



CIS JUNIOR SCHOOL
ENGLISH NATIONAL CURRICULUM MAPS
KEY STAGE 1
2022/2023 ACADEMIC SESSION

UPDATED 2020/2021 ACADEMIC SESSION

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
YEAR 1	SKILLS					
	<p>COLLABORATION An exploration of the process of two or more people, groups of people or organisations working together to achieve agreed goals and complete tasks; an inquiry into social, moral, spiritual and cultural influence on the process.</p>	<p>LITERACY An exploration of the ways in which the ability to read and write influences human engagement within systems and communities.</p>	<p>CRITICAL THINKING An inquiry into the objective analysis and evaluation of an issue or of facts to form a judgement; capacity building and self-actualisation in immediate and future circumstances; structure, behaviour and interconnectivity in problem solving.</p>	<p>COMMUNICATION An exploration of the ways in which we discover and express our nature, ideas, feelings, beliefs and values through language and the arts; of complex inference in which observation, memory, knowledge and reasoning are combined to understand the thoughts and feelings of others in our communities.</p>	<p>DIGITAL COMPETENCY An exploration of the set of skills, knowledge and attitudes that enable the confident, creative and critical use of technologies and systems; of input, output and feedback mechanisms; an inquiry into interacting and interdependent digital components forming an integrated whole.</p>	<p>NUMERACY An exploration of the ways in which the ability to reason and apply simple and complex numerical concepts influences human engagement within systems and communities.</p>
ENGLISH:	<p>On-going programme of study: to be addressed across Key Stage 1, building on the Early Learning Goals. <u>Speaking and Listening</u>: speaking, listening, group discussion and interaction, drama, language variation - Details of progression in CIS outcomes; links in medium term plans. <u>Reading strategies [word reading and comprehension]</u>: phonemic awareness, phonic knowledge; word recognition and graphic knowledge; grammatical awareness; contextual understanding - Details of progression in CIS outcomes; links in medium term plans. <u>Writing</u>: composition, planning and drafting, punctuation, spelling, handwriting and presentation, language structure (consistent grammar focus) - Details of progression in CIS outcomes; links in medium term plans.</p>					
	<p><u>Fiction</u>: Stories with familiar settings <u>Poetry</u>: Poems with patterns and rhymes <u>Non-fiction</u>: Lists, instructions, labels and captions (information texts). Simple dictionaries.</p>	<p><u>Fiction</u>: Stories with repeating patterns. <u>Poetry</u>: Funny Rhymes <u>Non-fiction</u>: Lists, instructions, labels and captions (information texts). Simple dictionaries and thesauruses.</p>	<p><u>Fiction</u>: Traditional tales. <u>Poetry</u>: Poems about the senses. <u>Non-fiction</u>: Instructions</p>	<p><u>Fiction</u>: Stories with repeating patterns. <u>Poetry</u>: Humorous poems. <u>Non-fiction</u>: Information texts.</p>	<p><u>Fiction</u>: Fairy stories and traditional tales. <u>Poetry</u>: Poems about nature. <u>Non-fiction</u>: Letters and postcards.</p>	<p><u>Fiction</u>: Fairy stories and Plays. <u>Poetry</u>: Traditional poems. <u>Non-fiction</u>: Information texts; simple reports.</p>
MATHEMATICS:	<p>On-going programme of study: to be addressed across Key Stage 1, building on the Early Learning Goals. Problem solving, communicating, reasoning about number, using mental and written methods; Calculations: addition and subtraction of up to three numbers - Details of progression in CIS outcomes; links in medium term plans.</p>					

