

# Welcome to Year 1

Mrs Cowley  
Mrs Guest (TA)

# School Website

All communications that are sent out via email/  
paper are also uploaded on school website.  
Please check regularly, on the year 1 page we will  
be adding images of learning, as well as copies of  
the Curriculum and Classroom Information Sheets  
etc.

It is always a good place to check before ringing  
the school office to confirm details of events.

# A Week in Year 1

**Monday:** Whole School Assembly. Spellings and maths homework handed in, marked and sent home again. **Owen** reading books changed.

**Tuesday:** PE. Wear kit with tracksuit over the top (red and black), trainers. Key Stage 1 Picture News Assembly. **Higgs** books changed.

**Wednesday:** **Davenport** books changed. Whole School Awards Assembly (best time for sharing swimming certificates etc).

**Thursday:** **Wright** books changed. (PE-bring kit to change into).

**Friday:** Mr Deeley teaching in the afternoon (bring Forest School clothes in a bag). **Library book change.**

Busy week- general show and tell does not fit in, please save items for when I inform you of show and tell sessions.

# Year 1 curriculum

(We are in the 2<sup>nd</sup> year of delivering our curriculum which focuses very closely on the development of knowledge and skills). As children progress through the curriculum they should **know more and remember more! They need to take an active role in their learning.**

## Assessment

At the end of the year, children will be judged as emerging, expected or exceeding the standards.

## Phonics Screen

The children receive daily phonics practice which will support their reading and writing. Later in the Year they will have the phonics screen (40 real and nonsense words), they need to accurately sound and blend these. It is vital that all children can remember and recall all of the phonemes (see hand out).

**Curriculum Information Sheet Year 1**  
**Autumn Term 2023 Mrs Cowley**

**Reading**

Children will share a range of texts during group reading practice sessions. We will read whole class poetry as well as completing work based on 'Lost and Found' and 'Nibble the Book Monster'.

Knowledge	Skills
Growing range of vocabulary. Fiction, non-fiction and poetry. All phase 3 phonemes, phase 4 clusters. Phase 5 phonemes (alternative spellings) as they are introduced.	Identify rhyming words. Sound and blend using learned phonemes. Discuss what has been read, identifying characters, setting and order of events.

**Writing**

Within Pathways to write sessions, using the class 'poet' texts for inspiration, the children will work towards writing their own pieces of poetry, retelling an adventure story, diary entries, recounts and writing their own adventure story.

Knowledge	Skills
Rhyming words. Features of a sentence- words, phrases, capital letters, full stops. Correct letter formation. How repetition is used within poetry.	Write simple language patterns- repetition and rhyme. Write words and phrases. Write in complete sentences with capital letters and full stops. Spell words using phonic knowledge.

**Mathematics**

During the Autumn Term children will focus on the following aspects of the Year 1 Curriculum- Number and Place Value; Properties of 2D shapes; Addition and Subtraction; Measurement- length and height; Multiplication and Division; Position and Direction; Fractions- halves and money (values of coins).

Knowledge	Skills
Number bonds to 5 and 10. Doubles. Meaning of symbols for addition, subtraction, equals, multiplication (groups of) and division (sharing). 2D shape names. Multiples of 2, 5 and 10. Names coins and £5 notes.	Using number lines and apparatus, to add, subtract and group. Recording calculations within the squares in exercise books. Measure length using rulers. Identify halves of an object, shape, quantity or length. Select coins to pay different amounts and to give change. Apply number and shape knowledge to solve problems. Use mathematical vocabulary to explain working and solutions to problems.

**Science My Body (1<sup>st</sup> Half Autumn)**

**Everyday Materials (2<sup>nd</sup> Half Autumn)**

Children will be learning about parts of their body, in particular those related to their 5 senses. They will learn to identify materials, describing them and comparing to other materials. Children will also practice sorting skills.

Knowledge	Skills
Names for body parts. Identify what different body parts are used for. Name the 5 senses and which body parts perform these. Name and identify properties of common materials. Vocabulary to describe materials.	Asking questions. Close observation using all 5 senses. Recording ideas and findings. Reason which materials can be used for tasks according to their properties. Investigational skills to test ideas.

**History (2<sup>nd</sup> Half Autumn)- Toys Past and Present (plus a significant person- Ruby Bridges)**

Children will use their own experiences of toys to help them to describe and compare toys. They will learn how toys have changed from when their grandparents and parents were small.

Knowledge	Skills
Materials that toys are made from. Names of some Victorian toys and games. The meaning of 'decade'.	Explain how they know a toy is old or modern. Sort toys into categories. Describe similarities and differences. Sequence decoder and the toys associated with them.

**Geography (1<sup>st</sup> Half Autumn)- The Four Seasons**

Children will be exploring and describing the weather associated with each season and linking months of the year to the seasons.

Knowledge	Skills
The four seasons. Name the months of the year in sequence. Which three months belong to each season. Vocabulary to describe weather.	Describe the weather likely to be seen in each of the four seasons. Compare the four seasons.

**Art (1<sup>st</sup> Half Autumn)- Painting and mixed media- Colour Splash**

Children will be building on their experiences of colour mixing in Reception. They will consolidate their understanding of how to mix each of the secondary colours.

Knowledge	Skills
Primary colour. Secondary colours and how to mix them.	Explore colour mixing. Describe the work of artists.

