ALMUÑÉCAR INTERNATIONAL SCHOOL

Year 1

Curriculum

2025-26

Long Term Plan 2025-26 Year 1

	Autumn 1 7 Sept - 29 Oct	Autumn 2 8 Nov - 23 Dec	Spring 1 10 Jan - 22 Feb	Spring 2 1 March - 8 April	Summer 1 18 April -	Summer 2 - 23 June
Cross Curricular topic >	**Who Am I?/ Blast from the Past**	**Twist and shout**	**Dinosaur Discovery**	**Amazon**	**Amazing Animals**	**United**
English **(Power of reading)**	**Imagination and visualization** **Letter writing** **Lists** **Descriptive writing** **Power of Reading Texts:** The Year We Learned to Fly The Snail and the Whale The Robot and the Bluebird **Other Texts** Sharing a shell Dot		**Retelling a story** **Simple Rhyming Poems** **Traditional Tales** **Power of ReadingTexts;** Where the wild things are Emperor penguin Zeraffa Giraffa **Other Texts** Elmer's special day Worry		**Instructions- recipe writing** **Stories with familiar settings** **Information Texts** **Writing a postcard (trip to post office)** **Power of Reading Texts;** Traction man One day on this Blue Planet **Other Texts** Fiction and non fiction texts	

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Maths (Cambridge Curriculum)	Number and Problem Solving - counting to ten, playing with ten, counting over ten, estimating, counting beyond 20, odd and even numbers. Geometry and Problem Solving - 2D and 3D shapes and patterns Measure and Problem Solving - measuring length, measuring and estimating capacity,money and time, comparing weight.		Number and Problem Solving - odd and even numbers, combining and taking away. ordering numbers Handling data and Problem Solving - sorting data into groups, pictograms and venn diagrams.. Measure and Problem Solving - money, ordering length and weight, non standard measures of capacity, minutes, days and months		Number and Problem Solving - counting in tens, counting on and back on a number line, doubles and halves, number patterns. Handling data and Problem Solving - collecting and presenting data, Carroll diagrams, sorting data. Measure and Problem Solving - money, comparing length and weight, solving capacity problems, telling the time, months of the year.	
Science (Cambridge Curriculum)	**Unit 1- Plants** *Name major parts of a plant. *Explore how plants grow and what they need.	**Unit 2 - Sound** *Find sources of sound. * say which sound sources used electricity. * make predictions and collect/record observations.	**Unit 3- Materials in the World** *Observe things to find what material they are made of. *draw things and write what they are made of.	**Unit 4- My body** *Similarities and differences *Parts of the body *Using the senses * Sources of Sound	**Unit 5- Humans** *Name the main body parts. *Compare bodies.	**Unit 6- Forces** +Observe how things around us move. *Talk about how things move. *Measure how light moves.

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History/ Geography **National Curriculum (NC)**	Blast from the past: Memories beyond living memory, aspects of change in natural life, e.g. people, chronology of past events, similarities and differences between now and the past / school life weather. Families, how have we changed from babies to now? Historical events/people – Pablo Picasso. Celebrations- diwali, eid, christmas. We are one community.	Dinosaur discovery The Weather – Local weather, weather diaries. Locate hot and cold areas of the world, Equator and North and South poles. Around our school – local area Maps, atlases and globes – classroom, school, house, town, local area. - the wider world.	Spain and the Uk - Simple comparison, locate on a map- where have you been and where would you like to go, locations on maps, maps around the school. Linked to food tech- cooking and making food from different countries.
D&T (NC)	Generate, develop and model ideas. Using drawings, paintings, models or computing.	Designing, Making, Evaluating - select using a wide range of materials.	Food technology - understand where food comes from. Exploring food from different countries.

