



Scheme of work

Grade 1

Term 2



English

Our aim for this year is to improve all aspects of our English: Speaking and Listening, Reading and Writing. We will focus on expanding our vocabulary, composing sentences orally and writing sentences ensuring they are grammatically and syntactically correct.

In Phonics, we will be following *Letters and Sounds*, consolidating our knowledge of Phase 2 sounds and moving onto Phase 3 digraphs (two letters that make one sound). Our spelling words are focused on learning the first 100 high frequency words with some phonetic words based on the sounds learnt in class that week/the pupil's pace of learning in our phonics lessons. Our phonics and spelling program have been formulated to improve pupil's reading phonetically and recognising words by sight.

Unit 1

To start the term, we will be learning about '*Poems and rhymes on a theme.*' This focuses on the pupils being able to explore, discuss and compose poems. There is a mixture of rhyming and non-rhyming poems as well as those that describe an event and those that are more descriptive using the senses. In this way the many techniques and language features of poetry and rhyme are experienced.

Aims and Objectives:

By the end of the unit, pupils will be able to:

- recognise poems that describe an event;
- recognise poems that describe a character's response using the senses;
- identify rhyming words in poems;
- identify repetition and language patterns;
- develop an understanding of the difference between rhyming and non-rhyming poems;
- develop an understanding of poets as authors;
- notice rhyming words with the same spelling patterns and those that haven't;
- join in with discussions and say what they think;
- join remember the rhyme sequence and act it out.

Skills Development

During the course of this unit, students will:

- learn specific words with regards to the theme we are currently exploring;
- begin to recognise the differences between rhyming and non-rhyming poems;
- begin to recognise the differences between poems that describe an event and those that describe a situation using the senses;
- further develop the notion of sequencing and time order;
- learn a verb to match each sense.
- develop an awareness of analogy as a useful strategy for reading and writing rhyme;
- develop an understanding that in English, print is read from left to right and top to bottom;
- learn that a capital letter is used for names and for the start of a sentence and that a full stop, question mark or exclamation mark may be used at the end of a sentence;
- learn how to use action words and numerals/number words.

Unit 2

The next unit, '*Joining in stories*,' focuses on stories with repetitive patterns. The activity and story will vary. The children will sequence and retell stories, create their own endings, focus on characters' feelings, substitute a character and answer comprehension questions.

Aims and Objectives:

By the end of the unit, pupils will be able to:

- understand the story and talk about characters, settings and sequence of events
- retell and re-enact stories using some formulaic language
- write simple phrases or sentences about the stories
- change key elements of a story

Skills Development

During the course of this unit, pupils will:

- develop an awareness of analogy as a useful strategy for reading and writing
- understand that in English, print is read from left to right and top to bottom
- discuss simple sentence structure
- develop an oral understanding of the past tense for use in traditional tales e.g. *was, saw, went*
- say and write simple sentences joined by *and*
- practise capital letters for names and for the start of a sentence
- develop the skill of reading common words on sight, e.g. *the, look, then, him, was, saw, my, it, of*

Unit 3

We will also be '*Reading to find out*.' This will introduce the theme of reading to find out information about a specific topic. This will feature a contents page, index, glossary as well as typical features of a non-chronological report such as pictures, photographs, captions and labelled diagrams. Additionally, pupils will explore a simple picture dictionary and an alphabetical text. Each text is introduced with a prior discussion and introduction of key concepts and vocabulary.

Aims and Objectives:

By the end of the unit, pupils will be able to:

- differentiate between fiction, non-fiction and poetry books;
- identify features of non-chronological report texts including contents page, index and glossary;
- identify features of alphabetical texts including index, dictionary and a fiction text organised alphabetically;
- develop an understanding of the purpose and organisation of such texts;
- discuss word meaning.

Skills Development

During the course of this unit, pupils will:

- know the words for labelling the parts of a book;
- increase awareness of the sequence of the alphabet;
- increase their knowledge of subject-specific words;
- begin to understand the notion of using words to explain word meanings;
- begin to understand the notion of using pictures to represent words;
- record and organise ideas around a topic.

Unit 4

We will learn about ‘*Make believe stories,*’ focusing on reading a range of different stories with repetitive patterns.

