

Grade 1
Curriculum Overview
SY 2025-26

abbit

duck

dog



Kyushu Lutheran International School

Primary School Division

Our Mission:

***Kyushu Lutheran International School (LIS)
nurtures fulfilled global citizens who strive to
create a peaceful world.***

Our vision:

***We will be a regionally-renowned institution that bridges Kumamoto to
the world through service***

The inquiry-based program at LIS is designed to achieve the school's educational goals, emphasizing gratitude, a spirit of service, and lifelong learning. We strive to provide a higher quality of education tailored to each student. To achieve this, we focus on the following four areas:

Gratitude and Service

Following the philosophy of the academy, we provide education that fosters a spirit of gratitude and service to the community. We believe that education is not only about academic excellence but also about cultivating a spirit of thankfulness and a commitment to serving the community. Our curriculum integrates opportunities for students to engage in meaningful service projects, allowing them to apply their learning in ways that benefit others and contribute to a more peaceful world.

High-Quality Education

We provide a rigorous curriculum aligned with the Japanese National Curriculum Standards and incorporate the best approaches to teaching to prepare students for success internationally. By emphasizing critical thinking, creativity, and problem-solving, we equip students with the skills necessary to navigate and thrive in an increasingly complex global landscape.

Personalized Learning Experiences

We tailor learning experiences to the unique needs and interests of each student. Our inquiry-based approach allows students to explore topics that resonate with them, fostering a deeper engagement and a love for learning. Through personalized learning plans, we ensure that every student receives the support and challenge they need to reach their full potential.

Self-Regulation and Lifelong Learning

Through self-directed inquiry, we encourage students to learn how to learn and to become lifelong learners. Students are encouraged to take ownership of their learning, ask questions, and seek answers independently. This process not only enhances their academic skills but also instills a sense of responsibility and a lifelong passion for learning. Our goal is to cultivate independent thinkers who are prepared to continuously adapt and grow throughout their lives.



IB learner profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

As IB learners we strive to be:

INQUIRERS

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

KNOWLEDGEABLE

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

THINKERS

We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

COMMUNICATORS

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

PRINCIPLED

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

OPEN-MINDED

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

CARING

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

RISK-TAKERS

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

BALANCED

We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

REFLECTIVE

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.

Dear Parents and Guardians,

At LIS, we implement the International Baccalaureate Primary Years Programme (PYP) alongside the Japanese national curriculum. This blended approach allows us to meet both international and local educational standards while nurturing each student's academic, social, and emotional growth. For more details about the Japanese national curriculum, you may refer to the official guidelines provided by the Ministry of Education, Culture, Sports, Science and Technology (MEXT): https://www.mext.go.jp/content/20230120-mxt_kyoiku02-100002604_01.pdf

Through the PYP, your child will engage in rich, transdisciplinary learning that encourages inquiry, creativity, and collaboration. They will explore meaningful concepts through hands-on experiences, real-world connections, and reflective thinking, all guided by the attributes of the IB Learner Profile.

This curriculum overview is designed to give you a clear picture of what your child will be learning throughout the year across core subject areas. It also outlines the key concepts, learning goals, and approaches we use to support each child's development.

We look forward to partnering with you to support your child's growth and success!

保護者の皆さまへ

LISでは、国際バカロレア初等教育プログラム(PYP)と日本の学習指導要領の両方に基づいた教育を行っています。このように国際的な視点と日本の教育基準を組み合わせることで、子どもたちの学力だけでなく、社会性や感情面の成長も大切にしたバランスの取れた学びを提供しています。

日本の学習指導要領について詳しく知りたい方は、文部科学省の公式資料をご覧ください:

https://www.mext.go.jp/content/20230120-mxt_kyoiku02-100002604_01.pdf

PYPでは、探究的で創造的、協働的な学びを通して、子どもたちが実生活とつながるテーマについて主体的に考え、学びを深めていきます。IBの「学習者像(Learner Profile)」を軸に、思考力や表現力、自己理解を育てる活動を大切にしています。

