



Curriculum Guide April 2018 Grade 1/Year 2

“Everyone has potential. Everyone can be the best they can be.”

Dear Parents,

We hope everyone had an enjoyable and meaningful spring break. As we begin another term, we will be focusing on the following knowledge, concepts and skills this month:

English

We will read stories by the significant authors and summarise the plot and look at links between events. We will make predictions at key moments in the stories and compare characters and settings by identifying their similarities and differences. After having opportunities to appreciate and retell these stories, we will plan and write our own stories independently.

We will also continue with our sentence work, focusing our attention to writing compound sentences, as well as revise and apply what we have previously learned in terms of phonics, spelling, grammar and conventions.

Maths

We will further develop our understanding of Measurement in lengths, weights, capacities and time. We will also be looking at Fractions, Geometry and revisiting Addition and Subtraction along with Multiplication and Division.

Science

Our new science unit will help us understand that we need light in order to see things. We will also learn that darkness is the absence of light and realise that in the absence of sunlight other sources of light can be seen more easily. This unit will also allow us to relate our understanding of science to everyday experiences of light and darkness.

History and Geography

We will continue to relate our knowledge of significant historical events, people and places in the UAE with other countries like the UK. We will celebrate History/ Geography week from 15th to 19th April 2018.

We will also look at seasonal and daily weather patterns in the UAE and the UK as well as recognise the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.

Arabic

الناطقون باللغة العربية:

- أن يفرق الطالب بين أنواع التنوين
- أن يكتب الكلمات المقررة مراعيًا كتابة حركات الضم والكسر والفتح والسكون

Non-Arabs:

Our focus this month will be on reading and writing.

- To recognize the new words in lesson: (في حديقة المدرسة - in the school's garden).
<https://www.youtube.com/watch?v=CnMIR-FjKuU>

UAE

- أن يناقش الطالب عادات السنع الإماراتية الأصيلة (شهر رمضان)
- أن يناقش الطالب عادات السنع الإماراتية الأصيلة (العيد - المناسبات)

Islamic Studies

- أن يذكر الطالب بعضًا من مخلوقات الله في الأرض.
- أن يعدد الطالب صفات أسماء بنت أبي بكر الصديق (رضي الله عنهما).
- أن يستنتج الطالب أن من الآداب عدم عيب الطعام.
- أن يسمع الطالب الحديث الشريف.

(Islamic NON- Arab)

- To explain that islamic belief has pillars.
- To mention the six pillars of islamic belief.
- To perform Wudu (minor ablution).
- To find out the states in which wudu is required.

French

- On va apprendre l'expression Je voudrais.....
- Les cadeaux(ballon-guitare- -jeuvideo -ours -poupée -robot -souris - train -velo).
- Les nombres de 0 jusqu'à

Music

We will learn to:

- change body heights to mimic changes in pitch - identify instrument characteristics associated with pitch (size, etc)
- write pitch stories
- use different movements to mimic call & response - Pass the Phrase6
- indicate whether the sample played is beat (steady) or rhythm (unsteady) through writing or movement - indicate metre by counting & clapping on downbeat
- indicate whether a scale is played upwards (getting higher) or downwards (getting lower) through writing or movement
- recognize / identify familiar songs when tune is played or sung without words

Art

Our main aims over the next weeks:

Space Story Illustration

- use folding techniques
- use the concepts of colours, shapes, lines, form, and space
- draw and paint to develop ideas, experiences and imagination.

Royalty Portrait painting

- significant figures from UK
- use basic lines and shapes in drawing
- use primary and secondary colours
- know tints and shades

Negative chalk art

- make a positive and negative image
- use various mediums and tools in art such as chalk, oil pastel
- contour drawing

Cool and Warm Colours Silhouette Painting

- identify cool colours (blue, green, violet) and warm colours (red, yellow, orange)
- draw a symbol of UAE as silhouette

Pop Art Clock

- make a pop art paper clock with "13" in style of Romero Britto
- use techniques in elements of art and design

PE

The students will:

- explore different ways to pass and receive the ball from varying position like
- chest pass.
- bounce pass.
- long pass.
- overhead pass.
- dribbling using one hand.

