



Roy & Dora

**Whitman  
Academy**

Roy and Dora Whitman Academy

# Grade One Standards Booklet

This booklet was developed for parents and teachers as part of The Roy & Dora Whitman Academy commitment to high standards of educational excellence. We want parents to be able to partner with us to support their children's achievement of the knowledge, skills and understandings that should be accomplished by the end of each grade level. The Roy & Dora Whitman Academy standards were developed by adapting the United States' Common Core Standards and the United Kingdom's National Curriculum Standards and incorporating Christian worldview and local Jordanian culture.

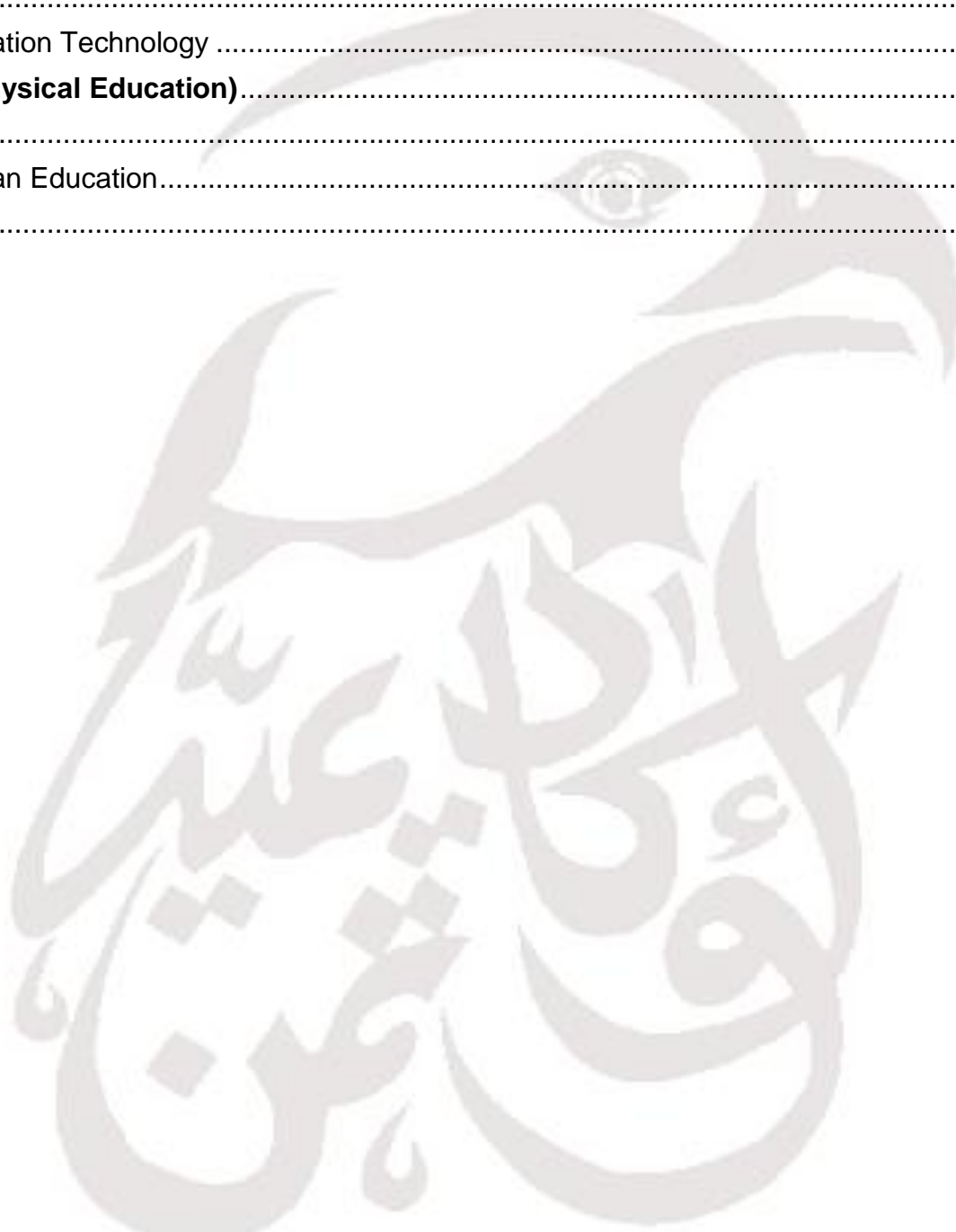
This booklet of standards aids parents in understanding the report cards that are sent out each month. Parents can look at the standards and interpret how their child is working at, below or above the grade level expectations.

