



## Year 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 to our curriculum:*

***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 apply in-class learning behaviours full of enquiry and engagement.

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

***Achieve and Aspire*** – your role in supporting us with learning at home and ensuring that your child demands high attainment and has 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 experiences and events

- Senses Experiment (Term 1)
- Harvest Festival (Term 1)
- Building Wow Day (Term 2)
- Christingle visit to Church (Term 2)
- Christmas Performance (T2)
- Fire Engine Visit (Term 4)
- Mosque Visit (term 4)
- Growing the Ling Moor Garden (Term 4 – 6)
- Virtual Garden Tour (T4)
- Woodside Wildlife Park Visit (Term 5)
- Space Wow Day (Term 6)

## Curriculum content

- Term 1 – All About Me
- Term 2 – Materials and their Properties
- Term 3 – Weather and The United Kingdom
- Term 4 – The Great Fire of London
- Term 5 – Animals
- Term 6 – Plants / Space

## Key writing skills

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

Hold a sentence - say and repeat the sentence you wish to write.
Record the sentence – ensure correct punctuation is used and non-keywords are spelt in a phonetically plausible manner.
Join two simple sentences together using and.
Form all lowercase letters correctly. Begin to form all uppercase letters correctly.
Begin to record question and exclamation sentences using appropriate punctuation.
<b>Going Deeper:</b> 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.
<b>How you can help at home:</b> 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 encouraging your child to undertake a range of activities which require the use of fine dexterity for example, building with lego, colouring and drawing, playdough, threading, hamma beads, construction kits and sewing. Your child’s class teacher will be able to help with other ideas. Spellings – Using RWI phonic assessments as a guide, your child will receive weekly spellings as and when appropriate.

## 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 double facts.
Recognise common 2D and 3D shapes presented in different orientations and know that rectangles, triangles, cuboids and pyramids are not always regular.
<b>Going Deeper:</b> For those children who are assessed as secure in these areas, we will be asking them to deepen their knowledge 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.
<b>How you can help at home:</b> Assis your child with their maths facts at home. Listen to and sing a range of counting and number based songs. Your child’s class teacher will be able to point you to some useful websites.

## Key reading skills

Within our reading, we will continue to focus on the following:

Phonics – recognition and use of all RWI set 2 and set 3 sounds. Children should be able to 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 a known text or re-reading books from the book bag scheme.

Stamina – to be able to read for an extended period such as 5 – 10 mins.

Comprehension – using our whole school VIPERS curriculum (Vocabulary, Inference, Prediction, Explanation, Retrieval and Sequencing). This can be seen throughout our Super 6 work at the end of the day.

### **Going Deeper:**

For those children who are assessed as secure in their 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, and comparing what they have read with their own experiences.

### **How you can help at home:**

- Fred Talk with your child / children.
- Model reading, either by reading to / with the child or by reading in front of the child.
- Listen to the child read – little and often.
- Shared read (1<sup>st</sup> time read to the child, 2<sup>nd</sup> time choral read together, 3<sup>rd</sup> time child reads to parent)
- Re read known / previously read texts to build stamina and expression.