



**SIR
MANASSEH
MEYER**

International School

Curriculum Booklet: Milepost One; K1 / K2 / Grade 1

August 2025



**SIR
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International School

K1 Curriculum

August 2025



K1 CURRICULUM

Literacy

Based on the UK National Curriculum

Spoken Language

- Express themselves effectively, showing awareness of listeners' needs
- Listen carefully
- Act out stories
- Sing songs with actions and intonation
- Take part in 'show and tell' sessions; for example, your child may make a model at home, and tell the class about it
- Make up stories, rhymes and poems
- Develop their own narratives and explanations by connecting ideas or events

Reading and Comprehension

- Name and sound the letters of the alphabet
- Link sounds to letters (phonics)
- Recognise groups of letters, for example, 'oo' and 'ee'
- Hear and say sounds in words
- Recognise familiar and common words
- Understand a story has a beginning, middle and end
- Follow instructions involving several ideas or actions
- Answer 'how' and 'why' questions about their experiences and in response to stories or events



Spelling, Handwriting & Presentation

- Use a pencil and holding it correctly
- Attempt to write recognisable letters, mostly formed correctly and facing the right way
- Write their name
- Write labels, captions and mini books
- Use phonics to write simple consonant-vowel-consonant words, and having a go at more complicated words
- Begin to learn to spell

Vocabulary, Grammar and Punctuation

- Begin to form simple sentences
- Use basic punctuation
- Speak clearly and grammatically correctly
- Use past, present and future forms accurately when talking about events that have happened or are to happen in the future
- Use understanding of different genres of writing to create their own written versions



K1 CURRICULUM

Numeracy

Based on the Singapore Mathematics Curriculum

Numbers & Counting

- Counting up to 10
- Recognising numerals (1–10)
- Understanding quantity and number relationship
- Number sequencing (before/after numbers)
- Comparing sets
- Writing numbers

Shapes & Geometry

- Identify and name basic geometric shapes
- Explore 2D shapes
- Name basic 3D shapes
- Follow simple patterns
- Extend patterns to AB and ABC patterning

Measurement

- Comparing lengths, heights, sizes: long/short, tall/short, big/small
- Comparing weight: heavy/light
- Comparing capacity: full/empty, more/less

Patterns & Sorting

- Recognising and extending simple patterns (AB, AAB)
- Sorting objects by color, shape, size

Positional Words

- Understanding positions: in, on, under, above, beside, between



K1 CURRICULUM

International Primary Curriculum (IPC)

By International Curriculum Association

Learning Goals

The IPC is an internationally researched curriculum for learners aged 5-11 years old. The IPC consists of thematic units of learning which are specifically designed for each 'milepost' on appealing themes that provide age-appropriate learning and universally relevant to young learners. A 'milepost' is 2-3 years of learning driven by a selection of Learning Goals; there are 3 mileposts across 6 years of primary schooling. A range of subjects are included in each thematic unit. Each unit of learning has been carefully developed to support teachers of the IPC to implement the internationally researched curriculum maintaining the focus on improving learning.

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.



	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
	Milepost One					
	This is Me!	The World Around Us	My Toy Shop	Let's Play Outside	Weather Wonders	Once Upon A Time
Kindergarten 1	<p>We learn and play together, supporting one another as we explore and experience new things every day. We have lots in common, but there are also lots of things about ourselves that make us special. Together, we are going to be learning about ourselves and each other and celebrating what we have learned with our families.</p>	<p>Look out of the window and what do you see? We share our world with lots of living things – people, insects, animals, birds, plants and trees. We need to make sure that our world is well looked after, so that everyone in it can enjoy a healthy and happy life.</p>	<p>Toys come in many shapes and sizes, from dolls and teddy bears to moving, talking robots. We're going to be making our own special toys and learning more about all the different toys and games that children around the world enjoy playing with.</p>	<p>Something magical happens when we are outdoors; we both speed up and slow down. That moment the door opens to the playground and a stampede forms itself out of the door with us yelling 'yeeeaiaaaaaaargghhh' and hands up in the air. We have a natural urge to learn more about the world around us and this drives us to examine, explore and experiment as we begin to learn about and understand our world and the objects, people and places within it.</p>	<p>What is the weather like today? Will it be like tomorrow or the day after? Weather can change all the time. It can be raining, snowing, windy or sunny. There are lots of different types of weather and each one can make a difference to what we can do, what we wear and even how we feel. Weather happens everywhere in the world and it's what makes where we live special. In this unit we become weather watchers and learn more about the weather!</p>	<p>When we hear the words 'Once upon a time', we know we are about to be taken on an exciting adventure. Everyone has a favourite story that they like to hear, and often we like to enjoy them over and over again. Now, we're going to discover some new stories! By exploring these stories, we will be learning how to become better storytellers, and will create our own amazing worlds of make believe. Shall we begin?</p>



