

ALMUÑÉCAR INTERNATIONAL SCHOOL



Year 1
Curriculum
2017 - 18

Key Stage 1 - Long Term Plan 2017-18 Year 1 - Aine McIvor

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2			
<u>Cross Curricular topic ></u>	This is me	Space	Pirates	Castles	Plants	Animals			
Global English (Cambridge Curriculum)	Starter Unit - Numbers and Colours Unit 1 Welcome to School; school objects, people, activities, greetings, transport, colours	Unit 2 Family Time; families, routines, feelings. likes and dislikes, food, numbers.	Unit 3 Fun and Games; activities, games, body, house objects, animals, left and right	Unit 4 Making Things; clothes, colours and shapes, celebrations, characters, describe clothes.	Unit 5 On the Farm; farm and animals, seeds, vegetables, plants, polite language.	Unit 6 My Five Senses; senses(now covers as part of topic- who Am I?), music, favourites, compare, ordinal numbers, likes and dislikes, make predictions.	Unit 7 Let's Go! transportation, movement, descriptions, adjective order.	Unit 8 Wonderful Water; water, water and nature, days of the week, weather.	Unit 9 City Places; traffic and roads, opposites, express opinions.
English (Cambridge Curriculum)	40% - Unit 1B: Signs, labels, instructions Reading and writing instructions. 20% - Unit 1C: Simple rhymes Reading and writing simple rhymes 40% - Unit 1A: Stories with familiar settings Reading, retelling and writing a story in a familiar setting.		40% - Unit 3A: Fantasy stories Reading, retelling and writing stories in fantasy worlds 40% - Unit 2B: Non-chronological reports and dictionaries Reading, retelling and writing non-chronological report texts. Using simple dictionaries. 20% - Unit 2C: Simple rhymes Reading, reciting and writing simple rhymes		40% - Unit 2A: Traditional stories Reading, retelling and writing a traditional tale. 40% - Unit 3B: Information texts including recounts Reading, retelling and writing non-fiction recount texts 20% - Unit 3C: Poems and rhymes with similar themes Reading, reciting and writing poems and rhymes on similar themes.				

<p>Maths (Cambridge Curriculum)</p>	<ul style="list-style-type: none"> - 1A Number and Problem Solving - counting to ten, playing with ten, counting over ten, estimating, counting beyond 20 1B Geometry and Problem Solving - 2D and 3D shapes and patterns 1C Measure and Problem Solving measuring length, measuring and estimating capacity, money and time, comparing weight - 		<p>2A Number and Problem Solving</p> <ul style="list-style-type: none"> - odd and even numbers, combining and taking away. ordering numbers <p>2B Handling data and Problem Solving</p> <ul style="list-style-type: none"> - sorting data into groups, pictograms and venn diagrams.. <p>2C Measure and Problem Solving</p> <ul style="list-style-type: none"> - money, ordering length and weight, non standard measures of capacity, minutes, days and months 		<p>3A Number and Problem Solving</p> <ul style="list-style-type: none"> - counting in tens, counting on and back on a number line, doubles and halves, number patterns. <p>3B Handling data and Problem Solving</p> <ul style="list-style-type: none"> - collecting and presenting data, Carroll diagrams, sorting data. <p>3C Measure and Problem Solving</p> <ul style="list-style-type: none"> - money, comparing length and weight, solving capacity problems, telling the time, months of the year. 	
<p>Science (Cambridge Curriculum)</p> <p>Additional science to be covered in a variety of science afternoons</p>	<p>1A - Unit 1.1 Ourselves</p> <ul style="list-style-type: none"> *Similarities and differences *Parts of the body *Using the senses 	<p>2B - Unit 1.4 Pushes and Pulls</p> <ul style="list-style-type: none"> *Explore the movement of familiar things * Recognise pushes and pulls as forces. *Speeding up and slowing down. 	<p>1B - Unit 1.2 What is it made of?</p> <ul style="list-style-type: none"> *Explore and identify materials *Names and characteristics of materials. 	<p>2A - Unit 1.3 Living and Growing</p> <ul style="list-style-type: none"> *Know that animals and plants are living things * Know about the need for healthy diet. *Know that animals have offspring that grow into adults. 	<p>3B - Unit 1.6 Growing Plants</p> <ul style="list-style-type: none"> *Name major parts of a plant. *Explore how plants grow and what they need. 	<p>3A - Unit 1.5 Making Sounds</p> <ul style="list-style-type: none"> *Identify sources of sound. *Recognise that sound becomes fainter as it travels. *Know that we hear sound as it enters our ear.
<p>History</p> <p>National Curriculum(NC)</p>	<ul style="list-style-type: none"> - What were homes like a long time ago? Families, how have we changed from babies to now? Historical events/people - Space shuttle take off, Neil Armstrong, Pablo Picasso 		<p>How has Almunecar changed? History of Almunecar Castle</p> <p>Types of castle through history, how they were attacked and defended.</p>		<p>Charles Darwin</p> <p>Rimsky-Korsakov's Flight of the Bumblebee</p>	
<p>Geography (NC)</p>	<p>Around our school - local area</p> <p>Maps, atlases and globes - classroom, school, house, town, local area.</p> <p>Include - Spain, provinces, local towns, seas.</p>		<p>The Weather - Local weather, weather diaries.</p> <p>Locate hot and cold areas of the world, Equator and North and South poles</p>		<p>Where in the World is Barnaby Bear?- Africa</p> <p>Comparison of African rural village with own town</p> <p>Rural areas compared to African cities</p>	

