



LA CÔTE INTERNATIONAL SCHOOL  
AUBONNE  
A NORD ANGLIA EDUCATION SCHOOL

# YEAR 1 CURRICULUM BOOK

## 2025-2026



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# WELCOME

## Welcome to Year One's Curriculum Booklet

Welcome to Year One.

This booklet sets out all the relevant information that will help parents to understand the structure and content of the year's programmes of study for each subject.

At LCIS, we have developed our own contemporary approach to learning to create an inspiring and personalised education for your children. Our programmes in the Primary School, based on the English National Curriculum and the International Primary Curriculum, have been selected to ensure academic rigour and challenge while providing an educational journey that allows your children to flourish physically, intellectually, emotionally and ethically.

Our French A, native language programme is guided by the French and Swiss curricula, whilst our French B, foreign language programme supports the standards outlined by the Common European Framework. Our unique Performing Arts programme is the fruit of our collaboration with the world-renowned Juilliard School, while our partnerships with MIT and UNICEF offer our students many enriching global opportunities. Our exclusive online learning platform, 'Global Campus', enables Nord Anglia students across the world to connect, discover and interact with one another through cross-curricular, collaborative projects.

We know that children flourish when they are challenged, when they have opportunities to apply their learning, and when they are empowered to discover and build on their individual strengths and passions. Therefore, authentic learning experiences, both inside and outside the classroom, build the core of the personalised teaching we afford our students and equip them to play a proactive and positive role in the world they will inherit.

**This curriculum booklet contains the general teaching sequence for Year 1. Please note that the unit blocks may be rearranged depending on the length of the school terms. Please refer to the Year 1 Academic Long-Term Plan 2025-2026 for the teaching sequence for this year, which is attached to this booklet.**

We hope this curriculum booklet will help to answer any questions you may have about the fundamentals of your child's learning, and support the collaboration between school and home throughout the year.

Kind regards,

Year 1 Team

# MATHEMATICS

## Scheme of Learning

Our model of teaching Mathematics is based on the 'White Rose Maths' approach. Students are taught specific strands for example, "Number: Place Value". Within each block, there are small, incremental steps to ensure progression and allow an integrated approach to fluency, reasoning and problem solving. Whilst each strand is explicitly taught in a block, they are revised throughout the year. Each block has clear links to the year band's Mathematics objectives from the English National Curriculum.

<b>Number:</b> Place Value (within 10)		<b>Number:</b> Addition and Subtraction (within 10)		<b>Geometry:</b> Shape	<b>Measurement:</b> Length and Height Weight and Volume
<b>Number:</b> Place Value (within 50)	<b>Measurement:</b> Time	<b>Number:</b> Addition and Subtraction (within 50)			<b>Measurement:</b> Weight and Volume
<b>Number:</b> Multiplication and Division	<b>Number:</b> Fractions	<b>Geometry:</b> Position and Direction	<b>Number:</b> Place Value (within 100)	<b>Measurement:</b> Money	

## UNITS:

### Number: Place Value

- ▶ Count to ten forwards and backwards, beginning with 0 or 1, or from any given number
- ▶ Count, read and write numbers to 10 in numerals and words
- ▶ Given a number, identify one more or one less
- ▶ Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least

### Number: Addition and Subtraction (within 10)

- ▶ Represent and use number bonds and related subtraction facts within 10
- ▶ Read, write and interpret mathematical statements involving addition (+), subtraction (−) and equals (=) signs
- ▶ Add and subtract one-digit and two-digit numbers to 10, including 0
- ▶ Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems

### Geometry: Shape

- ▶ Recognise and name common 2-D shapes, including, for example, rectangles (including squares), circles and triangles
- ▶ Recognise and name common 3-D shapes, including (for example, cuboids (including cubes), pyramids and spheres)

**Measurement: Length & Height and Weight & Volume**

- ▶ Measure and begin to record lengths and heights
- ▶ Compare, describe and solve practical problems for: lengths and heights, for example, long/short, longer/shorter, tall/short, double/half
- ▶ Measure and begin to record mass/weight, capacity and volume
- ▶ Compare, describe and solve practical problems for mass/weight, for example, heavy/light, heavier/lighter than; capacity and volume, for example, full/empty, more than, less than, half, half full, quarter full

**Number: Place Value (within 50)**

- ▶ Count to 50 forwards and backwards, beginning with 0 or 1, or from any given number
- ▶ Count, read and write numbers to 50 in numerals and words
- ▶ Given a number, identify one more or one less
- ▶ Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least
- ▶ Count in multiples of 2, 5 and 10

**Measurement: Time**

- ▶ Sequence events in chronological order using language, for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon, evening
- ▶ Recognise and use language relating to dates, including days of the week, weeks, months and years
- ▶ Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times
- ▶ Compare, describe and solve practical problems for time, for example, quicker, slower, earlier, later
- ▶ Measure and begin to record time (hours, minutes, seconds)

**Addition and Subtraction (within 50)**

- ▶ Represent and use number bonds and related subtraction facts within 50
- ▶ Read, write and interpret mathematical statements involving addition (+), subtraction (-), and equal (=) signs
- ▶ Add and subtract one-digit and two-digit numbers to 50, including zero
- ▶ Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problem

**Measurement: Weight & Volume**

- ▶ Measure and begin to record mass/weight, capacity and volume
- ▶ Compare, describe and solve practical problems for mass/weight, for example, heavy/light, heavier/lighter than; capacity and volume, for example, full/empty, more than, less than, half, half full, quarter full

**Measurement: Weight & Volume**

- ▶ Measure and begin to record mass/weight, capacity and volume
- ▶ Compare, describe and solve practical problems for mass/weight, for example, heavy/light, heavier/lighter than; capacity and volume, for example, full/empty, more than, less than, half, half full, quarter full

**Number: Multiplication and Division**

- ▶ Count in multiples of 2, 5 and 10
- ▶ Solve one step problems involving multiplication and division by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher



**Number: Fractions**

- ▶ Recognise, find and name a half as one of two equal parts of an object, shape or quantity
- ▶ Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity

**Geometry: Position and Direction**

- ▶ Describe position, direction and movement, including whole, half, quarter and three-quarter turns

**Number: Place Value (within 100)**

- ▶ Count to 100 forwards and backwards, beginning with 0 or 1, or from any given number
- ▶ Count, read and write numbers to one-hundred in numerals and words
- ▶ Given a number, identify one more or one less
- ▶ Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least

**Measurement: Money**

- ▶ Recognise and know the value of different denominations of coins and notes



# ENGLISH – WRITING

## Scheme of Learning

This scheme of learning uses carefully chosen high-quality texts to guide learning in each unit. These texts help children explore rich language, interesting ideas, and different ways to write. Through reading, talking, and activities, children build important skills like expanding their vocabulary, understanding how sentences and grammar work, and learning to organise their writing clearly. They also practice writing for different purposes and audiences, which helps them become confident, creative writers who can express their thoughts effectively. Twice a year, all students from EYFS to Primary take part in a whole-school book study, fostering a sense of community and shared learning through a variety of writing genres.

