



RED HOUSE
SCHOOL

Year 1 Curriculum Booklet

AN EDUCATION
ENJOYED

KEY STAGE ONE (KS1)

Key Stage 1 is for Years 1 and 2 (5, 6 and 7-year-olds).

The education we offer to our children in Key Stage One is based on the following principles:

It offers a smooth educational and emotional transition from one phase EYFS (Early Years Foundation Stage) to the next (KS1).

It builds on what our children already know and understand.

It ensures that no child is excluded or disadvantaged and each child is well known to all staff.

It offers a structure for learning that has a range of starting points, content that matches the needs and ages of the children, and activities that provide opportunities for learning both indoors and outdoors.

It provides a rich, stimulating, and calm environment for learning.

It provides planned activities to develop all children's social and emotional skills and wellbeing.

Where appropriate, it offers high expectations and challenges at a pace suitable for everyone.

YEAR 1 CURRICULUM

The Year 1 Curriculum focuses on building essential skills in core subjects such as English, Mathematics, Science, and Computing. In addition, children will be encouraged to develop social and emotional skills, such as cooperation, communication, empathy and problem-solving. Creativity will be nurtured through Art, Music, imaginative play and storytelling. The children will be given opportunities for creative tasks such as writing, role-play and design where they can explore different perspectives and scenarios.

Children in Year 1 will have four lessons each day. With a 20-minute break at 10:50 am and a one-hour lunch at 12:30 pm.

CONTENTS

INTRODUCTION FROM THE HEAD OF THE JUNIOR SCHOOL

Subjects studied in Year 1 (each taught by the class teacher, unless otherwise stated):

Art

Computing

Design Technology

English

French

Geography

History

Mathematics

Music (Mrs Bell)

PSHE & RSE

Physical Education & Games (Miss Cummings)

Religious Studies

Science

HOMEWORK

FURTHER ADVICE AND HELP

INTRODUCTION FROM THE HEAD OF THE JUNIOR SCHOOL

Our vibrant family atmosphere is a great strength at Red House Junior School and this is highly valued by children and parents. We enjoy challenging each other, working hard and having plenty of fun!

Children are happy and confident with a 'can-do' attitude. They feel comfortable to take risks and to learn from mistakes. Through hard work and determination to be the best that they can be, they see great success. Developing self-belief and resilience from an early age is paramount with benefits stretching far beyond their time at Red House.

At the Junior School we pride ourselves on focusing on the individual child. Teachers form strong bonds with the children in their class. By understanding and treating every child as an individual they discover their unique personalities, interests and abilities. Teaching can then be tailored to suit the needs of pupils.

A handwritten signature in black ink, appearing to read 'Simon Haywood', with a horizontal line underneath.

Simon Haywood.

(Head of the Junior School)

ART

Overview

Through the Art curriculum, children in Year 1 will focus on various forms of artistic expression and creativity. The main objectives of the Art curriculum at this stage are to nurture children's imagination, develop their fine motor skills and encourage self-expression through Art.

Curriculum Content

Autumn Term:

This term the children will be looking at 'nature sculptures'. They will learn about different kinds of nature sculptures and explore the work of Andy Goldsworthy and other environmental artists. They will use a range of techniques using natural materials including, model making, observational drawing, collecting materials, ephemeral land art and group sculpture building. They will then create a multimedia collage to bring together and celebrate their work.

Spring Term:

This term the children will be looking at fabrics. They will learn about the two textiles techniques, weaving and wax-resist dyeing; making their own products using the techniques. Children will weave paper and other materials to create under-the-sea placemats, inspired by craft makers around the world and the textile artist Gunta St Olzl. Children will learn about the decorative art of Gustav Klimt before adding decoration to their placemats. They will then use their paper weaving skills to create a Mother's Day basket gift.

Summer Term:

For their Art topic this half term, the children will be studying portraits. They will use different materials and techniques such as??? when making their own portraits and will explore and take inspiration from the work of Pablo Picasso, Paul Klee, Henri Matisse and Andy Warhol.

Assessment

The subject of Art is informally assessed by the teacher each term.