このカリキュラム概要では、年間を通してどのような学びが行われるのかを、主要教科や学習の目標、重点的に育てる力とともにご紹介しています。

お子さまの成長と学びと一緒に支えていけることを楽しみにしています。

Regarding the use of textbooks 教科書の使い方について

At LIS, we use textbooks as planning tools. Behind the scenes, our teachers refer to Kumamoto City designated textbooks to ensure that we fully address the Japanese National Curriculum Standards. Even if students do not use the textbook directly in the classroom, we make sure that the content and key ideas are taught—in a more engaging, inquiry-based way.

The biggest difference in the way we use textbooks is that we may change the order of textbook chapters to align with our Programme of Inquiry. We may also modify or skip the exact flow, topics, or activities in the textbooks, and use additional resources when needed. However, we ensure that all required content from the Japanese National Curriculum Standards is covered.

LISでは、教科書を「授業の計画のためのツール」として活用しています。授業の裏側では、教師たちが熊本市が採択している教科書を参照し、日本の学習指導要領にしっかりと沿った指導ができるように計画しています。教室では、必ずしも教科書を直接使うことはありませんが、そこに含まれる内容や大切な考え方は、より魅力的で探究的な学びの中で確実に扱っています。

LISにおける教科書の使い方でもっとも大きな特徴は、PYPの年間探究計画(Programme of Inquiry)に合わせて、教科書の単元の順番を変更することがある点です。また、必要に応じて教科書の活動や内容の一部を変更・省略したり、他のリソースを補足的に使ったりすることもあります。ただし、日本の学習指導要領で定められた内容はすべてしっかりと扱うようにしています。

Regarding this document このドキュメントについて

In this document, each PYP transdisciplinary theme is assigned a color, as listed below:

このドキュメントでは、各PYPの教科横断的な探究のテーマに色を割り当てています。テーマと色の対応は以下の通りです：

SHARING THE PLANET	WHERE WE ARE IN PLACE AND TIME
HOW THE WORLD WORKS	HOW WE EXPRESS OURSELVES
HOW WE ORGANIZE OURSELVES	WHO WE ARE

When a textbook chapter is highlighted in this document, it indicates that the content will be integrated into the unit that matches the corresponding PYP color theme.

このドキュメント内で教科書の単元がハイライトされている場合、それはその内容が、対応するPYPの色分けされたテーマに沿ったユニットに統合されることを示しています。

2  Sciences Curriculum	
Japanese National Curriculum (MEXT) (Integrated into Programme of Inquiry)	
1 天気と情報①：天気の変化 Weather and Information I: Changes in Weather	Integrated in the unit "Sharing the planet"
2 生命のつながり①：植物の発芽と成長 Life Connections I: Germination and Growth of Plants	
3 生命のつながり②：メダカのお誕生 Life Connections II: The Birth of Medaka (Japanese Rice Fish)	
4 天気と情報②：台風と防災 Weather and Information II: Typhoons and Disaster Prevention	Integrated in the unit "Who we are"
5 生命のつながり③：植物の実や種子のでき方 Life Connections III: How Fruits and Seeds of Plants Are Made	
6 流れる水のはたらきと土地の変化 The Work of Flowing Water and Changes in the Land	Not integrated (Stand-Alone)
7 もののとけ方 How Things Dissolve	
8 ふりこの性質 The Properties of a Pendulum	Integrated in the unit "Who we are"
9 電磁石の性質 The Properties of Electromagnets	
10 生命のつながり④：人の誕生 Life Connections IV: The Birth of Humans	Integrated in the unit "Sharing the planet"

IB-PYP Curriculum

International Baccalaureate Organization. Primary Years Programme.

