



Smiling
International
School

1st GRADE

CURRICULUM

TOPICS

A.S.2024-2025

Mathematics

NUMBERS AND COUNTING

Overall Expectations

By the end of first grade, students should:

- immediately recognise quantities to 20 without counting
- read, represent, compare and order numbers to 20, using dots and number symbols
- use concrete materials to investigate amounts and relationships between numbers
- begin to read, represent and order whole numbers to 100
- recognise the place value of each number up to 100
- explore the concept of odd and even numbers

Specific Expectations

- represent, compare, and order whole numbers to 20
- confidently read and write in words whole numbers to twenty
- compose and decompose numbers up to 20 in a variety of ways
- confidently count forward and backward from a given number within 20
- count forward and backward from a given number within 100
- represent, compare and order whole numbers to 100, using a variety of tools
- begin to read and write in words whole numbers to one hundred
- understand and represent the concept of tens and units
- group and count items by tens and units
- learn to differentiate odd and even numbers based on the divisibility rule by 2
- skip count in twos, fives and tens

NUMBER BONDS

Overall Expectations

By the end of first grade, students should:

- read and write numbers sentences using addition, subtraction and equals signs
- develop strategies to complete mental and written operations involving addition and subtraction of numbers to 20

Specific Expectations

- use concrete materials, pictures and number lines to explore addition and subtraction within 20
- learn and use simple vocabulary for addition (e.g. more, add, plus) and subtraction

(e.g. less than, take away, subtract)

- learn and use number bonds to 20 and related subtraction facts (fact families)
- develop mental strategies to solve addition and subtraction operations
- learn how to correctly set out and complete written operations in notebooks following established guidelines
- begin to solve simple word problems

SHAPES AND PATTERNS

Overall Expectations

By the end of first grade, students should:

- identify common 2D and 3D shapes and their attributes
- create pictures using common two-dimensional shapes
- identify, describe, extend and create repeating patterns
- explore and identify line symmetry

Specific Expectations

- identify and describe common 2D shapes (e.g. circles, triangles, rectangles, squares) and sort and classify them by their attributes (e.g. colour, size, texture, number of sides)
- identify and describe common 3D shapes (e.g. cones, cubes, spheres, cuboids)
- use concrete materials and pictorial representations to locate shapes in the environment
- compose patterns, pictures and designs, using common two-dimensional shapes
- identify and describe shapes within other shapes
- identify, describe and extend repeating patterns involving one attribute (e.g. colour, size, shape)
- identify a rule for a repeating pattern
- create a repeating pattern involving one or more attribute(s)
- recognise and draw lines of symmetry on different figures and create symmetrical patterns

PROBLEM SOLVING

Overall Expectations

By the end of first grade, students should:

- understand the meaning of keywords found in word problems
- choose an appropriate operation (+ or -) to solve a problem

Specific Expectations

- recognise, investigate and understand key words in word problems (more, less, fewer,

- total, difference, altogether, etc)
- solve a variety of word problems involving the addition and subtraction of numbers to 20 using concrete materials and drawings

MEASUREMENT AND MONEY

Overall Expectations

By the end of first grade, students should:

- estimate, measure and describe length and mass using non- standard units of the same size
- compare, describe and order objects, using attributes measured in non-standard units
- begin to explore simple standardised units of measurement
- identify and describe Euro coins using coin manipulatives and drawings, and state their value
- represent money amounts through investigation using coin manipulatives and drawings

Specific Expectations

- demonstrate an understanding of the use of non-standard units of the same size (e.g. straws, index cards) for measuring
- estimate, measure and record lengths, heights and distances using non- standard units
- construct, using a variety of strategies, tools for measuring lengths, heights and distances in non-standard units
- estimate, measure and describe the mass of an object through investigation using non-standard units (e.g. “My journal has the same mass as 13 pencils.”)
- compare and order objects using measurable attributes (e.g. length, height, width, mass), and describe the objects using relative terms (e.g. taller, longer, shorter, heavier, etc)
- explore simple standardised units of measurement (cm, g and ml)
- match coins with their value
- show different ways to make 5¢, 10¢, and 20¢ with coins
- exchange a coin of a certain value with other coins (10¢ can be changed for ten 1¢ coins)

REPEATED ADDITION AND SUBTRACTION

Overall Expectations

By the end of first grade, students should:

