

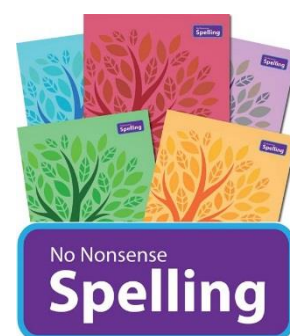
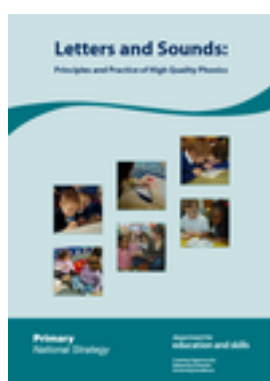
Key Stage One Curriculum (5-7 year olds).

Literacy.

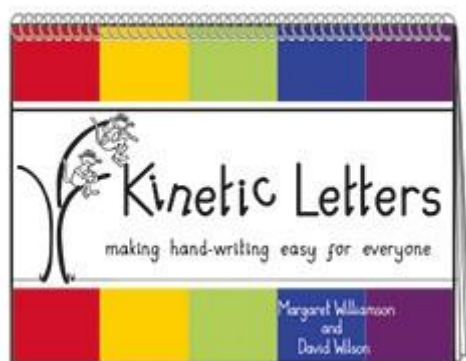
In Year 1 children receive a daily phonics lesson, which follows a detailed, and systematic phonics programme to support them in learning to read and spell. Letters and Sounds, Jolly Phonics and Phonics Bug are used to teach phonics. The Phonics Bugs books are mainly sent as home reading books, to further support pupils developing phonic knowledge and the skills of decoding words, spotting graphemes and blending to read them. They also enable pupils to read by sight the appropriate 'tricky words.' As pupils reading develops, books from other reading schemes are also used for home readers to ensure children receive a varied diet of reading texts.

At the end of Year 1, all children are expected to undertake a National and mandatory phonics screening check, results of which are shared with parents in the end of year reports. All children in Year 2 will continue to develop their knowledge and application of phonics but any child who failed to meet the required standard in Year 1 may require additional small group or one to one intervention work to target the areas specifically that meant that they were unable to pass the initial test. These children will then have to take the phonic screening check again at the end of Year 2.

In Year 2, pupils spelling is further developed and is supported by the use of the No Nonsense Spelling scheme.



Children also receive a daily handwriting lesson following the Kinetic Letters handwriting scheme. This develops and improves pupils body strength, teaches them correct letter formations for families of letters and eventually makes handwriting autonomous, so that pupils can focus on improving other aspects of their writing and write with flow and fluency, at an improved pace.



Daily Literacy lessons are usually based around a central text type or genre which is (where appropriate) linked to our whole school themes. Literacy lessons also cover other areas of the English Curriculum such as spelling, punctuation and grammar as well as giving children opportunities to practise their sentence writing. Where possible, Literacy lessons are linked to our themes or real life examples (where appropriate) so that children are able to see the need to be able to read and write different types of text and can practise this in a meaningful and purposeful way. High quality texts are chosen by staff as good models for reading and writing and different texts may be used for a class to appropriately teach reading and writing learning objectives.

'Good listener' cue cards are used to promote and develop pupil's speaking and listening skills.

Children have access to an environment that is rich with reading opportunities that are planned for across the curriculum. There are class libraries within both classrooms where children have daily access to and enjoy a variety of books and other reading materials. Staff plan to use the school's library as frequently as possible. As a school we buy into the Library service and receive termly visits from the library van where we can borrow books and staff can order texts to enrich learning experiences and borrow guided reading packs. Children have their home reading books changed on Monday's, Wednesday's and Friday's. These books are provided to ensure that all children have access to books regularly that are in line with their reading development and enable all pupils to read frequently. As well as supporting children's progress in reading, they are also provided so that children are introduced to a variety of text and story types as well as being encouraged to re-read these books to develop their fluency.

