

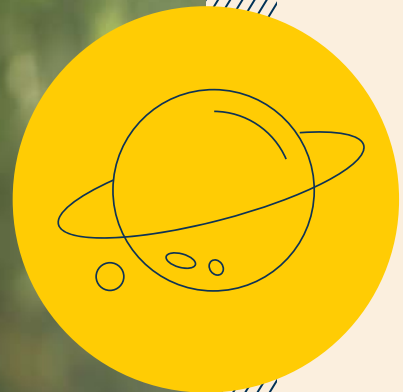


THE BRITISH INTERNATIONAL SCHOOL
BRATISLAVA
A NORD ANGLIA EDUCATION SCHOOL

25^{years} OUTSTANDING
EDUCATION

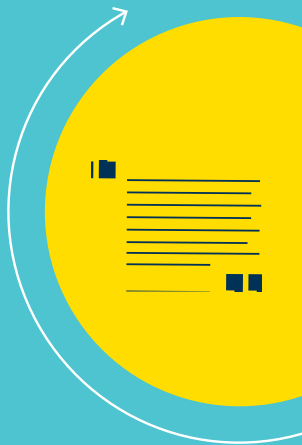
KEY STAGE 1

YEAR 1 AND YEAR 2 CURRICULUM GUIDE



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OUR PHILOSOPHY

At the British International School Bratislava, we believe that before a child can learn, they need to feel safe, cared for and supported. We therefore aim to quickly establish excellent working relationships between staff and children whilst creating an environment of positivity and endeavour.

At our school your child will enjoy an education that challenges and excites. We believe that every child has a variety of talents and our job is to help your child make the most of their natural ability. We have high expectations for our students and believe that, with high quality teaching and the right individualised approach to learning, students can all achieve at a high level.

We care about our students and we want the best for them not only educationally but also socially and emotionally. We think it's important to educate the 'whole child'. We equip students with the knowledge, skills and understanding to take responsibility for themselves, show respect for others and develop self-awareness and confidence.



YEAR 1 AND YEAR 2 CURRICULUM GUIDE

Our curriculum is based on the UK National Curriculum and is adapted to suit the international context of our school.

The structure of our curriculum is as follows:

	KEY STAGE 1	KEY STAGE 2
Ages	5 - 7	7 - 11
Year Group	1 & 2	3, 4, 5 & 6
CORE SUBJECTS		
English	✓	✓
Maths	✓	✓
Science	✓	✓
FOUNDATION SUBJECTS		✓
Art & Design (Topic)	✓	✓
Geography (Topic)	✓	✓
History (Topic)	✓	✓
Computing	✓	✓
Music	✓	✓
PE (including skating and swimming)	✓	✓
French/German		✓
ADDITIONAL SUBJECTS AT BISB		
Korean / Slovak studies		✓
Slovak	✓ / Y2	✓
PSHE (Personal, social, health education)	✓	✓
Enrichment Activities (after school)	✓	✓

The following table shows the phases of the school:

AGES	YEARS	KEY STAGE
3 - 5	Nursery and Reception	Early Years Foundation Stage
5 - 7	Year 1 - Year 2	Key Stage 1
7 - 11	Year 3 - Year 6	Key Stage 2
11 - 14	Year 7 - Year 9	Key Stage 3
14 -16	Year 10 - Year 11	Key Stage 4
16 -18	Year 12 - Year 13	International Baccalaureate

This booklet serves to outline the content of our curriculum and towards the back of the book we detail the learning objectives in our curriculum maps. Alongside our curriculum is our IB Learner Profile which is a set of ideals that we use as inspiration, motivation and focus for learning in general. They are:

INQUIRERS

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

KNOWLEDGEABLE

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

THINKERS

We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

COMMUNICATORS

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

PRINCIPLED

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

OPEN-MINDED

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and

evaluate a range of points of view, and we are willing to grow from the experience.

CARING

We show empathy, compassion and respect. We have a commitment to Service, and we act to make a positive difference in the lives of others and in the world around us.

RISK-TAKERS

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

BALANCED

We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognise our interdependence with other people and with the world in which we live.

REFLECTIVE

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

Our assemblies are themed around these Learner Profiles.



IN KEY STAGE 1

Our Key Stage 1 curriculum builds on the foundations set in the Early Years. Using the English National Curriculum as a guide, our approach continues to be very child-centred with themes being chosen to excite and motivate our young learners. We adopt a creative and practical approach which develops children's natural curiosity and fosters a desire to learn, to think and to take risks. Alongside focused teaching, there are opportunities for choice and independence.

Our facilities enable learning to take place inside and out of the classroom but also beyond the school grounds. Outdoor learning offers hands-on experiences and fun as the children investigate the world around them with trips to local points of interest, such as the fire station, and further afield in Bratislava. These trips offer the stimulus for further study in class.

Throughout the thematic learning in Key Stage 1 children will develop their core skills in literacy, numeracy and science. They will learn phonics to support their reading and writing and they will begin to develop their mental maths skills to be

able to recall number facts. Investigative skills are developed through science and problem solving. Technology supports all areas of the curriculum and, as it becomes more integrated with classroom practice, our children learn how to collaborate on projects and manipulate images, text and film for a variety of purposes.

Children also take specialist lessons in music, PE, gymnastics, skating and swimming. Our Slovak children start their Slovak lessons in Year 2.

We see parents as partners in the education of their children and establish strong working relationships with them. Parents are encouraged to read every night with their children. All children are important to us and we delight in celebrating and sharing their many successes through assemblies, newsletters, meetings or direct communication with home.

We ensure that the high standards achieved by our KS1 students prepare them well for a smooth transfer into KS2 as self-motivated learners.



YEAR 1 LITERACY

READING:

Children will learn to apply phonic knowledge and skills to decode words; their reading will become more accurate by blending sounds in unfamiliar words. They will learn to read common sight words. By learning key stories and traditional tales, the children will be able to recognise, remember and retell predictable phrases. They will discuss word meanings, linking new meanings to those already known and check that the text makes sense to them as they read. Children read individually at least twice a week with the class teacher or teaching assistant as well as taking part in guided reading sessions focusing on their deeper understanding of the text through inference questioning.

WRITING:

Children will learn to write using a 'Talk 4 Writing' approach. They will learn to say out loud what they are going to write about and compose a sentence orally before writing it; they will also learn to re-read what they have written to check it makes sense. They will sequence sentences to form short narratives. The children will learn to write by sitting correctly at a table, holding a pencil comfortably and correctly. They will learn to form letters using a cursive script. Learning the names of all alphabet letters and using their phonic knowledge will support children in their writing. They will learn to leave spaces between words and begin to punctuate sentences using a capital letter and a full stop. They will use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'.

LEARNING CONTEXT:

Children in Year 1 will learn English with an emphasis on speaking and listening and lessons will be very practical and interactive. Daily phonics sessions will provide the building blocks for learning to read and write. Children will listen to stories, learn them and use drama to help them understand and develop the language of storytelling. Children will act out familiar stories, write their own stories and listen to the stories of others. Our Continuous Provision environment links to our class lessons and is carefully planned to provide children with the opportunity to access the curriculum in their own self-directed learning time.

