



# Scheme of work

## Grade 1

## Term 1



# English

Our overall aim is to improve our speaking and listening, reading and writing. We will focus on expanding our vocabulary, composing sentences orally and writing sentences ensuring they are grammatically 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 children's pace of learning in our phonics lessons. Our phonics and spelling program have been formulated to improve children's reading phonetically and recognising words by sight.

We will be learning about '*Things that have happened.*' This focuses on the children being able to compose a recount of events that they have experienced. This will be in the form on 'Weekend News' and 'Holiday News' and also a recount of a trip.

## **Aims and Objectives:**

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

Retell events orally

Pick highlights of a time period

Begin to have an understanding of the past

Write recounts

## **Skills Development**

**During the course of this unit, students will:**

know the days of the week

begin to understand and use the notion of sequencing and time order

begin to understand and use first and third person

begin to understand and use simple connecting words

retell, record and organise ideas around an event.

recognise common words ending ed.

We will be '*Joining in stories,*' by focusing an English lesson on a new story every week. The activity will vary each week. 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, students 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, students 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.*

We will be focusing on building our vocabulary and composing sentences orally through the use of Usbourne's first 1000 words book.

### **Aims and Objectives:**

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

look closely at pictures to find meaning

use a variety of sentence starters

compose sentences orally that make sense grammatically

write simple sentences

### **Skills Development**

**During the course of this unit, students will:**

begin to understand that a capital letter is used for names and at the beginning of a sentence

begin to understand the importance of finger spaces and use them correctly

begin to understand that a full stop should be used at the end of a sentence.

begin to understand how to compose an interesting sentence that make sense.

begin to understand what an adjective is and where to use it.

We will be '*Finding out and Making,*' this focuses on learning about writing lists, labels and captions.

### **Aims and Objectives:**

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

Read simple lists, labels and captions

Write simple lists, labels and captions

Recognise signs, lists and labels and understand their uses.

### **Skills Development**

**During the course of this unit, students will:**

know the words for labelling the parts of a book

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.

We will learn about '*Make believe stories,*' focusing on reading a range of different stories by the same author, Julia Donaldson.

### **Aims and Objectives:**

#### **By the end of the unit, students 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 stories.

### **Skills Development:**

#### **During the course of this unit, students 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*.

We will be learning about non-chronological reports linked to buildings in Muscat/around the world.

### **Aims and Objectives:**

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

- differentiate between fiction and non-fiction books
- identify features of non-chronological report texts
- develop an understanding of the purpose and organisation of such texts
- discuss word meaning.

### **Skills Development:**

**During the course of this unit, students 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.

**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 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 and 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

## Term 1A

### Learning Objectives:

#### **Numbers and the number system**

Recite numbers in order (forwards from 1 to 100, backwards from 20-0)

Read and write numerals from 0 – 10

count objects up to 10, recognizing conservation of number

#### **Calculation** (*Addition and subtraction/ mental strategies*)

understand addition as counting on and combining two sets; record related addition sentences

know all number pairs to 10 and record the related addition facts

2 – begin to know number pairs to 6, 7, 8, 9, 10

#### **Measure** (*length*)

compare lengths by direct comparison, then by using uniform non-standard units

use comparative language, e.g. longer, shorter,

## Term 1B

### Learning Objectives:

#### **Geometry** (*shapes and geometric reasoning*)

name and sort common 2D shapes (e.g. circles, squares, rectangles, triangles) using features such as number of sides, curved or straight. Use them to make patterns and models

name and sort common 3D shapes (e.g. cube, cuboid, cylinder, cone, sphere) using features such as number of faces, flat or curved faces. Use them to make patterns and models



## **Numbers and problem solving**

Recite numbers in order (forwards from 1 to 100, backwards from 20 to 0).

Read and write numerals from 0-20

Count objects up to 20, recognizing conservation of number

Begin partitioning two-digit numbers into tens and ones and reverse

Use more or less to compare two numbers, and give a number which lies between them

Order numbers to at least 20, positioning on a number track; use ordinal numbers

## **Calculation** (*Addition and subtraction*)

Know all number pairs to 10 and record related addition/ subtraction facts

Understand addition as counting on and combining two sets; record related addition sentences

Understand that changing the order of addition does not change the total

Understand subtraction as counting back and 'take away'; record related subtraction sentences

Add/ subtract a single-digit number by counting on/back

## **Support at home for term 1**

Below are some ideas you could do at home to support your child's learning of the following:

### **Numbers and the number system**

Sing some number songs and rhymes together.

