

# Year 1 Curriculum Guide

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2025-2026



James Allen's Junior School

## INTRODUCTION

Dear Parents,

The girls at the Pre-Prep follow a broad curriculum which consists of Literacy, Maths, Science, French, History, Geography, Music, Art, Design and Technology, Computing, Religious Education, PSHE, Physical Education and Games.

We believe that young children learn best when they feel secure and valued, when they are challenged yet supported, when challenges are closely matched to potential, and when learning is fun.

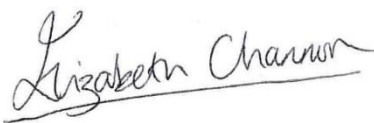
It is part of our role as educators to foster in our pupils; growing responsibility, caring attitudes, eagerness to learn, physical, mental and emotional fitness and the ability to cope in tomorrow's competitive and changing world.

It is for these reasons that the education offered at the Pre-Prep, both within the classroom and beyond, has the following aims:

- To encourage all pupils to develop their full potential by stimulating their intellectual curiosity, enthusiasm and imagination.
- To promote excellence in academic, creative and athletic endeavours.
- To teach the value of integrity, morality and a concern for others.
- To enhance pupils' appreciation of their own and other cultures.
- To develop pupils' self-confidence and independence so that they are well-equipped to play an active role in society.
- To create an atmosphere of happiness and warmth in which children are motivated to work and play to the best of their abilities.
- To offer a broad, balanced curriculum, based upon the Foundation Stage and National Curriculum.

This booklet has been produced to give you an overview of the curriculum that your daughter will study this year.

Warm regards,



MRS ELIZABETH CHANNON  
HEAD OF PRE-PREP

# YEAR 1 ORGANISATION

## ARRIVING IN THE MORNING

The school opens at 8.30am and your daughter will be collected from the playground by her Class teacher and/or Teaching Assistant. Should you wish to speak to the Year One staff, we would always encourage you to do so. Please email the school office at [pre-prep@jags.org.uk](mailto:pre-prep@jags.org.uk) or arrange a mutually convenient time through messaging in the School Planner. You can also email the Class Teachers at [rebecca.thevede@jags.org.uk](mailto:rebecca.thevede@jags.org.uk), [Claire.roderick@jags.org.uk](mailto:Claire.roderick@jags.org.uk) and [judy.hammond@jags.org.uk](mailto:judy.hammond@jags.org.uk)

Throughout the year, to encourage independence, we would like the girls to continue to put their home book, reading and library books and water bottles in the correct boxes. They also need to put their book bags away. The daily routines will be explained fully to the class at the beginning of term and there will always be somebody at hand to help them if necessary.

## SCHOOL PLANNERS

In Year 1, we check the School Planners every day. Please use them not only as a record of reading, but also to communicate other relevant information e.g. a change in after-school collection arrangements.

## WATER BOTTLES

Your daughter will bring her water bottle home for cleaning and refilling each day. Please ensure that it has a clear name label.

## LIBRARY

The girls have a library session once a week. Please ensure that the previous week's book is returned so that another can be borrowed.

## COPSE VISITS

During the year, the girls may visit the copse area at the Senior School to promote science and nature activities.

## SWIMMING

Once a week the girls will have a swimming lesson at our pool. Please ensure that your daughter brings her swimming kit to school. If she is unable to swim due to ill health an email is required addressed to the Head of the Pre-Prep at [pre-prep@jags.org.uk](mailto:pre-prep@jags.org.uk). In the autumn and spring terms, please send your daughter to school wearing her summer dress on swimming days to speed up changing.

## COMPUTING

The girls have weekly access to Computing in the classroom or at the Prep School learning computing skills and applying these in cross-curricular activities, via the use of laptops, iPads and other resources.

## PE

The girls are expected to come to school in their blue shirt, blue shorts or tracksuit bottoms, red sweatshirt, blue ankle socks and plain white Velcro trainers on the days on which PE is taught. For safety reasons, if your daughter wears earrings, it is strongly recommended that these are removed on days when she has PE or be securely taped, before she arrives at school. PE lessons will take place twice a week.

