



Newton British School Muraikh

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Year 1 Term 1 Curriculum Letter

Dear Parents,

This is an outline of what will be covered in each subject in Term 1. A letter will be sent out each term to inform you of the topics covered in each subject. For further information regarding the curriculum, please click on the following link: [The national curriculum in England - Framework document \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

Please note that the Arabic department will also share information via Class Dojo for each term.

Mathematics	
<u>Number and place value</u>	<ul style="list-style-type: none"> • To sort objects into groups. • To count objects up to 10. • To count objects from a larger group. • To represent objects using 10 frames • To recognise numbers as words • To count on from a given number • To identify one more than a given number • To count backwards within 10 • To identify one less than a given number • To compare groups by matching • To use comparative language. • To use less than, greater than and equal to compare numbers. • To use comparative symbols. • To order objects and numbers. • To use a number line to compare numbers.
<u>Addition and Subtraction</u>	<ul style="list-style-type: none"> • To identify a part and whole number. • To use a part whole model to represent a number • To use a part whole model to write a number sentence • To use part whole models to create a number fact family • To use number bonds to create a number fact family • To use systematic number bonds to create a number fact family • To learn number bonds to 10 • To add two groups together using 10 frames • To use addition stories to add • To use number lines and manipulatives to solve addition problems. • To identify part of a number • To use subtraction to find a part of a number • To use addition and subtraction to create a fact family • To use the crossing out method to subtract • To use subtraction to complete number stories.
English	
<u>Labels (non-fiction)</u>	<ul style="list-style-type: none"> • To know what a word is. • To say words and break them into sounds. • To choose the grapheme to match the sound. • To write simple words.

	<ul style="list-style-type: none"> • To recognise a noun. • To know what singular and plural means. • To use the spelling rules for adding -s as a plural marker for nouns. • To use the spelling rules for adding -es as a plural marker for nouns. • To tell someone what I am going to write about. • To answer questions about what I have written.
<u>Captions (non-fiction)</u>	<ul style="list-style-type: none"> • To join words in a list using 'and'. • To understand what a sentence is. • To recognise that a sentence starts with a capital letter. • To leave spaces between words in a sentence. • To write a simple sentence dictated by the teacher. • To include some common exception words in my sentence. • To compose a sentence orally. • To tell someone else about my writing. • To read what I have written to check it makes sense. • To use my understanding of common exception words to read. • To alter my sentence orally. • To rewrite the sentence. • To take turns, listen and respond to what others say.
<u>Traditional Tales (fiction)</u>	<ul style="list-style-type: none"> • To listen to and enjoy a range of traditional tales. • To join in with repeated phrases and familiar story patterns. • To take part in discussions about stories. • To take turns when speaking and listen carefully to others. • To recognise the beginning, middle, and end of a story. • To retell a familiar traditional tale using key events and characters. • To identify characters, settings, and key events in a story. • To use story language and expression when retelling. • To use full sentences to talk about my favourite part of a story. • To compose a sentence orally before writing it. • To write a sentence to retell part of a traditional tale. • To use capital letters, finger spaces, and full stops. • To segment spoken words into sounds and blend them for reading. • To spell some common exception words correctly. • To use story openers such as "Once upon a time..." in my writing. • To use simple adjectives to describe characters or settings. • To write a short sentence or two about a character or setting. • To read my writing to check it makes sense. • To write a short story based on a traditional tale. • To retell a familiar traditional tale in writing using sentence structure. • To read what I have written to check it makes sense. • To alter parts of a familiar story and retell it in my own words. • To rewrite the story with some changes.
Science	
<u>Animals Including Humans (The Human Body)</u>	<ul style="list-style-type: none"> • To identify and name parts of the human body parts. • To draw and label parts of the human body. • To recognise the body part used for the sense of sight. • To work scientifically to investigate the sense of hearing. • To identify how our nose helps us smell different things. • To explore and describe different tastes (sweet, salty, sour, and bitter) using the sense of taste. • To use our sense of touch to describe different materials.

	<ul style="list-style-type: none"> • To recognise the basic needs of humans (food, water and air). • To group humans using observable similarities and differences. • To understand that humans grow and change as they grow older. • To describe changes that happen as people grow older.
<u>Animals Including Humans (Animals)</u>	<ul style="list-style-type: none"> • To identify and name a variety of common animals including mammals. • To identify and name a variety of common animals including birds. • To work scientifically to identify and classify birds. • To identify and name a variety of common animals including fish. • To identify and name a variety of common animals including amphibians. • To identify and name a variety of common animals including reptiles. • To recognise different carnivores. • To understand the term herbivore. • To identify, name and sort a variety of common animals that are carnivores, herbivores and omnivores. • To explore the difference between wild animals and pets.
History	
<u>Significant Explorer's (Neil Armstrong and Amelia Earhart)</u>	<ul style="list-style-type: none"> • To identify a significant explorer from the past. • To recall and sequence the key events of Neil Armstrong. • To explore how we find out about people from the past. • To ask and answer questions about a significant person from the past (Historical enquiry). • To understand why a person from the past is remembered. • To retell a real story from the past in the right order (Children build a story strip or comic-style retelling). • To know who Amelia Earhart was and why she is remembered. • To understand why Amelia is famous. • To spot differences between 1930s planes and planes today. • To place events in Amelia's life in order. • To compare two significant explorers from the past.
Geography	
<u>Map Skills</u>	<ul style="list-style-type: none"> • I can use a map to explore my classroom. • I can draw a simple map of my classroom. • I can explain where I live (Qatar, Doha) and understand what an address is (link to character addresses in story). • I can talk about things that I do and places that I go within my local community. Understand a town, village and city. Identifying basic features – park, shops, cafe, rivers etc. • I can observe my surroundings on a local walk. I can study human and physical features in my local area. - link to fieldwork • I can explain what I saw on a local walk. I can name the types of jobs that people do in my local area. - Q&A with various staff members in school. • I can use simple symbols on a map and know how to use a key. • I can draw a simple map of the school (most important areas for visitors to know) e.g., EYFS building, the Palace, Primary and Secondary buildings.

