

GRADE 1 CURRICULUM

LITERACY Based on the UK National Curriculum

Spoken Language

- Speak audibly and fluently with an increasing command of Standard English
- Articulate and justify answers, arguments and opinions
- Work productively individually and in groups
- Use spoken language to develop understanding through speculating, hypothesizing, imagining and exploring ideas
- Participate in discussions, presentations, performances, roleplay/improvisations and debates

Spelling, Handwriting and Presentation

- Segment spoken words into phonemes
- Learn to spell sight words
- Distinguish between homophones and near- homophones
- Write from memory simple sentences
- Form lowercase letters, start using cursive
- Write capital letters and digits of correct size
- Use spacing between words that reflect the size of the letters

Reading and Comprehension

- 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 sounds and words with common suffixes
- Develop pleasure, vocabulary and understanding in reading by:
 - Listening to and discussing a wide genre of books
 - Discussing the sequence of events and retell a wider range of stories
 - Discussing and clarifying meaning of words, their favourite words and phrases
- Understand what they read and listen by
 - Drawing on what they already know and correcting inaccurate reading
 - Making inference on the basis of what is said and done
 - Predicting, answering and asking questions
 - Reading for themselves, taking turns and listening to others

Vocabulary, Grammar and Punctuation

- Learn how to use sentences with different forms: statement, question, exclamation, command
- Use punctuation correctly
- Consistent use of present tense and past tense throughout writing
- Identify nouns, personal pronouns, verbs and adverbs and use them in sentences
- Use and understand the grammatical terminology accurately and appropriately in discussing their writing and reading.

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NUMERACY

Based on Singapore Maths: My Pals Are Here

Whole Numbers	Measurement
<p>Numbers to 999</p> <ul style="list-style-type: none">• Recognise, read and write from 0 to 999 in numerals and words• Use the place value chart to show numbers up to 999, compare and order numbers to 999• Use the symbols $>$, $<$ and $=$ to compare numbers• Use ordinal numbers to tell order and position• Use position words to name relative positions <p>Addition and subtraction within 100</p> <ul style="list-style-type: none">• Add and subtract a 2--digit number and a 1-digit number with and without regrouping• Add two two-digit numbers without regrouping• Add three 1-digit numbers• Solve word problems using addition and subtraction <p>Multiplication and division</p> <ul style="list-style-type: none">• Relate and write repeated addition to multiplication and multiplication equations• Relate equally sharing to division• Use pictorial representation to solve word problems	<p>Length</p> <ul style="list-style-type: none">• Compare objects using the words tall/taller/tallest, long/longer/longest and short/shorter/shortest• Compare objects using a start line• Measure length using non-standard units <p>Weight and Temperature</p> <ul style="list-style-type: none">• Measure weight using non-standard units• Identify the thermometer as a tool for measuring temperature• Read temperature on Celsius and Fahrenheit scales to the nearest 10 degrees <p>Money</p> <ul style="list-style-type: none">• Exchange a coin/note of one denomination for an equivalent set of a smaller denomination• Understand the denomination of coins of the Singapore currency• Add and subtract money in cents (up to \$1) or dollars (up to \$100)• Solve real-world problems involving addition and subtraction of money <p>Time</p> <ul style="list-style-type: none">• Use the term o'clock to tell the time• Read the time to the half hour, use the term half past• Relate time to daily activities, use a calendar to identify weeks, months and dates• Read the time up to 5 min intervals; distinguish between am and pm
Geometry	Fractions & Data Analysis
<p>Shapes, Patterns and Symmetry</p> <ul style="list-style-type: none">• Recognise, name and describe circles, triangles, squares and rectangles in real objects and pictures• Make and complete patterns with shapes according to some attributes• Distinguish odd and even patterns, identify line symmetry• Name 3D shapes: sphere, cone, cylinder, rectangular prism, cube and pyramid	<p>Fractions</p> <ul style="list-style-type: none">• Identify fractions as equal parts of a whole or a collection• Make notation for writing fractions• Identify the numerator and the denominator <p>Picture Graphs</p> <ul style="list-style-type: none">• Collect and show data in a picture graph• Understand the data shown in a picture graph• Collect and show data in a picture graph• Understand the data shown in a picture graph using symbols

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INTERNATIONAL PRIMARY CURRICULUM

Learning Goals

Learning Goals are the foundation on which the International Primary Curriculum is built. The Learning Goals define what children might be expected to know, what they might be able to do and the understandings they might develop as they move through grade levels.

The IPC contains Learning Goals for every subject of the curriculum, for personal development and for the development of international understanding.

The subject goals cover the knowledge (the facts and information children might learn), the skills (those practical abilities children need to be able to do) and the understandings (the deeper awareness of key concepts which develops over time).

Grade 1 Units

Themed units help children to see how subjects are both independent and interdependent. This enables them to see the big picture of their learning, make connections across different subjects, and talk about a topic from multiple perspectives.

Brainwave Unit:

Our brain is special because it does a lot of amazing things. Once we understand how our brain works and what we can do to make it work even better, then we can improve the way that we learn.

From A-B:

Every day people all over the world make different types of journeys – on land, on sea and in the air. To make these journeys we have invented a lot of different ways of getting from A to B.

