

Yearly Overview



ST. FRANCIS COLLEGE
ST. FRANCIS COLÉGIO INTERNACIONAL



Year 1

	Aug-Sept	October-mid Nov	Mid Nov-Dec	Feb-March	April-mid May	mid May-June
Trans. Theme	How we express ourselves	Where we are in place and time	Sharing the planet	How we organise ourselves	Who we are	How the world works
Unit	Let my art speak for me	A sense of Place	Animal Planet	Like Clockwork	We all Grow	The Earth and Beyond
Central Idea	We can express feelings and ideas without using written symbols or verbal language.	All places on Earth have specific features that distinguish them from one another.	In order to preserve different life forms, interactions must be respected.	Systems need to be in place to maintain organization in a community.	All living things change.	The earth can be affected by the universe around it.
Lines of Inquiry	Different artists and artistic styles, non-verbal language (music, dance, visual arts) used to express feelings. Vocabulary for feelings.	Different landscapes and different climatic regions of the world and their features.	Extinction, food chains, habitats, prevention.	Organization in a community, roles, systems.	Metamorphosis, plants and human life cycles, human growth.	How the sun and moon influence the earth (phases of the moon, seasons, gravity, day and night) Space travels, Solar system (sun, moon and planets), satellites and stars
Attitudes	Creativity, confidence, appreciation.	Appreciation, curiosity, creativity	Respect, co-operation, integrity, tolerance and commitment.	Cooperation, respect	Appreciation, curiosity, empathy	Curiosity, enthusiasm
Related Concepts	Expression, feelings	Geography, landscape	Extinction, Protection, Interdependence	Interdependence, Organization, systems	Growth, Change	Space, Solar system

