



Year 1 Policy

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Date of Next Review: July 2024

This policy should be read in conjunction with the following policies and documents:

- National Curriculum
- Joydens Wood Infant School Curriculum 2023-2024
- Teaching and Learning Policy
- Marking and Assessment Policy
- Safeguarding Policy
- Appendix 1 and 2- Purpose of Year 1 Inside and Outside Provision
- Appendix 3 and 4- Year 1 Short-Term Planning and Medium-Term Planning formats
- Year 1 Risk Assessments

Our Intent

Pedagogical Approach (Intent)

Joydens Wood Infant School's curriculum allows the children to develop independence and expertise through a succinctly planned Progression of Skills and Knowledge. Every element is carefully considered so the children have a strong grasp of how their prior knowledge enables them to be successful in their future learning.

Our Curriculum is designed to ensure our children have a progressive educational journey that enables them to:

- Develop strong fluency and confidence in the foundations in Literacy and Mathematics
- Lead their own learning through child-led and enquiry-based opportunities
- Think critically and make links through a cross curricular approach which is underpinned by key texts

We are proud of our curriculum design as it is ambitious and diverse, enabling all children regardless of their background and barriers to have the right opportunities to flourish in their learning. We provide a 'Nurture' approach for our children who require the curriculum to be delivered in a more holistic and pastoral way.

We believe that children's levels of wellbeing and involvement impact directly on their ability to learn. By creating a safe and happy environment with motivating and enjoyable learning experiences we are building lifelong learners with a love of education. These values have helped us to continue the good practice from Reception into Year One, allowing our Year One children to have the time and freedom to play, explore and discover.

Children's wellbeing and levels of involvement have a profound effect on how children learn and as a result, we provide children with thought provoking and knowledge rich experiences.

We believe that Learning through Play and Enquiry-Led Learning are fundamental facilitators for children to transform skills into knowledge by applying it independently and in a range of situations.

Learning autonomy is integral to us planning and assessing the children. Learning autonomy is shown when children fluidly demonstrate independence, resilience and confidence when using and applying skills and knowledge. We assess the depth of knowledge the children have gained at each stage of their development by ensuring children have a firm grasp of subject specific vocabulary. It is through this complex combination we are able to determine:

- If children are ready to move on the next stage
- If children have good knowledge retrieval
- If children have committed their learning to their long-term memory

What do we want to achieve as a result of this policy?

- Provide a broad and balanced curriculum based on the National Curriculum, using learning through play and Enquiry-Led Learning as the motivation for learning.
- Promote equality of opportunity and anti-discriminatory practice. We provide early intervention for those children who require additional support.
- Work in partnership with parents and carers and within the wider community.
- Plan challenging learning experiences, based on the individual child, informed by observation and assessment.
- Provide opportunities for children to engage in activities that are adult-initiated and child-initiated.

Characteristics of Effective Learning

The Characteristics of Effective Learning are across all areas of school life, no matter what year group. We plan and frequently reflect upon the different ways that children learn and how we can ensure these areas are highly valued in all our practice. The three outlined characteristics of effective teaching and learning are:

Playing and exploring: Children investigate and experience things, and ‘have a go’

Active learning: Children concentrate and keep on trying if they encounter difficulties and enjoy achievements

Creating and thinking critically: Children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

Curriculum Design (Implementation)

The National Curriculum

We offer provision, which takes account of the differing starting points of the children in Year One across the ten subjects in the National Curriculum, including:

- English
- Mathematics
- Science
- Art and Design
- Computing
- Design and Technology
- Geography
- History
- Music
- Physical Education

The implementation of our curriculum is simple, teachers and leaders must ensure:

- Planning is based on knowledge rich experiences, underpinned by a carefully considered and progressively planned set of skills. The planning is broken down into Medium Term and Short-Term planning.
- Progress is measured by the level of independence, resilience, and confidence in the application of skills and vocabulary, this is called ‘learning autonomy’. Learning autonomy is defined by our team as ‘being able to use and apply skills independently and in a range of situations’. The autonomy enables us to strongly identify when skills transform into knowledge and when they have been committed to long term memory.
- Evidence is measured through a combination of book looks, learning walks, planning scrutiny and teacher, parent, and pupil surveys. This feeds into the evaluation of the overall impact of the curriculum.

