

Curriculum Map

Grade I (age 6-7)



	Term 1		Term 2		Term 3	
Educational Visits	Ferme de Sartrouville (science)		Quai Branly		Fondation GoodPlanet, Giverny-Monet's Garden (Social Studies)	
Cultural Identity & Diversity	Cultural Diversity: Getting to Know Zimbabwe		Cultural Diversity: Families Around The World		Diversity: Needs of people in different parts of the world	
Religious Education & Ethics	<p>Creation God created the world and calls on us to be faithful stewards of creation</p> <p>God's Chosen People (Catholic stream) We are all chosen people of God. Some important people specially chosen by God are Abraham, Moses and Daniel</p>	<p>The Fall (Multi-faith) Looking at the consequences of disobedience. Moral choices and consequences</p>	<p>Mysteries and the Trinity (Catholic) We know that the Trinity is a great mystery: God the Father, God the Son, God the Holy Spirit</p> <p>The Mass (Catholic) We can reflect on the structure and meaning of the Mass</p>	<p>Celebrations of our faith (Multi-faith) People of God (Mary, Mother Teresa, St. Brigid, Rosa Park) Jesus Brings the Good News Advent The Birth of Chris.</p>	<p>Jesus Grows up in Nazareth (Catholic) Jesus chooses his Disciples. The miracles and teaching of Jesus. Jesus gets lost in the Temple. Jesus talks to Priests</p> <p>The Church The Apostles and the beginning of the Church. Introduction to the Sacraments.</p>	<p>Jesus Grows up in Nazareth (Multi-faith) Jesus grew up as a boy and became a man in Nazareth.</p>
English	<p>Fiction: Stories in Familiar Settings Develop sentences for different purposes: statements, questions and exclamations.</p> <p>Non-fiction: Information texts Explore and write informative paragraphs and write a non-fiction book!</p> <p>Poetry: Silly Poems Explore what it is like to read, write and understand funny and unusual poetry.</p>	<p>Fiction: Traditional Tales Explore brilliant fables, look at compound sentences and storytelling skills, and write a fable.</p> <p>Non-Fiction: Postcards and Letters Students are inspired to write letters with fantastic excuses. They create an illustrated letter describing an amazing adventure.</p>	<p>Fiction: Fantasy Stories Read well known dragon stories, create a dragon and use similes to describe it.</p> <p>Non-Fiction Instructions Explore features of instructions including bossy words. Write instructions using stimulus of map.</p> <p>Poetry: The Senses Explore the senses through poetry. Learn and perform a poem by heart. Go on a poetry walk to collect some wonderful describing words, write simple poems using adjectives and adjectival phrases.</p>	<p>Fiction: Stories about the Wild Explore stories set in wild places. They will think carefully about characterisation and compare and contrast stories. They will use descriptive vocabulary to enhance their information writing.</p> <p>Non-Fiction: Instructions Explore different recipes by reading, before trying some out and inventing their own using commas to list their ingredients, and apostrophes to name their masterpieces.</p>	<p>Fiction: Stories by the same author - Anthony Browne Read and discuss some Anthony Browne books, looking at the features that make them distinctive. Create characters for an illustrated story book of their own.</p> <p>Non-Fiction: Recounts Learn about the structure and vocabulary of recounts. Write a factual recount based on their own experience.</p> <p>Poetry: Favourite Poems Listen to and read different types of poems. They choose their favourites and write them out, focusing on punctuation and neat handwriting. They recite their favourite poem.</p>	<p>Fiction: Quest Stories Read a range of quest stories exploring structure and language choice. They explore 4 types of sentences and experiment with tenses. They write their own extended stories and read them to a younger audience.</p> <p>Non-Fiction: Information Text - Owls Learn about information texts by exploring facts about owls. Make a quiz and an informative owl poster.</p>

