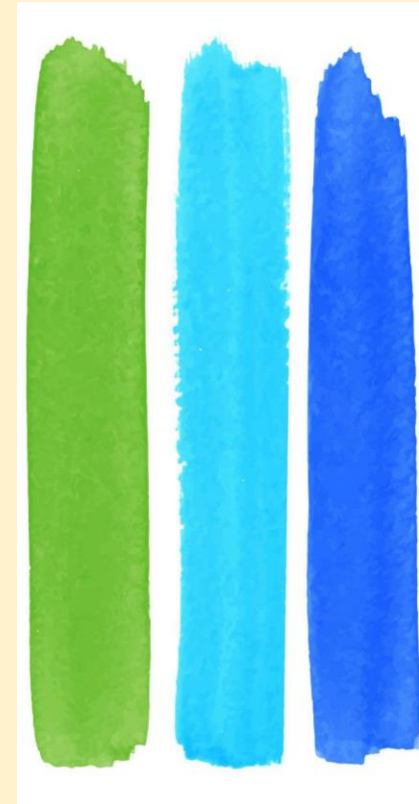




# **Key Stage 1 Curriculum Information**

**29<sup>th</sup> September 2025**



## Parent Drop-in Mornings



Parents are invited in to school half termly to meet the teacher and spend time in the classroom with your child.


As well as this, we have our parents' evenings in November and March.

The next parents' evenings will be on Tuesday 18<sup>th</sup> and Thursday 20<sup>th</sup> November 3:30-6:30pm. You will receive a letter after half term giving you time slot options to book with your child's teacher.

# The School Day 8:20am - 3pm



## Daily Timetable - Autumn 1 - 2025

Time	Lesson
8:20 - 8:45	Register / Morning Work
8:45 - 9:05	Book Club
9:05 - 9:10	Transition Time / Brain Break
9:10 - 9:30	Phonics
9:30 - 9:45	Handwriting
9:45 - 10:00 Wednesdays - curriculum assembly with Miss Jones	Teacher Led Outdoor Sensory Break 
10:00 - 10:45	English / Maths
10:45 - 11:00	Playtime
11:00 - 11:45	English / Maths
11:40 - Midday	Mental maths / extra phonics catch-up
Midday - 13:00	Dinner Time
13:00 - 13:10	Register
13:10 - 13:20	Flashback / Assembly
13:20 - 14:30	Topic
14:30 - 14:50	Story
14:50 - 15:00	Prepare for home time
15:00	Home time

Forest School starts at 9.30am.

Blue Base - Tuesday  
Green Base - Thursday  
Yellow Base - Friday

The afternoon may alter to accommodate each class's PE session.

Assemblies:

Monday - Headteacher's assembly  
Tuesday - singing  
Wednesday- curriculum  
Thursday - class time  
Friday - special mention assembly



The early years children follow the Early Years Foundation Stage Statutory Framework.

Our Key Stage One children follow the National Curriculum.

# The National Curriculum

The National Curriculum for Key Stage One is defined by subjects.

For each subject, there is knowledge and skills that need to be taught.

English, maths and science are split into year 1 and 2.



## Key stage 1

Pupils should develop knowledge about the world, the United Kingdom and their locality. They should understand basic subject-specific vocabulary relating to human and physical geography and begin to use geographical skills, including first-hand observation, to enhance their locational awareness.

Pupils should be taught to:

### Locational knowledge

- name and locate the world's seven continents and five oceans
- name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas

### Place knowledge

- understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country

### Human and physical geography

- identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles
- use basic geographical vocabulary to refer to:
  - key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather
  - key human features, including: city, town, village, factory, farm, house, office, port, harbour and shop

### Geographical skills and fieldwork

- use world maps, atlases and globes to identify the United Kingdom and its countries, as well as the countries, continents and oceans studied at this key stage
- use simple compass directions (North, South, East and West) and locational and directional language [for example, near and far; left and right], to describe the location of features and routes on a map

## The National Curriculum and mixed age classes



As you are aware we have three mixed age classes for September 2025.

