

Year 1 – Autumn Curriculum Letter

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 term.

General reminders

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. Children's books will be changed every Friday to ensure they have had the opportunity to decode the book, develop fluency and expression. 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 and that all of your child's belongings are clearly name-labelled. Our PE days are Tuesday and Friday. Children may come to school in their PE kit on these days and if they have an after (or before) school club.

Every Friday the children will be sent home with a Phonics book to practise the sounds we have learnt throughout the week. Please ensure all Phonics books are returned every Friday so we are able to stick in the new sounds for following the week.

Curriculum

RE

Our topics for this term are 'Creation and covenant' and 'Prophecy and promise'

	Creation and covenant	Prophecy and promise
Hear	By the end of this unit of study, pupils will have studied the following key texts: <ul style="list-style-type: none">• The Creation story in Genesis 1:1-4, 24-26 as an ancient, prayerful, poetic reflection on God's world.• The opening of the Nicene Creed 'I believe in one God, the Father almighty, maker of heaven and earth, of all things visible and invisible'.• An introduction to the ideas presented in Laudato Si' 13.	By the end of this unit of study, pupils will have studied the following key texts: <ul style="list-style-type: none">• The Annunciation (Lk 1: 26-38, focusing on 1:26-32, 38)• The Visitation (Lk 1:39-45)• The Birth of Jesus (Lk 2:4-8)• The Visit of the Shepherds (Lk 2:8-20)
Believe	By the end of this unit of study, pupils will know that the Church teaches: <ul style="list-style-type: none">• That all that is comes from God.• God is our Father.	By the end of this unit of study, pupils will know that the Church teaches: <ul style="list-style-type: none">• Because God loves us, he gave us his only Son, Jesus.• God called Mary to be the mother of his Son, Jesus.• Mary said 'Yes' to God's call.

	<ul style="list-style-type: none"> • God's love and care for humanity is experienced through the beauty and order of Creation. • Prayer is a way we draw closer to God. 	<ul style="list-style-type: none"> • Angels bring God's message and are a sign that Jesus is the Son of God. • The stories about Jesus are in a special book called the Bible.
Celebrate	<p>By the end of this unit of study, pupils will know:</p> <ul style="list-style-type: none"> • That praying is a way people draw close to God. • That, as a community, the Church prays the Creed and the Our Father to pray to God and worship him. 	<p>By the end of this unit of study, pupils will know:</p> <ul style="list-style-type: none"> • We ask Mary to pray with us and for us and to comfort us in times of need, especially using the prayer Hail Mary. <p>By the end of this unit of study pupils will:</p> <ul style="list-style-type: none"> • Hear and begin to join in with the words of the Hail Mary. • Hear or sing the first phrase of the Gloria, recognising it as the angels' song of praise to God.
Live	<p>By the end of this unit of study, pupils will know that the Church teaches:</p> <ul style="list-style-type: none"> • God wants us to love and care for the world because the world is God's gift to us. • Caring for the world is one of the ways we love and care for each other. By the end of this unit of study, pupils will explore: • How a community in another part of the world cares for Creation. 	<p>By the end of this unit of study, pupils will know that the Church teaches:</p> <ul style="list-style-type: none"> • How Catholics around the world show honour to Mary, including diverse representations in art, sculpture, and music. • How Christians in their local community celebrate the birth of Jesus.

Maths

Our areas for study for this term are Place Value, Addition and Subtraction. Children will develop their fluency, reasoning and problem-solving skills in these areas.

Place value	Addition and subtraction	Shape
<ul style="list-style-type: none"> • Sort objects • Count objects • Count objects from a larger group • Represent objects • Recognise numbers as words Count on from any number • 1 more • Count backwards within 10 • 1 less 	<ul style="list-style-type: none"> • Introduce parts and wholes • Write number sentences • Fact families – addition facts • Number bonds within 10 • Systematic number bonds within 10 • Number bonds to 10 • Addition – add together • Addition – add more • Addition problems • Find a part 	<ul style="list-style-type: none"> • Recognise and name 3-D shapes • Sort 3-D shapes • Recognise and name 2-D shapes • Sort 2D shapes • Patterns with 2-D and 3-D shapes

<ul style="list-style-type: none"> • Compare groups by matching Fewer, more, same • Less than, greater than, equal to • Compare numbers • Order objects and numbers • The number line • End of block assessment 	<ul style="list-style-type: none"> • Subtraction – find a part • Fact families – the eight facts • Subtraction – take away/cross out (how many left?) • Subtraction – take away (how many left?) • Subtraction on a number line • End of block assessment 	<ul style="list-style-type: none"> • End of block assessment
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Here are a few ideas on how you can support your child with their mathematics at home: counting forwards and backwards to 10, 20, 50 and then 100, recalling numbers bonds up to and within 10 and counting in multiples of 2, 5 and 10.