The Routine

Leaving Reception behind and moving into Year One can feel like a big step for both children and their parents and so we want to make the transition from Reception to Year One as smooth as possible. At Joydens Wood Infant School, we recognise that learning through play and practical activities are still vital for our Year One learners and so we have structured our learning environment and routine to ensure that the needs of all of our learners are met.

During Year One, children move from following the EYFS (Early Years Foundation Stage) curriculum to the National Curriculum for Key Stage One. The children have a timetable which includes a ‘formal’ structure to the morning whereby children have Handwriting, Phonics, Guided Reading, Maths and Group time, followed by an afternoon which consists of Writing and Learning through Play/Enquiry-Led Learning. This approach has been well-thought out and we felt there was a need for a pedagogical change in the morning to support our children's development in Literacy and Numeracy, however due to our cross-curricular curriculum and the ethos of our school, these sessions are extremely hands-on, active and child-centred. This approach continues throughout the year, whereby our Learning through Play gradually develops into our Enquiry-Led sessions in preparation for our children to become Year 2 ready. All adults working within Year One receive training on quality interactions which helps them to support the children with learning through play.

The Importance of Play

We want children to be engaged in the learning process and for their learning to be relevant and purposeful. We believe that children learn best by doing. We believe that play, both indoors and outdoors, is an ideal vehicle for young children's learning. It helps children to explore, investigate and make sense of the world around them. Play allows children to be challenged in their thinking and helps them to practise and rehearse skills, and to be motivated in their learning. Through play our children explore and develop learning experiences, which help them make sense of the world. They practise and build up ideas and learn how to control themselves and understand the need for rules. They have the opportunity to think creatively alongside other children and communicate with others as they investigate and solve problems.

Children are inquisitive and curious, and we wish to build upon this in a positive and enjoyable manner.

We believe that play:

- Develops the fundamental skills of literacy, numeracy, and oral communication
- Provides rich and varied contexts for developing skills such as observing, organising, recording, interpreting, and predicting
- Promotes positive attitudes to school and to learning
- Provides opportunities to learn in a practical way
- Provides opportunities for developing movement and manipulative skills
- Develops natural curiosity and stimulates imagination
- Provides opportunities for exploration, investigation, problem solving and decision-making
- Provides opportunities to develop knowledge, understanding and skills through a range of contexts spanning all subjects in the curriculum

Play in Year One involves providing a wide variety of worthwhile experiences which will help to develop the children's knowledge, skills and understanding. During play children should be given opportunities to:

- **Manage Information** - Asking, accessing, selecting, recording, integrating, communicating
- **Work with others** - Being collaborative, being sensitive to others' feelings, being fair and responsible
- **Be Creative** - Imagining, generating, inventing, taking risks for learning
- **Self-Manage** - Evaluating strengths and weaknesses, setting goals and targets, managing, and regulating self
- **Think, solve problems, and make Decisions** - Searching for meaning, deepening understanding, coping with challenges.

The Environment

In Year 1 we provide the children with purposeful inside and outside environments that allow them to apply the skills and knowledge taught from our Joydens Wood Infant School Curriculum.

The Year 1 classrooms are organised to allow children to explore and learn securely, safely, and independently. There are spaces where the children can be active and areas where they can be quiet. The classrooms are set up to enable children to independently find and locate equipment and resources to aid their learning in whichever way possible.

The inside provision has the following areas:

- Art Studio- junk modelling, sewing, clay, painting and exploring different media
- Topic area- linking to the Theme of the term and focussed subject areas
- Reading Nook- providing the children with a calm place to adopt a love for reading.

Outside learning is as important as the learning that takes place indoors. Being outdoors offers opportunities for doing things in different ways and on different scales than when indoors, and we are lucky to have a large garden featuring both open space and a wooded area. Our garden offers the

children an opportunity to explore, use their senses and be physically active and exuberant in our natural surroundings. We provide resources and opportunities for the children to access outdoors that help the children to develop in all seven areas of learning.

