



# QUEEN'S COLLEGE

**PRE-PREP SCHOOL**

**Year 1**

**Curriculum Guide**

**2019/2020**

# Year 1 Curriculum Guide

## English

We follow the National Curriculum along with the Read Write Inc phonic teaching programme within our class English lessons.

### **Speaking and Listening**

Spoken language underpins the development of reading and writing. The quality and variety of language that our children hear and speak are vital for developing their vocabulary and grammar and their understanding for reading and writing.

Our children are taught to:

- listen and respond appropriately to adults and their peers
- ask and respond to relevant questions to extend their understanding and knowledge
- build their vocabulary
- give well-structured descriptions and explanations for different purposes, including expressing their feelings
- maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- use spoken language to develop understanding through imagining and exploring ideas
- speak audibly and fluently with an increasing command of Standard English
- participate in discussions, presentations, drama and role play – this includes each child participating in the Pre-Prep concerts, plays and Year 1 assembly
- gain, maintain and monitor the interest of the listener(s)
- consider the view-points of others

### **Reading**

Children will read both individually, in groups and as a class to develop a variety of reading strategies (increasing emphasis on phonic skills, developing a sight vocabulary, expression, fluency and comprehension). The 'Read Write Inc' phonic teaching programme aims to enable children to:

- apply phonic knowledge and skills as the route to decode words
- respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes
- read accurately by blending sounds in unfamiliar words containing **GPCs (grapheme-phoneme correspondences)** that have been taught
- read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings
- read other words of more than one syllable that contain taught GPCs
- read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)

- read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words
- re-read these books to build up their fluency and confidence in word reading

## **Comprehension**

Our children are taught to:

- develop pleasure in reading, motivation to read, vocabulary and understanding
- listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently
- link what they read or hear to their own experiences
- become increasingly familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics
- recognise and join in with predictable phrases
- learn to appreciate rhymes and poems, and to recite some by heart
- discuss word meanings, linking new meanings to those already known
- understand both the books they can already read accurately and fluently and those they listen to by:
  - drawing on what they already know or on background information and vocabulary provided by the teacher
  - checking that the text makes sense to them as they read and correcting inaccurate reading
  - discussing the significance of the title and events
  - asking and answering questions
  - making inferences on the basis of what is being said and done
  - predicting what might happen on the basis of what has been read so far
  - participating in discussion about what is read to them, taking turns and listening to what others say
  - explaining clearly their understanding of what is read to them

## **Spelling**

In close association with the 'Read Write Inc' phonic teaching programme, we teach our pupils to spell:

- words containing each of the 40+ phonemes already taught
- common exception words ('tricky words')
- the days of the week

and this is done by:

- segmenting spoken words into phonemes and representing these by graphemes
- learning the names of the letters of the alphabet
- naming the letters of the alphabet in order
- using letter names to distinguish between alternative spellings of the same sound
- adding prefixes and suffixes:
- using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs

- using the prefix un–
- using –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest]
- applying simple spelling rules and guidance
- writing from memory simple sentences dictated by the teacher

## **Handwriting**

We use the Nelson cursive handwriting scheme and Read Write Inc. as part of our handwriting programme. Our teaching aims to enable children to:

- sit correctly at a table, holding a pencil comfortably and correctly
- begin to form lower-case letters in the correct direction, starting and finishing in the right place
- form capital letters
- form digits 0-9
- understand which letters belong to which handwriting ‘families’ (i.e. letters that are formed in similar ways) and to practise these

## **Writing – Composition**

Our pupils are taught to write sentences by:

- composing a sentence orally before writing it and saying out loud what they are going to write about
- sequencing sentences to form short narratives
- re-reading what they have written to check that it makes sense
- discussing what they have written with the teacher or other pupils
- reading aloud their writing clearly enough to be heard by their peers and the teacher

## **Vocabulary, grammar and punctuation**

Children are taught to develop their understanding of the following concepts:

- leaving spaces between words
- joining words and joining clauses using “and”
- punctuating sentences using a capital letter and a full stop, question mark or exclamation mark
- using a capital letter for names of people, places, the days of the week, and the personal pronoun ‘I’
- learning the grammar and terminology for year 1 in their writing

## **Mathematics**

Our Mathematics teaching will include emphasis on practical experience, investigations, simple problem solving and the use of appropriate language.