*A glossary of the terminology used in Year 1 English can be found in the attached Appendix – English Grammar Terminology.*

Labels and Captions	Narrative writing
'How to' guide	Narrative writing
Pamphlet / Poster	

## UNITS:

TERM 1		
WRITING OUTCOME	Labels and Captions	Narrative writing
CLASS TEXT	► Cave Baby	► Beegu
VOCABULARY, GRAMMAR & PUNCTUATION	<ul style="list-style-type: none"> <li>► How words can combine to make sentences</li> <li>► Joining words and joining clauses using and</li> <li>► Separation of words with spaces</li> <li>► Introduction to capital letters, full stops, to demarcate sentences</li> <li>► Use of capital letters, full stops, question marks and exclamation marks to demarcate sentences</li> <li>► Capital letters for names and the personal pronoun</li> </ul>	<ul style="list-style-type: none"> <li>► How words can combine to make sentences</li> <li>► Separation of words with spaces</li> <li>► Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences</li> <li>► Sequencing sentences to form short narrative</li> </ul>
WRITING COMPOSITION – TAUGHT ACROSS ALL UNITS	<ul style="list-style-type: none"> <li>► Saying out loud what they are going to write about</li> <li>► Composing a sentence orally before writing it</li> <li>► Sequencing sentences to form short narratives</li> <li>► Re-reading what they have written to check that it makes sense</li> <li>► Discuss what they have written with the teacher or other pupils</li> <li>► Read aloud their writing clearly enough to be heard by their peers and the teacher</li> </ul>	

TERM 2		
WRITING OUTCOME	'How to' guide	Narrative writing
CLASS TEXT	► Pig the Pug	► Lost and Found
VOCABULARY, GRAMMAR & PUNCTUATION	<ul style="list-style-type: none"> <li>► Joining words and joining clauses using and</li> <li>► Co-ordination (using or, and, but)</li> <li>► Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences</li> <li>► Using a capital letter for names of people and the personal pronoun 'I'</li> </ul>	<ul style="list-style-type: none"> <li>► How words can combine to make sentences</li> <li>► Joining words and joining clauses using and</li> <li>► Sequencing sentences to form short narratives</li> <li>► Correct choice and consistent use of present tense and past tense throughout writing</li> </ul>
WRITING COMPOSITION – TAUGHT ACROSS ALL UNITS	<ul style="list-style-type: none"> <li>► Saying out loud what they are going to write about</li> <li>► Composing a sentence orally before writing it</li> <li>► Sequencing sentences to form short narratives</li> <li>► Re-reading what they have written to check that it makes sense</li> <li>► Discuss what they have written with the teacher or other pupils</li> </ul>	

TERM 3		
WRITING OUTCOME	Pamphlet / Poster	
CLASS TEXT	► Dinosaurs and all that Rubbish	
VOCABULARY, GRAMMAR & PUNCTUATION	<ul style="list-style-type: none"> <li>► Suffixes that can be added to verbs where no change is needed in the spelling of root words (e.g. helping, helped, helper)</li> <li>► How words can combine to make sentences</li> <li>► Joining words and joining clauses using and</li> <li>► Sequencing sentences to form short narratives</li> <li>► Introduction to capital letters, full stops, question marks and exclamation marks to demarcate sentences</li> <li>► Apostrophes to mark where letters are missing in spelling and to mark singular possession in nouns [for example, the girl's name]</li> </ul>	
WRITING COMPOSITION – TAUGHT ACROSS ALL UNITS	<ul style="list-style-type: none"> <li>► Saying out loud what they are going to write about</li> <li>► Composing a sentence orally before writing it</li> <li>► Sequencing sentences to form short narratives</li> <li>► Discuss what they have written with the teacher or other pupils</li> </ul>	





# ENGLISH – READING

## Scheme of Learning

Reading is a fundamental skill, which enables children to access and respond to all areas of the curriculum. Students are offered the opportunity to gain an appreciation and love of reading through a wide and exciting bank of quality texts. Reading skills are taught through a variety of methods, including core texts linked to writing genres, guided reading sessions and research for IPC units. As reading skills are taught continually across many areas, the reading objectives from the English National Curriculum are covered throughout the year and revisited often.

Each objective is related to key readings skills:

**READ** = word reading and general reading behaviour

**R** = recall and retrieval

**E** = exploring the author's language and point of view

**A** = analysis of structure and organisation

**D** = deduction and inference

		STUDENTS WILL LEARN TO...	KEY SKILL
OBJECTIVES COVERED OVER THE YEAR		► Read aloud and is beginning to use expression to show awareness of punctuation	(READ)
		► Read familiar words with growing automaticity, including all the Y1 high frequency words which are easily decodable and some common exception words	(READ)
		► Talk about texts, expressing opinions about things they like and dislike in stories, poems and non-fiction texts	(E)
		► Blend adjacent consonants in words, in a range of combinations	(READ)
		► Notices unfamiliar and interesting words	(E / D)
		► Choose a book from a selection and explain why chosen	(E)
		► Use growing knowledge of vocabulary to establish meaning when reading aloud	(D)
		► Retell known stories, including significant events/main ideas in sequence	(R)
		► Make plausible predictions about the plot of an unknown story, using the text and other book features.	(D)
		► Make plausible predictions about characters, using knowledge of the story and own experiences	(D)
		► Recognise a range of patterns in texts, including stories, poems and non-fiction	(A)
		► With support, can answer simple questions/find information in response to a direct question	(R)
		► Use phonic strategies when reading unknown words, however may need support when reading long vowel phonemes that have several representations or graphemes that have more than one sound	(READ)

# OBJECTIVES COVERED OVER THE YEAR

► Express opinions about main events and characters in stories, e.g. good and bad characters	(E)
► Begin to identify when reading does not make sense and attempts to self-correct	(READ)
► Retell an unknown story (unfamiliar before first reading) using beginning, middle and end; retelling may only be in simple terms because of its unfamiliarity but children have got the general gist of the story and its sequence	(R)
► Use the front cover and book title as well as illustrations and the words inside to make reading choices	(E)
► Read words with contractions (e.g. I'm, I'll, we'll, he's) and is beginning to understand that the apostrophe represents the omitted letter(s)	(READ)
► Read the different grapheme-phoneme correspondences for long vowel phonemes	(READ)
► Read phonically decodable two and three syllable words, e.g. photograph, collector	(READ)
► Locate specific information on a given page in response to a question	(R)
► Relate stories/texts to their own experiences, including story settings and incidents	(D)
► Comment on obvious characteristics and actions of characters in stories	(D)
► Begin to distinguish between fiction and non-fiction	(A)
► Use phonics first when encountering unfamiliar words	(READ)





# INTERNATIONAL PRIMARY CURRICULUM (IPC)

## Scheme of Learning

The International Primary Curriculum is a comprehensive, thematic, creative course of study with specific learning goals for the following areas: History, Geography, Science, Art, Technology, International Mindedness and Society. Each unit or topic varies in length and will focus on specific learning goals in Knowledge, Skills and Understanding. The IPC also supports and facilitates personal learning based on the eight IPC personal goals, for student to become: a Collaborator, a Communicator, a Thinker, Empathetic, Ethical, Resilient and Respectful.