Differentiation

Within the Art schemes of work, it is expected that most lessons are differentiated by the outcome. Where necessary, support is given to meet a child's individual needs. For more able children there are extension tasks provided in many of the lessons.

COMPUTING

Overview

The Computing curriculum in Year 1 introduces children to the fundamental concepts of technology and digital literacy. The main expectations in computing at Year 1 are a focus on developing their understanding of basic computer skills, digital tools and online safety.

Curriculum Content

Autumn Term:

During the first half term, the focus will be on teaching the children the basic computer skills that they will need to be able to use a desktop or laptop computer. They will learn how to use a computer mouse and how to switch on and shut down a computer. They will apply their mouse skills by launching applications, manipulating windows and opening and saving files and folders. The children will then practise their clicking skills and learn how to drag objects. During the second half term, the children will begin to learn the principles of programming through the use of Bee-Bots and other programmable toys. They will be introduced to algorithms as a set of step-by-step instructions given to a device and will learn how to debug simple algorithms and how to use logical reasoning to predict how a program will behave. They will also be using the iPad to record videos linked to the 'instructions' unit in English and the 'weather' unit in Geography.

SMART rules will continue to be embedded throughout the units and the importance of e-safety will underpin all lessons.

Spring Term:

This term the children will use a simple painting program to paint with different colours and brushes, create shapes, fill areas, undo and redo, and add text. They will learn how to save and retrieve their work. Later in the term, the focus will be on teaching the children the basic computer skills that they will need to be able to use a desktop or laptop computer. They will learn how to use a computer mouse or a trackpad and how to switch on and shut down a computer. They will apply their mouse or trackpad skills by launching applications, manipulating windows and opening and saving files and folders. The children will then practise their clicking skills and learn how to drag objects, either using a mouse or trackpad. As part of Safer Internet Day, children will learn the importance of staying safe online and explore respect and relationships online.

Summer Term:

The children will be encouraged to type with two hands, learn to use the shift, space and enter key properly, and edit work by using the backspace, delete and arrow keys. Children will then go on to learn how to use undo and redo and to select and format text. They will then move onto creating a poster using a paint program. The children will explore brush strokes and colours to complete their paint project. SMART rules will continue to be embedded throughout the units and specific lessons on, 'What is an email?' and 'Keeping safe online.' will be taught. Should you have any questions regarding online safety please arrange to speak to the ICT Coordinator Lucy Waldoock, via the Junior School office jodie.mason@redhouseschool.co.uk

Assessment

The subject of Computing is informally assessed by the teacher each term.

Differentiation

Within the schemes of work, it is expected that most lessons are differentiated by the outcome and by the support and scaffolding children are given to meet their individual needs. For more able children there are extension tasks provided in many of the lessons.

DESIGN TECHNOLOGY

Overview

Children will be introduced to the basics of design thinking, creativity, and simple construction skills. The main expectations revolve around developing their understanding of the design process, and exploring and using basic tools and materials. They will be encouraged to foster their creativity through hands-on projects and then be able to evaluate their work and that of their peers.

Curriculum Content

Autumn Term:

During the first half term the children will learn all about different fabrics. They will explore and become familiar with the names of different fabrics and learn how to choose and manipulate fabrics to create different effects; they will also learn how to join fabrics in a variety of ways. They will then get the chance to apply all of these skills to help them create their own fabric face which they will evaluate.

Spring Term:

During the first half term the children will learn about mechanisms. Linked to their studies of Traditional Tales in English, they will learn how sections of the stories can be made into a moving picture using levers, wheels and sliders. They will then get the chance to create their own moving picture centred on the story of 'The Three Billy Goats Gruff'.

Summer Term:

During the second half of the term, the children will cover the unit 'Dips and Dippers'. It will teach them good food hygiene rules and how to use kitchen equipment to prepare food safely. The children will be allowed to apply these skills in our STEAM room when making and then evaluating a healthy dip and dippers. They will also learn the importance of eating a healthy and varied diet.

Assessment

The subject of Design Technology is informally assessed by the teacher each term.

Differentiation

Within the Design and technology schemes of work, it is expected that most lessons are differentiated by the outcome. Support will be given to meet the individual needs of children when necessary. For more able children there are extension tasks provided in many of the lessons.

