

Widford Lodge

Preparatory School



Form 1 Curriculum Information Booklet

INTRODUCTION

This booklet contains curriculum information relevant to your child for this academic year. Each subject is referred to and we hope that it gives you a useful insight into what your child is likely to experience at school this year. However, please note that there has to be a degree of flexibility within this curriculum, depending on the individual needs of each child.

We have also provided some of the rules and details of the expectations we have of pupils, to ensure the school runs smoothly. Details are also given of homework.

If you have any queries about anything in this booklet, or any other issues, please see either myself or the relevant teacher.

Simon Trowell
September 2017

WHAT DO WE EXPECT FROM WIDFORD LODGE FORM 1 PUPILS?

Behaviour

- To be aware of other people
- To move around the school quietly
- To knock before entering another classroom. Say 'excuse me'
- To use good manners when talking to others
- To line up sensibly next to other people
- To use sensible, safe behaviour

In classroom

- To listen and concentrate
- To sit on a chair correctly
- To put hand up to talk-Wait and not shout out
- To behave safely in classroom and toilet area
- To line up smartly and quietly
- To treat classroom equipment with care
- To sit quietly whilst eating morning and late-stay snacks

At playtimes

- To not run whilst eating
- To be mindful and caring of others
- To play safely
- To lead and follow

At lunchtimes

- To line up quietly and say prayer
- To use manners when requesting food
- To use manners when eating food
- To sit and eat properly
- To communicate politely with others, including the teacher
- To leave hall quietly

Independence

- To take register/messages to other rooms (in pairs)
- To manage own personal hygiene

In classroom

- To separate from parent happily
- Unless requested, to leave toys and teddies at home
- To leave parent at classroom door
- On arrival at school to follow morning routine-hang up coat, take out reading diary, water bottle, homework and snack (if appropriate) and put in boxes
- To give out books, pencils and rubbers
- To keep classroom and areas tidy
- To tidy up class resources when asked. To put rubbish in correct bins
- To hand out snack biscuits and drinks if asked. To ensure cups are stacked up nicely
- To change for P.E. with the minimum of support
- To put on Art apron independently and fasten (seek help from peer if necessary)
- To work successfully in pairs/teams when asked
- To put 'quiet' reading books away
- To put on own blazer or coat (with assistance when necessary)
- To help to give out book bags and hats at the end of the day
- To write name (if appropriate), date and title immediately and without prompting at the top of work
- To follow 3 instructions
- To work independently

At lunchtimes

- To pick up own tray and put cutlery in it
- To request food from kitchen staff
- To attempt to cut own food before asking for help
- To try all food
- To use knife and fork correctly
- To remember to go to the toilet at playtime rather than during lessons

Homework in Form 1

1. Daily Reading

Please try to listen to your child read every day.

Please inform us of which books your child has completed in their reading diary. We are delighted to hear other comments too.

2. Spelling Tests

Spelling tests will take place on Mondays and new spellings for the following week will be put into your child's reading diary to learn. Your child's spelling book will be sent home each Monday for you to monitor their progress. These books must be returned on Tuesday. This term we will be revising some spellings from Reception as well as looking at new words.

3. Weekend Homework

Homework will come home each Monday. It will comprise of:

- 1 Maths Task-10 minutes max
- 1 English or Topic related task-20 minutes max
- Additional spelling practice if required
- Reading

We try to make homework fun, however it is important and not optional. Please send back the homework and folder on Monday morning.

We will be sharing it that day and each child takes pride in showing everyone what they have achieved or found out. We often talk to the children about 'getting homework jobs done' earlier in their weekend and they agree that they prefer this. May we thank you for your support in this area.

As you will agree nurturing good homework habits early on is crucial for future academic success.

Mathematics in Form 1

In Form 1 we will continue to build on the topics covered in Reception as well as introducing new concepts and topics. Throughout the year, your child will receive regular Maths homework including games on the activelearn website. Below is a guide for you as parents. Please note you are not required to use it to carry out additional work at home. Each child is different and while some may cope with these topics easily and move beyond them, others may find aspects challenging: this is a general guide only.

Please see our separate Calculations Policy for details of the mental and written methods used in Form 1.

