

CURRICULUM EXPECTATIONS

Transition from Foundation Stage to National Curriculum

At the beginning of Year 1 the children make the transition between Foundation Stage and the Early Learning Goals (ELG's) and the National Curriculum which they will follow for the rest of their school career. Many children will continue to work on ELG objectives such as recognising middle sounds or writing in sentences and including some punctuation. In this way the learning is continued from Reception into Year 1.

We also aim to continue the Reception attitudes of independence, creativity, discovery and enjoyment into Year 1. Although the pace of work increases as the children grow and mature, they are still encouraged to be creative in the art area, to relax and share a book with friends, to enjoy games and role play and socialise with friends, continuing to develop their practical and social skills.

Aims of Year 1:

- To facilitate each child's ability to achieve quality learning in a stimulating environment.
- To provide maximum opportunities for each child to achieve success from a broad and balanced curriculum.
- To raise child's standards and equip him/her to be a purposeful learner.
- To encourage independent work habits and a sense of ownership and loyalty to class/school/community.
- To give the children the opportunity to review their work and reflect upon its quality.
- To develop children's abilities to articulate their learning.
- To introduce thinking and reasoning skills to the children.

Key Learning Outcomes in English developed through the Literacy Hour

Speaking & Listening

To be able to convey simple meanings to a range of listeners, speaking audibly and begin to provide detail.
To be able to listen carefully for an increasing length of time.

Reading

To equip children with a knowledge of letters/sounds to enable them to read words and establish meaning, when reading aloud. To encourage their response to different forms of writing, e.g. poems, stories, non-fiction by identifying aspects they like. Children extend their phonic awareness and begin to use contextual clues. Children are provided with many opportunities to read throughout the school day. However it is initially important that they receive opportunities to practise their reading skills at home every evening for a short period of time. It is evident in the rapid progress of those who sustain this.

Writing

To enable children to communicate ideas through simple words and phrases, and develop an awareness of the use of full stops and the ability to form clearly shaped and correctly orientated letters. They are expected to be able to spell accurately C.V.C. (consonant, vowel, consonant) words and attempt spellings with key phonic patterns. They begin to use a variety of descriptive vocabulary in their writing.

Literacy Hour involves working with:

Term 1

Range Non-Fiction: Signs, labels, captions, lists, instructions, recounts, dictionaries and information texts.

Term 2

Range Fiction and Poetry: Traditional stories and poems with familiar, predictable language and patterned stories and fairytales and stories from other cultures.

Term 3

Range Fiction and Poetry: Stories about fantasy world, poems with patterned structures.

Word Level Work – involves reading and spelling of words by learning a range of phonics, including initial blends (fl, gr, ch) and medial sounds (oo, ee, ar, ou etc)

Sentence Level Work – develops understanding of the purpose of different types of print and basic grammar, eg capitals and full stops.

Text Level Work – develops reading and understanding skills through shared and guided reading to predict meaning.

Key Learning Outcomes in Maths

Skills

To provide opportunities for children to use mathematics as an integral part of classroom activities. They can represent their work with objects or pictures and discuss it. They recognise and use a simple pattern or relationship, often based on their own experiences.

Knowledge

Through Numeracy lessons the children will:

- Count reliably at least 20 objects
- From zero count on and back in ones and tens
- Read, write and order numbers to 20
- Be able to tell you the number which is 1 or 10 more or less than any given number - up to 30
- Understand addition and subtraction (take away or difference)
- Know by heart all pairs of numbers with a total of 10
- Use mental strategies to solve problems
- Compare two lengths
- Suggest suitable ways to estimate and measure length, mass or capacity
- Use everyday language to describe features of familiar 3D and 2D shapes

Key Learning Outcomes in Science

Skills

Suggest how to find things out. Use of simple equipment. Detailed observations. Compare objects. Record observations in simple tables. Predict. Begin to analyse and give reasons for happenings.

Knowledge

Mini-Topics are: Scientific Investigations

Larger Topics are: Understanding Sound, Forces and Motion and Healthy Living

Topic Areas

Geography Topic is Around Our Local Area.

History Topic is Famous People and Events

D&T Topic is Creative Christmas Crafts.

Reading books

Reading books are changed twice a week on a Tuesday and a Friday if they have been read with a comment from home. Children are encouraged to take responsibility for changing their books by asking for their book to be changed on these days

Learning Together – One piece of work will be given each week to take home and reinforce learning objectives in school. Children are expected to practise their reading and spellings for 10 minutes each night.

Homework is handed out each Wednesday to be returned by the following Monday. Homework is displayed in the class window.

Independence Skills – Please encourage your child to try new learning opportunities without adult help.

Spellings

Spellings are handed out each Wednesday and tested on the following Wednesday. The spelling book is designed to have two try pages and a space for a test. Spellings are displayed in the class window.

Learning Outcomes & Success Criteria

It is important that children can articulate clearly what they are learning. It enables them to set success criteria by which they can judge their performance and improve their pace of learning by easily gleaning

where their gaps are and what the next targets must be. Strategies to encourage such an independent style of learning have been put in place, whereby speaking and listening are valued in Response Partner sessions. Children need to learn the language of success early.

Responsibilities

High expectations of behaviour, manners and attitude are expected at all times and in all situations. Always encouraged to consider and respect others and maintain a high degree of self-discipline and personal and moral values. They experience a positive approach to discipline through praise and the raising of self-esteem ie good work assembly, class stickers, behaviour certificates, listening certificates, monitors etc. Manners are especially praised, politeness and an appropriate way to talk to adults. When a child receives 10 star points they will get a lucky dip prize.

P.E

Class 3's PE times are Tuesday and Thursday.

Class 4's PE times are Monday and Wednesday.

Please ensure full PE kits are kept in school

Listening

Despite children's kindness and enthusiasm, listening at appropriate times is a skill that is vitally important for the children to develop and for which we have developed strategies. We celebrate success by using a star chair and issue 'Star of the Week' and 'Good Work' Celebratory telegrammes.

Children have developed success criteria for what makes a good listener and we are reinforcing this daily. Those who chatter consistently and mar the quality and standard of their work and that of others will receive a yellow card. If two are received parents are informed. In some incidents a home/school book is set up. Children are encouraged to make valuable contributions to school and class life and realise they have a group responsibility to each other.

We trust that you will support us as we strive to enable children to meet their potential. The development of the ability to follow instructions and to concentrate on tasks for longer periods of time each year are skills that we expect children to acquire as they mature, in order that they can apply themselves in an independent fashion.

Registration

Some children arrive late each morning. In order that we can begin to teach classes on time, we would appreciate your support in helping us to aid our task. We know that you will realise that we have to account for every teaching minute. Therefore we would be grateful if all parent/teacher liaisons were done after school. Registers indicate L (late) after 9.10 a.m.

Thank you for your continued support.