



## Our Learning in Year 1

### Autumn Term

#### English

Our learning will include the following texts:

- The Day the Crayons Quit, by Oliver Jeffers;
- Dear Greenpeace, by Simon James;
- A Planet Full of Plastic, by Neal Layton;
- I Can Only Draw Worms, by Will Mabbit;
- The Koala Who Could, by Rachel Bright;
- The Name Jar, by Yangsook Choi;
- T'was the Night Before Christmas.

At the beginning of each half term we begin with a poetry focus. This supports the children's understanding of rhyme and helps to promote a love of poetry.

Throughout the term, we will be producing a range of writing, often using the above texts as our starting points. Every week, the children will also complete reading comprehension questions associated with each text.

To develop our reading and writing skills we have daily phonics sessions. We use the Essential Letters and Sounds programme to deliver our phonic sessions in class.

All children will have the opportunity to access texts that are suitable for a child working at their chronological age, as well as texts and resources that match their current level of attainment, whether that be at, above or below their chronological age, using our carefully banded reading book system.

#### **English – Grammar, Punctuation and Spelling (GPS) and Writing**

During our daily GPS sessions, we will continue to develop our understanding of the structure of sentences, including how they are punctuated, and we will build upon our knowledge of word classes.

COMPOSITION	
Grammar and Punctuation	Writing Process
<ul style="list-style-type: none"> <li>composes phrases and <u>sentences</u> orally;</li> <li>speaks in sentences;</li> <li>begins to show an awareness of how <u>full stops</u> are used in writing and reading;</li> <li>organises writing correctly (top to bottom, left to right);</li> <li>writing may need some mediation;</li> <li><b>understands what a sentence is.</b></li> </ul>	<ul style="list-style-type: none"> <li>sequences short narratives orally and pictorially based on real and fictional experiences;</li> <li><b>says out loud what is going to be written about;</b></li> <li>composes a sentence orally before writing it.</li> </ul>

## Spelling

Spellings will be matched to the child's phonic reading group. They will receive 2 to 3 tricky words, along with 2 to 3 additional spellings that focus on the phonic sounds they are learning. The primary focus will be for children to read these words on sight and then be able to spell them correctly in their writing.

Children will have a copy of their spellings in their homework books and will have time to practise them in phonics each day.

## Maths

### Autumn Term Y1 Maths Objectives

<b>Autumn 1 – ED1:</b>
count to and across 10, forwards and backwards, beginning with 0 or 1, or from any given number
count, read and write numbers to 10 in numerals
given a number, identify 1 more and 1 less
identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least
read numbers from 1 to 10 in numerals
read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs
represent and use number bonds and related subtraction facts within 10
<b>Autumn 2 – ED2:</b>
add and subtract one-digit and two-digit numbers to 10, including 0
solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as $7 = ? - 9$
recognise and name common 2-D and 3-D shapes, including: 2-D shapes [for example, rectangles (including squares), circles and triangles]; 3-D shapes [for example, cuboids (including cubes), pyramids and spheres]
count to and across 20, forwards and backwards, beginning with 0 or 1, or from any given number
count, read and write numbers to 20 in numerals
given a number, identify 1 more and 1 less
identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least
read numbers from 1 to 20 in numerals
Throughout the term, children will tackle a range of reasoning and problem solving challenges that allow them to:
<ul style="list-style-type: none"> <li>predict what is coming next</li> <li>find and continue the pattern</li> </ul>

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| <ul style="list-style-type: none"><li>• say what the same is and what the difference is</li><li>• find the odd one out</li></ul> |
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The majority of children will first master the content of the above Maths objectives by becoming fluent in their use, and then move on to problem-solving and reasoning opportunities. This will enable them to apply their new knowledge and skills in a range of different contexts.

Some children may well be working towards consolidation of skills from the Early Years. If your child needs this, you should already be aware of how their learning needs are being met. However, if you are unsure, please do not hesitate to contact us.

Please refer to the Curriculum Overviews on our website for more detail about each subject.

## **Science**

Our learning in Science will focus on observing seasonal changes and materials and their properties.

In addition, children will be exploring how to develop skills in 'working scientifically' by observing changes, planning and conducting simple tests and collecting data.

