



Year 1 Block 1 Key Objectives

These are the Key Objectives we have identified for Block 1. Block 1 starts on Sunday 3rd September and runs for 7 weeks until Thursday 19th 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 (2023-2024)	
Arabic	<p>أن يتحدث بلغة عربية بسيطة في المواقف المختلفة. (فطور الصباح، كيفية الذهاب إلى المدرسة) أن يعيد سرد أحداث قصة سمعها. أن يكتب الأحرف كتابة صحيحة من اليمين إلى اليسار. أن ينطق الأصوات القصيرة والطويلة للحروف. (ب- ل - م - ر) أن يكتب جملة كتابة صحيحة، وبخط، واضح، ومقروء. أن يركب من الحروف مقاطع ذات معنى. أن يحفظ أنشودة أمي وأبي. أن يحلل الكلمات إلى حروف ومقاطع صوتية. أن ينطق الأصوات القصيرة والطويلة للحروف. (ك - ن - د - س) أن يصف بعضاً من شخصيات القصة مبدئياً رأيه فيها. أن يحلل الجملة إلى كلمات. أن يبين معاني الكلمات الجديدة. أن يقرأ الكلمات والجملة قراءة سليمة مراعيًا (التنوين - المد - اللام الشمسية - اللام القمرية) أن ينفذ الواجبات المنزلية وفي موعدها.</p>
Islamic	<p>أن يطبق بعض القيم الإسلامية عملياً في مدرسته. أن يردد دعاء الصباح والبسملة خلال يومه الدراسي. أن يحفظ سورة الفاتحة ويتلوها تلاوة صحيحة. أن يحفظ الحديث الشريف (أنا مسلم نظيف) أن يعدّد طرق المحافظة على النظافة الشخصية. أن يحفظ سورة الإخلاص ويتلوها تلاوة صحيحة. أن يستنتج الاحتياطات اللازمة عند الإصابة بالزكام. أن يذكر العام والمكان الذي ولد فيه الرسول (ص). أن يعلّل سبب تسمية العام الذي ولد فيه الرسول (ص) بعام الفيل. أن يحفظ سورة الفلق ويتلوها تلاوة صحيحة. أن يعدّد أنواع التّجاسات. أن يحفظ سورة الناس ويتلوها تلاوة صحيحة. أن ينفذ أعماله الصّفيّة وينهيها في وقتها.</p>
English	<ul style="list-style-type: none">• 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.



	<ul style="list-style-type: none">• 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.• Can create a list for a purpose.• Can say a sentence, write a sentence and read it back clearly.
Maths	<ul style="list-style-type: none">• Recite numbers in order (forwards from 1 to 20 and backwards from 20 to 0)• Recognise numbers from 0-20.• Write numbers from 0-20.• Understand that zero represents none of something.• 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.• Use familiar language to describe position and direction.• 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).• Compose, decompose and regroup numbers from 10 to 20.
Science	<ul style="list-style-type: none">• Sort and group objects based on observations of the similarities and differences between them. Make predictions about what they think will happen.• Ask questions about the world around us and talk about how to find answers.• Use given equipment appropriately.• Follow instructions safely when doing practical work.• Collect and record observations and/or measurements by annotating images and completing simple tables.• Describe what happened during an enquiry and if it matched predictions.• Identify the senses (limited to sight, hearing, taste, smell and touch) and what they detect, linking each to the correct body part.• Recognise and name the major external parts of the human body.



	<ul style="list-style-type: none"> Describe how humans are similar to and different from each other.
<p>Computing</p>	<ul style="list-style-type: none"> Know how to switch on a computer. Know what a password is and why it is useful. Know how to log onto a computer. Know that computers systems have different functions. Know that computers can run many different programs. Know how to log onto a computer. Know that the internet consists of many computers that are connected together around the world. Know that the computer has different parts. Identify the visible components of computing systems, including: computer, keyboard, mouse, screen (monitor), touch pad, headphones, speaker, camera and microphone. Identify that some devices are connected by wires and some are not. Know that some devices can connect to each other to make a network. Know that information and data can be input to a computer in different ways. Know that a computer can output information in many different ways. Enter familiar words, using a physical or digital keyboard, into a word processor. Enter familiar words, using a physical or digital keyboard, into a word processor. Identify, locate and use modifier keys on a physical or digital keyboard, for example by using Shift and Caps Lock. Know how to interact with onscreen items through clicking, tapping, dragging, dropping, scrolling, and swiping. Know how to interact with onscreen items through clicking, tapping, dragging, dropping, scrolling, and swiping. Know that the internet consists of many computers that are connected together around the world. Know that there are times when the internet is not available. Know how to report digital content, or activity, that makes them feel unsafe or uncomfortable. Understand that online content is presented on interconnected websites and pages. Know that computers systems have different functions. Know how to report digital content, or activity, that makes them feel unsafe or uncomfortable. Understand that online content is presented on interconnected websites and pages.
<p>P.E.</p>	<ul style="list-style-type: none"> To walk and run using small and large steps. To travel in a range of different ways / directions and stop on a given signal. To use different body parts to move and balance a range of apparatus. To jump forwards & sideways using small apparatus. To use ropes to practise jumping & hopping. To learn / develop / practice throwing different size balls in several different ways. Become water confident and develop core aquatic skills. understanding of basic core aquatic skills.



	<ul style="list-style-type: none">• Encourage independent movement.• Develop skills through enjoyment, fun and self-discovery.
Art	<ul style="list-style-type: none">• Describe and draw different lines using a pencil.• Experiment with different media to create a line drawing.• Know how to collaborate and use line to create an effect.• Use a range of lines to add detail to forms and outlines.• Know how to use paper to make a line sculpture.• Know how to use collage to make a line collage.• Know how to apply the skills learnt in a piece of work and talk about the outcome.
Music	<ul style="list-style-type: none">• Can express myself through singing and moving to music.• Can recognize when melody patterns are the same, similar, or different.• Can play, clap, pat, or step the steady beat in fast and slow tempos• Can play, clap, pat, or step the steady beat while singing songs and chanting nursery rhymes.• Can recognize , perform and write ta- ti ti notes and rest.