K1 CURRICULUM

Specialist Subjects

Physical Education

The physical education curriculum for K1 focuses on the following skills:

- **Strength, Agility and Resilience** - Students are introduced to safety first and basic techniques of quick body agility drills
- **Captain's Ball** - Students are introduced to the safety rules and learn the skills of hard passes and catch drill, short passes with two hands and overhead passes
- **Baseball with Standing Tee** - Students are introduced to baseball, they will learn to demonstrate a swing with the bat and the ball on the tee. This will be extended to running to the cone bases after swinging
- **Skipping** - Students are introduced to basic jump rope skills swing. They will build on the skills of running or moving while skipping, and backwards jumps.

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.

Art

The curriculum for art ensures that all students will be able to:

- Understand and learn about some of the forms used by artists in their work.
- Be able to use a variety of materials, mediums and processes.
- Be able to suggest ways of improving their own work.
- Be able to comment on works of art using the appropriate art vocabulary.
- Understand that the work of artists can be seen in a wide variety of places and situations.



Music

The curriculum for music aims to ensure that all students

- perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians
- learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence
- understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations

Personal, Social and Emotional Development

PSHE involves helping children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities.

MFL- 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 40 words
- Identify common frequently used words that are related to daily life
- Identifying basic frequently used greetings and phrases. Ability to express and practice with basic words and phrases
- Identifying basic radicals in Mandarin characters to aid recognition. Building a foundation to recognise basic and frequently used Chinese characters
- Chinese culture appreciation in selected topics such as holidays and Chinese folk stories



K1 CURRICULUM

Jewish Education

Chagim (Festivals)

The Festivals curriculum in K1 and K2 is infused with spirituality and Jewish Values. An important overall goal is to help students develop love and enthusiasm for their Jewish identity, as well as beginning to acquire a strong knowledge base about their Jewish history. We concentrate on the following areas: Jewish Festivals (Chagim), Bible stories (Torah) and Values (Middot).

Shabbat

Every Week the students of K1 and K2 re-enact the Shabbat rituals and customs through their Kabbalat Shabbat celebration, an Imma (mother) and Abba (father) is chosen weekly to host the Kabbalat Shabbat. The students are introduced to the objects, the prayers, the songs and rituals of a Shabbath celebration. They light candles, say the Kiddush (blessing over wine), make their own challah and sing all the related songs.

Middot (Jewish Values)

At the centre of our Pre-School education are Middot – Jewish Values. Our goal is to produce responsible, respectful and outstanding citizens and members of the general community. By being role models to the students, we are successful in achieving our goal in building little Mensches- Good and upright individuals.

MFL: Ivrit (Hebrew Reading, Writing and Language Skills)

In K1 we follow the Migdal or curriculum. A Hebrew readiness programme that is useful at the pre-reading stage of the language acquisition. It prepares the young children to speak in the Hebrew language using a basic and frequently used vocabulary simultaneously with teaching the sounds and all of the Hebrew alphabet.

The programme is comprehensive, interactive easy to use and fun. It focuses on Hebrew reading (developing decoding skills) and Hebrew language acquisition simultaneously, and provides a research based and solid instruction for beginning readers. It is teacher and child friendly.



