



# Russell Street School



# Russell Street School

Information for Key Stage One Parents 2023-2024

*Pupils love coming to Russell Street School. From the minute they start school they flourish. Teachers skilfully deliver the curriculum. Behaviour is exemplary. (OFSTED 2022)*





## Excellent

teaching gives children the life chance they deserve.

## Enjoyment

is the birth-right 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](http://www.russell-street-school.co.uk)

Headteacher: Mrs D Robinson  
Deputy Headteacher: Mrs J Van Rooyen  
Assistant Headteacher: Mrs S Camp  
Safeguarding and Child Protection: Mrs D Robinson & Mrs Lydia Read

Year Two Lead: Mr D Thompson  
Year One Lead: Mrs S Green

SENDCo: Mr D Thompson  
Deputy SENDCo: Mrs S Jeffery

School Business Manager: Mrs A Starr  
School Office Manager: Mrs S Ames

Chair of Governors: Dr N Sumpter

## Contact details:

Office Contact: [office@russell-street-school.co.uk](mailto:office@russell-street-school.co.uk)  
Year 1 email address: [y1@russell-street-school.co.uk](mailto:y1@russell-street-school.co.uk)  
Year 2 email address: [y2@russell-street-school.co.uk](mailto:y2@russell-street-school.co.uk)

## Admissions Contact:

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

Tel: 01908 253338

Civic Offices  
1 Saxon Gate East  
Central Milton Keynes  
MK9 3EJ



# Welcome



Your child is an individual — they deserve a unique, personalised education.

A warm welcome to Russell Street School. We are a dedicated, hard-working, friendly team who work very closely together to support children's growth and learning.

We are an infant school situated in the heart of Stony Stratford. Choosing an infant school education ensures that you have a whole school team supporting your child who are dedicated to and specialise in the education of 3 to 7 years olds. We have strong links with our local junior school, ensuring that there is a seamless transition into Key Stage Two.

Russell Street School was built in 1844 and moved into the present buildings in 1907. We are a Local Authority school that caters for the Early Years Foundation Stage (3-5 years old), which includes a nursery and reception classes and Key Stage 1 (5-7 year olds).

We have high expectations, inclusive approaches, an exciting bespoke curriculum and excellent teaching. We aim to create a happy, caring environment in which children develop self-confidence and independence; are encouraged to be considerate and show respect for others. Russell Street children are encouraged to work hard; have a positive attitude to learning and become confident in their own ability.

We are committed to working in partnership with our parents, the local and global community to develop our pupils' values for life alongside a broad range of skills that will prepare them for lifelong learning.



# 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

8:35am	Arrive and enter the school building
8:40am	Registration
3.05pm	End of the School Day



## **Children should be collected promptly at 3.05pm.**

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 every day 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**

We encourage all parents and carers to order a free hot lunch from Essence Catering. Your child is entitled to a universal infant free school meal provided by the government for all Foundation Stage and Key Stage One children.

All meals should be booked online. Please see the Essence Catering Website for further details: [www.essence-catering.co.uk](http://www.essence-catering.co.uk)

Whilst you may provide your child with a healthy packed lunch we would advise that you try our school's hot school lunches. There are a range of options available each day and often children that are fussy eaters start to eat a much wider range of foods once they have had school lunches.

# MAKE EVERY DAY COUNT

## **Attendance Works**

Children suffer academically if they are absent from school.

All absence represents lost opportunities to learn.

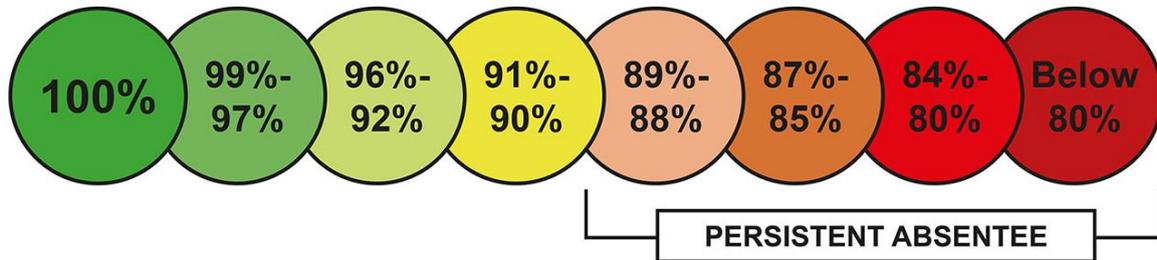
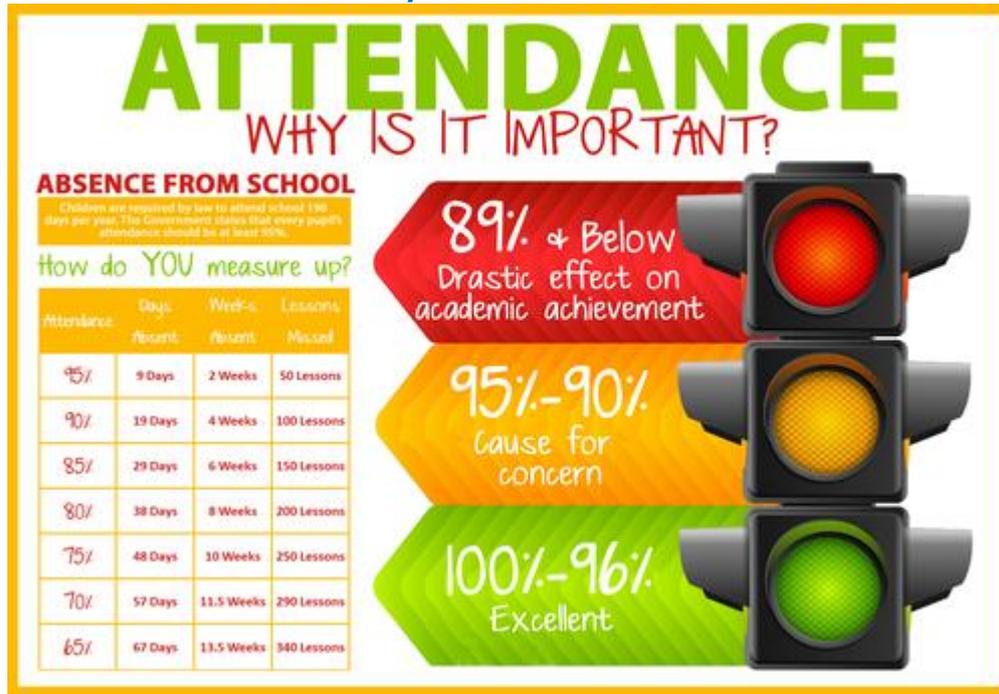
Studies show children who miss too many days in their early education struggle academically in later years.

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

The expectation for attendance is 96.5%.