The outside provision has the following areas:

- Small World
- Transient Art
- Growing and Weather station
- Big Maths outside area
- Construction
- Den building
- Mud Kitchen
- Topic hub
- Minibeast underground area

Each area has been purposefully planned and will be reviewed regularly to assess the impact. See appendix 1 and 2 for an outline of the purpose of each area.

Adult Interactions

During this time children are encouraged to apply the skills and knowledge taught in the stimulating environment, they learn through their own explorations and play, following their own ideas and motivations. Our role as adults during this time is crucial in stimulating and supporting children to reach beyond their current limits, inspiring their learning and supporting their development.

It is through the interactions, guidance, and support of an adult that children can extend their learning during play. Our approach to adult interactions acknowledges the broad range of teaching interactions that occur, including modelling, questioning, researching, recalling, and setting challenges. It means being a partner with children, enjoying with them the power of their curiosity and the thrill of finding out what they can do with support and guidance where needed.

Enquiry-Led Learning

At the beginning of Year 1 our Learning through play has a mixture of child-initiated activities and enhancements and also hotspots. A Hotspot is a directed activity posed as a question that links explicitly to the Joydens Wood Infant School Curriculum to ensure the children are being exposed to exploring the skills taught during group times/writing lessons independently and in a context to give the skills a purpose.

As the children move through Year 1, the learning through play becomes intertwined with Enquiry-Led Learning. The children are given a 'Big Question' to explore and solve through the week, two weeks, or term depending on the topic. The children are given the tools, skills, and resources to explore and discover this 'Big Question' and children are encouraged to record their findings in a range of ways. The fundamental skills the children have adopted through learning through play will give them tools to answer these 'Big Questions' and provide the children with stepping stones to prepare for Year 2.

Observation, Assessment and Planning

We make regular assessments of children's learning, and we use this information to ensure that future planning reflects identified needs. Assessment in Year 1 takes place in a range of ways. Learning is marked within their Writing and Maths, following our Marking and Assessment Policy and also takes place in the form of observations and as a result of individual pieces of work. Observations are recorded on children's portfolios on Class Dojo. Parents can view these observations and are encouraged to comment upon their child's learning/next steps.

When planning and guiding children's activities, we reflect on the different ways that children learn and reflect these in our practice, continuing to keep in mind the three characteristics of effective teaching and learning:

Playing and exploring: children investigate and experience things, and 'have a go.'

Active learning: children concentrate and keep on trying if they encounter difficulties and enjoy achievements.

Creating and thinking critically: children have and develop their own ideas, make links between ideas, and develop strategies for doing things.

The Planning within Year One is based on our Joydens Wood Infant School Curriculum, whereby each term has a theme and learning is linked to key texts and skills through a range of subjects and we use Short- Term planning and Medium- Term planning to outline the skills across the week and term. (Appendix 3 and 4)

We follow Little Wandle Phonics Scheme in Year One and we ensure that our whole class Phonics sessions are differentiated to meet the needs of all the children. During the phonic sessions, the children will learn tricky words, spelling rules and how to sound out and blend to aid them with their reading and writing. The children use phonics to underpin both their reading and writing skills throughout their early infant schooling.

Mathematics continues to follow our Maths Scheme of Work. The Mathematical approach will be evident in every classroom and unique mathematical opportunities will be built upon during play. This approach allows the children to be able to think critically, reason, explore and explain.

Vulnerable Learners

We value the diversity of individuals and believe every child is unique. All children are treated fairly, and all children and their families are valued within our school. We believe that all our children matter, and we are committed to identifying and meeting the educational needs of all pupils.

We ensure all areas are differentiated to ensure the needs of all children are met and interactions are differentiated for every child during learning through play and Enquiry-Led Learning. Vulnerable learners are supported through greater differentiation of tasks and resources are made available. We strive to meet the needs of all pupils with special educational needs and of those learning English as an additional language, disabilities, disadvantaged pupils, in-year admissions, persistent absentees. Catch-up groups and sessions are delivered to support the children who have gaps in their learning.