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K2 Curriculum

August 2025



K2 CURRICULUM

Literacy

Based on the UK National Curriculum

Spoken Language

- Speak audibly and fluently with an increasing command of Standard English
- Listen and respond appropriately
- Work productively individually and in groups
- Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- Participate in discussions, presentations, performances, roleplay/improvisations

Reading and Comprehension

- Apply phonic knowledge and skills as the route to decode words
- Read accurately by blending sounds in unfamiliar words
- Read common sight words, regular words with short vowels
- Develop pleasure, vocabulary and understanding in reading by:
 - Listening to and discussing a wide range of stories and non-fiction
 - Forming connections between what they read and their own experiences
 - Becoming familiar with and retelling key stories and recognising their characteristics
 - Discussing and clarifying meaning of words
- Understand what they read and listen by:
 - Drawing on what they already know and correcting inaccurate reading
 - Discussing the significance of title and events
 - Making inferences and predicting based on what is being said and done
- Reading for themselves, taking turns and listening to others

Spelling, Handwriting and Presentation

- Understand which letters belong to which handwriting families
- Form lower case, capital letters and the digits 0-9 with correct form and directionality
- Name the letters of the alphabet in order
- Attempt to spell words using each of the phonemes already taught
- Add prefixes and suffixes (including –s, –es, un-, –ing, –ed, –er and –est)
- Apply simple spelling patterns
- Spell the days of the week and common sight words



Vocabulary, Grammar and Punctuation

- Leave spaces between words
- Use a capital letter for people, places, the days of the week and 'I'
- Join words and clauses using 'and'
- Join words using 'and'
- Begin to punctuate sentences using capital letters, full stops and question marks
- Use and understand the grammatical terminology in discussing their writing and reading

Writing Composition

- Compose a sentence orally before writing
- Sequencing sentences to form short narratives
- Re-reading what they have written to check it makes sense and consider additions to further their ideas
- Compose short texts of different genres including recount, narrative and personal texts
- Read aloud their writing clearly enough to be heard by their peers and the teacher



K2 CURRICULUM

Numeracy

Based on the Singapore Mathematics Curriculum

Numbers & Counting

- Counting up to 100
- Writing and recognising numbers to 100
- Skip counting by 2s, 5s, and 10s
- Ordinal numbers (1st to 10th)
- Understanding place value (tens and ones)

Addition & Subtraction

- Number bonds within 10
- Simple addition and subtraction using objects or pictures
- Solving simple word problems
- Introduction to vertical addition/subtraction

Patterns & Sequencing

- Pattern creation using shapes
- Creating and continuing complex patterns (AAB, ABB, ABC)
- Sequencing numbers, objects, and events

Measurements

- Comparing length, height, weight and capacity with non-standard units

Money

- Identifying Singapore coins and notes (e.g., 10¢, 20¢, 50¢, \$1)
- Adding coin values and matching to amounts
- Simple transactions (buying objects using exact amounts)

Time & Calendar

- Reading the clock (o'clock and half past)
- Understanding days of the week and months of the year
- Sequencing days and daily routines



K2 CURRICULUM

International Primary Curriculum (IPC)

By International Curriculum Association

Learning Goals

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The Process of the IPC

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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.

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	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
	Milepost One					
	Brainwave: The Brain	From A to B	Let's Celebrate	Green Fingers	A Day in The Life	Buildings
Kindergarten 2	<p>We will be exploring the ways in which we can use our brains to learn lots of new and different things every day, enabling us to gain the knowledge, skills and understanding that we will need to become successful adults. By finding out more about how we learn, and how we can improve the way that we learn, we will be better equipped for meeting the many challenges ahead of us.</p>	<p>The letters 'A' and 'B' can be used to mean anything we like. Often, we use 'from A to B' to talk about travel from one place to another. Think about all the different places you travel. In this unit we will be learning about the different types of journeys we can make, across land, sea and air. In order to do this, we will need to be geographers, historians and engineers. How we travel is constantly changing, so what does the future hold for travel and journeys?</p>	<p>In Let's Celebrate, we will be learning about celebrations as a hugely important part of human life. As artists, musicians, designers, historians and dancers, we will be exploring the ways in which all peoples and cultures, from every part of the world, take part in and hold celebrations to mark special events and special times in people's lives.</p>	<p>We will be learning about plants and how important they are to our world. Plants are living things – they grow when we give them enough sunlight, food and water. Plants give us food to eat, clean air to breathe and materials to build our houses and furniture. We can use plants to make clothes and medicines, and to decorate our gardens. To fully engage with this unit, we will need to be scientists, geographers and international learners. How important are plants to our world?</p>	<p>We will be learning about many exciting jobs from different places and time periods in order to create our own imaginary community. We will need to be historians, geographers, musicians, designers and citizens of the world! What job would you like to do when you grow up?</p>	<p>We will be learning all about the different structures we see around the world. We will explore our locality to look at old and new buildings and use this as inspiration for Art. As geographers, we will be learning about how houses and structures differ from country to country and the purposes they serve. As engineers, we will be exploring the Science behind the construction of structures through making models and testing materials. What is your home like? How is it similar and different to other homes around the world?</p>



K2 CURRICULUM

Specialist Subjects

Physical Education

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- **Captain's Ball** - Students are introduced to the safety rules and learn the skills of hard passes and catch drill, short passes with two hands and overhead passes
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- **Skipping** - Students are introduced to basic jump rope skills swing. They will build on the skills of running or moving while skipping, and backwards jumps.

