



# British School of Ulaanbaatar

## Primary Curriculum Overview - Year 1

Subject	Term 1	Term 2	Term 3
<b>Mathematics</b>	<p><b><u>Number: Place Value (within 10)</u></b></p> <ul style="list-style-type: none"> <li>To sort objects</li> <li>To count objects</li> <li>To represent objects</li> <li>To count, read and write forwards from any number 0 to 10</li> <li>To count, read and write backwards from any number 0 to 10</li> <li>To count one more</li> <li>To count one less</li> <li>To use one-to-one correspondence to start to compare numbers</li> <li>To compare numbers using language such as equal, more/greater, less/fewer</li> <li>To introduce &lt;, &gt; and = symbols</li> <li>To compare numbers</li> <li>To order groups of objects</li> <li>To order numbers</li> <li>To know ordinal numbers (1st, 2nd, 3rd...)</li> <li>To be familiar with the number line</li> </ul> <p><b><u>Number: Addition and subtraction (within 10)</u></b></p> <ul style="list-style-type: none"> <li>To understand the part-whole model</li> <li>To know the addition symbol</li> <li>To list fact families - addition facts</li> <li>To find number bonds for numbers within 10</li> <li>To use systematic methods for number bonds within 10</li> <li>To recall number bonds to 10</li> <li>To compare number bonds</li> <li>To add by adding together</li> <li>To add by adding more</li> <li>To subtract by finding a part</li> <li>To subtract by taking away, how many left?</li> </ul>	<p><b><u>Number: Addition and Subtraction (within 20)</u></b></p> <ul style="list-style-type: none"> <li>To add by counting on</li> <li>To find and make number bonds</li> <li>To add by making 10</li> <li>To subtract ~ not crossing 10</li> <li>To subtract ~ crossing 10</li> <li>To recognise the related facts</li> <li>To compare number sentences</li> </ul> <p><b><u>Number: Place Value (within 50)</u></b></p> <ul style="list-style-type: none"> <li>To count and recognise numbers to 50</li> <li>To understand place value: tens and ones</li> <li>To represent numbers to 50</li> <li>To find one more and one less</li> <li>To compare objects within 50</li> <li>To compare numbers within 50</li> <li>To order numbers within 50</li> <li>To count in 2s</li> <li>To count in 5s</li> </ul> <p><b><u>Measurement: Length and Height</u></b></p> <ul style="list-style-type: none"> <li>To compare lengths and heights</li> <li>To measure length</li> <li>To compare length</li> </ul> <p><b><u>Measurement: Weight and Volume</u></b></p> <ul style="list-style-type: none"> <li>To understand the different between weight and mass</li> <li>To measure mass</li> <li>To compare mass</li> <li>To introduce capacity and volume</li> <li>To measure capacity</li> <li>To compare capacity</li> </ul>	<p><b><u>Number: Multiplication and Division (Reinforce multiples of 2,5 and 10)</u></b></p> <ul style="list-style-type: none"> <li>To count in 10s</li> <li>To make equal groups</li> <li>To add equal groups</li> <li>To make arrays</li> <li>To make doubles</li> <li>To make equal groups ~ grouping</li> <li>To make equal groups ~ sharing</li> </ul> <p><b><u>Number: Fractions</u></b></p> <ul style="list-style-type: none"> <li>To find a half</li> <li>To find a quarter</li> </ul> <p><b><u>Geometry: Position and Direction</u></b></p> <ul style="list-style-type: none"> <li>To describe turns</li> <li>To describe position</li> </ul> <p><b><u>Number: Place Value (within 100)</u></b></p> <ul style="list-style-type: none"> <li>To count to 100</li> <li>To partition numbers</li> <li>To compare numbers</li> <li>To order numbers</li> <li>To find one more, one less</li> </ul> <p><b><u>Measurement: Money</u></b></p> <ul style="list-style-type: none"> <li>To recognise coins</li> <li>To recognise notes</li> <li>To count in coins</li> </ul> <p><b><u>Measurement: Time</u></b></p> <ul style="list-style-type: none"> <li>To understand before and after</li> <li>To know the date</li> <li>To measure time to the hour</li> </ul>

