

3 Weeks RWI/ 1 Week Big Write		<p><b>TERM 1</b> <b>1st Half</b> <b>Repton Values</b> <b>1. Empathy</b></p> <p><i>Empathy is the ability to see things from another's perspective, to use one's imagination to enter into someone else's subjective state. Essentially it is the ability to 'walk in someone else's shoes'.</i></p>	<p><b>TERM 1</b> <b>2<sup>nd</sup> Half</b> <b>Repton Values</b> <b>2. Respect</b></p> <p><i>Respect is a feeling or understanding that someone or something is important, serious or worthy and should be treated in an appropriate way.</i></p>	<p><b>TERM 2</b> <b>1st Half</b> <b>Repton Values</b> <b>1. Resilience</b></p> <p><i>Resilience is the capacity to recover quickly from difficulties. It implies self-confidence and mental toughness in individuals.</i></p>	<p><b>TERM 2</b> <b>2<sup>nd</sup> Half</b> <b>Repton Values</b> <b>2. Honesty/integrity</b></p> <p><i>Honesty is the quality of knowing and distinguishing between right and wrong, and acting fairly; being truthful.</i></p> <p><i>Integrity is the quality of being honest and having strong moral principles in all that is done, whether within the family, education or career. Integrity is related to honesty - Integrity is how we make honesty actionable – it is the character and courage to do what is right.</i></p>	<p><b>TERM 3</b> <b>1<sup>st</sup> Half</b> <b>Repton Values</b> <b>1. Tolerance</b></p> <p><i>Tolerance is the willingness to accept feelings, habits, or beliefs that are different from your own.</i></p>	<p><b>TERM 3</b> <b>2<sup>nd</sup> Half</b> <b>2. Care</b></p> <p><i>Care, in this context, means feeling concern or compassion for or having an interest in someone or something; to attach importance or interest to someone or something; to be mindful of the needs of others.</i></p>
Area of Learning Title		Lost & Found	Twit Tawoo- Owl Babies	Pearl Diving	Islands	Chocolate- Charlie and the Chocolate Factory	Can we Build it? Non-fiction books
Trips		Mosque Visit		Heritage Village/Fish market		Little World in school	
English	Text/ Genre	<p><b>Fiction: Stories with familiar setting</b></p> <p><b>Non Fiction: Labels, Captions and Lists</b></p> <p><b>To identify character, setting and main events in a story.</b></p> <ul style="list-style-type: none"> <li>● Recount story.</li> </ul> <p><b>Fiction: Holiday post card &amp; letter writing</b></p> <ul style="list-style-type: none"> <li>● Familiar texts</li> <li>● Labels.</li> <li>● Post cards</li> <li>● Letters</li> </ul> <p><b>Big Write</b></p> <ul style="list-style-type: none"> <li>● Lost and found narrative writing.</li> </ul>	<p><b>Fiction: Stories with repeating patterns and phrases</b></p> <p><b>Non Fiction: Information text</b></p> <ul style="list-style-type: none"> <li>● Owl Babies</li> <li>● Owl fact sheet</li> <li>● Morals</li> <li>● Pattern and rhyme</li> </ul> <p><b>Poetry: Pattern &amp; Rhyme</b></p> <p><b>Poetry: Songs and repetitive poems</b></p> <p><b>Big Write</b></p> <ul style="list-style-type: none"> <li>● Non chronological report on UAE owls</li> </ul>	<p><b>To write a story using sentence structure and descriptions.</b></p> <ul style="list-style-type: none"> <li>● Use connectives</li> <li>● Use adjectives.</li> <li>● Punctuation</li> </ul> <p><b>Big Write</b></p> <ul style="list-style-type: none"> <li>● Empathetic writing - A day in the life of a Pearl diver.</li> </ul>	<p><b>Listen to, respond and retell stories</b></p> <ul style="list-style-type: none"> <li>● To identify characters,</li> <li>● settings</li> <li>● main events</li> </ul> <p>To write a story using sentence structure and descriptions</p> <p><b>Big Write</b></p> <p>Recount.</p>	<p><b>Non-fiction – Instructions</b></p> <ul style="list-style-type: none"> <li>- Write different sets of instructions</li> </ul> <p><b>Non-fiction: Recount</b></p> <ul style="list-style-type: none"> <li>- Write a recount of trip to geant_</li> <li>- Identify features of a recount (first, next, then, finally)</li> <li>- Past and Present tense.</li> </ul> <p><b>Poetry: Poems on a theme</b></p> <ul style="list-style-type: none"> <li>● Identify and use pattern/rhyme.</li> <li>● Respond t repeating phrases.</li> </ul> <p><b>Big write</b></p> <ul style="list-style-type: none"> <li>● Instructional writing - Healthy Chocolate No Bake Bar.</li> </ul>	<p><b>Fiction: Stories from different cultures/settings</b></p> <ul style="list-style-type: none"> <li>Adapt or invent sentences based on stories</li> <li>To create alternative endings</li> </ul> <p><b>Non-fiction: Information Texts</b></p> <ul style="list-style-type: none"> <li>To find information from nonfiction texts</li> <li>Dictionary skills</li> </ul>

