



Russell Street School



Russell Street School

Information for Key Stage One Parents





Excellent

teaching gives children the life chance they deserve.

Enjoyment

is the birthright of every child.

But the most powerful mix is the one that brings the two together.



Introduction

At Russell Street School we understand how vital good communication between home and school is in order to ensure your child makes the best possible progress. This guide has been produced to play an important role in facilitating this partnership.

For your child to achieve their full potential it is vital that you support their learning and development.

This guide gives you a wealth of information about Key Stage One at Russell Street School how you can help your child, how we develop and assess your child, useful websites and curriculum materials.

When Key Stage One is referred to in this guide, this indicates years 1 and 2.



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School Information

Russell Street
Stony Stratford
Milton Keynes
MK11 1BT



Tel: 01908 563148

Website: www.russell-street-school.co.uk

Headteacher: Mrs D Robinson.

Deputy Headteacher: Mrs J Van Rooyen.

Chair of Governors: Dr N Sumpter.

Safeguarding and Child Protection: Mrs D Robinson & Mrs Lydia Read

Office Contact: office@russell-street-school.co.uk

Admissions Contact:

<https://www.milton-keynes.gov.uk/schools-and-lifelong-learning/school-admissions/primaryadmissions@milton-keynes.gov.uk>

Tel: 01908 253338

Civic Offices

1 Saxon Gate East

Central Milton Keynes

MK9 3EJ

About Russell Street School

Russell Street School was originally known as the British School and has been in existence since 1844. It moved into the present buildings in 1907. In 1970 Russell Infants was formed and is now called Russell Street School.

We cover the Early Years Foundation Stage (3-5 years old), which includes a nursery and reception class, and Key Stage 1 (5-7 year olds). We have three class entry. There are 39 funded part-time nursery places in each session; we also offer 30 funded hours and additional paid hours. A breakfast and after school club is available.

A warm and welcoming atmosphere is a key feature of our school. We are committed to providing a high level of care for our children, ensuring that they remain safe and happy and that their personal, social and emotional needs are met.

Our school is at the heart of our community both locally and at a more international level. Our parents are highly involved in school life through our Parents' Association and as regular visitors and helpers in school. We use our town and locality as a resource in our learning and participate actively in community events like Stony Bloom. We also have strong links with other community groups in Stony Stratford.

A commitment to outdoor education, including Forest School, supports our drive to provide for the needs of all children. Through outdoor activities our children learn independence, self-motivation, communication and social skills. They learn about mathematics, science, humanities and technology in real, fun and exciting contexts.



Vision and Values of Russell Street School



Russell Street School children are **STARS** - Safe, Together, Achieve, Resilient, Special.

SAFE

'We all have the right to feel safe all the time. Nothing is so awful or so small that we cannot talk about it.' (RSS iSafe Programme).

TOGETHER

Highly supportive relationships are established based on mutual respect. Children make a positive contribution to society. They understand their rights and responsibilities as citizens and respect the beliefs and values of others.

ACHIEVE

Children achieve the best possible outcomes through the delivery of an exciting, ambitious curriculum built around progressive new skills and knowledge acquisition. Children have a strong desire to learn more and acquire the knowledge and cultural capital they need to succeed in life.

RESILIENT

Children demonstrate high levels of self-determination and control. Through a growth mindset attitude, children believe the impossible is possible.

SPECIAL

Children have access to a wide, rich set of experiences and have frequent opportunities to develop their talents and interests. Children feel an important sense of worth and belonging ensuring good mental health and well-being.



Your Child's Day



| | |
|------------------|---------------------------------------|
| 8:40am | Arrive and enter the school building. |
| 8:50am | Registration |
| 11:30am – 1:00pm | Lunch. |
| 2.50pm | End of the School Day. |

Children should be collected at 2.50pm.

All children will have access to water at all times. Please provide your child with a named water bottle. We will send these water bottles home daily to be thoroughly cleaned. Please return them to school daily.

Cool Milk Scheme

Milk is provided free of charge to all children under the age of five. Once your child becomes five, you are still able to order and pay for milk for your child. To receive your child's free or paid for milk you must register with Cool Milk online.

<https://www.coolmilk.com>

Snack

Children are provided daily with a free piece of fresh fruit.

Lunch

Your child is entitled to a universal infant free school meal provided by the government for all Foundation Stage and Key Stage One children. Our hot lunches are provided daily by Essence Catering.

Order forms must be completed a week in advance and the closing date for collection of completed forms for the following week is Wednesday. Please place completed forms in the pink box in the main corridor of the Year 1 and 2 building. The box for completed forms for Reception children is in the Early Years building to the left of the door as you leave the building. Alternatively, you can download the forms from the Essence Catering website and place your orders online.

Please see the Essence Catering Website for further details:

www.essence-catering.co.uk

You may send your child to school with a packed lunch if you prefer. Packed lunches must contain only healthy choice food and should be sent to school in a clearly named lunch box.

The Russell Street School website has many facts and figures that you may find useful

www.russell-street-school.co.uk

MAKE EVERY DAY COUNT

Attendance Works

Children suffer academically if they are absent from school.

All absence represents lost opportunities to learn.

Studies show children who miss too many days in their early education struggle academically in later years.

The primary school starts the habit of good attendance for your child and a good work ethic that can stay with them for life.



Attendance - Every Lesson Counts

Every child has the right to receive full time education 190 days a year (380 sessions)

- Children can only make the most of the educational opportunities if they attend school regularly and on time.
- Lessons lost will never be found.
- 95% attendance or below is a cause for concern.

Please inform the office about the absence of your child by 9.00 am. All unexplained absences will be followed up by the office. If your child has a medical appointment during the school day, please make sure you inform the school office.

Holiday Absence during Term Time

Government legislation that came into effect on 1st September 2013 means that parents are no longer entitled to take their child on holiday during term time.

Parents can be fined by the local authority for taking their child on holiday during term time. The initial Fixed Penalty Notice of £60 is issued to each parent for each child (two parents, two children = £240).



Parental Involvement

Parents are invited to sign a Home–School agreement. This includes information about the school and details of what the school and the home will provide for the children, and how we can work together to care for your child and raise his or her achievement.

A close partnership between school and parents is vital to a child's educational progress. There are regular Parents' Consultation evenings arranged so that parents can discuss their child's progress with the teaching staff. A written report is given to parents at the end of each school year. This provides details of a child's overall achievements and those in relation to the National Curriculum. Parents are welcome to contact the class teacher or Headteacher if any concerns arise during the school year.

Parents' Association

The Parents' Association is a charity, run by parents, which exists to raise money for the school and to bring the parents of the school and community together. The PA regularly pays for extra books for the library, the water coolers and extra toys for classrooms. It also raises money for additional extras like the climbing frame in the playground, the library refurbishment and play equipment.

The PA is made up of parents and relies on parents volunteering to run stalls at the School Fete or to help out at after-school events. Parents can get involved by helping to plan events, matched funding if their employer operates such a scheme, donating prizes to school events, buying the fundraising products made by children such as tea-towels or Christmas cards, giving their time to help out at events.

Volunteering is fun and rewarding. Events benefit your child in providing an occasion for them to remember as well as money to buy equipment that will enhance their school experience.



Home School Agreement

These are our core aims:

- To promote high levels of individual self-confidence and well-being.
- To inspire and motivate children to become successful and lifelong learners.
- To enable each individual child to achieve their full potential.
- To provide outstanding learning environments.
- To instil a sense of community – school, local, global.

All our staff will strive to achieve these aims

When I am at school I will:

- try my best in all my lessons
- join in with lessons and have a go even when it is a bit hard
- ask for help when my work is a bit hard
- be a good friend
- try to do things for myself
- do as I am told by the grown-ups of the school
- look after my things and things that belong to other people and to school
- talk to someone if I am sad or worried about something
- talk to people at home about what I am doing at school

As a parent I will:

- ensure my child attends school every day and give school an explanation when my child does not attend
- make sure my child arrives on time each day, and I will collect my child promptly from school
- send my child to school appropriately dressed and equipped for the day
- encourage my child to be independent and to do their best at school
- actively support my child's learning
- attend parents' evenings
- work with the school to make sure my child behaves well
- talk to staff if I have any concerns or if there are any issues that may affect my child's happiness at school
- ensure the safety of all children by parking safely away from the school no parking zones



Uniform

- Red or navy sweatshirts / cardigans.
- White, red or blue polo shirts.
- Grey, navy or black 'bottoms', e.g. trousers, shorts, pinafores, skirts.
- In the summer an optional extra of red or navy gingham dresses.
- Sensible footwear (flat and closed toed).
- A change of clothes for P.E.: plimsolls, black shorts and a white 'T' shirt.
- No jewellery, other than plain stud earrings which should be taped on P.E. days.



School sweatshirts and polo shirts are available from Maisie's in Wolverton:

<https://www.maisies-superstore.co.uk>

Please name every item of your child's uniform and P.E.kit.

Lost Uniform

All unnamed uniform will be held in lost property boxes until the end of the half term and then will be given to a charity collection.



Wrap Around Care

We have a dedicated building in which to provide a safe and relaxed social environment for the start and the end of the school day for those families who require wrap around provision.

Breakfast Club runs daily from 8am and is currently available to all children attending Russell Street School. The cost of the session is £3.50 for Reception - Year 2 and £4.65 for Nursery. The children have a variety of breakfast items to choose from and a range of activities to engage in. At the end of the session, children are taken to their classrooms by the breakfast club staff ready for the start of the school day.

After School Club currently runs daily after school to 5pm (this earlier time is due to smaller grouped bubbles in-line with COVID-19 guidance) at a cost of £7. The club normally runs until 6pm. This club is available to all children attending Russell Street School from Nursery, Reception, Year 1 and Year 2. At the end of the school day the children attending after school club are escorted from their classrooms to after school club by a member of staff. There is a mixture of structured and free play activities available, including sports with our coach. The children are offered a snack during the session. The club enables children to continue their learning and to relax with their friends, in a safe environment beyond the school day. Parents are required to collect their children by 5pm.