Count steps to the corner or up and down the stairs.

Count spoonfuls and anything where there is more than one.

Point out numbers that you see and ask your child which number it is.

These could be door numbers, car number plates, shop and road signs, packaging and so on.

Look out for amounts of objects or actions between 10 and 20 to count.

Rearrange items and count again to see that the number has not changed.

Look out for amounts of objects or actions between 10 and 20 to count.

Rearrange items and count again to see that the number has not changed.

Look out for numbers between 10 and 99 and talk about how many tens and how many ones there are in that number. For example, 28 has two tens (twenty) and eight ones (eight) – 28.

Ask questions about the numbers up to 20. For example, ‘Which number comes before 17?’, ‘Which number comes after 12?’

Your question could be in response to a number you see or after a counting rhyme or some other stimulus.

### **Calculation** (*Addition and subtraction/ mental strategies*)

Ask your child to explain a number sentence to you, such as  $3 + 4 = 7$ . ‘What does each part mean?’

Notice single digit numbers around you (0 to 9) and ask ‘How many more to make 10?’

Notice single digit numbers around you (0 to 9) and ask ‘How many more to make 6 (or 7, 8, or 9)?’

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. 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  $7 - 2 = 5$ .

Look out for opportunities in the supermarket and at home to put two amounts together and ask ‘How many altogether?’ Encourage your child to count on (or back) from one of the amounts rather than counting everything.

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.’

When adding two amounts together, try adding in a different order. Comment that it doesn’t matter which way round you add the same two amounts, you always get the same total.

### **Measure** (*length*)

Set up role play activities that involve:

estimating – for example, the number of items that will fit in a basket

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.

Ask you child to describe and compare different fruit and vegetables in the supermarket using words such as 'longer', 'shorter'.

Compare clothing lengths for different family members such as sleeves, trouser legs and so on.

### **Geometry** (*shapes and geometric reasoning*)

Children can experiment with pattern-making, or create pictures, and think about: (2D/ 3D shapes)

Which shapes fit together and which don't.

The shape of the spaces between the pieces.

Different kinds of patterns that can be made.

Which shapes look like other shapes.

Cutting through several layers of paper.

Tidying by sorting and thinking about shapes and about space: (2D/ 3D shapes)

'What kind of things are these? Where do they belong?'

'How can we fit them all in properly? What is the best way to stack them?'

### **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

The unit we cover for the first half term for science is 'Ourselves'. This unit allows the children to have the opportunity to think, observe and talk about themselves, others, their bodies and their similarities and differences. They will investigate external body parts and their 5 senses.

### Learning objectives

identify the basic parts of a human body (head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth).

name and label the basic parts of the human body.

recognise similarities and differences between themselves and others.

recognise which part of the body is associated with each sense.

### Support at home

Learn the names of the main body parts through games, actions, songs and rhymes. Use everyday actions to remind your child of the main body parts. Examples of this would be to explore clothing to understand which body part has been covered; discuss why we brush our teeth, hair etc. and talk about why we must bend our elbows and knees.

Use a mirror to describe facial features and compare them with a family member or a friend.

Discuss how we need to look after ourselves in order to live a happy, healthy life e.g. regular exercise, eating fruits and vegetables, doing things that make us happy.

## Unit 2

The unit over the second half term is 'Materials'. This unit allows the children to explore different materials they see in and around familiar settings; it gives the pupils an opportunity to consider why certain materials are suited to particular functions and it also allows the children to investigate the properties of the materials, by sorting and grouping them together.

### **Learning 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;

describe the simple physical properties of a variety of everyday materials;

compare and group together a variety of everyday materials on the basis of their simple physical properties.

