

Tenby International School

Curriculum Handbook



Year 1

2018 – 2019

Welcome to Year 1. This handbook provides information on routines and expectations within the year group and a summary of what your child will be learning during the academic year 2018 – 2019.

We hope that you will find this information helpful in supporting your child at home and at school.

Year 1 Team

Routines and Expectations

In Year 1 children will become more independent and begin to take responsibility for their own learning. Your child will begin to have more formal lessons and will have clearly defined subjects e.g. Mathematics, English and IPC. They will all be working towards the same learning objective in their lessons through differentiated tasks. Please do not compare your child to other children within the class as children learn at different rates and in different ways.

Daily Routines

Uniform

School uniform must be worn properly at all times. Shirts need to be tucked in. Black leather 'office style' shoes should be worn. Girls whose hair is shoulder length or longer must tie their hair up, we suggest grey or blue hair ties. Children need to also wear Tenby grey socks.

Class Timetable

Parents can view the child's timetable on the Engage parent portal. Please understand this is a working document and may change throughout the year. Different classes will have different needs, teachers will look at assessments and teach accordingly. Timetables are a guide and lessons may be shorter or longer depending on routines around school and the learning objective of the lesson.

Dropping off and Picking up

- Please make sure you wear your ID tag whenever you are on the school campus.
- You are welcome to drop off children in the morning. There will always be a member of staff on duty from 7:30am; please note there is no supervision before this time.
- Please try to avoid "catching" your child's teacher for a quick chat before school. Instead, write a quick note in the Student Planner or ask to see the teacher after school.
- Registration takes place daily between 7:50am to 8:00am.
- A member of staff will always be there to supervise your child being picked up making sure that your child leaves with the correct adult. If someone else is going to pick up your child, please inform the school in advance in writing.
- The school day for Year 1 students finishes at 2:20pm. Co-Curricular Activities (CCAs) are provided for KS1 students on Tuesdays and Thursdays. There is an optional CCA on Monday, Wednesday and Saturday; these CCA's are run by the EPS Company. Otherwise please try and be prompt as teachers often have meetings or CCAs after school. There is no supervision after this time.
- Parents must be off site by 8:45am unless you have a pre-arranged meeting or year group activity e.g. an IPC entry or Exit Point task. You will be allowed to re-enter the school site at 2:00pm unless you have made prior arrangements to collect your child early as this will require an exeat pass/form.

Late Arrival

Children are deemed as late when they come in after 8:00am. The Assistant Teacher will send them to collect a *late pass from the school secretary. Their teacher will then register them via Engage in class.

*This is in line with the school's fire evacuation procedure.

Breakfast and Lunchtime

- Children are expected to be able to feed themselves using a fork and spoon.
- There are always members of staff on duty who ensure that children are eating a healthy and balanced portion of food.
- Your child must have their school hats every day, as the school has a 'NO Hat – NO Play' policy.

Meal Plans

The 'Meal Plan' is optional for Key Stage 1 (Years 1 & 2) children. Please note that parents will be automatically billed for the 'Meal Plan' unless we are informed otherwise in writing. The menu can be found on the School website. Parents of children on the 'Meal Plan' are requested to pay for the set meal in advance on a termly basis. Therefore, please do not send your child to school with money. ***Students not on the 'Meal Plan' are expected to bring a packed lunch (for Break & Lunch) to school. Key Stage 1 students are not allowed to purchase food from the Cafeteria. We cannot take deliveries of meals for children. We do not allow maids, drivers or parents to bring food for, or feed children.***

The Cafeteria can make provision for a range of dietary requirements if these are known in advance.

Please note that KS1 parents who wish to opt out of meal plan for their child/ren need to put in writing, giving a month's notice. This needs to be sent via email to the school secretary.

Class and School Rewards

In Key Stage 1, we reward good behaviour and work. If your child receives 5 house points, they will receive a merit. There are three categories of merits: learning, community and extra-curricular. Your child is encouraged to bring in evidence for achievements, such as photographs, certificates, etc. to celebrate their achievements. They will also be awarded bronze (15 merits), silver (30 merits) and gold (45 merits) awards by the Head of Primary. If your child gets more merits they will receive a special certificate.

