
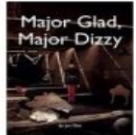





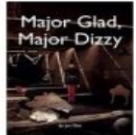





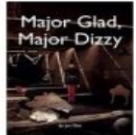












## Year 1

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<b>Topic/Theme</b>	<b>Autumn 1: Terrific Toys</b>	<b>Autumn 2: Crazy Climates</b>	<b>Spring 1: Super Safari</b>	<b>Spring 2: The Victorians</b>	<b>Summer 1: Great Fire of London</b>	<b>Summer 2: Let's get Travelling!</b>																																																
<b>Knowledge Organiser</b>	<a href="#">Y1 KO Aut 1</a>	<a href="#">Y1 KO Aut 2</a>	<a href="#">Y1 KO Spr 1</a>	<a href="#">Y1 KO Spr 2</a>	Y1 KO Sum 1	Y1 KO Sum 2																																																
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<p><b>Stunning Start:</b></p> <p><b>Marvellous Middle:</b></p> <p><b>Fantastic Finish:</b></p>	<p>Toy show and tell. Bring in your favourite toy. (play with old toys- during play times)</p> <p>Make a cup and ball toy.</p>  <p>Build-a-bear workshop.</p>	<p>Make a 'seasons' calendar.</p> <p>Make kites &amp; fly them at the park</p> <p>Video record a weather report</p>	<p>Animal treasure hunt/quiz around school.</p> <p>Learn the Massai Mara jumping dance</p> <p><a href="#">Virtual Safari tour</a> - dress up day / (Animal shelter visit?)</p>	<p>A <a href="#">Victorian school day</a>: (number chants, handwriting, poems and songs, outdoor group games - no technology.)</p> <p>Make Victorian bonnets, collars and top hats.</p> <p>Have a Victorian high tea/ball.</p>	<p>What's in the bag and who does it belong to? Items linked to GFoL</p> <p>Watch Magic Grandad - GFoL and learn song: London's burning</p> <p>Build Tudor style houses and put them altogether outside.</p>	<p>Learn and perform a song about journeys.</p> <p>Find the school on google maps, find routes to places they know in Doha (their house, the park, the mall etc) (Guest speaker visit - pilot)</p> <p>Go on a metro ride/dhow boat.</p>																																																
<b>English</b>	<table border="1" style="width: 100%; text-align: center;"> <thead> <tr> <th colspan="6" style="background-color: #0056b3; color: white;">Year 1 Suggested Progressive Sequence</th> </tr> <tr> <th style="background-color: #d9e1f2;">A</th> <th style="background-color: #d9e1f2;">B</th> <th style="background-color: #d9e1f2;">C</th> <th style="background-color: #d9e1f2;">D</th> <th style="background-color: #d9e1f2;">E</th> <th style="background-color: #d9e1f2;">F</th> </tr> </thead> <tbody> <tr> <td>Major Glad, Major Dizzy </td> <td>Rapunzel </td> <td>Hermelin </td> <td>Where the Wild Things Are </td> <td>The Secret of Black Rock </td> <td>The Last Wolf </td> </tr> <tr> <th colspan="6" style="background-color: #9933cc; color: white;">Writing Outcome &amp; Writing Purpose</th> </tr> <tr> <td><b>Narrative:</b> Discovery Narrative <b>Purpose:</b> To narrate</td> <td><b>Narrative:</b> A Traditional Tale <b>Purpose:</b> To narrate</td> <td><b>Narrative:</b> A Detective Story <b>Purpose:</b> To narrate</td> <td><b>Narrative:</b> A Portal Story <b>Purpose:</b> To narrate</td> <td><b>Narrative:</b> A Return Story <b>Purpose:</b> To narrate</td> <td><b>Narrative:</b> A Hunting Story <b>Purpose:</b> To narrate</td> </tr> <tr> <td><b>Recount:</b> Messages <b>Purpose:</b> To recount</td> <td><b>Instructions:</b> How to catch a witch <b>Purpose:</b> To instruct</td> <td><b>Recount:</b> Letters <b>Purpose:</b> To recount</td> <td><b>Information:</b> Wild Things <b>Purpose:</b> To inform</td> <td><b>Recount:</b> Postcards <b>Purpose:</b> To recount</td> <td><b>Instructions:</b> Recipes <b>Purpose:</b> To instruct</td> </tr> <tr> <th colspan="6" style="background-color: #ffcc00;">Curriculum Topic Driver</th> </tr> <tr> <td colspan="2">History: Living Memory</td> <td colspan="2">Geography: Locality</td> <td colspan="2">Science: Animals inc Humans</td> </tr> </tbody> </table>						Year 1 Suggested Progressive Sequence						A	B	C	D	E	F	Major Glad, Major Dizzy 	Rapunzel 	Hermelin 	Where the Wild Things Are 	The Secret of Black Rock 	The Last Wolf 	Writing Outcome & Writing Purpose						<b>Narrative:</b> Discovery Narrative <b>Purpose:</b> To narrate	<b>Narrative:</b> A Traditional Tale <b>Purpose:</b> To narrate	<b>Narrative:</b> A Detective Story <b>Purpose:</b> To narrate	<b>Narrative:</b> A Portal Story <b>Purpose:</b> To narrate	<b>Narrative:</b> A Return Story <b>Purpose:</b> To narrate	<b>Narrative:</b> A Hunting Story <b>Purpose:</b> To narrate	<b>Recount:</b> Messages <b>Purpose:</b> To recount	<b>Instructions:</b> How to catch a witch <b>Purpose:</b> To instruct	<b>Recount:</b> Letters <b>Purpose:</b> To recount	<b>Information:</b> Wild Things <b>Purpose:</b> To inform	<b>Recount:</b> Postcards <b>Purpose:</b> To recount	<b>Instructions:</b> Recipes <b>Purpose:</b> To instruct	Curriculum Topic Driver						History: Living Memory		Geography: Locality		Science: Animals inc Humans	