Aims and Objectives:

By the end of the unit, pupils will be able to:

- differentiate between real and make-believe stories;
- read and talk about a range of fantasy stories including settings, characters and events;
- write and share their writing about fantasy settings, characters and events;
- retell stories in role play scenarios;
- recognise and discuss strong language features of a range of stories;
- begin to identify similarities and differences between the stories.

Skills Development:

During the course of this unit, pupils will:

- begin to use a wider range of strategies for their own spelling
- read and spell high-frequency/common words with increasing confidence
- be able to recognise long vowel phonemes of the same and different spellings
- retell and reinvent story ideas in a time sequence with a beginning, middle and end.
- building vocabulary by understanding the meaning of and using the words *similarities* and *differences*.

Assessment:

The assessment of pupils’ learning is always ongoing. Through verbal and written feedback, we provide pupils with support and advice in order to help them know and improve on their own next steps in the learning process in English.

During the term, pupils will complete independent pieces of writing, which we will use to assess a range of writing skills more generally. This provides us with feedback on how well your child is attaining relative to grade and curriculum expectations. Formatively, it provides feedback that will help us identify the next steps in writing for your child.

At the end of the year, pupils will be judged and reported against grade related expectations for the Cambridge International Curriculum English objectives.

Support at home:

Research indicates that reading is a very strong determiner of how well your child will achieve in all areas of learning and we wish to foster a wonderful reading culture in our school. There is also a strong correlation between achievement and the number of books in your home. To help your child at home, please read with them daily. This can mean reading aloud to your child as well as listening to your child reading aloud to you. Reading can also take many forms; it might be reading signs when out and about, reading online material, games, magazines, subtitles on the television etc.

Please note the importance of ‘Mother Tongue’ – children’s home and first language. It is crucial that children with English as an Additional Language continue to improve their first language in order to support their learning of English and additional languages.

Children also need to learn their spellings (or sounds) daily and then continue to revise them after any spelling assessments or dictations to ensure they have embedded an ever increasing number of spelling rules or sounds. Remember, we are aiming for long term memory rather than short term performance.



Maths

Unit 1:

Learning Objectives:

Numbers and problem solving

- Recite numbers in order (forwards from 1 to 100, backwards from 20-0)
- count objects up to 50, recognizing conservation of number
- Count on in twos, beginning to recognise odd/even numbers to 20 as 'every other number'
- Begin partitioning two-digit numbers into tens and ones and reverse
- Within the range 0 to 30, say the number that is 1 or 10 more or less than any given number
- Order numbers to at least 20 positioning on a number track; use ordinal numbers

Support at home

- Count items that come in pairs, for example socks, gloves, shoes, boots and so on.
- Ask questions such as 'What if there was one more? Or one less?'
- Look out for things that come in packs of 10. Talk about how many you have left and how many you will have if you buy another pack of 10.
- If you buy 2 packs, ask how many you would have if you'd only bought one pack.

Unit 2

Calculation (*Addition and subtraction/ mental strategies*)

- understand addition as counting on and combining two sets; record related addition sentences
- Understand subtraction as counting back and 'take away'; record related subtraction sentences
- Understand difference as 'how many more to make?'
- Add/subtract a single-digit number by counting on/back
- Relate counting on and back in tens to finding 10 more/less than a number (< 100)
- Begin to use the +, - and = signs to record calculations in number sentences
- Recognise the use of a sign such as \square to represent an unknown, e.g. $6 + \square = 10$
- know all number pairs to 10 and record the related addition facts
- Begin to recognise multiples of 2 and 10
- Add more than two small numbers, spotting pairs to 10, e.g. $4 + 3 + 6 = 10 + 3$
- Know all number pairs to 10 and record the related addition/subtraction facts

Support at home

- Add up the numbers on a car number plate (or in any other situation where there are 3 or 4 small numbers). When there are two numbers which make 10, notice and use those first.
- When you count in twos or tens, or say a rhyme that counts in twos or tens, comment that those numbers were multiples of twos or tens.
- Notice single digit numbers around you (0 to 9) and ask 'How many more to make 10?'
- Record some of the things you talk about in number sentences such as $12 - 7 = 5$. For example,

'We started with 12 sweets and have eaten 7. So now we have 5 sweets left.'

