



Dixons Allerton Academy

Primary

Year 1



Child Centred

Happiness Respect Achievement

Purpose

Trust

Hard Work

Key Stage 1 Curriculum Guidance Booklet

At Dixons Allerton Academy, the Key Stage 1 Curriculum is organised into three sections:

- **Underpinning aspects of Effective Learning** (skills that happy, respectful and successful learners must have)
- **Essential Skills and Knowledge** (skills that are essential for learners in accessing the rest of the curriculum and being in a position to be successful in their future lives)
- **Specific Skills and Knowledge** (skills and knowledge that are specific to a subject or curriculum area)

Underpinning Aspects of Effective Learning	Essential Skills and Knowledge	Specific Skills and Knowledge
1. Dispositions to Learning	5. Reading	9. Science
2. Communication	6. Writing	10. P.E
3. Health and Well Being	7. Mathematics	11. Geography and Community
4. Movement and Agility	8. Using and Applying ICT Safely	12. History
		13. Art and Design
		14. Music and Performing
		15. RE and Citizenship
		16. MFL
		17. Computing
		18. Enterprise
		19. Sitting tests and exams

Children are assessed against the learning goal statement. Goals 1 to 4 are assessed at the end of every cycle. Goals 5 to 7 are assessed at every end and mid cycle point. Goals 8 to 19 are assessed at the end of Cycle 3.

Children are assessed against the learning goal statement in its entirety. Children are assessed in a holistic way using the judgements '**entering**', '**developing**' or '**secure**'. Children can achieve '**mastery 1**' or '**mastery 2**' in goals 5 to 7. In order to be expected against the learning goal and judged to be at national expectation, children must achieve a 'secure' judgement. Those children who achieve 'mastery 2' are said to be exceeding or above national expectation.

This curriculum guidance also includes a range of things that adults can do and provide. It is a non-negotiable that at Dixons Allerton Academy Primary, children learn through purposeful and challenging provision both indoors and outdoors. What adults can do/ provide is based on a model of challenge based provision, teaching and learning. It is children's independent work in a varied range of contexts that is assessed. Children's scores in cold tasks and tests that they sit every assessment cycle is also used to accurately assess the children.

We believe that an immersive, provision based approach supports children in applying a range of skills in a range of independent contexts and in a range of meaningful and purposeful ways that all demonstrate embedded learning.

Staff must ensure that the provision that they offer is playful but challenging as well as containing a range of real life experiences that encourage children to imagine, create, problem solve, reason and apply their essential skills and knowledge in a range of independent ways.

Other documents to support planning and assessment are:

- English Curriculum Guidance
- Maths Mastery/ Inspire Maths
- Non Negotiable Booklet
- Provision Continuums (key skills to be taught in each area of provision)





Below National Expectation at the end of the academic year.	<p>Entering</p> <p>The child often needs overt support and scaffolding to access the learning at a very basic level. The child may be starting to apply skills and knowledge related to the goal in independent ways but only in areas of provision that interest them and with support. When questioned or challenged, the child is demonstrating an emerging understanding of concepts with a range of gaps that need to be filled.</p> <p>In a cold task/ test, the child also scores less than 35 %</p>	Also refer to P Levels where necessary.
	<p>Developing</p> <p>The child is able to demonstrate the learning with overt support and prompting much of the time but is able to demonstrate some aspects of the goal in independent ways in some areas of provision that they enjoy. When directly questioned or challenged, the child can talk about their understanding of the learning but this understanding still has gaps that need to be filled.</p> <p>In a cold task/ test, the child also scores 36 to 54 %</p>	
National Expectation at the end of the academic year.	<p>Secure</p> <p>The child is able to demonstrate the learning in a range of independent ways; in a range of contexts and in a range of areas of provision without overt support much of the time. While learning is embedded and consistent, children may need the occasional reminder and prompting in line with the 'marking and feedback continuum' or 'peer critique continuum'. When questioned or challenged, the child can talk coherently but often in simple ways about their learning and what they have done.</p> <p>In a cold task/ test, the child also scores 55 to 74 %</p>	
	<p>Mastery (1)</p> <p>The child is able to demonstrate the learning in a range of independent ways; in a range of contexts and in a range of areas of provision without overt support much of the time. The learning is thoroughly embedded and consistent which is clear when speaking to children as they interpret they have done and analyse why they have done it. The child is beginning to evaluate and critique similar learning of other children giving kind, specific and honest feedback sometimes with support.</p> <p>In a cold task/ test, the child also scores 55 to 74 %</p>	
Above National Expectation at the end of the academic year	<p>Mastery (2)</p> <p>The child is able to demonstrate thoroughly embedded learning in a range of independent ways; in a range of contexts and in a range of areas of provision. The learning is of a very high quality when judged against the learning goal despite there being no need at all for overt support. The child is able to interpret what they have done including analysing key features of their own learning and discussing the impact of particular strategies. The child confidently evaluates and critiques similar learning from peers and other sources and is able to give kind, specific and honest feedback against clear success criteria.</p> <p>In a cold task/ test, the child also scores 75 % +</p>	

