



SAFA
BRITISH
SCHOOL

Curriculum booklet



Year 1



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Contents

English

Mathematics

Science

MSCS

French

Creative Arts

Physical Education





English

Reading

Decoding

- I can blend sounds in unfamiliar words using the GPCs that I have been taught.
- I can respond speedily, giving the correct sound to graphemes (letters or groups of letters) for **all** of the 40+ phonemes.
- I can read common exception words, noting unusual correspondences between spelling and sound and where these occur in words.
- I can read words containing taught GPCs.
- I can read words containing -s, -es, -ing, -ed and -est endings.
- I can read words with contractions (for example, I'm, I'll, we'll).
- I can read texts that are consistent with my developing phonic knowledge accurately that do not require me to use other strategies to work out words.
- I can re-read texts to build up fluency and confidence in word reading.
- I can read unfamiliar words applying my knowledge of alternative graphemes.
- I can read words with contractions understanding that the apostrophe represents an omitted letter.

Comprehension

- I can check that a text makes sense as I read and self-correct.
- I can discuss the significance of titles and events.
- I can answer straight forward questions about a story.
- I can recognise the difference between a non-fiction and fiction text.
- I can use a variety of voices for characters when reading.
- I understand that a non-fiction book does not have to be read from start to finish.
- I can find meaning from the text with less reliance on the pictures.
- I can use punctuation and layout to read with expression.

Inference

- I can begin to make simple inferences. Why did (a character) behave in this way? How does the character feel at this point in the story?
- I can predict what might happen on the basis of what has been read so far. What do you think might happen next?
- I can recognise why a character is feeling a certain way. Why is the character feeling sad?
- I can make sensible predictions supported by evidence.





English

Reading

Language Features

- I can discuss word meaning and link new meanings to those already known. Is this like any word you know? Does it sound the same? Does it mean the same? Sun, sunset, sunrise
- I can find rhyming words. Which of these words rhyme? Can you think of any other words that the author could have used?
- I can recognise obvious story language e.g. Once upon a time, big bad wolf, happily ever after...

Personal Responses

- I can continue to demonstrate a pleasure in reading and a motivation to read.
- I can listen and discuss a wide range of fiction, non-fiction and poetry at a level beyond that at which I can read independently. What did you think about the book? Did you like it?
- I can join in discussions about a text, take turns and listen to what others say.
- I can link what I have read or hear read to my own experiences. Can you think of a time that you felt the same as the character?
- To discuss my reading preferences including favourite author and genres.

Wider Reading

- I can recite simple poems by heart. Did you enjoy this poem? Why?
- I can retell familiar stories in increasing detail. Can you re-tell part of the story to your friend? What is your favourite part of the story?
- I can read texts that are more complex and beyond my chronological age.





English

Writing

Handwriting

- Sit correctly at a table, holding a pencil comfortably and correctly.
- Begin to form lower-case letters in the correct direction, starting and finishing in the right place.
- Form capital letters.
- Form digits 0-9.
- Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.

Composition

- Saying out loud what they are going to write about.
- Composing a sentence orally before writing it.
- Sequencing sentences to form short narratives.
- Re-reading what they have written to check that it makes sense.
- Discuss what they have written with the teacher or other pupils.
- Read aloud their writing clearly enough to be heard by their peers and the teacher.





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English

Spelling, Grammar and Punctuation

Spellings

- Words containing each of the 40+ phonemes already taught.
- Common exception words.
- The days of the week.
- Name the letters of the alphabet.
- Naming the letters of the alphabet in order.
- Using the spelling rule for adding –s or –es as the plural marker for nouns .
- Using the prefix un–.
- Using –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, *helping, helped, helper, eating, quicker, quickest*].
- Write from memory simple sentences dictated by the teacher.

Grammar and Punctuation

- Leaving spaces between words.
- Joining words and joining clauses using and beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark.
- Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'.