ENGLISH

Overview

The English curriculum focuses on building foundational language skills. Children engage in activities that enhance their reading, writing, speaking and listening abilities. Reading comprehension is emphasised through stories, poems and informational texts to develop understanding and vocabulary. Writing tasks include forming sentences, paragraphs and simple narratives to encourage expression and creativity. Children also learn basic grammar rules and punctuation to support their writing skills and speaking and listening activities promote communication and comprehension. Children learn alternative graphemes to aid spelling and will continue to move through the KS1 spelling lists. Children are expected to present their work neatly.

Curriculum Content

Autumn Term:

This term the children will listen to a range of fiction stories and retell them in their own words through role play. They will be using their senses to explore the weather, mud and the playground as they enjoy listening to a range of poetry. They will then come up with new vocabulary and sound effects and use real and invented words to describe what they feel - linking it all to their own experiences. Later in the term, the children will be learning how to write instructions and creating their own set of instructions for something they have made. In phonics the children will revise initial letter sounds along with consonant and vowel digraphs. Spelling patterns and rules will be taught weekly and reading aloud will be practised regularly each week.

Spring Term:

This term the children will listen to a range of traditional tales and study Ghanaian Goldilocks. They will then use what they have learnt to write their own version of the modern fairy tale. Later in the term, children explore the Big Question: Why do elephants have big ears? They read the interactive eBook, find information and learn how to write labels and captions. They will then plan and write their own report, based on what they have found. In phonics the children will revise consonant and vowel digraphs and begin to learn alternative ways of representing these sounds. Spelling patterns and rules will be taught weekly and reading aloud will be practised regularly each week.

Summer Term:

The children will read and explore fantasy stories and focus on how descriptive language can be used to create interesting and imaginative settings. They will also explore the Big Question: What is the best job? They will read the interactive eBook, find information and use drama to explore different job roles. Later in the term, the children will learn about the features of report writing and use their trip to write their own detailed report. In phonics, the children will continue to learn and revise digraph and trigraph sounds, through daily activities. Spelling patterns and rules will be taught weekly and reading aloud will be practised regularly.

Assessment

Throughout the year, teachers will assess children's writing against a series of age-related criteria. Children will be given writing targets and the next steps for learning. Writing is also moderated in teams and across Key Stages each term.

Differentiation and Support for MAGT Children

In English, differentiation can be achieved in different ways. Most commonly, by assigning children various tasks including a core, support, and an extended activity to cater to different levels of understanding. The outcomes may vary based on individual abilities. In addition, grouping or pairing children may be used and each group may be accompanied by a teacher or a teaching assistant to support or extend the group. Support through additional resources is available to aid children as needed, allowing for flexibility and based on individual requirements.

FRENCH

Overview

Children continue their journey of learning French by being introduced to basic vocabulary, phrases and simple language structures. The focus is on developing an awareness and appreciation of the French language and culture in a fun and interactive way. Through songs, games and stories children build a foundation in French vocabulary related to everyday topics such as greetings, numbers and colours.

Curriculum Content

Autumn Term:

Pupils will continue to revise simple greetings, days of the week and numbers to 10. They will learn some simple classroom instructions and begin to use them in their everyday classroom life.

Spring Term:

This term, the children will continue to broaden their vocabulary and develop accurate pronunciation in greetings and conversation openers. They will continue to revise simple greetings, days of the week and numbers to 10.

Summer Term:

This term, the children will continue to broaden their vocabulary and develop accurate pronunciation in greetings and conversation openers.

Assessment

Throughout the year, children' speaking, listening and writing skills will be assessed through informal tasks and quizzes to allow teachers to plan the next steps for learning.

Differentiation and Support for MAGT Children

More able children are guided towards tasks that encourage them to develop their French speaking skills and pronunciation. Higher-level questioning allows them to become more flexible, spontaneous and creative language learners.

GEOGRAPHY

Overview

In Year 1, the Geography curriculum introduces children to basic concepts relating to the world around them. They will develop their geographical knowledge, such as their immediate environment, different types of landscapes and basic map reading skills. They will learn about the cardinal directions, simple physical features and the concept of location.