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Music (NC)	**Beat/Rhythm Expression** • beat - experience • loud - soft • fast - slow • short - long patterns *Listen as I Play the Beat* *I get a Happy Feeling* **Melody/Harmony** • vocal exploration • experience high-low • tone match *This is My Speaking Voice* *Loud - Quiet Voice* *Autumn Leaves* *Hey! Look at Me* **Listening/Creating** • experience phrase • phrase • high/low • timbre - voices *Gingerbread Man* **Form/Culture/Movement** • define open space • imitation - action songs • free movement *Andy Pandy* *Dr. Knickerbocker* **Teaching Songs**	**Beat/Rhythm Expression** • beat - label • loud - soft • fast - slow • short-long patterns *Grumpy Grizzly (l-s)* *Take My Little Car (f-s)* *Put the Beat in Your Feet* **Melody/Harmony** • high-low, tone match *Teddy Bear* *Old King Glory* *Curly Joe - guess* **Listening/Creating** • experience phrase • high/low • explore instruments • timbre - voices • create sound effects *Join into the Game (with instruments)* **Form/Culture/Movement** • experience phrase	**Beat/Rhythm Expression** • loud - soft • fast - slow • label: patterns ta titi (quarter note and a pair of eighth notes) *Get on Board* *Head and Shoulders* **Melody/Harmony** • show high-low with arm motions (so-mi) • music can express feelings *Kangaroo* *Old Mother Brown* **Listening/Creating** • create sound effects • timbre - voices *Who Has the Pencil?* *Pretty Princess* *If You're Happy (with instruments)* **Form/Culture/Movement** • free movement, imitation	**Beat/Rhythm Expression** • loud - soft • fast - slow *Page's Train* *Chew Chew* *Down By the Station* **Melody/Harmony** • respond to so-mi hand signals *Burnie Bee* *Bubble Gum* *Rain Rain* **Listening/Creating** *Mr. Troll* **Form/Culture/Movement** • singing games *Willowbee* • free movement, imitation, mime *Purple Stew* *Tingalayo - Caribbean Bluebird* **Teaching Songs** *A me Limbo* *Color the Eggs (colors)*	**Beat/Rhythm Expression** • accent **Melody/Harmony** • respond to so-mi hand signals *Fireman* • Prepare: la *The Mill* **Listening/Creating** • timbre-instruments • sound effects *Chickamy Old MacDonald (with inst)* **Form/Culture/Movement** • Music can be organized into sections (phrase) Spanish: *Los Pollitos* **Teaching Songs** *Watch Our Garden Grow* **Action/Game Songs** *On a Log* *Old Navy*	**Beat/Rhythm Expression** • review all **Melody/Harmony** • Prepare: la *Naughty Kitty Cat* **Listening/Creating** • *classify by sound* **Form/Culture/Movement** • beat, mime, imitate • A section can be same/ different **Teaching Songs** *What Shall We Do?* **Action/Game Songs** *Miss Polly* *Pass the Shoe* *Draw a Bucket* **Theme/Repertoire Songs** *Let Your Light Shine* *A Boy and a Girl in a Little Cano*

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	Color Song *Put Your Finger on Your Lip* *Count and Go* *Shape Song* *Stop! Look Listen* *Alphabet Action* *Brush Your Teeth* **Action/Game Songs** *Hickety Tickety* *Follow, Follow Me* *Cookie Jar* *October is Here* *Costume Fun* *Pumpkin Fat* *Halloween Looby Loo* **Theme/Repertoire Songs** *Welcome to School* *You've Got to Sing* *Do You Want to be My Friend?* *A Smile Goes a Long Way* *I'mm Glad I Have a Nose* *We Cooked Turkey* *Pumpkin Stew* *It Takes One to Know One*	• free movement, imitation *Sambalele - Brazil* *Barnacle Bill* • mime animals **Teaching Songs** *ABC Blues* *Days of the Week* *Germs* **Action/Game Songs** *Tommy Thumb* *Phony Baloney* *Christmas is Here* *Button Factory* **Theme/Repertoire Songs** *Bear* *Kumbayah - Peace* *Rainbow World* *Wheat in the Wind* *Rock Around* *Christmas Tree* *S-A-N-T-A* *He'll be Comin' Down* *Jolly Jolly Santa*	• mime *Barnacle Bill* • mime animals, etc. **Teaching Songs** *Months of the Year* *Cheers for 100* *Dinosaurs* **Action/Game Songs** *Ha Ha This-A-Way* *We Don't Put Up With Putdowns* *A Tisket, A-Tasket* **Theme/Repertoire Songs** *Bogannin' Hill Penguin* *Polka* *Sailor Song* *Groundhog* *As Friends We're Two* *I Like Valentines* *I Wanna Be a Dog*	*Wear a Helmet* **Action/Game Songs** *Leprechaun March* *Mr. Troll (colors)* *Four in a Boat* *Old Mr. Rabbit* *Easter Bunny* *Easter is Here* *Grandma Moses* **Theme/Repertoire Songs** *Don't Throw Your Junk* *Me and My Kite* *Hugs and Grugs* *Michael Finnigan* *If All the Raindrops* *I'd Go Dancing* *Grandma and Grandpa*	**Theme/Repertoire Songs** *Circus Parade* *Chew Chew* *Moms are Special* *Old MacDonald* *Uptown Zoo* *Frog in My Pocket*	