For both clubs we require bookings and payment in advance. Payment can be made using Parentmail, Childcare Vouchers or Tax-Free Childcare. Registration and Booking enquiries can be made by emailing wraparoundcare@russell-street-school.co.uk or by contacting the office.



Children's Clubs

As well as wrap around care we also offer a range of after school clubs for Key Stage 1 children over the year these include: dodge ball, football and art. They run from 3pm until 4pm.



Welfare

Russell Street School is committed to Safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment. The Health & Safety of all children is paramount.

Parents and carers expect the school to provide a safe, secure and caring environment in which their children can flourish. To meet this expectation, the school implements a wide range of measures and policies, including the school's Safeguarding & Child Protection policy and Health & Safety policy.

Child protection

Our first priority is your child's welfare. The law requires schools to report any obvious or suspected cases of child abuse. We will do this in every case.

Administering Medicines

Only medicines prescribed by a doctor can be administered in school. If your child requires prescribed medication during the day, it should be handed to your child's class teacher at the start of the day. A medical consent form must be completed and signed stating the precise dose and time for the medication to be given.

Bumped Heads

If your child has a bump to the head during the course of the school day, your child will bring home a bumped head note. If the bump is significant, a member of staff will call you to let you know.

Keeping Your Child Safe

The following websites can support you in keeping your child safe.

NSPCC

<http://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/underwear-rule/E-Safety>

<https://www.thinkuknow.co.uk/>

Our comprehensive **iSAFE Programme** teaches the children that they have a right to feel safe all of the time & that nothing is awful or so small that they can't talk to someone about it. The iSAFE Programme sessions are as follows:

- Session 1 The right to feel safe
- Session 2 Early Warning Signs
- Session 3 Recognising Feeling Unsafe
- Session 4 Recognising Good Friends
- Session 5 Being Safe Around the Home
- Session 6 We are all Unique and Special
- Session 7 Race
- Session 8 Religions and Celebrations
- Session 9 Differently Abled
- Session 10 eSafety
- Session 11 Keeping Our Bodies Safe
- Session 12 Dealing with Bullies/Good Mental Health



Pastoral Care and Behaviour

We provide a caring environment in which people and property are respected. We are committed to **'Restorative Practices'**; helping the children to understand the impact that their choices have on the community around them. We use daily circle times to build strong relationships and communities. The focus of the school's behaviour policy is on the positive reinforcement of expected behaviours. Courtesy, consideration and self-discipline are expected and encouraged at all times. We give children clear, consistent guidelines and boundaries for behaviour in school and encourage parents to support us in this at home.

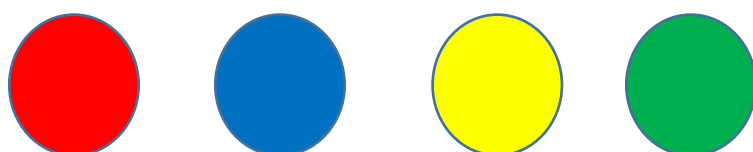
Bullying is not tolerated. All allegations of bullying are taken seriously and dealt with as appropriate. Both the bully and the victim are counselled and given support.

If necessary, 'thinking time' or the withdrawal of certain privileges will be used as a sanction in line with the school's Behaviour Policy. Where a child's behaviour is a serious or persistent cause for concern, the parents are formally involved and invited to school to discuss how their child's challenges and needs can be supported. The school will liaise with outside agencies if expert support is required.

Rewards

There is a focus on intrinsic awards. Teaching staff give meaningful praise and 'catch the children being good'. A cross on the class 100 square is awarded to the whole class when class rules and values are observed. Crosses can also be awarded to the class when individuals make a notable contribution. Year groups set targets for the number of crosses to be achieved in order to earn a class reward. The class reward occurs around every half term and is shared by all the class. **Previous rewards have included teddy bears picnics, movie afternoons and trips to the orchard.**

House System – All children are placed in a House with family members within the Primary School. Our Houses are **Red, Blue, Yellow and Green.**



Children who work hard and demonstrate the school values are awarded 'caught doing the right thing' tokens. For exceptional work and continuous demonstration of our values, gold stars worth 10 points are awarded.

Children can also be awarded a 'WOW' certificate. These children will be invited to attend a 'WOW' with a member of the leadership team. Whilst at WOW, the children will be given the opportunity to talk about their WOW, their work and generally discuss school.



Each week we hold a 'Values in Action' assembly. During the assembly two children from each class, who have demonstrated the half termly value are mentioned in the assembly and their achievements are shared with the whole school.

Birthdays are celebrated in classrooms and children will receive a sticker from the office. Please inform the office if you do not celebrate birthdays. As a healthy school, we do not give out sweets etc on birthdays. If you would like your child to give something to their friends; stickers or a book for the class to share are welcome.



Curriculum Aims

Intent

Russell Street School's curriculum provides **exciting experience-based integrated** educational opportunities for **children of all backgrounds** that allow each child to develop the **long term** knowledge and skills needed to reach their **full potential**, in order to take **full advantage of opportunities, responsibilities and experiences of later life**.

Children will:

- **develop the appropriate subject specific knowledge, skills and understanding as set out in the National Curriculum**, so that children can flourish, reach and exceed their potential academically, physically and artistically.
- **have a holistic set of values** that prepares them for life in the modern world in a diverse and ever changing community.
- **develop the behaviours learners need to succeed in the world**, such as concentration, perseverance, imagination, co-operation, the enjoyment of learning, self-improvement and curiosity.
- **understand spirituality in themselves and others, develop social skills and understand society**, build a firm set of personal morals, and to engage in the culture they live in and understand the cultures of others.

Through the delivery of integrated, exciting, motivating and relevant topics children are taught how to:

Question and challenge

Make connections and see relationships

Envisage what might be

Explore ideas, keeping options open

Reflect critically on ideas, actions and outcomes

Young children are naturally good thinkers and our foundation stage curriculum enhances this way of learning. We will encourage the children to bring everything they know to their learning, everything will be linked and everything will be relevant. If they are learning about gardens, then they read and write garden stories, sort and draw plants, count seeds, weigh soil, study and taste food that grows in a garden, sing about gardens, print gardens, draw gardens, paint gardens, dig gardens and plant gardens.

At Russell Street School **our fully integrated curriculum offers rich and exciting programmes of learning that give cohesion, meaning and motivation, developing the creativity, curiosity and energy of young people.** The units of work pull learning into a single field of study and a therefore understandable unity. This means that classroom environments are focused centres of learning, and with such a shared focus and consistency between year groups and key stages, this ensures the whole school becomes a high quality learning zone for all children and staff.

By linking subjects, timetabling the required curriculum to be covered is simple. There is **more time for children to gain hands on experiences, have more problem solving/research tasks and therefore learn in greater depth. Facts learnt are anchored to meaning and have definite relationships with each other.** There is 'learner centred learning'. Pupils work in teams, exploring and helping one another while the teacher sets directions, offers opportunities and acts as a guide and resource. The children ask

better questions, seek their own answers and gain deeper insights than they had before.

Implementation

| | How are the specific curriculum stages taught? | Planned Stages and End Points | Impact Measured |
|--|---|---|--|
| EYFS | EYFS Framework / Unit Plans | ELGs (age related stages) | Continual assessment against ELG's. |
| Phonics | RWI Phonics Scheme (R & 1) Letters and Sounds (Year 2 until 2021) | (R & 1) Stages A – J of RWI scheme. (As listed in RWI half termly assessment overview) Year 2 - Phase 5 phonics is recapped and phase 6 is taught. Children become fluent readers and accurate spellers. By the end of Phase 6, children read hundreds of words using one of three strategies: <ul style="list-style-type: none"> • Reading them by sight • Decoding them quickly and silently • Decoding them aloud Children will also recognise pre-fixes and suffixes, tenses and spelling rules. | (R & 1) Half termly assessments are carried out by the Reading Leader. Information is used to regroup children and provide immediate support to anyone falling behind. (Year 2) – Half termly assessments are carried out to highlight any gaps in learning and common misconceptions are addressed. Information is used to group the children and provide small group/1:1 support. Phonics Screening (Year 1 & 2) |
| Spelling | RWI Spelling (from 2021 for year 2) | Year group stages as listed in RWI spelling scheme. | Assessed through termly assessments. Immediate support given to anyone falling below the expected standard. |
| Writing Handwriting | The Write Stuff (TWS) approach using the EYFS and KS1 Writing Rainbows. Sentence Stackers taught. Continuous Cursive | The Write Stuff (Assessment Framework) – Year group termly expectations. | Moderated assessment writing – marked against TWS assessment framework – once per term. |
| Reading | Hooked On Books (Year 1 & 2) Reading Rainbow for KS1. Year 2 - Reading Scheme – Rising Stars – closely matches & enhances Letters & Sounds phonics. | Book Talk Performance of Reading (Assessment Framework). Year group ongoing expectations. Termly running record assessments – using reading scheme books listed. | Year 1 & 2 – ongoing reading assessment through Book Talk sessions using the Book Talk Assessment Framework. YARK Reading Assessments – 2 x per year. |

| | | | |
|-------------------|--|--|--|
| | Year R & 1 - Reading Scheme – RWI Book Bag Books – closely matches & enhances Read Write Inc phonics. | | Year 2 upwards – Reading Comprehension Assessments |
| Maths | Power Maths in (R) Maths No Problem for KS1. | End of unit and end of term assessments – with key questions to ensure the children are using and applying their learning. | Half termly assessments carried out and measured against the Maths No Problem Framework. |
| Science | RSS Science Skills & Knowledge Overviews, plus information from unit plans | Termly end of unit assessments based on Unit Plan teaching & Knowledge Organisers. | Measured against key skills knowledge overviews. |
| Humanities | RSS History & Geography Skills & Knowledge Overviews, plus information from unit plans | Termly end of unit assessments based on Unit Plan teaching & skills & knowledge overviews. | Measured against key skills knowledge overviews. |
| Art/DT | RSS Art & DT Skills & Knowledge Overviews, plus information from unit plans | Termly end of unit assessments based on Unit Plan teaching & skills & knowledge overviews. | Measured against key skills knowledge overviews. |
| IT | Purple Mash | Termly end of unit assessments based on Unit Plan teaching & skills & knowledge overviews. | Measured against key skills knowledge overviews. |
| Music | Active Music Digital Skills overviews, plus information from unit plans. | Termly end of unit assessments based on Unit Plan teaching & skills & knowledge overviews. | Measured against key skills knowledge overviews. |
| P.E. | RSS PE. Planning Document | Key Skills specifically listed within P.E. Scheme | Continuous assessment (against key skills) |
| R.E. | MK Agreed Syllabus | Knowledge listed per R.E. Unit | Continuous assessment (against specific knowledge) |
| PHSE/RSE | Jigsaw | The Jigsaw Puzzles (Specific Content Overview) | My Jigsaw Learning or My Jigsaw Journey |



Reading

The National Curriculum states: children should read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words. They should re-read these books to build up their fluency and confidence in word reading.

