



**Thomas's Battersea**

**YEAR 1**

**CURRICULUM  
GUIDE**

**2017 - 2018**

## YEAR 1 CURRICULUM GUIDE

I am delighted to introduce the Year 1 Curriculum Guide for 2017-18 and hope that you will find it both helpful and informative. It sets out in broad terms the syllabus for the core subjects and the topics covered in other curriculum areas. This is necessarily a general guide as the level of work and topics covered may depend on factors such as an individual child's ability or new developments and special events.

Year 1 sees the beginning of a more formalised learning programme as the children move into KS1. At the same time, they will take part in collaborative learning within a creative curriculum. Children are expected to engage in all learning experiences presented to them. Children in Year 1 become increasingly independent and confident and begin to relish the opportunity to tackle new challenges presented to them across the broad curriculum.

As the year unfolds, children extend the literacy and numeracy skills essential to the rest of their academic career. Progress is carefully monitored and supported by the form teacher, specialist teachers and assistant teacher.

I look forward to being part of your child's education at Thomas's and hope that the year is a successful and fulfilling one.

*Helen Haslem  
Head of Lower School*

## TEACHING and LEARNING

### Aims

We intend that the children will

- Acquire knowledge, understanding and skills
- Become increasingly independent learners
- Develop broad interests and enthusiasms

### Class Organisation

- Staffing: in Year 1 the Form Teacher is responsible for teaching Maths, English, Science, History, Geography, Religious Studies and for the pastoral role in teaching Circle Time and PSHCE. Each class has their own Teaching Assistant. Subject specialist teachers are employed in French, Computing, Art/Design Technology, Music, Drama, PE and Ballet.
- Teaching Groups: group work is a key part of teaching in Year 1 and children often work in small groups outside the classroom. Pupils may be supported or extended through such group work, depending on their needs.
- Accommodation: Year 1 classes each have their own form room with tables which allow for flexible work areas. There is also a reading/listening corner. The children will also make use of the Art Block, Gym, Music School, Drama Studio, Great Hall and the playground. The Lower School Room is on the Lower School 2nd floor and is an additional space used for small group work.

### Teaching Methods

- A range of teaching styles is used, including teacher directed, whole class work, individual and group work, oral, practical and written tasks. The learning intention of the lesson is explained to the children and time is given at the end of the lesson to consider and confirm what has been learnt. Expectations are high and work is differentiated to accommodate the needs of individuals.

### Homework

- Reading homework of 10 minutes is set every night. In addition, a spelling rule or pattern is sent home each week. They will also have the opportunity to use Mathletics and Phonics Hero.

### Assessment

- Teachers assess progress and performance continuously. Informal assessment of performance in the classroom and of homework occurs on a daily basis. Individual targets are given to help children to focus on specific areas for improvement. Children are given a formal written report in the Michaelmas and Summer Terms, with a parent/teacher meeting scheduled in the Michaelmas and Lent Term.

### Learning Support

- The Form Teacher liaises with the Lower School Head of Learning Support and the Head of Lower School over catering for the needs of children with a range of special needs, and all specialist teachers are made aware of the children's requirements. These can vary from being seated close to the board to having a provision map and lessons with a speech therapist, for example. The Head of Learning Support maintains close links with parents and with agencies such as the Dyslexia Teaching Centre.

# LITERACY

## Aims

Our aims in teaching English are to equip all children:

- To develop the necessary skills to use the English language confidently, appropriately and accurately to the best of their ability
- To be able to speak clearly, fluently and cogently
- To be able to listen to the spoken word attentively and with comprehension, pleasure and empathy
- To be able to read a range of materials with developing fluency and with understanding for information and enjoyment
- To be able to write effectively for a range of audiences and purposes
- To have the foundations of an awareness of the rich heritage of the English language and its literature

English is taught by the Form Teacher. Whole class, group and individual teaching strategies are employed and work is differentiated as necessary. Elements of the subject are Speaking, Listening and Responding, Spelling, Reading and Writing. There are clear intrinsic links between the various aspects of the English curriculum and no one area is taken in isolation.

## Syllabus

### Spoken Language

There are many opportunities for children to develop their skills in Speaking, Listening and Responding. Children are encouraged to express their opinions and knowledge in all areas of the curriculum. In sessions such as Circle Time the ability to listen to and respect others' opinions is developed. Drama is often linked to the English syllabus and is another area in which Speaking and Listening skills are enhanced. The range of work includes:

- Discussions
- Circle time
- Instructions and directions
- Drama
- Poetry reciting
- Listening to stories
- Telling stories both real and imagined
- Reading aloud to a group
- Describing events and experiences
- Speaking to different people including friends, class, teacher
- Listening to each other
- Listening to adults giving detailed explanations and presentations
- Recordings e.g. radio, television

### Skills

Children should be able to:

- listen and respond appropriately to adults and their peer
- ask relevant questions to extend their understanding and knowledge
- use relevant strategies to build their vocabulary
- articulate and justify answers, arguments and opinions
- give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings

- maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments
- use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- speak audibly and fluently with an increasing command of Standard English
- participate in discussions, presentations, performances, role play/improvisations and debates
- gain, maintain and monitor the interest of the listener(s)
- consider and evaluate different viewpoints, attending to and building on the contributions of others
- select and use appropriate registers for effective communication

During the year events such as the Poetry Festival, class assemblies and the Drama productions provide opportunities for performance and confidence-building.