Homework

In Primary, students are expected to read on a daily basis as per the Student Planner suggestions.

The approximate amount of homework that you should expect your child to be doing is shown in the table below. If your child spends much less, or much more than this, then please discuss this with your child's class teacher.

Year Groups	Time each day (minutes)	Notes
Years 1 & 2	15/20	Encourage your child to establish good habits and routines in relation to homework. A little each evening – without television or other distractions.

Home Learning

- Reading – Please try to listen to your child read for 10 to 15 minutes each day. Try to encourage them to decode unfamiliar words and ask them questions about the book to check their understanding.
- Spellings – 10 to 12 words per week.
- Home learning will be given on Friday every week via the parent portal.
- The spelling list and IPC unit challenges will be published in the last week of the half term ready for the next half term's learning.
- Jolly phonics work will be allocated to reinforce phonics, please only do the page that has been allocated.

PE

- You will be informed at the beginning of each term/ half term which PE lesson your child will be involved in as these change and the children may require different PE kit for some lessons e.g. swimming. Children should come to school wearing their PE kit and bring their school uniforms in their bag. If swimming, your child should bring their swimming suit, goggles, swimming hat (for long hair), towel and slippers in a suitable bag.
- Please ensure that every item of clothing has your child's name and class on it.
- The parent-student handbook states white trainers for school. We continue to recommend this, however, if your child has trainers at home that would be suitable they are able to wear them. Please bear in mind that children do misplace things and wear things out quicker if worn more often, so cheaper white trainers may be the better choice.
- In Year 1 we are encouraging children to become more independent so we expect children to be able to get changed from PE on their own. This may require a little practice at home.
- If your child is not doing PE or swimming, they need to be medically exempted with a doctor's note. Generally, if children are well enough to be in school, then they are well enough to participate. Skills as well as 'healthy lifestyle' choices are essential for children's development.

Mobile Phones

Phones and smart watches phones must be kept either in bags or with the teacher during school hours. Any phones left in school bags are the responsibility of the child and the school cannot be held responsible for loss or damage.

If your child has a smart watch that is able to receive phone calls and messages, we ask that you do not use these to contact your child during school hours as it can distract them and the other children around them. If you must contact your child during the school day, you must call Ms. Chong, the Primary Secretary, who will pass on the message to your child's class teacher.

Student Planner

The Student Planner is used for communicating messages (both ways: from teacher to parent and from parent to teacher). Please add dates for each week to the top of pages for easy reference. It is essential to check the planner every day for messages from school. The planner is checked every day by the class teachers for messages. The class teacher or assistant teacher will acknowledge that your message has been read with their signature. Please do the same and acknowledge any messages from school. Please make sure your child brings their planner to school **every day**.

If you have an urgent message, please email your Year Leader on:

renuka.krishnan@tenby.edu.my.

Class Teachers are not to be emailed directly and messages must be passed through the Year Leader.

Parent Portal

New parents will be given a password to access the parent portal upon enrolment. Parents are required to check the portal on a weekly basis for updates and home learning as these will be given every Friday; this Home Learning letter will tell you what your child has been learning and will let you know what is happening in your child's class the following week. This letter has replaced half termly overviews. Your child's report will also be published on the portal.

Reporting to Parents

Students in Early Years – Year 6 will receive feedback regarding student progress during the academic year as follows:

Method	Purpose
Parent Teacher Conferences (PTC) – Term 1	To meet class teachers only to discuss social and academic progress, particularly focusing on students' aptitude and attitude towards learning. Students are expected to be present at the conferences.

Mid-Year Report – Term 2	To provide a summary of students' achievements in the areas covered by class teachers up until this time. Students will have identified targets to achieve between this report and the end of the academic year.
Student Led Conferences (SLC) – Term 2 & 3 PTC for Early Years	This will be an opportunity for your child to articulate and share their learning and progress with you. The teacher will be present and will be happy to spend 10-15 minutes talking to you and your child during a pre-booked slot, with your child leading the discussion. For specialist subjects, your child will talk you through their learning in that subject and will introduce you to their teacher.
End of Year Report – Term 3	This will be a summary of students' achievements in the whole year in all subjects.