	<p><b>Speaking and Listening Skills</b></p> <p>Listen to and follow instructions To read and use labels To write a simple list To write captions for pictures. To talk about postcards and if we have ever sent a postcard.</p> <p>Explore familiar themes and characters through role play and improvisation</p>	<p>Take turns to speak, listen to others and discuss what they are going to do. Ask and answer questions, make relevant contributions, offer suggestions and take turns. Explore familiar themes and characters through role play and improvisation Tell stories and describe incidents from their own experience. Retell stories, ordering events using story language. Explore familiar themes and characters through role play and improvisation</p>	<p>Take turns to speak, listen to others and discuss what they are going to do. Ask and answer questions, make relevant contributions, offer suggestions and take turns. Recite poetry Tell stories and describe incidents from their own experience. Retell stories, ordering events using story language. Explore familiar themes and characters through role play and improvisation Present own stories.</p>	<p>To create a class story using patterned language Take turns to speak, listen to others and discuss what they are going to do. Ask and answer questions, make relevant contributions, offer suggestions and take turns. Listen with sustained concentration building new stores of words in different contexts.</p>	<p>Interpret a text by reading aloud with some variety in pace and emphasis</p> <p>Retell stories, ordering events using story language. Listen to and follow instructions</p>	<p>Interpret a text by reading aloud with some variety in pace and emphasis</p> <p>Retell stories, ordering events using story language. Listen to and follow instructions</p> <p>To ask and answer questions , make relevant contributions, offer suggestions and take turns.</p>
<p><b>Repton Skills: (Student Competences)</b></p>	<p>PS/ CT/ C/ SC/ CI/ CAC/ IL/ LR / ISD/ GEW/ CTH/ DC <i>(Please see SCF Outcomes document for specific skill outcomes for Year 1)</i></p>		<p>PS/ CT/ C/ SC/ CI/ CAC/ IL/ LR / ISD/ GEW/ CTH/ DC/ E</p>		<p>PS/ CT/ C/ SC/ CI/ CAC/ IL/ LR / ISD/ GEW/ CTH/ DC/ E</p>	
<p><b>Maths</b></p>	<p>Count in 1s to 20 and on to 100; Count on and back in 10s from a multiple of 10; estimate a number of objects Count, read and write numbers to 100 in numerals Recognise the value of each digit in a 'teens' number Say which is more or less of two numbers Given a number identify one more or one less Count on in 2's,5's and 10's to 100' finding the missing number Know addition facts for pairs that total up to 6 Relate addition facts to an understanding of addition, including + and = Compare two or more lengths or heights by direct comparison Measure lengths using uniform non-standard units Know the days of the week; order familiar events in time Know the seasons of the year; begin to know the months Read the time to the hour and half hour on analogue clocks Can use the names of common 2D shapes Describe features of familiar 2D shapes Begin to use the names of common 2D shapes including pentagon and hexagon Say the number that is 1 less; count back 1 from a given number Subtract a 1-digit number from a 'teens' number by counting back Represent and use number bonds and related subtraction facts within 20 Add a one-digit and two digit number to 20, including zero Recognise doubling as addition; know doubles of numbers up to 5 Add by identifying near doubles</p>		<p>Count a large number of objects by grouping in 10s Understand and use ordinal numbers up to at least 20th Order numbers to 20; begin to say a number lying between two numbers Describe position: above, below, beside, left, right including half, quarter and three quarter turns Describe direction and movement: forwards, backwards, up, down, left, right Compare, describe and solve problems for capacity and volume and for mass/weight Measure and record capacity or volume, mass or weight Measure weights using uniform non-standard units Organise and interpret information in a simple table Begin to use the names of common 3D shapes Describe features of familiar 3D shapes Add by counting on, not bridging a multiple of 10 other than 10 or 20 Begin to subtract a 1-digit number from a 2-digit number Subtract by counting back to a multiple of 10 Recognise and know the value of different denominations of coins and notes. <b>(Dirhams and pounds)</b> Exchange coins up to 10p for equivalent in smaller coins Find totals of sets of coins and give change (Pound and Dirhams consecutive weeks)</p> <p>Solve 'real-life' problems involving money (change) Recognise, find and name a half as one of two equal parts of a whole shape and quantity Recognise, find and name a quarter as one of four equal parts that make a whole Recognise and combine halves and quarters as parts of the whole</p>		<p>Multiplication &amp; Arrays: One step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays. Division through grouping and sharing small quantities – understanding multiplication and division; doubling numbers and quantities; and finding fractions of objects, numbers and quantities. Making connections between arrays, number patterns and counting in 2's 5's and 10's. 3D Shape – Begin to use the names of common 3D Shape. Describe features of familiar 3D shapes: (cuboid, cubes, pyramids, spheres etc.) Measure – Compare, describe and solve practical problems for length and height (long/short, longer/shorter, tall/short, double/half. Measure – Compare, describe and solve practical problems for weight: heavy/light, heavier than/lighter than. Measure and begin to record time (hours, minutes, seconds) Tell the time to the hour clock and half past the hour and draw the hands on a clock face to show these times. Sequence events in chronological order using language: before and after, next, first, today, yesterday, tomorrow morning, afternoon and evening. Recognise and use language relating to dates, including days of the week, weeks, months and years.</p> <p><b>Linking word problems with Emirati examples.</b></p>	

