



Newton International School West Bay



Curriculum Map Year 1 2020-2021

	Term 1	Term 2	Term 3
English	<p style="text-align: center;">Talk 4 Write</p> <p>Genre: Fairy-tales, Traditional Tales and Adventure stories</p> <p>Plot types: Rags to riches, Warning tale and Journey Tale.</p> <p>Sentence construction: simple statement sentences, compound sentences, embellished simple sentences and complex sentences with relative clauses.</p> <p>Punctuation: capital letters, full stops, prepositions, connectives and verbs.</p>	<p style="text-align: center;">Talk 4 Write</p> <p>Genre: Reports and Information Writing</p> <p>Form: Non – chronological</p> <p>Sentence Construction: compound sentence and complex sentences with relative clauses.</p> <p>Punctuation: bullet points and exclamation points.</p>	<p style="text-align: center;">Talk 4 Write</p> <p>Genre: Instruction Text and Poems</p> <p>Form: Chronological and stanza</p> <p>Sentence Construction: simple sentences and ‘runs’ and repetition for description.</p> <p>Punctuation: capital letters for names and pronouns</p>
Phonics	<p>Practice sounds of the week: Phase 2 Set 1-5</p> <p>Block 1: s, a, t, p</p> <p>Block 2: l, n, m, d</p> <p>Block 3: g, o, c, k</p> <p>Block 4: ck, e, u, r</p> <p>Block 5: h, b, f, ff</p>	<p>Continue with Letters and Sounds scheme.</p> <p>Review ability groups and move on to (or review) appropriate phase.</p>	<p>Continue with Letters and Sounds scheme.</p> <p>Review ability groups and move on to (or review) appropriate phase.</p>
Guided Reading	<p style="text-align: center;">Cover Domain 1a-1e questions</p> <p style="text-align: center;">Comprehension</p> <p style="text-align: center;">Related to phonics or English genre or phonics.</p>	<p style="text-align: center;">Cover Domain 1a-1e questions</p> <p style="text-align: center;">Comprehension</p> <p style="text-align: center;">Related to phonics or English genre or phonics.</p>	<p style="text-align: center;">Cover Domain 1a-1e questions</p> <p style="text-align: center;">Comprehension</p> <p style="text-align: center;">Related to phonics or English genre or phonics.</p>

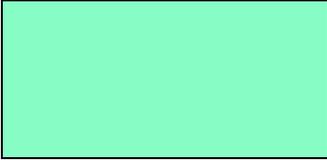
Mathematics	<p>Counting in 1 up to 10 Writing numbers to 20 Number words to 10 Largest and Smallest Numbers Counting object. One more, One Less Ordinal numbers Addition and Subtraction Represent and use number bonds within 10 Read, write and interpret addition sentences + and = Geometry Number and place value (within 20)</p>	<p>Number; Addition and subtraction (within 20) Number; Place value (within 50) Measurement; length and height Measurement; weight and volume Number; multiplication and division</p>	<p>Number; Fractions Geometry; Position and direction Number; Place value (within 100) Measurement; Money Measurement; time</p>
Geography	<p>Our Country Qatar – changes in national life</p>	<p>Our wonderful world: Location knowledge – 7 continents and 5 oceans.</p>	<p>Where in the world is Baraby Bear? London Paris Australia</p>
History	<p>Qatari houses, old and new Celebrations: National Day</p>	<p>Great explorers: Christopher Columbus Neil Armstrong</p>	<p>Transportation in general Trains in detail</p>
Art	<p>Formal elements of arts:</p> <ul style="list-style-type: none"> • Colours • Shapes • Texture • Patterns 	<p>Drawing Painting Sculpture Textile</p>	

<p style="text-align: center;">Science Units</p>	<ul style="list-style-type: none"> • Identify the parts of a human body. • Name the functions of body parts. • Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. • Investigate senses and explore variation of body parts in the class. • Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals. • Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) • Know what Herbivore, Carnivore and Omnivores are, and identify a variety of common animals that are Carnivores, Herbivores and Omnivores. 	<ul style="list-style-type: none"> • Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. • Name some plants growing in their local environment. • Identify and describe the basic structure of a variety of flowering plants. • Identify and describe the basic structure of trees. • Investigate growing plants from seeds. • Observe changes across the four seasons. • Observe and describe weather associated with the seasons. • Work with charts and graphs to record and track weather changes. • Observe how day length varies. 	<ul style="list-style-type: none"> • Distinguish between an object and the material from which it is made. • Describe the simple physical properties of a variety of everyday materials. • Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, rock, elastic and foil. • Compare and group together a variety of everyday materials on the basis of their simple physical properties. • Compare how things move on different surfaces.
<p style="text-align: center;">Science -Knowledge</p>	<p>Children should have plenty of opportunities to learn the names of the main body parts (including head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth) through games, actions, songs and rhymes. Focus on animals from local environment.</p>	<p>Know basic structure of plants, name some from own environment and observe the growth of a plant from seed. Children should observe and talk about changes in the weather and the seasons. Describe things related to the different seasons and recording the weather across the Term.</p>	<p>Children should explore, name, Discuss and raise and answer questions about everyday materials so that they become familiar with the names of materials and properties such as: hard/soft; stretchy/stiff; shiny/dull; rough/smooth; bendy/not bendy; waterproof/not waterproof; absorbent/not absorbent; opaque/transparent</p>