We frequently assess the needs of each child, using a variety of techniques, and we take action to enable the child to learn as effectively as possible. Intervention through Quality First Teaching will be put in place and extra differentiation is provided. We give our children every opportunity to achieve their best, we do this by taking account of our children's range of life experiences and backgrounds when planning for their learning. Children with special educational needs are identified and supported in liaison with the SENCO and/or appropriate outside agencies.

Every child has access to an education at Joydens Wood Infant School and it is the class teacher's responsibility to respond to all children's diverse learning needs and set suitable challenges which can be accessed by every child. Additionally, it is the class teacher's responsibility to seek professional support from the SENCO, Family Engagement Liaison, Year 1 Leader, Pupil Premium Leader, Headteacher and any other members of staff to ensure the needs of all pupils are met. As a result, the school strives to overcome potential barriers to learning and assessment for individuals and groups of children.

Transition

In preparation for Year 2, we provide opportunities in the summer term for the children to meet their new teacher and spend time in their new environment. The children have multiple transition sessions over a week in their new class and as they are encouraged to explore their new classroom and environments available.

Year 1 and Year 2 teachers hold a transition meeting and discuss all children, children who may require a transition plan through liaising with the SENCO. Our Year 2 provision follows the Enquiry-Led learning approach, which is built upon across Year 1 to allow the children time to transition from play to this approach.

Health and Safety

We educate children to be responsible for their own behaviour and to be respectful of boundaries. We encourage the children to promote the school's values which enables them to make appropriate choices and keep safe at all times during the school day. Children are allowed to take risks but are taught how to recognise and avoid hazards.

In Year 1 we conduct two risk assessments, one for the indoor environment and one for the outdoor environment. As a result of these risk assessments, we ensure that we:

- Promote the welfare of children.
- Promote good health, preventing the spread of infection and taking appropriate action when children are ill.
- Manage behaviour effectively in a manner appropriate for the children's stage of development and individual needs and plan strategies as needed.
- Ensure all adults in the environment who have unsupervised access to them are suitable to do so.
- Ensure that the premises, furniture, and equipment is safe and suitable for purpose
- Ensure that every child receives enjoyable and challenging learning and development experiences tailored to meet their needs. It is important to us that all children are safe.

For further information on supervision and safeguarding, this policy should be read in conjunction with the school's Child Protection and Supervision policy.

External Advisors

As a school we value professional collaboration and seek advisors and other schools to visit and observe our practice. Through this discussion and collaborative reflection, we are able to share, evaluate and improve our practice on a frequent basis. These professional relationships are crucial to our practice by ensuring we provide the children with a rich, stimulating and enabling environment that allows children the time to freely explore through play.

Monitoring and review (Impact)

Our Year One provision is monitored and reviewed daily to ensure the environment is suited for all children and follows our Joydens Wood Infant School Curriculum. Regular meetings and discussions are held within the Year One team and with Senior Leadership to ensure the children are accessing the National Curriculum and exploring the effectiveness of the Year One provision.

Everyone is accountable for the curriculum impact through a non-hierarchical structure of responsibility to provide a secure understanding of:

- How the Progression of Skills and Knowledge enables children to use their prior learning to help them to be successful
- Whether any aspects of the curriculum need to be retaught to gain further depth of knowledge and expertise
- How the key texts enable children to acquire high level vocabulary and conceptual understanding

Leaders are responsible for ensuring they have a carefully planned and developed Progression of Skills (PoSK) and policy for each subject area. Leaders are responsible for ensuring all staff involved in teaching and learning have secure subject knowledge and that CPD is implemented without delay.

Teachers and Learning Support Assistants are responsible for tracking the children's progression through the curriculum content and ensuring they are planning regular opportunities to check children's depth of knowledge and learning autonomy. Teachers must ensure that progress is fed back to parents and subject leaders regularly.

Parents are responsible for ensuring they challenge teachers on how their child is progressing through the curriculum and how they can support their children at home. Parents must have a strong understanding of what has already been taught, what needs to be taught next and how this will help their child in the next stages of their education.

