

Curriculum Framework for Grade 1

Breakup of the Inquiry

Unit of Inquiry: Families

Duration: 6 weeks

Subject Focus: Social Science

Theme: Where we are in place and time - An inquiry into personal histories

Central Idea

Every family is unique and has a history of its own.

Lines of Inquiry

- Family origin and roots
- Keepsakes and customs passed on through generations
- Families around the world

Key concepts	Approaches to Learning
<ul style="list-style-type: none"> • Connection • Perspective 	<p>Thinking skills</p> <ul style="list-style-type: none"> • Comprehension • Application • Analysis
Related concepts	
<ul style="list-style-type: none"> • Family • Traditions(culture) • Diversity 	<p>Social Skills</p> <ul style="list-style-type: none"> • Respecting others • Cooperating • Working in groups • Team work

English Integration	Math Integration
<ul style="list-style-type: none"> • Sharing personal experiences • Picture talk • Parts of speech – noun, adjectives • Articles • Gender 	<ul style="list-style-type: none"> • Pictographs • Venn diagram

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Breakup of the Inquiry

Unit of Inquiry: Communities

Duration: 6 weeks

Subject Focus: Social Science

Theme: How we organize ourselves - An inquiry into the interconnectedness of human made systems and communities

Central Idea

Communities rely on people doing different kinds of work.

Lines of Inquiry

- What makes a community
- Different roles people have in a community
- Interdependence of various occupations within a community

Key concepts	Approaches to Learning
<ul style="list-style-type: none">• Form• Responsibility• Connection	Social Skills <ul style="list-style-type: none">• Accepting responsibilities• Respecting others• Adopting a variety of group roles
Related concepts	Communication Skills <ul style="list-style-type: none">• Speaking• Listening• Viewing• Non-verbal communication• Presenting
<ul style="list-style-type: none">• Interdependence• Identity• Roles	

English Integration	Math Integration
<ul style="list-style-type: none">• Parts of speech – Pronouns, verbs• Punctuation• Comprehension• Sentence writing• Homophones	<ul style="list-style-type: none">• Non-standard units of measurement• Data Handling and survey – graphs• 2D shapes

Breakup of the Inquiry

Unit of Inquiry: Stories

Duration: 6 weeks

Subject Focus: Social Science

Theme: How we express ourselves – An inquiry into the ways in which we reflect on, extend and enjoy our creativity

Central Idea

Stories express ideas and connect people.

Lines of Inquiry

- Genres of stories
- How stories are expressed in different cultures
- Creating and responding to stories

Key concepts	Approaches to Learning
<ul style="list-style-type: none"> • Form • Connection • Perspective 	<p>Social Skills</p> <ul style="list-style-type: none"> • Respecting others • Cooperating • Adopting a variety of group roles
Related concepts	<p>Communication Skills</p> <ul style="list-style-type: none"> • Speaking • Listening • Viewing • Non-verbal communication • Presenting
<ul style="list-style-type: none"> • Communication • Imagination • Expressions 	

English Integration	Math Integration
<ul style="list-style-type: none"> • Parts of speech – Prepositions • Elements of stories • Paragraph writing • Book review • Role-play • Building a story 	<ul style="list-style-type: none"> • Probability • 3D shapes • Time

Curriculum Framework for Grade 1

Breakup of the Inquiry

Unit of Inquiry: Life Cycles

Duration: 6 weeks

Subject Focus: Science

Theme: How the world works- An inquiry into the natural world and its laws

Central Idea

All living things go through a process of change.

Lines of Inquiry

- Characteristics of living things
- Life cycle of living things
- Factors that affect the developmental stages of living things

<p>Key concepts</p> <ul style="list-style-type: none"> • Change • Function • Causation 	<p>Approaches to Learning</p> <p>Thinking skills</p> <ul style="list-style-type: none"> • Acquisition of knowledge • Comprehension • Application • Analysis <p>Research skills</p> <ul style="list-style-type: none"> • Observing • Collecting data • Recording data • Interpreting data • Presenting research findings
<p>Related concepts</p> <ul style="list-style-type: none"> • Transformation • Impact • Growth 	
<p>English Integration</p> <ul style="list-style-type: none"> • Opinion writing • Singular Plural 	<p>Math Integration</p> <ul style="list-style-type: none"> • Patterns