### **Support at home**

Explore, name and discuss everyday materials so that they become familiar with the names of materials and properties such as: hard/soft; stretchy/stiff; shiny/dull; rough/smooth; bendy/not bendy; waterproof/not waterproof; absorbent/not absorbent; opaque/transparent.

Experiment with a wide variety of materials including brick, paper, fabrics, elastic, foil etc.

Go on a material hunt within Muscat e.g. in a mall, by a wadi, in the house, in a hotel etc.

Perform simple super scientific tests at home with different materials to explore questions, for example: 'What is the best material for an umbrella? ... for a building? ... for curtains? ... for a bookshelf? ... for a swimming costume?'



# IPC

## Unit 1

The first IPC unit we will cover this half term is 'Who am I'. We will look at emotions, family, hygiene, diversity and which countries they or their family, and, friends come from. We will also look at how to draw portraits and self-portraits.

The unit will be taught cross-curricular:

In History, we'll be:

Look at the human growth cycle

Look at what we could do as a baby and compare it to what we can do now

In Geography, we will:

Identify the countries we come from

Look at where Oman is in the world and talk about similarities and differences to our home countries

## Support at home

Talk to your child about Omani customs, culture and how to they compare to ones you from your home country

Read a range of stories about growth, emotions, friendships and/ or families

## Unit 2

The IPC unit we will cover the second half term is 'Buildings'. This unit gives the children a chance to learn about different structures. We will look at materials and their basic properties. We will also look at buildings from the past, and, homes and buildings from around the world as well as Muscat.

The unit will be taught cross-curricular:

In History, we'll be:

Comparing and contrasting modern day houses to homes long ago

Looking at artefacts from the past, used in specific rooms of the house

Looking at the world's tallest skyscrapers and putting them in chronological order of when they were the tallest building in the world

In Geography, we will:

Look at famous buildings from around the world

Look at the styles of homes from children's home countries

Look at buildings in Muscat and discuss their uses and appearances

Support at home

Talk to your child about different buildings and their purposes

Identify materials used in buildings and explain their suitability

Make a diorama of inside a home

Make junk models of houses and buildings

Make junk models of a city or town

Identify parts of a house and learn vocabulary associated with specific rooms



# Art

This term the students of Grade 1 will study art through the IPC units 'Who Am I' and 'Buildings (structures)'. They will learn the difference between portrait and self-portrait and look at size and shape of building to create a city scene.

## **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 this unit, students will:**

Draw self-portrait using graphite pencils, and the aid mirrors.

They should work slowly and carefully and spend lots time looking at themselves in the mirror to make sure they draw what they see, not what they know or imagine to be there.

They will look at details such as the shape of their eyes, eye brows and nostrils and tiny details such as freckles and eyelashes.

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



**Assessment:**

What did they find difficult?

What aspect of their picture they would like to improve?

What do they like best about their self-portrait?

What do they think about their friends' portraits?

Draw a city scene:

Children will go walk around and look closely at some of the local buildings, discussing the purpose of different ones and highlight the differences in materials and shapes.

Back in class, children will be asked to draw their chosen buildings scene making sure that their drawings accurately reflect the proportions and lacing of key elements such as doors and windows.

Students will be encouraged to include details of the chosen buildings, such as the way the bricks and tiles are laid, or any supports such as columns.

Children will talk about their own and each other's work, suggesting improvements where possible.

Making an applique picture: this is a picture made up of sticking different material shapes to a base to create an image. Children will be asked to think about the types of materials, fabrics and patterns they would use to create a picture of a house.

**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**

In the first unit students learn to sing and hand sign the musical scale using the musical scale do, re, mi, fa, sol, la, ti. They use their voices expressively and creatively by singing Kye, Kye Kule, an African parts of the body song.

Their sense of rhythm is developed by singing and playing a variety of songs including Sweet Beets.

## **Learning objectives**

Sing and play music, joining in when appropriate and spontaneously.

Follow melodic shape and timing with some accuracy; start and stop mostly as appropriate.

Freely explore and enjoy playing with sounds, melodies and rhythms.

## **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 Vivaldi and Mozart.

Use George Meets the orchestra as a springboard to explore orchestral music:

<https://www.youtube.com/watch?v=M0Jc4sPOBEE&t=203s>

## **Assessment**

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