

CURRICULUM EXPECTATIONS

Welcome to our Curriculum Expectations Morning and the new Goosehill! We are delighted to tell you about the facilities which will enhance our Curriculum and Teaching and Learning.

We will be using our Studio for Instrumental teaching and Music/Drama lessons and are timetabling our Practical and Computer rooms to enable half classes to have DT/Cookery and IT lessons. Our Break out spaces and Group rooms will allow for our Nurturing/Thrive activities and extension/support groups. The Library will complement our reading curriculum and we are looking forward to using our field in the Springtime to widen our range of PE teaching. Meanwhile the children are loving the space in the MUGA to safely access Invasion Games. We also soon hope to hire out our Community room for evening learning activities, for both Adult and Children.

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 important that they receive opportunities to practise their reading skills daily in and around the home for a short period of time. It is evident in the rapid progress of those who sustain this.

To summarise, key objectives for reading in Year 1 by the end of the year children should be able to:

- 1 Speedily read all basic phoneme/graphemes
- 2 Read accurately by blending known GPCs
- 3 Read common exception words
- 4 Read common suffixes
- 5 Read multi-syllable words containing known GPCs
- 6 Read contractions and understand use of apostrophe
- 7 Retell familiar stories and traditional tales

- 8 Recognise and join in with predictable phrases
- 9 Recite some poetry by heart
- 10 Understand texts based on prior knowledge or provided information
- 11 Correct inaccurate reading by check for sense
- 12 Discuss the significance of title and events
- 13 Make inferences on the basis of what is said and done
- 14 Make predictions based on reading so far
- 15 Explain clearly understanding of what is read to them

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. As part of the new curriculum that has been introduced this year children will now also need to learn the following as well –

- To use suffixes such as –ing, -ed, -er and –est
- To use prefixes such as –un.
- To spell the days of the week
- To understand the spelling rules for adding ‘s’

Literacy involves working with:

Term 1

Range Non-Fiction and poetry: Signs, labels, captions, lists, instructions, recounts, dictionaries and information texts. Shape poems, list poems and shanty songs.

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/non-fiction and Poetry: Stories with familiar settings, newspaper reports, poems with patterned structures, raps and performance poems using rhyme.

Phonics – 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). We use the Read, Write, Inc programme to teach phonics and their learning rhymes assist the children in remembering their spelling. Your child will be provided with a sound pack which will include a smaller version of the same sound cards that will be introduced in school. Please could you revisit these once a week to consolidate your child’s learning and development.

Writing

To summarise, key objectives for writing in Year 1 by the end of the year children should be able to:

- 1 Name the letters of the alphabet in order
- 2 Sit and hold writing implement correctly
- 3 Begin to form lower-case letters correctly
- 4 Form capital letters
- 5 Form digits 0-9
- 6 Compose a sentence orally before writing
- 7 Sequence sentences to form short narratives
- 8 Read writing aloud audibly and clearly

Spelling

- 1 Spell words using the standard phonemes

- 2 Spell common exception words
- 3 Spell the days of the week
- 4 Spelling High Frequency Words
- 5 Spelling Compound words
- 6 Spelling words containing “v” followed by “e”

Punctuation and Grammar

- 1 Introduction to capital letters for the start of a sentence
- 2 Using Question and exclamation marks for some sentences
- 3 Using capital letters for proper names and personal pronoun “I”
- 4 Identifying full stops and placing them at the end of a sentence.
- 5 Form short narrative that flow correctly and grammatically.
- 6 Using different sentence starters
- 7 Understand spelling rules for adding 's' and 'es'
- 8 Leave spaces between words
- 9 Join words and clauses using 'and'
- 10 To recognise and use nouns, verbs and adjectives in writing.
- 11 Use suffixes -ing, -ed, -er and -est and the prefix 'un'

Key Learning Outcomes in Maths

We use the White Rose scheme which uses maths investigations and practical activities.

