



THE BRITISH SCHOOL
OF BEIJING, SHUNYI
A NORD ANGLIA EDUCATION SCHOOL

Year 1 at BSB

June 2021



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Our BSB Family



Our Aims

- For children to experience a smooth transition from Reception to Year 1
 - For children to feel excited, engaged and motivated by a new approach to learning
 - For children to be happy at school and make excellent progress
 - A gradual implementation to a more formal curriculum
 - Parents feel involved and informed about the transition process
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Transition into Year 1

- “Child development tells us that children’s learning needs in Year 1 are broadly similar to those for children in the Reception year and that children should not go from being seen as a ‘unique child’ to a ‘Year 1’ in one small step down the corridor”
- Julie Fisher: Moving on to Key Stage 1



Curriculum



Curriculum

In Year 1 we follow:

- The National Curriculum
 - ✓ English
 - ✓ Maths
 - ✓ Science
 - ✓ Foundation Subjects (History, Geography, Art, etc)
- Letters and Sounds



Curriculum

For those not achieving the expected Early Learning Goal:

- Continuation of the EYFS Curriculum
 - Opportunities to consolidate skills
 - Opportunities to develop Prime Areas of Learning
 - Play-based approach to ease transition and support development
 - Differentiation in all activities
-

Themed Approach

- Theme-based approach to learning
 - ✓ Our Wonderful World
 - ✓ Dinosaurs
 - ✓ Plants and Animals
- Opportunities to follow interests
- Learning opportunities across the curriculum
- Exciting, motivating and engaging lessons



Environment



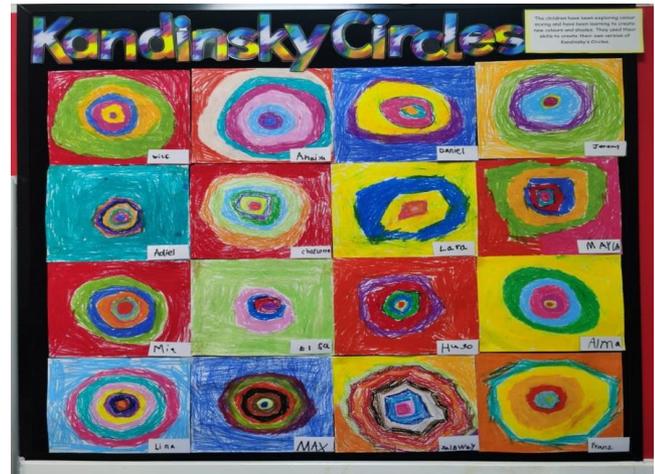
Environment – Term 1 and 2

- An extension of our Early Years environment
- Free-flow between classrooms and outdoors
- Themed rooms and areas
- Continuous and enhanced provision
- Choices and responsibility



Environment – Term 1 and 2

- Child-centred classroom
- Exciting and colourful displays
 - ✓ Child created
 - ✓ Children's work
 - ✓ Learning walls
- Immersive décor to maximise excitement



Environment – Term 3

- As we approach Term 3, we begin to transition to a more formal approach to learning in preparations for Year 2.
- More tables – a space for every child
- Minimal play opportunities
- Whole class learning
- Independence
- Resources



Timetables and Learning



Timetable Example – Term 1

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8.25am – 8.40am	ARRIVAL AND REGISTRATION				
8.40am – 9.00am	Phonics				
9.00am – 9.40am	English - Input Child-Initiated Learning and Adult-Led Activities				
9.40am – 10.10am					
10.10am – 10.40am					
10.40am – 10.55am	MORNING BREAK				
10.55am – 11.20am	LOTE - Chinese and German				
11.20am – 11.50am					
11.50am – 12.50pm	LUNCH				
12.50pm – 1.35pm	Maths - Input Child-Initiated Learning and Adult-Led Activities				
1.35pm – 2.35pm					
2.35pm – 3.20pm	Music	PIPS Recorders	Swimming	PE	Golden Time
3.20pm – 3.30pm	PACK UP				
3.30pm	LEAVE FOR BUSES/ASAs				
3.30pm – 4.25pm	ASAs				
4.30pm	LEAVE FOR BUSES				