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Spelling, Grammar and Punctuation

English

Detail of content to be introduced

Word	• Regular plural noun suffixes –s or –es [for example, <i>dog, dogs; wish, wishes</i>], including the effects of these suffixes on the meaning of the noun • Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. <i>helping, helped, helper</i>) • How the prefix un– changes the meaning of verbs and adjectives [negation, for example, <i>unkind, or undoing: untie the boat</i>]
Sentence	• How words can combine to make sentences • Joining words and joining clauses using <i>and</i>
Text	• Sequencing sentences to form short narratives
Punctuation	• Separation of words with spaces Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences • Capital letters for names and for the personal pronoun <i>I</i>
Terminology for pupils	• letter, capital letter word, singular, plural sentence punctuation, full stop, question mark, exclamation mark





Maths

Term 1

Place Value

I

- Count to ten, forwards and backwards, beginning with 0 or 1, or from any given number.
- Count, read and write numbers to 10 in numerals and words.
- Given a number, identify one more or one less.
- Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least.

Number: Addition and Subtraction (within 10)

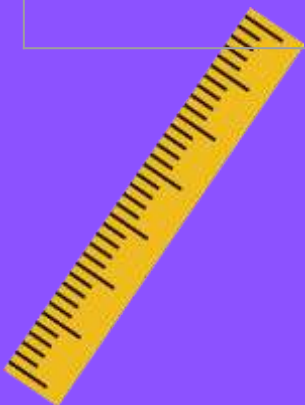
- Represent and use number bonds and related subtraction facts within 10
- Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs.
- Add and subtract one digit numbers to 10, including zero.
- Solve one step problems that involve addition and subtraction, using concrete objects and pictorial representations and missing number problems

Geometry: Shape

- Recognise and name common 2-D shapes, including: (for example, rectangles (including squares), circles and triangles)
- Recognise and name common 3-D shapes, including: (for example, cuboids (including cubes), pyramids and spheres.)

Number: Place Value (within 20)

- Count to twenty, forwards and backwards, beginning with 0 or 1, from any given number.
- Count, read and write numbers to 20 in numerals and words.
- Given a number, identify one more or one less.
- Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least.





Maths

Term 2

Number (Addition and subtraction within 20)

I

- Represent and use number bonds and related subtraction facts within 20
- Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs
- Add and subtract one-digit and two-digit numbers to 20, including zero.
- Solve one step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = \square - 9$

Number: Place Value (within 50) (*Multiples of 2,5 and 10 to be included*)

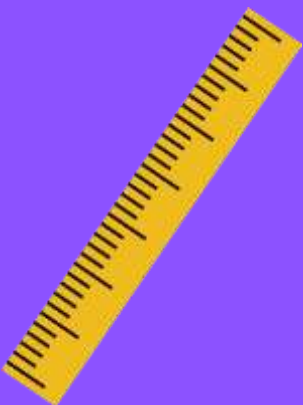
- Count to 50 forwards and backwards, beginning with 0 or 1, or from any number.
- Count, read and write numbers to 50 in numerals.
- Given a number, identify one more or one less.
- Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least.
- Count in multiples of twos, fives and tens.

Measurement: Length and Height

- Measure and begin to record lengths and heights.
- Compare, describe and solve practical problems for: lengths and heights (for example, long/short, longer/shorter, tall/short, double/half)

Measurement: Weight and Volume

- Measure and begin to record mass/weight, capacity and volume.
- Compare, describe and solve practical problems for mass/weight





Maths

Term 3

Number ((Multiplication and division)

- Solve one step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher
- Count in multiples of 2, 5 and 10

Number: Fractions

- Recognise, find and name a half as one of two equal parts of an object, shape or quantity.
- Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.
- Compare, describe and solve practical problems for: lengths and heights (for example, long/short, longer/shorter, tall/short, double/half)
- Compare, describe and solve practical problems for: mass/weight and capacity and volume [for example, full/empty, more than, less than, half, half full, quarter.

Geometry

- Describe position, direction and movement, including whole, half, quarter and three-quarter turns

Number: Place Value (within 100)

- Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number.
- Count, read and write numbers to 100 in numerals.
- Given a number, identify one more and one less (to 100)
- Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than, most, least,

Measurement: Money

- Recognise and know the value of different denominations of coins and notes.

