

SCHEME OF WORK

for Art
 Year 1



| TERM | TOPICS |
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| 1 | <p>Self-Portrait. Students will create a self-portrait to communicate ideas about themselves. Pupils will investigate a range of drawing materials and techniques and learn how to mix and use colours in a painting. Children will investigate and discuss images of children in drawings, paintings and photographs, and also study artists' self-portraits in order to develop ideas about how they will portray themselves.</p> |
| 2 | <p>Pupils will investigate the qualities of a variety of natural and made materials. Students learn skills with wool and gain sensory experiences with materials and develop an understanding of colour and texture. They will learn about how textiles are used in their own and others' lives.</p> |
| 3 | <p>Pupils will explore at different types of sculpture, from bronze statues to sculptures using natural materials. Students will collect materials for their practical work. Children will make relief collages using found materials. They will make a sculpture from mixed materials based on their understanding of composition and assemblage.</p> |

SCHEME OF WORK

for EMR (Ethics, Morality, Religion)

Year 1



| TERM | TOPICS |
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| 1 | <p>Taking part and working together: In this unit, pupils will develop skills of communication and participation, take turns in discussion and take different views into account. The pupils will offer ideas in a group and come to a consensus. The class will make a charter for more kindness and less fighting.</p> <p>Celebrations: Harvest festivals and Diwali: In this unit, pupils will recall and name different beliefs and practices.</p> <p>Who was Noah? In this unit, pupils will retell and suggest meanings to a religious story.</p> <p>Friendship: In this unit, pupils will discuss the importance of having friends and identify the traits of a good friend.</p> <p>Celebrations: Christmas. In this unit, pupils will find out the meaning behind a religious festival.</p> |
| 2 | <p>Belonging: In this unit, pupils will express creatively their own ideas about: Who am I? Where do I belong? They will recognise some different symbols and actions, which express a community’s way of life. They will appreciate similarities between communities.</p> <p>Visiting a church: Pupils will find out the meaning of symbols for God using digital photographs.</p> <p>Celebrations: Chinese New Year</p> <p>Celebrations: Easter</p> |

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| 3 | <p>Moral stories: In this unit, pupils will retell and suggest meanings to moral stories</p> <p><i>The Girl who Saved the People</i> – Pupils will recognize the connection that human beings have to the natural world.</p> <p><i>Little Red Riding Hood</i> – Pupils will describe a process for making decisions. They will distinguish between good and bad decisions. They will take accountability for one’s own decisions.</p> |
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SCHEME OF WORK

for English First Language

Year 1



| TERM | TOPICS |
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| 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> |

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| 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 |
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| 1 | Buchstaben: M,m / A,a / I,i / O,o / P,p / T,t / L,l / H,h / F,f / L,l / H,h / F,f / U,u / R,r / N,n / S,s / E,e / D,d / K,k Spiele mit Lauten Anlaut, Inlaut und Auslaut Arbeit mit der Anlauttabelle Schreibübungen, Buchstaben identifizieren und kennzeichnen Erste Wörter zu Bildern schreiben Wörter und Sätze schreiben Anfangsilben zuordnen Sätze vervollständigen |
| 2 | Buchstaben: W,w / Ei,ei / Ch,ch / G,g / Au,au / B,b / ie / ng / Sch,sch / J,j Z,z / Eu,eu / ß / V,v / ä,ö,ü Sätze bilden Den zum Bild passenden Satz kennzeichnen Reihenfolge von Sätzen ordnen Reimwörter schreiben Satzteile zuordnen Lesen und malen Sinnvolle Aussagen kennzeichnen |

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| 3 | <p>Besuch der Kinder- und Jugendbibliothek in der Stadtbücherei (Projekt „Schulstart“ für Erstklässler)</p> <p>Buchstaben: Sp,sp / Äu,äu / Pf,pf / tz / ck / C,c / Y,y / Qu,qu / X,x</p> <p>Sätze schreiben</p> <p>Aussagen kennzeichnen und Buchstaben notieren</p> <p>Wörter mit Artikel schreiben</p> <p>Texte fließend lesen</p> <p>Assessment Test</p> |
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SCHEME OF WORK

for Mathematics

Year 1



| TERM | TOPICS |
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| 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 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,</p> |

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| | <p>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> |
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| 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> |
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SCHEME OF WORK

for Music

Year 1



| TERM | TOPICS |
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| 1 | <p>Theme: 1,2,3...Look at me!</p> <p>Exploring sounds: This unit develops children's ability to identify different sounds and to change and use sounds expressively in response to a stimulus.</p> <p>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.</p> <p>Autumn 1 Hey You! Autumn 2 Rhythm in the way we walk / Banana Rap</p> |
| 2 | <p>Theme: Toy Story</p> <p>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.</p> <p>Exploring pitch: This unit develops children's ability to discriminate between higher and lower sounds and to create simple melodic patterns.</p> <p>Spring 1 In the Groove Spring 2 Round and Round</p> |