# 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.
- Attendance below 96% is a cause for concern.

Please inform the office about the absence of your child by 8.40am. All unexplained absences will be followed up by the school office. If your child has a medical appointment during the school day, please make sure you inform the school office and provide proof of the appointment.

## Holiday Absence during Term Time

Government legislation that came into effect on 1<sup>st</sup> 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 Communication & Consultations

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.

Every week you will receive a weekly newsletter in the form of a Sway detailing your child's year group learning. Dates, reminders, key messages and ideas to support your child's learning are all contained within this weekly Sway. Sways can be found here - <https://www.russell-street-school.co.uk/website/news/222141>

Every half term you will receive a newsletter from the Headteacher detailing all dates and key information for the whole half term. Newsletters can be found here - <https://www.russell-street-school.co.uk/website/newsletters/627720>

If you have any questions about school, please email the school office directly: [office@russell-street-school.co.uk](mailto:office@russell-street-school.co.uk)

Or if your question is year group based, please email:

Year 1: [y1@russell-street-school.co.uk](mailto:y1@russell-street-school.co.uk)

Year 2: [y2@russell-street-school.co.uk](mailto:y2@russell-street-school.co.uk)

## Parents' Association (PA)

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, 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.



# Uniform



The school's uniform is as follows:

- Navy sweatshirts / cardigans (a logo is not required).
- White or light blue polo shirts.
- Grey, navy or black 'bottoms', e.g. trousers, shorts, pinafores, skirts.
- In the summer an optional extra of blue 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.

Logo versions of school sweatshirts, cardigans and polo shirts are available from Maisies in Wolverton. <https://www.maisies-superstore.co.uk>

Second-hand uniform is available from the School Office. Please take donations of items of uniform to the School Office.

Please speak in confidence to the School Office if you need items of uniform at no cost. We will happily provide these.



**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 either be given to a charity collection or added to our second-hand uniform rail.



# Wrap Around Care



# BEFORE AND AFTER SCHOOL 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 before and after school care provision.

**Before and After School Care is run by Premier Education.**

For further information or to book a place, please go to [www.premier-education.com](http://www.premier-education.com) or see our school website.

Please ensure you pre-book your child's place. Premier are unable to take children to the After-School Club, unless you have booked and paid for the session.

Hours available:

Monday to Friday	7.30am - 8:40am	Breakfast Club
	3pm - 6pm	After School Club

## **Russell Street - After School 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 run from 3pm until 4pm and can be booked using Weduc.

## 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. For antibiotics, our policy is that we will give one dose, if the prescription is four doses per day.

### **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/>

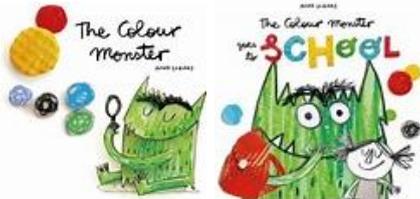
Our comprehensive **iSAFE Programme** teaches the children that they have a right to feel safe all of the time & that nothing is awful or so small that they can't talk to someone about it. The iSAFE Programme sessions are as follows:

- 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 e-Safety
- Session 11 Keeping Our Bodies Safe
- Session 12 Dealing with Bullies/Good Mental Health

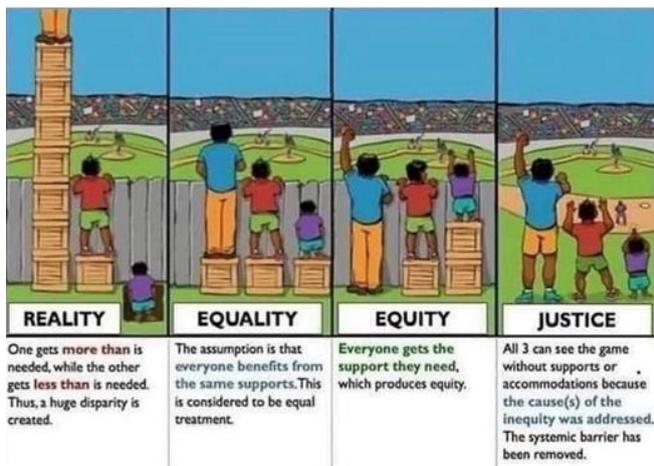


# Pastoral Care and Behaviour

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.



All classes use the Colour Monster books and materials to teach children emotional literacy vocabulary so that children can name emotions, talk about emotions, recognise emotions in others and learn strategies to regulate their emotions. By using these materials all children have a fully understood way of sharing their emotions and will develop a large set of emotional vocabulary to enable them to do this successfully.



Our school's behaviour culture creates a calm environment which will benefit pupils with SEND, enabling them to learn. We understand that some behaviours are more likely be associated with particular types of SEND, such as a pupil with speech, language and communication needs who may not understand a verbal instruction. Behaviour will be considered in relation to a pupil's SEND.

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. 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

Marbles are rewarded when children demonstrate the pillars of character below. When a class fills their marble jar, they choose a reward. Previous rewards have included teddy bears picnics, movie afternoons and trips to the orchard.

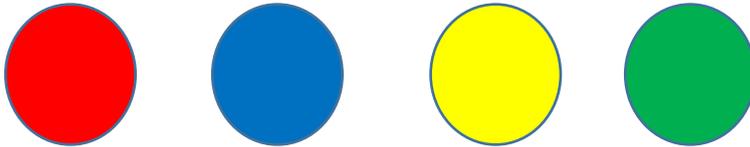


TRUSTWORTHINESS RESPECT RESPONSIBILITY FAIRNESS CARING CITIZENSHIP

*It is said that character can be measured by what one would do if no one were looking. True character is instilled at a deep level so that positive behaviour is automatic*

House System – All children are placed in a House with family members.

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 20 points are awarded.



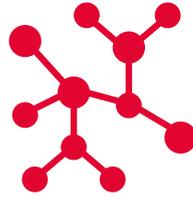
Children can also be awarded a 'WOW' certificate. These children will be invited to attend a 'WOW' with the Headteacher. Whilst at WOW, the children are given the opportunity to talk about their WOW, their work and generally discuss school.



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. If you would like your child to give something to their friends; stickers or a book for the class to share, these are welcome. We are able to hand out party invitations **(if all children in the class have been invited)**. We understand this will not always be the case and in this instance, we ask for parents/carers to hand them out themselves to avoid children feeling left out.

# Curriculum Design

*Using a cognitive science-based approach, our curriculum is designed to be knowledge led, vocabulary rich and reading centric.*



Knowledge Led



Vocabulary Rich



Reading Centric

Our curriculum places significant importance on children learning specifically chosen knowledge. This includes substantive and disciplinary related knowledge with cultural capital value.

We place significant importance on the development of vocabulary, woven throughout our curriculum. Equally, we recognise the central importance of children becoming fluent, independent readers in order to make sense of the world around them, achieve academic success and take control of their future learning.

*Education is the most powerful weapon which you can use to change the world. - Nelson Mandela*

Our curriculum has been designed based on the key principles below.



