



**SIR  
MANASSEH  
MEYER**

**International School**

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

**August 2026**



**SIR  
MANASSEH  
MEYER**

**International School**

# **K1 Curriculum**

**August 2026**



## **K1 CURRICULUM**

# **Literacy**

### **Based on the UK National Curriculum**

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#### **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

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#### **Guided 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

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### **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**

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## Numbers

### Numbers

- Number concepts
- Sort and classify using dot cards
- Recognize numerals 1-20
- Write numerals 1-20
- Rote count up to 20
- Count reliably with one-to-one correspondence
- Use of manipulatives constructively

### Addition and subtraction within 10

- Add and subtract using manipulatives and pictures
  - Make addition and subtraction stories
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## Measurement

### Time and Temperature

- Begin to understand the passage of days and the calendar
  - Be able to describe the temperature using the appropriate vocabulary such as hot, warm and cold
  - Understand position and direction
  - Compare attributions of height, length and weight
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## Geometry

### Shapes and Patterns

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



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## Data Analysis

### Exploring Data

- Build and discuss graphs that are theme related
- Identify the highest and lowest numbers in a data set
- Compare less than, greater than and equal to from a graph



## K1 CURRICULUM

# International Primary Curriculum (IPC)

**By International Curriculum Association**

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### 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.

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### 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.

**Note: the exact order and weeks spent on each of the below IPC units may change in accordance with the learning needs of the children.**



	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
	<b>Milepost One</b>					
	<b>This is Me!</b>	<b>The World Around Us</b>	<b>My Toy Shop</b>	<b>Let's Play Outside</b>	<b>Weather Wonders</b>	<b>Once Upon A Time</b>
<b>Kindergarten 1</b>	<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 'yeeeeaaaaaaaargghh' 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

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### 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.
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### 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.

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### 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.
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### Mini Makers

Mini Makers in K1 encourages young learners to explore, create, and play through hands-on activities. Children develop curiosity, confidence, and early problem-solving skills as they experiment with simple materials and ideas.

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## 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

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## 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.

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## 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

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## Thematics

K1 thematic learning is designed around engaging, age-appropriate topics that help children make meaningful connections across all areas of learning. Through play-based exploration, stories, songs, and hands-on activities, children develop early language, social, creative, and thinking skills. Thematic units encourage curiosity, confidence, and a positive attitude towards learning in a nurturing international school environment.



## **K1 CURRICULUM**

# **Jewish Education**

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### **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).

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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.

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### **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.

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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 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 2026**



## **K2 CURRICULUM**

# **Literacy**

### **Based on the UK National Curriculum**

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#### **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
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#### **Guided 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
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#### **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

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## **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**

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## **Numbers**

### **Numbers to 100**

- Recognise, count, read and write from 0 to 99 in numerals
- Express numbers up to 99 as tens and ones
- Compare and order numbers to 99
- Find the missing numbers in a number position
- Skip count by ones, twos, fives and tens
- Spell number words up to 20

### **Addition and subtraction within 20**

- Add and subtract using manipulatives and pictures
- Add by counting on and using a number line
- Make addition and subtraction stories using pictures
- Subtract by taking away and counting back, using a number line
- Write and complete addition and subtraction equations
- Relate addition and subtraction equations

### **Multiplication and division using Objects**

- Use objects or pictures to find the total number of items in groups of the same size
- Use objects or pictures to find the number of items in a group when sharing equally

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## **Measurements**

### **Length**

- Compare objects using the words tall/taller/tallest, long/longer/longest and short/shorter/shortest
- Compare two lengths by comparing each with a third length
- Measure length using non-standard units
- Familiarise with standard units of measurement for length: inch and centimetre

### **Weight**

- Compare objects using the words heavy/heavier/heaviest and light/lighter/lightest
- Use the weighing balance to compare length
- Measure weight using non-standard units



### **Temperature**

- Describe temperature using appropriate vocabulary such as hot, warm, cold
- Identify the thermometer as a tool for measuring temperature

### **Money**

- Name different coins and notes of the Singapore currency
- Understand and use the symbols (\$) and (¢)
- Skip count to find the value of the group of coins/notes of the same denomination

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## **Geometry**

### **Shapes, Patterns & Symmetry**

- Identify, name, describe and classify 2D shapes: circle, semi-circle, oval, triangle, square, crescent, star
- Recognise, name and describe the circle, triangle, square and rectangle in real objects and pictures
- Make patterns using rhythm, sound, shapes, rotation, colour, number, size and sequence of events
- Use patterns to predict what comes next
- Identify dot patterns in dominoes
- Identify shapes that have a line of symmetry

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## **Data Analysis**

### **Exploring Data**

- Count using tally marks
- Build and discuss graphs made that are theme related
- Collect and classify data
- Identify the highest and lowest numbers in a data set
- Compare less than, greater than and equal to from a graph



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	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
<b>Kindergarten 2</b>	<b>Milepost One</b>					
	<p><b>Brainwave: The Brain</b></p> <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><b>From A to B</b></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><b>Let's Celebrate</b></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><b>Green Fingers</b></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><b>A Day in The Life</b></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><b>Buildings</b></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

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### 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.
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### 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.