The amount of books brought home may increase as your child's reading level increases. Your child's teacher may ask you to learn to write sections from your child's reading book and learn to spell particular words, as well as hear them read.

We use Read Write Inc 'Book Bag' books for children to learn to read. These books exactly match the phonics children are learning in school and move their reading forward at a rapid rate. Your child will bring home a Read Write Inc phonics book as well as a Book Bag book weekly to read at home.

Book Bag book colours

| | | | | | | | | |
|------------|----------|------------|-------------|-----------|-------------|-------------|-----------|-----------|
| Ditty 1 | Red 2 | Green 3 | Purple 4 | Pink 5 | Orange 6 | Yellow 7 | Blue 8 | Grey 9 |
|------------|----------|------------|-------------|-----------|-------------|-------------|-----------|-----------|

When children have finished reading Book Bog books, they move onto chapter books.

The following chart is a guide to the book bands of our chapter books.

| | | | | |
|-----------|--------|------|-------|------|
| Ages 6-7 | | | | |
| Turquoise | Purple | Gold | White | Lime |
| 7 | 8 | 9 | 10 | 11 |



Oxford Owl

<http://www.oxfordowl.co.uk/>

Oxford Owl is a wonderful home reading resource. Create a free account and access 250 free Oxford Reading Tree books on-line.



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Reading Chest

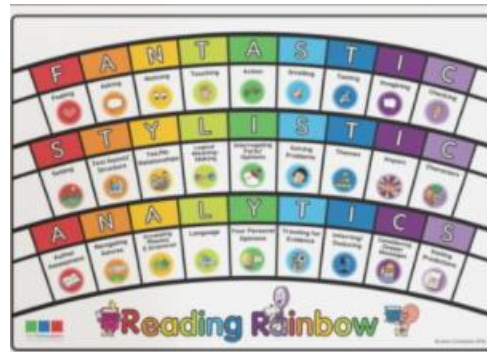
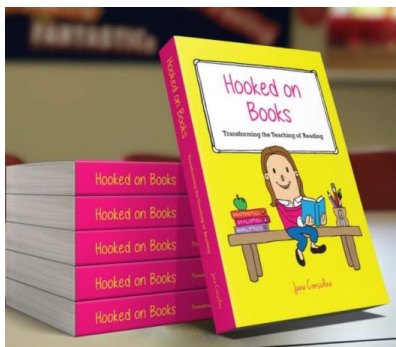
<https://www.readingchest.co.uk/>

Any parent is always more than welcome to borrow books from school as often as they wish. We do understand that sometimes there are times that you would like to access more books such as holidays. Reading Chest provides a service where you can pay to have reading scheme books delivered to your house.

<https://www.milton-keynes.gov.uk/libraries>

Why not join your local library? The above link provides a wealth of information about developing your child's love of reading in MK.

We use the principles of **Hooked on Books - Book Talk** –to teach writing in Key Stage One.



For further details see our school website.



Questions to ask your child while reading together

Questions to ask your child can be found in each book your child brings home to read.

Further questions that may be asked are below.

Before starting the book

- Can you point to the title?
- Who is the author?
- What is an illustrator? What do they do?
- What do you think this story will be about? Or what could the book be about?
- What might happen in the story?
- What does the writing (blurb) on the back of the book tell us?

Whilst reading the book

- What is happening in the pictures?
- Who are the main characters?
- What sort of character is? Is he/she friendly, mean, kind?
- What has happened so far? Is it what you expected to happen?
- What do you think will happen next?
- How do you think that character feels? Why? How would you feel in that situation?
- Who is your favourite character? Why?
- How do you think the story might end?

At the end of the book

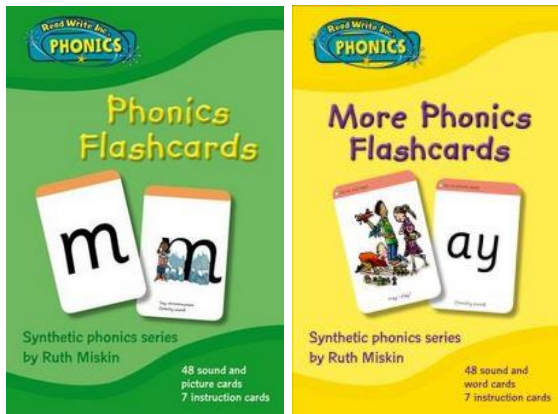
- Did you like this book? Why?
- Can you retell the story in your own words?
- What was your favourite part? Why?
- What was the most interesting/exciting part of the book? Can you find it?
- What sort of character was?
- Why did that character do (give a situation/event from the story)?
- Do you like how the story ended? Can you think of another way the book could have ended?



Phonics

At Russell Street School we teach phonics in the order listed on the following pages. Some children may learn whole words more easily and therefore we will adapt our approach to match your child.

To support your child learning phonics at home, Read Write Inc home resources can be purchased for home use from Amazon or similar websites.



The following websites also provide a wealth of materials.

<http://www.twinkl.co.uk/resource/t-l-3916-parents-phonics-pack>

<http://www.letters-and-sounds.com/>

<http://www.ruthmiskin.com/en/read-write-inc-programmes/phonics/>

| Term | Meaning |
|----------|---|
| CVC | A consonant-vowel-consonant word, such as cat , pin or top . You may also come across the abbreviation CCVC for consonant-consonant-vowel-consonant words such as clap and from . Also CVCC for words such as mask and belt . |
| Phoneme | Phonemes are the smallest unit of speech-sounds which make up a word. If you change a phoneme in a word, you would change its meaning. For example, there are three phonemes in the word sit /s/-/i/-/t/. If you change the phoneme /s/ for /f/, you have a new word, fit . If you change the phoneme /t/ in fit for a /sh/, you have a new word, fish - /f/-/i/-/sh/. |
| Grapheme | Graphemes are the written representation of sounds. |

Children are taught to recognise sounds and to put them together ('sound blend' them) into words for reading. They are taught one way of representing the 44 main sounds of English first, and then go on to learn the alternative spellings later on.

When teaching your child letter sounds, it is important to remember to keep them very 'pure' and distinct, to help with sound-blending later on. If you are unsure how to pronounce pure sounds visit <http://www.ruthmiskin.com/en/resources/sound-pronunciation-guide/> to hear the sounds. To enable your child to gain confidence in reading, they should only be asked to read words containing letter sounds they know securely.



Sounds Set 1

(RWI Home Phonics Flashcards Set 1 - Green Box)

m - a - s - d - t - i - n - p - g - o - c - k - u - b - f - e - l - h - sh - r - j - v - y - w - th - z - ch - qu -
x - ng - nk

Sounds Set 2

(RWI More Home Phonics Flashcards Set 2 - Yellow Box)

ay - ee - igh - ow - oo - oo - ar - or - air - ir - ou - oy

Sounds Set 3

(RWI More Home Phonics Flashcards Set 2 - Yellow Box)

a-e - ea - i-e - o-e - u-e - aw - are - ur - er - ow - ai - oa - ew - ire - ear - ure - tious -
tion

The following record sheet can enable you to keep track of your child's progress in the phonics programme.

Mark with a tick when they can accurately say the correct letter sound when you show them the letter(s).