Language	Aug-Sept	October-mid Nov	Mid Nov-Dec	Feb-March	April-mid May	mid May-June
Strands	It is essential that core skills such as phonic strategies, spelling and handwriting are incorporated into the units to ensure effective learning.					
Language Overview	<p><u>Silly Stuff (poetry)</u> Children hear, read and respond to silly poems and other humorous texts that play with language, for example riddles, language puzzles, jokes, non-sense sentences, etc. They write their own silly poems or passages as a way of exploring language use. They focus on adventurous and entertaining language, as for example in alliteration, or the juxtaposition of surprising and unusual elements, without necessarily being constrained by sense or meaning.</p> <p><u>Different stories by the same author</u> (Reading and response): Introduce a particular author and display a collection of their work. Demonstrate how to find out about the author, for example from blurb or websites, and make notes. Read several short stories, for example series of books that put the main character(s) into different situations</p> <p>Compare specific features of the books read, including characters, events, settings. Collect information about the main character(s) and use this to make predictions about how they will behave in different settings or in response to different events. Explore the character's feelings in different situations using improvisation.</p>	<p><u>Traditional Stories</u> Read several traditional stories with examples of predictable and patterned language. Children join in and recite familiar words and phrases. Identify examples of formal story language. Children prepare and retell familiar stories using appropriate voice for different characters and incorporating some formal story language. Encourage them to sustain the account whilst keeping the listener's interest.</p> <p>Compare the themes, settings and characters in several stories. Locate key descriptive words and phrases. Identify sequence of events and compare the plots of different stories. Predict incidents and endings based on experience of traditional tales. Use improvisation and role-play to explore alternatives.</p> <p><u>Information texts</u> Pose questions and record these in writing, prior to reading. Investigate non-fiction books/ICT texts on similar themes to show that they can give different information and present similar information in different ways. Use contents pages/menus and alphabetically ordered texts, for example dictionaries, encyclopedias, indexes, directories, registers. Locate definitions/explanations in dictionaries and glossaries. Scan texts to find specific sections, for example key words or phrases, subheadings, and skim-read title, contents page, illustrations, chapter headings and sub-headings to speculate what a text might be about and evaluate its usefulness for the research in hand. Close read text to gain information, finding the meaning of unknown words by deducing from text, asking someone, or referring to a dictionary or encyclopedia.</p> <p>Make simple notes from non-fiction texts, for example key words and phrases, page/web references, headings, to use in subsequent writing.</p> <p>Draw on knowledge and experience of texts in deciding and planning what and how to write.</p> <p>Maintain consistency in non-narrative, including purpose and tense.</p> <p>Create an alphabetically ordered dictionary or glossary of special interest words.</p>	<p><u>Really Looking (poetry)</u> Children hear, read and respond to poems and write their own simple poems or passages of descriptive prose based on closely observed experience. They focus on adventurous language and its effective use, without necessarily being constrained by particular poetic forms or rhyme. Subject matter for poems both read and written could well be drawn from across the curriculum or related to cross-curricular themes.</p> <p>As a class and in groups, children hear and read a range of poems where the writer is responding to some closely observed or recalled experience. They perform some of the poems, individually or together, using actions and sound effects where appropriate to add to the poems' meaning. They are encouraged to respond to these poems in a variety of ways, for example through dance, drama and art. They discuss what the poems are about.</p> <p><u>Stories with familiar settings</u> Read and tell a selection of stories with settings and themes that are familiar to the children, for example home, school, shops, holidays, getting lost, making friends, being ill. Children retell stories in pairs focusing on the sequence of events.</p> <p>Identify the characters. Use role-play to retell the story from one character's point of view and explore different courses of action.</p> <p>Children select a character and describe what they do in the story, orally and in writing.</p> <p>Review the stories. Discuss the way that one event leads to another and identify temporal connectives. Represent the story structure in note form. Begin to tell another story. Invite predictions about characters' actions and the sequence of events..</p> <p>Demonstrate how to plan the structure of a story: opening, something happens, events to sort it out, ending.</p> <p>Demonstrate how to write the beginning of the story. Children write their own endings.</p> <p>Children plan and tell stories based on their own experience. They use the structure from shared writing to write their own complete stories.</p>	<p><u>Patterns on the page (poetry)</u> Children hear, read, respond to and write poems with particular patterns. They focus on the playful exploration of language and its potential use, without necessarily being constrained by 'making sense'.</p> <p>As a class and in groups, children hear, read and respond to a range of poems with different patterned structures. They then explore the different patterns created, both by the ways words and phrases are used and sequenced, and by the way the text is laid out on page or screen. They sort poems according to their pattern type, and then perform some of them in appropriate fashion. Note: For this particular unit, it is more important that the texts are selected as representing these different structural and language patterns than that they tie in with any particular subject matter of theme.</p> <p>With extensive contribution from and involvement by children, the teacher models and explores writing in several different patterned forms. Opportunity is taken to focus on playful and inventive language choices, further developing children's vocabulary and their word-reading and writing skills in the process.</p> <p>Following on from this modelling, children in pairs or individually (possibly then working with a response partner) write their own simple patterned texts (on paper or on screen), developing their writing from a given beginning, following a particular pattern or within a given appropriate frame. Outcomes are then shared and discussed.</p>	<p><u>Explanations</u> Link this unit to a curriculum area such as science or design and technology in which a process needs to be understood. Carry out the practical activity, for example experiment, investigation, construction task, so that children have first-hand experience of the process. Lead the children in the creation of a flowchart or cyclical diagram to explain the process. Model an oral explanation of the process using the flowchart and appropriate physical gestures. Give the children the opportunity to explain the same process orally also using language and gestures appropriately. Show the children a flowchart or cyclical diagram explaining another process and support their reading before asking them to read others independently. Following another practical task, children produce a simple flowchart or cyclical diagram independently.</p>	<p><u>Non-chronological reports</u> After a practical activity or undertaking some research in books or on the web in a foundation subject, lead a discussion on generalising from repeated occurrences or observations so that the children can distinguish between a description of a single member of a group and the group in general, for example a particular dog, and dogs in general. Read texts containing information in a simple report format, for example 'There are two sorts of x... ; 'They live in x... ; 'the As have x... , 'but the Bs... , etc. Assemble information on another subject and use the text as a template for writing a report on it, appropriating the language to present, sequence and categorise ideas.</p>