ASSESSMENT:

Daily assessment takes place through questioning the children, observing their learning and marking of their work. The class teacher assesses phonics on a one-to-one basis each half term. Children are assessed each term in reading based on their individual reading level and their comprehension of the text. Teachers provide children with frequent oral and written feedback on their writing. Children's writing is also assessed once a term after they have completed an independent piece of writing. They are given clear manageable targets to ensure they continue to progress in their learning.

YEAR 2 LITERACY

READING:

Children will build upon their learning from Year 1 and continue to apply phonic knowledge to decode words, they will also use pictorial and contextual clues until automatic decoding has become embedded and their reading is fluent. Teachers will encourage children to foster a love of reading. The children will listen to, discuss and express views about a wide range of contemporary and classic poetry, stories and non-fiction. They will become increasingly familiar with retelling a wide range of stories, fairy stories and traditional tales. The children will make inferences from the text, they will answer and ask questions and predict what might happen on the basis of what they have read. During this year, comprehension skills of stories are heavily focused on, and children will discuss the deeper understanding of texts that they read.

WRITING:

Children will be taught to develop positive attitudes towards writing and stamina for writing. They will write in a range of genres through the 'Talk 4 Writing' approach. They will learn stories by heart and will be able to recite them. They will record ideas and key words including new vocabulary. Children will then take a well-known story and change it by adding new ideas. The children will be taught how to reread their work, make simple additions, revisions and corrections to their own work. In grammar, they will learn how to use sentences with different forms: statements, questions, exclamations and commands. They will learn about the use of prefixes and suffixes and the impact on words. Using the present and past tenses correctly will be an important part of their writing development. They will punctuate their work with capital letters, full stops, question marks and commas.

LEARNING CONTEXT:

Children in Year 2 will read and listen to a wide range of books. They will spend time discussing and retelling stories to demonstrate their understanding. The children will use drama to act out stories, develop their own stories and make up their own stories and ideas, before using these in their writing. They will continue to have daily phonics and guided reading sessions to support their English development.

ASSESSMENT:

Children are assessed on a daily basis by the class teacher through careful questioning and observation during their phonics, reading and writing. Writing will be assessed in Year 2 at least once a term and individual targets will be set.

These targets give the children measurable steps to continue moving forward in the learning. They are shared with parents and updated when they achieve them. Children will have a formal reading assessment each term. Phonics is assessed on an ongoing basis throughout the year.

YEAR 1 MATHS

The principal focus of mathematics in Year 1 is to ensure that children begin to develop confidence and mental fluency with whole numbers, counting and place value. This will involve working with numerals, words and the four operations (addition, subtraction, division and multiplication).

At this stage, children develop their ability to recognise, describe, draw, compare and sort different shapes and use the related vocabulary. Children will begin to explore a range of measures to describe and compare different quantities, such as length, mass, capacity/volume, time and money.

Children will learn number bonds to 20 and gain an understanding of place value. They will learn to read and spell mathematical vocabulary at a level consistent with their increasing word reading and spelling knowledge.

LEARNING CONTEXT:

Children in Year 1 will receive daily maths input, with an emphasis on practical, explorative activities including open-ended mathematical activities within the Continuous Provision environment. They will be supported in their learning by a range of equipment and pictorial representations, including the base 10 materials and Numicon which help the children develop their understanding of place value. Children will have enriching experiences including learning through stories, songs, games and play. There is a strong emphasis on exploring, discussing and investigating number patterns. They will begin to solve problems in familiar contexts, including using quantities.

ASSESSMENT:

Teachers continually assess the children's attainment in mathematics which informs their planning and delivery of activities. Children are provided with clear, manageable targets to help ensure they continue to make progress and understand key concepts of the year group. Mathematics is formally assessed every term.



YEAR 2 MATHS

The principal focus of mathematics teaching in Year 2 is to ensure that children develop confidence and mental fluency with whole numbers, counting and place value, building upon their knowledge and understanding from Year 1. This will involve working with numerals, words and all four operations. Children will develop their ability to recognise, describe, draw, compare and sort different shapes and use the related vocabulary. Teaching will involve using a range of measures to describe and compare different quantities such as length, mass, capacity/ volume, time and money. By the end of Year 2, children are secure in their knowledge of the number bonds to 20 and can be precise in using and understanding place value. An emphasis on practice and consolidation at this early stage will aid their fluency and understanding. Children should read and spell mathematical vocabulary at a level consistent with their increasing word reading and spelling knowledge at Key Stage 1.

We use the Mastery approach to teaching and learning mathematics. This places an emphasis on depth before breadth and there is a greater expectation of what pupils should achieve. Pupils are encouraged to develop their analytical, creative and linking skills in order to find solutions to a variety of problem-solving challenges. With calculation strategies, pupils do not simply learn procedures by rote, but demonstrate their understanding through the use of concrete materials and pictorial representations.

LEARNING CONTEXT:

Children in Year 2 will receive daily maths lessons, with a heavy emphasis on practical, explorative activities. Children will continue to be supported by a range of equipment and pictorial representations. As they become more confident with numbers up to 100, children will be introduced to larger numbers to further develop their recognition of patterns within the number system. They are encouraged to relate known number facts to other problems. There is a strong emphasis on mental maths, with children encouraged to apply methods in their head to solve calculations, building up their rapid recall of number facts. This will often involve playing games and using whiteboards, digit cards and number fans. Children will have enriching and engaging experiences including learning about mathematics through stories, songs, games and play. There is a strong emphasis on exploring and discussing number and investigating patterns. They will solve problems in familiar contexts, including using quantities.

ASSESSMENT:

Teachers continually assess the children's attainment in mathematics to inform their planning and delivery of lessons. Children are provided with clear, manageable targets to help ensure they continue to make progress and understand key concepts of the year group. Children will take part in the Multiplication Challenge in term 2 and 3. Mathematics will formally be assessed every term.



YEAR 1 SCIENCE

During Key Stage 1 children observe, explore and ask questions about living things, materials and phenomena.

They begin to work together to collect evidence to help them answer questions and to link this to simple scientific ideas. They evaluate evidence and consider whether tests or comparisons are fair. They use reference materials to find out more about scientific ideas. They share their ideas and communicate them using scientific language, drawings, charts and tables. Much of our science will be taught through our Continuous Provision theme areas and in Forest School.

SCIENCE TOPICS WITHIN
KS1 INCLUDE:

- 1. Working Scientifically
- 2. Biology
- 3. Chemistry

YEAR 1	
<p>SEASONAL CHANGES</p> <p>Children will observe changes across the four seasons; describe weather associated with the seasons and how day length varies. Children will work scientifically by making tables and charts about the weather; making displays of what happens in the world around them, including day length, as the seasons change.</p>	<p>EVERYDAY MATERIALS</p> <p>Children will distinguish between an object and the material from which it is made. They will identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock. Children will describe the simple physical properties of a variety of everyday materials. They will compare and group together a variety of everyday materials on the basis of their simple physical properties.</p>
<p>PLANTS</p> <p>Children will identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. They will also identify and describe the basic structure of a variety of common flowering plants, including trees.</p>	<p>ANIMALS, INCLUDING HUMANS</p> <p>Children will identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. They will identify and name a variety of common animals that are carnivores, herbivores and omnivores. Children will identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</p>

YEAR 2 SCIENCE

During Key Stage 1 children observe, explore and ask questions about living things, materials and phenomena. They begin to work together to collect evidence to help them answer questions and to link this to simple scientific ideas. They evaluate evidence and consider whether tests or comparisons are fair. They use reference materials to find out more about scientific ideas. They share their ideas and communicate them using scientific language, drawings, charts and tables. Much of our science will be taught through our themed units which are outlined on the next page.