- investigate the concepts of repeated addition, doubles and repeated subtraction
- identify repeated addition as multiplication
- identify repeated subtraction as division
- develop an understanding that division means ‘sharing’ equally

Specific Expectations

- represent and explain, using concrete materials and drawings, the combining of equal groups
- recognise repeated subtraction as taking away the same number from a total several times
- recognise repeated addition as adding the same number to a total several times
- represent and explain, using concrete materials and drawings the concept of sharing of a quantity equally
- learn and begin to memorise doubles to 10
- use pictures, concrete materials and arrays to solve multiplication and division problems

FRACTIONS

Overall Expectations

By the end of first grade, students should:

- identify and understand simple fractions
- understand that a fraction represents an equal part of a whole

Specific Expectations

- recognise, find and name a half as one of two equal parts of an object, shape or quantity
- recognise, find and name a quarter as one of four equal parts of an object, shape or quantity

TIME

Overall Expectations

By the end of first grade, students should:

- understand the concept and vocabulary of time
- use an analogue and digital clock to read simple times

Specific Expectations

- sequence events in chronological order using language (e.g. 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 half past the hour and draw the hands on a clock face to show these times
- compare, describe and solve practical problems for time (e.g. quicker, slower, earlier, later)
- measure and begin to record time (e.g. hours, minutes, seconds)

English

SPEAKING AND LISTENING

Overall Expectations

By the end of first grade, students should:

- begin to express oneself effectively when speaking
- retell stories, ordering events using story language
- experiment with and build new vocabulary to communicate in different contexts
- listen to different sources and express views about how a story or information has been presented

Specific Expectations

- ask and answer questions using correct grammatical structures
- listen to and share opinions
- develop group discussion skills
- retell and recount fiction and non-fiction texts
- recite simple poems

GRAMMAR AND PUNCTUATION

Overall Expectations

By the end of first grade, students should:

- develop an awareness of how punctuation (e.g. full stop, question mark, speech marks) helps to mark out meaning
- develop an understanding of verb tenses and simple grammatical structures

Specific Expectations

- understand and apply alphabetical order
- use capital letters, full stops, question, speech and exclamation marks
- use a capital letter for 'I'
- understand and identify parts of a sentence (nouns, verbs, adjectives)
- learn and use different noun types (regular plural nouns, proper nouns and pronouns)
- learn and use the simple present and past tense
- learn and use simple adjectives
- explore and use prepositions of place
- understand when to use 'a' or 'an'

- identify and use imperative verbs
- identify and use the present continuous tense
- learn how to formulate and answer questions using correct grammatical structure

WRITING

Overall Expectations

By the end of first grade, students should:

- compose and write simple sentences using the verbs ‘to have’, ‘to be’ and ‘to like’
- write in clear sentences using full stops and capital letters
- apply knowledge of phonemes and spelling patterns when writing independently

Specific Expectations

Key Skills

- begin to write basic sentences to develop the correct use of punctuation

Fiction

- write a narrative using a familiar setting or experience
- create rhyming sentences
- write sentences about a familiar story
- write a story summary

Non-Fiction

- write signs/posters to convey information
- draw and label diagrams to convey information
- write simple recounts and reports

SPELLING AND VOCABULARY

Overall Expectations

By the end of first grade, students should:

- know the names of letters of the alphabet and alphabetical order
- identify separate sounds (phonemes) within words, which may be represented by more than one letter
- accurately spell common words that can be read on sight
- apply knowledge of phonemes and spelling patterns when writing independently

Specific Expectations

- learn and accurately recite the alphabet using correct order, names and sounds
- identify initial letter sounds
- identify consonants and vowels

- spell CVC words
- spell words with initial and final consonant clusters (e.g. bl-, cr-, -nd, -st)
- spell words with digraphs sh, th, ch
- spell words with long vowel phonemes /ea/, /oo/, /ai/, /ee/, /y/, /igh/, /oo/
- spell words ending in -ing, -ed, -s
- spell words with the prefix -un
- use patterns and rhyme to spell simple rhyming words
- identify and create compound words

READING AND COMPREHENSION

Overall Expectations

By the end of first grade, students should:

- read a range of common words on sight
- use knowledge of letter sounds to read simple consonant–vowel–consonant words, and attempt other words
- read familiar and simple stories and poems