CHILDREN'S INTERNATIONAL SCHOOL

CURRICULUM MAP

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
YEAR 1	SKILLS					
	COLLABORATION An exploration of the process of two or more people, groups of people or organisations working together to achieve agreed goals and complete tasks; an inquiry into social, moral, spiritual and cultural influence on the process.	LITERACY An exploration of the ways in which the ability to read and write influences human engagement within systems and communities.	CRITICAL THINKING An inquiry into the objective analysis and evaluation of an issue or of facts to form a judgement; capacity building and self-actualisation in immediate and future circumstances; structure, behaviour and inter-connectivity in problem solving.	COMMUNICATION An exploration of the ways in which we discover and express our nature, ideas, feelings, beliefs and values through language and the arts; of complex inference in which observation, memory, knowledge and reasoning are combined to understand the thoughts and feelings of others in our communities.	DIGITAL COMPETENCY An exploration of the set of skills, knowledge and attitudes that enable the confident, creative and critical use of technologies and systems; of input, output and feedback mechanisms; an inquiry into interacting and interdependent digital components forming an integrated whole.	NUMERACY An exploration of the ways in which the ability to reason and apply simple and complex numerical concepts influences human engagement within systems and communities.
	<u>Number:</u> Number patterns to 20, place value, addition and subtraction. <u>Measures:</u> Estimation to 20, Money recognition. <u>Geo & Stats:</u> 2D and 3D shapes, Symmetry.	<u>Number:</u> Number patterns to 50, place value, addition and subtraction. <u>Measures:</u> Length, height. O'clock time. <u>Geo & Stats:</u> Pictograms.	<u>Number:</u> Number patterns to 50, ordering, simple multiplication. <u>Measures:</u> Estimation to 50, Money recognition. <u>Geo & Stats:</u> Positioning, direction, More 2D shapes, symmetry.	<u>Number:</u> Fractions – half of, simple division. <u>Measures:</u> Calendar, O'clock time and half past the hour. <u>Geo & Stats:</u> More 3D shapes	<u>Number:</u> More simple multiplication and division, multiples of numbers to 100. <u>Measures:</u> Weight, capacity <u>Geo & Stats:</u> Pictographs, Block graphs	<u>Number:</u> Fractions – quarter of, multiples of numbers to 100. <u>Measures:</u> Time-quarter past the hour, capacity, Money problems <u>Geo & Stats:</u> Block graphs.
SCIENCE & Design Technology	<u>Scientific Enquiry</u> will be on-going: Building investigative skills - planning, obtaining and presenting evidence, considering and evaluating evidence gathered; Numeracy skills – data handling. <u>Design and technology</u> skills will be on-going: Design products, communicate ideas using different media; make products using tools; evaluate products; build technical knowledge of topics in science.					
	Animals including humans	Animals including humans	Everyday Materials in our environment	Marvelous materials	Seasonal changes	Plants
TOPIC 1 (HIS & GEO)	<u>Geographical and Historical enquiry</u> will be on-going: Ask questions, observe and record, express personal views about people, places and environments, communicate findings in different ways. Details of progression in CIS outcomes; links in medium term plans.					
	Royals from the past and present.	Toys from the past and present.	Where we are (local area & UK); transportation and travel.	Inventors	Weather; transportation and travel	Explorers

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TOPIC 2 (PSHE & RE)	Living healthy – personal health and wellness Important religious buildings – Church and Mosque	Citizenship & British Values Who are Christians and what do they believe?	Living healthy – emotional health and wellness What can we learn from creation stories?	Healthy relationships What festivals do different religions celebrate?	Living healthy – emotional health and wellness How do religions celebrate the birth of a baby?	Living together in a wider world
ART	<u>Key skills development is ongoing:</u> Exploring & developing ideas; drawing, painting, sculpture, collage, using textiles, printing, and learning about artists. Details of progression in CIS outcomes; links in medium term plans.					
	Drawing personal portraits	Drawing toys	Drawing parks and gardens	Exploring the use of paints – a firework theme.	Painting through studying different weather conditions	Painting parks and gardens.
COMPUTING	<u>Key skills development is ongoing:</u> Using technology in everyday lives - multimedia texts and images, sounds and motion; coding and programming; online safety. Details of progression in CIS outcomes; links in medium term plans.					
	Using software for drawing/colouring people - real and imaginary people. Online safety.	Making toys using shapes – introduction to modelling; programming toys	Research images & information and use to make festival landscapes; using the internet.	Draw/colour homes using shapes; labelling and classifying shapes and materials.	Making maps of landscapes in different seasons with pictures and words.	Use different ICT tools to complete pictures about parks and gardens; creating simulations.
MUSIC	<u>Key skills development is ongoing:</u> Performing, listening and composing; playing instruments. Details of progression in CIS outcomes; links in medium term plans.					