### **Reading**

Our aim in the teaching of reading is that children should be equipped with the strategies to read with fluency, accuracy, understanding and enjoyment. They should gain an appreciation that reading is an intrinsic aspect of educational progress and learn to value a wide range of reading material, both fiction and non-fiction. The children have the opportunity to visit the Lower School Library.

### **Independent Reading**

Individuals' progress in reading is carefully monitored. Reading homework is set daily and the Diary is used to maintain communication. A partnership between home and school is essential to promote motivation and progress.

It is vital to ensure that comprehension skills keep pace with mechanical reading skills and children's progress through the reading schemes reflects this.

### **Guided Reading**

Ability groups of 4 to 6 children follow the same text with the teacher and study content and aspects of language. Prediction and comprehension skills are developed in these sessions through group discussion.

### **Shared Reading**

A whole class activity in which the teacher reads with the class and focuses on features such as spelling, punctuation and sentence structure.

## **The range of literature followed throughout the course of Year 1:**

### **Fiction:**

- Stories with familiar settings
- Stories with repeating patterns
- Traditional Tales
- Fairy Stories
- Fantasy Stories
- Poems and plays

### **Non-fiction:**

- Labels, Lists and Signs
- Information texts
- Instructions
- Letters
- Simple dictionaries
- Information books

### **Lower School Library**

The Lower School Library is situated on the top floor of the Lower School Block. It is an important resource for teachers and children from Reception to Year 2 offering a comfortable yet stimulating working environment for many different lessons and activities. Children are given the opportunity to use this space for individual, quiet reading, teacher led Group Reading or Literacy sessions, investigation work or extra-curricular/special needs lessons. Depending on their age, children are also encouraged to focus on certain targets during Library sessions, ranging from basic skills in taking responsibility for books to specific literacy-based targets. Each class may choose books for their classroom to read during story time or choosing time. Particular events that further raise the profile of this Library are Poetry Week and Book Day.

All pupils have the opportunity to borrow books from the Lower School Library. Children from Reception can borrow 1 book, Year 1 two books and Year 2 three books. They can be kept for up to two weeks; a record will be kept on our system using the 'OLIVER' programme.

Books will be issued during the children's Library lesson or at lunchtime break, when the Library is open to Y1 and 2, from 13.40 – 14.05. Books can be returned at any time. Please place them in the red return box just inside the door. The children will know where this is!

All children will use their folders as book bags. This means the children need to bring their folders every time they visit the Library. This will help protect the books and hopefully stop them getting lost.

Books that are lost or not returned by the end of the Summer Term will be charged to parents' account via Ringwood. Late notices will be sent out as a reminder throughout the school year. Library books are not replacing reading books issued by the Form Teacher. We are encouraging 'reading for enjoyment'. We hope that your child will choose a variety of books to look at, read and share at home.

We have a Birthday Book scheme. Each book receives a commemorative bookplate and is added to our Library collection. If you are interested in donating a book, please contact Miss Angela for more information.

### **Writing**

Children write in many and varied contexts and have opportunities to undertake sustained, independent writing. They write in a variety of styles and for a variety of purposes e.g. narrative, report, recount, instruction, explanation, poetry. Subject areas other than English present opportunities for writing, particularly linked to non-fiction subjects.

## Handwriting

Correct pencil grip, letter formation and posture are reinforced throughout Year 1. Teachers' writing models the style being taught. From the beginning of Year 1 children are taught a joined up writing style.

## Spelling

Children are taught the processes of segmenting, blending and phoneme manipulation for reading and writing through the systematic, multi-sensory, high quality phonics programme Sounds-Write. Children are taught sounds in the alphabet and sounds represented by more than one letter. This does not occur in alphabetical order. Children quickly learn how to recognise these sounds and use them to blend and segment simple words.

In Year 1 spelling work is varied. Most Year 1 children will be at the phonetic stage but it is important to build visual memory too. Spellings to be learned and investigated are drawn from the Sounds-Write Programme. Spelling lists may also include words linked to a topic.

Children are taught the Look, Cover, Say, Write, Check method of learning and are assessed in a variety of ways.

Some children are invited to join small group support sessions where they have the opportunity to practise those sounds they have not yet mastered.