When assessing children against the Learning Goal, one of the following judgements are made:

Children are assessed against these learning goals despite the cycle. Whether children are 'on track' or not can be seen from each child's individual trajectory for each year and key stage.





End of Year 1 Learning Goal 1 – Dispositions to Learning





Children will be able to use a range of equipment in resourceful ways to solve problems or achieve an end product and can ask for help when needed. Children can work in groups of up to six, carrying out a specific role or task, as directed by an [adult resolving conflict in assertive but fair ways where it arises](#). They begin to support less able or less capable peers by showing them and beginning to [peer critique](#) their learning. Children will resiliently act on verbal feedback given by a peer or adult and will find alternative ways of completing tasks (including creating second and third drafts) set by adults and themselves including beginning to identify a [brilliant blue and a green for growth](#).





Step	What does the learning look like?	What can adults do/ provide?
 1	<p>Ask an adult for help where necessary. Selects a range of resources and discuss choices with an end in mind.</p> <p>Able to work with one or two other people to complete a set task. Able to resolve conflict by offering a simple compromise (i.e. can I have my turn in five minutes?).</p> <p>Able to offer verbal feedback to a peer who is finding a piece of work difficult. Able to keep trying when the first attempt fails.</p> <p>Able to respond positively to written feedback. Begin to self-evaluate a piece of work and suggest ways of improving including creating a second draft.</p>	<p>Ensure that tasks and resources provide children with opportunities to work in threes. Provide only enough resources for children to have to collaborate and compromise. Discuss assertiveness as being bossy but fair.</p> <p>Ensure that all verbal feedback is based on 'a star and a wish'. Encourage children to use the same model when they give verbal feedback. Ask children what they think about their work before you give your feedback.</p> <p>Recognise, praise and celebrate those children who are able to offer suitable compromises. Adults model how best to re-draft their work. Praise those children who are resilient. Discuss resilience and discuss 'bouncing back'.</p>
 2	<p>Able to consider what resources are needed before accessing them (i.e. make an informed choice).</p> <p>Ask an expert (peer) for support where necessary (with adult direction where needed). Able to work with a group of five peers to complete a set task (with adult support).</p> <p>Able to take a role in a group that is natural and comfortable. Begin to use vocabulary around bargaining when resolving conflict (i.e. if you have this one, I will have this one).</p> <p>Able to offer verbal feedback to a peer and then advise on how best to make the change. Confidently self-evaluate a piece of work suggesting ways of improving.</p> <p>Able to test and evaluate with increasing confidence discussing what further adaptations you will make. Begin to say what other strategy/ approach you will use when the first one fails.</p> <p>Children create second and third drafts of work and able to compare and contrast.</p>	<p>Ensure that all learning is critically and developmentally evaluated by applying the 'star and a wish' principal. Encourage children to hear you say 'I like ... now think about ...' regularly and in a range of contexts. Support children by specifically identifying who you think has acquired which role in a group (i.e. 'Oh ... I can see that you are the leader/ scribe in this group because...').</p> <p>Ensure that the concept of 'experts' is well embedded in your lessons. Children should who is the expert of what and why they are an expert. Record children's learning when they make and adapt plans. Make sure that the final piece of work is accompanied by adult annotations about the child's thought process throughout.</p> <p>Continually model your own thought process with regards to the plans you make (and break). 'I think I will do this ... because this... didn't work' Adults encourage and support children to re-draft their work.</p>
 3	<p>Able to consider what resources are needed before accessing them (i.e. make an informed choice) and say why. Refine the creating stage of the 'Maker Model' by combining media and alternative approaches (i.e. in the Design and Making area) referring back to the tinkering and experimenting stages.</p> <p>Ask an expert (peer) for support where necessary (with little adult direction). Begin to work in a group of more than five people to complete a set task without adult support.</p> <p>Able to offer oral feedback to a peer and then return to advise when this advice has been acted on. Begin to use time as a tool for compromise (i.e. you can have your turn in five minutes).</p> <p>Confidently self-evaluate a piece of work and begin to suggest the best way to publish and produce the product. Confidently identify another approach/ strategy when the first one fails.</p> <p>Able to act on written feedback from an adult with increasing independence.</p>	<p>Constantly refer to the 'Design Thinking' model when children create pieces of art or DT. Ask them to talk through the process that they have been through and any changes that they have made along the way.</p> <p>Recognise and praise those children who seek a friend for support before asking an adult. Recognise and praise those children who compromise (this is particularly important outside when using bikes etc)</p> <p>Encourage children to evaluate their own work using brilliant blue and green for growth before an adult does. Encourage other children to support their friends and evaluate how effective the verbal support is.</p> <p>Ask children to attempt to read written feedback independently before an adult reads it to the child. Can they firstly read and then begin to act on feedback?</p>
 4	<p>Learning Goal</p>	