Number Recognition, Counting and Estimating Skills

Your child will:

- Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number
- Recognise a number of objects up to 6 without counting
- Count, read and write numbers to 100 in numerals
- Read and write numbers from 1-20 in numerals and in words
- Count on and back in 10s from a multiple of 10
- Count a group of objects by counting in 5s or 10s
- Count on in 2s or 5s up to 100
- Say which is more or less of two numbers
- Order numbers to at least 30; say a number lying between 2 numbers
- Begin to recognise odds and evens up to at least 20
- Estimate a number of objects up to 30
- Given a number, identify one more and one less
- Use the language of equal to, more than, less than, most, least
- Understand and use ordinal numbers up to at least 20th

Place Value

Your child will:

- Recognise the value of each digit in a 'teens' number
- Begin to partition a 2 digit number into Tens and Ones

Addition and Subtraction

Your child will:

- Relate counting on to addition and to addition sentences
- Say the number that is 1 more than a given number
- Find a difference between 2 numbers by counting on
- Relate addition facts for pairs of numbers to an understanding of addition, including use of + and =
- Know by heart addition facts for pairs of numbers that total up to 6, 7, 8, 9 and 10
- Recognise doubling as addition; know doubles of numbers up to 5
- Add by counting on, not bridging a multiple of 10, other than 10 or 20
- Add by identifying near doubles
- Add a 1 digit number to a 2 digit number
- Begin to add a multiple of 10 to a 2 digit number by counting in 10s
- Add 2 multiples of 10 by counting on in 10s
- Begin to add two 'teen' numbers, not crossing a multiple of 10
- Say the number that is 1 less; count back 1 from a given number
- Subtract a 1-digit number from a 'teens' number by counting back
- Subtract a 1 digit number from a 2 digit number by counting back
- Count on and back in 10s from any number up to 100

- Count on and back in 1s and 10s. Say the number that is 1 or 10 more or less
- Subtract one multiple of 10 from another
- Subtract by counting back to a multiple of 10

Multiplication and Division

Your child will:

- Through grouping and sharing small quantities, begin to understand multiplying and dividing, doubling and finding simple fractions of objects, numbers and quantities

Fractions

Your child will:

- 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

Measure

Your child will:

- Compare two or more lengths or heights by direct comparison
- Estimate then measure lengths and heights, recording estimates
- Measure lengths using uniform non-standard units (whole, half and quarter)
- Compare two or more weights by direct comparison
- Measure weights using uniform non-standard units
- Compare 2 or more capacities by direct comparison
- Measure capacity using uniform non-standard measurements

Time

Your child will:

- Order familiar events in time
- Know the days of the week and months of the year
- Read the time to the hour and half past the hour on analogue clocks
- Tell the time to the hour and half past and draw the hands on a clock face to show these times

Data Handling

Your child will:

- Organise and interpret information in a simple table

Geometry – Properties of Shapes

Your child will:

- Use the names and describe the features of common 2D shapes
- Use the names and describe the features of common 3D shapes
- Describe position: above, below, beside, left, right
- Describe direction and movement: forwards, backwards, up, down, left, right, whole, half, quarter and three quarter turns

Money

Your child will:

- Recognise coins of different values; order coins according to their value
- Exchange coins for 10p and 1p coins; find totals of sets of coins
- Solve real life problems involving money (change)
- Find total sets of coins and give change

English: Form 1

Each week your child will have a selection of English lessons, which cover five different areas. These are spelling, writing, handwriting, grammar and comprehension work. Speaking and listening skills are embedded throughout these areas.

Speaking and Listening:

- listen and respond appropriately to adults and their peers
- ask relevant questions to extend their understanding and knowledge
- use relevant strategies to build their vocabulary
- articulate and justify answers, arguments and opinions
- give well-structured descriptions
- maintain attention and participate actively in collaborative conversations
- speak audibly and fluently with an increasing command of Standard English
- participate in discussions, presentations, performances, role play, improvisations and debates
- consider and evaluate different viewpoints, attending to and building contributions of others.

Spelling:

We follow the Jolly Phonics spelling scheme. Each week spelling lists are sent home. These revise the weekly sound and tricky words. Oxford Spelling Workbooks are used in class. We are about to introduce a new scheme of work to reinforce the spelling patterns and rules taught in class from 'Schofield and Sims'.