SCIENCE TOPICS WITHIN
KS1 INCLUDE:

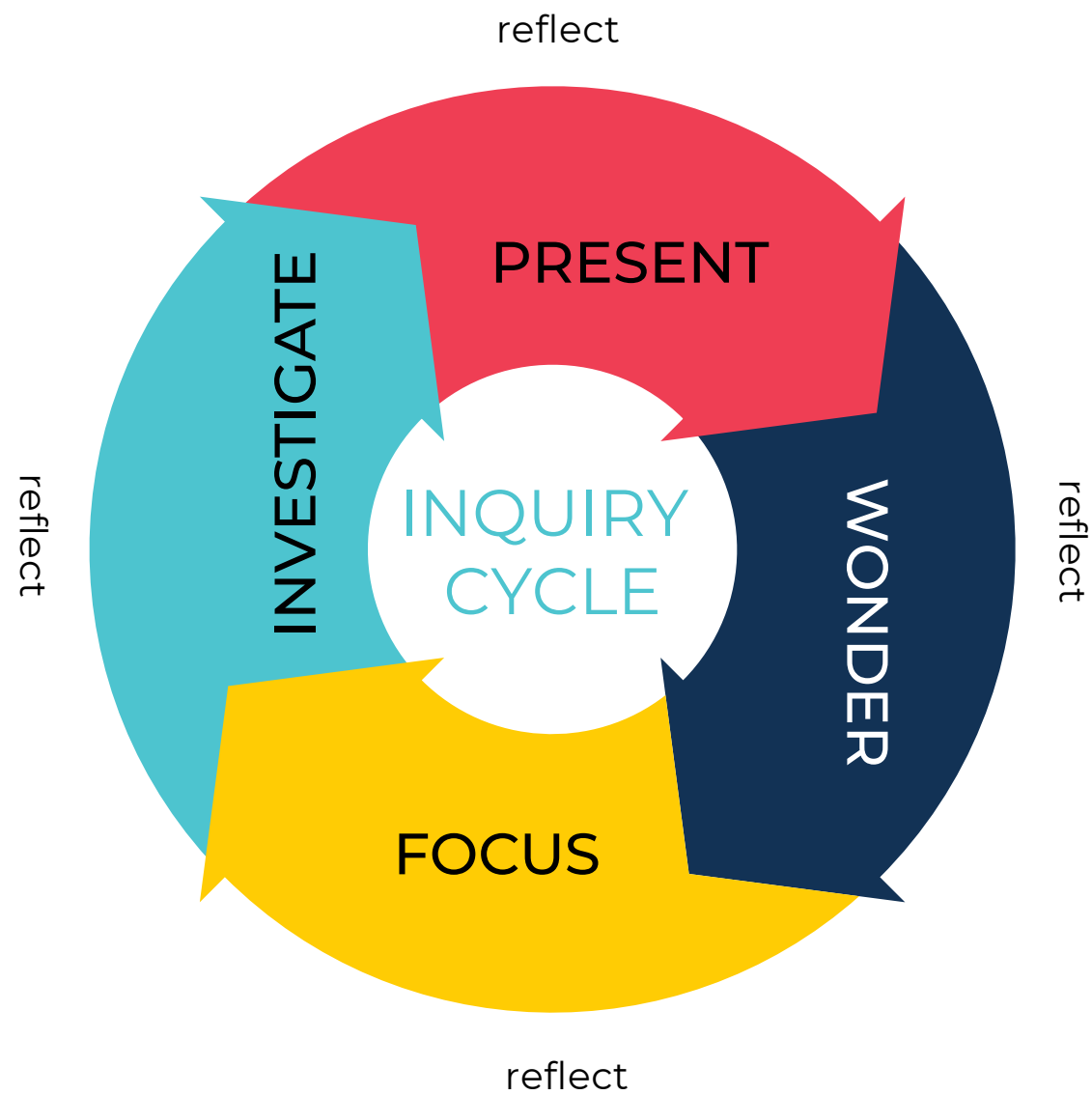
- 1. Working Scientifically
- 2. Biology
- 3. Chemistry

YEAR 2	
<p>ANIMALS INCLUDING HUMANS</p> <p>Children will discuss how animals have offspring that grow into adults and think about how they have changed since they were babies. The children will look at various life cycles and find out what animals need to survive. Study balanced diets and exercise, which help keep humans fit and health.</p>	<p>LIVING THINGS AND THEIR HABITATS</p> <p>Children explain differences between things that are living and things that have never been alive. They investigate what living organisms need to stay alive and healthy. They identify and sort living and non-living things and discuss how some non-living things were alive once.</p>
<p>PLANTS</p> <p>Children observe the inside of seeds and bulbs and describe how they grow into mature plants. They find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. They find seeds in the local environment.</p>	<p>USE OF EVERYDAY MATERIALS</p> <p>Children will explore commonly found materials and describe some of their properties, including whether they are natural or man-made. They will study building materials before relating properties of materials to their uses.</p>

STEAM

Science, technology, engineering, arts and mathematics (STEAM) play an invaluable part in helping your child to develop academic, social and personal success. Through practical hands-on problem solving, students develop transferable skills such as creativity, curiosity, resilience, resourcefulness, collaboration and confidence.

Nord Anglia Education have collaborated with the Massachusetts Institute of Technology (MIT) to bring a new approach to learning the interdisciplinary subjects of STEAM. Throughout the year, students will have opportunities to take part in hands-on workshops and challenges devised by experts at MIT and will put their creativity to the test. STEAM projects may take place as one-off events or as part of Topic learning. Students follow the BISB inquiry Cycle:



FOUNDATION SUBJECTS

THEMED UNITS IN YEAR 1

Themed units include the subjects of History, Geography, Art and Design Technology that are taught through topics such as those shown below. There is a balance of knowledge and skills and progression across year groups and key stages.

Examples of topics taught in Year 1 are:

YEAR 1
CREATURES GREAT AND SMALL Children will learn what the main external parts of the body are called and what the five human senses are. They will create their own imaginary animals and describe it's features as well as constructing a habitat for their animal. Children will find out about where animals live, how animals grow and change and how they are similar to and different from humans.
THAT'S ENTERTAINMENT In this unit we will be looking at the two main ways we spend our leisure time; playing with toys and going on holidays. The children will discover toys and games from the past as a way of learning about the past in a different way. To help us with our research we will examine a range of primary and secondary sources of information. We will learn about the places people go to on holiday and how they get to their destination, some of the things people do on holiday as well as what is the same and what is different between holidays in the past and today.
BEEP HONK AND ZOOM The children will think about how we travel to school and how to make maps to record our journey to school. They will think about different ways we can travel to other countries and about transport in the past. They will make their own vehicles and transport and test how well they work.



THEMED UNITS IN YEAR 2

Themed units include the subjects of History, Geography, Art and Design Technology that are taught through topics such as those shown below. There is a balance of knowledge and skills and progression across year groups and key stages.

