



## ST. SAVIOUR'S SCHOOL IKOYI CURRICULUM OVERVIEW 2024 - 2025

### 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>Count, read and write to and across 20 forwards and backwards</p> <p>Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs within 10</p> <p>Identify one more and one less</p> <p>Solve one-step problems that involve addition and subtraction using concrete objects and pictorial representations, and missing number problems (within 10)</p> <p>Recognise and name common 2-D and 3-D shapes</p> <p>Compare, describe and solve practical problems for lengths and heights</p> <p>Measure and begin to record the following: lengths and heights</p>	<p>Count, read and write to and across 50 forwards and backwards</p> <p>Count in multiples of twos, fives and tens</p> <p>Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs within 20</p> <p>Solve one-step problems that involve addition and subtraction using concrete objects and pictorial representations, and missing number problems (within 20)</p> <p>Compare, describe and solve practical problems for mass, weights</p> <p>Measure and begin to record the following: mass, weights</p>	<p>Count, read and write to and across 100 forwards and backwards</p> <p>Describe position, direction and movement, including whole, half, quarter and three-quarter turns</p> <p>Compare, describe and solve practical problems for capacity and volume</p> <p>Measure and begin to record the following: capacity and volume</p> <p>Solve one-step problems involving multiplication and division</p> <p>Recognise, find and name a half as one of two equal parts of an object, shape or quantity</p> <p>Recognise and know the value of different denominations of coins and notes</p> <p>Solve practical problems for time</p> <p>Measure and begin to record the following: time (hours, minutes, seconds)</p>



		<p>Sequence events in chronological order using language recognise and use language relating to dates, including days of the week, weeks, months and years</p> <p>Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times</p>
<b>COMPUTING</b>		
<p>Computer parts Introduction to typing on Purple mash Introduction to Bee-Bot control technology activities Coding</p>	<p>Entering text, combining text and pictures. Adding captions to pictures. Sorting out objects and pictures Creating patterns Recording sounds Coding</p>	<p>Using a programmable toy Programming Bee- Bot Writing instructions for Bee-Bot Coding</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. <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. <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.  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.  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.  <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>



MUSIC		
<b>EXPLORING SOUNDS</b>	<b>SINGING</b>	<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
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	Use voice expressively and creatively Singing songs speaking chants and rhymes Playing tuned and untuned instruments	Expressive use of sounds Singing songs and hymns Listening and recalling rhythmic and melodic patterns
FRENCH		
"I'm discovering French language" - To say "Hello" and "Goodbye" - To speak in a French classroom: simple instructions - To say the alphabet in French - To ask and designate a classroom's object (name and colours of the items) - To count up to 10 - To say the days of the week - To be polite in French (thank you)	"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)	"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)
PSHE		
<b>Being Me in My World</b>	<b>Dreams and Goals</b>	<b>Relationships</b>
Feeling special and safe Being part of a class Rights and responsibilities Rewards and feeling proud Consequences Owning the Learning Charter  <b>Celebrating Differences</b> Similarities and differences Understanding bullying and knowing how to deal with it Making new friends Celebrating the differences in everyone	Setting goals Identifying successes and achievements Learning styles Working well and celebrating achievements with a partner Tackling new challenges Identifying and overcoming obstacles Feelings of success  <b>Healthy Me</b> Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe Medicine safety/safety with household items Road safety Linking health and happiness	Belonging to a family Making friends/being a good friend Physical contact preferences People who help us Qualities as a friend and person Being a good friend to myself Celebrating special relationships  <b>Changing me</b> Life cycles – animal and human Changes in me Changes since being a baby Personal space and boundaries Linking growing and learning Coping with change Transition
LIBRARY		
Orientation Library citizenship (dual responsibility) 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)	<b>BOOK GENRE</b> Fiction books Nonfiction books Sequential order in the library Reinforce alphabetizing skills Location skills in easy fiction section Reading skills Familiarity with new books(reading)	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)
<b>SWIMMING</b>		
<b>FREESTYLE</b> 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.	<b>FREESTYLE TECHNIQUE</b> Freestyle kick Freestyle pull <b>BREATH CONTROL IN FREESTYLE</b> Turning the face to the side to breathe	<b>FREESTYLE AND BACKSTROKE</b> Kicking skills Pulling skills. Breath control in freestyle and face position in backstroke.
<b>PE</b>		
<b>GYMNASTICS ACTIVITIES</b> Finding and using space Traveling over mats and hoops Traveling with partners Traveling over mats and benches More partner work Body shapes  <b>GAME ACTIVITIES</b> Beanbag skills Quoit skills Ball skills Ball games	<b>ATHLETICS ACTIVITIES</b> Throwing Throwing practice Running Jumping  <b>GAMES ACTIVITIES</b> Quoit skills Ball skills Further ball skills Ball games	<b>GYMNASTIC ACTIVITIES</b> Travelling in space Travelling and still shape Keep your balance Travelling and balancing Forward rolls Simple sequence  <b>GAMES ACTIVITIES</b> ircle games, stuck-in-the mud, Catch, Racket skill
<b>ART</b>		
Self Portrait Exploring variety of materials and processes and developing ideas Observing and recording How artists can influence the way we look at the world. How to draw portrait of someone significant to us? Exploring and developing ideas. Observing and recording. Evaluating own work. Collaborative group portrait poster. Line drawing/Outline portrait Identifying colours and patterns Colour work (with coloured pencils and pastels), Evaluation Cards (Happy Independence Day & Christmas Activities). Cloudscapes	Exploring and recording ideas on Prehistoric Age art. Stone Age, Iron Age. Investigating materials and tools and techniques.  Learning about colours. Colours and Values. About different materials and techniques to represent volcano. Investigating and making 3D forms.	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).  Landscape Painting. Colour mixing. Animal silhouette. Under the sea Art projects
<b>SCIENCE</b>		
Animals Including Humans Observing animals Comparing animals Animal diets Human body Senses Sorting animals  <b>Forces</b> Push and pull Gravity Friction	<b>Everyday materials</b> <b>Let's Build</b> What materials can we find? Matching materials Magnets and metal Sorting objects Three little pigs and their building choices The alternative three little pigs  <b>Marcellous materials</b> Mending a torn umbrella 1 Mending a torn umbrella 2	<b>Seasonal Changes</b> <b>Wonderful Weather</b> Seasons in Nigeria Seasons in the UK Comparing seasons in Nigeria and UK Month in the year/day length Dresses for the seasons Shadow fun Animals in winter <b>Plants</b> Growing seeds/beans Looking after plants



<p>Water resistance Sinking and floating</p>	<p>Ice observation Frozen Puddle observation part 1 Puddle observation part 2</p>	<p>Parts of a plant What lives in the garden?</p>
<b>RE</b>		
<p>WHY ARE SOME PLACES SPECIAL? My special place Special places in the community 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? The world around us? The Christian creation story The Hindu creation story The Muslim creation story The Big Bang story The Easter story</p>	<p>HOW DO WE CELEBRATE OUR JOURNEY THROUGH LIFE? Different stages of life 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 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> <li>• Graduation</li> </ul>