Parents of new children joining during the year will be invited to a settling in meeting after two weeks of school.

Parent Contributions

We often ask parents to contribute to different events in Year 1 e.g. IPC entry/exit points, class assemblies, International Week events or field trips. This is great opportunity for you to get involved with your child's education. We send out requests in the Weekly letter.

How can you help and support your child with reading?

Set aside a regular time in a comfortable, uncluttered place to read together each day. Ideally this should be about 15 minutes. Early readers should be encouraged to read as well as to be read to frequently. Studies have shown that children exposed to reading from an early age benefit from increased vocabulary and communication skills. It also helps to develop listening skills and how text in books are read (left to right, top to bottom). It is beneficial for them to listen to pronunciation and enunciation. You can also encourage your child to read a variety of things around the home and when out and about (e.g. magazines, recipes, instructions, notices, packaging, shopping lists, leaflets, adverts etc.). Please remember that reading should always be a pleasure.

Reading the book together

Start by looking at the book together and ask your child about the story, knowing what the book is about from the onset will help your child when they come to read it. Look at the text and illustrations on the cover and ask questions:

- “What do they think the book is about?”
- “What is the title of the book?”
- “Who is the author / illustrator?”

Make sure that you encourage your child when reading and use lots of praise. You can help them with the following:

- Point out ‘key words’ in advance and discuss them
- The illustrations are an important part of gaining meaning so encourage your child to look at the pictures

What can I do when my child gets stuck?

Instead of providing the word immediately, the following strategies can be encouraged when children come to a word they do not recognise:

- To use the context and general meaning of the sentence
- To use picture clues
- To sound out the unknown word, use the jolly phonic actions
- To sometimes read on, or to re-read and to self-correct, in order to maintain the sense of the text

When the child makes a guess try to not to say they are wrong but rather try to encourage them to use the following skills to self-correct:

- Does it make any sense?
- Does it sound right?
- Does it look right?

How do I know if my child understands what s/he has read?

Comprehension is very important and you can ask open questions about the story either during or after your child has finished reading. Although try not to interrupt their reading too often.

- “What do you think will happen next? Why?”
- “Why do you think the characters did that?”
- “How did this book make you feel?”

You can also ask your child to retell the story in their own words or to recap certain elements from a character’s point of view.

Remember to give lots of praise and encouragement. Reading should be enjoyable and they are more likely to do well if they are relaxed and feel positive.

Reading with fluent readers

There is more to reading than being able to say the words on the page. If your child is reading the text fluently you can encourage them to think about the meaning and to respond to the text using open questions. Another important aspect to fluent reading is being able to read with expression. Children should be using punctuation when reading, pausing after full stops and commas and following the text closely to include expression; using emphasis when there is an exclamation mark, for example, as well as different voices for dialogue. To help them to think about the meaning of the story and to develop a greater understanding, try to encourage your child to predict what will happen next in the story, and to discuss the themes and setting. Encourage your child to back up their answers with evidence from the story. Ask them how they felt about the story, did they enjoy it? Why or why not?

HANDWRITING STYLE

a b c d e f g h i j k l m
n o p q r s t u v w x y z

A B C D E F G H I J K L M
N O P Q R S T U V W X Y Z

*The fox ran behind the dustbin
and jumped on the fence. It leaped
into the tree and ran along a branch.
It jumped down and disappeared
through the hedge. The fox looked
around, slipped inside a shed and
hid between some old boxes.*

Curriculum

Core Learning in English

Most children learn how to:

Speaking

- Tell stories and describe incidents from their own experience in an audible voice
- Retell stories, ordering events using story language
- Interpret a text by reading aloud with some variety in pace and emphasis
- Experiment with and build new stores of words to communicate in different contexts

Listening and responding

- Listen with sustained concentration, building new stores of words in different contexts
- Listen to and follow instructions accurately, asking for help and clarification if necessary
- Listen to tapes or video and express views about how a story or information has been presented

Group discussion and interaction

- Take turns to speak, listen to others' suggestions and talk about what they are going to do
- Ask and answer questions, make relevant contributions, offer suggestions and take turns
- Explain their views to others in a small group, decide how to report the group's views to the class

