



Garden Suburb Infant School



# **Year One Curriculum 2023 –2024**

## **WELCOME TO YEAR ONE**

### **AIMS AND PRINCIPLES OF THE CURRICULUM AT GARDEN SUBURB INFANT SCHOOL**

We aim for our curriculum to develop skilled, life-long learners who are active and responsible future citizens. To support this, we place a very high priority on the development of the following:

- core learning behaviours
- vocabulary, speaking and listening skills
- personal, social and emotional learning
- physical skills and well-being
- key knowledge and skills developed through meaningful and engaging contexts

Our key principles for the curriculum are:

- high expectations and challenge for all children
- consistent and effective use of assessment to ensure good progress
- well planned and appropriate learning experiences that are revisited with increasing complexity and depth, supporting children to remember key knowledge and skills, and build on previous learning
- literacy rich, topic based, cross- curricular experiences that enable children to make connections with learning across different subjects

[Click here to see information about our school curriculum on our website.](#)

We follow Key Stage One of the National Curriculum 2014, which consists of 12 subjects. The specific details of the content for Year 1 are set out later in this booklet.

[Click here to see this year's annual curriculum map for Year One](#)

[You can also see the plans for each half term on our website, by clicking here](#)

## **MOVING FROM RECEPTION TO YEAR ONE**

Most of your children are familiar with the school environment and the routines. We have invested a lot of time in this year's transition process and generally, children have settled quickly and have been excited about moving to Year One.

## **CHANGE FROM FOUNDATION STAGE CURRICULUM TO KEY STAGE ONE**

In Year One children build on their learning from Reception and as quickly as possible begin to work within Key Stage One of the National Curriculum. This stage lasts for 2 years and finishes at the end of Year 2 when children leave the Infant School.

The Key Stage One curriculum is very different from the Reception Curriculum. Expectations of children increase significantly and specific subject content is identified and expected to be taught. However, children in our school will continue to have practical, knowledge and skills based, developmentally appropriate learning experiences with a continued focus on personal, social and emotional learning.

## **OUR SCHOOL LEARNING BEHAVIOURS**

Children will not learn effectively and deeply if they do not have the appropriate attitudes and behaviour towards their learning. For this reason, we give a high priority to developing these learning behaviours across all aspects of the curriculum. To help with this we have 5 learning behaviour mascots who represent these behaviours and engage the children. Appendix 1 gives more details about what this means for children.



**Independent Iris**

**Inventive**



**Reflective Rowan**



**Co-operative Colin**



**Resilient Rupert**

## **NATIONAL CURRICULUM IN YEAR ONE**

The current National Curriculum came into effect in September 2014 and applies to all children in state maintained schools. This curriculum sets out the knowledge and skills which **must** be taught in each year group but it is not specific about **how** this should be taught, leaving that to each school's judgement

In Key Stage One of the National Curriculum the highest priority is given to children's literacy and mathematical learning as this will support all other learning now and in the future. Reading, Writing, Mathematics and Science are called the **core subjects** and children have a lot to learn during Years One and Two. The pace of learning is quick and expectations are high.

**The following content sets out what children will be taught during Year One.**

### **PERSONAL, SOCIAL, HEALTH and ECONOMIC EDUCATION (INCLUDING BRITISH VALUES)**

This area of the curriculum fosters children's belief in themselves, develops respect for and tolerance of others, and reinforces their sense of place in the school community and the wider world. The PSHE curriculum is taught through three strands: Health and Wellbeing, Relationships and Living in the Wider World.

#### **Year One Learning Outcomes for PSHE:**

- begin to develop a vocabulary to describe their feelings to others and simple strategies for managing feelings
- explain how to keep themselves clean and how to brush their teeth effectively
- describe different ways to stay healthy
- know how to keep themselves safe at home and online
- describe their unique qualities and strengths, and the qualities and strengths of others
- talk about what makes a good friendship
- talk about good and not so good feelings
- talk about how they would resolve conflicts with their friends
- know there are different types of families
- know which people we can ask for help
- express how they feel when they lose something or if things change (including moving home, losing toys, pets or friends)
- talk about the fact that everyone has different opinions and views
- identify and recognise the value of coins and notes
- talk about where money can come from
- explain the difference between needs and wants
- explain a suitable place to keep money safe, and explain why
- know some of the things they can do at home and at school to help the environment
- understand the role of the emergency services

### **BRITISH VALUES**

All schools are required to develop an understanding of the fundamental British values of Democracy; The Rule of Law; Individual Liberty; Tolerance; and Mutual Respect. These values are not taught in isolation from the whole curriculum but are embedded in our day to day teaching and high expectations of children's behaviour towards one another (see **Appendices 2 and 3**).

