



THE ENGLISH MODERN SCHOOL ALWAKRA CAMPUS

Our mission is to provide a challenging, internationally based education that nurtures lifelong learners in a multi-cultural setting.

Our vision is for all our students to reach their full potential and positively impact their world.

YEAR 1 CURRICULUM GUIDE

Curriculum Frameworks

The following curriculum frameworks provide a set of progressive learning objectives for Mathematics, English and Science, taken directly from the Cambridge Curriculum Frameworks. The objectives detail what the learner should know or what they should be able to do by the end of that year in Primary. The learning objectives provide a structure for teaching and learning and a reference against which a learners' ability and understanding can be checked. These are the three core Cambridge Primary Curriculum subjects, other subjects such as Social Studies are taught following standards from the UK National Curriculum.

EMSW Primary Teaching Philosophy

The English Modern School strengthens the curriculum with research-based best practice using instructional and assessment methodologies. The Primary division use an inquiry-based approach where children are encouraged to think critically to investigate the world around them, often with different subject areas integrated together. Connections of ideas across different subjects help students to consolidate their learning by being able to make strong and relevant connections. EMS provides students with learning experiences through inquiry that are engaging, relevant, challenging and significant, in learning environments that are stimulating and provocative. Students are supported in their journey towards mastery and control on their journey to become independent, autonomous inquirers. In the Primary school teachers use continuous, on-going assessments of and for learning throughout the year.

The assessments are varied and provide multiple opportunities for students to demonstrate learning. Together this information is used to support the child's learning, inform teachers of next learning steps and is also used to make a judgement on an overall grade for reporting three times a year.

Expected School-Wide Learning Results

It is the consensus of the EMS community that the following are school-wide learning results for every EMS graduate:

Independent Learners
I am naturally curious.
I love to learn and discover new things while making connections with prior knowledge.

Effective Communicators
I share my feelings and ideas with confidence.
I listen to and respect other communicators.

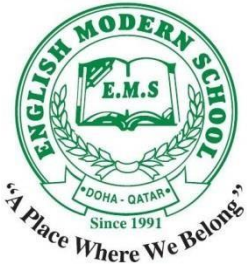
Critical Thinkers
I am confident, open-minded and reflective.
I ask 'Why?'
I ask 'How?'

Dynamic Achievers
I reflect on my strengths and weaknesses.
I always strive for excellence.

Ethical Individuals
I am fair, honest and take care of others.
I understand the difference between right and wrong and make good choices.

Global Citizens
I am accepting and respectful of others.
I care for the environment and am socially responsible.

The English Modern School provides a challenging, internationally based education that aims to develop lifelong learners who are motivated to realize their full potential in a multi-cultural setting.



PRIMARY- YEAR 1

Academic Information

CAMBRIDGE ENGLISH STANDARDS

Reading:

Students are learning to:

Hear, read and write initial letter sounds and know the name and most common sound associated with every letter in alphabet.

Identify sounds in words, e.g. 'th', 'ch', 'sh'.

Use knowledge of sounds to read and write single syllable words with short vowels.

Blend to read, and segment to spell, words with final and initial adjacent consonants, e.g. b-l, n-d.

Read a range of common words on sight and use phonic knowledge to read and sound out words.

Learn and recite simple poems and join in and extend rhymes and refrains, playing with language patterns

Know that in English, print is read from left to right and top to bottom.

Join in with reading familiar, simple stories and poems and retell stories, with some appropriate use of language.

Make links to own experiences.

Read aloud independently from simple books and pause at full stops when reading.

Know the parts of a book, e.g. title page, contents and recognise story elements, e.g. beginning, middle and end.

Read labels, lists and captions to find information.

Anticipate what happens next in a story and talk about events in a story and make simple conclusions about characters and events.

Talk about significant aspects of a story's language, e.g. repetitive refrain, rhyme, patterned language.

Writing

Students are learning to:

Form letters correctly and develop a comfortable and efficient pencil grip.

Write for a purpose and read own writing and talk about it.

