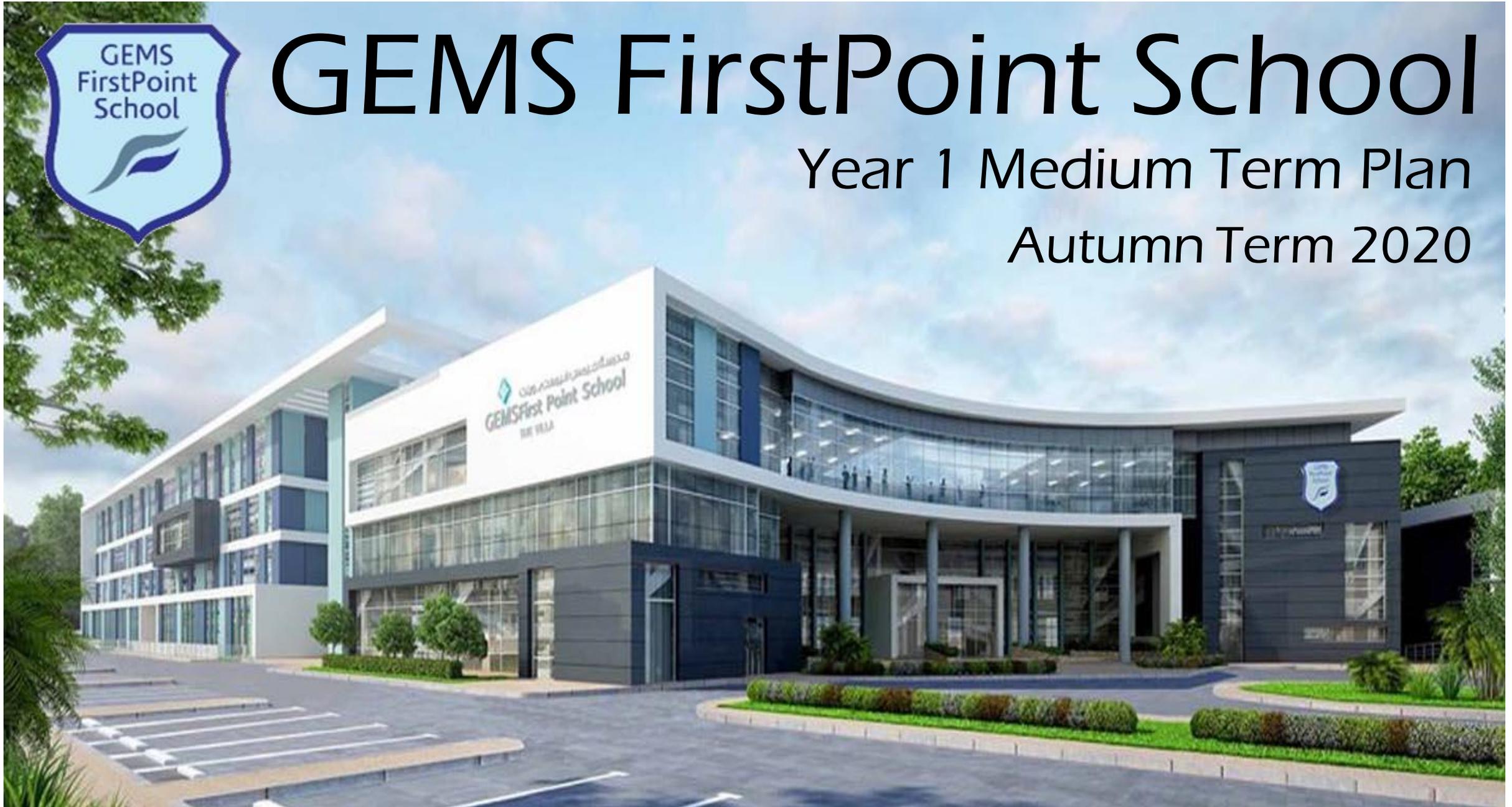




GEMS FirstPoint School

Year 1 Medium Term Plan

Autumn Term 2020





Kings and Queens

Overall Learning Focus:

We are learning all about the world and where we live. We will share the different countries we have visited and talk about why it is important to learn about and respect both our own culture and those of others.

