



# Year 1

## Information for Parents and Carers

### Curriculum 2018/2019

#### OUR VISION

At James Watt Primary School, we believe that every child deserves the best education we can provide. Each pupil has a right to be safe and happy at school so that they can:

- succeed in their studies;
- take responsibility for their own learning; and
- learn to love learning.

Wherever possible, we want children's work to be playful but absorbing, practical, and linked to real life. Learning should be deep, open-ended, enjoyable, and motivating.

We encourage children to become life-long learners, who are deeply respectful of others, and who value difference and celebrate diversity. We aim to provide pupils with the necessary skills and confidence to make informed decisions, enabling them to become responsible, productive and caring adults, who play a full and active part in life in modern Britain.

#### **To achieve this vision, we aim to:**

- provide a high standard of education for all our pupils through delivering a broad, balanced curriculum;
- create a safe and stimulating environment where all pupils feel happy, secure and valued;
- offer a range of enjoyable, stimulating learning experiences to enable all pupils to achieve, and to value life-long learning;
- promote and develop an attitude of care, understanding and respect for themselves, others, and the environment;
- enable pupils to become involved in making decisions that affect them;
- provide opportunities for children to develop as leaders.

We work in partnership with governors, parents and carers, and local communities, businesses and industries for the benefit of all. Our pupils are at the heart of everything we do, and our mission is to enhance their life-chances, choices, and economic futures.

## Inspiring Success in Year 1

The school has a full range of written policies on, for example, curriculum and homework behaviour; anti-bullying; equal opportunities; special educational needs and disabilities; child protection and safeguarding. Please click on the 'Policies' section of our website to see these.

**Please note that Year 1 National Statutory Phonic Check will take place in the week:**

**Monday 9<sup>th</sup> to Friday 13<sup>th</sup> June 2019**

Here is an overview of what we teach in English:

### Year 1 English

Various texts will be studied, incorporating phonics, spelling rules and strategies, grammatical awareness, and punctuation rules. We also help your children to develop skills in comprehension, reading and writing, and speaking and listening.

You are warmly invited to help your children in their studies, and to help you, here is an overview of their learning in English:

| <b>Year 1 English</b>                        |  |                             |   |                       |   |                           |
|--|--|-----------------------------|---|-----------------------|---|---------------------------|
|  | <b>Autumn</b>  |                             | <b>Spring</b>   |                       | <b>Summer</b>   |                           |
| <b>LINKED TOPICS</b>                         | SCHOOL DAYS  |                             | POLES APART   |                       | GET OUT OF MY SWAMP!  |                           |
| <b>CLASS TEXT/ VISUAL LITERACY</b>           | Miss Moon's Moonlight School<br><br>The day the crayons quit |                             | Various short texts and extracts  |                       | Shrek (Visual Literacy)<br><br>Various short texts and extracts |                           |
| <b>READING FOR PLEASURE ADDITIONAL TEXTS</b> | PROJECT X READING SCHEME<br><br>Old Bear<br>Jolly Tall       |                             | PROJECT X READING SCHEME<br>Violet the Pilot<br>Room on the Broom<br>The Gruffalo |                       | PROJECT X READING SCHEME<br><br>Range of fairy stories          |                           |
| <b>WRITING GENRE</b>                         | Character description  | Non-Fiction Fact-files      | Retell a story  | Writing poems         | Writing diaries   | Writing tradition stories |
|  | Labels and Captions  | Writing Non-Fiction reports | Setting and Character description   | Writing in Rhyme      | Writing reports   | Describing settings       |
|  | Letter writing   | Writing Information         | Story structures  | Character description | Writing a recount   |                           |
|  | Retelling a story  |                             |   |                       |   |                           |

## **SPaG - Spelling, Punctuation and Grammar**

The English grammar, punctuation and spelling curriculum develops your child's English skills in four key areas of learning: spelling, punctuation, grammar and vocabulary.

### **Reading at Home**

It is very important that your child becomes a confident and frequent reader. Reading together at home will support your child's learning at school. Please enjoy reading with your child every day.

#### **Here are some general strategies to try at home:**

- Talk about the book with your child before reading – you could introduce any words to them you think they will struggle with.
- Encourage your child to read a section again to make sure that it makes sense and to improve the expression.
- If they are finding a book difficult, don't ask your child to sound out every word – instead, focus on words you know that your child can read.
- Sometimes, read with your child (paired reading) or take it in turns to read a page.
- Draw your child's attention to repeated words – encourage them to read them by sight, instead of sounding out.
- Encourage your child to talk about what they are reading as they are going along, not just at the end – can they predict, comment, explain what's happening?
- Keep reading sessions short and enjoyable – reading should always be fun!

#### **Independent readers still need your support to develop as readers:**

- Discuss books with your children – try re-reading the same book so you can talk about it.
- Ask them to prepare a section to read aloud to you.
- Encourage them to ask you if they come across new words.
- Ask your child to read aloud to you from time to time.
- Encourage them to read a *range* of texts.

## Year 1 Mathematics

Mathematics is taught in line with the National Curriculum. Each year group will cover all areas of the subject as set out in the NC2014 document. During the teaching of these areas, real life problems/ puzzles and other challenge activities will be presented to pupils to provide them with the opportunities to select and apply the relevant mathematical knowledge and skills.