Língua	Aug-Sept	October-mid Nov	Mid Nov-Dec	Feb-March	April-mid May	mid May-June
Portuguesa						
Strands	It is essential that core skills such as phonic strategies, spelling and handwriting are incorporated into the units to ensure effective learning.					
Ler e escrever	<p>Ler palavras referentes a unidade estudada.</p> <p>Identificar as palavras do vocabulário específico.</p>	<p>Ler palavras referentes a unidade estudada.</p> <p>Identificar as palavras do vocabulário específico.</p>	<p>Completar um cartaz com informações referentes ao assunto estudado</p>	<p>Ler palavras referentes a unidade estudada.</p> <p>Ler palavras do vocabulário específico da unidade.</p> <p>Ler e identificar a estrutura do gênero: convite</p> <p>Escrever listas de palavras referentes a unidade de investigação.</p> <p>Organizar por meio de desenhos e escrita mapas mentais</p> <p>Escrever e ilustrar um convite</p>	<p>Ler palavras referentes a unidade estudada, crescer, conseguir, pequeno, grande, velho, novo, entre outras.</p> <p>Identificar as palavras do vocabulário específico.</p> <p>Ler e responder questionário sobre a passagens importantes da sua vida.</p> <p>Relatar por meio de escrita espontânea passagens marcantes de sua vida.</p>	<p>Organizar as histórias sem texto em sequência lógica</p> <p>Redigir uma história através das imagens.</p>
Comunicação Escrita:						

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Portuguesa	It is essential that core skills such as phonic strategies, spelling and handwriting are incorporated into the units to ensure effective learning.					
Ouvir e falar: Comunicação oral	<p>Nomear quais artistas brasileiros conhecem.</p> <p>Ouvir poemas .</p> <p>Observar obras de diferentes artistas brasileiros, escultores, pintores, poetas, entre outros.</p> <p>Descrever sentimentos utilizando a música como recurso.</p> <p>Identificar o vocabulário específico da unidade: (gesso, tintas, pincel, ópera entre outras.)</p> <p>Relatar as sensações percebidas na música.</p>	<p>Ouvir histórias e lendas que retratam paisagens brasileiras.</p> <p>Assistir ao filme Tainá.</p> <p>Identificar e nomear as paisagens brasileiras, a partir de observação de fotos e ilustrações.</p> <p>Identificar o vocabulário específico da unidade (seco, quente, úmido, desértico, alagado)</p> <p>Listar oralmente semelhanças e diferenças entre as paisagens da floresta amazônica, pantanal e caatinga.</p> <p>Assistir animações mudas.</p>	<p>Ler palavras referentes a unidade estudada.</p> <p>Identificar o vocabulário específico da unidade (extinção, desmatamento, habitat, alimentação, caça, reprodução, cativo, etc.)</p> <p>Ler e identificar informações relevantes no gênero :cartaz</p>	<p>Identificar o vocabulário do circo.</p> <p>Ouvir histórias sobre o circo.</p> <p>Assistir pequenos filmes , ou trechos sobre a estrutura do circo.</p>	<p>Responder as perguntas de questionário , com ajuda dos pais.</p> <p>Compartilhar com a classe informações sobre a história de sua vida.</p> <p>Ouvir histórias sobre o ciclo de vida de alguns animais e plantas.</p>	<p>Ouvir lendas e histórias que falem sobre a natureza.</p> <p>Recontar as lendas ouvidas, utilizando imagens.</p> <p>Ler palavras referentes a unidade estudada, : plantas, sol, Vênus, Marte, entre outros.</p> <p>Ler e compreender histórias sem texto.</p>
Visualizar e apresentar Comunicação visual	<p>Ilustrar poemas.</p> <p>. Ilustrar as sensações percebidas na música.</p>	<p>Demonstrar através de ilustrações o conteúdo apreendido, utilizando o formato de um cartão postal</p>		<p>Escrever listas de palavras referentes a unidade de investigação.</p> <p>Organizar por meio de desenhos e escrita mapas mentais</p> <p>Escrever e ilustrar um convite</p>	<p>Organizar as informações pesquisadas em forma de um pequeno livro.</p>	