	<p>Crossing out</p> <ul style="list-style-type: none"> <li>● To recognise and use the subtraction symbol</li> <li>● To subtract by finding a part, breaking apart</li> <li>● To list fact families ~ the 8 facts</li> <li>● To subtract by counting back</li> <li>● To subtract by finding the difference</li> <li>● To compare addition and subtraction statements: <math>a + b &gt; c</math></li> <li>● To compare addition and subtraction statements <math>a + b &gt; c + d</math></li> </ul> <p><b>Geometry: shape</b></p> <ul style="list-style-type: none"> <li>● To recognise and name 3-d shapes</li> <li>● Sort 3-D shapes</li> <li>● To recognise and name 2-d shapes</li> <li>● To sort 2-D shapes</li> <li>● To recognise and complete patterns with 2-D and 3-D shapes</li> </ul> <p><b>Number: Place Value (within 20)</b></p> <ul style="list-style-type: none"> <li>● To count backwards and forwards and write numbers to 20 in numerals and words</li> <li>● To recognise numbers from 11 to 20</li> <li>● To represent numbers in tens and ones</li> <li>● To count one more and one less</li> <li>● To compare groups of objects</li> <li>● To compare numbers</li> <li>● To order groups of objects</li> <li>● To order numbers</li> </ul>		<ul style="list-style-type: none"> <li>● To measure time to the half hour</li> <li>● To write time</li> <li>● To compare time</li> </ul>
<p><b>English</b></p>	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>● To apply phonic knowledge and skills as the route to decode words</li> <li>● To respond speedily with the correct sound to graphemes for all 40+ phonemes, including alternative sounds for graphemes.</li> <li>● To read accurately by blending sounds in unfamiliar words containing GPCs that have been taught</li> <li>● To develop pleasure in reading, motivation to read, vocabulary and understanding by listening to and discussing a wide range of poems, stories and non-fiction at a level</li> </ul>	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>● To read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.</li> <li>● To read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings.</li> <li>● To read other words of more than one syllable that contain taught GPCs.</li> <li>● To recognise and join in with predictable phrases.</li> <li>● To learn to appreciate rhymes and poems, and to recite some by heart.</li> </ul>	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>● To read words with contractions (I'm, I'll, we'll) and understand that the apostrophes represent the omitted letter(s).</li> <li>● To read aloud accurately books that are consistent with their developing phonics knowledge and that do not require them to use other strategies to work out words.</li> <li>● To re-read books to build up their fluency and confidence in word reading.</li> <li>● To discuss word meanings, linking new meanings to those already known.</li> <li>● To discuss the significance or the title and events.</li> </ul>

beyond that at which they can read independently.

- To become familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics.
- To participate in discussion about what is read to them, taking turns and listening to what others say.

#### **Writing: Handwriting**

- To sit correctly at a table, holding a pencil comfortably and correctly.
- To begin to form lower-case letters in the correct direction, starting and finishing in the right place.

#### **Writing: Power of Reading**

##### **I Will Never Not Ever Eat a Tomato by Lauren Child**

*Charlie is entrusted by his parents to give his younger sister Lola her dinner. As she is a very fussy eater, he has to resort to 'poetic licence' in order to make the food more appetizing.*

- To listen and respond appropriately to adults and their peers.
- To ask relevant questions to extend their understanding and knowledge.
- To say out loud what they are going to write about.
- To leave space between words.
- To begin to punctuate sentences using capital letters and full stops.

##### **Croc and Bird written and illustrated by Alexis Deacon**

*Croc and Bird hatch out from eggs lying side by side on the sand and assume that they are brothers. They nurture and shelter each other but the day comes when they realise that they are not brothers after all. Will they follow nature's course or allow the behaviour they have learned from each other and the*

- To understand what they read in books they can read independently drawing on what they already know or on background information and vocabulary provided by the teacher.
- To check that the text makes sense to them as they read and correct inaccurate reading.
- To predict what might happen on the basis of what has been read so far.
- To explain clearly their understanding of what is read to them.

#### **Writing: Handwriting**

- To form capital letters.
- To form digits 0-9.

#### **Writing: Power of Reading**

##### **Grendel, written and illustrated by David Lucas**

*Grendel is a little monster who adores chocolate. So when he is presented with the opportunity of making three wishes – guess what he does? In this new take on the King Midas story, a wish that everything he touches would turn to chocolate has the inevitable consequences.*

- To explore a high quality picture book which allows children to put themselves inside the story and empathise with characters and their issues and dilemmas.
- To engage with illustrations throughout a picture book to explore and recognise the added layers of meaning these can give to our interpretation of a text.
- To explore how to use drawing as an approach to enhance thinking for writing and developing vocabulary.
- To explore and follow the authentic process that an author/illustrator goes through when developing a picture book.
- To create a picture book based on children's own creative story ideas.

- To make inferences on the basis of what is being said and done.

#### **Writing: Handwriting**

- To understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these.

