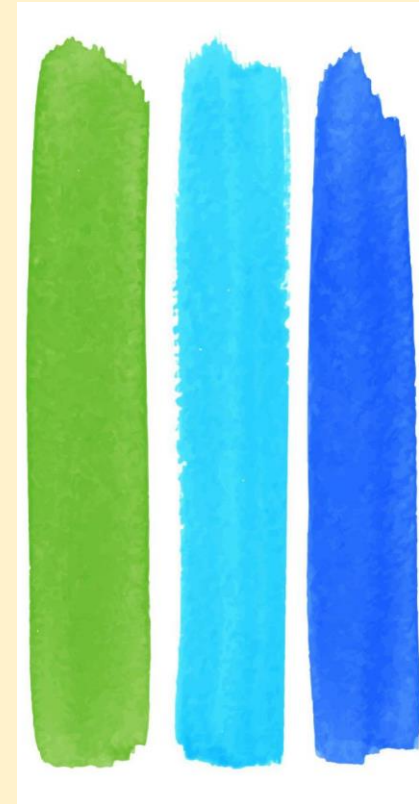




Key Stage 1 Curriculum Information

28th September 2026



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 17th and Thursday 19th 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 - 2026

Time	Lesson
8:20 - 8:30	Register Reading / colouring Time
8:30- 8:40	Register, choose lunches, morning greetings
8:40-9:00	Reading groups - Time to listen to readers in class, to do Precision Teach and Zappers - small groups. The teachers will direct the TAs as appropriate.
9:00-9:20	Phonics
9:20-9:30	Teacher Led Outdoor Sensory Break Monday Tuesday Wednesday Thursday Friday Skills Circuit Curriculum Dance Fun Day Assembly Day
9:30-10:45	Active Lesson Start then Maths
10:45 - 11:00	Playtime
11:00 - 11:45	Active Lesson Start then English
11:45 - Midday	Fluency / rapid recall/ Extra phonics catch-up
Midday - 13:00	Dinner Time
13:10 - 13:15	Register
13:15 - 13:30	Handwriting / Assembly
13:30 - 14:40	Flashback / Topic
14:40 - 14:50	Story
14:50 - 15:00	Prepare for home time
15:00	Home time

Forest School starts at 10.0am.

Blue Base - Tuesday
Green Base - Thursday
Yellow Base - Monday

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 2026.

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 use a similar system.
- 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:

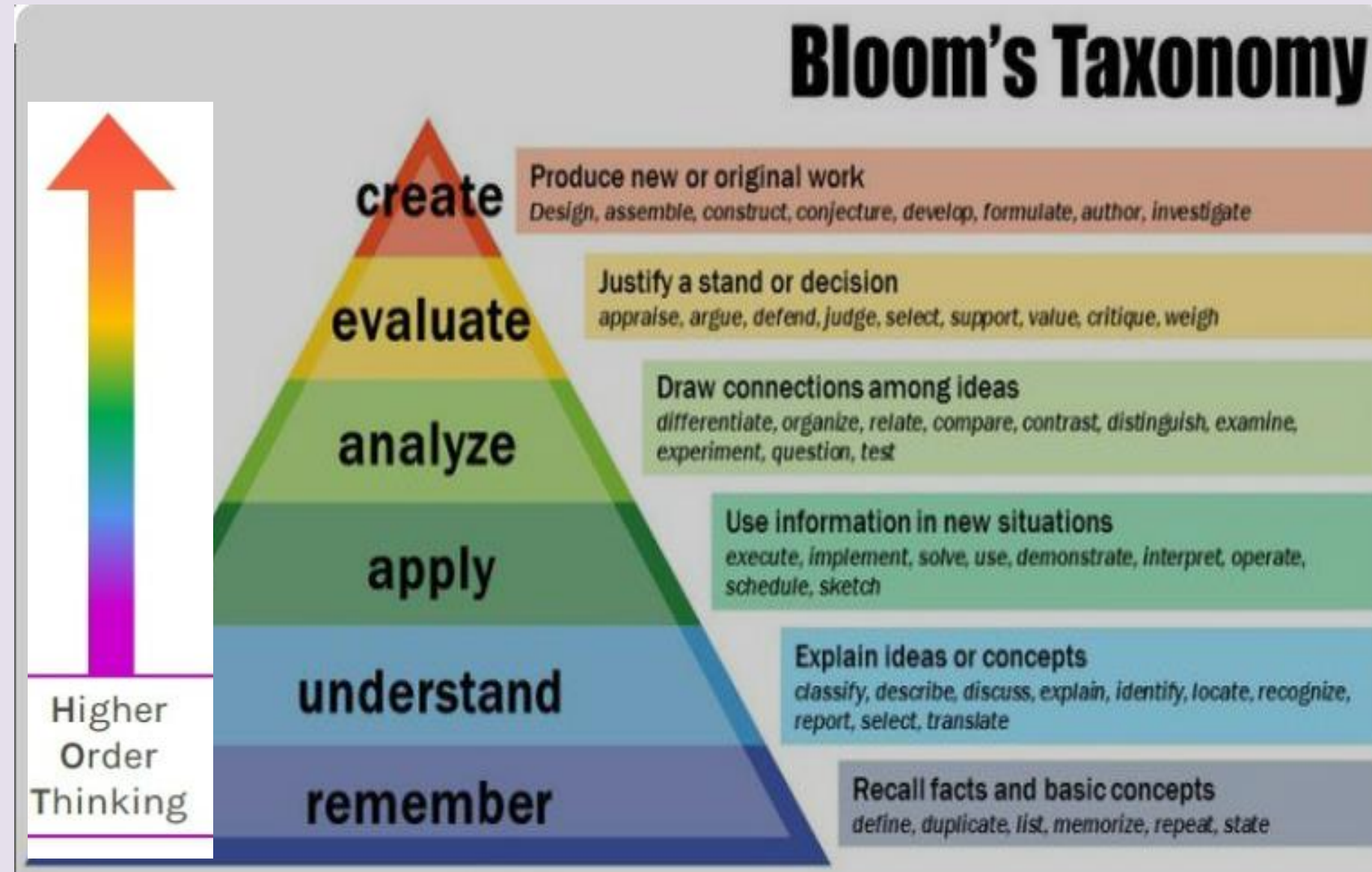
Teachers do formative assessments daily, in every lesson. This might be in the form of questioning, quizzes, whiteboards, flashcards, etc.

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.

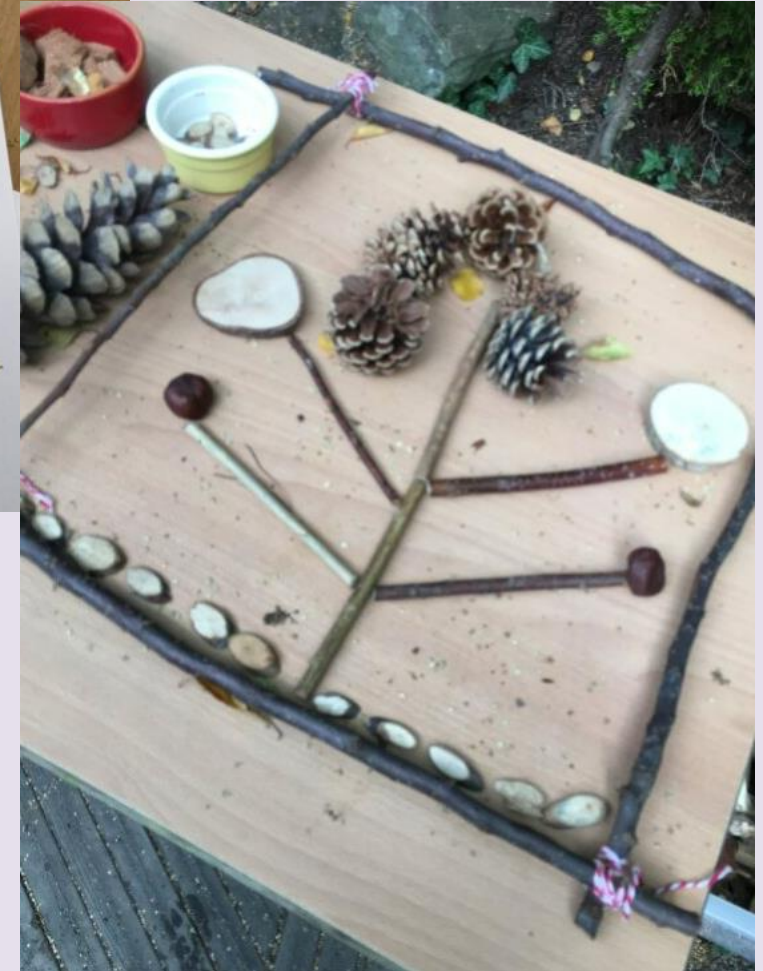


- Questioning
- Extension activities
- Problem solving
- Flashbacks



Each class has one day of Forest School every week.

