



Primary Curriculum Overview

2023-24:

Grade 1



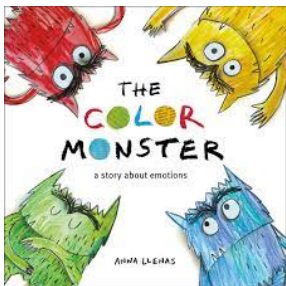
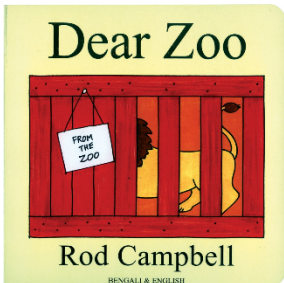

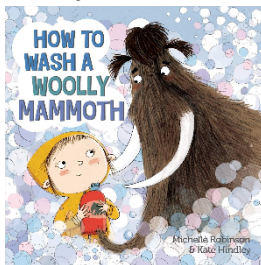
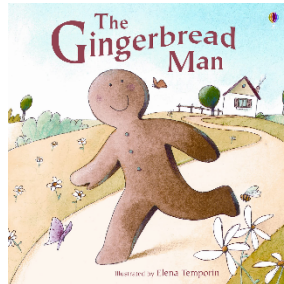

Cambridge Assessment
International Education

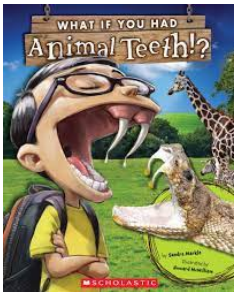










| Maths Curriculum Overview - Cambridge Primary Framework following Collins International Primary Maths scheme | | | | | |
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| Term 1A | Term 1B | Term 2A | Term 2B | Term 3A | Term 3B |
| <ul style="list-style-type: none"> • Reading and writing numbers to 10 • Counting and sequences to 10 • Place value and ordering to 10 • Addition as combining two sets | <ul style="list-style-type: none"> • Addition as counting on • Time • 2D shapes • 3D shapes • Position and direction | <ul style="list-style-type: none"> • Subtraction as take away • Subtraction as counting back • Subtraction as difference • Addition and subtraction to 10 | <ul style="list-style-type: none"> • Reading and writing numbers to 20 • Counting and sequences to 20 • Place value and ordering to 20 • Statistics | <ul style="list-style-type: none"> • Doubling • Addition and subtraction to 20 • Half | <ul style="list-style-type: none"> • Money • Statistics • Length and mass • Capacity and temperature |

| Science Curriculum Overview - Cambridge Primary Framework following Collins International Primary Science scheme | | | | | |
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| Term 1A | Term 1B | Term 2A | Term 2B | Term 3A | Term 3B |
| <ul style="list-style-type: none"> • Humans and other animals | <ul style="list-style-type: none"> • Earth and Space | <ul style="list-style-type: none"> • Materials | <ul style="list-style-type: none"> • Plants | <ul style="list-style-type: none"> • Electricity and magnetism | <ul style="list-style-type: none"> • Forces and Sound |

English Curriculum Overview - Cambridge Primary Framework following a text-based approach







| Term 1A 7 Weeks | Term 1B 7 Weeks | Term 2A 5 Weeks | Term 2B 5 Weeks (Ramadan) | Term 3A 5 Weeks | Term 3B 5 Weeks |
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| <p>Speaking and Listening Drama Performing Acting 'The colour monster'</p>  | <p>Stories with Repetitive Language 'Dear Zoo'</p>  | <p>Stories with familiar settings 'The Tiger who came to Tea'</p>  | <p>Instructions <i>(variety of texts, including those linked to KUW topic 'Ten Fingers')</i> 'How to Wash a Woolly Mammoth'</p>  | <p>Traditional tales 'The Gingerbread Man'</p>  | <p>Traditional Rhymes Poems on similar themes <i>(variety of texts, linked to KUW topic 'From A to B' and Science unit 'Earth and Space')</i> 'Twinkle twinkle little star'</p>  |
| <p>Recounts of personal experiences <i>(variety of texts linked to KUW topic 'Time Travellers' and Maths unit 'Time')</i></p> | <p>Information texts- labels and caption 'What if you had Animal Teeth?'</p> | <p>Simple rhyming poems <i>(variety of texts)</i> 'Frog on a Log'</p> | | | |