Drama

- Explore familiar themes and characters through improvisation and role play
- Act out their own and well-known stories, using voices for characters
- Discuss why they like a performance

Word recognition: decoding (reading) and encoding (spelling)

- Recognise and use alternative ways of pronouncing the graphemes already taught, for example, that the grapheme 'g' is pronounced differently in 'get' and 'gem'; the grapheme 'ow' is pronounced differently in 'how' and 'show'
- Recognise and use alternative ways of spelling the phonemes already taught, for example that the /ae/ sound can be spelt with 'ai', 'ay' or 'a-e'; that the /ee/ sound can also be spelt as 'ea' and 'e'; and begin to know which words contain which spelling alternatives
- Identify the constituent parts of two-syllable and three-syllable words to support the application of phonic knowledge and skills
- Recognise automatically an increasing number of familiar high frequency words

- Apply phonic knowledge and skills as the prime approach to reading and spelling unfamiliar words that are not completely decodable
- Read more challenging texts which can be decoded using their acquired phonic knowledge and skills, along with automatic recognition of high frequency words
- Read and spell phonically decodable two-syllable and three-syllable words

Word structure and spelling, through daily phonic lessons.

- Spell new words using phonics as the prime approach
- Segment sounds into their constituent phonemes in order to spell them correctly
- *Children move from spelling simple CVC words to longer words that include common digraphs and adjacent consonants such as ‘brush’, ‘crunch’*
- Recognise and use alternative ways of spelling the graphemes already taught, for example that the /ae/ sound can be spelt with ‘ai’, ‘ay’ or ‘a-e’; that the /ee/sound can also be spelt as ‘ea’ and ‘e’; and begin to know which words contain which spelling alternatives
- Use knowledge of common inflections in spelling, such as plurals, *-ly*, *-er*
- Read and spell phonically decodable two-syllable and three-syllable words

Understanding and interpreting texts

- Identify the main events and characters in stories, and find specific information in simple texts
- Use syntax and context when reading for meaning
- Make predictions showing an understanding of ideas, events and characters
- Recognise the main elements that shape different texts
- Explore the effect of patterns of language and repeated words and phrases

Engaging with and responding to texts

- Select books for personal reading and give reasons for choices
- Visualise and comment on events, characters and ideas, making imaginative links to their own experiences
- Distinguish fiction and nonfiction texts and the different purposes for reading them

Creating and shaping texts

- Independently choose what to write about, plan and follow it through
- Use key features of narrative in their own writing
- Convey information and ideas in simple non-narrative forms
- Find and use new and interesting words and phrases, including story language
- Create short simple texts on paper and on screen that combine words with images (and sounds)

Text structure and organisation

- Write chronological and non-chronological texts using simple structures
- Group written sentences together in chunks of meaning or subject

Sentence structure and punctuation

- Compose and write simple sentences independently to communicate meaning
- Use capital letters and full stops when punctuating simple sentences

Presentation

- Write most letters, correctly formed and orientated, using a comfortable and efficient pencil grip
- Write with spaces between words accurately
- Use the space bar and keyboard to type their name and simple texts

Core Learning in Mathematics

Most children learn how to:

Using and applying mathematics

- Solve problems involving counting, adding, subtracting, doubling or halving in the context of numbers, measures or money, for example to ‘pay’ and ‘give change’
- Describe a puzzle or problem using numbers, practical materials and diagrams; use these to solve the problem and set the solution in the original context
- Answer a question by selecting and using suitable equipment, and sorting information, shapes or objects; display results using tables and pictures
- Describe simple patterns and relationships involving numbers or shapes; decide whether examples satisfy given conditions
- Describe ways of solving puzzles and problems, explaining choices and decisions orally or using pictures

Counting and understanding number

- Count reliably at least 20 objects, recognising that when rearranged the number of objects stays the same; estimate a number of objects that can be checked by counting
- Compare and order numbers, using the related vocabulary; use the equals (=) sign
- Read and write numerals from 0 to 20, then beyond; use knowledge of place value to position these numbers on a number track and number line
- Say the number that is 1 more or less than any given number, and 10 more or less for multiples of 10
- Use the vocabulary of halves and quarters in context

