



## ST. SAVIOUR'S SCHOOL IKOYI CURRICULUM OVERVIEW 2020/2021

### YEAR ONE

MICHAELMAS TERM	LENT TERM	TRINITY TERM
<b>ENGLISH</b>		
<p>Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark</p> <p>Saying out loud what they are going to write about</p> <p>Re-reading what they have written to check that it makes sense.</p> <p>Composing a sentence orally before writing it</p> <p>Sequencing sentences to form short narratives</p> <p>Leaving spaces between words</p> <p>Joining words and extending sentences using 'and' and 'but'.</p> <p>Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'</p> <p>Writing commands, lists, instructions, labels and statements about a given topic</p> <p>Rhyming words, and simple poetic devices</p> <p>Writing narrative stories with familiar genres (familiar settings, traditional tales, etc.)</p> <p>Adjectives and descriptive phrases for detail and emphasis.</p>	<p>Punctuating sentences using a capital letter and a full stop, question mark or exclamation mark</p> <p>Re-reading what they have written to check that it makes sense.</p> <p>Joining words and extending sentences using 'and, but, so, then, or, when, if, that, because'</p> <p>Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'</p> <p>Writing information about a given topic (Non-fiction texts)</p> <p>Rhyming words, and simple poetic devices</p> <p>Writing narrative stories with familiar genres (familiar settings, traditional tales, etc.)</p> <p>Letter writing – differences between formal and informal writing</p> <p>Adjectives and descriptive phrases for detail and emphasis</p> <p>Beginning to identify writing in tenses</p> <p>Beginning to identify writing in the 1<sup>st</sup> and 3<sup>rd</sup> person.</p>	<p>Punctuating sentences using a capital letter and a full stop, question mark or exclamation mark</p> <p>Re-reading what they have written to check that it makes sense</p> <p>Joining words and extending sentences using 'and, but, so, then, or, when, if, that, because'</p> <p>Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'</p> <p>Writing commands, lists, instructions, labels and statements about a given topic</p> <p>Similes, Alliteration</p> <p>Writing narrative stories with familiar genres (familiar settings, traditional tales, etc.)</p> <p>Adjectives and descriptive phrases for detail and emphasis</p> <p>Beginning to include dialogue in writing</p> <p>Linking ideas and events, using strategies to create 'flow' (e.g. Last time, also, after, then, soon, at last, and another thing...)</p> <p>Varying sentences openers to interest the reader</p> <p>Beginning to identify writing tenses</p> <p>Beginning to identify writing in the 1<sup>st</sup> and 3<sup>rd</sup> person.</p>
<b>MATHEMATICS</b>		
<p>Place value: counting, properties of number and number sequences to 20</p> <p>Place value, ordering and estimating</p> <p>Understanding + and -, 'sharing' and groups of an amount (Mental calculation strategies)</p> <p>Money and real-life problems.</p> <p>Shape and Space: Reasoning about shapes</p> <p>Position and directions</p> <p>Simple fractions</p> <p>Counting 2s, 5s and 10s.</p> <p>Measurement: Length, weight, capacity and time.</p>	<p>Place value, ordering and estimating, understanding + and - mental calculation strategies (+ and -) Addition: counting on. Subtraction : counting back.</p> <p>Solving word problems.</p> <p>Identifying odd and even numbers.</p> <p>To know doubles up to 20.</p> <p>Name, recognise and know the properties of 3D and 2D shapes</p> <p>To order and name the days of the week and months of the year</p> <p>To tell the time to the half hour and quarter hour on analogue clocks and begin to read these times on digital clocks.</p>	<p>Understand place value in 2-digit numbers, add and subtract 1-digit and 2-digit numbers</p> <p>Understand that four <math>\frac{1}{4}</math>s = one whole and two <math>\frac{1}{4}</math>s = <math>\frac{1}{2}</math>.</p> <p>Compare and measure the capacities of containers using uniform non-standard units.</p> <p>Tell the time to the nearest hour using analogue</p> <p>Solve one-step problems involving multiplication and division using concrete objects, pictures and arrays with support</p> <p>Handling Data</p> <p>To recognise and name simple 2D shapes and continue repeating patterns.</p>