<b>Brainwaves</b> (Science)	<b>What's It Made Of?</b> (Science)	<b>Hooray... Let's go on holiday!</b> (Geography)
<b>It's Shocking</b> (Science)	<b>People of the Past</b> (History)	
<b>The Earth: Our Home</b> (Science)		

## UNITS:

### Brainwaves

#### The Big Idea

Our brain is special because it does lots of amazing things. Once we understand how our brain works and what we can do to make it work even better, then we can improve the way that we learn.

#### Explaining the Theme

In this unit, students will be finding out:

- ▶ How the brain works
- ▶ About the personal goals that help us to become better learners
- ▶ How to wake up our brain
- ▶ How to look after our brain

## What's It Made Of?

### The Big Idea

Everything we touch is made up of a material: wood, plastic, fabric, glass, gold, steel, etc. We use different materials to make different objects. Why? We are going to find out!

### Explaining the Theme

In Science, students will be finding out:

- ▶ What objects are made of
- ▶ How we use different materials
- ▶ How to test materials
- ▶ How materials are the same or different
- ▶ How we can group materials
- ▶ How to choose materials for specific uses
- ▶ Where materials come from

In International Mindedness, students will be finding out:

- ▶ About the materials used to build our homes
- ▶ Why plastic waste is a global problem and what we can do about it

## Hooray...

## Let's go on holiday!

### The Big Idea

Holidays are special days when we take a rest from school and work. We will be geographers as we learn about different holiday destinations around the world, and we will take on the role of historians when we learn about holidays in the past. Who knows where we will go for our holidays in the future?

### Explaining the Theme

In Geography, students will be finding out:

- ▶ The places people go to on holiday
- ▶ How people travel to holiday destinations
- ▶ Some of the things people do on holiday
- ▶ What the weather is like in different holiday destinations

In History, students will be finding out:

- ▶ The holidays that we have been on
- ▶ The evolution of luggage over time
- ▶ Differences between holidays in the past and holidays today

In Design, Technology and Innovation, students will be finding out:

- ▶ Designing a holiday souvenir

In Art, students will be finding out:

- ▶ Painting a holiday scene for a postcard or poster
- ▶ How to create a collage on the theme of holidays

In ICT & Computing, students will be finding out:

- ▶ How to create a Virtual Tour on Google Earth

In Health and Wellbeing, students will be finding out:

- ▶ How we can make sure that we stay safe when on holiday

In International, students will be finding out:

- ▶ How to be responsible tourists and look after the places that we visit on holiday
- ▶ How to greet people in different languages
- ▶ Some of the Wonders of the World.

## It's Shocking!

### The Big Idea

Electricity can work lights, computers, mobile phones, cars, and lots of other things that we use every day - it can even make our hair stand on end! But what is electricity?

### Explaining the Theme

In Science, students will be finding out:

- ▶ About static electricity
- ▶ How we can use static electricity
- ▶ What battery-operated toys can do
- ▶ How to make our own electrical circuit
- ▶ Electricity at home and in the classroom
- ▶ About the dangers of electricity

In International Mindedness, students will be finding out:

- ▶ How some people around the world do not have access to clean water
- ▶ How we can help to improve the lives of people in poorer countries

## People Of The Past

### The Big Idea

History is one big story, filled with important people who did many great things - scientists, rulers, artists, writers, explorers. By learning about these people and what they did, we can find out more about the qualities that make someone great.

### Explaining the Theme

In History, students will be finding out:

- ▶ About the life of a famous explorer using maps and role play
- ▶ How to compare the lives of two different explorers
- ▶ About the achievements of important scientists and inventors
- ▶ About what life was like at different times in the past

In Art, students will be finding out:

- ▶ What we can learn about a person from their portrait
- ▶ How to create a portrait of a friend
- ▶ About the work of famous artists
- ▶ How to paint a scene in the style of a famous artist

In International Mindedness, students will be finding out:

- ▶ About the idea of 'fairness' and what it means
- ▶ Why some people in the past wanted to make changes



## The Earth: Our Home

### The Big Idea

All living things – plants, animals and people – have a home or somewhere to live that we call a ‘habitat’. A habitat can be huge like the ocean or small like a leaf. To survive, living things need to live in places that meet their needs. What do living things need to survive? How do different habitats provide for their needs? We will need to be scientists and geographers in order to answer these questions.

### Explaining the Theme

In Science students will be finding out:

- ▶ What living things need to survive
- ▶ About animal classification
- ▶ About habitats and living things we can find in our local area
- ▶ Information on different habitats around the world
- ▶ How living things are suited to the habitat in which they live
- ▶ How plants and animals depend on each other
- ▶ What a micro-habitat is and the living things we can find in them
- ▶ About the nutrient cycle.

In Geography, students will be finding out:

- ▶ How we know places and habitats are changing.
- ▶ How humans are changing the landscape.

In Design, Technology and Innovation, students will be finding out:

- ▶ How to make a nesting box for bees.

In International, students will be finding out:

- ▶ About threats to the world's habitats.
- ▶ How we can help conserve and protect habitats.

In Art, students will be finding out:

- ▶ About colours and patterns animals use to camouflage themselves.
- ▶ About artists who have painted particular landscapes and habitats.
- ▶ How to use art to promote awareness of global issues.



# FRENCH A

## Le Programme

Le français en Year 1 occupe 3 heures de l'emploi du temps hebdomadaire des élèves. Durant ces trois heures hebdomadaires, nous mobilisons le langage dans toutes ses dimensions, par imprégnation (l'adulte étant la référence du langage) et mise en pratique dans différentes situations d'entraînement. L'objectif principal de cette année est de préparer les élèves à l'apprentissage de la lecture en Year 2. Nous accorderons donc une importance particulière au lexique, à la syntaxe et à la phonologie.