The children will learn to spell:

- words containing each of the 40+ phonemes already taught
- common exception (tricky) words
- days of the week
- name the letters of the alphabet
- naming the letters of the alphabet in order.
- using letter names to distinguish between alternative spellings of the same sound
- add prefixes and suffixes
- using the spelling rule for adding –s or –es as the plural marker for nouns and the third person singular marker for verbs
- using the prefix un–
- using –ing, –ed, –er and –est where no change is needed in the spelling of root words [for example, helping, helped, helper, eating, quicker, quickest]
- write from memory simple sentences dictated by the teacher.

Writing:

Children respond to a range of fiction, poetry and non-fiction texts. They learn different writing styles including labelling, captions, instructions and recounts.

Children will write sentences by:

- saying out loud what they are going to write about
- composing a sentence orally before writing it
- sequencing sentences to form short narratives
- 'best guess writing' for longer stories
- re-reading what they have written to check that it makes sense
- discussing what they have written with the teacher or other pupils
- reading aloud their writing clearly enough to be heard by their peers and the teacher.

Handwriting:

We follow the Nelson Handwriting Scheme. We revise letter formation before we begin to join up our writing. We always encourage the children to present their work to the highest standard. The children have formal handwriting lessons in class where they will learn cursive script.

Grammar:

We focus on learning sentence rules, knowledge of alphabetical order and dictionary skills.

Pupils will learn:

- joining words and joining clauses using 'and'
- beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark
- using a capital letter for names of people, places, the days of the week, and the personal pronoun 'I'
- grammar specified in the N.C
- learning grammatical terminology.

Reading:

Children will be heard read on a twice weekly basis and are encouraged to read daily at home. They also read during Class; in a variety of lessons and apply phonic knowledge and skills as the route to decode words. We have a set of 'Reading Bags' that the children are given to reinforce their reading skills and encourage enjoyment of literature.

In reading lessons the children will: develop pleasure in reading, motivation to read, vocabulary and understanding by:

- listening to and discuss a wide range of poems, stories and non-fiction
- be encouraged to link what they read or hear read to their own experiences
- become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics
- learn to appreciate rhymes and poems, and to recite some by heart
- discuss word meanings, linking new meanings to those already known
- understand both the books they can already read accurately and fluently and those they listen to
- check that the text makes sense to them as they read and correcting inaccurate reading
- predicting what might happen on the basis of what has been read so far
- participate in discussion about what is read to them, taking turns and listening to what others say
- explain clearly their understanding of what is read to them
- children show their literal understanding of a variety of texts. They also develop empathy for characters.

Fiction Studies:

At some stage during the year the children will study the following authors and genres:

- Author Study:
 - David McKee
 - Rhonda & David Armitage
 - Quentin Blake
 - Traditional stories/Fairy Tales
- Narrative: Stories from familiar settings.
- Narrative: Stories with predictive and repetitive patterns.
- Narrative: Stories from a range of Cultures.
- Narrative: Stories from fantasy worlds.
- Poetry: Rhymes with patterned language/predictable structures.
- Poetry: On a Theme

Non-Fiction:

- Information Texts
- Signs, labels, captions
- Instructions
- Dictionary skills
- Simple Reports
- Non-Fiction: Great Fire of London
- Recounts.

Science in Form 1

Please find below the scientific skills and topics, with a brief description of what we hope each child will attain:
They will develop scientific skills by:

- developing labelling skills
- starting to use appropriate vocabulary
- suggesting ideas and asking questions
- making predictions
- beginning to carry out a fair test
- locating information, sorting and classifying
- making comparisons-identifying similarities and differences
- using drawings to present evidence
- measuring (using non-standard units)
- filling in results tables
- beginning to suggest conclusions about what they have found out
- Observing closely, using simple equipment
- Performing simple tests
- Using their observations and ideas to suggest answers to questions
- Gathering and recording data to help in answering questions
- Asking simple questions and recognising that they can be answered in different ways

Types of Animals

- 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.

Parts of Animals

- Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.
- Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets).

Changing Seasons

- Observe changes across the four seasons.
- Observe and describe weather associated with the seasons and how day length varies.

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.

Comparing Materials

- Describe the simple physical properties of a variety of everyday materials.
- Compare and group together a variety of everyday materials on the basis of their simple physical properties.