End of Year 1 Learning Goal 2- Communication

Children will be able to speak audibly and fluently in full and mostly accurate sentences asking questions to find out more as well as responding to questions and comments from adults and most peers. They will begin to use [forms of research](#) to extend their vocabulary and give reasons for their hypotheses, predictions and opinions. They will [retell and invent a range of stories](#), as well as [orally recounting past experiences](#) using descriptive language and beginning to express feelings. Children will begin to perform in small groups, starting to consider volume and tone of their voice as well as using body language to engage their audience.

Step	What does the learning look like?	What can adults do/ provide?
	<p>Children always speak in full sentences.</p> <p>Children can confidently phrase a question by using a 'question word'.</p> <p>Children can retell some of the stories they have learned in Reception calling on repeated phrases.</p> <p>Children can recount their own experiences using clear time order words.</p> <p>Children can give a reason for an opinion or prediction when asked (with probing where necessary).</p> <p>Children invent and tell stories based on their original ideas by access small world provision.</p> <p>Children always use 'classroom voices' indoors and louder voices outdoors. They understand and articulate why.</p> <p>Children always respond accordingly to 'say/ respond' or 'say/repeat' rhymes.</p> <p>Children begin to sing and dance in a small group when responding to an experience.</p>	<p>Praise those children who always use full sentences.</p> <p>Model back to those children that fail to use a full sentence by saying 'You say ... (full sentence).</p> <p>Positively and sensitively challenge those children who do not use a full sentence by asking them to do so.</p> <p>Display and refer to time order words at all times. Use these words regularly when you recount your own past experiences. Use associated actions to make meaning clear.</p> <p>Ensure that small world provision supports children in inventing and telling</p> <p>Support children in using the correct voice at the correct time through rhymes like 'Can you use your classroom/ outdoor/ whisper voice?' regularly.</p> <p>Sing rhymes such as 'Are you ready?' and 'Can you hear me?' regularly to ensure that children are supported in being ready to listen.</p>
	<p>Children demonstrate increasing ability in reading and responding to the listener when speaking. (i.e. waiting if they are not showing that they are listening and making good eye contact)</p> <p>Children recount their experiences using increasing detail such as adjectives and reasons.</p> <p>Children independently ask questions of each other.</p> <p>Children use an increasing range of vocabulary when speaking about a new topic or area that they have researched.</p> <p>Children always use the word 'because' when discussing their reasons and hypotheses.</p> <p>Children read aloud in front of the class (or small group if less confident). Their voice is clear and their body language is open.</p> <p>Children respond with increasing accuracy of volume and pitch when faced with 'say/respond' or 'say/reply' phrases.</p>	<p>Give regular feedback to children on how well they read the listeners body language by saying 'I really like the way you... (waited for that person to look at you before speaking). Next time think about...')</p> <p>Support children by critiquing their recount of experiences and challenging them to give more detail.</p> <p>Praise those children that use the word 'because' in appropriate contexts when speaking.</p> <p>Provide children with a range of opportunities to read aloud in front of the class or in front of small groups. Ensure that 'a star and a wish' principles of verbal feedback are applied as standard.</p> <p>Have high expectations of children's responses to 'say/ reply' strategies such as 'Can you hear me?'. Expect children to use the exact volume, pitch and speed. Challenge misconceptions.</p>
	<p>With support children make up and choreograph their own performances of music, drama and dance including thinking about volume and tone of voice.</p> <p>Children accurately and confidently read aloud in front of a group. With some support, they add intonation to their voice when telling parts of a story.</p> <p>Children retell an increasing range of stories from memory.</p> <p>Children give detailed accounts of their recent past experience.</p>	<p>Plan for a range of opportunities for children to make up their own performances in relation to their wider learning (i.e. learning a story).</p> <p>Ensure that children who read with intonation and expression are used as good examples and other children know why they are the expert.</p> <p>Ask children to recall a story that they already know at random points (i.e. at the end of the day – retell the story 'Little Red Hen')</p>
	<p>Learning Goal</p>	

