Smiling International School

1st GRADE

CURRICULUM TOPICS

A.S.2025-2026

Mathematics

NUMBERS AND COUNTING

Main objectives:

- instantly recognise quantities up to 20 without counting
- read, write (in words), represent, compare, and order whole numbers to 20 using dots, number symbols, and visual tools
- compose and decompose numbers to 20 in a variety of ways
- confidently count forward and backward from a given number within 20
- begin to read, write (in words), represent, compare, and order whole numbers up to 100
- count forward and backward from a given number within 100
- recognise and understand the place value of each digit in numbers up to 100 (tens and units)
- group and count items by tens and units using concrete materials
- use concrete materials to explore quantities and relationships between numbers
- identify and explore the concept of odd and even numbers using the divisibility rule for 2
- skip count in twos, fives, and tens

NUMBER BONDS

Main objectives:

- 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
- 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

Main objectives:

- 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

Main objectives:

- 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

Main objectives:

- estimate, measure, and describe length, height, distance, and mass using non-standard units of the same size
- compare, describe, and order objects using attributes measured in non-standard units (e.g. length, height, width, mass)
- demonstrate an understanding of the use of consistent non-standard units (e.g. straws, index cards) for measurement
- construct and use tools for measuring length, height, and distance with non-standard units
- describe objects using relative terms such as taller, shorter, longer, heavier, and lighter
- begin to explore simple standardised units of measurement (e.g. centimetres, grams, millilitres)

- identify and describe euro coins using coin manipulatives and drawings, and state their value
- represent money amounts through investigation using coin manipulatives and drawings
- match coins with their value
- show different ways to make 5¢, 10¢, and 20¢ using different combinations of coins
- exchange coins for equivalent values (e.g. trade a 10¢ coin for ten 1¢ coins)

REPEATED ADDITION AND SUBTRACTION

Main objectives:

- 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

Main objectives:

- understand that a fraction represents an equal part of a whole
- 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

Main objectives:

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

Main objectives:

- begin to express oneself effectively when speaking
- experiment with and build vocabulary to communicate in different contexts
- ask and answer questions using correct grammatical structures
- retell and recount fiction and non-fiction texts, ordering events using story language
- listen to different sources and express views on how a story or information is presented
- listen to and share opinions
- develop group discussion skills
- recite simple poems

GRAMMAR AND PUNCTUATION

Main objectives:

- develop an awareness of how punctuation (e.g. full stop, question mark, speech marks) helps to mark out meaning
- 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
- explore and use prepositions of place and time
- understand when to use 'a' or 'an'
- develop an understanding of imperative verbs, as well as the present simple, present continuous, and past simple tenses
- learn how to formulate and answer questions using correct grammatical structure

WRITING

Main objectives:

- compose and write simple sentences using the verbs *to have*, *to be*, and *to like* including questions.
- write clear sentences using capital letters and full stops correctly
- begin to write basic sentences with attention to correct punctuation
- apply knowledge of phonemes and spelling patterns when writing independently
- write sentences and short texts based on familiar stories, settings, or personal experiences
- create rhyming sentences for enjoyment and expression
- arrange different parts of a story in chronological order
- draw and label diagrams, and write signs or posters to convey information

SPELLING AND VOCABULARY

Main objectives:

- 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

Main objectives:

- read common sight words and CVC words
- identify story elements such as beginning, middle, and end
- identify and discuss characters, dialogue, and narrative elements in stories with familiar settings
- anticipate and predict what happens next by understanding ideas, events, and characters
- read and comprehend basic instructions, as well as information presented in diagrams, lists, labels, and captions
- understand the purpose of recounts and reports and identify or find key information within them
- underline key words in texts and ask or answer questions to demonstrate understanding of important details

Science

CORE SKILLS:

- learn to ask questions
- select and use appropriate equipment
- record observations and findings through drawings, reflect on results, and explain them clearly in their own words
- suggest alternative methods to test ideas and visually document the investigation process
- confidently share their work and ideas with others
- use basic scientific vocabulary (e.g., “melting,” “sorting,” “materials”) accurately and appropriately

EXPLORING ANIMALS

Main objectives:

- 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 and identify the location and function of the five sensory organs
- experiment with different objects using the senses of sight, touch, hearing, smell, and taste

Moonshot:

- understand why life is possible on our planet but it is very challenging in space and on the Moon.

WHAT IS IT MADE OF?

Main objectives:

- 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 and describe their properties
- 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)

Moonshot

- to know what NASA is, what the Artemis mission is and why are we going to the Moon
- learn about rockets and what they are made of
- learn about astronauts. What's a spacesuit? What are they made of? why?

PUSHES AND PULLS

Main objectives:

- 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
- 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

Moonshot

- make stomp rockets (air pressure)
- understand that elastic bands store energy. Plan an investigation with javelin rockets (make rockets fly using elastic bands)
- understand what rockets are. Make small rockets for the Moonshot fair (team building activity).

MAKING SOUNDS

Main objectives:

- explore and identify different sources of sound and engage in activities that encourage listening skills. Learn that we hear when sound enters our ear
- 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

Moonshot

- What's the sound of space?

