

TERM 1
SEPTEMBER
2017

Year 1

Dear Parents and Carers,

First of all, we would just like to say a big welcome to all of the new and existing parents and carers of learners in Year 1. Ms Katya, Ms Harriet and Ms Leynda are really excited about this new year at Nexus. We hope that your child will enjoy this opportunity to learn and explore with us!

Throughout this term, along with the assistant teacher, we will be providing a nurturing environment to help encourage the learners both academically and socially. We also look forward to working with you during this year to help provide a holistic experience for your child. We encourage any comments and suggestions you might have in regards to your child's learning experience.

Curriculum content for Term 1 2017 - 2018

Literacy and Language Awareness

Being able to read and write are vital skills that allow access to learning in other areas. In the first half term, we concentrate on developing and improving these skills. We will also focus on developing the children's confidence as readers and writers.

The learners will revise previously learnt phonics skills, and will be introduced to new sounds and letter clusters to improve their ability to decode and spell new words, including tricky words. We will encourage the children to write simple captions, lists, instructions, recounts, information texts and short stories.

At this stage, we encourage inventive spelling, as it helps the children practise their knowledge of sounds and blends. Once they are confident with expressing themselves on paper without the worry of 'correct' spelling, we begin to draw more attention to spelling, grammar and punctuation.

We will introduce or consolidate the characters from the ORT reading program and improve fluency in reading alone.

We will be exploring a variety of fiction and non fiction stories, helping the learners to become more familiar with story structure and to develop a love of reading and writing.

Year 1 PE Term 1A - Gross Motor Skills.

During this unit of activity learners will focus on developing their gross motor skills. These skills will be learnt, practiced and reinforced by undertaking a range of games, activities and challenges. These skills form the foundations of all sport and physical education activities and are an essential component of physical education. Learners will be introduced to the concept of fitness and the effects of exercise on the body.

In addition to PE, all learners will undertake a lesson of swimming which are differentiated according to learners needs. A full range of water competencies and skills, which include stroke technique, will be learned. removed, including watches, necklaces, bracelets and earrings.

Mathematics

- To read and write numerals from 0 to 20 and beyond and use knowledge of place value to place numbers on a number line.
- To say the number that is one more or one less than a given number. To say the number 10 more or 10 less than any multiple of 10.
- To relate addition to counting on and subtraction to taking away and use all related vocabulary.
- To count reliably at least 20 objects, recognising that when rearranged the number of objects stays the same.
- To compare and order numbers using related vocabulary.
- To derive and recall all the pairs of numbers with a total of 10.
- To represent and use number bonds and related subtraction facts within 20
- To solve problems involving adding, counting and subtracting.
- To describe a problem or puzzle using numbers, practical materials and diagrams.
- Answer a question by selecting and using suitable equipment.
- To sort objects into groups according to given criteria and suggest different ways of sorting the same objects.
- To recognise and use language relating to dates, including days of the week, weeks, months and years.
- To measure and begin to record the following: lengths and heights.
- To compare, describe and solve practical problems for: lengths and heights [for example, long/short, longer/shorter, tall/short.
- To interpret and construct simple pictograms, tally charts, block diagrams and simple tables.

Music

Learners will develop their music skills by participating in activities to build on their rhythmic awareness and will sing simple songs in unison to develop their awareness of pitch. They will participate in music activities that give them the opportunity to recognise and explore ways in which sounds can be made, changed and organised. Learners will learn to aurally discriminate high/low, loud/soft, long/short and fast/slow sounds and will listen to music to learn to aurally discriminate different sounds instruments make. Learners will also use tuned and un-tuned percussion instruments to play simple pieces.

Mandarin

This term, Mandarin will tackle two topics, All about me and Celebrations. Learners will be learning about simple greetings, introducing themselves, numbers, birthdays, dates and festivals. Our teaching goal is to focus more on learning language skills, such as simple oral expression, simple grammatical constructions and simple oral comprehension. We will integrate the usage of PinYin (spelling Chinese words with the special phonetic sounds) to help learners pronounce the words correctly. We also introduce the complete set of strokes' name to help them how to write the Chinese characters.