Examples of topics taught in Year 2 are:

YEAR 2
ANIMAL HABITATS The children will explore different habitats including microhabitats. They will then compare and contrast two chosen habitats. The children will also investigate and create various animal food chains.
INCREDIBLE INVENTORS The children will explore a range of historical inventions and learn about the people who created them. They will then invent a new gadget, make a prototype and present their creation.
WHAT A WONDERFUL WORLD The children will enjoy learning about different continents and specific countries in the world. They will begin by learning about the continents and oceans before focusing on landmarks within Slovakia. Then, they will compare this country to a non-European country and present their findings.
LOOKING AFTER OURSELVES The children will learn about the importance of good personal hygiene such as hand washing and teeth brushing. They will also explore what a healthy lifestyle entails, including exercise and a balanced diet.
LIFE CYCLES OF PLANTS AND ANIMALS The children will learn about the life cycles of plants and animals. They will explore the basic needs of plants and animals and how to take care of them. They will also conduct a science experiment observing the progress of plant growth under different conditions.
MARVELLOUS MATERIALS The children will explore different types of materials, determine their properties and identify which materials can be recycled and why this is important. Furthermore, the children will create a garment from a range of different materials and then present them in the form of a 'Trashion Show'.

COMPUTING, MUSIC & PE (PHYSICAL EDUCATION)

COMPUTING

Our approach to technology is an integrated one where children develop their knowledge and expertise accessing technology through all curriculum subjects. The use of iPads, laptops, tablets, cameras, simple video and sound recorders supports children in their learning. In Key Stage 1, students will create and debug simple programs as part of their learning. They will program physical machines such as Beebot programmable floor robots as well as using programs such as Scratch Jr for on-screen programming. The children will use technology to create, organise, store, manipulate and retrieve digital content.

A key component of their learning focuses on using technology safely and respectfully, keeping personal information private; identifying where to go for help and support when they have concerns about content or contact on the internet or other online technologies. E-safety is a highly important aspect of using technology, so aspects of e-safety are embedded within all areas of the subject.

MUSIC

As part of the Juilliard music curriculum at BISB, children explore the masterpieces of famous composers as well as jazz players. They enjoy the musical activities related to these composers and their pieces. Through well-known music they learn more about pitch, timbre and rhythm.

Our children love singing and their specialist music lessons develop their ability to sing a variety of pieces which leads to opportunities to perform at school assemblies. They learn how to control the volume of sound and how to make a strong contrast. Year 1 and Year 2 children can join the Young Voices club which gives them more opportunities to sing. From Year 2, children are encouraged to join the school choir and then they have the opportunity to perform at a number of events throughout the year.

Children play tuned and untuned instruments in lessons. Sometimes they accompany their singing by percussion instruments, ukuleles or hand bells. They learn basic music vocabulary

such as the names of musical instruments as well as the musical symbols. Students can sign up for individual music lessons to develop their instrumental skills further.

PHYSICAL EDUCATION (PE)

Students develop fundamental movement skills, becoming increasingly competent and confident. They experience a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They are able to engage in competitive (both against self and against others) and co-operative physical activities.

Through PE children develop their physical skills. By the age of 7, children will have had opportunities to practice:

1. Locomotor skills (running, jumping, hopping, galloping and skipping, dancing and swimming)
2. Stability skills (balancing, riding a bike and climbing)
3. Object control skills (kicking, catching, throwing, striking and rolling a ball)

In addition to these core skills, we enrich the PE curriculum by offsite activities such as swimming, gymnastics & skating.

GYMNASTICS

Gymnastics is taught offsite by trained gymnastics teachers during Term 1 to develop balance and acrobatic skills using aerial skills.

SKATING

In Term 2 children will have the opportunity to learn how to skate. Each year group will be grouped by ability and will progress through more complex skating skills throughout the term under the guidance of trained instructors.

SWIMMING

Swimming is an important life skill which develops stamina and physical skills; learning to swim means children can be safer around water. We use well qualified English speaking swimming instructors who work with the children in small groups according to their abilities. We follow an excellent, structured programme that develops skills and stamina in the water whilst ensuring the children have fun.

The sessions will run as follows:

Term 1: Gymnastics, Strength & Flexibility

Term 2: Ice Skating

Term 3: Swimming



PSHE (PERSONAL, SOCIAL, HEALTH EDUCATION)

PSHE is a subject which helps pupils to keep themselves and others healthy and safe. It helps them with their social interactions and teaches them about good manners around school. This subject is delivered through our whole school and class assemblies, PSHE lessons and class circle time.



ENRICHMENT

As stated at the outset, the philosophy that underpins our curriculum is that we want all pupils to make the very best of their skills and abilities which is why enrichment is so important to us and why we are always looking for new enrichment activities to provide for our pupils. It enables them to try new things, broaden their skills and develop strengths in the wider curriculum.

We have some enrichment activities provided by staff and others are facilitated by external providers. These range from dance, ball games, art and craft, construction, drama, computer programming and many more.

SLOVAK

Slovak students in Year 2 learn Slovak for 30 minutes per day, with an additional longer session once a week.

Slovak children are learning Slovak alphabet according to syllabic method by Mrs. Štefeková with reading comprehension aspects from the reading method by Mrs. Kapalková. Children are also developing fine motor skills and writing skills.



SUPPORT FOR OUR YOUNG LEARNERS

ENGLISH LANGUAGE SUPPORT

Initially, parents sometimes worry if their children join the school with very little English but, being immersed in an English environment, they soon see their children acquire the language at an amazing pace. In Year 2, our EAL teachers help students to learn functional language, to learn the names of different objects and begin to speak in simple sentences. This also helps them to develop their confidence when speaking in English.

LEARNING SUPPORT

Through a personalised learning approach and good tracking of progress, teachers get to know their children well. If a teacher feels that a child is not progressing at the appropriate rate, they will seek help from our learning support team. The learning support team can observe, assess and identify different needs then put in place support to ensure that children are successful with their learning.

CURRICULUM MAP - YEAR 1

Literacy skills are taught both discretely and through thematic studies.

In Year 1 we focus on the following text types: Stories with Familiar Settings; Traditional Tales; Stories with Repeating Patterns; Labels and Lists; Instructions; Postcards; Repetitive poems; Counting poems; Senses poems; Author Study - Mick Inkpen.

