

ISO  
Curriculum  
Guide

Year

1



# Contents

- School Aims and Objectives ..... 2
- Mission Statement and Aims ..... 2
- Philosophy..... 2
- Objectives ..... 2
- Primary School Organisation..... 3
- Primary School Year Groups ..... 4
  - The Early Years Foundation Stage..... 4
  - Learning and Development..... 5
  - How can I help my child? ..... 6
- Key Stage 1 and 2 ..... 6
  - What Subjects Do the Children Learn? ..... 6
  - Core Subjects: ..... 6
  - Foundation Subjects: ..... 7
  - Co-curricular..... 11
- How Do Children Learn at ISO?..... 11
- Assessment in the Primary School..... 14
  - Early Years Foundation Stage ..... 14
  - Key Stage 1..... 15
  - Key Stage 2..... 15
- Curriculum Objectives..... 17
  - Year 1 ..... 17
  - Term 1:1 ..... 17
  - Term 1:2 ..... 22
  - Term 2:1 ..... 29
  - Term 2:2 ..... 35
  - Term 3 ..... 40

## School Aims and Objectives

The mission statement, philosophy and objectives are fully incorporated within the taught curriculum, hidden curriculum and co-curricular activities.

## Mission Statement and Aims

Our goal is to provide the students of the International School of Oradea with the best possible programme of academic and personal development in a challenging and supportive environment.

## Philosophy

At the International School of Oradea:

- We believe that all our pupils and staff are unique human beings, capable of spiritual, moral, intellectual and physical growth and development.
- We value truth, freedom, justice, human rights, the law and collective effort for the common good.
- We believe that pupils need to be taught to learn and build on new skills and develop socially.
- We value families as sources of love and support for all their members, and as the basis of a society in which people care for others. We believe we should respect the people, places and environment around us.
- We also wholly believe that pupils learn to value and treat others with respect, not only for what they have but also for what we can do for them.
- We recognise and celebrate achievement.
- We believe relationships are fundamental to the development and fulfilment of others, and ourselves and for the good of both the local and wider international community.

## Objectives

- We aim to foster a love of learning, which will remain with the individual long after the process of formal education has finished.
- We will provide a balanced and broad curriculum, which will include all pupils of different abilities and needs, from the Early Years Foundation Stage to Secondary.
- We offer a range of co-curricular activities and trips to broaden the experience of school for our pupils and to enrich their learning of academic and social skills.
- We will encourage cross –curricular learning, supported by advancements in technology wherever possible to enhance the learning of our pupils.

- We will provide our pupils with a stimulating and caring environment to learn within, where the development of the whole child is a priority. We also encourage our pupils to develop as independent learners who can make positive choices for their own learning and development.
- We fully encourage parents to take an active role in their child’s education and development.
- We aim to reward achievement of all members of our school community for their successes.
- Our pupils are members of their local community and of our host country, Romania. We recognise our students come from a multitude of cultural, religious and ethnic backgrounds. We therefore seek to provide a secular education that reflects and draws from this diversity by embracing the ideals of international understanding and responsible citizenship.

## Primary School Organisation

The aim of this curriculum Guide is to inform parents about the curriculum we follow at ISO; the subjects your children will learn at ISO, the teaching and learning strategies we use to deliver lessons in the classrooms, the methods of assessment we use to measure the progress the children have made. The details of the topics and learning objectives taught in each year group can be found in the final section.

The International School of Oradea follows the English National Curriculum and the Cambridge Curriculum. The school is divided into 6 developmental stages. The Early Years Foundation Stage, and Key Stages 1 and 2 form the Primary School. Key Stages 3, 4 and 5 form the Secondary School and Sixth Form.

As the children move up through the school they will pass through 6 stages of Education:

### Primary

Early Years Foundation Stage (EYFS): consists of Pre –Foundation, Foundation 1 and Foundation 2 classes



Key Stage 1: Years 1 and 2



Key Stage 2: Years 3, 4, 5 and 6

The Early Years Foundation Stage Framework, the English National Curriculum Programmes of Study and Chris Quigley’s Progression in Skills provide the framework for the skills and Content: we teach at ISO. The Content of the Programmes of Study are adapted to ensure ISO is cultural inclusive and meets the needs of all the children we teach in the context in which we live.

## Primary School Year Groups

The English National Curriculum is carefully devised to match the level of cognitive, personal, social and emotional development of children. For this purpose children are placed in the class that matches their chronological age unless there are exceptional circumstances.

Exceptional circumstances may include:

- Children moving from another education system in which school begins post 5 years old.
- Additional educational needs.

ISO admits children into the Pre-Foundation 1 class from 2 years and 6 months old. The 'cut off' date for each academic year is 31<sup>st</sup> August.

Year Group	Age
<b>Pre- Foundation</b>	<b>2-3</b> <i>The child must be 3 before the 31<sup>st</sup> August to move to Foundation 1</i>
<b>Foundation 1</b>	<b>3-4</b> <i>The child must be 4 before the 31<sup>st</sup> August of the year in Foundation 1</i>
<b>Foundation 2</b>	<b>4-5</b> <i>The child must be 5 before the 31<sup>st</sup> August of the year in Foundation 2</i>
<b>Year 1</b>	<b>5-6</b> <i>The child must be 6 before the 31<sup>st</sup> August of the year in Year 1</i>
<b>Year 2</b>	<b>6-7</b> <i>The child must be 7 before the 31<sup>st</sup> August of the year in Year 2</i>
<b>Year 3</b>	<b>7-8</b> <i>The child must be 8 before the 31<sup>st</sup> August of the year in Year 3</i>
<b>Year 4</b>	<b>8-9</b> <i>The child must be 9 before the 31<sup>st</sup> August of the year in Year 4</i>
<b>Year 5</b>	<b>9-10</b> <i>The child must be 10 before the 31<sup>st</sup> August of the year in Year 5</i>
<b>Year 6</b>	<b>10-11</b> <i>The child must be 11 before the 31<sup>st</sup> August of the year in Year 6</i>

## The Early Years Foundation Stage

The Foundation Stage establishes patterns and attitudes for the whole of your child's school life. It is vital that your child has a positive and fulfilling experience to prepare them for their future learning and successes. From when your child is born up until the age of 5, their early years' experience should be happy, active, exciting, fun and secure and support their development, care and learning needs.

The EYFS framework sets out welfare and developmental goals for children from birth to five years old. It is a comprehensive programme which includes:

- The requirements recommended to keep your child safe and promote their welfare
- The 7 areas of learning and development which guide professionals' engagement with your child's play and activities as they learn new skills and knowledge
- Assessments that will tell you about your child's progress through the EYFS
- Expected levels that your child should reach at age 5, usually the end of the Skills and Objectives: year; these expectations are called the 'Early Learning Goals (ELGs)'

## Learning and Development

The Early Years Foundation Stage is a framework for children up to the age of five, setting out 7 key areas of learning around which activities should be based.

Children should mostly develop the **3 prime areas** first. These are:

- Communication and language;
- Physical development; and
- Personal, social and emotional development.

These prime areas are those most essential for your child's healthy development and future learning.

As children grow, the prime areas will help them to develop skills in **4 specific areas**. These are:

- Literacy;
- Mathematics;
- Understanding the world;
- Expressive arts and design.

These 7 areas are incorporated into the planning of your child's learning and activities. The professionals teaching and supporting your child will make sure that the activities are suited to your child's unique needs, suitable for very young children, and designed to be really flexible so that staff can follow your child's individual needs and interests.

