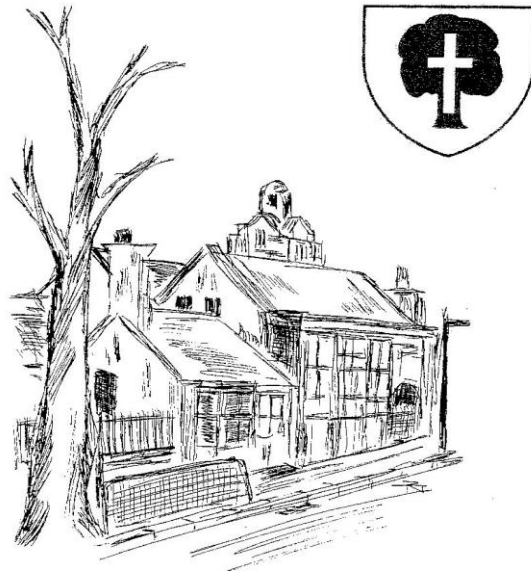


Didsbury C of E Primary School



Curriculum information booklet Key Stage 1

MISSION STATEMENT

Our Christian school exists to provide a welcoming environment in which everyone is cherished and challenged to fulfil their potential.

*Year 1 Class teacher: Mrs Kathryn Thompson
Teaching Assistant: Ms Janine Clarke*

*Year 2 Class teacher: Mrs Liz Gandee
Teaching Assistant: Mrs Karen Fenton*

Dear Parents and Carers,

Welcome to your Key Stage One curriculum handbook.

We hope that you find the information useful in answering many of your questions about Year 1 and 2. Any of our staff will be pleased to help you with any questions it may raise.

As your child progresses from one year to the next there are many aspects of school life which are the same and many aspects which will be new. What remains constant is the value we place on each child and the teamwork and communication which ensures that they enjoy their school life, work hard and develop self-confidence, self-motivation and self-discipline.

We are a caring school. We are all proud of the family atmosphere in our school and the standards we achieve but always strive to improve.

We have very high expectations of the children and strive to provide the best resources for them, in order to help us to cherish and challenge every child to fulfil their potential.

As we are part of the Healthy School Scheme, we promote healthy eating, sport and outdoor activities to equip children with the skills, knowledge and understanding they need to live a healthy, balanced life.

Although this handbook is an important part of our communication with you, it cannot replace the regular contact between parents and staff. We believe that a positive partnership based upon an open friendly relationship between staff and parents is essential to every child's education.

I am sure that you join with us in looking forward to an exciting and successful school year.

Yours sincerely

Mr. Ball

Head of School

Some Do's and Don'ts to Help Things Run Smoothly!

- Please **label all your children's clothing clearly with their name**. Children get upset when they can't find their own things.
- Please send your child in with a **coat or waterproof every day**. We do play out in the rain!
- Please make every effort to be **on time** for school to ensure a prompt start at **8.45am**
- Please tie hair up for PE.
- Please send in a water bottle each week. It gets very hot in the classroom.
- Please do not **send any toys or books into school** that are not part of the curriculum at that time. **No 'Show and tell' please.** (See curriculum information for details)

You are welcome to come and see the class teachers to discuss any concerns about your child, but please make an appointment after school. Staff meetings are on a Wednesday so this is not a good day for an appointment, unless it is very urgent.

General information

- We have **Golden Time** each Friday afternoon. This is a special time to acknowledge and reward good behaviour by the children. We have a green smiler card in our classroom with all the children's names on. Children stay on the green smiler if they follow the golden rules all week. (The green smiler runs from Friday to Friday). Once children have their names taken off the green smiler to go on amber, they will miss golden time for that week, but will go back on green the next day. The reward for golden time is a special treat such as extra play or a short DVD.
- The orange circle is used as a warning for inappropriate behaviour and the red circle is the final sanction for inappropriate behaviour. These run daily.
- If a child receives a red card, they will go to see Mr. Ball to discuss their behaviour. He will make a note of the behaviour in his red book and have a discussion with the child and help them to reflect on their behavior.

