

Curriculum Overview

YEAR 1

Lusaka International Community School
242A Kakola Road, Roma
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Subject	Term 1	Term 2	Term 3	Term 4
Reading	<p>Phonics Phase 2 and 3 sounds review and introduction with the help of Phonics Play online.</p> <p>Spelling and Vocabulary Spelling rules and making patterns using rhyming words from stories and Term by Term Phonics. Guidance into using the correct pronunciation, use and structure when using words. Children learn through use as well.</p> <p>Grammar and Punctuation Use of sight words and introduction to full stops and apostrophies (only if the child brings it up in words such as "I'm"). Sentence structure is also introduced and enforced as a guide. Introduce the use of capital letters for proper nouns.</p> <p>Stories with Familiar Settings Children are exposed to a variety of (fiction and non-fiction) literature in familiar settings to base their understandings on.</p> <p>Signs Labels and Instructions To understand where instructions are seen and their uses. To be able</p>	<p>Phonics Phase 5 phonics are introduced if the children are ready. Phase 2 is complete. Games and activities are incorporated as tools to enhance learning.</p> <p>Spelling and Vocabulary Use of segmented and blending words is reinforced and encouraged through reading, writing and clearer speech. We begin to give and test weekly spelling words related to class phonics.</p> <p>Grammar and Punctuation Grammar in sentence structure and speech is further developed and more punctuation marks are introduced for children to use in their writing. Encourage and further develop the use of capital letters for proper nouns.</p> <p>Traditional Tales Become familiar with traditional tales and be able to cite them. Understand morals or mottos and be able to re-tell stories</p> <p>Dictionaries and non-chronological reports.</p>	<p>Phonics Continue building on phonics to use as part of building segmented words and blends in spellings and sentence use.</p> <p>Spelling and Vocabulary Use of segmented and blending words is further developed to build more complex vocabulary through reading, writing and weekly spelling words.</p> <p>Grammar and Punctuation Grammar in sentence structure and speech is further developed through intonation in reading and writing experience. Correct use of punctuation marks are used more often in class writing.</p> <p>More Simple Rhymes Revisit rhymes and their rules. Be able to recall and use rhymes to write later. Chanting verses and rhymes for emphasis.</p> <p>Fantasy Stories Expose children to fiction/non-fiction and rhymes, build and use bigger vocabulary and use these to express fantasy texts, using dia-</p>	<p>Phonics Phase 5 spellings are encouraged in daily writing use. New words and high frequency words to be used as often as possible, with confidence.</p> <p>Spelling and Vocabulary Children can look up correct spellings in dictionaries and sounding out, if possible. New words are learned through the class topics and lessons.</p> <p>Grammar and Punctuation Use of correct words in the right places for sentence structure is guided and highly encouraged. Speech marks and speech bubbles are introduced.</p> <p>Simple Recounts Be able to understand non-fiction texts, and their concepts.</p> <p>Poems and Rhymes on Similar Themes Collect and build on knowledge base for similarly themed poems and rhymes.</p>

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	<p>to word instructions (main words).</p> <p>Poetry We work on rhyming patterns and are encouraged to use and develop fluency, comprehension and enjoyment of reading rhymes. Clapping with chanting rhymes for rhythm to consolidate learning.</p>	<p>Introduce and be able to work with the concept and use of researching for information.</p>	<p>logue and vocabulary from the texts.</p>	
Writing	<p>Stories with Familiar Settings We use time adjectives (first, then, after that, later, next and finally). Journal writing, as well as writing in a variety of contexts, recounting read books and using new vocabulary to make sentences and text will help to build sequencing and factual story-telling.</p> <p>Writing Labels and Instructions The children practise the formation of lower case letters in a script that can be easily joined. They will understand the concept of non-fiction instructions. They begin to use and understand the term sentence. They begin to use capital letters and full stops.</p> <p>Simple Rhymes</p>	<p>Traditional Tales Children continue to work at formation of capital letters, sentence structure and punctuation and are introduced to nouns and verbs. We consider characters and themes when we caption sequencing of stories or of pictures.</p> <p>Dictionaries and non-chronological reports Encourage show and tell and writing of information on life objects. Write texts on read non-chronological reports to show understanding of the texts.</p> <p>Handwriting Correct letter and number formation is continually emphasised for neatness and legibility. A variety of top-</p>	<p>More Simple Rhymes Children continue practising with spelling high frequency words and using them in their writing. Children use common rhymes and replace words or phrases as practice. Handwriting and sentence structure is continued to be worked on.</p> <p>Fantasy stories Independent writing with building vocabulary, phrase use and imagination. Building on characters and settings as well as flow of story and beginning/middle/end sequencing.</p> <p>Handwriting Letter formation and the use of finger spaces and words is emphasised for neatness and legibil-</p>	<p>Simple Recounts We further develop their knowledge of what a sentence is, encouraging them to use full stops, capital letters, question marks as well as speech marks. They write their own stories using simple settings and they write about significant incidents from known stories using adjectives. We continue to use time adjectives (first, then, after that, later, next and finally).</p> <p>Poems and Rhymes with a familiar setting Be able to write simple verses using what they have learned and with familiar settings and understandings.</p>