Les contes traditionnels

Les contes détournés sur le thème du loup

Les contes détournés sur de nombreux animaux

## UNITS:

	LES CONTES TRADITIONNELS
ORAL	<ul style="list-style-type: none"><li>▶ S'exprimer par une phrase simple</li><li>▶ S'exprimer par une phrase complexe</li><li>▶ Reformuler correctement un mot</li><li>▶ Comprendre un texte lu par la maîtresse et identifier les personnages</li><li>▶ Imaginer la suite d'une histoire</li><li>▶ Remettre une histoire entendue dans l'ordre chronologique</li><li>▶ Décrire une suite d'image</li><li>▶ Se repérer dans le temps (la date, les saisons)</li></ul>
ACQUÉRIR UNE CONSCIENCE PHONOLOGIQUE	<ul style="list-style-type: none"><li>▶ Prononcer un chant, une comptine, un virelangue</li><li>▶ Segmenter les mots en syllabes</li><li>▶ Localiser une syllabe dans un mot</li></ul>
ÉCRIT	<ul style="list-style-type: none"><li>▶ Identifier la couverture, titre, auteur et illustrateur</li><li>▶ Écrire son prénom</li><li>▶ Écrire des mots du lexique avec un modèle en majuscules</li></ul>

LES CONTES DÉTOURNÉS SUR LE THÈME DU LOUP	
ORAL	<ul style="list-style-type: none"> <li>▶ S'exprimer par une phrase simple</li> <li>▶ S'exprimer par une phrase complexe</li> <li>▶ S'exprimer en utilisant des mots du lexique de l'histoire</li> <li>▶ Comprendre un documentaire et donner des informations</li> <li>▶ Comprendre une recette</li> <li>▶ Réciter les jours</li> <li>▶ Lire les jours</li> <li>▶ Mémoriser un chant, une comptine</li> </ul>
ACQUÉRIR UNE CONSCIENCE PHONOLOGIQUE	<ul style="list-style-type: none"> <li>▶ Localiser une syllabe dans un mot</li> <li>▶ Trouver des mots qui riment</li> <li>▶ Comparer des mots selon la première syllabe (attaque)</li> </ul>
ÉCRIT	<ul style="list-style-type: none"> <li>▶ Écrire les jours avec un modèle</li> <li>▶ Écrire des mots du lexique avec un modèle en minuscules</li> </ul>

LES CONTES DÉTOURNÉS SUR DE NOMBREUX ANIMAUX	
ORAL	<ul style="list-style-type: none"> <li>▶ S'exprimer par une phrase simple</li> <li>▶ S'exprimer par une phrase complexe</li> <li>▶ Imaginer la suite d'une histoire et la remettre dans l'ordre chronologique</li> <li>▶ S'exprimer sur un événement vécu</li> <li>▶ Expliquer une activité terminée</li> <li>▶ Décrire un objet, une image</li> <li>▶ Lire les prénoms</li> <li>▶ Lire les mots du lexique</li> <li>▶ Lire les mots outils</li> <li>▶ Identifier les voyelles</li> <li>▶ Dénommer les consonnes</li> </ul>
ACQUÉRIR UNE CONSCIENCE PHONOLOGIQUE	<ul style="list-style-type: none"> <li>▶ Mémoriser un chant, une comptine</li> <li>▶ Trouver des mots qui riment avec la même attaque</li> <li>▶ Localiser les phonèmes dans un mot</li> <li>▶ Discriminer les sons proches (f/v, s/ch, s/z, ch/f)</li> </ul>
ÉCRIT	<ul style="list-style-type: none"> <li>▶ Écrire des prénoms avec un modèle</li> <li>▶ Écrire des mots du lexique sans un modèle</li> <li>▶ Remettre dans l'ordre les mots d'une phrase un avec un modèle</li> </ul>

# FRENCH B

## Programme

At the end of Year 1, the objective is to reach at least the level of A1.1 from the Common European Framework of Reference for Language. The students will be developing the four skills of listening, speaking, reading and writing while discovering various themes and topics in a stimulating and engaging context. As a framework, we will be using a textbook entitled Les Loustics 1, as well as a variety of story books to complement the textbook. The year's communication goals are inspired by the textbook Les Loustics and the story books studied.

Outlined below is an overview of the themes and the skills, which will be introduced this year.

ADDITIONAL TOPICS	LES LOUSTICS
My new class, friends and environment	Hello and welcome
Spooky and magical celebrations	School is great!
Escape to a magical world	Meet the Family Legrand

## UNITS:

MY NEW CLASS, FRIENDS AND ENVIRONMENT / HELLO AND WELCOME		
COMMUNICATION GOALS	<ul style="list-style-type: none"> <li>► Discover the class routines</li> <li>► Greet classmates and introduce yourself</li> <li>► Talk about your surroundings</li> <li>► Say and express how you feel</li> <li>► Be able to follow a short story in French and name the characters and put the story in the chronological order</li> </ul>	<ul style="list-style-type: none"> <li>► Greetings</li> <li>► Say your name and age</li> <li>► Counting from 0 to 12</li> <li>► Describe an object using shape and colour</li> <li>► Tell and describe an action</li> </ul>
GRAMMAR	<ul style="list-style-type: none"> <li>► Introduction of the structures: je suis.../ c'est + prénom/ ça va/ ça ne va pas/ j'ai</li> <li>► Introduction of the questions: C'est quoi? C'est qui? Qui es-tu? Comment ça va?</li> <li>► Introduction of instructional verbs in the present tense: regarder, montrer, répondre, chanter, ranger, prendre, compter, entourer, coller, entourer, ouvrir</li> </ul>	<ul style="list-style-type: none"> <li>► Use the questions: Il y a combien? Comment tu t'appelles? Tu as quel âge? De quelle couleur est ...? Qu'est-ce qu'il fait?</li> <li>► Use the following structures to introduce yourself: ça va/ je m'appelle.../ j'ai ....ans</li> <li>► Use the interrogative structure</li> <li>► Use verbs in the present tense: chanter, peindre, sauter, téléphoner, apprendre, courir et faire with je, tu, il, elle</li> </ul>

NB: We will be studying a variety of songs and poems linked to each theme throughout the term.