At our school the Foundation Stage Framework and National Curriculum are statutory. They lay out the range of subjects we must teach and sets the standards pupils are expected to reach at the end of each stage of learning.

Our School Curriculum incorporates these documents and goes beyond them. We have adapted and extended the curriculum to meet the particular needs of our pupils and families. It is a curriculum designed to work for all in our community.

We have built a knowledge-rich curriculum that is planned and sequenced so that new & ambitious knowledge and skills build over time. When building the curriculum, we have considered a range of knowledge forms:

- a) **Declarative/Substantive:** The key facts all children should know.
- b) **Procedural:** The things children should be able to do (skills).
- c) **Experimental:** Knowledge that can only be gained first-hand by experiencing or doing certain activities.
- d) **Disciplinary:** The action taken within a particular subject to gain knowledge i.e. how we gain substantive knowledge. For example, in history this might mean using evidence to construct a claim. Meanwhile, in science it might mean testing hypotheses. In music, it might mean reading and writing notation.
- e) **Attitudinal:** Expressions of personal beliefs or feelings

**Our curriculum** provides **exciting experience-based integrated** educational opportunities for **pupils 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**.

Pupils will:

- **develop the appropriate subject specific knowledge, skills and understanding that goes beyond the National Curriculum**, so that children can flourish, reach and exceed their potential academically, physically and artistically.
- **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.

- **lead happy, healthy, constructive lives in which they can aspire and experience success.** Well-being, in terms of both physical and mental health, is essential for effective engagement with school and wider life.
- **have a holistic set of values** that prepares them for life in the modern world in a diverse and ever-changing community.
- **understand spirituality in themselves and others, develop social skills and understand society,** build a firm set of personal morals, and to engage in the community they live in and understand the cultures of others.

Our **Skills and Knowledge overviews** detail the exact **core concepts** that our children should know in as much detail as possible. They ambitiously promote good progress and high-level skills and knowledge in all subject areas.

[Russell Street School - Curriculum Skills & Knowledge Overviews \(russell-street-school.co.uk\)](http://russell-street-school.co.uk)

Our **Unit Plans** then **sequence** this knowledge content into a coherent flow using small steps (to not overload **working memory**) in order to form **schema**. Children assimilate new learning connecting it to what they already know - new knowledge building upon prior knowledge, building towards challenging goals. Elements are regularly returned to, supporting children to accumulate knowledge over time, supported by **practice and retrieval strategies**. Authentic connections (that allow knowledge areas to be mutually reinforcing and enriching) have been highlighted between subjects and concepts. All units **blend knowledge and experience**.

[Russell Street School - Key Stage One Units of Work \(russell-street-school.co.uk\)](http://russell-street-school.co.uk)

### Targeted Academic Support

Most pupils will benefit solely from a focus on whole-class teaching. However, some children may require targeted support that is tailored to their specific needs to get their learning on track. We use the target model below to provide this support.

<b>T</b> iming	Intervention sessions are often brief (e.g. 15–60 mins) and regular (e.g. 2–5 per week).
<b>A</b> ssessment	Assessments are used to identify pupils, guide areas of focus, and to track pupil progress.
<b>R</b> esourcing	The intervention has structured supporting resources and lesson plans, with clear objectives and possibly a delivery script.
<b>G</b> ive it time	Careful timetabling is in place to enable consistent delivery. Sessions are typically maintained over a sustained period (e.g. 8–20 weeks).
<b>E</b> xpert delivery	Interventions are delivered by a qualified teacher or, if they are unavailable, a trained teaching assistant. The intervention programme is followed precisely and suggested delivery protocols are followed.
<b>T</b> eacher links	If not delivered by the classroom teacher, the intervention deliverer and the teacher/s communicate regularly and make appropriate connections between out-of-class learning and classroom teaching.



## Beyond the Curriculum

We offer a wide range of **extra-curricular clubs**, both before and after the school day and at lunchtimes. Clubs are offered at a range of costs and our aim is to ensure that all pupils have the opportunity to engage in extra-curricular activities as a means of enabling them to discover and develop particular talents and interests.

Our school offers pupils the opportunity to learn a range of **musical instruments**, through private tuition in school, organised by MK Music Hub. The school subsidises the cost of this for families in challenging financial circumstances, to ensure all pupils can participate if they wish. All Year 2 children are taught how to play the recorder.

### **Educational Visits**

Educational visits are first and foremost designed to deepen our children's knowledge across our curriculum.

By organising educational visits to help our children experience new things and spend time outside their immediate setting, developing their cultural capital and raising aspirations. These regular opportunities include visit theatres and concerts, historical sites, galleries, museums, religious buildings and famous landmarks.

We play an active part in our local community, creating and sustaining close links.

## Curriculum Implementation

	<b>How are the specific curriculum stages taught?</b>	<b>Planned Stages and End Points</b>	<b>Impact Measured</b>
<b>Phonics</b>	<b>RWI Phonics Scheme</b>	Stages A – J of RWI scheme.  (As listed in RWI half termly assessment overview)  Children will also recognise pre-fixes and suffixes, tenses and spelling rules.	Half termly assessments are carried out by the Reading Leader.  Information is used to regroup children and provide immediate support to anyone falling behind.  Phonics Screening (Year 1 & 2)
<b>Spelling</b>	<b>Year 1 are sent home spellings weekly from the spring term and use mnemonics to help them learn to spell common exception words correctly. Year 2 use the RWI spelling programme.</b>	Year group stages as listed in RWI spelling scheme.	Assessed through weekly/termly assessments. Immediate support given to anyone falling below the expected standard.
<b>Writing</b>	<b>The Write Stuff (TWS) approach using the EYFS and KS1 Writing Rainbows. Sentence Stacking taught.</b>	The Write Stuff (Assessment Framework) – Year group termly expectations.	Moderated assessment writing – marked against TWS assessment framework – once per term.
<b>Handwriting</b>	<b>Continuous Cursive.</b>		
<b>Reading</b>	<b>RWI and Hooked on Books (Year 1 &amp; 2) Reading Rainbow for KS1.</b>  <b>Year 2 - Reading Scheme – Rising Stars and Oxford Reading Tree.</b>  <b>Year R &amp; 1 - Reading Scheme – RWI Book Bag Books – matches &amp; enhances Read Write Inc phonics.</b>	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.  Year 2 upwards – Reading Comprehension Assessments
<b>Maths</b>	<b>Whole school – White Rose Maths</b>	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 White Rose Maths Framework.