## **SPEAKING AND LISTENING**

This is a crucial part of the curriculum as it underpins learning in all other areas. Children will develop their speaking and listening in all areas of the curriculum and their school life, both formally and informally. They will be encouraged to remember and use relevant subject specific vocabulary, talk about what they are learning and explain their thinking. They will take part in drama and role play activities and give small presentations to their class and have the chance to bring in objects for 'Show and Tell'. It is important to recognise that the National Curriculum emphasises the correct use of grammar and use of Standard English.

From Year One through to Year Six children are taught how to:

- listen to and respond appropriately to adults and their peers.
- ask relevant questions to extend their understanding, vocabulary and knowledge.
- articulate and justify answers, arguments and opinions.
- give well-structured descriptions and explanations.
- maintain attention and participate actively in collaborative conversations.
- stay on topic and initiate and respond to comments.
- use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.
- speak audibly and fluently with an increasing command of Standard English.
- participate in discussions, presentations, performances and debates.
- gain maintain and monitor the interest of the listener.
- consider and evaluate different viewpoints attending to and building on the contributions of others.
- select and use appropriate registers for effective communication.

## **READING**

Reading requires many skills and Year One children work very hard to acquire them. In the early stages children need to understand that print has meaning; they need to be able to hear sounds in words and make connections between those sounds and what they look like on the page; they need to combine the sounds in letters to make words; they need know what those words mean and they need to understand what they are reading.

In Year One children will continue to experience books and reading throughout the day, in a variety of contexts. They will also have daily planned sessions when specific reading skills are taught and practised.

On a weekly basis, all children will have two focussed reading sessions as part of a guided reading group. They will choose one book from the class reading corner to share at home, under the guidance of the teacher. They will also be assigned a Collins 'e-book' to practise reading at home.

[Follow this link to our school website to find out more about how to support your child with reading:](#)

## **READING: PHONICS**

Learning the sounds of the alphabet or 'phonics' is a very important early reading skill.

[Click here to go to the Phonics page on our school website.](#)

We teach phonics using the 'Little Wandle Letters and Sounds' systematic synthetic phonics programme. Please follow this link to find out more information from the Little Wandle website:

[www.littlewandlelettersandsounds.org.uk/resources/for-parents/](http://www.littlewandlelettersandsounds.org.uk/resources/for-parents/)

The children continue to have daily whole class phonics lessons in Year One and their learning in phonics is

reinforced in other areas of the curriculum. Children are taught to apply their phonic knowledge in their writing.

Nationally, all children are tested on their phonic knowledge at the end of Year One to see if they have met the expected standard. We will keep you informed of their progress through the year and let you know if we have concerns about their reading or phonic knowledge. You will be informed in the annual report if your child has met expectations.

**We will be holding an evening session in November specifically to help you understand how your child will learn to read and how you can help them at home. We will provide you with a detailed booklet, explaining some of the terminology. Please look out for the date and time in the weekly newsletter.**

**The following sets out the learning objectives for reading that children are specifically taught in Year One:**

- respond speedily with the correct sound (phoneme) to letters or groups of letters (graphemes) for all 40+ phonemes, including those alternative sounds for graphemes.
- read accurately by blending sounds in unfamiliar words
- read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.
- read words with –s, –es, –ing, –ed, –er and –est endings.
- read other words of more than one syllable that contain taught Grapheme/Phoneme Correspondences.
- read words with contractions (for example, I'm, I'll, we'll) and understand that the apostrophe represents the omitted letter(s).
- read aloud, with accuracy, books consistent with their phonic knowledge, but which do not need other strategies to work out the words.
- re-read books to build up fluency and confidence in word reading.
- listen to and discuss a wide range of stories, poems and non-fiction beyond that which they can read independently.
- link what they read or hear to their own experiences.
- become very familiar with key stories (fairy tales/traditional stories etc.) retelling them and recognising their essential characteristics
- recognise and join in with predictable phrases.
- begin to appreciate rhymes and poems and learn some off by heart
- use what they already know or background information/vocabulary provided by the teacher.
- check that what they read makes sense.
- discuss the significance of the title and events.
- make inferences from what has been said/done.
- predict what might happen.
- join in discussions about what they have read or has been read to them, explaining what they understand.