Sounds Set 1

| | | | |
|-----------|-----------|-----------|-----------|
| m | a | s | d |
| t | i | n | p |
| g | o | c | k |
| u | b | f | e |
| L | h | sh | r |
| J | v | y | w |
| Th | z | ch | qu |
| X | ng | nk | |

Sounds Set 2

| | | | |
|-----|-------|----|-------|
| ay | say | ee | Meet |
| igh | night | ow | Snow |
| oo | moon | oo | Look |
| ar | park | or | Worn |
| air | pair | ir | first |
| ou | count | oy | toys |

| Speed Sound 1 / 2 (Already introduced) | Speed Sound 3 (Alternative spelling) | Example word |
|---|---|--------------|
| ee | Ea | seat |
| oy | Oi | join |
| ay | a-e | name |
| igh | i-e | time |
| ow | o-e | home |
| oo | u-e | tune |
| or | aw | saw |
| air | are | share |
| ir | er | after |
| ir | ur | turn |
| ou | ow | town |
| ay / a-e | ai | snail |
| ow / o-e | oa | boat |
| oo / u-e | ew | chew |
| | ire | hire |
| | ear | hear |
| | ure | sure |
| | tion | tradition |
| | cious | delicious |
| | tious | scrumptious |



First 45 key words to learn to read and spell

In frequency order reading down the columns

| Reception 45 Key Words | | | | |
|------------------------|-----|----|------|-------|
| I | See | To | For | Get |
| a | Can | No | All | Said |
| it | Cat | Go | Are | Look |
| is | Dog | Of | You | Big |
| like | The | In | They | Come |
| mum | She | Am | This | Away |
| dad | He | At | Went | Day |
| my | We | On | Was | Going |
| and | Me | Up | yes | play |
| I | See | To | For | Get |



First 100 words to learn to read and spell KS1

| | | | | |
|------|-------|--------|----------|--------|
| the | that | not | look | put |
| and | with | then | don't | could |
| a | all | were | come | house |
| to | we | go | will | old |
| said | can | little | into | too |
| in | are | as | back | by |
| he | up | no | from | day |
| I | had | mum | children | made |
| of | my | one | him | time |
| it | her | them | Mr | I'm |
| was | what | do | get | if |
| you | there | me | just | help |
| they | out | down | now | Mrs |
| on | this | dad | came | called |
| she | have | big | oh | here |
| is | went | when | about | off |
| for | be | it's | got | asked |
| at | like | see | their | saw |
| his | some | looked | people | make |
| but | so | very | your | an |
| | | | | |

Handwriting

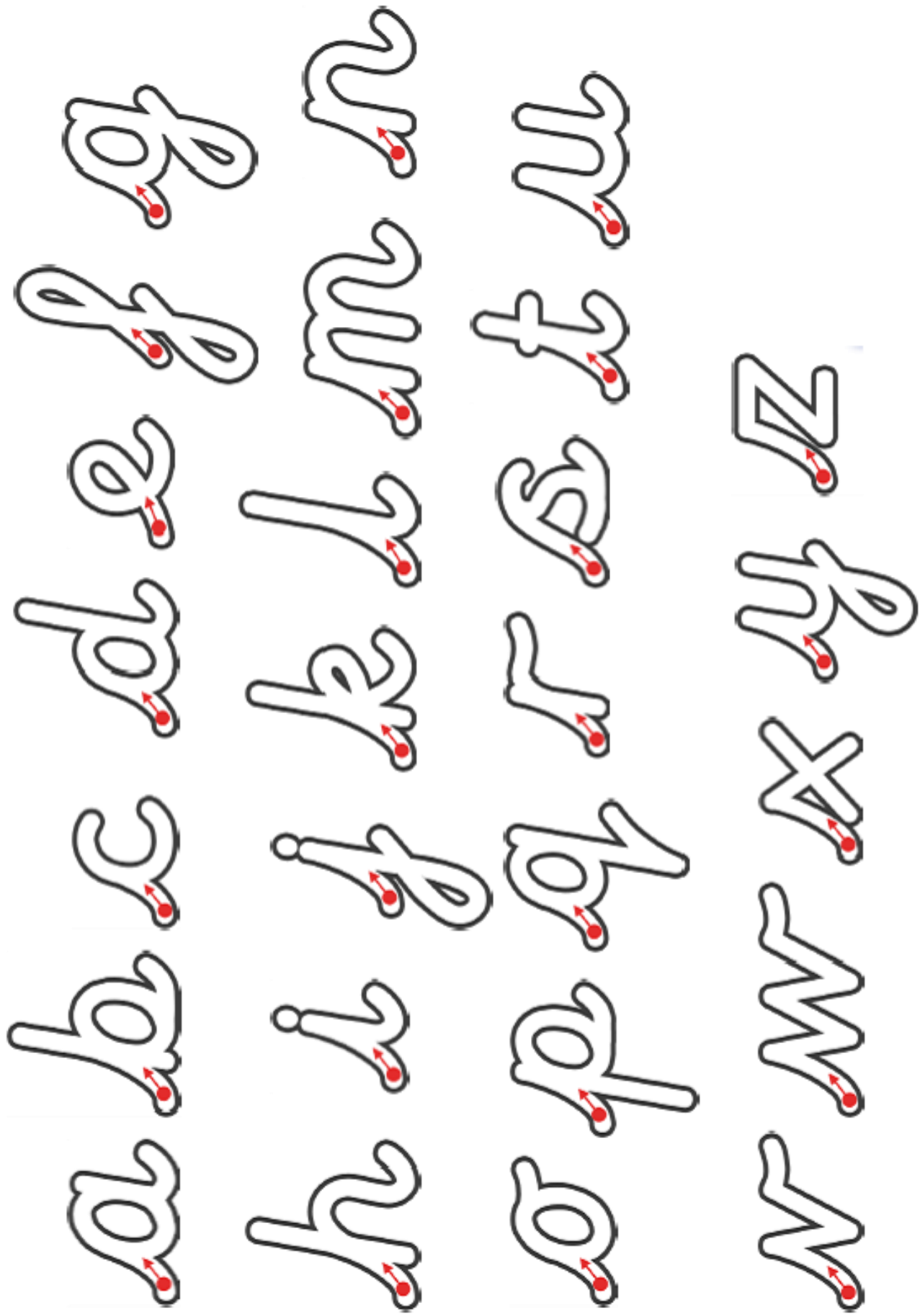
By the end of year 2 children are now expected to know horizontal and diagonal strokes needed to join letters. Instead of teaching the children to write letters without these strokes in year R, then teach them a completely different method in year 1 (which can be very confusing for your child) at Russell Street School we teach the continuous cursive font from year R through to year 2.

Our font is as follows:

a b c d e f g h i
j k l m n o p q r
s t u v w x y z

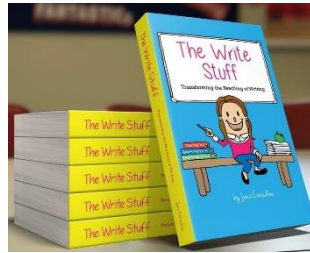
A B C D E F G H I
J K L M N O P Q
R S T U V W X Y Z





Writing

We use the principles of **The Write Stuff** – Writing Rainbow to teach writing in Key Stage One.



For further details use the below or see our school website.

<https://www.youtube.com/channel/UCuaq74gHBALPcb1nbJ1EF2Q>



Maths

We teach maths through a Singapore approach, linked to our recent involvement in a local maths mastery project. Children under perform in maths generally stating 'because they find it boring or they can't remember all the rules'.

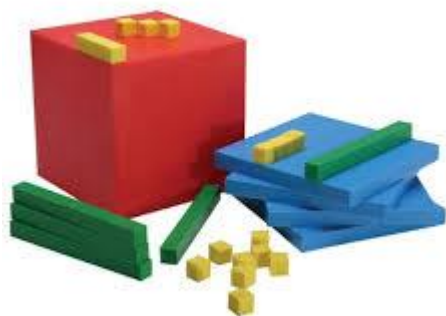
The Singapore method of teaching mathematics develops pupils' mathematical ability and confidence without having to resort to memorising procedures to pass tests - making mathematics more engaging and interesting.

Features of Singapore Maths:

- Emphasis on problem solving and comprehension, allowing children to relate what they learn and to connect knowledge
- Careful scaffolding of core competencies of:
 - *visualisation, as a platform for comprehension*
 - *mental strategies, to develop decision making abilities*
 - *pattern recognition, to support the ability to make connections and generalise*
- Emphasis on the foundations for learning and not on the content itself so children learn to think mathematically as opposed to merely reciting formulas or procedures.

In the Singapore material you will find that the teaching focuses on the use of three core competencies: Visualisation, Finding Patterns, and Mental Strategies.

You can support your child at home by using a range of normal household items to count. At school we will use a wide range of resources inc using: Base Ten, Cuisenaire, coins, counters, clocks.



Useful APPS for Year One Children



Hairy Letters

Hairy Phonics 1, 2, 3

Twinkl Phonics – all phases

Forest Phonics

Nosy Crow Books

My Story

RM Easimaths

Maths Age 4-6

Popmath

Little Digits

Bugs and Numbers

Bee-Bot

Daisy The Dinosaur

UP +/-

Addition & Subtraction – Daydream Education

Bubble Pop Multiplication

Squeebles Times Tables

Pirate Treasure Hunt

Phonics Tic-Tac-Toe

Monster Hunt – The Memory Game

Doodle Learning Times Tables

Bugs and Buttons

Word Bingo

Puppet Pals HD

Phonics Lilies

What's Different

Forest School

What is Forest School?

The philosophy of Forest School is to encourage and inspire through positive outdoor experiences.

Forest Schools are a unique way of building independence and self-esteem in young children. They originated in Scandinavia in the 1950s and focused on teaching children about the natural world. From there the idea was brought to Bridgwater College, Somerset in 1995 and has spread throughout the UK since. Many education authorities have been using Forest Schools for some time.

Forest School makes use of the outdoor environment to support children's learning across the whole curriculum, using learning and teaching strategies which foster confidence and self esteem. The learning that occurs is observed and recorded in a similar way to classroom learning. However because of the high adult/child ratios, the children can safely experience types of activities that are so often avoided in school.

Participation in Forest School encourages:

- Increased personal confidence and self esteem
- Improved social skills
- Greater motivation and concentration
- Enriched language and communication
- Improved physical skills
- Improved knowledge of our local environment

At Russell Street School, we view the use of the outdoors as an important part of delivering our curriculum. In the summer of 2007 we began our involvement in the Milton Keynes Forest Schools Project. We are pleased to be able to offer your child sessions of Forest School in Year One and Year Two. Each class will be divided into two groups. Children will attend Forest School on Thursday afternoons if they are in Year Two (Owls, Newts & Kingfishers) and on Friday afternoons if they are in Year One (Badgers, Moles & Hedgehogs). Parents will be notified by Parentmail when their child is due to attend Forest School sessions

The site we use is owned by the Park's Trust. It is part of the Ouse Valley Conservation Area on the other side of Queen Eleanor Street. Although it is not really 'forest,' the area provides a wonderful environment of trees, bushes, logs, moss and wild flowers for us to explore. We do not use an area near water.

