



Straits International School. Year 1 Long Term Plan

Year 1

Subject	Autumn		Spring		Summer	
	1 st half term	2 nd half term	1 st half term	2 nd half term	1 st half term	2 nd half term
English	<u>Playing with friends</u> (fiction) Skills covered: retelling orally and verbally stories; comprehension; sequencing language Assessment points: Reading and writing present tense sentences– wk 4 <u>Rhyme time</u> Skills covered: number rhymes; performing to an audience; adjectives and verbs in poems Assessment points: rhyming/phonics task - wk 6	<u>Finding out and making</u> (non-fiction) Skills covered: explore labels and signs; instructional language; recipes Assessment points: write an instructional text – wk8 <u>10 things I can do to help the world</u> (non-fiction) Skills covered: know that information can be retrieved from a variety of sources Assessment points: produce a poster – wk 3	<u>Joining-in stories</u> (fiction) Skills covered: retelling a story and reading aloud; sharing ideas; re-enact a story using puppets; character speech bubbles; anticipating stages of a story Assessment points: cloze reading task of story – wk 2 <u>Rhyme time 2</u> Skills covered: reading with rhythm; brainstorming rhyming words. Assessment points: rhyming-phonics poem – wk 4	<u>Reading to find out</u> (non-fiction) Skills covered: explore physical parts of information texts; mind maps of topics Assessment points: write an animal report – wk 3 <u>The Leopard's Drum</u> Skills covered: to use talk, actions and objects to recall the story Assessment points: complete a scene using speech bubbles – wk 6	<u>Make-believe stories</u> (fiction) Skills covered: verbs, nouns and adjectives used in stories; extended comprehension; retelling and predicting; hypothesising Assessment points: cloze reading task – wk 3 <u>Things that have happened</u> (non-fiction) Skills covered: diary-timetable-postcard formats; past tenses to recount; sequencing language Assessment points: write a postcard – wk6	<u>Beegu</u> (fiction) Skills covered: explore narrative setting, plot and characters Assessment points: produce a storyboard – wk 4 <u>Poems and Rhymes on a theme</u> Skills covered: rhyming pairs; comparing poems; poems focusing on the senses Assessment points: write a descriptive poem using senses – wk8



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Mathe matics	<p><u>Numbers and Counting</u></p> <p>Skills covered: to count objects using rhymes and actions; to read and write numbers</p> <p>Assessment points: End of Unit review test – wk 3</p>	<p><u>Numbers Pairs</u></p> <p>Skills covered: to know number pairs from 6-10</p> <p>Assessment points: End of Unit review test – wk 10</p>	<p><u>Number</u></p> <p>Skills covered: order and sequence numbers To combine and take away numbers with a number line</p> <p>Assessment points: End of Unit review test – wk 3</p>	<p><u>Time</u></p> <p>Skills covered: to order events; to know days of the week; to tell the time</p> <p>Assessment points: End of Unit review test, on-going AFL</p>	<p><u>Measures</u></p> <p>Skills covered: to measure length and weight; to estimate capacity; to compare and describe</p> <p>Assessment points: End of Unit review test – wk 3</p>	<p><u>Handling Data</u></p> <p>Skills covered: to use block graphs; to read pictograms, lists, tables, Venn and Carrol diagrams</p> <p>Assessment points: Producing a graph - wk 10</p>
	<p><u>Exploring Numbers</u></p> <p>Skills covered: to distinguish tens from units; to order numbers</p> <p>Assessment points: End of Unit review test – wk 7</p>	<p><u>Addition</u></p> <p>Skills covered: to combine sets; to count on</p> <p>Assessment points: End of Unit review test – wk 14</p>	<p><u>Money</u></p> <p>Skills covered: Recognise coins and work out how to pay a small sum using exact coins.</p> <p>Assessment points: End of Unit review test – wk 6</p> <p><u>Measures</u></p> <p>Skills covered: Measure using non-standard and standard apparatus, solve word problems that involve measures</p>	<p><u>Handling Data</u></p> <p>Skills covered: to use block graphs; to read pictograms, lists, tables, Venn and Carrol diagrams</p> <p>Assessment points: Ongoing AFL, end of unit review test</p>	<p><u>Naming and sorting 2D and 3D shapes</u></p> <p>Skills covered: to know basic 2D and 3D shapes; to find the symmetry; to work with positions and movement</p> <p>Assessment points: End of Unit review test – wk 5</p>	