#### **Writing: Power of Reading**

##### **Bedtime for Monsters, written and illustrated by Ed Vere**

*Do you ever wonder if somewhere, not too far away, there might be MONSTERS? This charming and funny book takes children on a journey to find out what monsters are really like. This clever tale explores different layers of meaning, with one story being conveyed through the text and another through the illustrations, with a touching ending that should allay fears of the monster under the bed.*

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- To create a picture book based on children's own creative story ideas.

##### **The Snail and the Whale by Julia Donaldson**

*An enchanting and fun tale of one tiny snail who longs to see the world and hitches a lift on the tail of a whale. Together they go on an amazing*

*interdependency of their early lives to influence what happens?*

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- vocabulary.
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- To create a picture book based on children's own creative story ideas.

#### **Speaking and Listening**

- To listen and respond appropriately to adults and their peers.
- To ask relevant questions to extend their understanding and knowledge.
- To use relevant strategies to build their vocabulary.
- To give well-structured descriptions, explanations and narratives for different purposes, inclusive for expressing feelings.

#### **Spelling, Punctuation & Grammar (SPaG)**

- To separate words with spaces, use capital letters, full stops, question marks and exclamation marks to demarcate sentences.
- To use capital letters for names and for the personal pronoun I.

#### **Here's a little poem Collected by Jane Yolen and Andrew Fusek Peters**

*This is a superb selection of over sixty poems by a range of English and American writers-an ideal choice to start the important task of building a class repertoire of favourite poems that everyone knows, shares and delights in.*

- To listen with enjoyment and respond, joining in, making up own rhymes and poems, playing with language.
- To begin to develop a repertoire of poems that is known by heart.
- To read by reading together, responding to patterns and rhythms and matching with the print
- To explore their own responses to the language and meanings of the poems through drawing, talk and play.
- To talk about their own experience of the world in relation to those of the poems.
- To bring a poem to life by reading aloud together.

#### **Stanley's Stick by John Hegley, illustrated by Neal Layton**

*Stanley's stick is not just a stick. With a stick in his hand, Stanley's options are endless — he flies to the moon, saves the lives of slugs, writes in the sand, plays a saxophone and rides a dinosaur. His imagination takes over and the magic begins.*

- To engage children with a story with which they will empathise.
- To explore, develop and sustain ideas through talk.
- To explore and interpret stories through creative activity including play, art, drama and drawing.
- To write for meaning and purpose in a variety of narrative and non-narrative forms.

#### **Speaking and Listening**

*journey, past icebergs and volcanoes, and the little snail feels so small in the vastness of the world. But when disaster strikes and the whale is beached in a bay, it's the tiny snail who saves the day.*

- To explore, interpret and respond to a picture book.
- To explore narrative setting, plot and characters.
- To broaden understanding and use of appropriate vocabulary.
- To write short recounts from fictional personal experiences.
- To sequence events to write a short narrative based on a known model.

#### **The Storm Whale by Benji Davies**

*This is the story of a lonely little boy, a whale washed up on the beach and a friendship that will change both their lives forever. Noi and his father live in a house by the sea, his father works hard as a fisherman and Noi often has only their six cats for company. So when, one day, he finds a baby whale washed up on the beach after a storm, Noi is excited and takes it home to care for it. He tries to keep his new friend a secret, but there's only so long you can keep a whale in the bath without your dad finding out. Noi is eventually persuaded that the whale has to go back to the sea where it belongs. For Noi, even though he can't keep it, the arrival of the whale changes his life for the better - the perfect gift from one friend to another.*

- To engage children with a story with which they will empathise.
- To explore themes and issues, and develop and sustain ideas through discussion, enabling children to make connections with their own lives.
- To develop creative responses to the text through play, drama, music and movement, storytelling and artwork.

- To maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.
- To use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.
- To speak audibly and fluently with an increasing command of standard English.

**Spelling, Punctuation & Grammar (SPaG)**

- To join words and clauses using and
- To make regular plural of noun suffixes –s or –es [for example, dog, dogs; wish, wishes], including the effects of these suffixes on the meaning of the noun

- To compose a free verse poem.
- To write in a role in order to explore and develop empathy for a character.
- To write with confidence for real purposes and audiences.