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	Singing along; Exploring sounds - Make it long or make it short.	Clap hands, turn around: Exploring pulse and rhythm. Begin to play an instrument.	What can you hear? Exploring sounds in our environment.	Choose an instrument you can play; making instruments from materials.	Rain Score: all about timbre, tempo and dynamics.	Hop, skip and jump: exploring pitch.
FRENCH	On-going programme of study to be addressed: Language acquisition and development through: speaking, listening, group discussion and interaction, role-play - Details of progression in CIS outcomes; links in medium term plans.					
	C'est moi! (All about me)	Voici mes amis! (Meet my friends)	J'aime des fruits! (I like fruits)	J'aime jouer! (I like to play)	Il fait chaud! (Weather in a week)	Au parc (At the park)
PE	Key skills development in Games, Athletics and Swimming are ongoing: Running, jumping, throwing, striking and hitting, throwing and catching, travelling with and passing a ball, using space, attacking and defending, tactics and rules, competing performing and evaluating. Details of progression in CIS outcomes; links in medium term plans.					
	Adapted Ball Games: passing, controlling, kicking, bouncing, shooting, passing, scoring. Gymnastics: Floor exercises - Forward and backward roll, balancing, jumping, zig-zag movement Swimming: Understanding and developing buoyancy and propulsion in water.		Athletics: Track/field short/long distance races, broad jump, javelin throw. 60m, 75m, 100m sprints, sack race Adapted Batting Games: Batting, hitting, striking and catching skill. Swimming: Developing a personal perspective against the perfect model for flutter kicks, arm rotation and breathing in front crawl.		Leadership: Sportsmanship spirit, captainship, adapted games. Rounders: striking, fielding, bowling, scoring, throwing and catching. Exercise and Balancing: Rudiments of floor exercises, flexibility, balancing, physical and health fitness routines/activities. Swimming: Developing a personal perspective against the perfect model for flutter kicks, arm rotation and breathing in front crawl; begin to learn back crawl.	

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AFRICAN STUDIES	<p>On-going programme of study to be addressed across all African Studies topics: <u>English Focus:</u> Speaking, Listening, group discussion and interaction, and drama; writing can be focused on in KS2. <u>Geographical and Historical enquiry</u> will be on-going: Ask questions, observe and record, express personal views about people, places and environments, communicate findings in different ways. Details of progression in CIS outcomes; links in medium term plans.</p>					
	<p>What are ethnic groups? What are some of the ethnic groups in Nigeria?</p>	<p>What are the traditions of different ethnic groups? Focus on Yoruba ethnic group (South West Nigeria).</p>	<p>How different ethnic groups in South Africa live - Focus on the Ndebele people in South Africa.</p>	<p>Morals from African folk tales. Focus on the Ndebele people in South Africa.</p>	<p>States and capitals in Nigeria; The Nigerian Coat of Arms.</p>	<p>Africa is not a country! Morals from African folk tales. Focus on Ghanaian tales.</p>

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ENGLISH:	<p>On-going programme of study: to be addressed across Key Stage 1. <u>Speaking and Listening</u>: speaking, listening, group discussion and interaction, drama, language variation - Details of progression in CIS outcomes; links in medium term plans. <u>Reading strategies [word reading and comprehension]</u>: phonemic awareness, phonic knowledge; word recognition and graphic knowledge; grammatical awareness; contextual understanding - Details of progression in CIS outcomes; links in medium term plans. <u>Writing</u>: composition, planning and drafting, punctuation, spelling, handwriting and presentation, language structure (consistent grammar focus) - Details of progression in CIS outcomes; links in medium term plans.</p>					
	<p><u>Fiction</u>: Traditional tales and fables - imaginary stories <u>Poetry</u>: Poems with familiar settings; poetic language <u>Non-fiction</u>: Information texts.</p>	<p><u>Fiction</u>: Stories in familiar settings <u>Poetry</u>: Humorous poems. <u>Non-fiction</u>: Letters and postcards.</p>	<p><u>Fiction</u>: Stories from other cultures. <u>Poetry</u>: Poems with predictable and patterned language; poems on a theme. <u>Non-fiction</u>: Recounts.</p>	<p><u>Fiction</u>: Stories within a theme; with predictable and patterned language. <u>Poetry</u>: Humorous poems. <u>Non-fiction</u>: Information texts.</p>	<p><u>Fiction</u>: Stories by significant children's authors. <u>Poetry</u>: Poems by significant children's poets. <u>Non-fiction</u>: Instructions</p>	<p><u>Fiction</u>: Extended reading & writing – traditional tales from other cultures. <u>Poetry</u>: Poems from other cultures - playground games. <u>Non-fiction</u>: Recounts.</p>
MATHEMATICS:	<p>On-going programme of study: to be addressed across Key Stage 1. Problem solving, communicating, reasoning about number, using mental and written methods; Calculations: All four number operations - Details of progression in CIS outcomes; links in medium term plans.</p>					

