

Termly Curriculum Information

**Term 2 2018: 8<sup>th</sup> January- 30<sup>th</sup> March**

**Year 1**

Topic: Our Wonderful World

Science: Materials

English	
Key Learning Skills and Knowledge	Key Activities
<p><b>Speaking and Listening</b></p> <ul style="list-style-type: none"> <li>• Begin to speak in an audible, clear voice</li> <li>Take turns to speak and listen and respond appropriately</li> <li>• Engage in role play and develop simple characters, situations and well-known stories through Talk/Drama for Writing</li> <li>• Follow a simple/series of instructions given by another person</li> <li>• When asked a question, give an appropriate response</li> <li>• Demonstrate being a good listener by looking at the person speaking</li> <li>• Ask questions relevant to a subject</li> </ul>	<ul style="list-style-type: none"> <li>• Develop a set of actions for a text</li> <li>• Orally perform a range of Traditional Tales through Talk/Drama for Writing</li> <li>• Use a clear, audible voice to share weekend news with the class</li> <li>• Engage in role play and develop simple characters through play based learning opportunities in the classroom environment</li> <li>• Learn a range of classic and modern poetry by heart and perform to an audience</li> <li>• Show and share activities each week on a given theme</li> </ul>
<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>• Read age appropriate texts with increasing fluency and expression</li> <li>• Recite and know by heart a range of age appropriate texts using talk for writing techniques</li> <li>• Identify settings, characters and events in texts</li> <li>• Use own experience to support understanding of the text</li> <li>• Ask and answer simple questions about texts being read to them</li> <li>• Begin to make simple predictions about a text</li> <li>• Begin to infer using pictures (and text)</li> </ul>	<ul style="list-style-type: none"> <li>• Participate in focused, teacher led guided reading sessions where reading strategies are supported and developed</li> <li>• Performing a range of texts through Talk for Writing and identifying settings, characters and events during English lessons</li> <li>• Daily story time with the class teacher where comprehension skills are developed through questioning</li> <li>• Having an environment in each classroom that promotes a lifelong love of reading by providing a wide range of reading material</li> </ul>
<p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Say out loud what they are going to write about</li> <li>• Compose and rehearse sentences through a variety of activities including Talk/Drama for Writing</li> <li>• Identify similarities and differences between an increasing range of texts</li> <li>• Show an awareness of full stops and capital letters and begin to experiment with other</li> </ul>	<ul style="list-style-type: none"> <li>• Weekly weekend news recount with a focus on sentence structure and language development</li> <li>• Innovate a Traditional Tale to include new characters, settings and plot</li> <li>• Invent a brand new story based on a Traditional Tale</li> <li>• Learn about the features and language structure of instruction texts</li> <li>• Write a set of instructions containing a range</li> </ul>