Real Life Links / Careers :

We will be sharing photos of our experiences in different countries and talking about our favourite holidays. We will be sharing details about our individual cultures and learning about the cultures of our friends. We will be discovering the world, focusing on the continents and oceans of the world. We will also be thinking about how we can connect with people across the world through the postal system and we will start work in our own FPS post office!

Core Values:

- We are **exploring** where we live and the countries we are from.
- We are going to be **caring** about the world and **think** about ways we can help keep the world safe.
- We are **inquiring** about how to connect with people from the world.
- We are going to be **creating** our own music based on different countries.

Topic Hook/Stunning Start:

We will be taking a look at the different countries we have visited as a class and share information and photos about our home countries. We will be boarding FPS airways to virtually visit the world around us!

Trips and Events:

We will be performing in a virtual singing event to other classes in the school.

We will be using google expeditions to visit other countries on our trip around the world!

Community Links:

We are exploring our local area and country by creating maps and sharing our own experiences with friends.

Fantastic Finish:

We will end our 'Here we are' topic by creating our own post office to help people communicate across Dubai and the world!

Labels, lists and captions

- Participate in small group discussions and begin to take turns.
- To form my letters and spell my name correctly
- Describe position and direction.
- To say aloud an idea before writing.
- To tell my teacher what I have written.
- To write a list with the correct layout.
- To add captions to a picture.

Narrative including traditional tales

- To discuss the main events in a story.
- Read and check a sentence makes sense.
- To speak audibly and fluently to retell a story that I know.
- To discuss what I have written with my teacher or friends
- To say my ideas aloud before writing
- To summarise using story language.
- To retell a story by acting it out.
- To retell a story using story language.
- To retell a story using time conjunctions.
- To use simple adjectives.

Narrative - Innovation

- To predict what might happen next in a story.
- To plan aloud and innovate in my story.
- To use relevant strategies to build vocabulary.
- To write down a sentence I have practised.
- To write sentences by rehearsing what I will write.
- To write sentences independently.



Writing across the Curriculum



Recount

- To join sentences to form a narrative.
- To recount events in order.
- To read and check a sentence for meaning.
- To rehearse and use time conjunctions.

Performance poetry

- To appreciate poetry that is trickier than my reading level.
- To use spoken language to predict.
- To show my understanding of language from my teacher.
- To recite poetry beyond my reading level.

Punctuation

- Explore the separation of words with spaces.
- Use capital letters for names and for the personal pronoun I.
- Identify and be introduced to how capital letters and full stops are used to demarcate sentences.

Spelling

- Read and spell words using all known 44 graphemes.
- To decode and blend using all known 44 graphemes,
- To read and spell phase 3 high frequency words.



Spelling, Punctuation and Grammar



Grammar

- Use the language of digraph, tri-graph, grapheme in all phonics lessons and writing lessons.
- Identify and explore how words can combine to make sentences. Joining words and joining clauses using 'and'.



Maths Units



Number - number and place value

Count to and across 20, forwards and backwards, beginning with 0 or 1, or from any given number.

Read and write numbers from 1 to 20 in numerals and words.

Identify and represent numbers using objects and pictorial representations including the number line.

Use the language of: equal to, more than, less than (fewer), most, least.

Given a number, identify one more and one less.

Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least.

Given a number, identify one more and one less.

Count to and across 50, forwards and backwards, beginning with 0 or 1, or from any given number.

Read and write numbers from 1 to 50 in numerals and words.

Count in multiples of twos, fives and tens.

Number - addition and subtraction

Represent and use number bonds and related subtraction facts within 20.

Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs.

Add one-digit and two-digit numbers to 20, including zero.

Subtract one-digit and two-digit numbers to 20, including zero.

Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = \underline{\quad} - 9$.

Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs.

Geometry and Pattern

Recognise and name common 2-D and 3-D shapes, including: 2-D shapes [e.g. rectangles (including squares), circles and triangles]

Recognise and name common 2-D and 3-D shapes, including: 3-D shapes [e.g. cuboids (including cubes), pyramids and spheres].



Core Curriculum - Subject Areas



Science

Seasonal change – Summer and Autumn.

- Describe weather during autumn and winter.
- Observe, describe and compare clothing worn by themselves and others in Summer and Autumn.