We will walk to and from the site between 1pm and 3.00pm. We will have an adult child ratio of at least 1:4 as we will be supported by another member of staff and at least one volunteer. Once at the site the children are free to participate in structured activities as well as undertaking their own exploration and self chosen activities. Through play, the children have the opportunity to learn about and care for the natural environment, how to handle risks and most importantly to use their own initiative to solve problems and co-operate with others. Children learn boundaries of physical and social behaviour, grow in confidence and self-esteem and become self motivated. They will

have the opportunity to use tools under supervision.

Parents are requested to send their children to school on Forest School days with a bag containing the following named items:

- Wellington boots
- Waterproof jacket (with hood)
- Waterproof trousers
- In cold weather, hat, gloves, scarves
- In warm weather a long sleeved T-shirt

We are able to provide all of the above if necessary.



Relationships and PSHE Education



PSHE Education (Personal, Social, Health and Economic Education) is a planned programme of learning through which children and young people acquire the knowledge, understanding and skills they need to successfully manage their lives – now and in the future. As part of a whole-school approach, PSHE Education develops the qualities and attributes pupils need to thrive as individuals, family members and members of society. What do schools have to teach in PSHE Education? According to the National Curriculum, every school needs to have a broad and balanced curriculum that:

- promotes the spiritual, moral, social, cultural, mental and physical development of pupils at the school;
- prepares pupils at the school for the opportunities, responsibilities and experiences of later life;
- promotes British values.

What is Jigsaw, the mindful approach to PSHE, and how does it work?

Jigsaw is a whole-school approach and embodies a positive philosophy and creative teaching and learning activities to nurture children's development as compassionate and well-rounded human beings as well as building their capacity to learn. Jigsaw is a comprehensive and completely original PSHE Education programme (lesson plans and teaching resources) for the whole primary school from ages 3-11. Written by teachers and grounded in sound psychology, it also includes all the statutory requirements for Relationships and Health Education.

Jigsaw has two main aims for all children:

- To build their capacity for learning
- To equip them for life Jigsaw brings together PSHE Education, compulsory Relationships and Health Education, emotional literacy, mindfulness, social skills and spiritual development.

It is designed as a whole school approach, with all year groups working on the same theme (Puzzle) at the same time at their own level. There are six Puzzles (half-term units of work) and each year group is taught one lesson per week. All lessons are delivered in an age and stage-appropriate way so that they meet children's needs.

Each Puzzle starts with an introductory assembly, generating a whole school focus for adults and children alike. There is also a Weekly Celebration that highlights a theme from that week's lesson across the school encouraging children to live that learning in their behaviour and attitudes.

What will Jigsaw teach my child?

The overview below summarises the content in each of Jigsaw's units of work (Puzzles):

Being Me In My World covers a wide range of topics, including a sense of belonging, welcoming others and being part of a school community, a wider community, and a global community; it also looks at children's rights and responsibilities, working and socialising with others, and pupil voice.

Celebrating Difference focuses on similarities and differences and teaches about diversity, such as disability, racism, power, friendships, and conflict; children learn to accept everyone's right to 'difference', and most year groups explore the concept of 'normality'. Anti-bullying is an important aspect of this Puzzle. Dreams and Goals aims to help children think about their hopes and dreams, their goals for success, what their personal strengths are, and how to overcome challenges, using team-work skills and tasks. There is also a focus on enterprise and fundraising. Children learn about experiencing and managing feelings of pride, ambition, disappointment, success; and they get to share their aspirations, the dreams and goals of others in different cultures/countries, and their dreams for their community and the world.

Healthy Me covers two main areas of health: Emotional/mental health (relaxation, being safe, friendships, mental health skills, body image, relationships with food, managing stress) and Physical health (eating a balanced diet, physical activity, rest and relaxation, keeping clean, drugs and alcohol, being safe, first aid). Most of the statutory content for Health Education (DfE) is contained within this Puzzle.

Relationships starts with building a respectful relationship with self and covers topics including families, friendships, pets and animals, and love and loss. A vital part of this Puzzle is about safeguarding and keeping children safe; this links to online safety and social networking. Children learn how to deal with conflict, build assertiveness skills, and identify their own strengths and strategies for building self-esteem and resilience. They explore roles and responsibilities in families and friendship groups, and consider stereotypes.

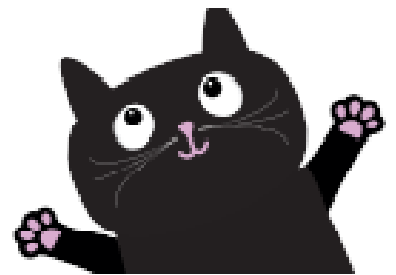
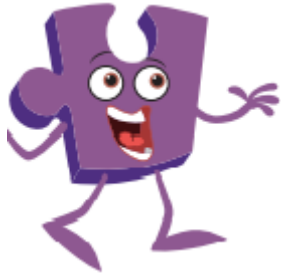
Changing Me deals with change of many types, in KS1 growing from young to old,

What else is included?

There are numerous additional aspects of the Jigsaw Programme to enhance the learning experience, including the Jigsaw Friends (jigsaw-shaped soft toys used as

teaching aids), Jigsaw Chimes and Jigsaw Jerrie Cats (used to help and encourage calming and mindfulness practice). Every Jigsaw lesson includes mindfulness practice.

Mindfulness is being able to observe your own thoughts and feelings as they happen, in the present moment, applying no judgement. Jigsaw teaches children to understand their thoughts and feelings through the Calm Me time exercises (using the Jigsaw Chime) and Pause Points (using Jigsaw Jerrie Cat). This helps to develop their awareness, and their capacity to be mindful human beings. Learning is thus enhanced as emotions and behaviour are self-regulated.



iSafe – Protective Behaviours

Children returning to school after COVID 19 will work through the **JIGSAW recovery Package**.

Lessons focus on:

- Welcome back to school including a temporary Jigsaw Charter to support respect for personal space (social distancing), hygiene, etc.
- Belonging and feeling safe at school
- Reconnecting with friends at school
- The Coronavirus explained and keeping safe and well
- Managing worries, fears and anxieties
- Being positive and looking forward to learning
- Gratitude and appreciation
- Loss and bereavement

Our comprehensive **iSAFE Programme** teaches the children that they have a right to feel safe all of the time & that nothing is awful or so small that they can't talk to someone about it. The iSAFE Programme sessions are as follows:

- | | |
|------------|---|
| Session 1 | The right to feel safe |
| Session 2 | Early Warning Signs |
| Session 3 | Recognising Feeling Unsafe |
| Session 4 | Recognising Good Friends |
| Session 5 | Being Safe Around the Home |
| Session 6 | We are all Unique and Special |
| Session 7 | Race |
| Session 8 | Religions and Celebrations |
| Session 9 | Differently Abled |
| Session 10 | eSafety |
| Session 11 | Keeping Our Bodies Safe |
| Session 12 | Dealing with Bullies/Good Mental Health |



Useful Websites for Year One Parents

Book Trust www.booktrust.org.uk/resources

Book Trust gets children and families reading with resources to support reading of all ages to develop the skills that will improve opportunities in life.

On the same website <http://www.bookstart.org.uk/>

Join the Book Bear Club <http://www.bookstart.org.uk/bookstart-bear-club/>

Children's Food Trust www.childrensfoodtrust.org.uk/parents

Leaflets and guides. A range of advice and information ensure a balanced diet in their early years.

Family Information Centre finder.familyandchildcaretrust.org

Information on services available to parents - Your local Family Information Service (FIS) provides a range of information for parents from details of local childcare and early years provision to family activities in your area.

National Numeracy www.nationalnumeracy.org.uk

<http://www.nationalnumeracy.org.uk/what-do-we-offer-eyes-primary>

How does what parents say about maths affect their children? Falkirk Council Education Services have created a video with some great suggestions for everyday maths activities.

Help Your Child With Numeracy: Age Range 3-7 Clear descriptions of the ways in which maths is taught in schools today, as well as examples of the kinds of calculations children will learn at different ages.

Play England www.playengland.org.uk/resources.aspx

Reports and guides. Resources to ensure that parents access to a wide-range of research, good practice and guidance to support them to increase children's freedom to play.

Start4Life www.nhs.uk/start4life

Support throughout pregnancy and as your baby grows. All the help and advice you need during pregnancy, birth and parenthood for mums, dads, family and friends.

