

Grade 1 Curriculum Handbook

BBS Vision and Mission

Our vision: A community of ‘vibrant and global thinkers’.

Our mission is to serve the educational needs of the different communities in Berlin within a caring, challenging and inclusive culture. We aim for students to acquire the knowledge, understanding, skills and dispositions that will enable them to grow as life-long learners in a changing world. In addition to their intellectual development we aim for students to be self-confident, respectful, take responsibility for their choices and take action to make our world a better place.

The PYP Framework and Berliner Rahmenlehrplan

The PYP programme offers an international curriculum, which addresses the whole child, catering for children’s academic, social and emotional growth through an inquiry-based approach. The programme at BBS is aligned with the Berliner Rahmenlehrplan (local Berlin state curriculum.) The PYP framework is transdisciplinary and connections are made across curriculum areas in both English and German, where authentic and meaningful.

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Language

In Grade 1 there is a focus on phonemic awareness and phonics, in order to build strong reading and writing skills. The reading and writing lessons are often linked with the units of inquiry.

Reading

In Grade 1, children have many opportunities to read. Elements of the Daily Five Literacy Program are introduced in Grade 1, including listening to reading, reading to self and reading to someone. The children are encouraged to bring home an Oxford Reading Tree levelled reader. With the levelled reader, the teacher will provide a communication log to inform the parents about their child's next steps and reading goals. Once strong phonemic awareness and phonics skills are in place, the goals shared in the levelled reader log will then be related to the Readers' Cafe strategies (developing fluency, accuracy, comprehension and vocabulary). Children should be reading at home regularly and we encourage parents to read and take time to share stories with their children. They have a Library session each week, and also access to hundreds of online books via the GetEpic website.

Writing

Children have opportunities to write in a range of styles, often in the context of the unit of inquiry. Writing styles explored in Grade 1 include:

- Narrative fiction
- Procedural writing
- Explanation texts
- Poetry

Speaking and Listening

Grade 1 children are developing an understanding of the wide range of purposes of spoken language: that it instructs, informs, entertains, reassures; that each listener's perception of what they hear is unique. They are compiling rules about the use of different aspects of language.

Children have ample opportunities to enhance and extend their speaking and listening skills, through discussions, conversations, group and individual presentations.

Viewing and Presenting

Children use visual text in a reflective way to enrich their storytelling and presentations, and to organise and represent information.

Children with English as an Additional Language (EAL) receive support either in class or in small group sessions.

For a fuller breakdown of language learning objectives, please refer to the curriculum documents on the school website.

German A

In Anknüpfung an die Bildungsstandards der Kultusministerkonferenz für den Deutschunterricht werden fünf Kompetenzbereiche ausgewiesen, die in vielfältiger Weise miteinander verzahnt sind. In den prozessbezogenen Kompetenzbereichen Sprechen und Zuhören, Schreiben und Lesen werden dabei sowohl produktive als auch rezeptive Kompetenzen ausgewiesen, die – als sprachliche Handlungen und Routinen – sowohl fachbezogen als auch überfachlich bedeutsam sind.

Die fachspezifischen Kompetenzbereiche “Mit Texten und Medien umgehen” und “Sprachwissen und Sprachbewusstheit entwickeln” weisen die Teilgebiete des Faches aus, in denen die prozessbezogenen Kompetenzen im Unterricht erworben werden. Das Curriculum der BBS basiert auf den Vorgaben des Berliner Rahmenlehrplans (ein Link dazu finden Sie auf der schulinternen Website).

Kompetenzen:

Sprachwissen und Sprachbewusstheit entwickeln - Sprache nutzen und Sprachgebrauch untersuchen - sprachbewusst handeln	Sprechen und Zuhören - zu anderen sprechen - mit anderen sprechen - verstehend zuhören	Mit Texten und Medien umgehen - literarische Texte erschließen - Sach- und Gebrauchstexte erschließen - Texte in anderer medialer Form erschließen
	Schreiben - Schreibfertigkeiten nutzen - richtig schreiben - Schreibstrategien nutzen	
	Lesen - Lesefertigkeiten nutzen - Lesestrategien nutzen - Textverständnis sichern	

Die Themen, anhand derer die Schülerinnen und Schüler diese Inhalte lernen sollen, sind frei wählbar und werden von den Lehrkräften festgelegt. Zum Beispiel ist einer der literarischen Texte, welche von den Deutschlehrern der BBS ausgewählt wurde, "Das Eichhörnchen". Dieser passt thematisch in die PYP Unit Endangered Animals der Klasse 1.

Inhalte vermittelt:

Sprachstruktur:

- Laute, Buchstaben; Laut-Buchstabenzuordnung auch im Vergleich zum Englischen;
- Silben, Worte, kurze Sätze und Texte mit einfachem Grundwortschatz

Schreibformen:

- Listen, Briefe, Notizen (Merkzettel)

Gesprächsformen:

- Anliegen äußern (Höflichkeitsregeln)
- Kurzer Vortrag/Bericht über das Wochenende /Ferien

Texte:

- Kinderbücher (Oxford Lesebaum)
- Kurze erzählende Texte
- Altersangemessene Sachbücher, Bilderbücher
- Kinderlexika
- Persönliche Briefe
- Kinderlieder und Gedichte

Im Unterricht wird das Lehrmaterial Meine Fibel (Verlag Cornelsen) und Nico (Verlag Klett) verwendet.

