



## Year 1 Block 1 Key Objectives

These are the Key Objectives we have identified for Block 1. Block 1 starts on Sunday 4th September and runs for 7 weeks until Thursday 20th October. Teachers will be working with your child to help them to achieve these, along with a broader range of skills within this period of work. The teachers will then assess the children against these key objectives and grade them on the IB 1-7 scale. Please read through the objectives with your child and help them to understand what we want them to achieve. We greatly value your support!

YEAR 1 BLOCK 1 KEY OBJECTIVES (2022-2023)	
Arabic	<p>أن يُعرّف التلميذ بنفسه، ويتعرف على معلمته، مدرسته، صفه ورفاقه بالصف. أن يذكر مرافق المدرسة ويحافظ عليها. أن يذكر بعض من عناصر المجتمع المدرسي (الكادر التعليمي والإداري). أن يتحدث بلغة عربية بسيطة في المواقف المختلفة. أن يميز اسمه ويكتبه. أن يكتب الأحرف كتابة صحيحة من اليمين إلى اليسار. أن يحفظ أناشود هذا صفى . أن يقرأ ويكتب حرف (ب) بأصواته القصيرة والطويلة والسكون وبأشكاله المختلفة. أن يقرأ ويكتب حرف (ل) بأصواته القصيرة والطويلة والسكون وبأشكاله المختلفة. أن يقرأ ويكتب حرف (م) بأصواته القصيرة والطويلة والسكون وبأشكاله المختلفة. أن يقرأ ويكتب حرف (ر) بأصواته القصيرة والطويلة والسكون وبأشكاله المختلفة. أن يكتب الكلمات القصيرة كتابة صحيحة. أن يحفظ نشيد "أمي و أبي".</p>
Islamic	<p>أن يميز بعض القيم الإسلامية ويطبقها عمليا في مدرسته. أن يسمع سورة الفاتحة. أن يسمع سورة الإخلاص . أن يذكر سبب تسمية سورة الفاتحة بهذا الإسم. أن يبدأ تلاوته بالاستعاذة والبسملة. أن يسمع سورة الفلق. أن يسمع سورة الناس. أن يسمع الحديث الشريف (أنا مسلم نظيف). أن يعدد طرق المحافظة على النظافة الشخصية. أن يعدد بعضا من أنواع النجاسات. أن يعبر عن شكره لله تعالى على نعمه. أن يذكر اسم الرسول (ص). أن يذكر اليوم الذي ولد فيه الرسول (ص). أن يذكر العام الذي ولد فيه الرسول (ص).</p>
English	<p>Can recognize the sounds taught so far. (sat, pin, gock, ckmd, eur, hbfl). Can write the sounds taught so far in cursive formation. Can blend to read cvc words with known sounds. Can segment to spell cvc words with known sounds. Can recognize the first set of Tricky Words. Can write their name with a capital letter. Can listen and follow simple 2 step instructions in English. Can listen with sustained concentration. Can ask and answer questions. Can create independent labels.</p>



	<p>Can create a list for a purpose. Can say a sentence, write a sentence and read it back clearly.</p>
<b>Maths</b>	<p>Recite numbers in order (forwards from 1 to 20 and backwards from 20 to 0) Recognise numbers from 0-20. Write from 0-20. Understand the relative size of quantities to compare and order numbers from 0 to 20. Count objects from 0-20, recognising one-to-one correspondence. Estimate the number of objects or people (up to 20), and check by counting. Recognise the number of objects presented in familiar patterns up to 10, without counting. Add and subtract numbers to 10 using a number line. Find 1 more or less than a number to 20, recording the jumps on a number line. To read and interpret '+' and '-' signs. Know doubles to at least double 5 Recognise and use the ordinal numbers from 1st to 10th. Count on in ones or tens, and count back in ones and tens, starting from any number (from 0 to 20). Count on in two starting from any number (from 0 to 20). Understand even and odd numbers as 'every other number' when counting (from 0 to 20). Use familiar language to describe sequences of objects. Compose, decompose and regroup numbers from 10 to 20. Solve one-step problems that involve addition using concrete objects and pictorial representations.</p>
<b>Science</b>	<p>Remember and talk about significant events in their own experiences. Make predictions about what they think will happen. Give simple descriptions of the world around them. Ask questions about aspects of their familiar world. Look at objects and pictures and discuss what they can see. Describe what happened during an enquiry and if it matched predictions Collect and record observations and/or measurements by annotating images and completing simple tables. Use given equipment appropriately. Identify, name, describe, sort and group common materials, including wood, plastic, metal, glass, rock, paper and fabric. Sort and group objects, materials and living things based on observations of the similarities and differences between them. Describe common materials in terms of their properties. Describe how materials can be changed by physical action, e.g. stretching, compressing, bending and twisting.</p>
<b>Computing</b>	<p>Know what a password is and why it is useful. Know how to log onto a computer. Know that the computer has different parts. Know that information and data can be input to a computer in different ways. Identify, locate and use modifier keys on a physical or digital keyboard, for example by using Shift and Caps Lock. Know that the internet consists of many computers that are connected together around the world.</p>



	<p>Know how to report digital content, or activity, that makes them feel unsafe or uncomfortable.</p> <p>Understand that online content is presented on interconnected websites and pages.</p>
<b>P.E.</b>	<p>To walk and run using small and large steps.</p> <p>To travel in a range of different ways / directions and stop on a given signal.</p> <p>To use different body parts to move and balance a range of apparatus.</p> <p>To jump forwards &amp; sideways using small apparatus.</p> <p>To use ropes to practise jumping &amp; hopping.</p> <p>To practise throwing different size balls in several different ways.</p> <p>Become water confident and develop core aquatic skills.</p> <p>Understand basic core aquatic skills.</p> <p>Demonstrate independent movement in the water.</p> <p>Develop skills through enjoyment, fun and self-discovery.</p>
<b>Art</b>	<p>Describe and draw different lines using a pencil.</p> <p>Experiment with different media to create a line drawing.</p> <p>Know how to collaborate and use line to create an effect.</p> <p>Use a range of lines to add detail to forms and outlines.</p> <p>Know how to use paper to make a line sculpture.</p> <p>Know how to use collage to make a line collage.</p> <p>Know how to apply the skills learnt in a piece of work and talk about the outcome.</p>
<b>Music</b>	<p>To recognise, experiment and improvise with the given sounds.</p> <p>To differentiate between high and low sounds.</p> <p>To be able to recall sounds.</p> <p>To respond to signals from the conductor.</p>