Family Days Out

<http://www.dayoutwiththekids.co.uk/search.php?county=northamptonshire>

<http://www.visitnorthamptonshire.co.uk/outandabout/>



Year 1 and Year 2 Unit Coverage

Full details of the skills, knowledge and lessons taught can be found in the curriculum section of our school website.

| | YEAR 1 | YEAR 2 |
|-------------|---|--|
| AUTUMN TERM | <p>Paws, Claws & Whiskers</p>  | <p>Dinosaur Roar</p>  |
| SPRING TERM | <p>Moon Zoom</p>  | <p>The Victorious Victorians</p>  |
| SUMMER TERM | <p>Out of Africa</p> <p>AFRICA</p>  | <p>Location, Location, Location (India)</p>  |



National Curriculum Objectives



English

Reading: Word Reading

| Year 1 | Year 2 |
|---|---|
| <ul style="list-style-type: none">• Apply phonic knowledge and skills as the route to decode words.• Respond speedily with the correct sound to graphemes (letter or groups of letter) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.• Read accurately by blending sounds in unfamiliar words containing GPCs (grapheme-phoneme correspondences) that have been taught.• Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.• Read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings.• Read other words of more than one syllable that contain taught GPCs.• Read words with contractions, (for example I'm, I'll, we'll), and understand that the apostrophes represents the omitted letter(s).• Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words.• Re-read these books to build up their fluency and confidence in word reading. | <ul style="list-style-type: none">• Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.• Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.• Read accurately words of two or more syllables that contain the same graphemes as above.• Read words containing common suffixes.• Read further common exception words, noting unusual correspondence between spelling and sound and where these occur in the word.• Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered.• Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.• Re-read these books to build up their fluency and confidence in word reading. |

Reading: Comprehension

| Year 1 | Year 2 |
|--|---|
| <ul style="list-style-type: none"> • Develop pleasure in reading, motivation to read, vocabulary and understanding by: <ul style="list-style-type: none"> - Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently. - Being encouraged to link what they read or hear to their own experiences. - Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics. - Recognising and joining in with predictable phrases. - Learning to appreciate rhymes and poems, and to recite some by heart. - Discussing word meanings, linking new meanings to those already known. • Understand both the books they can already read accurately and fluently those they listen to by: <ul style="list-style-type: none"> - Drawing on what they already know or on background information provided by the teacher. - Checking that the text makes sense to them as they read and correcting inaccurate reading. - Discussing the significance of the title and events. - Making inferences on the basis of what is being said and done. - Predicting what might happen on the basis of what has been read so far. • Participate in discussion about what is read to them, taking turns and listening to what others say. • Explain clearly their understanding of what is read to them. | <ul style="list-style-type: none"> • Develop pleasure in reading, motivation to read, vocabulary and understanding by: <ul style="list-style-type: none"> - Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently. - Discussing the sequence of events in books and how items of information are related. - Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales. - Being introduced to non-fiction books that are structured in different ways. - Recognising simple recurring literacy language in stories and poetry. - Discussing and clarifying the meanings of words, linking new meanings to known vocabulary. - Discussing their favourite words and phrases. - Continuing to build up a repertoire of poems learned by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear. • Understand both the books that they can already read accurately and fluently and those that they listen to by: <ul style="list-style-type: none"> - Drawing on what they already know or on background information and vocabulary provided by the teacher. - Checking that the text makes sense to them as they read and correcting inaccurate reading. - Making inferences on the basis of what is being said and done. - Answering and asking questions. - Predicting what might happen on the basis of what has been read so far. - Participate in discussions about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say. - Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves. |

Writing: Transcription

| Year 1 | Year 2 |
|---|---|
| <ul style="list-style-type: none"> • Spell: <ul style="list-style-type: none"> - Words containing each of the 40+ phonemes. - Common exception words. - The days of the week. • Name the letters of the alphabet: <ul style="list-style-type: none"> - Naming the letters of the alphabet in order. - Using letter names to distinguish between alternative spellings of the same sound. • Add prefixes and suffixes: <ul style="list-style-type: none"> - Using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs. - Using the prefix un-. - Using –ing, -ed, -er and –est where no change is needed in the spelling of the root words (for example, helping, helped, helper, eating, quicker, quickest). - Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words. • Handwriting: <ul style="list-style-type: none"> - Sit correctly at a table, holding a pencil comfortably and correctly. - Begin to form lower-case letters in the correct direction, starting and finishing in the right place. - Form capital letters. - Form digits 0-9. - Understand which letters belong to which handwriting ‘families’ (i.e. letters that are formed in a similar ways) and to practise these. | <ul style="list-style-type: none"> • Spell by: <ul style="list-style-type: none"> - Segmenting spoken words into phonemes and representing graphemes, spelling many correctly. - Learning new ways of spelling phonemes for which one or more spellings are already known, and learn some words with each spelling, including a few common homophones. - Learning to spell common exception words. - Learning to spell more words with contracted forms. - Learning the possessive apostrophe (singular), for example, the girl's book. - Distinguishing between homophones and near-homophones. • Add suffixes to spell longer words, e.g. –ment, -ness, -ful, -less, -ly. • Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation. • Handwriting: <ul style="list-style-type: none"> - Form lower-case letters of the correct size relative to one another. - Start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined. - Write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters. - Use spacing between words that reflects the size of the letters. |

Writing: Composition

| Year 1 | Year 2 |
|---|---|
| <ul style="list-style-type: none">• Write sentences by:<ul style="list-style-type: none">- Saying out loud what they are going to write about.- Composing a sentence orally before writing it.- Sequencing sentences to form short narratives.- Re-reading what they have written to check that it makes sense.• Discuss what they have written with the teacher or other pupils.• Read aloud their writing clearly enough to be heard by their peers and the teacher. | <ul style="list-style-type: none">• Develop positive attitudes towards and stamina for writing by:<ul style="list-style-type: none">- Writing narratives about personal experiences and those of others (real and fictional).- Writing about real events.- Writing poetry.- Writing for different purposes.• Consider what they are going to write before beginning by:<ul style="list-style-type: none">- Planning or saying out loud what they are going to write about.- Writing down ideas and/or key words, including new vocabulary.- Encapsulating what they want to say, sentence by sentence.• Make simple additions, revisions and corrections to their own writing by:<ul style="list-style-type: none">- Evaluating their writing with the teacher and other pupils.- Re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form.- Proofreading to check for errors in spelling, grammar and punctuation (for example, ends of sentences punctuated correctly).- Read aloud what they have written with appropriate intonation to make the meaning clear. |

Writing: Vocabulary, grammar and punctuation

| Year 1 | Year 2 |
|--|---|
| <ul style="list-style-type: none">• Pupils should be taught to:<ul style="list-style-type: none">- Leave spaces between words.- Join words and join sentences using <i>and</i>.- Begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark.- Use a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'. | <ul style="list-style-type: none">• Pupils should be taught to:<ul style="list-style-type: none">- Learn how to use both familiar and new punctuation correctly, including full stops, capital letters, exclamation marks, question marks, commas for lists and apostrophes for contracted forms and the possessive (singular).• Learn how to use:<ul style="list-style-type: none">- Sentences with different forms: statement, question, exclamation, command.- Expanded noun phrases to describe and specify, for example, the blue butterfly.- The present and past tenses correctly and consistently including the progressive form.- Subordination (using <i>when, if, that</i> or <i>because</i>) and coordination (using <i>or, and, or but</i>). |

Spelling work for Year 1

| Statutory Requirements | Rules and guidance | Example words |
|--|--|---|
| The sounds /f/, /l/, /s/, /z/, and /k/ spelt ff , ll , ss , zz and ck | The /f/, /l/, /s/, /z/, and /k/ sounds are usually spelt as ff , ll , ss , zz and ck if they come straight after a single vowel letter in short words. Exceptions: <i>if, pal, us, bus, yet.</i> | off, well, miss, buzz, back |
| The /n/ sound spelt n before k | | bank, think, honk, sunk |
| Division of words into syllables | Each syllable is like a 'beat' in the spoken word. Words of more than one syllable often have an unstressed syllable in which the vowel sound is unclear. | pocket, rabbit, carrot, thunder, sunset |
| -tch | The /tʃ/ sound is usually spelt as tch if it comes straight after a single vowel letter. Exceptions: <i>rich, which, much, such</i> | catch, fetch, kitchen, notch, hutch |
| The /v/ sound at the end of words | English words hardly ever end with the letter v , so if a word ends with a /v/ sound, the letter e usually needs to be added after the 'v'. | have, give, live |
| Adding s and es to words (plural of nouns and the third person singular of verbs) | If the ending sounds like /s/ or /z/, it is spelt as -s . If the ending sounds like /ɪz/ and forms an extra syllable or 'beat' in the word, it is spelt as -es | cats, dogs, spends, rocks, thanks, catches |
| Adding the endings -ing , -ed and -er to verbs where no change is needed to the root word | -ing and -er always add an extra syllable to the word and -ed sometimes does. The past tense of some verbs may sound as if it ends in /ɪd/ extra syllable, /d/ or /t/ (no extra syllable), but all these endings are spelt -ed . If the verb ends in two consonant letters (the same or different), the ending is simply added on. | hunting, hunted, hunter, buzzing, buzzed, buzzer, jumping, jumped, jumper |
| Adding -er and -est to adjectives where no change is needed to the root word | If the adjective ends in two consonant letters (the same or different), the ending is simply added on. | grander, grandest, fresher, freshest, quicker, quickest |

| Statutory Requirements | Rules and guidance | Example words |
|--|---|---|
| Vowel digraphs and trigraphs | <i>Vowel sounds spelled by more than 1 letter.</i> | |
| ai oi | The digraphs ai and oi are virtually never used at the end of English words. | rain, wait, train, paid, afraid, oil, join, coin, point, soil |
| ay oy | ay and oy are used for those sounds at the end of words and at the end of syllables. | day, play, say, way, stay, boy, toy, enjoy, annoy |
| a-e | | made, came, same, take, safe |
| e-e | | these, theme, complete |
| i-e | | five, ride, like, time, side |
| o-e | | home, those, woke, hope, hole |
| u-e | Both the /u:/ and /ju:/ ('oo' and 'yoo') sounds can be spelt as u-e . | June, rule, rude, use, tube, tune |
| ar | | car, start, park, arm, garden |
| ee | | see, tree, green, meet, week |
| ea (/i:/) | | sea, dream, meat, each, read (present tense) |
| ea (/ɛ/) | | head, bread, meant, instead, read (past tense) |
| er (/ɜ:/) | | (stressed sound): her, term, verb, person |
| er (/ə/) | | (unstressed schwa sound): better, under, summer, winter, sister |
| ir | | girl, bird, shirt, first, third |
| ur | | turn, hurt, church, burst, Thursday |
| oo (/u:/) | Very few words end with the letters oo , although the few that do are often words that primary children in year 1 will encounter, for example, zoo | food, pool, The Moon, zoo, soon |
| oo (/ʊ/) | | book, took, foot, wood, good |
| oa | The digraph oa is rare at the end of an English word. | boat, coat, road, coach, goal |
| oe | | toe, goes |
| ou | The only common English word ending in ou is you. | out, about, mouth, around, sound |
| ow (/aʊ/) ow (/əʊ/) ue ew | Both the /u:/ and /ju:/ ('oo' and 'yoo') sounds can be spelt as u-e , ue and ew . If words end in the /oo/ sound, | now, how, brown, down, town, own, blow, snow, grow, show, blue, clue, true, |