Specific Expectations

Key Skills

- read common sight words and CVC words
- identify story elements (beginning, middle, end)
- ask and answer questions to demonstrate understanding of key details in a text
- distinguish between fiction and non-fiction texts
- identify and discuss characters and dialogue
- anticipate/ predict what happens next in a story showing an understanding of ideas, events and characters

Fiction

- read and understand features of narratives with familiar settings
- read and understand features of rhyming poems
- read and understand features of narrative poems

Non- Fiction

- read and understand basic instructions
- read and understand information in diagrams, lists, labels and captions
- understand the purpose of a recount and identify key details
- understand the purpose of a report and find information

Science

BEING A GOOD SCIENTIST

Overall Expectations

By the end of first grade, students should:

- understand what science is
- learn to ask questions and make observations

Specific Expectations

- use observations and ideas to ask questions and suggest answers to questions
- use simple equipment and perform simple tests
- gather and record data to help answer questions

EXPLORING ANIMALS

Overall Expectations

By the end of first grade, students should:

- classify animals into different groups
- explore the main parts of the body and the five senses
- conduct simple experiments to investigate each sense

Specific Expectations

- describe and compare the structure of a variety of common animals (vertebrates and invertebrates)
- identify, name and group a variety of common animals that are fish, amphibians, reptiles, birds and mammals
- identify, name and group a variety of common animals that are carnivores, herbivores and omnivores
- recognise, describe and name the major parts of the human body
- identify the location and function of the five sensory organs
- identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense
- experiment with different objects using the senses of sight, touch, hearing, smell, and taste

WHAT IS IT MADE OF?

Overall Expectations

By the end of first grade, students should:

- observe characteristics of various objects using their senses
- understand that objects are made from materials with specific properties
- investigate objects that are built for a specific purpose to see how their design and materials suit that purpose

Specific Expectations

- distinguish between an object and the material from which it is made
- identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock
- describe the simple physical properties of a variety of everyday materials
- explore the uses of everyday materials in relation to their physical properties
- carry out investigations to determine the best material for a certain purpose (best material to make a boat, umbrella, etc)
- explore the properties of metals and distinguish between metals and non-metals
- compare and group a variety of everyday materials on the basis of their physical properties

PUSHES AND PULLS

Overall Expectations

By the end of first grade, students should:

- understand the concepts of force and motion
- identify examples of push and pull in everyday life

Specific Expectations

- explore, talk about and describe the movement of familiar things
- recognise that when things speed up, slow down or change direction there is a cause
- recognise that both pushes and pulls are forces
- understand that push and pull forces can cause objects to move or stop moving
- understand that wind and water can make things move
- demonstrate push and pull forces by participating in simple experiments and activities

MAKING SOUNDS

Overall Expectations

By the end of first grade, students should:

- name some sources of sound
- understand that our ear hears sounds
- recognise that as sound travels from a source it becomes fainter

Specific Expectations

- explore and identify different sources of sound
- engage in activities that encourage listening skills, such as identifying sounds in a listening game
- explore the different ways animals can create sounds
- learn about the concept of volume and understand that different sounds can be loud or quiet
- recognise that as sound travels from a source it becomes fainter
- learn that we hear when sound enters our ear

PLANTS AND THE SEASONS

Overall Expectations

By the end of first grade, students should:

- understand that plants are living things
- name the main parts of plants and trees
- observe and describe different types of weather
- observe and describe changes across the seasons

Specific Expectations

- understand and label the basic parts of a plant, such as roots, stems, leaves, and flowers, and explore their functions
- explore and group different types of plants (trees, shrubs, flowers, etc)
- observe, identify and describe different types of weather
- understand that seasons are at different times of the year with distinct characteristics
- identify and name the four seasons (spring, summer, autumn, winter)
- recognise the changes in weather patterns and temperatures associated with each season
- understand that seasons differ around the world and that the amount of daylight changes throughout the seasons
- observe and record daily weather conditions by making basic weather instruments, such as a wind vane and rain gauge

History

WHEN DID IT HAPPEN?

