



Key Stage 1

Children in Year 1 and 2 follow the National Curriculum, comprising of core subjects (English, maths and science) and foundation subjects (art and design, computing, design and technology, geography, history, music and physical education). In addition to this, we are required to teach RE, and we also teach Philosophy for Children (P4C) and Personal, Social, Health and Citizenship Education (PSHCE), all of which supports our duty to promote the fundamental British values. The content of our curriculum covers knowledge and understanding as well as enabling the children to acquire a range of skills. The children are taught in single age classes. Our curriculum is taught in carefully linked and connected topic themes. Children may be taught as whole classes, small groups or individuals, as appropriate.

English

It is our aim to develop each child's full potential in all areas of language development; speaking and listening, reading, writing and spelling

Speaking and Listening

We aim to develop your children's mastery of language in order to further strengthen their control of words and to promote their understanding. We encourage children to listen attentively and foster their desire to talk and to ask questions so that they become lively, exact and fluent in speech. Children are given opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations, e.g. regular role play/small world activities, responding to shared experiences such as film clips, music, art work, stories, current affair etc. and opportunities during all lesson to explain their thinking and ideas. This takes place in a variety of groupings: 1-1, small group, whole class, assembly etc. Teachers plan and teach specific vocabulary to support children's access to curriculum themes and new learning. We use games and activities as part of our daily provision to support these speaking and listening skills.



Reading

We aim to foster a love of books and the enjoyment of reading. We encourage each child to learn to read fluently and accurately, with understanding, feeling and discrimination. We want children to enjoy reading a wide range of texts so our first priority is to make sure all children have access to well-presented and good quality stories and information texts. The books are graded to enable the children to apply the phonic knowledge and skills they are taught in phonics lessons and guided reading sessions. During literacy lessons, children observe, take part in the reading of big books and enjoy group reading. They also read individually with their teacher every week. Our main reading scheme is Oxford Reading Tree. We also use a wide variety of other reading materials in a colour-coded scheme to ensure breadth of reading. Reading focuses on what specific skills the children need to develop. Each child is given a record book in which his/her progress is monitored in reading and which also provides additional communication between parents and school. Teachers will record a reading comment in this book linked to LO. "Learning to ..." (Or LT for short). Class teachers also complete guided reading notes /records. Each class has its own reading area where a variety of books can be enjoyed. We have a well-stocked library and computer suite library that enables our children to learn how to become successful independent researchers and to develop their reading. Children practise shared and guided reading daily at school. Each class also has its own attractive and tidy reading area where a small selection of good quality books can be enjoyed.

As a school we provide an environment where children can see the purpose of reading and writing, want to read and write, and enjoy reading and writing. We want them to know that information and enjoyment are to be found in books, in computer programs and on the internet.

Writing

Talk is the precursor to writing and we will encourage children to rehearse their written work by speaking it first. Adults will frequently model writing so that children understand the drafting process. We put writing into meaningful contexts to help all children see a good reason to become



writers. We use real books as models for writing and this is built into our topics. Children are encouraged to link sounds and letters to support reading and writing through a structured phonics programme. Adults use books to teach style, grammar, spelling, punctuation and phonics within a meaningful context. Pupils are encouraged to work with increasing independence and individuality through scaffolding and writing frames. To support independence in writing we will teach dictionary skills. Children produce written work for a variety of purposes and audiences including fact, fiction, prose and poetry. Contexts and purpose for writing is carefully planned so that all groups of children are encouraged and become motivated to want to write. Every week we have a Big Writing theme.

Handwriting

Children need to be at a particular physical developmental stage to be able to control a pencil effectively. Activities to ensure good muscular development in the hands and development of fine and gross motor control will be actively planned for. Children are taught to form letters in the correct direction to support development of a fluent, joined script. Children work towards learning the Kingston script as their hand control develops. Children are expected to take care with presentation of their work whilst adults will be mindful of children's stage of physical development. At Moss Lane we teach the Kingston script.

Spelling and Phonics

Phonics is one of a range of key skills that supports the children to become good at reading and writing. We teach a daily phonics session for up to 20 minutes and use the phases as set out in Letters and Sounds. We use the Jolly Phonics resources to support this teaching. We also have a programme of spellings that we expect children to learn by Look, Cover, Write, Check method.

