

Y1 2020 / 2021 Curriculum LTP



Our Learning Journey

In year 1, our learning journey begins by looking at our personal experiences. This includes exploring our home and school environments, our personal history and any relevant experiences. We go on a journey of self-discovery, exploring our senses and emotions. As we move through the year we apply the skills learnt early on, such as asking questions, investigating ideas and taking risks. We begin to move further afield with our learning, looking at different time periods and significant people and events in history. We also travel globally, exploring our place within the wider world. We enjoy a wide range of cultural and artistic experiences and explore a range of religious faiths and beliefs. Many of our learning experiences are rooted in a high quality text which we use to support all aspects of our learning. Alongside this, the children will experience visits, visitors and themed 'wow' days to enrich their learning and have a fully immersive experience.

Marking, Feedback and Retrieval Practice

Marking

The teacher will often provide whole class and individual feedback during the lesson, in many cases this will be in the form of verbal feedback which is often acted upon immediately.

Feedback

If needed any common misconceptions will be addressed during a whole class feedback session in the next lesson. If the teacher deems it necessary, the whole class may repeat learning in order to deepen understanding. A minority of pupils may receive additional marking or feedback input if their needs are significantly different to the whole class.

Retrieval Practice

Whilst this is important for memory and recall, we don't want it to become overbearing leading to fatigue in the task and a lack of time to teach new learning. With this in mind, retrieval practice often forms a quick recap at the start of the next lesson in the sequence of learning, or more practical activities such as a cut and stick which are completed as morning work on arrival in the classroom. If possible the lessons should have a spiralling approach (as with the maths textbooks) meaning the next lesson is subtly incorporating previous learning.

Dual Coding

In Year 1 we approach many tasks in a multi-sensory, kinaesthetic way. This ensures that all learners can access our content, whilst also supporting memory and providing consolidation. This fits in with our Year 1 team professional development focus of Dual Coding.

The Mastery Approach

Lessons are taught to all pupils together (unless SEND information indicates otherwise) following a mastery style. A key aim is for all pupils to be exposed to tasks and learning at a level that develops a deep understanding for all. In most lessons there will be an opportunity to progress through a set of tasks (practice / application / going deeper) although ideally only about 10% should be accessing the going deeper task.