German B

In Grade 1 the students acquire the language primarily through songs and stories and key unit vocabulary in a visual format. The focus is on understanding single words. The emphasis is mainly on speaking and listening. Children are also encouraged to read and copy single items of vocabulary by the end of the year.

Unit 1: Das bin ich - ich, meine Familie und meine Freunde

Unit 2: Wie ich mich fühle und die Schule.

Unit 3: Wie bleibe ich fit und gesund im Winter?

Unit 4: Die Jahreszeiten und die Erde.

Unit 5: Die Zoo-Bauernhoftiere und die Insekten

Unit 6: Wohnen, Stadt und die Verkehrsmittel.

Maths

Grade 1 children learn about the following Mathematics topics:

- Place value with numbers up to 100
- Quick recall of addition and subtraction within 10
- Addition and subtraction with numbers to 20, 50 or 100
- Multiplication as repeated addition
- Division as sharing, and finding half or a quarter
- Collecting, representing and interpreting data with tables, tallies, pictographs and charts
- Probability
- Patterns and sequences
- 2D and 3D shape
- Standard and non-standard measurement
- Time to the hour and half hour

Children have access to Mathletics and Espresso (monolingual), or Matific and Anton (bilingual) to practice and consolidate their learning in Maths digitally.

Unit of Inquiry

Children inquire into six transdisciplinary units. Each unit is explored in a block of approximately 6 weeks.

Theme	Who we are	Where we are in place and time	How we express ourselves	How the world works	How we organise ourselves	Sharing the Planet
Unit title	Healthy Choices	The Changing Earth	Messages and their meanings	Forces	The School Community	Endangered Animals
Central idea	Making balanced choices helps us to have a healthy lifestyle.	The Earth's physical geography is constantly changing due to natural actions	Messages and ideas can be expressed through different verbal and non-verbal ways.	People use simple machines every day to make their work and lives easier.	People in communities work together to help and support each other	Animals need certain conditions in order to survive and thrive
Lines of inquiry	<p>Daily habits and routines (hygiene, rest, play, diet)</p> <p>How balance is essential to a healthy lifestyle</p> <p>Consequences of choices</p>	<p>Landscape features and their location</p> <p>How the surface of the Earth has changed over time</p> <p>How humans are affected by natural landscape change</p>	<p>How people communicate without words</p> <p>The different ways we can express thoughts and emotions without words</p> <p>How we adapt our forms of communication to suit our audience</p>	<p>Different forces and their effect</p> <p>Types of simple machines</p> <p>How simple machines make everyday life easier.</p>	<p>The structure of our school community</p> <p>Our responsibilities as a community member</p> <p>Roles and responsibilities in the wider community</p>	<p>Characteristics and needs of different animals</p> <p>Reasons animals become threatened, endangered and extinct</p> <p>Our role in protecting animals</p>
Key concepts	Form Connection Causation	Form Causation Change	Form Function Perspective	Form Function Connection	Function Responsibility Connection	Form Causation Responsibility
Learner Profile	Balanced Reflective	Knowledgeable Inquirer	Communicator Thinker	Knowledgeable Inquirer	Communicator Caring	Caring Principled

Science

Science learning takes place within the context of the units of inquiry. The science strands explored in Grade 1 are:

- Living things
- Earth and space
- Forces and energy

In the 'living things' strand, children learn about: the role of food in human development: the relationships between hygiene, rest, diet, exercise and play; the classification of animals; animals' basic needs; food chains.

In the 'forces and energy' strand, children learn about the forces of push, pull, friction, gravity and magnetism; and the six simple machines

In the 'Earth in space' strand, children learn about the Earth's major geographical features and how the physical features of a place affect human activities.

The science skills developed throughout the PYP science curriculum are:

- Observe carefully in order to gather data
- Use a variety of instruments and tools to measure data accurately
- Use scientific vocabulary to explain their observations and experiences
- Identify or generate a question or problem to be explored
- Plan and carry out systematic investigations, manipulating variables as necessary
- Make and test predictions
- Interpret and evaluate data gathered in order to draw conclusions

Social Studies

Social Studies learning takes place within the context of the units of inquiry. The Social Studies strands are:

- Human systems and economic activities
- Social organization and culture
- Continuity and change through time
- Human and natural environments
- Resources and the environment

In the 'human systems and economic activities' strand, children learn about the roles and responsibilities of different people in the school community

In the 'social organization and culture' strand, children learn how different forms of non-verbal communication are used in different areas of society and how they allow people to transcend language barriers. They learn about the different roles within the school community and why the different roles are important

In the 'continuity and change through time' strand, children learn how landforms are created and change over time.