Maths	Aug-Sept	October-mid Nov	Mid Nov-Dec	Feb-March	April-mid May	mid May-June
Strands						
Numbers	Show understanding of place value from units to hundreds. Place whole numbers in order of size.	Model number to hundred and beyond using the place 10 value system. Read and write whole numbers up to hundreds and beyond. Read, write, compare and order cardinal numbers beyond 20. Introduce the concept of Fractions.	Add and subtract numbers up to 100. Use fast recall of addition and subtraction number facts in real life situations. Use the language of addition and subtraction, for example add, take away, plus, minus, sum, difference. Understand the inverse relation between addition and subtraction.	Estimate quantities to 100 or beyond. Model simple fractions relationships. Complete basic addition and subtraction expressions. (mysterious number) Describe mental and written strategies for adding and subtracting two digit numbers.	Read, write, compare and order cardinal and ordinal numbers. Understand situations that involve multiplication and division. Use fractions in real life situations. Model addition and subtraction of fractions with the same denominator.	Use mental and written strategies for multiplication and division in real life situations. Select an appropriate method for solving a problem, for example, mental estimation, mental and written strategies, or by using a calculator. Complete basic multiplication and expressions (mysterious number).
Shape & Space	Explain the properties of 2D shapes. Recognize patterns in a shape.	Write the coordinates of a given point in a grid. Plot a point in a grid given the coordinates.	Classify triangles according to their properties (scalene, isosceles, equilateral) Classify 2D shapes according to their amount of sides.	Classify quadrilaterals according to their characteristics (squares, rectangles, parallelograms, rhombuses, trapeziums, kites, arrowheads)		Analyse and describe the relationship between 2D shapes and 3D shapes.
Pattern & Function	Show understanding of the calendar. Tell time to the hour.	Understand that patterns can be found in numbers, for example, odd and even numbers, skip counting. Skip count mentally up to one hundred or beyond.	Understand the associate and commutative properties of addition.	Represent patterns in a variety of ways, for example, drawing, symbols, materials, actions, numbers. Use patterns to represent and understand real life situations.	Extend and create patterns in numbers. Use the properties and relationships of addition and subtraction to solve problems. Create and describe symmetrical and tessellating patterns.	Read and write the time to the hour, half hour, quarter hour.
Measurement		Understand the use of standard units to measure, for example, length, mass, temperature.	Estimate and measure objects using standard units of measurement: length, mass and temperature.	Use standard units and measurement to solve problems in real life situations.		
Data Handling	Collect data using a tally chart.	Understand that information about themselves and their surroundings can be collected and recorded in different ways.	Collect and represent data in different types of graphs, for example tally marks, bar graphs.		Create pictograph and sample bar graph of real objects and interpret data by comparing quantities.	Use tree, Venn and Carroll diagrams to explore relationships between data.

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Science					
<p>Explain symmetry in living thing using a mirror.</p> <p>Inquire, predict, experiment, reflect and explain how colour is related to light (by experimenting with prism and CDs)</p> <p>Predict experiment and recognize secondary and tertiary colours by experimenting with primary colours.</p>	<p>Know the different parts of the plant and explain the function of each one.</p> <p>Understand how water and light are related to the growth of the plant in relation to the function of each of its parts.</p> <p>Know that seeds grow into flowering plants.</p> <p>Understand the relation of the landscape with some of the climate characteristics and the plants that grow in the region.</p> <p>Understands the role of some of the different characteristics of plants in relation to adaptation to the landscape (for example thorns in a cactus instead of leaves to reduce evaporation)</p>	<p>Understand the differences between things that are living and things that have never been alive.</p> <p>Understand that animals, including humans move, feed, grow, use their senses and reproduce.</p> <p>Knows and explains some of the reasons why humans and other animals need water and food to stay alive.</p> <p>Identify different elements in a food chain.</p> <p>Explain the roles of different elements in a food chain.</p> <p>Know about different kind of plants and animals in their local environment.</p> <p>Classify different animals and plant according to different characteristics.</p>	<p>Understand the concept of ecosystem formed by different elements that depend among each other.</p> <p>Know and explain some of food chains from the Amazonia as part of the ecosystem</p>	<p>Understand that animals, including humans, move, feed, grow, use their senses and reproduce.</p> <p>Know and explain that humans and other animals need food and water to stay alive.</p> <p>Recognize that plants need light and water to grow.</p> <p>Know and explain that seeds grow into flowering plants.</p> <p>Find out about the different kinds of plants and animals in the local environment.</p>	<p>Know some of the names of the different planets of the solar system.</p> <p>Understand the importance of each of the planets, moons and the sun as elements of the Solar system.</p> <p>Know and explain the importance of the Sun as a source of light and energy.</p> <p>Understand the movement of rotation and its relation with the day night cycle.</p> <p>Understand the movement of translation and its relation to the year cycle.</p>