Prior to all Science lessons, children will consider how best to ensure that they have the right to be safe during scientific learning.

## **Computing and Online Safety**

We will be continuing with our Online Safety lessons this term and linking these to every child's right to be safe. We will ensure that children understand that the internet is real and that how they feel when using the internet is very important. We will explore what we must do if something happens online that makes them feel sad, worried, uncomfortable or frightened (Autumn 1). Following on from this, children will learn how to communicate online with people they know and trust (Autumn 2).

Running alongside this, children will be developing their learning of keyboard and mouse skills (Autumn 1) and what an algorithm is (Autumn 2).

## **Geography**

In Geography, the children will develop a simple knowledge about their locality and locational knowledge related to their homes and school.

They will focus on:

- 'Me and my Home and School';
- using photographs, simple maps and key vocabulary, including positional language.

## **History**

In History, the children will develop their understanding of themselves making History:

- events in the year they were born;
- their personal timeline;
- their family history and changes within living memory;
- their knowledge of the very recent past and the use of common words;
- asking and answering simple questions.

## **Physical Education**

There are two areas of priority this term – games and fundamental movement skills.

We will also be looking at Physical Health and Mental Wellbeing.

Children will develop their existing knowledge and skills, to include:

- knowing about physical activity and how it keeps people healthy;
- knowing that they should do some exercise every day, e.g., walking to school, riding a bike, running around the playground or playing outside;
- knowing that being mentally healthy is as important as being physically healthy.

## **Religious Education**

During R.E., we will be exploring Christianity using a key question – ‘What can we learn about Christianity from visiting a local church (including Harvest)?’

Later in the term, our key question will become ‘Why are gifts given at Christmas?’

## **Art and Design**

Our main focus this term will be sculpture. This will be linked to the land artist, Andy Goldsworthy. The children will explore and create their own interpretations of work by Andy Goldsworthy, using a range of art and design techniques.

## **Music**

Our main focus will be rhythm. We will explore different rhythms from a range of music and children will be expressing their likes and dislikes and recognising repeated patterns.

## **Design and Technology**

We will be focusing on designing and making a boat to rescue an animal from the book, 'The Circus Ship', by Chris Van Dusen. We will aim to design, make and evaluate a prototype of a rescue boat. In addition, we will also design, make and evaluate a moving picture Christmas card.

## **PSHE (Relationships Education and Health Education)**

Our ongoing focus areas continue to be:

- to understand that children have their own special rights set out in the Convention on the Rights of the Child;
- to be able to identify some of the Articles in the Convention on the Rights of the Child;
- to understand that children's rights are universal, inalienable and unconditional, and that their own rights and the rights of others should be respected;
- to know about good and not so good feelings, and develop a vocabulary to describe their feelings to others and to develop simple strategies for managing feelings;
- to be able to communicate their feelings to others and to recognise how others show feelings and how to respond;
- to recognise what is fair and unfair, kind and unkind, what is right and wrong, both inside and outside of school;
- to recognise when people are being unkind either to them or others, how to respond, who to tell and what to say;
- to know ways in which we are the same as all other people and what we have in common with everyone else;
- to understand how to build their Learning Powers and develop a Growth Mind Set;
- to know about basic hygiene routines, e.g. hand washing.

Our focus areas will be:

- Families and Friendships: roles of different people, families and feeling cared for;
- Exploring Friendship and Trust;
- Safe Relationships: recognising privacy, staying safe and seeking permission;
- Responding respectfully to a wide range of people; recognising prejudice and discrimination.

## **Building Learning Powers**

As we move through the term, we will build on our understanding of positive behaviours for learning by focusing on reasoning as a means for achieving higher-level thinking skills and reflection that will enable us to capitalise on past experiences. This will contribute to our understanding of what a growth mindset is and how we might achieve this. Children will continue to learn how to be resilient, resourceful, to work together, and to be reflective of their learning and of themselves, as learners. As part of this experience, we will think carefully about what our

aspirations are and discuss how we might achieve this by understanding the steps that we could take. This will culminate in our drawings for the Aspirations Tree.

Should you have any questions about your child's learning, please contact the School Office.