Buildings:

There are structures around us all the time, some of which we barely notice. What are they made from? What is their purpose? What do you notice about their shapes? What can be done to make them stronger? Through this unit you will become builders and discover the secrets to holding up bridges and skyscrapers.

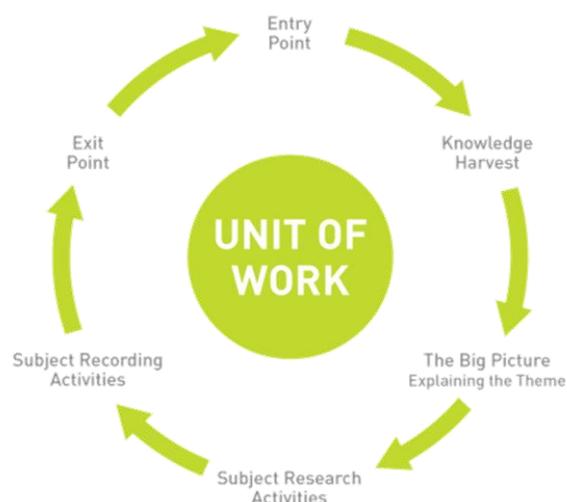
Time Travellers:

To step back in time we have to become a history detective. We have to find and solve the clues to unlock the mysteries and meaning of past events.

Unit of Work

The Process of the IPC

The units of work provide practical activities, plus a wealth of other supportive information. Each unit is structured to make sure that children's learning experiences are as stimulating as possible.



The **entry point** is an activity for children that begins each unit of work and provides an exciting introduction to the work that is to follow. Entry points can last from one hour to a week, depending on the age of the children and the task at hand.

The **knowledge harvest** takes place in the early stages of each unit and provides an opportunity for children to reveal what they already know about the themes they are studying. This bank of knowledge can then be added to, developed and even challenged by the teacher, throughout the course of the unit.

The **big picture** provides teachers with subject-based background information to the issues contained within the unit. **Explaining the theme** involves the teacher helping the children to see the 'big idea' of the unit of work before embarking on the subject learning.

Each IPC unit has research **activities and recording activities**. Research activities always precede the recording activities. During research activities, children use a variety of methods and work in different group sizes to find out a range of information. During the recording activities, children interpret the learning they have researched and have the opportunity to demonstrate, share and explain their learning in different ways.

The **exit point** has two main purposes. First, to help children pull together their learning from the unit and second, to celebrate the learning that has taken place.

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Science

In addition to the International Primary Curriculum, Grade 1 will have an investigation led science curriculum which will focus on the following topics:

Life Science: Plants and animals

Students will understand what plants and animals need to live and grow, they will study the structures and behaviours that plants and animals have to help them live in their habitat.

Earth Science: Air and Weather

The students will discover properties of air by observing interactions of air with objects, construct parachutes, pinwheels and kites and observe how they interact with air and use weather instruments to measure air-conditions.

Physical Education

The physical education curriculum for Grade 1 focuses on the following skills:

Strength, Agility and Resilience :Students are introduced to safety first and basic techniques of quick body agility drills.

Touch Rugby: Students are introduced to Touch Rugby, which is derived from Rugby in which the players do not tackle but instead touch their opponents.

Kickball : Students are introduced to Kickball and the safety rules. It is similar to Baseball, but uses only the feet to kick and a ball. No bats are used for this sport.

Floorball :Students are introduced to Floorball kits and safety rules. They will learn how to hold the stick and pass and receive.

Swimming

The swimming curriculum ranges from learn to swim classes, to competitive programmes. It includes pool safety rules, water confidence and developing appropriate technique in four competitive swimming strokes.

Robotics - Nullspace

Students learn the fundamentals of good robot construction and programming. The course is designed with several hands-on activities, pertaining to the Grade level to allow students to integrate and apply the different concepts and lessons learnt.

Mandarin

The Mandarin curriculum aims to develop the four essential skills of listening, speaking, reading and writing. The students will:

- Acquire a core vocabulary of 60 words
- Identify high-occurrence sentence patterns relating to the daily routine
- Appreciate Chinese culture in selected topics
- Understand and express simple words and have a foundation to pursue more advanced studies

PSHE (Personal, Social, Health Education)

PSHE education offers both explicit and implicit learning opportunities and experiences which reflect the students' increasing independence, physical and social awareness as they move through the primary phase.

PSHE builds on the skills for students to develop effective relationships, assume greater responsibility and manage personal safety. It will introduce the students to a wider world and enable them to make an active contribution to their communities.

World Religions

The purpose of World Religions at SMMIS is to provide students with opportunities to learn about , and learn from the world's major religions: Hinduism, Buddhism, Christianity, Islam and Sikhism. Various aspects of these religions are discussed, with knowledge and understanding being built up over the years. Grade 1 will focus on: Beliefs; Symbols; Special People; Celebrations.

Musical Theatre and Drama

This course is designed specifically for SMMIS by Centre Stage Singapore, and combines process driven musical, movement and drama activities which leads to presentations and performance. Students use drama games, learn singing technique and where appropriate harmonies and develop dance, movement, acting and stagecraft skills. The students can expect to develop; self-confidence, imagination, cooperation, concentration, empathy, communication, coordination, problem solving, physical fitness and to develop an appreciation of the arts.