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	<p>Writing simple rhymes and finding words that complete lines for patterns.</p> <p>Handwriting Letter and number formation and the use of finger spaces and words is emphasised for neatness and legibility. Children skip lines for clarity. Topics for handwriting practice are altered to break monotony. Capital and small letters are clearly defined for proper use.</p>	<p>ics for handwriting practice are given to build vocabulary and experience. Capital and small letters are continued to be defined for proper use. Children might stop skipping lines at this stage since their writing fills more space.</p>	<p>ity. Topics for handwriting practice are altered to break monotony. Capital and small letters are continued to be defined for proper use.</p>	<p>Handwriting Letter formation to begin to use cursive writing begins now. Still the use of finger spaces and words is emphasised for neatness and legibility. Topics for handwriting practice are altered to break monotony. Capital and small letters are continued to be defined for proper use.</p>
Speaking and Listening	<p>The children are encouraged to use language correctly, in daily routines, on a one to one or group basis. Manners in taking turns and listening to each other is part of learning to interact. New vocabulary is introduced during topic discussions. Children are encouraged to listen to instructions, and listening skills are developed through CDs, routines, stories and games.</p>	<p>The children are guided 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 routines. Listening skills continue to be developed through stories, games, CDs, personal and social studies.</p>	<p>We are reminded to listen to others, express opinions verbally with confidence and develop listening skills They develop their vocabulary and improve sentence construction, intonation and pronunciation as well as correct usage of words in sentence structure. They are encouraged to ask for information on topics and seek clarification.</p>	<p>We continue to listen to others, express opinions with confidence and develop speaking and listening skills by building vocabulary and improving sentence construction. Listening and speaking skills are developed through drama and role-play, as well as across the curriculum. They understand that people speak in different ways for different purposes and with various meanings.</p>
Mathematics	<p>Number and Problem Solving Be able to recite the numbers and know their properties to at least 20. They learn to count in 2's, 5's and</p>	<p>Number and Problem Solving The children develop knowledge of reading numbers from 0 to 100. Number and Problem Solving</p>	<p>Measure and Problem Solving Use the coin denominations to work out paying and getting change as well as other money-</p>	<p>Handling Data and Problem Solving Continue to develop use of graphs, Venn or Carroll dia-</p>