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<p><b>Phonics</b></p>	<p><b>Recap of Phase 3 &amp; 4 sounds</b></p> <ul style="list-style-type: none"> <li>-Identify digraphs and trigraphs</li> <li>-Blending and segmenting sounds</li> <li>-Use the sounds to write simple sentences.</li> <li>-Learn to read and write phase 3 and 4 tricky words</li> <li>-Apply phonic knowledge and skills as the route to decode words</li> <li>-Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes</li> <li>-Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught</li> <li>-Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</li> </ul>		<p><b>Learning Phase 5</b></p> <ul style="list-style-type: none"> <li>-Identify digraphs and trigraphs</li> <li>-Blending and segmenting sounds</li> <li>-Use the sounds to write simple sentences.</li> <li>-Apply phonic knowledge and skills as the route to decode words</li> <li>-Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes</li> <li>-Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught</li> <li>-Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</li> <li>-Identifying split digraphs.</li> <li>-Learn to read and write phase 5 tricky words.</li> </ul>		<p><b>Learning Phase 6</b></p> <ul style="list-style-type: none"> <li>-Learn suffix rules</li> </ul> <p><b>Consolidating Phase 5</b></p>	
<p><b>Maths (Statistics must link to a science topic &amp; properties of shape should be Summer Term)</b></p>	<p>Place Value (4 Weeks)</p> <p>Addition and Subtraction (4 Weeks)</p>	<p>Addition and Subtraction (1 Week)</p> <p>Shape (1 Week)</p> <p>Place Value (2 Weeks)</p>	<p>Addition and subtraction (3 Weeks)</p> <p>Place Value to 50 (3 Weeks)</p>	<p>Measurement: Length and height (2 Weeks)</p> <p>Measurement: Weight and Volume (2 Weeks)</p>	<p>Multiplication and Division (3 Weeks)</p> <p>Fractions (2 Weeks)</p> <p>Position and Direction (1 Week)</p>	<p>Place Value to 100 (2 Week)</p> <p>Measurement: Money (1 Week)</p> <p>Measurement: Time (2 Weeks)</p>
<p><b>Science</b></p>	<p><b><u>Animals, including humans: The human body</u></b></p> <ul style="list-style-type: none"> <li>- Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</li> <li>- Identify and name a variety of common animals that are carnivores, herbivores and omnivores.</li> <li>- Describe and compare the structure</li> </ul>	<p><b><u>Seasonal changes</u></b></p> <ul style="list-style-type: none"> <li>- Observe changes across the four seasons</li> <li>- Observe and describe weather associated with the seasons and how day length varies</li> </ul>	<p><b><u>Everyday materials</u></b></p> <ul style="list-style-type: none"> <li>- Distinguish between an object and the material from which it is made</li> <li>- Identify and name a variety of everyday materials</li> <li>- Describe the simple physical properties of a variety of materials</li> <li>- Compare and group together a variety of everyday materials on the basis of their simple physical properties.</li> </ul>	<p><b><u>Seasonal changes</u></b></p> <ul style="list-style-type: none"> <li>- Observe changes across the four seasons</li> <li>- Observe and describe weather associated with the seasons and how day length varies</li> </ul>	<p><b><u>Plants</u></b></p> <ul style="list-style-type: none"> <li>- Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.</li> <li>- Identify and describe the basic structure of a variety of common flowering plants, including trees.</li> </ul>	<p><b><u>Scientists &amp; inventors</u></b></p> <ul style="list-style-type: none"> <li>- Ask simple questions and recognise that they can be answered in different ways.</li> <li>- Use simple equipment to observe closely).</li> <li>- Perform simple tests.</li> <li>- Identify and classify.</li> <li>- Use his/her observations and ideas to suggest answers to questions.</li> <li>- Gather and record data to help in answering questions.</li> </ul>



