



**DOWNSEND
SCHOOL**
Inspiring Young Minds

**KEY STAGE 1
CURRICULUM GUIDE
LITTLE DOWNSEND**

THE KEY STAGE 1 CURRICULUM

What is the Key Stage 1 curriculum?

Key Stage 1 (KS1) is the National Curriculum terminology for Year 1 and Year 2, and marks a shift from EYFS to more subject-specific learning. However, as the children are still very young many elements of the EYFS thread through Year 1, at the beginning of the KS1 curriculum, such as experiential, practical learning opportunities.

What will my child learn in KS1?

KS1 covers all compulsory national curriculum subjects. These are English, Maths, Science, History, Geography, Computing, Languages, PE, Art and Design, Music and Design and Technology.



The DfE state that within the national framework, KS1:

“

Provides an outline of core knowledge around which teachers can develop exciting and stimulating lessons to promote the development of pupils' knowledge, understanding and skills as part of the wider school curriculum.

”

Little Downsend and the National Curriculum

At Little Downsend we use the National Curriculum as a starting guide in our planning but we have the time, space and resources to take children on a far broader KS1 journey than the National Curriculum requires.

In addition to the compulsory subjects stated in the National Curriculum, Little Downsend also teaches Personal, Social, Health and Citizenship Education (including Relationships and Sex Education), Religious Education (following the Surrey agreed syllabus), French and Swimming.