## Phonics covered over the course of Year 1:

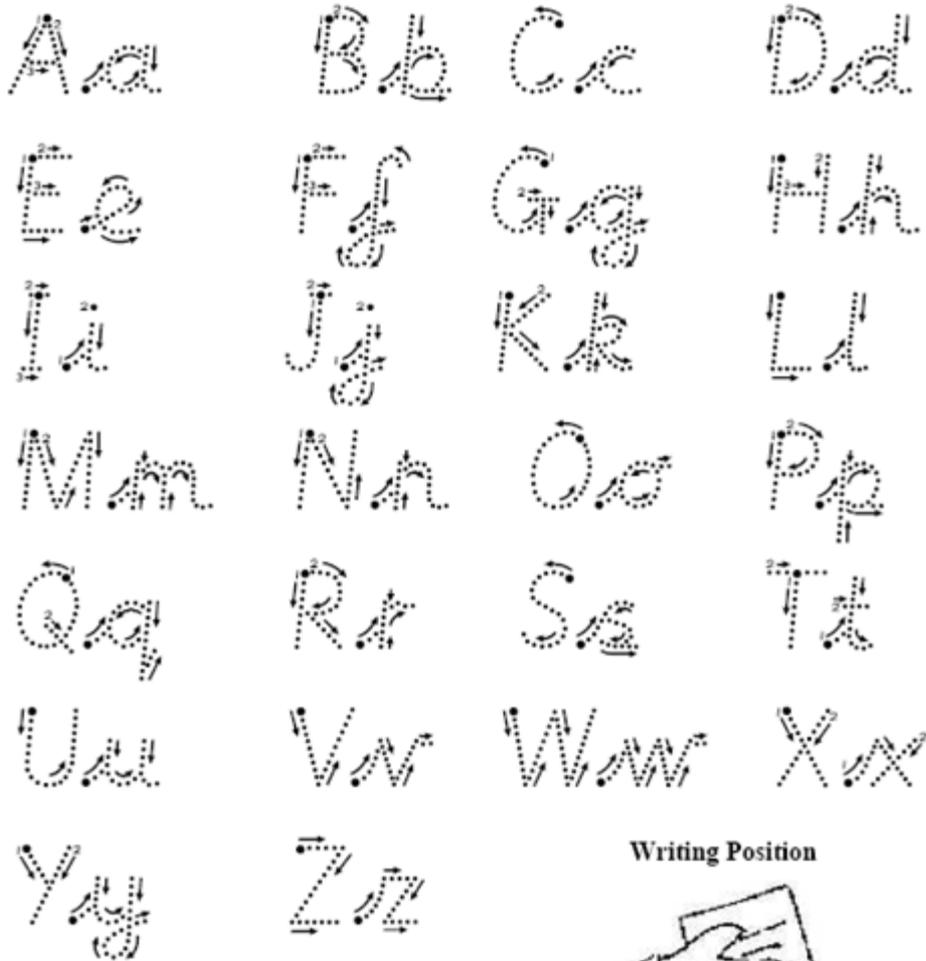
- /æ/: ai, ay, ea, a-e
- /ee/: e, ea, ee, y
- /oe/: o, oa, ow, oe, o-e
- /er/: er, ir, or, ur
- /e/: e, ea, ai
- /ow/: ou, ow
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- /s/: s, ss, st, c, ce, se, sc
- /l/: l, ll, al, el, il, le, ol
- /or/: or, aw, a, ar, au, al
- /air/: air, are, ear, ere, eir, ayre, ayor
- /ue/: ue, ew, u, u-e
- /oy/: oi, oy
- /ar/: ar, a, al, au
- /o/: o, a

## HIGH FREQUENCY WORDS

|          |         |                               |
|----------|---------|-------------------------------|
| about    | jump    | their                         |
| after    | just    | them                          |
| again    | last    | then                          |
| an       | laugh   | there                         |
| another  | little  | these                         |
| as       | live(d) | three                         |
| back     | love    | time                          |
| ball     | made    | too                           |
| be       | make    | took                          |
| because  | man     | tree                          |
| bed      | many    | two                           |
| been     | may     | us                            |
| boy      | more    | very                          |
| brother  | much    | want                          |
| but      | must    | water                         |
| by       | name    | way                           |
| call(ed) | new     | were                          |
| came     | next    | what                          |
| can't    | night   | when                          |
| could    | not     | where                         |
| did      | now     | who                           |
| do       | off     | will                          |
| don't    | old     | with                          |
| dig      | once    | would                         |
| door     | one     | your                          |
| down     | or      |                               |
| first    | our     | <b>Plus</b>                   |
| from     | out     | ● Days of the week            |
| girl     | over    | ● Months of the year          |
| good     | people  | ● Numbers to twenty           |
| got      | push    | ● Common colour words         |
| had      | pull    | ● Pupil's names and addresses |
| half     | put     | ● Name and address of school  |
| has      | ran     |                               |
| have     | saw     |                               |
| help     | school  |                               |
| her      | seen    |                               |
| here     | should  |                               |
| him      | sister  |                               |
| his      | so      |                               |
| home     | some    |                               |
| house    | take    |                               |
| how      | than    |                               |
| if       | that    |                               |

# LETTER FORMATION FOR RIGHT-HANDED CHILDREN

Start at the circle and follow the dotted line in the direction of the arrow.