Swimming

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

Art

The curriculum for art ensures that all students will be able to:

- Understand and learn about some of the forms used by artists in their work.
- Be able to use a variety of materials, mediums and processes.
- Be able to suggest ways of improving their own work.
- Be able to comment on works of art using the appropriate art vocabulary.
- Understand that the work of artists can be seen in a wide variety of places and situations.



Music

The curriculum for music aims to ensure that all students

- Perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians
- Learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence
- Understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations

Personal, Social and Emotional Development

- PSHE involves helping children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own ability.

MFL: 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 50 new words
- Identify common frequently used words that are related to daily life
- Identify frequently used greetings and phrases. Communicate with basic words and phrases
- Identify and practice basic radicals in Mandarin characters to aid recognition. Build a foundation to recognise and write basic frequently used Chinese characters
- Appreciate Chinese culture in selected topics such as holidays, Chinese folk stories and traditional Chinese family values



K2 CURRICULUM

Jewish Education

Chagim (Festivals)

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Shabbat

Every Week the students of K1 and K2 re-enact the Shabbat rituals and customs through their Kabbalat Shabbat celebration, an Imma (mother) and Abba (father) is chosen weekly to host the Kabbalat Shabbat. The students are introduced to the objects, the prayers, the songs and rituals of a Shabbath celebration. They light candles, say the Kiddush (blessing over wine), make their own challah and sing all the related songs.

Middot (Jewish Values)

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MFL: Ivrit (Hebrew Reading, Writing and Language Skills)

In K1 we follow the Migdal Or curriculum. A Hebrew readiness programme that is useful at the pre-reading stage of the language acquisition. It prepares the young children to speak in the Hebrew language using a basic and frequently used vocabulary simultaneously with teaching the sounds and all of the Hebrew alphabet.

The programme is comprehensive, interactive easy to use and fun. It focusses on Hebrew reading (developing decoding skills) and Hebrew language acquisition simultaneously, and provides a research based and solid instruction for beginning readers. It is teacher and child friendly.



K2 Ariot

In K2 we use Ariot which covers the acquisition of Hebrew letters through songs stories comprehension activities and games. The goal of the programme is for the students to enjoy the Hebrew language and develop the ability to understand Hebrew, read Hebrew, speak in Hebrew and connect with the Heritage of the Jewish people. In addition, students will develop active vocabulary, communicate in Hebrew and make mistakes of their own. An emphasis is placed on creating an immersive Hebrew environment with workbooks, posters flashcards and games.

In the programme, students use all the communication skills at their disposal to absorb the various content, areas of emphasis include: listening, exposure to standardised Hebrew over an extended period of time; developing listening skills and focusing on learner's attention skills. Reading includes a combination of phonetic reading and complete word reading; writing focuses on sharpening the letter to sound connection; speaking by building confidence through oral expression in Hebrew.



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International School

Grade 1 Curriculum

August 2025



GRADE 1 CURRICULUM

Literacy

Based on the UK National Curriculum

Spoken

- 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, hypothesising, imagining and exploring ideas
- Participate in discussions, presentations, performances, roleplay/improvisations and debates

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 and predictions based on what is said and done
 - Answering and asking questions
 - Reading for themselves, taking turns and listening to others



Spelling, Handwriting & Presentation

- Segment spoken words into phonemes and representing these with their graphemes, spelling many correctly
- Learn to spell sight words
- Learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including common homophones
- Write from memory simple sentences
- Begin to use joined writing for lower case letters, ensuring consistent sizing and spacing of each letter
- Write capital letters and digits of correct size

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
- Learn how to use expanded noun phrases to describe and specify (for example, the blue butterfly)
- 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