Knowing and using number facts

- Derive and recall all pairs of numbers with a total of 10 and addition facts for totals to at least 5; work out the corresponding subtraction facts
- Count on or back in ones, twos, fives and tens and use this knowledge to derive the multiples of 2, 5 and 10 to the tenth multiple
- Recall the doubles of all numbers to at least 10

Calculating

- Relate addition to counting on; recognise that addition can be done in any order; use practical and informal written methods to support the addition of a one-digit number or a multiple of 10 to a one-digit or two-digit number
- Understand subtraction as ‘take away’ and find a ‘difference’ by counting up; use practical and informal written methods to support the subtraction of a one-digit number from a one-digit or two-digit number and a multiple of 10 from a two-digit number

- Use the vocabulary related to addition and subtraction and symbols to describe and record addition and subtraction number sentences
- Solve practical problems that involve combining groups of 2, 5 or 10, or sharing into equal groups

Understanding shape

- Visualise and name common 2-D shapes and 3-D solids and describe their features; use them to make patterns, pictures and models
- Identify objects that turn about a point (e.g. scissors) or about a line (e.g. a door); recognise and make whole, half and quarter turns
- Visualise and use everyday language to describe the position of objects and direction and distance when moving them, for example when placing or moving objects on a game board

Measuring

- Estimate, measure, weigh and compare objects, choosing and using suitable uniform non-standard or standard units and measuring instruments (e.g. a lever balance, metre stick or measuring jug)
- Use vocabulary related to time; order days of the week and months; read the time to the hour and half hour

Handling data

- Answer a question by recording information in lists and tables; present outcomes using practical resources, pictures, block graphs or pictograms
- Use diagrams to sort objects into groups according to a given criterion; suggest a different criterion for grouping the same objects

IPC Unit Study (Term 1)

The units of work are part of the International Primary Curriculum. This new curriculum sets out very clearly what children will learn as the learning goals, in three different areas:

- The subjects of the curriculum. The learning goals for each of these subjects are at least as challenging as anything taught in the curriculum of your child's own country. In many cases, the learning goals are more challenging.
- Personal development – the characteristics which will help children become responsible, independent learners.
- International understanding – which will help children develop both a sense of the independence of their own country and culture and the interdependence between countries and cultures.

Each unit of work is based around specific targets derived from the learning goals for one or more of the subjects.

All of the work we are going to do has been specially written to help your child reach the learning goals. Children will be reading, researching, writing, illustrating, working on their own and working in groups.

We will be checking how well your child has learned through particular activities by asking children to explain their work, perhaps to you. We already know the interest you take in your child's work. If you can, please discuss with your child the work that they have done as the term progresses and let them teach you if they can. If your child has some work to research, please help them – but without actually doing the work!

Theme: Brainwave

Every day we are learning lots of new and different things – gaining the knowledge, skills and understanding that we will need to become successful adults. By finding out more about how we learn, and how we can improve our learning, we will be better equipped for meeting the many challenges ahead of us.

In this unit, we will be finding out:

- How the brain is protected
- What learning looks like
- How we look after our brains
- How we wake up our brains
- How different people learn
- How we can affect our own learning

There is a lot of recent and emerging researching into the link between mind and body, and what we are consistently being told is that good diet, general health, exercise and a good night's sleep can help our brains work more effectively.

How you can help:

With your child, keep a diary of how much sleep they have and the food they eat each day. You can then ask them to recall their learning experiences at the end of every day and writing these on the same diary. You can then work together to see if there is a correlation between sleep and having a healthy, balanced diet and learning (there should be!)

Theme: Our World

During this unit we will be focusing on Art, Science, Geography, Technology, Music and International aspects.