<b>COMPUTING</b>		
<p>Mouse Island simulation:</p> <p>Maths &amp; ICT</p> <p>Teddy Bears' picnic: English &amp; maths with ICT</p> <p>Bee-Bot control technology activities</p> <p>Introduction to word processing using Text-Ease</p>	<p>Entering text, combining text and pictures.</p> <p>Adding captions to pictures.</p> <p>Sorting out objects and pictures</p> <p>Creating patterns</p> <p>Recording sounds</p>	<p>Using a programmable toy</p> <p>Programming Bee- Bot</p> <p>Writing instructions for Bee-Bot</p>
<b>HUMANITIES</b>		



<p><b>History:</b>  <b>Women in History - Queen Amina</b>            Ask questions and make predictions to raise their curiosity.            Explore what a historian is, does, and how they find out facts.            Children to build a basic timeline and place Queen Amina on it.            Children to be introduced to the principle of the three R's, Relevant, Reliable and Rich.</p> <p><b>Geography:</b>  <b>The World Around Us</b>            Children to be introduced to maps, atlases, google maps in order to find out where the UK, Nigeria and their neighboring countries are            Children to explore the weather in Nigeria, and to compare this to the UK.            Children to explore the seasons of the UK, and how this brings about different weather patterns.            Children to look aerial photographs of the school to plan a simple map and use basic symbols in a key.</p>	<p><b>History:</b>  <b>Surviving the Stone Age</b>            Children to make a basic timeline with the main dates of the periods in Stone Age to Iron Age Britain marked on it.            Children to look at cave paintings, and to ask what can they tell us about life in the Stone Age.            Children to find out about hunting and gathering in the Stone Age, by looking at animal bones found on site to the last meal of Lindow Man.            Children to look at Stonehenge, and question its purpose. Design and make a replica Stonehenge. Children to research what Neolithic homes looked like and design and make a model of a Neolithic home.</p> <p><b>Geography:</b>  <b>Oceans and continents</b>            Children to learn about the continents. They will use world maps, atlases and the globe.            Children to learn about the 5 oceans of the world. They will use explore the difference between oceans, seas, rivers, lakes, ponds, puddles etc.</p> <p>Children to be begin to use simple directions, North, South, East and West. They will use compasses and will complete a set of simple orienteering challenges.</p> <p>Children will start to identify some physical features of different continents from videos.            Children will have a sorting activity to consolidate the previous learning. They will cut stick and label the different physical geography.</p>	<p><b>History:</b>  <b>Transport through the ages</b>            Children name and describe different types of transport.            Produce a timeline of land vehicles over 100 years.            Children to look at the history of flight travel.            Children to explore the story of sea travel, looking at how boats have changed through time.            Children will explore Space travel and travel of the future.</p> <p><b>Geography:</b>  <b>Holidays</b>            Children will look at the features of the sea side and then look at a UK seaside resort and draw comparisons to a local beach in Lagos.            Children will design a poster trying to persuade people to go on holiday in Lagos.            Children will discuss popular holiday destinations around the world, and will explore the features that make them popular.            Children will explore how holidays have changed over the years.</p>
<b>DRAMA</b>		