Mathematics

We know mathematics best understood through practical and investigative activity, making mathematical relationships, problem solving and developing



good mental arithmetic to speed up mathematical fluency. All our lessons will support this as well as linking the use of mathematics to everyday day situations so it becomes meaningful and purposeful for our children. We will provide children with opportunities to develop and improve their skills in: counting, understanding and using numbers, calculating using the four rules of number using and describing the features of 2D and 3D shapes and knowing and using different measures. Maths lessons usually begin with an oral and mental starter that rehearses mental arithmetic skills. Lessons are designed and delivered so that children have access to practical resources, time to think and reflect and play with the mathematical skills and concepts being taught. We give children plenty of opportunity to develop their understanding of a concept and do not move children forward until they have mastery of the rule. We are lucky to currently have a Specialist Primary Maths Teacher on our staff who supports school in ensuring our Maths curriculum is fun. Through our rich and varied curriculum we offer our children a wide variety of experiences, so that they become familiar and confident in using mathematics in everyday life.

Science

Science stretches the imagination and creativity of young minds. It has changed our minds and is vital to the world's future prosperity. It develops a sense of excitement about natural phenomena and enables us to give rational explanations. Science can help us understand what is happening, predict how things will behave and lead us to conclusions, based on evidence. Science prompts us to ask 'what if?' and 'why?' and guides us to arrive at possible answers and solutions.

It is a powerful discipline which allows us to interpret and sometimes control the world around us. Through their work in science, children investigate and provide explanations for the world around them. We expect the children to find out about themselves and their experiences through observing, exploring, questioning, predicting and investigating. We aim to ensure that as much of the learning as possible comes from first hand experiences. We expect the children to find out about themselves and their experiences through observing, exploring, questioning, predicting and investigating. The children are then expected to report their learning and findings in a clear



and concise manner. Much of their learning will come from first hand experiences.

Art and Design

We want all our children to develop creative minds and problem solving skills and Art and Design is a key route to doing this. Children need to develop their technical skills to be able to create and appreciate a wide variety of art forms. We plan regular opportunities for children to see, experience and respond to a multiplicity of art, craft and design works including the lives and work of artists and link our art and design curriculum to our themes. We teach children a range of techniques and skills so they can create in two and three dimensional form. We encourage children to plan, evaluate and modify their work and to be able to demonstrate creativity through making their own choices about the style and media they use to create an individual piece. Children are active in planning and preparing displays in class and around school so they have a real context to learn about planning and realisation of a design.

Computing

Children will go on to live in a highly technological age where computing skills will play an increasing role in everyday life. We support a broad understanding of how computing and technological devices can be used effectively. We envisage an environment where technology is an integral part of school life and is used as naturally across the curriculum as any other classroom resource. We believe that the use of technology encourages children and adults to become active and independent learners, who collaborate, plan and communicate more effectively with each other and the wider local, national and global communities, of which we are a part. Teachers frequently use the classroom interactive whiteboard with supporting software, digital cameras and visualizers to support children to be familiar with, and begin to understand, the scope of computer technology. Children have regular access to a network of touch screen computers and learn pads. We teach children how to use and manipulate both hardware and software to support research and consolidate learning. We teach discrete computing skills.



All pupils have access to a VLE (virtual learning environment) which they can access from school and home and teachers will update class pages regularly. Children are taught about on-line safety and develop their understanding of potential dangers in an age appropriate way.

Design and Technology

Design and technology underpins much of engineering, architecture and manufacturing. It supports core learning skills of problem solving, trial and error and is an important area for the application of skills learned in other curriculum areas. Children learn about working to a design or plan, testing and realising a design using a range of materials. This includes construction kits, reclaimed materials, cookery and textiles. Practical skills and techniques to support realisation of designs are planned for and taught so children build up a repertoire of practical skills, e.g. how to 'join' materials, so they have the best chance of success. Our topics support teaching about designers, engineers and inventors so that children understand the importance of design technology. The children investigate, plan and make items using a variety of materials and evaluate the results. This includes cooking and sewing. They use a wide range of equipment. Safety is paramount at all times.

Geography and History

So that children develop a good sense of themselves and the wider world we ensure history and geography skills and knowledge are a strong feature of the curriculum. The humanities involve guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, the past and the environment.