## SPOOKY AND MAGICAL CELEBRATION / SCHOOL IS GREAT!

COMMUNICATION GOALS	<ul style="list-style-type: none"> <li>▶ Talk about Christmas and Halloween</li> <li>▶ Describe different Halloween costumes and create your own</li> <li>▶ Learn and talk about festive food expressing what you like or dislike</li> </ul>	<ul style="list-style-type: none"> <li>▶ Name school items</li> <li>▶ Describe an object using colour adjectives</li> <li>▶ Count from 13 to 20</li> <li>▶ Name the weekdays</li> <li>▶ Express your opinion on school subjects and activities</li> </ul>
GRAMMAR	<ul style="list-style-type: none"> <li>▶ Introduction of the questions: Comment se déroule ....? Que fais tu pour ....? Que font ils pour ....? Qu'est ce que tu portes?</li> <li>▶ Use the structures: Lors de cette célébration on .... / je porte ....</li> <li>▶ Use the verbs: manger, chanter, se déguiser, boire, donner, recevoir at the present tense with on</li> <li>▶ Use expressions related to giving your opinion: c'est délicieux, c'est moyen, ça fait peur, c'est génial, c'est magique, c'est effrayant etc.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Introduction of the questions: Qu'est ce que c'est ? Qui + verb?</li> <li>▶ Use the structures: c'est un..., c'est une...</li> <li>▶ Use the articles: mon, ma, mes, ton, ta, tes</li> <li>▶ Introduction of the plural form with nouns</li> <li>▶ Use the present tense of the verb aimer with je, tu</li> <li>▶ Use the negative form</li> </ul>

NB: We will be studying a variety of songs and poems linked to each theme throughout the term.

## ESCAPE TO A MAGICAL WORLD / THE FAMILY LEGRAND

COMMUNICATION GOALS	<ul style="list-style-type: none"> <li>▶ Describe yourself as a superhero</li> <li>▶ Create and introduce a magical spell</li> <li>▶ Design your fairytale world</li> <li>▶ Organise a fairytale party</li> <li>▶ Role play as imaginary characters</li> </ul>	<ul style="list-style-type: none"> <li>▶ Say where someone live</li> <li>▶ Name the objects and furniture in your bedroom</li> <li>▶ Talk about your siblings</li> <li>▶ Introduce your family</li> <li>▶ Name pets</li> </ul>
GRAMMAR	<ul style="list-style-type: none"> <li>▶ Introduction of the structures: Il y a/ je serais</li> <li>▶ Introduction of the questions: Quels sont tes pouvoirs? Quel est ton nom de super héros? Qu'est ce qu'il y a dans ton monde magique?</li> <li>▶ Use expressions related to quantity: beaucoup de ... un peu de ... 100 grammes de ... une pincée de ... etc.</li> </ul>	<ul style="list-style-type: none"> <li>▶ Introduction of the question: Tu peux te décrire ? Comment est ... ? Est-ce qu'il y a.... ? Où est ..? Qu'est-ce qu'il y a ...? Tu habites avec qui ? Tu as des animaux?</li> <li>▶ Spatial markers: entre, devant, derrière, sur, sous</li> <li>▶ Use the structures: Je n'ai pas de... J'habite + à la, en</li> </ul>

NB: We will be studying a variety of songs and poems linked to each theme throughout the term.



# PERSONAL, SOCIAL, HEALTH AND ECONOMIC EDUCATION (PSHE)

## Scheme of Learning

Our PSHE education programme has been developed to support our students to thrive in a time of rapid change by, addressing their social, emotional, physical, cultural and moral needs. In line with UK guidelines, our programme focuses on three core themes:

- ▶ Health and Wellbeing
- ▶ Relationships
- ▶ Living in the Wider World

Students have the opportunity to explore their attitudes, values and beliefs around these core themes and to develop the skills, language and strategies necessary to manage the challenges they encounter in their daily lives.

PSHE is taught from Year 1 to Year 6 as a stand-alone lesson and is also woven into the school day, such as during registration and circle time, or discussions after breaks. The programme 'Jigsaw' offers a structure to our PSHE lessons, whilst sessions of mindfulness and yoga, in addition to focus weeks and social communication complement our wellbeing scheme of learning.

Being Me In My World	Celebrating Differences (including anti-bullying)
Dreams and Goals	Healthy Me
Relationships	Changing Me

### GENERAL DESCRIPTION

Health and Wellbeing	Relationships	Living in the Wider World
<p>Children will learn about:</p> <ul style="list-style-type: none"> <li>▶ the importance of personal hygiene</li> <li>▶ the physical differences between boys and girls</li> <li>▶ road safety, cycle safety and online safety</li> <li>▶ people who help us</li> <li>▶ how to talk about their feelings</li> <li>▶ the benefits of physical activity.</li> </ul>	<p>Children will learn to:</p> <ul style="list-style-type: none"> <li>▶ recognise that their behaviour can affect other people</li> <li>▶ listen to other people and work and play cooperatively</li> <li>▶ identify special people in their lives (parents, siblings, friends) and how they should care for each other</li> <li>▶ distinguish what physical contact is acceptable and what to do if they're being bullied.</li> </ul>	<p>Children will learn:</p> <ul style="list-style-type: none"> <li>▶ how to make and follow group, class and school rule</li> <li>▶ what protects and harms the environment</li> <li>▶ how to make choices about spending or saving money</li> <li>▶ ways in which we are all unique and the things we have in common</li> <li>▶ about basic human rights; and to respect national, regional, religious and ethnic identities.</li> </ul>

## OVER-ARCHING OBJECTIVES

<ul style="list-style-type: none"> <li>▶ What is meant by a healthy lifestyle</li> <li>▶ How to maintain physical, mental and emotional health and wellbeing</li> <li>▶ How to manage risks to physical and emotional health and wellbeing</li> <li>▶ Ways of keeping physically and emotionally safe</li> <li>▶ How to manage change, transition and loss</li> <li>▶ How to make informed choices about health and wellbeing, and where to get help with this</li> <li>▶ How to respond in an emergency</li> <li>▶ To identify different influences on health and wellbeing</li> </ul>	<ul style="list-style-type: none"> <li>▶ How to develop and maintain a variety of relationships, within a range of social and cultural contexts</li> <li>▶ How to recognise and manage emotions within relationships</li> <li>▶ How to respond to risky or negative relationships, including bullying and abuse</li> <li>▶ How to respond to risky or negative relationships and ask for help</li> <li>▶ How to respect equality and diversity in relationships</li> </ul>	<ul style="list-style-type: none"> <li>▶ About respect for themselves and others, and the importance of responsible actions and behaviour</li> <li>▶ About rights and responsibilities as members of families, other groups and citizens</li> <li>▶ About different groups and communities</li> <li>▶ To respect equality and diversity, and how to be a productive member of a diverse community</li> <li>▶ About the importance of respecting and protecting the environment</li> <li>▶ About where money comes from, keeping it safe, and the importance of managing it effectively</li> <li>▶ The part that money plays in people's lives</li> </ul>
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# PHYSICAL EDUCATION (PE)

## Scheme of Learning

During Physical Education at Key Stage 1 students will develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. Students will be provided with opportunities to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations throughout the broad curriculum.

