



Curriculum Booklet

This is a working document and may be subject to change if it is in the best interests of the pupils.

Year 1

Key Stage 1

Curriculum Overview

This document provides an outline for the main topics that will be covered in this academic year.

The school curriculum aims are:

- To provide opportunities for each pupil to learn and achieve.
- To promote the pupils' development and prepare them for the experiences of life.
- To enable each pupil to respond positively to challenges, opportunities, responsibilities, and to cope with change.
- To provide each pupil with the steps in their academic journey to enable them to make informed choices in school and beyond.

Homework

Connecting learning between home and school is very important. In KS1 we aim to make homework exciting and enjoyable. Homework in Year 1 will consist of regular tasks such as daily reading books and weekly spellings. Your child's class teacher will outline the specific days and requirements of these tasks. Alongside this, each half term a project will be set to be completed at home, relating to the topic we are working on in school. The task could be practical, physical, mental or written, with some additional research tasks provided for those who wish to continue to extend their learning further. Usually, children will be given the half-term plus one or two weeks after half-term to complete their project. The aim of the project homework is to allow for flexibility. We understand that all families and children have different commitments outside of school, therefore you can decide on the time that is best for you to complete each project.

Children are very different; some enjoy having homework, others dislike it. If possible, set aside a regular time for homework and a table/desk away from distractions such as the TV. As homework is set in line with your child's current level of learning, please encourage them to be as independent as possible in its completion. This will enable them to become much more responsible and will provide the class teacher with a much better understanding of your child's comprehension of each activity.

If you have any problems concerning homework please contact your child's class teacher.

Assessment

During the course of the academic year, each pupil will be assessed so that their progress is monitored and we can focus on helping them to achieve their best.

Literacy

Overview/Introduction

As a core subject, Literacy is taught every day to enable the class to harness the skills and abilities required for each pupil to enhance their reading and writing.

Pupils will also develop their speaking and listening skills, which are essential as they move through Bedford Greenacre Independent School. Good verbal skills enhance each child's understanding of language in both spoken and written forms and the way language can be used to communicate.

Reading, letters and sounds – phonics

Parents play a very important part in the process of learning to read, and we encourage a dialogue between school and home to ensure continuity.

The school encourages the use of a wide range of reading material and fosters a love of books. Phonics and reading are taught carefully and systematically to all children, to ensure that they can read with fluency and understanding. In the infant years, the children have the security of a carefully graded reading scheme. As they become more fluent, however, the children will be less restricted and encouraged to choose from a variety of books, appropriate to their interest or needs. This will ensure that the children will have a broad, positive reading experience. Children are encouraged to borrow and take home books from the school library. Each class has a timetabled library session when they can borrow items.

Writing and Spelling

Correct letter formation and a clear, attractive, efficient style of handwriting is taught throughout the school. Children are encouraged to develop a joined-up handwriting style during this phase. It is important that this handwriting style is encouraged during writing activities at home as well as school, ensuring further consistency in their learning. Your support with this will be very much appreciated.

Accurate spelling and punctuation is taught and encouraged. Spelling will be taught in a variety of ways based on common patterns, and linked with the needs of the children. Spellings will be sent home to be practised for homework each week. In the Junior School, the LOOK, SAY, COVER, WRITE, CHECK method is encouraged across the classes.

Term	Summary
Autumn	<p>Stories: prediction skills, retelling. Focus on characters & ask questions about them. Use drama & role play to link this with their own experiences.</p> <p>Write compositions using words and pictures.</p> <p>Learn about capital letters and use these in writing.</p> <p>Practise composing sentences and using punctuation to help read for meaning.</p> <p>Write factual sentences.</p>
Spring	<p>Explore a range of fiction: listen and respond to stories, then re-tell them in their own words.</p> <p>Identify and understand characters and events, linking these to their own lives and experiences.</p> <p>Compose and write simple sentences and questions.</p> <p>Investigate spelling patterns and generate own spelling rules.</p> <p>Find information and learn how to write labels and captions.</p> <p>Plan and write own reports based on a model.</p> <p>Poetry: explore poems with pattern and rhyme. Enjoy performing a range of poetry.</p> <p>Experiment with sound and rhythm when reciting poems.</p>
Summer	<p>Compare two stories, looking at setting and character. Build vocabulary and use imaginative role play to explore the characters. Retell the stories and use their structures to write alternative tales about the characters through different forms of writing e.g. diary entries, postcards and longer narratives. Revise the use of 'and' to join sentences. Traditional tales from ancient India: select words to describe the characters, identify good storytelling techniques and explore strategies for remembering a sequence of events.</p> <p>Explore new vocabulary and create a fact file. Learn how to write a job application, focusing on what they think they are good at, and then read aloud their writing to apply for the job.</p> <p>Poetry: enjoy reading a range of poetry and listening to a poem being read by the poet. Compare poems, identifying similarities and differences in points of view and feelings.</p>

Numeracy

Overview / Introduction

As a core subject, Numeracy is taught on a daily basis. Numeracy teaching includes the development of mathematical language and reasoning, within the context of number (including measures), shape and space and handling data. Children learn to sort, classify, make comparisons, search for patterns and select and use materials for problem solving.