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			<p>Assessment points: End of Unit review test – Formative AFL through Qs, learning pit</p>			
Science	<p><u>Ourselves and other Animals</u></p> <p>Skills covered: to know about the need for a healthy diet; to identify and locate different parts of their body; to use observations to describe humans and animals</p> <p>Assessment points: create a 3D healthy eating plate – wk 3; end of unit Assessment in workbook – wk 7</p>	<p><u>Growing Plants</u></p> <p>Skills covered: to explore the conditions plants need for growth; to record the stages of plant growth; to follow instructions</p> <p>Assessment points: label parts of a plant – wk 10; end of unit Assessment in workbook - wk 14</p>	<p><u>Sorting and Using Materials</u></p> <p>Skills covered: to name some common materials; to suggest how to test an idea; to communicate using appropriate terms to describe materials</p> <p>Assessment points: create a venn diagram – wk 3; end of unit Assessment in workbook – wk 6</p>	<p><u>Forces</u></p> <p>Skills covered: to observe and describe movements objects make; to make measurements of length and compare these</p> <p>Assessment points: conduct an experiment to test a prediction – wk 9; end of unit Assessment in workbook - wk 12</p>	<p><u>Sound</u></p> <p>Skills covered: to recognise and describe many sounds; to interpret data in simple charts; to describe how sounds relate to animals or feelings</p> <p>Assessment points: conduct an experiment on sound and distance and present results on a simple chart – wk 5</p>	<p><u>Sound continued</u></p> <p>Skills covered: to relate the sense of hearing to their ears; to make and record observations of sounds; to make simple comparisons</p> <p>Assessment points: end of unit Assessment in workbook – wk 10</p>
Humanities	<p><u>Family History</u></p> <p>Skills covered: to use extended family vocabulary; to discuss family values</p> <p>Assessment points: presenting a family tree – wk 3; creating a family crest - wk 7</p>	<p><u>My school</u></p> <p>Skills covered: to know the various duties of staff around the school; to interview staff members</p> <p>Assessment points: present a report of an interview – wk 10; project to design an ideal school playground – wk 14</p>	<p><u>History: Where do and did the wheels on the bus go?</u></p> <p>Skills covered: Begin to develop an awareness of the past and the ways in which it is similar to and different from the present. How many different ways could you travel around our country</p>	<p><u>Geography: Where do the leaves and animals go in Winter in some countries?</u></p> <p>Skills covered: identify daily and seasonal weather patterns; use resources like atlases, information texts and the internet to research; identify key geographical features; use vocabulary relating</p>	<p><u>History: Toys, Old and New</u></p> <p>Skills covered: to look at the history of toys and games; to explore history of teddy bears, dolls and games</p> <p>Assessment points: place items onto a timeline – wk 3 create a toy catalogue – wk 6</p>	<p><u>Geography: Toys and games, around the world</u></p> <p>Skills covered: to recognise the changes in materials and technology in toys; to explore toys and games from other cultures</p> <p>Assessment points: collaborate and present a new game/toy – wk 9</p>



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			<p>Has it always been easy to travel around our country? Discuss how things were different in the past.</p> <p>Assessment points Time capsule task comparing transport now and transport in the past.</p>	<p>to weather</p> <p>Assessment points: create a booklet - wk 7; present a weather forecast - wk 9</p>		