Children in the EYFS learn by playing and exploring, being active, and questioning the world around both indoors and outside.

## How can I help my child?

All the fun activities that you do with your child at home are important in supporting their learning and development, and have a really long lasting effect on your child's learning as they progress through school.

Even when your child is very young and is not yet able to talk, talking to them helps them to learn and understand new words and ideas. If you make the time every day to do some of the following things with your child it will make a difference to them as a learner.

## Key Stage 1 and 2

Key Stage 1 incorporates Year One and Year Two and Key Stage 2 includes Years 3, 4, 5 and 6.

During this phase of education children make the transition from learning through play to a more formal style of teaching and learning.

## What Subjects Do the Children Learn?

Teachers plan the curriculum based upon the English National Curriculum, the Cambridge Primary Curriculum and the Progression in Skills.

The English National Curriculum is comprised of twelve subjects and these are classified as core subjects and foundation subjects. Each subject has a programme of study which sets out the Content, skills and processes to be taught to all pupils. Integral to all learning in the Primary School is the development of critical and creative thinking.

## Core Subjects:

ISO teaches the core subjects through the Cambridge Curriculum, which is written in accordance with the National Curriculum. The Cambridge Curriculum Programmes of Study provide a second language option for second language children. It also provides an opportunity for children to complete a standardised assessment at the end of each year. For more information on assessment please refer to the Assessment in Primary section. The curriculum is taught through an enquiry based approach. The programmes of study provide a comprehensive set of objectives; the objectives are progressive and describe in detail what the learner should know or be able to do by the end of each year of their primary education.

**English:** Children in Key Stages 1 and 2 have one fifty minute session of English per day. In Key Stage 1 children also have a 20 minute phonics lesson per day and a 20 minute guided reading session per day. In Key Stage 2 children have a 30 minute guided reading session per day; phonics is incorporated into guided reading activities. Lessons are planned to include a balance of all elements of the English curriculum. Learning is divided into 5 strands: Phonics, Spelling, Vocabulary, Grammar, and Punctuation. Grammar and Punctuation is further divided into Reading and Writing to reflect the different ways grammar and punctuation can be applied. Reading, Writing and Speaking and Listening encourage the development of thinking skills and intellectual engagement.

Follow the link to find out more: <http://www.cie.org.uk/images/23894-cambridge-primary-english-curriculum-framework.pdf>

**Mathematics:** Children in Key Stages 1 and 2 have one fifty minute session of Mathematics per day. They also have one 50 minute session of problem solving per week. Learning is divided into 5 strands: Number, Geometry, Measure, Handling Data, and Problem Solving. The first four Content strands are underpinned by problem solving, providing opportunities for children to apply the skills they are learning to real problems. Mental strategies (calculation) are also a key part of the number strand.

Follow the link to find out more: <http://www.cie.org.uk/images/25127-cambridge-primary-maths-curriculum-framework.pdf>

**Science:** Children in Key Stages 1 and 2 have two fifty minute lessons of Science per week. Science is divided into units of study and throughout every year in Primary children cover units with a Biology, Chemistry or Physics focus. Scientific Enquiry is integrated into all the units, children are expected to give ideas and evidence, plan investigative work, obtain and present evidence and evaluate and analyse evidence.

Follow the link to find out more: <http://www.cie.org.uk/images/25128-cambridge-primary-science-curriculum-framework.pdf>

### **Foundation Subjects:**

Art and Design: Design Technology: Computing: Geography: History: Modern Foreign Languages: Music: Physical Education

The programmes of study for the Foundation Subjects can be seen in full via this link:

<https://www.gov.uk/government/publications/national-curriculum-in-england-primary-curriculum>. ISO also use Chris Quigley's 'Progression in Skills' to supplement our planning and ensure all our subjects are taught with a skills focus. The skills are sequential and become increasingly complex as children progress through the school. The curriculum in the Primary School forms the foundation for studies in the Secondary School. *(NB Words in italics are taken directly from the National Curriculum)*



## **Art and Design**

Art lessons in the Primary School are taught through the topic. The Teacher provides opportunities for the children to experiment with a variety of media- pencil, water colour, charcoal, clay, textiles and collage. Children learn how to use tools correctly and develop their skills through a variety of contexts and applications. Art lessons aim to provide opportunities for children *'to produce creative work, exploring their ideas and recording their experiences. To become proficient in drawing, painting, sculpture and other design techniques. To analyse and evaluate creative works using the appropriate language. To know about great artists, craft makers and designers and understand the historical and cultural development or their art forms.'*

## **Design Technology**

Design Technology at ISO is taught through the topic in a cross curricular way. Design Technology is an inspiring, rigorous and practical subject. Using creativity and imagination pupils design and make products that solve real and relevant problems within a variety of contexts. Throughout the year the Design Technology lessons aim *'to develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world. We aim to give the children the experience of building and applying a repertoire of knowledge, understanding and skills in order to design and make high quality proto-types and products for a wide range of users. We aim to teach children to be able to evaluate and test their ideas and products and the works of others. We also aim to give children the opportunity to understand and apply the principals of nutrition and learn how to cook.'*

## **Computing**

Primary students have one 50 minute session of Computing per week. They are taught in the Computer lab with a specialist. The teacher plans closely with the class teacher to include cross curricular links with topics where possible. Children learn the skills of word processing, build data bases and design presentations using PowerPoint. Children in KS2 are also taught how to stay safe on the Internet. Computing lessons ensure pupils will be able *'to understand and apply the fundamental principles of computer science, including algorithms, abstraction, logic and data representation. They will be expected to analyse problems in computational terms and have repeated practical experience of writing computer programmes to solve such problems. We aim for the children to be responsible, competent, confident and creative users of information communication technology'*.

## **Geography**

Geography topics may be taught as a main focus for the term or as a supplementary subject in a Science or History based topic. In all our Geography teaching our goal is to inspire in pupils a curiosity and fascination about the world. We aim to achieve this by developing knowledge of their location, eg Bucharest, but also to compare and contrast with other locations, where possible including the students' native countries and other globally significant places on the planet and in the sea. We aim to foster a respect for the environment and encourage a sense of responsibility in safeguarding the planet for future generations. We aim to develop an understanding of the processes that give rise to key physical and human geographical features of the world and how these are interdependent and change over time. We will also give children the opportunity to develop the geographical skills needed to collect, analyse and communicate with a range of data gathered through fieldwork. Children will be taught the skills to interpret a range of sources of geographical information including maps, globes and photographs and communicate geographical information in a variety of ways including maps, charts and written reports.

## **History**

At ISO History topics may be taught as a main focus for the term or as a supplementary subject in a Science or Geography based topic. Our goal is to inspire children's curiosity to know more about the past and understand the complexity of people's lives and the process of change. We aim to equip children with the skills to evaluate sources of evidence, ask perceptive questions, think critically, weigh evidence, sift evidence and develop perspective and judgement.