Breakup of the Inquiry

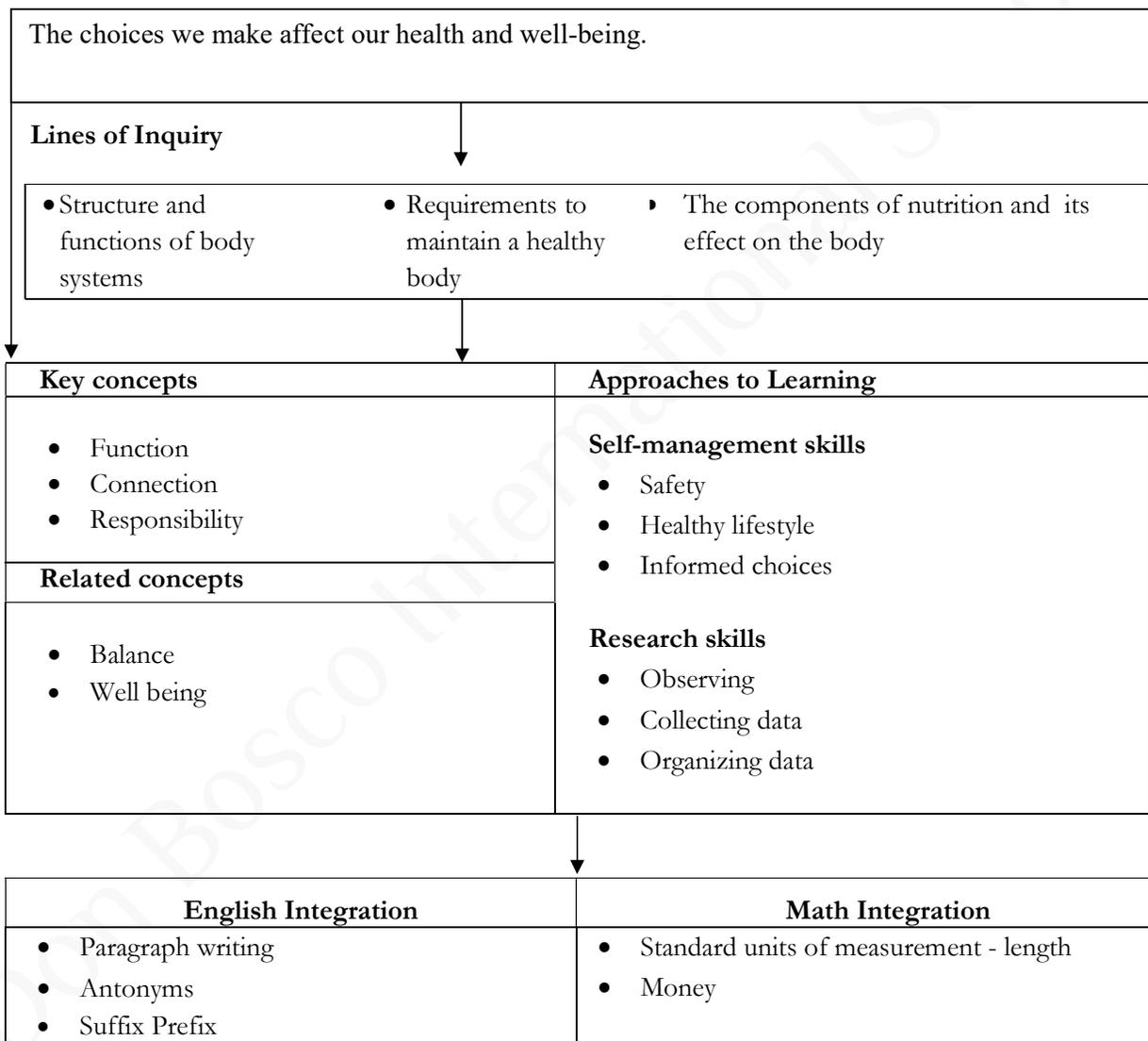
Unit of Inquiry: Nutrition – My body

Duration: 6 weeks

Subject Focus: Social Science

Theme: Who we are - An inquiry into the personal, physical, social, mental and spiritual health of human beings.