Children are responsible for ensuring they share their views on their learning and reflect on how confident they feel in different aspects of the curriculum. Children must be provided regular opportunities to share their 'Pupil Voice'

Appendix 1

Year 1 CIP Planning- inside

The purpose of each area

Purposeful

Areas of improvement

Not purposeful

Art Area

The purpose of the Art Area is to expose children to a range of media including, paint, clay, junk modelling, sewing and more. Helping children to be creative is as much about encouraging attitudes of curiosity and questioning as about skills or techniques. Children notice everything and closely observe the most ordinary things that adults often take for granted. Building on children's interests can lead to them creating amazing inventions or making marks on paper that represent for them an experience or something they have seen. Encouraging children to choose and use materials and resources in an open-ended way helps them to make choices and to have confidence in their own ideas. Children should be encouraged to design their creations first thinking about what media and resources they are going to use and why they are going to use them.

Carpet area/floor space

The purpose of this area is to support children to consolidate any skills and knowledge they have learnt within Literacy and Maths. This area will allow staff to target any specific misconceptions and gaps.

Topic Area

The purpose of this area is underpinned by our Curriculum intent. Our Curriculum is designed to ensure our children have a progressive educational journey that enables them to:

- Develop strong fluency and confidence in the foundations in Literacy and Mathematics
- Lead their own learning through child-led and enquiry-based opportunities
- Think critically and make links through a cross curricular approach which is underpinned by key texts

This area will link to the subjects that are a focus for that term, with strong links to the key text and theme.

Reading Nook

Reading ignites creativity, sparks curiosity, and stimulates the imagination in young children. Often, this leads to role-play as children grow which helps to develop other skills such as empathy, problem-solving, and morality. This Reading nook will give children a calm, quiet and relaxing environment to enjoy and spark a passion for Reading. Reading is an important aspect of every part of children's education. The key texts available will be linked to the theme and books that children may not have read before.

Appendix 2

The Purpose of Year 1 Outdoor Area

Purposeful

Areas of improvement

Not purposeful

Big Outdoor Maths

Our maths outdoors, reflects on the maths experiences we provide indoors and extends the children's knowledge and skills outdoors, celebrating the unique qualities of the outdoor environment.

This area should support children's Mathematical understanding to help make sense of the world around them, interpret situations, and solve problems in everyday life and allow children to learn maths through all their senses, including touch, smell, sound and taste.

Transient Art

The purpose of the Transient Art area is to give children a sense of control over their surroundings and provide creative opportunities to support children's Art and Design skills, but also their thinking skills, encouraging them to express their ideas, solve problems and plan out their thoughts and actions. This area will consist of open-ended, natural resources that are able to be moved, manipulative and used in a variety of ways, allowing the children to explore shapes, space, pattern, positioning, colour, texture and overlapping.

Topic Hub

This Topic hub will be full of rich reading opportunities, which will allow the children to explore the purpose and meaning of a text in a completely different environment, where the surroundings are incorporated into the experience, and their imaginations can be set free.

The hub will be an inspiring, engaging and multi sensory environment, which is essential to develop the children's reading skills, from a first grasp of phonics right through to an in-depth understanding of literary meanings. It will also allow children to read a book outside, which will extend the story into other outdoor activities.

Outdoor Kitchen

The Mud kitchen area provides a step-up from indoor kitchen role-plays when it comes to independence as it allows children to follow through with their own recipes, from start to finish. They will be able to forage around in the woods to find their own selection of ingredients, while exploring the natural world around them. This level of autonomy will allow the children to engage in Symbolic Play to develop their communication and language skills, alongside giving their writing a purpose, as they share their imaginative ideas.

Topic Enhancement Tables

The purpose of these topic tables is to allow the children to embed and apply the skills they learn in the Wider Curriculum to everyday life. It will allow Teachers to assess whether the children are able to use and apply skills independently and in a range of situations. This area will enable us to strongly identify when skills transform into knowledge and when they have been committed to long term memory.