## SHOW AND TELL

Year 1 have Show and Tell once a week in groups of 6. Class Teachers will send home the dates your daughter will have Show and Tell. Please bring in an item of interest to talk about or upload a photo to the class Seesaw journal.

## PARENT ASSEMBLIES

The girls participate in one Class Assembly and one French Assembly during the course of the year. Parents are warmly invited and all information will be in the weekly Newsflash.

## HOUSE POINTS

All girls at the Junior School are divided into Houses. These are Clarke, Desenfans, Holst and Bettany. The girls compete in their Houses on our annual Sports Day and during our annual Inter-House Fun Swim. In addition, the girls in Year One receive House Points for team work, kindness, helpfulness, effort, attainment and for homework. House Points are collected each term and the House Point Cup is awarded to the winning House.

## ECO GROUPS

Each week the girls will participate in half class eco groups. These sessions take place in the playground and sensory garden. They provide an opportunity for the girls to do gardening and to engage in a range of Forest School activities.

# HOME LEARNING AT THE PRE-PREP

The girls in Year 1 are expected to continue reading for at least 10 minutes each day. As the girls' fluency improves, the emphasis at home shifts to reading comprehension and detailed discussion and prediction of the text.

Parents will receive suggestions of other activities that their daughters can do on a termly basis, related to their topic, science, maths or literacy. These suggestions will include websites they can access, places to visit and craft activities. Girls (with parental guidance) are free to choose as many or as few of these to do at home. There is no expectation to carry out any of these suggestions – they are optional.

## OPTIONAL ONLINE MATHS LEARNING

Your daughter will bring home a username label in her Home Planner. This will give her access to the following online learning apps:

1. **DoodleMaths**  
DoodleMaths creates a personalised work programme based on your daughter's individual strengths and areas for development. It aims to build confidence and ability in maths through short, regular practice sessions.
2. **NumBots**  
NumBots focuses on helping children improve their understanding of number bonds, addition and subtraction — key foundations in maths.

These platforms are designed to support your child's learning in a fun and interactive way. However, **they are not compulsory homework activities** — simply an optional resource to use at home.

## THE IMPORTANCE OF PLAY AND DOWNTIME

The girls at the Pre-Prep are still very young and it is important that they are able to continue to develop their creativity and imagination through play. Research shows that children develop so many lifelong skills through play - both on their own and with family, and we firmly believe this at the Pre-Prep. The girls have very long days at school and it is important that they have 'downtime' at home, time to play and that they have a good night's sleep, so as to be refreshed and ready for the new school day.

## HELPFUL HINTS FOR YEAR 1

### HOME LEARNING

#### WRITING

The programmes of study for writing in Year 1 are:

- Transcription (spelling and handwriting) - teaching the skills necessary to become independent writers.
- Composition (articulating ideas and structuring them in speech and writing) – news writing, recounting events, recording Science/Topic activities and creative story and poetry writing.

#### SPELLING /PHONICS

At the Pre-Prep we use a phonic scheme called Little Wandle. This complete phonics programme draws on the latest research into how children learn best; how to ensure learning stays in children's long-term memory and how best to enable children to apply their learning to become highly competent readers.

If you would like to find out more about this scheme or how to support your daughter to learn phonics please visit the website [www.littlewandle.org.uk](http://www.littlewandle.org.uk)

If you click on the 'for parents' tab this will give you the opportunity to access helpful video clips, and factsheets.

#### HANDWRITING

**The Pre-Prep uses the Hemispheres Think Write scheme to teach handwriting.**

During Reception, the girls have been taught how to form letters using the pre-cursive method (e.g. all the letters start in the same place) and when this is secure, the girls will then be taught to join the letters together. The scheme teaches children the cognitive, motor and visual skills that support the distinct qualities of handwriting:

- legibility,
- form (cursive) size,
- spatial placement,
- directionality.

Beginning with the 'Getting Ready for Writing' stage, movement and games establish the necessary cognitive framework, building the eye hand co-ordination and pre-writing skills. From there, letter formation is the focus before moving on to building the knowledge for joining letters together to establish automatic writing and to be able to write with fluency and speed.