- Ask your child to explain how to add two different amounts together.
- When ready, move on to ask how they would write down what they just did.
- In the supermarket, count how many apples, carrots or similar items you have put in the trolley. Ask questions such as, 'What if we put two back, how many would we have then?' Encourage your child to count back from the total, rather than put two back and count what is left.
- Do similar things with items at home, writing down what you did. For example, 'We have seven apples, let's put two back. How many do we have now? Count back from 7: 7, 6, 5 and write $7 - 2 = 5$.
- Play 'Peek-a-boo': count out 10 (or a similar number of things) then quickly take some away while your child covers their eyes; by counting what is left, can they tell you how many you took? Sometimes show how this could be written down, for example if we have 6 now but we started with 10, then you could write it as: $6 + \square = 10$.
- Ask your child to show you how to find 'two more' on a number line.
- In the supermarket (and at home) look out for things that come in packs of ten. Count each pack as 10, 20, 30, 40 and so on. Ask questions such as 'What would be 10 more (or 10 less) than that?'

Unit 3

Measure and problem solving (*weight and volume*)

- compare weight by direct comparison, then by using uniform non-standard units
- use comparative language, e.g. heavier, lighter
- Estimate and compare capacities by direct comparison, then by using uniform non-standard units

Measure and problem solving (*money and time*)

- Recognise all coins and work out how to pay an exact sum using smaller coins
- Begin to understand and use some units of time, e.g. minutes, hours, days, weeks, months and years
- Read the time to the hour (o'clock) and know key times of day to the nearest hour
- Order the days of the week and other familiar events

Support at home

- Set up role play activities that involve:
 - estimating – for example, the number of items that will fit in a basket, filling different sized and shape containers with water, sand etc.
 - length – how long a bandage needs to be in a hospital
 - area – how big a cloth is needed to cover a table; or bedclothes to cover a single or double bed.
- Cooking can be used to help children with counting and measures:
 - count the carrots
 - help to set the timer on the cooker
 - roll out pastry, make shapes with cutters
 - lift bags of flour or sugar
 - how many pasta shells?

- Ask your child to describe and compare different fruit and vegetables in the supermarket using words such as 'heavier', 'lighter'.
- Using money and helping with the shopping are good ways for your child to get familiar with numbers and measures. Money is particularly useful for helping children develop quick ways of counting.
 - Count out 6 oranges.
 - Find the amount of money to pay the shop keeper.
 - 'How much change should you have?'
 - Look for 6 eggs or 6 yoghurts.
- When watching videos, DVDs and television, plan viewing times, and/or work out how much time is left.
- Talk about what day it is today and tomorrow. What happens on different days?
- When we change from one month to another, talk about what happened during the last month and what is going to happen in this one.

Unit 4

Problem solving and Data handling

- Answer a question by sorting and organising data or objects in a variety of ways, e.g.
 - using block graphs and pictograms with practical resources; discussing the results
 - in lists and tables with practical resources; discussing the results
 - in Venn or Carroll diagrams giving different criteria for grouping the same objects
- Choose appropriate strategies to carry out calculations, explaining working out
- Explore number problems and puzzles

Support at home

- Ask your child to organise their bedroom by:
- drawing plans of the room (thinking about shape, making rough measurements, drawing plans)
- Ask questions about quantities such as
- 'How could we find out... ?'
- 'How do you know... ?'
- Talk about any puzzles, such as Sudoku, that you complete in a newspaper, magazine or puzzle book.

Assessment

The assessment of the students' learning is ongoing through every lesson. Through verbal and written feedback, we provide students with support and advice in order to move their learning on in every Maths lesson.

At the end of the year, pupils will be judged and reported against grade related expectations for the Cambridge International Curriculum Maths objectives.



Science

Unit 1:

In the first half term we will cover the unit 'Plants and Minibeasts'. This unit allows the children to plant their own seeds and observe the growing process. It also allows them to investigate the things plants need to grow and observe what happens if they do have them. It gives them an opportunity to identify minibeasts and insects and classify them.