IB learner profile	The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world. As IB learners we strive to be:
	Inquirers We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.
	Knowledgeable We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.
	Thinkers We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.
	Communicators We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.
	Principled We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.
	Open-minded We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.
	Caring We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.
	Risk-takers We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.
	Balanced We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.
	Reflective We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

Approaches to Learning (ATL)	We use a set of essential skills to become independent, lifelong learners.
	Thinking skills We think critically and creatively to solve problems.
	Communication skills We communicate clearly and listen with care.
	Self-management skills We manage our time, emotions, and responsibilities.
	Social skills We work well with others and learn from different perspectives.
	Research skills We ask questions, explore ideas, and reflect on our learning.

Programme of Inquiry Grade 1 (age 6-7)	WHO WE ARE	HOW WE ORGANIZE OURSELVES
	③ Sep-Oct (6 weeks) An inquiry into: physical, emotional, social and spiritual health and well-being Central idea People take care of themselves and others in order to live peacefully. Key concepts: function, responsibility, perspective Related concepts: wellbeing, daily tasks, nutrition, emotions Lines of inquiry • The foods that help our bodies grow • How we take care of ourselves • Communicating our ideas and feelings	① Apr-May (6 weeks) An inquiry into: interactions within and between social and ecological systems Central idea People connect and grow in shared spaces. Key concepts: function, connection, responsibility Related concepts: community, relationships, participation Lines of inquiry • Shared spaces in the community • Functions and rules of shared spaces • People's roles and responsibilities when using shared spaces
	HOW THE WORLD WORKS	SHARING THE PLANET
	Year-long An inquiry into: patterns, cycles, systems Central idea The changing seasons affect how we live our lives. Key concepts: change, form, causation Related concepts: seasons, cycles, festivals, activities, growth Lines of Inquiry • How the environment changes from season to season • The cycles plants go through to grow up • The activities we do in different seasons	② Jun-Jul (5 weeks) An inquiry into: rights, responsibilities and dignity of all (living things) Central idea Living things have unique needs that must be met for them to survive Key concepts: connection, responsibility Related concepts: needs, survival, animal types Lines of Inquiry • The characteristics and needs of living things • Our role in caring for living things
	HOW WE EXPRESS OURSELVES	WHERE WE ARE IN PLACE AND TIME
	④ Nov-Dec (7 weeks) An inquiry into: inspiration, imagination, creativity Central idea Stories change how we see the world Key concepts: perspective, form, change Related concepts: creativity, communication, imagery Lines of inquiry: • Personal stories • Different forms of storytelling and their structures • How stories change the way we think	⑤ Jan-Mar (5 weeks) An inquiry into: communities, heritage, culture and environment Central idea Community reflect local cultures and values Key concepts: form, perspective Related concepts: culture, value and beliefs Lines of inquiry • How to make people feel welcome • How the past has shaped us and helped grow up

The provided Programme of Inquiry and curriculum reflects our planning as of the start of the school year; however, it may evolve throughout the year based on student interests, questions, and choices, as we value and support student agency in their learning.

Seikatsu (Life Sciences) Curriculum

Japanese National Curriculum (MEXT)
(Integrated into Programme of Inquiry)