<p>punctuation</p> <ul style="list-style-type: none"> <li>• Use a connective to join two simple sentences and begin to experiment with others</li> <li>• Use finger spaces and understand their importance</li> </ul>	<p>of text type features</p> <ul style="list-style-type: none"> <li>• Develop creative story writing skills through a variety of writing opportunities offered in the play based learning environment</li> <li>• Writing letters to PLT to invite them to a Project based Learning presentation</li> </ul>
<p><b>Handwriting</b></p> <ul style="list-style-type: none"> <li>• Hold a pencil comfortably and correctly</li> <li>• Form and orientate most lower case letters accurately and begin to orientate ascenders and descenders</li> </ul>	<ul style="list-style-type: none"> <li>• Daily handwriting activities during registration to help the children form and orientate lower case letters accurately</li> <li>• Constant reinforcement of good handwriting practice in everything the children do</li> </ul>
<p>Mathematics</p>	
<p><b>Number</b></p> <ul style="list-style-type: none"> <li>• Read and write numbers from 1 to 20 in numerals and words</li> <li>• Read and write numbers to 100 in numerals</li> <li>• Given a number, identify one more and one less up to 100.</li> </ul> <p><b>Measurement</b></p> <ul style="list-style-type: none"> <li>• Estimate, measure and begin to record time (hours, minutes, seconds).</li> <li>• Recognise and know the value of different denominations of coins and notes.</li> <li>• Recognise and use language relating to dates, including days of the week, weeks, months and years.</li> <li>• Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.</li> </ul> <p><b>Shape- Geometry, position and direction</b></p> <ul style="list-style-type: none"> <li>• Describe position, direction and movement, including whole, half, quarter and three-quarter turns.</li> </ul> <p><b>Handling data</b></p> <ul style="list-style-type: none"> <li>• Sort objects and classify them using 1 criterion.</li> </ul>	<ul style="list-style-type: none"> <li>• Daily registration tasks to embed writing numbers in numerals and words</li> <li>• Place value review, consolidating place value learning from last term</li> <li>• Making clocks</li> <li>• Playing telling the time bingo</li> <li>• Class trip to Chatterbox to use money to buy snack</li> <li>• Shop role play using money in the play based learning environment</li> <li>• Singing songs to memorise the days of the week and months of the year</li> <li>• Following maps and going on a treasure hunt</li> <li>• Programming BeeBots to follow a set of positional instructions</li> <li>• Team building morning to consolidate position and direction learning</li> <li>• Sorting materials in the science area and categorizing them according to their properties (Cross curricular)</li> </ul>
<p>Science</p>	
<p><b>Investigative Skills</b></p> <ul style="list-style-type: none"> <li>• Describe what they see in the world around them</li> <li>• Describe what happens to them</li> <li>• Listen to instructions</li> <li>• Follow suggestions to find things out</li> <li>• Can make suggestions about “What will happen if...”</li> <li>• Use equipment provided for them</li> <li>• Make verbal relevant observations</li> </ul> <p><b>Chemical Processes</b></p>	<ul style="list-style-type: none"> <li>• Conducting investigations in the Science area</li> <li>• Observing changes in weather each day</li> <li>• Complete STEM activities related to our Traditional Tales English unit- Designing a bridge for the Billy Goats</li> <li>• Investigating different materials and describing their properties using appropriate scientific vocabulary</li> <li>• Going on a materials hunt around school</li> <li>• Bringing materials with particular properties</li> </ul>



<ul style="list-style-type: none"><li>•Distinguish between an object and the material from which it is made.</li><li>•Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock.</li><li>•Describe the simple physical properties of a variety of everyday materials.</li><li>•Compare and group together a variety of everyday materials on the basis of their simple physical properties.</li></ul>	<p>into school from home and describing them to the class (e.g. a transparent object)</p> <ul style="list-style-type: none"><li>• Building the 3 little pigs houses out of straw, sticks and bricks and analyzing which material is the most durable</li><li>• Planning and writing up a simple investigation</li><li>• Designing a new play house for the KS1 playground and applying their learning to choose appropriate materials (Project Based Learning)</li></ul>
<b>Computing</b>	
<b>Digital Literacy</b> <ul style="list-style-type: none"><li>• Use the web safely to find ideas for an illustration, selecting and using appropriate painting tools to create and change images on the computer</li><li>• Identify how this use of computers differs from using paint and paper whilst creating an illustration for a particular purpose</li><li>• Know how to save, retrieve and change their work</li></ul> <b>Computing</b> <ul style="list-style-type: none"><li>• Understand that a programmable toy can be controlled by inputting a sequence of instructions, developing and recording sequences of instructions as an algorithm</li><li>• Program the toy to follow their algorithm debugging their programs</li><li>• Predict how their programs will work</li></ul>	<ul style="list-style-type: none"><li>• Use the computers in the classroom to access a wide range of educational resources across the curriculum</li><li>• Log onto the computers independently by entering a username and password</li><li>• Create a sequence and then programme a Bee Bot to follow their chosen route</li><li>• Have access to a range of technology to enhance learning</li><li>• Create a digital story using sounds and illustrations</li></ul>
<b>History</b>	
<ul style="list-style-type: none"><li>• Use common words and phrases related to the passing of time</li><li>• Know episodes from stories about the past and use stories to encourage children to distinguish between fact and fiction</li><li>• Use sources of information to find out about the past</li></ul>	<ul style="list-style-type: none"><li>• Comparing old and new landmarks from around the world. What are their features and what materials were used to build them?</li></ul>
<b>Geography</b>	
<ul style="list-style-type: none"><li>•Recognise and observe human and physical features</li><li>•Express their own views about features of the environment</li><li>•Communicate in different ways using simple geographical information and vocabulary</li><li>•Have an awareness of similarities and differences</li><li>•Ask and respond to questions about places and the environment</li></ul>	<ul style="list-style-type: none"><li>• Learning about landmarks around the world and where they are located</li><li>• Compare similarities and differences in landmarks depending on their location. Link with the weather</li><li>• Locate continents on a map</li><li>• Create a class map of landmarks and their countries/continents</li></ul>