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	<p>10's. We practice with one and two more and less to enable counting on and back. Children practice 6-10 number bonds and are introduced to doubles of numbers. We work with estimating, adding two small numbers and working with mental math for quick mental strategies.</p> <p>Problem Solving We work with simple word problems and inverse addition and subtraction to solve and check math problems.</p> <p>Geometry and Problem Solving Be able to identify 2D and 3D shapes and their properties. Begin to work with lines of symmetry.</p> <p>Problem Solving Identify similarities between 2 and 3D shapes by comparing and contrasting.</p> <p>Measure and Problem Solving Work with real-life problems in money and working with money. We estimate and compare using uniform and non-standard units of weights and measuring. Math terminology is built on in these exercises. Time is introduced and the vocabulary is developed.</p> <p>Problem Solving Children are encouraged to choose</p>	<p>Use number lines to express more and less than and write out number calculations. Be able to use a number line clearly. Recognise and understand the symbols for writing number equations. Begin to work with 2-digit numbers as Tens and Units, understanding their meaning and the whole number. Children can count back and on in 10's and understand that changing the order of numbers in an addition sum does not alter the answer, but should count off the bigger number to add when doing mental math sums.</p> <p>Problem Solving Work with word problems, choose mental strategies to solve problems and equations and be able to choose strategies to check answers. Be familiar enough with addition to know the order of numbers does not matter and with subtraction to know the bigger number is first.</p> <p>Handling Data and Problem Solving Introduction to using graphs, Venn or Carroll diagrams to represent data. Appropriate solving strategies are encouraged to work out solutions to given situations.</p>	<p>related problems. Estimate and compare lengths and weights using uniform and non-standard units and the correct vocabulary to show comparisons. We begin to use the key times of the day to the nearest hour.</p> <p>Number and Problem Solving Understand and consolidate addition and subtraction concepts and be able to record the problem and its solution, even with story problems. Consolidate and continue to develop working with word problems, choose mental strategies to solve problems and equations and be able to choose strategies to check answers. Be familiar enough with addition to know the order of numbers does not matter and with subtraction to know the bigger number is first. Work with different strategies to find halves of small numbers and shapes. Use knowledge of 10 bonds and doubles to mentally solve problems. We work with unknown numbers in our equations.</p> <p>Cross curricular link with Social Studies-Mapping. ICT – Using Geoboard Draw and</p>	<p>grams to represent data and grouping. Appropriate solving strategies are encouraged to work out solutions to given situations.</p> <p>Measure and Problem Solving Money, length, mass and time are revised and developed.</p>

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	<p>the right methods to use to make calculations and to use estimates as guides in their work, incorporating number problems and puzzles.</p> <p>ICT – Using Draw and Tell to create an addition number story</p> <ul style="list-style-type: none"> - Tens and units; using the Hands on Math Hundreds Chart or Group Creator to show different ways to make ten 		Tell to tell time to the hour	
Science	<p>Us and senses Our topics in this unit include, Our-selves and Being Alive; Children begin to name different parts of the human body identifying similarities and differences between themselves and others. They also learn that humans grow and have needs. Children learn about senses and how humans and animals can use them to explore the world around them.</p> <p>ICT – Using Popplet to map out senses.</p> <p>What is it made of? The children explore and identify different common materials found in their surroundings. They are encouraged to make comparisons, explain facts, test ideas and record observations. This topic is closely</p>	<p>Living and Growing In this unit children will be able to discuss being alive, and that animals and plants are living things and their habitats. The children will learn about Healthy food and drink and what is a balanced diet. They will look at the food pyramid to consolidate the learning.</p>	<p>Pushes and Pulls Pushes and Pulls teach the children about different forces used during our daily lives. The children will experiment how a variety of objects can be moved in different ways. They will discover that when things speed up or low down or change direction there is a cause.</p> <p>Growing Plants In this unit children will revise that plants are living things and investigate plant growth.</p> <p>ICT – Using Book creator to create non-fiction labelled diagram of a plant</p>	<p>Making Sounds In this unit the children will be developing their understanding of the huge variety of sound and the sources of sound they encounter day-by-day. They will begin to relate sounds to their sense of hearing and will also be introduced to the idea that sounds travel away from the source.</p>

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	linked to other curriculum areas such as the story of the Three Little Pigs story in Literacy.			
Social Studies	<p>Who am I? 'Ourselves' is a wonderful theme in which children will be able to celebrate their differences whilst seeing their similarities to other group members. They will also be identifying skills they need to be part of a group and move away from the concept of self-centredness that dominates the first few years of their life to a realisation that their 'self' is not just about them but is also defined by their relationships with others. Above all students will come to acknowledge that they are individuals as well as important members of a wider community.</p> <p>All Dressed up In this unit children will learn that clothes are an important part of our lives. They can keep us warm (or cool). We can wear different colours and designs and change them for different occasions, we can follow the latest fashions – and even make them ourselves! So what do the clothes you wear say about you?</p>	<p>Structures: There are structures around us all the time, some of which we barely notice. What are they made from? What is their purpose? (Different places of worship, entertainment, homes, shops etc.) What do you notice about their shapes? What can be done to make them stronger? Through this unit children will explore different types of houses found around the world.</p> <p>Christianity (Religion) Students will study Christianity. They will finish up this theme with a performance in the Nativity play.</p>	<p>From A to B: Every day people all over the world make different types of journeys – on land, on sea and in the air. To make these journeys we have invented lots of different ways of getting from A to B. Children will look at different ways to travel. They will explore the timeline of transportation and the story of the Wright Brothers.</p> <p>We are What We Eat: Food plays a vital role in history and culture throughout the world because food is essential to life. Children will learn about the different types and amounts of food our bodies need, so we can plan healthier diets and enjoy longer lives. They will learn about the different sources of food.</p> <p>ICT – Using Pic Collage to demonstrate an understanding of healthy and unhealthy eating</p>	<p>Magic Media: We now have more ways of communicating with each other than ever before. From being able to text or phone, send emails, create our own films, share photographs, opportunities to communicate in different ways are growing at an incredible rate. This unit looks at how we can become really good communicators. Children will be able to find out about aspects of the past by comparing modern communication objects with those from the past.</p>

