



Straits International School. Year 1 Long Term Plan

Year 1

| Subject | Autumn | | Spring | | Summer | |
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| | 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 | <p><u>Playing with friends (fiction)</u></p> <p>Skills covered: retelling orally and verbally stories; comprehension; sequencing language</p> <p>Assessment points: Present tenses sentence reading and writing – wk 4</p> <p><u>Rhyme time</u></p> <p>Skills covered: number rhymes; performing to an audience; adjectives and verbs in poems</p> <p>Assessment points: rhyming/phonics task - wk 8</p> | <p><u>Finding out and making (non-fiction)</u></p> <p>Skills covered: explore labels and signs; instructional language; recipes</p> <p>Assessment points: write an instructional text – wk3</p> <p><u>10 things I can do to help the world (non-fiction)</u></p> <p>Skills covered: know that information can be retrieved from a variety of sources</p> <p>Assessment points: produce a poster – wk 6</p> | <p><u>Joining-in stories (fiction)</u></p> <p>Skills: retelling a story and reading aloud; sharing ideas; re-enact a story using puppets; character speech bubbles; anticipating stages of a story</p> <p>Assessment points: cloze reading task of story – wk 2</p> <p><u>Rhyme time 2</u></p> <p>Skills: reading with rhythm; brainstorming rhyming words;</p> <p>Assessment points: rhyming-phonics poem – wk 4</p> | <p><u>Reading to find out (non-fiction)</u></p> <p>Skills: explore physical parts of information texts; mind maps of topics</p> <p>Assessment points: write an animal report – wk 3</p> <p><u>The Leopard's Drum</u></p> <p>Skills covered: to use talk, actions and objects to recall the story</p> <p>Assessment points: complete a scene using speech bubbles – wk 6</p> | <p><u>Make-believe stories (fiction)</u></p> <p>Skills: verbs, nouns and adjectives used in stories; extended comprehension; retelling and predicting; hypothesising</p> <p>Assessment points: cloze reading task – wk 3</p> <p><u>Things that have happened (non-fiction)</u></p> <p>Skills: diary-timetable-postcard formats; past tenses to recount; sequencing language</p> <p>Assessment points: write a postcard – wk6</p> | <p><u>Beegu (fiction)</u></p> <p>Skills covered: explore narrative setting, plot and characters</p> <p>Assessment points: produce a storyboard – wk 4</p> <p><u>Poems and Rhymes on a theme</u></p> <p>Skills: rhyming pairs; comparing poems; poems focusing on the senses</p> <p>Assessment points: write a descriptive poem using senses – wk8</p> |



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| Mathematics | <u>Numbers and Counting</u> | <u>Numbers Pairs</u> | <u>Number</u> | <u>Time</u> | <u>Measures</u> | <u>Handling Data</u> |
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| | <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>Skills covered: to know number pairs from 6-10</p> <p>Assessment points: End of Unit review test – wk 10</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>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>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>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>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> | |
| | | | <p><u>Measures</u></p> <p>Skills covered: Measure using non-standard and standard apparatus, solve word problems that involve measures</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>Experiments: Five senses experiments. What can we see, hear, smell, touch, taste?</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>Experiments: Planting a seed and observe.</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>Experiments: Blindfold - touching materials, floating and sinking/ waterproof 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>Experiments: Experiments using ramps - cars - speed distance and time.</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>Experiments: Vibrations through sound experiment and listening walks</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:</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><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</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</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><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</p> |



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| | presenting a family tree – wk 3; creating a family crest - wk 7 | <p>Assessment points: present a report of an interview – wk 10; project to design an ideal school playground – wk 14</p> | <p>it is similar to and different from the present. How many different ways could you travel around our country 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>resources like atlases, information texts and the internet to research; identify key geographical features; use vocabulary relating to weather</p> <p>Assessment points: create a booklet - wk 7; present a weather forecast - wk 9</p> | <p>Assessment points: place items onto a timeline – wk 3 create a toy catalogue – wk 6</p> | <p>cultures</p> <p>Assessment points: collaborate and present a new game/toy – 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 | <u>New Beginnings</u> | <u>Taking Part and Making Choices</u> | <u>Animals and us</u> | <u>People who help us</u> | <u>Living in a diverse world</u> | <u>Healthy eating</u> |



