

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 | Numeracy | Number

Active Learning Intention	Active Teaching Implementation	Active Environments Impact
<ul style="list-style-type: none"> ● Read numbers up to 20 ● Write down numbers up to 20 ● Continue simple number sequences ● Count from 1 to 120 ● Know number bonds up to 10 ● Identify examples of numbers in the world around them, e.g. one individual, two eyes, five fingers etc. ● Organise counting aids (beads, buttons, 	<ul style="list-style-type: none"> ● Model that quantity is immutable ● Model counting, both forwards and backward, to 120 ● Provide daily number practise in counting games, skipping rhymes, clapping ● Use movement activities to reinforce number groups – pairs, threes, fours, etc ● Choose stories and fairy tales that 	<ul style="list-style-type: none"> ● Use a variety of objects that illustrate the immutability of number (1 to 1 correspondence) ● Display numbers (Roman and Arabic) in a prominent frieze around classroom ● Display pictures and provide access to materials that encourage counting ● Provide physical counting aids,

<p>pebbles, shells) into groups</p> <ul style="list-style-type: none"> ● Continue simple number patterns e.g. 2, 4, 6.... ● Recognise Roman numerals 1-X and Arabic numerals 1-120 ● Understand difference between odd and even numbers ● Have working knowledge of four processes and their symbols + -x ÷ ● Add groups of up to ten in a horizontal line ● Subtract groups of up to ten in a horizontal line ● Understand that dividing is sharing ● Divide using concrete objects ● Divide groups of objects into 2,5,10 ● Understand the different ways of naming the processes; subtract, minus, take away; add, plus, and; divide, share, multiply, times ● Understand the meaning and use of the = sign ● Begin to recognise that multiplication is a faster method of adding; dividing is a faster 	<p>contain number quality and symbolism</p> <ul style="list-style-type: none"> ● Rehearse the correct formation of numbers in sand trays, beeswax, foot movements ● Provide images that illustrate both the quality and quantity of number ● Uses rhythmic games and exercises that strengthen recall of number through repetition ● Use daily tasks and classroom routines that require counting and ordering; distributing crayons, laying the table ● Note different abilities and challenges and liaise with SEND for strategies and support 	<p>such as shells, pine cones, gems</p> <ul style="list-style-type: none"> ● Organise class materials and routines in groups of known quantities ● Regularly use rhythmic activities that support counting and grouping by number ● Display changing representations of number relationships (board drawings that develop over time) ● Resource materials and activities that meet the individual needs of each child ● Provide opportunities to engage with festivals that celebrate the turning of the year (24 hours, 7 days, 12 months, etc) ● Provide opportunities for the children to count both alone and in groups ● Use daily tasks and classroom routines that require counting and ordering; distributing crayons, laying the table, ● Provide daily tasks and routines
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<p>way to subtract</p> <ul style="list-style-type: none"> ● Do one-step oral word problems using counting aids ● Count in 3s from zero ● Appreciate archetypal number qualities 1 - 12 ● Sequence simple time-scales: before, after, yesterday, today, tomorrow ● Become familiar with number of days in week, weeks in months, months in years 		<p>that require the children to choose and use the appropriate operation</p> <ul style="list-style-type: none"> ● Display visual examples of odd and even numbers
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Class One | Numeracy | Space & Measure

Active Learning Intention	Active Teaching Implementation	Active Environments Impact
<ul style="list-style-type: none"> ● Move the 6 dimensions of space ● Draw straight lines, curves and simple linear shapes ● Give examples of straight lines, curves and basic geometric shapes in the natural environment 	<ul style="list-style-type: none"> ● Model the use of straight line, curves and linear forms through guided form drawing ● Encourage children to provide their own examples of shapes in nature ● Draw attention to specific shapes and 	<ul style="list-style-type: none"> ● Provide high quality materials for form drawing ● Model space and measure exercises for children to imitate ● Use the classroom in ways that allow children to experience

<ul style="list-style-type: none"> ● Understand the different directions of straight lines and hears the names horizontal, vertical, diagonal ● Become familiar with basic shape names ● Recognise circles, squares, triangles, rectangles, star ● To draw circle, square, triangle freehand ● Draw a five-pointed star/pentagram freehand ● Draw freehand symmetrical reflections on both horizontal and vertical axes ● 	<p>forms in nature</p> <ul style="list-style-type: none"> ● Plan rhythmic activities that involve spirals, circles, squares, triangles ● Plan activities that encourage children to see and understand orientation in space ● Provide activities that all children to use their knowledge of length and height ● Practice activities that require forming specific forms and patterns, as whole class and individually ● Strengthen the child's chronological awareness by using phrases of time in storytelling ● Encourage the use of phrases indicating time in children's recall, e.g. long ago, once upon a time, recently, yesterday, today, tomorrow ● 	<p>straight lines, curves and linear forms</p> <ul style="list-style-type: none"> ● Display the terminology of space and measure where appropriate ● Provide time and space for children to recall the events of a story in both sequential and chronological order
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Class One | Numeracy | Curriculum Narrative

Number work begins with rhymes, stories and discussions about the qualities of the numbers 1 to 12, then drawing them in Roman and Arabic forms. The children later learn to count and write numbers from 1-100, for example, through skipping games, card games or making their own “Snakes and Ladders” boards. Throughout the year the children learn the times tables, beginning with 2x, 3x, 5x, 10x using rhymes, clapping, stepping and throwing beanbags; and number bonds from 1 - 12. The 4 processes are introduced through stories, with each process personified as a character, for example, Pumpkin Plus, the baker who specialises Lower & Middle School Curriculum in hot cross buns but struggles to work out how many buns he needs to bake each day; kind-hearted Miner Minus who gives away all the jewels he finds to the needy; Tappy Times who taps her magic sticks and multiplies scarce food and resources; and Prince Divide who is fair and just, and helps villagers to settle disputes and share things fairly. Their adventures translate into sums: Pumpkin Plus might bake for the greedy king, who gobbles up more and more buns; Miner Minus who gives everything away and has nothing left for himself; Tappy Times who multiplies sticks in order to build a raft to cross the river, or Prince Divide who helps fighting siblings to learn to share. The children learn to answer simple horizontal number problems using all four processes with the help of conkers or beans as counters, before moving on to mental calculations and then working out the answers on paper. With open-ended tasks like discovering all the different ways to make “10” ($6+4$, $12-2$, 5×2 , $20 \div 2$), the children develop a non-linear approach to sums, and the freedom to discover the many different possibilities rather than working towards only one result.