In Art, we will be finding out about:

- How to create art work using natural materials
- How to make a tree collage
- How to make a silhouette of our local skyline
- How to design and create our own sensory garden

In Science, we will be finding out about:

- The animals, plants and birds in our local environment
- The best soil conditions to grow seeds
- How we can recycle and reuse materials to help our environment
- How we can setup our own composting club

In Geography, we will be finding out about:

- Different wild life habitats in our local environment
- The animals and insects that share our local environment
- How our local environment compares with other locations around the world

In Technology, we will be finding out about:

- How to make model gardens
- How to design and make our own bird feeders

In Music, we will be finding out about:

- How to create our own sound journey around our school
- Music and songs, written about the weather

In International, we will be finding out about:

- How to make a fact file about our home country to share with others

How you can help:

Talk to your child about recycling and about how you recycle and conserve energy at home. When you are outside look at different animals, plants, birds and insects in your local area and the habitats they live in. Compare these to other animals, plants, birds and insects you have seen around the world.

Theme: We Are What We Eat (Food)

During this unit we will be focusing on Science, Geography, History, Art, Technology, Society and International.

In Science, we will be finding out about:

- Why we need to eat food and what the best foods are
- How we might grow food
- How to carry out science investigations
- Our sense of taste and how we taste

In Geography, we will be finding out about:

- Where our food comes from
- What food is eaten in our home and host country
- Why different foods grow and are eaten in different countries
- Why do different countries grow certain foods

In History, we will be finding out about:

- The food that our parents and grandparents ate when they were young
- How and why the choice of food in our shops has changed
- What our ancient ancestors ate

In Art, we will be finding out about:

- Artists that use food for their ideas
- How to draw and paint fruit and vegetables
- How artists are involved in things we see around us, including advertising

In Technology, we will be finding out about:

- How to plan, make and evaluate a healthy pizza
- How to make a box for a pizza

In Society, we will be finding out about:

- How food plays a role in celebrations and festivals
- Our favourite family recipes

In International, we will be finding out about:

- What is the same and what is different between the lives and home countries of the different children in our class
- Famine and drought around the world

- Where drinking water comes from
- What will happen if the water runs out

How you can help:

Talk with your child about the meals you eat at home and if it has changed if the country that they live in has changed. Discuss the nutritional value of different foods. When you shop, please look at and discuss the origins of the food that you buy and consider the packaging it comes in. If possible, let them watch or help you prepare a meal. Please also talk to him or her about the food you ate as a child.

IPC Unit Study (Term 2)

Theme: Seeing the Light

During this unit we will be focusing on Art, Geography, Music and Science.

In Art, we will be finding out about:

- How artists have tried to show day and night, light and dark in their pictures and about how we can do the same ourselves

In Geography, we will be finding out about:

- Why it is dark in one country and light in another at the same time
- Countries that have very long summer days and very long winter nights

In Music, we will be finding out about:

- How composers have been inspired by thinking about day and night, bright dawn and quiet darkness and making our own music that says similar things

In Science, we will be finding out about:

- How light is reflected
- How light affects growing plants

How you can help:

When you are out and about with your child, look at shadows and talk about how long or short they are, and where the Sun is. Talk about the different lengths of day and night in your home country and the country you live in. Ask your child to describe what happens at dusk and at dawn. If you have a garden or any plants in containers, encourage your child to help you water and care for them. They could even grow their own plants.

Theme: The Circus is Coming to Town

During this unit we will be focusing on Science, Geography, History, Music, Society and International aspects.

In Science, we will be finding out about:

- Materials that are waterproof
- How to identify the characteristics of different materials
- About forces – pushes and pulls in circus acts

In Geography, we will be finding out about:

- How to draw maps and plans of a circus
- How to use maps and atlases to find out about the countries some circus animals come from

In History, we will be finding out about:

- What circuses were like in the past
- About some of the people who made circuses famous
- How circuses have changed over the years

In Music, we will be finding out about:

- How to compose and write rhythms and tunes about circus performers
- About music for the circus

In Society, we will be finding out:

- How to stay safe in busy places
- What is it like to be a circus artist

In International, we will be finding out:

- What different people think about using animals in the circus
- What the circus of the future might look like

How you can help:

You can talk to your child about materials that keep us dry. When you are out and about, encourage your child to recognise and try name common materials. Explore, talk about and describe the movement of familiar things. Tell them about your circus experience as a child. Have you heard the saying 'Laughter is the best medicine'? Laughter and having fun is such an important part of our lives.

IPC Unit Study (Term 3)

Theme: Insects and Flowers

During this unit we will be focusing on Science, Geography, Art and Music. We will also be developing our understanding of flowers and insects.