We teach children to ask questions about how and why significant events happened and support them in independent investigation and research of some key historical events and geographical phenomena.

To support engagement of children our topics support natural links to geographical and historical study. We make good use the local environment and heritage so that children can see and experience for themselves



historical and geographical features. Because of the local Jack Phillips connection each year group has a Spring term 1 topic linked to 'The Titanic.' We make regular use of local place of geographical/historical interest e.g. Godalming Museum, Jack Phillips Memorial, the Wey Navigation etc. We plan trips, outings and events to support learning beyond the immediate area and to broaden children's experience and concepts.

Music

The ability to respond to and to make music is recognised as a fundamental human response. There is a known connection between music and the development of mathematical thinking. We make sure that all children have frequent opportunities to listen to, respond to and make music. We provide music that demonstrates a wide variety of cultures, styles and eras. At Moss Lane we follow a music program called "Charanga". Each year group will learn a musical instrument (recorder or ukulele). Computer programmes are also used to generate and save musical compositions. We give children opportunities to make their own compositions using percussion instruments. We also plan opportunities for them to develop singing skills where they are taught teach a variety of songs that reflect a wide range of musical styles and genres. Response to music and rhythms is also supported through dance lessons. We have visiting music teachers that teach keyboard, piano and guitar for those children who wish to pay for small group /individual lessons.

Physical Education

At Moss Lane School our vision is to promote a long term healthy lifestyle that is enjoyable and fulfilling. Our children are inspired to engage in lifelong activity, raise their attainment and build self-esteem. Physical education is an important and unique part of the curriculum that contributes to the development and maintenance of fitness, motor skills, health and brain development. Pupils learn social skills through activities involving co-operation and collaboration which enhances teamwork and leadership. Pupils will develop positive attitudes towards themselves and will gain a sense of fair play, understanding how to conduct themselves in competitive



situations. Sport transcends cultural boundaries and children are given opportunities to experience other traditions through dance and games.

Physical Education includes games, dance, athletics, gymnastics and swimming (Yr 2 children). Children learn basic skills and are encouraged to have an awareness of their body and its well-being. Emphasis is placed upon co-operation with others in team games, as well as the development of individual skills. We have a school sports coaching company called SCL. They take one of the two P.E. lessons a week and provide excellent specialist teaching. Each year we have a sports day which we hold on the Bury Fields. This is a fun event where the children compete in teams in their year groups. We even have a very popular mums and dads egg and spoon race!

Religious Education

Religious Education (RE) is taught using the Agreed Syllabus for Surrey Schools. The curriculum will teach children to begin to understand aspects of the major faiths mainly through discussion and research about different festivals, family events and stories from different holy books. As a community school we do not teach any religious beliefs as 'truths'.

Statutory Duty of School

We provide daily collective worship for registered pupils. Parents have the right to withdraw their children from RE lessons and assemblies in consultation with the head teacher.

PSHE and Citizenship

A key part of the work of an Infant School is helping children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities.

Unless children develop strong social and communication skills it will be hard for them to make full use of the educational opportunities on offer. We will



provide frequent opportunity in class, and in assemblies, for children to think about and discuss their rights and responsibilities, the consequences of actions and decisions they take. We will support children to be able to articulate their feelings, emotions and ideas and to listen carefully to their peers. We will engage children in making decisions e.g. about school rules, rewards, how to approach work, resources to use. We will use the Social and Emotional Aspects of Learning materials (SEALs) to support planning and delivery of PHSEC.

We will provide opportunities for children to contribute to school life and develop a sense of worth, responsibility and British values through initiatives such as School Council, Eco schools and Healthy Schools.

Sex and Relationships Education

The purpose of sex and relationships education is to help and support all pupils through their physical, emotional, moral and spiritual development. At Moss Lane School we believe that effective SRE is essential to enable children to make responsible and informed decisions about their lives. DfES 'Sex and Relationship Guidance 2000 states SRE is:-

'...Lifelong learning about physical, moral, and emotional development. It is about understanding of the importance of marriage for family life, stable, loving relationships, respect, love and care.'

The school recognises that the importance of others sharing and mutually supportive relationships and does not promote any one form of relationship. The term sex and relationship education refers to the teaching of information relating to reproduction, growth and development, personal relationships and citizenship.