Know that a capital letter is used for I, for proper nouns and for the start of a sentence.

Use knowledge of sounds to write simple regular words, and to attempt other words.

Write simple storybooks with sentences to caption pictures.

Use relevant vocabulary and spell familiar common words accurately.

Begin to use some formulaic language, e.g. Once upon a time.

Record answers to questions, e.g. as lists, charts.

Write simple information texts with labels, captions, lists, questions and instructions for a purpose.

Write a sequence of sentences retelling a familiar story or recounting an experience.

Write sentence-like structures which may be joined by and, and mark some sentence endings with a full stop.

Compose and write a simple sentence with a capital letter and a full stop.

Begin to learn common spellings of long vowel phonemes, e.g. 'ee', 'ai', 'oo'.

Use rhyme and relate this to spelling patterns.

Recognise common word endings, e.g. -s, -ed and -ing.

Speaking and Listening

Students are learning to:

Speak clearly and choose words carefully to express feelings and ideas when speaking of matters of immediate interest.

Converse audibly with friends, teachers and other adults and answer questions and explain further when asked.

Show some awareness of the listener through non-verbal communication.

Speak confidently to a group to share an experience and take turns in speaking.

Listen to others and respond appropriately and listen carefully to questions and instructions.

Engage in imaginative play, enacting simple characters or situations.

Note that people speak in different ways for different purposes and meanings.

CAMBRIDGE SCIENCE STANDARDS

Scientific Enquiry

Students are learning to:

Try to answer questions by collecting evidence through observation.

Ask questions and contribute to discussions about how to seek answers. 1Ep3 Make predictions.

Decide what to do to try to answer a science question.

Explore and observe in order to collect evidence (measurements and observations) to answer questions.

Suggest ideas and follow instructions.

Record stages in work.

Make comparisons and compare what happened with predictions.

Biology

Students are learning to:

Know that there are living things and things that have never been alive and know that plants are living things

Name the major parts of a plant, looking at real plants and models.

Know that plants need light and water to grow and explore how seeds grow into flowering plants.

Recognise the similarities and differences between each other.

Recognise and name the main external parts of the body.

Know about the need for a healthy diet, including the right types of food and water.

Explore how senses enable humans and animals to be aware of the world around them.

Know that humans and animals produce offspring which grow into adults.

Explore ways that different animals and plants inhabit local environments..

Chemistry

Students are learning to:

Use senses to explore and talk about different materials.

Recognise and name common materials and identify the characteristics of different materials.

Sort objects into groups based on the properties of their materials.

Physics

Students are learning to:

Explore, talk about and describe the movement of familiar things.

Recognise that both pushes and pulls are forces.

Recognise that when things speed up, slow down or change direction there is a cause.

Identify many sources of sound and know that we hear when sound enters our ear.

Recognise that as sound travels from a source it becomes fainter.

CAMBRIDGE MATHEMATICS STANDARDS

Number

Students are learning to:

Recite numbers in order (forwards from 1 to 100, backwards from 20 to 0).

Read and write numerals from 0 to 20.

Order numbers to at least 20 and use ordinal numbers.

Count objects up to 20.

Count on in tens from zero or a single-digit number to 100

Count on in twos, beginning to recognise odd/even numbers to 20 as 'every other number'.

Begin partitioning two-digit numbers into tens and ones and reverse.

Within the range 0 to 30, say the number that is 1 or 10 more or less than any given number.

Find two more or less than a number to 20.

Use more or less to compare two numbers, and give a number between them.

Begin to use the +, - and = signs to record calculations.

Give a sensible estimate of some objects that can be checked by counting, e.g. to 30.

Find halves of small numbers and shapes by folding, and recognise which shapes are halved.

Addition and Subtraction

Students are learning to:

Know all number pairs to 10 and write the related addition/ subtraction facts.

Begin to know number pairs to 6, 7, 8, 9 and 10.

Begin using pairs to 10 to bridge 10 when adding/subtracting, e.g. $8 + 3$, add 2, then 1.