D&T (NC)	<p>Moving Pictures - jointed people.</p> <p>Identifying ways of cutting and joining materials, selecting materials for a purpose.</p>		<p>Castle Models - in groups</p> <p>plan ideas using words and pictures, put ideas into practise and make amendments where necessary, evaluate own work and ideas,</p>	<p>Fruit and Vegetables Including cooking</p> <p>Recognise characteristics of familiar products, choose appropriate tools for a purpose, talk about and evaluate own work at its suitability for a purpose. Evaluate work of others.</p>		
Music (NC)	<p>Music Express - Sounds Interesting</p> <p>Exploring sounds, introducing percussion instruments, body percussion, using voice expressively,</p>	<p>Music Express - The Long and Short of it</p> <p>Exploring long and short sounds. using voices and instruments to explore duration of sound</p>	<p>Music Express - Feel the Pulse</p> <p>Exploring rhythm and pulse, holding a steady beat, changing speeds, recognise the difference between beat and rhythm.</p>	<p>Music Express - Taking Off</p> <p>Exploring pitch, high and low sounds, responding to changes in pitch, perform to an audience,</p>	<p>Music Express - What's the score</p> <p>Exploring instruments and symbols, introducing notation, responding to symbols, make own notation,</p>	<p>Music Express - Rain, rain go away</p> <p>Exploring timbre, tempo and dynamics, choose movements and sound to accompany a song/piece of music. prepare a performance.</p>
Computing (NC)	<p>Introducing the computer and ICT room.</p> <p>Cross curricular- Graphing and labelling linked to Science Unit,</p> <p>Computer Skills - using mouse or trackpad, switching on and shutting down, launching an application and using windows, dragging objects.</p>	<p><i>Introducing simple algorithms using Bee Bot.</i></p> <p>Bee-bot and Planet cards</p>	<p>Painting Unit - paint using different colours, paint with different brushes, create shapes and fill areas, make changes using undo and redo, add text to a painting, make a poster</p>	<p>Word Processing Unit - using and typing on a keyboard, typing symbols and saving files, editing text, selecting and formatting text, changing fonts</p>	<p>Representing Information graphically- pictograms (1E) Digital camera photos of plants, digital microscope, photographs stages of growing</p>	<p>Understanding Instructions and making things happen (1F)</p>
PE (NC)	<p>Games -</p> <p>dressing correctly, changing clothes, responding to instructions, using space, practise skills with small equipment - balls quoits</p>	<p>Dance</p> <p>using whole body movements, travelling and using space, cooperating with a partner, learn some</p>	<p>Gym</p> <p>travelling with neat and well planned movements, roll smoothly from side to side, forward roll moving apparatus</p>	<p>Games</p> <p>changing speed and direction when running, chasing and dodging games, increase control in sending and receiving skills, bat and ball</p>	<p>Dance</p> <p>awareness of space, cooperate and plan movements with a partner, respond rhythmically to music, express moods and</p>	<p>Gym</p> <p>experiment with varied actions, understand how parts of the body support and transfer body weight, link together short</p>