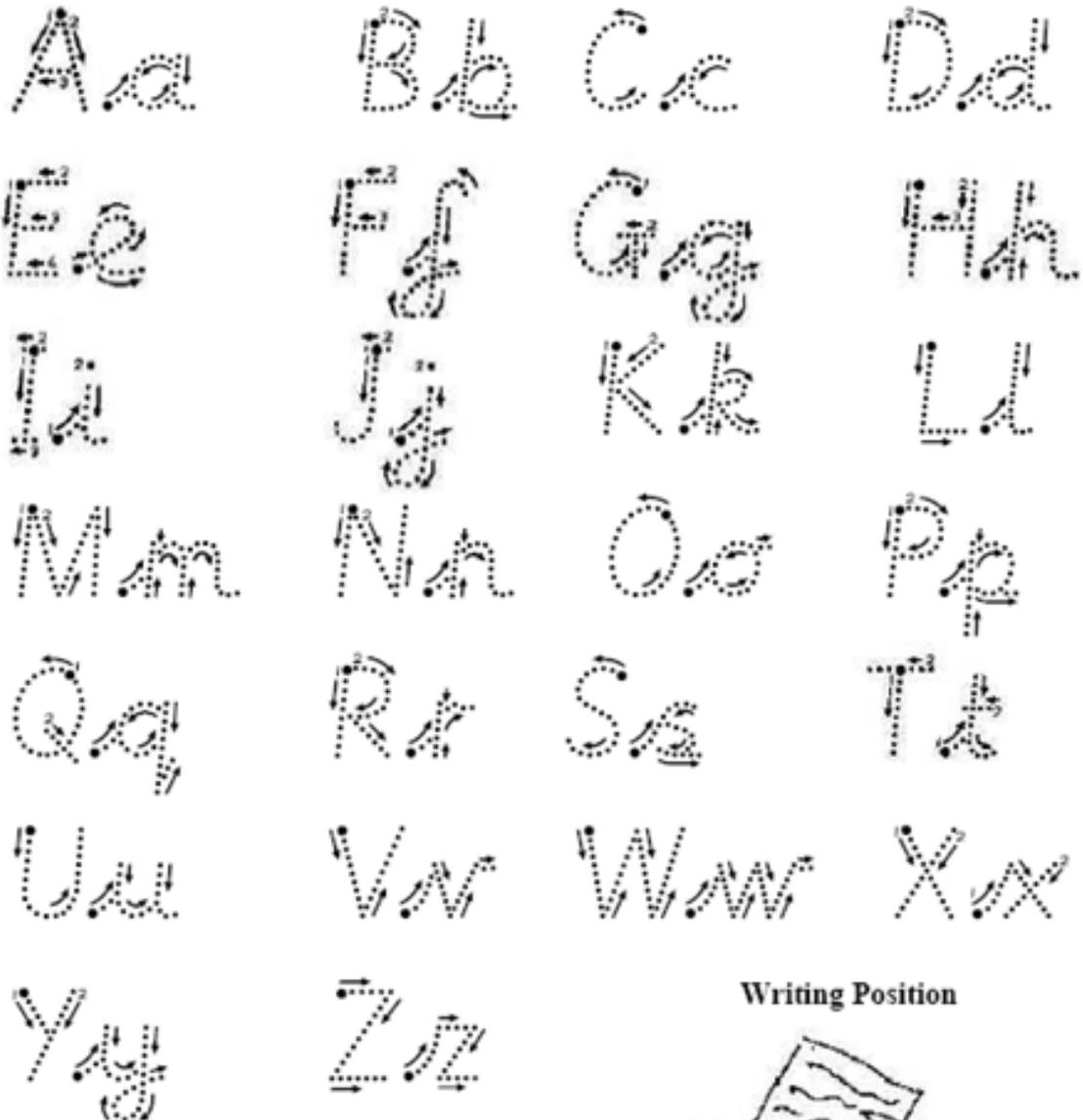


Writing Position



# LETTER FORMATION FOR LEFT-HANDED CHILDREN

Start at the circle and follow the dotted line in the direction of the arrow



Writing Position



## MATHEMATICS

### Aims

Using the Primary National Curriculum and the Mathematics Mastery approach, it is our aim to teach using an engaging and accessible style of Mathematics. It is designed to enhance understanding and enjoyment, as well as raise attainment for every child.

### Key principles of the Maths Mastery Curriculum:

- Problem solving
- High expectations
- Concrete - pictorial - abstract
- Depth before breadth
- Growth mindset
- Mathematical language

### Problem Solving

Problem solving is central to the teaching of Mathematics. Children learn to identify, understand and apply appropriate mathematical principles and make connections between ideas. They learn to tackle new problems instead of repeating routines.

### High Expectations

Children should not be left behind in Mathematics. We set high expectations for the children and we emphasise the importance of Mathematics education. Children are encouraged to become confident and resilient learners.

### Concrete – Pictorial – Abstract

**Concrete - the doing:** Children are first introduced to an idea or a skill by acting it out with real objects. Concrete refers to objects such as base ten blocks, fraction tiles, markers, or other objects that can be physically manipulated.

**Pictorial - the seeing:** When children have sufficiently understood the hands-on experiences performed, they can now relate them to pictorial representations, such as a diagram or picture of the problem.

**Abstract - the symbolic:** At this stage the children should be capable of representing problems by using mathematical notation, for example:  $22 - 6 = 16$ . This is the most formal stage of mathematical understanding. *Abstract representations can simply be an efficient way of recording the maths, without being the actual maths.*

### Depth before Breadth

All learners benefit from deepening their conceptual understanding of Mathematics. Children are provided with the time to understand, explore and apply ideas in new, alternative and complex ways.

### Growth Mindset

Mathematics Mastery works on the principle that our 'abilities' are neither fixed nor innate but can be developed through practice, support, dedication and hard work. Natural talent is just a starting point and does not determine who has more or less potential to achieve. This encourages our children to develop a love of learning, to try hard and to foster a desire to achieve.