READING
<ul style="list-style-type: none">■ Pupils can apply phonic knowledge to decode words: e.g., high, hand, cream, park.■ Pupils can speedily respond with the correct sound to graphemes at Phase 5 L&S or equivalent.■ Pupils can read accurately by blending taught GPCs at Phase 5 L&S or equivalent: e.g., coach, morning, cried.■ Pupils can read most common exception words at Phase 5 L&S or equivalent: e.g., their, people, asked.■ Pupils can read all common suffixes.■ Pupils can read most multi-syllable words containing taught GPCs at Phase 5 L&S or equivalent.■ Pupils reads contractions and understands the use of apostrophe to represent omitted letters: e.g. I'm, I'll, we'll, can't, hadn't.■ Pupils can read aloud phonically decodable texts at age-appropriate level (Phase 5 L&S level or equivalent).
RANGE OF READING <ul style="list-style-type: none">■ Pupils can listen attentively to a wide range of poems, stories and non-fiction. They contribute relevant ideas and thoughts to discussion: e.g. There's a pig that gets into the boat, like the three pigs in the other story but there's only one in this story.■ Pupils can identify basic similarities and differences between their own experience and that of story characters and demonstrates understanding through talk or role play: e.g. I've got a dog too.
FAMILIARITY WITH TEXTS <ul style="list-style-type: none">■ Pupils can recall a few basic features of age-appropriate key stories, fairy stories and traditional tales, retelling them in order and identifying some characteristics: e.g., what typically happens to good and bad characters, differences between story settings.■ Pupils can identify the predictable phrases in a text and usually enjoys saying them aloud with the class: e.g., identifies and says 'Then I'll huff, and I'll puff and I'll blow your house down'.
POETRY AND PERFORMANCE <ul style="list-style-type: none">■ Pupils demonstrate enthusiasm for listening and responding to rhymes and poems.■ Pupils comment on rhymes, word choice, humour, favourite poems. They join in with reciting some by heart.

WORD MEANINGS

- Pupils can use their existing vocabulary to speculate on the meaning of new words they encounter and explain the link they have noticed: e.g., know the meaning of tooth and brush and reads compound word toothbrush, deducing its meaning.

UNDERSTANDING

- Pupils can ask and answer 'how' and 'why' questions about what they have read and know where to look for information: e.g., asks 'why do bees like flowers?' and can find pages in a non-fiction book to answer own questions.
- Pupils can usually check that the text makes sense to them as they read and goes back to self- correct inaccurate reading: e.g., reads 'The fairy godmother wanted her magic wand and the pumpkin changed into a coach' and then self-corrects 'wanted to 'waved'.

INFERENCE

- Pupils can discuss the link between events and the text title: e.g., when discussing the title and events around the book 'We are Going on a Bear Hunt', pupil might comment: 'It is a good title because the children looked and looked everywhere for bears. When you hunt you look everywhere.'
- Pupils can demonstrate simple inference: e.g., identifies who is speaking in a story: 'It must be Mr Gumpy who tells them to come for a ride another day because it is his boat.'

PREDICTION

- Pupils can predict what might happen with responses linked closely to the story characters, plot and language read so far: e.g., Mr Gumpy is saying yes to everyone and telling them all to behave themselves, but I think some of them won't be able to be good all the time.

DISCUSSING READING

- Pupils can contribute ideas and thoughts to discussion, remembering significant events/key information and follows the agreed rules for effective discussion with a partner or in threes without support.
- Pupils can express views about events or characters in the story and explain clearly their understanding of what is read to them: e.g., Mr Gumpy was kind because he let all the animals and the children on his boat and they all went to his house for tea, too.

WRITING
<p>SPELLING</p> <ul style="list-style-type: none">▪ Pupils can correctly spell high-frequency words at L&S Phase 5 level.▪ Pupils can make phonically plausible attempts at common exception (irregular) words, most of which are correctly spelt.▪ Pupils can name the letters of the alphabet in order.▪ Pupils can independently use the prefix un- in own writing.▪ Pupils can independently write simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far, spelling most of them correctly.▪ Pupils can independently and with some inconsistencies use the spelling rule: e.g., cats, thanks, catches.▪ Pupils can use letter names to distinguish between alternative spellings of the same sound e.g., pupil says letter names when spelling ‘ai’ as in rain and ‘ay’ as in play.▪ Pupils can independently write simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far, spelling most of them correctly.
<p>HANDWRITING AND PRESENTATION</p> <ul style="list-style-type: none">▪ Pupils can sit correctly at a table and holds the pencil using the correct pencil grip in preferred hand.▪ Pupils can write letters, most of which are correctly formed.▪ Pupils can correctly form most capital letters.▪ Pupils can independently write all digits 0-9, most of which are correctly formed.
<p>WRITING COMPOSITION PLAN AND DRAFT THEIR WRITING</p> <ul style="list-style-type: none">▪ Pupils can decide on a topic for writing and say what they will write about.▪ Pupils can independently compose a sentence orally, ready to replicate it in writing.▪ Pupils can sequence ideas appropriately.▪ Pupils can assess the effectiveness of their own and others' writing and suggest improvements according to year group objectives (including vocab, spelling, grammar and punctuation).▪ Pupils can use simple adjectives.▪ Pupils independently re-reads what they have written to check that it makes sense and can edit accordingly.
<p>EVALUATE AND EDIT</p> <ul style="list-style-type: none">▪ Pupils can assess the effectiveness of their own and others' writing and suggest improvements according to year group objectives (including vocab, spelling, grammar and punctuation).▪ Pupils can, with support, read their writing aloud clearly enough to be heard by a small group.

VOCABULARY, GRAMMAR AND PUNCTUATION
<ul style="list-style-type: none">▪ Pupils can leave spaces between words.▪ Pupils can confidently and correctly join words and clauses with and/because.▪ Pupils can start sentences in different ways.▪ Pupils can use prepositions to describe place or position.▪ Pupils can use simple past tense.▪ Pupils can write simple and compound sentences.▪ Pupils use question marks and exclamation marks as alternatives to the full stop appropriately.▪ Pupils are consistent in accurate sentence demarcation across a range of dictated and independent writing.

SPEAKING AND LISTENING
<ul style="list-style-type: none">▪ Pupils can listen and respond appropriately to adults and their peers.▪ Pupils can ask relevant questions to extend their understanding and build vocabulary.▪ Pupils can use relevant strategies to build their vocabulary▪ Pupils can articulate and justify answers, arguments and opinions.▪ Pupils can give well-structured descriptions and explanations.▪ Pupils can maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.▪ Pupils can use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.▪ Pupils can speak audibly and fluently with an increasing command of English.▪ Pupils can participate in discussions, presentations, performances and debates.▪ Pupils can gain, maintain and monitor the interest of the listener(s).▪ Pupils can consider and evaluate different viewpoints, attending to and building on the contributions of others.▪ Pupils can select and use appropriate registers for effective communication.

Maths and Science are taught as discrete subjects with an emphasis on problem solving and investigations.

MATHS
<p>PLACE VALUE AND ROUNDING</p> <ul style="list-style-type: none">Count to 100, forwards and backwards, beginning with 0 or 1, or from any given number e.g., 19, 18, 17, 16.Count, read and write numbers to 100 in numerals, count in multiples of twos, fives and tens e.g., 2, 4, 6, 8, 10, 12.Given a number, identify one more and one less.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.Read and write numbers from 1 to 20 in numerals.Use language of ordering e.g., first, second, third.Recognise place value in numbers beyond 20 by reading, writing, counting and comparing numbers up to 100 supported by objects and pictorial representations.Order numbers to 100 (different tens) e.g., order 36, 29, 63, 51.Recognise odd and even numbers.
<p>ADDITION AND SUBTRACTION</p> <ul style="list-style-type: none">Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs.Represent, memorise and use number bonds and related subtraction facts within 10, in several forms e.g., $3 + 4 = 7$; $4 = 7 - 3$.Add and subtract one-digit and two-digit numbers to 20 ($9 + 9, 18 - 9$), including zero.Solve simple one-step problems (in familiar practical contexts, including using quantities) that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems e.g., $3 + \quad = 7$.Use vocabulary such as: put together, add, altogether, total, take away, more than, less than.Begin to know doubles to 20 e.g., $8 + 8 = 16$ complements to 20 e.g., $8 + 12 = 20$.
<p>MULTIPLICATION AND DIVISION</p> <ul style="list-style-type: none">Double and halve numbers to 20 e.g., double 6 is 12, half of 10 is 5.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 e.g., share 8 sweets between 2 children.