	hoops etc. throwing and catching.	dance steps, enjoy performing	safely, absorb shock when jumping and landing.	skills, linking movement, hand eye coordination.	feelings through movement,	sequences of movements perform skills to others.
PSHE (SEAL)	<p>New Beginnings</p> <p>Knowing that I belong to a community, feeling safe, establishing classroom rules, awareness of strengths, managing feelings. know some ways to solve a problem.</p> <p>Readiness - health, being prepared, responsiveness, just say yes</p>	<p><i>Getting on and falling out</i></p> <p>Being a good friend, seeing someone else's viewpoint, working in a group, managing angry feelings, resolving conflicts.</p> <p>Respect - respecting others, children's rights, role models, self-awareness, good manners</p>	<p><i>Going for goals</i></p> <p>Setting realistic goals and thinking how to achieve them, how to deal with distractions, finishing tasks, overcoming frustration or boredom.</p> <p>Responsibilities - responsible citizen, helping others, e-safety, personal safety, attitude</p>	<p><i>Good to be me</i></p> <p>Talking about myself and understanding my feelings, using words to describe my feelings, learning ways to relax, solving problems</p> <p>Resilience - reflectiveness, motivation, risk taking, critical thinking</p>	<p><i>Relationships</i></p> <p>Know the people that are important to me, managing jealousy, feeling proud sharing. understanding the feelings of others.</p> <p>Relationships - feelings, growing up, friends and family, cooperation, teamwork</p>	<p><i>Changes</i></p> <p>Talk about how I have changed over the year and things that have happened to me, talk about things that might happen to me in the future, know that some changes are hard and take time.</p>
Spanish Lengua and culture	<p>UNIDAD 0</p> <p>Vocabulario: el colegio. El verano.</p> <p>Lectoescritura: Las vocales.</p> <p>Educación emocional: estoy contento.</p> <p>Habilidades sociales y de comunicación: las normas de clase</p> <p>UNIDAD 1</p> <p>Vocabulario: palabras con las letras m, l, s, p.</p> <p>Lectoescritura: letras m,l,s, p.</p>	<p>UNIDAD 2</p> <p>Vocabulario: palabras con las letras t, n.</p> <p>Lectoescritura: letras t,n.</p> <p>Educación emocional: el odio.</p> <p>Habilidades sociales y de comunicación: sé hablar amablemente.</p> <p>UNIDAD 3</p> <p>Vocabulario: palabras con las letras d y c (ca, co, cu).</p> <p>Lectoescritura: letras d y c (ca, co, cu)</p>	<p>UNIDAD 5</p> <p>Vocabulario: el invierno y palabras con las letras f/ga,go,gu</p> <p>Lectoescritura: letras f/ga,go,gu</p> <p>Educación emocional: ternura.</p> <p>Habilidades sociales y de comunicación: Pedir ayuda, pedir un favor.</p> <p>UNIDAD 6</p> <p>Vocabulario: palabras con las sílabas gue gui y la r fuerte.</p>	<p>UNIDAD 8</p> <p>Vocabulario: palabras con las letra b, y las sílabas ce, ci.</p> <p>Lectoescritura: la letra b, y las sílabas ce, ci.</p> <p>Educación emocional: felicidad</p> <p>Habilidades sociales y de comunicación: compartir</p> <p>UNIDAD 9</p> <p>Vocabulario: palabras con las letras -rr-/ñ/y.</p> <p>Lectoescritura: letras -rr-/ñ/y.</p>	<p>UNIDAD 11</p> <p>Vocabulario: palabras con las letras k, x.</p> <p>Lectoescritura: letras k, x.</p> <p>Educación emocional: satisfacción.</p> <p>Habilidades sociales y de comunicación: intentar cuando es difícil.</p> <p>UNIDAD 12</p> <p>Vocabulario: palabras con las sílabas ge, gi, güe, güi</p> <p>Lectoescritura: sílabas ge, gi, güe, güi.</p>	<p>UNIDAD 13</p> <p>Vocabulario: palabras con las sílabas con fr, fl, pr, pl.</p> <p>Lectoescritura: sílabas con fr, fl, pr, pl.</p> <p>Educación emocional: asombro.</p> <p>Habilidades sociales y de comunicación: seguir instrucciones.</p> <p>UNIDAD 14</p> <p>Vocabulario: palabras con las sílabas con br,bl, tr</p> <p>Lectoescritura: sílabas con br,bl, tr</p>

	<p>Educación emocional: Me gusta, no me gusta.</p> <p>Habilidades sociales y de comunicación: sé escuchar.</p>	<p>Educación emocional: doy las gracias.</p> <p>Habilidades sociales y de comunicación: dar las gracias.</p> <p>UNIDAD 4</p> <p>Vocabulario: palabras con las letras qu (que, qui), h y ch.</p> <p>Lectoescritura: letras qu (que, qui), h y ch.</p> <p>Los villancicos</p> <p>Educación emocional: Pido un deseo</p> <p>Habilidades sociales y de comunicación: recompensarse a uno mismo.</p>	<p>Lectoescritura: las sílabas gue gui y la r fuerte.</p> <p>Educación emocional: estoy triste.</p> <p>Habilidades sociales y de comunicación: buscar a alguien con quién hablar.</p> <p>UNIDAD 7</p> <p>Vocabulario: palabras con las letras -r-, j, y las sílabas ge gi.</p> <p>Lectoescritura: letras -r-, j, y las sílabas ge gi.</p> <p>Educación emocional: la frustración</p> <p>Habilidades sociales y de comunicación: ignorar a alguien que nos molesta.</p>	<p>Educación emocional: soledad.</p> <p>Habilidades sociales y de comunicación: ofrecer ayuda</p> <p>UNIDAD 10</p> <p>Vocabulario: palabras con las letras z, ll, v.</p> <p>Lectoescritura: letras z, ll, v.</p> <p>Educación emocional: timidez</p> <p>Habilidades sociales y de comunicación: hacer una pregunta</p>	<p>Educación emocional: compasión.</p> <p>Habilidades sociales y de comunicación: interpretar a los demás.</p>	<p>Educación emocional: nostalgia</p> <p>Habilidades sociales y de comunicación: interrumpir.</p> <p>UNIDAD 15</p> <p>Vocabulario: la primavera y palabras con las sílabas con dr,cl,gr,gl.</p> <p>Lectoescritura: sílabas con dr,cl,gr,gl.</p> <p>Educación emocional: euforia</p> <p>Habilidades sociales y de comunicación: pedirle a alguien que juegue.</p>
Opportunities for Possible Visits	Picasso museum, Local walk, Visit to the Park	Science Park - Planetarium and Pushes and Pulls in the Explora	Beach clean up	Almunecar or Salobrena Castle	Botanical gardens	Beach Visit or Zoo