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| | <p>Skills covered: To understand how we can make a positive start to our school year and make changes and create our own new beginnings.</p> | <p>Skills covered: to understand what's involved in effective listening; taking turns in discussions. To recognise that they can make choices and understand the consequences; learning about rights and responsibilities.</p> | <p>Skills covered: to learn that all animals and humans have needs; learning that humans have a responsibility for animals. Create a basic food chain</p> | <p>Skills covered: to learn about the roles of people in the community who help them; to identify and describing people who can help them.</p> | <p>Skills covered: to recognise and show respect for similarities and differences; to develop strategies to deal with teasing and bullying</p> | <p>Skills covered: Know about the effects of being unhealthy. Create a Venn diagram with different foods.</p> |
| <p>Islamic Studies</p> | <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> |
| <p>Bahasa</p> | <p><u>All about myself</u> <u>Hobbies</u></p> | <p><u>All about my school</u> <u>First day at school</u></p> | <p><u>Places around me</u> <u>In the School</u></p> | <p><u>Places around me</u> <u>In the garden</u></p> | <p><u>Food and health</u> <u>Personal hygiene</u></p> | <p><u>Food and health</u> <u>Healthy diet</u></p> |



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| Malaysian | <u>Ambition</u> <u>Family</u> Skills covered: Reading and writing simple sentences. Assessment points: To speak about their leisure activities and family | <u>Teachers and friends</u> Skills covered: Reading and writing simple sentences Assessment points: To identify the things and facilities found in school | <u>In the supermarket</u> Skills covered: Labelling things in the school/supermarket Assessment points: to write words related to public places | <u>In the sea</u> Skills covered: writing the names of creatures in sea/garden Assessment points: identify the different creatures in the garden and in the sea. | <u>Good health habits</u> Skills covered: Reading simple sentences and speaking about pictures Assessment points: To write down the good health habits and speak about them in class | <u>Benefits of physical activities</u> Skills covered: Speaking and writing simple sentences about food and health Assessment points: To do written test to about food and health |
| | Sejarah | <u>All about myself</u> Skills covered: <ol style="list-style-type: none"> 1. Share personal details 2. Note taking 3. Presentation 4. Mind mapping Assessment points: Quiz- multiple choice questions. | <u>Family</u> Skills covered: <ol style="list-style-type: none"> 1. to make a family tree 2. Presentation 3. Mind mapping Assessment points: Quiz- multiple choice questions. | <u>School</u> Skills covered: <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 Assessment points: Quiz- multiple choice questions. | <u>Food and culture</u> Skills covered: <ol style="list-style-type: none"> 1. compare the differences in culture 2. Classroom discussion 3. Mind mapping Assessment points: Quiz- multiple choice questions. | <u>Festivals (Part 1)</u> Skills covered: <ol style="list-style-type: none"> 1. to know more about Malaysian festivals 2. Classroom discussion 3. Mind mapping Assessment points: Able to identify the festivals celebrated in Malaysia (Quiz- open ended questions) |
| Mandarin Advanced | <u>Greetings</u> Skills covered: Listening: Understand the basic greetings Speaking: Introduce themselves | <u>Chinese phonetic-Phoneme</u> Skills covered: Listening: Distinguish different phonetic sound Speaking: Introduce our | <u>Body parts</u> Skills covered: Listening: Point a correct word according to the listening Speaking: Introduce | <u>Games</u> Skills covered: Listening: Point a correct word according to the listening Speaking: Introduce | <u>Good habits</u> Skills covered: Listening: Spelling Speaking: Sharing good habits at home Reading: Read the | <u>Measure word</u> Skills covered: Listening: Spelling Speaking: Using measure word to introduce the fruits |



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| | <p>Reading: Recognise greetings words Writing: Write their Chinese name</p> <p>Assessment points: 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>school Reading: Read a paragraph with phonetic Writing: Spelling</p> <p>Assessment points: 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>the function of body parts Reading: Read the content independently Writing: Create the poster to introduce themselves</p> <p>Assessment points: Week 3: Speaking test Week 7: Able to label the body parts</p> | <p>their favourite games Reading: Recite a poem Writing: Label the games</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>content independently Writing: Make sentence</p> <p>Assessment points: Week 3: Recite a poem</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>Reading: Read the content independently Writing: Make sentences</p> <p>Assessment points: Week 3: Write a short 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> |
| <p>Mandar in Intermediate</p> | <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><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:</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 | <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><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:</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:</p> |