## **Modern Foreign Languages:**

The importance and value of learning languages is heightened in the international school setting and at ISO the teaching of languages is given a high priority. We feel it is important that children learn the language of the host country. Children in Years 1-6 have two lessons of Romanian per week. Children are divided into 3 groups according to their level of understanding. Lessons are prepared for First language students and Second language students. Turkish is offered for children from Years 1-6 whose first language is Turkish. In Year 6 children also have the opportunity to study an additional language, Spanish, Turkish or French for one session a week. These lessons are taught by specialist language teachers and follow the programmes of study of the National Curriculum of England and Wales. The aims of which are; *'to ensure children understand and respond to spoken and written language from a variety of authentic sources. To enable children to speak with increasing confidence, fluency and spontaneity and to continually improve their pronunciation and intonation. We will give children opportunities to write at length for different purposes and audience.'*

## **Music**

Music is taught by specialists at ISO. Early Years children have two sessions of Music a week. Children from Year 1 to Year 6 have one session of Music a week. Children have the opportunity to sing, compose music and appreciate music from different cultures around the world. Children may also benefit from peripatetic music tuition. Instrumentalists visit the school every week to offer private tuition for the piano, guitar, drums, voice and violin. Children may opt for an hour's lesson or 30 minute lesson per week. Throughout the year activities are planned to meet the following National Curriculum aims; *'to perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians. Children will learn to sing and use their voices and to create and compose music independently and in groups. They will also have the opportunity to learn a music instrument; to use technology appropriately and have the opportunity to progress to the next level of excellence. Children will understand and explore how music is created, produced and communicated through pitch, dynamics, temp, timbre, texture, structure and appropriate musical notations.'*

## **Physical Education**

Children from Foundation 1 to Year 6 have two sessions of PE per week. These lessons are taken with specialist PE teachers. The lessons aim *'to develop competence to excel in a broad range of physical activities, provide the opportunity for children to be physically active for sustained periods of time, enable engagement in competitive sports and activities, to encourage children to live healthy, active lives. Teachers plan to fulfil these aims, planning a different focus for each term: games, dance, gymnastics, swimming, athletics and outdoor adventurous activities.'*

## **Citizenship and PSHE (personal, social and health education)**

The personal and social wellbeing of our children is paramount in all our actions at ISO. To supplement this implicit curriculum we also follow the English National Curriculum programme of study for PSHE. Children are taught PSHE for one session a week. The lessons provide opportunities for children to discuss issues that concern them with their peer group in a safe and secure environment. Each term has a theme. The theme is introduced as a whole school assembly, teachers plan activities in the classroom which may involve a circle time. The PSHE curriculum is available to discuss with your child's teacher. In Year 6 there will be an opportunity for parents to view materials and discuss the Personal Wellbeing scheme of work with the teacher; if there is any content you would prefer your child not participate in due to cultural sensitivity we do operate an opt out clause for pupils during these sessions.

**Term 1:** New Beginnings

**Term 2:** Dealing with Difficult Situations

**Term 3** Friendship and Bullying

**Term 4** Active member of Society

**Term 5** Personal Wellbeing

Personal Wellbeing

## Co-curricular

We recognise the importance of co-curricular activities. They are an integral part of our students' holistic education. Through participating in co-curricular activities students discover their interests and talents while developing values and skills that will prepare them for a rapidly changing world. Co-curricular activities also promote friendships with children outside their normal peer group, but with children who have similar interests and aptitudes. Participation in such activities fosters social integration and deepens students' sense of belonging, commitment and sense of responsibility to school and community. Co-curricular activities take place after school every day from 3:15 pm until 4:15 pm. Children can sign up for the activities on the Website at the beginning of the session. The sessions run from September to December, January to April, and April to June.

Primary children also participate in a year group production during each academic year. We aim to provide children with the opportunity to perform in front of an audience, singing, acting, narrating or playing an instrument.

## Themed Weeks

Throughout the year the Primary School incorporates themed weeks to add an extra dimension to learning. Health and Fitness Week, Book week, International week, Arts and Humanities and Maths all have specific weeks allocated. During these weeks teachers raise the focus of the subject. Children across the school, participate in competitions and activities and events related to a specific subject area.

## How Do Children Learn at ISO?

The Primary pupils at ISO learn through a thematic approach. **Cross curricular links** are made across the subject areas. Topics are planned to incorporate all the subjects across the year. Some topics have a strong History focus and others will be Geography focused. Children will not have all subjects every week. It may occur that one term the topic will be heavily focused on History and the next term may have a Geography focus. (Repeated sentence) All subjects are balanced throughout the year to ensure all the objectives and skills are covered from the National Curriculum for the year group.

Here is an overview of the topics taught in Primary:

	<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>	<b>Term 4</b>	<b>Term 5</b>
<b>Year 1</b>	Who Am I?	Toys	Houses and Homes	Dinosaurs	Let's Go on Holiday
<b>Year 2</b>	The Middle Ages	Celebrations	Materials	The Natural World	Our Place
<b>Year 3</b>	Airports	The Active Planet	Chocolate	Painting, Pictures and Photos	Rainforests
<b>Year 4</b>	Around the World	Ancient Egyptians	Insulators and Conductors	Invaders and Settlers	Habitats
<b>Year 5</b>	Fit for Life	Myths ,Legends and Beliefs	Shipwrecked	Astronomy and Space	Coastlines
<b>Year 6</b>	Investigating Rivers and Mountains	Famous People	What a Performance	Factories	16 <sup>th</sup> Century Explorers

Teachers plan each subject focusing on the skills specific to each subject; skills are taught in the context of the topic. The integrated learning themes provide children with multiple perspectives on the subject. Research has taught us this not only broadens children's understanding but helps children learn in greater depth. Topics may also provide the context to apply skills children are learning in English.

In Term 1 Year 3 will be covering the topic '**Airports**', here are some examples of the objectives children cover across the subject areas:

## Computing

### PC Components

Combining text and graphics to label the parts of a helicopter/airplane and complete the gaps using copy/paste in a text about hot air balloon.

I can use a variety of software to accomplish given goals

I can design and create Content:

I can present information

## Art and Design

### Design own plane and logo

Use a number of sketches to base my work on

Annotate my sketches in my art sketchbook to explain my ideas

Sketch lightly (so I do not need to use a rubber)

Cut precisely

Comment on similarities and differences between my own and others' work

Adapt and improve my own work

## Geography

### Plan a trip from Romania abroad

Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities

Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied

## History

### History of Flight and man's desire to fly

Understand and use the words past and present when telling others about an event

Use information to describe the past

Use information I have found out about the past to describe the differences between then and now

Look at books and pictures (And: listened to stories, pictures, photographs, historic buildings, visit to a museum, used the internet.)

Tell stories about the past using my story writing skills

### Make a Hot Air Balloon

Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups

Generate, develop, model and communicate their ideas through discussion, annotated sketches

Select from and use a wider range of tools and equipment to perform practical tasks, such as cutting, shaping, joining and finishing, accurately

Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities

Evaluate ideas and products against their own design criteria and to consider the views of others to improve their designs

Primary students participate in Educational visits in all year groups. Educational visits are integral to their learning in school and they are compulsory. Educational visits provide the real life context for the programmes of study we are teaching in the classroom. Children have the opportunity to participate in a visit to a local area of interest at least once per term. There are five terms per academic year.

Residential visits also form a valuable part of the school curriculum. Children from Years 3-6 are offered the opportunity to participate in residential visits. Year 3 students currently visit Bran for a one night stay. Year 4 students visit Cheile Gradistei for two nights, Year 5 visits Constanta for three nights and Year 6 visit Brasov for three nights. Years 3, 4 and 5 residential visits take place in Term Five. The Year 6 residential takes place in Term One. We strongly encourage ALL students to participate in the residential visits. For many children this is their first experience away from home without parents. This is a valuable experience to increase independence and develop their social skills. Every effort is made to ensure the children are safe and enjoy the visit. Risk assessments are completed before the visit and all preparations are monitored carefully by the Deputy Principals. Heads of Year organise parent meetings to discuss the visits and allay any concerns you may have.