Materials

- Distinguish between an object and the material it is made from.
- Name some different everyday materials.
- Observe an object and describe it based on the material(s) it is made from.
- Identify objects and classify into groups using observation skills.
- Plan to test materials for their suitability.
- Test materials for a particular physical property e.g. absorbency.
- Record findings from investigation about property of material e.g. absorbency, softness.
- Use observations to suggest a material suitable for a purpose and give reasons.
- Communicate understanding of properties of materials using scientific words.
- Research – what materials are recyclable?

Social Studies

Recognizes stories of historical figures, places, and events

Recognizes the roles people play in current society

Associates people to places and events

Identifies stories about past events, people and places

Tells events sequentially using time words (e.g. today, yesterday, last night, etc.)

Realizes there are other cultures with different languages, food, clothing, etc.

Moral Education

To have a clear understanding of the expectations others have of me.

To be able to differentiate between a 'big' problem and a 'small' problem

To identify different ways in which I can show manners towards others.

To understand what to do when faced with a challenge.

To understand the different responsibilities I have as a student at FPS.

To tell the difference between a 'right' choice and a 'wrong' choice.

To know a variety of ways to ask permission.

To reflect on decisions made and understand how to fix them.

To understand how and when to apologise.

To understand risks to my own safety.



Core Curriculum - Subject Areas



Arabic

- To repeat greeting in Arabic.
- To write letters with long and short vowels.
- To copy from his memory some Arabic letters without help .
- To read letters with short and long vowels.
- To identify words made from 2 letters sounds.
- To recognize the difference between masculine and feminine.
- To use the pronouns I .
- To understand the possessive pronoun (ي) (my)

Islamic

- To find out that Allah SWT is the lord of this universe
- To discover that Allah SWT is the organizer and the Creator of everything.
- To appreciate the creatures of Allah SWT and not hurt them.
- To recite Surat Al Fatihah correctly
- To explain that Allah SWT is the Beneficent, the Merciful, our lord and the owner of this world and other life.
- To conclude the way leading to Allah's SWT pleasure and the straight path.
- To examine the importance of worshiping Allah SWT and seeking His help in every action.



Thematic Curriculum - Subject Areas



Geography

- Name and locate the world's 7 continents and 5 oceans
- Name, locate and identify characteristics of the 4 countries and capital cities of the United Kingdom and its surrounding seas
- Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country

History

- Changes within living memory. Events beyond living memory that are significant nationally or globally
- The lives of significant individuals in the past who have contributed to national and international achievements.
- Significant historical events, people and places in their own locality.

Art

- To use a range of materials creatively to design and make products.
- To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.
- To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space



Thematic Curriculum - Subject Areas



PE

Gymnastics

To use appropriate skills and technique to perform a movement sequence.

- To use appropriate skills and technique to perform a movement sequence.
- To use appropriate skills and technique to perform a movement sequence.

Athletics

- To use appropriate skills and technique to perform an effective standing long jump.
- To use appropriate skills and technique to perform an effective javelin throw.
- To use appropriate skills and technique to perform an effective sprint.

Swimming

- To attempt front paddle arms (cycling forward one arm then the other)
- To travel forwards for at least 5 metres holding an aid (large board/small board /noodle) confidently.
- To travel backwards for at least 5 metres using an aid (board on chest/on knees/over head) confidently
- To attempt back paddle arms (cycling backwards one arm then the other)

Design & Technology

- Select from and use a range of tools and equipment to perform practical tasks.
- Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristic.
- Evaluate their ideas and products against design criteria.

Computing

Using Basic Computer hardware:

- Creative with different technology tools.
- Use technology to create and present my ideas
- Use the keyboard or a word bank on my device to enter text
- Save information in a special place and retrieve it again
- Review and work and explain how I could improve it



Thematic Curriculum - Subject Areas



Music

- Use their voices expressively and creatively by singing songs and speaking chants and rhymes.
- Listen with concentration and understanding to a range of high-quality live and recorded music.

Drama

- To sometimes work as part of a group and mostly co-operate with others.
- With help say some of my lines although I occasionally come out of character when performing.
- To watch others' work and performances.
- To give some ideas for my character and come up with some lines for my role.

French

- To listen attentively to spoken language and show understanding by joining in and responding
- To explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words