We use a multi-year rolling programme.

For our school this involves a two year curriculum cycle. By the end of Key Stage One all children will achieve the National Curriculum outcomes.

## The National Curriculum and mixed age classes



Planning approach: We have a strong curriculum framework to support mixed age classes.

The KS1 leader ensures the National Curriculum is mapped out over a two year cycle. This includes areas that will be covered in class, during theme days, on visits and in Forest School.

Pedagogical approach: The subject leader then uses this to carefully plan each lesson, ensuring coverage and depth through our learning challenge question.

Delivering key subject concepts as part of a wider topic is considered good practice at Key Stage One because it allows children to build on prior knowledge, make links and contextualise their learning.

## The National Curriculum and mixed age classes



Exceptions:

Pedagogical approach: Maths is delivered through year group teaching. This allows for the use of appropriate year group manipulatives, content and challenge.

Phonics is also delivered through year groups as the approach of systematic synthetics phonics teaching is started in EYFS.

The National Curriculum expectations for these areas are built on what's been before so it's important that children are taught key skills and concepts in order.





Other positive considerations:

- The National Curriculum is very year group based with little room within it for SEND and AG&T. Mixed year group teaching allows children to revisit previous learning at an appropriate pace as well as providing opportunities for extension and depth incidentally across the curriculum.
- Enhanced social skills. Children are able to foster their social skills. Many schools provide 'buddy' friendships. At Broomhill we do buddy reading. This can now happen in the classroom.
- Teacher skill set. As a school we have worked with mixed aged classes for many years and are a highly skilled team in this area.

## The National Curriculum and mixed age classes



Robust assessment:

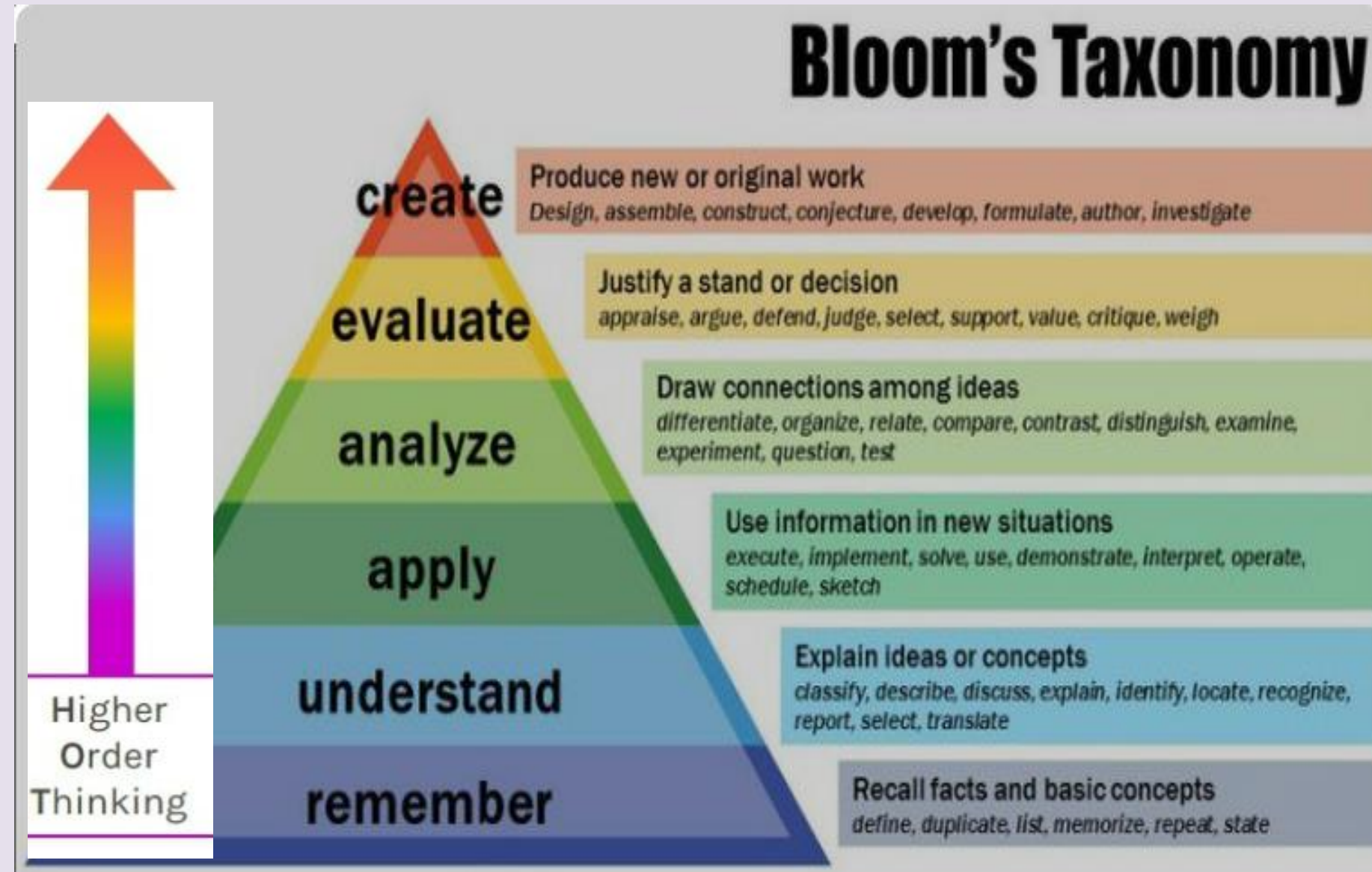
Teachers do formative assessments daily, in every lesson. This might be in the form of questioning, quizzes, whiteboards, flashcards, etc.