In school, children have regular guided reading sessions. These sessions help to teach children to decode and read books, develop their fluency as well as developing and improving their comprehension skills and reading domain skills such as retrieval, inference, deduction and prediction.

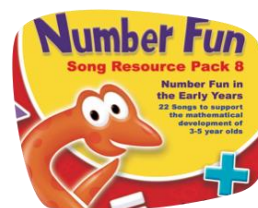
Writing and reading are continually assessed by staff and recorded using the whole school tracking system (School Pupil Tracker Online). Writing is assessed using independent work produced by pupils. Year 2 teachers use exemplification and ITAF's to make judgements about pupil attainment at the end of Year 2. This is moderated with staff within school as well as with colleagues from schools across our pyramid.

Pupils in Year 1 and Year 2 receive weekly spellings to learn that they are then tested on. In Year 1 these are the common exception words which children are expected to spell for their age related expectation (ARE), tricky words and spelling

patterns which are linked to their developing phonic knowledge and age appropriate prefix and suffix words. In Year 2, children will receive weekly spellings which also cover the common exception words and the Non Nonsense spelling words and patterns.

Additional support is given to pupils who find aspects of Literacy challenging. These are identified on class provision maps or for individual pupils with SEN on their individual provision maps. Support may be given in lessons as part of a first quality teaching approach, in the form of small group or 1:1 sessions, additional reading or phonic sessions (to name but a few examples).

Maths:



All children receive a daily maths lesson which covers age appropriate curriculum objectives. Staff plan themes, identifying interconnected learning opportunities for children to practise and apply the skills they have learnt in maths lessons to everyday, real life examples. These opportunities for cross curricular links to maths are identified on class topic webs/maps.

Sequences of learning are planned for using mainly The White Rose Maths Hubs resources where pupils are taught fluency, reasoning and then apply their knowledge and understanding to solve problems. We also use the CPA approach to learning maths which is when pupils begin using concrete objects and manipulatives, move on to pictorial representations and then apply their understanding to abstract maths set within different contexts. Maths songs,

games, practical activities and interactive resources on the classroom interactive whiteboards are used to engage children in maths and make it a fun and memorable subject to learn. Where possible opportunities for learning outside of the classroom are also planned for.

In Year 1, children are introduced to the concepts of multiplication and division using concrete objects and pictorial representations. They are also expected to be able to count in 2's, 5' and 10's. In Year 2, pupils build on this and need to know and apply their knowledge of multiplication and division facts for the 2, 5 and 10 times tables. They should begin to count in 3's and learn these multiplication and division facts in preparation for moving up to KS2.

Maths is continually assessed by staff and recorded using the whole school tracking system (School Pupil Tracker Online). Year 2 staff use exemplification and ITAF's to help make judgements about pupil attainment. This is moderated in school and with colleagues from the pyramid.

Additional support is given to pupil's who find aspects of maths challenging. These are identified on class provision maps or for individual pupils with SEN on their individual provision maps. Support may be given in lessons as part of a first quality teaching approach, in the form of small group or 1:1 sessions and should be related to a specific concept or aspect of maths that the pupil/s are not progressing in.

Science:



Science where possible and appropriate, is linked to themes or timetabled at appropriate points across the year (plants in late Spring, Summer when it is

natural to grow plants and observe them). Science is taught using the National Curriculum (identified on year group curriculum maps) and is sometimes supported by the use of SNAP Science.

Science is assessed by teachers using the whole school tracking system (SPTO) and sometimes with the support of Mini –SATs tests and SNAP science assessment activities.

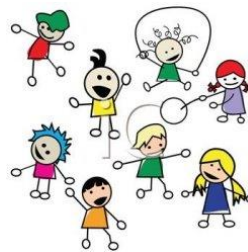
Computing:



The use of ICT underpins much of the curriculum taught in Key stage one (as is the case across school) and children are encouraged to access ICT safely to support their learning each day, both within school and at home. As part of safeguarding the children, we cover e-safety on National days but this is dripped regularly into every day school life too so that pupils are equipped with the life skills to keep themselves safe when using technology.

