

(Year 1 and Year 2)

Key Stage 1 covers all the curriculum areas using a variety of different approaches, to address the needs of all ability children (aged 5-7 year olds) to build on the Foundation Stage and each individual child's stage of development. The teaching methods used are very flexible and involve whole class, small group and individual teaching, depending on the curriculum area being taught. The Literacy and Numeracy strategies are implemented and reference made to the proposed new Literacy and Mathematics curriculum to plan and deliver daily lessons. ICT supports all curriculum areas, when appropriate. A thematic approach is taken to cover other subjects with cross-curricular links made wherever possible. Problem solving activities and collaborative work supports creativity and provides children with opportunities to apply knowledge and skills they have learnt. There is a greater emphasis on adult led activities to prepare children for more formal learning in year 2.

Literacy

Literacy is a core subject of the National Curriculum. English Language Skills are the key to learning in all subject areas. All classes have a minimum of one hour of Literacy work every day. This incorporates shared reading and writing related to, for example, stories on the IWB and guided reading and writing in groups.

Reading

We aim to provide the children with enjoyable reading experiences which will produce confident readers who can use books effectively for pleasure and for information. Reading schemes are used to give structured progress, particularly in the early stages. Our Home Reading scheme encourages parents to support children in acquiring the "reading habit" at home. The reading scheme includes a range of phonics reading books to match the Letters and Sounds phonics scheme used in school.

Shared Reading

Texts are enlarged with access for the whole class using the interactive whiteboard through the Visualiser, the Internet, Big Books or class texts

Guided Reading

The same text read by a group of children of similar ability with the teacher and the teaching assistant. This provides opportunities for developing fluency, expression and comprehension of the text. This is done with all key stage 1 children at least once a week.

Individual Reading

Some children read one-to-one with an adult. Parents/carers are encouraged to help children at home by practising words, reading and discussing books and hearing them read. The school has a reward system for children reading regularly at home.

Phonics

All children have a daily phonics session where they learn to recognise sounds and letters. They then use this to help with their reading, writing and spelling. We use ReadWriteInc which has its own area of our website.

Speaking and Listening

These skills are vital in all learning and social situations. We encourage the children to listen carefully to others and to speak clearly and confidently in discussions. Role playing in sessions and class presentations of work, help to provide enjoyable opportunities to extend oral skills. Our work with Building Learning Power gives children the skills to converse well with each other as well as adults.

Writing

Children plan a range of writing including imaginative stories, poems, letters, instructions, lists and reports. Grammar, spelling, punctuation and dictionary skills are taught to enable communication to be effective. Sometimes groups of children produce collaborative writing. Opportunities for sharing good work are provided by reading this to other children or adults, or by having it displayed. Neat presentation and handwriting skills are encouraged and practised throughout the school. We also teach computer word processing skills. We use examples of good literature as the starting point for children's own imaginative writing and we place great value on story telling throughout the school. We use Pie Corbett as a model for storytelling. For more information on this go to YouTube and enter 'Pie Corbett Talk for Writing'.

Maths

Maths is differentiated throughout key stage one as a whole. Children are taught in ability groups to ensure that children are well challenged, stretched and supported.

The ability to use mathematical skills will advantage our children throughout their lives. In mathematics our aims are:

- To enable children to enjoy mathematics in a practical way as a tool for problem solving.
- To increase children's confidence in using mathematics, in making decisions, in explaining, discussing and asking questions.
- To develop children's ability to organise, communicate and manipulate information and to predict and describe patterns.
- To apply mathematical concepts, skills and knowledge to other areas of the curriculum.

We follow the National curriculum where the main emphasis is to develop a true understanding of number and mental agility.

Children will have the opportunities to use:

- Practical resources – to aid understanding of new concepts and reinforce previously learnt concepts.

- Mental arithmetic – accurate mental agility is a key life skill.
- Mathematical Language – use of correct mathematical terms is encouraged at all levels and ages.
- Problem solving strategies – continuously
- The outside learning environment – to aid collaborative learning, discussion, reasoning, enquiry and large scale movement.
- Technology – Interactive White Boards and Visualisers are in all Year 1, Year 2 and Foundation 2 classrooms, encouraging even greater enthusiasm for mathematics in our school. Tablets can be used daily during Numeracy lessons to provide exciting and stimulating activities and to enhance the teaching and learning of all areas. A range of programmable toys are available to all children to support the learning of position, direction and movement.
- The rich website is used to find exciting and useful games and we recommend this website to parents/carers to help at home.
- Each classroom has a selection of games which can be borrowed at any time to play at home.

Science

Children are naturally curious. Science provides opportunities to explore, investigate and ask questions. By using these skills the children are able to have fun and solve some mysteries using their extensive knowledge and understanding of the world around them. A great emphasis in Science is on the practical work that is carried out, none more so than in Foundation Stage where the children are taught through play and hands-on experience. As the children move into Key Stage 1 they continue to experience a range of exciting practical activities. Science incorporates specific key skills that enable children to successfully carry out an investigation of their own. These skills are taught through careful, progressive planning.

Teaching is enhanced by the extensive range of exciting teaching and learning resources, the surrounding environment and the visit of outside agencies, such as theatre groups. All of these features enable the children to continue their thirst for knowledge through exploiting every opportunity in Science.

Computing

We have a very wide range of ICT within the school. Children are allowed access to this as an invaluable tool to enhance their learning. Lessons are planned from the national curriculum and children's interests.