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	<p>ICT - Children will use iPads to take photos of themselves to logically discern differences of being babies and who they are now.</p>			
GCE	<p>Identity and Diversity: Similarities and differences between people Human Rights: Devising class rules Social Justice and Equality: To know what fairness is. What is fair and unfair? Why? Globalisation and Interdependence: To explore the similarities and differences between places in various parts of the world, including their own setting (focus on dress).</p>	<p>Globalisation and Interdependence: To explore the similarities and differences between places in various parts of the world, including their own setting (focus on buildings / structures)</p>	<p>Sustainable Development: To understand the positive and negative impacts of people's actions (including their own personal choices) on others and the environment. Globalisation and Interdependence: To explore the similarities and differences between places in various parts of the world, including their own setting (focus on transport).</p>	<p>Power and Governance: To know how to take part in making and changing rules in their own class and in school. How we can communicate better.</p>
Art	<p>Unit 1 – Theme: Calendar Art – representing 'Community Spirit' through art. Animals that work together. Strands: Drawing, Paint and Colour</p> <p>Unit 2 – Theme: "Shapes" 2D and Organic shapes, drawing from observation and memory. Developing control of line and shape using a range of drawing media. Strand: Drawing</p>	<p>Unit 3 – Theme: Claude Monet – 'Waterlilies'. Brief art history of Monet. Cross-curricular 'habitats'. Forming the same habitat using different materials, to explore three dimensions and learn about the tactile properties of textures and surfaces. Strand: assembling/construction</p> <p>Unit 4 – Theme: Impressionists - Claude Monet – Brief art history of</p>	<p>Unit 5 – Theme: 'Structures'. Exploring and developing composition and perspective with 2-D and 3-D Shapes. Analysing and drawing from photographs of structures from around the world. Strand: Drawing, paint and colour.</p> <p>Unit 6 – Theme: 'Weaving' Continuing with making 'structures' Learning the technique of weaving.</p>	<p>Unit 8- Theme: Design 'Puppet Making' Design purposeful, functional puppets for themselves and others based on Design Criteria.</p> <p>Unit 9 – Theme: Design 'Paper Mache Bowl' Designing a functional bowl and following a design brief set by someone they know.</p>