Computing

We will delve into the core of computing - **Computer Science and Programming (Coding)**. We will start with understanding what **computational thinking skills** are and how we need these for problem solving. Our main focus will be designing a step-by-step instruction list - the algorithm, to solve a problem.

We will learn to:

1. define Algorithm
2. create simple algorithms for processes identified from daily life.

We will also develop **programming skills**.

We will learn to :

1. Solve online maze puzzles by visual programming tools from code.org

Resources:

<https://studio.code.org/s/courseb>

How can you help?

Things to do at home to improve literacy and writing skills:

1. **Build a climate of words at home.** Go places and see things with your child, then talk about what has been seen, heard, smelled, tasted, touched. The basis of good writing is good talk, and younger children especially grow into stronger control of language when loving adults — particularly parents — share experiences and rich talk about those experiences.
2. **Let children see you write often.** You're both a model and a teacher. If children never see adults write, they gain an impression that writing occurs only at school. What you do is as important as what you say. Have children see you writing notes to friends, letters to business firms, perhaps stories to share with the children. From time to time, read aloud what you have written and ask your children their opinion of what you've said. If it's not perfect, so much the better. Making changes in what you write confirms for the child that revision is a natural part of writing — which it is.
3. **Be as helpful as you can in helping children write.** Talk through their ideas with them; help them discover what they want to say. When they ask for help with spelling, punctuation, and usage, supply that help. Your most effective role is not as a critic but as a helper. Rejoice in effort, delight in ideas, and resist the temptation to be critical.
4. **Provide a suitable place for children to write.** A quiet corner is best, the child's own place, if possible. If not, any flat surface with elbow room, a comfortable chair, and a good light will do.
5. **Give the child, and encourage others to give, the gifts associated with writing:**
 - pens of several kinds
 - pencils of appropriate size and hardness
 - a desk lamp
 - pads of paper, stationery, envelopes — even stamps
 - a booklet for a diary or daily journal (Make sure that the booklet is the child's private property; when children want to share, they will.)
 - a dictionary appropriate to the child's age and needs. Most dictionary use is for checking spelling, but a good dictionary contains fascinating information on word origins, synonyms, pronunciation, and so forth.
 - a thesaurus for older children. This will help in the search for the "right" word.
 - erasers or "white-out" liquid for correcting errors that the child wants to repair without rewriting.
6. **Encourage (but do not demand) frequent writing.** Be patient with reluctance to write. "I have nothing to say" is a perfect excuse. Recognize that the desire to write is a sometime thing. There will be times when a child "burns" to write; others, when the need is cool. But frequency of writing is important to develop the habit of writing.
7. **Praise the child's efforts at writing.** Forget what happened to you in school and resist the tendency to focus on errors of spelling, punctuation, and other mechanical aspects of writing. Emphasize the child's successes. For every error the child makes, there are dozens of things he or she has done well.
8. **Share letters from friends and relatives.** Treat such letters as special events. Urge relatives and friends to write notes and letters to the child, no matter how brief. Writing is especially rewarding when the child gets a response. When thank-you

notes are in order, after a holiday especially, sit with the child and write your own notes at the same time. Writing ten letters (for ten gifts) is a heavy burden for the child; space the work and be supportive.

9. **Encourage the child to write for information, free samples, and travel brochures.**
10. **Be alert to occasions when the child can be involved in writing**, for example, helping with grocery lists, adding notes at the end of parents' letters, sending holiday and birthday cards, taking down telephone messages, writing notes to friends, helping plan trips by writing for information, drafting notes to school for parental signature, writing notes to letter carriers and other service persons, and preparing invitations to family get-togethers.

Suggestions taken from National Council of Teachers of English (NCTE)

Your child may use this [phoneme finder](#) to help him/her in spelling tricky words and words with long vowel sounds.

Many thanks for your continued support.

Best regards,

The Grade 1 Team