Computer Science	<p><u>E-Safety and Edmodo</u></p> <p>Skills covered: Join Edmodo and relevant groups. Understand how to use Edmodo. Research on the internet safely.</p> <p>Assessment points: Join all Edmodo groups. Mastery model</p>	<p><u>Keyboard awareness</u></p> <p>Skills covered: Introduction to the keyboard home row keys. Practice typing using the 'Rapid Type' program.</p> <p>Assessment points: Written test on PC components, command buttons and typing.</p>	<p><u>Paint</u></p> <p>Skills covered: Using the paint programme, get to know the functions using colour, text box, shapes and 'paint fill'.</p> <p>Assessment points: Create a scene using the program with independence. Mastery model</p>	<p><u>Coding</u></p> <p>Skills covered: Using a coding program to provide commands and prompts to move an object; generating multi-step instructions successfully.</p> <p>Assessment points: Advancing in the coding program, Mastery model</p>	<p><u>Powerpoint</u></p> <p>Skills covered: Using Powerpoint to create posters; get to know the functions using colour, text box, resizing and 'copy' and 'paste'.</p> <p>Assessment points: Create a scene using the program with independence. Mastery model</p>	<p><u>Research</u></p> <p>Skills covered: Using search engines for information; refining searches and 'googling' efficiently.</p> <p>Assessment points: Complete a project to create an information booklet, Mastery model</p>
PSHE/ Moral	<p><u>New Beginnings</u></p> <p>Skills covered: To understand how we can make a positive start to our school year and make changes and create our own new</p>	<p><u>Taking Part and Making Choices</u></p> <p>Skills covered: to understand what's involved in effective listening; taking turns in discussions. To</p>	<p><u>Animals and us</u></p> <p>Skills covered: to learn that all animals and humans have needs; learning that humans have a responsibility for</p>	<p><u>People who help us</u></p> <p>Skills covered: to learn about the roles of people in the community who help them; to identify and describing people who</p>	<p><u>Living in a diverse world</u></p> <p>Skills covered: to recognise and show respect for similarities and differences; to develop strategies to deal with teasing and</p>	<p><u>Healthy eating</u></p> <p>Skills covered: Know about the effects of being unhealthy. Create a Venn diagram with different foods.</p>



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	beginnings.	recognise that they can make choices and understand the consequences; learning about rights and responsibilities.	animals. Create a basic food chain	can help them.	bullying	
Islamic Studies	<p><u>Pillar Of Islam & Iman</u> Shahada: Faith. sincerely reciting the Muslim profession of faith</p> <p>Pillar of Iman : Belief in Allah, The Only God.</p> <p>Skills covered: Thinking, reading, writing, listening, speaking</p> <p>Assessment points: Recite & memorise the pillars</p>	<p><u>Angel (Malaikat) in Islam</u> 1) Jibril- To deliver the Divine Revelations from Allah (Subhanahu wa Ta'ala) to His chosen Messengers from among the</p> <p>2) Mikail,-To manage man's mundane necessities, bring forth rain and oversee the cultivation of crops.</p> <p>Skills covered: Thinking, reading, writing, listening, speaking</p> <p>Assessment points: Verbal evaluation of sated Angel/ Malaikat in Islam</p>	<p><u>Muhammad Becomes a Prophet</u> Introduction to who is Muhammad. Muhammad is the prophet of islam because the Quran is about Muhammad's revelations as told to him by god.</p> <p>Skills covered: Thinking, reading, writing, listening, speaking</p> <p>Assessment points: Verbal evaluation of the introduction of prophet Muhammad</p>	<p><u>I love Solah</u> The introduction of Solah. Salat is the obligatory Muslim prayers, performed five times each day by Muslims. It is the second Pillar of Islam. God ordered Muslims to pray at five set times a day</p> <p>Skills covered: Thinking, reading, writing, listening speaking</p> <p>Assessment points: Verbal evaluation of solah</p>	<p><u>Eid Mubarak</u> The introduction of Eid Mubarak. means "celebration", and Mubarak means "blessed". In the social sense, people usually celebrate Eid al-Fitr after Ramadan and Eid-al-Adha in the month of Dhul Haj (12th and Final Islamic month).