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.

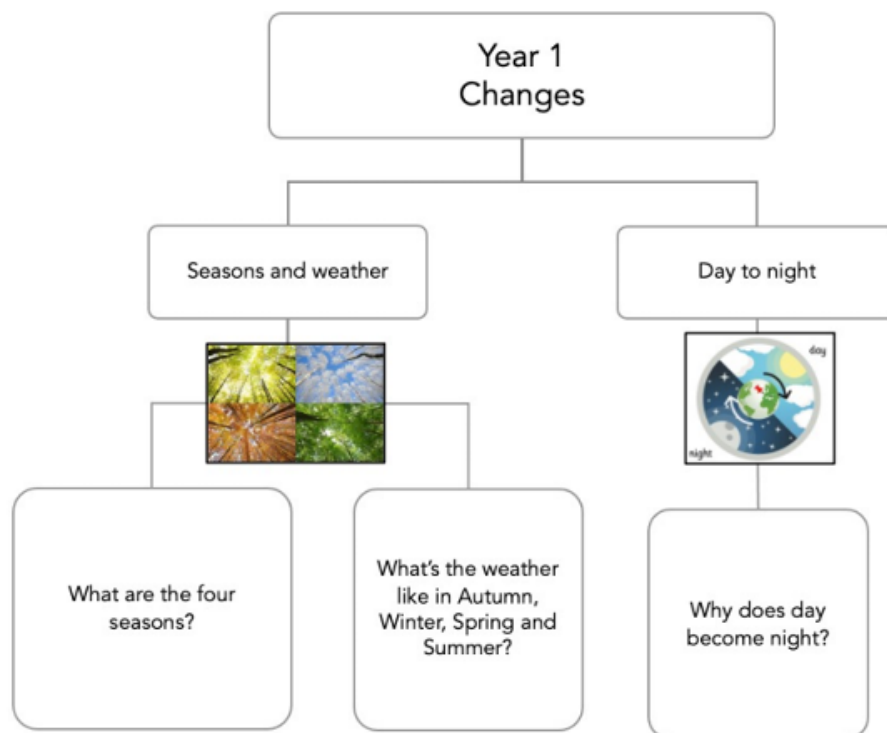
Children will read with an adult on a weekly basis, and will further develop their reading skills in Reading lessons, but we still recommend children read for at least 20 minutes every day with an adult.

