

## ST. SAVIOUR'S SCHOOL IKOYI CURRICULUM OVERVIEW 2023/2024

## YEAR ONE

MICHAELMAS TERM	LENT TERM	TRINITY TERM
ENGLISH		
Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark Saying out loud what they are going to write about Re-reading what they have written to check that it makes sense. Composing a sentence orally before writing it Sequencing sentences to form short narratives Leaving spaces between words Joining words and extending sentences using 'and' and 'but'. Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'l' Writing commands, lists, instructions, labels and statements about a given topic Rhyming words, and simple poetic devices Writing narrative stories with familiar genres (familiar settings, traditional tales, etc.) Adjectives and descriptive phrases for detail and emphasis.	Punctuating sentences using a capital letter and a full stop, question mark or exclamation mark Re-reading what they have written to check that it makes sense. Joining words and extending sentences using 'and, but, so, then, or, when, if, that, because' Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' Writing information about a given topic (Non-fiction texts) Rhyming words, and simple poetic devices Writing narrative stories with familiar genres (familiar settings, traditional tales, etc.) Letter writing – differences between formal and informal writing Adjectives and descriptive phrases for detail and emphasis Beginning to identify writing in tenses Beginning to identify writing in the 1st and 3rd person.	Punctuating sentences using a capital letter and a full stop, question mark or exclamation mark Re-reading what they have written to check that it makes sense Joining words and extending sentences using 'and, but, so, then, or, when, if, that, because' Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I' Writing commands, lists, instructions, labels and statements about a given topic Similes, Alliteration Writing narrative stories with familiar genres (familiar settings, traditional tales, etc.) Adjectives and descriptive phrases for detail and emphasis Beginning to include dialogue in writing Linking ideas and events, using strategies to create 'flow' (e.g. Last time, also, after, then, soon, at last, and another thing) Varying sentences openers to interest the reader Beginning to identify writing tenses Beginning to identify writing in the 1st and 3rd person.
Place value: counting, properties of number and number sequences to 20 Place value, ordering and estimating Understanding + and -, 'sharing' and groups of an amount (Mental calculation strategies) Money and real-life problems. Shape and Space: Reasoning about shapes Position and directions Simple fractions Counting 2s, 5s and 10s.	Place value, ordering and estimating, understanding + and- mental calculation strategies (+ and -) Addition: counting on. Subtraction: counting back.  Solving word problems. Identifying odd and even numbers. To know doubles up to 20.  Name, recognise and know the properties of 3D and 2D shapes To order and name the days of the week and months of the year To tell the time to the half hour and quarter hour on analogue clocks and begin to read these times on digital clocks.	Understand place value in 2-digit numbers, add and subtract I-digit and 2-digit numbers Understand that four 1/4s = one whole and two 1/4s = 1/2. Compare and measure the capacities of containers using uniform nonstandard units. Tell the time to the nearest hour using analogue Solve one-step problems involving multiplication and division using concrete objects, pictures and arrays with support Handling Data To recognise and name simple 2D shapes and continue repeating
Measurement: Length, weight, capacity and time.  COMPUTING		patterns.
Computer parts Introduction to typing on Purple mash Introduction to Bee-Bot control technology activities Coding  HUMANITIES	Entering text, combining text and pictures. Adding captions to pictures. Sorting out objects and pictures Creating patterns Recording sounds Coding	Using a programmable toy Programming Bee- Bot Writing instructions for Bee-Bot Coding