Timetable Example – Term 3

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
8.25am – 8.40am	ARRIVAL AND REGISTRATION				
8.40am – 9.10am	Phonics	Phonics	English/EAL	Phonics	Phonics
9.10am – 9.40am	Guided Reading	Guided Reading		Guided Reading	Guided Reading
	Snack	Snack		Snack	Snack
9.40am – 10.10am	English/EAL	English/EAL	Music	English/EAL	Assembly/PSHE 10am
10.10am – 10.40am					
10.40am – 10.55am	MORNING BREAK				
10.55am – 11.20am	LOTE - Chinese and German				
11.20am – 11.50am					
11.50am – 12.50pm	LUNCH				
12.50pm – 1.35pm	Maths	Swimming	Maths	Maths	Maths
1.35pm – 2.35pm		Handwriting		PE	
	Topic	Library	Topic		Topic/Computing
2.35pm – 3.20pm		PIPS Recorders		Golden Time	
3.20pm – 3.30pm	PACK UP				
3.30pm	LEAVE FOR BUSES/ASAs				
3.30pm – 4.25pm	ASAs				
4.30pm	LEAVE FOR BUSES				

Transfer of Vital Information

- Assessments:
- All teachers assess in the same way, moderate together and ensure that information is carefully shared to support progression.
- Assessment is continuous to allow us to meet each child's needs.



Learning Through Play in Year 1

- During child-led learning, children play with purpose
- Consolidate learning in meaningful contexts
- Plan – Do – Review
- Rainbow Challenges



English in Year 1



Maths in Year 1



Topic in Year 1

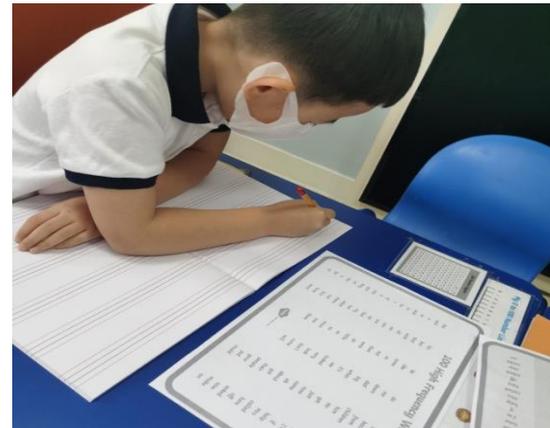


Specialists in Year 1



Transition to Formal Learning

- Looks different for every child
- Built into learning as children are ready
- Benefited by prior independent learning
- Whole class teaching
- Differentiated learning



A Reason to be Proud

WB: 26th May 2021

WALT: to write a non-chronological report

First: Use phonics sounds, finger spaces and a full stop
Next: Use capital letters and connectives
Then: Use adventurous vocabulary
Finally: Use features of non-fiction

Guinea Pigs

Introduction:
guinea pigs cum from the rodent family. They live in the mountain in South America.

Habitat: In the wild guinea pigs live in the tall grass and between the rocks.

As pets they can live inside the house or outside in a cage.

Appearance: Guinea pigs can be different colours. Some have short hair, long hair and fuzzy hair.