End of Year 1 Learning Goal 3- Health and Well Being		
<p>Children will be able to talk about themselves in positive ways referring to their strengths, next steps and their likes, generally and in learning mentor meetings. They confidently talk about their family and where they live and come from. They will share experiences with close peers and adults demonstrating respect and tolerance of others' differences. Children will display pride when being praised and when given written feedback. They will talk about their short term aspirations with support. They will demonstrate bravery when taking risks (i.e. riding a two wheeled bicycle) whilst being able to talk about how to keep themselves safe in school. Children also begin to talk about how to keep themselves safe outside school (i.e. road safety). Children will serve themselves and others at family dining talking about their likes and dislikes and the effects that food and water have on their bodies.</p>		
Step	What does the learning look like?	What can adults do/ provide?
 1	<p>Children independently and confidently access all areas of the classroom within two weeks of starting Year 1.</p> <p>Children form and speak in a group of friends by week 2 of Year 1.</p> <p>Children talk about one thing that they like, one thing that they dislike and why.</p> <p>Children are able to talk about what they are worried about with a familiar adult.</p> <p>Children can name the key members of their immediate family and talk about their role in the home.</p> <p>Children openly discuss key events in their own lives, giving opinions and talking about feelings.</p> <p>Children confidently serve themselves and manage their own space at family dining.</p> <p>Children talk about how they feel when they receive positive verbal feedback.</p> <p>Children can talk about what 'Green for Growth' and 'Brilliant Blue' mean and how this will help them to improve their learning.</p> <p>Children always wear goggles when accessing the work shed and can talk about why.</p>	<p>Children will be allocated a 'learning mentor' who will become a familiar adult over time through learning mentor meetings.</p> <p>Introduce new areas of the classroom and model to children.</p> <p>Work parallel to children in the environment to scaffold use of resources.</p> <p>Discuss likes and dislikes with children in provision.</p> <p>Use circle time to talk about home life and people at home.</p> <p>Support at family dining by remaining seated and encouraging children to serve themselves and others.</p> <p>Ask children about their Summer holidays, what they did and who they went with.</p> <p>Give detailed, positive verbal feedback and discuss how this makes children feel and why.</p> <p>Staff provide a healthy range of snack in the classroom's continuous provision.</p> <p>Ensure that goggles are always available and used by children when accessing woodwork.</p> <p>Discuss aspiration as being something you want to achieve or attain. Ask children what their aspirations are.</p>
 2	<p>Children ask about the lives of their friends and their families.</p> <p>In 'Learning Mentor' meetings, children can identify four of their strengths and three next steps with support.</p> <p>Children serve others after asking how much/ many of something they would like.</p> <p>Children talk about a familiar friend with regards to what they like, dislike and are good at. With support, children begin to compare and contrast likes and dislikes.</p> <p>Children are visibly proud when given both verbal and written feedback and respond positively to developmental feedback by suggesting how they will action it.</p> <p>Children talk about a range of ways to keep healthy and clean including brushing teeth, washing and eating a range of healthy foods.</p> <p>Children talk about road safety and the things that are important when crossing a road.</p>	<p>Learning mentors lead learning mentor meetings and encourage children to come up with 4 strengths and 3 points for improvement.</p> <p>Staff model effective family dining routines by asking for certain numbers of things, staying seated and managing the space around themselves.</p> <p>Staff discuss the effects of food and water on our bodies during snack and mealtime with reference to scientific texts and resources.</p> <p>Encourage the use of circle time where children can talk about themselves and others with regard to likes, dislikes and strengths.</p> <p>Staff model comparing themselves, their likes, dislikes and strengths to those of others in the class.</p> <p>Staff give consistently positive verbal and written feedback and encourage children to respond to it verbally regarding their feelings about it.</p> <p>Celebration assemblies will take place where children's work is valued and displayed on a larger scale.</p> <p>Staff will pause lessons to showcase good examples of Year 1 learning as well as displaying it on working walls in the classroom.</p> <p>Adults facilitate a road safety week (including role play).</p>
 3	<p>In 'Learning Mentor' meetings, children confidently identify six strengths and two next steps with little support.</p> <p>Children talk about washing and brushing teeth with greater detail including why these processes keep them healthy and make them feel.</p> <p>Children respond to written feedback immediately by adapting their work.</p> <p>Children are able to talk about themselves and others in positive ways, independently comparing their likes, dislikes, strengths and next steps.</p>	<p>Learning mentors continue to encourage children to suggest their own strengths and points for improvement at learning mentor meetings.</p> <p>Staff encourage children to talk about their personal health, such as brushing teeth and maintaining a healthy, balanced diet.</p> <p>Staff model positive language when communicating with others about their strengths and next steps, particularly through verbal and written feedback.</p> <p>Staff encourage children to respond to verbal and written feedback orally and in books.</p>
 4	Learning Goal	

