



How we teach...

We teach through a thematic, topic-based curriculum. Children are posed interesting real-life challenges in order to give purpose to their learning.

Visits and visitors enhance each topic, which are all chosen to match the interests of our young children.

Our bespoke curriculum is broad, balanced, tightly structured and highly differentiated. We utilize assessment for learning procedures to ensure all staff are highly focused not only on achievement but more importantly, on preparing for the next step of learning.

We have developed effective and exciting innovative practice that promotes aspects of creativity such as questioning, making connections, seeing relationships and envisaging what might be. We undertake an enterprise project within every topic where the children take roles relating to the real world, which encourages responsibility and fosters reflection.

No two children are the same, and we cater for individual differences and needs by providing a personalized curriculum whenever necessary. Early identification of need ensures we can consider curriculum, teaching approaches and learning styles to ensure every child grows and prospers.



What we teach...

Our curriculum teaches the content prescribed within the National Curriculum through our topic choices as outlined above. In Year One these are:

I do like to be beside the Seaside, Top Toys, Sound All Around, Growth, Mini-beasts and The Park.

The content of the National Curriculum for Year One pupils is outlined in brief below. Those children who achieve this content within Year One will begin to work on targets taken from the Year Two curriculum.

<p>English: Reading (Y1) Match graphemes for all phonemes Read accurately by blending sounds Read words with very common suffixes Read contractions & understand purpose Read phonics books aloud Link reading to own experiences Join in with predictable phrases Discuss significance of title & events Make simple predictions</p> <p>English: Speaking & Listening (Y1) Listen & respond appropriately Ask relevant questions Maintain attention and participate</p>	<p>English: Writing (Y1) Name letters of the alphabet Spell very common 'exception' words Spell days of the week Use very common prefixes & suffixes Form lower case letters correctly Form capital letters & digits Compose sentences orally before writing Read own writing to peers or teachers</p> <p>English: Grammar (Y1) Leave spaces between words Begin to use basic punctuation: . ? ! Use capital letters for proper nouns Use common plural & verb suffixes</p>
<p>Music (KS1)</p> <p>Sing songs Play tuned & untuned instruments musically Listen & understand live and recorded music Make and combine sounds musically</p>	<p>Physical Education (KS1)</p> <p>Master basic movement, e.g. running, jumping, Throwing, catching, balance, agility and co-ordination Participate in team games Perform dances using simple movement <i>Swimming proficiency at 25m</i></p>

<p>Mathematics: Number/Calculation (Y1) Count to / across 100 Count in 1s, 2s, 5s and 10s Identify 'one more' and 'one less' Read & write numbers to 20 Use language, e.g. 'more than', 'most' Use +, - and = symbols Know number bonds to 20 Add and subtract one-digit and two-digit numbers to 20, including zero Solve one-step problems, including simple arrays</p> <p>Mathematics: Fractions (Y1) Recognise & use $\frac{1}{2}$ & $\frac{1}{4}$</p>	<p>Mathematics: Geometry & Measures (Y1) Use common vocabulary for comparison, e.g. heavier, taller, full, longest, quickest Begin to measure length, capacity, weight Recognise coins & notes Use time & ordering vocabulary Tell the time to hour/half-hour Use language of days, weeks, months & years Recognise & name common 2-d and 3-d shapes Order & arrange objects Describe position & movement, including half and quarter turns</p>
<p>Science: Biology (Y1) Identify basic plants Identify basic plant parts (roots, leaves, flowers, etc.) Identify & compare common animals Identify & name basic body parts</p> <p>Science: Physics (Y1) Observe weather associated with changes of season</p>	<p>Science: Chemistry (Y1) Distinguish between objects & materials Identify & name common materials Describe simple properties of some materials Compare & classify materials</p>
<p>History (KS1)</p> <p>Key Concepts Changes in living memory (linked to aspects of national life where appropriate)</p> <p>Key Individuals Lives of significant historical figures, including comparison of those from different periods Significant local people</p> <p>Key Events e.g. Bonfire night, Events of local importance</p>	<p>Geography (Y1)</p> <p>Generate, model & communicate ideas Name & locate the four countries and capital cities of the United Kingdom using atlases & globes Identify seasonal / daily weather patterns in the UK and the location of hot and cold areas of the world Use basic geographical vocabulary to refer to local & familiar features Use four compass directions & simple vocab</p>
<p>Design & Technology (KS1)</p> <p>Design purposeful, functional & appealing products Generate, model & communicate ideas Use range of tools & materials to complete practical tasks Evaluate existing products & own ideas Build and improve structure & mechanisms Understand where food comes from</p>	<p>Computing (KS1)</p> <p>Understand use of algorithms Write & test simple programs Use logical reasoning to make predictions Organise, store, retrieve & manipulate data Communicate online safely and respectfully Recognise uses of IT outside of school</p>
<p>Art & Design (KS1)</p> <p>Use a range of materials Use drawing, painting and sculpture Develop techniques of colour, pattern, texture, line, shape, form and space Learn about range of artists, craftsmen and designers</p>	<p>Religious Education (KS1)</p> <p>Explore religious stories from Christianity and other religions Reflect on how spiritual and moral values relate to their own behavior Note similarities and differences in celebrations, worship and rituals in religion Reflect on concepts such as worship, wonder, praise, thanks, concern, joy and sadness</p>

Year Two topics are: Dinosaurs and all that Rubbish, Pirate Crew and Into the Castle.

