

# Year 1 – Autumn Curriculum letter 2021

Welcome back to St. Mary's for the Autumn Term. I hope you had an enjoyable and restful Summer break. This letter will inform you of the exciting things that your child will be learning about, over the next two half terms.

## General reminders

Children must bring the following equipment to school, everyday: their daily reading book, home-school diary and a bottle of water.

Please ensure that your child reads every day and that this is noted in your child's home-school diary. Children's reading should be noted in the home-school diary at least 4 times a week. If there are any important notes, especially regarding a change in pick-up arrangements, please ensure that these notes are clearly written in the home-school diary.

Please ensure your child has the correct uniform every day (winter uniform is shirt and tie with jumper) and that all of your child's belongings are clearly name-labelled.

Our PE days (for the first half term, at least) are Monday and Wednesday. Children should come to school in their PE kit on those days.

## Curriculum

Our topic up until half term is 'Belonging' and we will be reading 'Beegu'. After half term our topic will be 'Superheroes' and we will be reading 'Traction Man'.

## RE

Our topics for RE this term are 'God's Great Plan' and 'Mary, Mother of God'

<u>God's Great Plan</u>				
Learning focuses				
I can talk about the beautiful things in God's world. I can recognise that God made the beautiful world for us.	I can recognise that the story of creation is about how God made the world.	I can recognise that Adam and Eve were the First People God created,	I can recognise that people make good and bad choices. I can say why we need to look after the beautiful things in God's world.	I can talk about why God sent a flood. I can talk about what a rainbow symbolises.

Mary, Mother of God					
Learning focuses					
I can talk about why God chose Mary. I can talk about how Mary might have been feeling.	I can talk about receiving special messages.	I can say why we celebrate Jesus' birthday. I can talk about the way we prepare for Jesus' birthday during Advent.	I can talk about why Mary and Joseph travelled to Bethlehem. I can talk about where Jesus was born.	I can talk about the news of Jesus' birth and how it was spread. I can talk about how Mary might have felt.	I can talk about how Mary looks after us. I can talk about why she looks after us.

## Maths

Our areas for study for this term are place value and addition and subtraction. Children will develop their fluency, reasoning and problem-solving skills in these areas.

Place value	Addition and subtraction	Shape
<b>Learning focuses</b>	<b>Learning focuses</b>	<b>Learning focuses</b>
Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number. Find one more or one less of a given number.  Count, read and write numbers to 100 in numerals.  Read and write numbers initially from 1 to 20 and then to at least 100 in numerals and in words  Use the language of: equal to, more than, less than (fewer), most and least.  Compare and order numbers from 0 up to 100; use <, > and = signs.	Solve one-step problems with addition and subtraction:  Using concrete objects and pictorial representations including those involving numbers, quantities and measures.  Using the addition (+), subtraction (-) and equals (=) signs.  Applying their increasing knowledge of mental and written methods.  Add and subtract numbers using concrete objects, pictorial representations, and mentally, including:  One-digit and two-digit numbers to 20, including zero.	Recognise and name common 2D and 3D shapes.  Identify and describe the properties of 2-D shapes, including the number of sides and line symmetry in a vertical line.  Identify and describe the properties of 3-D shapes, including the number of edges, vertices and faces.  Identify 2-D shapes on the surface of 3-D shapes.  Compare and sort common 2-D and 3-D shapes and everyday objects.

## English

Children will continue to develop their reading and writing skills through study of our class texts. Children will develop a greater understanding and mastery of spelling, grammar and punctuation.

Children will be given 'free-reading' time within class, and will further develop their reading skills in daily Guided Reading lessons, but we still recommend children read for at least 20 minutes every day with an adult.

<u>Reading</u>	<u>Writing</u>	<u>SPAG</u>
<b>Learning focuses</b>	<b>Learning focuses</b>	<b>Learning focuses</b>
<p>To make inferences on the basis of what is being said and done.</p> <p>To listen to and discuss a story or poem that is at a level beyond which they can read independently.</p> <p>To join in discussions about a text</p> <p>To retell familiar stories.</p> <p>To recognise and join in with predictable phrases in texts.</p>	<p>To say out loud what they are going to write about.</p> <p>To compose a sentence orally before writing it.</p> <p>To use adjectives that have been modelled.</p> <p>To use simple sentence structures.</p> <p>To write sentences in order to create short narratives.</p> <p>To use some features of different text types.</p> <p>To use adjectives to describe.</p>	<p>To spell words containing previously taught phonemes and GPCs correctly.</p> <p>To use finger spaces.</p> <p>To use full stops to end sentences.</p> <p>To use capital letters for names.</p> <p>To spell common exception words correctly.</p>

### Science

Our topics for this term are 'Materials' and 'Animals including humans'.