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| 3 | <p>Theme: Once upon a time</p> <p>Exploring instruments and symbols: 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.</p> <p>Exploring timbre, tempo and dynamics: 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.</p> <p>Summer 1 Your Imagination Summer 2 Reflect, Rewind and Replay</p> <p>Preparation for the next academic year: Year 1 first day of School Celebration Party</p> |
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SCHEME OF WORK

for Sports
 Year 1 and 2



| TERM | TOPICS |
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| 1 | <p>At the beginning of the school year and continuously throughout the year, pupils are taught the Health and Safety Rules in our school:</p> <ul style="list-style-type: none"> • rules during sports lessons and expected behaviour in the changing room • how to handle all the equipment (setting up, moving equipment, storing it safely in its allocated place, etc.) <p>Athletics: Athletics at Key Stage 1 incorporates activities which will also be developed in dance, games and gymnastics. Pupils will be encouraged to explore and develop :</p> <p>Running: Running over different distances and obstacles; team running; and passing an implement; understanding how technique, rhythm and stride pattern can affect performance.</p> <p>Jumping : The five basic take-off and landing combinations; understanding how different jumps can be joined together and how some jumps are better for height and others for distance, how they can join some jumps together; how jumping can be improved, through the development of technique.</p> <p>Throwing :A range of throwing actions–fling, pull, push; use a variety of softer, lighter, smaller or adapted equipment; recognize how accuracy and distance can be increased through the development of throwing technique.</p> |
| 2 | <p>Gymnastics/Games</p> <p>At Key Stage 1, gymnastics will be concerned primarily with the introduction and development of body management skills. Pupils will explore these skills, firstly on the floor, and then progress to using apparatus.</p> |

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| | <p>Pupils will have opportunities to:</p> <ul style="list-style-type: none"> • explore a range of movement skills, including travelling, jumping and landing, rolling, climbing, transferring weight, balancing; • develop body awareness through movement variations, for example, stretched/curled, wide/narrow, on/off, over/under, fast/slow, up/down, forwards/backwards/sideways; • form simple sequences by linking movements <p>Games</p> <p>Games will provide opportunities for pupils to work with a variety of equipment and to develop individual skills leading to co-operative play. Pupils should have opportunities to:</p> <ul style="list-style-type: none"> • learn movement skills relevant to games, including running, stopping, jumping, chasing, dodging and skipping; • learn handling, hitting and kicking skills using a variety of equipment; • take part in simple games involving individual and co-operative play; • make use of space and outwit an opponent while playing simple games. |
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| 3 | <p>Dance</p> <p>Dance will encourage pupils to use simple movements and gestures as a means of expression and communication.</p> <p>Pupils will have opportunities to:</p> <ul style="list-style-type: none"> • use different parts of the body to explore the space around them and to move using simple actions, for example, walking, running, hopping and creeping; • listen to and move in response to different stimuli and accompaniment, for example, voice, music, percussion, nursery rhymes, action songs, poems, stories, and art work; • move in a controlled manner, at different speeds and in different directions, using different levels in space, (high, low), and different strengths (heavy, light); • perform simple steps and movements to given rhythms and musical phrases; • create and remember a simple movement sequence using a variety of stimuli. |
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SCHEME OF WORK

for SST
 Year 1



| TERM | TOPICS |
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| 1 | <p>Science topic: Humans and animals Recognise the similarities and differences between each other. Recognise and name the main external parts of the body. Know about the need for a healthy diet, including the right types of food and water. Explore how senses enable humans and animals to be aware of the world around them. Know that humans and animals produce offspring which grow into adults.</p> <p>Geography topic: Around our school The local area.</p> |
| 2 | <p>Geography topic: Around our school The local jobs. How do people spend their leisure time in the local area? Changing in the local area.</p> <p>Science topic: Sound and hearing Identify many sources of sound Know that we hear when sound enters our ear Recognise that as sound travels from a source it becomes fainter.</p> |

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| <p>3</p> | <p>Science topics: Pushes and pulls Explore, talk about and describe the movement of familiar things. Recognise that both pushes and pulls are forces. Recognise that when things speed up, slow down or change direction there is a cause.</p> <p>Material properties Use senses to explore and talk about different materials. Identify the characteristics of different materials. Recognise and name common materials.</p> |
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