Curriculum Content

Autumn Term:

During the autumn term, the children will learn about the different types of weather in their immediate environment along with the four seasons. They will embark on studies of hot and cold areas of the world and the impact of weather types in these environments. Children will have opportunities to observe and record the weather, present their own weather forecasts and make valuable links with Science, Computing and Maths.

Spring Term:

During the spring term, the children will explore their school environment and begin to recognise familiar places in their local area. They will use maps and simple compass directions to plan and follow a route and make simple observations about the geography of the classroom and school. They will learn how to write an address in the correct order, including their own and that of the school.

Summer Term:

During the summer term, the children will explore their school environment and begin to recognise familiar places in their local area. They will use maps and simple compass directions to plan and follow a route and make simple observations about the geography of the classroom and school. They will learn how to write an address in the correct order, including their own and that of the school.

Assessment

Formative assessment will be used throughout the year to assess children's progress against age-related expectations.

Differentiation and Support for MAGT Children

Children identified as having a talent for Geography will be provided with extension activities to further develop their skills. Activities will be adapted where required to provide additional support.

HISTORY

Overview

By learning about the past, Year 1 children develop a sense of chronology, historical empathy, and an appreciation for different cultures and traditions. By asking questions about the past and making connections between the past and present, children are developing critical thinking skills. History lessons spark curiosity and broaden perspectives laying a life-long foundation and preparing the children for future learning.

Curriculum Content

Autumn Term:

Children will be studying about toys through the 20th century and the early 21st century. Firstly, the children will think about their favourite toy from today and then look at toys which were popular when their parents and grandparents were children. They will develop a range of historical skills such as: asking and answering questions, identifying and interpreting different sources and recognising change and exploring how this influences them today.

Spring Term:

The history of transport will develop an understanding of the ways in which travel and how transport has changed throughout history. The topic will focus on early travel methods of the Vikings, through to the invention of cars, trains and aeroplanes. They will also study how George Stephenson and the Wright brothers were involved in the development of different types of transport.

Summer Term:

The children will study the history unit 'War and Remembrance', which focuses on some aspects of the First World War and Remembrance Day. The children will also find out about Walter Tull, a significant individual in British history who was the first black British Army officer. They will deepen their historical awareness and understanding by studying photographic primary sources and taking part in speaking and listening activities. As well as finding out why and how Remembrance Day is marked, the unit covers the experiences of soldiers in the trenches, the animals who helped them and the importance of women's roles on the Home Front.

Assessment

At the end of each unit, teachers carry out a formative assessment of the children's progress and attainment.

Differentiation and Support for MAGT Children

Extension tasks are built into all units to provide challenges for children with a talent for History. Tasks and resources are adapted where children require additional support.

MATHEMATICS

Overview

At this stage, the importance of the Mathematics curriculum lies in building a strong foundation to develop confidence and foster a positive attitude towards mathematics. Split into two main areas, the children will learn arithmetic, and problem-solving and reasoning. They will engage in hands-on activities, games and enjoy mathematical challenges which will extend their learning.

Curriculum Content

Autumn Term:

During the autumn term the children will build on the mental strategies for addition and subtraction. They will practise recalling number bonds to 10 and doubles of numbers. They will continue to develop their understanding of place value and comparing and ordering numbers up to 20. They will be introduced to part-whole models and practise different ways of partitioning 10. They will then use part-whole models to write and compare number bonds. They will be introduced to language associated with addition and subtraction, and count on and back using a number line. They will learn the names and properties of 2D shapes and use Venn and Carroll diagrams to sort them. Mental arithmetic will be practised every week as well as practical problem solving.

Spring Term:

During the Spring term, the children will rehearse place value in 2-digit numbers, order them on a number line and find $\frac{1}{10}$ more/less than a given number. They will continue to practise recalling number bonds to 10 and doubles/halves of numbers. Fractions will be introduced, with the focus being on halves and quarters and children will develop their skills of counting in 2s, 5s and 10s and begin to link this to the related times tables. They will learn the names and properties of 3D shapes and develop their understanding of telling the time to the nearest half and quarter hour. Mental arithmetic will be practised every week as well as practical problem solving.