Teachers and our Forest School practitioner plan closely together.



The six core principles:

- Long term process
- Natural environment
- Promotes overall development
- Supported risk
- Learner-centred
- Trained leadership

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 – **14th June 2027**.
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.

Reading in Key Stage 1



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.



Reading in Key Stage 1



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!



Attendance



Attendance is part of the safeguarding curriculum. If a child isn't in school, the local authority wants to know where they are.



Attendance Matters	
100%	0 days missed
99%	1 day missed is 5 lessons
98%	3 days missed is 15 lessons
97%	1 week missed is 25 lessons
94%	2 weeks missed is 50 lessons
92%	3 weeks missed is 75 lessons
90%	3.5 weeks missed is 90 lessons

Online Safety – Think U Know

Our utmost priority is to keep your child safe, both in school and out of school.

Do you really know what your child is watching / playing when you aren't sitting next to them?

Please make sure they are Watching age appropriate content and that you have the Parental Controls set to limit screen time, block inappropriate content, restrict purchases, and control who can contact your child.

S SAFE Keep your personal information safe. When chatting or posting online don't give away things like your full name, password or home address. Remember personal information can be seen in images and videos you share too. Keep them safe to keep yourself safe. 

M MEET Meeting up with someone you only know online, even a friend of a friend, can be dangerous as this person is still a stranger. If someone you only know online ever asks you to meet up, for personal information or for photos/videos of you then tell an adult straight away and report them together on www.thinkuknow.co.uk 

A ACCEPTING Think carefully before you click on or open something online (e.g. links, adverts, friend requests, photos) as you never know where they may lead to or they may contain viruses. Do not accept something if you are unsure of who the person is or what they've sent you. 

R RELIABLE You cannot trust everything you see online as some things can be out of date, inaccurate or not entirely true. To find reliable information compare at least three different websites, check in books and talk to someone about what you have found. 

T TELL Tell a trusted adult if something or someone ever makes you feel upset, worried or confused. This could be if you or someone you know is being bullied online. There are lots of people who will be able to help you like your teachers, parents, carers or contact Childline – 0800 11 11 or www.childline.org.uk 

BE SMART WITH A HEART Remember to always be smart with a heart by being kind and respectful to others online. Make the internet a better place by helping your friends if they are worried or upset by anything that happens online. 

Safeguarding – What to Do if You Are Concerned



Anyone Can Make a Referral to the Safeguarding Hub

- **Referring a safeguarding concern to Children's Social Care**
- If you are worried that a child has been harmed or is at risk of harm then telephone the Sheffield Safeguarding Hub on 0114 273 4855 (24 hours) to speak to a social worker. If a child is in immediate danger then **call 999** for a police response.
 - ***Members of the public can discuss their concerns in confidence and if necessary, anonymously.***
- **The Sheffield Safeguarding Hub**
- **Telephone: 0114 273 4855 (24 hours)**
- If you are concerned about an adult in school, please contact the Headteacher or if your concern is about the Headteacher, contact the Chair of Governors.

Mobile- Free School Site



We want to share a quick, friendly reminder that our school site is a **mobile-free zone.**



We know how busy life gets and how easy it is to quickly check an email or finish a call. However, we choose to keep this environment phone-free to ensure our staff and parents are fully present during pick-up and drop-off times, and to protect the privacy of all the children playing and learning here.

Please ensure your phones are tucked away in bags or pockets before you enter. If you have an urgent call or emergency, please feel free to take it outside the main gates.

Thank you so much for your support in keeping our space safe for the children.

Year 2 Sleepover 2027



Friday 9th July Cost: TBC

This year we are going to have a themed sleepover at school!

We will confirm and send details later this half term.

Child return to school at 6pm on Friday 9th July.

Visit from Zoolab

Disco and party games

Craft activities

Late night snack

Camping in the hall

Collect your child from school at 9.30am on Saturday.



Year 2 Residential 2027 – Night at school