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Social Studies					
<p>Identify similarities and differences in ways that different cultures express themselves through art. (reflect upon art seen at exhibition)</p> <p>Compare and contrast portraits throughout time. (paintings – photography) (Also addressed in Art)</p>	<p>Know about and explain some of the characteristics different landscapes (desert, forest, swampland, mountains.</p> <p>Know and explain some of the characteristics of the different regions in Brazil.</p> <p>Identify the different regions of Brazil in a map.</p> <p>Identify a variety of places around the world and compare their similarities and differences.</p>	<p>Know about the role of the government in relation to the use of resources that might affect the ecosystem.</p>	<p>Explain the different roles of the different members of their families.</p> <p>Explain the different roles of some of the members of the school.</p> <p>Explain the different roles of some of the members of society.</p> <p>Identify and explain the roles of some important people in the history and present of Brazil.</p> <p>Identify and explain the roles of some important people in the history and present of the World.</p>	<p>Explain the different roles humans assume in society in relation to age.</p> <p>Know and explain some of the rights children have.</p> <p>Understand her/his life as a cycle and explain some of the events from the past using a timeline.</p> <p>Explain different roles they are willing to assume in their future as adults.</p>	<p>Know that different cultures explained the stars and planets in different ways.</p> <p>Know that the names of the planets come from Roman mythology.</p> <p>Know that the names of the week are related to mythology, planets, moon and Sun.</p>

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Drama					
Work on body language and facial expression to express emotions.	Engage in an imaginative play using a range of sources as stimuli.	Engage in an imaginative play using a range of sources as stimuli.	Use body to create different types of machines focusing on the various parts working together to create a whole, looking at movement, voice work (sound).	Review use of body to convey mood and action.	Explore movement in different environments and through freeze-frame will show their understanding of day/night and the seasons.
Use body work to explore feelings.	Use ‘Mantle of the Expert’ and hot seating to enhance understanding of characters from traditional stories (Hansel and Gretel, Little Mermaid, Billy Goats Gruff).	Act in role play different animals to explore food chain, hunting and causes of extinction.	Learn to work in pairs and larger groups.	Recreate life cycle through freeze-frames using images and music as a stimuli. Use idea of storyboard to recreate a life cycle story to act out for others.	Create different day/night images and seasons, and guess what the children are doing through discussion.
Act out or mime a situation using props and / or costume.		Recognize the value of performance without technical aids.	Recreate imaginary and real machines.	Work on different types of life cycles and create a short performance piece.	
Using neutral masks, then try using masks with feelings: match body language to feeling.	Create freeze-frames of different places (forest, mountain etc.) to show understanding of the unit.	Understand that you do not need costumes, props or any other aid to become an animal – focusing on movement and expression and voice.	Try to convey different machines using body and voice – as a group creating different household appliances and have others guess what they are.	Use music as background to create a moving image (freeze-frame to freeze-frame) of appropriate life cycle. Write and act out through story board own script about life cycle.	In groups create a voyage to an imaginary planet and through mime and music act out the journey – show what you see, feel and what the terrain is like through body language and facial expression.
Create own masks showing different emotions.	Explore different places and create scenes using body.				
Learn how to communicate emotions through body language and facial expressions.	Use traditional stories from different times and places to discuss and create drama.	Review the use of freeze-frames to show different situations.	Through use of body create objects found inside a house. In groups create a room in the house.	Discuss experiences of performing arts and the way a story was communicated, and make connections between their own drama and that of others.	
Perform emotions with body language and face and using mask.		Use body postures to communicate meaning.			
Work as a whole class and individually to show how to express emotions.		Create freeze-frames to show understanding of prey and predator.			

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Music					
<p>Identify rhythmic and melodic notation.</p> <p>Express feelings on instruments</p> <p>Relate feelings/reactions with different types of music.</p> <p>Match pitch without words – sing on “la”.</p>	<p>Understand rhythmic and melodic notation: graphic score.</p> <p>Identify rhythmic figures: Whole note, half and quarter.</p> <p>Sing songs from other countries and explore voice control.</p>	<p>Become familiar with playing instruments with scores using Orff instruments</p> <p>Develop of repertoire and voice control</p> <p>Memorize the lyrics of the songs to prepare for the Holiday Bazaar.</p>	<p>Identify musical organisations – orchestras, marching bands, etc.</p> <p>Understand different roles in the musical community – teachers, leader, creator of rhythms, etc.</p> <p>Sing from other countries and match the pitch.</p>	<p>Body awareness: relate movement and rhythm</p> <p>Explore physical sizes of the instruments – most of the lessons were about the children holding and trying to play the different sizes of the instruments.</p> <p>Discuss videos on YouTube of children vs. adults performing.</p>	<p>Use percussion instruments to relate rhythmic work with graphic notation.</p> <p>Recognize the notes on staff.</p> <p>Develop of repertoire and voice control.</p>