FRACTIONS

- Recognise, find and name a half as one of two equal parts of an object, shape, length or quantity e.g., find half of a length of string, by folding it.
- Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity e.g., find a quarter of a shape, by folding in half and half again.

MEASUREMENT

- 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)
 - time (quicker, slower, earlier, later)
- Use non-standard measures to measure and begin to record the following:
 - lengths and heights
 - mass/weight
 - capacity and volume
- Recognise and know the value of different denominations of coins.
- Sequence events in chronological order using language such as: before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening.
- Recognise and use language relating to dates, including days of the week, weeks, months and years.
- Tell the time to the hour and draw the hands on a clock face to show these times.
- Use measuring tools (ruler, weighing scales, containers).
- Use standard measures (metres, cm, grams/kg, litres)
- Tell the time to the half hour and draw the hands on a clock face to show these times.

SCIENCE
<p>WORKING SCIENTIFICALLY</p> <p>PLANNING INVESTIGATIONS</p> <ul style="list-style-type: none">▪ Pupils can, with prompting, ask simple questions that can be tested, e.g., about plants growing in their habitat.▪ Pupils can offer ways of gathering evidence to answer a question, e.g., by deciding on the best material to use for a particular application. <p>CONDUCTING EXPERIMENTS</p> <ul style="list-style-type: none">▪ Pupils can examine objects to note key features, e.g., observe growth of plants they have planted.▪ Pupils can, with support, conduct simple tests, e.g., comparing the properties of different materials. <p>RECORDING EVIDENCE</p> <ul style="list-style-type: none">▪ Pupils can, with prompting, identify what might usefully be recorded, e.g., drawing structures of plants or recording changing day length. <p>REPORTING FINDINGS</p> <ul style="list-style-type: none">▪ Pupils can identify key findings from an enquiry, e.g., noting how plants have changed overtime. <p>CONCLUSIONS AND PREDICTIONS</p> <ul style="list-style-type: none">▪ Pupils can collect data, e.g., comparing and contrasting familiar plants.▪ Pupils can suggest answers to enquiry questions using data, e.g., describe how to group plants.
<p>BIOLOGY</p> <ul style="list-style-type: none">▪ Pupils can identify a range of local plants.▪ Pupils can name parts of a range of familiar plants.▪ Pupils can compare and contrast a collection of items, sorting into categories: 'living', 'dead' and 'things that have never been alive'.▪ Pupils can name a variety of common animals.▪ Pupils can identify and group a range of familiar animals.▪ Pupils can identify key features of a range of common animals.▪ Pupils can relate each of the human senses to organs.
<p>CHEMISTRY</p> <ul style="list-style-type: none">▪ Pupils can correctly identify both object and material.▪ Pupils can identify and name a range of materials.▪ Pupils can describe a range of properties of a variety of materials.▪ Pupils can classify a variety of materials into groups based on physical properties.
<p>PHYSICS</p> <ul style="list-style-type: none">▪ Pupils can describe seasonal changes.▪ Pupils can relate weather patterns and day length to seasons.

Other Core skills are listed below and taught through the thematic studies.

OTHER SKILLS
<p>GEOGRAPHY</p> <ul style="list-style-type: none">▪ Name & locate countries and capital cities in Europe using atlases & globes.▪ Identify seasonal / daily weather patterns in the locality and the location of hot and cold areas of the world.▪ Use basic geographical vocabulary to refer to local & familiar features.▪ Use four compass directions & simple vocab.
<p>HISTORY</p> <p>KEY CONCEPTS</p> <ul style="list-style-type: none">▪ Changes in living memory (linked to aspects of national life where appropriate). <p>KEY INDIVIDUALS</p> <ul style="list-style-type: none">▪ Lives of significant historical figures, including comparison of those from different periods.▪ Significant local people. <p>KEY EVENTS</p> <ul style="list-style-type: none">▪ Events of local importance
<p>COMPUTING</p> <ul style="list-style-type: none">▪ Understand the use of algorithms.▪ Write & test simple programs.▪ Use logical reasoning to make predictions.▪ Organise, store, retrieve & manipulate data.▪ Communicate online safely and respectfully.▪ Recognise uses of IT outside of school.
<p>DESIGN & TECHNOLOGY</p> <ul style="list-style-type: none">▪ Design purposeful, functional & appealing products▪ Generate, model & communicate ideas.▪ Use range of tools & materials to complete practical tasks.▪ Evaluate existing products & own ideas.▪ Build and improve structure & mechanisms.▪ Understand where food comes from.
<p>ART & DESIGN</p> <ul style="list-style-type: none">▪ Use a range of materials.▪ Use drawing, painting and sculpture.▪ Develop techniques involving colour, pattern, texture, line, shape, form and space.



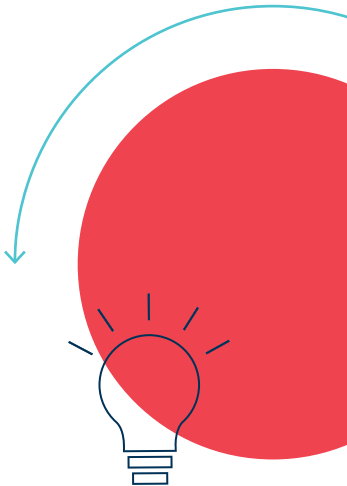
CURRICULUM MAP - YEAR 2

Literacy skills are taught both discretely and through thematic studies.

In year 2 we focus on the following text types: Stories from Other Cultures; Fantasy Settings; Fables; Explanation texts, Recounts; Non-chronological reports; Letters; Traditional Poems; Rhyming patterns; Humorous Poetry; Author Study - Beatrix Potter.

READING
<div>WORD READING<ul style="list-style-type: none">▪ Pupils can read fluently, decoding is secure: e.g., Pupil can read texts at Phase 6 L&S or book band level white or equivalent.▪ Pupils can automatically and accurately blend alternative sounds for graphemes: e.g., know.▪ Pupils can accurately identify syllables within a word containing alternative sounds for graphemes. They can usually combine them to read a word: e.g., unicorn, gingerbread, handkerchief.▪ Pupils can read words with almost all common suffixes: e.g., enjoyment, sadness, careful, hopeless, badly.▪ Pupils can read almost all common exception words noting unusual correspondences: e.g., mind, pretty, prove, would, whole▪ Pupils can read most familiar words without undue hesitation and without overt sounding and blending.</div> <div>COMPREHENSION<ul style="list-style-type: none">▪ Pupils can listen to, discuss and express views about a wider range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently.▪ Pupils can independently and accurately recount the main events in a wide range of age-appropriate stories, fairy stories and traditional tales.▪ Pupils can recognise simple recurring literary language in stories and poetry, question and answer patterns in poems, refrains.▪ Pupils build up a repertoire of poems (approx. 10) and can recite some, with intonation, to make the meaning clear.▪ Pupils can discuss and clarify meanings of words usually linking new meanings to known vocabulary: e.g., painkiller, blackberry, invisible.▪ Pupils can usually discuss the order of events in books and explain how items of information are related.▪ Pupils can demonstrate their understanding by commenting unprompted on what they already know or on background information and vocabulary provided by the teacher.</div>