Summative assessment is done at the end of a block of learning and will involve measuring the retention and recall of previous learning.

## Challenge – Higher Order Thinking.



- Questioning
- Extension activities
- Problem solving
- Flashbacks





Each class has one day of Forest School every week.

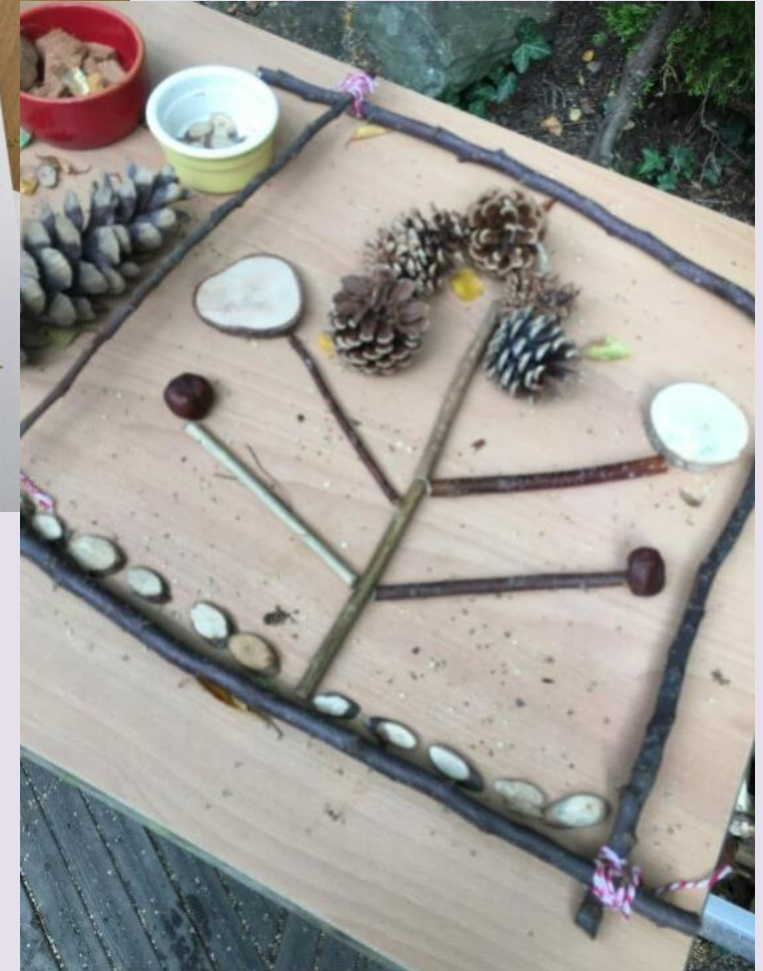
Teachers and our Forest School practitioner plan closely together.