Central Idea



Breakup of the Inquiry

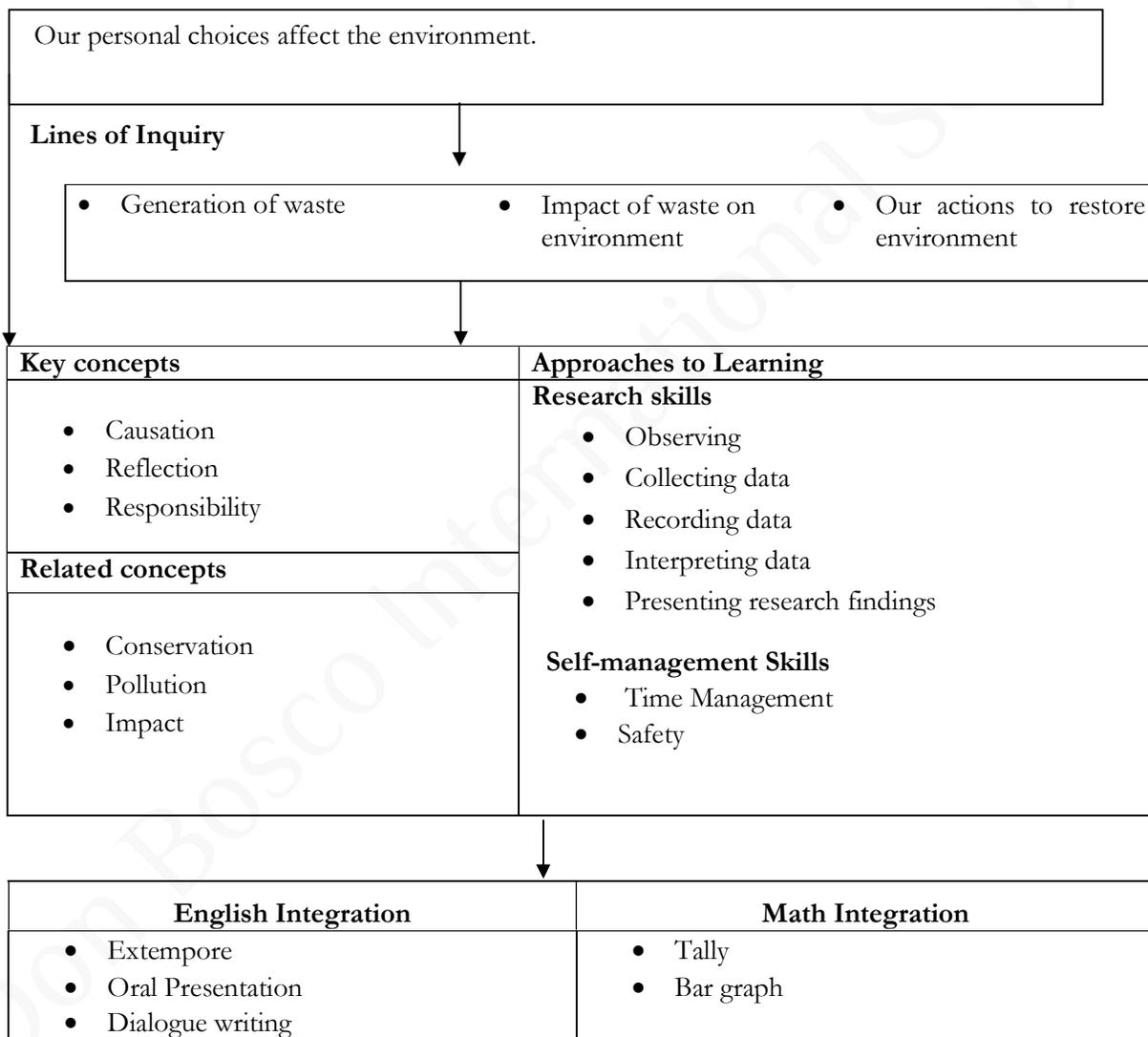
Unit of Inquiry: Waste Management

Duration: 6 weeks

Subject Focus: Science

Theme: Sharing the Planet- An inquiry into rights and responsibilities in the struggle to share finite resources with other people and other living things.