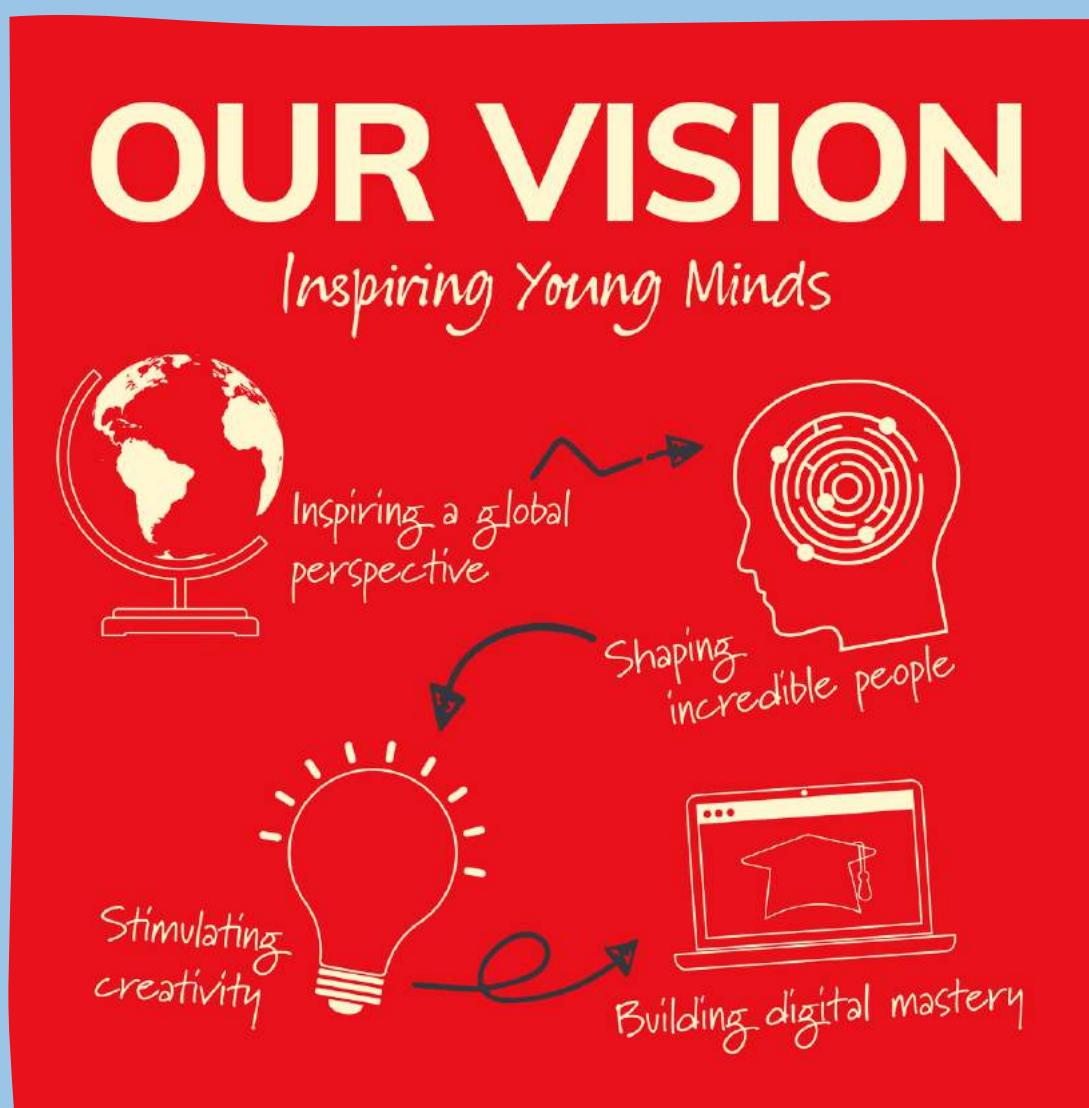
THE KEY STAGE 1 CURRICULUM

How will my child be learning at Little Downsend?

In KS1 we move to a more formal, traditional, rather than play based approach to learning. However, it is very rare that you would see a Year 1 class ever sitting passively in a lesson listening to a teacher. Learning remains experiential, practical, fun and memorable. We have high expectations and achieve high academic standards at Little Downsend, but always maintain a curriculum and teaching and learning approach that motivates and inspires the children to progress and remains broad, enriched and exciting.

All 3 characteristics of effective teaching and learning link into our school vision and aims and collectively, the vision, aims and National Curriculum drive our curriculum design.

Our school vision and aims are intrinsically linked to and help drive, our curriculum design.



THE ACADEMIC CURRICULUM

Curriculum design is driven by our school vision and aims alongside the requirements of the National Curriculum.



Inspiring a global perspective

Our key over-arching theme is 'building community', giving children the chance to learn more about their community, to appreciate diversity, to think about their environment and the people within it.

Our children need to have confidence and the ability to articulate themselves confidently. They need to have an opinion, and the language and vocabulary to engage in debate.



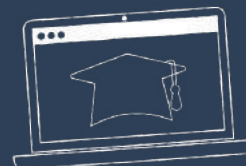
Shaping incredible people

Stimulating creativity



Creativity is at the very heart of our curriculum. Our children are naturally curious, so we embrace their sense of adventure, making every part of the learning a creative experience so we simply allow their skills to flourish.

Gently building in age-appropriate technology at the right times (such as beebots for coding and microscopes for studying leaves), we familiarise children with the tech they will need to stand them in good stead in the future.



Building digital mastery

The curriculum at Little Downsend is delivered through 6 overarching themes where the vision and aims really come to life, digging deeper and exploring concepts in multiple ways ensuring breadth of conversation and a natural progression through the ages and stages from First Steps all the way through to the end of Year 1.

The 6 topics are:

- Autumn 1: All About Me
- Autumn 2: Our Wonderful World
- Spring 1: All About People
- Spring 2: Tell Me a Story
- Summer 1: Living things
- Summer 2: Journeys

We usually end each half term with a celebration event, where the whole school comes together to celebrate, discuss and share their learning.

SPECIFIC AREAS OF THE CURRICULUM

A brief overview of each subject area is given here. Each half term, the teachers share their Medium Term Planning which gives a more detailed view of the learning taking place in that half term in each of the different subject areas.

