



BRITISH INTERNATIONAL SCHOOL
OF BOSTON
A NORD ANGLIA EDUCATION SCHOOL

KINDERGARTEN & GRADE 1 (YEAR 1 & 2) CURRICULUM GUIDE

2023-24



YEAR 1 CURRICULUM GUIDE

Below is the Year One curriculum overview for the British International School of Boston. This is a broad summary of the main areas of learning that are covered in different curricular areas. We hope that it will help to inform and contextualize the learning taking place in Year One. Our curriculum consists of three distinct areas. Literacy, Maths, and the International Primary Curriculum, referred to as the IPC.

Area of Development and Learning	Learning Coverage of Aspects Your child will learn to:
Literacy	<p>Reading</p> <ul style="list-style-type: none"> • Develop knowledge of phonics phase two and three • Blend sounds in new words • Read contractions • Recognize common high frequency words • Read aloud to others with confidence <p>Comprehension</p> <ul style="list-style-type: none"> • Read a wide range of text types • Link books to their own experiences • Retell traditional tales • Recite rhymes and poems • Use a dictionary to look up tricky words • Learn new vocabulary • Self-correct their own reading • Use expression for speech • Make predictions • Participate in a discussion about the text • Show an understanding of the text and answer questions related to it • Express ideas and opinions about a text • Name the different types of punctuation that appear in text • Explain why certain punctuation has been used in a text • Name the features of different text types <p>Writing & Composition</p> <ul style="list-style-type: none"> • Orally compose a sentence • Orally sequence events • Discuss a piece of writing <p>Spelling</p> <ul style="list-style-type: none"> • Use phonic knowledge to write words • Reread words they have written • Write sentences from memory <p>Vocabulary, Punctuation and Grammar</p> <ul style="list-style-type: none"> • Use a variety of different sentence starters • Use finger spaces, capital letters and full stops and commas • Use advanced punctuation such as question marks and exclamation marks • Use adjectives, verbs, nouns, adverbs, and time connectives • Use speech in their writing

	<p>Handwriting</p> <ul style="list-style-type: none"> • Have a developing understanding of phase 2, 3 and 4 phonic sounds • Hold a pencil with the correct grip • Form lower case cursive letters correctly and form upper case letters correctly • Copy text
Mathematics	<p>Number and Place Value</p> <ul style="list-style-type: none"> • Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number • Count, read and write numbers to 100 and beyond in numerals; count in multiples of twos, fives and tens • Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least • Identify one more/one less and 10 more/10 less • Read and write numbers from 1 to 20 in numerals and words • Recognize, find and name a half and a quarter of an object, shape or quantity <p>Calculation</p> <ul style="list-style-type: none"> • Begin to read, write and interpret mathematical statements involving addition(+), subtraction(-) and equals(=) signs • Represent and use number bonds and related subtraction facts of 10, 20 and 100 • Add and subtract one-digit and two-digit numbers to 50, including zero • Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = - 9$ • Solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher <p>Measurement</p> <ul style="list-style-type: none"> • Compare, describe and solve practical problems for: lengths and heights (e.g. long/short, longer/shorter, tall/short, double/half), mass or weight (e.g. heavy/light, heavier than, lighter than), capacity/volume (full/empty, more than, less than) • Recognize and know the value of different denominations of coins and notes making totals less than 100 • Compare, describe and solve practical problems for: time (quicker, slower, earlier, later) • Recognize and use language relating to dates, including days of the week, weeks, months of the year, seasons and years • Tell the time to the hour, half past the hour and quarter past the hour and draw the hands on a clock face to show these times • Measure and begin to record the following: time (hours, minutes, seconds), lengths and heights, mass/weight, capacity and volume • Sequence events in chronological order using language such as: before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening <p>Geometry</p> <ul style="list-style-type: none"> • Recognize and name common 2-D and 3-D shapes including circle, square, rectangle, triangle, cuboid, sphere, pyramid

