



## Our Learning in Year 1

### Autumn Term

#### English

Our learning will include the following texts:

- Boris Starts School by Carrie Weston. A story about a new child to the class and how important it is not to judge others based on their appearance.
- A range of Julia Donaldson books: Paper Dolls, The Gruffalo, The Gruffalo's Child, Zog, Tyrannosaurus Drip, Room on the Broom and Stick Man. These are fantastic narrative poems that encourage children to develop a love of language and rhyme.
- Dear Greenpeace by Simon James. Letters sent between a child and Greenpeace all about the whale she finds in her garden pond!
- 'Twas the Night before Christmas. A magical narrative poem that uses unfamiliar and traditional language.

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

To develop our reading and writing skills we have daily phonics sessions. We enjoy playing games both practically and through Phonics Play to learn our new sounds.

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)

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.

GPS Overview for Year 1 – Autumn Term	
<b>Sentence</b>	<ul style="list-style-type: none"><li>• To use finger spaces to separate words.</li><li>• To know that words can combine to make a sentence.</li><li>• To say a sentence.</li><li>• To write a sentence.</li></ul>

<b>Text</b>	<ul style="list-style-type: none"> <li>I like to use words I have heard.</li> </ul>
<b>Punctuation</b>	<ul style="list-style-type: none"> <li>I can use capital letter for the persona; pronoun 'I'.</li> <li>I can begin to use a capital letter.</li> <li>I can begin to use a full stop.</li> </ul>
<b>Terminology for Children</b>	<p>Letter</p> <p>Word</p> <p>Sentence</p> <p>Capital letter</p> <p>Punctuation</p> <p>Full stop</p>

## Spelling

Spelling will also be a focus. Look out for the spellings that will come home every week.

### Autumn Term Year 1 Spelling Words

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
Autumn 1	Spelling Assessment	the a I	the to I no go	I the to	he she we me be	into you are her	a is so by my	here there where
Autumn 2	day play say way stay	boy toy enjoy annoy joy	see tree green meet week	food pool moon zoo soon	book took foot wood good	off well miss buzz back	Revision of all phase 2 and 3 tricky words.	

Activities associated with the words that they are learning will be available each week on Spelling Shed. Please see the inside cover of your child's Reading Record and back page of their Homework Book for the log-in information.

## Maths

### Autumn Term Y1 Maths Objectives

<b>Autumn 1</b>
Identify and represent numbers using objects and pictorial representations including the number line
Read, write and interpret mathematical statements involving addition (+), subtraction (-), and equals (=) signs
Read and write numbers 1 to 20 in numerals
<b>Autumn 2</b>
Given a number, identify 1 more and 1 less
Order and arrange combinations of mathematical objects in patterns and sequences
Use the language of: equal to, more than, less than (fewer), most, least
Recognise and name common 2-D shapes (e.g. rectangles (including squares), circles and triangles)
Recognise and name common 3-D shapes (e.g. cuboids (including cubes), pyramids and spheres)
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><li>• say what the same is and what the difference is</li><li>• find the odd one out</li></ul>

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 'working scientifically' skills 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 this to every child's right to be safe. We will ensure 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 also 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**

Our main focus will be Drawing. This will be linked to Vincent Van Gogh and one of his most famous pieces, ‘Sunflowers’. The children will create their own interpretations of Van Gogh’s Starry night and Sunflowers, using different types of lines and media.

## **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 of 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; feeling cared for;
- Exploring Friendship and Trust
- Safe relationships: Recognising privacy; staying safe; 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 Growth Mindset Tree.

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