Central Idea



Curriculum Framework for Grade 1
English Curriculum

Speaking and Listening

- speak clearly and choose words carefully
- converse with friends, teachers and other adults
- contribute to discussion within a group
- speak confidently to a group to share an experience or express opinions
- answer questions and explain further when asked
- listen to others and respond appropriately
- listen carefully to questions and follow two step instructions
- tell stories, recite, and read aloud
- participate in a variety of dramatic activities e.g. role play and dramatization of familiar stories
- interpret picture (picture talk)
- participate in extempore
- present ideas and thoughts and sharing to the larger audience

Reading

- read familiar and simple stories and relate words said and read
- read a range of common words on sight
- use knowledge of letter sounds to read simple CVC and CCVC words and to attempt other words
- use all the information available to make sense of what is read
- re-tell stories, with appropriate use of story language
- join in and extend rhymes and refrains, playing with language patterns
- read simple fiction and non – fiction books independently
- enjoy a range of books, discussing preferences
- identify and discuss characters and dialogue
- recognize story elements (e.g. beginning, middle and end)
- anticipate what happens next in a story
- read labels, lists and captions to find information
- use alphabetic order of initial letters (e.g. to locate names and words for spelling)
- know the parts of a book (e.g. title page, contents)
- read and talk about own writing
- take note of full stops in reading aloud
- apply knowledge of sight words effectively in reading and spelling
- identify syllables and split familiar words into parts
- spell words with common prefixes and suffixes (e.g. un, dis, ful, ly)
- build and use collections of interesting and significant words
- discuss the meaning of unfamiliar words encountered in reading
- using dictionary to find meanings of unfamiliar words
- use knowledge of sounds to read and write CVC and CCVC words
- begin to use the terms 'consonant' and 'vowel' in talking about letter sounds
- use rhyme and relate this to spelling patterns
- extend vocabulary from reading

Writing

- spell familiar common words accurately, drawing on sight vocabulary
- use knowledge of sounds to write simple regular words, and to attempt other words
- compose and write a simple sentence, with a capital letter and a full stop
- form paragraphs using simple sentences and language conventions.
- make simple storybooks and information texts, with sentences to caption pictures (Picture talk)
- write a sequence of sentences retelling a familiar story or recounting an experience
- use the elements of story writing to build a story of their own
- use the language of time in stories – time connectives
- begin to use dialogues in stories
- write personal experiences and opinions on a variety of topics and reads aloud.
- locate information and record answers to questions (e.g. as lists, charts)
- writing informally about their own ideas, feelings and experiences using simple sentence structure.eg. “I like...”, “I can...”, “I went to...”, “I am going to...”
- illustrate their own writing and contribute to a class book or collection of published writing
- understand how punctuation (e.g. full stop, comma, question mark, exclamation marks) helps to mark out meaning.
- understand the concept of Gender – Masculine and Feminine
- appropriate use of descriptive words
- understand the number of a noun and the spelling variations
- identify similar sounding words (Homophones)
- understand the Conjunctions (joining words) and its usage– but, as, so, or, and, because
- know Antonyms (Opposites)
- identify simple sentences in a text
- know that a capital letter is used for 'I', for names and for the start of a sentence
- identify naming words and the capitalization conventions that go with it
- learning Pronouns and understanding that they can be used instead of nouns
- appropriate use of prepositions
- know to add suffixes and prefixes to various words to get a new word
- appropriate use of articles (a, an, the)

Viewing and Presenting

- attend to visual information showing understanding through discussion, role play, illustrations
- make personal connections to visual texts
- talk about their own feelings in response to visual messages
- locate familiar visual texts in magazines advertising catalogues, and connect them with associated products
- use body language in mime and role play to communicate ideas and feelings visually
- relate to different context presented in visual text according to their own experiences
- observe and discuss illustrations in picture books and simple reference books, commenting on the information being conveyed
- view visual information and show understanding by asking relevant questions and discussing possible meaning
- listen attentively and speak appropriately in small and large group interactions