がっこうだいすきいねんせい First Graders Who Love School	あたらしいせいかつ A New School Life
	あたらしいともだち Making New Friends
	あそびがまなびにつながるひろがる Play Leads to Learning and Exploration
	がっこうをあるいてみよう Let's Walk Around the School
いくぞ！ がっこうたんけんたい Let's Go! School Exploration Team	なにがあるかな？ だれがいるかな？ What Is in the School? Who Is There?
	がっこうをたんけんしよう Let's Explore the School!
わたしのはなをそだてよう (2学期) Let's Grow Our Flowers (Term 1)	どんなはなをそだてたいかな？ What Kind of Flowers Do You Want to Grow?
	たねをまこう Let's Plant Seeds
	がっこうのひととはなしてみよう Let's Talk to People at School
	はるのこうていをたんけんしよう Let's Explore the Schoolyard in Spring
	せわをしよう Let's Take Care of Our Plants
	がっこうのひみつをしょうかいしよう Let's Share the Secrets of Our School
	がっこうのまわりをあるいてみよう Let's Walk Around the School Neighborhood
	こうえんであそぼう Let's Play at the Park
なつとなかよし Enjoy Summer	なつにどんなあそびができるかな？ What Kind of Summer Activities Can We Do?
	なつのこうていにててみよう Let's Go Outside to the Schoolyard in Summer
	わたしのはながさいたよ My Flower Has Bloomed!
	なつのあそびをたのしもう Let's Enjoy Summer Play
	おきにいいのなつをつたえよう Let's Share Our Favorite Summer Moments
	これまでをふりかえろう Let's Look Back on What We Have Learned
わたしのはなをそだてよう (2学期) Let's Grow Our Flowers (Term 2)	たねをとろう Let's Collect Seeds
	みつけたことをつたえよう Let's Share Our Discoveries
生きもの大好き We Love Living Things	見たことがある生きものはいるかな？ Have You Seen These Living Creatures Before?
	生きものとなかよくなろう Let's Get to Know Animals and Plants
	なかよくなれたことをしょうかいしよう Let's Share Our Experiences with Nature
あきとなかよし Enjoy Autumn	あきはどんなきせつかな？ What Kind of Season Is Autumn?
	あきの校ていに出てみよう Let's Explore the Schoolyard in Autumn
	こうえんであきをさがそう Let's Search for Autumn in the Park
	見つけたあきをつたえよう Let's Share What We Found in Autumn
	あきのおもちゃをつくってあそぼう Let's Make and Play with Autumn Toys

	あきのあそびをたのしもう Let's Enjoy Autumn Activities
じぶんでチャレンジ大きく せん Challenge Yourself: Big Adventure!	1日の生かつをふりかえろう Let's Reflect on Our Daily Life
	できることにちょうせんしよう Let's Try Something New!
	これまでをふりかえろう Let's Look Back on What We Have Learned
	(むかしからのあそびをたのしもう) (Let's Enjoy Traditional Games)
ふゆとなかよし Enjoy Winter	ふゆにやってみたいことをはなそう Let's Talk About What We Want to Do in Winter
	ふゆの校ていに出てみよう Let's Explore the Schoolyard in Winter
	かぜであそぼう Let's Play with the Wind
	ふゆのあそびをしょうかいしよう Let's Share Fun Winter Activities
もうすぐ2年生 Almost Second Graders!	1年かんをふりかえろう Let's Reflect on Our First Year
	できるようになったことをあつめよう Let's Gather the Things We Have Learned
	あたらしい1年生をしょうたいしよう Let's Welcome the New First Graders
	しょうたいしたことをふりかえろう Let's Look Back on How We Welcomed Them
生き物に触れる Experiencing Nature and Animals	
生き物の世話 Taking Care of Animals and Plants	
花の種まき Planting Flower Seeds	花の種まき Planting Flower Seeds
	開花 Blooming
	花の種取り Collecting Flower Seeds
球根の植え付け Planting Bulbs	球根の植え付け Planting Bulbs
	開花 Blooming

Color Code:	Integrated in "How we organize ourselves"	Integrated in "How the world works"	Integrated in "How we express ourselves"
Stand-Alone (not integrated)	Integrated in "Sharing the planet"	Integrated in "Where we are in place and time"	Integrated in "Who we are"

Math Curriculum

Japanese National Curriculum (MEXT)