### UNITS:

- Fundamental Movement Skills
- Best of Balls
- Net Games
- Ski Days
- Gymnastics and Parkour
- Striking and Fielding Activities

#### Fundamental Movement Skills

##### Explaining the Theme

In this unit students will experience simple modified running, jumping, skipping, hopping, throwing, catching, patting and rolling activities. Students will accurately replicate challenges and competitions that require fundamental movement skills. In all activities, students will engage in performing skills and measuring outcome as a marker of performance. Students will develop the ability to follow rules safely and handle equipment correctly.

In this unit, students will develop their ability to:

- ▶ Perform fundamental movement skills with fluency and consistency.
- ▶ Replicate accurate movements and movement patterns
- ▶ Understand the different demands of fundamental movement skills

#### Best of Balls

##### Explaining the Theme

In this unit students will experience how to throw, catch, roll, bounce, pass, chase and kick a variety of balls. Students will begin to develop some of the basic hand/foot-eye coordination skills that are required for successful performance when using a ball for fun or in a game.

In this unit, students will develop their ability to:

- ▶ Perform actions required to control a ball in a variety of situations.
- ▶ Replicate accurate movements requiring hand-eye and foot-eye coordination
- ▶ Understand the different demands of moving a ball in different ways

#### Net Games

##### Explaining the Theme

In this unit students will build upon the fundamental movement skills and best of balls units to develop their understanding of how net games are played. Students will learn to use their skills and coordination to send an object over a net using a variety of equipment. Students will work in teams and as individuals to develop their understanding of basic skills required for success in net games.

In this unit, students will develop their ability to:

- ▶ Perform basic skills of hitting or throwing over a net.
- ▶ Replicate accurate movements and movement patterns
- ▶ Understand how different objects travel in different ways depending on how you hit, kick or throw them.

## Ski Days

### Explaining the Theme

In this unit students will take part in four ski days in the beautiful ski domain of the Portes du Soleil. Under the careful eye of our ski instructors, students will follow the LCIS Snowsports Award scheme. Students will be taught in small groups of eight or less based on their ability and will be presented with their level at the end of the four days.

In this unit, students will develop their ability to:

- ▶ Perform specific skills related to our Snowsports award scheme
- ▶ Replicate accurate movements requiring control and agility on the snow
- ▶ Understand the safety considerations which must be followed when on ski slopes.

## Gymnastics and Parkour

### Explaining the Theme

Students will be introduced to and develop body management skills, simple body movements and actions. Students should explore, replicate and improve the quality of their actions, body shapes and balances in addition to expressing feelings and themes in their movements. Students will work on the floor and then progress to using apparatus and equipment to develop expression. Simple routines and movement sequences will incorporate control and levels by linking movements together. Students will be encouraged to express moods and ideas in response to different types of music and using a range of stimuli. Students will progressively learn how to lift and lay out apparatus safely along with learning how to work in small groups collaboratively.

In this unit, students will develop their ability to:

- ▶ Perform basic gymnastics and aesthetic movement skills
- ▶ Choreograph simple movement patterns according to their current skill levels
- ▶ Communicate ideas and analyse performance with others.

## Striking and Fielding Games

### Explaining the Theme

Students will experience working with a variety of equipment and to explore individual skills of serving, sending, receiving, striking, fielding, throwing, catching, batting and bowling during play. Students will begin to make use of space and start to think about hand-eye coordination and movement. Students will begin to watch and describe others' performances, as well as their own along with gaining a basic understanding of scoring a game, developing an attitude of fair play and playing within the rules.

In this unit, students will develop their ability to:

- ▶ Move with efficiency and show hand-eye coordination
- ▶ Develop racquet and ball control
- ▶ Communicate clearly and cooperatively with others
- ▶ Score a modified game and work within rules and boundaries.

## Athletics and Sports Day

### Explaining the Theme

In this unit students will experience simple modified running, jumping and throwing activities and learn how to apply them in a competitive athletics and sports day situation. Students will accurately replicate running, jumping and throwing challenges and competitions that require speed, stamina, accuracy and power. Students will begin to learn the basics of team games such as capture the flag, bench ball and dodgeball so that they can be used in a fun and exciting sports day event. Students will develop the ability follow rules safely, handle equipment correctly and understand the concepts of sportsmanship and fair play.

In this unit, students will develop their ability to:

- ▶ Move with ease show control in a range of physical contexts
- ▶ Generate and implement ideas and strategies to solve problems and outwit opponents
- ▶ Communicate clearly and work cooperatively with others during modified games.
- ▶ Perform to maximum levels in athletic events.





# MUSIC

## Scheme of Learning

Music has a rare and unique ability to bring us all together as a community. It is part of the everyday fabric of our lives. In Year 1 Music, our students will be supported in their musical progression as they further their understanding of the subject through ensemble singing, musical appreciation and the study of music theory, or musicianship. Students will explore the works of a variety of composers, including the symphonic works of Florence Price and Wolfgang Amadeus Mozart, as well as numerous World Music styles as they broaden their musical knowledge. Their musical development will be supported further by accessing our Juilliard Creative Classroom partnership, enhancing their musical experience as they broaden and deepen their knowledge and love of Music.

<b>Feel the beat!</b>	A Kodály-Inspired Music unit	<b>Skills:</b> Singing, Musicianship, Listening
<b>People of the Past: what is a composer?</b>	Exploring the work of Florence Price and Wolfgang Amadeus Mozart	<b>Skills:</b> Composition and Appraising
<b>Playing in a Musical Ensemble</b>	A practical study in being a class band	<b>Skills:</b> Tuned and untuned percussion, Music Theory

## UNITS:

### Feel the Beat!

#### A Kodály-inspired Music unit

##### Explaining the Theme

In this joyful and practical unit, Year 1 pupils will explore the foundations of rhythm, pulse, and musical movement through singing, chanting, clapping, and playing. Inspired by the Kodály approach, children will feel the beat in their bodies, hear it in songs, and begin to understand how music is built from patterns of sound and silence.

Through musical games, echo songs, and rhythm activities, children will develop a strong internal sense of steady beat and begin to distinguish it from rhythm. This unit lays the groundwork for confident musical learners — building listening skills, coordination, and musical expressivity.

##### What Is the Kodály Approach?

The Kodály method uses the voice as the first and most natural instrument, combining singing with movement and musical play. It helps children to understand music aurally first, before learning symbols. In this unit, pupils will sing real folk songs and playground rhymes — the kind of music they naturally enjoy and connect with.

The Kodály method uses the voice as the first and most natural instrument, combining singing with movement and musical play. It helps children to understand music aurally first, before learning symbols. In this unit, pupils will sing real folk songs and playground rhymes — the kind of music they naturally enjoy and connect with.

