

# ALMUÑÉCAR INTERNATIONAL SCHOOL



Year 1

Curriculum

2016 - 17

# Key Stage 1 - Long Term Plan 2016-17 Year 1 - Toni Beaucage

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

			<b>20% - Unit 2C: Simple rhymes</b> Reading, reciting and writing simple rhymes		<b>themes</b> Reading, reciting and writing poems and rhymes on similar themes.	
<b>Maths</b> <b>(Cambridge Curriculum)</b>	<ul style="list-style-type: none"> <li>- <b>1A</b> Number and Problem Solving</li> <li>- counting to ten, playing with ten, counting over ten, estimating, counting beyond 20</li> </ul> <b>1B</b> Geometry and Problem Solving <ul style="list-style-type: none"> <li>- 2D and 3D shapes and patterns</li> </ul> <b>1C</b> Measure and Problem Solving measuring length, measuring and estimating capacity, money and time, comparing weight <ul style="list-style-type: none"> <li>-</li> </ul>	<b>2A</b> Number and Problem Solving <ul style="list-style-type: none"> <li>- odd and even numbers, combining and taking away. ordering numbers</li> </ul> <b>2B</b> Handling data and Problem Solving <ul style="list-style-type: none"> <li>- sorting data into groups, pictograms and venn diagrams..</li> </ul> <b>2C</b> Measure and Problem Solving <ul style="list-style-type: none"> <li>- money, ordering length and weight, non standard measures of capacity, minutes, days and months</li> </ul>	<b>3A</b> Number and Problem Solving <ul style="list-style-type: none"> <li>- counting in tens, counting on and back on a number line, doubles and halves, number patterns.</li> </ul> <b>3B</b> Handling data and Problem Solving <ul style="list-style-type: none"> <li>- collecting and presenting data, Carroll diagrams, sorting data.</li> </ul> <b>3C</b> Measure and Problem Solving <ul style="list-style-type: none"> <li>- money, comparing length and weight, solving capacity problems, telling the time, months of the year.</li> </ul>			
<b>Science</b> <b>(Cambridge Curriculum)</b>  <b>Additional science to be covers in a variety of science afternoons</b>	<b>1A</b> - Unit 1.1 Ourselves <ul style="list-style-type: none"> <li>*Similarities and differences</li> <li>*Parts of the body</li> <li>*Using the senses</li> </ul>	<b>3A</b> - Unit 1.5 Making Sounds <ul style="list-style-type: none"> <li>*Identify sources of sound.</li> <li>*Recognise that sound becomes fainter as it travels.</li> <li>*Know that we hear sound as it enters our ear.</li> </ul>	<b>1B</b> - Unit 1.2 What is it made of? <ul style="list-style-type: none"> <li>*Explore and identify materials</li> <li>*Names and characteristics of materials.</li> </ul>	<b>2B</b> - Unit 1.4 Pushes and Pulls <ul style="list-style-type: none"> <li>*Explore the movement of familiar things</li> <li>* Recognise pushes and pulls as forces.</li> <li>*Speeding up and slowing down.</li> </ul>	<b>2A</b> - Unit 1.3 Living and Growing <ul style="list-style-type: none"> <li>*Know that animals and plants are living things</li> <li>* Know about the need for healthy diet.</li> <li>*Know that animals have offspring that grow into adults.</li> </ul>	<b>3B</b> - Unit 1.6 Growing Plants- links with Flowers and Insects topic <ul style="list-style-type: none"> <li>*Name major parts of a plant.</li> <li>*Explore how plants grow and what they need.</li> </ul> Pollination process

<p><b>History</b></p> <p><b>National Curriculum(NC)</b></p>	<p>Autobiographies</p> <p>Family trees</p> <p>Pablo Picasso</p>		<p>Toys throughout history</p> <p>Transport throughout history</p> <p>Neil Armstrong</p> <p>Amelia Earhart</p>		<p>Charles Darwin</p> <p>Rimsky-Korsakov's Flight of the Bumblebee</p>		
<p><b>Geography (NC)</b></p>	<p>Finding out about where their families and extended families come from</p> <p>Using a world map</p> <p>Flags around the world- google flags and children to design</p>		<p>Transport from around the world-</p>		<p>World Map- locating places, migration of the admiral butterfly (Canada to south America)</p>		
<p><b>D&amp;T (NC)</b></p>	<p>Moving Pictures - jointed people.</p> <p>Identifying ways of cutting and joining materials, selecting materials for a purpose.</p>		<p>Design and build a toy - 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</p> <p>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>		
<p><b>Art (NC)</b></p>	<p>Pablo Picasso- Self portraits using mirrors</p> <p>Portraits of friends</p>		<p>Fireworks</p> <p>Henna tattoo designs</p> <p>Carnival of the Animals- Camille Saint-Saëns</p>	<p>Marionette puppets</p> <p>Exploring different materials</p>	<p>The works of Joseph Turner and Claude Monet</p>	<p>The works of Vincent Van gogh and Henri Matisse</p>	<p>Sculpture- Jean Miro</p> <p>using clay to create sculptures of ants</p> <p>3D bees</p>
<p><b>Music (NC)</b></p>	<p>Music Express - Sounds Interesting</p> <p>Exploring sounds, introducing percussion instruments, body percussion, using voice</p>		<p>Music Express - The Long and Short of it</p> <p>Exploring long and short sounds. using voices and instruments to explore</p>	<p>Music Express - Feel the Pulse</p> <p>Exploring rhythm and pulse, holding a steady beat, changing speeds, recognise the</p>	<p>Music Express - Taking Off</p> <p>Exploring pitch, high and low sounds, responding to changes in pitch, perform to an</p>	<p>Music Express - What's the score</p> <p>Exploring instruments and symbols, introducing notation, responding to symbols, make own</p>	<p>Music Express - Rain, rain go away</p> <p>Exploring timbre, tempo and dynamics, choose movements and sound to accompany a song/piece</p>