1 かずとすうじ Numbers and Numerals	5までの数の概念と命数法 Concept and naming of numbers up to 5
	5までの数字とかき方, 数系列 Writing numbers up to 5 and number sequences
	10までの数の概念と命数法 Concept and naming of numbers up to 10
	10までの数字とかき方, 数系列 Writing numbers up to 10 and number sequences
2 なんばんめ Ordinal Numbers	上下, 左右, 前後 (1次元) で表したものの位置と順序数 Understanding positions and sequences using up/down, left/right, front/back (one-dimensional)
	順序数と集合数 Ordinal numbers and numbers in sets
3 いくつといくつ Composing and Decomposing Numbers	5までの数の合成・分解 Composing and decomposing numbers up to 5
	6の合成・分解 Composing and decomposing number 6
	7の合成・分解 Composing and decomposing number 7
	8の合成・分解 Composing and decomposing number 8
	9の合成・分解 Composing and decomposing number 9
	10の合成・分解 Composing and decomposing number 10
	0という数の概念と意味 Understanding the concept and meaning of 0
4 いろいろなかたち Various Shapes	箱などによる形づくり Creating shapes using boxes and objects
	立体の弁別 Recognizing different solid shapes
	立体の面を写した絵描き遊び Drawing surfaces of 3D objects
5 ふえたりへったり Increasing and Decreasing	増加・減少の場面理解とブロック操作の素地 Understanding situations of increase and decrease using blocks
6 たしざん (1) Addition (1)	合併の場面理解 Understanding the concept of joining sets
	合併の場면을たし算の式に表すこと <しき, +, =, たしざん> Expressing addition in equations (<expression, +, =, addition>)
	増加の場面理解 Understanding increase in numbers
	増加の場면을たし算の式で表すこと Expressing increase using addition equations
7 ひきざん (1) Subtraction (1)	求残の場面理解 Understanding and expressing subtraction as finding the remaining amount
	求残の場면을ひき算の式で表すこと <- , ひきざん> Expressing subtraction situations in equations (<- , subtraction>)
	求部分の場면을ひき算の式で表すこと Understanding subtraction as finding the missing part
	求差の場面理解 Understanding subtraction as finding the difference
	求差の場면을ひき算の式で表すこと Expressing situations of finding the difference using subtraction equations
	絵を見て, $3+4=7$ や $7-3=4$ になるお話をつくる活動 Creating stories based on illustrations (e.g., $3+4=7$ or $7-3=4$)
8 かずしらべ Investigating Numbers	絵グラフによる多少の考察 Comparing amounts using pictographs
9 10よりおおきいかず	20までの数の概念と命数法, かき方 Understanding the concept, naming, and writing of numbers up to 20

Numbers Greater than 10	20までの数の系列, 大小比較, 数え方の工夫 (2とび, 5とび) Ordering, comparing numbers up to 20, and efficient counting (by 2s and 5s) 20までの数のたし算・ひき算 Addition and subtraction within 20
10 なんじ、なんじはん Telling Time – Hours and Half-Hours	何時・何時半の時刻を読むこと, 表すこと Reading and expressing time (o'clock and half-past)
11 おおきさくらべ (1) Comparing Sizes (1)	長さの直接比較, 間接比較 Comparing lengths directly and indirectly 任意単位による長さの測定 Measuring length using arbitrary units かさの直接比較, 間接比較 Comparing volume directly and indirectly 任意単位によるかさの測定 Measuring volume using arbitrary units
12 3つのかずのけいさん Calculations with Three Numbers	3口のたし算 ($a+b+c$) Three-number addition ($a + b + c$) 3口のひき算 ($a-b-c$) Three-number subtraction ($a - b - c$) 加減混合の3口の計算 ($a-b+c$, $a+b-c$) Mixed addition and subtraction ($a - b + c$, $a + b - c$)
13 たしざん (2) Addition (2) – Carrying Over	ブロック操作による繰り上がりのあるたし算の仕方の理解 Understanding addition with carrying using blocks 繰り上がりのあるたし算のイメージ化と説明活動 Visualizing and explaining addition with carrying 9+8などの被加数>5の計算 Calculations where the first addend > 5 (e.g., 9+8) 4+8などの被加数$\leq$5の計算, 被加数分解によるたし算 Calculations where the first addend $\leq$ 5 (e.g., 4+8), decomposing numbers for addition
14 かたちづくり Creating Shapes	色板を使った形の面構成 Creating surface patterns with colored tiles 色棒を使った形の線構成 Creating line structures with colored rods 点つなぎによる形の点構成 Connecting dots to form shapes 色板や色棒を動かして形を変形する活動 Transforming shapes using colored tiles and rods
15 ひきざん (2) Subtraction (2) – Borrowing	操作による繰り下がりのあるひき算の仕方の理解 Understanding subtraction with borrowing using manipulatives 繰り下がりのあるひき算のイメージ化と説明活動 Visualizing and explaining subtraction with borrowing 15-9などの減数>5の場合のひき算 Subtracting when the subtrahend > 5 (e.g., 15-9) 13-4などの減数$\leq$5の場合のひき算, 減減法によるひき算 Subtracting when the subtrahend $\leq$ 5 (e.g., 13-4), using decomposition □を使った式の素地 (等式の穴埋め) Introduction to equations with missing numbers (e.g., $\square + 6 = 14$) 8+6, 12-7になる問題をつくる活動 Creating word problems for sums like 8+6 or 12-7
16 0のたしざんとひきざん Addition and Subtraction with Zero	0の加減計算 Understanding and applying 0 in addition and subtraction
17 ものとひとのかず Counting Objects and People	ものと人の数を対応させた加減計算 Associating numbers with objects and people 順序数と集合数の問題 Understanding ordinal and cardinal numbers
18 大きい数 Larger Numbers	100までの数の概念と命数法, 数え方の工夫 (10とび) Understanding the concept, naming, and efficient counting of numbers up to 100 (counting by tens) 100までの数の記数法 <一のくらい, 十のくらい> Understanding the numeral system up to 100 (ones place, tens place) 100までの数の仕組み, 加法的な見方 Understanding the structure of numbers up to 100 and their additive properties 100という数の概念と命数法, 記数法 <百, 100> Understanding the concept, naming, and numeral representation of 100 (<hundred, 100>) 100までの数の系列, 大小比較 Ordering and comparing numbers up to 100