The pupils are given a complete grounding in the fundamental concepts. These are developed throughout their academic journey at Bedford Greenacre Independent School at a level suitable for their own ability. Through mathematics, the pupils are equipped with the skills, knowledge and understanding that are essential in everyday life. Numeracy also promotes logical reasoning, problem-solving and abstract thinking skills that support intellectual and personal development.

Term	Topic
Autumn	Count, order and compare numbers to 20 and beyond. Read and write numbers to 20 and beyond. Add / subtract 1 or 10. Understand number stories, for addition/subtraction facts, doubles & counting on/back 1. Represent addition and subtraction with concrete objects. Establish position and direction. Compare and measure lengths with uniform units. Count on or back 1 / 2 / 3 Recognise coins and find totals. 2D shapes: identify, name and sort according to different properties.
Spring	Understand 2-digit numbers and place value, including finding 1 and 10 more/less. Recall number facts and use these to add, subtract and solve simple word problems. Count in 2s, 5s and 10s and identify patterns. Learn further number facts, including doubles and halves Add and subtract, sometimes crossing 10. Estimation. Recognise halves and quarters as equal parts of a whole. Place value in relation to money Tell the time to the nearest half hour, developing understanding of the length of a minute, hour, day, week, etc. Learn days of the week and months of the year 3D shapes and their properties.
Summer	Place value in 2-digit numbers and partitioning into 10s and 1s. Use known number facts to solve additions and subtractions involving 1 and 2-digit numbers. Identify patterns in multiples of 2, 5 and 10, and relate counting in 2s to doubling and halving. Double and halve numbers. Recognise coins and solve money problems, including finding change. Measure lengths, recording information in pictograms and block graphs. Compare and use uniform non-standard units to measure weight and capacity. Tell the time to the quarter hour. Explore repeating patterns using 2D shapes. Recognise halves and quarters of shapes.

Creative Curriculum

Overview/Introduction

Within Key Stage 1, the curriculum will adopt a creative, or thematic, approach. This type of curriculum lends itself to the amalgamation of non-core primary subjects. The subjects covered are history, geography, art and design, design and technology and science. These subjects equate to the majority of the topic lessons, however the topics are also often integrated into other subjects, such as ICT, literacy and numeracy. This approach to learning in the earlier years of primary school ensures that purposeful links can be made. Across the year, there will be three key topics which will provide themes. As well as these topics there will be time allocated to celebrate and learn about religious festivals and other community based events.

As with all other subject areas, the Creative Curriculum is delivered in line with the National Curriculum. All topics are very carefully planned by the Key Stage One team, ensuring all of the curriculum objectives are being addressed for each of the subjects covered. This approach to the curriculum also allows for further flexibility, meaning learning can be adapted to include the interests of the pupils, as well as being designed to inspire further interests.

	Creative Topic	Religious/Cultural/Community Theme
Autumn	Amazing Animals	Christmas Christmas traditions Letters to Santa Christmas in other cultures
Spring	Our Amazing World	Easter Life cycle Easter story Easter traditions
Summer	This is me	Transitions New beginnings Going for goals

Information and Communication Technology (ICT)

Overview / Introduction

Within the ICT curriculum, children will be provided with the essential skills needed to access a variety of technologies through weekly ICT lessons, as well as through the incorporation of ICT within other curriculum areas. As children are constantly surrounded by technology, computer safety is an integral part of our ICT curriculum. We aim to ensure that our pupils know how to access ICT safely and understand the importance of adult supervision when using these technologies.

ICT lessons utilise a range of resources available within the school, such as computers, iPads, laptops, smart touch technology, clever boards, cameras and many other interactive tools.

Children will cover the following topics throughout the year:

Term	Topic
Autumn	Computer Systems and Networks: Technology around us Creating Media: Digital painting
Spring	Creating Media: Digital writing Data and Information: Grouping data
Summer	Programming: Moving a robot Introduction to animation

Music

Overview / Introduction

Key Stage One children are taught the basic elements of music, note values and how to build a rhythm. The basics of pitch and aural discrimination are covered with extended use of musical elements towards the end of Year 1. This is mostly taught through the use of percussion instruments, body percussion and singing.

Term	Topic
Autumn	Learning Christmas songs for the nativity. Contrasting Musical Elements Chapter 1 of Teaching KS1 Music by Ann Bryant Lessons 1 – 12
Spring	Note Values Chapter 2 of Teaching KS1 Music by Ann Bryant Lessons 13-24
Summer	Note Values Chapter 3 of Teaching KS1 Music by Ann Bryant Lessons 25-36

These topics will also be supplemented with songs and other performances learnt for performing opportunities that arise through the school year.

Personal, Social, Health & Citizenship Education (PSHCE)

Overview / Introduction

Through Personal, Social, Health & Citizenship Education (PSHCE) we strive to encourage the pupils to develop confidence and responsibility. They are encouraged to be a positive role model both within school and the wider community.