History: Women in History - Queen Amina Ask questions and make predictions to raise their curiosity. Explore what a historian is, does, and how they find out facts. Children to build a basic timeline and place Queen Amina on it. Children to be introduced to the principle of the three R's, Relevant, Reliable and Rich. Geography: The World Around Us Children to be introduced to maps, atlases, google maps in order to find out where the UK, Nigeria and their neighboring countries are Children to explore the weather in Nigeria, and to compare this to the UK. Children to explore the seasons of the UK, and how this brings about different weather patterns. Children to look aerial photographs of the school to plan a simple map and use basic symbols in a key.	History: Surviving the Stone Age Children to make a basic timeline with the main dates of the periods in Stone Age to Iron Age Britain marked on it. Children to look at cave paintings, and to ask what can they tell us about life in the Stone Age. Children to find out about hunting and gathering in the Stone Age, by looking at animal bones found on site to the last meal of Lindow Man. Children to look at Stonehenge, and question its purpose. Design and make a replica Stonehenge. Children to research what Neolithic homes looked like and design and make a model of a Neolithic home. Geography: Oceans and continents Children to learn about the continents. They will use world maps, atlases and the globe. Children to learn about the 5 oceans of the world. They will use explore the difference between oceans, seas, rivers, lakes, ponds, puddles etc. Children to be begin to use simple directions, North, South, East and West. They will use compasses and will complete a set of simple orienteering challenges. Children will start to identify some physical features of different continents from videos. Children will have a sorting activity to consolidate the previous learning. They will cut stick and label the different physical geography.	History: Transport through the ages Children name and describe different types of transport. Produce a timeline of land vehicles over 100 years. Children to look at the history of flight travel. Children to explore the story of sea travel, looking at how boats have changed through time. Children will explore Space travel and travel of the future.  Geography: Holidays Children will look at the features of the sea side and then look at a UK seaside resort and draw comparisons to a local beach in Lagos. Children will design a poster trying to persuade people to go on holiday in Lagos. Children will discuss popular holiday destinations around the world, and will explore the features that make them popular. Children will explore how holidays have changed over the years.
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Cooperative Learning and Playing Developing Individual Presentation Skills	Improving Conversation And Teamwork (Non-Verbal Story) Exploring Situations To Make Presentations	Encouraging and improving co-operative learning and playing  Making simple dramatic presentations
Performing The Christmas Production	Improvisation And Building Teamwork/ work in role and setting	Learning to project the voice
Giving accounts – As In A Story or Speech	Observational skills	To improve confidence and public speaking skills
Performing A Nigerian Theme	Identifying and imitating patterns	Hot seating
MUSIC		
EXPLORING SOUNDS	SINGING	Pitch: melodic shape; (Singing) scales and modes
Choose sounds and instruments and suggest how they should be used	Use voice expressively and creatively	<b>Duration</b> : rhythm, pulse metre
and played	Singing songs speaking chants and rhymes	<b>Timbre</b> : quality of sound produced using ICT, voices and instruments
Listen to recorded music	Playing tuned and untuned instruments	Expressive use of sounds
Explore different sound sources		Singing songs and hymns
Respond to music		Listening and recalling rhythmic and melodic patterns
Production song		
FRENCH	I III a sa alta a cara e Cara Escada I a cara e Car	When the control of the state o
"I'm discovering French language"	"I am discovering French language and culture"	"I am discovering French language and culture"
- To say "Hello" and "Goodbye"	• To be polite (you are welcome, sorry)	• To be polite (I would like, please)
- To speak in a French classroom: simple instructions	• To say some food I eat	To say what I like and dislike about food     To describe simply the family
- To say the alphabet in French	To say and ask the feeling     To describe animals (colours and size)	To describe simply the family     To talk about outfit (name of some clothes and colours)
	To describe animals (colours and size)	To talk about outfit (name of some clothes and colours)



- To ask and designate a classroom's object (name and colours of the items) - To count up to 10 - To say the days of the week - To be polite in French (thank you)		
Being Me in My World	Dreams and Goals	Relationships
Feeling special and safe Being part of a class Rights and responsibilities Rewards and feeling proud Consequences Owning the Learning Charter  Celebrating Differences Similarities and differences Understanding bullying and knowing how to deal with it Making new friends Celebrating the differences in everyone	Setting goals Identifying successes and achievements Learning styles Working well and celebrating achievements with a partner Tackling new challenges Identifying and overcoming obstacles Feelings of success  Healthy Me Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe Medicine safety/safety with household items Road safety Linking health and happiness	Belonging to a family Making friends/being a good friend Physical contact preferences People who help us Qualities as a friend and person Being a good friend to myself Celebrating special relationships  Changing me Life cycles — animal and human Changes in me Changes since being a baby Personal space and boundaries Linking growing and learning Coping with change Transition
LIBRARY		
Orientation Library citizenship (dual responsibility) Book handling and care skills Parts of a book Reinforce ABC order Self-selection of appropriate materials. Familiarizing children with newly acquired books in the library (reading)	BOOK GENRE Fiction books Nonfiction books Sequential order in the library Reinforce alphabetizing skills Location skills in easy fiction section Reading skills Familiarity with new books(reading)	Sequential order in the library Alphabetical order Dot-to-dot (2) Library and his shelves Let's organise fiction books, nonfiction books Familiarity with new books Literature appreciation/response Caldecott award Authors and illustrators Familiarity with books in the library (reading)
SWIMMING	EDESCRIVE TECHNIQUE	FREEZY S AND DAGGETPOUS
FREESTYLE Push, glide and submerging skills: Push and glide, face in the water on a streamline position Kicking skills: Kicking with the board and without the board. Blowing bubbles.	FREESTYLE TECHNIQUE Freestyle kick Freestyle pull BREATH CONTROL IN FREESTYLE Turning the face to the side to breathe	FREESTYLE AND BACKSTROKE Kicking skills Pulling skills.Breath control in freestyle and face position in backstroke.
PE GYMNASTICS ACTIVITIES Finding and using space Traveling over mats and hoops Traveling with partners	ATHLETICS ACTIVITIES Throwing Throwing practice	GYMNASTIC ACTIVITIES Travelling in space Travelling and still shape Keep your balance