The content of the National Curriculum for Year Two pupils is outlined in brief below. Those children who achieve this content within Year Two will begin to work on targets taken from the Year Three curriculum.

<p>English: Reading (Y2) Develop phonics until decoding secure Read common suffixes Read & re-read phonic-appropriate books Read common 'exception' words Discuss & express views about fiction, non-fiction & poetry Become familiar with & retell stories Ask & answer questions; make predictions</p> <p>English: Speaking & Listening (Y2) Articulate & Justify answers Initiate & respond to comments Use spoken language to develop understanding Begin to make inference</p>	<p>English: Writing (Y2) Spell by segmenting into phonemes Learn to spell common 'exception' words Spell using common suffixes, etc. Use appropriate size letters & spaces Develop positive attitude & stamina for writing Begin to plan ideas for writing Record ideas sentence-by-sentence Make simple additions & changes after proof-reading</p> <p>English: Grammar (Y2) Use . ! ? , and ' Use simple conjunctions Begin to expand noun phrases Use some features of standard English</p>
<p>Mathematics: Number/Calculation (Y2) Know 2, 5, 10x tables Begin to use place value (T/U) Count in 2s, 3s, 5s & 10s Identify, represent & estimate numbers Compare / order numbers, inc. < > = Write numbers to 100 Know number facts to 20 (+ related to 100) Use x and ÷ symbols Recognise commutative property of multiplication</p> <p>Mathematics: Fractions (Y2) Find and write simple fractions Understand equivalence of e.g. $\frac{2}{4} = \frac{1}{2}$</p>	<p>Mathematics: Geometry & Measures (Y2) Know and use standard measures Read scales to nearest whole unit Use symbols for £ and p and add/subtract simple sums of less than £1 or in pounds Tell time to the nearest 5 minutes Identify & sort 2-d & 3-d shapes Identify 2-d shapes on 3-d surfaces Order and arrange mathematical objects Use terminology of position & movement</p> <p>Mathematics: Data (Y2) Interpret simple tables & pictograms Ask & answer comparison questions Ask & answer questions about totalling</p>
<p>Science: Biology (Y2) Differentiate living, dead and non-living Growing plants (water, light, warmth) Basic needs of animals & offspring Simple food chains & habitats</p>	<p>Science: Chemistry (Y2) Identify and compare uses of different materials Compare how things move on different surfaces</p>
<p>Geography (Y2) Name & locate world's continents and oceans Compare local area to a non-European country Use basic vocabulary to describe a less familiar area Use aerial images and other models to create simple plans and maps, using symbols Use simple fieldwork and observational skills to study the immediate environment</p>	<p>History (KS1) Key Concepts Changes in living memory (linked to aspects of national life where appropriate) Key Individuals Lives of significant historical figures, including comparison of those from different periods Significant local people Key Events e.g. Bonfire night, Events of local importance</p>

<p>Design & Technology (KS1)</p> <p>Design purposeful, functional & appealing products Generate, model & communicate ideas Use range of tools & materials to complete practical tasks Evaluate existing products & own ideas Build and improve structure & mechanisms Understand where food comes from</p>	<p>Art & Design (KS1)</p> <p>Use a range of materials Use drawing, painting and sculpture Develop techniques of colour, pattern, texture, line, shape, form and space Learn about range of artists, craftsmen and designers</p>
<p>Music (KS1)</p> <p>Sing songs Play tuned & untuned instruments musically Listen & understand live and recorded music Make and combine sounds musically</p>	<p>Computing (KS1)</p> <p>Understand use of algorithms Write & test simple programs Use logical reasoning to make predictions Organise, store, retrieve & manipulate data Communicate online safely and respectfully Recognise uses of IT outside of school</p>
<p>Religious Education</p> <p>Continue as Y1 and also: Identify and suggest meanings for religious symbols Explore how religious beliefs and ideas can be expressed through the arts Reflect on and consider religious and spiritual feelings Respond imaginatively to puzzling questions</p>	<p>Physical Education (KS1)</p> <p>Master basic movement, e.g. running, jumping, throwing, catching, balance, agility and co-ordination Participate in team games Perform dances using simple movement <i>Swimming proficiency at 25m</i></p>

Assessment and Homework

An initial assessment is carried out when children first enter nursery and again on admittance to reception classes. These assessments allow us to set appropriate but challenging targets for your child, and to track their progress through the Early Years setting. At the end of the Foundation Stage pupils are assessed again through the Foundation Stage profile, in accordance with statutory requirements, and these assessments are used to inform progress throughout Key Stage One.

Although the school operates a policy of continuous assessment, at the end of Key Stage One children have to be more formally assessed. For the core subjects of Mathematics, English and Science teacher assessment levels are reported to the DCSF via our local authority.

You will be kept informed about the progress of your child at regular Consultation Evenings, and through a formal report at the end of the school year. If you have any worries, queries or questions about your child's progress, staff are willing to make themselves available after school, just ask to make an appointment.

Homework in the form of a practical Maths Game is set every week, and we ask all parents to sign a home/school agreement when your child enters our school, outlining our shared responsibilities. Shared reading forms the most important part of homework. Nothing can replace the experience and enjoyment of sharing a story-book with your child, but our online reading scheme is a valuable addition to the range of reading practice your child can undertake at home. This can be accessed through our VLE.