	Recognise zero; begin to read numbers to 100 in words and figures	Data Handling - Pictograms, tally charts and bar graphs. Themed around UAE culture eg tally the classes favourite UAE animal	
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<p><b>Knowledge and Understanding of the World</b></p> <p><b>Science</b></p>	<p><b><u>Animals and Humans (Polar Adventures R.S)</u></b></p> <p>To name animals that are birds, fish and mammals.</p> <p>To name common animals that are carnivores, herbivores and omnivores.</p> <p>To describe and compare different common animals.</p> <p>To describe the properties of everyday materials that are transparent, translucent, opaque, waterproof, flexible.</p> <p>To compare and group materials that are transparent, translucent, opaque, waterproof, flexible.</p> <p><b>Link in Ski Dubai</b></p> <p><b>Weather- winter clothes in shops</b></p> <p><b>Animal adaptations to habitats- camel etc?</b></p> <p><b><u>(Working scientifically skills)</u></b></p> <p>To ask questions and recognise that they can be answered in different ways observing closely e.g. ice activities.</p> <p>To perform simple tests.</p> <p>To identify and classify different materials and animals.</p> <p>To use their observations and ideas to suggest answers to questions e.g. ice activities.</p>	<p><b><u>Animals and Humans (Who am I? R.S)</u></b></p> <p>To identify, name, draw and label the basic parts of the human body.</p> <p>To say which part of the body is associated with each sense.</p> <p><b>Children to smell/ taste foods and spices from the UAE.</b></p> <p><b><u>(Working scientifically skills)</u></b></p> <p>To observe things using simple equipment.</p> <p>To identify and sort different things.</p> <p>To collect and record data to help answer questions.</p>	<p><b><u>Animals and Humans/ Seasonal change / Materials (Holidays - Rising Stars topic)</u></b></p> <p><b>Compare to the seasons and weather in the UAE.</b></p> <p>To observe changes across the 4 seasons</p> <p>To observe and describe weather associated with the seasons</p> <p>To identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.</p> <p>To identify and name a variety of common animals that are carnivores, herbivores and omnivores.</p> <p>To describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets) distinguish between an object and the material from which it is made.</p> <p>To identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock.</p> <p>To describe the simple physical properties of a variety of everyday materials.</p> <p>To describe and compare the structure of a fish with humans and some other animals.</p> <p><b><u>Working scientifically skills</u></b></p> <p>To ask simple questions and recognise that they can be answered in different ways.</p> <p>To observe closely, using simple equipment.</p> <p>To perform simple tests.</p>	<p><b><u>Plants/Animals and Humans/ Materials (Treasure Island - Rising Stars topic)</u></b></p> <p>To identify and name a variety of plants.</p> <p><b>Focus on the mangroves and the desert rose. Plants commonly found in the UAE.</b></p> <p>To identify and name a variety of animals including fish, amphibians, reptiles, birds and mammals.</p> <p><b>Focus on UAE - falcons, parrot fish and so on.</b></p> <p>To describe and compare the structure of a fish with humans and some other animals.</p> <p>To describe the simple physical properties of a variety of everyday materials.</p> <p><b><u>Working scientifically skills</u></b></p> <p>To ask simple questions and recognise that they can be answered in different ways.</p> <p>To observe closely, using simple equipment.</p> <p>To perform simple tests.</p> <p>To identify and classify.</p> <p>To use their observations and ideas to suggest answers to questions.</p> <p>To gather and record data to help in answering questions.</p> <p><b>Construction in the UAE and how it affects mangroves and the wildlife found there.</b></p> <p><b>Focus on the desert and living things found there.