



# Scheme of work

## Grade 1

### Term 3



# 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, we will continue to consolidate knowledge of Phase 3 sounds and Phase 4 tricky words. Our main focus will be to learn Phase 5 alternative graphemes (other ways to spell the sounds we have already learnt e.g. ai and ay). 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 by building up a bank of sight words.

## **Unit 1**

We will continue to learn about 'Things that have happened.' This focuses on the children being able to compose a recount of events that they have experienced, in the form of 'Weekend News,' 'Holiday News' and trips recounts.

### **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.

## **Unit 2**

In our unit 'Booklet writing' we will be creating country fact files about different countries. We will gather information using a range of simple non-fiction texts with the typical features of a non-chronological report such as pictures, photographs, captions and labelled diagrams.

### **Aims and Objectives:**

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

- differentiate between fiction, non-fiction
- identify features of non-chronological report texts including contents page, index and glossary

- 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 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 3**

We will learn about ‘Fantasy Stories.’ Texts are introduced to explore the notion of fantasy: stories which feature settings, characters and events that could not happen in real life. These will encourage strong oral work, rhyme play, independent reading, sequencing, discussion, role play around make-believe journeys, problem-solving and creative thinking.

The chosen texts provide a focus for concept preparation and vocabulary development, shared, paired and/or individual reading and writing. Learners are encouraged to speak and share experiences before attempting to read and then record their responses. Role play is a strong element of this unit and should encourage imaginative responses in action and speech. This unit supports language play, rhyming patterns and long vowel phonemes.

**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.

**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.

**Suggested 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.

### **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.



# Maths

During Term 3, we will be deepening and consolidating our knowledge that we have already explored during Term 1 and 2.

## Unit 1

### Learning Objectives:

#### **Numbers and problem solving**

- Recite numbers in order (forwards from 1 to 100, backwards from 100-0).
- Read and write number words from one to twenty.
- Count objects up to 100, using tens and ones and arrays to help with this.
- Count on in twos, fives and tens.
- Partition two-digit numbers into tens and ones.
- Within the range 0 to 100, say the number that is 1 or 10 more or less than any given number.
- Use 'more' or 'less' to compare two numbers and give a number which lies between them.
- Order numbers to 100 positioning on a number square.
- Use ordinal numbers to describe positioning or dates e.g. 5<sup>th</sup> April, 1<sup>st</sup> place etc.

#### **Suggested support at home**

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

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

- Practise counting up to and down from 100 regularly; practise ordering (first, second, third...) and practise indicating quantities at home (for example, 5 apples, 7 oranges, 6 centimeters).
- Read, write, count and compare numbers up to 100, supported by objects and visuals (for example, Base Ten, Numicon, food objects, toys etc.).
- Practise counting in 2s, 5s and 10s from different numbers to develop recognition of number patterns (such as odd and even numbers).
- Continue to create repeating patterns with objects and with shapes, to help develop pattern recognition.
- Ask your children problem solving questions, such as 'count up from 75 to 88'; 'countdown from 99 to 81'; 'If I have 15 sweets and I eat 10, how many do I have left?'.

## Unit 2

### Learning Objectives:

#### **Calculation** (*Addition and subtraction/ division and multiplication/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 the difference as 'how many more to make the biggest number?'
- Add/subtract a single-digit number from a two-digit number by counting on/back.
- Find two more or less than a number, recording the jumps on a number line.
- Relate counting on and back in tens to finding 10 more/less than a number.
- 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.
- Recognise multiples of 2, 5 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.
- Solve one-step problems involving multiplication and division, using concrete objects, images and arrays with the support of a teacher.

### **Suggested support at home**

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

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

- To recognise groups of numbers, this can be achieved by grouping objects together for example group 3 oranges together, group 4 apples together, group 3 grapes and 1 kiwi together.
- To learn different arrays of numbers, for example the dot arrays on a dice, to recognise the different pieces of Numicon and Base Ten and which number they represent.
- Ask your child what these symbols represent: +, = and -.
- Discuss different languages that can be used for addition and subtraction e.g. subtract can mean less than, take away, difference and addition can mean add, sum of, total etc.
- Notice numbers around you (e.g. 8) and ask 'How many more to make 12?'
- Ask your child to explain how to add two different amounts together. Give them the opportunity to use objects, number lines or number squares if they need help. Ask them how they would write down what they just did using + and =.
- 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.
- Use number lines and number squares to jump back or forward to subtract or add different numbers.
- Through grouping and sharing small quantities at home, this will help children to understand multiplication and division.
- Group objects in 2s, 5s or 10s and practise counting them, so the children can visualise grouping.
- Ask your children problem solving questions, such as 'if I have 9 pairs of shoes, how many shoes do I have altogether?'; 'if I have 70 balloons and I share them equally between 7 boxes, how many are in each box?'

### **Unit 3**

#### **Learning Objectives:**

##### **Fractions**

- Recognise find and name a half as one of two equal parts of an object, shape or quantity.
- Recognise find and name a quarter as one of two equal parts of an object, shape or quantity.

#### **Suggested support at home**

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

- Double and halve numbers and quantities, discuss why odd numbers cannot be shared equally between two wholly. For example, if there are 5 balloons and we share them between 2 people, one person will receive 2 and the other will receive 3.
- colour in or cut shapes into halves, quarters

### **Unit 4**

#### **Learning Objectives:**

##### **Measurement (*money and time*)**

- Recognise all coins and work out how to pay an exact sum using smaller coins.
- Order the days of the week and other months of the year.
- Order the day chronologically using sequencing language.
- Begin to understand and use some units of time, e.g. minutes, hours, days, weeks, months and years.
- Read the time to the hour and half past and know key times of day to the nearest hour.
- Draw faces on clocks to show o'clock and half past times.