ENGLISH

Within English we teach:

- Writing composition – fiction and non-fiction
- Spelling
- Vocabulary, grammar, punctuation
- Handwriting
- Reading
- Phonics
- Spoken language and listening



Writing composition and vocabulary, grammar and punctuation

The writing element of our English curriculum is centred on our Talk for Writing text that half term. Within Talk for Writing, children learn to retell a focus text using a simplified text structure carefully planned to include the vocabulary and language structure teachers want them to develop. The children are taught the story through the use of a story map and actions to help prompt and remind them about the next part of the story. The text is linked to the overarching topic for the term and as well as completing the story writing imitation and innovation parts of the Talk for Writing, additional writing genres are explored, i.e. when studying the story Lost and Found, children create missing posters for the penguin in the story and also research and complete penguin fact files.

Grammar, vocabulary and punctuation are taught holistically through real writing experiences so that children can apply their skills and receive feedback at the point of writing on how to improve in these areas.

Spelling and Phonics

Phonics lessons continue to be taught through Year 1 with a high focus on alternative graphemes for reading and writing, i.e. that oa, oe, ow, o, o-e can all make the same sound and where they would come in a word. This in turn develops into spelling where particular spelling patterns are taught. In Year 1, children receive a list of spellings to practise for a weekly spelling test. These spellings consist of words already taught in phonics lessons alongside the common exception words for Year 1 (see appendix for list of Y1 common exception words), days of the week and words for numbers to twenty which children are expected to spell correctly by the end of Year 1.

Handwriting

At Little Downsend, we teach cursive writing from Rising Reception and by Year 1, some children are starting to link the lead ins and lead outs to join their handwriting. Although we teach cursive, we do not yet expect fully joined up writing as this is a developmental process that sits alongside the development of strength and dexterity in the fingers, hands, wrists and arms. Joined writing will come when the children are ready.

To aid the development of a smooth, cursive handwriting style, 'Write Dance' is a key part of any handwriting practice. Write Dance is an approach and a method that provides movement opportunities so children can develop the physical skills needed to develop their handwriting skills. We start Write Dance from our nursery classes and as the programme moves into Year 1 it is focused explicitly on letter shapes rather than just the movements that will be needed to form letters.

Reading

We are particularly proud of our very high academic achievement in reading, an area we invest significant time in through our daily 1:1 reading programme. The benefits of this investment are huge. Every child receives personalised tuition in both word reading for fluency and reading comprehension every day. The support from parents following this up at home leads to incredibly rapid progress for our children in this area. The ability to read fluently unlocks a hidden World to children. When the children move from early readers to fluent readers, able to read and comprehend the World around them, their motivation and confidence soar.

Books continue to form a key part of our day to day life in Year 1. We continue to read to the children to continue to expose to them to language and text beyond their own reading stage and our Talk for Writing texts give the children an opportunity to learn a high quality children's text in depth.

Spoken language and listening

Within our school aim of shaping incredible people, we want our children to have a voice – to be articulate and know how to use their words to express their meaning but also to have a passion, an idea, something to have a voice about. Developing spoken language within a rich curriculum supports this and so this part of our English curriculum continues to be just as important as reading and writing in Year 1.

Children at this age are continuing to learn new vocabulary all the time and also developing their ability to use language purposefully and functionally in a variety of ways. Lots of opportunities are given for children to use their language in different ways – to explain, justify, reason, question, discuss and tell stories to name a few, with the curriculum introducing them to new vocabulary to apply in those conversations.

Our children's listening and attention skills are outstanding for their age and we are proud that they can use these skills so well to digest and take on board the fast paced curriculum they are taught.



MATHS

In Maths we teach:

- Number and place value
- Addition and subtraction
- Multiplication and division
- Fractions
- Measurement
- Properties of shapes
- Time
- Money
- Position
- Direction



In Year 1, children further their understanding of mathematical language, understand the fundamentals and begin to solve problems by applying this knowledge using all 4 operations. They extend their confidence within the number system to 100, confidently and expertly manipulating number in their heads to solve problems.

We teach all the areas related to number using the Concrete, Pictorial, Abstract (CPA) approach as developed by American psychologist Jerome Bruner. This is an approach that develops a deep and sustainable understanding of the number system for children, enabling them to build exceptionally strong foundations and to make rapid pace as they progress through more complex areas of mathematics in their education.

'Concrete' step of CPA

The concrete stage of learning is about 'doing'. Using physical manipulatives to demonstrate and develop understanding in concepts.