Summer Term:

The children will rehearse place value in 2-digit numbers, identifying 10s and 1s, and find $\frac{1}{10}$ more/less than a given number. They will continue to practise the instant recall of number bonds to 10 and doubles/halves of numbers. Children will work with coins, adding amounts and recognising equivalent values. Fractions will be taught and children will have practical activities to help them understand halves and quarters of objects and then numbers. The children will be encouraged to develop their multiplication knowledge linked to skip-counting in 2s, 5s and 10s. They will learn to tell the time to the half hour and quarter hour on both an analogue and digital clock as well as drawing hands on an analogue clock. Mental arithmetic will be practised weekly and practical problem solving, linked to all areas, will be encouraged.

Assessment

Regular quizzes are used throughout the year to identify next steps for learning. End-of-unit tests are used in Key stages 1 and 2 (Years 1-6) to check children's progress. In addition, children in Key Stages 1 and 2 will be assessed in Arithmetic and Reasoning at the end of each term; these scores are recorded and shared with Key Stage Leads to identify any interventions that may be required.

Differentiation and Support for MAGT Children

Differentiation is provided through adult support, use of resources, retrieval practice and timely intervention. MAGT children will be offered extension tasks to take their learning to the next level.

MUSIC

Overview

The curriculum for Music aims to ensure that all pupils perform, listen to, review and evaluate music, learn to sing and to use their voices, create and compose music on their own and with others, and understand and explore how music is created, through the inter-related dimensions of pitch, duration, dynamics, tempo, timbre, texture, and structure. These are explored and delivered through the three main components of listening, performing and composing.

Curriculum Content

Autumn Term:

The children will be playing musical games with an emphasis on the exploration of beat. They will be singing Harvest songs and preparing for the Christmas production.

Spring Term:

The children will spend the first part of this term exploring long and short sounds. They will listen to sounds in the environment around us and in music, as well as creating their own with a variety of instruments. During the second half of the term the children will enjoy an Animal themed unit, alongside preparing for Mother's Day and Easter celebrations.

Summer Term:

With Mrs Bell, the children will spend the first part of this term exploring sounds. This unit will offer them the opportunity to explore all the percussion instruments we have in school, to improve their control whilst playing and to choose and organise sounds. During the second half of the term, the children will be developing their vocal skills whilst preparing for our Festival of Achievement.

Assessment

The subject of Music is informally assessed by the teacher each term. By the end of Year 1, most children can:

- use their voice to sing with some expression and creativity
- play tuned and untuned instruments with increasing control
- listen with concentration and some understanding to a range of music
- experiment with, create, select and combine sounds using the inter-related dimensions of music.

Differentiation and Support for MAGT Children

Within the Music schemes of work, it is expected that most lessons are differentiated by the outcome. Where necessary, support is given to meet a child's individual needs. For more able children there are extension tasks provided in many of the lessons.

PSHE & RSE

Overview

PSHE plays a vital role in helping young children develop life skills, understand their emotions and build positive relationships. By promoting positive behaviour and equipping the children with the knowledge and skills to navigate various aspects of their personal and social lives, they adopt healthy habits and have a strong foundation for personal growth, wellbeing and future success.

Curriculum Content

Autumn Term:

During the first half term the pupils will learn about the importance of having high aspirations. They will start by discussing positive views of themselves and will then identify how having a positive learning attitude can help them tackle and achieve new learning challenges and improve learning outcomes. They will continue to take part in weekly mindfulness sessions through the 'well-being Wednesday' lessons. During the second half term, they will explore the VIPs (Very Important Persons) and the ways in which they can develop positive relationships with them. It will enable children to identify who the special people in their life are and what makes someone a special person.

Spring Term:

During the first half term the children will learn about road safety and ways to keep themselves safe, including what to do in an emergency. They will continue to take part in weekly mindfulness sessions through the 'well-being Wednesday' lessons. During the second half term, the children will focus on managing their feelings and behaviours. They will learn strategies to support themselves and others when feeling a range of emotions, including, worried, nervous and proud.