Attached at **Appendix 4** is a list of the common exception words that children are expected to read by the end of Year One

## **WRITING**

There is a great deal of emphasis on children applying their phonic knowledge in their spelling as well as the correct use of grammar and punctuation. Correct letter formation and legible handwriting is also prioritised. Over this year children will practise writing for different purposes: stories; lists; letters; poems etc. They will

begin to develop their presentational skills and the structure of their writing. [Please see our school website for more information about writing.](#) There Specifically, in Year One they will be taught to:

- develop confidence in their writing ability.
- write independently and for a purpose.
- plan what they want to write before they write it, reading it aloud and discussing it.
- edit their work, checking that it makes sense.
- learn about story structures and how to write their own stories and poems.
- recognise and use particular features of different types of writing.
- use their phonic skills to represent sounds in writing with increasing accuracy.
- sequence pictures correctly to form a narrative.
- control word order and use the correct tense in speech and writing.
- use punctuation (capital letters, full stops, question marks or exclamation marks).
- recognise and use capital letters correctly.
- join short sentences using 'and' to use some time connectives and conjunctions (first, then, when) to build more complex sentences.
- use adjectives and adverbs to make their writing more interesting.
- recognise how the meaning of verbs and adjectives can be changed by prefixes and suffixes i.e. happy/unhappy; fast/faster.
- spell words containing each of the 40+ phonemes taught and common exception words.
- spell the days of the week and name the letters of the alphabet in order.
- write simple sentences dictated by the teacher.
- use regular plural noun suffixes (e.g. dog dogs wish wishes).

## **HANDWRITING**

Handwriting remains an important part of the curriculum and children are expected to develop good handwriting skills. They are taught to:

- maintain correct posture and pencil grip when writing.
- correctly form digits 0 – 9 and capital letters.
- form lower case letters in the correct direction starting and finishing in the correct place.
- know which letters belong to which handwriting families and to practise these.

We are aware that children are increasingly finding handwriting a challenge and so the development of good fine motor skills is a priority. In Year One, a variety of fine motor activities are planned on a weekly basis in addition to handwriting practice. We will give advice on how you can support your children in developing these essential skills, and [please see our website for more information.](#)

## **MATHEMATICS**

In Year One we continue to use the White Rose maths mastery curriculum to develop children's knowledge and skills in mathematics. From the beginning and continuing throughout Key Stage One, children will work in a very practical way, using a range of equipment and applying what they know to real life problems. Formal recording is the last stage of the process and usually happens once children's understanding is established.

The children will also follow the Mastering Number programme which develops their number sense.

The mathematics curriculum is very broad and there is a great deal for children to learn in Year One.

### **Use of mathematical language**

In order to become competent mathematicians, children must understand and use the correct mathematical language. Over the year they will be introduced to a range of mathematical terms and need to understand what these terms actually mean i.e. add, plus, subtract, minus, together, more than, less than, etc. Children need to use language in all mathematical activities and there is a particular emphasis on reasoning and explaining their thinking.

### **Counting, patterning and ordering.** Children will be taught to:

- count to and across 100 forward and backward beginning with any number.
- count, read and write numbers to 100.
- count in multiples of 2s, 5s, and 10s.
- identify 1 more or less than a given number.
- read and write numbers in words.
- create and continue patterns and sequences using number.
- identify, represent and estimate numbers using different representations.

### **Number and Place Value** Children will be taught to:

- consolidate their understanding and use of number bonds and to record these in a variety of ways (a vital skill and supports all number learning for the future).
- read, write and order numbers correctly.
- match correct quantities to numerals.
- recognise the value of each digit in a 2-digit number (18 is 1 ten and 8 ones).
- find missing numbers in sequences and patterns.

### **Calculation** ([see our website for our policy](#)) Children will be taught to:

- learn practical addition and subtraction, and begin to record their understanding using the correct symbols.
- begin to learn simple strategies to help with calculation i.e. doubling numbers.
- practise simple calculations mentally e.g. hold a simple number in their head and count on.
- tackle word problems to apply their number and calculation skills orally.
- represent and use number bonds to 20 including related subtraction facts.
- learn that addition can be done in any order but that subtraction cannot.
- learn to check answers using known number facts. i.e. if  $7+3 = 10$  then  $27 + 3$  must end in 0)
- use the vocabulary of addition and subtraction to explain their thinking.

### **Multiplication and Division** Children will:

- begin to solve one step problems in multiplication/division practically.

### **Fractions**

- recognise, find and name a half as one of two equal parts of an object, shape or quantity.
- recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.

### **Shape**

- name some common 2-D from a group of shapes or from pictures of the shapes.
- describe some of the properties of common 2-D shapes.
- describe position, direction and movement, including whole, half, quarter and three quarter turns.



## Measurement

- compare, describe and solve practical problems for length /height/ mass/weight/capacity/volume/time.
- begin to record measurement.
- tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.