## Mathematical Language

*"Mathematical language is crucial to children's development of thinking. If children don't have the vocabulary to talk about division, or perimeters, or numerical difference, they cannot make progress in understanding these areas of mathematical knowledge."*

Mathematical Vocabulary, DfE 2000

The way children speak and write about Mathematics transforms their learning. We consistently reinforce mathematical vocabulary and ask children to explain their answers in full sentences. They say what the answer is and explain how they know this.

Each lesson provides opportunities for children to:

- Share key vocabulary
- Model clear sentence structures using mathematical language
- Respond using full sentences
- Discuss thinking and reasoning

### Lesson Allocation and Cross-curricular Links

Mathematics lessons are held on at least 4 days of the week for either a single or double lesson. Mathematics contributes towards many other subjects within the primary curriculum and cross-curricular links and opportunities are found to draw mathematical experiences out of a wide range of activities. This allows children to begin to use and apply Mathematics in real contexts. Computing will be used in a variety of ways to consolidate and further children's understanding of important concepts and to extend skills in problem solving. Computing will involve the Interactive Whiteboard (IWB), iPads, websites, software, programmable toys, child friendly versions of adult technology, i.e. washing machines, cash dispenser, etc, calculators and audio-visual aids.

### Class Organisation

A range of teaching strategies is used and there is a good balance between whole-class work, group teaching, partner work and individual practice. There is an emphasis on Mental Maths.

### A Typical Lesson

A typical lesson in Year 1 is structured into 6 parts.

- **Do now.** A whole-class activity which all children can access without any input from the teacher.
- **New Learning.** A whole-class activity where the teacher will introduce the main concept for the day.
- **The Talk Task.** The children practise their new learning with a partner by talking about it using key mathematical vocabulary.
- **Develop Learning.** A whole-class activity where the children build on their new learning and further their understanding of new concepts.
- **Independent Task.** The children build on their new learning by solving problems.
- **Plenary.** A recap of the lesson. A chance to celebrate success, identify progress, to summarise key facts, to make links to other work and to discuss next steps.

### Maths Meetings

In Year 1 the children will participate in a Maths Meeting 3 or 4 times a week. These sessions last for approximately 15 minutes and consolidate the key areas of Mathematics. Calendar Maths and Place Value are included in every Maths Meeting.

## **Topics covered in Maths Meetings**

- Calendar Maths
- Number
- Sets
- Data Handling
- Shape and pattern
- Capacity, volume, length & weight
- Time
- Money

## **Differentiation**

### **How we cater for children who are more able**

More able pupils are taught within their own class and differentiation is carefully planned using the three principles of Mathematics Mastery:

- Deepening mathematical understanding
- Deepening mathematical thinking
- Deepening mathematical language

Children are encouraged to explore and investigate topics in greater depth, so they build a stronger understanding of the main maths concepts within that topic. Tasks are also adapted by the teacher to suit the needs of the individual.

Occasionally, children are also extended through individual challenges. They may, at times, be withdrawn from the class to work in a small group on problem solving activities and extension work at an appropriate level.

### **How we cater for pupils with particular needs**

Children are supported to access the same content as their peers. All children are expected to solve the same investigations by the end of each lesson. Tasks are adapted to suit the needs of the children and differentiation is built into the lesson resources by the teacher. All children have the same chance to succeed.

### **Pupils with Special Educational Needs**

Within the Mathematics lesson, teachers aim to provide activities to support children who find Mathematics difficult. Children with SEN are taught within the daily Mathematics lesson and any children who may not have mastered the key concepts and objectives of the lesson or topic will be provided with an opportunity to catch up quickly with the rest of the class through a daily intervention session.

Teaching Assistants are also available to support groups or individual children and they work collaboratively with the Form Teacher. The Teaching Assistant feeds back to the Form Teacher after each lesson to inform evaluations, assessment and future planning.

### **Pupils' records of their work**

Children are taught a variety of methods for recording their work and they are encouraged and helped to use the most appropriate and convenient method of recording. However there are occasions when it is unnecessary to record Mathematics in a permanent form.

### **Teaching Programme**

There are seven areas of learning which give a broad overview of the Mathematics curriculum in the primary phase. Objectives are aligned to the seven areas to demonstrate progression in each area.

- Number and place value
- Addition and Subtraction
- Multiplication and Division
- Fractions
- Measurement
- Geometry: properties of shape
- Geometry: position, direction, motion

To see the detailed learning objectives for each area click on the following link and scroll down to 'Year 1':

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/335158/PRIMA\\_RY\\_national\\_curriculum\\_-\\_Mathematics\\_220714.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/335158/PRIMA_RY_national_curriculum_-_Mathematics_220714.pdf)

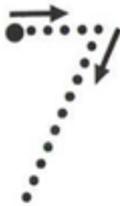
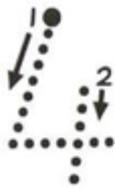
# NUMBER FORMATION FOR RIGHT-HANDED CHILDREN

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# NUMBER FORMATION FOR LEFT-HANDED CHILDREN

Start at the circle and follow the dotted line in the direction of the arrow.



## SCIENCE

During Key Stage 1 pupils observe, explore and ask questions about living things, materials and phenomena. They begin to work together to collect evidence to help them answer questions and to link this to simple scientific ideas. They evaluate evidence and consider whether tests or comparisons are fair. They use reference materials to find out more about scientific ideas. They share their ideas and communicate them using scientific language, drawings, charts and tables.