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Visual Arts					
Designing a pie-chart and filling in in primary and secondary colours in ARB	Observational study when describing shapes	Describing the outline of an animal on A4 paper and then colouring it in around the shape to form a negative image	Observing the way in which a painting is balanced and how this balance might have changed throughout the centuries ARB	Observing natural forms	Designing a rocket to travel through space ARB
Identifying primary and secondary colours to feelings	Identifying and comparing the outlines of natural and industrial forms in ARB	Comparing negative and positive shapes and looking at bone structures ARB	reorganizing forms on a picture plane and recognizing the importance of foreground and background ARB	Drawing a seed and the process of it growing in ARB	Selecting the crew through Physical and Medical criteria ARB
Mixing and applying paint to describe personal feelings and then relating them to images	Looking at contrasting shapes in a still life painting	Manipulating clay to form a negative fossil shape of a fish	Selecting a painting and reconstructing it through ICT GIMP program	Observational studies of twigs, leaves and plants and flowers in the open air using Hb, 2b and 4b and 6b pencil	Planning the space voyage ARB
Describing outline and proportion in ARB	Drawing and shading techniques ARB	Carving into clay to form the image of a fossil fish	The balance of natural and geometrical forms in a Renaissance painting ARB	Looking at studies of species through the drawings of Darwin	Designing the interior of the rocket and appliances
Selecting an art work that describes a feeling	Designing a grid for shading in ARB	Observing images of fish fossils and placing them in ARB		Science Fiction War of the Worlds Installation piece in Art Room	Making and constructing through cutting out cradboard
Art Appreciation: Choosing a Work of Art that reflects both colours and forms to describe feelings	Selecting leaves and applying roller and printing ink techniques ARB	Art appreciation Looking at animal details from drawings by artists		Interpreting forms using reusable material and constructing natural plants	Developing basic structure
Art appreciation: Expressionism and Fauvism		Making a fossil fish using clay and plaster	Describing the outline and form of a picture plane as an explanitive illustration using ICT GIMP program	Making an alien figure/ Looking at Science Fiction images	Producing a mission staement and creating symbols
			Manipulating layer, copy and cut tools		Evaluate group work and creative ideas and

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Physical Education					
<p><u>Games: (Running and chasing)</u> Change speed and direction, maintaining body control while playing games.</p> <p><u>Movement Composition</u> Use movement to express feelings and ideas.</p> <p><u>Individual Ball Skills</u> Perform bouncing, throwing, catching, kicking.</p> <p><u>Connection to the unit</u> Use the body to express feelings and ideas</p>	<p><u>Individual Pursuit (Laterality/ Body percussion)</u> Recognize the dominant hand and foot .</p> <p>Distinguish right and left on their body and in the general space.</p> <p>Show awareness of space identifying directions (forward, backward, side-ward, diagonal) and positions (front, back, side)</p> <p><u>Movement Composition (Gymnastics)</u> Perform the basic gymnastic skills: forward, backward rolls, jumps, landings and simple supported balances.</p> <p>Understand and apply the safety procedures when performing it.</p> <p><u>Games (invasion games)</u> Show simple organisation when playing invasion games</p> <p>Understand basic players' roles in invasion games</p> <p><u>Connection to the unit</u> Distinguish right and left and show awareness of space identifying directions and positions</p>	<p><u>Adventure Challenges</u> Work cooperatively in group tasks. Solve challenging problems individually, in pairs or in small groups</p> <p><u>Games (invasion games)</u> Perform games that involve protection, attack and defence</p> <p><u>Wrestling</u> Identify and practise different kinds of wrestling games</p> <p><u>Connection to the unit</u> Relate the concept of protection, attack and defence to wrestling and invasion games.</p>	<p><u>Games (net and wall games)</u> Aim and throw a ball over a wall or a net Catch a ball thrown over a net</p> <p><u>Adventure challenges</u> Solve challenging problems creatively, individually, in pairs or in small groups with or without apparatus</p> <p><u>Games (target games)</u> Combine bouncing and throwing in simple target games</p> <p><u>Connection to the unit</u> Show organisation while working in group.</p>	<p><u>Movement Composition (gymnastics)</u> Learn how to perform the cartwheel, shoulder stand and jumping and landing using the mini-tramp.</p> <p>Understand and apply the safety procedures when performing it.</p> <p>Compare current and previous performances of gymnastics skills</p> <p><u>Individual pursuits (combining skills)</u> Combine bouncing and throwing skills</p> <p>Combine running and kicking skills</p> <p>Compare current and previous performance of ball skills.</p> <p><u>Individual pursuits (Height and weight measurement)</u> Compare current height to measurement done in the beginning of the year.</p> <p><u>Connection to the unit</u> Recognize changes in their body and in their performances.</p>	<p><u>Individual Pursuit (rope skipping)</u> Skip individual rope with rhythm</p> <p>Skip rope using rope skipping traditional songs and rhymes</p> <p><u>Movement Composition (Festa Junina Dance)</u> Perform the basic sequence of movements related to the Y1 chosen dance for Festa Junina.</p> <p><u>Games</u> Create simple games individually and/or in small groups.</p>