Bahasa Melayu

In Bahasa Malaysia, we will be starting off with basics of the language including phonics, greetings and self introduction. As an extended learning, they will engage in activities such as dialogues and role play with peers. For the second half term, learners will be learning about festive celebrations in Malaysia. They will also learn to say the days and months in the targeted language. Additionally, they will be learning numbers 1-30. Learners will be exposed to different aspects of Malaysian culture including some folklore and songs. In grammar, we will be focusing on common nouns.

Bahasa Integration

In Bahasa Integration, we will start with learning and recognising the

Malaysia National Anthem. Learners will be exploring the colourful and multi-cultural Malaysia. We will be looking at maps and locating where our home and host country is. Learners will also learn how to say their family members, parts of body, feelings and favourite colours in the Malay language

For the next half term, Year 1 will learn to say different jobs and workplace in Bahasa. Malaysia. Learners will have the chance to learn and share what they want to be when they grow up in the target language. They will also be finding out about jobs in Malaysia that they might not be able to find in some other countries. What do you think they are?

Spanish

This term, Spanish will learn about two topics 'Introductions' and 'All About Me'. Learners will develop an understanding of simple greetings, introductions, numbers, birthdays, dates and celebrations. Our teaching goal is to focus on language learning skills, such as simple oral expression, simple grammatical constructions and simple oral comprehension. Learners will also be introduced to basic phonic reading. Learners are encouraged to communicate in the target language as much as possible through a range of simple speaking, listening, reading and writing

Library

Our library day is Tuesdays (1N) and Wednesdays (1E). Each learner can borrow one book a week, as long as the previous book has been returned. Please use the library bag provided. The library is also open at other times for children to go with parents to change books if they wish.

Home Learning

Most weeks we will give you an outline of work covered in the last week and ideas of how you can support this learning at home.

Activities are set to consolidate or extend learning, and take a wide variety of forms. Parents are often concerned that the children are too tired to complete the work, or are reluctant to do so. Please remember they participate in a long and very full day at school and they tire easily and need time just to play, relax and develop their own ideas. We encourage the children to be enthusiastic about homework, but in Year 1 we understand if it is not always completed.

Doing a small game or activity with your child willingly and enjoying it together is more productive than forcing them to complete work when their minds are elsewhere!

Some activities however, like research or questionnaires are needed to complete work in class.

We recommend that you always read the Home Learning section on the website as it often contains important information.

Try and read or share a book with your child every night. This is the most valuable part of home learning in year 1. School reading scheme books will be changed where appropriate, please sign the diary when you have read the book together. Don't stop at reading scheme books! Lots of stories will help to develop your child's vocabulary and imagination.

ICT

ICT is used in most lessons, in one way or another. We have many iPads and 3 Mac desktop computers in Year 1. The learners use the iPads and Mac computers for developing numeracy and literacy skills, investigating and researching on the internet, creating documents and Keynote presentations, taking photos and

videos, and creating art. In addition, the learners will begin blogging using Seesaw in the near future. They also have time to develop their typing and keyboard skills with games and activities. The interactive whiteboard is used to make lessons more interesting and engaging. We have ICT integrators in school who support the teachers

and learners in developing ICT skills across the curriculum.

This term the learners will focus on developing basic skills to operate the iPads and Macs, saving and retrieving work, taking and changing photographs and changing the size, style and colour of fonts.

IPC

Our topics for this term are 'Who am I' and 'A Day In The Life'. An information letter about the first topic follows and more information about the second topic will be sent out nearer to the entry point dates.

The IPC relies on communication and cooperation with parents, and we often request items or information from home to

enhance learning. Literacy is integrated as much as possible into the IPC so that the learners have a true purpose for their writing. Some mathematics is also linked to the IPC topics but this is not always possible.

Please send in some baby and toddler photo of your child for our unit 'Who am I'. Please label them carefully with your

child's name. We will also like any baby items you might still have- please label these with names. In addition, if there are any parents with young babies who could come into school to talk with the learners, please tell the class teachers. Thank you for your support.

Dear Parents,

Over the next 8 weeks those of us in Year 1 will be following a unit of work on a theme that focuses on 'Ourselves'. The IPC curriculum sets out very clearly what children will learn – the learning goals – in three different areas:

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

Each unit of work is based around specific targets derived from the learning goals for one or more of the subjects. During this unit we will be focusing on Society, Art, Physical Education, Science, Geography and International. The learning areas and learning goals are listed below.