<p>Cooperative Learning and Playing            Developing Individual Presentation Skills            Performing The Christmas Production            Giving accounts – As In A Story or Speech            Performing A Nigerian Theme</p>	<p>Improving Conversation And Teamwork (Non-Verbal Story)            Exploring Situations To Make Presentations            Improvisation And Building Teamwork/ work in role and setting            Observational skills            Identifying and imitating patterns</p>	<p>Encouraging and improving co-operative learning and playing            Making simple dramatic presentations            Learning to project the voice            To improve confidence and public speaking skills            Hot seating</p>
<b>MUSIC</b>		
<p><b>EXPLORING SOUNDS</b>            Choose sounds and instruments and suggest how they should be used and played            Listen to recorded music            Explore different sound sources            Respond to music            Production song</p>	<p><b>SINGING</b>            Use voice expressively and creatively            Singing songs speaking chants and rhymes            Playing tuned and untuned instruments</p>	<p><b>Pitch:</b> melodic shape; (Singing) scales and modes  <b>Duration:</b> rhythm, pulse metre  <b>Timbre:</b> quality of sound produced using ICT, voices and instruments            Expressive use of sounds            Singing songs and hymns            Listening and recalling rhythmic and melodic patterns</p>
<b>FRENCH</b>		
<p>"I'm discovering French language"            - To say "Hello" and "Goodbye"            - To speak in a French classroom: simple instructions            - To say the alphabet in French</p>	<p>"I am discovering French language and culture"            • To be polite (you are welcome, sorry)            • To say some food I eat            • To say and ask the feeling            • To describe animals (colours and size)</p>	<p>"I am discovering French language and culture"            • To be polite (I would like, please)            • To say what I like and dislike about food            • To describe simply the family            • To talk about outfit (name of some clothes and colours)</p>



<ul style="list-style-type: none"> <li>- To ask and designate a classroom's object (name and colours of the items)</li> <li>- To count up to 10</li> <li>- To say the days of the week</li> <li>- To be polite in French (thank you)</li> </ul>		
<b>PSCHE</b>		
<p><b>We're All Stars</b>          Devising a class charter          Getting to know each other          Problem –solving          Looking after each other  <b>Be Friendly, Be Wise</b>          Making friends, Falling out with a friend</p>	<p><b>Living long, living strong</b>          Keeping clean          Growing and changing          Families and care          Staying healthy  <b>Daring to be different</b>          Our likes and dislikes          Feeling proud</p>	<p><b>Dear Dairy</b>          Asking for help          Feeling loved and cared for          Managing uncomfortable feelings          Thoughts, feelings and behaviour  <b>Joining in Joining up</b>          Listening effectively          Expressing opinions          Knowing right and wrong          Needs of living things</p>
<b>LIBRARY</b>		
<p>Orientation          Library citizenship          Book handling and care skills          Parts of a book          Reinforce ABC order          Self-selection of appropriate materials.          Familiarizing children with newly acquired books in the library (reading)</p>	<p><b>BOOK GENRE</b>          Fiction books          Nonfiction books          Sequential order          Reinforce alphabetizing skills          Location skills in easy fiction section          Reading skills          Familiarity with new books(reading)</p>	<p>Sequential order in the library          Alphabetical order          Dot-to-dot (2)          Library and his shelves          Let's organise fiction books, nonfiction books          Familiarity with new books          Literature appreciation/response          Caldecott award          Authors and illustrators          Familiarity with books in the library (reading)</p>
<b>SWIMMING</b>		