In Science, we will be finding out:

- Where flowers and insects prefer to live and grow
- How and where seeds grow
- How to set up tests to discover how plants use water
- How to grow lots of different things
- How beans grow
- About the life cycles of insects
- About ants and bees
- Why bees are important and what would happen if they became extinct

In Geography, we will be finding out:

- About honey and silk production
- About the migration of the Monarch butterfly

In Art, we will be finding out:

- About paintings of flowers and insects
- How to make paintings and models of flowers and insects

In Music, we will be finding out:

- About the music of the famous composer, Rimsky-Korsakov
- How to create our own music

How you can help:

Try to help your child identify different flowers, trees and animals in the local area. You can also talk about flowers and trees you might see on trips abroad and why they might grow here. When you see flowers around you might question why we need flowers and how they add beauty to the environment.

Theme: A Day in the Life (Jobs)

During this unit we will be focusing on Society, History, Music, Technology and Art.

In our work on Society, we will be finding out about:

- How we spend our time
- How adults spend their time

In History, we will be finding out about:

- How people worked in ancient times (a long time ago)
- How to compare jobs and lifestyles then and now

In Music, we will be finding out about:

- Listening and responding to music and in drama
- Making decisions about instruments
- Building a 'picture' of sounds, called a graphic score

In Technology, we will be finding out about:

- How companies are now spread all over the world and not just in one country
- Products sold all over the world
- The considerations of people who make products for people all over the world

In Art, we will be finding out about:

- The work of famous artists
- How jobs and work are portrayed through art

How you can help:

Tell your child about your job and what you do on a typical day. Talk about any friends or family members with interesting jobs. Ask them to imagine what life is like for workers you come into contact with – supermarket checkout operators, bus drivers, and so on. What do they think would be the best and the worst jobs in the world? When you buy something in a shop, talk about all the people that were involved in making and selling it.

Personal, Social and Health Education (PSHE)

Taking from the school's 3-year strategic plan, we have a big emphasis on PSED this year. PSED will start off with “Essential Agreements” being completed within classes between pupils and teachers. We will then link all of the PSED to our IPC topics, really looking at the bigger picture, both ethical and environmental, within these topics. School traditions such as “International Week” and “Eco Week” will be more of a process and partnership between all the people involved.

On the first week of school, teachers together with the children will discuss and decide on the "Essential Agreements/Classroom Promise", which then will be signed by everyone in the class. We focus on making the right choices and being a good listener. Children are being rewarded for making the right choices during weekly ‘good choices time’. This is a time for your child to interact with their peers and teacher in a more informal way, choosing anything they would like to do in class.

Art

Term 1

Nature Collage – Art from Nature

IPC: We Are What We Eat

Children explore the natural environment, learn how to record objects in natural form from first-hand observation and investigate collage techniques to communicate their ideas and feelings about nature.

Term 2

3-D Sculpture

IPC: Seeing the Light

Children explore ideas about the materials and processes used in making sculptures. They look at the work by famous sculptors who have represented nature in their work for inspiration to create their own sculptures.

Term 3

Colour Theory and Painting

IPC: Insects and Flowers

This term, children learn how to mix paints to create new colours. They learn colour themes such as Primary, Secondary, Warm and Cool colours and understand how colours affect the emotion. They also look at the work by famous artists who have represented flowers in their work for inspiration to create their own paintings.

Note:

Each term, half a term is devoted to Art and half to Design & Technology (DT). Owing to factors such as the preparation of tools, equipment and materials for lessons and limited storage area, the order in which the units are delivered is flexible and determined by the teacher.

Design and Technology (DT)

Term 1

Mechanisms – Moving Pictures

Levers and Sliders – Students make models using simple sliding and lever mechanisms for story telling activities

Term 2

Structures – Homes

Students make models of houses from sheet and reclaimed materials

Term 3

Textiles – Weaving/Printing

Students learn how to weave to understand the construction of fabrics, and printing, to decorate fabrics

Note:

Each term, half a term is devoted to Art and half to DT. Owing to factors such as the preparation of tools, equipment and materials for lessons and limited storage area, the order in which the units are delivered is flexible and determined by the teacher.

