

Curriculum Overview

Academic Year: **2010 - 2011**

Year: **1**



Subject	Term 1	Term 2	Term 3
Reading	We work on rhyming patterns and distinguishing the initial and final sounds in CVC words, e.g. bat, pin, We develop the children's ability to recognise the vowel in CVC words. Children are exposed to a wide variety of literature, and are encouraged to use phonics, grammar and contextual skills to develop fluency, comprehension, 1 to 1 correspondence as well as enjoyment of reading. Children develop their knowledge of high frequency sight and topic words.	We concentrate on discriminating all three sounds in three letter words, and reading and spelling simple words. We learn initial consonant clusters e.g. plug, scat and rhyme endings e.g. bat, cat. We introduce non-fiction texts linked to our topic lessons, as well as following instructions. Children continue to work their way through the reading scheme at their own pace.	The children read a variety of texts, focusing on stories about fantasy worlds and poems. They are encouraged to read with intonation and expression whilst ensuring their reading makes sense. They compare and contrast stories, read as a group and individually. When looking at non-fiction books we investigate how similar information can be presented in different ways.
Writing	The children practise the formation of lower case letters in a script that can be easily joined later. Handwriting is practised in conjunction with phonics and during independent writing, ensuring correct letter orientation. Children are exposed to a wide range of texts to help develop journal, story and non-fiction writing. They begin to use and understand the terms sentence. They begin to use capital letters and full stops.	Children work at formation of capital letters, sentence structure and punctuation. Children are exposed to a variety of text to develop enjoyment, comprehension and composition work, including journals, story writing and non-fiction work. By learning a number of storylines, children discuss characters, story sequence and causes for incidents within stories. Word banks are developed to link to stories which will expand vocabulary within stories.	This term the children focus on using the long vowel phonemes (ai, ee, ie ,oa, oo) in common words and they continue practising spelling high frequency words. Handwriting is taught in conjunction with phonics and spellings in order to reinforce correct letter size and formation. We develop their knowledge of what a sentence is, encouraging them to use full stops and capital letters. They write their own stories using simple settings and they write about significant incidents from known stories.
Speaking and Listening	The children are motivated to use language correctly, describing daily events on a one to one basis, in groups and in a class situation. New vocabulary is introduced during topic discussions and class news time. Children are encouraged to listen to instructions, and listening skills are developed through stories, games and tapes.	The children are encouraged to use language correctly, grammatically and proficiently on a one to one basis, in groups and in a class situation such as in topic discussions and during class news time. Listening skills continue to be developed through stories, games, tapes, personal and social studies.	The children are reminded to listen to others, express opinions with confidence and develop oral ability by extending vocabulary and improving sentence construction. They are encouraged to ask for information on topics and seek clarification. Listening skills are developed through drama and role-play, as well as across the curriculum.
Mathematics	The children develop knowledge, skills and understanding with numbers to at least 20. Mental strategies are introduced and the children learn addition facts and totals to 10. They start to look at subtraction and working with money and begin to work out real life money problems. The children	The children develop knowledge, skills and understanding with numbers from 0 to 100. They learn number games, counting (odd and even) by 2s, 5s and 10s and are introduced to ordinal numbers. Mental strategies are used for the children to learn subtraction facts within 10 and link	The children develop knowledge, skills and understanding of numbers 0 to 100. They consolidate counting by 1s, 2s (odd and even), 5s and 10s. Mental strategies are used for learning addition and subtraction facts beyond 10, using money and real life equations. They begin to learn



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	continue to develop their knowledge of 2D shapes and properties and start to develop knowledge of 3D shapes. They are introduced to measuring using non standard units, as well as telling the time on the hour and data collection.	them with addition facts, using numbers and money. They continue to solve real life money and Maths equations. They continue to develop knowledge of 2D and 3D shapes and their properties. Measurement and telling the time using o" clock and half-past continues to be expanded using existing knowledge to estimate and solve problems.	addition of 2-digit numbers and subtraction of numbers up to 10 from a 2-digit number. They develop knowledge of capacity, telling the time, symmetry and position, direction and movement.
Science	In Term 1 the Science topics include, Ourselves, learning that humans grow and have needs as well as exploring our 5 senses. We discuss Light and Dark, and identify light sources to recognise the differences between day and night.	The Science topics are Sorting Materials and Growing Plants. The children are encouraged to make comparisons, explain evidence, test ideas and record observations.	This term we will cover Sound and Hearing. The children are encouraged to identify different sounds in our environment and make a simple musical instrument. Pushes and Pulls teach the children about different forces used during our daily lives.
Social Studies	In Social Studies we study the History of Transport, in particular aeroplanes. As the rainy season approaches, we discuss seasons of Zambia and weather conditions. Festivals are a year-long topic but this term we learn about Diwali and Christmas.	This term we link Social Studies with Science, looking at a variety of houses, what they are made from and compare urban and rural homes. While learning about Plants, we discuss farming and the different types of food sources.	In Social Studies we will look at History of communication and compare this to today's modes. The children are introduced to simple mapping by means of drawing their route to school as well as making a plan of the school.
Art	Students learn basic drawing skills starting with simple shapes, light and shadow. They observe shapes in their environment and use them in printing and collage work using various mediums and techniques. They review primary colours and learn about colour mixing and secondary colours. They also do art activities related to seasonal events, i.e. Zambian Independence, Christmas and Diwali.	Students design a project related to their curriculum using a wide variety of mediums and techniques, in this case a clock. Students study the style and famous works of Monet and create projects using common themes and techniques, i.e., sponging to create impressionist-style projects. Seasonal art projects will also be done around Valentine's Day and Easter.	Students do portrait work studying individual facial features, both realistic and impressionist styles relating to Monet. They also do projects relating to symmetry. They do 3D sculptures of imaginary characters then 3D cell phones relating to their communication topic, both projects using a wide variety of mediums and techniques including papier maché and appropriate modelling materials.
French	The children learn about toys, animals, food, body parts, colours and the weather. The entertaining method called "La Jolie Ronde, Les Aventures de Minou et Trottime" is used from module (part 1) 1	In term 2 the children learn about food, family, clothes, buildings and animals. The entertaining method called "La Jolie Ronde, Les Aventures de Minou et Trottime" is used from module (part 2) 1	In term 3 the children learn about animals, family, insects, clothes and food. The entertaining method called "La Jolie Ronde, Les Aventures de Minou et Trottime" is used from module (part 3) 1



