

Year 1 Creative Curriculum Overview

An Introduction to Year 1

The Teaching in Year One is vibrant and enthusiastic. At its core is the desire to enthuse children with a love of each subject. Work is focussed around a variety of Creative Curriculum themes, reading texts and genres. Children are encouraged to participate in a range of activities including: creative writing, dramatisation, shared problem solving and scientific enquiry. We cover all of the technical skills in an integrated manner, placing value on technical accuracy in written work, encouraging children to take pride in every element of their work and frequently displaying handwritten work.

We aim to ensure that they all have the opportunity to reach their full potential and that they are well prepared and confident by the end of the year.

During Year 1 the children will gain essential knowledge and skills from many different subject areas.

These include:

Literacy

The English curriculum is enhanced by theatre visits for all year groups. National Book Day is celebrated by workshops run by a guest Author, further workshops on creative writing and related topics are held throughout the year and an annual Scholastic Book Fair is also held.

In Year One, children are taught English in differentiated Groups by their Form Teacher. With the introduction of the Creative Curriculum this year, our work has been based around books and key text related to Extraordinary Animals and Modern Masters in the Autumn Term, Medieval London and Legends of kind Arthur in the Spring Term and Pirates Adventures in the Summer Term.

It is vital that we set good, strong foundations for their progression through Eridge House and beyond.

By the end of the year it is our aim that the children will:

Attainment targets for Writing :

Pupils' writing communicates meaning in both narrative and non-narrative forms, using appropriate and interesting vocabulary, and showing some awareness of the reader. Ideas are developed in a sequence of sentences, sometimes demarcated by capital letters and full stops. Simple, monosyllabic words are usually spelt correctly, and where there are inaccuracies the alternative is phonetically plausible. In handwriting, letters are accurately formed and consistent in size.

Attainment targets for Reading and Book Studies:

Pupils' reading of simple texts shows understanding and is generally accurate. They express opinions about major events or ideas in stories, poems and nonfiction. They use more than one strategy, such as phonic, graphic, syntactic and contextual, in reading unfamiliar words and establishing meaning.

Attainment targets for Speaking and listening:

Pupils begin to show confidence in talking and listening, particularly where the topics interest them. On occasions, they show awareness of the needs of the listener by including relevant detail. In developing and explaining their ideas they speak clearly and use a growing vocabulary. They usually listen carefully and respond with increasing appropriateness to what others say. They are beginning to be aware that in some situations a more formal vocabulary and tone of voice are used.

Phonics & Spelling

The Letters and Sounds Phonics Strategy is the most progressive approach to teaching phonics and we are rigid when it comes to using this scheme consistently throughout the school. During Year One the children revise Phase 2 and spend the final two terms learning Phase 3 until their knowledge is assessed and consolidated.

Handwriting

In year One we devote a great deal of time to working on handwriting, this improves letter formation and handwriting styles. Handwriting is written into each exercise book by the class teacher to ensure an individualized and differentiated approach. During the Spring term we begin to encourage the children to join their letters when ready and work closely with the Nelson Handwriting Scheme to ensure the progression is consistent.

Literacy Scheme of Work

At Eridge House our Creative curriculum allows teachers to produce vibrant and exciting lesson plans, loosely structured around the National Literacy Strategy and enriched with the overall theme of the term. During our Narrative writing block at the start of the Spring Term, for example, while our theme is Medieval London, we will begin our English lessons by focussing on the Legends of King Arthur and the Knights of the Round Table.

Assessment in Literacy

Literacy is constantly being assessed in Year One at Eridge House. Whole year assessment is carried out twice each term, at the end of each half term. Results are recorded each term into the Incerts Assessment Entry programme and analysed. On a daily basis children's work is assessed through careful marking and target setting – the children are also able to use their individual targets to assess their own progress.

Numeracy

At Eridge House, we believe in a good ground of traditional basics in the early years: tables, arithmetic, algebra and geometry, with an emphasis on understanding so that pupils will be able to use their skills for problem solving. We do not follow the National Curriculum so are free to tailor the pace and level teaching to individual groups.

