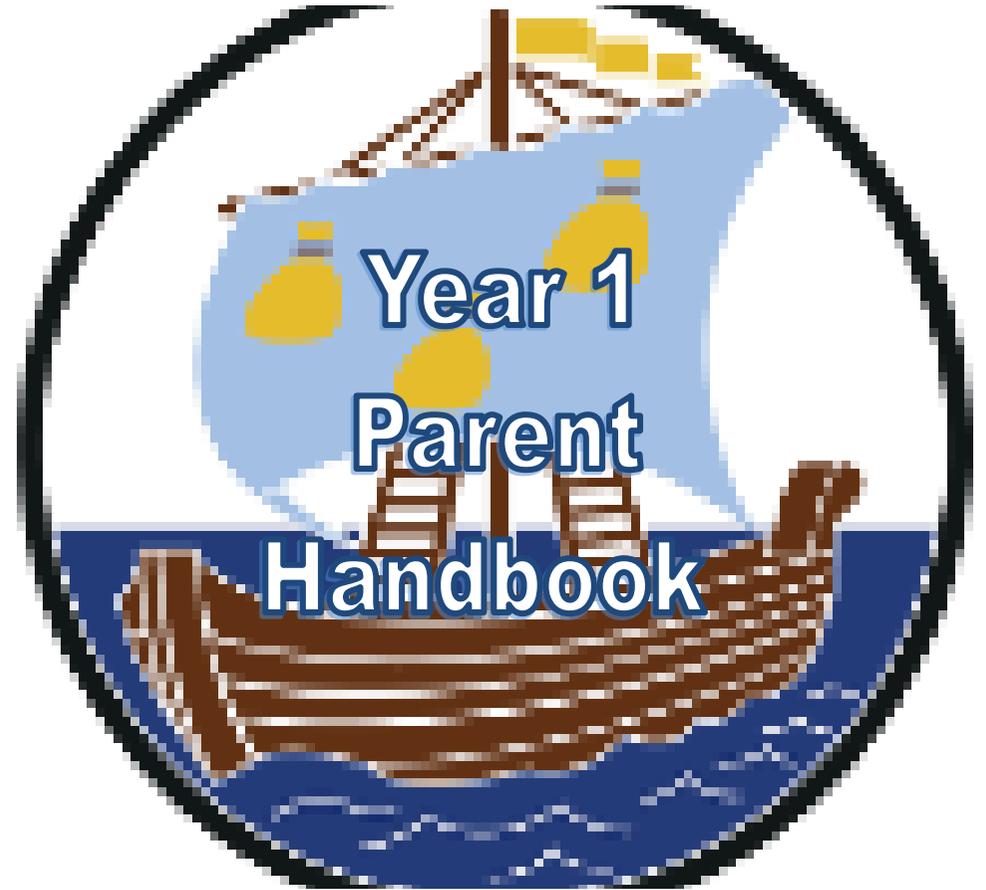




St Nicholas CE Primary School  
School Road  
Chislehurst  
Kent  
BR7 5PQ

Tel: 020 8467 2993  
email: [admin@chislehurst-cofe.bromley.sch.uk](mailto:admin@chislehurst-cofe.bromley.sch.uk)  
[www.chislehurstcofe.co.uk](http://www.chislehurstcofe.co.uk)



# Curriculum Overview

## Maths

### Number and place value

Count to and across 100, forwards and backwards beginning with 0 or 1, or from any given number.

Count, read and write numbers to 100; count in multiples of 2, 5 and 10; given a number, identify one more or less; and use the language equal to, more than, less than, fewer and most.



### Addition and subtraction

Read, write and interpret mathematical statements involving +, - and =  
Represent and use number bonds and related subtraction facts within 20.

Add and subtract one-digit and two-digit numbers to 20.

Solve one-step word problems and missing number problems.

### Multiplication and division

Solve one-step problems using concrete objects, pictorial representations and arrays.

## Fractions

Recognise, find and name a half as one of two equal parts of an object, shape or quantity.

Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.

## Measurement

Compare, describe and solve practical problems for: lengths and heights; mass/weight; capacity and volume; and time.

Recognise and know the value of different denominations of coins and notes.

Sequence events in chronological order.

## Geometry

Recognise and name common 2D shapes and 3D solids.

Describe position, direction and movement, including whole, half, quarter and three-quarter turns.