Through the topics studied throughout the year, the children will acquire skills in investigation, research, recording and discussion.

Through their studies in Science in Years 1 and 2 children should be taught to:

- Use simple scientific vocabulary to communicate ideas
- Obtain and present evidence in a variety of ways including using Computing
- Ask questions and decide how to find the answers
- To make simple predictions
- Plan a test and recognise when it is fair or unfair
- Consider evidence by making simple comparisons
- Evaluate their work and explain what they did
- Learn to present their findings in a variety of ways in speech and writing by drawings, tables, graphs and pictograms
- Relate the role of Science to everyday life

The following topics are taught to help children develop these skills:

- Plants
- Animals (including Humans)
- Everyday Materials
- Seasonal Changes

## HISTORY AND GEOGRAPHY

Through the topics studied throughout the year, the children will acquire skills in investigations, research, recording and discussion. Research homework may be given and home support through use of the local Library, home resources and the Internet is welcomed.

Through their studies in History in Years 1 and 2 children should be taught to:

- Place events and objects in chronological order
- Use common words and phrases relating to the passing of time
- Recognise why people did things, why events happened and what happened as a result
- Identify differences between ways of life at different times
- Identify different ways in which the past is represented
- Find out about the past from a range of sources of information
- Ask and answer questions about the past
- Select from their knowledge of history and communicate it in a variety of ways

Through their studies in Geography in Years 1 and 2 children should be taught to:

- Ask geographical questions
- Observe and record
- Express their own views about people, places and environments
- Communicate in different ways
- Use geographical vocabulary
- Use fieldwork skills
- Use globes, maps and plans
- Use secondary sources of information
- Make maps and plans
- Identify and describe what places are like
- Identify and describe where places are
- Recognise how places have become the way they are and how they are changing
- Recognise how places compare with other places
- Recognise how places are linked to other places in the world
- Make observations about where things are located and about other features in the environment
- Recognise changes in physical and human features
- Recognise changes in the environment
- Recognise how the environment may be improved and sustained

The above skills will be taught through the following topics:

- Paws, Claws and Whiskers
- Toys
- Space
- The Secret Garden

# RELIGIOUS STUDIES

## Aims and Objectives

The aims of Religious Studies are to help children:

- develop an awareness of spiritual and moral issues in life experiences;
- develop knowledge and understanding of Christianity and other major world religions and value systems found in Britain;
- develop an understanding of what it means to be committed to a religious tradition;
- develop an understanding of religious traditions and to appreciate the cultural differences in Britain today;
- have respect for other people's views and to celebrate the diversity in society.

## The legal position of Religious Studies

Our school curriculum for Religious Studies meets the requirements of the 1988 Education Reform Act (ERA). The ERA stipulates that Religious Studies is compulsory for all children, including those in the Reception class who are less than five years old. The ERA states that the RS syllabus should reflect the fact that the religious traditions in Great Britain are in the main Christian, and that it should, at the same time, take account of the teachings and practices of other major religions.

## The Curriculum

Term 1:           An Introduction to the Bible  
                      Noah  
                      Harvest  
                      Joseph  
                      David and Goliath  
                      The Christmas Story

Term 2:           An Introduction to the New Testament  
                      Jesus and his Miracles  
                      Jesus and his Friends  
                      Easter

Term 3:           An Introduction to Church  
                      Visiting a Church  
                      Prayer  
                      Judaism

## FRENCH

### Aims

- To expand and consolidate vocabulary taught in Reception. The pupils will be encouraged to discover French through topics with which they are familiar and enjoy. During the course of Year 1, pupils will grow in confidence in terms of speaking French aloud and following instructions and responding to stories and other conversational situations with more spontaneity.

### Structure

- 1 x 35 minutes per week.

### Vocabulary

- Greetings
- Ça va?
- Days of the week
- Classroom objects
- Classroom commands
- Autumn
- Colours
- Christmas
- Toys
- La Galette des Rois
- Winter clothes
- Boucles d'or
- Les Trois Petits Cochons
- Traditional French songs
- Topic-based French songs

Pupils will also look at some simple fairy tales, listen to and act out stories.

There will be lots of songs and games to help develop accurate pronunciation and fluency..

### Materials

- Toys and puppets
- Picture books
- [www.linguascope.com](http://www.linguascope.com)
- Interactive stories

## COMPUTING

### Introduction

Year 1 pupils have one forty-minute lesson each week in the Lower School Computing Suite, which has 22 networked computers. Lessons are taught by the Computing teacher and pupils also have access to a computer in the classroom. The use of classroom computers is planned by the Form Teacher with support from the Computing teacher.

### Aims

The aims in Computing are for the children to:

- understand and apply the basic principles and early stage concepts of computer Science, including logic, algorithms and data representation
- begin to analyse problems in computational terms
- begin to evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems
- be responsible, competent, confident and creative users of information and communication technology.

### Outline

The work covered in Computing is based on the requirements of Key Stage 1 of the National Curriculum.

The focus of Year 1 online safety is that what is initially perceived as a joke can quickly lead to online bullying. Pupils will learn through using the Digiduck story the consequences of posting and editing material online.