Time

- Sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening.
- Recognise and use language relating to dates, including days of the week, weeks, months and years.
- Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.
- Compare, describe and solve practical problems for time [for example, quicker, slower, earlier, later] Measure and begin to record time (hours, minutes, seconds)



Science

Animals including Humans

- Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals
- Identify and name a variety of common animals that are carnivores, herbivores and omnivores
- Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, inc. pets)
- Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.

Plants

- Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.
- Identify and describe the basic structure of a variety of common flowering plants, including trees.

Materials

- Distinguish between an object and the material from which it is made
- Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock
- Describe the simple physical properties of a variety of everyday materials
- Compare and group together a variety of everyday materials on the basis of their simple physical properties.

Seasonal Changes

- Observe changes across the four seasons
- Observe and describe weather associated with the seasons and how day length varies





Science

Working Scientifically

Questioning

I ask simple questions

- They explore the world around them and raise their own simple questions

Scientific enquiry

I can plan and set up different type of enquires

- They experience different types of science enquiry including practical activities

Secondary source

I recognise that questions can be answered in different ways.

- Beginning to recognise different ways in which they might answer scientific questions, including secondary sources.

Simple test

I can perform simple tests

Carry out simple tests

Classification/grouping

I can compare things, sort and group them.

- Use simple features to compare objects, materials and living things.
- With help to decide how to sort and group them.

Vocabulary

I can use some simple scientific language.

Use Scientific vocabulary that they've learnt in current unit as applicable.





Science

Working Scientifically

Equipment/measurement

I can use simple equipment to make measurement.

- Observe closely using simple equipment with help.
- Observe changes over time.
- Use simple measurements and equipment (e.g hand lenses and sandtimer)

Observation

I can observe closely.

- With guidance use their senses they should begin to notice patterns and relationships.

Record data

I gather and record simple data in different ways.

- They can show their work using pictures, labels and captions.
- They can record their findings using standard units.
- They can put some information in a chart or table.

Conclusion

I can talk and write about what I have found out.

- Use their observations and ideas to suggest answers to questions.
- Talk about what they have found out and how they found it out.
- With help, record their finding using simple scientific language.





MSC

Moral, Social and Cultural Studies

History

- Recognises stories of historical figures, places, and events
- Recognises the roles people play in current society
- Associates people to places and events
- Identifies stories about past events, people and places
- Tells events sequentially using time words (e.g. today, yesterday, last night, etc.)
- Realises there are other cultures with different languages, food, clothing, etc.

Civics

- Recognizes connections between who he/she is as a person and his/her place in society
- Identifies himself/herself as a unique individual, different from others
- Realizes that individuals are part of a group
- Recognizes the importance of having school rules and regulations
- Discusses reasons for having rules
- Identifies sources and purpose of authority in various settings (e.g. king, principal, teacher, parent)
- Lists some rights and responsibilities of the individual in relation to other members of a social group (e.g. cleaning up toys, caring for a pet)

Geography

- Explains the geographical relationships of familiar places in the student's community (home to school/ school to home, school to market)
- Determines the relative location of objects using positional terms near/far, behind/in front, over/under, left/right, up/down.
- Identifies and explains the importance of key locations in the neighborhood
- Constructs maps of familiar places (e.g., classroom, bedroom, playground, and neighborhood)
- Explains the relationship between local natural environments and their impact on human activities in each of them (e.g., desert environment, mountainous environment, etc.)
- Investigates human impact on the immediate and surrounding environment





MSC

Moral, Social and Cultural Studies

Sociology

- Begins to identify basic economic concepts and terms (e.g., personal property, public property, purchasing, selling, limited resources)
- Recognises good and bad behaviours in dealing with personal and public property
- Explains one's own role in preserving personal and public property

Economics

- Describes some jobs that people do to earn money
- Resolves conflicts related to limited resources with teacher's help
- Observes that all people have needs and wants

Information Literacy

- Accesses one source of information (e.g. a teacher, a parent, a book)
- Gathers information using different senses
- Shares information gathered in various ways (e.g., draws a picture to illustrate a story, retell a story, etc.)
- Shares experiences while participating in activities and role playing