</b></p>	<p><b><u>Materials/Plants (Celebrations - Rising Stars topic)</u></b></p> <p>To distinguish between an object and the material from which it is made.</p> <p>To identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock.</p> <p>To describe the simple physical properties of a variety of everyday materials.</p> <p>To identify and describe the basic structure of a variety of common plants, including roots, stem/trunk, leaves and flowers.</p> <p><b><u>(Working scientifically skills)</u></b></p> <p>To observe things using simple equipment.</p> <p>To identify and classify.</p> <p>To perform simple tests.</p> <p>To use observations and ideas to suggest answers to questions.</p> <p>To gather and record data to help in answering questions.</p> <p><b>Focus on the mangroves and the desert rose. Plants commonly found in the UAE.</b></p> <p>To recognise that sometimes materials change state; e.g. chocolate melts (NC+)</p>	<p><b><u>Animals and Humans/ Materials (On Safari - Rising Stars topic)</u></b></p> <p>To identify and name a variety of common invertebrates.</p> <p>To identify and name a variety of common animals that are carnivores, herbivores and omnivores.</p> <p>To describe and compare the structure of a variety of common invertebrates.</p> <p><b>Focus on UAE - falcons, parrot fish and so on.</b></p> <p><b>Focus on the desert and living things found there.</b></p> <p><b><u>Working scientifically skills</u></b></p> <p>To ask simple questions and recognise that they can be answered in different ways.</p> <p>To observe closely.</p> <p>To perform simple tests.</p> <p>To identify and classify.</p> <p>To gather and record data to help in answering questions.</p> <p>To describe the simple physical properties of a variety of everyday materials.</p> <p>Boats – floating and sinking</p> <p><b>Look at the UAE dhow and how they were constructed</b></p> <p>STEM projects to be included</p>
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<b>Humanities - History</b>	<p>Ways to find out about History. Simple family tree ( timelines).</p> <ul style="list-style-type: none"> <li>- Family History</li> <li>- Medicine</li> <li>- Nurse Hamilton</li> </ul>	<p><b>History of story-telling.</b></p> <p><b>Famous UAE stories</b></p>	<p><b>Significant historical events, people and places in Abu Dhabi and UAE</b></p> <p>Know and understand the history of these islands as a coherent, chronological narrative, from the earliest time to the present day: How peoples lives have shaped this nation and how Britain has influenced and been influenced by the wider world.</p> <p><b>Pearl Diving (School Trip; Heritage village).</b></p> <p><b>Famous UAE figures– Significant historical events, people and places in their own locality.</b></p> <p>Events beyond living memory. The lives of significant individuals in the past who have contributed to national and international achievements.</p> <p>Consequences and changes.</p> <p><b>Buildings – Engineer Visitor Famous building across UAE.</b></p> <p>School trip: Heritage</p>	<p>Significant Historical Events – Events beyond living memory that are significant nationally or globally .</p> <p><b>People &amp; Places in the UAE – The lives of significant individuals in the past who have contributed to national and international achievements.</b></p> <p>Comparing aspects of life in different periods. Significant Historical Events</p> <p><b>People &amp; Places in the UAE Lives of Significant Individuals Abu Dhabi through time using aerial photographs and maps</b></p>	<p>Who discovered chocolate – Gaining an historical perspective.</p> <p>Ancient tribes of Mexico and central America – Aztec and Mayans.</p> <p>Changes within living memory – Christopher Columbus, bringing the coco bean to Spain.</p> <p>Gain and deploy a historically-grounded understanding of abstract terms such as ‘empire’ ‘civilisation’ ‘parliament’ and ‘peasantry’ Events beyond living memory that are significant nationally or globally.</p>	

