

SCHEME OF WORK

for English

Year 1



TERM	TOPICS
1	<p>Speaking and listening: Listen to others and take turns in speaking. Listen and respond to different TPR actions. Learn and recite simple poems and songs. Explore, play with and generate rhyming strings e.g. fat cat sat. Listen to and answer questions appropriately. Develop story language through role play and puppets. Phonemic awareness and phonic knowledge (Listen for the sounds in words). Hear the sounds in three letter words. Begin to understand where the sound comes within the word, whether it is at the beginning, middle or end. Use rhyme, word families, and relate these to spelling patterns. Children will learn to sound out and write the following lower case letter groups: 1. s, a, t, i, p, n. 2. c, k, (ck), e, h, r, m, d. 3. g, o, u, l, f, b, j, y, z, w, v. Recognise and use the diagraphs th, ch, sh. Begin to learn common spellings of long vowel phonemes (e.g. 'ee', 'ai')</p> <p>Reading (Blending): Practise blending and segmentation. Practise reading and spelling words. Begin learning high frequency words. Read a range of common words on sight. Recognise a sentence in reading. Begin reading simple books</p> <p>Writing: Develop a comfortable and efficient pencil grip and form letters with some control over the size, shape and/or orientation of letters or lines of writing. Learn to give space between letters and words. Read and write a caption (with the teacher) using one or more high-frequency words and words containing taught letters. Write from left to right and top to bottom of a page. Spell familiar common words accurately, drawing on sight vocabulary. Write labels, captions, lists and simple instructions for a purpose.</p>

2	<p>Speaking and listening: Children have conversations with the teacher, in pairs and in a group in order to develop speaking and listening skills. They will have opportunities to: Listen and respond to stories and poems. Participate in improvised drama and role play. Give a small presentation to peers. Phonemic awareness and phonic knowledge: Hear the consonant blends (initial and final), and count the sounds in words with consonant blends. Know the names of letters of the alphabet and alphabetic order. Recognise that the same sounds may have different spellings and that the same spellings may relate to different sound.(e.g. little and long oo).</p> <p>Reading: Use growing knowledge of words, letter sounds, sentences and pictures to predict the meaning of new words and to make sense of what they read. Take note of full stops in reading aloud. Enjoy reading simple books.</p> <p>Writing: Write legibly in printed style (lower case formation / capital letters) and with increasing fluency and speed. Compose and write simple sentences with a capital letter and full stop.</p>
3	<p>Speaking and listening: Develop confidence in students' ability to adapt what they say to their listeners and to the circumstances, beginning to recognise how language differs, e.g. how their choice of language varies in different situations. Extend students vocabulary through activities that encourage their interest in words, including exploration and discussion</p> <p>Reading: Identify and discuss characters and dialogue. Recognise story elements (e.g. beginning, middle and end). Know the parts of a book (e.g. title page, contents). Notice how punctuation (e.g. full stop, question mark, speech marks) helps to mark out meaning.</p> <p>Writing: During whole class and group reading the children will learn to: Write legibly in printed style (lower case formation / capital letters) and with increasing fluency and speed. Use rhymes and patterned stories as models for their own writing. Write short and simple reports about their own life (writing can come from drawn pictures or pictures can illustrate writing).</p> <p>Assessment test</p>

SCHEME OF WORK

for German First Language

Year 1



TERM	TOPICS
1	<p>Laute und Buchstaben: M, m / A, a / I, i / O, o / P, p / T, t</p> <p>Buchstabenverse und -reime</p> <p>Spiele mit Lauten</p> <p>Anlaut, Inlaut und Auslaut</p> <p>Arbeit mit der Anlauttabelle</p> <p>Schreibübungen, malen, Buchstaben ausmalen und kennzeichnen</p> <p>erste Wörter schreiben</p> <p>Zum Bild schreiben</p> <p>Laute und Buchstaben: L, l / H, h / F, f / U, u / R, r / N, n</p> <p>Wörter und Sätze schreiben</p> <p>Anfangssilben zuordnen</p> <p>Sätze vervollständigen</p>
2	<p>Laute und Buchstaben: S, s / E, e / D, d / K, k / W, w / Ei, ei / Ch, ch (wie in ich und Nacht)</p> <p>Sätze bilden</p> <p>Den zum Bild passenden Satz kennzeichnen</p> <p>Reihenfolge von Sätzen ordnen</p> <p>Reimwörter schreiben</p> <p>Satzteile zuordnen</p>

	<p>Lesen und malen</p> <p>Sinnvolle Aussagen kennzeichnen</p>
3	<p>Besuch der Kinder- und Jugendbibliothek in der Stadtbücherei (Projekt „Schulstart“ für Erstklässler)</p> <p>Laute und Buchstaben: G, g / Au, au / B, b / ng / Sch, sch / J, j / Z, z / Eu, eu</p> <p>Sätze bilden oder vervollständigen</p> <p>Aussagen kennzeichnen und Buchstaben notieren</p> <p>Wörter mit Artikel schreiben</p> <p>Assessment Test</p>

