

Bayford C of E  
Primary School



Class 1

Curriculum Newsletter  
2023 - 2024  
Teacher: Miss Senior

Jesus said, 'I am the Good Shepherd... I know my sheep and my sheep know me.' *John 10.14*

## Class 1 Overview 2023-2024

	Autumn 2023	Spring 2024	Summer 2024
English	National Curriculum 2014	National Curriculum 2014	National Curriculum 2014
Maths	National Curriculum 2014	National Curriculum 2014	National Curriculum 2014
Science	All about animals, Uses of everyday materials	Scientists and Inventors, Senses	Seasonal changes, Plants, Animals including humans: Growth
Computing	Online Safety/exploring purple mash, Maze explorers, Questioning	Animated story books  Making music	Spreadsheets, Pictograms, Presenting ideas
RE	Being thankful, Harvest traditions  Creation: Who made the world?	Gospel: What is the good news that Jesus brings?  Salvation: Why does Easter matter to Christians?	Introduction to Islam  Thematic: Making links between Christianity, Islam & Judaism
History/ Geography	Our local area (G)  The Great Fire of London (H)	Significant Explorers (H), Kings and Queens (H)	Our country (G),  Magical mapping (G)
Art and Design/ Design & Technology	Portraits (A), The Great Fire of London project (DT)	Fabricates (A)  Sensational Salads (DT)	Let's Sculpt (A)  Puppets (DT)
Music	Christmas play	Mrs Neilson	Mrs Neilson
PE	Fitness Ball skills	Dance Yoga	Net and Ball Athletics
PSHE	Being me in my world  Celebrating Differences	Dreams and Goals  Healthy Me	Relationships  Changing Me

## **English**

Your child will read a broad range of texts, both shared - as part of the whole class and guided - in small groups, exploring their varied styles. They will use this as a basis for their own writing. Regular grammar lessons will be incorporated into the English lessons focussing on clear sentence structure and the use of punctuation correctly throughout their writing.

### **Autumn Term**

- Stories in familiar settings
- Recounts
- Animal poems
- Labels/lists/signs
- Information texts
- Stories involving feelings
- Letters

### **Spring Term**

- Stories involving fantasy
- Instructions
- Night poems
- Traditional tales
- Information texts
- Humour poems

### **Summer Term**

- Stories involving humour
- Poet study
- Instructions
- Information texts
- Poems to say out loud
- Tales from other cultures

## **Phonics**

Phonics is taught using the Little Wandle scheme on a daily basis.

## Maths

During Key Stage 1 the pupils will be focussing on developing their confidence with numbers, counting and place value. They will have to work with and understand whole numbers, numerals and the four operations and how to use them with mental fluency.

By this stage, pupils should be developing their ability to recognise, draw, describe, compare and sort a variety of different 2D and 3D shapes whilst using the related vocabulary. They will also be working with different quantities such as length, mass, time, money and capacity/volume.

By the end of year 2, pupils should know the number bonds to 20 and be precise in using and understanding place value.

### **Number**

- Comparing and ordering numbers from 0 to 100
- Reading and writing numbers
- Odd and even numbers
- Counting in multiples of two, three, five and ten
- Reading, writing and interpreting mathematical statements involving addition (+), subtraction (-) and equals (=) signs
- Place value
- Multiplication and division
- Halves, quarters, thirds and equivalent fractions

### **Measurement**

- Capacity and volume
- Estimating and measuring length/height using the appropriate standard units
- Time (hours, minutes, seconds)
- Mass and weight
- Coins and notes
- Giving change
- Sequencing (before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening)
- Dates (days of the week, weeks, months and years)

## **Geometry**

- Properties of 2-D and 3-D shapes
- Lines of symmetry
- Patterns and sequences
- Use mathematical vocabulary to describe position, direction and movement, including movement 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).
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## **Statistics**

- Pictograms
- Tally charts
- Block diagrams
- Simple tables

## **Science**

Pupils learn through short topics which bring knowledge and understanding through practical investigations. Skills learned include: using their senses, making comparisons, asking questions, identifying patterns.

### **Autumn Term**

All about animals  
Uses of everyday materials

### **Spring Term**

Scientists and Inventors  
Senses

### **Summer Term**

Seasonal changes  
Plants  
Animals including humans (Growth)

## **Computing**

Computing is taught directly through the Purple Mash scheme of work in units. Each unit focuses on short 'tasks' to develop specific skills leading on to an 'extended' activity which is often integrated closely with other curriculum areas.

### **Autumn term**

Online Safety and Exploring Purple Mash  
Maze Explorers  
Questioning

### **Spring Term**

Animated story books  
Making music

### **Summer Term**

Spreadsheets and Pictograms  
Presenting ideas

## **Music**

In Class 1 the children continue to learn through play and enjoy a range of songs, rhymes, dances and musical games. Through these activities they develop and build upon their musicianship skills (pulse, rhythm, phrase, pitch, dynamics, tempo), explore their own creatively and learn to play a range of untuned percussion instruments. Much of the learning in Class 1 lays strong foundations for the musical literacy learning in Classes 2 and 3. Class 1 take part in our weekly whole-school singing assemblies which often include songs in 2 or 3 parts. Children are encouraged to engage with and respond to recorded music through movement and language. The class teacher includes Music in most school days and often connects it with other curriculum areas. Additionally, Class 1 have a music lesson with our specialist music teacher every fortnight.

## **Outdoor Learning & TWiGS**

At Bayford Primary School, we recognise the positive outcomes associated with Learning Outside the Classroom and believe that every young person should experience the world beyond the classroom as an essential part of their learning and personal development, whatever their age, ability or circumstances. We define learning outside the classroom as: "The use of places other than the classroom for teaching and learning." We believe that such learning often makes the most memorable education experiences and helps young people make sense of the world by linking feelings and learning, builds bridges between theory and reality, schools and communities, young people and their futures.

Where and when appropriate, lessons across the whole curriculum will be taught out of the classroom. Teachers will make use of our lovely grounds, including the Sacred Garden, playground and field as well as our local community environment.

Your child will take part in outdoor forest school style sessions with Tim from TWiGS (Teaching Withing Green Spaces), one day every half-term. These sessions may involve activities linked to their curriculum learning or forest school type activities (shelter building, fire lighting, outdoor cooking etc.).

TWiGS Sessions will take place whatever the weather, so your child needs to come to school on the TWiGS days dressed appropriately. We have a number of spare waterproof and warm coats as well as some welly boots. Please speak to a class adult about borrowing these if you need to.



## **Helping your child at home**

### **Reading**

We will hear the children read their group reading books in groups. The children may change their sharing reader as often as they wish from the boxes in the classroom. Their online reading record on Boom Reader should be filled in whenever they read at home which is recommended to help your child's learning.

### **Homework**

Homework is sent home on a Friday to be handed in by the following Thursday morning. The children should place their homework book in the labelled box in the classroom at some point during the week.

Spellings will go home on a Friday for review during the following Friday. Please stress to your child that this 'test' is not anything to worry about - it's simply a chance to improve their spelling! We will be practicing the 'Look, Say, Cover, Write, Check' method of learning spellings at school.

### **PE**

PE is taught on a **Thursday afternoon**. Children should come into school in their PE kits and stay in them for the whole day. This saves a lot of time changing in and out of PE kits which means more time can be spent on lessons. Plain blue or black track suits/sweat shirts may be worn for PE during cold periods. PE will take place whatever the weather so please ensure your child has appropriate clothing.

Outdoor shoes are needed all year round for break and lunchtimes.

### **Further Information**

Please label all clothes clearly.

For more information about the curriculum taught at Bayford, please contact the school.