<b>Science</b>	<b>White Rose Science</b>	Termly end of unit assessments based on Unit Plan teaching.	Measured against key skills knowledge overviews.
<b>Humanities</b>	<b>RSS History &amp; Geography Skills &amp; Knowledge Overviews, plus information from unit plans.</b>	Termly end of unit assessments based on Unit Plan teaching & skills & knowledge overviews.	Measured against key skills knowledge overviews.
<b>Art/DT</b>	<b>RSS Art &amp; DT Skills &amp; Knowledge Overviews, plus information from unit plans.</b>	Termly end of unit assessments based on Unit Plan teaching & skills & knowledge overviews.	Measured against key skills knowledge overviews.
<b>IT</b>	<b>Purple Mash.</b>	Termly end of unit assessments based on Unit Plan teaching & skills & knowledge overviews.	Measured against key skills knowledge overviews.
<b>Music</b>	<b>English Model Music Curriculum Scheme from Charanga</b>	Termly end of unit assessments based on Unit Plan teaching & skills & knowledge overviews.	Measured against key skills knowledge overviews.
<b>P.E.</b>	<b>RSS P.E. Planning Document.</b>	Key Skills specifically listed within P.E. Scheme	Continuous assessment (against key skills)
<b>R.E.</b>	<b>MK Agreed Syllabus.</b>	Knowledge listed per R.E. Unit	Continuous assessment (against specific knowledge)
<b>PHSE/RSE</b>	<b>Jigsaw.</b>	The Jigsaw Puzzles (Specific Content Overview) RSS iSafe	My Jigsaw Learning or My Jigsaw Journey



# Reading



## Reading and Vocabulary

Our teaching focuses on the two dimensions to reading – **'word recognition' and 'language comprehension'**.

We have a **sharp focus on high-quality phonics teaching**, ensuring that children rapidly gain the crucial skill of word recognition that once mastered, enables them to read fluently, freeing them to concentrate on the meaning of the text, building their language comprehension skills. They progress from **'learning to read' to 'reading to learn'** for purpose and pleasure.

A **robust and continuous assessment of children's phonic progress** is used to identify those who may be falling behind, allowing support to be given to ensure they **keep up, not catch up**.

**Word Poverty Matters! We view words as a commodity.**

- Evidence shows that vocabulary is one of the most significant factors to children achieving higher grades at GCSE in most subjects.
- The vocabulary gap starts early (by the age of 2) and is hugely significant.
- Children can have a 30-million-word gap before children even enter school.
- The link between vocabulary at 5-7 years old as a significant predictor of reading comprehension and academic understanding at GCSE.
- Less than 1/3 of children are read to at home daily. Children who are read to at home will hear 1.4 million 'rare words' yearly that improve language development and understanding.
- Children's books have 50% rarer words than the language of television, or even the conversation of graduates.

**We close the vocabulary gap through planned and explicit vocabulary teaching.** All the words and phrases needed to understand texts are taught as explicitly as possible. Key vocabulary lists for each subject have been generated and are deliberately taught in context. Grandma Fantastic is one method used in Early Years to teach deliberate vocabulary.

**We have a 'Ten Minutes Reading Aloud a Day Pledge'** which is over and above any other reading that occurs. Just 10 minutes a day exposes a child to around extra 700,000 words a year.

**Children's fluency, confidence and enjoyment in reading is central to our curriculum as a whole.** Reading has been integrated into our curriculum from the very beginning. For example, in science we develop children's capacity to read scientific texts alongside learning the scientific concepts themselves. Every possible opportunity is made for children to learn about the topics we cover in each unit through reading about them.

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

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

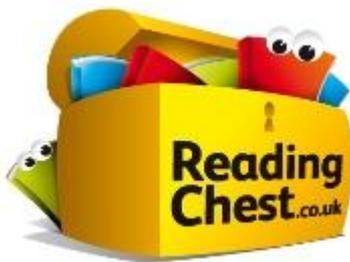
Ages 6-7				
Turquoise	Purple	Gold	White	Lime
7	8	9	10	11



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.



Reading Chest

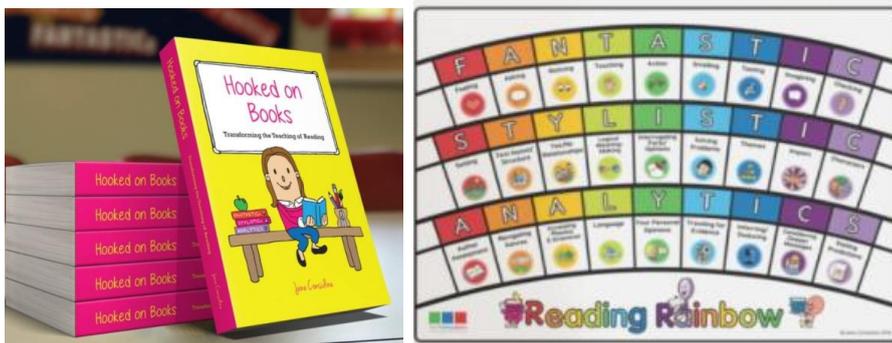
<https://www.readingchest.co.uk/>

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** in Key Stage One.



For further details see our school website.



Two outdoor book libraries are located in the undercover area outside the breakfast and after school club building. Books can be borrowed from these libraries to read with your child at home. If you feel you have any books that would be good to share, these can be placed in the outdoor libraries.

# 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?

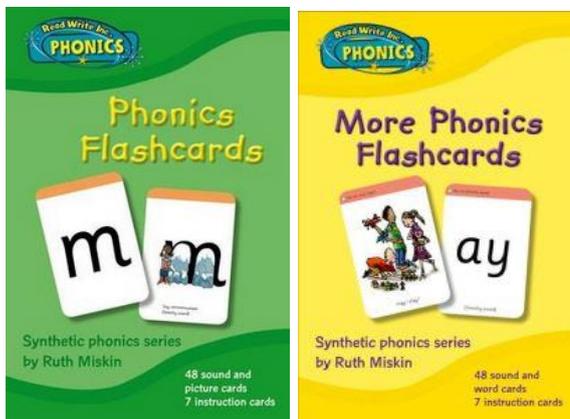


# Phonics

# 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. We also offer phonics workshops for parents/carers throughout the year to give you key information on how to support your child's learning at home.

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 website also provides a wealth of materials for parents.

<https://home.oxfordowl.co.uk/reading/reading-schemes-oxford-levels/read-write-inc-phonics-guide/>

Term	Meaning
CVC	A consonant-vowel-consonant word, such as <b>cat</b> , <b>pin</b> or <b>top</b> . You may also come across the abbreviation CCVC for consonant-consonant-vowel-consonant words such as <b>clap</b> and <b>from</b> . Also CVCC for words such as <b>mask</b> and <b>belt</b> .
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 <b>sit</b> /s/-/i/-/t/. If you change the phoneme /s/ for /f/, you have a new word, <b>fit</b> . If you change the phoneme /t/ in fit for a /sh/, you have a new word, <b>fish</b> - /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 [phonics pure sounds video \(oxfordowl.co.uk\)](https://www.oxfordowl.co.uk/phonics/pure-sounds-video) 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.