Expectations of Year 1 and 2 for the smiler whole school behaviour system

Our positive expectations are based around the school smiler system and the class golden rules.

Speak politely to everyone.

Move sensibly and quietly around the school.

Instructions should be carried out first time.

Look after other people's property carefully.

Everybody should be treated with care and kindness.

Remember to be in the right place at the right time with the right equipment.



5 Golden Rules

- Be kind and gentle
- Listen carefully
- Look after our things
- Always do your best
- Follow instructions first time

PE kits

PE kits will be sent home half-termly to wash. Please return them **promptly** at the start of each new term or half term, so your child is able to participate fully in PE lessons. (Your child will not be able to participate in PE lessons without a PE kit.) Your child's PE kit should be a t-shirt in a plain colour, in your child's house colour, or ideally one bought from the PTA bearing the school logo, plain navy shorts and pumps or trainers.

Equipment

All equipment that the children need will be provided in the classroom

In Key Stage 1 the children carry all books and information to and from school in a blue book bag. Please send in the blue book bag **every day**.

At the end of the school day

After school the children meet their parents/carers on the large playground off Gilbrook Road. If there is nobody there to collect them, they must come back into school with their class teacher and wait in the classroom.

Homework information KS1

Reading

Reading books are changed once a week. We let you know at the start of the year which is 'book change day' for your child.

Please make every effort to **tick off the books read** and write a quick comment if you wish. It is important to get into the habit of **bringing your child's books to school on your book change day**. It takes a considerable amount of time, effort and organisation to change the books for the whole class and if you miss your slot, we cannot always guarantee to change your child's books until the next week.

Children are usually given **2/3 books each week**. Your child can read them more than once especially if they are quite challenging. On second and subsequent reading, encourage your child to read with greater pace and fluency, paying attention to punctuation and reading with expression, e.g. pause at the full stops and change your voice for speech marks.

As children become more fluent and confident in their reading they will be encouraged to choose their own books from the coloured book band box they are in. An adult will always oversee their choices and amend them where appropriate.

KS1 children have access to the school library. The class teacher will let you know more about that at the start of the school year.

Helping your child to read

- Please hear your child read regularly in a quiet place where there are no distractions.
- Ask your child some questions about the book to check their understanding.
- Check your child is reading for meaning and understanding what they read.
- Check your child is keeping track of longer sentences and not missing lines out.
- Encourage your child to self -correct any misread words.
- Don't forget to talk about the pictures and use them to understand the story.
- Sound out and blend any unknown words.
- Explain any new vocabulary.
- Remember, making sense of the text is very important.

Spelling

Children will have a weekly test based on the words we have looked at in our weekly spelling sessions. We will send home a list of 10 focus words that contain either a new spelling rule or a phonic focus. Please practise these words carefully.

Numeracy

Numeracy homework is given out on a **Friday**. It is based on the work your child has done in class that week. It needs to be returned by the next **Wednesday**. Please complete homework **in pencil**. It is good to encourage children to write a calculation or show 'working out' rather than just the answer. Children are also encouraged to draw simple pictures or do jottings to solve problems if this helps them. We would encourage you to help and support your child where appropriate with homework. If your child is finding their homework too challenging, please inform your class teacher. Numeracy homework in Year 1 starts after Christmas but spelling homework starts after October half term.

KS1 Curriculum

Your child will follow **The National Curriculum in Year 1 and continue with it in Year 2**. This builds on the work the children have done in the Foundation Stage and allows for a natural transition in learning.

Literacy and Numeracy

Literacy and numeracy are taught daily. There is a mixture of whole class and group teaching. The groups are largely based on numeracy ability but are flexible. There is always a little movement between the groups throughout the year depending on the progress of each child. Please do not be concerned if your child moves group. We will always discuss with you if there is a concern about progress.