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ICT					
Real or not?	Information all around	Let's find out	Robots Rule!	Telling a story.	Publish it!
<p>This unit explores the nature of computer simulation, and the way that an activity on screen can represent a real situation. Pupils are asked to compare the simulated and real wherever possible. An interactive whiteboard can be used for discussion but pupils should have the opportunity to explore simulations on their own or with a partner.</p> <p>that a computer can be used to simulate a wide range of environments and situations</p> <p>understand that some simulations are more elaborate than others know that a computer simulation allows the user to make choices and that a computer model is not an exact replica of the original</p> <p>that different decisions produce different outcomes</p> <p>that a painting package can be used to create, edit and print pictures</p>	<p>In this unit pupils explore a range of information sources in their local environment and collect simple data using a digital camera. They then use ICT to create simple pictograms and bar charts to answer questions about what they found.</p> <p>that ICT can be used to create pictograms more quickly and easily than traditional methods.</p> <p>that data represented graphically can be easier to understand than tables or text to use ICT to classify information and present findings</p> <p>that information can be presented in a variety of forms e.g. sound, text, picture, video</p> <p>that information may sometimes be incorrect or untrue, and that simple mistakes can easily be made</p>	<p>In this unit pupils will explore simple web pages and other digital content, discuss how it differs from print media like books, and learn how to use simple navigation buttons and hyperlinks to find specific words and pictures.</p> <p>that information is available from a variety of sources, both digital and traditional</p> <p>that information can be presented in a variety of forms e.g. sound, text, picture, video,</p> <p>that the screen pointer will change when it is over a link or button e.g. into a hand that you can follow a hyperlink to another location e.g. a web page</p> <p>that keywords can be used to search for information</p>	<p>In this unit pupils will discuss why people make machines and devices to carry out specific jobs and tasks, and how they work. They will learn that to make machines and devices work we need to give them appropriate instructions. They will also investigate simple floor robots and how to give them instructions to carry out a simple task, and compare this to making onscreen robots and turtles follow instructions.</p> <p>that there are many uses of control technology in the everyday world</p> <p>that machines and devices need a source of power e.g. electricity</p> <p>that machines and devices must be controlled</p> <p>that instructions must be given using appropriate language</p> <p>that one can give instructions to a floor turtle</p> <p>to compare a real turtle with an onscreen version</p>	<p>Pupils explore the range of multimedia elements that make up talking books and websites, and think about how they are stored. The focus of this unit is doing things purposefully.</p> <p>that ICT can be used to combine images, text and sounds that we can use ICT to create multimedia storybooks that scanners and digital cameras (including a webcam) can be used to create an image that can be seen on a computer</p> <p>that computers and other devices can record and store sounds</p> <p>that the soundtrack contributes to how we feel about a scene in a film, e.g. the opening</p> <p>that films have settings just as books do</p> <p>discuss the setting of a film using appropriate vocabulary that different images and sounds appeal to different people</p>	<p>In this unit pupils will explore the idea that a computer allows us to enter, re-arrange, edit and correct text more easily than traditional pencil and paper methods. They will also begin to add pictures and clipart to their texts.</p> <p>that text can be entered and corrected</p> <p>the importance of spaces between words</p> <p>the difference between running text (text wrap) and text with line breaks</p> <p>that ICT can be used to rearrange text to make it easier to read</p> <p>that pictures e.g. clipart can be inserted</p>