</p> <p>Skills covered: Thinking, reading, writing, listening, speaking</p> <p>Assessment points: Preparing Eid Mubarak greeting card</p>	<p><u>I obey my Parents</u> Every Muslim must show goodness and mercy to their parents throughout their lives. There is only one exception to this, and that is, if the parents ask their children to associate anything with Allah and to commit sins, then the children must not obey their parents.</p> <p>Skills covered: Thinking, reading, writing, listening, speaking</p> <p>Assessment points: Recite the importance of obey to parents.</p>
Bahasa Malaysia	<p><u>All about myself</u> Hobbies Ambition Family</p> <p>Skills covered: Reading and writing simple sentences.</p>	<p><u>All about my school</u> First day at school Teachers and friends</p> <p>Skills covered: Reading and writing simple sentences</p> <p>Assessment points:</p>	<p><u>Places around me</u> In the School In the supermarket</p> <p>Skills covered: Labelling things in the school/supermarket</p> <p>Assessment points:</p>	<p><u>Places around me</u> In the garden In the sea</p> <p>Skills covered: writing the names of creatures in sea/garden</p>	<p><u>Food and health</u> Personal hygiene Good health habits</p> <p>Skills covered: Reading simples sentences and speaking about pictures</p>	<p><u>Food and health</u> <u>Healthy diet</u> <u>Benefits of physical activities</u></p> <p>Skills covered: Speaking and writing simple sentences about food and health</p>



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	<p>Assessment points: To speak about their leisure activities and family</p>	To identify the things and facilities found in school	to write words related to public places	<p>Assessment points: identify the different creatures in the garden and in the sea.</p>	<p>Assessment points: To write down the good health habits and speak about them in class</p>	<p>Assessment points: To do written test to about food and health</p>
Sejarah	<p><u>All about myself</u></p> <p>Skills covered:</p> <ol style="list-style-type: none"> 1. Share personal details 2. Note taking 3. Presentation 4. Mind mapping <p>Assessment points: Quiz- multiple choice questions.</p>	<p><u>Family</u></p> <p>Skills covered:</p> <ol style="list-style-type: none"> 1. to make a family tree 2. Presentation 3. Mind mapping <p>Assessment points: Quiz- multiple choice questions.</p>	<p><u>School</u></p> <p>Skills covered:</p> <ol style="list-style-type: none"> 1. share experience 'first day of school' 2. Peer talking 3. Note taking 4. Mind mapping 5. Analysing video 6. Presentation <p>Assessment points: Quiz- multiple choice questions.</p>	<p><u>Food and culture</u></p> <p>Skills covered:</p> <ol style="list-style-type: none"> 1. compare the differences in culture 2. Classroom discussion 3. Mind mapping <p>Assessment points: Quiz- multiple choice questions.</p>	<p><u>Festivals (Part 1)</u></p> <p>Skills covered:</p> <ol style="list-style-type: none"> 1. to know more about Malaysian festivals 2. Classroom discussion 3. Mind mapping <p>Assessment points: Able to identify the festivals celebrated in Malaysia (Quiz- open ended questions)</p>	<p><u>Festivals (Part2)</u></p> <p>Skills covered:</p> <ol style="list-style-type: none"> 1. to know more about Malaysian festivals 2. Classroom discussion 3. Mind mapping <p>Assessment points: Able to describe briefly how the celebration takes place and the history behind it. (Quiz- open ended questions.)</p>