Counting

Children have experience of counting daily. They count forwards as well as back in 2's, 3's, 5's and 10's. As they become more confident they count in 100's and 50's. Children also begin to count beyond 100. In Year 2, children begin to work on times tables and learn the facts for the 2's, 3's, 5's and 10's times table. The corresponding division facts are also learnt.

Phonics/spelling

All children in Year 1 follow a daily Letters and Sounds phonic programme. In Year 2 this is revised and then they begin the Year 2 spelling programme. They have a guided reading session each week with an adult.

Phonics Test at the end of Year 1

At the end of Year 1, all children sit a National Phonics Test to check how successfully they are decoding using their phonic skills. They will read a total of 40 words in a list, which are a mixture of real and nonsense words. We hope all children will be successful in achieving the pass rate, which is usually 32 out of 40 words. If they are not successful in achieving this, they are given extra support and will re-sit the test in Year 2.

Writing

In Year 1 and 2 the focus is firmly on developing good foundations for literacy, building on the work done in the Foundation Stage. The cursive handwriting style is taught and children begin to join letters when they are ready. Children are taught to write in sentences with a finger space between the words, forming their letters correctly and paying attention to the sizing of their letters.

Time is spent supporting children to gain a 'sense' of what a sentence is and where to put a capital letter and full stop to mark this. As children become more confident, sentence structure will be expanded to include a connective to make their sentence 'grow'. Common connectives are 'and' 'but' 'because' and 'so.' Children are also taught to use adjectives to make their sentences more interesting. This continues into Year 2 and written work is refined and developed further with children encouraged to use more varied and ambitious vocabulary and begin to add more detail. They will also develop their use of punctuation and will begin to use commas in a list, question marks, exclamation marks and apostrophes for possession and omission.

In Year 2 the 4 sentence types are taught:

- Statements, e.g. Here is a big dog.
- Questions e.g. Where are you?
- Commands e.g. Read this book to find out more.
- Exclamation sentences e.g. **What** an exciting day I have had!
How exciting my trip was!

The quantity and quality of their writing will develop. Children need regular practice at writing to develop their stamina. At the end of Year 2 some children will begin to write in paragraphs by 'chunking' similar information together. Children are given simple writing targets on a learning ladder as they start a new unit of work and oral feedback will be given at the end of the unit to support them and help them progress to their 'next steps'. Proof reading is an important part of the writing process. Children will learn to read and check their work looking for missing punctuation and checking for meaning.

Year 2 SATs

In early May in Year 2, all children will sit SATs papers. These tests reflect the 2014 curriculum and are meant to be rigorous.

The children will sit:

- Paper 1 Reading Comprehension -short text with questions, 20 marks, approx. 30 mins

- Paper 2 Reading Comprehension- longer text with separate questions, 20 marks, approx. 30 mins
- GaPS- Paper 1 and 2 -Grammar, Punctuation and Spelling including vocabulary, 40 marks, approx. 30 mins.
- Paper 1 Arithmetic, 25 marks, approx. 15 mins
- Paper 2 Reasoning, 35 marks, approx. 35 mins

Tests are not strictly timed and are taken in the classroom in small groups with the teacher present. The questions become progressively harder in each test and some children stop before the end of the test.

There is no separate writing test. Writing is assessed by the class teacher throughout the school year.

The SATs are marked internally in school and then the raw score from the reading, numeracy and GaPS test are converted to a scaled score out of 100.

- **Expected Standard** is a scaled score of 100 or above.
- **Working Towards** the expected standard is a score less than 100.
- **Greater Depth** is a scaled score of around 110.
- The highest scaled score is **115**.

The children also have teacher assessment for all the above areas of the curriculum.

Uniform

We are a uniform school and believe it helps children look smart and gives them a sense of belonging. The children are expected to wear school uniform colours.

Uniform - girls

- White polo shirt
- Navy blue cardigan or sweatshirt
- Navy trousers or skirt
- Plain socks white, grey or black
- Sensible black school shoes. No boots.
- Blue gingham dress
- No trainers for daily school use please

Uniform - Boys

- White polo shirt
- Navy blue sweatshirt or jumper
- Grey trousers or school style shorts
- Plain dark socks
- Sensible black school shoes. No boots.
- No trainers for daily use please.