- Pupils can monitor their reading, checking that words they have decoded make sense and fit in with what they have already read and self-correct: e.g., child reads ‘Hansel let the crumbs drop from his hands to make a tail...’ self-corrects ‘tail to ‘trail.
- Pupils can usually draw inferences based on what is being said and done: e.g. Great Aunt Al offers to pay for Sophie to have riding lessons so she must be a generous person. She might even pay for a pony!
- Pupils can modify their inferences by answering and asking questions.
- Pupils can predict what might happen with responses linked closely to the story characters, plot and language read so far: e.g. I think Sophie is going to get all mucky because she gets too close to the animals and nobody will want to sit next to her on the bus going back to school.
- Pupils can discuss their favourite words and phrases and give reasons for their choice: e.g. ‘I like the word ‘magical’ because it means the story might have spells and wizards in it.
- Pupils can explain how non-fiction books are used, they can independently identify key features and use these to help them find information: e.g., facts, photographs, diagrams, labels, index, heading.
- Pupils contribute ideas and thoughts to discussion, remember significant events/key information and follow the agreed rules for effective discussion without support e.g., able to comment on preferences and off er plausible reasons for these.
- Pupils can explain and discuss their understanding of what has been read, acted out or listened to: e.g. ‘The three little pigs were scared when the wolf knocked on the door because they hid under the table and cuddled together to be safe’.



WRITING
<p>TRANSCRIPTION</p> <p>SPELLING</p> <ul style="list-style-type: none">■ Pupils can spell single syllable and multisyllabic words by segmenting spoken words into phonemes and then representing all the phonemes by graphemes in the right order.■ Pupils can spell single-syllable and multisyllabic words containing new spellings of known phonemes.■ Pupils can make phonically plausible attempts at common exception (irregular) words, most of which are correctly spelt.■ Pupils can place the possessive apostrophe accurately in singular nouns.■ Pupils can place the apostrophe accurately in words to show where a letter or letters would be if the words were written in full.■ Pupils can correctly apply suffixes such as -ment, -ness, -ful, -ly.■ Pupils can distinguish between, and correctly spell, homophones and near homophones: e.g., there/their/they’re, here/hear, quite/quiet, see/sea, bare/bear■ Pupils can remember and write a dictated sentence that include words using the GPCs and common exception words taught so far, spelling most of them correctly and applying phonic knowledge and punctuation accurately: e.g. The farmer had eight sheep, two dogs and four children. <p>HANDWRITING AND PRESENTATION</p> <ul style="list-style-type: none">■ Pupils can sit correctly at a table, hold a pencil with correct grip and correctly form most lower-case letters.■ Pupils can form most capital letters, digits and lower-case letters showing good control over the orientation and size and are beginning to join handwriting.■ Pupils can leave appropriately sized spaces between words. <p>COMPOSITION</p> <p>PLAN AND DRAFT WRITING</p> <ul style="list-style-type: none">■ Pupils can write a narrative about personal experiences and that of others sustaining sufficient features of the given form, such as the correct choice of, and consistent use of, present/past tense including Progressive forms of verbs: e.g. It was my birthday last week. I went to the zoo with Ben, Kyle, Sam and Oli. We saw...■ Pupils can write simple narratives, simple poems and simple recounts of real events for different purposes.■ Pupils can compose and orally rehearse what they want to say, sentence by sentence.■ Pupils can, independently, write down some ideas, key words and new vocabulary and use them to improve their own writing.■ Pupils can organise writing logically that is relevant to the theme.■ Pupils can select adjectives to add description to their writing for detail and emphasis.■ Pupils are beginning to use adverbs.

<p>EVALUATE AND EDIT</p> <ul style="list-style-type: none">■ Pupils can assess the effectiveness of their own and others’ writing and suggest improvements according to year group objectives (including vocab, spelling, grammar and punctuation).■ Pupils can read their writing aloud with expression to make the meaning clear.
<p>VOCABULARY, GRAMMAR AND PUNCTUATION</p> <ul style="list-style-type: none">■ Pupils can use prepositions to describe place, position and time (on, at, next to, above, below, after, before).■ Pupils can use the correct article a/an.■ Pupils can use expanded noun phrases to describe and specify.■ Pupils can, with some consistency, correctly use subordination (when, if, that, or, because) and coordination (and, or, but, because).■ Pupils can correctly structure statements, questions, exclamation sentences and commands.■ Pupils can consistently make the correct choice in use of present and past tense including the use of the continuous form of verbs in the present and past tense.■ Pupils confidently demarcate simple and compound sentences accurately and use question marks and exclamation marks as alternatives to the full stop appropriately.■ Pupils are consistent in accurate sentence demarcation across a range of dictated and independent writing.
SPEAKING AND LISTENING
<ul style="list-style-type: none">■ Pupils listen and respond appropriately to adults and their peers.■ Pupils ask relevant questions to extend their understanding and knowledge.■ Pupils use relevant strategies to build their vocabulary.■ Pupils articulate and justify answers, arguments and opinions.■ Pupils give well-structured descriptions and explanations.■ Pupils maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.■ Pupils use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.■ Pupils speak audibly and fluently with an increasing command of English.■ Pupils participate in discussions, presentations, performances and debates.■ Pupils gain, maintain and monitor the interest of the listener(s).■ Pupils consider and evaluate different viewpoints, attending to and building on the contributions of others.■ Pupils select and use appropriate registers for effective communication.

Maths and Science are taught as discrete subjects with an emphasis on problem solving and investigations.

MATHS
<p>NUMBER AND PLACE VALUE</p> <ul style="list-style-type: none">Count in steps of 2,3, and 5 from 0, and tens from any number, forward or backward e.g., 93, 83, 73, 63.Recognise the place value of each digit in a two-digit number (tens, ones).Identify, represent and estimate numbers using different representations, including the number line.Read and write numbers to at least 100 in numerals and in words e.g., forty.Compare and order numbers from 0 up to 100 uses <, > and = signs.Use place value and number facts to solve problems.Partition numbers in different ways e.g., 23 = 20 + 3 = 10 + 13.
<p>ADDITION AND SUBTRACTION</p> <ul style="list-style-type: none">Add and subtract numbers using concrete objects, pictorial representations, and mentally, including:<ul style="list-style-type: none">a two-digit number and onesa two-digit number and tens e.g., 87 - 30 = 57two two-digit numbers e.g., 34 + 29; 63 - 29adding three one-digit numbers e.g., 6 + 5 + 4Solve problems with addition and subtraction, using concrete objects and pictorial representations, including those involving numbers, quantities and measures.Apply their increasing knowledge of mental and written methods.Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100, e.g., 30 = 90 – 60.Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and missing number problems.Show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot.Use the language ‘sum’ and ‘difference’ e.g., three numbers sum to 12, two numbers are 3 and 7, what is the third number?
<p>MULTIPLICATION AND DIVISION</p> <ul style="list-style-type: none">Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers e.g., 22 ÷ 2 = 11.Calculate mathematical statements for multiplication and division within the multiplication tables and write them using the multiplication (x), division (÷) and equals (=) signs.Show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot.