## What should I do if...

### MY CHILD IS ILL

Keep him/her at home and telephone the school office by 9.10am on each day of absence.

Please send an explanatory note in with your child when he/she returns to school.

### MY CHILD HAS A DOCTOR/DENTIST APPOINTMENT

If your child has a doctor/dentist appointment please send a letter in to your child's class teacher. Come to the school office when it is time to collect your child.

### I AM WORRIED ABOUT SOMETHING CONCERNING MY CHILD

First arrange a time to come and talk to your child's class teacher. (It is much better to sort out a problem quickly rather than allowing it to continue.) If not resolved you can talk to the Head Teacher.



# The School Day

## Times of the school day

8.40 am	Back door opens
8.40– 8.50 am	Early Work
8.50 am	Register is taken
8.50—9.20 am	Phonics
9.20—9.40 am	Assembly
9.40—10.40 am	Lesson 1
10.40—11.00 am	Play time
11.00—12.05 pm	Lesson 2
12.05—1.15 pm	Lunch time
1.15—1.45 pm	Guided Reading
1.45—3.15 pm	Lessons 3
3.20 pm	Home time

## English

### Reading—word reading

Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes;  
Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught;  
Read words containing taught GPCs and –s, -es, -ing, -ed, -er and –est endings; and  
Read words with contractions and understand that the apostrophe represents the omitted letter(s).

### Reading—comprehension

Listen to and discuss a wide range of poems, stories and non-fiction books;  
Become familiar with key stories, fairy stories and traditional tales;  
Recognise and join in with predictable phrases;  
Learn to appreciate rhymes and poems;  
Discuss new word meanings;  
Check that the text makes sense to them as they read and correct inaccurate reading;  
Make inferences on the basis of what is being said and done;  
Predict what might happen on the basis of what has been read so far; and  
Explain clearly their understanding of what is read to them.

### Writing—transcription

Spell:  
Words containing each of the 40+ phonemes already taught;  
Common exception words;  
The days of the week;  
Name the letters of the alphabet; and  
Add prefixes and suffixes to words.

### Writing—handwriting

Begin to form lower-case letters in the correct direction, starting and finishing in the right place;  
Form capital letters;  
Form digits 0-9; and  
Understand which letters belong to which handwriting ‘families’ (i.e. letters that are formed in similar ways) and to practise these.

### Writing—composition

Write sentences by:  
Saying out loud what they are going to write about;  
Compose a sentence orally before writing it;  
Sequence sentences to form short narratives;  
Re-read what they have written to check that it makes sense; and  
Read aloud their writing clearly enough to be heard by their peers and teacher.

### Writing—vocabulary, grammar and punctuation

Leave spaces between words;  
Join words and clauses using and; and  
Begin to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark.



# Curriculum Overview Cont.

## Computing

- Painting using 2Simple publishing programme
- Online safety
- Programming toys with scratch
- Word processing



## RE

- God
- Incarnation
- Gospel
- Salvation
- Stories told in other faith traditions



## PE

- Gymnastics
- Cross-Country
- Dance
- Athletics
- Team Games



## Geography

- My school- use simple field-work and observational skills to study the geography of their school and its grounds
- My local area– create simple maps and use a compass
- My country– Identify the United Kingdom and it's countries.



## Art and Design

To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination.

To develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space .



## School Uniform list for St Nicholas CE Primary School

### Boys – Winter/Summer

- Grey Trousers/Shorts
- Grey Socks – (long with shorts)
- White Collared Shirt long or short sleeved (with a top **button**)
- School Tie (in very hot weather boys may wear short sleeved shirt and open collar)
- Navy V-Neck Sweatshirt with small embroidered logo
- Black Shoes (not covering ankle)
- Dark Coloured Outdoor Coat (Navy or black)
- Navy Fleece with small embroidered logo for outdoor use only (optional)

### Girls – Winter

- Navy Pleated Skirt (culottes recommended)
- White Closed-Neck Pointed Collared Blouse *not round collared* (with a top **button**)
- School Tie
- Long White Socks – preferred (Long Navy Socks or Navy Tights may be worn for ‘every day’ use in muddy, cold conditions; except for **smart formal occasions** when **Long White Socks** must be worn)