	買い物ごっこを通した数感覚を豊かにする活動 Enhancing number sense through pretend shopping activities
	100を少し超える数の概念と命数法, 記数法, 数系列 Understanding the concept, naming, numeral representation, and sequencing of numbers slightly over 100
19 なんじなんぷん Telling Time – Hours and Minutes	何時何分の時刻を読むこと, 表すこと Reading and expressing time to the minute
20 おなじかずずつ Equal Groups	かけ算, わり算の素地 Introduction to multiplication and division concepts
21 100までのかずのけいさん Calculations up to 100	(何十)±(何十), (何十)±(何)の計算(数構成に基づく計算) Adding and subtracting multiples of ten (e.g., 30+20, 70–40) based on number composition (何十何)±(何)の計算 Calculating (two-digit numbers) ± (ones)
22 おおいほう、すくないほう Comparing Amounts	求大, 求小の問題 Finding the larger or smaller amount in a given situation
23 大きさをくらべ(2) Comparing Sizes (2)	広さの直接比較, 任意単位による測定 Comparing and measuring areas using arbitrary units

Integration: Teachers usually follow the progression provided above, and all chapters are integrated into units of inquiry whenever possible. 担任は通常、この学習の流れに沿って授業を行い、可能な限りすべての単元を探究の単元に関連・統合しています。