Science	<ul style="list-style-type: none"> • Distinguish between an object and the material from which it is made • Identify and name a variety of everyday materials including; wood, plastic, glass, metal, water and rock • Describe the simple physical properties of a variety of everyday materials • Compare and group together a variety of everyday materials on the basis of their simple physical properties • Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees • Identify and describe the basic structure of a variety of common flowering plants, including trees • Identify and name a variety of common animals including fish, amphibians, reptiles, birds, and mammals • Identify and name a variety of common animals that are carnivores, herbivores and omnivores • Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) • Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense • Observe changes across the four seasons • Observe and describe weather associated with the seasons and how day length varies • Draw on their everyday experience to help answer questions • Identify a link to science in familiar objects or contexts • Share their own ideas and listen to the ideas of others • Use their senses and simple equipment to make observations • Explain what happened referring to the activity
French	<p>Topics</p> <ul style="list-style-type: none"> • Greetings (comment t'appelles-tu?, je m'appelle..., quel age as-tu?, j'ai...ans, comment c';a va ?, c';a va bien) • Numbers 1-16 • Colors • Body Parts • Family ('dans ma famille, ii ya ...') • Shapes • Clothes • Outdoors Phonemes: • "ou/u" (vous/vu) • "oi" (oiseau, bois, froid, noir, au revoir) • "r" (carre, rectangle, cercle, s<:Eur, frere) <p>Grammar/Key expressions</p> <ul style="list-style-type: none"> • Ou est...? - Comment c';a va? Bien, merci. <a va mal. Comme ci, comme c';a - Comment t'appelles-tu? Je m'appelle <p>Commands</p> <ul style="list-style-type: none"> • [Touche! Saute! Danse! Marche (a grands pas/ a petits pas)! Cours! Tourne! Tombe par terre!]

	<ul style="list-style-type: none"> • 'qu'est-ce que c'est?' • 'je voudrais... s'il vous plait'
Music	<ul style="list-style-type: none"> • Focus their listening and recognize and control how sounds are made louder, quieter, faster and slower • Make and control long and short sounds using voices and create long and short sounds with help on instruments • Recognize and respond to changes in tempo • Imitate and respond to changes in pitch, recognize and create melodic patterns with some help • Identify ways in which sounds are made and changed • Recognize voices can be used in different ways and clap short rhythmic patterns • Focus on appraising and performing their music and music they hear <p>We are enhancing and enriching our Music curriculum through the new Juilliard curriculum. We are using 5 pieces of Music identified by Juilliard and are starting with work by Ligeti and Bach.</p>
P.E.	<p>Body Management Skills</p> <ul style="list-style-type: none"> • Balance and control • Able to start and stop on a signal • Spatial awareness • Body part identifications <p>Gross Motor Skills</p> <ul style="list-style-type: none"> • Walking, jogging and running • Skipping and galloping • Bouncing, jumping and leaping <p>Communication Skills</p> <ul style="list-style-type: none"> • Individual and group activities • Warm-up and cool-down sessions for each lesson
International Primary Curriculum (IPC)	<p>In IPC, the objectives are covered over two years. The children will initially be beginning at these objectives when they are in Year 1. They will revisit the objectives a number of times over the two years. By the end of Year 2 they should have mastered most of the objectives.</p> <p>Milepost 1 Objectives (Y1 and Y2)</p>
Art	<p>5 Key Art Skills</p> <ul style="list-style-type: none"> • Select and use a variety of tools and techniques. • Use a variety of techniques to create their work, for example, painting, drawing, manipulation of materials, sewing and printing. • Use a variety of media, including ICT, and materials, natural and man-made. • Work independently and with others. • Record and explore ideas. • Explore the similarities and differences in the work of artists, craftspeople and designers. • Evaluate their work, identifying strengths and weaknesses and how they would improve next time.
Geography	<ul style="list-style-type: none"> • Be able to use geographical terms • Be able to follow directions • Be able to describe the geographical features of the school site and other familiar places • Be able to make maps and plans of real and imaginary places, using pictures & symbols

	<ul style="list-style-type: none"> • Be able to use maps at a variety of scales to locate the position and simple geographical features of the host country and their home country • Be able to use secondary sources to obtain simple geographical information • Be able to express views on the attractive and unattractive features of an environment • Be able to communicate their geographical knowledge and understanding in a variety of ways
History	<ul style="list-style-type: none"> • Be able to use key words and phrases relating to the passing of time • Be able to order events and objects into a sequence • Be able to identify differences between their own lives and those of people who have lived in the past • Be able to find out about aspects of the past from a range of sources of information
International IPC Learning	<ul style="list-style-type: none"> • Be able to respect one another's individuality and independence • Be able to work with each other where appropriate
Science	<ul style="list-style-type: none"> • Be able to pose simple scientific questions • Be able to identify ways of finding out about scientific issues • Be able, with help, to conduct simple investigations • Be able, with help, to gather information from simple texts
Technology	<ul style="list-style-type: none"> • Be able to plan what they are going to make • Be able to describe their plans in pictures and words • Be able to use simple tools and materials to make products • Be able to comment on their own plans and products and suggest areas of improvement

YEAR 2 CURRICULUM GUIDE

Below is the curriculum overview for Year Two for the British International School of Boston. This is a broad summary of the main areas of learning that are covered in different curricular areas. We hope that it will help to inform and contextualize the learning taking place in Year Two. Our curriculum consists of three distinct areas. Literacy, Maths, and the International Primary Curriculum, referred to as the IPC.