- 1 Count to and across 100 from any number
- 2 Count, read and write numbers to 100 in numerals
- 3 Read and write mathematical symbols: +, - and =
- 4 Identify "one more" and "one less"
- 5 Use number bonds and subtraction facts within 20
- 6 Add and subtract 1-digit and 2-digit numbers to 20, including zero
- 7 Recognise, find and name a half
- 8 Recognise, find and name a quarter
- 9 Measure and begin to record length, mass, volume and time
- 10 Recognise and know the value of all coins and notes
- 11 Use language to sequence events in chronological order
- 12 Recognise and use language relating to dates
- 13 Tell the time to the half-hour, including drawing clocks
- 14 Recognise and name common 2-D shapes
- 15 Recognise and name common 3-D shapes
- 16 Use Numicon apparatus to visualise numbers
- 17 Problem-solving to demonstrate a mastery understanding of Numeracy
- 18 Count and organise objects into 2s, 5s and 10s

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.

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 living and non-living things, learning about the features of a plant, to learn about everyday materials and seasonal changes.

Topic Areas

Geography Topic is learning about seasonal changes and adaptations of animals

History Topic is related to toys and transport in the past and changes in living memory – transitions.

D&T Topic is creating your own puppets using a variety of materials and imagination.

Main topics

The main topics that are covered this year are as follows

Autumn 1 – Where the Wild Things Are – Science topic – learning about a different animals and classifications.

Autumn 2 - Sailing the seven seas – Geography based topic learning about our country and the UK.

Spring 1 – Time travellers – History topic- Toys and transport in the past as well as learning about famous local heroes such as Emily Davison and George Stephenson.

Spring 2 - Alien Antics – Geography based topic, looking at our surrounding areas.

Summer 1 – The secret garden– A science based topic focusing on plant growth and development

Summer 2 – We Love Northumberland! – History and Geography based topic- To learn about changes in living memory.

School Trips

Autumn - Whitehouse Farm

Spring- Beamish

Summer- Alnwick Gardens

Collapsed Curriculum Projects

Throughout this year there will be a variety of collapsed curriculum projects, which parents will have the opportunity to come into school and help their children with their learning.

These projects include;

- Drama week.
- Healthy Living week.
- Safety week.
- ‘Big Read’ and ‘Big Write’ fortnight.
- Maths week.
- STEM (science and technology) fortnight.
- Arts fortnight.
- Active fortnight.

Reading books

Children will be listened to twice a week through individual/guided reading and children are encouraged to take responsibility for changing their books by asking for their book to be changed where necessary.

Homework –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. Homework is a menu of topics we have covered that week and you and your child are welcome to pick one or more of the tasks each week.

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 columns and a space for a test. Spellings are displayed in the class window. The first try is copied in class.

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 Purple Pen sessions. Children need to learn the language of success early.

Responsibilities

High expectations of behaviour, good manners and attitude are expected at all times and in all situations. Children are 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 i.e. good work assembly, class stickers, monitors etc. Manners are especially praised, politeness and an appropriate way to talk to adults. When a child receives 10 house points they will get a lucky dip prize.

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 'Star of the Week' and 'Good Work' Celebratory telegrammes.

Behaviour

We have a positive behaviour system this year called 'Good to be Green'. The aim is that the children are rewarded for following the school rules and expectations in order to stay on their green card. Stickers are earned for a full week on green. The children will also be working towards a class treat at the end of term. If children display behaviour that is not acceptable then they will receive a half yellow card for the first warning and a full yellow card for the second. They have the chance to alter their behaviour and return to green. If a third warning is given or if the incident is serious then a red card is issued and you will be informed. Positive Purple cards will be issued to those children who consistently demonstrate exceptional behaviour. We hope that you will support the system to help us create a positive learning environment.

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.

Finally, please do not let a small concern become a big worry! Pop in or make an appointment to discuss it. Often problems can be dealt with by a quick word at home time or a chat over the phone, we are here to support you and your child and try to make school days as happy as we possibly can.

Other important information:

Children do not need to come to school in PE kits on a Wednesday anymore. All children should have a PE kit in school and will get changed for each lesson. Please can you pack a pair jogging trousers for use during cold weather.

Please send an old, oversized t-shirt or shirt in to school over the next few weeks so that they can be used as an art apron during lessons and stop the children getting covered in glue, pastels and paint.

The children love to do show and tell however due to time constraints we ask that they only bring items in on a Friday. This should be related to the topic we are learning about or a recent achievement. We only have time for a few children to do show and tell each week so this will work on a first come, first serve basis.

Thank you for your continued support.