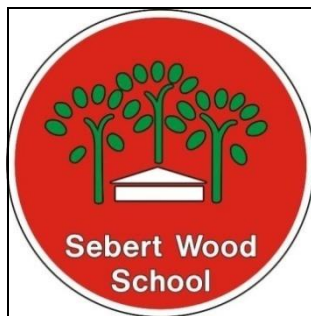




## Our Curriculum in Year 1

The Year 1 curriculum encourages the children's ability to learn independently. They continue to develop their literacy and numeracy skills in a range of written and practical activities. The learning is facilitated by hands-on experiences, such as our trip to Banham Zoo.



### **English**

At Sebert Wood, we use 'The Write Stuff', by Jane Considine, to drive the development of our pupils' writing skills. 'The Write Stuff' follows a method called Sentence Stacking where there is an emphasis on vocabulary, sentence structure and developing 'chunks of sense'.

An individual lesson is based on a sentence model, broken into three learning chunks. Each learning chunk has three sections:

**Initiate** section – a stimulus to capture the children's imagination and set up a sentence.

**Model** section – the teacher models a sentence(s) demonstrating the thoughts and processes of a writer and articulates writing choices.

**Enable** section – the children write their sentence, following the model.

A class sentence stack is created to celebrate children's sentences. This helps children to clearly see how a piece of writing is crafted and built before independently writing.

At the end of the unit of learning, children apply the skills they have learnt to their own piece of independent writing. After completing their independent piece of writing, the children have a dedicated session to edit their work. The final stage is to 'publish' their writing, where pupils are given the opportunity to demonstrate their best writing and presentation skills.

### **Reading**

There are many contexts in which the children develop reading skills. In our English lessons, phonics and during individual reading sessions we teach the children a range of skills and strategies. We foster an enjoyment of stories with regular story times.

### **Home – School Reading Books**

We provide a range of graded reading books for children to read in school and at home. These schemes have a particular emphasis on phonics and follow the phonics level pupils are being taught in class. Please read regularly with your child at home and encourage them to discuss the story and ways in which they work out unknown words. Books will be changed once your child has read their book twice.

### **Spoken Language**

Children have opportunities to speak and listen during class discussions, group work and in pairs throughout the curriculum. Each child has a turn to talk to the class and respond to questions when sharing their home learning tasks.

## **Maths**

Maths lessons are undertaken five days a week. Maths skills are also used during other curriculum areas. Maths sessions can involve mental challenges, practical activities and recording where appropriate. The scheme of learning follows White Rose Maths, which is followed by each year group. This scheme focuses on a mastery approach, looking at being able to exhibit both fluency and reasoning understanding and the ability to apply these skills in a number of problem-solving situations. These mathematical skills can be applied and are in evidence across the curriculum.

### **Number**

We teach using and applying, counting and understanding numbers (counting in 2's, 5's, 10's), knowing and using number facts, number bonds to 10 and 20 and calculating (addition, subtraction, money).

### **Shape and Space**

Children learn about the properties of 2D and 3D shape, measuring, including length, weight, capacity and time. These skills are taught in a 'hands on' practical way.

## **Science**

In science we build on the children's knowledge and curiosity of the world. Children learn about their bodies including their senses and naming external and internal body parts. We look at the different animal classifications. We explore different materials, their properties and their uses. They will learn about the four seasons and what plants need to stay alive and healthy. We will teach the concept of a fair test and use practical 'hands on' activities to support their learning.

## **Computing/Information Technology**

We follow the iLearn2 scheme of learning for Year 1. Children learn to use technology purposefully to create, organise, store, manipulate and retrieve digital content. Children are taught about e-safety and to use technology safely and respectfully, keeping personal information private and where to go for help and support when they have concerns about content or contact on the internet or other online technologies. Children have access to a bank of iPads and laptops.

## **Art and Design Technology**

Children are taught a variety of skills including colour mixing and painting using primary colours, close observational drawing, printing and sculpture. The children study art by a range of artists including Mark Rothko, Henri Matisse, Michelle Reader and Wassily Kandinsky. They then produce a piece of work in the style of that artist.

## **Music**

In Year 1 Music lessons the children will focus particularly on rhythm and pitch. They will explore the use of percussion instruments and have regular singing sessions. Songs are also used to aid learning across the Year 1 curriculum.

## **Humanities**

In Year 1 we compare the lives of Mary Seacole and Florence Nightingale. We learn about the evolution of transport and music devices. We look closely at our local area, using Google Earth and local walks. We use maps and globes to name countries and capital cities within the United Kingdom.

## **Physical Education**

We have two PE sessions each week, where we teach skills in games, gymnastics, creative dance, athletics and yoga. Children will learn skills and strategies that apply to many different sports. They will learn how to use and control a range of equipment, as well as their bodies. In dance, they will join this with their imagination to work creatively.

### **Personal and Social Education and Philosophy**

The children learn about the importance of rules, keeping safe and looking after our bodies. In Year 1 many areas of the PSHE curriculum are taught through stories, role play and discussion as events occur. Examples of this include how to share, and how to be a good friend.

### **Religious Education**

We follow Suffolk's Agreed Syllabus. We explore beliefs and questions about God and religion within Christianity and Judaism. We learn by studying the beliefs and actions of Christian children Andy and Clare, and Jewish children Hannah and Reuben. Themes covered include aspects of belonging, and the importance of stories from the Bible and Torah.