<ul style="list-style-type: none">Recognise and use the inverse relationship between multiplication and division in calculations.Relate multiplication and division to grouping and sharing discrete e.g., counters and continuous quantities e.g., water, and relating these to fractions and measures e.g., 40cm ÷ 2 = 20cm; 20cm is 1/2 of 40cm.Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts e.g., there are 10 pencils in a box, I have 5 boxes and 3 spare pencils, how many do I have altogether?
<p>FRACTIONS (INCLUDING DECIMALS AND PERCENTAGES)</p> <ul style="list-style-type: none">Recognise, find, name and write fractions 1/3, 1/4, 2/4 and 3/4 of a length, shape, set of objects or quantity e.g., how long is 1/3 of a ribbon which is 60 cm long?Write simple fractions e.g., 1/2 of 6 = 3 and recognise the equivalence of two quarters and one half.Count in fractions e.g., 0, ½ ,1, 1 ½, 2, 2 ½.
<p>MEASUREMENT</p> <ul style="list-style-type: none">Choose and use appropriate standard units to estimate and measure using rulers, scales, thermometers and measuring vessels.Measure:<ul style="list-style-type: none">length/height in any direction (m/cm) to the nearest appropriate unit,mass (kg/g) to the nearest appropriate unit,temperature (°C),capacity (litres/ml) to the nearest appropriate unit.Compare and order lengths, masses, volume/capacity and record the results using >, < and =.Recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value e.g., make 73p using the fewest coins.Find different combinations of coins to equal the same amounts of money.Solve simple problems in a practical context involving addition and subtraction of money of the same unit including giving change.Compare and sequence intervals of time.Tell and write the time quarter past/to the hour and draw the hands on a clock face to show these times e.g., draw the hands on a clock face to show 1/4 to 6, making sure the hour hand is located correctly.
<p>GEOMETRY</p> <ul style="list-style-type: none">Identify and describe the properties of 2-D shapes, including the number of sides and symmetry in a vertical line.Draw lines and shapes using a straight edge.Identify and describe the properties of 3-D shapes, including the number of vertices and facesCompare and sort common 2-D and 3-D shapes and everyday objects e.g., sort 3-D shapes in different ways such as whether they have triangular faces, all straight edges.Sort 3-D shapes in different ways such as whether they are prisms, whether they have more than 8 edges.

<ul style="list-style-type: none">Sort 2-D shapes in different ways such as whether they are quadrilaterals and have line symmetry.Recognise and name quadrilaterals, polygons e.g., pentagon, hexagon, octagon, prisms and cones.Identify 2-D shapes on the surface of 3-D shapes, for example a circle on a cylinder and a triangle on a pyramid.Order and arrange combinations of mathematical objects in patterns, including those in different orientations e.g., a turning shape, draw the next shape in the pattern.Use mathematical vocabulary to describe position, direction and movement, including distinguishing between rotation as a turn and in terms of right angles for quarter, half and three- quarter turns (clockwise and anti-clockwise), and movement in a straight line.Use the concept and language of angles to describe 'turn' by applying rotations, including in practical contexts (e.g., pupils themselves moving in turns, giving instructions to other pupils to do so, and programming robots using instructions given in right angles).
<p>STATISTICS</p> <ul style="list-style-type: none">Interpret and construct simple pictograms e.g., where the symbol represents 2,5 or 10 units, tally charts, block diagrams and simple tables.Answer simple questions by counting the number of objects in each category and sorting the categories by quantity.Answer questions about totalling and comparing categorical data.

SCIENCE
<p>WORKING SCIENTIFICALLY</p> <p>PLANNING INVESTIGATIONS</p> <ul style="list-style-type: none">Pupils can ask simple questions that can be tested, e.g., about the local environment and how organisms depend on each other.Pupils can suggest different ways of answering a question, e.g., testing the suitability of materials for different purposes. <p>CONDUCTING EXPERIMENTS</p> <ul style="list-style-type: none">Pupils can examine carefully, e.g., using a hand lens.Pupils can conduct simple tests, e.g., setting up comparative tests to show that plants need water and light. <p>RECORDING EVIDENCE</p> <ul style="list-style-type: none">Pupils can, with assistance, draw and label diagrams, e.g., recording plants changing over time, starting from seed or bulb. <p>REPORTING FINDINGS</p> <ul style="list-style-type: none">Pupils can identify and group key outcomes from enquiry, e.g., describing conditions in different habitats and how these affect the numbers and types of organisms. <p>CONCLUSIONS AND PREDICTIONS</p> <ul style="list-style-type: none">Pupils can collect data relevant to the answering of questions, e.g., seeing how the shapes of some materials can be changed.Pupils can answer enquiry questions using data and ideas, e.g., to help decide how the properties of certain materials make them suitable for certain applications.
<p>BIOLOGY</p> <ul style="list-style-type: none">Pupils can explain how, for a named animal or plant, gets what it needs from its habitat and other living things that are there.Pupils can identify a range of living things in habitats of various sizes.Pupils can construct a simple food chain and identify what is eating what.Pupils can explore and identify what plants need to thrive.Pupils can describe stages of development of a fully grown plant.Pupils can describe the relationship between adult animals and their offspring.Pupils can identify human's basic needs.Pupils can describe the importance of a healthy diet and exercise.
<p>CHEMISTRY</p> <ul style="list-style-type: none">Pupils can describe changes achieved by applying forces in different directions.Pupils can select and justify a material for a particular use.

Other Core skills are listed below and taught through the thematic studies.

OTHER SKILLS
GEOGRAPHY <ul style="list-style-type: none">▪ Name & locate the world's continents and oceans.▪ Compare local area to a non-European country.▪ Use basic vocabulary to describe a less familiar area.▪ Use aerial images and other models to create simple plans and maps, using symbols.▪ Use simple fieldwork and observational skills to study the immediate environment.
HISTORY <p>KEY CONCEPTS</p> <ul style="list-style-type: none">▪ Changes in living memory (linked to aspects of national life where appropriate).▪ Lives of significant historical figures, including comparison of those from different periods.▪ Significant local people. <p>KEY EVENTS</p> <ul style="list-style-type: none">▪ Events of local importance.
COMPUTING <ul style="list-style-type: none">▪ Understand use of algorithms.▪ Write & test simple programs.▪ Use logical reasoning to make predictions.▪ Organise, store, retrieve & manipulate data.▪ Communicate online safely and respectfully.▪ Recognise uses of IT outside of school.
DESIGN & TECHNOLOGY <ul style="list-style-type: none">▪ Design purposeful, functional & appealing products.▪ Generate, model & communicate ideas.▪ Use range of tools & materials to complete practical tasks.▪ Evaluate existing products & own ideas.▪ Build and improve structure & mechanisms.▪ Understand where food comes from.
ART & DESIGN <ul style="list-style-type: none">▪ Use a range of materials.▪ Use drawing, painting and sculpture.▪ Develop techniques of colour, pattern, texture, line, shape, form and space.▪ Learn about a range of artists, craftsmen and designers.





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