


## Year 1 curriculum overview – Academic Year 2022-23

	Term 1.1	Term 1.2	Term 2.1	Term 2.2	Term 3.1	Term 3.2
Rich Text Stimulus	Little Gardeners	The Snail and the Whale	One Day on Our Blue Planet....in the Savannah	Beegu	How to find Gold	The Secret Sky Garden/The Last Wolf
English	<p>Texts – The Extraordinary Gardener, The Little Gardener</p> <p>Oral Storytelling, writing labels, lists and captions, sequencing the story – beg, middle, end, describing a setting</p>	<p>Thought/Speech Bubbles, Written predictions, Visualisation of settings, Illustrations of characters, Letter to a character, Verse of a song, Travel journal entries – descriptive writing, Filmed TV report, Newspaper report – recount,</p>	<p>Captions and sentences, Fact Card, Free Verse Poems, Narrative script, Action description, Explanation Diagram, Alternative story in a made book</p>	<p>Writing in role, Free verse poetry, Instructional writing, Letter Writing, Play script, Guide to Earth</p>	<p>‘Tell Me’ responses, Character description, A plan to find gold, Detailed description and directions in map work, Writing in role (thought bubbles and diary entries) Play script, Setting description, Free verse poetry, Persuasive note, Advisory pamphlet,</p>	<p>Notes and annotations, Persuasive writing on a local issue, Text marking and annotation, List poems, Thought bubbles in role, Character sketches, Character descriptions, Story predictions, Writing in role, Improvised scenes, Personal narratives, Persuasive writing to encourage local activism, Own</p>

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		Information text			Note in role, Letter to the author illustrator, Writing a narrative sequence, retelling the story	written stories on the theme of friendship
<b>Maths</b>	 Place Value within 10- -Addition and subtraction within 10	-Addition and Subtraction within 10 -Shape- 2D and 3D -Place Value within 20	-Addition and Subtraction within 20 -Place Value within 50	-Place Value within 50 -Length and Height Weight and Volume	Multiplication and Division	-Fractions -Position and Direction -Place value within 100 -Money -Time
<b>Science</b>	Plants	Sea creatures, Floating & sinking investigations, seasons & weather	Animals and their habitats, Food chains, carnivores, herbivores, omnivores	Earth & Space, Night & Day	Materials	The environment/recycling
<b>Social Studies</b>	Significant Figures, Sheikh Mohammed, Comparisons between the UAE and the UK	Constructing maps, Investigating human impact on environments	Animals in the local environment			Friendship, looking after local environment

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PSHE	I am unique, being kind, being a good friend, fairness, saying sorry, manners	Empathy, kindness, feelings	Looking after animals in the local area, 'The Lion Inside'	Belonging, friendship, hope & kindness	Looking after the environment	Looking after the environment
History	Significant figures			<b>Historical Figures – Neil Armstrong</b>  - Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life  - Events beyond living memory that are significant nationally or globally – first man on the moon.  - The lives of significant individuals in the past who have		London, History of the local area

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				contributed to national and international achievements.		
Geography		<p><b>The Weather and Seasons -Human and physical geography</b> Identify seasonal and daily weather patterns in the UK</p> <p><b>Locational knowledge -</b> Name and locate the world's seven continents and five oceans</p> <p><b>Geographical skills &amp; field work-</b> recognise landmarks and basic human and physical features; devise a simple</p>	<p><b>The Weather and Seasons- Human and physical geography</b> Identify hot and cold areas of the world in relation to the Equator and the North and South Poles.</p> <p><b>Geographical skills and fieldwork</b> use world maps, atlases and globes</p>		<p><b>Geographical skills and fieldwork</b></p> <ul style="list-style-type: none"> <li>- use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map use aerial photographs and plan perspectives to</li> <li>- use simple fieldwork and observational skills to study the</li> </ul>	


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		map; and use and construct basic symbols in a key			geography of their school and its grounds and the key human and physical features of its surrounding environment.	
<b>Computing</b>	Digital Citizenship Drag & drop skills	Sequencing – programming with blocks, algorithms, debugging	Loops, looping simple sequences of instructions	Events – apply all coding knowledge	End of code project	
<b>Art</b>	Georgia O Keefe – oil, poppy paintings, Tissue paper paintings, Vincent Van Gogh oil pastel sunflowers	Landscapes – paint mixing	Explore pattern and camouflage, Salvador Dali – long, legged animal sketches			
<b>DT</b>			Den making	3D junk modelling – make Beegu, spaceship	Chris Jordan – design and make a sculpture	Design and make kites
<b>Arabic</b>	Arabic Greeting & Responses. In the Classroom The letter ب The letter ت	Myself UAE Culture Desert and Bedouin's Life Food and Drinks	My family My pets Animals- farm animals My body parts	Car, train, etc Colores and shapes Numbers 1-10 The letter د	Ramadan Demonstrative nouns ( هذا , هذه , هذان , هاتان )	The letter ن The letter ه The letter و The letter ي The letter أ

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	The letter ث In the Bag In the Pencil case	Healthy Foods Fruits The letter ج The letter ح The letter خ	Numbers 1-10 Verbs	The letter ذ The letter ر The letter ز	The letter ف The letter ق The letter ك The letter ل The letter م	
<b>Islamic (for Muslim students)</b>	 محور القرآن : سورة الخلاص المفقود السنة واليوم	محور القرآن : تعزيز سورة الخلاص واليقين و سورة الناس / الصلوات الخمسة / أركان الإسلام	محور القرآن : سورة المسد دعاء الخروج / والدخول للمبني	سورة الفيل / مولد الرسول صلى الله عليه وسلم	سورة الكوثر / العصر أركان الإيمان	مهارات نحصيلة لما تم أخذه مع مراجعة السور السابقة
<b>PE</b>	Handling equipment	Ball Games	Athletics	Moving to music	Gymnastic	Invasion Games
<b>Music</b>	Little Singers - Exploring our voices- I can sing a simple song or nursery rhyme; I can memorise the words and actions; I can follow instructions in a vocal group	Traditional Tales - Exploring Pitch and Tempo - I can make high and low sounds using my voice; work in partnership with other children to create our own music; I can identify slow and fast tempi	Sea, Sun and Song - Exploring chanting and singing- I can listen and respond to a piece of music; I can sing a song with accompanying actions; I can sing with an awareness of tempo and	My First Tunes- Exploring Pitch and Rhythmic Patterns- I can perform simple melodies on the xylophone; sing with increasing confidence; follow simple rhythmic patterns	Jack and the Beanstalk – exploring timbre, dynamics and tempo - I can sing songs with varying tempi and dynamics ; follow rests and song structure; take account of musical instructions	

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			dynamics			
<b>French</b>	 <p>Recognise and respond to sound patterns and words. Practise new vocabulary using a variety of activities (sing songs, poems, rhymes and games)</p>	Sing songs, practise tongue twisters and make the sound-written link by listening to words and anticipating their spelling. Learn greetings and how to introduce oneself	Listen to and respond to simple rhymes and stories. Recognise some familiar words in written form, make links between phonemes, rhymes and spelling and read aloud familiar words	Practise speaking in pairs. Learn colours, shapes, body parts and engage. Reproduce sounds with clear pronunciation.	Learn further vocabulary through stories (numbers, days of the week, food and fruit). Focus on memorising and performing stories.	Memorisation and pronunciation. Story retelling in a variety of verbal ways – with pictures or video. Further practise of new vocabulary