Students will:

- ▶ Feel and maintain a steady pulse through movement and play.
- ▶ Learn to echo and remember simple rhythmic patterns.
- ▶ Begin to distinguish between pulse (heartbeat of the music) and rhythm (the pattern of the words).
- ▶ Use simple rhythm syllables like “ta” (crotchet) and “ti-ti” (paired quavers).
- ▶ Sing a range of traditional songs and rhymes with clear pitch and phrasing.
- ▶ Move to music in ways that reflect beat, rhythm, and form.
- ▶ Work together in pairs and groups to respond musically and physically.

This will be supported by connections with the Juilliard Dance core content, which will include exploring rhythmic dancing to spoken text in choreographer Crystal Pite and playwright Jonathon Young's work *The Statement* and thinking about how what we hear in the music can inspire us to move our bodies in *Continuum*, a piece by Rennie Harris's Puremovement dance company.

### People of the Past: what is a composer?

#### Exploring the Lives and Music of Wolfgang Amadeus Mozart and Florence Price

##### Explaining the Theme

In this unit, Year 1 children will explore the exciting question: “what is a composer?”, linked to their IPC unit *People of the Past*. We'll journey through history to meet two incredible composers from the past, Wolfgang Amadeus Mozart, a child prodigy from Austria and Florence Price, a trailblazing African-American classical composer who made history with her beautiful and powerful music.

Children will learn that composers are people who imagine and write music, using sounds to tell stories, express feelings and share culture.



Students will:

- ▶ Understand that a composer is someone who writes music
- ▶ Listen and respond to a variety of music by Mozart and Price
- ▶ Appreciate that music can express different emotions and explore why
- ▶ Learn that some music tells a story, like an opera, or paints a picture with sound
- ▶ Discover the idea of a musical theme – a special tune that comes back again and again

### **Composition / Appraising**

Students will act out musical stories from the composer's lives and use movement to respond to what they hear. They will create artwork inspired by the sounds and moods of the composer's musical worlds and compare how each composer used music to express who they were and what they loved. This will be further supported by explorations of Juilliard Core Works where music is used to tell a story, such as Papageno's ascending step-wise birdcall in Mozart's *Die Zauberflöte* and the ecstatic and plaintive Evening Prayer from Humperdinck's *Hänsel und Gretel*.

Students will further develop in the following core content:

- ▶ Rhythmic notation – ta (crochet), ti-ti (paired quavers), ta-a (minim) and rests
- ▶ 4/4 time
- ▶ Knowledge of orchestral instruments in the symphony orchestra
- ▶ Treble clef (c-c)

## **Playing in a Musical Ensemble**

### **Creating a whole-class band**

#### **Explaining the Theme**

In this unit, students will explore the art of playing in a musical ensemble. Through exploring our classroom percussion instruments and learning songs and musical pieces together, we will explore the inter-related dimensions of music in a practical and fun way. Children will have the opportunity to be the class conductor, and will gain confidence and practical experience as a group as they watch and listen attentively to each other.

Students will:

- ▶ Develop their sense of musicianship by being both members of the class ensemble and the conductor
- ▶ Deepen their knowledge and understanding of our classroom percussion instruments and develop fluency and accuracy as they work on hand-eye coordination and musicality
- ▶ Understand the relationship between signs and symbols and how they can have musical meaning, and create their own written symbols
- ▶ Consider what an ensemble is by looking at Juilliard Core Content focusing on different kinds of musical ensembles, such as a symphony orchestra or a Jazz big band

### **Instruments / Theory / Listening and Appraising**

Students will continue to work on their ability to maintain a steady sense of pulse. They will also continue to build upon their theory knowledge, including the following core content:

- ▶ Treble clef (c-c)
- ▶ Rhythmic notation (beats and rests)
- ▶ Italian terms for tempo (lento, adagio, presto)
- ▶ Names of classroom percussion instruments and how they can be played
- ▶ Italian terms for dynamics (forte, piano)

# DRAMA

## Scheme of Learning

In Drama lessons, students are given opportunities to explore, discuss and deal with a range of scenarios, and express their emotions in a supportive environment. It enables them to explore their own cultural values and those of others, past and present. It encourages them to think and act creatively, thus developing critical thinking and problem-solving skills that can be applied in all areas of learning. Through drama, students are encouraged to take responsible roles and make choices – to participate in and guide their own learning. Using the Juilliard approach, teachers take an open-ended approach, concentrating on the process of learning, at least as much as – if not more than – the product.

Personal and Social Development	Performance
Drama in Society	Technical Incorporation
Creative Exploration and Expression	Reflection, Evaluation, and Appreciation

## UNITS:

### Personal and Social Development

#### Explaining the Theme

In this unit, students will develop their ability to:

- ▶ begin to understand appropriate behaviours in drama, for example, as an audience member or as a performer
- ▶ work independently with self-confidence
- ▶ share ideas with a partner or small group.

Supported by Juilliard Core Unit: 'What's your gift?'

### Performance

#### Explaining the Theme

In this unit, students will develop their ability to:

- ▶ mimic a variety of sounds, for example, a highpitched bird call or a low, growling roar
- ▶ explore movement and the use of space
- ▶ share ideas in one format, for example, mime
- ▶ act without preparation time.

Supported by Juilliard Core Unit: 'I wonder'

## **Drama in Society**

### **Explaining the Theme**

In this unit, students will develop their ability to:

- ▶ experience live performances
- ▶ discuss performing arts experiences
- ▶ be exposed to stories, scripts and plays from other times and places.

Supported by Julliard Core Unit: 'Speaking together'

## **Technical Incorporation**

### **Explaining the Theme**

In this unit, students will develop their ability to:

- ▶ participate in a performance with or without props, costumes or simple sets
- ▶ retell information about a person, event, story or rhyme.

Supported by Julliard Core Unit: 'The Storm'

## **Creative Exploration and Expression**

### **Explaining the Theme**

In this unit, students will develop their ability to:

- ▶ incorporate dramatic experiences to enhance units of inquiry
- ▶ engage in imaginative play using a range of sources as stimuli, for example, personal experiences, stories, objects and pictures
- ▶ value imaginary creations
- ▶ participate in a dramatic play of a familiar story or rhyme under the direction of an adult.

Supported by Julliard Core Unit: 'Magical reactions'

## **Reflection, Evaluation and Appreciation**

### **Explaining the Theme**

In this unit, students will develop their ability to:

- ▶ talk about how they feel when creating and sharing their work
- ▶ tell the teacher or group about their favourite and least favourite part of a story, play or short film.

Supported by Julliard Core Unit: 'Not A Bag'



# INTERNATIONAL COLLABORATIONS

We educate your child for a changing world. We collaborate with pioneering institutions such as MIT and Juilliard, developing programmes that will give them the skills, qualities and outlook to create their own exciting future.