<b>Art/Design Technology</b>	
<ul style="list-style-type: none"> <li>•select the appropriate tools, techniques and materials.</li> <li>•Think of ideas and plan what to do next, based on what I know about materials and components.</li> <li>•Use models, pictures and words to describe my designs.</li> <li>•Explain the choices I make for what techniques and materials I use.</li> <li>•Use art skills to add design or detail to a product.</li> <li>•Join textiles using glue, staples, tying or a simple stitch.</li> <li>•Use scissors precisely when cutting out.</li> <li>•Use accurate measurements in cm.</li> <li>•Recognise what has gone well</li> <li>•Suggest things that could be done in the future to improve</li> </ul>	<ul style="list-style-type: none"> <li>• Designing and making landmarks out of junk modelling equipment</li> <li>• Selecting appropriate materials to use from a range of junk modelling materials</li> <li>• Evaluating and peer assessing each other’s designs by giving 2 stars and a wish</li> </ul>
<b>PSHE</b>	
<p><b>Sometimes I feel</b></p> <ul style="list-style-type: none"> <li>• I am beginning to use the language of feelings.</li> <li>• I can name and talk about the feelings we share.</li> <li>• I am able to say what makes me feel good about myself.</li> <li>• I can describe what makes me feel, good, safe and healthy. I know who I would turn to if I had a worry.</li> <li>• I can name my safe/important people.</li> <li>• I know what I like about them and like doing with them.</li> <li>• I am able to say what makes me feel not so good, afraid, worried or lonely.</li> <li>• I can use my looking and listening skills to tell how others are feeling.</li> <li>• I am beginning to realise that what I do can affect others.</li> </ul>	<ul style="list-style-type: none"> <li>• Feeling faces- Focuses on recognising and naming feelings.</li> <li>• The big happy picture- Happy times, such as birthdays, are emphasised. Art is used as a means of communicating feelings.</li> <li>• Things that go bump in the night- Fear is dealt with through story and discussion. The focus is on describing and coming to terms with this emotion.</li> <li>• I’m lonely- Developing from looking at fear, the theme continues with the topic of isolation and loneliness.</li> <li>• Little Miss Angry- Finding constructive ways to express anger and resolve conflict are the focus.</li> <li>• Caring and sharing- The final activity deals with strong emotions. The importance of caring and taking turns is promoted.</li> </ul>
<b>Music</b>	
<p><b>Listening</b></p> <p>Children will listen to music and explore different ways to interact with the music: singing, playing instruments and movement. They will also develop their singing voice.</p>	<ul style="list-style-type: none"> <li>• Tap and march to the beat while listening to the music.</li> <li>• Repeat simple melodies and rhythms after the teacher.</li> <li>• Explore different ways to play the percussion instruments.</li> <li>• Sing different songs.</li> </ul>
<p><b>Movement and Dances</b></p> <p>Children will explore ‘call and response’ through creative music and dances. They will recognise</p>	<ul style="list-style-type: none"> <li>• Clap the beat and rhythm of the words.</li> <li>• Recognise key musical concepts related to rhythm.</li> </ul>