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
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	<p>COLLABORATION An exploration of the process of two or more people, groups of people or organisations working together to achieve agreed goals and complete tasks; an inquiry into social, moral, spiritual and cultural influence on the process.</p>	<p>LITERACY An exploration of the ways in which the ability to read and write influences human engagement within systems and communities.</p>	<p>CRITICAL THINKING An inquiry into the objective analysis and evaluation of an issue or of facts to form a judgement; capacity building and self-actualisation in immediate and future circumstances; structure, behaviour and interconnectivity in problem solving.</p>	<p>COMMUNICATION An exploration of the ways in which we discover and express our nature, ideas, feelings, beliefs and values through language and the arts; of complex inference in which observation, memory, knowledge and reasoning are combined to understand the thoughts and feelings of others in our communities.</p>	<p>DIGITAL COMPETENCY An exploration of the set of skills, knowledge and attitudes that enable the confident, creative and critical use of technologies and systems; of input, output and feedback mechanisms; an inquiry into interacting and interdependent digital components forming an integrated whole.</p>	<p>NUMERACY An exploration of the ways in which the ability to reason and apply simple and complex numerical concepts influences human engagement within systems and communities.</p>
	<p><u>Number:</u> Number patterns to 100, place value, addition and subtraction. <u>Measures:</u> Estimation to 100, Money recognition. <u>Geo & Stats:</u> 2D and 3D shapes, Block graphs, pictographs.</p>	<p><u>Number:</u> Roman numerals to 12, multiplication and division. <u>Measures:</u> Estimation to 200, Length & Height, Time – minutes in the hour, hours in a day <u>Geo & Stats:</u> Position and direction of 2D shapes, more block graphs, pictographs.</p>	<p><u>Number:</u> Simple fractions of numbers; addition, subtraction of numbers to 200. <u>Measures:</u> Mass and capacity; Money (Naira and Pounds). <u>Geo & Stats:</u> Fractions of 2D shapes; rotations and turns (right-angles).</p>	<p><u>Number:</u> Simple fractions of numbers and equivalence; multiplication and division <u>Measures:</u> Time (intervals in seasons; read clocks to 5 minutes) <u>Geo & Stats:</u> 3D shapes; tally charts and block diagrams,</p>	<p><u>Number:</u> Simple fractions of numbers; multiplication and division <u>Measures:</u> length and height; time and temperature <u>Geo & Stats:</u> Sorting diagrams, simple tables</p>	<p><u>Number:</u> multiples of numbers to 200; addition and subtraction of 3-digit numbers; multiplication and division <u>Measures:</u> Mass and capacity; Money (Naira and Pounds) <u>Geo & Stats:</u> 2D and 3D shapes; more graphs.</p>
SCIENCE & Design Technology	<p><u>Scientific Enquiry</u> will be on-going: Building investigative skills - planning, obtaining and presenting evidence, considering and evaluating evidence gathered; Numeracy skills – data handling. <u>Design and technology</u> skills will be on-going: Design products, communicate ideas using different media; make products using tools; evaluate products; build technical knowledge of topics in science.</p>					
	Animals [pets], including Humans.	Living things and their habitats – plants and animals	Plants	Everyday materials	Everyday materials.	Environmental changes, focusing on plants and common animals.

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TOPIC 1 (HIS & GEO)	<u>Geographical and Historical enquiry</u> will be on-going: Ask questions, observe and record, express personal views about people, places and environments, communicate findings in different ways. Details of progression in CIS outcomes; links in medium term plans.					
	The Great Fire of London	Helpers - Significant Historical figures	Islands and beaches in the UK and Nigeria	Freedom Fighters – Significant Historical Figures.	Artists - Significant Historical figures	Farming and The local environment
TOPIC 2 (PSHE & RE)	Important religious influencers from Christianity, Islam, Hinduism and Buddhism.	How do stories from Christianity and Islam inspire young people today?	Important religious buildings – Churches, Mosques and Temples.	Important religious festivals from Christianity, Islam, Hinduism and Buddhism.	Belonging to communities – wellbeing and safety; healthy relationships	Important food from different religions.
	Personal health and wellbeing – healthy and safe	Citizenship & British Values	Living in the wider world; relationships.			Taking responsibility for the environment.
ART	<u>Key skills development is ongoing:</u> Exploring & developing ideas; drawing, painting, sculpture, collage, using textiles, printing, and learning about artists. Details of progression in CIS outcomes; links in medium term plans.					
	Drawing/painting Art exploring firework	Drawing portraits of significant historical figures	Drawing/painting seaside Art - islands	Sculpting religious buildings - clay or collage buildings	Painting – replicating the works of famous artists	Painting landscapes to show environmental changes