Summer Term:

During the first half of the term, the children will focus on relationships, including working together, being kind and dealing with bullying and teasing. They will continue to take part in weekly mindfulness sessions through the 'well-being Wednesday' lessons. During the second half of the term, and as part of the school's RSE curriculum, the children will revise the correct terminology for body parts and focus on ways of taking care of themselves, including sleeping well, good hygiene, brushing teeth and eating healthily. If you have any questions regarding the RSE curriculum, please arrange to speak with Mrs Cooper the KS1 Coordinator, via the Junior School office @ jodie.mason@redhouseschool.co.uk

Assessment

Teachers carry out formative assessments throughout the academic year.

Differentiation and Support for MAGT Children

Children are encouraged to stretch their thinking through extended questioning. They are also challenged to begin to form their own arguments and justify their opinions. Support is provided for children as required.

PHYSICAL EDUCATION & GAMES

Overview

The children experience a range of PE activities in the course of the year. Their lessons will cover Dance, Gymnastics and Games skills in the autumn and spring terms. In the final term, they will still work on summer season Games skills, but the main focus of the children is in covering a range of Athletics skills which culminate in Sports Day, which takes place in June. Throughout the year, the children learn about fitness and how being active benefits physical, mental and social wellbeing.

Curriculum Content

Autumn Term:

This term the children will be focusing on props and counting as they learn dance sequences. They will learn dances called 'Streamers' and 'Playing with a Ball'. In their Games lessons, the children will focus on throwing and catching large balls. In Gymnastics later in the term, Year 1 will work on travelling, supporting and transference of weight, where they will create short sequences in small groups.

Spring Term:

The children will enjoy PE sessions on dance where this term, they will create dances based on stories and images, such as 'Jack and the Beanstalk'. Games will focus on rolling and bowling large balls and include rolling and bowling games, including dodgeball. After half term, the children will continue to work on travelling, supporting and transference of weight in Gymnastics and in Games will enjoy thinking about their kicking skills.

Summer Term:

The children will enjoy PE lessons focusing on Sports Day events. They will work on sprint, sack, egg and spoon, skipping and beanbag races. They will also work on their balancing and agility skills as they prepare for an obstacle course race. This will also be an opportunity for them to create their own obstacle courses. In their other PE lessons, the children will enjoy games, where they will practise striking and fielding skills, leading to some basic rounders-type games.

Assessment

Informal throughout the year.

Differentiation and Support for MAGT Children

The PE lessons allow for differentiation by teacher/teaching assistant support. For more able children, extension activities are provided. Also, in Games skills lessons, similarly-abled children may be grouped together to encourage development.

RELIGIOUS STUDIES

Overview

Children are introduced to basic concepts of religion, traditions and celebrations from various cultures and faiths. Through age-appropriate stories, activities and discussions, children develop an awareness of the beliefs and practices of different religions as well as an understanding of the importance of respect and empathy towards others.

Curriculum Content

Autumn Term:

In RE, the children will be starting with the topic 'Belonging'. They will discover how people belong to families and how the word 'family' can mean a multitude of different things. They will consider how people can also belong to communities, clubs and religions. This unit will look into religions including Christianity, Judaism and Islam, and children will have the opportunity to deepen their understanding of the different ways of belonging to these religions. This may include thinking about shared values, religious symbols and stories. During the second part of the term, they will think about different types of gifts we can give and why giving is important. They will study the Christian celebration Christmas and the Islamic festival Eid al-Fitr, learning why Christmas can be important to many Christians and why Eid al-Fitr can be important to many Muslims.

Spring Term:

In RE, the children will be starting with the topic 'caring for others' and will think about kindness and looking after one another. They will explore the values of different religions and listen to faith stories. During the second part of the term, the children will study the Christian celebration of Easter and explore why it is such an important time for Christians. They will learn about the significant days of Holy Week, which lead up to Easter, and explore the concept of surprises and relate this to the Easter story and the resurrection of Jesus.

Summer Term:

This term in RE, the children will be learning about places of worship and rituals of different religions. During the first half of the term, they will consider what a place of worship is, before exploring key features of a Jewish synagogue, Hindu mandir and Christian church. They will learn about artefacts, design and uses of each place of worship. Children will then discuss the importance of places of worship to religious believers and communities. In the second half of the term, children learn about what rituals are and how they differ in routines. They will think about the non-religious rituals they do every day or at special times and then learn about some important rituals in religions. Children will explore the rituals associated with prayer for Muslims, worship for Hindus and Holy Communion for Christians.