**The Jolly Postman by Janet and Allan Ahlberg**

*Sub-titled 'Other People's Letters', this is a stupendous and original picture book. As the Postman delivers his letters to the Wicked Witch, the giant (Mr. V. Bigg in Beanstalk Gardens) and B(ig) B(ad) Wolf, Esq., c/o Grandma's Cottage, Horner's Corner, the child reader can actually open the envelopes, take out the letters or cards and read them. The rhyming text, the witty pictures, the references to nursery rhymes and stories make this picture book a treasure trove.*

- To explore familiar and unfamiliar rhymes and stories.
- To provide an opportunity to perform rhymes and poems.
- To engage children with the themes and issues, using role-play and drama to support them making connections with their own lives.
- To develop creative responses to the text.
- To write in a role.
- To write and publish their own book.

**Speaking and Listening**

- To participate in discussions, presentations, performances, role play, improvisations and debates.
- To gain, maintain and monitor the interest of the listener(s).
- To consider and evaluate different viewpoints, attending to and building on the contributions of others.
- To select and use appropriate registers for effective communication.

**Spelling, Punctuation & Grammar (SPaG)**

			<ul style="list-style-type: none"> <li>• To use suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper).</li> <li>• To understand how the prefix un– changes the meaning of verbs and adjectives [negation, for example, unkind, or undoing: untie the boat].</li> </ul>
<b>Science</b>	<p><b><u>Working Scientifically</u></b></p> <ul style="list-style-type: none"> <li>• To ask simple questions and recognise that they can be answered in different ways.</li> <li>• To observe closely, using simple equipment.</li> <li>• To perform simple tests.</li> <li>• To identify and classify.</li> <li>• To use their observations and ideas to suggest answers to questions.</li> <li>• To gather and record data to help in answering questions.</li> </ul> <p><b><u>Plants</u></b></p> <ul style="list-style-type: none"> <li>• To identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.</li> <li>• To identify and describe the basic structure of a variety of common flowering plants, including trees.</li> </ul> <p><b><u>Healthy Eating</u></b></p> <ul style="list-style-type: none"> <li>• To understand where food comes from.</li> <li>• To use the basic principles of a healthy and varied diet.</li> </ul> <p><b><u>Animals including humans</u></b></p> <ul style="list-style-type: none"> <li>• To identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</li> </ul> <p><b><u>Seasonal Changes</u></b></p> <ul style="list-style-type: none"> <li>• To observe changes across the four seasons.</li> <li>• To describe weather associated with the seasons and how day length varies.</li> </ul>	<p><b><u>Working Scientifically</u></b></p> <ul style="list-style-type: none"> <li>• To ask simple questions and recognise that they can be answered in different ways.</li> <li>• To observe closely, using simple equipment.</li> <li>• To perform simple tests.</li> <li>• To identify and classify.</li> <li>• To use their observations and ideas to suggest answers to questions.</li> <li>• To gather and record data to help in answering questions.</li> </ul> <p><b><u>Everyday Materials</u></b></p> <ul style="list-style-type: none"> <li>• To distinguish between an object and the material from which it is made.</li> <li>• To identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock.</li> <li>• To describe the simple physical properties of a variety of everyday materials.</li> <li>• To compare and group together a variety of everyday materials on the basis of their simple physical properties.</li> </ul> <p><b><u>Seasonal Changes</u></b></p> <ul style="list-style-type: none"> <li>• To observe changes across the four seasons.</li> <li>• To describe weather associated with the seasons and how day length varies.</li> </ul>	<p><b><u>Working Scientifically</u></b></p> <ul style="list-style-type: none"> <li>• To ask simple questions and recognise that they can be answered in different ways.</li> <li>• To observe closely, using simple equipment.</li> <li>• To perform simple tests.</li> <li>• To identify and classify.</li> <li>• To use their observations and ideas to suggest answers to questions.</li> <li>• To gather and record data to help in answering questions.</li> </ul> <p><b><u>Plants</u></b></p> <ul style="list-style-type: none"> <li>• To identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.</li> <li>• To identify and describe the basic structure of a variety of common flowering plants, including trees.</li> </ul> <p><b><u>Animals including humans</u></b></p> <ul style="list-style-type: none"> <li>• To identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.</li> <li>• To identify and name a variety of common animals that are carnivores, herbivores and omnivores.</li> <li>• To describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets).</li> </ul> <p><b><u>Seasonal Changes</u></b></p> <ul style="list-style-type: none"> <li>• To observe changes across the four seasons.</li> <li>• To describe weather associated with the seasons and how day length varies.</li> </ul>