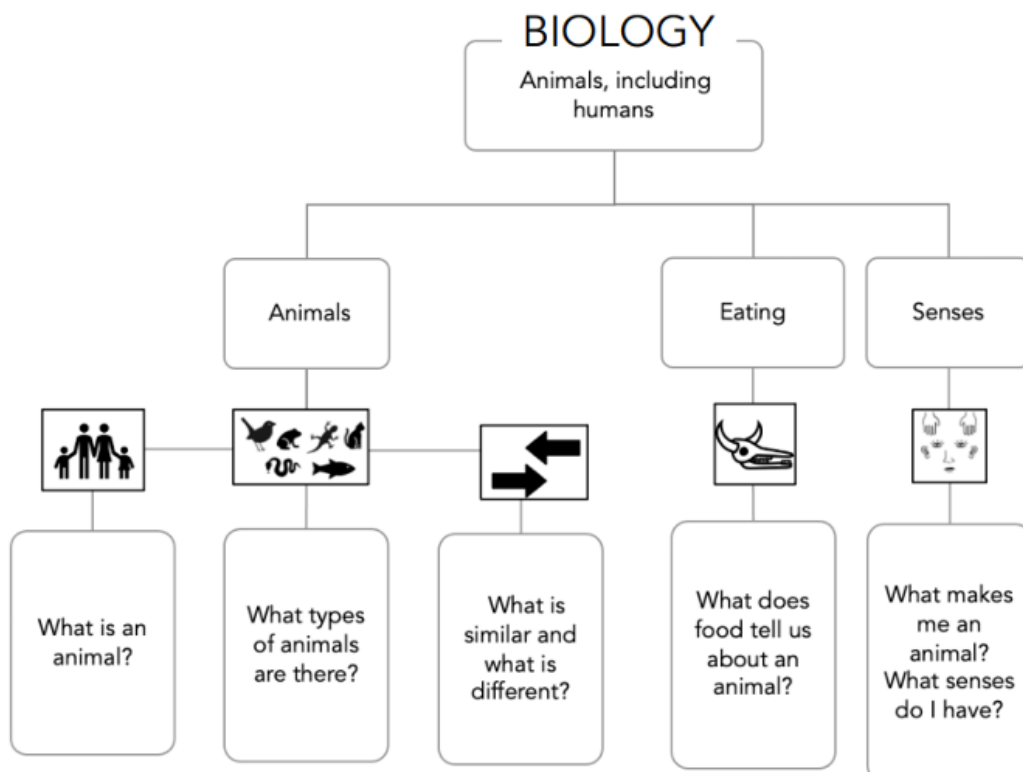
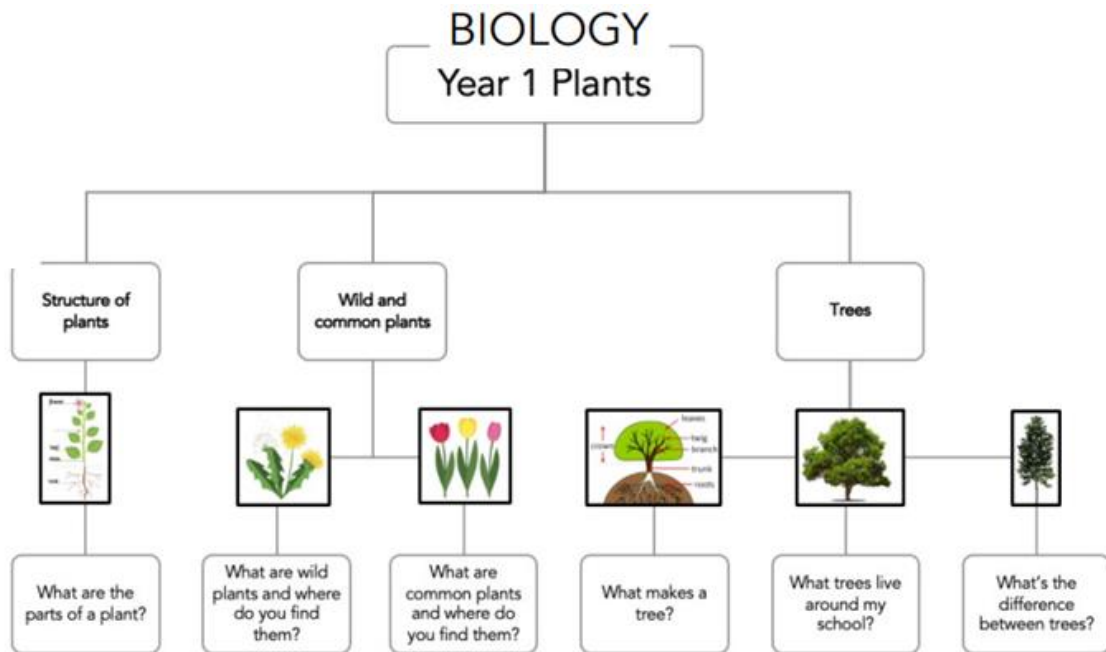
Reading	Writing
<ul style="list-style-type: none"> • Apply phonics knowledge and skills as the route to decode words. • Read accurately by blending sounds in unfamiliar words. • Read common exception words. • Read words containing known sounds and suffixes. • Read words containing more than one syllable that contain taught sounds. • Read words with contractions (I'm, don't). • Read aloud accurately books that are consistent with my developing phonics knowledge and that do not require me to use other strategies to work out words. • Re-read these books to build up my fluency and confidence in word reading. • Listen and discuss a wide range of poems, stories and non-fiction at a level beyond which I can read independently. • Being encouraged to link what I read or hear read to my own experiences. 	<ul style="list-style-type: none"> • Spell words containing each of the 40+ sounds already taught. • Spell common exception words and days of the week. • Name the letters of the alphabet in order and use letter names to distinguish between alternative spellings of the same sound. • Write from memory simple sentences dictated by the teacher. • Sit correctly at the table and hold a pencil comfortably and correctly. • Begin to form lower-case letters in the correct directions, starting and finishing in the correct place. • Form capital letters and digits 0-9. • Write sentences by saying out loud what I am going to write. • Sequence sentences to form short narratives. • Re-reading what I have written to check that it makes sense. • Discuss what I have written with others.