Identifying Materials

- Distinguish between an object and the material from which it is made.
- Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock.

Geography in Form 1

The children will develop the following skills throughout the Pre-Prep:

- Use world maps, atlases and globes
- Find the United Kingdom on map, in atlas and on globe
- Find/Name 4 countries of the United Kingdom on map, in atlas and on globe
- Learn Capital Cities of 4 countries of United Kingdom
- Locate/Name Seas surrounding the United Kingdom
- Find World's continents and oceans
- Identify the location of hot areas in the world in relation to the Equator
- Identify cold areas of the world in relation to the North and South Pole
- Use relevant geographical vocabulary

We will cover the following topics and we hope each child will:

Mapping Skills

- Follow directions using terms such as up, down, front, left, right, etc.
- Talk about what is shown on a pictorial map
- Talk about places familiar and unfamiliar
- Draw around objects to make a plan
- Follow a route on a plan
- Identify features on an aerial photograph
- Use four compass points
- Use a grid
- Use simple co-ordinates
- Use signs to find information
- Use symbols and keys

Weather

- Recognise changes in weather
- Ask geographical questions about types of weather
- Understand that the weather changes during the year
- Accurately record daily weather
- Ask geographical questions about types of weather
- Show an awareness of the impact of weather on our activities
- Understand where rain comes from
- Understand the importance of the water cycle
- Know the importance of the wind as a source of energy
- Know that wind can blow with different strengths
- Know the importance of the sun as a source of energy
- Know that the sun can be dangerous
- Understand how a rainbow is formed

On the Move

- Know that some animals make seasonal journeys
- Find locations on a map
- Find the location of other places at home and abroad
- Know that a variety of different transport methods may be used to travel
- Know that certain things are necessary to be able to travel abroad
- Recognise features found at British seaside resorts

History in Form 1

We will cover the following topics and we hope each child will attain:

Toys in the Past

- Identify similarities and differences between old and new toys
- Use primary and secondary sources to find out information about the past
- Ask and answer questions about artefacts
- Use vocabulary linked to the topic
- Recognize some of the characteristics of toys from the past
- Communicate what they know about toys from the past through talk, play and writing
- Know that there are reasons why toys have changed through the passage of time

Christmas in the Past

- Compare differences between how Christmas has been celebrated in the past with how it is celebrated now
- Use real life accounts as primary sources to gain information about Christmas in the past
- Use secondary sources (pictures, writing and internet based sources) to gain information about Christmas during Victorian times
- Use vocabulary linked to the topic
- Communicate what they have learnt about the event in a variety of ways

Homes in the Past

- Label the rooms and understand who lived in a Victorian House
- See similarities and differences between a Victorian House and their own house
- Learn about the function of Victorian Household objects
- Sort objects into modern or Victorian
- Know the approximate age of their house
- Describe some interesting features of their house
- Place picture of their house on class homes timeline
- Ask and answer relevant questions
- Make observations
- Use vocabulary linked to the topic
- Explore replica objects e.g. mangles/scrubbing boards
- Recall and describe objects from museum visit

The Great Fire of London

- Create a timeline of the Great Fire of London
- Understand facts about life in London at the time of the fire
- Compare a house from 1666 with a modern house
- Know how the Great Fire started
- Know ways that the Great Fire was fought
- Read an eye witness account-the diary of Samuel Pepys

- Understand how the homeless felt and what they needed
- Use vocabulary linked to the topic
- Contribute to discussions about events
- Describe how the city of London was rebuilt

Castles

- Know how the first castles were built
- Understand what life was like in the first castles
- Know that later castles were built out of stone
- Use a poster to find out information
- Label and name people who worked in a castle keep
- Learn about their different jobs
- Give reasons for which job they would have chosen to do
- Show understanding of different rooms in a castle keep
- Give reasons for wishing to explore certain rooms at Castle Hedingham
- Recall ways which stone castles were attacked or defended
- Choose best weapons to attack or defend a castle keep. Explain choices

Art, Design & Technology in Form 1

Introduction

The Art Design and Technology curriculum has been divided into study units with an emphasis towards either Art and Design or Design and Technology. Specific themes may be adapted to complement topics in other curriculum areas, but will include the Drawing, Painting and 3D, plus either Printing or Collage from the Art based units and at least two of the Design and Technology units.

