

PE Timetable

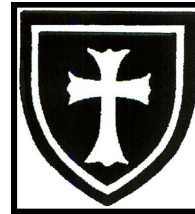
Gym / Dance: Tue

Games: Thursday

Kit should be brought to school on Monday and remain in school all week. Please make sure children have appropriate clothing for outdoor PE.

Homework Provision:

Homework will be given on a Friday to be in by the following Wednesday.



All Saints C. of E. Primary School and
Nursery

Curriculum Plan
2018-19
Ash class



Curriculum Plan

Dear Parent

This curriculum plan is designed to give you information about the main topics and themes which are planned to be taught to your child during the academic year 2018-19. I hope that this will be of assistance to you should you wish, for example, to visit the library or plan visits around these.

Please note that this plan is subject to adaptation if and when necessary.

Class Teacher: Mrs Holland

Subject	Autumn Term	Spring Term	Summer Term
Science	Animals including humans (ourselves) Weather (seasonal changes)	Everyday materials Weather (seasonal changes)	Plants Animals including humans (Animals) Weather (seasonal changes)
Computing	We are designers Word processing and graphics We are Storytellers Producing a talking book	We are Treasure hunters Moving around maps We are Collectors Collecting and presenting images	We are film makers Filming short instructions We are painters Using computers to combine and manipulate images
Religious Education	Creation—Who made the world? Incarnation—Why does Christmas matter to Christians?	Gospel—What is the good news that Jesus brings? Salvation—Why does Easter matter to Christians?	God—What do Christians believe God is like?

Measurement

Pupils should be taught to:

Compare, describe and solve practical problems for:

Lengths and heights [for example, long/short, longer/shorter, tall/short, double/half];

Mass/weight [for example, heavy/light, heavier than, lighter than];

Capacity and volume [for example, full/empty, more than, less than, half, half full, quarter];

Time [for example, quicker, slower, earlier, later];

Measure and begin to record the following:

Lengths and heights;

Mass/weight;

Capacity and volume;

Time (hours, minutes, seconds);

Recognise and know the value of different denominations of coins and notes;

Sequence events in chronological order using language [for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening];

Recognise and use language relating to dates, including days of the week, weeks, months and years;

Tell the time to the hour and half past the hour and draw the hands on a clock face to show these times.

Geometry (Shape)

Pupils should be taught to:

Recognise and name common 2-D and 3-D shapes, including:

2-D shapes [for example, rectangles (including squares), circles and triangles]

3-D shapes [for example, cuboids (including cubes), pyramids and spheres].

Geometry-Position and Direction

Pupils should be taught to:

Describe position, direction and movement, including whole, half, quarter and three-quarter turns.

Reading – word reading

Statutory requirements

Pupils should be taught to:

Apply phonic knowledge and skills as the route to decode words;
Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes;
Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught;
Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word;
Read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings;
Read other words of more than one syllable that contain taught GPCs;
Read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s);
Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words;
Re-read these books to build up their fluency and confidence in word reading.

Reading – comprehension

Statutory requirements

Pupils should be taught to:

Develop pleasure in reading, motivation to read, vocabulary and understanding by:
Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently;
Being encouraged to link what they read or hear read to their own experiences;
Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics;
Recognising and joining in with predictable phrases;
Learning to appreciate rhymes and poems, and to recite some by heart;
Discussing word meanings, linking new meanings to those already known;
Understand both the books they can already read accurately and fluently and those they listen to by:
Drawing on what they already know or on background information and vocabulary provided by the teacher;
Checking that the text makes sense to them as they read and correcting inaccurate reading;
Discussing the significance of the title and events;
Making inferences on the basis of what is being said and done;
Predicting what might happen on the basis of what has been read so far;
Participate in discussion about what is read to them, taking turns and listening to what others say;
Explain clearly their understanding of what is read to them.

Writing – transcription

Spelling

Pupils should be taught to:

Spell:

Words containing each of the 40+ phonemes already taught;

Common exception words;

The days of the week.

Statutory requirements

Name the letters of the alphabet:

Naming the letters of the alphabet in order;

Using letter names to distinguish between alternative spellings of the same sound;

Add prefixes and suffixes:

Using the spelling rule for adding -s or -es as the plural marker for nouns and the third person singular marker for verbs;

Using the prefix un-;

Using -ing, -ed, -er and -est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest];

Apply simple spelling rules and guidance, as listed in English Appendix 1;

Write from memory simple sentences dictated by the teacher that include words using the GPCs and common exception words taught so far.

Handwriting

Pupils should be taught to:

Sit correctly at a table, holding a pencil comfortably and correctly;

Begin to form lower-case letters in the correct direction, starting and finishing in the right place;

Form capital letters;

Form digits 0-9;

Understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar ways) and to practise these

Writing – composition

Statutory requirements

Pupils should be taught to:

Write sentences by:

Saying out loud what they are going to write about;

Composing a sentence orally before writing it;

Sequencing sentences to form short narratives;

Re-reading what they have written to check that it makes sense;

Discuss what they have written with the teacher or other pupils;

Read aloud their writing clearly enough to be heard by their peers and the teacher.

Writing – vocabulary, grammar and punctuation

Statutory requirements

Pupils should be taught to:

Develop their understanding of the concepts set out in English Appendix 2 by:

Leaving spaces between words;

Joining words and joining clauses using and;

Beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark;

Using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I';

Learning the grammar for year 1;

Use the grammatical terminology in discussing their writing.

National Curriculum
Maths Expectations Year 1

Number - number and place value

Pupils should be taught to:

Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number;

Count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens;

Given a number, identify one more and one less;

Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least;

Read and write numbers from 1 to 20 in numerals and words.

Number - addition and subtraction

Pupils should be taught to:

Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs;

Represent and use number bonds and related subtraction facts within 20;

Add and subtract one-digit and two-digit numbers to 20, including zero;

Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = \quad - 9$.

Number - multiplication and division

Pupils should be taught to:

Solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.

Number - fractions

Pupils should be taught to:

Recognise, find and name a half as one of two equal parts of an object, shape or quantity;

Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.

Subject	Autumn Term	Spring Term	Summer Term
History	Toys old and new Changes to transport over time	Castles. How buildings have changed over time	Seaside- Holidays in the past
Geography	Human and physical geography of the UK	Local area- place knowledge and map making	Human and physical geography of the UK—focusing on the seaside
Design & Technology	Making a moving picture Explore and use mechanisms	Making a castle Build structures and explore how they can be made stronger.	Creating a healthy breakfast What makes a healthy diet?
Art	Drawing and colour mixing	Print making	Collage and digital media
Physical Education	Games Dance Gymnastics	Games Dance Gymnastics	Games Dance Gymnastics
Music	Exploring sound and pitch.	Exploring pulse and rhythm	Exploring instruments, symbols, timbre and tempo
PSHE	Health and Wellbeing	Relationships	Living in the Wider World