<ul style="list-style-type: none"> • Become familiar with stories, retelling them and considering their particular characteristics. • Recognise and join in with predictable phrases. • Learn to appreciate rhymes and poems and recite some by heart. • Discuss word meanings, linking new meanings to those already known. • Discuss the significance of the titles and events. • Make inferences on the basis of what is being said and done. • Predicting what happens on the basis of what has been read so far. • Participate in discussion about what is read to me, taking turns and listening. • Explaining clearly my understanding of what is read to me 	<ul style="list-style-type: none"> • Read aloud my writing clearly to be heard by others. • Leave finger spaces between words. • Join words and clauses using `and`. • Begin to punctuate sentences using capital letters, full stops, a question mark or exclamation mark. • Use a capital letter for the names of people, places, the days of the week, and the person pronoun `I`.
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Science

Our topics for this term are 'Seasonal changes and daily weather', 'Plants (Trees)' and Animals, including humans.

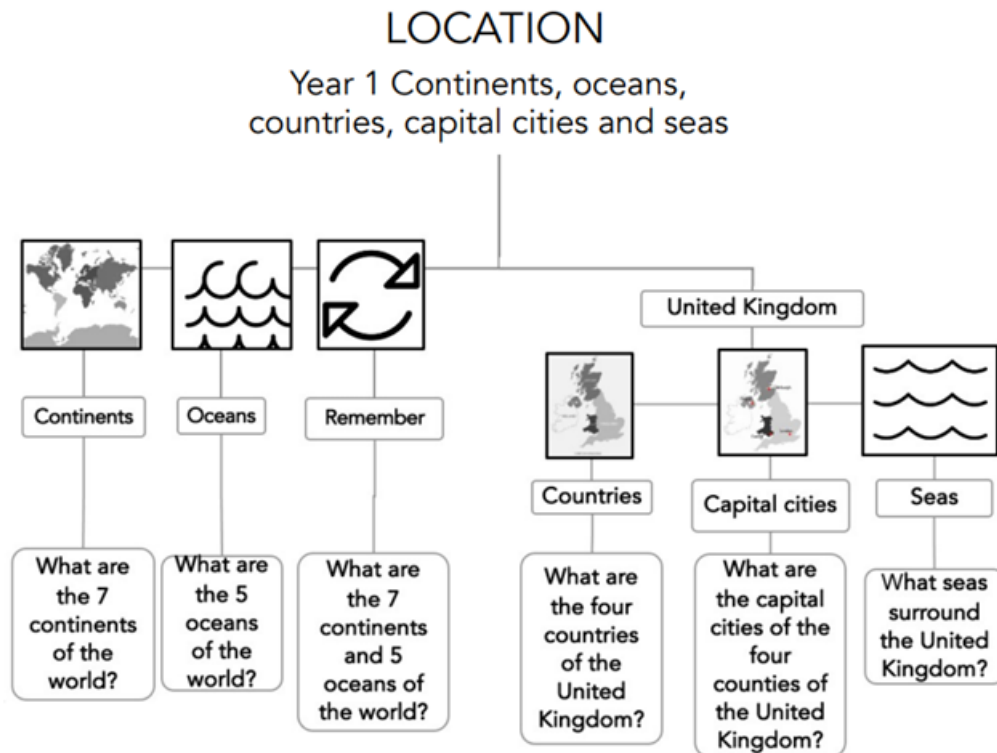




Children will continue to develop their 'Working Scientifically' skills by planning, designing, undertaking and evaluating their own investigations.