<p><b>Humanities</b></p>	<p><b><u>Home and Away</u></b></p> <ul style="list-style-type: none"> <li>● To name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.</li> <li>● To understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom and of a small area in Mongolia.</li> <li>● To identify seasonal and daily weather patterns in the United Kingdom (and other locations).</li> <li>● To use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.</li> <li>● To use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.</li> <li>● To use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage.</li> <li>● To use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features.</li> <li>● To devise a simple map; and use and construct basic symbols in a key.</li> <li>● To use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</li> </ul> <p><b><u>History of Toys and Clothing</u></b></p> <ul style="list-style-type: none"> <li>● To develop an awareness of the past, using common words and phrases relating to the passing of time.</li> <li>● To have an understanding of chronology.</li> <li>● To have an understanding of the process of change.</li> </ul>	<p><b><u>Let's Go - Travel and Transport</u></b></p> <ul style="list-style-type: none"> <li>● To use basic geographical vocabulary to refer to key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.</li> <li>● To use basic geographical vocabulary to refer to key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.</li> <li>● To use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage.</li> <li>● To use simple compass directions (North, South, East and West) to describe the location of features and routes on a map.</li> <li>● To use locational and directional language [near and far; left and right], to describe the location of features and routes on a map.</li> <li>● To develop an awareness of the past, using common words and phrases relating to the passing of time.</li> <li>● To have an understanding of chronology.</li> <li>● To have an understanding of the process of change.</li> <li>● To use a wide vocabulary of everyday historical terms.</li> <li>● To ask and answer questions.</li> <li>● To choose and use parts of stories and other sources to show that they know and understand key features of events.</li> <li>● To understand some of the ways in which we find out about the past and identify different ways in which it is represented.</li> <li>● To be taught about: changes within living memory, where appropriate, these should be used to reveal aspects of change in national life.</li> <li>● To know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic</li> </ul>	<p><b><u>Dinosaurs and Prehistoric Life</u></b></p> <ul style="list-style-type: none"> <li>● To develop an awareness of the past, using common words and phrases relating to the passing of time.</li> <li>● To have an understanding of chronology.</li> <li>● To have an understanding of the process of change.</li> <li>● To use a wide vocabulary of everyday historical terms.</li> <li>● To ask and answer questions.</li> <li>● To choose and use parts of stories and other sources to show that they know and understand key features of events.</li> <li>● To understand some of the ways in which we find out about the past and identify different ways in which it is represented.</li> <li>● To know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind.</li> </ul>
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	<ul style="list-style-type: none"> <li>● To use a wide vocabulary of everyday historical terms.</li> <li>● To ask and answer questions.</li> <li>● To choose and use parts of stories and other sources to show that they know and understand key features of events.</li> <li>● To understand some of the ways in which we find out about the past and identify different ways in which it is represented.</li> <li>● To be taught about: changes within living memory, where appropriate, these should be used to reveal aspects of change in national life.</li> </ul>	<p>features of past non-European societies; achievements and follies of mankind.</p>	
<p><b>PSHE</b></p>	<p><b>Physical health and wellbeing: Fun times</b></p> <ul style="list-style-type: none"> <li>● To learn about food that is associated with special times, in different cultures.</li> <li>● To describe how to play different active playground games.</li> <li>● To recognise how active playground games make them feel.</li> <li>● To make choices about which game to play, based on their feelings, likes and dislikes and what they are good at.</li> <li>● To learn about sun-safety.</li> </ul> <p><b>Keeping safe and managing risk: Feeling safe</b></p> <ul style="list-style-type: none"> <li>● To learn about safety in familiar situations.</li> <li>● To know to tell a trusted adult if they feel unsafe.</li> <li>● To learn about personal safety.</li> <li>● To learn about people who help keep them safe outside the home.</li> </ul>	<p><b>Identity, society and equality: Me and others</b></p> <ul style="list-style-type: none"> <li>● To learn about what makes themselves and others special.</li> <li>● To recognise some of the things that make them special.</li> <li>● To describe ways they are similar and different to others.</li> <li>● To understand that everyone has something about them that makes them unique.</li> <li>● To identify the different roles of people at home and school.</li> <li>● To solve simple dilemmas about taking responsibility.</li> <li>● To explain why it is important to take responsibility at school and at home (including looking after the local environment)</li> <li>● To learn about being co-operative with others.</li> </ul> <p><b>Drug, alcohol and tobacco education: What do we put into and on to bodies?</b></p> <ul style="list-style-type: none"> <li>● To learn about what can go into bodies and how it can make people feel.</li> <li>● To understand that medicines (including vaccinations and immunisations and those that support allergic reactions) can help people to stay healthy.</li> <li>● To be able to recognise that different things people put into bodies can make them feel</li> </ul>	<p><b>Mental health and emotional wellbeing: Feelings</b></p> <ul style="list-style-type: none"> <li>● To learn about different types of feelings.</li> <li>● To name different feelings (including good and not-so-good feelings)</li> <li>● To recognise that people may feel differently about the same situation.</li> <li>● To identify how different emotions look and feel in the body</li> <li>● To learn about managing different feelings.</li> <li>● To describe some ways of managing different feelings.</li> <li>● To know when to ask for help.</li> <li>● To learn about change or loss and how this can feel.</li> <li>● To learn about preparing to move to a new class/year group.</li> </ul> <p><b>Careers, financial capability and economic wellbeing: My money</b></p> <ul style="list-style-type: none"> <li>● To learn about where money comes from and making choices when spending money.</li> <li>● To understand that people get money in different ways (earn, win, find, presents, pocket money, borrow, benefits).</li> <li>● To recognise that people make choices about what to buy.</li> <li>● To understand that they may not always be able to have all the things they want.</li> <li>● To learn about saving money and how to</li> </ul>



