

NORTH CHESHIRE JEWISH PRIMARY SCHOOL

Working in Key Stage 1

Year One

Year 1

Year One is the first year with in Key Stage One (infants).

The curriculum and assessment of progress is set by the Government.

We follow the Renewed Frameworks for Literacy and Numeracy.

The curriculum in Year One has changed slightly to become in line with the new Foundation Stage curriculum. Our approach is now to 'continue the learning journey' from Reception into Year One.

The curriculum, class environment and daily routines support this flow so that children settle in quickly and are unaware that they moved on to another key stage.

Aspects of the Foundation Stage curriculum are still covered so that those children who have not completed the profile will be able to do so, whilst others can begin work from the Key Stage One curriculum.

Aspects of the Key Stage One curriculum include Literacy, (speaking and listening, reading, writing, spelling, handwriting), Numeracy, Science, ICT, History and Geography topics, Art and Design Technology, P.E. (games, dance and gymnastics), Jewish Studies and Ivrit.

All these areas are approached in a cross-curricular fashion so that learning is not 'compartmentalised' and is creative in approach, in line with the learning within the Foundation Stage.

These are the general expectations by the end of Year 1. However to reflect the wide range of ability, opportunities are there to extend where appropriate.

Literacy:

- recognise basic punctuation
- good speaking and listening skills
- able to write a simple story independently
- improved reading and reading comprehension
- neat handwriting
- improved phonological awareness and application of spelling strategies

Numeracy:

- count and use numbers 0 – 100
- understand tens and units
- addition
- subtraction
- solve simple problems
- know and use 2D and 3D shapes
- start work on measuring
- look at tables/organising data
- money
- time

Year 1 topics of work include:

Science:

- Ourselves
- Light and dark
- Sound and hearing
- Growing plants
- Materials
- Forces – pushes and pull

History:

- Houses and homes
- Knights and Castles
- Seaside holidays from long ago

Geography:

- Africa study
- Map work
- Comparing and contrasting landscapes
- Studying the coast / the seaside

The children will also follow the National Curriculum in: ICT, Art, Design Technology, Music, PE and Dance

Homework

Homework will be given each Friday. It will be work to reinforce what we are doing in class. It needs to be back in school for the following Wednesday **at the latest**, in order to be marked before the next piece of homework is given out. Preferably it needs to be in on Monday. All writing should be completed in pencil only, unless otherwise specified. Please do not allow your children to use biro's.

Homework will alternate between Literacy and Numeracy work and sometimes it will be Science or History/Geography depending on topics. Please supervise your child completing their homework but do not do it for them. Supervision will ensure that your child gets the best out of the homework and you will be able to see if they are unsure of any concepts. We would appreciate a little note at the bottom of the sheet, indicating how much help was needed to complete the work and anything specific that your child found difficult/easy.

Holidays/Attendance

Attendance in school is a legal requirement and you must make every effort to ensure your child arrives on time. It is not acceptable to take holidays in term time. The education welfare officer checks school attendance regularly and unauthorised time taken is noted and will go on your child's record.

If there are emergencies (other than illness) you need to write in and the Head teacher will consider authorising absence under certain circumstances.

Year 1 Hebrew lessons

Autumn Term

Revision of all the work done last term.

A new project “My Hebrew Name”

Learning new letters, reading

Different combinations of letters

Names of body parts

Colours (10) counting to 20

Understanding, reading and writing

Instructions given in Hebrew

Looking at objects and pictures and saying the Hebrew word for them

Writing and reading new Hebrew words

Work on the different festivals, Rosh Hashanah, Yom Kippur, Sukkot, Simchat-Torah, Hanukkah

Develop conversation skills

Spring Term

Revision of all the work done last term, revision of all the letters

Listening and undertaking more complicated Hebrew instructions

Work on the festivals

Developing further counting in Hebrew

New Hebrew vocabulary and songs

Tu-Beshevat, Purim, Pesach.

On-going Assessments: verbal assessment for speaking/pronunciation and listening

Reading assessment in groups and one-to-one

Develop conversation skills

My family, big and small

Recognising letters, reading different combinations of sounds

Instructions given in Hebrew

Summer Term

Revision of all the work done last term

Reading different combinations of letters from the alphabet

Working on final letters

Work for the best book

Work on the festivals; Yom-Hatzmaout Lag-Ba.omer, Shavuot

Develop further conversation skills

S.E.A.L.

Social and Emotional Aspects of Learning

There are five social and emotional aspects of learning:-

1. Self-awareness.
2. Managing feelings.
3. Motivation.
4. Empathy.
5. Social skills.

It is important to develop these aspects of learning in the primary curriculum because:

- They underlie almost every aspect of our lives.
- They enable us to be effective learners.
- They enable us to get on with other people.
- They enable us to be responsible citizens.

How can we achieve this?

- A whole-school approach building on existing PHSE work e.g. Circle-Time, House Systems, School Council.
- Assemblies based on a clear S.E.A.L. theme.
- Age-appropriate themes that can be discussed in Circle-Time and throughout the curriculum.