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| Connected Curriculum Overview - Topic-based units covering the wider curriculum | | | | | | | | |
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| Subjects: | Term 1A | | Term 1B | | Term 2A | Term 2B | Term 3 | |
| | Brainwave: The Brain (3.5 weeks)  | Time Travellers (3.5 weeks)  | Look and Listen! (2 weeks)  | Animals (3 weeks)  | Buildings (5 weeks)  | Around the World (5 weeks)  | Plants and insects (5 weeks)  | Dinosaurs (5 weeks)  |
| Art | | | | | | | | |
| Design, Technology and Innovation | | | | | | | | |
| Geography | | | | | | | | |
| Health and Wellbeing | | | | | | | | |

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| History | | | | | | | | |
| International | | | | | | | | |

| Discrete Curriculum Overview | | | | | | |
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| Subjects: | Term 1A | Term 1B | Term 2A | Term 2B | Term 3A | Term 3B |
| PE | Target training Ball Skills Target throwing Benchball Swimming | Coordination and Balance Gymnastics Swimming | Athletics Sports day preparations | Hand-Eye Coordination T-Ball Cricket Tennis Table tennis | Invasion Football Basketball Unihoc Health and Fitness Dance Fitness | |

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| <p>Art</p> <p>Skill focus for Grade 1:</p> <p>LINE PATTERN TEXTURE</p> | <p><u>Drawing</u></p> <ul style="list-style-type: none"> *Line drawings *Pattern making *Creating texture <p>Art/Artist focus: Kandinsky/Mondrian</p>  | <p><u>Paint/Colour</u></p> <ul style="list-style-type: none"> *Colour wheel *Using warm and cool colours *Monochrome pieces *Mixed media *Pointillism <p>Art/Artist focus: Britto/Francis Essoua Kalo</p>  | <p><u>Print</u></p> <ul style="list-style-type: none"> *Leaf rubbings *Foam prints *Wax crayon etchings and resistant <p>Art/Artist focus: Warhol Batik Art</p>  | <p><u>Clay</u></p> <ul style="list-style-type: none"> *Etching *Prints <p>Art/Artist focus: Textured tiles Francisco Goya</p>  | <p><u>Construction</u></p> <ul style="list-style-type: none"> *Paper crafts *Scissor/ruler work <p>Art/Artist focus: 3D crafts using line/pattern and texture</p>  | <p><u>Fabric/ Fibre</u></p> <ul style="list-style-type: none"> *Weaving <p>Art/Artist focus: Weaving in History</p>  |
| <p>Drama</p> | <p>What is drama?</p> <p>Be able to understand basic theatre etiquette</p> <p>Improvise and work in</p> | <p>Bringing stories to life through drama</p> <p>Be able to respond to performances by</p> | <p>Creating Characters</p> <p>Develop characters through movement, use of voice and</p> | <p>Freeze frames</p> <p>Be able to tell a story using freeze frame technique</p> | <p>What is Prop?</p> <p>Be able to adopt a role whilst using a prop</p> <p>Be able to create a</p> | <p>Puppetry</p> <p>Be able to make simple dramatic presentations to others</p> <p><i>Support IPC/English</i></p> |

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| | role, creating and sustaining roles both individually and when working with others; | identifying what they liked or disliked and giving simple reasons Respond to their own and others' performance s, commenting constructively on dramatic effects, characterisation and overall impact. | facial expressions, dialogue and interaction with other characters; <i>Support IPC/English</i> | <i>Support IPC/English</i> | story using a prop; <i>Support IPC/English</i> | |
| Music | Pulse and Rhythm Sol Fa Singing | Timbre and Instrumental Colour Simple Song Singing | Duration and Pitch Singing and Movement | Tempo Follow the Conductor, Singing | Texture and Layering of Sound Sol Fa Singing | Vocal Chanting Rhythm Dance |