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### 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.
- 

### Mini Makers

Mini Makers in K2 builds creativity and independence through fun, practical making experiences. Students begin to plan, design, and create with greater confidence while strengthening fine motor and collaboration skills.

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## 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

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## 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.

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## 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

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## Social Studies

K2 social studies introduces children to the ideas of community, belonging, and the world around them through simple, meaningful inquiry. Learners explore families, school life, celebrations, relationships, and the roles people play in different environments. Through discussion, stories, role-play, and real-life experiences, children begin to develop awareness, empathy, and respect for others.



## **K2 CURRICULUM**

# **Jewish Education**

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### **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).

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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.

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### **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.

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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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# **Grade 1 Curriculum**

**August 2026**



## **GRADE 1 CURRICULUM**

# **Literacy**

### **Based on the UK National Curriculum**

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#### **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
- 

#### **Guided 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

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## **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

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## **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**

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## 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

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## 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

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## 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)

**By International Curriculum Association**

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### 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.

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### 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.

**Note: the exact order and weeks spent on each of the below IPC units may change in accordance with the learning needs of the children.**



	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
	<b>Milepost One</b>					
<b>Grade 1</b>	<p><b>Brainwave: Metacognition</b></p> <p>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!</p>	<p><b>Sensational</b></p> <p>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?</p>	<p><b>Freeze It!</b></p> <p>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?</p>	<p><b>The Magic Toymaker</b></p> <p>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?</p>	<p><b>The Stories People Tell</b></p> <p>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?</p>	<p><b>Seeing the Light</b></p> <p>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.</p>



## GRADE 1 CURRICULUM

# Specialist Subjects

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### 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.
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### 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.

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### 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.
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### Mini Makers

Mini Makers in G1 inspires students to think like young inventors as they design, build, and reflect on their creations. Through engaging projects, they develop creativity, problem-solving, and a love of learning through making.



## 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

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## 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

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## 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

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## Science

Students observe plants, animals, materials, and seasonal changes, using simple investigations to build curiosity and early scientific understanding.

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## Social Studies

Students explore their classroom, school, and local community, developing early understanding of relationships, rules, and shared responsibility.



## **ICT**

Students learn to use digital devices safely and confidently, exploring basic keyboard, mouse, and simple coding skills.

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## **World Religions**

In Grade 1, students learn about key stories and practices from a range of world religions. They develop an appreciation for diversity and begin to recognise similarities and differences in how people express their beliefs.

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## **International Studies**

Students begin to understand themselves, their families, and their place in the wider world through age-appropriate cultural and global awareness.



## 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**

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#### **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).

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#### **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.

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#### **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.

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## **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.

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## **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.

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### **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

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### **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

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### **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

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### **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

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## **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

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## **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



## Modern Foreign Language (MFL)

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### Ivrit, TalAm

At SMMIS, our Grade 1 students enter a vibrant Hebrew speaking environment where language is not simply taught but lived. Following the TalAm Ivrit B'Ivrit philosophy, our learners are fully immersed in Hebrew from the moment they step into the classroom, building a natural mastery of both conversational and written language through meaningful, daily engagement.

Our progressive Hebrew programme is woven into the fabric of each school day. Thematic units are explored entirely in Hebrew, common phrases become part of classroom routine, objects are known by their Hebrew names, and instructions are delivered in the language itself. This immersive approach ensures that Hebrew feels intuitive rather than acquired, a natural extension of our students' lives at school.

Hebrew vocabulary sits at the heart of our language programme. Weekly word lists, interactive games, and purposeful activities give students the repeated exposure and practice they need to internalise new language confidently. Reading and writing skills are developed in close connection with the themes explored in class, ensuring that every lesson feels coherent and relevant.

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### Ivrit, Native Speakers

For students who have grown up with Hebrew, we follow the Israel Ministry of Education recommended syllabus for native speakers.

Building on the foundations laid from K2 through the Ariot and TalAm programmes, our Grade 1 native speakers continue to strengthen and refine their Hebrew writing with confidence. Each class works towards a set of Matarot, clear and purposeful goals that guide learning and celebrate progress throughout the year.

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### Ivrit, Ulpan, Beginners

For students who are new to Hebrew or who are still building their foundational language skills, our Ulpan programme provides a carefully structured starting point. Rather than placing these learners directly into the mainstream classroom, we ensure they first develop a solid base in Hebrew, one that gives them the confidence and tools to thrive.

Students in Ulpan are monitored consistently throughout their time in the programme. As goals are met and proficiency grows, learners have the opportunity to move into the next level, ensuring that every child's Hebrew journey progresses at a pace that is right for them.