

# Moving from Early Years Foundation Stage to Key stage 1 (KS1)



## What subjects will my child learn?

We follow the National Curriculum.

Children in Primary schools have to be taught the following subjects:

English; Maths; Science; Computing; Physical Education (PE); Music; Art and Design; Design & Technology; History; Geography

All children are taught Religious Education.

The National Curriculum changed in September 2014.

The content for children in KS1 did not change dramatically but the organisation of the curriculum and the methods of assessing and measuring progress changed a great deal as have the expectation of what children should be able to achieve for their age.

Children in KS1 are no longer be assessed against attainment levels but work towards achieving a set of objectives for their year group. Children must meet all of the year group objectives to meet the expectations for their age.

## The daily routine

Most children follow this routine each day:

9-9.30 Reading Gym— either reading in a group with an adult/ reading independently/ using lap tops for reading/ changing library books/ playing a reading game or answering written questions about a book they have read/ visiting the library

9.30-10.25 Maths—a blend of whole class teaching, paired/ group or independent activity— a 10 minute review of learning at the end of the session.

10.25-10.40 Assembly (Monday/ Wednesday) or class based activity often with fruit/ milk

10.40-10.55 Playtime

11-12 English—a blend of whole class teaching, paired/ group or independent activity— a 10 minute review of learning at the end of the session.

12-1.10 lunchtime— playtime, class called in for lunch on a rotation returning to the playground after eating.

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1.10-1.35 Phonics— group session with a teacher or Teaching assistant (TA)- fast paced session learning letter sounds and spellings; applying to reading or spelling

1.35-2.30 Topic lessons which cover the **wider curriculum**

Children are often organised into 3 groups— 2 with an adult, 1 independently.

Children do all 3 activities during the week.

1 group designing and making pirate money bags/ purses (D&T)

1 group making ships biscuits (science)

1 group making pirate maps with coordinates (Geography and maths)

2 afternoons will include PE/ ICT/ Music and RE – mostly taught as whole class lessons

## How is learning organised?

### Reading

GUIDED READING– with an adult.

In guided reading groups of about 6 children read the same book with the teacher.

The teacher introduces the book; explains vocabulary and “tricky words” the children may meet; models using expression and punctuation etc. the children read at their own pace and the teacher listens in to them and supports them to practise the skills they are working on.

The teacher also asks questions to check the child’s understanding of the story and uses this talk to develop a child’s comprehension skills. Questions may include for example:

Can you think of another word that means the same?

Why did the boy feel like that?

What do you think will happen next? etc

As the children become more fluent readers they may be asked to complete written follow up activities based on the book they have read.

### Writing

Writing is taught in an English lesson that uses a range of stories and texts as a starting point. Lessons are planned in a series to teach and practise the skills they need to produce a finished piece of writing.

This will involve reading and exploring the story, examining the words used, looking at how the sentences are structured, practising using full stops and capital letters etc leading up to writing their own version of the story or a completely new story that pulls together all the ideas and skills they have been working on.

### Handwriting

Children have regular sessions where they practise their handwriting. This has a stronger focus in the new National Curriculum than before. Once children are forming their letters correctly we will be encouraging them to begin joining them together.

### Spelling and grammar

These aspects of writing are constantly addressed through all English lessons, including phonics and reading. The New National Curriculum has a very strong emphasis on this aspect of English. We will reflect this in our writing lessons and include more sessions looking at spelling and sentence structure whilst still working from exciting and engaging stories and texts.

### Maths

Most maths lessons start with a mental warm up activity or recap on the previous lesson.

This opener can take different forms such as : quick recall of facts; counting up or down in different steps; guessing the missing number; playing a type of bingo game or drawing a shape as the teacher describes it etc. Not all of the children will always take part in this large group session– some may have an independent challenge or work with an adult on an activity that meets their learning needs more closely than in a group of 30.

Children are introduced to the main idea of the lesson and then work independently, in pairs or groups to explore this idea e.g. using number lines to multiply (by repeatedly adding) or sharing quantities into groups (early division). This is done practically with some recording– more as children move into Year 2.

During the term children cover elements of number; shape and space; and measures in different ways. Aspects of maths are revisited and teachers keep careful track of how well the children are progressing to help them plan lessons that will support and stretch the children according to their level of understanding in each area.