### Virtual Classroom

Links to videos from the Read Write Inc. virtual classroom will be sent out weekly via the KS1 weekly newsletters. The videos are designed to help you and your child practise the skills they are learning in school, together at home. For example, practising new letter sounds, reading or spelling words containing new sounds or writing simple sentences.



### 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



# COMMON EXCEPTION WORDS

Children need to learn how to spell the common exception words listed below. These are a group of words that appear commonly in both texts and spoken language, but which can't be decoded using normal phonics rules. This could be because they don't follow normal spelling rules or contain unusual letter combinations. Some examples are 'the', 'said' and 'here'.

## Year 1

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.

## Year 2

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.



# Handwriting

We use the handwriting scheme, letterjoin: <https://www.letterjoin.co.uk>

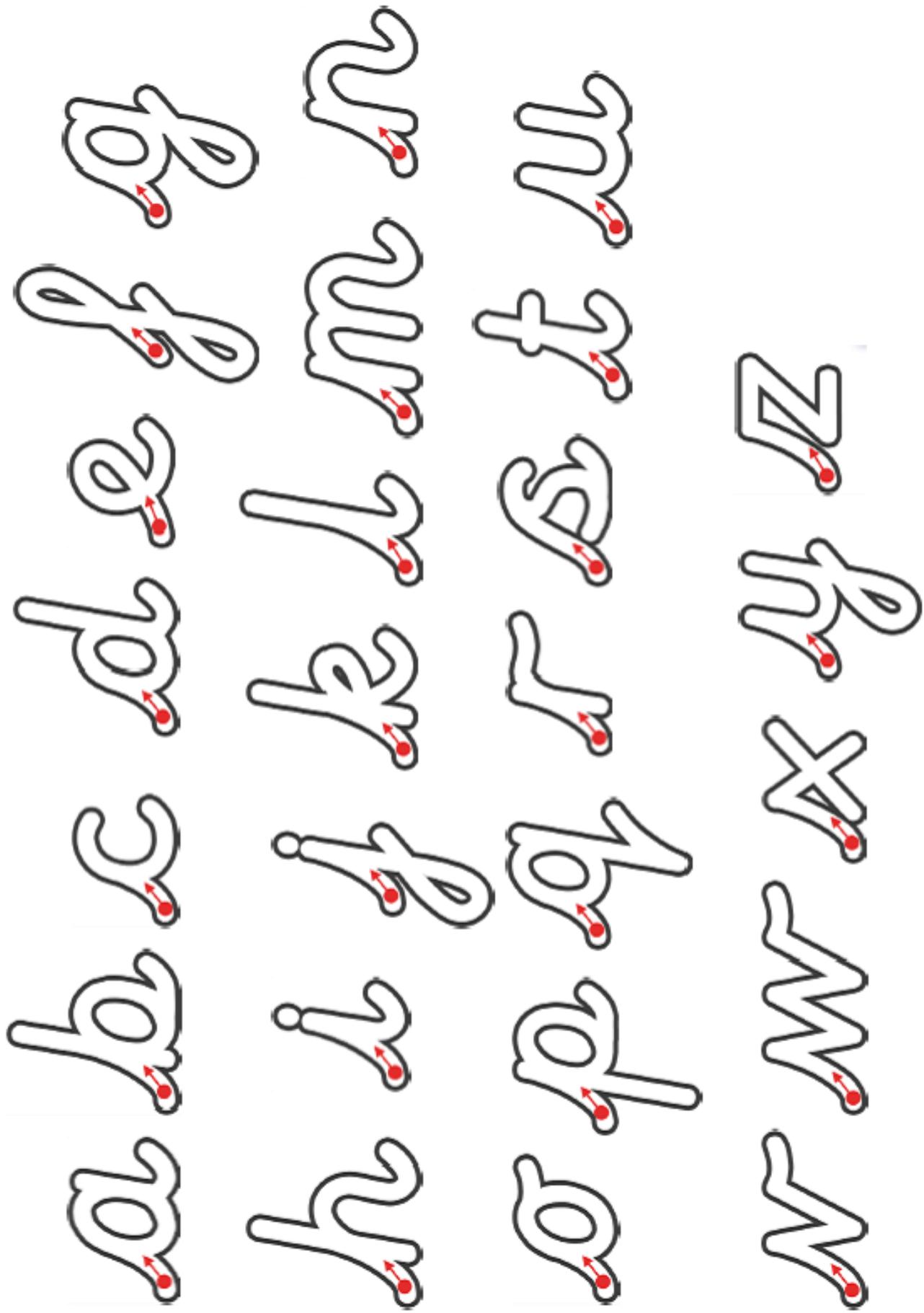
By the end of year 2 children are now expected to know horizontal and diagonal strokes needed to join letters. Instead of teaching the children to write letters without these strokes in year R, then teach them a completely different method in year 1 (which can be very confusing for your child) at Russell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

Our font is as follows:

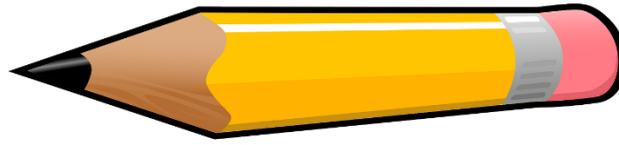
a b c d e f g h i  
j k l m n o p q r  
s t u v w x y z

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

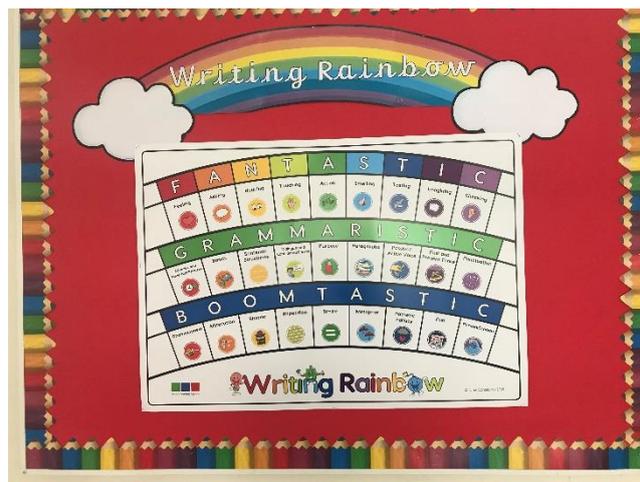
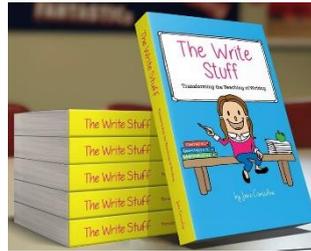




# Writing



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



For further details use the below

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

or see our school website.