## Assessment in the Primary School

### Early Years Foundation Stage

In the Early Years Foundation Stage teachers use on-going formative assessment; children are assessed continuously throughout the school year according to their age in months. The curriculum is split into 7 age bands, these age bands overlap as children's development is individual and each child develops at their own rate. Assessment of children is made through observations of the children during teacher led and self-chosen activities. This information is then used to inform the planning for each class to ensure all the needs of the children are met. As children progress through the Foundation Stage teachers will be assessing if they are meeting the criteria in each area of the curriculum and if children are working in the appropriate age band. At the end of the Foundation Stage each child in Foundation 2 will be assessed as to whether they are 'Emerging, Expected or Exceeding' expectations for their age. During each year

children spend in Early Years class teachers will be keeping an 'individual pupil profile' this will contain photographic observations as evidence of learning.

## Key Stage 1

Research has shown that there is little benefit derived from administering summative (end of term and end of year assessments) with students in Key Stage One. In fact it has been found to have a negative impact on students' learning at this young age. In accordance with the Cambridge Framework teachers continuously assess the learning of the students in their classes on a daily basis. At The International School of Oradea our teachers employ a range of formative assessment techniques to assess the learning and progress of each child. We believe that formative assessment helps to create a positive learning environment in the classroom. It enables teachers to set appropriate work at the level necessary for the children's continuing progress. It is also the means by which pupils understand what they have achieved and what they need to work on.

## Key Stage 2

### Assessment for Learning (Formative Assessment)

The Teacher assesses your children every lesson. Teachers ask challenging questions, they discuss ideas and the concepts they are learning about to check the depth and breadth of understanding. Teachers mark books and give feedback that indicates the next steps to learning. Teachers use assessment information and adjust their planning taking into account the children's learning; additional work may be given to support learning or challenge learners as necessary. Self-assessment is a valuable part of learning and teachers often incorporate this into their plenary sessions. Self-assessment encourages children to identify what they need to improve and set realistic targets for themselves.

### Assessment of Learning (Summative)

Assessment of Learning takes place when children have completed a unit or units of work and the teachers wish to see how much progress has been made. Each Unit of work may last 3-4 weeks. Teachers in Key Stage 2 will assess all children in reading, writing, maths and science at regular intervals throughout the year. All test results will be sent to parents on Educare. Parents are welcome to view the test papers but these must remain in school for the teachers to analyse for planning purposes.

### Cambridge Progression Tests

Cambridge Progression Tests will take place in Years 3, 4, 5 and 6 at the end of the Spring Term or the beginning of the Summer Term depending on when the school holidays are set. The dates will be confirmed on the school calendar during the Autumn term. These tests will cover units of work the children have completed during the year. Children will take Progression tests in English, Maths and Science. The tests are marked by the teachers in school. The marking schemes are rigorously applied and papers are moderated; the results are then uploaded onto the Cambridge website for analysis.

Children are placed into three bands; **Bronze**: working below expected level; **Silver**: working at the expected level for age group and **Gold**: working above the expected level.

The children take these tests as an indicator of the progress they have made in one academic year. The



results of the tests help teachers to understand strengths and weaknesses and help them plan to improve children's performance. **The results will not be used to decide the classes children will be placed in.** The results of the tests will be shared with parents in the end of year reports; there will be an opportunity for you to discuss the results with the teachers. These tests are standardised and give us the opportunity to compare how our students are performing with schools in the UK and Internationally. There will be a parents' meeting in the Spring Term to provide more information about the Cambridge Progression tests.

## Records of Assessment in the Primary School

At ISO we maintain records of children's assessment to be able to provide evidence of the progress the children have made. We also maintain records of assessment to enable us to pass on accurate information to other teachers and other schools when children move on from ISO, and to be able to provide evidence of your child's achievement during parent consultation evenings. Records can be kept in a variety of ways.

- Parents are continuously updated with regards to the progress of their child through Educare, parent teacher consultations and through other meetings where necessary.
- Teachers use a tracking system to record progress and to identify next steps for learning in reading, writing and Maths.
- Annotated plans and planning notes made by class teachers and other adults involved with each child record other important information about the progress of children in the class.
- Profile Folders contain a record of the progress made by children throughout their time at International School of Oradea (Primary).
- The SSS Register (*Student Support Services - formally known as SEN*) and Intervention Trackers ensure that children with identified special educational needs, those children who are not making the expected progress or are excelling are supported appropriately and their needs assessed regularly.
- Pupil Progress Profiles and the tracking information for reading, writing and maths are kept by each class teacher, which is passed on to the receiving teacher at the end of each academic year.

## Curriculum Objectives

### Year 1

#### Term 1:1

### Who Am I?

#### English

**Content:**

Signs, labels, instructions  
Stories with familiar settings

**Skills****Writing**

To hold a pencil comfortably and write with good letter formation (on-going)  
To recognise different kinds of instructions  
Allow children time to read aloud and reflect upon what they have written in groups  
To write simple texts based on those you have read together  
To value children as writers

**Reading**

To develop a sense of themselves as readers of instruction texts  
To develop awareness of analogy as a useful strategy for reading and writing  
To know how to predict the Contents of a book  
To develop a sense of themselves as readers  
To increase familiarity with favourite books  
To know about technical aspects of reading

**Speaking and Listening**

To give instructions  
To retell stories

**Phonics and Spelling**

To be able to hear, read and write all three sounds in single syllable words

## Maths

### **Content:**

Number  
Geometry  
Measure  
Handling data and measures  
Problem Solving

### **Skills and Objectives:**

#### **Number**

To recite numbers in order  
To practice mental strategies for calculations  
To know all number pairs to 10 and record related addition/subtraction facts  
To read and write numerals from 0 to 20  
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  
To use more or less to compare two numbers, and give a number that lies between them  
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

#### **Geometry**

To name and sort common 2D shapes using features such as number of sides, curved or straight edges  
To use shapes to make patterns and models  
Describe simple patterns and relationships involving numbers or shapes; decide whether examples satisfy given conditions  
Visualise and name common 2-D shapes and 3-D solids and describe their features  
Use them to make patterns and pictures

#### **Handling data and Measures**

Learn mathematical vocabulary related to measures of liquid  
Identify less than more than  
Create a bar chart, collect data, make the chart and read information from the chart

#### **Problem Solving**

Solve problems involving counting, adding, subtracting, doubling or halving in the context of numbers, measures or money, for example to 'pay' and 'give change'  
Recognise all coins and work out how to pay an exact sum using smaller coins

## Science

### **Content:**

Ourselves

**Skills and Objectives:**

- To answer questions by collecting evidence through observations
- Ask questions and contribute to discussions about how to seek answers
- Make predictions
- Decide what to do to try to answer a science question
- Explore and observe to collect evidence (measurements and observations) to answer questions
- Suggest ideas and follow instructions
- Record stages in work
- Make comparisons
- Compare what happened with predictions
- Model and communicate ideas in order to share, explain and develop them

**Humans**

- Recognise the similarities and differences between one another
- Recognise and name the main external parts of the body
- Explore how human senses enable humans and other animals to be aware of the world around them

**Geography**

**Content:**

- My Locality
- Field work Skills
- Use maps and plans

**Skills and Objectives:**

- Take digital photographs of my locality and use them back in the classroom to help describe a place
- Take photos of places in school - why/ when do we go there?
- Tell others the things I like and dislike about a place
- Mark on a map of Europe where I live and any other location I know about
- Express my own views about peoples, places and environments