By the end of Year 1 we aim for the majority of children to be able to: **Numbers and the number system:**

Pupils count sets of objects reliably, and use mental recall of addition and subtraction facts to 10. They begin to understand the place value of each digit in a number and use this to order numbers up to 100. They choose the appropriate operation when solving addition and subtraction problems. They use the knowledge that subtraction is the inverse of addition. They use mental calculation strategies to solve number problems involving money and measures. They recognise sequences of numbers, including odd and even numbers.

Using and applying mathematics:

Pupils select the mathematics they use in some classroom activities. They discuss their work using mathematical language and are beginning to represent it using symbols and simple diagrams. They explain why an answer is correct.

Shape, space and measures:

When working with 2-D and 3-D shapes, pupils use everyday language to describe properties and positions. They measure and order objects using direct comparison, and order events.

Handling data:

Pupils sort objects and classify them using more than one criterion. When they have gathered information, pupils record results in simple lists, tables and block graphs, in order to communicate their findings.

Mathematics Scheme of Work

At Eridge house the creative Curriculum allows us to be less structured than the National Curriculum when teaching blocks of mathematics. We teach using a progressive and consistent approach with individual targets and encouraging the children to assess their own work as we move through the year. Lessons are differentiated by individual support and extension activities for those who are achieving above the level of attainment expected.

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The Creative Curriculum Areas of Study

Children's learning needs to keep pace with our rapidly changing world. Our Creative Curriculum is a carefully planned, thematic approach to teaching and learning designed to support children's natural curiosity and stimulate their creativity. The Creative Curriculum integrates all subject areas of the National Curriculum, including ICT, DT, Art, Science, History and Geography, but does so in a unique way that offers children the opportunity to work in depth, giving them the time they need to reflect, consolidate and transfer their learning. There is a strong emphasis on children's personal development, including the development of learning and thinking skills, and personal, social and emotional skills.

Over the course of the year, children in Year 1 will learn about:

Autumn Terms:

Extraordinary Animals

An in depth journey of discovery looking at some of our worlds fascinating and extraordinary animals such as bats, owls, camels and giraffes just to name a few.

Modern Masters

Studying & learning the artistic style and techniques of: Henry Moore & Alberto Giacometti

Spring Terms:

Medieval London

A magical journey back in time to medieval England, learning about Castles, King Arthur, Excalibur and the Knights of the Round Table.

Summer Terms:

Arhh Me Hearties! – A Study of Pirates

A swashbuckling adventure back in time learning about the life of a pirate; the islands they visited, treasure, sea explorers and ships.

Innovation & Inventions - Boats

A practical and hands on investigation into the world of engineering, looking at boat/ship construction and design.

Specialist Curriculum Areas:

Physical Education:

Here children begin to learn special awareness and team play using a variety of indoor games. Dance and gym are also featured alongside their specialist P.E lessons. Outdoor P.E. lessons focus on balls skills, refining skills learnt in reception year before moving onto more specific skills including bouncing, kicking and catching using a larger balls (i.e. football, basketball).The summer term further develops athletics and game play using modified team activities.

Music:

Drama:

French:

Children in Year 1 have 2x 30 minute French Lessons each week. Throughout the year, children will learn to speak (in French): Colours, counting numbers up to 20, words for the different parts of the human body, clothing, telling the time, along with the names of various jungle and farm animals.

Excursions & Further Experiences

Museum of London / Hampton Court Palace

Tate Modern

Tate Britain

Assessment & Reporting to Parents :

- Assessment is an ongoing process, which begins with the sharing of learning intentions and success criteria with the children. Children gain a sense of achievement by developing targets that are both challenging and realistic.
- Feedback is ongoing discussing with the children what they have learned and about how well and how much they have learned. This feedback then helps to develop the next steps in their learning.
- Formal assessment takes place during an assessment week once every term.
- Autumn, Spring and Summer Term Parents' Evenings during which progress in all curricular areas are outlined in a Pupil Profile and discussed individually.
- The short end of term individual reports (Autumn and Spring) and the long end of year report detail the child's progress and achievement in all curricular areas, suggesting if appropriate any areas needing reinforcement.