

## Key Stage 1 (KS1), Autumn Term 1

We're really pleased to share how well our mixed Year 1 and Year 2 classes are working so far this year! Having pupils from both year groups learning together has brought social and academic benefits and we're observing progress from our pupils.

We have carefully constructed a two-year rolling curriculum, featuring Cycle A and Cycle B. This avoids repetition, ensuring pupils have full coverage of the National Curriculum requirements over the Key Stage 1 phase, as well as cover different topics areas too.

We have integrated the National Curriculum and the Lion Curriculum for foundation subjects (History, Geography, Science, Art, Design Technology), structuring our timetable to provide optimal access to learning opportunities. This approach aligns with the National Curriculum's foundation subject objectives which are set to be achieved 'by the end of Key Stage 1,' allowing for flexibility of teaching content over two years.

White Rose Maths and the Maths Hub is used for planning across the school. We used the mixed Year 1 and Year 2 planning for our KS1 classes.

Pupils complete their work in groups of stage rather than age. Pupils are called (by name) to work with the teacher or teaching assistant to complete adult focussed learning. One Year 2 pupil reported that she did know who was in Year 1 and Year 2 "because Year 2 are taller!"

The KS1 team, supported by the Teaching and Learning Lead, continue to plan to meet pupils' needs in learning and in the provision provided, with opportunities for extension and extra support incorporated to help every pupil makes progress at their own pace.

Pupils are provided with opportunities to think deeply through problem-solving and reasoning challenges. Independent tasks are adapted so that every pupil can succeed their own level. Flexible groupings and focused teacher support help pupils use skills in creative, open-ended ways and staff work closely with pupils to spark curiosity, challenge their thinking and keep them engaged in their learning.

Independent tasks are adapted to meet the needs of all learners

Year 1 – roll a dice, pick a domino, create a number sentence using the given symbols

Year 2 – complete the number sentences, using the correct symbols ( $<$   $=$   $>$ )

Appy – Jess was thinking of a number that is greater than 8 and less than 16. What could her number be?

We regularly gather feedback from all pupils about their learning experiences. They've told us they enjoy working with different age groups, helping each other and learning new things together. These are some of the comments captured in term 1:

- "I have enjoyed building in the construction and maths areas. I have built a tower, Big Ben and a house." (Year 1 pupil)
- "We have been learning about habitats. We have built a lion's habitat in the construction area. In the art area, we have designed a monkey's habitat. We could write a habitat report in the writing area." (Year 2 pupil)
- "We all do the same learning, but we do different tasks." (Year 1 and Year 2 pupils)
- "I wrote my brother's name in cuneiform." (Year 1 pupil)
- "I have liked learning about cuneiform in History." (Year 2 pupil)
- "I have enjoyed learning about greater than or less than in Maths." (Year 1 pupil)
- "We already know about greater than and less than from Year 1. We had different work though and had to write the  $>$ ,  $<$  and  $=$  symbols this time." (Year 2 pupil)
- "We helped the Year 1 children log onto the computers because we are the experts." (Year 2 pupil)

Pupil voice informs planning so that so that everyone feels included, valued and excited about their learning. We are very pleased with how engaged pupils are in these classes. It's wonderful to see them learning together, supporting one another and growing both academically and socially every day.