computer
  - Enter the correct username
  - Enter the password
- Shut down
- Explain why it takes some time to start and shut down a computer.

Prior knowledge	New words	
• Using mouse effectively.	• Shut down • Log out • Log in	• User name • Booting

Art & Design (Course Description)

The purpose of Grade 1 Art and Design is to expand upon learning and skills established in the Pre-School year. Past topics and subject will be revised and expanded upon, taking each art and design technique to a higher level, in preparation for pupils to move onto the more difficult work found in Grade 2 (Key Stage 2).

Art, craft and design embody some of the highest forms of human creativity. A high-quality art and design education should engage, inspire and challenge pupils, equipping them with the knowledge and skills to experiment, invent and create their own works of art, craft and design. As pupils progress, they should be able to think critically and develop a more rigorous understanding of art and design. They should also know how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation.

By the end of Grade 1, pupils should be able to: produce creative work, exploring their ideas and recording their experiences; become proficient in drawing, painting, sculpture and other art, craft and design techniques; evaluate and analyse creative works using the language of art, craft and design; and know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms. They should also be able to: use a range of materials creatively to design and make products; use drawing, painting and sculpture to develop and share their ideas, experiences and imagination; develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space' and to know 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.

Art & Design (Course Objectives)

i) Elements of Art - Lines

- Diagonal
- Vertical
- Horizontal
- Zigzag
- Curly
- Looped
- Wavy

ii) Shape

- Different types of shape
- Collage
- Composition
- Assembling and making shapes

iii) Positive and Negative Shapes

- Rectangle
- Circle
- Creation of original art work using shapes

iv) Colour

- Primary and Secondary colours
- Mixing colours
- Warm colours

- Cold colours
- Rainbow colours

v) Elements of Art – Value

- Texture
- Different materials and printing techniques
- Mosaic technique
- Texture with paint
- Using tools to create different forms
- Collage

vi) Sculpture and Different Materials

- Basic form with modelling clay and ceramic clay
- Painting ceramic clay
- Creating art with recycled materials

vii) Picasso

- Art history
- Basic biography of Picasso
- Funny faces
- Cubism
- Picasso self-portraits

viii) Art from other cultures

- Art colour

- Explanations of cultural art history
- Seasonal holiday crafting (Halloween)

ix) Space

- Evidence of art space
- City space
- Basic perspectives
- Introduction to 3D

Design Technology (Course Description)

Design and technology is an inspiring, rigorous and practical subject. Using creativity and imagination, pupils design and make products that solve real and relevant problems within a variety of contexts, considering their own and others' needs, wants and values. They acquire a broad range of subject knowledge and draw on disciplines such as mathematics, science, engineering, computing and art. Pupils learn how to take risks, becoming resourceful, innovative, enterprising and capable citizens. Through the evaluation of past and present design and technology, they develop a critical understanding of its impact on daily life and the wider world. High-quality design and technology education makes an essential contribution to the creativity, culture, wealth and well-being of the nation.

At the end of the academic year, design and technology aims to ensure that all Grade 1 pupils: develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world; build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users; critique, and evaluate and test their ideas and products and the work of others.

Design Technology (Course Objectives)

i) Creation of Own Design Technology Book

- Cover Design
- Gather and build collection of work
- Step-by-step drawing and painting
- Using different materials

ii) Study of Famous Artists (achieving curriculum guidelines through)

- Andy Warhol
- Alma Woodsey Thomas
- Claude Monet
- Alexander Calder
- Salvador Dali
- Cave Art

Music (Course Description)

Building upon what students learned in Pre-School, the final music classes of KS1 will help students practice and further develop the skills they required during the previous academic year.

Following the earlier KS1 introduction to the basic elements of music (rhythm, melody, harmony, form, and timbre), in Grade 1 pupils will continue their exploration of music through being introduced to further types of musical terms and concepts, as well as an increased array of instruments.

Most importantly, a heightened emphasis will be given to: why music is important?

A students understanding of music will be increased through being taught a distinct listening and understanding component of the curriculum. As an introduction to the history of music, students will be introduced to a number of composers: they will learn the biography of a particular musician, in addition to listening to their compositions. Additionally, students will also be familiarised with an increased variety of instrument types, ranging from percussion to brass and string.

Away from the practical elements of the KS1 course, by the end of Grade 1 pupils will also garner a basic theoretical understanding of the importance of music. They will be able to listen with concentration, in addition to being able to understand a range of high-quality recorded music.

Most importantly, they will learn that music is creative art form that can tell a story. To achieve this, beginning what will be be a core element of learning in KS2, students will also be introduced to musical art forms such as opera, ballet, and famous instrumental works.