End of Year 1 Learning Goal 4- Movement and Agility		
<p>Children will be able to run in a straight line negotiating space; walk a line on the ground putting one foot in front of the other; jump with two feet together; throw to strike a large target from up to one meter and catch a large ball thrown from up to two meters. They can ride a two wheeled bicycle without stabilisers and begin to control the bicycle to negotiate space and travel around obstacles. They display increasing strength by lifting and managing age appropriate weights such as crates, blocks and sports equipment. Children begin to write longer pieces of text and can participate in physical education sessions of up to at least 15 minutes without needing to stop for a rest.</p>		
Step	What does the learning look like?	What can adults do/ provide?
 <p>1</p>	<p>Children confidently access the outdoor classroom daily and engage with a range of activities.</p> <p>Children are able to run in a straight line. Children begin to walk on a line on the ground putting one foot in front of the other.</p> <p>Children throw overarm with increasing confidence. Children use two hands to catch while bringing their hands to their chest in order to control the ball.</p> <p>Children ride a two wheeled bicycle with stabilisers. Children safely lift and move a range of construction materials including crates and blocks.</p> <p>Children can write a simple sentence (applying a pincer grip) spending five minutes on a piece of work. Children squeeze and squash clay to create effect.</p> <p>Children hammer a nail into a piece of wood with adult support.</p>	<p>Provide structured and planned outdoor provision every day.</p> <p>Challenge children to run in a straight line and walk on a line on the ground. Encourage children to peer critique each other's skill and control.</p> <p>Provide two wheeled bikes, with and without stabilisers and use other children as experts. Ensure that children's handwriting is critiqued and assessed including displaying 'what a good one looks like'.</p> <p>Support children in accurately affecting changes to materials in woodwork and clay. Critique the fineness of the marks that they make.</p>
 <p>2</p>	<p>Children are able to run in a straight line, stopping immediately and safely when instructed.</p> <p>Children walk in a line on the ground putting one foot in front of the other. Children ride a two wheeled bike without stabilisers and adult support.</p> <p>Children participate in a team sports game (i.e. football or basketball) for at least fifteen minutes. Children accurately hammer a nail into a piece of wood.</p> <p>Children make fine and accurate indentations into clay in order to create detail. Children can copy and recreate a range of finely detailed handwriting patters using a thin pencil.</p> <p>All lower case and upper case letters are correctly formed in the cursive font. Children can sustain concentration and stamina for writing for ten minutes ensuring that it writing is as neat as it can be.</p>	<p>Ensure that more bicycles are without stabilizers. Facilitate and model the playing of team games with rules.</p> <p>Continually critique children's handwriting to ensure that it is neat and well formed. Encourage children to stick at a piece of writing (including second and third drafts where needed) for ten minutes.</p>
 <p>3</p>	<p>Children hop, skip and jump in time to a range of music and rhythms.</p> <p>Children can balance on a balance board. Children can sustain concentration and stamina for writing for at least 15 minutes ensuring that their writing is as neat as possible.</p> <p>Children participate in a high energy team or sports game (i.e. hockey, basketball) for 20 minutes. Children use an increasing range of tools to dissect and investigate plants (i.e. tweezers, scalpels)</p>	<p>Ensure that children are allowed time to access rhythm and rhyme provision regularly in the heart space.</p> <p>Facilitate high energy team games and encourage children to persist for 20 minutes. Ensure that tweezers and scalpels are available in the potting shed.</p>
 <p>4</p>	<p>Learning Goal</p>	

End of Year 1 Learning Goal 5- Reading (Love of reading, word reading, comprehension)

Plan and Assess using the Key Objectives for Year 3.