Children have computing lessons, which are taught using the Rising Stars 'Switched on Computing,' schemes of work. This ensures a progression in key skills across the year groups.

Children can access the school website where there is a children's area and they have access to E-learning packages such as Education city, My Maths and SPAG.com.



Physical Education:

Children develop their physical skills through two weekly PE lessons and Forest school sessions which are timetabled throughout the year. Children are taught new skills through their PE lessons as well as why physical activity is important to keep their bodies healthy and how it affects their bodies. Children need to leave key stage one with essential agility, balance and co-ordination skills to enable them to continue to develop during key stage two and increasingly participate in sports and games where they apply these skills. Children are encouraged to be creative and competitive with each other within a positive environment that celebrates each individual's efforts as well as those who are particularly accomplished at a skill or activity. This is also part of our ethos as a Christian school, which celebrates the whole child and the fact that each individual has God given skills and talents which should be nurtured and celebrated to ensure that they flourish in their potential.

Each year we hold a sports day where children take part in a range of athletic activities and compete with their house teams. Pupils also take part in physical and sporting events that are organised with our pyramid of schools. Annually, Year 1 take part in an orienteering festival and Year 2 perform a dance at the dance festival.



RE (religious education):

In key stage one, RE is a core part of our curriculum and children are taught an hour of religious education weekly. The school follows the curriculum set out by the Worcestershire Diocese and also uses a complimentary scheme of work written by RE Today to support the high quality delivery of this curriculum. We

also use the Understanding Christianity Project for high quality and deep learning of Christian core concepts. We use key Christian celebrations and those from other faiths as learning opportunities in RE and try to visit our local Church and another place of Worship, each academic year to support pupil learning. We assess pupil attainment and progress in RE using the Epiphany tracking system which allows us to compare pupil attainment and progress to other core subjects.

Foundation subjects:

These are planned for and taught through our thematic approach to teaching and learning. You can find out more about the themes that children are currently studying (or have covered recently) by looking at our class pages on the school website. You can see Year 1 and Year 2 foundation subject coverage on the year group long term plan curriculum maps which are on the 'curriculum page.' Music is taught weekly by a specialist Music teacher.

Trips & visits:

Teachers plan trips, visitors and learning experiences throughout the year to compliment the teaching and learning taking place in the classroom. This helps to immerse pupils in their learning and make it memorable.

Clubs and activities:

Pupils get the opportunity each half term to participate in after school activities which are run either by school staff or external providers. There are sometimes

lunchtime clubs and activities which are offered to pupils too throughout the year. PTA, Worship and School Council organise activities throughout the year for children to take part in.

Steps for success:

Underpinning our Curriculum are the 'secrets of success,' by Chris Quigley. These are displayed in our classrooms and are part of what is planned for the children in weekly lessons. They promote the following attitudes, dispositions and thoughtful habits displayed when undertaking learning activities:

- Don't give up
- Try new things
- Work hard
- Understand others
- Concentrate
- Improve
- Imagine
- Push yourself



Independent learners and thinkers:

We use the four B's to promote independence and independent learning. These are displayed in classrooms as a bee hive with four bumblebees with these on:

- Brain
- Board

- Book
- Buddy

When working independently, children are encouraged to think about and go through these before asking an adult for help.

Pupils are also encouraged to have responsibilities and complete the jobs/tasks related to these independently.

We encourage children to share their thoughts, feelings, opinions and ask questions and through our whole school Christian ethos, vision and values, curriculum drivers and RE lessons aim to teach children skills to live in the modern world.

We believe that these things underpin the ethos of the school, our Blakedown rights and our values and vision statement. These are things that we feel aren't necessarily on the curriculum but that we want to instil in our children so that they are well rounded, positive individuals that will be well prepared for the modern world and its challenges and which allow them to flourish in their potential.