Mandar in Advanced	<p><u>Greetings</u></p> <p>Skills covered: Listening: Understand the basic greetings Speaking: Introduce themselves Reading: Recognise greetings words Writing: Write their Chinese name</p> <p>Assessment points:</p>	<p><u>Chinese phonetic-Phoneme</u></p> <p>Skills covered: Listening: Distinguish different phonetic sound Speaking: Introduce our school Reading: Read a paragraph with phonetic Writing: Spelling</p> <p>Assessment points:</p>	<p><u>Body parts</u></p> <p>Skills covered: Listening: Point a correct word according to the listening Speaking: Introduce the function of body parts Reading: Read the content independently Writing: Create the poster to introduce</p>	<p><u>Games</u></p> <p>Skills covered: Listening: Point a correct word according to the listening Speaking: Introduce their favourite games Reading: Recite a poem Writing: Label the games</p>	<p><u>Good habits</u></p> <p>Skills covered: Listening: Spelling Speaking: Sharing good habits at home Reading: Read the content independently Writing: Make sentence</p> <p>Assessment points: Week 3: Recite a poem</p>	<p><u>Measure word</u></p> <p>Skills covered: Listening: Spelling Speaking: Using measure word to introduce the fruits Reading: Read the content independently Writing: Make sentences</p> <p>Assessment points: Week 3: Write a short</p>



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	<p>Week 2: Introduce themselves and write their name</p> <p><u>Chinese phonetic- Consonant</u></p> <p>Skills covered: Listening: Distinguish different phonetic sound Speaking: Recite a tongue twister Reading: Read a sentence Writing: Spelling</p> <p>Assessment points: week 7: listening test</p>	<p>Week 3: listening test</p> <p><u>Animals</u></p> <p>Skills covered: Listening: Listen to the story and choose the correct answer Speaking: Introduce their favourite animal Reading: Read a paragraph Writing: Spelling</p> <p>Assessment points: week 7: read a paragraph</p>	<p>themselves</p> <p>Assessment points: Week 3: Speaking test Week 7: Able to label the body parts</p>	<p>Assessment points: Week 3: Recite a poem</p> <p><u>Family member</u></p> <p>Skills covered: Listening: Spelling Speaking: Sharing their family Reading: Singing family songs Writing: Create a family tree</p> <p>Assessment points: week 7: Label the key word</p>	<p><u>Colours</u></p> <p>Skills covered: Listening: Point to a correct colour according to what is heard Speaking: Colour speaking games Reading: Read the content independently Writing: Create the drawing with limited colour</p> <p>Assessment points: Week 7: Label colour words</p>	<p>phrase using measure word</p> <p><u>Personality</u></p> <p>Skills covered: Listening: Point to a correct word according to the listening Speaking: Your friend's good personality Reading: Read the content independently Writing: Make sentence</p> <p>Assessment points: Week 7: Sentence making</p>
Mandar in Intermediate	<p><u>Numbers, Greetings</u></p> <p>Skills covered:</p> <ol style="list-style-type: none"> Numbers 1 – 10 Learn 老师, 你早, 您好, 再见, 对不起, 没关系, 谢谢, 不用谢 <p>Assessment points: Able to write 1-10 in Chinese. Able to speak the greeting words with</p>	<p><u>Names, Family</u></p> <p>Skills covered:</p> <ol style="list-style-type: none"> Say their names in Mandarin Learn relationship in the family. <p>Assessment points: Introduce themselves to friends. Able to describe the member in the family.</p>	<p><u>Family member</u></p> <p>Skills covered:</p> <ol style="list-style-type: none"> Write the words of 你哥哥几岁? Learn to ask questions regarding others family members. <p>Assessment points: Writing test Speaking test</p>	<p><u>Colours, Clothing</u></p> <p>Skills covered:</p> <ol style="list-style-type: none"> Recognise different colours in Mandarin. Learn the word 衣服 <p>Assessment points: Able to say the colours learnt Write 5 colours in Chinese and 3 clothing words</p>	<p><u>Animals, Fruits</u></p> <p>Skills covered:</p> <ol style="list-style-type: none"> Learn the different parts of animal & pets. Learn various kind of fruit. <p>Assessment points: Able to write and say 3 animals and 3 pets. Able to write and say 5 fruits.</p>	<p><u>My house</u></p> <p>Skills covered:</p> <ol style="list-style-type: none"> To recognise the rooms in the house. Write the new words and tell other about their house. <p>Assessment points: Draw out and present their work about their house.</p>



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	friends					