Overall Expectations

By the end of first grade, students should:

- recognise sequence and succession in daily events
- recount personal experiences using the appropriate terminology relating to chronology
- place personal events and experiences on a timeline

Specific Expectations

- sequence personal events, daily events and events from a story using time words (first, then, after, next, last)
- understand the concept of 'before' and 'after'
- explore events that happen simultaneously
- use the class timetable to talk about when things happen at school
- recount personal experiences using words related to time
- explain simple instructions using time words to indicate the order of event

MEASURING TIME

*this topic can be linked to Maths and the textbooks used

Overall Expectations

By the end of first grade, students should:

- understand the need for measuring time
- investigate different ways to measure time using conventional instruments (clocks, calendars)
- understand daily activities in relation to the time of day in which they occur

Specific Expectations

- become familiar with words used to talk about time (year, month, day, hour, minute, etc)
- understand how to read a calendar
- become familiar with vocabulary associated with the parts of a clock (face, hands, hour, minute, second)
- compare lengths of time using standard units (minutes, days, weeks etc)
- understand how to read and write time shown on analogue and digital clocks to the hour and half-hour

- master terminology ‘morning, afternoon, evening, night’ and relate them to the relative actions that happen during those parts of the day

DAILY AND SEASONAL CHANGES

Overall Expectations

By the end of first grade, students should:

- investigate daily and seasonal changes
- understand how daily and seasonal changes affect living things
- recognise that daily and seasonal changes are a cycle

Specific Expectations

- understand the concept of ‘cycle’ and repetition
- learn the names and order of the days of the week and months of the year
- identify which seasons occur in which months
- describe and compare changes in the four seasons
- describe how humans and animals respond to the changes in the seasons
- assess ways in which the seasons impact our daily activities
- recognise physical changes produced by the passing of time (e.g children bring in baby pictures of themselves, talk about how they have changed, children try to guess whose baby picture is whose)

Geography

WHERE AM I?

Overall Expectations

By the end of first grade, students should:

- understand and use the appropriate terminology to indicate relative positions and directions within an established space
- follow and give directions to move about a given space
- show an understanding of different types of homes, spaces within a home and their functions

Specific Expectations

- understand and use position words accurately (on, off, over, under, beside, next to, to the left of, to the right of, near, far, etc)
- understand and use direction words accurately (left, right, up, down, top, bottom, centre, etc)
- use ordinal numbers to describe the position of items in a line, and the position of a certain item in relation to the start or end of the line (the third from the left, the fourth from the right, etc)
- identify the position of objects in a space
- describe the location of one item in relation to another item in the same space (e.g. “My desk is between the smart board and the wall.”)
- use conventional terminology to describe movements within a given space
- know their street address and phone number (make and mail a postcard home)
- recognise different types of homes
- name different rooms in the house and describe their function
- realise that different homes contain similar spaces for similar functions (room for cooking, eating, sleeping, washing, etc)

OUR SCHOOL AND NEIGHBOURHOOD

Overall Expectations

By the end of first grade, students should:

- show an increasing awareness of the layout of the school building, the spaces within the school and their functions
- develop an increasing awareness of the local community around the school
- demonstrate an understanding of road safety and how to stay safe in our community

Specific Expectations

- know and orientate around the school setting
- know the layout, functions and rules of the different areas of the school setting
- develop spatial awareness of the different ‘spaces’ within the school
- develop spatial awareness of the local surroundings around the school
- understand and describe the correct place and way to cross the street
- recognise potential hazards and know how to avoid them (avoid playing near the side of the road, don’t chase after a ball into the street, wear a helmet when riding a bicycle, etc)
- show an understanding of the meaning of common road signs and their uses

GRAPHS AND MAPS

*this topic can be linked to Maths and the Oxford textbooks used

Overall Expectations

By the end of first grade, students should:

- use and understand maps as a representation of a physical space
- read and create simple maps, grids and graphs
- use and understand graphs as a way to represent information

Specific Expectations

- use terminology to refer to a fixed point on a grid (coordinates)
- understand the importance of using reference points to indicate a route
- describe and represent paths and routes carried out on a daily basis (going to the shop, to the park, around school) using positional vocabulary and turns
- observe a known space using simple maps
- represent a known space by drawing a simple map
- read and interpret information presented in graph form (e.g. pictographs, diagrams, tables and bar graphs)
- understand the need for organising data in different ways
- create a graph based on a survey performed by the children (e.g. using pictographs, diagrams or bar graphs)

Italiano

ASCOLTO E ORALITA'

Aspettative generali

Al termine della classe prima gli studenti dovrebbero:

- Partecipare agli scambi comunicativi rispettando i turni di parola dati dall'insegnante
- Comprendere gli argomenti affrontati in classe
- Ascoltare e comprendere il senso globale dei testi narrativi letti dall'insegnante
- Comprendere le istruzioni di giochi e attività
- Raccontare storie personali o fantastiche rispettando l'ordine cronologico