Pupils will revise:

- how to log on; to open and close programs
- how to access the TLP on school computers and specific websites from links we have given them

Pupils will:

- learn to recognise and use tools and icons in a Word document
- know and use vocabulary associated with saving and loading their own work into specific folders
- learn how to manipulate a mouse with increasing accuracy and confidence.
- see how to represent information graphically, use pictorial information to answer questions, create and use pictograms using software
- recognise controllable devices, use directional language, record and use instructions
- develop a greater understanding of algorithms (instructions that achieve a specific goal) by encouraging pupils to be more precise in their planning of algorithms
- use algorithms containing more complex instructions for a Beebot or screen turtle to follow
- recognise and understand the meaning of the word “debug” and rectify their instructions when errors occur.

Topics covered in Computing are also integrated where possible with other curriculum areas and are planned in conjunction with classroom teachers.

## ART / DESIGN TECHNOLOGY

Year 1 children have a one hour Art/DT lesson a week with both the subject specialist teacher and an assistant. The children are taught the skills required by the Key Stage 1 National Art Curriculum. Class topics are often incorporated into the lessons so that Art becomes cross curricular. We aim to visit at least one art gallery or museum a year.

### Art

#### Syllabus

|   |   |
|---|---|
| <b>2D Studies</b> <ul style="list-style-type: none"><li>● Drawing – from observation and imagination using a wide range of media.</li><li>● Painting – from observation and imagination using ready mix and block paints. Study of colour – primary, secondary and tertiary. Correct use of brush and paints.</li><li>● Collage – using mixed media focusing on cutting and sticking skills.</li><li>● Textiles – drawing and painting with dyes on cloth.</li><li>● Printing – simple printing techniques.</li></ul> | <b>3D Studies</b> <ul style="list-style-type: none"><li>● Mixed media model making.</li><li>● Pottery – making shapes from clay and joining with slip to make models. Coil pots, making and joining slabs of clay, textured surface decoration. The safe use of clay and glaze.</li></ul> |
|---|---|

### Design Technology

Design Technology is taught within Topic, Science and Art as well as other classes where relevant.

## DRAMA

Drama is taught as a discrete subject by a specialist teacher in one 40 minute lesson per week. Our aims in teaching Drama are that all children will enjoy the subject and learn: -

- Communication skills
- Confidence
- Collaborative skills
- Physical awareness
- Spatial awareness
- Self – expression
- Empathy
- Imaginative/creative skills
- Decision making skills
- Observation skills

Each class performs at the Lower School Poetry Festival in the Michaelmas Term. The Music and Drama departments combine in working towards the annual Arts Day production.

## MUSIC

### Introduction

Music forms an integral part of the curriculum at Thomas's. Each form in the school, up to the end of Year 4 has two periods of class Music each week and Years 5 - 8 have one period. Around 90% of pupils receive individual instrumental tuition. We run orchestras, choirs, groups and ensembles which perform at recitals, concerts and Church Services throughout the year. The Music Department also works alongside the Drama Department to produce musical productions for each of the year groups within the School every year.

### Class Music

At Thomas's Battersea the children follow a programme linked to the National Curriculum scheme of work for Key Stages 1, 2 and 3. In addition to this we have introduced a music skills programme that contains a clear list of the musical elements which need to be experienced and developed for each year group. These skills are progressive and are listed under the titles Pitch, Duration, Tempo, Texture, Dynamics, Structure, Timbre and Silence.

Topics covered in class by Year 1 over the course of the year include:

- Exploring Musical Elements through composition
- Christingle Service
- Music Theory
- Year 1 Show
- Peter and the Wolf
- Topic related assemblies
- Simple song writing

### Singing

Throughout the whole of Thomas's Battersea, Singing is a very important feature of the child's musical development and experience. These skills are developed and honed as the children progress through the school. A greater level of technical ability is achieved through appropriate vocal exercises and group singing becomes more complicated with the introduction of complex part singing and use of foreign languages.

### Choirs

Choirs are a strong feature of the musical life at Thomas's. The Lower School Unicorn Choir caters for Years 1 and 2 and operates on a "come and sing" basis with no audition, seeking to foster a love and enjoyment of singing within the individual child. Miss Challands leads this choir and they perform at important school events including Harvest, the Christingle Service, the Year 2 Music Recital and Arts Day.

### Individual and Group Instrumental Tuition

Individual and group instrumental tuition is offered for a broad range of instruments during the school day. Instrumental lesson opportunities currently include violin, viola, cello, double bass, harp, guitar, recorder, fife, bagpipes, flute, oboe, clarinet, saxophone, bassoon, trumpet, trombone, French horn, tuba, piano, keyboards and organ, percussion and voice.

Lessons take place during the School day and rotate week by week in order to minimise disruption to the academic timetable. Pupils are encouraged to take Associated Board music exams as well as performing at music recitals and weekly lunchtime concerts. Parents are encouraged to meet the instrumental teachers and be involved in helping with practice! If you

would like your child to learn an instrument, please collect an application form from Miss Vanessa in the Music School. Applications are considered by the Director of Music, in conjunction with the child's Form Teacher.