The Internet is based on the County Broadband network ensuring safety within school. All classes have Interactive Whiteboards and Visualisers. There are also tablets available in lessons to encourage use of the Internet for research skills, word processing etc. With a range of audio, visual and control technology available for any age class to use, an exciting and ever changing learning environment is created. Children of all learning styles can access these at their own level. ICT is used across the curriculum wherever it can to support and enhance the teaching and learning in the classroom.

All children are taught safety as part of their computing curriculum.

Design and Technology

Design and Technology allows children the opportunity to design and develop purposeful, practical skills using a basic range of tools and materials. The design process begins with investigation and evaluation of completed products from a range of designers. This enquiry based process then feeds in to the children's own designs with an appreciation of the need for good design. Through focused practical tasks the children are taught techniques such as cutting, forming and joining which are applied when creating their own models.

Personal, Social and Health Education, Social and Emotional Aspects of Learning and

Building Learning Power

These help to give children the knowledge, skills and understanding they need to lead confident, healthy and independent lives and to become informed, active and responsible citizens. Through sessions in class and assemblies, the children are given opportunities to share, discuss and extend their own ideas, attitudes and values. In doing so, they learn to recognise their own worth, work well with others and become increasingly responsible for their own learning. They reflect on their experiences and understand how they are developing personally and socially, tackling many of the moral, social and cultural issues that are part of growing up. They learn to understand and respect diversity and differences so that they can go on to form effective, fulfilling relationships that are an essential part of life and learning.

Geography

We aim to develop children's geographical knowledge, skills and understanding as well as a fascination about the world and its people. Activities are based on direct first-hand experiences which focus on the immediate locality of the school and go on to explore contrasting localities at home and overseas both in physical and human terms. We aim to support children in developing knowledge of the world, the United Kingdom and the immediate locality. The children are taught geographical vocabulary to refer to human and physical features. The use of resources such as aerial photographs, atlases, maps making reference to compass directions and plans with basic symbols in a key, support geography teaching.

Music

Music is a powerful and unique form of communication that can change the way pupils feel, think and act. We aim to develop pupils' understanding, knowledge, skills and enjoyment of music through an active involvement in composing, performing, listening and appraising. The children are encouraged to appreciate the richness of musical traditions in a variety of cultures, including our own. Children's level of concentration and audio skills are improved through listening to, repeating and creating rhythms. Singing practices are held weekly assembly and the children have access to recorder lessons where musical notation is introduced. We also have a very popular choir which performs around the community.

Art

The purpose of Art is to stimulate the children's imaginations and creativity. We provide a variety of visual, tactile and sensory experiences for them. The children are able to express themselves using a variety of mediums including drawing, painting and sculpture. Many skills and techniques are taught, including colour mixing from a basic palette, choosing the correct materials for a purpose and access to creative areas enable children to select from a range of materials to apply skills in child initiated activities. Techniques in using colour, pattern, different textures, lines, shapes and forms enable children to create a variety of pictures. A range of artists and sculptors work is explored and used to stimulate children's own work. The children are encouraged to work on collaborative projects as well as on individual ones.

History

We encourage children to ask questions and discuss the past, making comparisons with their world as it is now. Artefacts, books, photographs, internet sites and re-enacting simple everyday situations from the past all help to raise awareness of the passage of time and develop the children's understanding of simple vocabulary such as 'before', 'after', 'past', 'present', 'then' and 'now'. The lives of significant individuals in Britain's past who, have contributed to our nation's achievements and influenced the way we live today, are investigated. Key historical events and people are studied and festivals that may be associated that are commemorated throughout the year are taught to broaden children's understanding of their nation's history.

P.E.

The purpose of physical education is to enable all pupils to work towards becoming independently active within the school and community, as well as increasing children's confidence and well-being.

It is important for all children to have the opportunity to develop their physical skills. We aim to provide these opportunities via a wide variety of activities. Through planned lessons, for Gymnastics, Dance and Game Skills, in the hall, on the field, the playground and during after school clubs a wide variety of sporting opportunities are offered.

The school strongly advocates competitive sport as well and is very involved in local competitions. Children with specific sporting talents are selected to represent the school for these events. We have a very successful track record for not only winning, but exemplifying excellent team work skills and setting an example in the presentation of our sports teams and individuals. The year 2 children have the opportunity to take part in hockey, tag rugby, gymnastics, football, cross country, tennis and dance competitions and festivals with the support of sporting parents and local specialists. Sporting agencies use the school premises to provide lots of after school clubs such as gymnastics, martial arts, tennis, ultimate Frisbee, football and multi-skills

Religious Education

Religious Education is based on the Nottinghamshire County Council Agreed Syllabus. We seek to contribute educationally to the development of pupils as individuals and members of society by fostering a reflective approach to life in the context of a growing understanding of the experiences, attitudes, beliefs and religious practices of mankind. The main religion studied will be Christianity, but children also have the chance to learn about festivals and customs in some of the major faiths. They are encouraged to empathise, discuss, compare and analyse some of the key ideas which lie behind these traditions. Whole school assemblies are held which give opportunities for children to share experiences and feel part of the wider school family. Assembly schedules are shared with parents via text messages. All children are expected to participate in Religious Education and Collective Worship unless their parents have made a formal request to the Headteacher for their child to be withdrawn.