



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	<p><u>Places we know (fiction)</u></p> <p>Skills covered: retelling orally and verbally stories; Ask a book character questions.</p> <p>Assessment points: Write a zig zag book using capital letters in writing- wk 3</p> <p><u>Rhythm and rhyme</u></p> <p>Skills covered: rhymes related to spelling; performing to an audience; adjectives and verbs in poems</p>	<p><u>Let me tell you!(non fiction recounts)</u></p> <p>Skills covered: diary-timetable-postcard formats; past tenses to recount; sequencing language</p> <p>Assessment points: Diary entry- wk 10</p> <p><u>Joining-in stories (fiction)</u></p> <p>Skills covered: retelling a story and reading aloud; sharing ideas; re-enact a story using puppets; character speech bubbles; anticipating stages of a story- wk 14</p>	<p><u>Rhyme time (poems)</u></p> <p>Skills covered: reading with rhythm; brainstorming rhyming words;</p> <p>Assessment points: rhyming-phonics poem- wk 3</p>	<p><u>Do it like this! (non fiction)</u></p> <p>Skills covered: explore signs; instructional language; recipes</p> <p>Assessment points: write an instructional text- wk 7</p> <p><u>You'll never believe it! (fiction)</u></p> <p>Skills covered: verbs, nouns and adjectives used in stories; extended comprehension; retelling and predicting; hypothesising</p>	<p><u>Reading to find out (non-fiction)</u></p> <p>Skills covered: explore physical parts of information texts; mind maps of topics</p> <p>Assessment points: write a fact file- wk 4</p> <p><u>All kinds of weather! Poems and Rhymes on similar theme</u></p> <p>Skills: rhyming pairs; poems focusing on the senses, Say or sing a poem.</p> <p>Assessment points: write a descriptive poem using senses- wk 8</p>	<p><u>Beegu (fiction)</u></p> <p>Skills covered: explore narrative setting, plot and characters</p> <p>Assessment points: produce a storyboard- wk 11</p>



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	<p>Assessment points: rhyming/phonics task- wk 6</p>	<p>Assessment points: cloze reading task of story.</p>		<p>Assessment points: Write a story task- wk 11.</p>		
Mathematics	<p><u>Numbers to 20</u> Skills covered: Counting, comparing, ordering and estimating numbers up to 20. Start to write number words.</p> <p>Assessment points: End of Unit review- wk 3</p> <p><u>Geometry</u> Skills covered: Identify, describe and sort 2D and 3D shapes. Understand the difference between 2D and 3D.</p> <p>Assessment points: End of Unit review- wk 6</p>	<p><u>Fractions</u> Skills covered: How to find two halves of a shape and how to half a shape.</p> <p>Assessment points: End of Unit review- wk 9</p> <p><u>Measures</u> Skills covered: Use familiar language to describe length. Explore instruments used to measure length</p> <p>Assessment points: End of Unit review- wk 11</p> <p><u>Working with Numbers to 20</u> Skills covered: Read, write and recite numbers up to 20,</p>	<p><u>Statistics</u> Skills covered: Record and order data answers to non statistical questions. Record data before ordering it systematically.</p> <p>Assessment points: End of Unit review- wk 3</p> <p><u>Position</u> Skills covered: Learn to use ordinal numbers up to the 10th. Use language such as left, right, up down, in front of, behind.</p> <p>Assessment points: End of Unit review- wk 6</p>	<p><u>Measures</u> Skills covered: Introduce the mass of two objects and use a balance. Describe capacity using language such as full, empty, half empty. Explore instruments that measure weight.</p> <p>Assessment points: End of Unit review- wk 9</p> <p><u>Time</u> Skills covered: Use everyday language to describe time; days of the week and months of the year, today, tomorrow, yesterday.</p> <p>Assessment points: End of Unit review- wk 12</p>	<p><u>Fractions</u> Skills covered: Understand that a half can describe one of two equal parts or quantities. Understand and visualize that two halves make a whole.</p> <p>Assessment points: End of Unit review- wk 2</p> <p><u>Positions, direction and patterns</u> Skills covered: Build on vocabulary previously learnt to describe position and direction of objects.</p> <p>Assessment points: End of Unit review. wk 4</p> <p><u>Geometry</u> Skills covered:</p>	<p><u>Time</u> Skills covered: Accurately read hands on an analogue clock. Tell the time to half past and o'clock.</p> <p>Assessment points: End of Unit review- wk 9</p> <p><u>Statistics</u> Skills covered: Explore venn diagrams, carroll diagrams and pictograms. Explore lists tables and block graphs.</p> <p>Assessment points: End of Unit review- wk 12</p>