PLANTS AND THE SEASONS

Main objectives:

- understand that plants are living things
- name the main parts of plants and trees
- 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

Moonshot

- observe the Moon's landscape. How different is it from our planet? Why?
- Understand why there is no wind and it does not rain on the moon. understand that plants can grow in space (on the ISS) and will be grown on the Moon too
- act out the Earth's revolution including it's rotation on its axis

History

CORE SKILLS:

- understand the concept of the past and present: recognizing differences between now and then
- use simple historical vocabulary: words like *before*, *after*, *past*, *present*, *old*, and *new*
- sequence events and objects in chronological order using timelines or storyboards
- ask and answer simple questions about the past, such as *what happened?*, *when?*, and *who was involved?*
- use sources to find out about the past: pictures, stories, artifacts, or photographs
- recognize changes over time in familiar contexts, such as toys, homes, or transport
- develop observational skills by examining historical objects and images
- communicate historical knowledge through speaking, drawing, and simple writing

WHEN DID IT HAPPEN?

Main objectives:

- 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
- 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

Main objectives:

- 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

Main objectives:

- 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

CORE SKILLS:

- recognise and name basic human and physical features in the local environment
- use simple geographical terms like hill, valley, city, and weather
- use maps, globes, and atlases to identify places including their own area
- describe their environment through observation and fieldwork
- understand seasonal and daily weather patterns in the uk
- identify similarities and differences between local and other places
- use basic directional language (near, far, left, right, north, south)
- begin to understand how people use and change their environment

WHERE AM I?

Main objectives:

- use correct terminology for relative positions and directions within a space
- follow and give directions to navigate a space
- understand different types of homes, rooms, and their functions
- accurately use position words (on, under, beside, left, right, near, far, etc.)
- accurately use direction words (up, down, top, bottom, centre, etc.) use ordinal numbers to describe item positions in a line (e.g., third from left)
- identify and describe the position of objects relative to others in a space
- use conventional terms to describe movement within a space
- know their street address and phone number, and send mail (e.g., postcard) recognise types of homes and common rooms with similar functions (cooking, eating, sleeping, washing)

OUR SCHOOL AND NEIGHBOURHOOD

Main objectives:

- 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
- 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

Main objectives:

- understand and use maps to represent physical spaces
- read and create simple maps, grids, and graphs
- use graphs to represent and interpret information (e.g. pictographs, diagrams, tables, bar graphs)
- use coordinates to refer to fixed points on a grid
- understand the use of reference points to indicate routes

- describe and represent daily routes using positional language and turns
- observe and represent known spaces by drawing simple maps
- create graphs based on class surveys using appropriate formats (e.g. pictographs, bar graphs)

Italiano

Ascolto e oralità

- Partecipare agli scambi comunicativi rispettando i turni di parola.
- Comprendere gli argomenti affrontati in classe e le istruzioni di giochi e attività.
- Ascoltare e comprendere il senso globale di testi narrativi letti dall'insegnante.
- Fare domande e rispondere utilizzando strutture grammaticali corrette.
- Ascoltare le opinioni altrui e condividere le proprie.
- Raccontare storie personali o fantastiche rispettando l'ordine cronologico.
- Recitare semplici filastrocche a memoria.
- Conoscere e recitare l'ordine alfabetico.
- Conoscere e ripetere la fonologia delle lettere.

Lettura

- Padroneggiare la lettura strumentale (decifrazione) ad alta voce.
- Prevedere il contenuto di un testo attraverso l'osservazione delle immagini.
- Leggere semplici testi nei quattro caratteri cogliendone il significato globale.
- Leggere lettere e sillabe rispettando la fonologia.
- Decifrare sillabe contenute in parole e non parole.
- Leggere testi rispettando le pause del punto fermo.
- Comprendere testi di lunghezza crescente.

Scrittura

- Acquisire le abilità manuali e cognitive necessarie per l'apprendimento della scrittura.
- Conoscere e scrivere nei quattro caratteri (stampato maiuscolo e minuscolo, corsivo maiuscolo e minuscolo).
- Scrivere sulle righe rispettando la grandezza dei singoli caratteri.
- Scrivere lettere, sillabe e parole sotto dettatura curando l'ortografia.
- Combinare vocali e consonanti per scrivere parole.
- Scrivere parole in ordine alfabetico.
- Applicare la conoscenza dei suoni complessi (C/G dolce e dura, GN, GL, SC, CQ,

parole capricciose, doppie).
- Produrre brevi testi legati alla quotidianità e didascalie descrittive.
- Comunicare con frasi semplici e compiute, usando correttamente il punto e la lettera maiuscola.
- Sviluppare testi scritti sempre più articolati.

Lessico

- Ampliare il vocabolario attraverso esperienze scolastiche ed extrascolastiche, lettura e dialogo.
- Utilizzare in modo appropriato le parole apprese.
- Imparare e utilizzare nuovi vocaboli.
- Apprendere il lessico specifico della disciplina (consonante, vocale, sillaba, sequenza…).

Elementi di grammatica

- Usare correttamente il punto e la lettera maiuscola per delimitare la frase.
- Iniziare a riconoscere il verbo come espressione di un'azione.
- Riconoscere i nomi propri e applicare la lettera maiuscola.
- Attribuire qualità a persone, cose e animali utilizzando l'aggettivo.
- Conoscere le regole della divisione in sillabe e saperle applicare.
- Applicare le conoscenze di base sugli elementi grammaticali: nome, verbo, aggettivo.

Citizenship

THE CONSTITUTION

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

Main objectives:

- develop responsible attitudes and behaviours towards the preservation and protection of the environment
- recognise environmental problems and how human actions help or harm nature
- identify ways to care for the environment and take part in simple sustainable actions
- understand how living things rely on a clean environment and show respect for nature
- explore how weather, seasons, and resources affect living things
- understand the importance of keeping their local area clean and ask questions about protecting the environment