## The lead-in lines:



### Tall Up Swing

The tall up swing is used when joining onto a Harriet the Cow letter such as:

*l h t b k f*



### Up and Over Swing

The up and over swing is used when joining onto Georgia the Pig letters, but be careful as some Georgia the Pig letters join onto the next letter at the helicopter line, known as the 'dip line'.

*o a d g q s c*



### Short Up Swing

The short up swing is used to join onto all of Rupert the White Sheep letters such as:

*i r n m u j p y*



### Unusual Short Up Swing

A usual short up swing is used to join on to Zac the Grey Sheep letters. Whilst it starts off looking like the up swing, the line moves into a horizontal or a diagonal line, not a vertical line.

*e N W X Z*



## The lead-OUT line:



### The Dip

The dip is a line which comes after some letters, to join them onto the next one. When using this line you do NOT go back to the grass but start the next letter from the helicopter line.

*o r N W X*



## READING BOOKS

The girls' individual reading books are changed twice a week and library books once a week to be returned the following week.

If your daughter gets stuck on a word, encourage her to use these **decoding strategies**:

Decoding Strategies			
<b>Use the Picture Clues</b> Look at the <b>pictures</b> on the page for clues about how to decode the word. 	<b>Say the First Sound</b> Say the <b>first sound</b> in the word and try to predict what the word might be.  jumping	<b>Blend the Sounds</b> Say <b>each sound</b> within the word and blend them together.  c-l-ou-d b-l-ow-n au-th-or	<b>Think about Similar Words</b> Look carefully at the word. Is it <b>similar</b> to any other words you know?  landing banding standing
<b>Spot the Common Exception Words</b> Look out for any <b>common exception words</b> you know before reading the sentence. 	<b>Look for Smaller Words</b> Look for <b>smaller words</b> within longer words.  for ever some one a loud	<b>Split the Word into Chunks</b> Split the <b>word up</b> into chunks that you can already decode.  Sat-ur-day for-get-ful blan-ket	<b>Read On</b> Read <b>on</b> to the end of the sentence. Think about a word that could make sense in the sentence.  twinkl

Please do not worry if the book sent home sometimes seems easy. Enjoyment of the story is very important, as is **fluency** and **comprehension**. When hearing your daughter read encourage her to make predictions what the book might be about, character's actions or speech, and the ending. We also want your daughter to work on using **inference skills** to aid her understanding of what she is reading. Inference involves using the clues in the story or picture to make a good guess.

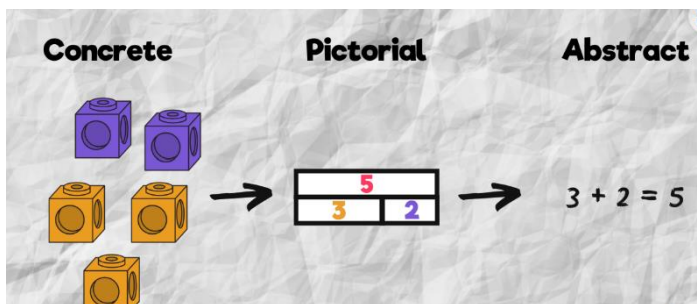
# MATHEMATICS

In Year 1, we build on the knowledge the girls have gained in Reception and our emphasis is on applying this knowledge.

## Year 1 Scheme of Work

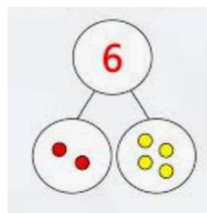
Year 1 Scheme of Work 2025 - 2026												
	Wk1	Wk2	Wk3	Wk4	Wk5	Wk6	Wk7	Wk8	Wk9	Wk10	Wk11	Wk12
<b>Autumn</b>	Place Value within 10	Addition and Subtraction within 10		Geometry Shape	Place Value within 20		Addition and Subtraction within 20			Measure Length and Height	Measure Time	<b>Consolidation</b>
	Wk1	Wk2	Wk3	Wk4	Wk5	Wk6	Wk7	Wk8	Wk9	Wk10	Wk11	
<b>Spring</b>	Measure Time (o'clock and half past)	Multiplication and division		Fractions		Position and Direction	Place Value within 100		Measurement Money	Measure Mass and Volume	Consolidation	
	Wk1	Wk2	Wk3	Wk4	Wk5	Wk6	Wk7	Wk8	Wk9	Wk10	Wk11	
<b>Summer</b>	Place Value within 100			Addition and subtraction within 100			Geometry Shape	Measure Time	Measurement Money	Measure Length, Height, Mass and Volume	Consolidation	