Aspettative specifiche

- Fare domande e rispondere usando strutture grammaticali corrette
- Ascoltare le opinioni altrui e condividere le proprie
- Riportare storie realistiche e fantastiche
- Recitare semplici filastrocche a memoria
- Conoscere e recitare l'ordine alfabetico
- Conoscere e ripetere la fonologia delle lettere

LETTURA

Aspettative generali

Al termine della classe prima gli studenti dovrebbero:

- Padroneggiare la lettura strumentale (decifrazione) ad alta voce
- Prevedere il contenuto di un testo sulla base delle immagini
- Leggere semplici testi nei quattro caratteri cogliendone il significato globale

Aspettative specifiche

- Leggere le lettere rispettando la fonologia
- Decifrare le sillabe contenute in parole e non parole
- Leggere testi nei quattro caratteri rispettando le pause del punto fermo
- Leggere e comprendere testi di lunghezza crescente

SCRITTURA

Aspettative generali

Al termine della classe prima gli studenti dovrebbero:

- Acquisire le capacità manuali, percettive e cognitive necessarie per l'apprendimento della scrittura
- Conoscere i quattro caratteri di scrittura
- Saper scrivere sulle righe rispettando la grandezza dei singoli caratteri
- Scrivere dettati di sillabe, parole e frasi curando l'ortografia
- Combinare vocali e consonanti per comporre sillabe e successivamente sillabe diverse al fine di scrivere parole
- Produrre brevi testi connessi a situazioni quotidiane
- Saper scrivere brevi didascalie di descrizione di immagini
- Comunicare con frasi semplici e compiute che rispettino le regole ortografiche e l'uso del punto e della lettera maiuscola

Aspettative specifiche

- Saper scrivere le lettere dell'alfabeto (vocali e consonanti) nei quattro caratteri
- Scrivere le sillabe e le loro combinazioni per formare parole
- Applicare la conoscenza dei suoni difficili (suoni dolci e duri di C e G, suono Gn, suono GL, suoni di SC, parole con CQ, parole capricciose, doppie)
- Scrivere le parole in ordine alfabetico
- Produrre testi scritti sempre più articolati
- Scrivere parole sotto dettatura rispettando l'ortografia

LESSICO

Aspettative generali

Al termine della classe prima gli studenti dovrebbero:

- Ampliare il patrimonio lessicale attraverso esperienze scolastiche ed extrascolastiche e attività di interazione orale e di lettura
- Utilizzare in modo appropriato le parole apprese

Aspettative specifiche

- Imparare e riutilizzare nuove parole
- Imparare il lessico specifico della disciplina (consonante, vocale, sillaba, sequenza,...)

ELEMENTI DI GRAMMATICA

Aspettative generali

Al termine della classe prima gli studenti dovrebbero:

- Utilizzare il punto e la lettera maiuscola per delimitare la frase
- Iniziare l'approccio all'uso del verbo come azione
- Riconoscere i nomi propri e applicazione della lettera maiuscola
- Saper attribuire qualità specifiche a cose, persone, animali

- Conoscere le regole che disciplinano la divisione in sillabe

Aspettative specifiche

- Saper utilizzare il punto e la lettera maiuscola
- Saper dividere in sillabe parole di lunghezza crescente
- Applicare le conoscenze sugli elementi grammaticali di base (nome- verbo -
aggettivo)

Citizenship

THE CONSTITUTION

Overall Expectations

By the end of first grade, students should:

- develop positive attributes such as sharing, cooperation and generosity
- develop an awareness of the rights and responsibilities that all people are entitled to

Specific Expectations

- autonomously demonstrate respectful behaviours which contribute to building positive relationships with peers, adults and the surrounding environment
- demonstrate care for one's own health and safety
- know road safety rules and responsibilities

SUSTAINABLE DEVELOPMENT

Overall Expectations

By the end of first grade, students should:

- develop responsible attitudes and behaviours towards the preservation and protection of the environment

Specific Expectations

- show appreciation towards the environment and be aware of the importance of respecting and valuing it

DIGITAL CITIZENSHIP

Overall Expectations

By the end of first grade, students should:

- be able to use new technology appropriately and safely

Specific Expectations

- use technology actively in the learning process with and without adult guidance