		<p>good or not so good</p> <ul style="list-style-type: none"> <li>To identify whether a substance might be harmful to take in.</li> <li>To know how to ask for help if they are unsure about whether something should go into the body</li> <li>To learn about what can go on to bodies and how it can make people feel.</li> </ul>	<p>keep it safe.</p> <ul style="list-style-type: none"> <li>To learn about the different jobs people do.</li> <li>To recognise that both men and women are able to do a range of jobs.</li> <li>To understand that having a job means people can earn money.</li> </ul>
<b>Computing</b>	<p><b><u>E-safety</u></b></p> <ul style="list-style-type: none"> <li>To agree to the Think Before You Click pledge &amp; E-safety assembly.</li> </ul> <p><b><u>Coding: Hour of Code</u></b></p> <ul style="list-style-type: none"> <li>To practice coding skills on code.org based on their previous skill and knowledge.</li> </ul>	<p><b><u>Digital literacy: Computer skills</u></b></p> <ul style="list-style-type: none"> <li>To use a computer mouse or a trackpad and how to switch on and shut down a computer.</li> <li>To apply their mouse or trackpad skills by launching applications, manipulating windows and opening and saving files and folders.</li> <li>To practise their clicking skills and learn how to drag objects, either using a mouse or trackpad.</li> </ul> <p><b><u>Digital literacy: Painting on the computer</u></b></p> <ul style="list-style-type: none"> <li>To use colour, brush types, shapes and fill, undo and redo.</li> <li>To learn to write text and to make a poster.</li> </ul>	<p><b><u>Digital literacy: Online safety</u></b></p> <ul style="list-style-type: none"> <li>To use a search engine safely to find pictures.</li> <li>To be aware of the SMART rules and look at what information should be kept safe.</li> <li>To explore the positives and potential negatives of online communication.</li> </ul> <p><b><u>Coding: Programming with toys</u></b></p> <ul style="list-style-type: none"> <li>To begin to understand the principles of programming through unplugged tasks and the use of Bee-Bots.</li> <li>To understand algorithms as a set of step-by-step instructions given to a device,</li> <li>To debug simple algorithms and how to use logical reasoning to predict how a program will behave.</li> </ul>
<b>Art and Design &amp; Technology</b>	<p><b><u>Learning Outcomes:</u></b></p> <ul style="list-style-type: none"> <li>To use the medium of drawing to explore the topic of: Home and Away</li> <li>To use the medium of drawing to explore the topic of: The History of Toys and Clothing.</li> <li>To research and study the life and artworks of the focus artist: Andy Goldsworthy.</li> <li>To know about some of the forms used by artists in their work</li> <li>To use a variety of materials and processes</li> <li>To suggest ways of improving their own work</li> </ul> <p><b><u>Cooking and Nutrition</u></b></p> <ul style="list-style-type: none"> <li>To use the basic principles of a healthy and varied diet to prepare dishes.</li> </ul>	<p><b><u>Learning Outcomes:</u></b></p> <ul style="list-style-type: none"> <li>To use the medium of painting to explore the topic of: Travel and Transport.</li> <li>To research and study the life and artworks of the focus artist: Georgia O’Keefe.</li> <li>To comment on works of art.</li> <li>To understand that the work of artists can be seen in a wide variety of places and situations</li> <li>To use a range of materials creatively to design and make products</li> </ul> <p><b><u>Design &amp; Technology</u></b> <b>Design</b></p> <ul style="list-style-type: none"> <li>To design purposeful, functional, appealing products for themselves and other users</li> </ul>	<p><b><u>Learning Outcomes:</u></b></p> <ul style="list-style-type: none"> <li>To use the medium of sculpture and digital media to explore the topic of: Dinosaurs and Prehistoric Life.</li> <li>To research and study the life and artworks of the focus artist: Giles Gilbert Scott.</li> <li>To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</li> <li>To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</li> <li>To know the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.</li> </ul>