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/210969/NC\\_framework\\_document\\_-\\_FINAL.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/210969/NC_framework_document_-_FINAL.pdf)

- Number – Number and place value
- Number – Addition and subtraction
- Number – Multiplication and division
- Number – Fractions (including decimal and percentage)
- Number – Ratio and proportion (mainly Year 6)
- Algebra (mainly Year 6)
- Measurement
- Geometry – Properties of shape
- Geometry – Position and direction (excluding Year 3)
- Statistics

| Number – Number and place value   | Number – Addition and subtraction   | Number – Multiplication and division   | Number - Fractions  |
|---|---|--|---|
| <p>Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number</p> <p>count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens</p> <p>given a number, identify one more and one less</p> <p>identify and represent numbers using objects and pictures including the number line, and use the language of: equal to, more than, less than (fewer), most, least</p> <p>read and write numbers from 1 to 20 in numerals and words</p> | <p>Read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs</p> <p>represent and use number bonds and related subtraction facts within 20</p> <p>add and subtract one digit and two-digit numbers to 20, including zero</p> <p>solve one-step problems that involve addition and subtraction, using concrete objects and pictures, and missing number problems such as <math>7 = \square - 9</math>.</p>  | <p>Solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictures and arrays with the support of the teacher.</p> | <p>Recognise, find and name a half as one of two equal parts of an object, shape or quantity</p> <p>recognise, find and name a quarter as one of four equal parts of an object, shape or quantity</p> |
| <p>Geometry – Properties of shapes</p> <p>recognise and name common 2-D and 3-D shapes, including:</p> <p>2-D shapes [for example, rectangles (including squares), circles and triangles]</p> <p>3-D shapes [for example, cuboids (including cubes), pyramids and spheres].</p>   | <p>Measurement</p> <p>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]</p> <p>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]</p> |  | <p>Geometry – Position and direction</p> <p>describe position, direction and movement, including whole, half, quarter and three-quarter turns.</p>  |

Here is an overview of the curriculum for the other subjects:

| <b>Year 1 Subjects</b>   |   |   |   |   |   |  |
|--|---|---|---|---|---|--|
|  | <b>Autumn<br/>1<sup>st</sup> Term</b>   | <b>Autumn<br/>2<sup>nd</sup> Term</b>                     | <b>Spring<br/>1<sup>st</sup> Term</b>   | <b>Spring<br/>2<sup>nd</sup> Term</b>                           | <b>Summer<br/>1<sup>st</sup> Term</b>   | <b>Summer<br/>2<sup>nd</sup> Term</b>                |
| <b>Science</b>   | Identifying Materials   | Seasonal changes  | Everyday materials<br>(Comparing and identify materials)  | Parts of Animals<br>(including humans)                          | Plants<br>(identifying and Structure)   | Types of Animals                                     |
| <b>TOPIC<br/>(including History, Geography, Art, DT and Music)</b> | <u>SCHOOL DAYS</u><br>Changes in schools in the last 100 years<br><br>includes aspects of: <ul style="list-style-type: none"> <li>➤ Toys</li> <li>➤ Child, parent, grandparent (school)</li> <li>➤ Queen Victoria</li> </ul> |   | <u>POLES APART</u><br>Hot and Cold Countries<br> |   | <u>GET OUT OF MY SWAMP!'</u><br>Houses and Homes<br><br>Includes; <ul style="list-style-type: none"> <li>➤ Maps of fairy-tale lands</li> <li>➤ A local study (houses)</li> </ul> |  |
| <b>Religious Education</b>   | Cultivating Inclusion, identity and Belonging<br><br>Being Thankful   | Being Modest and Listening to Other<br><br>Expressing Joy | Being Fair and Just<br><br>Being Accountable  | Being Courageous and Confident<br><br>Being Loyal and Steadfast | Remembering Roots<br><br>Being Hopeful and Visionary  | Being Curious<br><br>Being Open, Honest and Truthful |
| <b>Physical Education</b>  | Gross Motor skills<br><br>Dance and Movement  | Gymnastics<br><br>Games                                   | Striking and fielding<br><br>Gymnastics   | Striking and fielding<br><br>Gymnastics                         | Gymnastics<br><br>Net and Wall  | Athletics  |
| <b>P.S.H.E. and British Values</b>                                 | New Beginnings<br><br>Life in Modern Britain  |   | Getting On<br><br>Life in Modern Britain  |   | Going For Goals<br><br>Life in Modern Britain   |  |
| <b>Computing</b>   | Algorithms  | Programming and Development                               | Data and Data Representation  | Hardware and Processing   | Communication and Networks  | Information Technology                               |

## Weekly Homework

- Learn list of spellings
- Learn multiplication tables
- 'Set homework, revision exercises and booster packs.
- Reading to an adult for 10 minutes every night from their school book. We ask adults to make a comment about the reading progress and then sign and date the reading record.

## Assessment

Assessment of all pupils takes place on an ongoing basis to enable teachers to plan and set work which is appropriate to the needs of each child. Throughout the year, pupils are assessed in the following ways:

- On-going: regular monitoring and assessment, following the school's marking policy.
- Every half term: Assessments in Mathematics; English; Spelling, Punctuation and Grammar; and Science.