This half term we are teaching art in the garden, alongside aspects of other subjects such as science.



Forest School is the golden thread that weaves its way through the curriculum.



## Intent, Implementation and Impact.



Each subject leader carries out Impact Reviews throughout the year. This involves a book scrutiny and pupil voice discussions.

The subject leader will:

- Check that evidence matches exactly to the intent.
- Check that the children have retained and can recall what they have learned.
- Ensure that any gaps are filled with intervention groups or by re-teaching for those children who haven't retained the learning.



Statutory assessment:

- Reception Baseline.
- Year 1 Phonics Screening Check - **8<sup>th</sup> June 2026**.  
A statutory assessment to assess pupils' progress in phonics.  
Year 2 children who did not pass the screening check in year 1 and those who were not in school in year 1 are required to take the test.
- SATs are no longer statutory in Year 2.

## End of year



At the end of each year in Key Stage 1, the children will be assessed as:

WTS working towards the expected standard

EXS working at age related standard

GD working at greater depth within the standard

for their year group.

By the end of year 2, your child will have completed the Key Stage One curriculum.





## Year 1

- Apply phonics knowledge and skills to decode words.
- Know all 40+ graphemes, including alternative graphemes.
- Read taught endings (-s, -es, -ed, -er, -est, -ing).
- Read year 1 common exception words.
- Read words with more than one syllable.
- Read contractions (I've, I'm).
- Re-read books to build fluency.
- Begin to discuss and compare books they have read.







## Year 2

- Continue to apply phonics until automatic decoding is embedded and reading has become fluent.
- Build on the skills taught and developed in year 1 including reading multisyllabic words, words with suffixes, reading year 2 common exception words.
- Develop a deeper set of comprehension skills through a wide range of reading.





## Phonics:

Year 1 - Phase 5.

Year 2 - Spelling rules.



## Writing:

We follow the teaching sequence:

immerse – analyse – skills – plan – write – edit

From spring 1 the children begin to complete independent writing and we collect evidence towards the year 1 and year 2 curriculum outcomes.

Letter formation and spelling is important. Not a best fit model.



We move the children from practical – pictorial – abstract

We spend as much time as the children need on each aspect to embed new learning and key concepts.



We do daily mental and oral sessions to rehearse mental calculation knowledge and number facts.

Year 1:

The children will learn place value within 100 and addition and subtraction within 20.

Year 2:

The children will learn place value and addition and subtraction within 100.

Expected to be adding and subtracting with exchange by the spring term.

Need to develop an 'efficient strategy'.

## How can You Get Involved?



You can help your child in a variety of ways:

- Listen to your child read as often as possible.
- Read to your child regularly - reading quality texts to your child will enhance their vocabulary.
- White Rose Maths one minute app is great!
- Problem solve with your child. Talk about things!
- Spend quality time with your child and have fun!



# Year 2 Residential 2026 – Gulliver's Valley Resort



## Wednesday 8<sup>th</sup> July – Thursday 9<sup>th</sup> July Cost: £94.80

It's such a wonderful opportunity!

Leave school at 12.30pm.

Arrive at Gulliver's and take part in two staff led activities.

Set up base camp!

Tea – menu to choose from before you go.

Two evening activities

Story and bedtime

Thursday:

Breakfast

Activity

Day on the rides!

Leave Gulliver's at 2.30pm



## Year 2 Residential 2026 – Gulliver's Valley Resort





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