

Class One | Learning Journey & Curriculum Map

Class One | Child Development

In Class 1 children there is a general mood of dreamy wholeness, with more broad awareness than focussed concentration. Children experience themselves and the world as one. The sense of oneness gradually transforms as they begin to discover themselves as unique beings. Children still learn most effectively through practical activity and imitation. The intent of the curriculum is to cultivate the child's imagination, their ability to create vivid mental images, a reverence for nature, care for the environment, respect for others and a keen interest in the world around them.

Class One | Literacy | Writing

Active Learning Intention	Active Teaching Implementation	Active Environments Impact
<ul style="list-style-type: none"> ● Understand that writing is speaking on paper ● Use crayon sticks or coloured pencils with correct pencil hold ● Understand the three directions of space in books: up/down, left/right, front/back ● Write their own name ● Recognise sounds, shapes and names of all vowels and consonants in capital and lower case letters ● Write high frequency words is, a, the, I, for, of, are, was, all, to, and, but ● Use their phonic knowledge to write simple 	<ul style="list-style-type: none"> ● Demonstrate grapheme/ phoneme correspondence through imaginative oral stories and images drawn from those stories ● Develop phonological awareness through daily singing, rhymes, choral speaking, finger games ● Use clapping, finger tapping, stamping games to emphasise syllable demarcation ● Teach children to say out loud what they are going to write ● Make time for short daily practise exercises 	<ul style="list-style-type: none"> ● Use a phonics programme (such as Sounds Write) to structure phonic learning ● Provide opportunities for fine motor development, e.g. Weaving, finger knitting, cutting, modelling with wax, recorder playing, crafts ● Use skipping rhymes and recurring, rhythmical verses to extend sound blends ● Display the alphabet prominently in the classroom

<p>regular words</p> <ul style="list-style-type: none"> ● Make phonetically plausible attempts at more complex words and sentences (emergent writing) ● Begin to sequence sentences to form simple narratives ● Begin to demarcate sentences with capital letters and full stops ● Recreate stories in self-created illustrated 'book' 	<ul style="list-style-type: none"> ● Use alliterative tongue twisters to draw attention to initial sounds ● Help children to label their work with their name ● Model correct posture and pencil-hold for writing ● Encourage children to develop good posture for writing, differentiated for l and r hands. ● Encourage children to use their knowledge of phonics to write words themselves. ● Model sentences for children to copy ● Encourage retelling of stories in simple written sentences ● Teach and practice correct formation of letters <p>Practice running forms to cultivate fluid handwriting</p>	<ul style="list-style-type: none"> ● Provide name labels on desks and pegs ● Provide developmentally-appropriate drawing and writing implements <p>Make word walls to display irregular words and refer to them frequently</p>
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Class One | Literacy | Reading

Active Learning Intention	Active Teaching Implementation	Active Environments Impact
<ul style="list-style-type: none"> ● Recognise the sounds of all the vowels and consonants ● Read all vowels and consonants sounds in 	<ul style="list-style-type: none"> ● Help children to learn Phoneme-Grapheme Correspondence a wide variety of activities ● Use songs, stories, games, rhythmic work to 	<ul style="list-style-type: none"> ● Display the letters of the alphabet in the classroom prominently ● Label the names of objects in the

<p>capital and lower case letters</p> <ul style="list-style-type: none"> ● Read the high frequency words is, a, the, I, for, of, are, was, all, to, and, but ● Read and understand their own writing and classroom displays 	<p>focus on different letters and sound blends</p> <ul style="list-style-type: none"> ● Listen regularly to each child's reading of letters and sounds ● Identify obstacles to hearing and pronouncing sounds/ sound blends, e.g. 'th' 'v' ● Read aloud books matching the child's developing phonic knowledge ● Use repetition of stories and rhymes to consolidate learning 	<p>surroundings</p> <ul style="list-style-type: none"> ● Provide access to a rich and varied classroom library ● Develop a progressive reading programme for emerging readers
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Class One | Literacy | Speaking & Listening

Active Learning Intention	Active Teaching Implementation	Active Environments Impact
<ul style="list-style-type: none"> ● Identify separate spoken sounds in words ● Seek support by asking questions ● Recite in chorus (morning verse, rhymes, poems, class plays) ● Retell the sequence of events in teacher-presented stories ● Enact with peers simple scenes from stories ● Listen to teachers and other children, 	<ul style="list-style-type: none"> ● Provide a diverse range of poems, chants, rhymes and songs from traditional British and global sources ● Stimulate imaginative picturing by using rich vocabulary in oral storytelling ● Choose appropriate poems and rhymes for children to learn by heart ● Use a wide range of vocabulary in daily 	<ul style="list-style-type: none"> ● Create a daily opportunity for individual children to share experience verbally ● Create a daily time and space for children to collectively share ● Provide opportunities through plays and festivals to strengthen connection to the seasons and the

<p>maintaining focus in groups and as part of the whole class</p> <ul style="list-style-type: none"> ● Share news with the class ● Interact with others and respect turn-taking in conversations ● Listen and respond to simple instructions <p>Experience grammatical elements embedded in rich oral language environment of classroom</p>	<p>storytelling</p> <ul style="list-style-type: none"> ● Use pictorial clues/gestures to support meaning ● Provide accompanying narratives that supply context & continuity ● Use rhyme and rhythm to aid memory and provide experience of form in literature ● Model clarity of pronunciation ● Model use of intonation (pitch, dynamics, cadence) ● Use recall of stories to reinforce knowledge and strengthen memory ● Vary pace of instruction to create a balance between speaking and listening ● Model individual eye contact and personal interaction ● Give clear, systematic instructions for tasks 	<p>natural world</p> <ul style="list-style-type: none"> ● Provide materials that support self-directed collaboration ● Work closely with parents to ensure consistency in developing listening and speaking skills
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Class One | Literacy | Curriculum Narrative

Form drawing gives children a solid foundation for letter formation and handwriting. Children often first ‘walk’ the shape, make the form with their bodies and draw in the air with their hands and feet, before putting it on to paper. Children beginning formal learning aged rising 7 have a broad vocabulary and are able to use what they say, hear and understand to develop writing and reading. Writing is introduced using oral (told) folk stories and fairy tales [where do these come from?]. Stories become pictures, out of which the shapes of the letters emerge. [Introduction of capital/lower case letters? Teaching of GPCs? Copying from the blackboard?] Reading begins with the child’s own written work, familiar verses

that they know by heart and simple CVC words. [Phonics teaching? What books are in the classroom?] A key aim of the Literacy curriculum is to establish a strong culture of orality upon which an equally strong culture of literacy depends. Oracy is an essential part of every lesson, in poems and games, recall of the previous day's work, class discussion and recitation. Oral stories with rich and ambitious language used in context build children's vocabulary.