JUILLIARD	MIT	GLOBAL CAMPUS
<p>Founded in 1905, The Juilliard School is a world leader in performing arts education.</p> <p>In collaboration with The Juilliard School, we aim to transform your child's understanding of the Performing Arts in Music, Drama and Dance. Students will discover iconic works, and their creativity and collaborative skills will flourish with help from a worldwide network of performers and teachers.</p>	<p>MIT (Massachusetts Institute of Technology) has played a key role in the development of modern technology and science, ranking it among the most prestigious academic institutions in the world.</p> <p>Students will tackle challenges and workshops created by MIT experts, and develop skills that will help them invent the future. This practical, hands-on programme will open your child's eyes to the possibilities of science, technology, engineering, arts and mathematics.</p>	<p>Our Global Campus platform brings together online students from different countries and cultures, and encourages them to collaborate, create and learn.</p> <p>With more than 70 international schools in the Nord Anglia family, the world is at your child's doorstep.</p>

## APPENDIX 1: ENGLISH GRAMMAR TERMINOLOGY

NOUN PHRASES
<p>A noun phrase is either a pronoun or any group of words that can be replaced by a pronoun. For example, 'they', 'books' and 'the books' are noun phrases.</p> <p>Do you like <u>books</u>?</p> <p>Yes, I like them because <u>they</u> are interesting!</p>

CONJUNCTIONS
<p>A conjunction is a word used to connect sentences or to coordinate words in the same clause (e.g. and, but, so).</p> <p>It was raining so I put on my coat.</p>

TENSE
<p>Verbs are words which express actions and we must look at these to determine the tense of the sentence.</p> <p><b>PAST SIMPLE</b> – the action took place in the past and is now finished.</p> <p>I <u>walked</u> to my friend's house.</p> <p><b>PRESENT SIMPLE</b> – the action takes place regularly.</p> <p>I <u>walk</u> to my friend's house.</p> <p><b>PRESENT PROGRESSIVE</b> – the action is taking place now.</p> <p>I <u>am walking</u> to my friend's house.</p> <p><b>PRESENT PERFECT</b> – the action is now completed.</p> <p>I <u>have walked</u> to my friend's house.</p>



# APPENDIX 2: YEAR 1 LONG TERM PLAN 2025-2026

AUTUMN TERM – 15 Weeks																						
	Aug			September				October			November		December									
	18 <sup>th</sup>	25 <sup>th</sup>	1 <sup>st</sup>	8 <sup>th</sup>	15 <sup>th</sup>	22 <sup>nd</sup>	29 <sup>th</sup>	6 <sup>th</sup>	13 <sup>th</sup>	20 <sup>th</sup>	27 <sup>th</sup>	3 <sup>rd</sup>	10 <sup>th</sup>	17 <sup>th</sup>	24 <sup>th</sup>	1 <sup>st</sup>	8 <sup>th</sup>					
Maths	Block 1			Block 2			Half Term										Block 3		Block 4		Block 5	
English	Cave Baby			Beegu			Beegu										The Snowman					
IPC	Brainwaves	What is it made of?			STEAM			Hooray... let's go on holiday!														
Art / DT	Brain craft	DT: Making Vehicles			Portraits			DT & Art: Printing														
French A	La découverte du monde des Alphas			Je m'aventure dans le monde des Alphas																		
Drama	Personal and Social Development “What's your gift?”			My Relationship to the World & Spooky and Magical celebrations																		
ICT	Online Safety / Exploring Purple Mash			Grouping and Sorting			Pictograms			Pictograms			Lego Builders			Maze Explorers						
PSHE	Being in My World			Celebrating Differences (including anti-bullying)																		
PE	Fundamental Movement Skills / SAQ / Fitness			Best of balls - Hand/ Eye/ Foot coordination														Winter Games				
Music	Feel the beat!			Feel the beat!																		

MATHS BLOCKS	
Block 1	Number: Place Value within 10
Block 2	Number: Addition & Subtraction within 10
Block 3	Geometry: Shape
Block 4	Number: Place Value within 20
Block 5	Measurement: Weight & Volume



SPRING TERM – 12 Weeks												
	January				February			March				
	5 <sup>th</sup>	12 <sup>th</sup>	19 <sup>th</sup>	26 <sup>th</sup>	2 <sup>nd</sup>	9 <sup>th</sup>	16 <sup>th</sup>	23 <sup>rd</sup>	30 <sup>th</sup>			
Maths	Block 1		Block 2		Block 3			Block 3	Block 4	Block 5		
English	Pig the Pug				Lost & Found							
IPC	It's Shocking!				People of the Past		People of the Past				The Earth: Our Home	
Art / DT	DT: Design and Make Light Up Object				Works of Artists & Painting		Works of Artists & Painting				Landscape	
French A	Les Alphas se transforment		Pays d'alphabet ouvre-toi		La danse du stylo							
Drama	Creative, Exploration and Expression 'Magical Reactions'				Drama in Society 'Again but Different'							Technical Incorporation: 'The Storm'
ICT	Animated Storybooks				Coding		Coding				Spreadsheets	
PSHE	Dreams and Goals				Healthy Me		Healthy Me				Changing Me	
PE	Net Games				Gymnastics / Parkour							
Music	Introduction to Articulation			People of the Past		People of the Past - Composer study						

MATHS BLOCKS	
Block 1	Number: Place Value within 50
Block 2	Measurement: Length & Height
Block 3	Number: Addition & Subtraction within 20
Block 4	Number: Multiplication & Division
Block 5	Number: Fractions

SUMMER TERM – 9 Weeks									
	April		May				June		
	20 <sup>th</sup>	27 <sup>th</sup>	4 <sup>th</sup>	11 <sup>th</sup>	18 <sup>th</sup>	25 <sup>th</sup>	1 <sup>st</sup>	8 <sup>th</sup>	15 <sup>th</sup>
Maths	Block 1		Block 2	Block 3		Block 4	Block 5	Block 6	
English	Dinosaurs & all that rubbish								
IPC	The Earth: Our Home								
Art / DT	Landscape Painting				DT: Make nesting box for bees		Art: Drawing and Sculpture		
French A	Les livres révèlent leurs histoires								
Drama	Technical Incorporation: ‘The Storm’		Reflection, Evaluation and Appreciation ‘Not a Bag’						
ICT	Spreadsheets						Technology Outside School		
PSHE			Changing Me				Transition / End of Year Reflection		
PE			Run, Jump, Throw - Sports Day						
Music			Playing in a Musical Ensemble						

MATHS BLOCKS	
Block 1	Number: Place Value Within 100
Block 2	Measurement: Money
Block 3	Measurement: Time
Block 4	Assessment Week
Block 5	Geometry: Position
Block 6	Consolidation



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