## SCIENCE

Children's learning in science is very practical and is focussed on the development of scientific skills in specific contexts.

**Scientific skills development.** Over their two years in Key Stage One children will develop and extend the following scientific skills:

- ***Observation*** - what can we see, hear, taste, smell, feel; what do we know about the issue we are thinking about.
- ***Investigation*** - deciding what we would like to know.
- ***Planning*** how we will find out what we want to know.
- ***Prediction*** - what do we think will happen.
- ***Estimating, measuring and classifying*** – comparing measurements, grouping objects
- ***Testing*** assumptions, beginning to understand the need for fair testing.
- ***Recording*** what we find out.
- ***Communicating*** our findings, explaining what we have found out.
- ***Drawing conclusions*** from what we have found out. What does this tell us?

The content that will be taught is as follows and will enable the children to develop the above skills:

**Plants.** Children will be taught to:

- identify and name a variety of common wild and garden plants, including deciduous and evergreen trees.
- identify and describe the basic structure of a variety of common flowering plants including trees.

**Animals.** Children will be taught to:

- identify/name a variety of common animals (fish, amphibians, reptiles, birds and mammals) and classifying them as carnivores, herbivores and omnivores.
- describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets).
- identify, name, draw and label the basic parts of the human body.
- know/say which part of the body is associated with each sense.

**Materials** Children will be taught to:

- identify and name a variety of everyday materials.
- be able to distinguish an object from the material from which it is made.
- describe the simple physical properties of a variety of everyday materials.
- compare and group together a variety of everyday materials.
- find out how the shapes of solid objects can be changed.

**Seasons** Children will be taught to:

- recognise and observe changes across the seasons, including how day length varies.
- observe and describe the weather associated with the seasons.

## COMPUTING

We use Kapow Primary's online scheme of work for teaching computing. The three strands of computer science, digital literacy and information technology run through Kapow's scheme. Five key areas of computing systems and networks, programming, creating media, data handling and online safety are taught across the year.

Children will be taught to:

- login and navigate around a computer; developing mouse skills.
- Follow basic algorithms and programme a beebot.
- Identify and correct mistakes when programming a beebot.
- Create and de- bug algorithms.
- Use technology to represent data in different ways.
- Collect, record and sort data.
- Take and edit photos, and import images.
- explain what to do if something makes them uncomfortable online.
- Develop keyboard and mouse skills through designing, building and testing.

## HUMANITIES

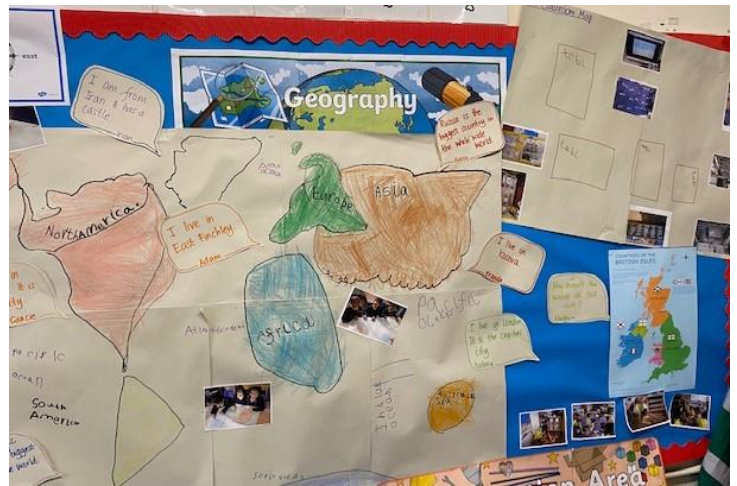
### GEOGRAPHY and HISTORY

Geography and History are taught as distinct subjects within a topic, with both subjects driven by the same enquiry question. We recognise that learning in geography supports and develops learning in history and vice versa.

### **GEOGRAPHY:**

Children will:

- begin to ask and answer geographical questions using simple geographical language.
- investigate the physical geography of the school.
- draw simple maps.
- begin to recognise seasonal and daily local weather patterns.
- identify some human and physical features in the environment.
- name and identify the four countries and capital cities of the UK.
- use world maps, atlases, and globes to identify the UK and other countries.
- identify the continents and oceans of the world on a map.
- use simple geographical vocabulary for both human and physical features in the environment.
- begin to follow locational and directional language.
- identify the location of some hot and cold areas of the world in relation to the Equator and North and South Poles.
- identify some key features of a place.