All of the work we are going to do has been specially written to help

your child reach the learning goals. Children will be reading, researching, writing, illustrating, working on their own and working in groups. We will be checking to see how well your child has learned through particular activities and asking children to explain their work, perhaps to you.

We already know the interest you take in your child's work. If you can, please discuss with your child the work they have done as the term progresses and let them teach you.

The children will be asking questions about themselves, their siblings and other family members when they were young. We might ask to borrow photographs of your child as a baby and as a toddler and also pictures of other family members for discussion and display.

If your child has some work to research, please help them – but without actually doing the work. If you have the chance to further their interest in the ideas of this theme please take it – but your enthusiasm and interest is most important.

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

Personal Goals:

Principled

20 - Be able to explain reasons for their actions

Communication

21 - Be able to make their meaning plain using appropriate verbal and non-verbal forms.

Cooperation

34 - Be able to work alongside and in cooperation with others to undertake activities and achieve targets

Adaptability

8 - Be able to cope with unfamiliar situations

Rigorous

13 - Be able to stick with a task until it is completed

Respect

36 - Be able to show respect for the needs of other people, other living things and the environment



In Geography:

We'll be finding out:

- Which countries we or our ancestors have come from
- How to find our local area on a map
- About different countries we have lived in

In International:

We'll be finding out:

- About the different home countries our class mates are from
- About the way children in our host country and home countries live

Geography learning goals:

- 1.2 Know about similarities and differences between different localities
- 1.5 Know that the world extends beyond their own locality and that the places they study exist within a broader geographical context
- 1.9 Be able to describe the geographical features of the school site and other familiar places
- 1.11 Be able to use maps at a variety of scales to locate the position and simple geographical features of the host country and their home country.
- 1.13 Be able to express views on the attractive and unattractive features of an environment

International learning goals:

- 1.1 Know that children within the class and school have different home countries
- 1.3 Know about some of the similarities and differences between the lives of children in the different home countries and in the host country
- 1.4 Be able to respect one another's individuality and independence
- 1.5 Be able to work with each other where appropriate

In Society:

We'll be finding out:

- About the different groups we belong to
- About the things that make us feel happy
- How to deal with anger
- How to stay safe
- How to make an emergency phone call

In Physical Education:

We'll be finding out:

- What activities we can do well
- How we can stay fit and strong

Society learning goals:

- 1.1 Know that people have individual characteristics
- 1.2 Know some of the rules of groups to which they belong
- 1.3 Know about some of the factors that can harm or improve their health
- 1.4 Know about some of the factors that can improve or endanger their safety
- 1.6 Understand that they belong to a number of groups (e.g.family, school, nation)

PE learning goals:

- 1.2 Be able to perform simple activities with control and coordination
- 1.3 Be able to repeat and develop simple actions
- 1.5 Be able to apply movements in sequence
- 1.7 Be able to observe, copy and develop actions performed by others
- 1.8 Be able to improve performance through observation and repetition
- 1.9 Be able to spend time at ease in water

ICT learning goals:

- 1.1 Know about some of the applications of ICT in everyday life
- 1.5 Be able to enter, save, retrieve and revise information
- 1.6 Be able to work with text, tables, images and sound

In Art:

We'll be finding out:

- How to draw portraits and self-portraits
- How to take a portrait photograph
- About portraits by famous painters and sculptors

In Science:

We'll be finding out:

- About our bodies and how our heart works
- The basic needs for our bodies to survive
- About animals and their babies
- About how we are similar to and different from other people
- About different types of foods

Art learning goals:

- 1.1 Know about some of the forms used by artists in their work
- 1.2 Be able to use a variety of materials and processes
- 1.3 Be able to suggest ways of improving their own work
- 1.4 Be able to comment on works of art

Science learning goals:

- 1.1 Know that scientific enquiry involves asking questions, collecting evidence through observation and measurement
- 1.2 Be able to pose simple scientific questions
- 1.3 Be able to identify ways of finding out about scientific issues
- 1.4 Be able, with help, to conduct simple investigations
- 1.5 Be able, with help, to gather information from simple texts
- 1.6 Know about the basic conditions needed for living things to survive
- 1.8 Know that living things grow and reproduce
- 1.13 Know the names of the main external body parts of humans and animals
- 1.15 Know about the importance of exercise and healthy eating
- 1.18 Be able to recognise similarities and differences between and other people