In the 'human and natural environments' strand, children learn to identify and recognize major geographical features of local and other environments. They learn to understand and use symbols on maps.

In the 'resources and the environment' strand, children learn about how humans use the natural environment, and about the human impact on the local, natural environments.

The Social Studies skills developed throughout the PYP social studies curriculum are:

- Formulate and ask questions about the past, the future, places and society
- Use and analyse evidence from a variety of historical, geographical and societal sources

- Orientate in relation to place and time
- Identify roles, rights and responsibilities in society
- Assess the accuracy, validity and possible bias of sources

Visual Arts

When creating works of art, children in Grade 1 use strategies in their work to enhance the meaning conveyed and to make it more enjoyable for others. They are aware that their work can provoke different responses from others. They understand the value of working individually and collaboratively when creating different art forms.

When responding to works of art, learners show an understanding that ideas, feelings and experiences can be communicated through arts. They recognize that their own art practices and artwork may be different from others. They are beginning to reflect on and learn from their own stages of creating arts. They are aware that artworks may be created with a specific audience in mind.

Children in Grade 1 will further develop their awareness of line, shape, form, colour, texture and value. They do so through a variety of media such as drawing, painting, printing, textiles, 3D modelling and construction.

Physical Education

Learners will recognise the importance of regular exercise in the development of well-being and identify healthy food choices. They will communicate their understanding of the need for good hygiene practices and reflect on the interaction between body systems during exercise. They will explain how the body's capacity for movement develops as it grows and use and adapt basic movement skills (gross and fine motor) in a variety of activities. They will explore different movements that can be linked to create sequences and display creative movements in response to stimuli and express different feelings, emotions and ideas. They will reflect upon the aesthetic value of movement and movement sequences. Learners will understand the need to act responsibly to help ensure the safety of themselves and others. They cooperate in group and team activities and are able to communicate verbally and non-verbally. They will develop the basic skills needed to play a variety of team games. They will be introduced to basic strategies of team games.

The Physical Education strands are:

- Individual pursuits (athletics, pedometer challenge)
- Movement composition (gymnastics, dance)
- Games
- Adventure challenges (team building)
- Health-related fitness (pedometer challenge)

Music

Grade 1 children will gain an awareness and appreciation of music in all its forms from a range of times, places and cultures. Students will sing and play a variety of songs and pieces with an awareness of *beat*. Students will have the opportunity to experiment with sounds in *composition* tasks and to make expressive use of musical *elements* such as *pitch* and *rhythm*. They will use notation to develop musical ideas. They will develop an awareness and appreciation of music from different cultures and be able to describe and compare sounds using simple appropriate musical vocabulary.

The Music strands are:

- recognises differences in dynamics, pitch, tempo, and rhythm
- discusses music and musical performances
- evaluates musical performances
- uses simple notation
- recognises and repeats rhythms and melodies
- follows the pulse
- repeats sung melodies
- plays rhythms
- responds to the group when playing in an ensemble
- plays music with the appropriate mood
- experiments with pitches, timbres, and sounds
- composes or arranges music according to instructions

Unit	Description
Intro to Rhythm	Students copy different rhythms and play them with partners, following the same pulse. They then create their own rhythms and play those individual rhythms with a partner, following the same pulse.
Storytelling songs	Students produce a piece with a beginning, middle and end to musically tell a story that they have created drama and dance pieces for in their Unit of inquiry lessons.
Note Names	Students learn note names and their positions on the staff and piano.

Keyboard and Xylophone	Students learn 'Old MacDonald had a Farm' on the xylophone and keyboard.
Elements of Music	Students learn about simple elements of music (dynamics, texture, tempo and texture) and recognise these elements in recorded music.
Keyboards	Students learn 'Mary had a Little Lamb'.
Simple Machine	Students learn to sing and perform the song 'Simple Machines'.

Personal Social and Health Education

PSHE is the responsibility of all teachers and is interwoven throughout the different curriculum areas as well as being taught in discreet PSHE lessons when appropriate. Our PSHE framework also encompasses the Zones of Regulation programme, which teaches self-regulation, and the Positive Discipline framework which supports the development of essential social skills. There are three PSHE strands:

- **Myself**
Strand units: self-identify; taking care of my body; growing and changing, safety and protection
- **Myself and others**
Strand units: myself and my family; my friends and other people; relating to others; resolving conflict
- **Myself and the wider world**
Strand units: developing citizenship; media education

Information and Communications Technology

ICT is not taught as a discreet subject but rather is integrated into the units of inquiry as well as other curriculum areas. With technology, we aim to provide opportunities for students to develop skills identified in the PYP ICT strands: investigating, creating, communicating, collaborating and organising, whilst becoming responsible digital citizens.

Digital tools and platforms used in Grade 1 may include (but are not limited to):

GetEpic and Discovery Espresso for Digital Literacy, Anton, Matific, (bilingual) or Mathletics (monolingual) for Digital Maths, Beebots and <https://hourofcode.org> for coding.