## **HISTORY:**

- understand some of the ways in which we find out about the past.
- find out about the past using a range of resources.
- use some common words and phrases relating to the passing of time.
- ask/answer historical questions about the past.
- explore time lines and place events from their own lives on a simple time line.
- identify and discuss changes which have happened within living memory.
- know something about the lives of people who are significant locally, nationally or internationally.

## **R.E:**

We follow the Barnet Locally Agreed Syllabus 2019 for R.E. In Year One, the children will learn about Christianity and Judaism through 6 half-termly topics on Special Places, Leaders and Teachers, Symbols, Stories and Special Books, Celebration, Beliefs and Believing. This will further develop in Year Two, where they will learn about Christianity and Islam.

The learning objectives are to:

- understand the importance of rules.
- understand that people have different beliefs.
- know some stories from major world religions.
- recognise some religious symbols.
- know about some special celebrations and festivals.
- understand that we all have our own special places.
- know about some special places of worship.
- identify people who are special to them.
- identify and name people/leaders who are important.

## **ART AND DESIGN**

Practice in Art and Design is highly valued in our school, and [we have a lot of information about this subject on our website](#). We want the children to experience a broad range of processes, develop their drawing skills, learn about different artists from different times and cultures and develop their understanding of why art and design is important and valued.

In Year One Children will:

- explore mark making using a variety of tools.
- draw shapes, lines and details from observation.
- Use paint to mix secondary colours and tints.
- experiment with different paint brushes/drawing/tools/printing techniques, recognising the different effects created.
- create pictures and 3D work from their imagination and experience.
- experiment with constructing and joining recycled, natural and manmade material.
- roll clay to make spheres, cylinders and coils.
- explore the process of weaving fabric.
- fold, crumple, tear, cut and overlap materials to create collages.
- use a simple graphics package to create images and effects.
- begin to explore similarities/differences in the work of artists.
- use simple vocabulary associated with painting, drawing, printing, and modelling.
- answer and begin to ask questions about the starting points for their work.

- begin to evaluate their own work and the work of others.
- explain what they think about artwork.
- respond and use the work of artists as a starting point for their own work.



### **DESIGN AND TECHNOLOGY**

This area of the curriculum is very practical and enables children to be creative, solve problems and develop their motor skills. They will need to design and plan what they want to make, modifying it to ensure that it is suitable for what it is intended for. Children develop a wide range of skills in this area of the curriculum. We use Kapow Primary's online scheme of work as a starting point for our school planning. The children will explore the four areas of mechanisms, textiles, structures, and cooking and nutrition. In each unit they will explore, design, make and evaluate.

Children will be taught to:

- research and explore a range of products talking about how they work.
- use simple tools safely and appropriately.
- begin to use cutting, joining and shaping techniques using appropriate tools and materials.
- make a simple slider mechanism.
- design and make a puppet.
- begin to evaluate what they have made against the original design.
- know the difference between fruits and vegetables
- make a fruit and vegetable smoothie

### **PHYSICAL EDUCATION (PE)**

Over the year children will continue to build on the skills they began to developing in Reception. They will have 2 scheduled indoor/outdoor PE sessions each week. In addition, they have fine motor activities in class to support development of these skills.

We use Get Set 4 P.E.'s online platform for our planning and teaching. Children will be taught units on Fundamentals and Fitness, Gymnastics, Dance, Games, Athletics and Yoga. They will also be taught team building skills and how to develop social and emotional behaviour in the context of P.E.

During Year One children will learn to:

### **Dance**

- copy, remember and repeat actions.
- copy, remember and repeat actions.
- use changes of direction, speed and levels with guidance.
- show some sense of dynamic and expressive qualities.
- begin to use counts.

### **Athletics:**

- attempt to run at different speeds showing an awareness of technique.
- begin to link running and jumping movements with some control.
- jump, leap and hop and choosing which allows them to jump the furthest.
- throw towards a target.
- show some control and balance when travelling at different speeds.
- begin to show balance and co-ordination when changing direction.
- use co-ordination with and without equipment.



### **Games:**

- drop and catch a ball after one bounce on the move.
- move a ball using different parts of the foot.
- throw and roll towards a target with some varying techniques.
- kick towards a stationary target.
- catch a beanbag and a medium-sized ball.
- attempt to track balls and other equipment sent to them.
- strike a stationary ball using a racket.
- run, stop and change direction with some balance and control.
- recognise space in relation to others.
- begin to use simple tactics with guidance.

### **Yoga and Gymnastics:**

- perform balances making their body tense, stretched and curled.
- take body weight on hands for short periods of time.
- demonstrate poses and movements that challenge their flexibility.



- remember, repeat and link simple actions together.

### **Social Emotional Thinking**

- begin to build resilience and independence.
- begin to develop ability to share and collaborate.