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Art (NC)	Self Portraits Picasso & Picasso style portraits Exploring use of paints	Exploring line and tone Sock animal puppets	Color mixing - understanding how to make color.	Making animals out of loose parts- Andy Goldworthy	Henry Moore inspired Animal Painting	Warm and Cool colors - The Great Wave by Katsushika Hokusai The Snail - Matisse - experimenting with collage. Exploring countries flags
Computing (NC)	*Learning to use keys and mouse pad.*	Introducing the computer and ICT room. Introduction to Chromebooks in class. Computer Skills - using mouse or trackpad, switching on and shutting down, launching an application and using windows, dragging objects.	Painting Unit - paint using different colors, paint with different brushes, create shapes and fill areas, make changes using undo and redo, add text to a painting, make a poster		Word Processing Unit - using and typing on a keyboard, typing symbols and saving files, editing text, selecting and formatting text, changing fonts	

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PSHE	Readiness - health, being prepared, responsiveness, just say yes.	Respect - respecting others, children's rights, role models, self-awareness, good manners.	Responsibilities - responsible citizens, helping others, e-safety, personal safety, attitude.	Resilience - reflectiveness, motivation, risk taking, critical thinking.	Relationships Know the people that are important to me, managing jealousy, feeling proud sharing.understanding the feelings of others. Relationships - feelings, growing up, friends and family, cooperation, teamwork.	Changes Talk about how I have changed over the past 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.

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PE	**Team games** To understand the term teamwork Circle games working as a team Listening games- traffic lights, moving in different ways, corners, tag Work as a team to solve simple challenges To display simple teamwork qualities-taking into account the abilities of others.	**Dribbling, Kicking and Hitting**- Using a range of equipment (racket, bat, football etc) Develop new skills specific to invasion games Apply basic tactics and strategies for attacking play Work cooperatively as a team To observe and select information to evaluate other performance	**Dodgeball** Demonstrate awareness of their physical actions and responses Employ various forms of throwing and movement in a competitive game To develop throwing, catching skills, learning how to move into space using quick feet, and quick changes of direction To understand the main rules of dodgeball and to follow them effectively in a game situation	**Football** To be confident and safe in the spaces used to play games To practice dribbling the ball To practice passing the ball To practice passing the ball to a partner To practice scoring. To move fluently, changing direction To practice finding a space to receive the ball To practice defending the ball. To play as a team	**Dance** To develop freedom through movement. To explore a new range of motion. To move to a beat. **Netball/basketball** To be able to bounce a ball using two hands. To be able to pass a ball using two hands. To practice bouncing and passing skills. **Sports day practise**