Teachers use the standards as a benchmark for their own instruction and assessment of students' learning, to ensure that they are supporting and challenging all students.

If parents have any questions or comments, they can contact the class teacher or department head.

## Contents

English Language .....	4
Math .....	8
Science .....	10
Social Studies .....	17
Art .....	18
Information Technology .....	18
<b>PE (Physical Education)</b> .....	19
Music .....	19
Christian Education .....	19
Arabic .....	20



## English Language

<b>Reading</b>
Ask and answer questions about key details in a text.
Retell stories, including key details, and demonstrate understanding of their central message or lesson.
Describe characters, settings, and major events in a story, using key details.
Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.
Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types.
Identify who is telling the story at various points in a text.
Use illustrations and details in a story to describe its characters, setting, or events.
Compare and contrast the adventures and experiences of characters in stories.
Ask and answer questions about key details in a text.
Identify the main topic and retell key details of a text.
Describe the connection between two individuals, events, ideas, or pieces of information in a text.
Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.
Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.
Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.
Use the illustrations and details in a text to describe its key ideas.
Identify the reasons an author gives to support points in a text.
Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).
Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation).
Distinguish long from short vowel sounds in spoken single-syllable words.
Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.
Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.

Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes).
Know the spelling-sound correspondences for common consonant digraphs.
Decode regularly spelled one-syllable words.
Know final -e and common vowel team conventions for representing long vowel sounds.
Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word.
Decode two-syllable words following basic patterns by breaking the words into syllables.
Read words with inflectional endings.
Recognize and read grade-appropriate irregularly spelled words.
Read grade-level text with purpose and understanding.
Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.
Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
<b>Writing</b>
Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.
Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.
With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed.
With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.
Participate in shared research and writing projects (e.g., explore a number of "how-to" books on a given topic and use them to write a sequence of instructions).
With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
<b>Speaking and Listening</b>
Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
Build on others' talk in conversations by responding to the comments of others through multiple exchanges.

Ask questions to clear up any confusion about the topics and texts under discussion.

Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

Produce complete sentences when appropriate to task and situation.

### **Grammar and Punctuation**

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- Print all upper and lower case letters.
- Use common, proper, and possessive nouns.
- Use singular and plural nouns with matching verbs in basic sentences (e.g. He hops; We hop).
- Use personal, possessive, and indefinite pronouns (e.g. I, me, my; they, them, their; anyone, everything)
- Use verbs to convey a sense of past, present, and future (e.g. Yesterday I walked home; Today I walk home; Tomorrow I will walk home.).
- Use frequently occurring adjectives.
- Use frequently occurring conjunctions (e.g., and, but, or, so, because)
- Use determiners (e.g., articles, demonstratives)
- Use frequently occurring prepositions (e.g., during, beyond, toward)
- Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.



Demonstrate command of the conventions of English capitalization and punctuation, and spelling when writing.

- Capitalize dates and names of people.
- Use end punctuation for sentences.
- Use commas in dates and to separate single words in a series
- Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words
- Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 1 reading and content, choosing flexibly from an array of strategies.

- Use sentence-level context as a clue to the meaning of a word or phrase.
- Use frequently occurring affixes as a clue to the meaning of a word.
- Identify frequently occurring root words (e.g., look) and their inflectional forms (e.g., looks, looked, looking)

With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.

- Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts of the categories represent.
- Define words by category and by one or more key attributes (e.g., a duck is a bird that swims; a tiger is a large cat with stripes).
- Identify real-life connections between words and their use (e.g., note places at home that are cozy)
- Distinguish shades of meaning among verbs differing in manner (e.g. look, peek, glance, stare, etc) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.

Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using frequently occurring conjunctions to signal simple relationships (e.g., because).

## Math

### Operations and Algebraic Thinking

Use addition and subtraction within 20 to solve word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.

Solve word problems that call for addition of three whole numbers whose sum is less than or equal to 20, e.g., by using objects, drawings, and equations with a symbol for the unknown number to represent the problem.

Apply properties of operations as strategies to add and subtract.<sup>2</sup> *Examples: If  $8 + 3 = 11$  is known, then  $3 + 8 = 11$  is also known. (Commutative property of addition.) To add  $2 + 6 + 4$ , the second two numbers can be added to make a ten, so  $2 + 6 + 4 = 2 + 10 = 12$ . (Associative property of addition.)*

Understand subtraction as an unknown-addend problem. *For example, subtract  $10 - 8$  by finding the number that makes 10 when added to 8.*

Relate counting to addition and subtraction (e.g., by counting on 2 to add 2).

Add and subtract within 20, demonstrating fluency for addition and subtraction within 10. Use strategies such as counting on; making ten (e.g.,  $8 + 6 = 8 + 2 + 4 = 10 + 4 = 14$ ); decomposing a number leading to a ten (e.g.,  $13 - 4 = 13 - 3 - 1 = 10 - 1 = 9$ ); using the relationship between addition and subtraction (e.g., knowing that  $8 + 4 = 12$ , one knows  $12 - 8 = 4$ ); and creating equivalent but easier or known sums (e.g., adding  $6 + 7$  by creating the known equivalent  $6 + 6 + 1 = 12 + 1 = 13$ ).

Understand the meaning of the equal sign, and determine if equations involving addition and subtraction are true or false. For example, which of the following equations are true and which are false?  $6 = 6$ ,  $7 = 8 - 1$ ,  $5 + 2 = 2 + 5$ ,  $4 + 1 = 5 + 2$ .

Determine the unknown whole number in an addition or subtraction equation relating three whole numbers. *For example, determine the unknown number that makes the equation true in each of the equations  $8 + ? = 11$ ,  $5 = \_ - 3$ ,  $6 + 6 = \_$ .*

### Number and Operations in Base Ten

Count to 120, starting at any number less than 120. In this range, read and write numerals and represent a number of objects with a written numeral.

Understand that the two digits of a two-digit number represent amounts of tens and ones. Understand the following as special cases:

- 10 can be thought of as a bundle of ten ones — called a “ten”
- The numbers from 11 to 19 are composed of a ten and one, two, three, four, five, six, seven, eight, or nine ones.
- The numbers 10, 20, 30, 40, 50, 60, 70, 80, 90 refer to one, two, three, four, five, six, seven, eight, or nine tens (and 0 ones).

Compare two two-digit numbers based on meanings of the tens and ones digits, recording the results of comparisons with the symbols  $>$ ,  $=$ , and  $<$ .



Add within 100, including adding a two-digit number and a one-digit number, and adding a two-digit number and a multiple of 10, using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used. Understand that in adding two-digit numbers, one adds tens and tens, ones and ones; and sometimes it is necessary to compose a ten.

Given a two-digit number, mentally find 10 more or 10 less than the number, without having to count; explain the reasoning used.

Subtract multiples of 10 in the range 10-90 from multiples of 10 in the range 10-90 (positive or zero differences), using concrete models or drawings and strategies based on place value, properties of operations, and/or the relationship between addition and subtraction; relate the strategy to a written method and explain the reasoning used.

### **Measurement and Data**

Measure lengths indirectly and by iterating length units.