EAL	<p><u>Naming objects and identifying objects</u></p> <p>Skills covered: Listening and identifying the objects based on the words they have heard and fill in the missing sound in a word.</p> <p>Assessment points: Read the sounds on the flashcards and read simple words by sounding them out.</p>	<p><u>Phonics Phase 2 and 3</u></p> <p>Skills covered: Listen to the sounds and differentiate the differences between the sounds and make up words according to the sound groups.</p> <p>Assessment points: Group words according to the sounds and spell out words.</p>	<p><u>Classroom Objects</u></p> <p>Skills covered: Identify and name the objects that they find in the classroom.</p> <p><u>Toys</u></p> <p>Skills covered: Share stories of their favorite toys and why are they are their favourite. Connect it with things they find in the classroom.</p> <p>Assessment points: Spelling test and sharing stories to test the listening and speaking skills</p>	<p><u>Colours</u></p> <p>Skills covered: Saying and spelling different colours. Identify their favourite colours and giving reasons.</p> <p><u>Fruits</u></p> <p>Skills covered: Saying different fruit and talking about likes. Speaking Skills while asking questions such as "What fruit do you like?"</p> <p>Assessment points: Spelling test and labelling colours and names of fruits.</p>	<p><u>Numbers</u></p> <p>Skills covered: Saying numbers one to ten and learning how to spell them. Say their favourite numbers and share some ideas on the importance of numbers.</p> <p><u>Shapes</u></p> <p>Skills covered: Learn the names of the shapes and identify the shapes in pictures and name them.</p> <p>Assessment points: Spelling test and writing numbers in orders and differentiating how each shape is different from each other.</p>	<p><u>Days of the week</u></p> <p>Skills covered: Identify and say the days of the week. List down the days of the week in order</p> <p><u>Adjectives</u> Learn some adjectives and use them to describe things both verbally and written.</p> <p>Assessment points: Arrange the days of the week in order and spelling test.</p>



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PE	<p><u>. Athletics</u></p> <p>Skills covered: Further development of: Throwing Jumping Running</p> <p>Assessment points: Running effectively, swinging arms and lifting knees high</p> <p>Demonstrate a range of throwing actions</p> <p>Use different effort to meet challenges set for throwing, running and jumping</p>	<p><u>Dance & Gymnastics</u></p> <p>Gymnastics</p> <p>Skills covered: Further development of: Static Positions Balance Hula hoop Spring Landing Posture Spatial awareness</p> <p>Assessment points: Demonstrate correct technique when performing skills</p> <p>Begin to isolate parts of the body in movements</p> <p>Begin to understand space</p> <p>Develop coordination and posture</p> <p>Develop spatial awareness and use available space safely.</p>	<p><u>Multi-skills</u></p> <p>Skills covered: Further development of: Balance Coordination Agility Throw and Catch Jumping</p> <p>Assessment points: Development in basic movements including running, jumping, throwing and catching.</p> <p>Continue developing balance, agility and co-ordination, and begin to apply these in a range of activities.</p>	<p><u>Perceptual Motor Programme (PMP) - Fitness</u></p> <p>Skills covered: Further development of: Movement Agility Speed Locomotion Teamwork Balance</p> <p>Assessment points: Follow more complex instructions.</p> <p>To work as a member of a team.</p> <p>Continue developing balance, agility and co-ordination.</p>	<p><u>Perceptual Motor Programme (PMP) - Games</u></p> <p>Skills covered: Further development of: Throwing and catching while moving Striking and Fielding Invasion games</p> <p>Assessment points: Understand the importance of teamwork and sportsmanship.</p> <p>Continued development of transferable skills e.g. throwing, catching, running.</p>	<p><u>Aquatics</u></p> <p>Skills covered: Further development of: Submerge and Blow bubbles Floating kick front and back Water safety Awareness Begin to use arms and legs to propel through water</p> <p>Assessment points: Demonstrate floating and submerging independent swim unaided.</p> <p>Collect object from platform</p>