			Village/ Fish Market			
<b>Humanities - Geography</b>	<p>Use simply fieldwork and observation skills to study the geography of their school and their grounds and the key human and physical features of its surrounding environment.</p> <p>Creating a map of the school grounds.</p> <p>Identify seasonal and daily weather patterns in the UK and the UAE, and the location of hot and cold areas in the world in relation to the Equator and the North and South Poles.</p>	<p>Use geography vocabulary to refer to physical features and human features</p> <p>Use atlases, maps and globes to identify the UK, the UAE, continents and oceans/seas</p> <p>Compare and contrast an area of the UK and an area of the UAE (Owl habitats).</p>	<p>Understand the impact on human features on physical features</p> <p>Use simple fieldwork and observational skills</p> <p>Locate pearl diving countries across the world.</p> <p>Understand the impact of pearl farming on pearl diving communities.</p> <p>Investigate different building in the UAE/world. Explore their locations, materials and seasonal factors.</p>		<p>Map work;</p> <p>Where does chocolate come from - find it on the map.</p> <p>Track chocolate throughout the world.</p> <p>Where do materials come from? (Map consolidation, link to physical features, link to hot/cold areas)</p>	
<b>Repton Skills: (Student Competences)</b>	PS/ CT/ C/ SC/ CI/ CAC/ IL/ LR / ISD/ GEW/ CTH/ DC/ (Please see SCF Outcomes document for specific skill outcomes for Year 1)	CT/ SC/ CAC/ IL/ LR / ISD/ GEW/ CTH/ DC/ E	PS/ CT/ C/ SC/ CI/ CAC/ IL/ LR / ISD/ GEW/ CTH/ DC/ E	CT/ C/ SC/ CAC/ IL/ LR / ISD/ GEW/ CTH/ DC/ E	PS/ CT/ C/ SC/ CAC/ IL/ LR / ISD/ GEW/ CTH/ DC/ E	
<b>Creative Development</b>	<b>Art and Design</b>	<p>Look at different artists work on self portraits.</p> <p>Look at UAE artists</p>	<p>Line drawings / observational drawings and painting .</p> <p>Pastels and pencils.</p>	Painting - colour mixing, shade and tone. Look at Artists		Sculpture – form, shape, different materials,
	<b>Design and Technology</b>	No DT this half term.	<p>No DT this half term.</p> <p>STEM Project -Create an owl that can swoop silently?</p>	<p>Cutting and joining techniques</p> <p>Making moving toy using different</p> <p>Cutting skills linked to making own houses</p> <p>Joins.</p>	<p>NO DT this half term</p> <p>STEM Project</p>	<p>Design and make appealing products</p> <p>Generate and develop ideas, using ICT where appropriate</p> <p>Select from a range of tools to perform a practical task</p> <p>Evaluate ideas and product against design criteria</p>
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**ICT**