Weather and Grow Area

The purpose of the growing area is to introduce children to new foods and encourage them in learning a range of skills when cooking and taking care of living things. Children will enjoy observing how different foods are grown, giving them hands-on experience, which will encourage them to try new foods.

The active learning elements will help the children become attentive and motivated to learn. Observational skills can develop across the seasons as children learn to study leaves, flowers, seeds, roots and bulbs through first-hand experience. Children will learn about the condition's plants need to grow and can set up their own investigations to gather evidence.

It is a great stimulus for writing imaginatively, which could include stories, riddles and poems. It will also support reluctant writers, as the growing area is a meaningful source of inspiration when writing descriptions and recounts or observations.

Small World

The small world area will help the children develop their imagination and opens them to a new world of fictional play where they can explore different concepts and engage in role-play-based interactions. This stimulates the development of key social skills like sharing and communication and allows each child to inject their own ideas into their shared world. It also helps children begin to resolve differences and conflicts in a safe environment, which in turn promotes respect and empathy.

This area will help children to build upon their current vocabulary and develop their language skills. It has the ability to meet the different topics and themes within the Joydens Wood Curriculum and is easily adaptable to meet the various needs and requirements of children.

Appendix 3



Short Term Plan: Year 1

Date:

Child Initiated Planning (Inside)										
Curriculum Theme:										
Focus Subjects:										
CLPE Text:										
	Monday		Tuesday		Wednesday		Thursday		Friday	
Group Time (Linked to Focus Subjects)	LO: Do Now/Star Words: New Learning: (Key Questions, resources) Differentiation:		LO: Do Now/Star Words: New Learning: (Key Questions, resources) Differentiation:		LO: Do Now/Star Words: New Learning: (Key Questions, resources) Differentiation:		LO: Do Now/Star Words: New Learning: (Key Questions, resources) Differentiation:		LO: Do Now/Star Words: New Learning: (Key Questions, resources) Differentiation:	
	Hotspots (No more than 50% of the Provision)	Child Initiated Play (No more than 50% of provision)	Hotspots (No more than 50% of the Provision)	Child Initiated Play (No more than 50% of provision)	Hotspots (No more than 50% of the Provision)	Child Initiated Play (No more than 50% of provision)	Hotspots (No more than 50% of the Provision)	Child Initiated Play (No more than 50% of provision)	Hotspots (No more than 50% of the Provision)	Child Initiated Play (No more than 50% of provision)
Art and Design Area										
Topic Area										
Reading Nook										
Focused Learning (Adult Led Learning/ same day intervention)										

Writing					
	Monday	Tuesday	Wednesday	Thursday	Friday
CLPE Planning					
LO:					
Do now:					
Star Words:					
New learning:	SEN: PP: TA:	SEN: PP: TA:	SEN: PP: TA:	SEN: PP: TA:	SEN: PP: TA:
Independent Learning:	LA	LA	LA	LA	LA
	PP SEN	PP SEN	PP SEN	PP SEN	PP SEN
	MA	MA	MA	MA	MA
	PP SEN	PP SEN	PP SEN	PP SEN	PP SEN
	HA	HA	HA	HA	HA
	PP SEN	PP SEN	PP SEN	PP SEN	PP SEN
	Next Step	Next Step	Next Step	Next Step	Next Step
Plenary:					

Maths					
	Monday	Tuesday	Wednesday	Thursday	Friday
White Rose Links					
LO:					
Star words:					
Do now:					
"Watch together"	SEN: PP: TA:	SEN: PP: TA:	SEN: PP: TA:	SEN: PP: TA:	SEN: PP: TA:
"Show!" Independent Learning:					
Independent Learning Differentiation	LA	LA	LA	LA	LA
	PP SEN	PP SEN	PP SEN	PP SEN	PP SEN
	MA	MA	MA	MA	MA
	PP SEN	PP SEN	PP SEN	PP SEN	PP SEN
	HA	HA	HA	HA	HA
	PP SEN	PP SEN	PP SEN	PP SEN	PP SEN
Problem Solving:	Pre-teach HA whilst others are finishing				
"My Depth of Knowledge":	LA	LA	LA	LA	LA
	PP SEN	PP SEN	PP SEN	PP SEN	PP SEN
	MA	MA	MA	MA	MA
	PP SEN	PP SEN	PP SEN	PP SEN	PP SEN
	HA	HA	HA	HA	HA
	PP SEN	PP SEN	PP SEN	PP SEN	PP SEN
Plenary:					