	<ul style="list-style-type: none"> <li>To understand where food comes from.</li> </ul>	<p>based on design criteria.</p> <p><b>Make</b></p> <ul style="list-style-type: none"> <li>To select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.</li> </ul> <p><b>Evaluate</b></p> <ul style="list-style-type: none"> <li>To evaluate their ideas and products against design criteria.</li> </ul> <p><b>Technical knowledge</b></p> <ul style="list-style-type: none"> <li>To build structures, exploring how they can be made stronger, stiffer and more stable.</li> </ul>	
<b>Music</b>	<p><b><u>Singing and dancing</u></b></p> <ul style="list-style-type: none"> <li>To use their voices expressively and creatively by singing songs and speaking chants and rhymes</li> <li>To listen with concentration and understanding to a range of high-quality live and recorded music</li> </ul> <p>Learning progression:</p> <ul style="list-style-type: none"> <li>To sing basic call and response songs and chants from around the world</li> <li>To learn simple songs from videos with words on screen (link to literacy) and then performing without words (memory recall). These songs may be songs learned in EYFS and reception, but will be presented in a 'performed with a musician' setting, rather than along to a video.</li> </ul>	<p><b><u>Percussion</u></b></p> <ul style="list-style-type: none"> <li>To play tuned and untuned instruments musically</li> <li>To listen with concentration and understanding to a range of high-quality live and recorded music</li> <li>To experiment with, create, select and combine sounds using the interrelated dimensions of music</li> </ul> <p>Learning progression:</p> <ul style="list-style-type: none"> <li>To perform basic call and response on a variety of untuned percussion instruments.(Higher level will include singing along at the same time.)</li> <li>To recall the different types of sounds that untuned instruments make (shake, bang, clang etc).</li> </ul>	<p><b><u>Tuned instruments/Songs</u></b></p> <ul style="list-style-type: none"> <li>To play tuned and untuned instruments musically</li> <li>To listen with concentration and understanding to a range of high-quality live and recorded music</li> <li>To experiment with, create, select and combine sounds using the interrelated dimensions of music</li> <li>To use their voices expressively and creatively by singing songs and speaking chants and rhymes</li> </ul> <p>Learning progression:</p> <ul style="list-style-type: none"> <li>To perform basic call and response on a variety of tuned percussion instruments.(Higher level will include singing along at the same time as playing instruments.)</li> <li>To play Simple 2 or 3 note patterns on a limited number of pitches.</li> <li>To perform a combination of words and untuned percussion.</li> </ul>
<b>Physical Education</b>	<p><b><u>Fundamental movement skills</u></b></p> <ul style="list-style-type: none"> <li>To travel in a variety of ways.</li> <li>To demonstrate ability to perform basic balances.</li> <li>To throw with some accuracy towards a target.</li> </ul>	<p><b><u>Gymnastics</u></b></p> <ul style="list-style-type: none"> <li>To remember and repeat actions and shapes.</li> <li>To be able to make my body tense, relaxed, stretched and curled.</li> <li>To show an awareness of space when</li> </ul>	<p><b><u>Athletics</u></b></p> <ul style="list-style-type: none"> <li>To demonstrate running at different speeds.</li> <li>To show balance and coordination when changing direction.</li> <li>To link running and jumping movements with some control and balance.</li> </ul>