	of a variety of common animals.				
<b>P.S.H.E</b>	<p><b><u>Health and wellbeing</u></b></p> <ul style="list-style-type: none"> <li>Physical health and Mental wellbeing</li> <li>Growing and changing</li> <li>Keeping safe</li> </ul>	<p><b><u>Relationships</u></b></p> <ul style="list-style-type: none"> <li>Families and friendships</li> <li>Safe relationships</li> <li>Respecting ourselves and others</li> </ul>	<p><b><u>Living in the wider world</u></b></p> <ul style="list-style-type: none"> <li>Belonging to a community</li> <li>Media literacy and digital resilience</li> <li>Money and work</li> </ul>		
<b>Geography</b>	<p><b><u>Autumn 2</u></b> - Human and Physical Features Explore weather and seasons Observe, record and draw weather changes Identify human features (city, town, village, farm) Identify physical features (beach, coast, forest, mountain) Compare features of: Qatar and Antarctica.</p>	<p><b><u>Spring 1</u></b> - Locational and Place Knowledge Identify and locate the seven continents Use compass directions Locate England/ Qatar on a map Compare these places, draw and label pictures to show how they are different Compare Kenya and Qatar (animals, clothing, food)</p>	<p><b><u>Summer 2</u></b> - Fieldwork Observe and record information about the local area Create and follow maps (around school and the local area) Study and label an aerial view of school</p>		
<b>History</b>	<p><b><u>Autumn 1</u></b> Terrific Toys Children will explore the history of toys through the ages. They will compare toys now and then and research family favourites. Children will look at old toy artefacts and place them on a timeline.</p>	<p><b><u>Spring 2</u></b> Victorians - studying life in the Victorian era, school, <a href="#">food</a>, clothing. Significant figures - learn about Queen Victoria. Enquiry: ask questions about what it was like for people during this time.</p>	<p><b><u>Summer 1</u></b> Great Fire of London <a href="#">info</a> Learn about key events that took place within the Great Fire of London. Explain why the fire spread and how it eventually stopped. Look at different sources of evidence such as Samuel Pepys' diary.</p>		
<p><b>Art</b></p> <p>1. Artist Research 2. Observational Drawings 3. Formal Elements</p> <p><i>Please ensure that these objectives are considered when mapping out Art</i></p>	<p><b><u>Autumn 2</u></b> <b><u>Artistic Research</u></b> Jackson Pollock 1930s - 1950s (Marble painting)</p>  <p>Describe what they can see and like about this artist's work Ask questions about the artwork Study the artists techniques and processes Express opinions about the artist's work</p> <p><b><i>Painting, Sculpture and Printing</i></b> Explore printing using different materials to recreate a piece of artwork</p>	<p><b><u>Spring 1</u></b> <b><u>Painting, Sculpture and Printing</u></b></p>  <p>Painting - <a href="#">safari portraits</a> Explore with a variety of media: different brush sizes and tools Start to mix a range of secondary colour Explore lightening and darkening paint with the use of black and white Begin to control the types of marks made with the range of media</p>	<p><b><u>Summer 2</u></b> <b><u>Observational drawings</u></b> Draw cars/modes of transport in the school car park</p>  <p>Use a variety of tools (pencils, rubbers, charcoal, etc) Use a sketchbook to gather and collect artwork?? Begin to explore the use of line, shape and colour</p>		