Writing Composition

- Develop positive attitudes towards and stamina for writing by writing for different purposes, including:
 - Writing narratives about personal experiences and those of others (real and fictional)
 - Writing about real events
 - Writing poetry
 - Writing for different purposes
- Consider what they are going to write before beginning by planning or saying out loud what they are going to write about and writing simple plans
- Evaluate their own writing and making simple revisions, additions and corrections by re-reading to check it makes sense, including verb tense
- Proof-read writing to check for errors in spelling, punctuation and grammar
- Read aloud what they have written with appropriate intonation and expression



GRADE 1 CURRICULUM

Numeracy

Based on the Singapore Mathematics Curriculum

Numbers

Numbers to 100

- Recognise, read and write from 0 to 100 in numerals and words
- Use the place value chart to show numbers up to 99, compare and order numbers to 100
- Use the symbols $>$, $<$ and $=$ to compare numbers
- Use ordinal numbers to tell order and position
- Use position words to name relative positions

Addition and subtraction within 100

- 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

Multiplication and division

- Relate and write repeated addition to multiplication and multiplication equations
- Relate equally sharing to division
- Use pictorial representation to solve word problems



Measurement

Length

- 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 and metric system
- Ordering length from shortest to tallest and vice versa

Weight and Temperature

- 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

Money

- 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

Time

- Use the term o'clock to tell the time
- Read the time to the half hour, use the term half past
- Read and write time in a variety of different ways. Example: quarter past, 15 minutes til' or proper time
- 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

Shapes, Patterns and Symmetry

- 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

Data Analysis

Picture Graphs

- 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



GRADE 1 CURRICULUM

International Primary Curriculum (IPC)

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Learning Goals

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The Process of the IPC

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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.

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	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
	Milepost One					
Grade 1	Brainwave: Metacognition Do you remember learning about the brain? We are going to find out more about how our brain and memory work to help us learn. This three-week unit is all about metacognition! It will help us with all our future learning and actually make us better learners!	Sensational Like all living things, we use our senses to experience the world around us. As we experience new things these get saved in our memory and we can build connections and begin to establish our likes and dislikes. Do you know your senses help keep you safe?	Freeze It! We are going to be looking at water and ice from different viewpoints. As scientists we will investigate water and what happens if we cool it. Do you know that water is sometimes solid and sometimes a liquid? We will be geographers and explore cold and icy places around the world. Have you been to any cold and icy places? What makes them so cold... and what happens if they warm up?	The Magic Toymaker We will be learning all about the world of toys and the role that they play in entertaining us, educating us, and stimulating our imagination. As historians, we will be finding out about the ways in which toys have changed over time; as scientists, we will be exploring the various materials that toys are made of; as designers, we will be learning about the different stages of the toy-making process and creating our own games; and as programmers, we will be covering the basics of computer game coding. Toys come in many shapes and sizes, but what is it that makes a great toy?	The Stories People Tell We will be learning about how we can become better storytellers by studying great tales from the past, such as myths and legends. In order to do this, we will need to take on the role of historians, geographers and artists. What story would you like to share with others – and how would you do it?	Seeing the Light We will be learning about the complex relationship between light and dark and how it affects the lives of people around the world. As scientists and geographers, we will be exploring what would happen if there were no light in our world. As artists and musicians, we will be using light and dark as inspiration for our own work.



GRADE 1 CURRICULUM

Specialist Subjects

Physical Education

The physical education curriculum for K1 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 techniques in four competitive swimming strokes.

Art

The curriculum for art ensures that all students will be able to:

- Understand and learn about some of the forms used by artists in their work.
- Be able to use a variety of materials, mediums and processes.
- Be able to suggest ways of improving their own work.
- Be able to comment on works of art using the appropriate art vocabulary.
- Understand that the work of artists can be seen in a wide variety of places and situations.



Music

The curriculum for music aims to ensure that all students

- Perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians
- Learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence
- Understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations

Personal, Social and Emotional Development

- 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

MFL: 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 80 new 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
- Explore supplementary materials, such as readers, picture books, and short stories, to enhance their learning



GRADE 1 CURRICULUM

Jewish Education

From Grade 1 students are given the choice between two Jewish Education Tracks:

- Jewish Education: Tal Am, which is taught in Hebrew
- Jewish Education: Culture, which is taught in English

Track One: Jewish Education: TalAm

Tefilla (Prayer)

The children begin each day with Tefila (prayer) which progresses through each grade. They are introduced to the meaning of the prayers being said, their origin and the concept of Kavana (how we should be focusing during prayer).