### **MUSIC**

Music is a highly valued subject in our school curriculum. Children will learn songs and they will use instruments and begin to understand some simple musical terminology.

During Year One children will learn to:

- use their voices expressively, singing songs, speaking chants and rhymes.
- play simple percussion instruments, starting and finishing together and keeping a steady pulse and tempo.
- begin to create and combine sounds to achieve a particular effect.
- compose soundscapes using percussion instruments.
- learn to read music notation through playing the xylophone.
- explore pulse and rhythm.
- express ideas and feeling about the music they hear.
- understand and use simple musical vocabulary.

### **EDUCATIONAL VISITS**

This year we aim to take as many opportunities as possible to get 'out and about' to support and enrich the implementation of our year one curriculum. Visits may be local but we aim to have at least one visit a year which is further afield.

These visits are very important in making learning in the classroom relevant and memorable. As we notify dates in advance, we really hope that **all** children are able to participate.

We usually need about 4 – 5 parents to help us for each visit but we cannot take everyone on each trip so please do not make promises to your child about coming as it may not always be possible!

We also organise workshops and experiences in school that enrich our topics on Space and Animals. These visits are very much enjoyed by our year one children.

### **ASSESSMENT**

Assessment is the way that teachers find out what skills and knowledge children have acquired and what they need to do next. It is a crucial part of the teaching and learning process.

The way that teachers do this includes observing the child working alone or in groups; questioning; marking and monitoring recorded work and occasionally set pieces of work. Reading progress is assessed weekly. Children are continually assessed and given feedback on what they are doing well and what they need to work on. We also encourage children to talk about what they have remembered and learnt, to help them gain understanding of what they know and what they need to do next.

During parent consultation meetings teachers will use children's assessments to discuss their progress

and will be able to let you know how your child getting on, whether they are meeting expectations and what your child needs to do next. They will also be able to make suggestions about how you can help your child at home.

Occasionally there are children who do not make expected progress and who are struggling with their learning. Should this be the case, we will talk to you at an early stage about our specific concerns, discuss what additional support we can offer in school and how you can support them effectively at home

### **PHONIC TESTING**

The exception to our usual assessment practice is the National Phonics Screening for children in Year One. This test, in June, assesses children's phonic knowledge only and is a compulsory national test. It is administered and marked in school and we report the results to you with your child's annual report.

### **EXPECTED ATTAINMENT AT END OF YEAR ONE**

At the end of the year, in July, you will receive your child's written annual report which will summarise your child's progress and attainment against the year curriculum objectives (set out in this booklet) and will inform you if your child has met the expectations for their age.

### **HOW TO SUPPORT YOUR CHILD'S LEARNING IN YEAR ONE:**

#### **General**

We send home a newsletter and planning document every half term setting out which core book we will be using and topics we will be covering. It will help your child if you discuss the topic with them and share what they are doing at school. If you show interest, they are more likely to do the same, but you do not need to 'teach' your child all about the topic.

#### **READING**

**Please read with your child every day. This is the single most important thing you can do to support them.** They will be allocated a Collins e book, chosen by their teacher, *for them to read to you*, but will also bring home a book for you to share. Your child's reading books will be changed weekly and the day this happens will be clear from your child's reading record.

#### **HOMEWORK**

There will be 6 activities in your child's homework book each half term. These are all based around the topic and core book we are studying at that time and will cover 6 key areas of learning. Please try to do as many of the activities as you can but you do not need to do them all. Your child can record their work by drawing pictures, labelling diagrams, collages, photos and writing. You can also write what they have said for them.

Please encourage your child to keep their work relevant to the topic and neat; however, your child does not need to spell everything correctly. They can sound out words using the phonics they learn in school. There is also a 'Hundred Square' stuck on the front page for your child to practise counting. This can be overwhelming for some children, in which case you can cover over some of the square to make it more

achievable. You can also play 'First person to point to the number....' or 'What number have I covered up?' Remember to ask your child how they knew.

### **Extra Maths**

Please look out for Parentmails informing you of what we have been doing in maths that week and giving ideas of what you could do to support your child to consolidate their learning. There is often a link to an online game and a youtube video that demonstrates the teaching methods we have used in school.

### **Incidental Maths**

There are always opportunities to do maths in everyday life. For example - the days of the week, cooking, playing cards, Top Trumps, board games, darts, measuring things and playing with containers in the bath. Also keep a look out for maths in the world around us.

### **Speaking and Listening**

It is really important that your child learns to speak in front of an audience (in a small group or to the whole class). The Year 1 team will send home emails informing you of the speaking and listening focus. Please encourage your child to take part and support them by making or finding something that will help them and ensuring they practise what they are going to say.