We teach using the Concrete, Pictorial, Abstract approach:

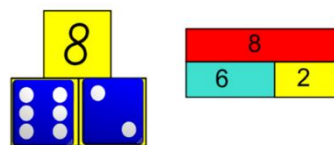


Here are some of the pictorial images that we use:

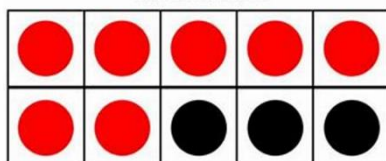
Part Whole Model



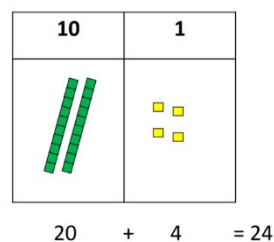
Bar model



Tens Frames



Partitioning - Tens and Ones



Each Maths lesson starts with a starter activity and ends with a review of the work covered. The girls often work in pairs or groups. There are a lot of practical activities and games, in addition to more formal methods.

When playing games at home focus on:

- **Partitioning and place value (Tens and Ones)** e.g  $35 = 30 + 5$ .
- **Number bonds** for any number to 20 (including subtraction facts e.g.  $8 + 2 = 10$ ,  $10 - 2 = 8$  etc).
- **Doubles and halves** to 10 and 20
- Count in **1's, 2's, 5's and 10's** forwards and backwards – Songs on Youtube to support

Have available at home:

- Number line 0 – 20
- One Hundred Square
- Numicon
- Analogue clock visible at home and a yearly calendar
- Pocket money - encourage your daughter to be familiar with money and recognise coins for use in real situations whenever possible
- Discuss shapes which you see in your environment (2D and 3D shapes)



Please encourage correct formation of numbers at all times and concentrate on teen numbers (13, 14, 15, 16, 17, 18, 19).

## LEARNING ENRICHMENT

Learning Enrichment is given on the recommendation of the Class Teachers, and in liaison with parents, for girls requiring individual work. This may involve specific support or extension activities for the girls. The basic curriculum areas covered are Reading, Writing, Spelling, Maths and ML sessions for girls who are multi-lingual and where spoken English may not be their first language at home. The sessions are specific to their needs, multi-sensory so that the girls are able to use a combination of visual, auditory and kinaesthetic approaches to reinforce their learning.

The Learning Enrichment Department ('LED') can provide short bursts or longer periods of assistance, either within class or, where necessary, the girls can receive strategies outside the classroom in groups or individually.

The staff are available to advise on the different activities and to discuss the progress of the girls. The staff are also available on Parents' Evening.



## MULTILINGUAL PROFICIENCIES ('ML')

In addition to our comprehensive French teaching programme at the Pre-Prep, we actively celebrate the ethnic diversity and other additional languages spoken by our pupils and their families.

A form for girls new to the school is given to parents, so that you can let us know whether your daughter has access to a language other than English in your family. We encourage parents to fully develop their daughter's ability in their home language both as a lifelong skill and to support acquisition of English. We also provide opportunities for pupils to share their experiences of world cultures and their additional language skills.

The Pre-Prep has a specialist support for our multilingual girls who are developing their English as an additional language for learning. This may take place in the classroom or in a small group environment. Class teachers, together with the LED, identify pupils for whom this is appropriate. Please feel free to discuss any concerns you may have with class teachers, the French teachers or the LED teachers.