**History**

**Content:**

- Know about things that happened to me in the past

**Skills and Objectives:**

- Use words and phrases such as: last year, when I was younger, when I was a baby, a long time ago

Understand how to put a few events or objects in order of when they happened

I use words and phrases such as: now, yesterday, last week, when I was younger, a long time ago, a very long time ago, before I was born, when my parents/carers were young

## Art and Design

### **Content:**

Investigate the possibilities of a range of materials and processes

Try out tools and techniques, including drawing

Investigate the possibilities of a range of materials and processes

### **Skills and Objectives:**

Use: Clay, play dough, plasticine

Explore and experimented with lots of collage materials

Use ready mixed or powder paints to show my ideas

Paint pictures of what I see

Print by pressing, rolling, rubbing and stamping

Use printing tools like fruits and sponges

## Design Technology

### **Content:**

Make a collage

### **Skills and Objectives:**

Cut materials using scissors

Use pictures and words to describe what I want to do

Think of ideas and with help, can put them into practice

Talk about my ideas

Assemble, join and combine materials

## Computing

### **Content:**

To create a Collage/presentation or album of their work

**Skills and Objectives:**

Name the main computer components

Paint a picture using ICT create a picture using drawing tools type and design a printable document

Present text using a word/photo collage Create a multimedia album/ presentation

**Physical Education**

**Content:**

Games

**Skills and Objectives:**

I copy actions

I repeat and explore skills

I move with some control and care. I can throw a ball underarm

I can roll a ball or a hoop. I can hit a ball with a bat. I can move and stop

I can move to catch or collect. I can throw and kick a ball in different ways

I can talk about what I have done

I can describe what others' have done

I can decide where to stand to make a game difficult for the other

I can describe how my body feels during an activity

I know how to exercise safely by looking for space

**Music**

**Content:**

Exploring Sounds

**Skills and Objectives:**

Use voices to sing songs, chants and rhymes

Rehearse and perform with others

Control pulse, rhythm and pitch

Listen carefully and develop their aural memory

Develop physical response

Recognize different sound sources

Explore different sound sources

Focus their listening

Explore and control musical instruments (tuned and untuned)

Explore expressive use of sounds and use them to illustrate a story

Learn about timbre, dynamics and tempo

Learn Quarter notes and the musical note DO

**PSHE** (*personal, social and Health Education*)

**Content:**

New Beginnings

**Skills and Objectives:**

Listen to people and play nicely

Make a class charter

Say what I like and dislike, what is fair and unfair, and what is right and wrong. (*class/ school rules*)

Share my opinions on things that matter to them and explain their views

Recognise, name and deal with my feelings in a positive way

Agree and follow rules for my group and classroom, and understand how rules help me

Think about myself, learn from my experiences and recognise what I am good at

Set simple goals

Know how to help someone who is sad or scared

Discuss what we like about ISO

Begin to understand why changes happen

**Term 1:2**

Toys

English

**Content:**

Signs, labels, instructions  
Simple rhymes  
Non-chronological reports and dictionaries

**Skills and Objectives:**

**Writing**

Write simple texts based on those you have read together  
Value children as writers  
Write simple texts based on those that have been read together

**Reading**

Join in with the reading of simple repetitive rhymes and poems  
Know about technical aspects of reading  
Share and enjoy rhymes  
Predict the Contents of a book  
Develop a sense of themselves as readers  
Value children as readers

**Speaking and Listening**

Become familiar with different ways of retelling a familiar tale  
Tell stories

**Phonics and Spelling**

To be able to hear, read and write all three sounds in single syllable words  
To develop awareness of analogy as a useful strategy for reading and writing  
To begin to learn consonant clusters in initial and final position in CCVC words

**Maths**

**Content:**

Number and Problem Solving  
Measure and Problem Solving  
Geometry and Problem Solving

**Skills and Objectives:**

**Number**

Recite numbers in order  
Read and write numerals from 0 to 20  
Count objects up to 20, recognising conservation of numbers  
Begin partitioning two digit numbers into tens and ones and reverse  
Use more or less to compare two numbers, and give a number which lies between them  
Order numbers to at least 20, positioning on a number track; using ordinal numbers  
Calculation (Mental strategies)  
Know all number pairs to 10 and record the related addition/subtraction facts



Begin to know number pairs to 6,7,8,9,10

Calculations (addition and subtraction)

Understand addition as counting on and combining two sets; record related addition sentences

Understand subtraction as counting back and 'take away'; record related subtraction sentences

Add/subtract a single digit number by counting on/back

Count on in twos, beginning to recognise odd/even numbers to 20 as every other number

Begin to recognise multiples of 2 ( and 10)

Identify simple relationships between numbers and shapes, eg this number is 10 bigger than that number

### **Geometry**

Name and sort common 3D shapes (e.g. Cube, cuboid, cylinder, cone and sphere) using features such as number of faces, flat and curved faces. Use them to make patterns and models

Use everyday language of direction and distance to describe movement of objects

Identify simple relationships between numbers and shapes, e.g. this number is 10 bigger than that number

Recognise basic line symmetry

### **Handling data and Measures**

Measure (money)

Recognise all coins and work out how to pay an exact sum using smaller coins

Make a sensible estimate of a calculation and consider whether an answer is reasonable

Measure (Time)

Read the time to the hour (o'clock) and know key times of the day to the nearest hour

Measures (length, Mass and Capacity)

Estimate and compare capacities by direct comparison, then by using non-standard units

Compare weights by direct comparison, then by using uniform non-standard units

Use comparative language, e.g. heavier, lighter

### **Problem Solving**

Solve simple word problems and represent it with objects

Choose appropriate strategies to carry out calculations, explaining working out

Explore number problems and puzzles

## **Science**

### **Content:**

Forces -pushing and pulling

### **Skills and Objectives:**

Answer questions by collecting evidence through observation

Ask questions and contribute to discussions about how to seek answers

Make predictions

Decide what to do to try to answer a science question

Obtain and present evidence : Explore and observe in order to collect evidence (measurements and observations) to answer questions

Suggest ideas and follow instructions

Record stages in work

Consider evidence and approach: Make comparisons

Compare what happened with predictions

Model and communicate ideas in order to share, explain and develop them

Explore, talk about and describe the movement of familiar things

Recognise that both pushes and pulls are forces

Recognise that when things speed up, slow down or change direction there is a cause

## Geography

### **Content:**

To make a Map

### **Skills and Objectives:**

Use different techniques to describe different places

Ask my toy to describe a place, what he likes and dislikes about it

Use words and pictures to describe my environment

List things that I like or dislike about a place

Describe my school

Ask geographical questions

Talk about my country

Express my own views about other people places and environments

## History

### **Content:**

To Begin to understand the concept of past and present.