	<ul style="list-style-type: none"> • I can describe where places in the local area are on a map (compass points). • I can use aerial images to recognise landmarks and basic physical features. • I can draw a simple map of imaginary places. I can construct a key using basic symbols.
Art	
Self Portraits	<ul style="list-style-type: none"> • To draw a portrait • To create a self-portrait in the style of Picasso • To create a self-portrait collage. • To create an abstract portrait using paper plates. • To create mood using shades of blue. • To create mood masks.

Please see the outline of what will be taught in each specialist subject.

Music	<ul style="list-style-type: none"> • Identify common instruments and their sounds in different pieces of music. • Describe different elements of music, such as rhythm and melody. • Learn and perform a variety of songs, including traditional and seasonal songs. • Practice singing with clear pronunciation and simple dynamics. • Play a range of classroom instruments, including xylophones and glockenspiels. • Develop an understanding of basic rhythmic patterns and beats. • Create simple compositions using classroom instruments and body percussion. • Recognize and create repeating patterns and sequences. • Explore how music can inspire different dance movements and create simple choreography.
ICT	<p><u>Online Safety</u></p> <ul style="list-style-type: none"> • Pupils will investigate both the benefits and potential risks associated with internet use. They will engage in discussions about how to protect themselves while online and will express their understanding by creating illustrations that depict their strategies for staying safe. • Students will envision what an improved and safer internet environment might look like. Through this exercise, pupils will articulate their ideas and discuss ways to contribute to a positive online experience. • Students will be presented with various online scenarios and will practice responding appropriately to ensure their safety. This practical approach will help them apply their knowledge in real-world situations. • Pupils will learn key computer skills, including how to save, print, open, and create new documents. Emphasis will also be placed on the importance of logging in and out safely to protect personal information and maintain privacy. • Students will explore the role of a computer mouse and compare it with touchscreen tablets they may encounter at home. This will help them understand the different input devices and their functions. • Students will focus on improving fine motor skills, particularly using a mouse. Students will learn how to utilize the mouse buttons and wheel effectively to navigate and apply commands in Paint, a simple drawing program.

	<ul style="list-style-type: none"> • Pupils will practice opening and closing the 2Paint application. They will also learn how to search for and use various shapes, tools, and colours to create and edit digital pictures, fostering their creativity and technical proficiency. • Students will develop keyboard and mouse skills. Pupils will gain experience in saving documents with appropriate filenames, an essential skill for managing their work. • Students will learn to follow and create simple instructions on the computer, which will aid in their understanding of basic directional functionality and enhance their ability to complete tasks independently.
PE	<p>Icebreakers and Classroom Routines (2 lessons)</p> <ul style="list-style-type: none"> • Students will learn the rules and routines of the physical education classroom, and what is expected in year 1. • We will discuss our yearly curriculum as well as sport ECAs and ways to live a healthy and active lifestyle at home and at school. • Students will play icebreaker games to get to know each other as well as any additional new students in the class. The main focus within this will be on teamwork and respect. • Student will also play a series of races and challenges to assess ability of key motor skills used across different sports within physical education such as throwing, catching, dribbling, changing direction, and shooting. <p>Volleyball (4 Lessons + 1 lesson for Assessment)</p> <ul style="list-style-type: none"> • Students will aim to throw the ball high over the net, gradually aiming for targets over the net • Students who find it easy can throw from further away or try it with the net at a higher height. • Students will try to throw the ball to themselves and hit the ball over using dig and volley. • Students will spend extended time developing dig and volley skills • Students will end volleyball by playing a modified game which allows students to catch the ball before passing to a teammate or throwing the ball over the net. From this, students develop catching, spatial awareness, teamwork, and reaction time. <p>Basketball (4 Lessons + 1 for Assessment)</p> <ul style="list-style-type: none"> • Students will develop their passing and catching skills through using the “W” grip and practising the chest and bounce pass technique. Students will then be encouraged to add movement or increase distances of the pass. • Students will also develop their dribbling through isolated practises, protecting the ball from defenders, and through using their dribbling to be able to pass or shoot. • Students will also practice shooting in isolation through being taught to aim for the square when shooting. After this, students will practice shooting whilst linking in passing or dribbling both with defenders, and without defenders. • Students will then look at small-sided games such as 3-3 to allow them to understand what basketball looks like, as well as allowing them more opportunities to possess the ball. <p>Handball (4 Lessons + 1 for Assessment)</p> <ul style="list-style-type: none"> • Like basketball, Students will develop their passing and catching skills through using the “W” grip and practising the chest and bounce pass technique. Students will then be encouraged to add movement or increase distances of the pass.

- Students will also develop their dribbling through isolated practises, protecting the ball from defenders, and through using their dribbling to be able to pass or shoot.
- Students will also practice shooting in isolation through being taught to aim for the corners and low when shooting. After this, students will practice shooting whilst linking in passing or dribbling both with defenders, and without defenders as well as gradually introducing goalkeepers.
- Students will then look at small-sided games such as 3-3 to allow them to understand what handball looks like, as well as allowing them more opportunities to possess the ball.