Learning objectives

- To observe closely using simple equipment
- To use observations and ideas to suggest answers to questions
- To identify and name the main parts of a plant including roots, stem, leaf, flower and fruit.
- To investigate and understand what plants needs to grow
- To understand how plants grow
- To understand the lifecycle of some minibeasts
- To understand what an insect is
- To identify and classify minibeasts

Support at home

- Try growing your own plant at home and keeping an observation diary, measure how much it has grown and discuss why it has grown.
- Try growing your own plants and placing them in different areas, e.g. on the window sill, in the freezer, in a cupboard etc. Discuss which one has grown the most and why.
- Go to a park and go on a plant/minibeast hunt, try to find as many different ones as you can and name them.
- Research why plants and minibeasts are useful in our lives.
- Discuss the plants we eat when shopping/cooking and explain why we eat them.
- If you are going on holiday discuss the different plants that grow in different areas.

Unit 2

In the second half term we will cover the unit 'Animals'. This unit allows children to gain an understanding of animal bodies and consider similarities and differences between them and us. Pupils engage in a variety of activities including drawing and labelling the body, describing animal bodies and sorting animals into groups.

Learning objectives

- Identify and name a range of common animals
- Describe the structure of common animals, including some parts of the body that are specific to animals
- Say something that is the same and something that is different about two animals

- Understand that animals have different diets
- Classify animals
- Begin to name the five main groups of animals and give examples for each one

Support at home

- Discuss how different body parts enable humans and animals to move in different ways.
- If possible, visit a safari park or zoo to learn more about animal variation at first hand.
- Draw and label animals at home.
- Research animals at home in non-fiction books or using the internet.

Assessment

The assessment of pupils' learning is always ongoing. Through verbal and written feedback, we provide pupils with support and advice in order to help them know and improve on their own next steps in the learning process in Science.

At the end of every unit, pupils will be assessed against the learning objectives for that unit. However, pupils will continue to be assessed against these objectives and particularly the objectives they are finding more difficult, throughout the year. Parents will be given feedback on objectives that need more practise at home, through the parent consultation and reporting cycle.



IPC

Unit 1

The first IPC unit we will cover this half term is 'Flowers and Insects'.

We will look at the basic conditions needed for living things to survive, and the difference between living things and things that have never been alive. We will learn that living things grow and reproduce through a range of practical activities and experiments. We will also learn to sort things into simple groups.

In Geography and History, pupils will:

- Learn about the weather and climatic conditions in particular localities and how they affect the environment and lives of people living there
- Look at plants indigenous to different parts of the world
- Look at some plants and their uses

In Art, pupils will:

- Make still life observations of plants and flowers
- Produce 'flower' themed pictures using a range of media
- Look at the work of famous artists, producing our own work in a similar style

Support at home

- Build a 'Bug Hotel' to encourage insects to visit your garden
- Read a range of stories and non-fiction books on flowers and insects
- Grow plants and flowers from seeds
- Discuss what parts of the plant fruits and vegetables are from during supermarket shopping trips

Unit 2

The IPC unit we will cover during the second half of the term is 'Animals'. This unit gives the children a chance to learn about different animals around the world and the continents on which they live. We will look at animal classification and how animals help us.

In History, pupils will:

- Learn about animals that have been extinct and how we prevent this from happening again
- Look at how animals are used to help humans and the ethics surrounding this

In Geography, we will:

- Look at animals from around the world and the habitats in which they live
- Look at how animals have adapted to suit the conditions of the climates in which they can be found

In Art, we will:

- Look at patterns and textures
- Make camouflage pictures

Support at home

- Make information posters or booklets on a chosen animal
- Visit zoos and farms when travelling
- Encourage your child to take responsibility for looking after their pets

Assessment

The assessment of pupils' learning in all units is always ongoing. Through verbal and written feedback, we provide pupils with support and advice in order to help them know and improve on their own.



PE

This term, pupils will study PE through Sports Day prep and invasion games,

Unit 1

Sports Day prep:

- In this unit pupils will experience simple modified running, jumping and throwing activities.
- Pupils will accurately replicate running challenges and competitions that require speed and stamina.
- In all athletic based activities pupils will engage in performing skills and measuring outcomes as a marker for performance.
- Pupils will develop the ability to follow rules safely and handle equipment correctly.