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	<p>Unit 3 – Theme: “Ourselves” A self-Portrait from observation. Developing and using creative language. Introduce and explore artists that focus on creating self-portraits. Strand: Drawing and Colour</p>	<p>the Impressionist painters. Focusing on warm and cool colours. Learning how to mix and apply paint, using water based paint to explore strokes. Strand: Paint and colour</p>	<p>A brief history of weaving and how it is used around the world in industries and Art. Exploring the process of weaving using paper.</p> <p>Unit 7 – Theme: ‘Pattern’ Introduction to ways pattern is used in the world and different cultures. Exploring technique to create and make pattern.</p>	<p>Decorating it to that person’s specific needs and tastes. i.e. Mum or Dad</p>
French	<p>Units 1-3 Bonjour, Les secrets d’automne et Merci. Automne: The children learn about toys: learn vocabulary related to toys. Animals, food, body parts, colours and the weather. The entertaining method called “La jolie ronde, les aventures de Minou et trottine” is used. The vocabulary is introduced through songs, stories, flashcards, role-plays, finger rhymes, simple worksheets and videos.</p>	<p>Units 4-6 Tourne, saute et danse ; Chante l’automne, L’histoire de la petite feuille : The children review and expand their previous knowledge related to toys, animals, food, body parts, colours and the weather through songs, stories, flashcards, role-plays, finger rhymes, simple worksheets and videos. The entertaining method called “La jolie ronde, les aventures de Minou et trottine” is used.</p>	<p>Units 1-5 Bonne année, Je dors, C’est l’hiver, J’ai faim, Ma maison. Hiver: The children learn about food (learn vocabulary for fruits and vegetables), family (identify different members of a family), clothes, buildings and animals through songs, stories, flashcards, role-plays, finger rhymes, simple worksheets and videos. The entertaining method called “La jolie ronde, les aventures de Minou et trottine” is used.</p>	<p>Units 1-5 La danse du printemps, S’il te plaît, Ma famille, Bonjour l’été, Sur la plage. Printemps/Ete: The children review the vocabulary related to animals, family, clothes and food. Additionally, the children learn about the different insects in French by means of songs, stories, flashcards, role-plays, finger rhymes, simple worksheets and videos. The entertaining method called “La Jolie Ronde, les aventures de Minou et trottine” is used from module.</p>
Physical Education	<p>Multi skills: developing eye/hand coordination skills, games; sending and receiving skills; ball handling. Swimming: develop water confi-</p>	<p>Ball skills: developing eye/hand coordination skills, games; sending and receiving skills; ball handling. Levelling assessment. Cont.</p>	<p>Swimming: water confidence; stroke techniques such as the push and glide and the paddle strokes. Front and back travel</p>	<p>Hockey: Focus on improving the quality of their skills with the intention of outwitting opposition. In all games activities,</p>

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	dence and exposed to 2 basic stroke techniques. Develop accurate replication. Levelling assessment.	Swimming: develop water confidence and exposed to 2 basic stroke techniques. Develop accurate replication. Levelling assessment. Cont.	including buoyancy. Move into big pool. Accurate replication, performing at maximum levels. Badges. Games: Throwing and Catching - Aiming Games exploring and communicating ideas, concepts and emotions. Levelling assessment.	pupils think about how to use skills, strategies and tactics to outwit the opposition. Levelling assessment. Striking and Fielding: basic co-ordination, small games, understanding rules, Assessing in levels.
Music	Steady Beat Difference between beat, fast/slow, simple rhythms, singing, difference in pitches (high/low) and play on percussion instruments. Exploring different ways of singing or playing classroom instruments to find the sounds that match events etc	Percussion Instruments/School Production Developing the knowledge of different instruments by matching pictures of the instruments to recordings of them being played. The children take part in assemblies and participate in a Christmas Production. We also look at different sounds and instruments.	Duration Developing the ability to discriminate between longer and shorter sounds and to use them to create interesting sequences of sound. The children will learn songs about diet – link to Science (What we eat).	Graphic Notation Work with a variety of songs, practising tempo and duration and the differences when singing and playing the percussion instruments. They explore pitch differences, and how these can be described through graphic notation.
Information Technology	Students are introduced to the parts of the computer; keyboard, mouse and monitor. MSWord: to enter simple words in a Word document using the keyboard, select and edit text and understand basic icons (e.g. print and save) using the mouse. Digital Citizenship: introduction to what the term means and how to 'Go places' safely online. Coding and Programming: introduction to basic coding language	MSPaint: to load and edit simple pictures, fill spaces with appropriate tools, control the pointer to create visual effects using simple tools such as pen, spray and eraser. Digital Citizenship: know what information is private and how to protect and keep that information safe. Coding and Programming: how to build loops into their algorithms. Use Scratch Jnr on the iPads. iPad apps: Explain Everything, for	MSExcel: to collect information, sort and classify information and create simple charts and graphs. Digital Citizenship: to connect with others online, safely and responsibly. Coding and Programming: how to build event handlers into their algorithms. iPad apps: Popplet for cross curricular use in the classroom.	Students consolidate the knowledge they have learnt over the past 3 terms in a combined project. Cross curricular: a range of multimedia program activities to enhance their language, number and science skills.

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	and using directionality and sequencing to move robotic toys in certain directions. iPad apps: Chatterpix for cross curricular use in the classroom.	cross curricular use in the class-room.		
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 friendship issues. Children are introduced to the concept of strangers, who these are, how they look and, through role play various scenarios are discussed.	The children maintain responsibility for their personal possessions and behaviour. Good behaviour is encouraged and confidence boosted.

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