Assessment

Teachers carry out formative assessments throughout the academic year.

Differentiation and Support for MAGT Children

Children are encouraged to stretch their thinking through extended questioning. They are also challenged to begin to form their own arguments and justify their opinions. Support is provided for children as required.

SCIENCE

Overview

Children are given the opportunity to explore the natural world and develop their scientific inquiry skills. With hands-on activities in the classroom and in the STEAM room, the children will be equipped to make predictions, conduct simple experiments and record their observations. They will develop their understanding of the world and discuss and explain phenomena.

Curriculum Content

Autumn Term:

Year 1 pupils will investigate types of animals during the first half term. They will observe and recognise some simple characteristics of animals, learn that animals are similar to each other in some ways and different in other ways and begin to group animals by the key features of their appearance. After half term, they will study the four seasons of the year and the differences between them. They will identify and design weather symbols for the different types of weather they are likely to experience across the seasons, make observations and measurements over time, including day length, temperature, rain/snow fall, wind strength, cloud conditions and the accompanying changes to plants and animals in their local environment.

Spring Term:

Year 1 pupils will identify and compare materials this term. They will learn the names of a variety of everyday materials and investigate why some materials are suitable/not suitable for some objects. They will investigate which material would offer the best protection for wrapping up a mysterious parcel that has arrived from a chocolate manufacturer. Later in the term, when comparing materials, they will investigate which properties make the best slime and carry out investigations into floating/sinking and the transparency of different materials.

Summer Term:

The children will be learning about plants during the first half of the term. They will identify plants in the local environment and name the main parts. They will learn about trees and be introduced to the terms 'evergreen' and 'deciduous'. Later in the term, they will study humans and animals, naming parts of the body and understanding how important their bodies are. They will compare humans and animals and identify the main similarities and differences between the two. They will investigate and use their senses in a range of fun activities.

Assessment

Teachers carry out formative assessments throughout the academic year. Summative assessments may be used at the end of each unit.

Differentiation and Support for MAGT Children

Children are encouraged to stretch their thinking through extended questioning and practical investigations. They are also challenged to begin to form their own arguments and justify their opinions. Support is provided for children as required.

HOMEWORK

In Year 1, children should read daily to an adult and spend time discussing the text. Children will receive homework totalling approximately 1 hour per week, Maths, English or topic. Children are provided with a homework book, including a homework schedule, at the start of Year 1.

The role of parents

The school encourages parents, as far as possible, to:

- Provide a reasonably peaceful, suitable place in which pupils can do their homework.
- Give help and assistance, when necessary.
- Make it clear to their child that they value homework and support the school in explaining how it can help him/her make progress at school.
- Encourage their child and give praise when s/he has completed homework.
- Expect homework deadlines to be met by their child and check that they are.
- Communicate that the homework has been completed, in accordance with the homework timetable, by signing the pupil planner each day for pupils in Years 5, and to use the pupil planner to communicate any problems to the class teacher.

Homework facilities in school

Pupils may stay for Session 6, which takes place during the school week, Monday-Friday from 3:30pm until 6pm. These sessions are supervised by a member of staff.

FURTHER ADVICE AND HELP

Help and advice are always available in school. Below is a guide to the best person to approach, depending on the nature of the enquiry. Telephone requests can be left with Mrs Mason at the school office, requesting teachers to call you back. Alternatively, an email message can be used to set out the enquiry and allow the teacher to come back to you directly with an answer – this is normally the best approach.

Staff email addresses are available on the Parent Portal.

Year 1 Class Teacher (Mrs Lucy Waldock)

lucy.waldock@redhouseschool.co.uk

KS1 Lead and Wellbeing Lead (Mrs Nicola Cooper)

nicola.cooper@redhouseschool.co.uk

SENCo (Mr Ian Barnbrook-McKay)

For advice, diagnosis and support of specific learning difficulties, such as screening for dyslexia.

ian.mckay@redhouseschool.co.uk

Head of the Junior School (Mr Simon Haywood)

simon.haywood@redhouseschool.co.uk