the world. How to draw portrait of someone significant to us? Exploring and developing ideas. Observing and recording. Evaluating own work. Collaborative group portrait journal poster. Line drawing/Outline portrait identifying colours and patterns Colour work (with coloured pencils and pastels), Evaluation Cards (Happy Independence Day & Christmas Activities). Cloudscapes    Science			
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Puddle observation part 1 Puddle observation part 2  RE  WHY ARE SOME PLACES SPECIAL? My special place Special places in the community Special places for religious people The Christian creation story Special places for religious people The Muslim creation story The Muslim creation story The Muslim creation story The Mosque The Big Bang story  Puddle observation part 1 Puddle observation part 1 Puddle observation part 1 Puddle observation part 1 Puddle observation part 2  HOW DO WE CELEBRATE OUR JOURNEY THROUGH LIFE? Different stages of life Child welcoming ceremony  Child welcoming ceremony  Muslims  Muslims  Hindus	Water resistance	Ice observation	Parts of a plant
Puddle observation part 2  RE  WHY ARE SOME PLACES SPECIAL? Why special place Special places in the community Special places for religious people The Hindu creation story The Church The Muslim creation story The Mosque The Big Bang story  Puddle observation part 2  HOW DO WE CELEBRATE OUR JOURNEY THROUGH LIFE? Different stages of life Child welcoming ceremony Child welcoming ceremony  Christians  Muslims  Muslims  Hindus	Sinking and floating	Frozen	What lives in the garden?
WHY ARE SOME PLACES SPECIAL? Why ARE SOME PLACES SPECIAL? My special place Special places in the community Special places for religious people The Christian creation story The Hindu creation story The Muslim creation story The Muslim creation story The Mosque The Big Bang story  WHY IS OUR WORLD SPECIAL? The world around us? Different stages of life Child welcoming ceremony Christians  Christians  Muslims  Muslims  Hindus		Puddle observation part 1	
WHY ARE SOME PLACES SPECIAL? My special place Special places in the community Special places for religious people The Hindu creation story The Muslim creation story The Muslim creation story The Mosque  WHY IS OUR WORLD SPECIAL? The world around us? The Christian creation story The Christian creation story The Hindu creation story The Muslim creation story The Muslim creation story The Big Bang story  HOW DO WE CELEBRATE OUR JOURNEY THROUGH LIFE? Different stages of life Child welcoming ceremony  Christians  Muslims  Muslims  Hindus		Puddle observation part 2	
My special place Special places in the community Special places for religious people The Christian creation story The Church The Muslim creation story The Muslim creation story The Big Bang story  The world around us? The world around us? The Christian creation story The Christian story The Muslims  Muslims  Muslims  Hindus			
Special places in the community Special places for religious people The Hindu creation story The Christian creation story The Christians The Church The Muslim creation story The Mosque The Big Bang story  Child welcoming ceremony  Christians  Muslims  Hindus		WHY IS OUR WORLD SPECIAL?	
Special places for religious people  The Hindu creation story The Church The Muslim creation story The Mosque The Big Bang story  The Hindus  Christians Muslims Hindus	My special place	The world around us?	Different stages of life
<ul> <li>The Church</li> <li>The Muslim creation story</li> <li>The Mosque</li> <li>Muslims</li> <li>Hindus</li> </ul>	Special places in the community	The Christian creation story	Child welcoming ceremony
• The Mosque The Big Bang story • Hindus	Special places for religious people		<ul> <li>Christians</li> </ul>
• The Mosque The Big Bang story • Hindus	The Church	The Muslim creation story	Muslims
The Synagogue     The Easter story     Sikhs	The Mosque		Hindus
1 , , , , , , , , , , , , , , , , , , ,	The Synagogue	The Easter story	Sikhs
The Mandir     Bar/Bat Mitzvah			Bar/Bat Mitzvah
The Gurdwara     Wedding ceremony	The Gurdwara		Wedding ceremony



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The Vihara		Christian wedding
The Christmas Story		Muslim wedding
		Hindu wedding
		Sikh wedding
		Graduation