

First Semester Objectives 2010

1st Basico

English

Recognising, reading and writing CVC words
Sounding out and blending phonic sounds to read and write
Reading and beginning to write tricky words
Recognising pronouns, common and proper nouns
Guided and independent reading and writing
Sentence structure, sequencing and rewriting a text
Writing stories, recounts, poems and information texts

Maths

Using and applying mathematics

Solve problems involving addition, subtraction, multiplication or division in contexts of numbers, measures, or money.

Identify and record the information or calculation needed to solve a puzzle or problem; carry out the steps or calculations and check the solution in the context of the problem.

Follow a line of enquiry; answer questions by choosing and using suitable equipment and selecting, organising and presenting information in lists, tables and simple diagrams.

Describe patterns and relationships involving numbers or shapes, make predictions and test these with examples.

Counting and understanding number

Read and write two-digit and three-digit numbers in figures and words; describe and extend number sequences and recognise odd and even numbers.

Count up to 100 objects by grouping them and counting in tens, fives or twos; explain what each digit in a two-digit number represents, including numbers where 0 is a place holder; partition two-digit numbers in different ways, including into multiples of 10 and 1.

Order two-digit numbers and position them on a number line.

Estimate a number of objects; round two-digit numbers to the nearest 10.

Find one half, one quarter and three quarters of shapes and sets of objects.

Knowing and using number facts

Derive and recall all addition and subtraction facts for each number to at least 10, all pairs with totals to 20 and all pairs of multiples of 10 with totals up to 100.

Understand that halving is the inverse of doubling and derive and recall doubles of all numbers to 20, and the corresponding halves.

Derive and recall multiplication facts for the 2, 5 and 10 times-tables and the related division facts; recognise multiples of 2, 5 and 10.

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Use knowledge of number facts and operations to estimate and check answers to calculations.

Calculating

Add or subtract mentally a one-digit number or a multiple of 10 to or from any two-digit number; use practical and informal written methods to add and subtract two-digit numbers.

Understand that subtraction is the inverse of addition and vice versa; use this to derive and record related addition and subtraction number sentences.

Represent repeated addition and arrays as multiplication, and sharing and repeated subtraction (grouping) as division; use practical and informal written methods and related vocabulary to support multiplication and division.

Use the symbols +, -, ×, ÷ and = to record and interpret number sentences involving all four operations; calculate the value of an unknown in a number sentence (e.g. $\square + 2 = 6$, $30 - \square = 24$)

Understanding shape

Visualise common 2-D shapes and 3-D solids; identify shapes from pictures of them in different positions and orientations; sort, make and describe shapes, referring to their properties.

Identify reflective symmetry in patterns and 2-D shapes and draw lines of symmetry in shapes.

Follow and give instructions involving position, direction and movement.

Recognise and use whole, half and quarter turns, both clockwise and anticlockwise; know that a right angle represents a quarter turn.

Measuring

Estimate, compare and measure lengths, weights and capacities, choosing and using standard units (m, cm, kg, litre) and suitable measuring instruments.

Read the numbered divisions on a scale, *and interpret the divisions between them (e.g. on a scale from 0 to 25 with intervals from 1 shown but only the divisions 0, 5, 10, 15, and 20 numbered); use a ruler to draw and measure lines to the nearest centimetre.

Use units of time (seconds, minutes, hours, days) and know the relationships between them; order the months of the year; read the time to the quarter hour; identify time intervals, including those that cross the hour

Handling data

Answer a question by collecting and recording data in lists and tables; represent the data as block graphs or pictograms to show results; use ICT to organise and present data.

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Use list, tables and diagrams to sort objects; explain choices using appropriate language, including 'not'.

Lenguaje y Comunicación

Capacidad de escuchar y atender. Seguimiento de instrucciones orales y escritas. Expresión oral: conversación, recitación y juegos lingüísticos. Lectura comprensiva de palabras y oraciones. Escritura espontánea de palabras y frases significativas. Copia y dictado de palabras y frases significativas.

Comprensión del Medio

This is Me
I live in Chile
Five Senses
The Human Body
Living Things
Daily Life
A Day's Time
The Year
The Past
Measurements
Locating People and Things

PSHE

Golden Rules
Adapt to new routines in 1st prep.
Knowing myself
Caring for myself and keeping myself safe

Religión

Religión Católica:

1. Apresto a la persona de Jesús y su entorno
2. Semana Santa: La amistad de Jesús en Semana Santa Resurrección de Jesús.
3. La familia de Jesús (María Madre de Jesús) Mi familia La Iglesia (Pentecostés y Dios Espíritu Santo)
4. Las enseñanzas, parábolas y milagros de Jesús en el Evangelio.

Religión Judía:

1. La Creación del mundo hasta la Torre de Babel
2. Fiestas y conmemoraciones Judías
3. Israel como centro de la nacional judía
4. Símbolos judíos. Identificar y vivenciar los valores de las festividades.

Philosophy for Children:

1. Who am I?
2. My identity
3. My feelings

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4. Where do I come from?

Protestant Religion

1. God spoke and speaks; God is good; God sent Jesus; God made me; Jesus was a child like me; Jesus loves all people and loves me wherever I go.
2. Jesus was a man; Jesus heals people; Jesus teaches people; Jesus did no wrong; Jesus saves us; Jesus rose and lives; Jesus ascended; Jesus will come again in glory
3. I can talk to Jesus; Jesus is a shepherd; Jesus is a King; Jesus is our captain; Jesus is our guide; Jesus is our saviour; Jesus wants us to obey, love, trust and receive him.

Music

Discriminate between longer and shorter sounds

Use sounds to create sequences of sound

Accompany songs with contrasting long and short instrumental sounds

Sing songs selected for exploring duration

Use and create graphic notation to represent long and short sounds

Recognise the difference between pulse and rhythm

Move and respond to music

Discriminate between higher and lower sounds

Create simple melodic patterns

Sing so-mi-la with hand signs and play them on glockenspiels.

ICT

Unit 1a Introduction to Modelling

- computers can represent real or fantasy situations
- computer representations allow the user to make choices and different decisions produce different outcomes
- computers can be used to represent a wide range of environments and some are more elaborate than others
- computer models are not an exact replica of the original

Computers can be used to create representations of various scenarios.

Unit 1b Using a word bank

- computers have a variety of uses
- ICT can be used to match words and pictures
- words convey information
- text can be entered into a computer and printed out

Text can be selected from a word bank.

Unit 1d Labelling and classifying

- key pieces of information can describe objects

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- objects can be described using key words
- objects can be divided according to criteria
- objects can be identified from key words

Physical Education

Coordination Work 1

Develop coordination of their body in running, jumping, hopping and skipping activities

Develop more complex movement patterns

Know how to exercise safely and know how their bodies feel during exercise

Tag Games

Show a good awareness of others in running, chasing and avoiding games

Make simple decisions about when and where to run

Apply and understand different rules

Coordination Work 2 (with balls)

Improve the way they coordinate and control their bodies and a range of equipment

Explore basic motor skills using balls

Remember, repeat and link combinations of skills

Gymnastics 1 (preparation)

Awareness of body control and body tension

Copy and repeat a range of actions demonstrating control and coordination

Explore different ways of supporting body weight and travelling

Recognise and describe what their bodies feel like during activities