<p><b>DT</b></p>	<p><b>Autumn 1</b> <b>Materials &amp; Textiles</b> Design and make a <a href="#">hand puppet</a>.</p> <p>Children will: Make a textile product by marking out, cutting and joining pieces of fabric. Explore a selection of hand puppets and base their design on their investigations about how it has been made Cut a range of papers and cards Colour using printing or painting</p>		<p><b>Spring 2</b> <b>Cooking and Nutrition</b> Make porridge (Victorians) (children to bring in their own toppings to add to it)</p> <p>Children will be able: To recognise and select some ingredients by sights and taste To mix, stir and combine a small amount of ingredients in a bowl To understand that recipes provide instructions To describe a dish they could create for a special occasion</p>		<p><b>Summer 1</b> <b>Structures &amp; Construction &amp; Mechanism</b> Build houses for the GFoL.</p> <p>Children will: Measure, mark out, cut and shape a range of materials in order to make their houses Explore using tools (scissors) safely Begin to assemble, join and combine materials and components together using a variety of methods (glue, masking tape) Begin to build structures, exploring how they can be made stronger, stiffer and more stable</p>	
<p><b>Computing</b></p> <ul style="list-style-type: none"> <li>● Computer science</li> <li>● Information technology</li> <li>● Digital Literacy</li> <li>● E-Safety</li> </ul>	<p><b>iSafe</b></p> <p>● ●</p> <p>Personal information and being safe online</p>	<p><b>iAlgorithm</b></p> <p>● ●</p> <p>Unplugged activities to support understanding of algorithms</p> <p>Hour of Code</p>	<p><b>iModel</b></p> <p>● ●</p> <p>Introduction to modelling</p> <p>Safer Internet Day</p>	<p><b>iProgram Unit 1</b></p> <p>● ●</p> <p>Programming physical and virtual toys</p>	<p><b>iData</b></p> <p>● ●</p> <p>Introduction to data representation</p> <p>Digital Literacy Lesson</p>	<p><b>iWrite</b></p> <p>● ●</p> <p>Creating, manipulating and storing digital text</p>
<p><b>PE</b></p>	<p><b>Striking &amp; Fielding</b> 'Three balls in a bucket' and simplified cricket will be played as fun games to help develop the children's understanding of rules as well as coordination.</p>	<p><b>Invasion</b> Teaching of basic skills to aid in the development of single participation invasion games with the objective of bringing in team based game opportunities over time.</p>	<p><b>Gymnastics &amp; Dance</b> Balance and sequential performance in gymnastics. Creating sequence in dance, use of the body and beat to inform choreography.</p>	<p><b>Net &amp; Wall</b> 'Wall ball', volleyball skills and badminton skills will be introduced to help develop children's coordination and progression toward game based scenarios is desirable.</p>	<p><b>Swimming</b> With the assistance of coaches from Hamilton Aquatics. Depending on the availability of the pool and Ramadan calendar.</p>	<p><b>Swimming</b> With the assistance of coaches from Hamilton Aquatics. Depending on the availability of the pool and Ramadan calendar.</p>
<p><b>Music</b></p>	<p>Exploring ways of using their voices expressively Develop skills of singing while performing actions Using voices to make high and low sounds Learning simple chants and rhymes about Toys and Ourselves</p>	<p>Explore how sounds can be made and changed on simple percussion instruments Learn instrument names Duration - long/short sounds Repeat short rhythmic and melodic phrases</p>	<p>Stories and songs relating to the class topic Safari Listening to real sounds and using their voices recreate them Exploring long and short sounds</p>	<p>Exploring High/Low Identify differences, listening to, talking about melodic shape and playing from simple notation Reinforce work on beat and rhythm Beat patterns</p>	<p>Story and songs about the Fire of London Handel's 'Fireworks music' Exploring sounds for stories</p>	<p>Performing songs about travel Identifying tempo Exploring changes in tempo Listening to music from around the world Make their own piece up to describe a journey</p>