<p><b>WATER CONFIDENCE</b>          Kicking with the board  <b>FLOATATION AND ROTATION SKILLS</b>          Mushroom float          Star float</p>	<p><b>FLOATATION AND ROTATIONAL SKILLS.</b>          Star float          Push and glide          Glide on a streamline position</p>	<p>Push, glide and submerging skills:          Push and glide, face in the water on a streamline position          Kicking skills: Kicking with the board and without the board.          Blowing bubbles.</p>
<b>PE</b>		
<p><b>GAME ACTIVITIES</b>          Beanbag skills          Quoit skills          Ball skills          Ball games</p> <p><b>GYMNASTICS ACTIVITIES</b>          Finding and using space          Traveling over mats and hoops          Traveling with partners          Traveling over mats and benches</p>	<p><b>GYMNASTIC ACTIVITIES</b>          Body shapes          Making sequence          Movement phrases on apparatus          Partner works on apparatus</p> <p><b>GAMES ACTIVITIES</b>          Quoit skills          Ball skills          Further ball skills          Ball games</p>	<p><b>GYMNASTIC ACTIVITIES</b>          Travelling in space          Travelling and still shape          Keep your balance          Travelling and balancing          Forward rolls          Simple sequence</p> <p><b>GAMES ACTIVITIES</b>          Circle games, Stuck in the mud, Catch, Racket skill</p>



More partner work Body shapes		
<b>ART</b>		
<p>Self Portrait</p> <p>Exploring variety of materials and processes and developing ideas</p> <p>Observing and recording How artists can influence the way we look at the world. How to draw portrait of someone significant to us?</p> <p>Exploring and developing ideas.</p> <p>Observing and recording. Evaluating own work.</p> <p>Collaborative group portrait poster.</p> <p>Line drawing/Outline portrait</p> <p>Identifying colours and patterns</p> <p>Colour work (with coloured pencils and pastels), Evaluation</p> <p>Cards (Happy Independence Day &amp; Christmas Activities). Cloudscapes</p>	<p>Exploring and recording ideas on Prehistoric Age art. Stone Age, Iron Age. Investigating materials and tools and techniques.</p> <p>Learning about colours. Colours and Values. About different materials and techniques to represent volcano. Investigating and making 3D forms.</p>	<p>How to create our own futurist painting to capture the speed and movement of transport How to create a boat collage in the style of artists; Turner and Monet (subject to change based on other artists).</p> <p>Landscape Painting. Colour mixing. Animal silhouette. Under the sea Art projects</p>
<b>SCIENCE</b>		
<p>Animals Including Humans</p> <p>Ourselves</p> <p>Your body</p> <p>Growing and changing</p> <p>Five senses</p> <p>Animals and their habitats</p> <p>Adults and their young</p> <p>Characteristics of living things. <b>(living, non-living and once alive)</b></p>	<p><b>Plants</b></p> <p>Types of plants</p> <p>Looking after plants</p> <p>Parts of a plant</p> <p>Growing Beans</p> <p>Living plants</p> <p><b>Everyday materials</b></p> <p>Looking at builds</p> <p>Materials in your home</p> <p>Different materials (sorting)</p> <p>Facts about materials</p>	<p><b>Seasonal Changes</b></p> <p>Weather</p> <p>Seasons and months</p> <p>Seasonal weather</p> <p>Getting ready for seasonal changes (Pulls And Pushes)</p> <p>Waking up</p> <p>Moving things</p>
<b>RE</b>		
<p>WHY ARE SOME PLACES SPECIAL?</p> <p>My special place</p> <p>Special places in the community</p> <p>Special places for religious people</p> <ul style="list-style-type: none"> <li>• The Church</li> <li>• The Mosque</li> <li>• The Synagogue</li> <li>• The Mandir</li> <li>• The Gurdwara</li> <li>• The Vihara</li> </ul> <p>The Christmas Story</p>	<p>WHY IS OUR WORLD SPECIAL?</p> <p>The world around us?</p> <p>The Christian creation story</p> <p>The Hindu creation story</p> <p>The Muslim creation story</p> <p>The Big Bang story</p> <p>The Easter story</p>	<p>HOW DO WE CELEBRATE OUR JOURNEY THROUGH LIFE?</p> <p>Different stages of life</p> <p>Child welcoming ceremony</p> <ul style="list-style-type: none"> <li>• Christians</li> <li>• Muslims</li> <li>• Hindus</li> <li>• Sikhs</li> </ul> <p>Bar/Bat Mitzvah</p> <p>Wedding ceremony</p> <ul style="list-style-type: none"> <li>• Christian wedding</li> <li>• Muslim wedding</li> <li>• Hindu wedding</li> <li>• Sikh wedding</li> </ul>