To compare my toys with toys my parents and grandparents played with

### **Skills and Objectives:**

Understand the difference about things that happened in the past and the present

Know about things that happened to me in the past

Put a few events in order of when they happened

Use words such as: now and yesterday, when I was a baby.... ,long time ago

## Art and Design

### **Content:**

To design and draw toys from the past, present and future

### **Skills and Objectives:**

Use thick and thin brushes

Use ready mixed or powder paints to show my ideas

Paint pictures of what I see

Explore materials and processes used in making art, craft and design

Colour in neatly, following the lines very carefully

Use: paste, glue and other adhesives

Cut materials

Follow safe procedures for food safety and hygiene

Describe what I think about my own and others' work

Use play dough and plasticine

Describe and draw the shapes I see

## Design Technology

### **Content:**

To design and make a toy

### **Skills and Objectives:**

Design and make images and artefacts that communicate observations, ideas and feelings by using a variety of methods

Think of ideas and with help, can put them into practice

Know the features of familiar products

Use pictures and words to describe what I want to do

Draw lines of different shape

Sort and arrange collage materials for a purpose

Use pictures and words to describe what I want to do

Think ahead of the order of my work

Clarify my ideas using labels

Measure cut out and mark different materials

Use scissors, pencils and brushes

## Computing

**Content:**

Programmable Toys – Bee Bot

**Skills and Objectives:**

Control and program toys to follow a route by giving instructions

Control and explore computer simulations

Information Technology

Paint a picture using ICT

Create a picture using drawing tools

## Physical Education

**Content:**

Travelling/stretching/gymnastics

Acquiring and developing Skills

Selecting and applying skills, tactics and compositional ideas

Evaluating performance

**Skills and Objectives:**

Show control and co-ordination when travelling or balancing

Choose which actions to make

Copy sequences and repeat them

Perform a forward and log roll

Travel in different ways

Balance

Climb safely

Stretch my body

Curl my body

Describe what they have done

Observe, describe and copy what others' have done

Use what they have learnt to improve the quality and control of my work

Handle objects such as hoops& ribbons

## Music

**Content:**

Exploring Duration

**Skills and Objectives:**

To make sounds of different durations on pitched/ unpitched percussion  
Explore long and short sounds on classroom instruments  
Perform long/short sounds in response to symbols  
Recognise long/ short sounds in music  
Identify the long and short sounds while listening to music  
Quarter notes, eight notes and DO  
How to combine long and short sounds to fit in with a steady pulse  
Create long and short sounds on instruments  
How to use instruments to make sequences of long and short sounds  
Create a sequence of long and short sounds

**PSHE** (*personal, social and Health Education*)

**Content:**

Dealing with difficult situations including change

**Skills and Objectives:**

Take part in a discussion with one person or the whole class  
Take part in simple debate  
Agree and follow rules within my class  
Recognise the difference between right and wrong  
Recognise choices I can make  
Know that I belong to a community of people  
Realise that people have different needs  
Changes in nature  
Changes in my appearance  
Things that make us sad  
Feelings if you have been through changes  
How to change behaviour for the better  
Things in school we find difficult  
What I want to be when I grow up

## Term 2:1

### Houses and Homes

#### English

#### **Content:**

Non-chronological reports and dictionaries  
Simple rhymes

#### **Skills and Objectives:**

##### **Writing**

Write for a purpose using some basic features of text type  
Write simple information texts with labels, captions, lists, questions and instructions for a purpose  
Know that a capital letter is used for I, for proper nouns and for the start of a sentence  
Mark some sentence endings with a full stop  
Record answers to questions, e.g. as lists, charts  
Develop a comfortable and efficient pencil grip  
Form letters correctly  
Write sentence-like structures which may be joined by **and** and **next**  
Write sentence-like structures which may be joined by 'and'  
Write simple texts based on those you have read together  
Value children as writers  
Compose and write a simple sentence with a capital letter and a full stop  
Use relevant vocabulary

##### **Reading**

Pause at full stops when reading  
Identify sentences in a text  
Develop awareness of analogy as a useful strategy for reading and writing  
Use phonic knowledge to read decodable words and to attempt to sound out some elements of unfamiliar words  
Join in with the reading of simple repetitive rhymes and poems  
Learn and recite simple poems  
Join in and extend rhymes and refrains, playing with language patterns  
Know about technical aspects of reading  
Identify sentences in a text  
Share and join in rhymes  
Know that in English, print is read from left to right and top to bottom

##### **Speaking and Listening**

Speak clearly and choose words carefully to express feelings and ideas when speaking of matters of immediate interest

Converse audibly with friends, teachers and other adults

Show some awareness of the listener through non-verbal communication

Answer questions and explain further when asked

Speak confidently to a group to share an experience

Take turns in speaking

Listen to others and respond appropriately

Listen carefully to questions and instructions

### **Phonics, Spellings and Vocabulary**

Begin to learn common spellings of long vowel phonemes, e.g. 'ee', 'ai', 'oo'.

Use knowledge of sounds to write simple regular words, and to attempt other words

Spell familiar common words accurately, drawing on sight vocabulary

To hear, read and write all three sounds in single syllable words

Read a range of common words on sight

Know that a capital letter is used for I, for proper nouns and for the start of a sentence

## **Maths**

### **Content:**

Number and Problem Solving

Handling Data and Problem Solving

Measure and Problem Solving

### **Skills and Objectives:**

#### **Number and Number System**

Find two more or less than a number to 20, recording the jumps on a number line

Understand addition as counting on and combining two sets; record related addition sentences

Understand subtraction as counting back and 'take away'; record related subtraction sentences

Begin to use the +, – and = signs to record calculations in number sentences

Within the range 0 to 30, say the number that is 1 or 10 more or less than any given number

Use the = sign to represent equality

Begin partitioning two-digit numbers into tens and ones and reverse

Relate counting on and back in tens to finding 10 more/less than a number (< 100)

Understand that changing the order of addition does not change the total

Add a pair of numbers by putting the larger number first and counting on

Begin to add single- and two-digit numbers

#### **Measure (Time)**

Begin to understand and use some units of time, e.g. minutes, hours, days

Read the time to the hour (o'clock) and know key times of day to the nearest hour

Order the days of the week and other familiar events

**Organising, categorising and representing data**

Answer a question by sorting and organising data or objects in a variety of ways, e.g. using block graphs and pictograms with practical resources

Discuss the results in lists and tables with practical resources

Discuss the results in Venn or Carroll diagrams giving different criteria for grouping the same objects

**Problem Solving**

Explore number problems and puzzles

Solve simple word problems and represent it with objects

Decide to add or subtract to solve a simple word problem (oral), and represent it with objects

Choose appropriate strategies to carry out calculations, explaining working out

**Science**

**Content:**

Materials and their properties

**Skills and Objectives:**

To investigate materials and their properties

Answer questions by collecting evidence through observation

Ask questions and contribute to discussions about how to seek answers

Make predictions

Decide what to do to try to answer a science question

Explore and observe in order to collect evidence (measurements and observations) to answer questions

Suggest ideas and follow instructions

Record stages in work

Make comparisons

Compare what happened with predictions

Model and communicate ideas in order to share, explain and develop them

**History**

**Content:**

Find out how homes have changed

**Skills and Objectives:**

Select from their knowledge of history and communicate in a variety of ways

Use timelines to order homes (e.g. cave to new houses)



Place events and objects in chronological order  
Understand the difference between old homes and new homes  
Ask and answer questions about the past  
Look at pictures from the past and ask, "What were people doing?"  
Look at objects from the past and ask "What were they used for?" and try to answer  
Look at kitchen appliances and compare  
Recognise why people did things, why events happened and what happened as a result  
Find out some facts about people long ago  
Identify differences between ways of life at different times  
Say why people may have acted as they did

### Art and Design

**Content:**

Draw a house  
Print with a variety of techniques onto paper and fabric

**Skills and Objectives:**

Investigate the possibilities of a range of materials and processes  
I can draw lines of different shapes and thickness  
Use printing tools such as fruit, vegetables and sponges  
Experiment with different tools and techniques including drawing  
Explore differences and similarities in the work of artists, craftspeople and designers in different times and cultures  
I can say how an artist has used colour