	Learn how to handle simple percussion instruments Learn to stop and start	Create and choose sounds in response to different starting points Start developing a sense of beat learning how to identify the different between beat and rhythm Songs and music for listening about Climate/Weather	Loud and quiet sounds/silence			
<b>Arabic</b>	ALphabetical -Blending and segmenting sounds	ALphabetical -Blending and segmenting sounds	Identify digraphs and trigraphs -Blending and segmenting sounds -Use the sounds to write simple sentences. -Learn to read and write tricky words	Identify digraphs and trigraphs -Blending and segmenting sounds -Use the sounds to write simple sentences. -Learn to read and write tricky words	Read accurately by blending sounds in unfamiliar words containing that have been taught -Read common words, noting unusual correspondences between spelling and sound and where these occur in the word	Read accurately by blending sounds in unfamiliar words containing that have been taught -Read common words, noting unusual correspondences between spelling and sound and where these occur in the word
<b>Spanish</b>	<b>Hablamos otro idioma</b> This module takes place over the Autumn term and by the end, learners will be able to recognise colours and numbers to ten We will focus on Spanish sounds and learn how to pronounce vowels and tricky consonants to help with speaking and reading <b>Grammar focus:</b> nouns <b>Assessment:</b> KUS Autumn term		<b>Mi mundo y yo</b> This module takes place over the Spring term and by the end, learners will be able to recognise numbers to 31 along with months so that they can say when their birthday is <b>Grammar focus:</b> word order <b>Assessment:</b> KUS Spring term		<b>Mi cuerpo</b> This module takes place over the Summer term and by the end, learners will be able to recognise and say parts of the face and body and describe animals with their body parts. <b>Grammar focus:</b> masculine and feminine <b>Assessment:</b> KUS Summer term	
<b>Qatar History</b>	The calendar and Identity. The children will order events into chronological sequence.		Identity- To identify and respect the differences and similarities between people.		The ruling family of Qatar. The focus will be on the Founder of Qatar.	
<b>Cross-Curricular Writing Opportunities</b>	Making lists of chns' favourite toys/ toys their family members used to play with (H) Write a a weather report (G)		Create a recipe for how to make a Victorian dish (H)		Write a diary entry from perspective of a London resident during the GFoL (H) Label maps with landmarks around school (G)	



	<p>Writing a recount of what they remember of a rainy/sunny day (G)          Creating a poster about how to stay safe online (C)          Writing a step-by-step guide for how to make a hand puppet (DT)</p>	<p>Create a set of instructions (algorithm) for how to make a jam sandwich (C)          Write a recount of their visit to the zoo (G)          Using role-play/drama to explore the life of a Victorian child (H)          Write letters to a Victorian child (H)          Create a food diary of what they eat in a week to compare with what a Victorian child would have eaten (H)          Rote learning of spelling words [Victorian classroom] (H)</p>	
<b>Cross-Curricular Maths Opportunities</b>	<p>Counting how many toys in the the toy box (H)          Sharing a collection of old toys amongst the class (H)          Finding shapes in different images linked to the seasons [leaves, the sun, snowflakes, raindrops] (G)          Cutting out a range of 2D shapes when designing their hand puppet (DT)</p>	<p>Using directional language when programming bee bots [app] (C)          Measuring grids to draw a bee-bot floor mat (C)          Measuring ingredients needed when making porridge (H)          Rote-learning of 2,5, 10 times tables [Victorian classroom] (H)</p>	<p>Map out roads using straight lines (G)          Measure lengths of materials when building houses for GFoL (DT)          Put findings from their fieldwork into a tally chart (G)</p>

<b>Trips, Visitors &amp; Enrichment Opportunities            (Can we include an outdoor adventure visit)            contacted</b>					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Topic related:</b> Build a Bear	<b>Topic related:</b> Snow Dunes	<b>Topic related:</b> Al Khor Zoo		<b>Topic related:</b> Fire Station Visit (or visit from a fireman)	<b>Topic related:</b> Airport Visit Metro Ride