We use the Maths No Problem scheme and believe that every child can master an understanding and love of maths through their time at Queens. During their time in Year One, the children will cover the following areas of Maths:

### **Number – Number and Place Value**

- count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number
- read and write numbers to 100 in numerals
- write numbers from 1 to 20 in numerals and words
- count in multiples of 2s, 5s and 10s
- identify one more and one less of a given number
- identify and represent numbers using objects and pictorial representations including the number line
- use the language of: “equal to”, “more than”, “less than” (“fewer”), “most”, “least”

### **Addition and Subtraction**

- read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs
- represent and use number bonds and related subtraction facts up to 20
- add and subtract one-digit and two-digit numbers to 20, including zero
- solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as  $7 = \square - 9$

### **Multiplication and Division**

- solve one-step problems involving multiplication and division. Through grouping and sharing small quantities, pupils begin to understand: multiplication and division; doubling numbers and quantities; and finding simple fractions of objects, numbers and quantities.
- make connections between arrays, number patterns, and counting in twos, fives and tens

### **Number 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

## Measurement

Compare, describe and solve practical problems for:

- lengths and heights [for example, long/short, longer/shorter, tall/short, double/half]
- mass/weight [for example, heavy/light, heavier than, lighter than]
- capacity and volume [for example, full/empty, more than, less than, half, half full, quarter]
- time [for example, quicker, slower, earlier, later]

Measure and begin to record the following:

- lengths and heights
- mass/weight
- capacity and volume
- time (hours, minutes, seconds)
  
- recognise and know the value of different denominations of coins and notes
- sequence events in chronological order using language [for example, 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
- tell the time to the hour and half past the hour and draw the hands on a clock face to show these times

## Geometry

Recognise and name common 2-D and 3-D shapes, including:

- 2-D shapes [for example, rectangles, squares, circles and triangles]
- 3-D shapes [for example, cuboid, cubes, pyramids and spheres]

Describe position, direction and movement, including whole, half, quarter and three-quarter turns.

## **Topic Work**

Our topic work encompasses many other discreet subjects and presents it in a meaningful context for the children. We use a framework, enabling us to teach Science, Computing, Geography, History, Art and Design and Design Technology under the topic work umbrella.

### **Science**

We look to stimulate interest and curiosity through investigation, fact based learning and basic research. During year 1 and 2, our pupils are taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:

- asking simple questions and recognising that they can be answered in different ways
- observing closely, using simple equipment
- performing simple tests
- identifying and classifying
- using their observations and ideas to suggest answers to questions
- gathering and recording data to help in answering questions

### **Plants**

- 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 (including humans)**

- identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals
- identify and name a variety of common animals that are 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 and say which part of the body is associated with each sense

### **Everyday Materials**

- distinguish between an object and the material from which it is made
- identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock
- describe the simple physical properties of a variety of everyday materials

- compare and group together a variety of everyday materials on the basis of their simple physical properties

### **Seasonal Change**

- observe changes across the four seasons
- observe and describe weather associated with the seasons and how day length varies

### **Topic areas covered include:**

- Senses/Ourselves/Healthy Eating
- Types of Materials /Recycling
- British Animals/Light/Dark/Sound
- Life Cycles
- Living and Growing
- An introduction to forces – push and pull/friction

## **Computing**

The children gain an appreciation of the effect computing and interactive technology has on their lives.

Computing and technology plays an integral part within everyday classroom teaching. Interactive whiteboards allow us to familiarise children with computing in a fun way.

The children will use a variety of programmes to support their general academic work throughout the year e.g. 2Simple programmes, Espresso, Fresco and BeeBot. Each class has weekly access to the Junior ICT suite and i-Pads.

Areas of teaching covered include:

- understanding what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions
- creating and debugging
- using simple programs
- using logical reasoning to predict the behaviour of simple programs
- using technology purposefully to create, organise, store, manipulate and retrieve digital content
- recognising common uses of information technology beyond school
- using technology safely and respectfully, keeping personal information private; identifying where to go for help and support when they have concerns about content or contact on the internet or other online technologies.
- using Google Maps and Images, Researching animals, Finding a flag for their country and printing it

## **Religious Education**

Examples of the themes covered are:

- Special people and places
- Harvest
- Christmas
- Looking at different festivals in different religions
- Easter
- Bible stories and their messages

## **Art and Design**

Our Art, craft and design develops each child's creativity. It is planned to engage, inspire and challenge each child.

The children are taught to:

- use a range of materials and to design and make products
- use drawing, painting and sculpture to develop and share their ideas, experiences and imagination
- develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space
- develop their observational skills
- study a variety of artists

Examples of the themes covered are:

- Moving pictures
- Bonfire and firework painting
- Renoir umbrellas
- Winter – trees, silhouettes, symmetry
- Summer Art

## **Design Technology**

Children will be introduced to a range of skills, tools and appropriate thinking and planning strategies throughout the year.