Pupils practice will culminate in a KS1 Sports day based on all students competing at a number of stations.

Unit 2

Invasion Games:

- Pupils will build on aspects of previous ball games using invasion tactics
- Pupils will practice catching and passing
- Pupils will practice the concept of passing and moving forward to create an attack.
- Pupils use the idea of developing footwork and balance to beat a defender and run in to space.
- Pupils will learn about the different types of scoring in different games.

Swimming:

All pupils at AGS will follow the whole school swimming curriculum. Pupils will work through ascending levels of a holistic swim programme that leads up to Cambridge iGCSE standard (Level 10). The level that pupils are working towards are determined based on their current swimming ability. The expected working level for each age corresponds with the grade pupils are in, for example, Grade 1 should be working towards level 1 whereas Grade 5 should be working towards level 5. Some pupils will be working below or above expected levels based on their ability.



Art

This term the students of grade 1 will commence two new IPC Topics, 'Flowers and Insects' and 'Animals'. They will learn how to draw and create different kind of flowers, insects and animals using a variety of materials and techniques inspired by famous artists and sculptors who have represented flowers, insects and animals in their work.

The pupils will look at the following pieces of artwork as inspiration:

- Poppies Blooming, 1873; The Artist's House at Argenteuil by Claude Monet, 1873
- Sunflowers, 1888; Irises by Vincent Van Gogh, 1889
- Moebius Strip, 1963; Butterflies II by Maurits Cornelis Escher, 1950

To develop the pupils learning, we will consider the following questions:

- Are the images true to life?
- How has colour been used and what colours have been mixed together for effects?
- What materials has the artist used – watercolour, oil, paste, ink, clay, metal?
- Why did they choose this material? For what effect?
- Do you like it? Why? Why not?
- what are the similarities and differences between these styles of art?

Aims and Objectives:

By the end of the unit, students will be able to:

- Know about some of the forms used by artists in their work
- Use a variety of materials and processes.
- To suggest ways of improving their own work.
- Comment on works of art
- Explore the use of objects to convey meaning in portrait
- Investigate a range of drawing media and the marks they can make.
- Explore how colour can be used to convey moods and emotions.
- Understand that the work of artists can be seen in a wide variety of places and situations

Skills Development

During the course of these units, pupils will:

- Be able to successfully draw a full picture of insect, flower, animal using a variety of textures and recall all of the artist names and their work correctly.
- Be able to create an elaborate mosaic and explain clearly and in depth what they think of their mosaic design and how they can improvise.
- Be able to create a creative insect craft and critic their work on how to improve and make their insect craft better.
- Be able to draw animals using letters and shapes.

Pupils will use a variety of materials and processes to make their master pieces.

Support at home:

To help your child enrich their artistic lives at home, you can support by:

- Helping your child with pencil grip and to control the pencil with increasing control.
- solidifying infill shapes with colour pencils and producing a range of colour tones.
- creating more artistic activities with your child and encourage them to practice more on the lesson we have covered in class in order to maximize the quality of their skills.



Music

Pitch and Rhythm Development

Pupils continue learning to sing the musical scale do, re, mi, fa, sol, la, ti using it to sing and hand sign a variety of simple songs.

They learn to sing the Japanese song about Spring Time called Haru Ga Kita.

Pupils are introduced to a variety of hand held percussion instruments including timbales, tambourines and djembes and we continue working on their sense of rhythm.

Learning objectives

- To use their voices expressively and creatively by singing chants and rhymes.
- Play untuned and tuned percussion instruments musically
- Listen with concentration and understanding to a range of high quality recorded music.

Support at home

You can support your child by encouraging them to sing the songs that they have learnt in their music lesson and by singing the musical scale using do, re, mi.

This link from Primary Music Prodigies have some great activities:

<https://www.youtube.com/watch?v=z9WAvSPjHmY&t=582s>

Listen to a variety of music at home, perhaps exploring composers such as Bach and Haydn:

<https://www.youtube.com/watch?v=pdsyNwUoON0>

Assessment

Pupils are assessed each week by the teacher according to how well they can play and sing as part of a group and whether they are singing in tune and playing in time.