beat, rhythm and distinctive motifs.	<ul style="list-style-type: none"><li>• Identify and perform 'call and response'.</li><li>• Sing and play small percussion instruments to accompany the songs.</li><li>• Express different emotions through movement and music.</li></ul>
<b>PE</b>	
<b>Unit 1: Fundamental Skills Programme (Orange)</b> The central focus of the Fundamental Skills Programme is to help all children become physically literate by developing their fundamental movement skills. These are building blocks that underpin the ability to play, and be involved in, many different sports and activities. It is therefore essential that every child masters these skills. In addition, the ability to move confidently and effectively can assist children to undertake everyday challenges, play, learn more effectively and participate successfully in Physical Education and Sport.	Movement skills covered in unit 1: <ul style="list-style-type: none"><li>• Crawling</li><li>• Crawling Soldiers</li><li>• Walking</li><li>• Foxes</li><li>• Running</li><li>• Jumping and Landing (Frog Hopping)</li><li>• Hopping</li><li>• Jumping (Distance)</li><li>• Leaping</li><li>• Galloping</li><li>• Skipping</li><li>• Side-step</li><li>• Cross Over</li><li>• Fast Feet</li></ul>
<b>Unit 2: Fundamental Skills Programme (Green)</b> Unit 2 is a continuation of unit 1 with an emphasis on body management skills, focusing on gymnastic and dance, and simple games activity movements in preparation for unit 3.	Movement skills covered in unit 2: <ul style="list-style-type: none"><li>• Body Awareness</li><li>• Straight Shape</li><li>• Star Shape</li><li>• Angry Cat</li><li>• Balance (one foot)</li><li>• Climbing</li><li>• Pushing an Object</li><li>• Log Roll</li><li>• Pulling an Object</li><li>• Lunging</li><li>• Dodging</li><li>• Tuck Shape</li><li>• Trap the Mouse</li><li>• Dish shape</li><li>• Arch Shape</li><li>• Front Support</li><li>• Back Support</li><li>• Ready Position</li><li>• Pivot</li><li>• Rapid Reactions</li></ul>
<b>Unit 3: Fundamental Skills Programme (Purple)</b> Unit 3 focuses on ball skills which the children will begin to apply into games based activities. These skills will further assist their skill and sport	Movement skills covered in unit 3: <ul style="list-style-type: none"><li>• Underarm Roll</li><li>• Underarm Throw</li><li>• Catching an Object</li></ul>



<p>development in Year 2.</p>	<ul style="list-style-type: none"><li>• Kicking a Ball</li><li>• Two-handed Throw</li><li>• Bouncing a Ball</li><li>• Overarm Throw</li><li>• Dribbling with Feet</li><li>• Dribbling with Hands</li><li>• Trapping with Feet</li><li>• Striking an Object</li><li>• Move into Space to Receive an Object</li><li>• Move into Space to Strike an Object</li></ul>
<p><b>Swimming</b></p> <p>The children have a two week assessment process to establish a base line of ability, then are placed in ability groups. The children will focus on water confidence, bubble breath on their front, FUNdamental skills of basic body position on their front and back developing a basic arm and leg action depending on their ability. Water skills / play will also be included in the lessons depending on their group. The PE department are working towards establishing a BSB Certificate Scheme that each child will work towards for their level of aquatic ability.</p> <p>The list of Key activities is a flavour of what the children will cover depending on their ability during the year.</p>	<p>Aquatic Skills covered include:</p> <ul style="list-style-type: none"><li>• Water confidence / Swim England Duckling and Teaching Plan level 1 and 2 Awards</li><li>• Move forwards, backwards or sideways for 5m</li><li>• Move from Flat floating position on front or back to standing with or without support</li><li>• Push and glide on front and back from a wall (arms by side or above head)</li><li>• Jump in from poolside safely in the shallow end with or without assistance. (some may submerge under water)</li><li>• Blow bubbles with face in water rhythmically three times.</li><li>• Travel using recognized leg action for 5m with feet off the bottom of pool on front and back</li><li>• Perform a log roll from front to back and back to front to standing</li><li>• Sink, push away from the wall and maintain streamline position</li><li>• Push and glide on front with arms extended and roll onto back.</li><li>• Travel 5m on front, perform a tuck to rotate onto back and return on the back.</li><li>• Fully submerge to pick up an object.</li><li>• Push and glide and travel 10m on the back and front.</li><li>• Perform a tuck float and hold for three seconds.</li><li>• Give examples of pool rules and water safety</li><li>• Exit the water safely with or without assistance</li></ul>



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