Design and Technology (2 <sup>nd</sup> Half Autumn)- Structures: Windmills	
Children will learn about the different types of windmills, their key components and functions. They will work through the design and evaluation process as they make their own windmills.	
Knowledge	Skills
Types of Windmill. Name the main parts of a windmill. Vocabulary- client, design, design criteria, evaluation, net, stable, strong, structure, test, weak, windmill, windmill axle, windmill structure, windmill turbine.	Describe a design and the purpose of a structure. Cut resources along a line (curved and straight). Create a secure, freestanding structure. Assemble components. Test, evaluate and adapt design.
Religious Education- The Creation Story (1 <sup>st</sup> Half Autumn) The Christmas Story (2 <sup>nd</sup> Half Autumn)	
This term, the children's learning will focus on Christianity. They will be given opportunities to investigate and reflect on the themes.	
Knowledge	Skills
Christian Creation Story. Links between Christianity and Judaism. Christian Holy book- Bible. Christians believe in God, Jesus and the Holy Spirit. In the Christmas Story- Mary, a Jewish woman, chosen by God to be the mother of his son, Jesus. Jesus was born in Bethlehem.	Discuss, consider, reflect, question. Identify similarities. Record ideas.
PHSE- Being Me in My World and Protective Behaviours (1 <sup>st</sup> Half Autumn) Celebrating Difference (2 <sup>nd</sup> Half Autumn)	
Children will construct a Jigsaw Class Charter to ensure that they are respectful and supportive of one another. They will participate in a range of activities including circle time, games to connect them as a class and mindful breathing and calm time with the Chime Bar. The Protective Behaviours Unit is an important part of our whole school approach to child safety guarding. It teaches children the correct names for body parts (including the genitals) about Early Warning Signs in their body, how to say no to others and who to speak to if they need help.	
Knowledge	Skills
The meaning of rights and responsibilities. Meanings of rules, charters, agreements. Bullying must be tackled. Where to go for help. Meaning of a safe secret. Early Warning Signs.	Understand rights and responsibilities as unique members of a class. Contribute to class discussions. Consider consequences to actions. Identify similarities and differences. Identify who I would ask for help.
Computing	
The children will become familiar with accessing the <b>login</b> , including logging on to Purple Mash to allow them to access a range of learning opportunities.	
Knowledge	Skills
Handling an <b>login</b> . Switching <b>login</b> on and off. Opening and closing apps. How to log on. Importance of logging out. Ways to stay safe online.	Log in to Purple Mash. Access and explore Purple Mash tools. Follow instructions. Search Purple Mash. Saving and retrieving work.
P. E- Gymnastics and Ball Skills (1 <sup>st</sup> Half Autumn) Fundamentals and Sending and Receiving	
Knowledge	Skills
Names of shapes, balances, jumps and rolls. Terminology to describe ball control-rolling, kicking, throwing, catching, bouncing, dribbling, tracking. Athletic activities- standing long jump, wall jump, throwing, speed bounce. Hopping and jumping movements.	Perform travelling actions, shapes, balances, jumps and rolls with increasing control and coordination. Control balls in a variety of ways whilst negotiating the space. Set personal goals within athletic activities. Change direction when moving at speed. Work cooperatively with others to complete tasks.
Music- Hey You! (1 <sup>st</sup> Half Autumn) Rhythm in the way we walk (2 <sup>nd</sup> Half Autumn)	
During each lesson children will get to listen to and discuss a different example of music, they will be exposed to a range of musical styles and elements. They will also participate in activities which help them to learn about the elements of music, such as pulse and rhythm.	
Knowledge	Skills
Musical terminology- pulse, rhythm, pitch, melody, singing, compose, play, perform, rapping, dancing, improvise, listen.	Remember words to songs, sing in time following the pitch and tune. Identify the pulse and move in time. Repeat clapped rhythms. Play untuned percussion. Play notes C and G on a glockenspiel. Listen and respond to music.

# We ask of you:

Read, sign and stick to the home school agreement.

Come and speak to a member of school staff about any worries/  
concerns that you may have.

Children attend regularly and on time.

Water bottle every day.

Named clothing (scarves, gloves, hats etc).

Hear children read regularly (every day).

Support them with homework.

Support your child with completing (and treasuring the memories made) when sharing 'Adventures at Welford' Books-  
ensure they are returned to school.

Encourage your child to share their learning at home.



# Picture News:

Complements British Values.

Helps children to understand the world in which they live in.

Makes learning current and relevant for children

Helps them to develop language/ vocabulary and debating skills.

Teaches children to question and discuss.

**Included with the school weekly newsletter- please follow up at home.**



# Homework

Book covering: Spell it and maths homework books (please ensure the child's name is clear.

Spellings: New words each Monday, need to write them out using Look, Say, Cover, Write, Check. Then select activity (shown in front cover)- colour them in when they have practised the words in this way.

Maths- Suggest Tuesday part a, Wednesday part b, Thursday  $\frac{1}{2}$  part c, Friday  $\frac{1}{2}$  part c (make it work for you, but idea is little and often). Don't worry if their maths seems easy, the books get harder (Numbotts is still available for reinforcement/ extension).

Precision Teach grid- if your child is still consolidating Reception learning.

**Bring in an A5 notebook- to use as a PSHE reflective journal.**

**Please keep children's reading books inside the plastic wallet.**

# Presentation and spelling

We will be consolidating correct letter formation and including learning lead in/ out strokes and beginning to join letters. We will also work on consistent sizing of capital letters etc; and ensuring that ascenders and descenders are clear. It is vital that children are applying the accurate spelling of key words (Reception, and Year 1 words as they are introduced).

# Number bonds

Daily in class practice of counting forwards and backwards and building rapid recall of key number bond facts. Later in the year counting in multiples (foundations of times tables).

# Any Questions?

Helpers- always welcome!  
(please sign up on the sheet)