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		<p>decompose, recompose numbers to 20, count in ones twos or tens. understand odd and even.</p> <p>Assessment points: End of Unit review test- wk 13</p>			<p>Identify properties of 3d shapes and look at faces and edges and whether the faces are flat or curved. Describe sequences of patterns.</p> <p>Assessment points: End of Unit review- wk 6</p>	
Science	<p><u>Humans</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 4;</p>	<p><u>Earth and Rocks</u></p> <p>Skills covered: to learn about planet Earth. To learn about the heat of the sun. Learn about rocks. Write a science report to say what it's like on planet earth.</p> <p>Experiments: Rocks and stones in water.</p> <p>Assessment points: Make a model of the sun and the earth- wk 10 Assessment in workbook- wk 13</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 Loud and quiet.</p> <p>Assessment points: conduct an experiment on sound and distance and present results on a simple chart- wk 6</p>	<p><u>Living things</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 observing changes.</p> <p>Assessment points: label parts of a plant – wk 10; end of unit Assessment in workbook - wk 12</p>	<p><u>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 7</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 13</p>



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	end of unit Assessment in workbook – wk 7					
Humanities	<p><u>Family History</u></p> <p>Skills covered: to use extended family vocabulary; to discuss family values. to discuss similarities and differences with our own and others families.</p> <p>Assessment points: presenting a family tree – wk 3; creating a family crest - wk 6</p>	<p><u>My school</u></p> <p>Skills covered: to know the various duties of staff around the school; to interview staff members; think of relevant questions. Record answers.</p> <p>Assessment points: present a report of an interview – wk 10 ; project to design an ideal school playground – wk 13</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 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><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 to weather.</p> <p>Assessment points: present a weather forecast - wk 9 create a booklet - wk 13</p>	<p><u>History: Toys, Old and New</u></p> <p>Skills covered: to look at the history of toys and games; to explore the history of teddy bears, dolls and games. To identify some similarities and differences between toys now and then. Discussion about change and development in toys.</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 and how they are similar or different. To talk about select toys and where they originated.</p> <p>Assessment points: collaborate and present a new game/toy – wk 12</p>



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Computer Science	<p><u>E-Safety and Google classroom</u></p> <p>Skills covered: Join Google classroom and relevant groups. Understand how to use Google classroom. Research on the internet safely.</p> <p>Assessment points: Join all Google classroom 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 beginnings.</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 recognise that they can make choices and understand the consequences; learning about rights and responsibilities.</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 animals. Create a basic food chain</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 can help them.</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 bullying</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>
Islamic Studies	<p><u>Pillar Of Islam & Iman</u> Shahada: Faith. sincerely reciting the</p>	<p><u>Angel (Malaikat) in Islam</u></p>	<p><u>Muhammad Becomes a Prophet</u></p>	<p><u>I love Solah</u> The introduction of Solah. Salat is the</p>	<p><u>Eid Mubarak</u> The introduction of Eid Mubarak.</p>	<p><u>I obey my Parents</u> Every Muslim must show goodness and mercy to</p>