### **Useful websites -**

- alphablocks - <https://www.bbc.co.uk/cbeebies/shows/alphablocks>
- phonics play - <https://www.phonicsplay.co.uk/freeIndex.htm>
- topmarks - <https://www.topmarks.co.uk/>
- mathszone - <http://mathszone.co.uk/>

The amount of homework we give to your child is appropriate to their age and stage of development. If you are unclear about any of the above information, please do not hesitate to talk to your child's teacher who will be more than happy to explain further.






## **TIMETABLE INFORMATION**

- **Certificate Assemblies** on Friday mornings we will hold a certificate assembly to celebrate achievements of children in Year One and Year Two. Parents of children who have received a certificate will be invited by their child's class teacher to attend this assembly.
- **Birthday Assemblies** on Tuesday mornings, parents of children who have a birthday in that current week are invited to attend.
- **P.E. Timetable** This year PE will take place on Mondays for all Year One children. Lilac Class and Yellow Class will have a second PE session on Thursdays and Turquoise Class will have a second PE session on Fridays.
- **Teachers non-contact time for Assessment, Planning and Preparation (APP)** Teachers are entitled to assessment, planning and preparation time (APP) every week. During this time classes will be taught by Miss Jowsey (Art and Design), Miss Cucu (Music) and a sports coach (P.E.).



## Appendix 1

### Learning behaviours – what does it mean for a child?

| I am independent.  | I am co –operative.  |
|--|--|
| <ul style="list-style-type: none"> <li>• I listen to instructions.</li> <li>• I know what I need to do.</li> <li>• I take care of my environment and myself.</li> <li>• I try for myself before I ask for help.</li> <li>• I notice things around me.</li> <li>• I think for myself.</li> <li>• I enjoy doing things for myself.</li> <li>• I can find ways to solve problems for myself.</li> </ul>          | <ul style="list-style-type: none"> <li>• I like to work with others.</li> <li>• I listen to the ideas of others.</li> <li>• I can manage my feelings.</li> <li>• I help others to learn.</li> <li>• I take turns and share.</li> <li>• I learn from others.</li> <li>• I treat others fairly.</li> </ul>    |
| I am inventive.  | I have resilience.   |
|  <ul style="list-style-type: none"> <li>• I use my imagination.</li> <li>• I wonder what if....?</li> <li>• I use what I have learned in many different ways.</li> <li>• I can solve problems.</li> <li>• I ask many questions.</li> <li>• I use my initiative.</li> <li>• I can use a range of equipment.</li> </ul>  | <ul style="list-style-type: none"> <li>• I have confidence in myself.</li> <li>• I am brave and will try new things.</li> <li>• I find ways to help myself.</li> <li>• I concentrate and ignore distractions.</li> <li>• I accept a challenge.</li> <li>• I keep on trying and don't give up.</li> <li>• I know that making mistakes is part of learning.</li> </ul>  |
| I am reflective.   |  |
|  <ul style="list-style-type: none"> <li>• I listen to advice and feedback.</li> <li>• I think about what I am doing and learning.</li> <li>• I know that I can learn from my mistakes.</li> <li>• I can talk to other people about my learning.</li> <li>• I know how to make my work even better.             <ul style="list-style-type: none"> <li>• I am proud of what I can do.</li> </ul> </li> </ul> |  |

## Appendix 2

### How our School Code relates to British Values

The fundamental British values are:

- **Democracy**
- **Rule of law**
- **Individual liberty**
- **Respect**
- **Tolerance**

| School code →<br>British value ↓ | Be Kind  | Be Fair   | Be Honest   | Be Safe   |
|----------------------------------|--|---|---|---|
| <b>Democracy</b>                 | I listen to what others want<br><br>I use kind words to others.  | I listen to others and take turns in conversations.<br><br>I know that no one person is more important than anyone else.<br><br>I can take turns with others when I playing   | I will help by following the agreed class and school rules. and expect other to also  | I can share spaces and equipment safely.  |
| <b>Rule of law</b>               | I try to include everyone in my games and help them to join in.  | I can accept the majority decision or authority.<br><br>I know that rules are for everyone's benefit and apply to all of us<br><br>I accept the rules in school and elsewhere | I understand that there are consequences to my behaviour  | I know how to care for and respect the environment so it is pleasant and safe.<br><br>I know that the school rules are to keep myself and everyone else safe. |
| <b>Individual liberty</b>        | I expect others to treat me kindly<br><br>I know that my behaviour affects others  | I am able to make good choices, which are fair to others.<br><br>I know that it is ok if I think differently to others<br><br>I know that we are all important but different. | I can accept when I make a mistake or have done something I regret<br><br>I know that telling the truth is important<br><br>I expect others to be honest with me. | I know how to keep myself safe<br><br>I know whom I can talk to if I am frightened or sad.<br><br>I can take responsibility for my actions.                   |
| <b>Respect and Tolerance</b>     | I celebrate the success of others<br><br>I am patient with people who can't do the same as me.<br><br>I treat people well even if they are not the same as me. | I know that sometimes I don't get what I want<br><br>I expect others to treat my beliefs and customs in a tolerant way.   | I know that there are differences between all of us.<br><br>I respect others by telling the truth.  | I know when I should say 'no' and to not tolerate things that upset me.   |