[https://russell-street.eschools.co.uk/website/writing\\_overview/522013](https://russell-street.eschools.co.uk/website/writing_overview/522013)



# Maths

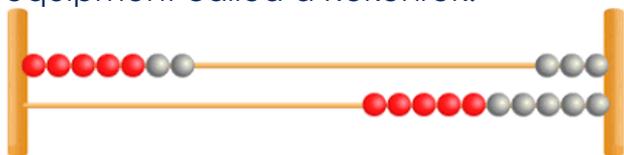
We teach maths using a Mastery approach. The Mastery approach to teaching mathematics develops pupils' mathematical ability and confidence without having to resort to memorising procedures to pass tests - making mathematics more engaging and interesting.

Features of Maths Mastery:

- 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.

We use White Rose Maths to teach maths Mastery. Influenced, inspired and informed by the work of leading maths researchers and practitioners across the world, White Rose Maths brings together a team of highly experienced and passionate maths teaching experts to train, guide, help and support all those who teach maths.

We are taking part in the MathsHub Mastering Number Programme. Rehearsal, particularly core number work, helps children attain automaticity in recall and use of facts and methods. Central to the programme is a small, abacus-like piece of equipment called a Rekenrek.



We understand that many parents feel like that maths has changed and that it is sometimes difficult to keep up to date with modern teaching methods. White Rose has produced some guidance for parents to help bridge the gap between school and home. [Maths with Michael | Michael Underwood | White Rose Maths](#)

A great way for your child to enjoy maths at home is to use White Rose Maths free workbooks for Years 1 – 6. These give children and parents an extra tool for enjoying maths together. [Parent resources | Maths workbooks | White Rose](#)



Maths

Maths Numberblocks is available on BBC iPlayer and it helps children visualise early maths skills.

# Useful APPS for Key Stage One Children

Hairy Letters

Hairy Phonics 1, 2, 3

Twinkl Phonics – all phases

Forest Phonics

Nosy Crow Books

My Story

Daisy The Dinosaur

Phonics Tic-Tac-Toe

Monster Hunt – The Memory Game

Bugs and Buttons

Word Bingo

Puppet Pals HD

Phonics Lilies

What's Different

## Maths Apps:

Top Marks

Maths Age 4-6

Popmath

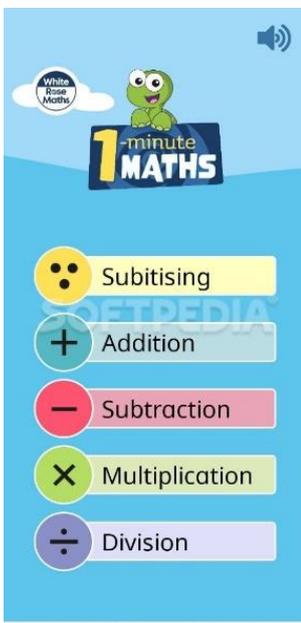
Bugs and Numbers

Bee-Bot

Squeebles Times Tables

Meet the Number Blocks

1 Minute Maths - A free maths APP designed for use both in class and at home called 1-minute maths, helps children build greater number confidence and fluency. It's all about targeted practice in engaging, one-minute chunks!



# Forest School



Forest School is a feeling you can't put into words.

Forest School is a child-centred inspirational learning process, which offers opportunities for holistic growth through regular sessions. It is a long-term program that supports play, exploration and supported risk taking. It develops confidence and self-esteem through learner inspired, hands-on experiences in a natural setting.

Forest School has a developmental ethos shared by thousands of trained practitioners around the world, who are constantly developing their learning styles and skills to support new and imaginative learners. Its roots reach back to the open-air culture, or free air life, seen as a way of life in Scandinavia where Forest School began. It arrived in the UK in 1993 and has grown from strength to strength since then.

The process helps and facilitates more than knowledge-gathering, it helps learners develop socially, emotionally, spiritually, physically and intellectually. It creates a safe, non-judgemental nurturing environment for learners to try stuff out and take risks. Forest School inspires a deep and meaningful connection to the world and an understanding of how a learner fits within it. Our approach to risk means that learners constantly expand on their abilities by solving real-world issues, building self-belief and resilience. We believe that risk is more than just potential for physical harm, but a more holistic thing, there are risks in everything we do, and we grow by overcoming them. Forest School therefore, helps participants to become, healthy, resilient, creative and independent learners.

There is lots of research out there to support the outcomes of Forest School, but we know that it isn't just the educational outcomes and research that matter, our learners and leaders love it too!

## What is quality Forest School?

Quality Forest School is delivery which holds to all six key principles that shape and govern the Forest School ethos. There are many forms of outdoor education and all have enormous value, however, Forest School is unique in its reach, delivery and effect.

## These six principles are:

1. Forest School is a long-term process of regular sessions, rather than one-off or infrequent visits; the cycle of planning, observation, adaptation and review links each session.
2. Forest School takes place in a woodland or natural environment to support the development of a lifelong relationship between the learner and the natural world.
3. Forest School uses a range of learner-centred processes to create a community for being, development and learning.
4. Forest School aims to promote the holistic development of all involved, fostering resilient, confident, independent and creative learners.
5. Forest School offers learners the opportunity to take supported risks appropriate to the environment and to themselves.
6. Forest School is run by qualified Forest School practitioners, who continuously maintain and develop their professional practice.

It is only when we see the 6 principles working together do we truly see the value of Forest School. Underpinning our principles are some positive core beliefs. These can be summarised as, learners are all:

- equal, unique and valuable
- competent to explore & discover
- entitled to experience appropriate risk and challenge
- entitled to choose, and to initiate and drive their own learning and development
- entitled to experience regular success
- entitled to develop positive relationships with themselves and other people
- entitled to develop a strong, positive relationship with their natural world

Forest School's learner-centred approach interweaves with the ever-changing moods and marvels, potential and challenges of the natural world through the seasons to fill every Forest School session and programme with discovery and difference. Making each session and every experience a valuable one.

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.

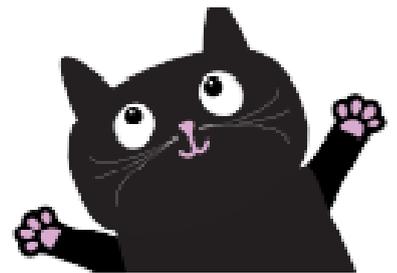
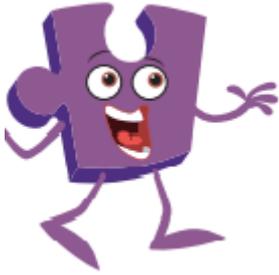
**Changing Me** deals with change of many types, in KS1 growing from young to old,

### **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



## iSafe

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 Key Stage One Parents

Book Trust [www.booktrust.org.uk/resources](http://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](http://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](http://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)

<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](http://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](http://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/>

Curriculum coverage for foundation subjects and Science

<https://www.thenational.academy/>

# 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.

[https://www.russell-street-school.co.uk/website/curriculum\\_2/521982](https://www.russell-street-school.co.uk/website/curriculum_2/521982)