English Curriculum

Common Core ELA Standards

Reading: Literature	RL.1.1: Ask and answer questions about key details in a text. RL.1.2: Retell stories, including key details, and demonstrate understanding of their central message or lesson. RL.1.3: Describe characters, settings, and major events in a story, using key details. RL.1.4: Identify words and phrases in stories or poems that suggest feelings or appeal to the senses. RL.1.5: Explain major differences between books that tell stories and books that give information, drawing on a wide reading of a range of text types. RL.1.6: Identify who is telling the story at various points in a text. RL.1.7: Use illustrations and details in a story to describe its characters, setting, or events. RL.1.9: Compare and contrast the adventures and experiences of characters in stories. RL.1.10: With prompting and support, read prose and poetry of appropriate complexity for grade 1.
Reading: Informational	RI.1.1: Ask and answer questions about key details in a text. RI.1.2: Identify the main topic and retell key details of a text. RI.1.3: Describe the connection between two individuals, events, ideas, or pieces of information in a text. RI.1.4: Ask and answer questions to help determine or clarify the meaning of words and phrases in a text. RI.1.5: 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. RI.1.6: Distinguish between information provided by pictures or other illustrations and information provided by the words in a text. RI.1.7: Use the illustrations and details in a text to describe its key ideas. RI.1.8: Identify the reasons an author gives to support points in a text. RI.1.9: Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures). RI.1.10: With prompting and support, read informational texts appropriately complex for grade 1.
Reading: Foundational Skills	RF.1.1: Demonstrate understanding of the organization and basic features of print. RF.1.1a: Recognize the distinguishing features of a sentence (e.g., first word, capitalization, ending punctuation). RF.1.2: Demonstrate understanding of spoken words, syllables, and sounds (phonemes). RF.1.2a: Distinguish long from short vowel sounds in spoken single-syllable words. RF.1.2b: Orally produce single-syllable words by blending sounds (phonemes), including consonant blends. RF.1.2c: Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words. RF.1.2d: Segment spoken single-syllable words into their complete sequence of individual sounds (phonemes). RF.1.3: Know and apply grade-level phonics and word analysis skills in decoding words. RF.1.3a: Know the spelling-sound correspondences for common consonant digraphs. RF.1.3b: Decode regularly spelled one-syllable words. RF.1.3c: Know final -e and common vowel team conventions for representing long vowel sounds. RF.1.3d: Use knowledge that every syllable must have a vowel sound to determine the number of syllables in a printed word. RF.1.3e: Decode two-syllable words following basic patterns by breaking the words into syllables. RF.1.3f: Read words with inflectional endings. RF.1.3g: Recognize and read grade-appropriate irregularly spelled words. RF.1.4: Read with sufficient accuracy and fluency to support comprehension. RF.1.4a: Read grade-level text with purpose and understanding. RF.1.4b: Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. RF.1.4c: Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
Writing	W.1.1: 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. W.1.2: Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure. W.1.3: 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. W.1.5: 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. W.1.6: With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.

	W.1.7: 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). W.1.8: With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
Speaking & Listening	SL.1.1: Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups. SL.1.1a: 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). SL.1.1b: Build on others' talk in conversations by responding to the comments of others through multiple exchanges. SL.1.1c: Ask questions to clear up any confusion about the topics and texts under discussion. SL.1.2: Ask and answer questions about key details in a text read aloud or information presented orally or through other media. SL.1.3: Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. SL.1.4: Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. SL.1.5: Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. SL.1.6: Produce complete sentences when appropriate to task and situation. (See grade 1 Language standards 1 and 3 on page 26 for specific expectations.)
Language	L.1.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.1.1a: Print all upper- and lowercase letters. L.1.1b: Use common, proper, and possessive nouns. L.1.1c: Use singular and plural nouns with matching verbs in basic sentences (e.g., <i>He hops; We hop</i>). L.1.1d: Use personal, possessive, and indefinite pronouns (e.g., <i>I, me, my; they, them, their, anyone, everything</i>). L.1.1e: Use verbs to convey a sense of past, present, and future (e.g., <i>Yesterday I walked home; Today I walk home; Tomorrow I will walk home</i>). L.1.1f: Use frequently occurring adjectives. L.1.1g: Use frequently occurring conjunctions (e.g., <i>and, but, or, so, because</i>). L.1.1h: Use determiners (e.g., articles, demonstratives). L.1.1i: Use frequently occurring prepositions (e.g., <i>during, beyond, toward</i>). L.1.1j: Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. L.1.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. L.1.2a: Capitalize dates and names of people. L.1.2b: Use end punctuation for sentences. L.1.2c: Use commas in dates and to separate single words in a series. L.1.2d: Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. L.1.2e: Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. L.1.4: 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. L.1.4a: Use sentence-level context as a clue to the meaning of a word or phrase. L.1.4b: Use frequently occurring affixes as a clue to the meaning of a word. L.1.4c: Identify frequently occurring root words (e.g., <i>look</i>) and their inflectional forms (e.g., <i>looks, looked, looking</i>). L.1.5: With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings. L.1.5a: Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent. L.1.5b: Define words by category and by one or more key attributes (e.g., <i>a duck is a bird that swims; a tiger is a large cat with stripes</i>). L.1.5c: Identify real-life connections between words and their use (e.g., note places at home that are <i>cozy</i>). L.1.5d: Distinguish shades of meaning among verbs differing in manner (e.g., <i>look, peek, glance, stare, glare, scowl</i>) and adjectives differing in intensity (e.g., <i>large, gigantic</i>) by defining or choosing them or by acting out the meanings. L.1.6: 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., <i>because</i>).

