



## Addington Curriculum Overview - Continuous Units of Work Skills / Experiences Document Key Stage 1

*(Some pupils may continue to need access to the Foundation curriculum.  
There should be a deliberate brief repetition of Foundation content as a link into Key Stage 1)*

### English

*(See also 'Teaching  
Literacy at Addington  
School')*

### Speaking and Listening

New Vocabulary – use appropriately, explore the meanings and sounds of new words, objects of reference, signing and symbols, identify objects by function, sensitively rephrase pupils language to improve clarity and logic;  
Listening and responding to adults and with each other; group discussion;  
Questioning, predicting, responding in a general setting and specifically linked to theme; use the language of the theme in an appropriate setting - games or description  
Imaginative play, feelings portrayed through drama, drama games, role play

### Reading

Tactile stories, Tactile books; Make story books, shape books to match topics in theme; listen to a range of stories and be encouraged to re-tell in correct sequence; say why they liked / disliked a particular story; write for a range of purposes; identify rhyme; Initial sound recognition, link sound to letters, rhyming words, labelling words, matching object to object, object to pictures, word to object, patterns in words, CVC words, word recognition and word order, developing book skills, listening to stories, alliteration; recognise high frequency words; extend range of sight vocabulary and high frequency words; develop pleasure in reading; recognise and join in with predictable phrases

### Writing / Spelling / Punctuation / Grammar

Basic punctuation marks; capital letters and full stops; expect text to make sense; pencil skills, establishing / reinforcing left to right; establish correct pencil grip – at this stage intervene to help pupils hold a pencil effectively, copy patterns – trace, copy, dot to dot, letter formation, spacing and position on the page / line; recognise and use simple spelling patterns; upper and lower case letters

**Communication must be planned into every area of teaching and learning. Provide a language rich environment. Everyday situations should be used to extend language e.g. reading labels on packets, road signs. Literacy should be taught through every subject of the curriculum**

### English Genre - from

*'Implementing the Literacy  
Hour for Pupils with  
Learning Difficulties'*

**Simple stories** – Traditional nursery stories; stories with predictable structures and patterned language; Fairy/fantasy stories; stories from other cultures; different stories by the same author; plays; stories about fantasy worlds;

**Non-fiction** – Signs; labels; captions; lists; instructions; information texts; recounts of visits; events; observations; non-chronological reports; simple dictionaries; information texts, including recounts of observations, visits, events;

**Poetry** – Nursery rhymes; modern rhymes; chants; action verses; poems with predictable and patterned structures; a variety of poems on similar themes

**(Selection to be made from each of the above genre – for range of titles see list of suggested titles)**

<p><b><u>Technical Vocabulary List</u></b></p>	<p><b><u>Word</u></b> Word Letter Sounds First sounds</p>	<p><b><u>Text</u></b> Book Beginning End Page Story Poem</p>	<p><b><u>Sentence</u></b> Full stop Capital letter</p>
<p><b><u>Maths</u></b></p>	<p style="text-align: center;"><b><u>Numbers and the Number System</u></b> 1:1 correspondence, oral counting, rote count / recite numbers, quantity, conserve, read, write, name numbers; addition and subtraction; know pairs of numbers with a total of 10;</p> <p style="text-align: center;"><b><u>Calculations</u></b> Understand ‘more than’ and ‘less than’; understand ‘add’, ‘and’, ‘make’, ‘altogether’, ‘take away’; relate addition to combining two groups of objects; interpret mathematical statements</p> <p style="text-align: center;"><b><u>Solving Problems / Statistics</u></b> Talk about, recognise and recreate simple patterns, sequencing; begin to choose the correct operation to solve a problem; understand and use the vocabulary related to money; match, sort, compare and classify; classification / sorting of materials,</p> <p style="text-align: center;"><b><u>Measure, Shape and Space</u></b> Shape recognition, matching / sorting, naming and describing, 2D and 3D shapes; Measuring and size, comparisons; standard and non-standard measures for mass or capacity; Awareness of space – handling shapes fitting them together; use mathematical vocabulary to describe position, direction and movement; begin to understand the vocabulary related to time</p> <p style="text-align: center;"><b>Keep in perspective the needs of each individual pupil, balanced against the content of the Primary Framework for Literacy and Numeracy and the National Curriculum 2014 Guidance</b></p>		
<p><b><u>Science</u></b></p>	<p style="text-align: center;"><b>Use correct scientific vocabulary;</b> Concept Map to establish pupil knowledge at beginning and then at the end of teaching period; set up a fair test – predict what they think the outcome will be; begin to use reference material; compare ideas and communicate ideas using scientific language, drawings, charts and tables. See SOW for specific subject content <b>Safety must always be stressed in every lesson.</b></p>		
<p><b><u>PSHE</u></b></p>	<p style="text-align: center;">Personal health and safety; Understand that they must take turns and respect other people’s opinions; Acceptable behaviour / understand what is right and wrong; dining skills; Personal hygiene – clothing, bodies, personal needs; Independence, social awareness; be introduced to a range of people who help us; have the opportunity to meet and talk with people such as the school nurse, religious leaders; Awareness of the feelings of themselves and other people; learn about themselves and their family and friends; Develop ability to make choices; develop moral understanding e.g. ‘give and take’; develop play skills Environment – awareness of personal safety; road safety; care of living things <b>See SOW for details</b></p>		