Drawing

Mark-making using different tools and media; using different materials to make tools for mark making and exploring the use of different surfaces; responding to a story as a starting point and exploring the element of 'texture' and using different tools and media to show this in their work.

Painting

Developing skills in mixing paint to the required consistency and applying by using selected brush strokes; exploring ways in which the artist, Jasper Johns, has used colour and number to create a series of images by drawing numbers, applying paint within shape boundaries; developing an understanding of overworking an image in response to a story stimulus.

3D

Developing awareness of line, pattern, colour and shape in the natural environment through the work of artists Andy Goldsworthy and Richard Long; learning the techniques of pulling, pinching and smoothing clay to produce forms in response to a story stimulus; decorating clay forms with different coloured clays; developing understanding of relief surfaces and the process involved when making a plaster cast and how indentations into the clay produces raised areas in the plaster.

Collage

Tearing, overlapping and sticking materials in response to the works of artists, Andy Goldsworthy and Richard Long; identifying hot and cold colours, selecting, sorting and sticking contrasting materials to reflect the work of Patrick Heron.

Computer Science in Form 1

Introduction to modelling

Using simulation and simple adventure programs to help understand that a computer can be used to simulate/model an environment where choices and decisions must be made.

Using a word bank

Recognising the variety of ways text can be created using different tools; using a combination of the keyboard and a pre-prepared word-bank to enter text, including the use of <Backspace> to correct mistakes.

Labelling and classifying

Using a word-bank to create labels that describe a variety of objects; choosing which information words could be used to divide them into different groups; choosing which information words could be used to sort them.

Representing information graphically - pictograms

Learning about how we can show information as a pictogram, why a pictogram can help show people information and how to make a pictogram on the computer.

Understanding instructions and making things happen

Understanding that devices can be controlled by a sequence of actions; that sequence affects outcome and using the software '2GO' as an introduction to LOGO programming.

Internet Safety

'Lee and Kim's adventure... Animal Magic': Using a cartoon to learn about the dangers of giving personal information on the internet and that people are not always who they say they are; the importance of politeness and courtesy both on and off the internet; what action to take if they feel they may be in danger; and using ICT responsibly, both inside and outside of school.

Physical Education and Games in Form 1

Children in Form 1 have 2 45minute lessons a week

Term	Autumn 1 st	Autumn 2 nd	Spring 1 st	Spring 2 nd	Summer 1 st	Summer 2 nd
Sport	Lesson 1- Physical Literacy Lesson 2- Ball Skills	Lesson 1- Gymnastics Lesson 2- Ball skills	Lesson 1- Dance Lesson 2- Ball skills	Lesson 1 and 2- Racket skills	Lesson 1- Athletics Lesson 2- Swimming	Lesson 1- Sports Day practice Lesson 2- Swimming
Detail	<p>Physical Literacy is the mastering of fundamental movement skills and fundamental support skills that permit a child to read their environment and make appropriate decisions, allowing them to move confidently and with control in a wide range of physical activity situations. We focus on balance, coordination and agility and include these in sporting games</p> <p>Ball skills Children focus on throwing and catching on their own. We begin with beanbags and then move onto different size balls.</p>	<p>Gymnastic activities provide an excellent opportunity to improve strength and flexibility. Progression is very much determined by the ability of the child.</p> <p>We follow the British Gymnastics Proficiency awards scheme which is the National Governing Body for Gymnastics in the UK.</p> <p>We continue to work on our ball skills, focusing on throwing and catching to a partner.</p>	<p>Children learn and perform basic sequences of movements to a variety of styles of music. They help to choreograph group and whole class dances.</p> <p>We continue to work on our ball skills, focusing on throwing and catching to a partner and throwing to a target.</p>	<p>Children begin to work on their racket skills and improving their hand-eye co-ordination. We also work on their forehand and the children begin to rally with a partner.</p>	<p>Athletics Children will begin to explore running, jumping and throwing activities and take part in simple challenges and class competitions. They will also increase their awareness of speed and distance.</p> <p>Swimming We begin to develop stroke technique and style. Children are expected to swim greater distances, increasing stamina in the water. They are introduced to basic survival and rescue techniques.</p>	<p>Sports Day We now practise the events that will take place on sports day. The children have a chance to go down to the field and practice on the track. This P.E lesson is now extended to give children to go down to the field.</p> <p>Swimming We continue to develop stroke technique and style. Children are expected to swim greater distances, increasing stamina in the water. They are introduced to basic survival and rescue techniques.</p>