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

# National Curriculum Objectives

## English



### Reading: Word Reading

Year 1	Year 2
<ul style="list-style-type: none"> <li>• Apply phonic knowledge and skills as the route to decode words.</li> <li>• Respond speedily with the correct sound to graphemes (letter or groups of letter) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.</li> <li>• Read accurately by blending sounds in unfamiliar words containing GPCs (grapheme-phoneme correspondences) that have been taught.</li> <li>• Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.</li> <li>• Read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings.</li> <li>• Read other words of more than one syllable that contain taught GPCs.</li> <li>• Read words with contractions, (for example I'm, I'll, we'll), and understand that the apostrophes represents the omitted letter(s).</li> <li>• 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.</li> <li>• Re-read these books to build up their fluency and confidence in word reading.</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.</li> <li>• Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.</li> <li>• Read accurately words of two or more syllables that contain the same graphemes as above.</li> <li>• Read words containing common suffixes.</li> <li>• Read further common exception words, noting unusual correspondence between spelling and sound and where these occur in the word.</li> <li>• Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered.</li> <li>• Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.</li> <li>• Re-read these books to build up their fluency and confidence in word reading.</li> </ul>

## Reading: Comprehension

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

## Writing: Transcription

Year 1	Year 2
<ul style="list-style-type: none"> <li>• Spell:               <ul style="list-style-type: none"> <li>- Words containing each of the 40+ phonemes.</li> <li>- Common exception words.</li> <li>- The days of the week.</li> </ul> </li> <li>• Name the letters of the alphabet:               <ul style="list-style-type: none"> <li>- Naming the letters of the alphabet in order.</li> <li>- Using letter names to distinguish between alternative spellings of the same sound.</li> </ul> </li> <li>• Add prefixes and suffixes:               <ul style="list-style-type: none"> <li>- Using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs.</li> <li>- Using the prefix un-.</li> <li>- 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).</li> <li>- Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words.</li> </ul> </li> <li>• Handwriting:               <ul style="list-style-type: none"> <li>- Sit correctly at a table, holding a pencil comfortably and correctly.</li> <li>- Begin to form lower-case letters in the correct direction, starting and finishing in the right place.</li> <li>- Form capital letters.</li> <li>- Form digits 0-9.</li> <li>- Understand which letters belong to which handwriting ‘families’ (i.e. letters that are formed in a similar ways) and to practise these.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Spell by:               <ul style="list-style-type: none"> <li>- Segmenting spoken words into phonemes and representing graphemes, spelling many correctly.</li> <li>- 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.</li> <li>- Learning to spell common exception words.</li> <li>- Learning to spell more words with contracted forms.</li> <li>- Learning the possessive apostrophe (singular), for example, the girl's book.</li> <li>- Distinguishing between homophones and near-homophones.</li> </ul> </li> <li>• Add suffixes to spell longer words, e.g. –ment, -ness, -ful, -less, -ly.</li> <li>• Write from memory simple sentences dictated by the teacher that include words using the GPCs, common exception words and punctuation.</li> <li>• Handwriting:               <ul style="list-style-type: none"> <li>- Form lower-case letters of the correct size relative to one another.</li> <li>- 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.</li> <li>- Write capital letters and digits of the correct size, orientation and relationship to one another and to lower-case letters.</li> <li>- Use spacing between words that reflects the size of the letters.</li> </ul> </li> </ul>

## Writing: Composition

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

## Writing: Vocabulary, grammar and punctuation

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

## 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 <b>ff</b> , <b>ll</b> , <b>ss</b> , <b>zz</b> and <b>ck</b> if they come straight after a single vowel letter in short words. <b>Exceptions:</b> <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 <b>tch</b> if it comes straight after a single vowel letter. <b>Exceptions:</b> <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 <b>v</b> , so if a word ends with a /v/ sound, the letter <b>e</b> 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 <b>-s</b> . If the ending sounds like /ɪz/ and forms an extra syllable or 'beat' in the word, it is spelt as <b>-es</b>	cats, dogs, spends, rocks, thanks, catches
Adding the endings <b>-ing</b> , <b>-ed</b> and <b>-er</b> to verbs where no change is needed to the root word	<b>-ing</b> and <b>-er</b> always add an extra syllable to the word and <b>-ed</b> 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 <b>-ed</b> . 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 <b>-er</b> and <b>-est</b> 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>	
<b>ai oi</b>	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
<b>ay oy</b>	<b>ay</b> and <b>oy</b> 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
<b>a-e</b>		made, came, same, take, safe
<b>e-e</b>		these, theme, complete
<b>i-e</b>		five, ride, like, time, side
<b>o-e</b>		home, those, woke, hope, hole
<b>u-e</b>	Both the /u:/ and /ju:/ ('oo' and 'yoo') sounds can be spelt as <b>u-e</b> .	June, rule, rude, use, tube, tune
<b>Ar</b>		car, start, park, arm, garden
<b>ee</b>		see, tree, green, meet, week
<b>ea (/i:/)</b>		sea, dream, meat, each, read (present tense)
<b>ea (/ɛ/)</b>		head, bread, meant, instead, read (past tense)
<b>er (/ɜ:/)</b>		(stressed sound): her, term, verb, person
<b>er (/ə/)</b>		(unstressed schwa sound): better, under, summer, winter, sister
<b>lr</b>		girl, bird, shirt, first, third
<b>Ur</b>		turn, hurt, church, burst, Thursday
<b>oo (/u:/)</b>	Very few words end with the letters <b>oo</b> , 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
<b>oo (/ʊ/)</b>		book, took, foot, wood, good
<b>oa</b>	The digraph <b>oa</b> is rare at the end of an English word.	boat, coat, road, coach, goal
<b>oe</b>		toe, goes
<b>ou</b>	The only common English word ending in <b>ou</b> is you.	out, about, mouth, around, sound
<b>ow (/aʊ/)</b> <b>ow (/əʊ/)</b> <b>ue</b> <b>ew</b>	Both the /u:/ and /ju:/ ('oo' and 'yoo') sounds can be spelt as <b>u-e</b> , <b>ue</b> and <b>ew</b> . 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
	<b>ue</b> and <b>ew</b> are more common spellings than <b>oo</b> .	rescue, Tuesday, new, few, grew, flew, drew, threw
<b>ie (/a/)</b>		lie, tie, pie, cried, tried, dried
<b>ie (/i:/)</b>		chief, field, thief
<b>igh</b>		high, night, light, bright, right
<b>Or</b>		for, short, born, horse, morning
<b>ore</b>		more, score, before, wore, shore
<b>aw</b>		saw, draw, yawn, crawl
<b>au</b>		author, August, dinosaur, astronaut
<b>air</b>		air, fair, pair, hair, chair
<b>ear</b>		dear, hear, beard, near, year
<b>ear (/ɛə/)</b>		bear, pear, wear
<b>are (/ɛə/)</b>		bare, dare, care, share, scared
<b>Words ending -y (/i:/ or /I/)</b>		very, happy, funny, party, family
<b>New constant spellings ph and wh</b>	The /f/ sound is not usually spelt as <b>ph</b> in short everyday words (eg fat, fill, fun).	dolphin, alphabet, phonics, elephant, when, where, which, wheel, while
<b>Using k for the /k/ sound</b>	The /k/sound is spelt as <b>k</b> rather than as c before <b>e, i</b> and <b>y</b> .	Kent, sketch, kit, skin, frisky
<b>Adding the prefix un -</b>	The prefix <b>un-</b> is added to the beginning of a word without any change to the spelling of the root word.	unhappy, undo, unload, unfair, unlock
<b>Compound words</b>	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
<b>Common exception words</b>	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 <b>ge</b> and <b>dge</b> at the end of words, and sometimes spelt as <b>g</b> elsewhere in words before <b>e, i</b> and <b>y</b>	<p>The letter <b>j</b> 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 <b>-dge</b> 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 <b>-ge</b> at the end of a word.</p> <p>In other positions in words, the /dʒ/ sound is often (but not always) spelt as <b>g</b> before <b>e, i,</b> and <b>y</b>. The /dʒ/ sound is always spelt as <b>j</b> before <b>a, o</b> and <b>u</b>.</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 <b>c</b> before <b>e, i</b> and <b>y</b>		race, ice, cell, city, fancy
The /n/ sound spelt <b>kn</b> and (less often) <b>gn</b> 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 <b>wr</b> at the beginning of words	This spelling probably also reflects an old pronunciation.	write, written, wrote, wrong, wrap
The /l/ or /əl/ sound spelt <b>-le</b> at the end of words	The <b>-le</b> 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 <b>-el</b> at the end of words	<p>The <b>-el</b> spelling is much less common than <b>-le</b>.</p> <p>The <b>-el</b> spelling is used after <b>m, n, r, s, v, w</b> and more often than not after <b>s</b>.</p>	camel, tunnel, squirrel, travel, towel, tinsel
The /l/ or /əl/ sound spelt <b>-al</b> at the end of words	Not many nouns end in <b>-al</b> , but many adjectives do.	metal, pedal, capital, hospital, animal