PPA Planning					
Curriculum Theme:					
Focus Subjects:					
CLPE Text:					
	Reading Forest	PSHE	RE	Computing	DT/Art
LO:					
Do now:					
Star Words:					
New learning:	SEN: PP: TA:	SEN: PP: TA:	SEN: PP: TA:	SEN: PP: TA:	SEN: PP: TA:
Independent Learning:	LA PP SEN	LA PP SEN	LA PP SEN	LA PP SEN	LA PP SEN
	MA PP SEN	MA PP SEN	MA PP SEN	MA PP SEN	MA PP SEN
	HA PP SEN	HA PP SEN	HA PP SEN	HA PP SEN	HA PP SEN
Plenary:					

Year 1 Outdoor CIP Planning

Date:

Topic:

Weather and Grow Area

Job Lists:

Resources/Enhancements:

Big Outdoor Maths

Maths Skills:

Key Questions/Reasoning:

Resources/Enhancements:

Table

Shed

Transient Art

Art and Design Skills:

Key Questions/Reasoning:

Resources/Enhancements:

Table

Shed

Topic Hub

Resources/Enhancements:

Topic Hotspot:

Shed

Topic Enhancement Tables

Topic Skills:

Key Questions/Reasoning:

Resources/Enhancements:

Topic Hotspot:

Topic Hotspots:

Outdoor Kitchen

Literacy Skills:

Speech and Language Skills:

Key Questions/Reasoning:

Resources/Enhancements:

Small World

Literacy skills:

Key Questions/Reasoning:

Resources/Enhancements:

Table

Shed

Appendix 4



Medium Term Plan: Year 1

Date:

Our Reading Curriculum						
Curriculum Theme:						
Focus Subjects:						
CLPE Text:						
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Reading for Enjoyment: Class Texts (Reading Aloud) <i>A mixture of poetry, non-fiction and fiction to be read across a half term all classes to have a text read aloud for 15mins everyday</i>	Texts linked to Focus Subjects:		Texts linked to Focus Subjects:		Texts linked to Focus Subjects:	
Reading for Enjoyment: Reading Nook	Texts linked to CLPE Text: Texts linked to Curriculum Theme:		Texts linked to CLPE Text: Texts linked to Curriculum Theme:		Texts linked to CLPE Text: Texts linked to Curriculum Theme:	
Reading Opportunities in the Provision	Inside: Outside:	Inside: Outside:	Inside: Outside:	Inside: Outside:	Inside: Outside:	Inside: Outside:

Our Writing Curriculum						
Curriculum Theme:						
Focus Subjects:						
CLPE Text:						
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
CLPE Planning <i>Teachers to plot the sessions they are using from the CLPE planning, sessions can be extended over more than 1 lesson or skipped if they do not link to our focus subjects</i>						
Writing Learning Objectives <i>Teachers to plot the progressive LOs linked to JWC statements</i>						
Key Language provided to children (Tier 2 and Tier 3)						
Writing Opportunities in the Provision						

Child Initiated Play/Enquiry Led Learning						
Curriculum Theme:						
Focus Subjects:						
CLPE Text:						
<i>(Delete subjects that aren't the focus)</i>	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Knowledge Retrieval Check <i>(Teachers to plan specific assessment opportunities)</i>						
Science	Big Questions: Hotspot Opportunities: Ideas: Resources:					
History						
Geography						
DT, Art and Design						
Music						
Extra-Curricular <i>(Teachers to ensure each half term as at least 1 of these elements: Clubs, Trips, Visitors, Themed days/weeks, Competitions)</i>						
Key Language provided to children <i>(Tier 2 and Tier 3)</i>						
Dojo Posts/Parent Information	Webinars: Tutorials: Curriculum links:					