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Español	Esta planificación es orientativa y sería la perfecta secuenciación para el aprendizaje de todas las letras, en cada sesión se trabajará la discriminacion visual, auditiva, la grafomotricidad de cada letra y la lectura de las letras aprendidas. Solo se mandarán deberes en las semanas de vacaciones y estarán disponibles las fichas en la plataforma de classroom para Español Year 1. Si algún niño necesita apoyo o repaso en alguna ocasión se mandará la correspondiente ficha a través de classroom para que los padres ayuden al niño en casa. En cada sesión vamos a tener la siguiente secuenciación: - Canción de las vocales, canción de la consonante que corresponda. - Introducción de la letra que vamos a aprender ese día y un rápido repaso de las letras aprendidas posteriormente. - Explicación de las fichas que vamos a trabajar ese día. - Trabajamos las fichas. - Leer el libro de lectonautas con 3 niños cada día, mientras los niños terminan las fichas o juegan un rato. - Volvemos a la asamblea todos juntos y repasamos lo que hemos aprendido ese día, palabras que contienen esas letras… Las podemos escribir en la pizarra, dejar que los niños las escriban... En clase vamos a jugar a algunos juegos como buscar las palabras, completar palabras, crear palabras, conciencia fonológica y velocidad lectora, conciencia silábica con palmadas, aprender el gesto de cada letra con el abecedario de gestos...

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Semana / Mes	Planificación
1 Septiembre	Evaluación inicial de la escritura de los niños. Qué letras saben y si pueden escribirlas correctamente.
2 Septiembre	Introducción a las vocales con canciones y cuentos.
3 Septiembre	Trabajar la a, e y la i
4 Septiembre	Trabajar la o y la u. Repaso de todas las vocales.
5 Octubre	Cuadernillo de las vocales (4 fichas por sesión)
6 Octubre	Cuadernillo de las vocales (4 fichas por sesión)
7 Octubre	Cuadernillo de las consonantes (3 fichas por sesión)
8 Octubre	Cuadernillo de las consonantes (3 fichas por sesión)
9 Noviembre	Semana de Vacaciones
10 Noviembre	Cuadernillo de las consonantes (3 fichas por sesión)
11 Noviembre	Cuadernillo de las consonantes (3 fichas por sesión)
12 Diciembre	Cuadernillo de las consonantes (3 fichas por sesión)
13 Diciembre	Cuadernillo de las consonantes (3 fichas por sesión)
14 Diciembre	Cuadernillo de las consonantes (3 fichas por sesión)
15 Diciembre	Semana de Vacaciones
16 Enero	Semana de Vacaciones
17 Enero	Cuadernillo de las consonantes (3 fichas por sesión)
18 Enero	Cuadernillo de las consonantes (3 fichas por sesión)

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19 Enero	Cuadernillo de las consonantes (3 fichas por sesión)
20 Febrero	Cuadernillo de las consonantes (3 fichas por sesión)
21 Febrero	Cuadernillo de las consonantes (3 fichas por sesión)
22 Febrero	Cuadernillo de las consonantes (3 fichas por sesión)
23 Febrero	Cuadernillo de las consonantes (3 fichas por sesión)
24 Marzo	Cuadernillo de las consonantes (4 fichas por sesión)
25 Marzo	Cuadernillo de las consonantes (4 fichas por sesión)
26 Marzo	Cuadernillo de las consonantes (4 fichas por sesión)
27 Marzo	Cuadernillo de las consonantes (4 fichas por sesión)
28 Marzo	Cuadernillo de las consonantes (4 fichas por sesión)
29 April	Cuadernillo de las consonantes (4 fichas por sesión)
30 April	Semana de vacaciones
31 April	Cuadernillo de las consonantes (4 fichas por sesión)
32 April	Cuadernillo de las consonantes (4 fichas por sesión)
33 Mayo	Cuadernillo de las consonantes (4 fichas por sesión)
34 Mayo	Cuadernillo de las consonantes (4 fichas por sesión)
35 Mayo	Cuadernillo de las consonantes (4 fichas por sesión)
36 Mayo	Cuadernillo de las consonantes (4 fichas por sesión)
37 Junio	Cuadernillo de las consonantes (4 fichas por sesión)
38 Junio	Cuadernillo de las consonantes (4 fichas por sesión)

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39 Junio	Cuadernillo de las consonantes (4 fichas por sesión)
40 Junio	Cuadernillo de las consonantes (4 fichas por sesión)

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