## WELL-BEING THROUGH ARTS AND PLAY

These sessions are tailored to meet individual needs. They aim to help the girls with concentration, listening skills, confidence, creativity, self-expression or social and emotional issues. Miss Adjei is a teacher and practitioner who has developed a programme for girls at the Pre-Prep to help them enhance their learning both in and out of the classroom.



# YEAR ONE PLAN

## AUTUMN TERM 1

### **TOPIC:** Where we live (Geography)

Looking at:

- London and Dulwich
- Our school and surroundings
- Local environment

### **SCIENCE:** Animals including Humans

Observing and comparing animals.

Looking at:

- Identifying, sorting and classifying animals
- Animal diets

### **RELIGIOUS EDUCATION:** Creation Story

Does God want Christians to look after the world? Christianity.

### **PE:** (1 & 2)

#### **Development of Fundamental Movement Skills:**

A continuation of Fundamental Movement Skills developing and consolidating locomotion, stability and manipulation of objects.

#### **Fundamental Movement Skills through Games Activities**

Developing, combining, and building on Fundamental Movement Skills (physical development):

- Travelling using body parts and equipment to control a ball (locomotion, object manipulation)
- Change pace and direction with control (locomotion, stability)
- Use hands, feet and implements to control a ball whilst travelling (locomotion, object control)

#### **Communication and language; Personal, Social, and Emotional development:**

- Listening skills
- Following instructions
- Co-operate and share space and equipment with others / developing social skills
- Learning and following simple rules for games / scoring / winning and losing
- Continue development in own confidence in own abilities

### **Gymnastics**

Pupils will:

1. Understand and perform a gymnastics related warm up.
2. Experience using different body parts, changes of direction, actions, body shapes, levels, direction, linking “like” and “unlike” actions and working independently and with a partner showing increasing control and coordination.
3. Sequences can be transferred onto small apparatus

## **SWIMMING** (all terms)

The most successful way for girls to learn to swim is through fun and games. Games are an ideal way for children to develop and even help to combine one skill with another. They also support the process of building on techniques.

## **FRENCH** (all terms)

The children will continue to learn French 'in immersion'. They have three 35-minute lessons per week: French groups, French singing and French games. Although the focus remains on practical activities and games, we are beginning to introduce some reading and writing. The girls have a French book that they use to write the date and complete simple tasks such as matching words and pictures, labelling or gap filling.

In groups, the children learn new vocabulary and progress from single words to longer sentences and questions and answers. In singing, we learn both traditional nursery rhymes as well as songs based on the topics covered in their group lessons. In French Games, they learn practical language through games and physical activities to further develop their understanding of the language. Both Year 1 classes present a French assembly in the summer term.

The Year 1 topics are: days of the week, the weather, clothes, classroom objects, asking for something, my family, food, opinions and numbers to 60.

## **MUSIC** (all terms)

Music at the Pre-Prep is taught as a practical subject, with activities including performing, composing, listening and appraising. The pupils will learn to play classroom instruments with increasing skill and control of the elements of music; they will build up a bank of songs and will be introduced to a variety of music from around the world, of different genres and from different time periods. They will also learn about basic notation, how to follow a conductor and performance etiquette.

Pulse, tempo, dynamics, rhythm and duration.

Activities will include:

1. Playing and moving in time with the beat at different speeds
2. Creating sounds of different lengths
3. Harvest, Christmas and topic songs
4. Composing music in response to different stimuli (stories, poems, pictures)

## AUTUMN TERM 2

### TOPIC: Toys

- Family Favourites
- Toys old and new
- Famous people from the past

### SCIENCE: Animals including Humans – The Human Body - Senses

Looking at:

- Our bodies
- How our bodies change
- Our five senses

### RELIGIOUS EDUCATION: Christmas Story

What gift would I have given Jesus if He had been born in my town and not Bethlehem? Christianity.