- Order three objects by length; compare the lengths of two objects indirectly by using a third object.
- Express the length of an object as a whole number of length units, by laying multiple copies of a shorter object (the length unit) end to end; understand that the length measurement of an object is the number of same-size length units that span it with no gaps or overlaps.

Tell and write time in hours and half-hours using analog and digital clocks.

Organize, represent, and interpret data with up to three categories; ask and answer questions about the total number of data points, how many in each category, and how many more or less are in one category than in another.

### **Geometry**

Distinguish between defining attributes (e.g., triangles are closed and three-sided) versus non-defining attributes (e.g., color, orientation, overall size); build and draw shapes to possess defining attributes.

Compose two-dimensional shapes (rectangles, squares, trapezoids, triangles, half-circles, and quarter-circles) or three-dimensional shapes (cubes, right rectangular prisms, right circular cones, and right circular cylinders) to create a composite shape, and compose new shapes from the composite shape.

Partition circles and rectangles into two and four equal shares, describe the shares using the words *halves*, *fourths*, and *quarters*, and use the phrases *half of*, *fourth of*, and *quarter of*. Describe the whole as two of, or four of the shares. Understand for these examples that decomposing into more equal shares creates smaller shares.

## Science

### Physical Science

#### Structure and Properties of Matter:

- Objects have many observable properties, including size, weight, shape, color, temperature, and the ability to react with other substances. Those properties can be measured using tools, such as rulers, balances, and thermometers.
- Objects are made of one or more materials, such as paper, wood, and metal. Objects can be described by the properties of the materials from which they are made, and those properties can be used to separate or sort a group of objects or materials.
- Materials are composed of parts that are too small to be seen without magnification.
- Materials can exist in different states — solid, liquid, and gas—and each state has distinct physical properties.

#### Changes of Properties of Matter:

- Things can be done to materials to change some of their properties (heating, freezing, mixing, cutting, dissolving, bending), but not all materials respond the same way to what is done to them.
- The mass of a material remains constant whether it is together, in parts, or in a different state.

#### Motions and Forces:

- The position of an object can be described by locating it relative to another object or the background.
- An object's motion can be described by tracing and measuring its position over time. Things move in many different ways (e.g., straight line, zigzag, vibration, circular motion).
- The position and motion of objects can be changed by a force. The size of the change is related to the strength of the force and to the mass of the object.
- Gravity causes things near the Earth fall to the ground unless something holds them up.
- Electrically charged materials pull on all other materials and can attract or repel other charged materials.
- Magnets attract and repel each other and certain kinds of other materials without touching them.

## Interactions of Energy and Matter

- Moving objects have energy. Energy can also be stored in various ways and converted to different forms.
- Heat can be produced in many ways, such as burning, rubbing, or mixing one substance with another. Heat is often produced as a byproduct when one form of energy is converted to another form (e.g. when machines and living organisms convert stored energy to motion). Heat can move from one object to another by conduction and some materials conduct heat better than others.
- Sound is produced by vibrating objects. The pitch of the sound can be varied by changing the rate of vibration.
- Light travels in a straight line until it strikes an object. Light can be reflected by a mirror, refracted by a lens, or absorbed by an object.
- Electricity in circuits can produce light, heat, sound, and magnetic effects. Electrical circuits require a complete loop through which an electrical current can pass.

## Life Science

### Structure of Cells and Organisms:

- Organisms have basic needs. For example, animals need air, water, nutrients, and light. Organisms can survive only in environments in which their needs can be met, and they have features that help them live in different environments.
- Each plant or animal has different structures that serve different functions in growth, survival, and reproduction. For example, humans have distinct body structures for walking, holding, seeing, and talking.