**In both Year 1 and Year 2 the children are taught in:**

### **Design**

- to design purposeful, functional, appealing products for themselves and other users based on design criteria

- to generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology

### **Make**

- to select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]
- to select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics

### **Evaluate**

- to explore and evaluate a range of existing products
- to evaluate their ideas and products against design criteria

### **Technical Knowledge**

- to build structures, exploring how they can be made stronger, stiffer and more stable
- to explore and use mechanisms [for example, levers, sliders, wheels and axles], in their products

### **Cooking and Technology**

- to use the basic principles of a healthy and varied diet to prepare dishes
- to understand where food comes from

As part of their work with food, our children are taught how to cook and apply the principles of nutrition and healthy eating. Learning how to cook is a crucial life skill that enables pupils to feed themselves and others, now and in later life.

Children will be introduced to a range of skills, tools and appropriate thinking and planning strategies. Topics covered include:

- Moving pictures
- Clay islands
- Papier Mache caterpillars
- Food and cooking

## **Geography**

**In both Year 1 and Year 2** our children continue to develop their knowledge about the world, the United Kingdom and their locality. They are taught specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.

**The children become familiar with :**

**Locational Knowledge.** The children are taught to:

- name and locate the world's seven continents and five oceans
- name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas

**Place Knowledge.** The children are taught to:

- understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country

**Human and Physical Geography.** The children are taught to:

- identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles
- use basic geographical vocabulary to refer to:
- recognise key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather
- understand key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop

**Geographical skills and fieldwork**

- to use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage
- to use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right] to describe the location of features and routes on a map
- to use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key
- to use simple fieldwork and observational skills to study the geography of their school and its grounds and the key human and physical features of its surrounding environment

**Year 1 Geography topics include:**

- Islands - comparing and contrasting different localities
- Basic mapping skills, co-ordinates and keys
- The weather
- Off on holiday - modes of transport
- Holiday destinations, focusing on seaside holidays
- Forest school – following simple maps and directions

## **History**

**During Year 1 and 2 the children are taught to identify:**

- changes within living memory.
- events beyond living memory that are significant nationally or globally [e.g., the Great Fire of London (Year 2), the first aeroplane flight or events commemorated through festivals or anniversaries]
- the lives of significant individuals in the past who have contributed to national and international achievements. Some are used to compare aspects of life in different periods [for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, LS Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell]
- significant historical events, people and places in their own locality

**Year 1 History topics taught over the year include:**

- Family Tree- timelines
- Life in the past for our families
- Homes from the past
- Victorian toys (hands on history sessions at the Museum of Somerset)
- Victorian seaside holidays

## **Forest School**

Forest School in Year 1 takes place in the first half of the Autumn term, the second half of the Spring term and all of the Summer term. These sessions may extend beyond the end of the school day.

The Forest School approach is a unique way to deliver the curriculum. It offers many opportunities to target all areas of the curriculum raising self-esteem, confidence, and encouraging independence and providing opportunities for active outdoor play and discovery. The outdoor environment provides opportunities to improve relationships and communication skills between all participants offering a memorable and valuable learning experience.

### **Our Forest School Sites**

In addition to our school grounds we will be using Combe Florey Wood and occasionally, Fyne Court, Otterhead Lakes and Castle Neroche.

Some woodland sites will have a circle seating area (logs) around a fire pit and wind breaks to provide protection from all weathers to create a safe and cosy enclosed area for a calm time around the fire.

## **A Typical Day at Forest School within our School Grounds:**

### **Health and Safety Checks**

Our Forest School leaders will ensure that each member of the group has appropriate clothing and footwear, and that the children have been to the toilet before leaving school. For activities in the woodland the children will be taken by minibus. The area is checked for any hazards and members of assisting staff are briefed on relevant safety issues.

### **The General Session Outline:**

- Welcome song
- Shouting out names
- 1,2,3 Where are you? A hide and seek game
- Introduction to the woodland activity
- Main activity
- Circle-time and feedback (This is an important part of the day when the children can reflect on their experiences at Forest School)
- Café time, when the children have a snack and a drink.

Each activity is designed around a theme and is age and ability appropriate. Individual progress is observed/monitored and a thorough evaluation process is used to ensure that aims and objectives are met.

### **Staff to Child Ratios**

Generally the staff to child ratio will be 4 adults to 20 children. When using sharp tools or fire the ratio will be 1 adult to 1 child. Tools are used in Forest School in a traditional woodland manner and are introduced gradually with a structured safety base with which the children become familiar. The use of tools in the wood promotes trust and self-confidence within the child; it develops both gross and fine motor skills.

### **Fire Safety**

The fire pit is positioned over 1½ metres away from the seating area. Children are taught the dangers of fire and how to remain safe at all times. No child is allowed near the fire without being under strict supervision by an adult. The children learn how fires are put out by watching the adults.