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COMPUTING	<p><u>Key skills development is ongoing:</u> Using technology in everyday lives - multimedia texts and images, sounds and motion; coding and programming; online safety. Details of progression in CIS outcomes; links in medium term plans.</p>					
	Using text, writing stories – traditional tales and fantasy stories. Online safety	Writing Stories – Creating and publishing using digital media	Research images & information and use to make important religious buildings; using the internet.	Research images & information and use to publish a booklet on significant historical figures; using the internet.	Use different ICT tools to complete pictures about communities; creating simulations including sounds.	Online communication and collaboration – Using ICT outside school
MUSIC	<p><u>Key skills development is ongoing:</u> Performing, listening and composing; playing instruments. Details of progression in CIS outcomes; links in medium term plans.</p>					
	Play along with me: introduce the recorder.	Can you play this rhythm?	Down-up songs: all about pitch.	What instrument shall we play?	Sounds all around: exploring sound sources.	Light showers, sunny spells: organised music.
FRENCH	<p>On-going programme of study to be addressed: Language acquisition and development through: speaking, listening, group discussion and interaction, role-play - Details of progression in CIS outcomes; links in medium term plans.</p>					

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	Voici ma famille (Meet my family) Mes animaux favoris (My favourite animals)	Quelle heures est - il? (What time is it? Oh, I'm late!)	A la plage (At the beach with my family)	Nous allons au cafe (At the cafe with my friends and family)	Il fait chaud! (The weather, seasons)	A la ferme (At the farm) Les Fruits et les legumes (Fruits and vegetables)
PE	<p><u>Key skills development in Games, Athletics and Swimming are ongoing:</u> Running, jumping, throwing, striking and hitting, throwing and catching, travelling with and passing a ball, using space, attacking and defending, tactics and rules, competing performing and evaluating. Details of progression in CIS outcomes; links in medium term plans.</p>					
	<p><u>Ball Games:</u> passing, controlling, kicking, bouncing, shooting, passing, scoring. <u>Gymnastics:</u> Floor exercises - Forward and backward roll, balancing, jumping, zig-zag movement <u>Swimming:</u> Front crawl, body positioning, breathing to the sides.; learning the formal techniques; 12m.</p>	<p><u>Athletics:</u> Track/field short/long distance races, broad jump, javelin throw. 75m, 100m sprints, 4x100m sprints, sack race <u>Ball/Batting Games:</u> Batting, hitting, striking and catching skill. Dribbling, kicking, shooting, hitting and targeting. <u>Swimming:</u> Front crawl 2x12 m; extend to 25 m using full techniques. Learn basic back stroke.</p>	<p><u>Ball/Batting Games:</u> Batting, hitting, striking, sequence, coordination, QRT and catching skill. <u>Gymnastics:</u> Floor exercises, flexibility, balancing, physical and health fitness routines/activities. <u>Swimming:</u> Consolidate strokes learnt - 25m front crawl; 12m back stroke.</p>			
AFRICAN STUDIES	<p>On-going programme of study to be addressed across all African Studies topics: <u>English Focus:</u> Speaking, Listening, group discussion and interaction, and drama; writing can be focused on in KS2. <u>Geographical and Historical enquiry</u> will be on-going: Ask questions, observe and record, express personal views about people, places and environments, communicate findings in different ways. Details of progression in CIS outcomes; links in medium term plans.</p>					

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
YEAR 2	SKILLS					
	<p>COLLABORATION An exploration of the process of two or more people, groups of people or organisations working together to achieve agreed goals and complete tasks; an inquiry into social, moral, spiritual and cultural influence on the process.</p>	<p>LITERACY An exploration of the ways in which the ability to read and write influences human engagement within systems and communities.</p>	<p>CRITICAL THINKING An inquiry into the objective analysis and evaluation of an issue or of facts to form a judgement; capacity building and self-actualisation in immediate and future circumstances; structure, behaviour and interconnectivity in problem solving.</p>	<p>COMMUNICATION An exploration of the ways in which we discover and express our nature, ideas, feelings, beliefs and values through language and the arts; of complex inference in which observation, memory, knowledge and reasoning are combined to understand the thoughts and feelings of others in our communities.</p>	<p>DIGITAL COMPETENCY An exploration of the set of skills, knowledge and attitudes that enable the confident, creative and critical use of technologies and systems; of input, output and feedback mechanisms; an inquiry into interacting and interdependent digital components forming an integrated whole.</p>	<p>NUMERACY An exploration of the ways in which the ability to reason and apply simple and complex numerical concepts influences human engagement within systems and communities.</p>
	What are some of the ethnic groups in Nigeria? Location, language, looks.	The Igbo ethnic group – How they live.	The Massai ethnic group in Kenya – their buildings and cultures.	The Yoruba ethnic group – Important folksongs	The Hausa ethnic group – their buildings (past and present)	The Desert people - Tuaregs