SCHEME OF WORK

for Mathematics

Year 1



TERM	TOPICS
1	<p>Measurement: Length mass and capacity</p> <p>Geometry: Shapes and geometric reasoning (2D shapes)</p> <p>Place Value System: Recite numbers in order (1 to 10 forwards and backwards). Count on and back in tens from a single-digit number to 100 (10 more or less). Read and write numerals. Compare numbers (more or less) and say numbers in between them. Order numbers on a number track; use ordinal numbers. Understand and use the = sign.</p> <p>Operations: Know all number pairs to 10 and record the related addition/subtraction facts. Begin to know number pairs to 6, 7, 8 and 9. Understand addition as combining two sets and record related sentences. Understand subtraction as take away and record related sentences. Understand difference as “how many more to make?” Add/subtract a single-digit number by counting on/back. Begin to use the +, - and = signs to record calculations in number sentences. Understand that changing the order of addition does not change the total.</p>
2	<p>Place Value System: Count objects up to 20 (recognize conservation of number). Say number that is 1 or 10 more or less than any given number (up to 30). Find two more or less than a number, record jumps on a number line. Begin partitioning two-digit numbers into tens and ones. Addition and subtraction without bridging using number bond facts. Add more than two small numbers, spotting pairs to 10 (e.g. $4+3+6=10+3$). Begin addition and subtraction with bridging ten by using number bond facts.</p> <p>Geometry: position and movement : use everyday language of direction</p>

	<p>and distance to describe movement of objects</p> <p>Time: (ongoing topic introduced through class routines from the very beginning). Understand and use some units of time (minutes, hours, days, weeks, months and years). Read time to the hour (o'clock) and know key times of the day to the nearest hour. Order days of the week and other familiar events.</p> <p>Data and Statistics and Probability: Answer a question by sorting and organizing data or objects using block graphs, pictograms, lists, tables Venn or Carroll diagrams.</p>
3	<p>Place Value System: Continue addition and subtraction with bridging ten. Recite numbers in order (forwards from 1 to 100, backwards from 20 to 0). Count on and back in tens from a single-digit number to 100 (10 more or less). Count in 2s, begin to recognize odd and even numbers. Recognize and use ordinal numbers up to at least the 10th number</p> <p>Operations: Double any single-digit number. Begin to recognize multiples of 2 and 10. Try to share numbers to 10 to find which are even and which are odd. Share objects into two equal groups in a context. Fractions. Find halves of even numbers of objects up to 10. Find halves of small numbers and shapes by folding.</p> <p>Geometry: Recognize basic line symmetry.</p> <p>Measurement: Money. Recognize all coins and work out how to pay an exact sum using smaller coins.</p> <p>Assessment test</p>

SCHEME OF WORK

for Music

Year 1



TERM	TOPICS
1	<p>Music Express Year 1 Unit 1: Sounds interesting 1 – Exploring sounds This unit develops children's ability to identify different sounds and to change and use sounds expressively in response to a stimulus. During this unit, children make a variety of sounds with their voices, bodies, found objects and instruments, and explore how these sounds can be changed and used expressively in response to a stimulus. They use this knowledge to select sounds that reflect the mood of chants and songs. This leads to the creation of a class performance that uses sounds to heighten the effect of a chosen story, poem or play.</p> <p>Music Express Year 1 Unit 2: The long and the short of it 1 – Exploring duration This unit develops children's ability to discriminate between longer and shorter sounds, and to use them to create interesting sequences of sound. During the unit children explore the duration of vocal and instrumental sounds. They play percussion instruments with control and sensitivity, paying attention to dynamics, tempo and pitch. Towards the end of the unit the children begin to organize their sounds within a steady pulse. They may record their sound sequences using symbols.</p>
2	<p>Music Express Year 1 Unit 3: Feel the pulse 1 – Exploring pulse and rhythm This unit develops children's ability to recognize the difference between pulse and rhythm and to perform with a sense of pulse. During this unit, children use songs and activities to develop confidence in singing and playing to a common pulse. They respond to and explore changes of speed (tempo) and repeat and create simple rhythmic phrases. They use</p>

	<p>these skills to create an accompaniment for a song or chant.</p> <p>Music Express Year 1 Unit 4: Taking off 1 – Exploring pitch</p> <p>This unit develops children's ability to discriminate between higher and lower sounds and to create simple melodic patterns. During this unit they learn to control the pitch of their voices and instruments by moving higher and lower both in steps and leaps and holding the same note. They create simple melodic patterns and use changes in pitch expressively to respond to the stimuli of stories. This unit should be revisited during the key stage.</p>
3	<p>Music Express Year 1 Unit 5: What's the score 1 – Exploring instruments and symbols</p> <p>This unit develops children's ability to recognize different ways sounds are made and changed and to name, and know how to play, a variety of classroom instruments. During this unit children explore classroom instruments and learn that instruments that make sounds in similar ways can be grouped into families. They create symbols that represent the various ways an instrument can be played and use these to help create a sequence of sounds. This unit should be revisited during the key stage.</p> <p>Music Express Year 1 Unit 6: Rain, rain go away 1 – Exploring timbre, tempo and dynamics</p> <p>This unit develops children's ability to recognize how sounds and instruments can be used expressively and combined to create music in response to a stimulus. During this unit, children explore how sounds can be changed, combined and organized to create a class composition. They respond to stimuli suggested by the weather and explore ways in which sounds can be used expressively. They record their compositions using pictures, symbols and words. This unit should be revisited during the key stage using different stimuli, e.g. the fairground.</p>