**Forest School is an immensely valuable and rewarding experience for all children.**

## **Languages – French**

### **Aims:**

- To give children an introduction to French in a lively and entertaining way
- To enable children to listen to and understand spoken French
- To give children lots of opportunities to speak French in a variety of situations

The emphasis is very much on spoken French. Children learn through a range of oral and practical activities and are actively involved in each lesson learning through a variety of mediums including song, rhyme, stories and games.

### **Year One**

Areas of teaching include:

- Name and greetings; Yes and No; Please and Thank You
- Seasons and weather
- Parts of the body
- Food
- Clothes
- Colours
- Animals
- Family
- Places
- Action words
- Counting up to 20

## **Physical Education**

The children develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They are able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.

Our children are taught to:

- master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities
- participate in team games, developing simple tactics for attacking and defending
- perform dances using simple movement patterns.
- Swimming - in the weekly Swimming lessons in our school pool, the children develop:
  - water confidence and learn to swim competently
  - a range of strokes effectively [for example, front crawl, backstroke and breaststroke]

### **The children take part in:**

- Games and athletic activities.
- Dance and gymnastics.
- Weekly swimming.
- Athletics, striking and fielding games (Summer term)

## **Music**

### **During Key Stage 1 our children are taught to:**

- use their voices expressively and creatively by singing songs and speaking chants and rhymes
- listen with concentration and understanding to a range of high-quality live and recorded music
- develop rhythm through singing and the use of a variety of tuned and untuned instruments
- experiment with, create, select and combine sounds using the inter-related dimensions of music

### **Areas of teaching include:**

Music Express teaching scheme – themes covered include ‘Sounds Interesting’, Christmas songs, ‘The Long and Short of it’, ‘Feel the pulse’ and ‘Taking Off’. In the Summer term we also learn Summer recital songs.

## **Personal Social and Health Education**

At Queen’s we value children as individuals and encourage them to develop as confident, independent learners. To support this we have incorporated the SEAL (Social and Emotional Aspects of Learning) into our PSHE curriculum and it underpins all that the children learn throughout each and every day, both at school and at home, about themselves and their place in the smaller and wider communities they find themselves in.

PSHE is taught both within the wider curriculum and as well as a discrete topic.

The range of areas focussed on and discussed include: friendship, healthy living, safety, personal development (emotional and physical), respect for self, others and the environment. Our approach to teaching creates happy, healthy, caring and positive children.

## **Somerset Total Communication (STC)**

Somerset Total Communication (STC) has been adopted throughout the Nursery and Pre-Prep. It is a valuable means of developing communication skills across the curriculum. Equally importantly, the children thoroughly enjoy learning STC.

## **Outings and Activities**

Throughout the year we provide a rich and varied selection of outings and activities to extend the children's experiences and learning. Examples of educational visits:

- Weekly Forest School sessions
- Visit to the lighthouses at Burnham-on-Sea
- Visits to and by the Museum of Somerset

## **Homework**

- Children are expected to read at home each day
- They are also encouraged to research and explore topics and bring in artefacts for Show and Tell
- Spellings linked to their Read Write Inc work are sent home each week

## **Assessment**

Assessment is an ongoing and integral part of everyday life in Year 1.

It is done in a variety of ways e.g. observation, discussion, marking work etc.

Our assessments focus on what the child can do and what they need to do next. It informs our planning and ensures that our teaching is geared to each individual child's needs.

In this way we are able to progress children at their own rate.

Each child has a Writing Record book (which contains his/her written work from Reception onwards) where assessed writing is kept: Autumn term (2 pieces) Spring term (1 piece) and Summer term (1 piece). The children also have individual English and Maths target cards which focus on specific next step targets for each individual child. A written Maths assessment is also given twice a year.

At the end of the year the children are assessed in Maths and English and the results are passed onto the Year Two teachers, to inform their planning for the next stage in the children's education.

## **Main Points Covered in the Year 1 Curriculum Meeting – September 2018**

- Weekly spellings sent home on a Monday and checked on the following Monday – please bring in spelling folders every Monday
- Reading books changed Mon, Weds, Fri - please ensure book bags are in school every day
- Take any opportunity to reinforce maths at home
- Please keep all P.E. kit and Forest School kit in school at all times

## **Conclusion**

The majority of information here relates to children's academic experiences within Year 1. However, there is far more to the 'curriculum' than just teaching. We focus on the child as a whole, nurturing and developing their confidence and independence. We aim to find each child's strengths and promote these to make them positive learners.

If you have any questions or concerns then please speak to your child's class teacher.