| Statutory Requirements | Rules and guidance | Example words |
|---|---|--|
| | ue and ew are more common spellings than oo . | rescue, Tuesday, new, few, grew, flew, drew, threw |
| ie (/a/) | | lie, tie, pie, cried, tried, dried |
| ie (/i:/) | | chief, field, thief |
| igh | | high, night, light, bright, right |
| or | | for, short, born, horse, morning |
| ore | | more, score, before, wore, shore |
| aw | | saw, draw, yawn, crawl |
| au | | author, August, dinosaur, astronaut |
| air | | air, fair, pair, hair, chair |
| ear | | dear, hear, beard, near, year |
| ear (/ɛə/) | | bear, pear, wear |
| are (/ɛə/) | | bare, dare, care, share, scared |
| Words ending -y (/i:/ or /I/) | | very, happy, funny, party, family |
| New constant spellings ph and wh | The /f/ sound is not usually spelt as ph in short everyday words (eg fat, fill, fun). | dolphin, alphabet, phonics, elephant, when, where, which, wheel, while |
| Using k for the /k/ sound | The /k/sound is spelt as k rather than as c before e, i and y . | Kent, sketch, kit, skin, frisky |
| Adding the prefix un - | The prefix un- is added to the beginning of a word without any change to the spelling of the root word. | unhappy, undo, unload, unfair, unlock |
| Compound words | Compound words are two words joined together. Each part of the longer word is spelt as it would be if it were on its own. | football, playground, farmyard, bedroom, blackberry |
| Common exception words | Pupils' attention should be drawn to the grapheme-phoneme correspondences that do and do not fit in with what has been taught so far. | the, a do, to, today, of, said, says, are, were, was, is, his, has, I, you, your, they, be, he, me, she, we, no, go, so, by, my, here, there, where, love, come, some, one, once, ask, friend, school, put, push, pull, full, house, our – and/or others, according to the programme used. |

Spelling work for Year 2

| Statutory requirements | Rules and guidance | Example words |
|--|--|--|
| The /dʒ/ sound spelt as ge and dge at the end of words, and sometimes spelt as g elsewhere in words before e, i and y | <p>The letter j is never used for the /dʒ/ sound at the end of English words.</p> <p>At the end of a word, the /dʒ/ sound is spelt -dge straight after the /æ/, /ɛ/, /ɪ/, /ɒ/, /ʌ/ and /ʊ/ sounds (sometimes called 'short' vowels).</p> <p>After all other sounds, whether vowels or consonants, the /dʒ/ sound is spelt as -ge at the end of a word.</p> <p>In other positions in words, the /dʒ/ sound is often (but not always) spelt as g before e, i, and y. The /dʒ/ sound is always spelt as j before a, o and u.</p> | <p>badge, edge, bridge, dodge, fudge</p> <p>age, huge, change, charge, bulge, village</p> <p>gem, giant, magic, giraffe, energy jacket, jar, jog, join, adjust</p> |
| The /s/ sound spelt c before e, i and y | | race, ice, cell, city, fancy |
| The /n/ sound spelt kn and (less often) gn at the beginning of words | The 'k' and 'g' at the beginning of these words was sounded hundreds of years ago. | knock, know, knee, gnat, gnaw |
| The /r/ sound spelt wr at the beginning of words | This spelling probably also reflects an old pronunciation. | write, written, wrote, wrong, wrap |
| The /l/ or /əl/ sound spelt -le at the end of words | The -le spelling is the most common spelling for this sound at the end of words. | table, apple, bottle, little, middle |

| Statutory requirements | Rules and guidance | Example words |
|--|--|--|
| The /l/ or /əl/ sound spelt -el at the end of words | <p>The -el spelling is much less common than -le.</p> <p>The -el spelling is used after m, n, r, s, v, w and more often than not after s.</p> | camel, tunnel, squirrel, travel, towel, tinsel |
| The /l/ or /əl/ sound spelt -al at the end of words | Not many nouns end in -al , but many adjectives do. | metal, pedal, capital, hospital, animal |

| Statutory requirements | Rules and guidance | Example words |
|---|---|--|
| Words ending -il | There are not many of these words. | pencil, fossil, nostril |
| The /aɪ/ sound spelt -y at the end of words | This is by far the most common spelling for this sound at the end of words. | cry, fly, dry, try, reply, July |
| Adding -es to nouns and verbs ending in -y | The y is changed to i before -es is added. | flies, tries, replies, copies, babies, carries |
| Adding -ed, -ing, -er and -est to a root word ending in -y with a consonant before it | The y is changed to i before -ed, -er and -est are added, but not before -ing as this would result in ii . The only ordinary words with ii are <i>skiing</i> and <i>taxiing</i> . | copied, copier, happier, happiest, cried, replied ... but copying, crying, replying |
| Adding the endings -ing, -ed, -er, -est and -y to words ending in -e with a consonant before it | The -e at the end of the root word is dropped before -ing, -ed, -er, -est, -y or any other suffix beginning with a vowel letter is added. Exception: <i>being</i> . | hiking, hiked, hiker, nicer, nicest, shiny |
| Adding -ing, -ed, -er, -est and -y to words of one syllable ending in a single consonant letter after a single vowel letter | The last consonant letter of the root word is doubled to keep the /æ/, /ɛ/, /ɪ/, /ɒ/ and /ʌ/ sound (i.e. to keep the vowel 'short'). Exception: The letter 'x' is never doubled: <i>mixing, mixed, boxer, sixes</i> . | patting, patted, humming, hummed, dropping, dropped, sadder, saddest, fatter, fattest, runner, runny |
| The /ɔ:/ sound spelt a before l and ll | The /ɔ:/ sound ('or') is usually spelt as a before l and ll . | all, ball, call, walk, talk, always |
| The /ʌ/ sound spelt o | | other, mother, brother, nothing, Monday |

| Statutory requirements | Rules and guidance | Example words |
|--|--|---------------------------------------|
| The /i:/ sound spelt -ey | The plural of these words is formed by the addition of -s (<i>donkeys, monkeys, etc.</i>). | key, donkey, monkey, chimney, valley |
| The /ɒ/ sound spelt a after w and qu | a is the most common spelling for the /ɒ/ ('hot') sound after w and qu . | want, watch, wander, quantity, squash |

| Statutory requirements | Rules and guidance | Example words |
|--|---|---|
| The /ɜ:/ sound spelt or after w | There are not many of these words. | word, work, worm, world, worth |
| The /ɔ:/ sound spelt or after w | There are not many of these words. | war, warm, towards |
| The /ʒ/ sound spelt s | | television, treasure, usual |
| The suffixes -ment, -ness, -ful, -less and -ly | <p>If a suffix starts with a consonant letter, it is added straight on to most root words without any change to the last letter of those words.</p> <p>Exceptions:</p> <p>(1) <i>argument</i></p> <p>(2) root words ending in -y with a consonant before it but only if the root word has more than one syllable.</p> | <p>enjoyment, sadness, careful, playful, hopeless, plainness (plain + ness), badly</p> <p>merriment, happiness, plentiful, penniless, happily</p> |
| Contractions | <p>In contractions, the apostrophe shows where a letter or letters would be if the words were written in full (e.g. <i>can't</i> – cannot).</p> <p><i>It's</i> means <i>it is</i> (e.g. <i>It's</i> raining) or sometimes <i>it has</i> (e.g. <i>It's</i> been raining), but <i>it's</i> is never used for the possessive.</p> | can't, didn't, hasn't, couldn't, it's, I'll |
| The possessive apostrophe (singular nouns) | | Megan's, Ravi's, the girl's, the child's, the man's |
| Words ending in -tion | | station, fiction, motion, national, section |

| Statutory requirements | Rules and guidance | Example words |
|---------------------------------------|---|--|
| Homophones and near-homophones | It is important to know the difference in meaning between homophones. | there/their/they're, here/hear, quite/quiet, see/sea, bare/bear, one/won, sun/son, to/too/two, be/bee, |

| Statutory requirements | Rules and guidance | Example words |
|--------------------------------------|--|--|
| | | blue/blew, night/knight |
| <p>Common exception words</p> | <p>Some words are exceptions in some accents but not in others – e.g. <i>past, last, fast, path</i> and <i>bath</i> are not exceptions in accents where the a in these words is pronounced /æ/, as in <i>cat</i>. <i>Great, break</i> and <i>steak</i> are the only common words where the /eɪ/ sound is spelt ea.</p> | <p>door, floor, poor, because, find, kind, mind, behind, child, children*, wild, climb, most, only, both, old, cold, gold, hold, told, every, everybody, even, great, break, steak, pretty, beautiful, after, fast, last, past, father, class, grass, pass, plant, path, bath, hour, move, prove, improve, sure, sugar, eye, could, should, would, who, whole, any, many, clothes, busy, people, water, again, half, money, Mr, Mrs, parents, Christmas – and/or others according to programme used.</p> <p>Note: ‘children’ is not an exception to what has been taught so far but is included because of its relationship with ‘child’.</p> |

Maths

Number: Place Value

| Year 1 | Year 2 |
|--|--|
| <ul style="list-style-type: none"> Count to and across 100, forwards and backwards beginning with 0 or 1, from any given number. count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens. Given a number, identify one more and one less. Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least. Read and write numbers from 1 to 20 in numerals and words. | <ul style="list-style-type: none"> Count in steps of 2, 3 and 5 from 0, and in tens from any number, forward or backward. Recognise the place value of each digit in a two-digit number (tens, ones). Identify, represent and estimate numbers using different representations, including the number line. Compare and order numbers from 0 up to 100; use $<$, $>$ and $=$ signs. Read and write numbers to at least 100 in numerals and in words. Use place value and number facts to solve problems. |