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| | <p>Assessment points: Able to write 1-10 in Chinese. Able to speak the greeting words with friends</p> | <p>Introduce themselves to friends. Able to describe the member in the family.</p> | <p>family members.</p> <p>Assessment points: Writing test Speaking test</p> | <p>Assessment points: Able to say the colours learnt Write 5 colours in Chinese and 3 clothing words</p> | <p>Able to write and say 3 animals and 3 pets. Able to write and say 5 fruits.</p> | <p>Draw out and present their work about their house.</p> |
| 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>Production</u> <u>All About Me</u></p> <p>Skills covered: Be able to identify different sounds and changes and use sound expressively in response to a stimulus Singing an entire song Singing whilst dancing Performing to an audience Beat and tempo High and low Structures Texture Loud and Quiet Timbre</p> <p>Assessment points: Be able to use sound to describe events, feelings and moods</p> <p>Participating in rehearsals</p> | <p><u>Production</u> <u>All About Me</u></p> <p>Skills covered: Be able to discriminate longer and shorter sounds and use them to create interesting sequences of sound Singing an entire song independently Singing whilst dancing Performing confidently to an audience Beat and tempo High and low Structures Texture Loud and Quiet Timbre</p> <p>Assessment points: Be able to work together to make extended sequences combining long and short sounds.</p> <p>Performing in production</p> | <p><u>Helping the World with Music</u></p> <p>Skills covered: Be able to recognise the difference between beat and rhythm and to perform with a sense of beat. Beat and tempo High and low Structures Texture Loud and Quiet Timbre</p> <p>Assessment points: Be able to use beat and rhythm to make accompaniment</p> | <p><u>Music in Africa</u></p> <p>Skills covered: Be able to discriminate between higher and lower sounds and to create simple melodic patterns Beat and tempo High and low Structures Texture Loud and Quiet Timbre</p> <p>Assessment points: Be able to create and choose sounds in response to a given stimulus using pitch</p> | <p><u>Rhyming Songs</u></p> <p>Skills covered: Focus on individual performance as well as the team. Rhyme in song Rhythm Pace Singing with articulation</p> <p>Assessment points: To be able to sing a rhyming song accurately with the class.</p> | <p><u>Music in Space</u></p> <p>Skills covered: Consolidate the skills learnt over the year: Beat and tempo High and low Structures Texture Loud and Quiet Timbre</p> <p>Assessment points: Perform a song with class demonstrating all the skills listed above.</p> |
| Drama | <p><u>Production</u></p> <p>Skills covered: Movement and dance (big/small/use of facial expressions)</p> | <p><u>Production</u></p> <p>Skills covered: Performance discipline Spatial awareness Facing the audience</p> | <p><u>Fairy Tales and Puppets</u></p> <p>Skills: Characterisation Movement</p> | <p><u>Poetry</u></p> <p>Skills: Freeze frames. Synchronised movement.</p> | <p><u>Visiting Storyland</u></p> <p>Skills: Improvisation Imaginative thinking Ritual</p> | <p><u>Dance and Movement</u></p> <p>Skills covered: Fitness Flexibility Dance moves</p> |



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| | <p>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>Participating in learning routine.</p> | <p>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>Voice Manipulating the inanimate. Pretend play Storytelling Performing towards an audience.</p> <p>Assessments: Whole-class performance.</p> | <p>Choral speaking. Rhythm and rhyme.</p> <p>Assessments: Perform a poem creatively as a class.</p> | <p>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>Footwork Memorising routines Dancing expressively Timing and rhythm</p> <p>Assessment points: To perform a dance routine as a class independently.</p> |
| Art | <p><u>Family History</u></p> <p>Skills covered: to sketch using pencils; to look at face to create portraits</p> <p>Assessment points: create a family tree – wk 6</p> | <p><u>Animals</u></p> <p>Skills covered: to understand the purpose of camouflage; to use apt adjectives when describing</p> <p>Assessment points: paint an animal – wk 13</p> | <p><u>Materials</u></p> <p>Skills covered: to explore different uses of materials; to discuss importance of recycling</p> <p>Assessment points: create a woodland fairy hut using recycled materials – wk 5</p> | <p><u>Patterns</u></p> <p>Skills covered: to look at patterns within nature; to categorise patterns</p> <p>Assessment points: create a paper weave – wk 10</p> | <p><u>Toys</u></p> <p>Skills covered: to explore the changes in material technology; to understand toy safety</p> <p>Assessment points: plan a stuffed toy on paper – wk 3</p> | <p><u>Toys continued</u></p> <p>Skills covered: to sew with a basic stitch; to thread a needle</p> <p>Assessment points: create a stuffed toy – wk 9</p> |