<p style="text-align: center;">Science -Skills</p>	<p>During Key Stage One, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:</p> <ul style="list-style-type: none"> • Asking simple questions and recognising that they can be answered in different ways • Observing closely, using simple equipment • Performing simple tests • Identifying and classifying • Using their observations and ideas to suggest answers to questions • Gathering and recording data to help in answering questions. 					
<p style="text-align: center;">Computing</p>	<p style="text-align: center;">Using the Internet To understand how to stay safe on the internet, and who to go to when you need help. How to access the internet on devices safely. Cyberbullying – How to recognise cyberbullying and what to take if you or someone you know has encountered it.</p>	<p style="text-align: center;">Using Technology</p> <p>Work on developing typing speed, aiming for a minimum speed of 13wpm by the end of the year. Continue exposure to and increasingly use a range of technology, including cameras, tablets, microphones/recording devices and computers.</p>	<p style="text-align: center;">Creating and Publishing</p> <p>To use technology to word process work. To use technology to create basic presentations.</p> <p>To use the skills and techniques learnt to organise, reorganise and communicate ideas for a specific purpose in different contexts</p>	<p style="text-align: center;">Digital Media</p> <p>To know they can explore sound and music in ICT using keyboards, and onscreen music software To know they can record sound using ICT that can be stored and played back and independently using a range of tools to record sound. To independently record video and sound using a range of tools.</p>	<p style="text-align: center;">Programming and Control</p> <p>To continue to develop their understanding of how a computer processes instructions and commands. To understand that devices or on screen turtles are controlled by sequences of instructions or actions, and that these can be inputted using icons of by text. To create, edit and refine sequences of instructions for a</p>	<p style="text-align: center;">Communicating and Collaborating Online</p> <p>To start to understand that messages can be sent electronically over distances. To understand that email can be used to send messages electronically and people can reply to emails</p>

	<p>To talk about the different forms of information (text, images, sound, multimodal) and understand some are more useful than others</p> <p>To understand and talk about how the information can be used to answer specific questions.</p> <p>To begin to develop key questions and find information to answer them.</p>			<p>To use the computer to create basic images.</p> <p>To choose to take photographs for a range of different purposes.</p>	<p>variety of programmable devices.</p>	
PE	<p>Gymnastics</p> <p>Physical and Performance</p> <p>Objectives:</p> <ul style="list-style-type: none"> · I can use my body to travel in various ways 	<p>Athletics</p> <p>Physical and Performance</p> <p>Objectives:</p> <ul style="list-style-type: none"> · I can use underarm throws accurately. · I can begin to use overarm throws for increased distance. · I can throw various objects with 		<p>Games</p> <p>Physical</p> <p>Objectives:</p> <ul style="list-style-type: none"> · I can move into different positions before throwing. · I can score accurately in a game. · I can pass different 		

	<p>whilst maintaining control. · I can perform on different levels using apparatus safely. · I can use different gymnastics shapes. · I can balance using different points of contact with the floor. Social and Emotional objectives: · I can show determination when completing a task. · I can follow advice and listen to instructions to improve.</p>	<p>accuracy. · I can demonstrate a good running technique. · I can change direction when running at speed. · I can move around cones quickly. Social and Emotional Objectives: · I can observe and analyse others performance. · I can set myself a goal and try to achieve it.</p>	<p>pieces of equipment and attempt to receive by moving responsively. · I can move in response to an opponent. · I can move with a ball. Social and Emotional objectives: · I can listen and communicate with others effectively. · I can show determination when completing a task</p>
<p>Music</p>	<p>Students explore the beat and the rhythm of songs and how these two are related.</p> <p>Students learn how to use their bodies to make sounds and how to perform with confidence in front of others.</p> <p>Students learn crucial musical concepts like high and low and fast and slow.</p>	<p>Students learn how to use music in storytelling. Students get the opportunity to create their own stories and in doing so become comfortable with performing in front of others and sharing what they created with others.</p> <p>Students get comfortable playing various instruments in front of others and implementing what they have learned.</p>	<p>Students are introduced to the concept of rhythm. They learn the names of different rhythms and how to clap these rhythms.</p> <p>Students are encouraged to start creating their own rhythms based on the rhythm patterns we learned in class.</p>



	Students learn how to react to high and low sounds, fast and slow sounds/music.	Students discover the role music plays in the world.	Students learn the difference between beat and rhythm and how the two relate to each other.
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