#### **Suggested support at home**

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

##### **Measurement (*money and time*)**

- 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.
- See how many jumping jacks, skips, hops your child can do in a minute.
- 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.

- Look at the time in real life – discuss the minute hand and the hour hand when it is o'clock and half past and where they are and why. For example, the long minute hand is on the 12 and the short hour hand is on the 4, so that means it must be 4 o'clock!

### **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.





# Science

During this term we will cover the unit 'Scientific Investigations of Forces'. This unit allows the children to look at how things move. It gives them an opportunity to investigate how toys are made and how they move.

## **Learning objectives**

- Explore, talk about and describe the movement of familiar things.
- Model and communicate ideas in order to share, explain and develop them.
- Recognise that both pushes and pulls are forces.
- Decide what to do to try to answer a science question.
- Explore and observe in order to collect evidence (measurements and observations) to answer questions.
- Model and communicate ideas in order to share, explain and develop them.
- Explore, talk about and describe the movement of familiar things.
- Recognise that both pushes and pulls are forces.
- Make predictions.
- Compare what happened with predictions.
- Recognise that when things speed up, slow down or change direction there is a cause.
- Try to answer questions by collecting evidence through observation.
- Ask questions and contribute to discussions about how to seek answers.
- Explore and observe in order to collect evidence (measurements and observations) to answer questions.

## **Suggested support at home**

Find different ways of moving your body, by playing songs, dancing, running around in different directions, jumping in different ways, swinging, turning

Try playing different types of physical games such as football, tennis and look at how our movements affect the movement of the balls

Have a go and investigate how different toys move.

Encourage your child to ask why and how questions regarding what they see and observe about movement.

Encourage your child to use vocabulary related to movement (push, pull, force, motion, direction, slow, fast, hard, easy, spin, rotate, comparing etc).

## **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

The IPC unit this term, Hooray...Let's Go On Holiday will be taught throughout the whole of term 3. The unit teaches the students about why Holidays are special days, about what holidays were like in the past, and now that we can easily travel the world who knows where we will go for our holidays in the future?

**The unit will be taught cross-curricular:**

**In Geography, we'll be finding out:**

- About the places people go to on holiday
- How they get to their holiday destination
- Some of the things people do on holiday
- What people wear on holiday
- How tourism can spoil holiday places

**In History, we'll be finding out:**

- About the holidays that we have had in our own past
- About the holidays that our families and other people have had in the past
- What is the same and what is different between holidays in the past and today
- About some of the wonders of the world

**In Art, we'll be finding out:**

- How to create a sand art sculpture
- About some of the pictures that are used to record holidays
- How we can record our holidays
- About the designs of some holiday souvenirs

**In ICT & Computing, we'll be finding out:**

- How to use mapping software

**In Society, we'll be finding out:**

- How to stay safe on holiday
- What a pilgrimage is

**In International, we'll be finding out:**

- What is the same and what is different between the lives and home countries of the different children in our class
- How to greet people in different languages
- About future holidays in space

### **Suggested support at home**

Please help your child by doing some extra reading, discussion and research around the subject. We will be looking at atlases, countries, continents, holiday destinations, how we get there and how holidays have changed from the past. The more familiar your child is, the more confident they are at sharing their experiences and knowledge.

Some of the homework tasks are linked to our IPC units so helping your child with these would further their learning.

### **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 Striking and Fielding and Fitness;

## Unit 1

### **Striking and Fielding:**

- Pupils will begin to explore using a variety of equipment and problem-solving skills.
- Pupils will develop their hand-eye coordination using a number of different implements to throw, catch and strike.
- Pupils will explore the flight of different objects.
- Pupils will develop;
  - Throwing and Catching
  - Judging the flight of different objects
  - Moving towards a target
  - Fielding/Stopping a ball
  - Retrieval of a ball
  - Batting a stationary ball off of a T

## Unit 2

### **Health and Fitness:**

- Through the use of health and skill related components of fitness pupils will...
  - Explore how their body feels/ physiological changes when exercising in different ways.
  - Understand the health benefits for exercising.
  - Develop a further understanding of how to train and exercise in different ways.

## Unit 3

### **Dance:**

- Through dance pupils will
  - Explore how our body can move in different ways.
  - Develop basic timing and movement memory.
  - Have a basic understanding of RADS- relationships, actions, dynamics and space.
  - Gain an appreciation for different cultural dances.
  - Create a short story using dance.



# Art

This term the students of grade 1 will commence a new IPC Topic, 'Holiday'.

## **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.
- Suggest ways of improving their own work.
- Comment on works of art.
- 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, students will:**

#### **Learn how to make a sandcastle**

- Pupils will discuss if they have ever made a sandcastle or sand sculpture; talking about where, when and how they made it, and who helped them.
- Pupils will design their sandcastle/sculpture on paper first. They will be encouraged to be adventurous in their design.
- They will make lists of any accessories or ornaments they will need, e.g. shells, pebbles, driftwood etc., and to source these in advance.
- The pupils will take photographs or videos at different stages.

#### **Learn how to make a homemade paper fan**

- Following a step-by-step video, children will try to make their own paper fan, they are also allowed to use their own design and creativity to decorate the fan.

#### **Learn how to make a homemade summer hat**

- By following a step-by-step video, pupils will try to make their own summer hat, they are also allowed to use their own design and creativity to make original hats.

## **Suggested support at home:**

To help your child enrich their artistic lives at home, parents can support by creating more artistic spaces with their child and encouraging them 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.

## **Suggested 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=pdsyNwUoONO>

## **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.