### Design Technology

**Content:**

Create a patch work blanket for an old home

**Skills and Objectives:**

Assemble join and combine materials  
I can join fabrics using glue  
Measure, mark out cut and shape  
Measure, mark out and cut fabric  
Explore the sensory qualities of materials  
Describe textiles by the way they feel  
Make a product from textiles

## Computing

### **Content:**

Drawing and labeling the house components

Describing a house

### **Skills and Objectives:**

Control and explore computer simulations

Paint a picture using ICT

Create a picture using drawing tools

Research a topic on the world wide web

Use technology purposefully to create, to store, and to retrieve digital Content:

Type and design a printable document

## Physical Education

### **Content:**

Dance - Explore how to move like various animals - Perform a taught dance or movement sequence like an animal then apply their own ideas to develop creative movement and analyse each other's dances/movement

### **Skills and Objectives:**

Explore movement ideas and respond imaginatively to a range of stimuli

Explore traveling patterns on music & use different parts of the body to respond to stimuli

Copy and remember simple actions

Perform some dance moves

Put moves together to make a short dance

Show rhythm in my dance

Choose the best movements to show different ideas

Move carefully with control

Use space safely

Talk about what I have done

Describe what others' have done

Describe how my body feels during an activity

Know how to exercise safely by looking for space

Acquire and develop skills

Select and Apply skills, tactics and compositional ideas

Evaluating and improving performance

Describe what they have done

Observe, describe and copy what others' have done  
Use what they have learnt to improve the quality and control of their work

## Music

### **Content:**

Exploring pulse and rhythm  
Duration and pitch  
Quarter notes, Eight notes and DO

### **Skills and Objectives:**

Understand what is meant by pulse or steady beat  
Identify the pulse in different pieces of music  
Understand what is meant by rhythm  
Identify the rhythm of the words  
Learn how to combine pulse and rhythm  
Perform rhythm to a given pulse  
Practice, recall and copying rhythmic patterns  
Recall and perform rhythmic patterns a steady pulse  
Practice creating rhythmic patterns based on words and phrases  
Begin to internalize and create rhythmic patterns  
Use pulse and rhythm to create an accompaniment for a song  
Accompany a song by clapping or playing the pulse or rhythm

## PSHE (*personal, social and Health Education*)

### **Content:**

Friendship and Bullying

### **Skills and Objectives:**

Talk about why I am friends with the children in my class  
Who are our friends  
What makes a good friend  
Anti-Bullying See it Stop it campaign  
Feelings if you have been bullied  
What to do if someone calls you names or hurts you  
Show respect by listening well to others  
Work sensibly with my friends

## Term 2:2

### Dinosaurs

#### English

**Content:**

Fantasy Stories

**Skills and Objectives:**

**Writing**

Hold a pencil comfortably and write with good letter formation

Write simple texts based on those you have read together

Value children as writers

**Reading**

Develop a sense of themselves as readers

Predict the Contents of a book

Develop awareness of analogy as a useful strategy for reading and writing

**Speaking and Listening**

Retell stories

**Phonics, Spellings and Vocabulary**

Hear all three phonemes in a Consonant Vowel Consonant (CVC) word with a long vowel phoneme and

Recognise some of the letter patterns which commonly represent the long vowel phoneme

Know that one phoneme can be represented by two or more letters

#### Maths

**Content:**

Number and Number System

Measure

Handling Data

Problem solving

**Skills and Objectives:**

**Number and Number System**

- Begin partitioning two-digit numbers into tens and ones and reverse
- Find halves of small numbers and shapes by folding, and recognise which shapes are halved
- Double any single-digit number
- Find halves of even numbers of objects up to 10
- Share numbers to 10 to find which are even and which are odd
- Share objects into two equal groups in a context
- Find near doubles using doubles already known, e.g.  $5 + 6$

**Measure**

- Money
  - Recognise all coins and work out how to pay an exact sum using smaller coins.
- Length, mass and capacity
  - Compare lengths and weights by direct comparison, then by using uniform non-standard units.
  - Estimate and compare capacities by direct comparison, then by using uniform non-standard units.
  - Use comparative language, e.g. longer, shorter, heavier, and lighter

**Handling Data**

- Organising, categorising and representing data
- Answer a question by sorting and organising data or objects in a variety of ways: block graphs and pictograms with practical resources
- Discuss the results in lists and tables with practical resources
- Discussing the results in Venn or Carroll diagrams giving different criteria for grouping the same objects

**Problem solving**

- Describe and continue patterns such as count on and back in tens, e.g. 90, 80, 70
- Identify simple relationships between numbers and shapes, e.g. this number is ten bigger than that number
- Choose appropriate strategies to carry out calculations, explaining working out

**Science**

**Content:**

Growing Plants

**Skills and Objectives:**

- Ask questions and contribute to discussions about how to seek answers.
- Make predictions
- Decide what to do to try to answer a science question
- Explore and observe in order to collect evidence (measurements and observations) to answer questions
- Suggest ideas and follow instructions
- Record stages in work
- Name the major parts of a plant, looking at real plants and models
- Explore how seeds grow into flowering plants
- Know that plants need light and water to grow

## History

**Content:**

Dinosaurs

**Skills and Objectives:**

Use common words and phrases about the passing of time

Use words and phrases such as: now, yesterday, last week, when I was younger, a long time ago, a very long time ago, before I was born

Identify different ways in which the past is represented

I have looked at books to help me find out about the past

Identify different ways in which the past is represented

I have looked at books to help me find out about the past

## Art and Design

**Content:**

Explore the dinosaur theme through different media – pencil, paint, print and collage

**Skills and Objectives::**

Investigate the possibilities of a range of materials and processes

Draw lines of different shapes and thickness

Represent observations, ideas and feelings, and design and make images and artefacts

Make my own printing blocks e.g. string patterns or plasticine shapes

Investigate the possibilities of a range of materials and processes

use clay, dough, plasticine

Represent observations, ideas and feelings, and design and make images and artefacts

Make shapes from rolled up paper, straws, paper and card

Record from first-hand evidence, experience and imagination

Respond to ideas and starting points

## Food and Nutrition/ Design Technology

**Content:**

Bake Dinosaur Biscuits

**Skills and Objectives::**

Explore the sensory qualities of materials

Follow safe procedures for food safety and hygiene

Use a mixing bowl to prepare a mixture  
Know that I have to wash my hands and keep work surfaces clean when preparing food  
Measure, mark out, cut and shape

## Computing

### **Content:**

Group and classify (dinosaurs, animals)  
Create charts

### **Skills and Objectives:**

Creating a presentation on a topic: Dinosaurs (pictures from the Internet and children's drawings)  
Use technology purposefully to create digital Content  
Use technology purposefully to store digital Content  
Use technology purposefully to retrieve digital Content

## Physical Education

### **Content:**

Gymnastics

### **Skills and Objectives:**

To explore gymnastic actions and still shapes  
To be able to stretch different parts of the body using a simple routine  
Describe what they have done  
Observe, describe and copy what others' have done  
Use what they have learnt to improve the quality and control of their work  
Know how important it is to be active  
Recognise and describe how their bodies feel during different activities  
Know how to exercise safely by looking for space  
Show control and co-ordination when travelling or balancing  
Choose which actions to make  
Copy sequences and repeat them  
Be able to roll and travel in lots of ways; balance, climb safely and stretch and curl my body  
Link and combine gymnastics shapes and actions creating a short routine  
Learn basic movements of skipping the rope

## Music

### **Content:**

Exploring Pitch

### **Skills and Objectives:**

What is meant by pitch?