## AUTUMN EVENTS

TRIP TO THE POSTAL MUSEUM	24 September
PARENTS' EVENING	4.00 – 6.00pm Tuesday 31 September
	5.00 – 7.00pm Wednesday 8 October
MATHS WEEK	13 - 17 October
CAROL CONCERT	2.00-3.00pm tbc
	Vaughan Williams Auditorium

# SPRING TERM 1

## TOPIC: Space

Looking at:

- Solar systems
- History of space exploration
- Tim Peake and Mae Jemison
- Space ships
- Aliens

## SCIENCE: Everyday Materials

Looking at:

- Investigating, describing and grouping everyday materials e.g. wood, plastic, metal, paper
- Waterproof materials
- Looking at new techniques e.g. tie-dye.

## RELIGIOUS EDUCATION: Jesus as a friend

Was it always easy for Jesus to show friendship? Christianity.

## PE: (1 & 2)

**Games Activities** (Sending different objects with control and accuracy)

Pupils will:

1. Develop the skills of tracking and picking up a moving object.
2. Develop the skills of sending with control and accuracy, (using hands, feet, stick and bats).
3. Co-operate and share space and equipment independently and with a partner.
4. Work within and follow simple rules

## Dance

Pupils will learn:

1. To respond through dance to a directed beat or rhythm, create and perform short dance sequences showing simple movement patterns and work cooperatively with a partner to copy and follow.
2. Pupils will be able to develop the confidence/ability to perform in front of others.

## Gymnastics

Pupils will:

1. Complete the British Gymnastics Awards Scheme- Level 6 & 7.
2. Understand and perform a gymnastics related warm up.
3. Experience using different body parts, changes of direction, actions, body shapes, levels, direction, linking “like” and “unlike” actions and working independently and with a partner showing increasing control and coordination.
4. Sequences can be transferred onto small apparatus

## SPRING TERM 2

### TOPIC: Space

Continue with topic.

### SCIENCE: Everyday Materials

Looking at:

- The properties of materials and their uses
- Observing changes to state, e.g. ice melting
- Investigating puddles

### RELIGIOUS EDUCATION: Easter – Palm Sunday

Why was Jesus welcomed like a king? Christianity.

## SPRING EVENTS

BOOK WEEK

INTER-HOUSE SWIMMING GALA

PARENTS EVENING

YEAR 1 PLAY

Week beginning 2 March

TBC

4.00 – 6.00pm Tuesday 10 March

5.00 – 7.00pm Wednesday 18 March

9.15am Tuesday 24 March

9.15am Wednesday 25 March

# SUMMER TERM 1

## TOPIC: Amazing Africa

- Continents
- Country studies – Kenya and Nigeria
- Climate/vegetation/food/animals/population/flag/Swahili language
- African Folktales / Tinga Tinga stories

## SCIENCE: Plants

Looking at:

- Finding and identifying plants
- Planting seeds and watching plants grow
- Writing a Bean Diary
- How do different fruits and vegetables grow?

## RELIGIOUS EDUCATION: Shabbat

Is Shabbat important to Jewish children? Judaism.

## PE: (1 & 2)

Summer Games Activities (Net/Racket Games, Striking/fielding games)

Pupils will:

- Show coordination when developing the skills of stopping and catching a ball within a simple game.
- Play a variety of games to reinforce the skills of throwing, following (tracking), stopping, picking up moving objects, including small balls.
- Work within simple rules and scoring systems.
- Recognise and describe what they and others have done.
- Begin to learn basic rules.

### Athletic Activities:

To develop the fundamental athletics skills

- Throwing
- Running
- Jumping
- Preparation for Sports Day / Fun athletics/ winning and losing

## SUMMER TERM 2

### TOPIC: Amazing Africa

Continue with topic.

### SCIENCE: Weather

Looking at:

- Different types of weather
- Create a weather forecast
- Shadow investigation

### RELIGIOUS EDUCATION: Chanukah

Does celebrating Chanukah make Jewish children feel close to God?

## SUMMER EVENTS

INTER-SCHOOL FUN ATHLETICS

YEAR 1 SINGING FESTIVAL

FRENCH WEEK

CHARITY DAY

SPORTS DAY

FOUNDER'S DAY

TBC

Wednesday 6 May

Week beginning 18 May

TBC

TBC - Senior School Sports Field

10.00am-3.00pm Saturday 27 June

(compulsory day for all pupils)



# James Allen's Girls' School

Ages 4-18

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