### **Orchestra, Groups/Ensembles**

Orchestras, groups and ensembles exist for the benefit of children learning instruments at Thomas's and all receiving lessons in and out of school are encouraged to play with others, as appropriate to their ability. There are group opportunities for most instruments (strings, woodwind, brass and percussion) which rehearse either at 1600 or during lunchtimes and breaks throughout the week. Performing opportunities also exist for these groups and parents are very welcome to attend. The Lower School have their very own 'Mini Orchestra' which is led by the Assistant Director of Music, Miss Challands.

### **General Information**

For general information about the Department please contact the Director of Music, Mr John Haythornthwaite on 020 7978 0631 or at [JHaythornthwaite@thomas-s.co.uk](mailto:JHaythornthwaite@thomas-s.co.uk). Mr Haythornthwaite is very happy to meet with parents to discuss any aspect of their child's musical development.

## PHYSICAL EDUCATION

### Aim

Our aim is to ensure pupils develop fundamental movement skills, become increasingly competent and confident and can access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.

Pupils are taught to:

- Develop basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination and begin to apply these in a range of activities.
- Participate in team and individual games, developing simple tactics for attacking and defending
- Swim competently and confidently using a range of strokes effectively
- Perform safe self-rescue in different water-based situations.

### Outline

The Physical Education curriculum aims to inspire all pupils to succeed and excel in sport and physically demanding activities. It provides opportunities for pupils to become physically confident in a way which supports their health and fitness. The curriculum allows pupils to compete in, and enjoy, every aspect of sport and provides a platform to help embed values such as fairness and respect.

### Games

Michaelmas Term

- Response and leadership games
- Spatial awareness
- Passing and receiving
- Opposition and invasion games
- Mini games

Lent Term

- Large ball skills – bouncing and rolling
- Hand/eye and foot/eye co-ordination
- Invasion games – hockey, football

Summer Term

- Small ball skills – bat and ball, short tennis
- Rounders and cricket based games – fielding/batting

### Gymnastics

Michaelmas Term

- Safety and equipment exploration
- Performing shapes in flight, balance, rolling, travelling up and down inclines, movement, performing skills in sequence

Lent Term

- Weight bearing, swinging, transfer of weight, early vaulting skills
- Movement to music, linking movements, creation of short dance phrases.

Summer Term

- Athletics – running, jumping and throwing

## Swimming

Michaelmas Term

### Water Skills

- Water confidence
- Stroke technique and development – based on water skills targets
- Leg and arm development and body position
- Water Skills 1 and 2

Lent Term

### Stroke Development

- Reinforcing and developing confidence and techniques
- Distance badges

Summer Term

### Distance Testing

- Water confidence
- Stroke technique and development – based on water skills targets
- Leg and arm development and body position
- Distance badges (as appropriate)

### Extra-curricular Opportunities

A range of sporting clubs is open to Year 1. Pupils may take one club per week.

## BALLET

Ballet is taught to all pupils in Year 1 by a specialist teacher in one 35 minute lesson per week and each class is accompanied by a live pianist. The curriculum follows the Royal Academy of Dance Pre-Primary in Dance syllabus. This syllabus develops students' physical skills, stamina, creativity, expression and musicality, using a range of sounds and musical styles. This strong foundation prepares students for a successful transition to Ballet and other dance genres.

Our aim in the Ballet Department is that each child will enjoy this subject and learn to:

- articulate parts of the body
- perform with an awareness of space
- respond to elements of music
- demonstrate movement dynamics

We seek to:

- develop creative and aesthetic awareness
- inspire a sense of physical and mental confidence
- encourage good posture and bodily expression
- develop social interaction
- provide insight into art forms associated with Ballet and dance
- build self-confidence
- perform with expression and interpretation
- lay the foundations of classical Ballet technique

## PERSONAL, SOCIAL, HEALTH AND CITIZENSHIP EDUCATION

*Please note that the PSHCE syllabus is under review and so is likely to change during the course of 2017-18.*

This subject embraces the five outcomes of Every Child Matters which state that all children have the right to: -

- **be healthy:** enjoying good physical and mental health and living a healthy lifestyle
- **stay safe:** being protected from harm and neglect
- **enjoy and achieve:** getting the most out of life and developing the skills for adulthood
- **make a positive contribution:** being involved with the community and society and not engaging in anti-social or offending behaviour
- **achieve economic well-being:** not being prevented by economic disadvantage from achieving their full potential in life

PSHE is not taught in isolation and is not the duty of a limited number of teachers. It is an integral part of the whole curriculum and is embodied in the pastoral care of pupils. All staff are committed to the belief that the level of a pupil's self-esteem is closely linked to their attainment and achievement.

The ethos of the school, the role models provided by staff and many areas of the curriculum ensure that much of the syllabus is delivered indirectly. In addition to the values, opinions and facts that are promoted and taught through the curriculum and through church services, assemblies, outings, charity work, posts of responsibility etc, there are a number of specific elements of the syllabus that are given particular time and teaching opportunities.

**Code of Conduct:** Published to parents, displayed in each class and re-introduced each term by form tutor

**Anti-bullying Policy:** As above

**Circle Time:** Weekly class activity with form tutor

**Charities Week:** Children participate in activities focused on a designated charity.

The School recognises the importance of a healthy home/school partnership and values the role of parents in the home. It also provides opportunities for them to contribute to the personal and social development of the children through active involvement in the life of the school.