



Year group 1 Curriculum focus

Year 1 marks the beginning of the children's journey through Key Stage 1. It is an exciting time of exploration and discovery. Children build on the skills learnt in EYFS and continue to develop strong foundations in Phonics, Reading, Writing and Maths. Our learning is enriched by high quality texts supporting us in learning key facts and knowledge linked with Science, History, Geography, Design and Technology, Art, Religious Education and PSHE. We believe that children learn best by asking questions, having meaningful experiences and testing out ideas. We also use metacognition techniques to support memory and retrieval practices. As with all Ling Moor Learning, we aim for our learning to be 'Serious fun'.

There are four clear strands within our school.

The Ling Moor Family – offering the children the well-being, sense of community, warmth and support they need to feel safe and supported.

Ling Moor Learning – ensuring that the children are able to quickly and confidently re-launch in class learning behaviours full of enquiry and engagement.

Core learning skills – making sure that core learning they will need to access their upcoming year group is in place.

Achieve and Aspire – your role in supporting us with learning at home and ensuring that your children demand high attainment and have high aspirations. In each section you will see a reference to the learning that must continue to take place at home in order for your child to achieve their best.

Year 1 spectaculars

- Spectacular Senses day (Term 1)
- Harvest festival (Term 1)
- PCSO visit (Term 1)
- Nurse visit (Term 2)
- Christmas performance (term 2)
- Fire Engine Visit (Term 3)
- Visiting the Mosque (term 3)
- Virtual Garden Tour (Term 4)
- Growing the Ling Moor Garden(Term 4)
- Woodside Falconry Visit (Term 5)
- Space Wow day (Term 6)
- Planetarium visit (Term 6)

Curriculum content

- Term 1 - Ourselves
- Term 2 – London / Florence Nightingale
- Term 3 – The Great Fire of London / Materials
- Term 4 - Plants
- Term 5 – Animals
- Term 6 – Space

PE Days

PE Days for Year 1 are as follows. Please can the children arrive at school in their P.E kit. P.E will now be outside.

Tuesday – Mrs Melladay's Class

Wednesday – Mrs Diggin's Class

Thursday – Mrs Diggin's Class and Mrs Melladay's Class.

Reading Books

Reading books are changed on Mondays and Fridays. Your child will be asked to put their reading folder in the book change box in their classroom. Books will only be change if the reading record has been signed by a parent or carer to indicate that the book has been shared and we ideally would like each book to be read 3 times before it is changed.

Key writing skills

In Year 1, our main focus is the development of basic skills. These include sentence construction, spelling of keywords and letter formation.

Hold a sentence – say and repeat the sentence you wish to write.
Record the sentence. Ensure correct punctuation is used and any non-key words are spelt in a phonetically plausible manner.
Join two simple sentences together using and.
Form all lowercase letters correctly, starting at the bottom. Begin to form all upper case letters correctly.
Begin to record question and exclamation sentences using appropriate punctuation.
Going Deeper: For those children who are assessed as secure in these areas, we will be asking them to deepen their knowledge by including a range of interesting vocabulary to either explain or describe their ideas in greater detail.
How you can help at home: Lots of reading – both listening to your child and modelling good reading skills to them. Readers make good writers. Fine Motor Skills – support the development of fine motor skills by encourage your child to undertake a range of activities which require the use of fine dexterity, for example building with lego, colouring and drawing, play dough, threading, hamma beads construction kits and sewing. Your child’s class teacher will be able to help with other ideas. Spelling – weekly spellings will be sent home with your child.

Key maths skills

Within our maths learning, we will continue to have high expectations of...

Counting - saying numbers in order, forwards and backwards, skip counting in multiples of 2s, 5s and 10s. Accurate one to one correspondence when counting
Addition and subtraction using numbers to 20. Knowledge of associated fact families. Recall of number bonds within 20 and doubles facts,
Recognise common 2D and 3D shapes presented in different orientations, and know that rectangles, triangles, cuboids and pyramids are not always regular.
Going Deeper: For those children who are assessed as secure in Maths we will be asking them to deepen their knowledge and understanding through explanation and problem solving. Children will be asked to apply their knowledge to real life everyday problems as well as more formal word problem activities. The ability to explain their mathematical thinking and ideas is an essential part of greater depth learning.
How you can help at home: Assist your child with their Learn It’s calculations which will be sent home. Listen to and sing a range of counting and number based songs – your child’s class teacher will be able to direct you to some useful websites.

Key reading skills

Phonics: Recognition and use of all RWI set 2 and 3 sounds. Children should be able use Fred in their head to tackle unfamiliar words in their reading.

Fluency – Developing both speed and accuracy when reading. This may include regular reading of the known text or re reading books from the Book Bag Scheme.

Stamina – To be able to read for an extended period such as 10 mins

Comprehensions – Using our whole school VIPERS curriculum. (Vocabulary, Inference, Prediction, Explanation, Retrieval and Sequencing),

Going Deeper: For those children who are assessed as secure in Reading we will be asking them to deepen their knowledge, understanding and application of reading skills through the following:

Making comparisons between texts.

Making links with authors

Comparing what they have read with their own experiences.

How you can help at home:

- Fred talk with children
- Model reading, either by reading to / with the child or by reading in front of the child.
- Listen to child read -Little and often
- Shared read (First time read to child, 2nd time choral read together, 3rd read child to parent)
- Re read known / previously read texts to build stamina and expression