'Pictorial' step of CPA

The pictorial stage of learning is about representing number in different ways using models and images – using sticks and bricks, 5 frames, 10 frames, part-part-whole models and pictures. A whole new vocabulary for parents but models and images that children can confidently draw, explain and use.

These 2 stages help the children to develop their conceptual understanding of number, giving them graphical representations to hold in their heads, strengthening their early mental maths skills and enabling success once the abstract stage is reached.

'Abstract' step of CPA

The abstract stage of learning is the “symbolic” stage, where children use abstract symbols to represent number, including the numerals themselves which without context, are abstract. Children are introduced to concepts at this stage at a symbolic level, using only numbers, notation, and mathematical symbols, i.e. $35 + 21 = 56$, $19 > 7$. They use their learning from the previous two stages to support their methodology in find answers.

Number is a priority area for the Year 1 maths curriculum and approximately $\frac{2}{3}$ of the taught curriculum is focused on place value, calculation and fractions.

Measurement and geometry are also key parts of the Year 1 maths curriculum with a focus on both 2D and 3D shape properties and pattern in geometry and then length and height, weight and volume, money and time in measurement. Learning in number is applied through much of the measurement learning to further consolidate this area also.



SCIENCE

Our Science curriculum allows children to observe scientific phenomena, engaging their curiosity and encouraging them to ask more questions about the world around them. In Science lessons the children will learn about:

- Seasonal changes
- Materials and their properties
- Humans and other animals
- Living things and their habitats
- Plants

In Year 1, children develop their scientific enquiry skills as well as developmental skills relating to:

- Exploring
- Comparing
- Describing
- Classifying
- Hypothesising

COMPUTING

In computing, children are taught skills and particular software applications, but they also have access day to day to their own ipads which are used to enhance and rehearse learning as well as giving children a different choice in which to collaborate with their peers and demonstrate their learning.

- Mouse, track pad and typing skills
- How to manipulate text and images
- Programming using the Dash Bots and associated apps
- Staying safe in the digital World
- Creating digital art

HISTORY

Children continue to develop awareness and knowledge of different time periods in History identifying similarities and differences between time periods and within a chronological framework. The main focus is on changes in living memory, significant national events and the lives of significant individuals. The historical topics taught in Y1 include:

- Local History
- 1960s (what life was like for children then, and key historical events including Space travel and the development of Concorde)
- Remembrance day
- Key historical figures (e.g. Explorers including Columbus, Montgolfier brothers, Amelia Earhart)
- Black History

GEOGRAPHY

Our Geography curriculum focuses on developing a child's understanding of the World, the United Kingdom and their own locality. The children will begin to understanding subject-specific vocabulary and begin to use a range of geographical skills. The geography topics taught in Y1 are:

- The United Kingdom
- Our local area
- Our World
- Contrasting regions of the World
- Seasonal changes and weather

ART

Art lessons inspire children through the use of media, materials and imagination to express themselves creatively in a wide variety of ways. Our art focus always links into our class learning and focuses on skills and techniques as well as understanding and recreating work by famous artists. Artists covered include: Pablo Picasso, Henri Rousseau, Andy Warhol, Piet Mondrian, Henri Matisse, Vincent Van Gogh and Seurat.

DESIGN AND TECHNOLOGY

Similar to art, in this area of the curriculum, children will develop a range of creative and practical skills using their own imagination and creativity. They'll design and create a variety of products with the aim of solving real and relevant problems while considering their own and others' needs, wants and values. Our D&T curriculum involves the children in:

- Sewing
- Lego construction and design
- Cooking
- STEAM projects linking to Geography and Science learning

MUSIC

Our curriculum aims to engage and inspire pupils to develop a love of music and their talent as early musicians, and so increase their self-confidence, creativity and sense of achievement. At Little Downsend, we are fortunate that our music curriculum is taught by subject specialists who are really able to enrich and elevate the teaching and learning in the subject.

All children learn to play an instrument at Year 1, currently the ukulele, and we love hearing the children perform so confidently at the end of year concerts.