Math Curriculum

Number

Number and number system

- Count, read and write numbers to at least 100 and back again (Teachers can take up to 500)
- Count up to 100 objects, e.g. beads on a bead bar
- Count on in ones and tens from single- and two-digit numbers and back again
- Count in twos, fives and tens, and use grouping in twos, fives or tens to count larger groups of objects
- Begin to count on in small constant steps such as threes and fours
- Know what each digit represents in two-digit numbers; partition into tens and ones
- Find 1 or 10 more/less than any two-digit number
- Round two-digit numbers to the nearest multiple of 10
- Say a number between any given neighbouring pairs of multiples of 10, e.g. 40 and 50
- Place a two-digit number on a number line marked off in multiples of ten
- Recognize and use ordinal numbers up to at least the 10th number and beyond
- Order numbers to 100; compare two numbers using the $>$ and $<$ signs
- Give a sensible estimate of up to 100 objects, e.g. choosing from 10, 20, 50 or 100
- Understand even and odd numbers and recognize these up to at least 20
- Sort numbers, e.g. odd/even, multiples of 2, 5 and 10
- Recognize that we write one half $\frac{1}{2}$, one quarter $\frac{1}{4}$ and three quarters $\frac{3}{4}$
- Recognize that $\frac{2}{2}$ or $\frac{4}{4}$ make a whole .
- Recognize which shapes are divided in halves or quarters and which are not
- Find halves and quarters of shapes and objects
- Choose appropriate mental strategies to carry out calculations and explain how they worked out the answer
- Explain methods and reasoning orally
- Explore number problems and puzzles
- Make sense of simple word problems (single and easy two-step), decide what operations (addition or subtraction, simple multiplication (repeated addition) or division (sharing) are needed to solve them and, with help, represent them, with objects or drawings or on a number line
- Make up a number story to go with a calculation, including in the context of money
- Check the answer to an addition by adding the numbers in a different order or by using a different strategy, e.g. $35 + 19$ by adding 20 to 35 and subtracting 1, and by adding $30 + 10$ and $5 + 9$
- Check a subtraction by adding the answer to the smaller number in the original subtraction
- Make a sensible estimate for the answer to a calculation
- Consider whether an answer is reasonable

Mental strategies

- Find all number pairs to 10 and pairs with a total of 20
- Partition all numbers to 20 into pairs and record the related addition and subtraction facts
- Find all pairs of multiples of 10 with a total of 100 and record the related addition and subtraction facts (related to number bonds)
- Learn and recognize multiples of 2, 5 and 10 and derive the related division facts
- Find and learn doubles for all numbers up to 10 and also 15, 20, 25 and 50

Addition and subtraction

- Relate counting on/back in tens to finding 10 more/less than any two-digit number and then to adding and subtracting other multiples of 10, e.g. $75 - 30$
- Use the = sign to represent equality, e.g. $16 + 4 = 17 + 3$
- Add four or five small numbers together
- Recognize the use of a symbol such as ... or Δ to represent an unknown, e.g. $\Delta + \dots = 10$
- Solve number sentences such as $27 + \dots = 30$
- Add and subtract a single digit to and from a two-digit number
- Add pairs of two-digit numbers
- Find a small difference between pairs of two-digit numbers
- Understand that addition can be done in any order, but subtraction cannot
- Understand subtraction as both difference and take away

Multiplication and division (repeated addition and sharing)

- Understand multiplication as repeated addition
- Understand division as grouping
- Use counting in twos, fives or tens to solve practical problems involving repeated addition
- Find doubles of multiples of 5 up to double 50 and corresponding halves
- Doubling of two-digit numbers
- Work out multiplication and division facts for the 2,5,10 tables (repeated addition and sharing)

Shape and Space

Shapes and geometric reasoning

- Sort, name, describe, visualize and draw 2D shapes (e.g. squares, rectangles, circles, regular and irregular pentagons and hexagons) referring to their properties; recognize common 2D shapes in different positions and orientations
- Sort, name, describe and make 3D shapes (e.g. cubes, cuboids, cones, cylinders, spheres and pyramids) referring to their properties; recognize 2D drawings of 3D shapes
- Identify reflective symmetry in patterns and 2D shapes; draw lines of symmetry
- Find examples of 2D and 3D shape and symmetry in the environment
- Identify simple relationships between numbers and shapes, e.g. this number is double...; these shapes all have ... sides

Position and movement

- Follow and give instructions involving position, direction and movement
- Recognize whole, half and quarter turns, both clockwise and anti-clockwise

Measurement

Money

- Recognize all coins and notes
- Use money notation (Identifies common currency notes and coins. • Acquaints with these coins and currency makes the given amount using different combination of coins. 1Re = 100Ps. • Relates cost of material with currency.)
- Find totals and the coins and notes required to pay a given amount; work out change

Length, mass and capacity

- Estimate, measure and compare lengths, weights and capacities, choosing and using suitable uniform non-standard and standard units and appropriate measuring instruments
- Compare lengths, weights and capacities using the standard units: metre, kilogram, and litre

Time

- Know the units of time (seconds, minutes, hours, days, weeks, months and years)
- Know the relationships between consecutive units of time (Simple Conversion like how many seconds in a minute)
- Read the time to the half hour on digital and analogue clocks
- Measure activities using seconds and minutes
- Know and order the days of the week and the months of the year (Word problems)