At Widford Lodge we promote wellbeing alongside academic achievement. Where the relationships between wellbeing and learning are recognised and developed, children thrive. PSHEE makes an invaluable contribution to our Form One's spiritual, moral, cultural and social development as well as enhancing personal development and behaviour

Myself and My Relationships

How can I make someone feel welcome?

- Belonging in the class /school / community, ground rules / class charters
- Similarities and differences
- Recognising feelings, calming down
- Problem solving, asking for help

What makes a good friend?

- Friendship, special people, families
- Changing friendship patterns, valuing difference, different points of view
- People who help
- Conflict resolution, problem solving in relationships

What is bullying?

- Valuing difference and diversity, physical, mental and emotional wellbeing
- Strategies for dealing with bullying including assertiveness
- Asking for help and telling, supporting others, creating an anti-bullying ethos

How am I changing as I grow up?

- Changing friendship patterns
- Developing new skills and independence, transitions within school
- Habits, losing things, emotions involved with change

Citizenship

What are some of the similarities and differences between me and others?

- Similarities and differences, valuing diversity, different cultures and beliefs, respect
- Groups in and out of school, community
- Stereotypes
- People who help us
- School environment, local environment, needs of people / animals /pets / plants

Healthy and Safer Lifestyles

How amazing is my body?

- External parts of the body, valuing my body and what it can do
- Personal hygiene

What are medicines and why do some people use them?

- Medicines, attitudes to health professionals
- Feeling ill, feeling better
- Risky household substances, safety rules, being persuaded

Who are the people who keep me safe?

- Being / feeling lost, trusted people
- Feeling safe, uncomfortable feelings

- Good and bad secrets, promises, tricks and threats
- Internet safety, E-Safety
- Asking for help

Year 1 Sex and Relationship Education: Growing and caring for ourselves

- External parts of the body, valuing my body and what it can do
- Describe the differences between male and female babies
- Finding out about how people grow and change, that babies become children and then adults
- Learning how to keep clean and look after ourselves
- Understanding who keeps you safe, who you can trust and who to ask for help

Religious Education in Form 1

Autumn

Special Occasions

What is a birthday celebration?

How do we prepare for and celebrate a special occasion?

Why do people have celebrations?

How do Hindus celebrate Diwali?

How do Buddhists celebrate the Buddha's birthday?

How do Jews celebrate Purim?

The story of the birth of Christ

Who announced the birth of Christ?

Why were the Shepherds told about Jesus' birth?

Why did Wise Men visit Jesus on his birth?

How is the Christmas story celebrated around the world?

How is the Christian Festival of Christmas used to support a variety of charities?

Spring

Belonging

What does it mean to belong to a group?

How to belong to a religious group?

What is an initiation ceremony?

What is the significance of Shrove Tuesday and Ash Wednesday for Christians?

Chinese New Year

The Easter Story

How do you welcome a special visitor?

How was Jesus welcomed on Palm Sunday?

Why was Jesus welcomed like a king or a celebrity by the crowds on Palm Sunday?

What have you learnt from the story of Palm Sunday?

Summer

Charities and Giving

What is giving?

What is a charity?

What is World Vision?

What is The Gurseva Project?

Do Muslims give to Charity?

Why is giving an important part of a religion?

Reflection: How can I give more?

French in Form 1

All pupils learn French for 30 minutes per week with Madame Beardsworth. The children continue to practise French in a fun way through using props, puppets, flashcards, songs, rhymes, stories and games. The majority of our learning activities are based on speaking and listening skills. We also begin to use the Skoldo French Elementary workbook which offers a very gentle introduction to beginning to recognise familiar words in the written form. Children begin to

copy single words in French. Children will continue to use the Skoldo workbook in Form 2 and will bring home their Pre-Prep French work at the end of Form 2.