### Reproduction and Heredity:

- Plants and animals have life cycles that include being born, developing into adults, reproducing, and eventually dying. The details of this life cycle are different for different organisms.
- Plants and animals closely resemble their parents, but differences exist among individuals of the same kind of plant or animal.
- Many characteristics of an organism are inherited from the parents of the organism, but other characteristics result from an individual's interactions with the environment. Inherited characteristics include the color of flowers and the number of limbs of an animal. Other features, such as the ability to ride a bicycle, are learned through interactions with the environment and cannot be passed on to the next generation.

### Regulation and Behavior of Organisms:

- The behavior of individual organisms is influenced by internal cues (such as hunger) and by external cues (such as a change in the environment). Humans and other organisms have senses that help them detect internal and external cues.

### Diversity and Adaptations of Organisms:

- Living things can be grouped in different ways (e.g. plants/animals, bones/no bones, insects/spiders, live on land/live in water). These groupings have different purposes.
- There are similarities and differences in the appearance and behavior of plants and animals.
- Some kinds of organisms that once lived on Earth have completely disappeared (e.g. dinosaurs, trilobites, mammoths, horsetail trees).

### Populations and Ecosystems:

- Plants, animals, and the non-living things around them make up an ecosystem. Different types of ecosystems support different kinds of organisms.
- The transfer of energy, such as through the consumption of food, is essential to all living organisms. Organisms are part of food chains and food webs. All animals depend on plants, which make their own food with sunlight, water, and air. Some animals eat plants for food. Other animals eat animals that eat the plants.
- An organism's patterns of behavior are related to the nature of that organism's environment, including the kinds and numbers of other organisms present, the availability of food and resources, and the physical characteristics of the environment. When the environment changes, some plants and animals survive and reproduce, and others die or move to new locations.

### Personal Health:

- Safety and security are basic needs of humans. Safety involves freedom from danger, risk, or injury. Security involves feelings of confidence and lack of anxiety and fear. Student understandings include following safety rules for home and school, preventing abuse and neglect, avoiding injury, knowing whom to ask for help, and when and how to say no.
- Individuals have some responsibility for their own health. Students should engage in personal care - dental hygiene, cleanliness, and exercise - that will maintain and improve health. Understandings include how communicable diseases, such as colds, are transmitted and some of the body's defense mechanisms that prevent or overcome illness.
- Nutrition is essential to health. Students should understand how the body uses food and how various foods contribute to health. Recommendations for good nutrition include eating a variety of foods, eating less sugar, and eating less fat.
- Different substances can damage the body and how it functions. Such substances include tobacco, alcohol, over-the-counter medicines, and illicit drugs. Some substances, such as prescription drugs, can be beneficial, but any substance can be harmful if used inappropriately.

### Earth and Space Science



#### Earth's Composition and Structure:

- Earth materials are solid rocks and soils, water, and the gases of the atmosphere. The varied materials have different physical and chemical properties which make them useful in different ways; for example, as building materials, as sources of fuel, or for growing the plants we use as food. Earth materials provide many of the resources that humans use.
- Rock is composed of different combinations of minerals. Rocks come in many different shapes and sizes (e.g. boulders, pebbles, sand). Smaller rocks come from the breakage and weathering of larger rocks and bedrock.
- Soils are composed of weathered rock, living organisms, and products of plants and animals. Soils have properties of color and texture, capacity to retain water, and ability to support the growth of many kinds of plants, including those in our food supply.
- The surface of the earth changes. Some changes are due to slow processes, such as erosion and weathering, and some changes are due to rapid processes, such as landslides, volcanic eruptions, and earthquakes.
- Fossils provide evidence about the plants and animals that lived long ago and the nature of the environment at that time. Fossils can be compared to one another and to living organisms to observe their similarities and differences.

#### Atmospheric Processes and the Water Cycle:

- The sun provides the light and heat necessary to maintain the temperature of the Earth.
- Air is a substance that surrounds us, takes up space, and moves around us as wind.
- Water exists in the air in different forms, such as in clouds and fog as tiny droplets and in rain, snow, and hail. It changes from one form to another through freezing, condensation, precipitation, and evaporation.
- Weather changes from day to day and over the seasons. Weather can be described by measurable quantities, such as temperature, wind direction and speed, and precipitation.