### Girls – Summer

- Light Blue Gingham Summer Dress (culottes recommended)
- White Socks – long

### Girls’ winter or summer

- Cardigan or Navy V-Neck Sweatshirt with small embroidered logo
- Black ‘school style’ Shoes (not covering ankle)
- Dark Coloured Outdoor Coat (Navy or black)
- Navy Fleece with small embroidered logo for outdoor use only (optional)
- Hair accessories should be blue, yellow or white

### Girls & Boys general uniform:

#### PE Kit

- Yellow Polo Shirt with small embroidered logo
- Navy Shorts with small embroidered logo
- White Sports Socks
- Black Plimsolls and for juniors – trainers for outdoor games
- Navy track suit (with optional small embroidered logo)

### Additional items

- Navy Wellington Boot Bag (School logo optional)
- Yellow PE Bag (School logo optional)
- Infant Book Bag with School logo and reflector strip
- Junior Book Bag with School logo and reflector strips
- Painting Overall

# Year 1 Diary

## Autumn Term

- Fresh Water Theatre - the Great Fire of London interactive learning session in school hall – 18th September
- School photos— 30th September
- Harvest Festival — 3rd October
- Parents evening— 8th and 10th October
- Half-term—week beginning 21st October
- Nativity— 11th and 12th December

## Spring Term

- Leeds Castle Trip - 25th February
- Parents Evening - Tbc
- Half-term—week beginning 17th February

## Summer Term

- Trip to the V&A Museum of Childhood - Tbc
- Year 1 and R Eucharist—Tbc
- Half-term—week beginning 25th May

## History

The Great Fire of London — Learning about the key events of the Great Fire of London; develop an understanding of the ways in which we can find out about the past; finding out about Samuel Pepys and his Diaries; and comparing and contrasting past and present day London.

Capturing Castles and Kings and queens—Learn about the structure of medieval castles and who built the castles in the UK and significant British Monarchs.

Changes within living memory — Toys- Learning about how everyday things have changed since their parents were little.



## Science

### Everyday materials

Distinguish between an object and the material from which it is made.

Identify and name a variety of everyday materials.

Describe the simple physical properties of everyday materials.

Compare and group together a variety of everyday materials based on their simple physical properties.

### Animals, including humans

Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.

Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals.

Identify and name a variety of common animals that are carnivores, herbivores and omnivores.

### Plants

Identify and name a variety of common wild and garden plants including deciduous and evergreen trees.

Identify and describe the basic structure of a variety of common Flowering plants including trees.

### Seasonal changes

Observe changes across the four seasons.

Observe and describe weather associated with the seasons and how day length varies.



## Music

Use their voices expressively and creatively by singing songs and speaking chants and rhymes .

Listen with concentration and understanding to a range of high-quality live and recorded music .

Experiment with, create, select and combine sounds using different instruments.



# Home Learning

DAY	Home Learning Set	Home Learning Due in
MONDAY	Children visit school library to borrow and return books to read for pleasure	
TUESDAY	Reading books usually changed	
WEDNESDAY		
THURSDAY	Reading books usually changed	Homework folder to be returned/ Mathletics completed/ Spelling test
FRIDAY	Homework usually Issued New spellings usually issued	

Texts to support literacy for this term:

Baboon on the Moon - British Film Institute,  
Toys in Space - Mini Grey ,  
The Way Back Home – Oliver Jeffers,  
Wonderful Life – Helen Ward ,  
Dr Xargle's Book of Earthlings - Jeanne Willis,

T

## Extra points:

PE will usually be on Wednesdays and Fridays. However, please ensure that kits are kept in school every day.

Trainers and a plastic bag will be needed for cross-country running.

A navy blue tracksuit is needed for Outdoor sport in winter months.

## Parental Notes about Home learning:

Home learning should:

Have purpose and be connected with learning in the classroom.

Create a line of communication between home and school.

Provide children with an opportunity to consolidate their learning.

Provide an opportunity for parents to get involved with their children's work.

## Organisation of home learning:

Teachers have been directed to spend the majority of their time planning and setting homework as opposed to marking it. However all homework will be acknowledged and given feedback.

Children will be able to earn team points for doing good home learning.

## Spellings

New words to learn will be **stuck into the back of the spelling book** and this book will be sent home. Please help your child to learn these words but do not write in the book. New spellings will be issued on Tuesdays for testing on the following Monday.

Some home learning tasks will be practical in nature, and some will be given on-line, for example Mathletics.