Data Handling

Organizing, categorizing and representing data

- Answer a question by collecting and recording data in lists and tables, and representing it as Bar graphs and pictograms to show results
- Use Carroll and Venn diagrams to sort numbers or objects using one criterion; begin to sort numbers and objects using two criteria; explain choices using appropriate language, including 'not

Probability

- Understand the concept of chance in daily events(impossible, likely, unlikely, certain)

Pattern and function

- Describe and continue patterns which count on in twos, threes, fours or fives to 30 or more
- Make and describe models, patterns and pictures using shapes
- Understand that patterns can be found in numbers, e.g. odd and even number, skip counting
- Extend and create pattern

Hindi Curriculum

Listening

- Respond to instructions
- Listen and relate sounds to word
- Answer direct questions
- Understand stories and simple explanation of concepts
- Gather details after listening
- Give predictions
- Consider view of others

Speaking

- Retell stories and predict ends
- Ask questions to understand and gather information
- Talk to peers and adults and express likes and dislikes, needs, fears etc.
- Sustain conversations with peers and adults
- Use single words and two word phrases in context
- Participate in small and large-group conversations respectfully
- Build on ideas of others and expresses own ideas
- Speak audibly and uses complete sentences to express ideas and feelings
- Uses gestures, actions, body language and words to communicate and express ideas
- Follow Classroom direction and routines using context cues

Reading

- Show curiosity and asks questions about pictures or texts
- Match sight word
- Distinguish between pictures and written text for e.g. can point to a picture when asked
- Sequence events
- Associate letters and words with pictures
- Recognize rhyming words
- Make connections to their own experiences when listening to or reading texts
- Discriminate between visual representations such as symbols, numbers, letters and words

Writing

- Develop efficient pencil grip
- Write letters in proper formation within the given space
- Discriminate between letters, symbols, character and numbers
- Express through illustration
- Experiment with writing using different writing mediums

Viewing and Presenting

- Relate vocabulary to visual prompts
- Explain visuals
- Relate items in visuals (contextual) with sentences

PSPE Curriculum

Unit – Cooperative Games			
Body Management	Loco motor Skills	Manipulative Skills	Team Building
<ul style="list-style-type: none"> • Body coordination • Body control • Self-regulation • Spatial Awareness 	<ul style="list-style-type: none"> • Balance • Speed and agility • Jumping • Endurance 	<ul style="list-style-type: none"> • Catching • Carrying • Throwing • Collecting 	<ul style="list-style-type: none"> • Team work • Competition • Respect

Unit – Health Related Fitness		
Body Management	Loco motor Skills	Fitness Components
<ul style="list-style-type: none"> • Body coordination • Body control • Self-regulation 	<ul style="list-style-type: none"> • Balance • Speed and agility • Endurance • Power 	<ul style="list-style-type: none"> • Cardiorespiratory endurance • Upper and lower strength • Core strength • Flexibility

Unit – Jungle Gym		
Body Management	Loco motor Skills	Stability Skills
<ul style="list-style-type: none"> • Body coordination • Body control • Body form 	<ul style="list-style-type: none"> • Balance • Jumping • Climbing • Rolling 	<ul style="list-style-type: none"> • Upper and lower strength • Landing • Climbing • Hanging • Swinging • Rotation

Unit – Individual Pursuits (Skating):		
Body Management	Loco motor Skills	Manipulative Skills
<ul style="list-style-type: none"> • Body coordination • Body balance • Body control 	<ul style="list-style-type: none"> • Balance • Jogging • Running 	<ul style="list-style-type: none"> • Stride 1 • Stride 2 • T-break • Spin turn

Visual Art Curriculum

Elements of Art

- line (types of lines)
- shapes (types of shapes)
- colour (colour wheel, primary/secondary colours, cool/warm colours, analogous colour scheme)
- pattern

Skills

- handling tools
- paper manipulation skills (cutting, tearing, origami, attaching)

Art forms

Life drawing	Craft
Memory drawing	<ul style="list-style-type: none"> • Paper-quilling
<ul style="list-style-type: none"> • Creating figures/characters • landscapes/scenes 	<ul style="list-style-type: none"> • collage • designing (book cover, costume, wall etc.)
Picture drawing	<ul style="list-style-type: none"> • quilting
nature drawing	<ul style="list-style-type: none"> • puppet making • papier mache
	<ul style="list-style-type: none"> • print making (stamping, stencil, rubbing) • 3D modelling