End of Year 1 Learning Goal 6- Writing (Writing for a purpose, composition, transcription, spelling, handwriting)





Plan and Assess using the Key Objectives for Year 3.

End of Year 1 Learning Goal 7- Mathematics

Plan and Assess using Maths Mastery Guidance as directed in children's work books. Also see Key Objectives for Year 1.

End of Year 1 Learning Goal 8- Using and Applying ICT Safely

Children will be able to use a range of handheld devices to capture and record their learning on a day to day basis. They will begin to use these devices to research and develop their knowledge of which applications are suitable for specific purposes. They will complete these tasks whilst demonstrating a good understanding of [E-Safety](#) including password security.

Step	What does the learning look like?	What can adults do/ provide?
	<p>Children will be able to talk about previous experiences with ICT, such as what equipment they use at home.</p> <p>Children will be able to talk about the uses of a range of ICT resources including iPads, digital cameras and BeeBots.</p> <p>Children will be able to take photographs using iPads and digital cameras.</p> <p>Children can select their own unique passwords and will begin to use this to log onto computers and laptops.</p> <p>Children will be introduced to a range of applications and will begin to develop an understanding of their specific purposes.</p> <p>Children will begin to understand how ICT resources are powered and what happens when they run out of battery.</p>	<p>Staff will ensure that a range of iPads, digital cameras, BeeBots and other ICT resources are available in continuous provision.</p> <p>Staff will support children in the uploading and printing of photographs in order for them to use these images to enhance their learning (i.e. make a story book).</p> <p>Have high expectations of children in remembering their passwords.</p> <p>Support children in recharging devices and batteries when needed.</p>
	<p>Children will be able to plug iPads and digital cameras into a computer and save their photographs.</p> <p>Children will be able to access a range of learning based Apps on iPads.</p> <p>Children can log onto a computer whilst keeping their username and password to themselves.</p> <p>Children will be able to access a range of applications whilst talking about the purpose of them and why they have chosen to use it.</p> <p>Children will begin to plug in ICT equipment to charge it and can talk about what happens when it charges or runs out of battery.</p>	<p>Model to children how to use the lead to upload images onto a computer. Use children as experts to show others how best to do it.</p> <p>Point out to children when battery levels are low on devices that they are using and how to stop them from running out altogether.</p>
	<p>Children will be able to access documents and photographs and print them with increasing independence.</p> <p>Children will demonstrate a good understanding of E-Safety by logging on and off computers, using safe search engines and keeping their passwords private.</p> <p>Children will independently apply E-Safety in using safe search engines during research based activities.</p> <p>Children will confidently plug in ICT equipment or remove batteries to charge them and can talk about why it is needed.</p>	<p>Display a list of safe search engines for children to use. Continually discuss the importance of safe searches ensuring that children know why.</p>
	Learning Goal	

Area Of Learning	End of Year 1 Learning Goal	What can adults can do/ provide?
9. Science	<p>Children will be able to identify, describe and explore a range of plants, animals and animal habitats. They understand the basic needs of animals and plants including water, food and air and demonstrate this understanding through using the outdoor provision. Through creating and constructing for a purpose, children explore the use of everyday materials including naming a range of materials. Children plan, implement and evaluate their own scientific investigations to answer cross curricula questions with support from an adult. They will predict, hypothesise and always use their reasoning skills to say why.</p>	<p>Provide a range of opportunities for children to set up and implement their own investigations. Use the outdoor laboratory. Ensure that children use the word 'predict' when predicting. Link to the 'non-fiction' continuum.</p> <p>Ensure that planting seeds and flowers in the planters takes place in March – June. This should form part of continuous outdoor provision. Use the potting shed to store the equipment that you need. Link to the 'gardening' continuum.</p> <p>When harvesting the vegetables and plants that grow, dissect and investigate using names and labels. Use key vocabulary linked to parts of a plant (i.e. stem, petal, root, flower, etc).</p> <p>Always value children's original hypothesise and encourage them to test out their theories.</p> <p>When children construct and build in the junk modelling, woodwork, construction and block areas (including outdoors), support children in using accurate and increasingly adventurous language to describe the properties of materials. Support children in using clear reasoning to say why they have chosen particular materials for particular purposes.</p> <p>Encourage children to peer critique each other's hypothesise by commenting on the quality of their reasoning.</p> <p>When writing predictions, ensure that keywords such as 'predict' are spelt correctly.</p>
10. PE	<p>Children will be able to apply their running, jumping, throwing and catching skills in a range of independent and collaborative contexts with support where needed. They will participate in some team games with support (football, hockey, cricket, rounders and basketball) whilst beginning to develop rules without adult support. They will develop their own obstacle courses and circuits in order to demonstrate their agility, balance and co-ordination individually and with others whilst recording their improvements over a short period of time.</p>	<p>Support children in considering the concept of mastery with regards to ball skills (i.e. How many hoops can you score in a minute? How many times can you consecutively bounce a basketball?).</p> <p>Provide challenge cards for children to engage with. (i.e. 'How fast can you run 5 meters?')</p> <p>Support children with role allocation (i.e. time keeper, scribe, scorer).</p> <p>Ensure that children have the opportunity to play a range of team games in the continuous provision. Support children in beginning to set rules and boundaries for the games including fair numbers on teams, lines to denote the edge of the playing space, timings (using simple egg timers or stop watches) and delegating the role of referee to one child.</p> <p>Also see the skills, sports and games continuum.</p>