### Natural Resources and Environmental Change:

- Resources are things that we get from the living and nonliving environment to meet the needs and wants of a population. Some resources are basic materials, such as air, water, and soil; some are produced from basic resources, such as food, fuel, and building materials; and some resources are nonmaterial, such as quiet places, beauty, security, and safety.
- The supply of many resources is limited. If used, resources can be extended through recycling and decreased use.
- All organisms cause changes in the environment where they live. Some of these changes are detrimental to the organism or other organisms, whereas others are beneficial.
- Humans depend on their natural and constructed environments. Humans change environments in ways that can be either beneficial or detrimental for themselves and other organisms. God has given man the responsibility to make sure His ecosystems are maintained at healthy levels and not destroyed. Pollution is a change in the environment that can influence the health, survival, or activities of organisms, including humans.
- Some environmental changes occur slowly, and others occur rapidly. Changing environments in small increments over long periods will have different consequences than changing environments in large increments over short periods.

### Composition and Structure of the Universe:

- The Sun, Moon, stars, clouds, birds, and airplanes all have properties, locations, and movements that can be observed and described.
- Objects in the sky have patterns of movement. Night and day are caused by the Earth's rotation on its axis. The Sun appears to move across the sky from east to west every day, but its position in the sky changes slowly over the seasons.
- The Moon appears sometimes at night and sometimes during the day. It moves across the sky on a daily basis much like the sun. The observable shape of the moon changes from day to day in a cycle that lasts about a month.
- The Earth is one of several planets that orbit the Sun, and the Moon orbits the Earth. Planets look like stars, but over time they appear to move through the constellations.
- The patterns of stars in the sky stay the same, although they appear to slowly move from east to west across the sky nightly, and different stars can be seen in different seasons.
- Astronomical objects in space are massive in size and are separated from one another by vast distances. There are innumerable stars in the universe, but they are so distant they look like points of light.

### Skills



### Scientific Inquiry:

- Ask a question about objects, organisms, and events in the environment which can be answered with scientific knowledge and their own observations. Answer their questions by seeking information from reliable sources of scientific information and from their own observations and investigations.
- Plan and conduct an investigation. In the earliest years, investigations are largely based on systematic observations. Later, they are simple experiments based on a fair test.
- Employ simple equipment and tools to gather data and extend the senses. Record data in drawings, tables, and graphs.
- Use data to construct a reasonable explanation and make predictions. Learn what constitutes evidence, and judge the merits or strength of the data and information that is used to make explanations. Support and check explanations using the knowledge and evidence obtained in an investigation, scientific knowledge, experiences, and observations of others.
- Communicate investigations and explanations, and critique and analyze their work and the work of other students. This communication might be spoken, drawn, or written.

### Technological Design:

- Identify a simple problem, explaining the problem in their own words and identifying a specific task and solution related to the problem.
- Propose a solution to build something or get something to work better, including describing and communicating their ideas. Recognize that designing a solution might have constraints, such as cost, materials, time, space, or safety.
- Work individually and collaboratively on products or designs, and use suitable tools, techniques, and quantitative measurements when appropriate. Balance simple constraints in problem solving.
- Evaluate a product or design, both their own and that of others, by considering how well a product or design met the challenge to solve a problem. Use measurements and include constraints and other criteria in the evaluations when possible. Modify designs based on the results of evaluations.
- Communicate the design process and product through oral, written, and pictorial means. Communication could include show and tell, group discussions, short written reports, or pictures.

General Lab Skills:

- Follow basic safety procedures in investigations.
- Make careful observations.
- Measure time using a stopwatch.
- Measure length using a ruler.
- Measure mass using a double-pan balance.
- Measure volume using a graduated cylinder.
- Measure temperature using a thermometer.
- Observe objects and organisms with magnifiers.
- Observe the finer details of plants and animals with a microscope.