Number: Addition and Subtraction

| Year 1 | Year 2 |
|---|--|
| <ul style="list-style-type: none"> Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs. Represent and use number bonds and related subtraction facts within 20. Add and subtract one-digit and two-digit numbers to 20, including zero. Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = \square - 9$. | <ul style="list-style-type: none"> Solve problems with addition and subtraction: <ul style="list-style-type: none"> - using concrete objects and pictorial representations, including those involving numbers, quantities and measures. - applying their increasing knowledge of mental and written methods. Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100. Add and subtract numbers using concrete objects, pictorial representations, and mentally, including: <ul style="list-style-type: none"> - a two-digit number and ones. - a two-digit number and tens. - two two-digit numbers. - adding three one-digit numbers. Show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot. Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and missing number problems. |

Number: Multiplication and division

| Year 1 | Year 2 |
|--|---|
| <ul style="list-style-type: none"> Solve one-step problems involving multiplication and division, be calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher. | <ul style="list-style-type: none"> Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers. Calculate mathematical statements for multiplication and division with the multiplication tables and write them using the multiplication (x), division (\div) and equals (=) signs. Show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot. Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts. |

Fractions

| Year 1 | Year 2 |
|--|--|
| <ul style="list-style-type: none"> Recognise, find and name a half as one of two equal parts of an object, shape or quantity. Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity. | <ul style="list-style-type: none"> Recognise, find, name and write fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$ of a length, shape, set of objects or quantity. Write simple fractions eg $\frac{1}{2}$ of 6 = 3 and recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$. |

Measurement

| Year 1 | Year 2 |
|--|---|
| <ul style="list-style-type: none"> Compare, describe and solve practical problems for: <ul style="list-style-type: none"> lengths and heights (for example, long/short, longer/shorter, tall/short, double/half) mass or weight (for example, heavy/light, heavier than, lighter than) capacity and volume (for example, full/empty, more than, less than, quarter) time (for example, quicker, slower, earlier, later) measure and begin to record the following: <ul style="list-style-type: none"> lengths and heights. mass/weight. capacity and volume. Time (hours, minutes, seconds) Recognise and know the value of different denominations of coins and notes. Sequence events in chronological order using language for example, | <ul style="list-style-type: none"> Chose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature ($^{\circ}$C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels. Compare and order lengths, mass, volume/capacity and record the results using $>$, $<$ and $=$. Recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value. Find different combinations of coins that equal the same amounts of money. Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change. Compare and sequence intervals of time. Tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times. Know the number of minutes in an hour and the number of hours in a day. |

| | |
|--|--|
| <p>before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening.</p> <ul style="list-style-type: none"> • Recognise and use language relating to dates, including days of the week, weeks, months and years. • Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times. | |
|--|--|

Geometry: Properties of shapes

| Year 1 | Year 2 |
|--|---|
| <ul style="list-style-type: none"> • Recognise and name common 2D and 3D shapes, including: <ul style="list-style-type: none"> - 2D shapes for examples rectangles (including square), circles and triangles. - 3D shapes for examples, cuboids (including cubes), pyramids and spheres. | <ul style="list-style-type: none"> • Identify and describe the properties of 2D shapes, including the number of sides and symmetry in a vertical line. • Identify and describe the properties of 3D shapes, including the number of edges, vertices and faces. • Identify 2D shapes on the surface of 3D shapes, for example a circle on a cylinder and a triangle on a pyramid. • Compare and sort common 2D and 3D shapes and everyday objects. |

Geometry: Position and direction

| Year 1 | Year 2 |
|---|---|
| <ul style="list-style-type: none"> • Describe position, directions and movements, including half, quarter and three-quarter turns. | <ul style="list-style-type: none"> • Order and arrange combinations of mathematical objects in patterns and sequences. • Use mathematical vocabulary to describe position, direction and movement including in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half and three-quarter turns (clockwise and anti-clockwise). |

Statistics

| Year 1 | Year 2 |
|--------|--|
| | <ul style="list-style-type: none"> • Interpret and construct simple pictograms, tally charts, block diagrams and simple tables. • Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity. • Ask and answer questions about totalling and comparing categorical data. |

Science

| Year 1 | Year 2 |
|---|--|
| <ul style="list-style-type: none"> • Whilst working scientifically pupils should be taught to: <ul style="list-style-type: none"> - Ask simple questions and recognise that they can be answered in different ways. - Observing closely, using simple equipment. - Performing simple tests. - Identifying and classifying. - Using their observations and ideas to suggest answers to questions. - Gathering and recording data to help in answering questions. | |
| <p>Plants</p> <ul style="list-style-type: none"> - Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees. - Identify and describe the basic structure of a variety of common flowering plants, including trees. | |
| <ul style="list-style-type: none"> • Animals, including humans <ul style="list-style-type: none"> - Identify and name a variety of common animals, including fish, amphibians, reptiles, birds and mammals. - Identify and name a variety of common animals that are carnivores, herbivores and omnivores. - Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets). - Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. • Everyday materials <ul style="list-style-type: none"> - Distinguish between an object and the material from which it is made. - Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock. - Describe the simple physical properties of a variety of everyday materials. - Compare and group together a variety of everyday materials on the basis of their simple physical properties. • Seasonal changes | <ul style="list-style-type: none"> • Living things and their habitats <ul style="list-style-type: none"> - Explore and compare the differences between things that are living, dead, and things that have never been alive. - Identify that most living things live in habitats to which they are suited and describe how different habitats provide for the basic needs of different kinds of animals and plants, and how they depend on each other. - Identify and name a variety of plants and animals, in their habitats, including micro-habitats. - Describe how animals obtain their food from plants and other animals, using the idea of a simple food chain, and identify and name different sources of food. • Plants <ul style="list-style-type: none"> - Observe and describe how seeds and bulbs grow into mature plants. - Find out and describe how plants need water, light and a suitable temperature to grow and stay healthy. • Animals, including humans <ul style="list-style-type: none"> - Notice that animals, including humans, have offspring which grow into adults. - Find out about and describe the basic needs of animals, including humans, for survival (water, food and air). - Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. • Uses of everyday materials <ul style="list-style-type: none"> - Identify and compare the uses of a variety of everyday materials, including |

| Year 1 | Year 2 |
|--|---|
| <ul style="list-style-type: none">- Observe changes across the four seasons.- Observe and describe weather associated with the seasons and how day length varies. | <p>wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses.</p> <ul style="list-style-type: none">- Find out how the shapes of solid objects made from some materials can be changed squashing, bending, twisting and stretching. |

Foundation Subjects – Key Stage One

Art

- Use a range of materials creatively to design and make products.
- Use drawing, painting or sculpture to develop and share their ideas, experiences and imagination.
- Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.
- Learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

Computing

- Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.
- Create and debug simple programs.
- Use logical reasoning to predict the behaviour of simple programs.
- Use technology purposefully to create, organise, store, manipulate and retrieve digital content.
- Recognise common uses of information technology beyond school.
- Use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the Internet or other online technologies.

Design & Technology

- Design
 - Design purposeful, functional, appealing products for themselves and other users based on design criteria.
 - Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology.
- Make
 - Select from and use a range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing).
 - Select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.
- Evaluate
 - Explore and evaluate a range of existing products.
 - Evaluate their ideas and products against design criteria.
- Technical Knowledge
 - Build structures, exploring how they can be made stronger, stiffer and more stable.
 - Explore and use mechanisms (for example, levers, sliders, wheels and axles), in their products.
- Cooking & Nutrition
 - Use the basic principles of a healthy and varied diet to prepare dishes.
 - Understand where food comes from.

Geography

- Locational knowledge
 - Name and locate the world's seven continents and five oceans.
 - Name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas.

- Place knowledge
 - Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in contrasting non-European country.

- Human and physical geography
 - Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.
 - Use basic geographical vocabulary to refer to:
 - key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.
 - key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop.

- Geographical skills and fieldwork
 - Use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans of places studied.
 - Use simple compass directions (North, South, East and West) and locational and directional language (for example, near, and far; left and right) to describe the location of features and routes on a map.
 - Use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map; and use and construct basic symbols in a key.
 - Use simple field work and observational skills to study geography of their school and its grounds and key human and physical features of its surrounding environment.

History – Children should learn about:

- Changes within living memory. Where appropriate, these should be used to reveal aspects of change in national life.
- Events beyond living memory that are significant nationally or globally (for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries).
- The lives of significant individuals in the past who have contributed to national and international achievements. Some should be used to compare aspects of life in different periods (for example, Elizabeth I and Queen Victoria, Christopher Columbus and Neil Armstrong, William Caxton and Tim Berners-Lee, Pieter Bruegel the Elder and L S Lowry, Rosa Parks and Emily Davison, Mary Seacole and/or Florence Nightingale and Edith Cavell).
- Significant historical events, people and places in their locality.

Music

- Use their voices expressively and creatively by singing songs and speaking chants and rhymes.
- Play tuned and untuned instruments musically.
- Listen with concentration and understanding to a range of high-quality live and recorded music.
- Experiment with, create, select and combine sounds using the interrelated dimensions of music.

Physical Education

- Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and coordination, and begin to apply these in a range of activities.
- Participate in team games, developing simple tactics for attacking and defending.
- Perform dances using simple movement patterns.

Worship/ R.E.

All schools are also required to make provision for a daily act of collective worship and must teach religious education to pupils at every key stage.

All Parents have the right to withdraw their children from collective worship and R.E. lesson. All requests must be made in writing to the Headteacher.

How does worship fit into the National Curriculum?

Every school must offer a curriculum which is balanced and broadly based and which:

- promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society
- prepares pupils at the school for the opportunities, responsibilities and experiences of later life