<p>Maths</p>	<p>Locate and Identify 2 digit numbers, Counting on in 10s, 2s, and 1s, Number pairs to 20, Money problems in context, Time: digital and analogue ($\frac{1}{4}$, $\frac{1}{2}$, $\frac{3}{4}$ of an hour), Inverse operations (addition and subtraction), Length: Compare and order objects, measure using standard units, Rotations (clockwise and anti-clockwise) and angles (right), Odd and Even numbers</p>	<p>Fractions: $\frac{1}{4}$, $\frac{1}{2}$, $\frac{3}{4}$ of quantities, Doubling and halving to 30, Adding or counting back in 10s and 1s, Identify and describe the properties of common 2-D shapes, (including surface of 3D shapes) Recognise symmetry in a vertical line, Adding 2 digit numbers and 10s, Near multiples of 10s.</p>	<p>Numbers to 100: Identify, read and write (numerals & words), order and compare using <, > & = , Addition and subtraction of two 2-digit numbers: by tens and ones, counting on and back, solving word problems (including money and giving change), Number Pairs to 20 (fluently), Measurement(weight): estimation and weighing to the nearest unit, Time: written to $\frac{1}{4}$, $\frac{1}{2}$, $\frac{3}{4}$ of an hour, seconds/ minute, minutes/hour</p>	<p>Skip-counting in 2s and 5s, Oral and written 2x, 5x and 10x tables, and related division facts, using x, + and = signs, Solve multiplication/division problems in context, using recall of x /+ facts, arrays, Double and halve numbers up to 20 and multiples of 5 to 50; recognise odd & even numbers</p>	<p>Measurement: Capacity, Shape: compare/sort 3-D shapes by edges, vertices, faces (curved and flat, Time: to the nearest 5 minutes (digital and analogue) Skip-counting by 2, 3, 5, and 10, Fractions: count in $\frac{1}{4}$ and $\frac{1}{2}$, equivalence of $\frac{1}{2}$ and $2/4$</p>	<p>Identify $\frac{1}{2}$, $\frac{1}{4}$, $1/3$, $\frac{3}{4}$, $2/3$ as fractions of quantities Time: hours in a day, Addition of 2 or 3 single-digit numbers, Solve simple word problems in a practical context (incl. money)</p>
<p>Technology/Fab Lab</p>	<p>Rules for Technology/tools Introduction to design process Integration of technology into other curriculum areas</p>	<p>Digital Citizenship-Essential agreements Integration of technology into other curriculum areas</p>	<p>Coding Cardboard Challenge Using the design process to design and make a dream home using the tools of the fablab.</p>	<p>Sustainable Development Unit -Experimenting with light and sound by making a kaleidoscope and water pan pipes</p>	<p>Sky patterns- learning about star constellations and making their own movie on the discovery of a new constellation. Puppet Pal app</p>	<p>Green Screen technology Integration of technology into other curriculum areas</p>
<p>Science</p>	<p>Plants and Animal parts Different parts of plants and animals and their basic needs for survival</p>		<p>Light and Sound Properties of communication with light and sound</p>		<p>Sky patterns Star constellations, sky maps, and phases of the moon and sun.</p>	
<p>PE & Games</p>	<p>Relays practice Sprinting,Dribbling,Throwing Jump rope Soccer Dribbling, Passing, kicking, Shooting</p>	<p>Volleyball Serving ; under-arm-over-arm Volleying-passing, bumping Basketball Dribbling, Passing, catching, Shooting</p>	<p>Badminton Serve, Use front side –back side, Hitting under-arm- over-arm Gymnastics Balancing , Somersaulting – forward-backward, Cartwheel, handstand</p>	<p>Hockey Dribbling, Passing, Shooting Handball Dribbling, Passing, catching, Shooting</p>	<p>Ultimate Frisbee Throwing-Catching Tchoukball Dribbling, Passing, catching, Shooting</p>	<p>Track and Field Sprinting, Throwing, jumping Softball Kickball Kicking, Sprinting, throwing, catching</p>
<p>Social Studies</p>	<p>Getting to know Zimbabwe Locating Zimbabwe on a map, the landscape, animals of Zimbabwe, local dialect. Comparing and contrasting Zimbabwean schools and our own school.The R.S.H.M. mission in Zimbabwe.</p>	<p>We are Family Composition of Families. Diversity among families. A family tree.</p>	<p>House and Homes Around the World The purpose of houses and homes. Comparing and contrasting houses around the world. Global issues. Materials used for the construction of houses.</p>	<p>My Needs and My Wants Distinguishing between needs and wants. People’s needs and wants differ around the world. Supporting our RSHM mission in Zimbabwe</p>	<p>Making the World a Safe and Peaceful Place to Live In Defining conflict cooperation Working together for a common goal</p>	<p>French Families: locating France and Europe on maps. French monuments. Comparing French families, past and present. Claude Monet’s garden.</p>