Follow pitch movement with their hands and use high, low and middle voices

How to control the pitch of the voice

Sing a melody accurately finding own pitch

Respond to changes in pitch

Move up or down following changes in pitch

Relate sounds to symbols

Play and sing phrases from rhythm notation

Learn how pitch can be used to describe action

Create and choose sounds in response to a given stimulus

Musical notation: Quarter notes, Eight notes and DO, RE

## PSHE (*personal, social and Health Education*)

### **Content:**

Active Member of Society

### **Skills and Objectives::**

Refreshing and recap on school rules

Right and wrong

Looking after pets

Different groups we belong to

How animal charities help animals

Different types of money (Enterprise Day)



## Term 3

### Places We Go On Holiday

#### English

**Content:**

Poems and Rhymes with similar themes  
Information texts including recounts

**Skills and Objectives:**

**Writing:**

Value children as writers  
Write simple texts based on those you have read together  
Recount their own experiences

**Reading:**

Develop awareness of analogy as a useful strategy for reading and writing  
Develop a sense of themselves as readers

**Speaking and Listening:**

Recite poems and rhymes

**Phonics, Spellings and Vocabulary:**

Hear all three phonemes in a CVC word (with a long vowel phoneme) and to recognise some of the letter patterns which commonly represent the long vowel phoneme  
Know that one phoneme can be represented by two or more letters

#### Maths

**Content:**

Number  
Measure  
Problem Solving

**Skills and Objectives:**

**Number and Number System**

Explore number problems and puzzles  
Check the answer to an addition by adding the numbers in a different order  
Check the answer to a subtraction by adding the answer to the smaller number in the question.  
Describe and continue patterns such as count on and back in tens, e.g. 90, 80, 70

Identify simple relationships between numbers and shapes, e.g. this number is ten bigger than that number

Share objects into two equal groups in a context

Begin using pairs to 10 to bridge 10 when adding/subtracting, e.g.  $8 + 3$ , add 2, then 1

Find near doubles using doubles already known

Recognise the use of a sign represent an unknown e.g.  $6 + \square = 10$

Know the months of the year

### **Measure**

Estimate, measure and compare lengths, weights and capacities, choosing and using suitable uniform non-standard and standard units and appropriate measuring instruments

Begin and understand some units of time such as minutes, days, hours, days, weeks, months

Understand and use in context link to daily routines and activities

Measure what you can do in 1 minute? How many jumps? How many times can you write your name?

Read the time of the hour and know key times of the day

Estimate and compare capacities by direct comparison then by using uniform or non-standard units

Use comparative language longer and shorter, heavier and lighter

Compare weights and length by direct comparison

Use scales and balances

### **Handling Data**

Answer a question by sorting and organising data or objects in a variety of ways, e.g.

Answer a question by collecting and recording data in lists and tables, and representing it as block graphs and pictograms to show results

Use Carroll and Venn diagrams to sort numbers or objects using one criterion; begin to sort numbers and objects using two criteria; explain choices using appropriate language, including 'not'

## **Science**

### **Content:**

Making Sounds

Living and Growing

### **Skills and Objectives:**

Ideas and evidence

Ask questions and contribute to discussions about how to seek answers

Make predictions

To answer questions by collecting evidence through observations

Plan investigation work

Decide what to do to try to answer a science question

Obtain and present evidence

Explore and observe in order to collect evidence (measurements and observations) to answer questions

Suggest ideas and follow instructions

Record stages in work

Consider evidence and approach

Make comparisons

Compare what happened with predictions  
Model and communicate ideas in order to share, explain and develop them  
Living and growing  
Know animals or plants are living things  
Know that there are living things and things that have never been alive  
Explore ways that different animals and plants inhabit local environments  
Know about the need for a healthy diet including the right types of food and water  
Know that humans and other animals produce offspring which grow into adults  
Making Sounds  
Identify, many sources of sound  
Recognise that as sound travels from a source it becomes fainter  
Know that we hear when sound enters our ear

## Geography

### **Content:**

Where we go on Holiday

### **Skills and Objectives:**

Express own views about people, places and environments  
Use globes maps and plans  
Mark on a map of the world, Romania, My country of birth and any other locations I have discussed in class  
Mark on a map of the world my country of birth and any other locations discussed in class  
Recognise how places are linked to other places in the world  
Know that paths, roads, air and sea link places to others  
Communicate in different ways  
Use words, pictures, bar charts and pictograms to help me describe places  
Use geographical language  
Describe places using geography words such as physical and human  
Ask geographical questions  
Ask what is this place (Antarctica) like?  
Make maps and plans  
Make drawings of an area I am finding out about  
Identify and describe what places are like using words and phrases such as built up, noisy, busy, quiet, farm land, hills, streets, roads, woods and coastline  
Say what types of buildings are in a place (houses, shops, offices, flats, farm buildings etc.)  
Tell others the things I like and dislike about a place  
Use secondary sources of information.  
Use books, stories and other information to find out about places  
Recognise how places compare with other places  
Say how a place is like another place

## Art and Design

**Content:**

Holiday pictures  
Design a postcard

**Skills and Objectives:**

Try out tools and techniques, including drawing  
Investigate the possibilities of a range of materials and processes  
Sort and arrange collage materials for a purpose. and draw with crayons and pencils (items you might take on holiday)  
Represent observations, ideas and feelings and design and make images  
Sort and arrange collage materials for a purpose

## Computing

**Content:**

Multi media presentations  
Programming

**Skills and Objectives:**

Create a presentation on a topic: Places to visit on holiday (pictures from the Internet and children's drawings)  
Espresso coding activities  
Understand what algorithms are  
Create simple programs

## Physical Education

**Content:**

Games

**Skills and Objectives:**

Describe what they have done  
Observe, describe and copy what others' have done  
Use what they have learnt to improve the quality and control of their work  
How important it is to be active

Recognise and describe how their bodies feel during different activities  
Be confident and safe in the spaces used to play games  
Improve throwing and catching different objects (different sized balls, bean bags)  
Learn and apply simple game's rules and work together as a team  
Show control and co-ordination when travelling or balancing  
Choose which actions to make  
Be confident and safe in the spaces used to play games  
Improve throwing and catching different objects (different sized balls, bean bags)  
Learn and apply simple game's rules and work together as a team

## Music

### **Content:**

Exploring instruments and symbols  
Exploring timbre, tempo and dynamics  
Music theory – THE Quarter REST, Quarter notes, Eight notes  
Musical notes – DO, RE

### **Skills and Objectives:**

Learn about musical instruments and how they are played  
Identify instruments and the way their sound can be changed  
Identify how sounds can be changed and respond to these changes by movement  
Identify different sounds by matching movements to given sounds  
Learn about descriptive sounds and music  
Sing songs expressively  
Create music that describes images  
Learn how words can describe sounds  
Learn about sound sources  
Identify and use descriptive words to create sound pictures  
Select appropriate instruments, choose and combine sounds carefully  
Learn to create a class composition, combining layers of sounds within simple structures  
Contribute ideas and control sounds as part of a class composition and performance  
THE Quarter REST, Quarter notes, Eight notes and DO, RE

## PSHE (*personal, social and Health Education*)

### **Content:**

Personal Well being

### **Skills and Objectives:**

To find and match mother and babies eg cow/calf, lamb sheep

Who we are and where we come from (Family trees)

Similarities between their families and others

Healthy lifestyles

What should I eat?

What's in the bathroom cabinet? How to stay safe with medicines

Relationships with teachers, friends and parents

Taking responsibility for your own actions