In Y1 children are taught to:

- use their voices expressively and creatively by singing songs and speaking chants and rhymes
- play tuned and untuned instruments musically
- listen and respond with concentration and understanding to a range of high-quality live and recorded music
- experiment with, create, select and combine sounds to start composing their own music

PHYSICAL EDUCATION

Our children have PE lessons at least 3 times a week, all taught by specialists. Through their PE/games, dance and swimming lessons they:

- become confident in their movement, specifically with agility, balance and coordination;
- compete in small team and individual physical activities, while understanding simple tactics for attacking and defending;
- master basic movements including running, jumping, throwing and catching;
- use simple movements to perform dances
- develop water confidence, develop further independence and focus on stroke technique

PSHE (PERSONAL, SOCIAL AND HEALTH EDUCATION)

Children have weekly PSHE lessons, but PSHE permeates through and underpins our day to day actions and interactions with the children, further shaping their approach and attitude to life as the incredible young people they are and will continue to be. Our taught PSHE programme focuses on:

- Being Me in My World
- Celebrating Differences
- Dreams and Goals
- Healthy Me
- Relationships
- Changing Me

There is also a keeping safe focus every half term looking at personal safety (using NSPCC materials), fire, online, road, sun and water safety.

Our PSHE curriculum also covers Relationships and Health Education. A key part of that curriculum for Y1 is to teach the correct anatomical names for their body parts. These lessons take place in the Summer term and parents are given full information about the lessons before they take place.

Alongside our weekly taught lessons, through weekly assemblies, feedback on learning and conversations both inside and outside the classroom we develop a growth mindset, resilience, persistence and many other skills, values and qualities that will enable our children to lead happy, fulfilling lives.

RE

Religious Education in Y1 gives children an overview of some of the different faiths and beliefs that people have across the World, as well as continuing to support and develop their social, moral, spiritual and cultural understanding.

FRENCH

French is taught weekly by subject specialists. It is great fun for the children and taught through the use of toys, puppets, games and songs. By Year 1, our children have developed a good basic vocabulary and are starting to have brief question and answer conversations with each other.

FOREST SCHOOL

Forest School is a child-centred learning process that supports play, exploration and supported risk taking. It develops confidence and self-esteem through hands-on experiences in a natural setting. Every 3 weeks the children will have a Forest School session focused on something related to their topic, as relevant, something specific to the Natural World at that time of the year, activities such as sawing wood or activities that just involve fun, mud and exploration!



AN ENRICHED CURRICULUM

All Little Downsend Teaching and Learning activities are practical, experiential and engaging. We know that happy, motivated children make the very best progress and so our teachers plan and deliver a curriculum that is designed to help each child achieve brilliantly in the basics – as well as providing rocket fuel to their softer skills – their ability to be resilient, to adapt to change, to be confident and to learn from failure. Above all, our learning is playful, fun and exciting!



HOW WILL I KNOW HOW MY CHILD IS DOING?

Every teacher works alongside their teaching team to observe and continually evaluate each child's progress, using that information to inform the next steps in their teaching and planning. There are no regular formal assessments in our Y1 classrooms, all assessment is made by the teachers through their gained knowledge of the children: more often than not by the work they produce in the books and how they read and discuss books, but information is also gained through discussions and observing and listening during lessons. At different points in the year, teachers may carry out a quiz to take a snapshot overview of attainment to help frame and target next steps but mostly, they will use ongoing assessment to inform them.

During the Summer term of Year 1, we carry out GL progress tests in English and Maths that provide us with a standardised score for each child. This enables us to moderate and triangulate our own judgements as well as providing the school with a summative overview of attainment for the children completing their time at the school.

In October/November and February, you are invited to school for a parent/teacher consultation to discuss progress.

At the end of each term, you will receive a written report detailing progress and achievements against the children's journey towards end of Year 1 expectations. At the end of the Autumn and Spring term, reports are briefer focusing on strengths and targets in the core subjects of reading, writing and Maths. At the end of the Summer term, a full annual report is provided by the teachers.





**DOWNSEND
SCHOOL**

Inspiring Young Minds