<p><b><u>History</u></b> (Creative Curriculum)</p>	<p>Timetables, objects of reference – link to time of day, specific music used as an object of reference, photographs, symbols, time calling and related vocabulary, early, late, later; develop chronological understanding; News, yesterday / today / tomorrow; seasonal change; Celebration of birthdays; talk about own family, the past and the present, events in own life; Experience and investigate a variety of historical events and significant men, women and children; use a range of sources of information <b>See SOW for details</b></p>
<p><b><u>Geography</u></b> (Creative Curriculum)</p>	<p>Our immediate environment and beyond, Weather, Directions – following and giving, changing direction Follow directions – go on a walk using the school, grounds - describe location and environment. Can talk about where he / she lives, own environment, some features of the area; use geographical vocabulary; experience maps and plans <b>See SOW for details</b></p>
<p><b><u>Design and Technology</u></b> (Creative Curriculum)</p>	<p><u>Food technology</u> – experience making simple meals; spreading; make hot and cold drinks; experience safe and hygienic procedures for food preparation <u>Technology</u> – Make models, use a variety of materials e.g. clay, paper mache, salt dough, plasticine, paper, develop a variety of skills e.g. cutting, folding, joining, building, rolling, sticking, observing materials change; experience a range of equipment and tools; look at how mechanisms work; Discuss and describe what an object will look like when it is finished. With support select appropriate resources, tools and techniques they need to shape, assemble and join materials they are using; <b>See SOW for details</b></p>
<p><b><u>Art and Design</u></b> (Creative Curriculum)</p>	<p>Explore colour, texture, shape, form and space in two and three dimensions; Investigating and making, painting, sticking, cutting, colours, gluing, modelling, tie dyes, collage, screen printing, marbling, clay / dough, rubbings of a variety of materials, paper mache; Clay, rolling, bending / twisting, salt dough, changing / mixing colours Record from experience and imagination; look at a range of work by famous artists; investigate and use a variety of materials and processes; experience a range of tools and techniques; observe art from a range of cultures and times; Enjoy seeing own work displayed on the wall / in the classroom <b>See SOW for details</b></p>
<p><b><u>I.C.T.</u></b></p>	<p>Use I.C.T. to record events e.g. video, tape recorder and camera. Use of roller ball and mouse on computer; CD ROM; Develop personal skills; review and describe work completed; Develop individual word processing skills; experience how to retrieve information; Observe the use of ICT in the environment; Work together with a partner and show each other how to use ICT <b>See SOW for details</b></p>

<p><b><u>Music</u></b></p>	<p>Imitate sounds – use percussion instruments to reflect these sounds - rhythms; singing new songs – together / individually; pattern making; blowing, plucking, scraping, shaking, banging; music to reflect mood; pitch; tempo; pulse; follow a conductor; rehearsal and performance.          Compose some simple rhythms and patterns and devise simple ways of recording / writing down what has been composed.          Learn words to new and simple songs and perform individually and as a group          Music reflecting changes in mood – speed, pitch, volume; express an opinion on what they have done or heard  <b>See SOW for details</b></p>
<p><b><u>R.E. /Collective Worship</u></b></p>	<p>Introduce pupils to the concept of religious festivals – Christmas, Ramadan, Divali, Hanukkah, Sukkot, Harvest, Easter and the concept that there is more than one religion; experience the historical and living aspects of a faith; be introduced to the beliefs and practices of a faith; visit places of worship;          Family life, caring for animals and the environment in general; life cycles – brothers and sisters, new babies in the family; care for each other and care for themselves; kindness and thought for others; concepts of friendship; consider personal feelings;  <b>See SOW for details</b></p> <p><u>Collective Worship</u>          Sharing and praising each other, showing care and consideration, self esteem, focus on object of beauty, display, prayer.</p>
<p><b><u>P.E.</u></b></p>	<p>Move with confidence showing an awareness of safety; remember and repeat basic skills;          Ball skills; gymnastics; apparatus; floor; mats; different surfaces. Follow instructions and change directions. Bending, stretching, twisting, rolling – imitating movements e.g. hopping, slithering, crawling,          Show an awareness of space.          Recognise that changes occur in their body when they are active; experience / understand the importance of keeping fit and healthy –  <b>See SOW for details</b></p>