Key Stage 1 Curriculum Guidance Booklet

11. Geography and Community	<p>Children will be able to identify key features of Bradford and discuss how Allerton is linked to Bradford through comparing similarities and differences and drawing maps. They will begin to investigate other parts of Bradford (such as Mannigham) and begin to understand travel routes and modes of transport.</p>	<p>See enrichment continuum which supports practitioners in knowing what to provide for children in Year 1. (Experiences include travelling to a service bus to Bradford). Provide maps of Allerton and Bradford. Support children in naming places that they know including their home and the academy. When on local visits, children take photographs of significant landmarks and consider their location to the map using them as labels. Children draw and compile their own maps of places that they know and places that they imagine. Always use technical vocabulary around mapping (i.e. key, boundary). Visit Lister Park in Mannigham discussing the amenities that is there such as the park and the lake. Discuss its proximity to Allerton and the route. Provide role play scenarios for children where they can act out using public transport (i.e. buses, trains, transport stations). Use real money in these situations and work on writing tickets with accurate information.</p>
12. History	<p>Children will be able to research and find out about how things they are interested in has changed in the past thirty years (i.e. their parent's lifetimes) including asking and answering questions They will find out about great Bradfordians of the past sixty years (e.g. Members of their family, David Hockney, Zayn Malik, The Brownlee Brothers, Nafees, Kimberley Walsh, Moin Ashraf, Naveeda Ikram, Ian Clough, Dynamo) whilst discussing their achievements in the past tense.</p>	<p>See the historical enrichment continuum. Study the technological advancements that have impacted their lives (i.e. mobile phones, ipods, tablets). Discuss and investigate the impact that they have had on our lives. Link learning on technological advancements to 'Wallace and Grommet: The Wrong Trousers' where children invent with a purpose in mind. Visit the National Media Museum in Bradford in order to look at how animation and film has changed over the past ten years. Discuss and compare the changes. Children to conduct research projects on a significant event in their parents' personal lives (i.e. Hajj, a new baby, a new job, moving house) Study the life of 'Dynamo' as part of the 'Room on the Broom' story. Write a historical recount of where he came from in Bradford. Study the lives of the Brownlee Brothers and link this to riding bikes and sports and games outside. Discuss which sport, game or skill you are the best at. Write a historical account on the 2012 Olympic victory using the stem 'In the recent past...' Study the life of Zayn Malik including footage of him on The X Factor. Orally rehearse and write a historical account of his rise to success. Research the life of Zayn Malik including where he lived and went to school in Bradford. Study the 'Battle of Wakefield' and visit Sandal Castle. Discuss the concept of 'a long time ago' and re-enact the battle.</p>
13. Art, Design and Technology	<p>-Children are working within the final step of the woodwork, small construction, box modelling, clay work and 'art and artistry' continuums and have demonstrated the range of skills and process within the Year 1 continuum including using the technical vocabulary learned. Children will be able to design, create and construct using the 'design thinking' model which includes making prototypes and improving them over time through careful evaluation and peer critique. They will create with purpose and will share their ideas through discussion. Children will show increasing skill and understanding of art and design techniques using colour, pattern, texture, line, shape, form and space.</p>	<p>Encourage children to regularly critique each other's models, paintings, drawings and designs. See peer critique continuum. Ensure that when constructing and building in woodwork, block, small construction and junk modelling children design with an increasing purpose in mind. Support thoughtful discussion by asking children to use their reasoning skills to say why they have chosen a particular material for a particular purpose. Provide a range of resources for children to paint and draw with including chalk, charcoal, pastels, crayons, powder paint and poster paint. Support children in combining these resources for desired effect. Encourage children to increasingly consider why they are choosing particular resources for particular purposes. Encourage peer critique in order to support children in giving and receiving feedback on their drawings. Always provide real life stimulus for observational drawing. Discuss line, shape and form with regards to drawing real things. Plants and artefacts linked to the learning challenge or core story are always useful as stimulus.</p>
14. Music and Performing	<p>Children will be able to accurately copy a range of pitches, volumes and tempos by repeating and learning songs, rhymes and chants. They will use hands, feet and other forms of body percussion to represent different rhythms of words and styles of music as well as being able to sound out a four beat phrase. Children will experiment with a range of musical instruments in playful ways which enhance other forms of media (e.g. art work, storytelling and dance).</p>	<p>Regularly provide opportunities for children to rehearse and practice the songs, rhymes and movements that they have learned in previous year groups. When singing songs to gain attention, ensure that children always respond with the correct volume and pitch. Repeat if necessary. Praise those children who do use the correct pitch. Provide a range of instruments to compliment children's story telling and story creating. Providing a box of musical instruments in small world is a good way of encouraging children to add sound effects to their stories. Use spare moments in the school day (i.e. before lunch) to practice sounding out four beat phrases. Ask children to create their own.</p>