Hair and accessories

- No extreme haircuts or styles - e.g Mohican or shaved patterns.
- Girls can wear plain hairbands and bobbles in school colours to keep their hair in place.
- Make up is not appropriate for school - no nail varnish please.
- Earring studs may be worn. Children may wear a watch.

Year 1 Long Term Curriculum Plan 2017-2018

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Incredible me!	Terrific Toys	Animal Mayhem	Who could live in a house like this?	Growing & Changing	London's Burning
Enrichment	Super hero day	Visit to the Bus Museum	Bi-annual visit from ZooLab	Trip to Dunham Massey	Visit to Fletcher Moss - hunt for Bog Babies	Fire Engine visit
Literacy Fiction	Lists / Captions / Labels: Elliot Midnight Superhero	T4W: Fantasy: Naughty Bus	T4W: Stories with Familiar Settings: The Tiger Who Came to Tea.	T4W: Traditional Tales: Three Little Pigs	Character Profile: Bog Baby	T4W: Historical comparison: Katie in London
Literacy Non-Fiction	Non-fiction book on the Body / labelling parts of the body.	Non-fiction book on transport Poems: Learning by heart : Ning Nang Nong	Non chronological report: Tigers	Recount of trip to Dunham Massey	Instructions: How to grow a Sunflower Leaflet: How to look after a puppy	Diary entry: Great Fire of London / Non-chronological report: Great Fire of London
Numeracy	Number, Place value, length, Mass/Weight, Addition / Subtraction, 2D / 3D shape	Sequencing & Sorting, Fractions, Capacity & Volume, Money, Time	Number, Place Value, Mass/Weight, 2D/3D shape, Counting & Money, Multiplication, Division	Length, Mass/Weight, Addition / Subtraction, Fractions, Position & Direction, Time	Number, Place Value, Addition & Subtraction, Capacity & Volume, Fractions, Position, Direction, Time, 2D/3D shape	Time, Multiplication, Division, Subtraction - difference, Measurement, Sorting,
Science	Autumn: Seasonal Changes		Winter: Seasonal Changes	Spring: Seasonal Changes		Summer: Seasonal Changes
	Body sense / exercise / food		Animals	Materials	Identifying plants / growing a bean plant / sunflowers	
History		Toys from the past		Living memory: Houses in the Past		Great Fire of London
Geography	Directions / maps / fieldwork around school.					Where is London? Compare to Capital cities in UK
RE	God & Creation Harvest: Non-Christian faith link	Baptism: Non-Christian faith link Christmas Gifts & Gift Bringers	Jesus was special	Easter celebrating new life Holy Week	Multi-Cultural Christianity / My world Jesus world	Islam: Mosque / Qu'ran / Mohamed
DT	Split pin skeleton	Sewing Christmas card / puppet		Card with moving parts	Fruit salad	Tudor house / nightlight
Art	Self-portraits / creation rainbow / hedgehog / leaf printing	Line drawings / block painting / patterns in the environment	Colour mixing / different types of paint Mixed media Tiger pictures	2D shape houses / Three Little Pigs: collage / mixed media	Study of an artist: Van Goch & Monet. Seed collage / seed packet design	Summer painting / Tudor fire of London pastel houses.
PSHE	Good to be Me (SEAL)		Going for Goals (SEAL)		Getting on & Falling Out (SEAL)	Growing & Changing
PE	Gymnastics / Games	Drama: Nativity	Dance / Games	Gym / Games	Games / Dance	Gym / Games
Music	Manchester Music Scheme / Autumn 2 Nativity					
Computing	Intro to ICT Suite	We are painters. Illustrating an e-book	We are Treasure hunters	We are collectors	We are TV Chefs	We are celebrating