## Social Studies

<b>Geographical Knowledge and Skills</b>
<b>Locational knowledge</b> <ul style="list-style-type: none"><li>• name and locate the world's 7 continents and 5 oceans.</li><li>• name, locate and identify characteristics of Jordan and its surrounding areas.</li></ul>
<b>Place knowledge</b> <ul style="list-style-type: none"><li>• understand geographical similarities and differences through studying the human and physical geography of a small area of an area of Jordan and of a small area in a contrasting country.</li></ul>
<b>Human and physical geography</b> <ul style="list-style-type: none"><li>• identify seasonal and daily weather patterns in Jordan and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.</li><li>• use basic geographical vocabulary to refer to:<ul style="list-style-type: none"><li>• key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, desert, season and weather.</li><li>• key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.</li></ul></li></ul>
<b>Geographical skills and fieldwork</b> <ul style="list-style-type: none"><li>• use world maps, atlases and globes to identify Jordan as well as the surrounding countries, continents and oceans. Also the countries of the children's nationalities.</li><li>• use simple compass directions (north, south, east and west) and locational and directional language [for example, near and far, left and right], to describe the location of features and routes on a map.</li><li>• use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key/legend.</li><li>• use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment.</li></ul>
<b>Historical Knowledge and Skills</b>
Develop an awareness of the past, using common words and phrases relating to the passing of time.
Know where the people and events they study fit within a chronological framework.
Identify similarities and differences between ways of life in different periods.
Use a wide vocabulary of everyday historical terms.
Ask and answer questions, choosing and using parts of stories and other sources to show that they know and understand key features of events.

Understand some of the ways in which we find out about the past and identify different ways in which it is represented.

Study changes within living memory – where appropriate, these should be used to reveal aspects of change in national life.

Study events beyond living memory that are significant nationally or globally.

Study the lives of significant individuals in the past who have contributed to national and international achievements, some should be used to compare aspects of life in different periods.

Study significant historical events, people and places in their own locality.

## Art

Use a range of materials creatively to design and make products.

Use drawing, painting and sculpture to develop and share ideas, experiences and imagination.

Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.

Learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

## Information Technology

Use technology purposefully to create, organize, store, manipulate and retrieve digital content

Use a word processing application to type a simple sentence, use the undo and redo buttons, edit text, save a document, use highlight, bold, underline and italics buttons, change the size and colour of font.

Use technology safely and respectfully.

Use technology purposefully to create, organise, store, manipulate and retrieve digital content.

Use Word, Powerpoint and other programmes.

Know the parts of the computer and what they do.

Develop typing skills.

## PE (Physical Education)

Develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others.

Engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.

Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.

Participate in team games, developing simple tactics for attacking and defending.

Perform dances using simple movement patterns.

## Music

Use their voices expressively and creatively by singing songs and speaking chants and rhymes.

Play tuned and untuned instruments musically.

Listen with concentration and understanding to a range of high-quality live and recorded music.

Experiment with, create, select and combine sounds using the interrelated dimensions of music.

## Christian Education

Jesus and God: Know and understand God's character. Know that God can use bad situations for good and God is always with His people in every situation. Know some events in Jesus' life and describe the impact He had on others.

Bible: Understand that God gave us His written Word through various writers.

Bible Characters and Stories: Retell Bible stories in own words. Explore how God worked in the lives of a variety of Bible characters from the Old and New Testaments.

Church: Begin to understand the structure and development of the early church.

Response: Understand that God has given us His Word, including rules to live by and it is wise to follow His rules. Understand that living by God's rules will bring His blessing to our lives. Relate God's work in the lives of Bible characters to their own lives today. To explore different ways in which we can worship God.

## Arabic

Learn topic vocabulary and use in sentences: greetings, classroom items, seasons, families, fruits and vegetables, body parts, clothes, animals and cultural celebrations.

Learn simple songs.