Chagim (Festivals)

Throughout the year, the students learn about each Jewish festival. They look at the festivals from both a historical and contemporary perspective, the stories behind the festivals and how they lead to the laws and customs Jews practice today. The students feel the atmosphere of the festivals with songs, crafts, role playing and experience the rituals connected to the festival.

Torah – Bereishit and Shemot

We begin our study of Chumash at the beginning of the second grade, after the students have acquired an adequate level of proficiency in Hebrew reading. Our focus is on acquiring the skills necessary to learn and understand the original text, understanding the layout of the Chumash: Psukim; Parashot; Chumashim. This includes translation skills (from biblical to modern Hebrew) knowledge of prefixes, suffixes, root words, and the ability to recognise the similarities of the Psukim.

We begin the study of Rashi commentaries in Grade 3 to encourage questioning that leads to a deeper understanding of the text and the reading of Rashi letters begins in Grade 4 to enable the students to read Rashi text on their own.



Parasha

The study of the weekly Parasha familiarises the students with the characters, events and laws of the Torah. As they learn the storyline, they discuss the Jewish values and ethics found, and how they can be practically incorporated into their daily lives.

The younger children are encouraged to share the weekly Parasha at home with their parents with the use of a weekly Parasha workbook while the older students are required to prepare a Dvar Torah (an oral summary) to share at home.

Halachot and Minhagim (Laws and Customs)

The students follow the units on Jewish laws and customs applicable to daily life and festivals.

The material is presented progressively, from simple to advanced, and is accompanied by maps, charts, diagrams, illustrations and an assortment of interactive activities. The material is designed to promote love for Judaism, acquaint the student with various Jewish customs and enhance Hebrew comprehension.

Middot (Jewish Values)

Jewish Values have a central focus in the curriculum where students are encouraged to explore Jewish values from the perspectives that are thought provoking and meaningful. Each class will focus on Jewish values in a way that highlights the distinctive contribution Judaism can make to the challenges of modern life. There is a strong emphasis on Tikkun Olam, Healing the World and each class will be expected to be involved in a Social Action project.



Track Two: Jewish Education: Culture

This course provides students with opportunities to learn about Judaism and to learn from Judaism. The curriculum covers key Jewish beliefs, stories, rituals, leadership, festivals and sacred texts. Students are encouraged to respond and reflect on the lessons being taught with a strong emphasis on the importance of respecting each other's beliefs.

Jewish values have a central focus in this curriculum where students are encouraged to explore Jewish values from different perspectives that are thought provoking and meaningful. This course is taught in an interactive and dynamic way with students being expected to involve themselves in research projects and presentations.

Judaism

- To know about and understand the origins and development of Judaism and its rituals
- To appreciate the vibrancy of Judaism, its rich heritage and culture
- To appreciate the central role of Jewish rituals to the Jewish experience and practice
- To develop a meaningful and life long relationship with Judaism, its rich heritage and culture

Sacred Texts

- To know and understand the origins and importance of Jewish Sacred texts
- To appreciate the different ways of interpreting texts
- To develop and analyse own interpretations of Jewish Sacred texts

Jewish People

- To know about and understand the origins and the development of the Jewish People
- To identify with the diversity of individuals and groups that make up the Jewish People
- To develop a lifelong, meaningful commitment to the Jewish People whilst connecting to their history and contributing to Jewish communal life



Jewish Learning and Culture

- To know about and understand the vibrancy and development of Jewish learning and culture
- To value the importance of Jewish learning and culture
- To engage in life-long Jewish learning and to become both creators and consumers of Jewish culture

Israel

- To know about and understand the history and development of the modern State of Israel
- To appreciate Israel as central to the Jewish People
- To develop a meaningful and life long relationship with the State of Israel

Tikkun Olam (Social Action)

- To know and understand how the Jewish people have engaged in Social Action throughout the ages
- To appreciate the value of Social Action as a fundamental aspect of Judaism
- To engage in Social Action, as an expression of Jewish values. Both inside and outside of the Jewish community

Universal Values

- To understand that Jews have a responsibility to have a positive impact on the world
- To understand similarities between Judaism and other cultures and have shared values
- To develop a lifelong commitment to engaging with the universal values and integrating them into their lives