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	to 6, (Automne) 1. The vocabulary is introduced through songs, stories, flashcards, role-plays, finger rhymes, simple worksheets and videos.	to 5 (hiver). The vocabulary is introduced through songs, stories, flashcards, role-plays, finger rhymes, simple worksheets and videos.	to 5 (Printemps/été). The vocabulary is introduced through songs, stories, flashcards, role-plays, finger rhymes, simple worksheets and videos.
Physical Education	In Games Year 1 Unit 1 & 2 from Primary School Games is used. In unit 1 the focus is on ball handling skills: balancing, rolling and passing the ball around different body parts; patting, bouncing, throwing, catching, rolling, receiving and using the skills in games; kicking and dribbling the ball; throwing and catching using bean-bags, small balls and quoits; developing individual and partner target games. In unit 2 the focus is on throwing and catching: throwing and catching with different equipment; catching in pairs using different equipment, throwing and catching one handed; rolling, kicking, bouncing and throwing to aim at range of targets using different equipment; partner aiming games. In Swimming the focus is on developing safe entries into the water, including jumping in, basic floating, travel and rotation unaided to regain an upright position.	In Games Year 1 Unit 3 & 4 from Primary School Games is used. In unit 3 the focus is on bat / ball skills: rolling and pushing ball along the ground, in different directions, slaloms; balancing ball on bat; hitting a ball upwards / downwards; strike ball to partner; strike rolling to thrown ball; strike alternately to each other. In unit 4 the focus is on developing partner work: throwing, catching, rolling and bouncing a variety of apparatus individually and with a partner in a game; move with and through hoops; kicking and dribbling ball with control and play game with partner; co-operative games to practise and improve the various sending and receiving skills. In Swimming the focus is on developing safe entries into the water, including jumping in, basic floating, travel and rotation unaided to regain an upright position.	In Athletics Year 1 Unit 1 & 2 from Primary School Athletics is used. In unit 1 the focus is on developing specific skills of: changing speed, control in picking up / putting down equipment, underarm throwing, simple take-offs and landings, travelling on different pathways and push throw. In unit 2 the focus is on further developing specific skills of: running style, jumping techniques and combination of jumps together with a partner, pull throw – over arm throwing, pivot turn – changing direction, running in curving pathways, underarm throwing and push throw.
Music	We work with beat, difference between beat, fast/slow, simple rhythms, singing, difference in pitches (high/low) and play on percussion instruments. The children take part in assemblies and participate in a Christmas Production. We also look at different sounds and instruments.	The children develop their ability to discriminate between longer and shorter sounds and to use them to create interesting sequences of sound.	The children work with a variety of songs, practising tempo and duration and the differences when singing and playing the percussion instruments. They explore pitch differences, whether they are high or low, and how these can be described through graphic notation.
Information Technology	The students are introduced to the parts of the computer; keyboard, mouse and screen. They use a range of programs to practise their mouse and keyboard skills. They begin to understand that computer simulations can represent real and imaginary situations. They learn to use a word	Students review computer parts. They complete exercises to improve their mouse control and use of the keyboard. Students type a story about the parts of the computer and draw a picture using different types of software. They use a variety of games to sort, label and classify objects.	Students learn how to use ICT to represent information graphically. They learn how to create bar-charts and how to answer simple questions on the data shown in their bar-charts. The students learn that machines follow instructions and that they need to be switched on and off and controlled.



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	bank.		They will recognise the need for accuracy, definition and common language.
Personal, Social and Health Education	At the beginning of the school year, school and classroom rules are discussed. Children are introduced to WITS, this helps them to deal with playground issues in a positive manner. As we discuss Ourselves in Science, the children are taught about the need for healthy habits including diet, exercise and personal hygiene.	These lessons are cross curricular where possible. The children are encouraged to discuss feelings they experience and how their behaviour affects others. Through role play and discussions, children are introduced to good and bad persuasion.	The children are encouraged to think about what makes a good friend, as well as how to deal with friendships issues. Children are introduced to the concept of strangers, who these are, how they look and, through role play various scenarios are discussed.