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	<p>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>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>Introduction to who is Muhammad.</p> <p>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>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>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>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>Bahas a Malay sia</p>	<p><u>All about myself</u> <u>Hobbies</u> <u>Ambition</u> <u>Family</u></p> <p>Skills covered: Reading and writing simple sentences.</p> <p>Assessment points: To speak about their leisure activities and family</p>	<p><u>All about my school</u> <u>First day at school</u> <u>Teachers and friends</u></p> <p>Skills covered: Reading and writing simple sentences</p> <p>Assessment points: To identify the things and facilities found in school</p>	<p><u>Places around me</u> <u>In the School</u> <u>In the supermarket</u></p> <p>Skills covered: Labelling things in the school/supermarket</p> <p>Assessment points: to write words related to public places</p>	<p><u>Places around me</u> <u>In the garden</u> <u>In the sea</u></p> <p>Skills covered: writing the names of creatures in sea/garden</p> <p>Assessment points: identify the different creatures in the garden and in the sea.</p>	<p><u>Food and health</u> <u>Personal hygiene</u> <u>Good health habits</u></p> <p>Skills covered: Reading simples sentences and speaking about pictures</p> <p>Assessment points: To write down the good health habits and speak about them in class</p>	<p>Food and health <u>Healthy diet</u> <u>Benefits of physical activities</u></p> <p>Skills covered: Speaking and writing simple sentences about food and health</p> <p>Assessment points: To do written test to about food and health</p>



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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>
Mandarin 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: Week 2: Introduce themselves and write their name</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: Week 3: listening test</p> <p><u>Family member</u></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 themselves</p> <p>Assessment points: Week 3: Speaking test</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>Assessment points: Week 3: Recite a poem</p> <p><u>Animals</u></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>Colours</u></p> <p>Skills covered:</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 phrase using measure word</p>



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	<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>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>Week 7: Able to label the body parts</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>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>	
Mandarin Intermediate	<p><u>Pinyin. Numbers. Greetings. Names</u></p> <p>Skills covered: 1. Numbers 1-20 2. Learn basic greetings such as: 老师, 你早, 您好, 再见, 对不起, 谢谢。 3. Pinyin- Initials</p> <p>Assessment points: Able to write 1-20 in Chinese. Able to speak the greeting words with friends.</p>	<p><u>Family. Colour</u></p> <p>Skills covered: 1. Learn relationships in the family. 2. Differentiate different colours with correct Mandarin characters</p> <p>Assessment points: Able to describe the member in the family. Able to recognize different colours.</p>	<p><u>Body parts. Animals</u></p> <p>Skills covered: 1. Learn different body parts 2. Learn 15 different animals name.</p> <p>Assessment points: Recognise body parts sing body parts song. Match the words with correct animal's name.</p>	<p><u>Fruits and vegetables</u></p> <p>Skills covered: 1 Learn various kind of fruit and vegetables.</p> <p>Assessment points: Able to say the fruits and vegetables learnt</p>	<p><u>Food. Stationery</u></p> <p>Skills covered: 1. Learn different foods. 2. Learn various kinds of stationery.</p> <p>Assessment points: Able to write and 5 foods. Match the Mandarin characters with correct stationery</p>	<p><u>Parts of House</u></p> <p>Skills covered: 1. To recognise the rooms in the house. 2. Write the new words and tell each other about their house.</p> <p>Assessment points: Draw out and present their work about their house.</p>



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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 favourite toys and why 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 names 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	<u>Heroes and Villains</u>	<u>Real and Fictional</u>	<u>Fairy Tales and Puppets</u>	<u>Poetry</u>	<u>Visiting Storyland</u>	<u>Dance and Movement</u>



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	<p>Skills Covered: Identifying character types and understanding relationships</p> <p>Assessment Points: Responding creatively to stories and characters in class. Participating in a learning routine.</p>	<p>Skills Covered: Making meaning of real-life characters and exploring the power of imagination and fantasy play</p> <p>Assessment Points: Completion of lesson tasks and participation. Memory and recall from prior learning.</p>	<p>Skills Covered: Characterisation Movement Voice Manipulating the inanimate Pretend play Storytelling</p> <p>Assessment Points: Performing towards an audience.</p>	<p>Skills Covered: Freeze frames Synchronised movement Choral speaking Rhythm and rhyme</p> <p>Assessment Points: Perform a poem creatively as a class.</p>	<p>Skills Covered: Improvisation Imaginative thinking Ritual Mapping space Problem solving Storytelling</p> <p>Assessments Points: To describe and map the fictional space in Storyland To solve problems effectively with peers</p>	<p>Skills covered: Fitness Flexibility Dance moves 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>