At Bedford Greenacre Independent School, we also strive to instil the knowledge and skills that will enable every pupil to enjoy a healthy and safe lifestyle.

Term	Topic		
Autumn	Health and wellbeing It's My Body: <ul style="list-style-type: none"> • My body, My business • Active & asleep • Happy, healthy food • Clean as a whistle • Can I eat it? • I can choose 	Relationships TEAM: <ul style="list-style-type: none"> • Together Everyone Achieves More • Listening • Being kind • Bullying & teasing • Brilliant brains • Making good choices 	Living in the Wider World One World: <ul style="list-style-type: none"> • Families • Homes • Schools • Environments • Resources • Planet protectors
Spring	Safety First: <ul style="list-style-type: none"> • Keeping safe • Staying safe at home • Staying safe outside • Staying safe around strangers • Safe secrets & surprises • People who can help 	Be Yourself: <ul style="list-style-type: none"> • Marvellous Me • Feelings • Things I like • Uncomfortable feelings • Changes • Speak up! 	Money matters: <ul style="list-style-type: none"> • Money • Where money comes from • Look after it • Save or spend? • Want or need? • Going shopping
Summer			

Religious Education (R.E.)

Overview/Introduction

In R.E. children learn *about* and *from* religions and worldviews in local, national and global contexts. This enables children to develop knowledge and understanding of the beliefs and practices of the diverse groups that make up our multi-cultural society, including non-religious groups. R.E. also provides an opportunity for children to discuss and ask challenging questions about meaning and purpose in life, beliefs about God, issues of right and wrong and what it means to be human. Through R.E., pupils learn to express their personal beliefs, ideas, values and experiences while respecting the differences of others.

In Year 1 pupils have a weekly R.E. lesson. Throughout the year, they will cover three main topics. However, there will also be many opportunities to extend their learning into other areas through assemblies, visits and visiting speakers.

The main topics are:

Term	Topic
Autumn	Caring for others: <ul style="list-style-type: none"> • Looking after each other • Raksha Bandhan – Hinduism • The Good Samaritan – Christianity • Langar – Sikhism • Be My Guest – Islam • The Monkey King – Buddhism Gifts & Giving: <ul style="list-style-type: none"> • What is Christmas? • How Christmas is Celebrated? • Christmas Presents • Eid Al-Fitr • How is Eid Al-Fitr Celebrated? • Eid Al-Fitr Presents
Spring	Friendship: <ul style="list-style-type: none"> • Who Are My Friends? • How Can I be a Good Friend? • The Wind & the Moon • The Deer & the Crow • David & Jonathan • Special Friends Easter & Surprises: <ul style="list-style-type: none"> • Palm Sunday • Maundy Thursday • Good Friday • Surprises • Easter Sunday • How is Easter Celebrated?
Summer	Religion & Rituals: <ul style="list-style-type: none"> • What is a Ritual? • Salat • Puja • Holy Communion • Comparing Rituals • Our Own Ritual Places of Worship: <ul style="list-style-type: none"> • What is a Place of Worship? • Jewish Synagogue • Hindu Mandir • Christian Church • Why are Places of Worship Important? • A New Place of Worship

Physical Education including Swimming (PE)

Overview / Introduction

Physical Education (P.E.) provides a valuable and rewarding selection of activities (including weekly swimming at Robinson Pool). P.E. enhances the pupils' educational journey by helping them to work individually, learning to develop and improve their own unique abilities, and in teams, where they will explore different roles and activities while working for a common goal.

Term		
Autumn	During P.E. lessons children participate in a multi-skills programme that develops their fundamental movements. These movements can be classified in many ways, but are often thought of as the core skills and the ABCs of movement. 'A' refers to agility, 'B' to balance and 'C' to co-ordination (body co-ordination and hand eye co-ordination). In addition to this, spatial awareness can be introduced as the fourth core skill.	Dance and gymnastics Basic games skills
Spring		Small-sided team invasion games
Summer		Athletics Striking and fielding games

French

Overview / Introduction

When a child learns a second language, they begin to absorb the mechanics of language. This can help to give them a better grasp of the complexities of English grammar, improve their listening skills and make them more effective communicators. In a multicultural society, it is important for children to learn about other countries, cultures and traditions. Learning another language can provide the perfect backdrop for exploring these things. It can also give children greater confidence to express themselves. At Bedford Greenacre Independent School, we start teaching key aspects of the language, in a fun and engaging way, from an early age to enable the children to embrace it fully.

Term		
Autumn	Children in Key Stage One will have a weekly French lesson. Throughout the year the children will follow a structured language programme, focusing mainly on the use of songs in French to teach and promote confidence with basic vocabulary and phrases.	Greetings, <i>Salut! Ça va?</i> Asking & Saying Your Name
Spring		Classroom instructions and objects Numbers to 20
Summer		Days & Months Telling the time & times of the day Likes & dislikes