Autumn term:

- Classroom routines (e.g. answering the register in French).
- Revision of greetings and numbers 1-20.
- Revision of colours (Elmer l'éléphant).
- Introduction to Skoldo workbooks: colours.
- Skoldo songs: Frère Jacques & 5 Petits Verts.
- Classroom objects.
- Household objects.
- Toys.
- Story: Le Père Noël a perdu tous les jouets (Santa has lost all the presents).

Intercultural understanding : European Day of Languages work, Christmas (vocab and French traditions linked to story).

Spring term:

- Revision of numbers 1-20.
- Pets.
- Farm animals.
- Skoldo workbooks: numbers and animals.
- Skoldo songs: Où est le grand lion? & Toc ! Toc ! Toc!
- Story: La Vieille Dame qui avala une mouche (The Old Lady who swallowed a fly)

Intercultural understanding: Easter vocabulary and traditions "Joyeuses Pâques" song.

Summer term:

- Revision of numbers and colours.
- At the seaside.
- Story (and song): A la mer (At the seaside)
- Revision of family and transport for Skoldo workbooks.
- Skoldo songs: Un kilometre en vélo & Papa, Maman, David, Anne

Reading skills: Matching familiar words to pictures, picking familiar words out of a sentence.

Music in Form 1

The children will learn a number of songs that have a topical or seasonal relevance or that are in preparation for a school concert or production.

CHRISTMAS TERM:

Skill Building

- Singing action songs, hymns for assembly developing good technique
- Rhythm and pulse compositions
- Listening: What can we hear?

Preparing to Perform

- Music for Christmas: Understanding the play, singing and performing.

EASTER TERM:

Peter and the Wolf

- Getting to know the specific sound of instruments in the orchestra and families to which they belong.

Tuned Percussion

- Glockenspiel Stage 1

SUMMER TERM:

Music Ace 2

- Interactive lessons to reinforce pulse, rhythm, pitch and aural skills

The Music of Africa

- Listen, perform and compose music which reflects African traditions



A GUIDE FOR PARENTS

What is Edmodo?

Edmodo is a free, online learning space designed specifically for schools.

What can my child do on Edmodo?

Using *Edmodo* will help pupils to learn about the benefits of using the Internet for digital communication in a safe environment. They can:

- share information and send messages to their year/class group page for all their peers to look at and reply to;
- upload and share: files, pictures or website links with their friends;
- hand in work to be marked online by a teacher, such as a piece of writing or their answer to a maths puzzle;
- take part in polls;
- earn badges to display on their profile page, such as for writing an interesting post for others to read or for using correct spellings.

How safe is Edmodo?

Whilst *Edmodo* may look like *Facebook*, it is designed specifically for schools. Pupils' accounts are created by the school using a unique code. It is not possible for a member of the public to access the school community. Strangers cannot 'friend' them. Pupils can only access and send messages to their whole year/class group - they cannot send private messages between themselves and their profiles are only visible to those within the school community.

Messages appear online instantly to allow for real-time discussions to take place. Staff at Widford Lodge can see everyone's messages and regularly monitor them. Children are taught about the importance of only writing nice, sensible messages during e-safety lessons in school, however staff can respond to any unsuitable messages by editing or deleting them. Repeat offenders can also be stopped from writing any messages - gaining just 'read-only' access instead.

Can a parent have a login for *Edmodo*?

Parents are welcome to join *Edmodo* to monitor what your child is doing. Parent accounts let you:

- view some messages from your child's year group that we select as being interesting;
- view homework 'assignments' put onto *Edmodo* and what your child has handed in for them;
- view any messages sent between a teacher and your child (e.g. feedback on their work/their marks).

What do we expect from pupils who use Edmodo?



When sending messages we:

-  **use Standard English**
- no text talk (e.g. gr8, 2nite)
-  **write in good English**
- including grammar and punctuation
-  **are polite**
- using only nice words
-  **keep safe**
- by not revealing personal information

Messages may be edited or deleted if they don't follow these rules.
Repeat offenders may be stopped from writing any more messages.

What our Widford Lodge 'Test Pilots' think of Edmodo?

- "I can talk to all of my friends from class."
- "I like it because you can do homework on it instead of on paper and your writing isn't scruffy and is better."
- "I like *Edmodo* because you can share things with one another."

If you have any queries or concerns regarding *Edmodo*, please contact Mr Blundell.