Year 2 Long Term Curriculum Plan 2017-2018

Curriculum area	Autumn 1	Autumn 2 Nativity Play	Spring 1	Spring 2	Summer 1 SATS	Summer 2
Literacy	<p>Non-Fiction Book about sharks Instructions- how to build a sandcastle</p> <p>Poems on a theme Seaside poems</p>	<p>Fiction Goldilocks and the 3 Bears <i>Traditional Tales</i> Character profile Goldilocks Letter of apology to Bears Persuasive poster to visit Isle of Struay</p>	<p>Fiction Lost and Found- Oliver Jeffers <i>Stories by the same author</i></p> <p>Fact file about polar animals</p>	<p>Non-fiction Non-chronological report about meerkats Postcard- Meeerkat Mail - Emily Gravett</p> <p>Performance poetry- The Owl and the Pussy cat</p>	<p>Non- Fiction Explanation text about life cycle of a butterfly Book review- author box</p> <p>Non-fiction book about minibeasts</p>	<p>Fiction George and the dragon-Chris Wormell <i>Story as a theme</i> Recount- trip to Skipton Castle Poetry- Tell me a dragon- Jackie Morris</p>
Numeracy	<p>Number, place value Length, mass, weight Addition/ subtraction 2d/3D shape</p>	<p>Counting, multiplication & sorting, statistics fractions, capacity & volume, money, time Assess and review week.</p>	<p>Number, place value, mass/weight. 2D and 3D shape, Counting & money, multiplication and division.</p>	<p>Length, mass/weight, addition/subtraction, fractions, position & direction, time. Assess and review week</p>	<p>Number, place value & statistics, addition & subtraction, capacity, volume & temperature, fractions, position, direction. Time, 2D/3D shapes</p>	<p>Time, multiplication, division, statistics, including finding the difference, measurement, sorting</p>
Topic	<p><u>The Seaside</u> <u>History Focus</u> Seaside past and present</p> <p>Science- Materials</p>	<p><u>Once Upon a time...</u> <u>Geography Focus</u> Katie Morag- An island home- Physical and human features of a place Features of an island home- compare to Didsbury</p> <p>History- Guy Fawkes Remembrance Sunday</p> <p>Science- Materials</p>	<p><u>Around the world</u> <u>Geography Focus</u> Continents and oceans of the world Contrasting country study- Antarctica Compare Antarctica to Arctic</p> <p>Identify hot and cold regions of the world and the Equator.</p> <p>History- Explorer- Ernest Shackleton</p> <p>Science- habitats Differentiate between living, dead and non-living Habitats of a variety of animals Food chains</p>	<p><u>Wriggle and Crawl</u> <u>Science Focus</u> Life cycle- Life cycle of a butterfly notice that animals, including humans, have offspring which grow into adults</p> <p>find out about and describe the basic needs of animals, including humans, for survival (water, food and air)</p> <p>Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene</p> <p>Minibeasts- identify and name minibeasts in their micro habitats Plants - observe how they grow and what they need to stay healthy Plant investigations D and T - making a wheeled vehicle</p>	<p><u>Castles and dragons</u> <u>History Focus</u> Battle of Hastings- claims to the Throne of England Who built the first castles in Britain and why? The structure of a Norman castle Who lived in a castle and what was life like? Finding out about knights.</p> <p>D and T - Make a castle from cardboard</p> <p>Knights and princesses' day- dressing up day</p> <p>Trip to Skipton Castle</p>	

PHSE	<i>Growing and changing</i> lesson 1 personal identity Good to be me	<i>Growing and changing</i> lesson 2 - friendships	<i>Growing and changing</i> lesson 3 - growing up Changes	<i>Growing and changing</i> lesson 4- body changes	<i>Growing and changing</i> lesson 5- hygiene Say no to bullying	<i>Growing and changing</i> lesson 6- personal safety
RE	The church Compare the church to the Synagogue Visit to a church and synagogue	Journey to Bethlehem Christmas	The Bible	Easter Symbols	Jesus friend to everyone	Judaism The Torah/ Shabbat