**Coding/Programming – to be taught in discreet 30 minute lesson per week (This can be classed as maths or literacy time) – Use coding lesson plan template.**

**Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions**

- o Children understand that an algorithm is a set of instructions.
- o Use Beebots to program simple algorithms.
- o Program simple instructions on 'daisy the dinosaur'.  
**Create and debug simple programs**
- o Use "daisy the dinosaur" to create and debug a simple programme
- o Use Beebot or Terry the Turtle to practice simple programming. (possible other websites/apps for programs; *Textease Turtle, 2Go, Focus on*)
- o Introduce a debugging method eg create a programme/algorithm/code. Does it achieve our goal (i.e. beebot getting to a certain place). If not, why? What was wrong? Can we fix it?

**Computing – to be taught in any cross curricular format**

· **Use skoolbo effectively including;**

- o Creating and adapting character.
- o finding specific tasks,
- o understanding the mastering system,
- o recognising the difficulty levels.

· **Use Book creator to communicate learning and create content;**

- o input text,
- o add pictures
- o record and add video,
- o edit text to make it suitable and visually appealing.
- o To continue to develop typing speed and accuracy to enable independent and efficient access to a computer
- o export books to iBooks and begin personal collection.

**Use SeeSaw as ePortfolio;**

- o Children will understand how to add a picture/video on SeeSaw.

**Coding/Programming – to be taught in discreet 30 minute lesson per week (This can be classed as maths or literacy time) – Use coding lesson plan template.**

**Use logical reasoning to predict the behaviour of simple programs**

- Thinking logically and analytically -
- Exploring other people's programs and algorithms. Share each other's programs.
- Think about important in game programming questions. What happens? Where will it go? What will it do? How do you know?
- Explore online games/apps and discuss what the programmer had to code to make different things happen.

§ **Create and debug simple programs**

- Working through the levels on 'Hopscotch' to become a better programmer.

§ **Understand how to move a character**

- Understand how to move a character forward.
- Understand how to turn a character.

**Computing – to be taught in any cross curricular format**

§ **Use technology purposefully to create, organise, store, manipulate and retrieve digital content**

- Beginning to research topics on the internet.
- Create original content through showme, explain everything, keynote, book creator, pic collage, puppet pals, iMovie.
- eBooks, ePosters, videos, powerpoints.
- Begin to create content using apps such as Explain everything and Showme
- Show children where and how to store their work effectively and efficiently
- Introduce the idea and begin to use cloud storage.

§ **Use SeeSaw as ePortfolio;**

- o Children will understand how to annotate a picture/video on SeeSaw with Text, writing or voice recording.

**Explain everything** Use explain everything to as a solution for recording existing content. e.g voiceover on screenshots and photos of work.

**Coding/Programming – to be taught in discreet 30 minute lesson per week (This can be classed as maths or literacy time) – Use coding lesson plan template.**

§ **Create and debug simple programs**

Use "daisy the dinosaur" to create and debug a simple programme

Use hopscotch to add increasing amounts of code.

Use Hopscotch to program 2d shapes.

**Computing – to be taught in any cross curricular format**

**Recognise common uses of information technology beyond school**

- o Communication – introduce children to the different forms of communication eg email, texts, skype etc. Practice using and communicating via technology.
- o Explore how everyday activities use technology eg buying groceries at supermarket, ordering a takeaway, school library system etc.
- o Go on a technology walk outside the school. What do you notice? Traffic lights? How do the electronic things know what to do at which time?

**Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.**

- Children explore a range of age-appropriate digital resources.
- Children to know that not everything they find online is accurate.
- Children to know what to do if they find something inappropriate online.
- Children discuss, understand and abide by the school's e-Safety Policy
- Children know that passwords help to keep information safe and secure and that they should not be shared
- Children are aware that not everyone they could meet online is automatically trustworthy.
- Children understand that personal information is unique to them and should not be shared without a teacher or parent's permission.