Music (Course Objectives)

Course Objectives

i) Elements of Music

a) Elements

Building upon knowledge of the basic musical elements – rhythm, melody, harmony, form, and timbre – pupils will, through guided class participation and teacher led practice/observation, increase their musical understanding by being taught to:

- Recognise a steady beat, move to a beat and, developing from the previous year of study, how to play a steady beat
- Move responsively to music (marching, walking, hopping, swaying, and dancing)
- Recognise the difference between familiar, as well as new short and long sounds
- Discriminate between fast and slow paces of music
- Discriminate between obvious differences in pitch: high and low
- Discriminate between loud and soft
- Hum a melody while listening to a wide variety of music
- Echo short rhythms and melodic patterns
- Play simple rhythms and melodies on different instruments
- Recognise like and unlike phrases in music
- Recognise that music has a timbre or tone colour
- Sing unaccompanied, accompanied, and in unison as part of a group

b) Notation

Introducing Meridian pupils to new ideas and concepts, to prepare them for Key Stage 2 work, students will be taught the basics of written music. They will learn to understand that music is written in a unique and special way, and by the end of KS1 will know and be able to recognise the following musical notations:

- Whole note
- Dotted half note
- Half note
- Quarter note
- Difference between note and rest
- Staff
- Treble clef (G clef)
- Lines and spaces in the staff

ii) Listening and Understanding

a) Musical Terms and Concepts

Concluding a student's study in music for KS1, learners will be introduced to more advanced concepts as well as the idea of musical composers.

Composers:

- Who and what is a composer? (definition)
- Familiarisation with Wolfgang Amadeus Mozart as a composer who wrote classical music
- Listening to the work of Wolfgang Amadeus Mozart

Instruments:

- Familiarisation with basic instruments, including: the violin, flute, guitar, trumpet, drum, and harp
- Learning to recognise instruments by sight and sound

b) Music Can Tell a Story

Opera:

- Understand that opera combines music, singing and acting
- Listening to selections from Englebert Humperdinck's *Hansel and Gretel*

Instrumental Music:

- Listen to Camille Saint-Saëns, Carnival of the Animals
- Antonio Vivaldi, *The Four Seasons*

Ballet:

- Understand that ballet combines music and movement, often to tell a story.
- P.I. Tchaikovsky, *Nutcracker Suite*

Modern Languages (Course Description)

At Meridian International School, in Grade 1 students have the option of Czech (for natives and foreigners), as well as French. For Czech, students follow the curriculum set out by the Ministry of Education for the Czech Republic, whilst French adheres to the guidelines arranged in the National Curriculum of England (for modern languages). As language study is not mandatory for Grade 1 pupils, as part of the National Curriculum for England and Wales, the following curriculum is closely mirrored to the curriculum for Grade 2 (French).

Learning a foreign language is a liberation from insularity and provides an opening to other cultures. A high-quality languages education should foster pupils' curiosity and deepen their understanding of the world. The teaching should enable pupils to express their ideas and thoughts in another language and to understand and respond to its speakers, both in speech and in writing. It should also provide opportunities for them to communicate for practical purposes, learn new ways of thinking and read great literature in the original language. Language teaching should provide the foundation for learning further languages, equipping pupils to study and work in other countries.

In Grade 1, students cover topics that will enable them to: understand and respond to spoken and written language from a variety of authentic sources; speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation; can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt; discover and develop an appreciation of a range of writing in the language studied.

Modern Language (Course Objectives)

i) Specific Content and Topics

- Numbers
- Food and drink
- At school
- Cultures and places
- Stories, poems and songs
- Birds, bugs and beasts

ii) Listening & Comprehension

- Listen attentively to spoken language and show understanding by joining in and responding
- Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words

iii) Speaking

- Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help
- Speak in sentences, using familiar vocabulary, phrases and basic language structures
- Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases
- Present ideas and information orally to a range of audiences

iv) Reading & Comprehension

- Read carefully and show understanding of words, phrases and simple writing
- Appreciate stories, songs, poems and rhymes in the language
- Broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary

v) Writing

- Write phrases from memory, and adapt these to create new sentences, to express ideas clearly
- Describe people, places, things and actions orally* and in writing
- Understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.

Physical Education (Course Description)

A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport and other physically-demanding activities. It should provide opportunities for pupils to become physically confident in a way which supports their health and fitness. Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect.

In Grade 1, pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations. Additionally, pupils should be taught to: master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities; participate in team games, developing simple tactics for attacking and defending; and perform dances using simple movement patterns.

Physical Education (Course Objectives)

i) Sport & Games

- 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.

ii) Swimming and water safety

- Swim competently, confidently and proficiently over a distance of at least 25 metres
- Use a range of strokes effectively
- Perform safe self-rescue in different water-based situations.

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