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15. RE and Citizenship	Children will be able to explain their basic understanding of the four main religions as well as beginning to compare similarities and differences. They will begin to look at different religious texts and prominent people within them. Children will be able to talk about themselves in positive ways including something that makes them special and why.	Ensure that children access a discreet RE session a week where they look closely at the content in the learning goal. Ensure that celebrations linked to the four main religions are always celebrated (Christmas, Eid and Diwali). Also celebrate other festivals such as Harvest and Chinese New Year in order to look closely at the beliefs of others. Hold thoughtful discussions which support children in carefully comparing the similarities and differences between the main religions. Link to 'Children as Researchers' continuum. Regularly encourage children to discuss themselves and others in positive terms being kind, honest and specific in what is said. Link to 'peer critique' continuum.
16. MFL	Children will be able to answer the register in French, German and Arabic. They will be able to count to 20 in French. They will be able to say some key words in French.	Use a range of spare moments to count in the various languages. Begin to incorporate greetings and simple responses into the routines of the day (i.e. answering the register, family dining).
17 Computing	Children will be able to sequence specific instructions to carry out everyday activities (brushing teeth, making a drink). They will be able to spot any problems within a simple set of instructions and explain why they will not work, identifying any problems and points at which something could go wrong (debugging). Children will explore programmable toys (Beebots, Probots), understanding that a set of instructions (algorithm) need to be created to reach an end point or goal. They will use apps on iPads (Beebot) to reinforce that one space/turn is one command .	
18. Enterprise, Entrepreneurism and Sustainability	Children will be able to plan with an end product in mind whilst discussing their original ideas when creating models, sculptures and pieces of artwork. Their original ideas will sometimes be as a result of a problem to be solved. They will test, evaluate and improve the suitability of their products through engaging in peer critique.	This learning goal and learning strand link closely to Art, Design and Technology. Support children in carefully considering a purpose when they construct, build and create. At the beginning of Year 1, return to the planting beds in Reception to harvest the vegetables and plants that the planted in Reception. Consider making soup, smoothies and other creations that can be sold for profit. Plant and grow again in the Spring term (March to June) referring back to the food that the children grew the year before.
19. Sitting Tests/ Exams and Managing Pressure	Children will be able to talk about a test that they have been involved in and how it made them feel. They will begin to practice testing in a range of playful ways including peer spelling tests.	Ensure that spelling tests are sent home from October. These spellings will often be taken from the keyword sets (see the high frequency words continuum). Support children in holding their own, playful spelling tests in class. Begin to record how many children successfully spell and track this over time. Prepare children for the phonics screening test from January onwards. Use materials from past years to begin to test children. Hold mock tests in March. Discuss how these tests made them feel and speak about how they could improve next time.