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Music	<p><u>Exploring Sounds</u></p> <p>Skills covered: Be able to identify different sounds and changes and use sound expressively in response to a stimulus</p> <p>Assessment points: Be able to use sound to describe events, feelings and moods</p>	<p><u>Exploring duration</u></p> <p>Skills covered: Be able to discriminate longer and shorter sounds and use them to create interesting sequences of sound</p> <p>Assessment points: Be able to work together to make extended sequences combining long and short sounds.</p>	<p><u>Exploring pulse and rhythm</u></p> <p>Skills covered: Be able to recognise the difference between beat and rhythm and to perform with a sense of beat.</p> <p>Assessment points: Be able to use beat and rhythm to make accompaniment</p>	<p><u>Exploring pitch</u></p> <p>Skills covered: Be able to discriminate between higher and lower sounds and to create simple melodic patterns</p> <p>Assessment points: Be able to create and choose sounds in response to a given stimulus using pitch</p>	<p><u>Rehearsal</u></p> <p>Skills covered: Establish the steady tempo for the pieces, Focus on individual performance as well as the team.</p> <p>Assessment points: To be able to perform accurately as a class.</p>	<p><u>Production</u></p> <p>Skills covered: Consolidate the Skills covered learned in production</p> <p>Assessment points: Perform at the production</p>
Drama	<p><u>Voice and Movement: Production Preparation</u></p> <p>Skills covered: Movement and dance (big/small/use of facial expressions) Voice (varying loud/soft) Rhythm Spatial awareness Facing the audience Raising chin for good eye lines. Performing towards an audience.</p> <p>Assessment points: Responding creatively to story and characters in class.</p>	<p><u>Voice and Movement: Production Rehearsals</u></p> <p>Skills covered: Performance discipline Spatial awareness Facing the audience Raising chin for good eye lines. Performing towards an audience. Memorising lines Being a character.</p> <p>Assessment points: Collaborating in rehearsals. Performance.</p>	<p><u>Fairy Tales</u></p> <p>Skills: Improvisation Characterisation Building drama and tension. Soundscapes Performing towards an audience.</p> <p>Assessments: Whole-class performance.</p>	<p><u>Poetry</u></p> <p>Skills: Freeze frames. Synchronised movement. Choral speaking. Rhythm and rhyme.</p> <p>Assessments: Perform a poem creatively as a class.</p>	<p><u>Visiting Storyland</u></p> <p>Skills: Improvisation Imaginative thinking Ritual Mapping space Problem solving Storytelling</p> <p>Assessments: To describe and map the fictional space in Storyland. To solve problems effectively with peers.</p>	<p><u>Puppet and Object Play</u></p> <p>Skills covered: Movement Voice Manipulating the inanimate. Pretend play Storytelling Characterisation Empathy</p> <p>Assessment points: To create and communicate a character using a puppet/toy/object.</p>



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	Participating in learning routine.					
Art	<u>Family History</u> Skills covered: to sketch using pencils; to look at face to create portraits Assessment points: create a family tree – wk 6	<u>Animals</u> Skills covered: to understand the purpose of camouflage; to use apt adjectives when describing Assessment points: paint an animal – wk 13	<u>Materials</u> Skills covered: to explore different uses of materials; to discuss importance of recycling Assessment points: create a woodland fairy hut using recycled materials – wk 5	<u>Patterns</u> Skills covered: to look at patterns within nature; to categorise patterns Assessment points: create a paper weave – wk 10	<u>Toys</u> Skills covered: to explore the changes in material technology; to understand toy safety Assessment points: plan a stuffed toy on paper – wk 3	<u>Toys continued</u> Skills covered: to sew with a basic stitch; to thread a needle Assessment points: create a stuffed toy – wk 9