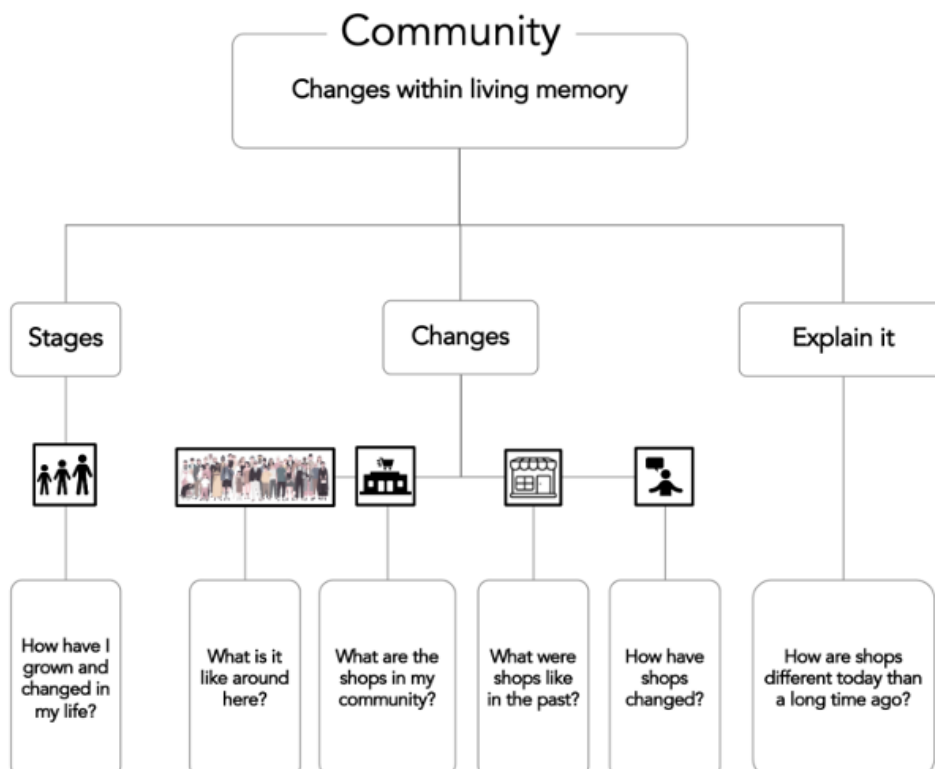
Geography

Our topics for this term are 'Continents, Oceans and Countries of the UK'.



History

Our topic for the term is 'Changes within living memory'.



Art

Our topics for the term are 'Drawing' and 'Painting'.

Drawing	Painting												
<table> <tr> <th colspan="2">At the end of this block, pupils will ...</th></tr> <tr> <th>Know:</th><th>Be able to:</th></tr> <tr> <td>Marks can be made using a variety of drawing tools</td><td> Select appropriate tools Make a range of marks </td></tr> </table> <p>In this block, pupils will be introduced to a range of drawing tools, such as charcoal, pencil, chalk and pastel. They will be taught to make basic marks and about how changing the pressure and orientation of these marks can create different textures.</p>	At the end of this block, pupils will ...		Know:	Be able to:	Marks can be made using a variety of drawing tools	Select appropriate tools Make a range of marks	<table> <tr> <th colspan="2">At the end of this block, pupils will ...</th></tr> <tr> <th>Know:</th><th>Be able to:</th></tr> <tr> <td> Paint can be used to create a range of marks The names of the primary colours </td><td> Make thick and thin marks Identify shades of primary colours </td></tr> </table> <p>In this block, pupils will explore making thick and thin paint marks on a range of surfaces. They will use primary colours and the <i>dip, dip dab</i> method of painting.</p>	At the end of this block, pupils will ...		Know:	Be able to:	Paint can be used to create a range of marks The names of the primary colours	Make thick and thin marks Identify shades of primary colours
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DT

Our topics for the term are 'Mechanisms' and 'Structures'.

Mechanisms	Structures												
<table> <tr> <th colspan="2">At the end of this block, pupils will ...</th></tr> <tr> <th>Know:</th><th>Be able to:</th></tr> <tr> <td> Common uses of sliders Different methods to create card sliders How sliders can create simple mechanisms </td><td> Design and make a slider product Evaluate the success of their outcomes and recommend improvements </td></tr> </table> <p>In this block, pupils will investigate how sliders work. They will design and make their own card slider product.</p>	At the end of this block, pupils will ...		Know:	Be able to:	Common uses of sliders Different methods to create card sliders How sliders can create simple mechanisms	Design and make a slider product Evaluate the success of their outcomes and recommend improvements	<table> <tr> <th colspan="2">At the end of this block, pupils will ...</th></tr> <tr> <th>Know:</th><th>Be able to:</th></tr> <tr> <td>A freestanding structure is a structure that stands on its own foundation or base without attachment to anything else</td><td>Build structures that are freestanding using a range of different materials</td></tr> </table> <p>In this block, pupils will investigate what needs to be in place so that a structure can remain standing on its own. They will use a range of materials to explore and reason about why some structures may fall.</p>	At the end of this block, pupils will ...		Know:	Be able to:	A freestanding structure is a structure that stands on its own foundation or base without attachment to anything else	Build structures that are freestanding using a range of different materials
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PE

Our focus for this term is on honing our skills in games. PE will be taught by Mrs Dyer on Tuesdays and Mr Cook and Mr Hurd on Fridays.

Music

Music will be taught by Mrs Dyer on Tuesday mornings.

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,

Mr Cook