Area of Development and Learning	Learning Coverage of Aspects Your child will learn to:
Literacy	<p>Reading</p> <ul style="list-style-type: none"> • Apply phonic knowledge and skills to read words until automatic decoding has become embedded and reading is fluent • Read accurately by blending the sounds in words, especially recognizing different spellings and pronunciations • Read words containing common suffixes • Read accurately words of two or more syllables • Read high frequency words quickly and accurately without overt sounding and blending • Read & re-read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately • Use expression and intonation when reading aloud • Read longer and less familiar texts independently <p>Comprehension</p> <ul style="list-style-type: none"> • Sequence and discuss the main events of a story • Read a range of poems using appropriate intonation • Retell a range of stories, fairy tales, and traditional tales • Read a range of non-fiction texts discussing how specific information is organized • Identify and discuss words and phrases • Recognize the use of repetitive language within a text or poem • Make personal reading choices and explain reasons • Introduce and discussing key vocabulary within the context of a topic • Check that texts make sense while reading and self-correct • Make predictions, making inferences about characters and events using evidence from the text <p>Writing & Composition</p> <ul style="list-style-type: none"> • Plan and discuss what to write in a range of genres • Use specific text type features to write for a range of audience and purposes • Write simple poems based on a model • Reread, edit and improve own writing including checking for errors in spelling and grammar & punctuation • Evaluate writing with adults and peers • Read aloud own writing with intonation to make meaning clear <p>Spelling</p> <ul style="list-style-type: none"> • Segment words into graphemes spelling many correctly

	<ul style="list-style-type: none"> • Know alternative spellings for some words with the same sound including homophones. • Spell common contracted words using the apostrophe correctly • Use suffixes -ness, -er, -ful, -less, -er and -est • Use suffix -ly to turn adjectives into adverbs <p>Vocabulary, Punctuation and Grammar</p> <ul style="list-style-type: none"> • Write simple & compound sentences using the connectives and, but and or • Punctuate correctly using; capital letters, full stops, question marks and exclamation marks • Use commas to separate items in a list • Use subordination for time & reason using connectives such as; when, while, as, before, after, because, so, if, then, for & unless • Select, generate and effectively use verbs and adjectives • Use past and present tense correctly <p>Handwriting</p> <ul style="list-style-type: none"> • Form lower case and upper-case letters of the correct size • Use upper case letters appropriately within sentences • Use cursive formation for all lower case letters
Mathematics	<p>Number and Place Value</p> <ul style="list-style-type: none"> • Read, write, compare and order numbers (words & numerals) to 100 understanding place value and use <, > and = signs • Use place value and number facts to solve problems to 100 • Estimate & count in 1's, 2's, 3's, 5's and 10's from a given number forward or backward using different representations • Recognize, find, name and write fractions $\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$ of a length, shape, set of objects or quantity • Write simple fractions e.g. $\frac{1}{2}$ of 6 = 3 and recognize the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$ <p>Calculation</p> <ul style="list-style-type: none"> • Recall and use addition and subtraction facts to 20 fluently and derive and use related facts to 100 • Add & subtract (single, two and three digit numbers) showing understanding of addition and subtraction rules • Recognize and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems • Recall and use multiplication and division facts using 2's, 3's, 5's and 10's including recognizing odd and even numbers • Calculate mathematical statements for multiplication and division facts (2's, 3's, 5's and 10's) and write them using the multiplication (x), division (÷) and equals (=) sign • Solve problems involving multiplication and division, choosing tools such as; materials, arrays, repeated addition, mental methods, and multiplication and division facts • Show that addition and multiplication of 2 numbers can be done in any order (commutative) and subtraction or division of 1 number from/by another cannot <p>Measurement</p> <ul style="list-style-type: none"> • Recognize and use symbols for \$ and c, combine amounts to make values, find different combinations of coins that equal the same amount of money