<u>Materials</u>					
<u>Learning focuses</u>					
Observe closely using simple equipment.	ID and name a variety of everyday materials.	Observe closely using simple equipment.	Observe closely using simple equipment.	Observe closely using simple equipment.	Observe closely using simple equipment.
ID and name a variety of everyday materials.	Describe simple physical properties of everyday materials.	ID and name a variety of everyday materials.	Describe simple physical properties of everyday materials.	ID and name a variety of everyday materials.	ID and name a variety of everyday materials.
Describe simple physical properties of everyday materials.	Distinguish between an object and the material from which it is made.	Describe simple physical properties of everyday materials.	Perform simple tests.	Describe simple physical properties of everyday materials.	Describe simple physical properties of everyday materials.
				Perform simple tests.	

<u>Animals including Human</u>
<u>Learning focuses</u>

To identify and name some common animals.	To describe and compare the structure of a variety of common animals	To identify, name and sort animals that are herbivores, carnivores and omnivores.	To name and label the parts of the human body.	To name the five senses and to perform simple tests to find out more about them.	To sort animals according to a criteria
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## History

Our topic for this term is 'Toys'

Toys Learning focuses					
Investigate and interpret the past by observation and handling artefacts.  Recount changes that have happened in my own life.	Label timelines using past present older and newer.  Use pictures and online to find out about the past.	Place events and artefacts on a timeline.  Use dates where appropriate.	Place events and artefacts on a time line.  Use words and phrases such as recently/long time ago, when my parents were children, years	Use artefacts to find out about the past.  Observe or handle evidence to ask questions and find answers to questions about the past.  Place events and artefacts on a timeline.	

## Geography

Our topic for this term is 'Our Local Area'.

The changing United Kingdom Learning focuses					
I know that I live in Ipswich – a town and I go to St Mary's – a school in that town.  I know what an address is and I can write or understand an address on an envelope	I know how to make a simple map of the classroom  I know the directions NSWE	I know that we live in Ipswich.  I am learning to find where I live using maps.	I can make a simple map of the school environment.  I can make a simple key for that map.	I know different ways of travelling to school  I can describe my journey to school orally  I am beginning to find directions on a map	I know symbols are used to show places on a map.  I know a key gives symbols and explanation to understand the map.

## Design and Technology

Our focuses for this term are 'Mechanics and Moving materials'

<u>Mechanics and Moving Materials.</u> Learning focuses		
I can design a card with moving parts.  I can think about what equipment I will need.	I can cut safely. I can use split pins to join materials.	I can evaluate my design. I can talk about what went well. I can talk about how I will make it even better.

## Art

Our topic for this term is 'Exploring materials and tools for mark making' and 'Exploring mark making with paint using primary colours'.

<u>Exploring materials and tools for mark making</u> Learning focuses		
I can make different marks using a variety of tools.	I can make a range of marks on a variety of surface.  I can talk about marks that have been made.	I can use different materials to create different effects.  I can apply my knowledge of mark making.

<u>Exploring materials and tools for mark making</u> Learning focuses		
I can identify different parts of a paintbrush.  I can use water, paint and a palette.	I can develop different brushstrokes.	I can arrange geometric blocks of colour.

## Computing

This term we will be learning about the technology that we have around us. The children will be practising basic computer and keyboard skills.

<u>Programming</u> Learning focuses					
I can explain technology as something that helps us.  I can locate examples of technology in the classroom.	I can name the main parts of a computer.  I can switch on and log into a computer.  I can use a mouse to click and drag.	I can use a mouse to open a program.  I can click and drag to make objects on a screen.	I can tell you that writing on a computer is called typing.  I can type my name on a computer.	I can open my work from a file.  I can use the arrow keys to move the cursor.  I can delete letters.	I can identify rules to keep us safe and healthy when we are using technology in and beyond the home.  I can give examples of some of these rules.

I can explain how these technology examples help us.		I can use a mouse to create a picture.	I can use the shift key to type a capital letter.  I can save my work to a file.		I can discuss how we benefit from these rules.
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## PE

Our focus this term will be on ball skills and gymnastics. PE will be taught by Miss Hawkins and Mrs Dyer.

## Music

Music will be taught by Mrs Dyer on Wednesday afternoons.

I look forward to working closely with you over the term. Should there be any questions or problems, do not hesitate to make an appointment to see me.

With very best wishes,

Miss Hawkins