	expressively,	duration of sound	difference between beat and rhythm.	audience,	notation,	of music. prepare a performance.
<b>Computing (NC)</b>	<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)</p> <p>Digital camera photos of plants, digital microscope, photographs stages of growing</p>	<p>Understanding Instructions and making things happen (1F)</p>
<b>PE (NC)</b>	<p>Games -</p> <p>dressing correctly, changing clothes, responding to instructions, using space, practise skills with small equipment - balls quoits hoops etc. throwing and catching.</p>	<p>Dance</p> <p>using whole body movements, travelling and using space, cooperating with a partner, learn some dance steps, enjoy performing</p>	<p>Gym</p> <p>travelling with neat and well planned movements, roll smoothly from side to side, forward roll moving apparatus safely, absorb shock when jumping and landing.</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 skills, linking movement, hand eye coordination.</p>	<p>Dance</p> <p>awareness of space, cooperate and plan movements with a partner, respond rhythmically to music, express moods and feelings through movement,</p>	<p>Gym</p> <p>experiment with varied actions, understand how parts of the body support and transfer body weight, link together short sequences of movements perform skills to others.</p>
<b>PSHE (SEAL)</b>	<p>New Beginnings</p> <p>Knowing that I belong to a community, feeling safe, establishing classroom rules, awareness of strengths,</p>	<p>Getting on and falling out</p> <p>Being a good friend, seeing someone else's viewpoint, working in a</p>	<p>Going for goals</p> <p>Setting realistic goals and thinking how to achieve them, how to deal with distractions,</p>	<p>Good to be me</p> <p>Talking about myself and understanding my feelings, using words to describe my feelings,</p>	<p>Relationships</p> <p>Know the people that are important to me, managing jealousy, feeling proud</p>	<p>Changes</p> <p>Talk about how I have changed over the year and things that have happened to me, talk</p>

	managing feelings. know some ways to solve a problem.	group, managing angry feelings, resolving conflicts.	finishing tasks, overcoming frustration or boredom.	learning ways to relax, solving problems	sharing.understanding the feelings of others.	about things that might happen to me in the future, know that some changes are hard and take time.
<b>Spanish Lengua and culture</b>	<p><b>UNIDAD 0</b></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><b>UNIDAD 1</b></p> <p>Vocabulario: palabras con las letras m, l, s, p.</p> <p>Lectoescritura: letras m,l,s, p.</p> <p>Educación emocional: Me gusta, no me gusta.</p> <p>Habilidades sociales y de comunicación: sé escuchar.</p> <p><b>UNIDAD 2</b> Vocabulario: palabras con las letras t, n.</p> <p>Lectoescritura: letras t,n.</p> <p>Educación emocional: el odio.</p>	<p><b>UNIDAD 3</b></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>Educación emocional: doy las gracias.</p> <p>Habilidades sociales y de comunicación: dar las gracias.</p> <p><b>UNIDAD 4</b></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><b>UNIDAD 5</b></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><b>UNIDAD 6</b></p> <p>Vocabulario: palabras con las sílabas gue gui y la r fuerte.</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><b>UNIDAD 8</b></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><b>UNIDAD 9</b></p> <p>Vocabulario: palabras con las letras -rr-/ñ/y.</p> <p>Lectoescritura: letras -rr-/ñ/y.</p> <p>Educación emocional: soledad.</p> <p>Habilidades sociales y de comunicación: ofrecer ayuda</p>	<p><b>UNIDAD 10</b></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><b>UNIDAD 11</b></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><b>UNIDAD 12</b></p> <p>Vocabulario: palabras con las sílabas ge, gi, guë, güi</p>	<p><b>UNIDAD 13</b></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><b>UNIDAD 14</b></p> <p>Vocabulario: palabras con las sílabas con br,bl, tr</p> <p>Lectoescritura: sílabas con br,bl, tr</p> <p>Educación emocional: nostalgia</p> <p>Habilidades sociales y de comunicación: interrumpir.</p> <p><b>UNIDAD 15</b></p> <p>Vocabulario: la primavera y palabras con las sílabas</p>

	Habilidades sociales y de comunicación: sé hablar amablemente.		<p><b>UNIDAD 7</b></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>Lectoescritura: sílabas ge, gi, guë, güi.</p> <p>Educación emocional: compasión.</p> <p>Habilidades sociales y de comunicación: interpretar a los demás.</p>	<p>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>
<b>Opportunities for Possible Visits</b>	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, Pena Escrita or Zoo