	<ul style="list-style-type: none"> Solve simple problems involving addition and subtraction of money and giving change Use standard units to estimate and measure length/height (m/cm); mass (kg/g); temperature (°C); capacity (liters/ml) and compare and order lengths, mass, volume/ capacity Tell and write the time to five minutes intervals Know the number of minutes in an hour, hours in a day and compare and sequence intervals of time <p>Geometry</p> <ul style="list-style-type: none"> Identify and describe the properties of common 2D & 3D shapes including finding symmetry in a vertical line Use mathematical vocabulary to describe position, direction and movement including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles, clockwise & anti-clockwise <p>Statistics</p> <ul style="list-style-type: none"> Interpret and construct simple pictograms, tally charts, block diagrams and simple tables Ask and answer simple questions by counting to number of objects in a category, sorting by quantity, totaling and comparing categorical data
Science	<ul style="list-style-type: none"> Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching Observe and describe how seeds and bulbs grow into mature plants Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy Explore and compare the differences between living things that are living, dead and things that have never been alive Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different animals and plants and how they depend on each other Identify and name a variety of plants and animals in their habitats, including micro-habitats Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain and identify and name the different sources of food Notice that animals including humans have offspring which grow into adults Find out about and describe the basic needs of animals including humans, for survival (water, food, air) Describe the importance for humans of exercise, eating the right amounts of different types of food and hygiene Sort, compare and group objects, living things or events on the basis of what they have observed Describe, in familiar contexts, how science helps people do things and identify people who use science to help others Respond to prompts by using simple texts and media to find information and use simple scientific vocabulary

	<ul style="list-style-type: none"> • Identify things to measure or observe relevant to the question or idea they are investigating • Say whether what happened was what they expected, acknowledging any unexpected outcomes and suggest different ways they could have done things
Music	<ul style="list-style-type: none"> • Recognize and control how sounds are made louder, quieter, faster and slower • Use percussion instruments control sounds and begin to find their own way to record this and play using their own notation as part of a group • Make and control long and short sounds using voices and create long and short sounds with help on percussion instruments. They will also learn how to make and play sequences of these notes as part of a small group • Through movement they will recognize and respond to changes in tempo • Imitate and record changes in pitch, recognize and create melodic patterns with some help • Identify and record ways in which sounds are made and changed and play these sounds using a range of percussion instruments • Recognize voices can be used in different ways and clap and create short rhythmic patterns • Learn to play a repeated set of notes on the Glockenspiel, in time with their class, to accompany a classical piece of music and begin to relate this to musical notation • Focus on appraising and performing their music and music they hear <p>We are enhancing and enriching our Music curriculum through the new Juilliard curriculum. We are using 5 pieces of Music identified by Juilliard and are starting with work by Ligeti and Bach.</p>
P.E.	<p>Body Management Skills</p> <ul style="list-style-type: none"> • Balance and control • Able to start and stop on a signal • Spatial awareness • Body part identifications <p>Gross Motor Skills</p> <ul style="list-style-type: none"> • Walking, jogging and running • Skipping and galloping • Bouncing, jumping and leaping <p>Communication Skills</p> <ul style="list-style-type: none"> • Individual and group activities • Warm-up and cool-down sessions for each lesson
Computing	<p>Key Objectives</p> <ul style="list-style-type: none"> • To be able to write and use simple screen programs • To be able to explore how computer games work • To be able to take, edit and use photographs • To be able to research a topic or person • To be able to collect, sort and classify data • To be able to use email as a communication and sharing tool <p>E-Safety</p> <ul style="list-style-type: none"> • To be able to recognize some of the dangers of being online • To be able to know how to protect self and information online • To be able to know what to do if they do not feel safe online

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Art	<p>5 Key Art Skills</p> <ul style="list-style-type: none"> • Experiment with different tools, techniques, and paints using secondary colors • Design patterns using different techniques and materials • Use different techniques to explore textured collages and mosaics • Explore ideas through sketching using different media • Experiment with constructing and joining different materials to make 3D models
Geography	<ul style="list-style-type: none"> • Be able to use geographical terms • Be able to follow directions • Be able to describe the geographical features of the school site and other familiar places • Be able to make maps and plans of real and imaginary places, using pictures and symbols • Be able to use maps at a variety of scales to locate the position and simple geographical features of the host country and their home country • Be able to use secondary sources to obtain simple geographical information • Be able to express views on the attractive and unattractive features of an environment • Be able to communicate their geographical knowledge and understanding in a variety of ways
History	<ul style="list-style-type: none"> • Be able to use key words and phrases relating to the passing of time • Be able to order events and objects into a sequence • Be able to identify differences between their own lives and those of people who have lived in the past • Be able to find out about aspects of the past from a range of sources of information
International IPC Learning	<ul style="list-style-type: none"> • Be able to respect one another's individuality and independence • Be able to work with each other where appropriate
Science	<ul style="list-style-type: none"> • Be able to pose simple scientific questions • Be able to identify ways of finding out about scientific issues • Be able, with help, to conduct simple investigations • Be able, with help, to gather information from simple texts
Technology	<ul style="list-style-type: none"> • Be able to plan what they are going to make • Be able to describe their plans in pictures and words • Be able to use simple tools and materials to make products • Be able to comment on their own plans and products and suggest areas of improvement