Integration:

The following objectives outline the expected learning outcomes by the end of each grade level. Teachers plan their yearly programs to address these objectives at appropriate times throughout the school year, integrating them into Units of Inquiry whenever possible.

As most of our students are non-native English speakers, progress toward these objectives varies according to individual language development. While some students may not fully achieve every objective within the grade level, all students are supported and encouraged to work toward these goals at their own pace as part of their ongoing language growth.

各学年の目標は、その学年の終わりまでに身につけることを目指す学習の成果を示しています。

先生たちは年間を通して、これらの目標を学ぶ時期を考えながら計画を立て、できるだけ探究の単元(Unit of Inquiry)の中に組み込んで学習を進めます。

本校の児童の多くは英語を母語としないため、目標の達成までの進み方には個人差があります。

学年の終わりまでにすべての目標を達成できないこともありますが、どの児童も自分のペースで目標に向かって努力できるよう、先生たちは丁寧にサポートしています。



Socio-Emotional Learning (SEL)

Second Step® Elementary

Unit 1: Growth Mindset & Goal-Setting	Time to Pay Attention Everyone Gets Distracted You Did It! Helpful Thoughts Performance Task: We Can Do It!
Bullying Prevention Unit (BPU)	Class Rules Recognizing Bullying Reporting Bullying Refusing Bullying Bystander Power
Unit 2: Emotion Management	Noticing Feelings Sometimes We Feel Worried Feeling Calm Feeling Frustrated Performance Task: Noticing Clues
Unit 3: Empathy & Kindness	The Power of Kind Acts Ways to Be Kind Offering Kind Acts Practicing Kind Acts Performance Task: Demonstrating Kind Acts
Unit 4: Problem-Solving	How to Say the Problem Was It an Accident? Ask for What You Need We Can Make It Better Performance Task: Solving Problems
Child Protection Unit (BPU) *from SY2026-27	Ways to Stay Safe The Always Ask First Rule Safe and Unsafe Touches The Touching Rule Practicing Staying Safe Reviewing Safety Skills

**Weekly lessons are taught at the beginning of each week, and skills learned are reviewed and practiced during the week.*

P.E. Curriculum

Japanese National Curriculum (MEXT), Grades 1 and 2

体づくりの運動遊び Body Movement Play	体ほぐしの運動遊び Relaxation exercises 多様な動きをつくる運動遊び Movement play for developing diverse motions
器械・器具を使つての運動遊び Exercise Play Using Equipment and Apparatus	固定施設を使った運動遊び Exercise play using fixed structures マットを使った運動遊び Exercise play using mats, practice rolling in various directions, supporting the body with hands, and performing rotations. 鉄棒を使った運動遊び Exercise play using the horizontal bar 跳び箱を使った運動遊び Exercise play using the vaulting box
走・跳の運動遊び Running and Jumping Play	走の運動遊び Running play 跳の運動遊び Jumping play
水遊び Water Play	水の中を移動する運動遊び Movement play in water もぐる・浮く運動遊び Diving and floating play
ゲーム Games	ボールゲーム Ball games 鬼遊び Tag games
表現リズム遊び Expressive Rhythm Play	表現遊び Expressive play リズム遊び Rhythm play