Art	<p>About me! Self portraits</p> <p>All about making Art shapes and patterns; paint, markers, giant crayons</p>	<p>Artist Print and Paint fingerprint, handprint; cork prints: Grapes; finger painting</p>	<p>Celebration of international art</p>	<p>Pottery: clay pinch pots with pressed textures</p>	<p>French Artists: Henri Matisse-silhouettes; George Braque-Collage and painting</p>	<p>Celebrate Spring and Summer with Art! landscapes; seascapes; whale painting</p>
Music	<p>Establishing the music classroom learning environment</p> <p>Songs about me</p>	<p>Counting and demonstrating meter in various measures</p>	<p>Songs from around the world</p>	<p>Individual Improvisation: changing speed, duration and intensity.</p>	<p>Introducing rhythm notation (reading): students represent beats in a measure</p>	<p>Introduction to the orchestra</p> <p>Canon and partner songs</p>
French	<p>Level 1: Conversational conventions and vocabulary building 'au parc' et 'à la ferme' (identifier, nombres -> 20, il y a)</p> <p>Level 2: Saluer, se présenter, identifier quelqu'un, épeler, identification de sons, de mots et d'objets, remercier</p> <p>Francophone: étude des sons suivants: la,le, a, li-il, i-y, l, u, r. Lecture globale et syllabique.</p>	<p>Level 1: A la ferme (identifier, nombres -> 20, il y a), Noël, Galette</p> <p>Level 2: L'âge, compter jusqu'à 50, présenter sa famille, exprimer ses goûts</p> <p>Francophone: étude des sons suivants: p, o, t, tr-pr, e, m, ou, b, er-ez. Lecture globale et syllabique.</p>	<p>Level 1: Le goût (fruits, légumes, sucré, salé)</p> <p>Level 2: Dire et demander ce que l'on veut, proposer une activité</p> <p>Francophone: étude des sons suivants: é, br-pr-bl-pl ,c,qu-k, cl-cr, au-eau, v, on-om.</p>	<p>Level 1: Le sport et les parties du corps, Pâques.</p> <p>Level 2: Sentiments et sensations, situer une personne et un objet</p> <p>Francophone: Lecture globale et syllabique. Orthographe des mots fréquents.</p>	<p>Level 1: Vêtements, la famille, emotions (le cirque)</p> <p>Level 2: Donner et comprendre un ordre, demander quelque chose, exprimer des besoins</p> <p>Francophone: étude des sons suivants: n, on-onne, s, c-ç, ch, è-ê, ai-ei-et, ette-erre-elle, er-ec.</p>	<p>Level 1: Vêtements, la famille, emotions(le cirque)</p> <p>Level 2: des sensations, la description physique, activités après l'école</p> <p>Francophone: Lecture globale et syllabique. Orthographe des mots fréquents.</p>
Well-being	<p>Being me in my world Hopes and fears for the year Rights and responsibilities Rewards and consequences Safe and fair learning environment Valuing contributions Choices Recognizing feelings</p>	<p>Celebrating difference Understanding bullying Standing up for oneself and others Making new friends Celebrating difference Remaining friends</p>	<p>Dreams and Goals Achieving realistic goals Perseverance Learning strengths Learning with others Group cooperation COntributing to and sharing success</p>	<p>Healthy Me Motivation Healthier choices Relaxation Healthy eating and nutrition Healthier snacks and guidelines about sharing</p>	<p>Relationships Different types of families Physical contact boundaries Friendship and conflict Secrets Trust and appreciation Expressing appreciation for special relationships</p>	<p>Changing Me Life cycles in nature Growing from young to old Increasing independence Our bodies and respecting body privacy Assertiveness Transition to the next grade level</p>