Information Processing

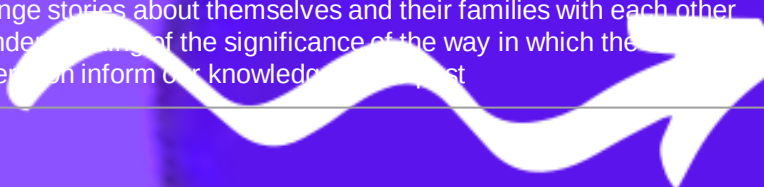
- Describes one's own feelings and the feelings of others, noting the similarities and differences
- Anticipates the feelings of another person in various simple scenarios
- Shares arguments and supports them with valid reasons
- Actively engages in discussions to solve classroom problems or situations (with teacher's help)

Moral Education

- Identify in what ways people in the local community might be different from each other, accepting these differences, adapting behaviour to interact effectively, and being willing to discover new people and cultures
- Give a simple explanation of what is meant by fairness and unfairness
- Talk about themselves in positive terms
- Identify the people who are important to them and the relationships that exist between them, along with the roles that family and friends have when caring for each other.
- Recognise that an apology is required if they have acted unfairly

UAE Heritage, Culture and Tolerance

- Show respect for a range of people and roles and understand that certain situations and objects also require respectful behaviour
- Show appreciation of others' stories
- Create and exchange stories about themselves and their families with each other
- Evidence some understanding of the significance of the way in which the UAE is handed down from generation to generation to inform our knowledge of the past





French

Greetings & Where I Live

- Greet people in French
- Say my name in French
- Ask somebody how they are feeling in French
- Say where I live
- Phonics focus – ON, OU, OI

Fancy Dress

- Recognise, recall, and remember the 7 fancy-dress costumes.
- Attempt to spell some of these nouns with their correct definite article/determiner.
- Attempt to build a sentence using the structure 'Je veux être' (I want to be) plus the noun and the correct definite article/determiner
- Gutteral 'R' sound

French Nursery Rhymes

- Actively participate and enjoy six traditional nursery rhymes in French.
- Start to understand and decode more of the spoken/sung French we hear.
- Recognise silent letters, nasal sounds and Ç sound.

Superheroes

- Recognise, recall, and remember six colours
- Recognise and remember the high frequency verbs 'I am called', 'I have', 'I live', 'I am' and 'I am able'.
- Present and describe ourselves as a superhero.
- Introduction to masculine and feminine nouns.

Mini Beasts

- Recognise and recall 10 minibeasts in French.
- Recall greetings more easily in French.
- Recognise and follow instructions in French.
- Follow an animated story in French.





Creative Arts

Art

Creating and Exploring

- I can use particular materials for a desired effect e.g. pattern, texture or shape.
- I can experiment making a piece of art using a variety of materials.
- I can use art work to create an idea that I have.

Evaluating

- Show interest in and describe what they think about the work of others.

Generating Ideas

- Experiment with an open mind (e.g. enthusiastically try out and use all materials).
- Recognise that their own ideas can be expressed in artwork.

Knowledge

- How to recognise and describe some simple characteristics of different kinds of art, craft and design.
- The names of the tools, techniques and the formal elements (colours, shapes, tones etc) that they use.

Making

- Try out a range of materials and processes and recognise that they have different qualities.
- Use materials purposefully to achieve particular characteristics or qualities.





Creative Arts

Music

Improvising and Composing

- I can choose, create and order sounds for different purposes.
- I can choose, create and remember higher and lower sound patterns and simple rhythmic patterns.
- I can invent symbols to represent sounds.■

Listening and Understanding

- I can respond to changes in character through movement, words or pictures.
- I can talk about music heard with appropriate vocabulary, giving opinions.■

Performance: Instrumental

- I can use a range of percussion instruments correctly.
- I can keep a steady beat and copy simple rhythm patterns.■

Performance: Vocal

- I can sing songs and chants, building rhythm and melody.





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Physical Education

The national curriculum for physical education aims to ensure that all pupils:

- develop competence to excel in a broad range of physical activities
- are physically active for sustained periods of time
- engage in competitive sports and activities
- lead healthy, active lives

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.
- 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