Statutory requirements	Rules and guidance	Example words
Words ending <b>-il</b>	There are not many of these words.	pencil, fossil, nostril
The <b>/aɪ/</b> sound spelt <b>-y</b> 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 <b>-es</b> to nouns and verbs ending in <b>-y</b>	The <b>y</b> is changed to <b>i</b> before <b>-es</b> is added.	flies, tries, replies, copies, babies, carries
Adding <b>-ed, -ing, -er</b> and <b>-est</b> to a root word ending in <b>-y</b> with a consonant before it	The <b>y</b> is changed to <b>i</b> before <b>-ed, -er</b> and <b>-est</b> are added, but not before <b>-ing</b> as this would result in <b>ii</b> . The only ordinary words with <b>ii</b> are <i>skiing</i> and <i>taxiing</i> .	copied, copier, happier, happiest, cried, replied ... <b>but</b> copying, crying, replying
Adding the endings <b>-ing, -ed, -er, -est</b> and <b>-y</b> to words ending in <b>-e</b> with a consonant before it	The <b>-e</b> at the end of the root word is dropped before <b>-ing, -ed, -er, -est, -y</b> or any other suffix beginning with a vowel letter is added. <b>Exception:</b> <i>being</i> .	hiking, hiked, hiker, nicer, nicest, shiny
Adding <b>-ing, -ed, -er, -est</b> and <b>-y</b> 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 <b>/æ/, /ɛ/, /ɪ/, /ɒ/</b> and <b>/ʌ/</b> sound (i.e. to keep the vowel 'short'). <b>Exception:</b> 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 <b>/ɔ:/</b> sound spelt <b>a</b> before <b>l</b> and <b>ll</b>	The <b>/ɔ:/</b> sound ('or') is usually spelt as <b>a</b> before <b>l</b> and <b>ll</b> .	all, ball, call, walk, talk, always
The <b>/ʌ/</b> sound spelt <b>o</b>		other, mother, brother, nothing, Monday

Statutory requirements	Rules and guidance	Example words
The <b>/i:/</b> sound spelt <b>-ey</b>	The plural of these words is formed by the addition of <b>-s</b> ( <i>donkeys, monkeys, etc.</i> ).	key, donkey, monkey, chimney, valley
The <b>/ɒ/</b> sound spelt <b>a</b> after <b>w</b> and <b>qu</b>	<b>a</b> is the most common spelling for the <b>/ɒ/</b> ('hot') sound after <b>w</b> and <b>qu</b> .	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 <b>-ment, -ness, -ful, -less</b> and <b>-ly</b>	<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><b>Exceptions:</b></p> <p>(1) <i>argument</i></p> <p>(2) root words ending in <b>-y</b> 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>
<b>Contractions</b>	<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> – <i>cannot</i>).</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
<b>The possessive apostrophe (singular nouns)</b>		Megan's, Ravi's, the girl's, the child's, the man's
<b>Words ending in -tion</b>		station, fiction, motion, national, section

Statutory requirements	Rules and guidance	Example words
<b>Homophones and near-homophones</b>	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><b>Common exception words</b></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 <b>a</b> in these words is pronounced /æ/, as in <i>cat</i>.</p> <p><i>Great, break</i> and <i>steak</i> are the only common words where the /eɪ/ sound is spelt <b>ea</b>.</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><b>Note:</b> ‘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"> <li>Count to and across 100, forwards and backwards beginning with 0 or 1, from any given number.</li> <li>count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens.</li> <li>Given a number, identify one more and one less.</li> <li>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.</li> <li>Read and write numbers from 1 to 20 in numerals and words.</li> </ul>	<ul style="list-style-type: none"> <li>Count in steps of 2, 3 and 5 from 0, and in tens from any number, forward or backward.</li> <li>Recognise the place value of each digit in a two-digit number (tens, ones).</li> <li>Identify, represent and estimate numbers using different representations, including the number line.</li> <li>Compare and order numbers from 0 up to 100; use <math>&lt;</math>, <math>&gt;</math> and <math>=</math> signs.</li> <li>Read and write numbers to at least 100 in numerals and in words.</li> <li>Use place value and number facts to solve problems.</li> </ul>

## Number: Addition and Subtraction

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

## Number: Multiplication and division

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

## Fractions

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

## Measurement

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

## Geometry: Properties of shapes

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

## Geometry: Position and direction

Year 1	Year 2
<ul style="list-style-type: none"><li>Describe position, directions and movements, including half, quarter and three-quarter turns.</li></ul>	<ul style="list-style-type: none"><li>Order and arrange combinations of mathematical objects in patterns and sequences.</li><li>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).</li></ul>

## Statistics

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

# Science

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

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

# 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. lessons. 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