	<ul style="list-style-type: none"><li>● To track a ball that is coming towards me.</li><li>● To persevere when dribbling a ball with hands and feet.</li><li>● To begin to catch with two hands.</li><li>● To roll the ball with some accuracy towards a target.</li></ul>	travelling. <ul style="list-style-type: none"><li>● To link simple actions together.</li><li>● To use apparatus safely.</li><li>● To perform basic jumps off of apparatus</li><li>● To perform a variety of basic roles</li></ul>	<ul style="list-style-type: none"><li>● To coordinate their body to throw towards a target.</li><li>● To develop technique to throw for distance.</li><li>● To work collaboratively with others and make safe choices..</li><li>● To perform jumps for distance.</li></ul>
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<p><b>Swimming</b></p>	<p>The following objectives are <b>stage 2</b> guidelines from Swim England. All students in year 1 should be working towards (or meeting) the following objectives:</p> <ul style="list-style-type: none"> <li>● To jump in from the poolside safely.</li> <li>● To blow bubbles a minimum of three times rhythmically, with nose and mouth submerged.</li> <li>● To move from a flat floating position on the back and return to standing without support.</li> <li>● To move from a flat floating position on the front and return to standing without support.</li> <li>● To push from a wall and glide on the back – arms can be by the side or above the head.</li> <li>● To push from a wall and glide on the front with arms extended.</li> <li>● To travel using a recognised leg action with feet off the pool floor on the back for 5 metres, without the use of floatation equipment.</li> <li>● To travel using a recognised leg action with feet off the pool floor on the front for 5 metres, without the use of floatation equipment.</li> <li>● To perform a tuck to rotate from a flat floating position on the front, to a back floating position, then return to standing.</li> <li>● To perform a tuck to rotate from a flat floating position on the back, to a front floating position, then return to standing.</li> <li>● To perform a log roll from the back to the front.</li> <li>● To perform a log roll from the front to the back.</li> <li>● To exit the water without support.</li> </ul> <p>All Swim England <b>stage guidelines</b> are available to see. Please ask a member of the BSU PE team.</p>		
<p><b>Mongolian language</b></p>	<p><b><u>Learning Outcomes:</u></b></p> <ul style="list-style-type: none"> <li>● To sit correctly at table, holding a pencil</li> </ul>	<p><b><u>Learning Outcomes:</u></b></p> <ul style="list-style-type: none"> <li>● To introduce letter "H"</li> </ul>	<p><b><u>Learning Outcomes:</u></b></p> <ul style="list-style-type: none"> <li>● To listen fairytale and retelling the story</li> </ul>

	<p>correctly and comfortably</p> <ul style="list-style-type: none"> <li>● To exercise handwriting motor skill with basic line</li> <li>● To memorize poem</li> <li>● Teacher me me poem</li> <li>● To exercise handwriting motor skill</li> <li>● To learn connecting the dots</li> <li>● To exercise handwriting motor skill with new letter</li> <li>● To introduce letter A</li> <li>● To listen fairytale, discuss and colour it</li> <li>● To introduce letter Э</li> <li>● To classify capital letter, small letter cursive letter and print letter</li> <li>● To introduce letter И</li> <li>● The shy hedgehogs poems</li> <li>● To introduce letter O and Oluullaa song</li> <li>● To review again "O" letter</li> <li>● To introduce letter "Y"</li> <li>● To introduce letter "Ө"</li> <li>● To introduce letter "Y"</li> <li>● To introduce letter "M"</li> <li>● To write open and closed words, practice to read</li> <li>● To introduce letter "C" and exercise with reading and writing</li> <li>● To introduce letter P</li> <li>● To introduce letter X</li> <li>● To introduce letter B</li> <li>● To introduce letter Л</li> <li>● Will learn basic vowel sounds and first level consonants</li> </ul>	<ul style="list-style-type: none"> <li>● Friends with book poem</li> <li>● To introduce letter "Ш"</li> <li>● To revise first level consonants</li> <li>● To introduce letter "Д"</li> <li>● To introduce letter "Б"</li> <li>● To introduce letter "Г"</li> <li>● To introduce letter "Т"</li> <li>● To introduce letter "Ь"</li> <li>● To exercise handwriting, listen, read, speaking</li> <li>● To introduce letter "Ц"</li> <li>● To introduce letter "Ч"</li> <li>● To introduce letter "З"</li> <li>● To introduce letter "Ж"</li> <li>● Mothers wisdom poem</li> <li>● To introduce letter "Я"</li> <li>● To introduce letter "Е"</li> <li>● Will learn second level consonants and mid vowels</li> </ul>	<ul style="list-style-type: none"> <li>● To introduce letter "Ё"</li> <li>● To review again handwriting, listening, speaking, reading</li> <li>● To introduce letter "Ъ"</li> <li>● To introduce letter "Ю"</li> <li>● To review first and second level consonants</li> <li>● To introduce letter</li> <li>● To introduce letter "К"</li> <li>● To introduce letter "Ф"</li> <li>● To introduce letter "Щ"</li> <li>● 35 letter</li> <li>● To write neatly</li> <li>● Alphabet song / textbook p134/</li> <li>● Messy pen / textbook p134/</li> <li>● Tavan zus /textbook page 146/</li> <li>● Durvun berkh / textbook , page 146/</li> <li>● To read Water poem clearly</li> <li>● Will learn mid vowels and third level consonants, read with first syllable, to memorize letters and to write cursive letters in the correct direction.</li> </ul>
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