



KS1 overview

Overview This term, the children will focus on establishing clear routines and understanding expectations as they settle into their new classes. They will work with their teachers to create class rules, promoting a positive and respectful learning environment.

In **phonics**, children will continue to follow the *Little Wandle* scheme. While many Year 2 pupils will be ready to exit the programme, they will still take part in structured reading practice groups that maintain the same familiar format. In **English**, teaching will follow the *Essential writing* scheme, supporting children's development in reading, writing, and speaking. In **maths**, children will follow the *White Rose Maths* curriculum, with an emphasis on securing number knowledge and developing reasoning skills. In **history**, pupils will learn about significant individuals from the past, focusing on *Sir Francis Drake* and his voyages. In **science**, they will begin the *Animals Including Humans* unit, exploring basic needs, body parts, and the senses.

Overall, the term will emphasise smooth transitions, secure foundations in core subjects, and engaging topic-based learning to inspire curiosity and confidence.

Learning Intentions (We are learning to...)

The National Curriculum provides a series of 'learning intentions' which detail the most important skills and knowledge children need to develop in the core subjects (Mathematics, English and Science) and foundation subjects (History, Geography, Music, PE, Art and Design, Computing and Design and Technology). In each learning session, the learning intention and success criteria is shared with all children, in order to give the children a sense of purpose and understanding of what they are learning. The National Curriculum also promotes the spiritual, moral, social and cultural development of children, and within this, the 'fundamental British Values'. Our Church of England link is evident through our worship and Christian values embedded across the school. This allows children to prepare for the responsibilities and experiences of adult life. For this reason, in KS1, we approach learning by making lessons practical and in context so they are meaningful to young children to instil confidence and creativity as well as building a school family, learning for life in all its fullness.

English

In key stage one, the children are introduced to the concept of writing to entertain and to inform their readers. Alongside their growing knowledge of how sounds are represented in writing (grapheme-phoneme correspondence, or GPCs), the children learn how to use this knowledge to write a wider range of vocabulary to support their own compositions. For children in Year 1, simple sentence structure is emphasised, along with use of spaces between words, capital letters and full stops. For children in Year 2, they are taught how to join their ideas to create greater variety and interest for the reader. The children will also start to extend the range of punctuation applied by using question marks and exclamation marks in their writing and using a comma to separate items in a list and apostrophes to show where letters are missing (contraction) or singular possession. A range of wider vocabulary is taught to support more detailed description, along with the use of adjectives and adverbs to add detail to nouns and verbs. They will become familiar with a range of genres, such as narratives, recipes, letters and explanations, and enjoy playing with language whilst writing their own poetry

Y1 Texts: Jasper's Beanstalk, Someone Just Like You,

Y2 Texts: Frog and the Stranger, Luna Loves to Dance

Mathematics

Place Value

Y1 Focus

Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number

Count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens

Identify one more and one less

Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least

Read and write numbers from 1 to 20 in numerals and words.

Y2 Focus:

Count in steps of 2, 3, and 5 from 0, and in tens from any number, forward and backward

Recognise the place value of each digit in a two-digit number (tens, ones)

Identify, represent and estimate numbers using different representations, including the number line

Compare and order numbers from 0 up to 100; use and = signs

Read and write numbers to at least 100 in numerals and in words

Use place value and number facts to solve problems.

Science – Animals including Humans

This term the children learn to identify and name a variety of common animals, including pets, wild animals, and those that live in the sea or air. They explore how animals are grouped, what they eat (herbivores, carnivores, omnivores), and the basic parts of the human body and senses. They also learn that animals, including humans, have basic needs such as food, water, and air to survive, and that humans need exercise, hygiene, and a balanced diet to stay healthy. Through observation, sorting, and simple investigations, children begin to develop key scientific skills and an understanding of living things and their needs.

Computing

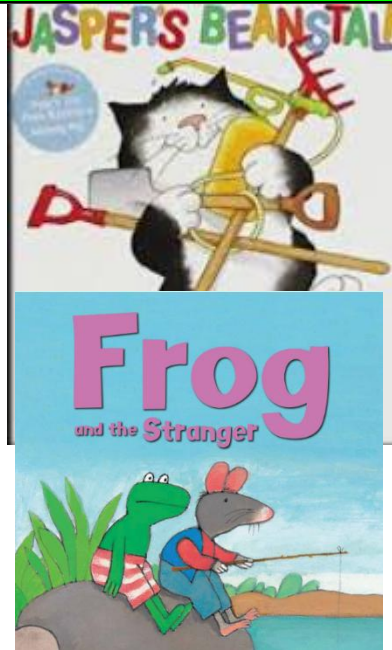
Children will be taught to understand what personal information is and why we keep personal information private and where to go for help if needed. In the text and images unit we will teach children to create a Where's Wally style page with pictures and text instructions. Pupils will learn how to use the word-bank tool within Junior Infant Tools to write sentences about places.

History

In Key Stage 1, children learn about events beyond living memory that are significant nationally or globally by exploring the life and achievements of Sir Francis Drake. They learn key facts about his life, including his famous voyage around the world, and why he is remembered as a significant figure in British history. Children find out how we know about him today, using sources such as paintings, stories, and historical records. They communicate their knowledge by drawing pictures, writing sentences or short reports, and discussing their ideas, helping them to organise and share what they have learned in meaningful ways.

Art.

At the end of this sequence of lessons the children will be able to: develop their understanding of sculpture and build their making skills. Children begin to understand the relationship between drawing and making, 2d and 3d. Pupils explore how to transform materials into sculpture, moving from mark making to balance and structure. |



Physical Education

The children will Create, perform and share short dances based on-action words, whole body actions, part body actions, travel and gestures. Have a clear start and finish to the dance with repeated shapes and actions in the middle.

In games they will develop control and co-ordination in large and small movements, move confidently in a range of ways, safely negotiating space and handle equipment effectively, play co-operatively, taking turns with others and following instructions.

Music

In this unit the children will use musical terminology pulse, rhythm and pitch. They will recognise when a note goes higher or lower and follow a steady beat and stay 'in time'. The children will comment on music by Wolfgang Amadeus Mozart.

PSHE

Being Me In My World covers a wide range of topics, including a sense of belonging, welcoming others and being part of a school community, a wider community, and a global community; it also looks at children's rights and responsibilities, working and socialising with others, and pupil voice.

Religion and Worldviews: In this unit, pupils will learn about the concept of 'Gospel' and the good news of forgiveness, peace and love that Christians believe Jesus brings. Pupils will learn about Matthew the Tax Collector and how Christians believe that Jesus offers forgiveness, looking at their heart rather than what they have done in the past. Pupils will learn about the instructions that Jesus gives in the Bible and how Christians follow his example and these instructions in order to behave in a Christ like way. Pupils will take time to consider whether Jesus' good news is only good news for Christians or whether there are things for people from different worldviews to consider.

Reward Systems

Dojo points are awarded to celebrate good behaviour and learning. These points will either be collected weekly, or until a goal amount is achieved and then the children will have a treat (usually an activity that they enjoy). Each week, children are also considered for an Achiever of the Week certificate which is awarded in Friday's celebration worship where we enjoy celebrating the achievements of others in or out of school. Each term, children will be considered for Head Teacher's awards.

Half Termly Christian Value and Spirituality

This half term, we will remember to give thanks for the bounty that God has given us as we celebrate Harvest Festival. This will support our spirituality as we reflect on "Windows" and focus on what is good in the world around us. We will explore the story of the Ten Lepers, learning the importance of gratitude and giving thanks for the many blessings we have and deepen our understanding of thankfulness in a variety of ways, including through poetry and World Mental Health Day.