Information and Communications Technology (ICT)

Term 1

1. Introduction to word-processing software using “BlackCat Write Away” and “Word 2013”. Students will be using the keyboard to type text on the computer, recognising basic keyboard keys and saving their work properly.
2. Introduction to image editing software using “Fresco” and ‘Paint’. Students will be using the mouse to draw simple pictures, recognising commonly used painting tools and saving their work properly.
3. Computer activities and exercises given are related to:-
IPC topic Term 1.1 ‘Our World (The Environment)’
IPC topic Term 1.2 ‘We Are What We Eat (Food)’

Term 2

1. Word-processing using “Word 2013” software and image editing using “Paint” software. Extension of what the students have been learning in Term 1.
2. Introduction to presentation and design using “PowerPoint 2013” software.
3. Computer activities and exercises given are related to:-
IPC topic Term 2.1 ‘Seeing the Light (Day and Night)’
IPC topic Term 2.2 ‘The Circus is Coming to Town’

Term 3

1. Presentation and design using “PowerPoint 2013” software. Continuation and extension of what the students have been learning in Term 2.
2. Information gathering using “Millypedia” by Sherston software (*electronic encyclopaedia*).
3. Computer activities and exercises given are related to:-
IPC topic Term 3.1 ‘Insects and Flowers’
IPC topic Term 3.2 ‘A Day in the Life (Jobs)’

Malay

Term 1

Topic

- My personal details (Bio data)
- Vocabulary related to classroom objects
- Our World (IPC) - Clothing
- We Are What We Eat (IPC)

Culture Learning

- Introduce children's folk songs

Language Systems

- Punctuation
- Common nouns

Comprehension

- Phonetic lessons
- Recognise vowels in words
- The vowel sounds
- Identify and sounding consonants
- Reading words and phrases

Writing

- Writing words

Speaking

- Pronouncing combinations of syllables – vowel and consonant (KV)

Term 2

Topic

- Day and Night (IPC) – social expressions
- My Family Members

Language Systems

- Proper nouns
- Personal pronouns 1

Comprehension

- Reading words and phrases
- Reading short texts

Writing

- Writing words and phrases
- Matching words with pictures

Speaking

- Speech – pronunciation of syllables
- Presentation on a topic

Term 3

Topic

- Insects and Flowers (IPC)
- A Day in the Life (IPC)

Language Systems

- Personal pronouns 2

Comprehension

- Reading short texts

Writing

- Matching words to form phrases
- Matching phrases to form short sentences

Speaking

- Speech – pronunciation of syllables
- Presentation on a topic

Music

Term 1

Sounds Interesting – Exploring Sounds

- Sounds all around
- Instrument sounds
- Stop Start sounds
- Loud and soft sounds
- Long and short sounds

The Long & Short of It – Exploring Duration

- Sounds long or short
- Sound waves
- Simple notation reading
- Simple notation writing
- Arranging rhythm
- Moving into winter

Term 2

Feel The Pulse – Exploring Pulse and Rhythm

- Move yourself
- Follow me
- Beat and rhythm
- Drum beats and rhythm
- Read the rhythm
- Dragon beats

Taking Off – Exploring Pitch

- High low voices
- High low – Do you know?
- High low movers
- More high low games
- Jack and the Beanstalk
- High low story

Term 3

What's The Score – Exploring Instruments and Symbols

- All instrumental
- Listen to beat
- Symbols
- Notes
- Clefs

Exploring Timbre, Tempo and Dynamics

- Minibeast manoeuvres
- Minibeast band
- Exploring instruments
- Exploring voice

Physical Education

Thursday Lesson 2 9:15am – 10:15am	Term 1	Term 2	Term 3
1T Mr Bell	Multi-skills Term 1.1 Swimming Term 1.2 (+ Mr Kenny)	Athletics/Fitness/Gymnastics (Miss Areena)	Games/Multi-skills (Miss Julie)
1E Miss Areena	Games/Multi-skills	Swimming (+ Mr Kenny)	Athletics/Fitness/Gymnastics
1N Miss Julie	Athletics/Fitness/Gymnastics	Games/Multi-skills	Swimming (+ Mr Kenny)