## Appendix 3

### HOW THE CURRICULUM AT GSIS SUPPORTS OUR VALUES AND BRITISH VALUES

| VALUE  | Taught through/by .....  | Visible and evident by.....  |
|--|--|--|
| <b>RESPECT</b> <ul style="list-style-type: none"> <li>for self</li> <li>for others</li> <li>for the rules</li> <li>for the environment</li> </ul>                            | <ul style="list-style-type: none"> <li>High quality PSE and Humanities curriculum</li> <li>Clear understanding and application of Behaviour Policy</li> <li>Adults modelling appropriate behaviour at all times.</li> <li>High expectations from staff</li> <li>Shared School code</li> <li>Regular Special assemblies</li> <li>Multi-cultural resources and experiences.</li> <li>All cultures celebrated and acknowledged</li> <li>Clear and shared Class rules</li> <li>Weekly Circle times (at least).</li> <li>Drama/enactment</li> <li>Visits to local area</li> </ul> | <ul style="list-style-type: none"> <li>Children and adult talk and interactions</li> <li>High levels of mutual support shown by children to each other</li> <li>Good standard of behaviour and conduct in classrooms and around school.</li> <li>School environment well cared for and valued.</li> <li>Shared celebrations</li> </ul> |
| <b>RESPONSIBILITY</b> <ul style="list-style-type: none"> <li>for self</li> <li>for others</li> <li>for belongings</li> <li>for equipment</li> <li>for environment</li> </ul> | <ul style="list-style-type: none"> <li>Clear understanding and application of Behaviour Policy</li> <li>Children given responsibilities within class and school.</li> <li>School Council.</li> <li>Play Leaders</li> <li>Through work on charities begin to be aware of wider responsibilities</li> </ul>  | <ul style="list-style-type: none"> <li>Children willing and able to acknowledge behaviour mistakes.</li> <li>Recognition that all have a responsibility to each other</li> <li>Work of charities understood and supported</li> <li>Children understand their responsibilities in school.</li> </ul>                                    |
| <b>FRIENDSHIP</b> <ul style="list-style-type: none"> <li>In school</li> <li>In the wider world</li> </ul>  | <ul style="list-style-type: none"> <li>Promoted through all aspects of the curriculum especially PSE, Literacy, Humanities.</li> <li>Supported by adults in school especially at play times.</li> </ul>  | <ul style="list-style-type: none"> <li>Children know what makes a good friend and how to be a good friend.</li> <li>Conflicts are resolved</li> <li>Inclusion of all children</li> <li>Shared celebrations</li> </ul>  |
| <b>DEMOCRACY<br/>RULE OF LAW</b>   | <ul style="list-style-type: none"> <li>Promoted through all aspects of the curriculum especially PSE, Literacy, Humanities</li> <li>In class voting in a range of contexts</li> <li>School council membership and activities</li> </ul>  | <ul style="list-style-type: none"> <li>School Council</li> <li>children actively contributing to class and school rules.</li> <li>Understanding that rules/laws are to protect us</li> </ul>   |
| <b>TOLERANCE</b> <ul style="list-style-type: none"> <li>Of other people's faiths and cultures.</li> <li>Of others abilities and appearance</li> </ul>                        | <ul style="list-style-type: none"> <li>Promoted through all aspects of the curriculum especially PSE, Literacy, Humanities</li> <li>School code/ Class rules</li> <li>Class discussions about difference and inclusion.</li> </ul>   | <ul style="list-style-type: none"> <li>Acceptance of others beliefs and culture</li> <li>Absence of racist or other abuse.</li> <li>Mixed friendship groups - children not excluded</li> <li>Well attended whole school celebrations</li> </ul>  |

#### Appendix 4

|        |      |        |       |
|--------|------|--------|-------|
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| ask    | put  | full   | house |
| friend | push | school | pull  |
| our    |      |        |       |