<b>Repton Skills:</b> (Student Competences)	<b>Explain everything</b> Use explain everything as a solution for recording existing content. e.g voice over on screenshots and photos of work.	PS/ CT/ C/ SC/ CI/ CAC/ IL/ LR / ISD/ GEW/ CTH/ DC/ E <i>(Please see SCF Outcomes document for specific skill outcomes for Year 1)</i>	PS/ CT/ C/ SC/ CI/ CAC/ IL/ LR / ISD/ GEW/ CTH/ DC/ E	PS/ CT/ C/ SC/ CI/ CAC/ IL/ LR / ISD/ GEW/ CTH/ DC/ E
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<b>Repton Values</b> (Student Competences)	<p><b>Repton Values:</b></p> <p><i>Values define a person's character. The recognition and promotion of core values are crucial to the successful development of generic competences in students. Values have most impact when the teachers and adults in a school exhibit these characteristics in all they say and do, by providing positive role models for students (ADEC 2016).</i></p> <ul style="list-style-type: none"> <li>● <b>Empathy &amp; Respect</b></li> <li>● Learn about their own values, and the values of those around them.</li> <li>● To develop an awareness of the core values and experience values based on decision making in all aspects of their school life.</li> <li>● Clearly express their own values</li> <li>● Explore the values of those around them</li> <li>● Critically analyse how their values are informing their decisions and make ethical decisions based on their own values.</li> </ul> <p><b>Repton Skills</b></p> <p><b>Personal &amp; social skills:</b></p> <ul style="list-style-type: none"> <li>-Communication</li> <li>-Leadership</li> <li>-Self-confidence</li> <li>-Collaboration &amp; Teamwork</li> <li>-Initiative &amp; self motivation</li> </ul> <p><b>National &amp; Global citizenship skills:</b></p> <ul style="list-style-type: none"> <li>-Global &amp; Environmental Awareness</li> <li>-Cultural Awareness/citizenship</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Resilience/ Honesty &amp; Integrity</b></li> <li>● Learn about their own values, and the values of those around them.</li> <li>● To develop an awareness of the core values and experience values based on decision making In all aspects of their school life.</li> <li>● Clearly express their own values</li> <li>● Explore the values of those around them</li> <li>● Critically analyse how their values are informing their decisions and make ethical decisions based on their own values.</li> </ul> <p><b>Learning &amp; Thinking Skills:</b></p> <ul style="list-style-type: none"> <li>-Problem Solving</li> <li>-Critical Thinking</li> <li>-Creativity</li> <li>-Independent Learning</li> <li>-Digital Competence</li> </ul> <p><b>Personal &amp; social skills:</b></p> <ul style="list-style-type: none"> <li>Communication</li> <li>-Leadership</li> <li>-Self-confidence</li> <li>-Collaboration &amp; Teamwork</li> <li>-Initiative &amp; self motivation</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Tolerance &amp; Care</b></li> <li>● Learn about their own values, and the values of those around them.</li> <li>● To develop an awareness of the core values and experience values based on decision making In all aspects of their school life.</li> <li>● Clearly express their own values</li> <li>● Explore the values of those around them</li> <li>● Critically analyse how their values are informing their decisions and make ethical decisions based on their own values.</li> </ul> <p><b>National &amp; Global citizenship skills:</b></p> <ul style="list-style-type: none"> <li>-Global &amp; Environmental Awareness</li> <li>-Cultural Awareness/ Citizenship</li> </ul> <p><b>Personal &amp; social skills:</b></p> <ul style="list-style-type: none"> <li>Communication</li> <li>-Leadership</li> <li>-Self-confidence</li> <li>-Collaboration &amp; Teamwork</li> <li>-Initiative &amp; self motivation</li> </ul>
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CT / C / SC / LR / ISD /  
*(Please see SCF Outcomes document for specific skill outcomes for Year 2)*

**Repton Skills:**  
(Student Competences)  
PS/ CT/ C/ SC/ CI/ CAC/ IL/ LR / ISD/ GEW/ CTH/ DC/ E  
*(Please see SCF Outcomes document for specific skill outcomes for Year 1)*

School Trips:

- Heritage Village/ Fish Market
- Sheikh Zayed Grand Mosque
- Theatre
- Chocolate shopping
- Little World Science Trip
- Engineer

**Student Competences Key**

Personal and Social skills

National and Global Citizenship skills

Learning and Innovation skills

PS - Problem Solving

C - Communication

CI - Creativity and innovation

IL - Independent learning

ISD - Initiative and self-direction

CTH - critical thinking

E - Entrepreneurship

CT - Collaboration/teamwork

SC - Self confidence

CAC - Cultural awareness/citizenship

LR - Leadership and responsibility

GEW - Global and environmental awareness

DC - Digital competence

Date Reviewed: May 2018

Next Review Date: June 2019