Relate counting on and back in tens to finding 10 more/less than a number (< 100).

Find near doubles using doubles already known, e.g. $5 + 6$.

Begin to recognise multiples of 2 and 10.

Understand addition as counting on and combining two sets.

Add a pair of numbers by putting the larger number first and counting on.

Recognise the use of a sign such as 5 to represent an unknown, e.g. $6 + 5 = 11$.

Use the = sign to represent equality.

Understand subtraction as counting back and 'take away'.

Understand difference as 'how many more to make?'

Add/subtract a single-digit number by counting on/back.

Begin to add single- and two-digit numbers.

Understand that changing the order of addition does not change the total.

Decide to add or subtract to solve a simple word problem (oral), and represent it with objects.

Check the answer to an addition by adding the numbers in a different order.

Check the answer to a subtraction by adding the answer to the smaller number in the question.

Choose appropriate strategies to carry out calculations, explaining working out.

Make a sensible estimate of a calculation, and consider whether an answer is reasonable.

Describe and continue patterns such as count on and back in tens, e.g. 90, 80, 70.

Multiplication and Division

Students are learning to:

Double any single-digit number.

Find halves of even numbers of objects up to 10.

Share objects into two equal groups in a context.

Geometry

Students are learning to:

Name and sort common 2D shapes (e.g. circles, squares, rectangles and triangles) using features (sides, curved or straight). Use them to make patterns and models.

Name and sort common 3D shapes (e.g. cube, cuboid, cylinder, cone and sphere) using features such as number of faces, flat or curved faces. Use them to make patterns and models.

Identify simple relationships between numbers and shapes.
Recognise basic line symmetry.
Use everyday language of direction and distance to describe movement of objects.

Measurement

Students are learning to:
Recognise all coins and work out how to pay an exact sum using smaller coins.
Compare lengths and weights using uniform non-standard units.
Use comparative language, e.g. longer, shorter, heavier, lighter.
Estimate and compare capacities using uniform non-standard units.
Begin to understand and use some units of time, e.g. minutes, hours, days, weeks, months and years.
Read the time to the hour (o'clock) and know key times of day to the nearest hour.
Order the days of the week and other familiar events.

Data Handling

Students are learning to:
Answer a question by sorting and organising data or objects
- using block graphs and pictograms
- in lists and tables
- in Venn or Carroll diagrams

In an effort to help you provide extension for your children at home, we are giving few websites which can work through with your children :

General:

Cambridge: <https://www.cambridgeenglish.org/learning-english/games-social/>
ABCya: http://www.abcya.com/first_grade_computers.htm
Starfall: <http://www.starfall.com/>

Reading

Jolly Phonics: <https://www.jollylearning.co.uk/free-parent-teacher-resources/>
Oxford Owl: <https://www.oxfordowl.co.uk/>
Roy the Zebra: <https://www.roythezebra.com/>

Science

BBC Clips: http://www.bbc.co.uk/schools/scienceclips/index_flash.shtml
Science Kids: <http://www.sciencekids.co.nz/gamesactivities.html>

Math

Addition games: <https://www.education.com/games/addition/>
Topmarks: <https://www.topmarks.co.uk/interactive.aspx?cat=8>
BBC Numeracy: http://www.bbc.co.uk/schools/websites/4_11/site/numeracy.shtml

21st Century Learning at home and in the classroom!

This is our second year of using online resources for homework support and our Character Education program.



Show My Homework: Each student has a personal login that gives access to the homework that has been assigned each week. Using Show My Homework has supported our development of 21st Century Learning by using online assignments to support student learning.



Mathletics: Mathletics is an online resource, used mostly for homework, that uses games and friendly competition to strengthen students' Maths skills. This year, we will be using it with Years 3-6.



secondSTEP is part of our Character Education program. Teachers use online and printed materials to teach and strengthen important social skills such as Learning to Focus and Listen, Learning to Stay Calm and Problem Solve, as well as Learning to develop Empathy (recognizing and feeling emotions that others feel).