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| ICT and Computing | <p>Be able to use a child-friendly search engine to find images or information</p> <p>Be able to use images, text and audio to communicate information</p> <p>Be able to use a given tool to collect and record information</p> <p>Understand that some images available on the internet are free from copyright</p> <p>Be able to save,</p> | <p>Be able to use images, text and audio to communicate information</p> <p>Be able to use a given tool to collect and record information</p> | <p>Be able to use a child-friendly search engine to find images or information</p> <p>Be able to prioritise sources to use for research</p> <p>Be able to use images, text and audio to communicate information</p> <p>Be able to use a given tool to collect and</p> | <p>Be able to use a child-friendly search engine to find images or information</p> <p>Be able to prioritise sources to use for research</p> <p>Be able to use images, text and audio to communicate information</p> <p>Be able to use a given tool to collect and record information</p> <p>Be able to create graphs within a given template</p> | <p>Be able to use a child-friendly search engine to find images or information</p> <p>Be able to prioritise sources to use for research</p> <p>Be able to use a given tool to collect and record information</p> <p>Understand that some images available on the internet are free from copyright</p> | <p>Be able to use a child-friendly search engine to find images or information</p> <p>Understand that some images available on the internet are free from copyright</p> <p>Be able to use given software for a particular purpose</p> |
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| | <p>retrieve and revise files</p> <p>Be able to use given software for a particular purpose</p> | | <p>record information</p> <p>Understand that some images available on the internet are free from copyright</p> <p>Be able to save, retrieve and revise files</p> <p>Understand that the internet is a public domain that presents privacy risks</p> <p>Be able to use</p> | <p>Understand that some images available on the internet are free from copyright</p> | | |
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| | | | given software for a particular purpose | | | |
| PSHE | <ul style="list-style-type: none"> • Personal Goals • Family and relationships | Health and Wellbeing | <ul style="list-style-type: none"> • Personal Goals • Safety and the changing body | Citizenship | <ul style="list-style-type: none"> • Personal Goals • Economic wellbeing | Transition |

Arabic Curriculum Subjects - Oman Ministry of Education

|  | Term 1A | Term 1B | Term 2A | Term 2B | Term 3A | Term 3B |
|---|---|--|--|---|--|---|
| Islamic Studies A | <p>الوحدة الأولى</p> <p>مقرر الحفظ: سورة الفاتحة</p> <p>- سورة الناس.</p> | <p>الوحدة الثانية</p> <p>مقرر الحفظ: سورة الفلق وسورة الناس</p> <p>الوحدة الثالثة</p> <p>مقررات الحفظ: سورة المسد - سورة النصر</p> | <p>الوحدة الرابعة</p> <p>مقرر الحفظ: سورة الكافرون - سورة الكوثر</p> | <p>الوحدة الأولى</p> <p>مقرر الحفظ: سورة الهزلة - سورة الفيل</p> <p>-</p> <p>الوحدة الثانية</p> <p>مقررات الحفظ</p> <p>سورة قريش - سورة الماعون</p> | <p>الوحدة الثالثة</p> <p>مقرر الحفظ: سورة القارعة</p> | <p>الوحدة الرابعة</p> <p>مقرر الحفظ: سورة التكاثر - سورة العصر</p> |
| Arabic A | <p>المحور الأول : هُنا أعيشُ .</p> <p>حرف : (ب - ل - م - ر)</p> | <p>المحور الثاني : هُنا أتعلّم.</p> <p>حرف : (د - س - ك - ن)</p> | <p>المحور الثالث : أنا نَظيف .</p> <p>حرف : ف - ت - ح</p> <p>ق - ز - ط .</p> | <p>المحور الرابع : هذا غذائي</p> <p>حرف : أ - ج - و - ش - ع - ظ</p> | <p>المحور الأول : هذه مدينتي .</p> <p>حرف : خ - ث - ذ - ص</p> <p>المحور الثاني : هذا وطني</p> <p>حرف : ه - غ - ض - ي</p> | <p>المحور الثالث : هواياتي</p> <p>المحور الرابع : حكاياتي العجيبة .</p> |
| Islamic Studies B | the first unit : | The second unit : | | | | |

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| | Surat Al-Fatihah - Surat Al-Nas | Surat Al-Falaq and Sūrat al-Ikhlās The third unit: Surat Al- Masd - Surat Al-Nasr | The Fourth unit: Surat Al-Kafirun - Surat Al-Kawthar | the first unit: Surat Al-Hamza - Surat Al-Fil - The second unit : Surat Quraish - Surat Al-Ma'un | The third unit: Surat Al-Qari'ah | TheFourth unit: Surat At-Takathur -Surat Al-Asr |
| Arabic B | The first unit :the Arabic letters (alif - baa- taa -thaa). | Follow the first unit letters (Jim - haa - Kha - Dal - dhal) | second unit : Letters (raa-zai-seen - sheen) | Follow the second unit : letters (Sad - dad - taa'-zai-ain -ghain) | The third unit: Letters (faa-Qaf -kaf-lam -mim) | Follow the third unit : letters (noon-ha'-waw -ya') |