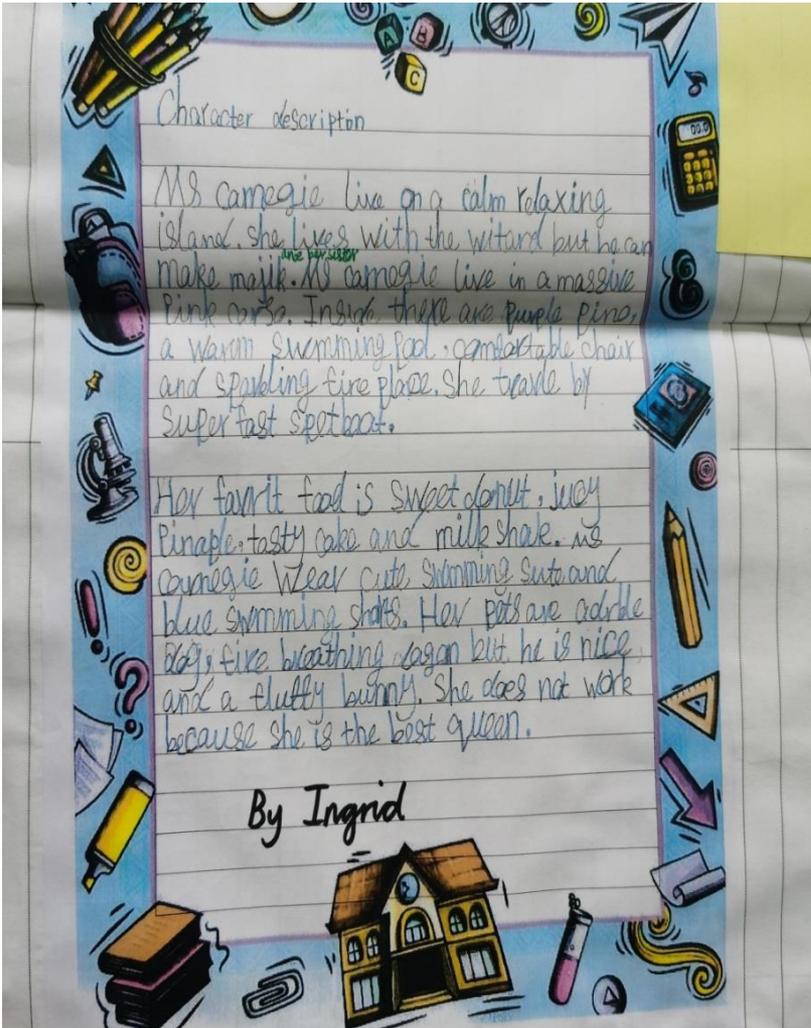
Diet: Usually they eat carrot, cabbag, grass and hay.

Character description

Ms Carnegie live on a calm relaxing island. she lives with the wizard but he can make milk. Ms Carnegie live in a massive pink car. Inside there are purple pine, a warm swimming pool, comfortable chair and sparkling fire place. She travel by Super fast speed boat.

Her favorite food is sweet donut, juicy Pineapple, tasty cake and milk shake. Ms Carnegie wear cute swimming suits and blue swimming shorts. Her pet is a red dog, fire breathing dragon but he is nice and a fluffy bunny. She does not work because she is the best queen.

By Ingrid



A Reason to be Proud

Could: compare numbers using $<$, $=$, $>$

How do you feel about your work? 😞 😊 🤖 ✓

Greater Than or Less Than

Put the correct sign ($<$, $>$ or $=$) between these numbers.
Remember - the crocodile always eats the bigger number!

12	$<$	35	✓	18	$<$	20	✓
43	$<$	47	✓	88	$<$	91	✓
$3+6$	$<$	10	✓	$70+12$	$<$	83	✓
$20+8$	$>$	25	✓	$21+11$	$=$	32	✓
46	$=$	$30+16$	✓	58	$>$	$47+10$	✓
88	$>$	$70+17$	✓	$10+2$	$=$	$7+5$	✓
$22+3$	$>$	$20+1$	✓	$16+3$	$>$	$12+6$	✓

$37+26$	$>$	$14+48$
$25+43$	$=$	$17+51$
$14 \div 2$	$=$	$49 \div 7$
6×6	$=$	$14+22$
$81-17$	$<$	$95-21$

Now can you make $3 >$, $3 =$, $3 <$

$61-3$	$>$	$54-3$
$137+3$	$>$	$131-3$
$64 \div 8$	$<$	$176-99$
36×3	$<$	12×2
$64+67$	$>$	$294-199$
$63+3$	$=$	$64+2$

Our Families

Mum and me
went for a run
and did a plank



Parent Involvement

- Parent Learning Looks
- Class assemblies and performances
- Parent's Evening
- Sport Events
- Parent Readers
- Seesaw



Seesaw

- Communicate key messages
- Faster communication
- Share children's learning
- Independent use



Summary

Impact on

- Happiness
- Progress
- Confidence

BSB prioritises transition to ensure the best for our children.

Your child will continue to be valued as a **unique child**.



Thank you for listening!