

# 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 (for the first half term, at least) are Monday and Thursday. 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 **Thursday** so we are able to stick in the new sounds for following the week.

## Curriculum

### RE

Our topics for RE this half term are 'Gods Great Plan- Creation, Families and Mary Our Mother.

God's Great Plan- Creation				
Learning objectives				
I can <b>recognise that</b> the story of Creation is about how God made the world.	I can <b>recognise and say why</b> God made the beautiful world for us.  I can <b>recognise that</b> the story of Creation is a religious story at the beginning of the bible.	I can <b>recognise that</b> Adam and Eve were the first People God created to look after the beautiful world.	I can <b>ask I wonder</b> questions about why God made the world.  I can <b>ask I wonder</b> questions about good and poor choices.	I can <b>say why</b> we need to look after the beautiful things in God's world.

Families					
Learning objectives					
I can <b>recognise that</b> a psalm is a special form of prayer in the Bible.	I can <b>identify and talk about</b> the similarities between my family and Jesus'.	I can <b>recognise that</b> King David wrote some of the psalms and that he lived	I can <b>say and use:</b>  Family, belong, different, love, care, God, psalm, family of	I can <b>ask I wonder</b> questions about how people care	I can <b>talk about</b> how I am loved in my family and recognise

I can <b>recognise that</b> Jesus was a child just like me and had childhood experiences.	I can <b>recognise</b> that there are many different types of families.	some time before Jesus.	God, God's children, prayers, Bible, King David.	for each other in families.  I can <b>ask I wonder</b> questions about Jesus' family.	that God loves every family.
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## Advent: Mary Our Mother

### Learning objectives

I can <b>retell the story</b> of Jesus' birth with some understanding of how it was special.  I can <b>recognise</b> the Annunciation and the visit to Elizabeth as religious stories.	I can <b>talk about</b> receiving special messages and link this to Mary's response to Angel Gabriel.  I can <b>recognise</b> how Mary may have felt.	I can <b>retell how</b> Christians prepare for the birth of Jesus during Advent.  I <b>recognise some</b> of the symbols of Advent and make some links to Mary's role.	I can <b>use and talk about:</b> Mary, Mother of Jesus, chosen, Angel, prepare, Advent, wreath, stable. Manger, visit, celebration.	I can <b>recognise that</b> God sent Jesus to help us to love God and each other.  I can <b>ask I wonder questions</b> about Mary's role in the Christmas stories.	I can <b>recognise that</b> Mary was specially chosen by God and she said yes.  I can <b>recognise that</b> as a Christian I can say yes to God too with Mary our Mother's help.
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## 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
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	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	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 End of block assessment

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	Find a part 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 Add or subtract 1 or 2 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.

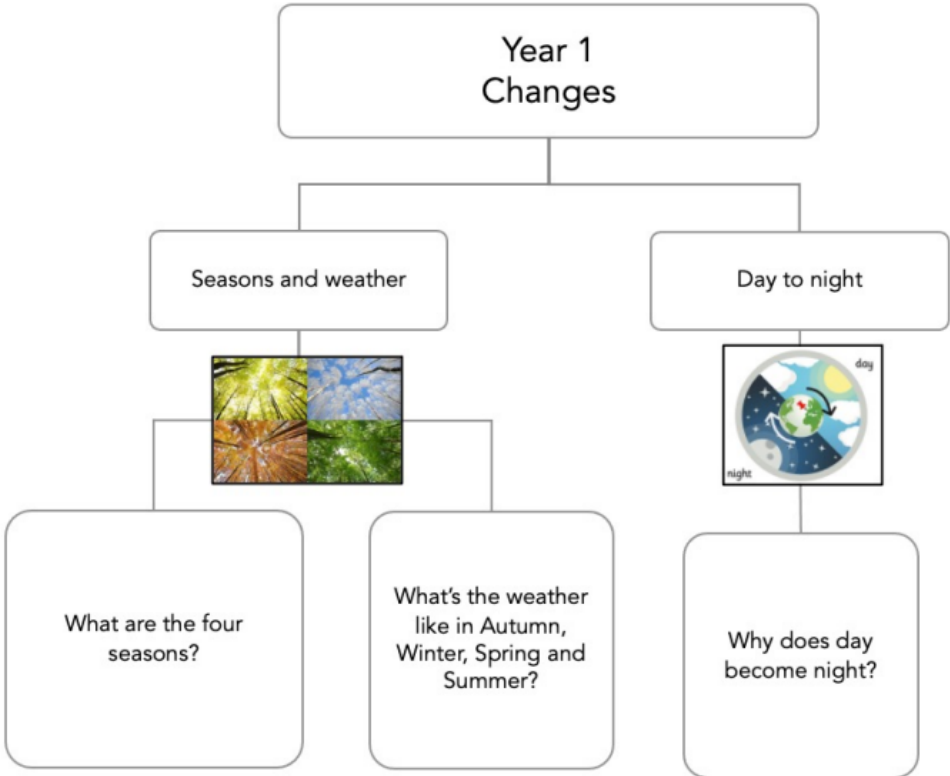
Children will read with an adult on a weekly basis, and will further develop their reading skills in Reading lessons, but we still recommend children read for at least 20 minutes every day with an adult.

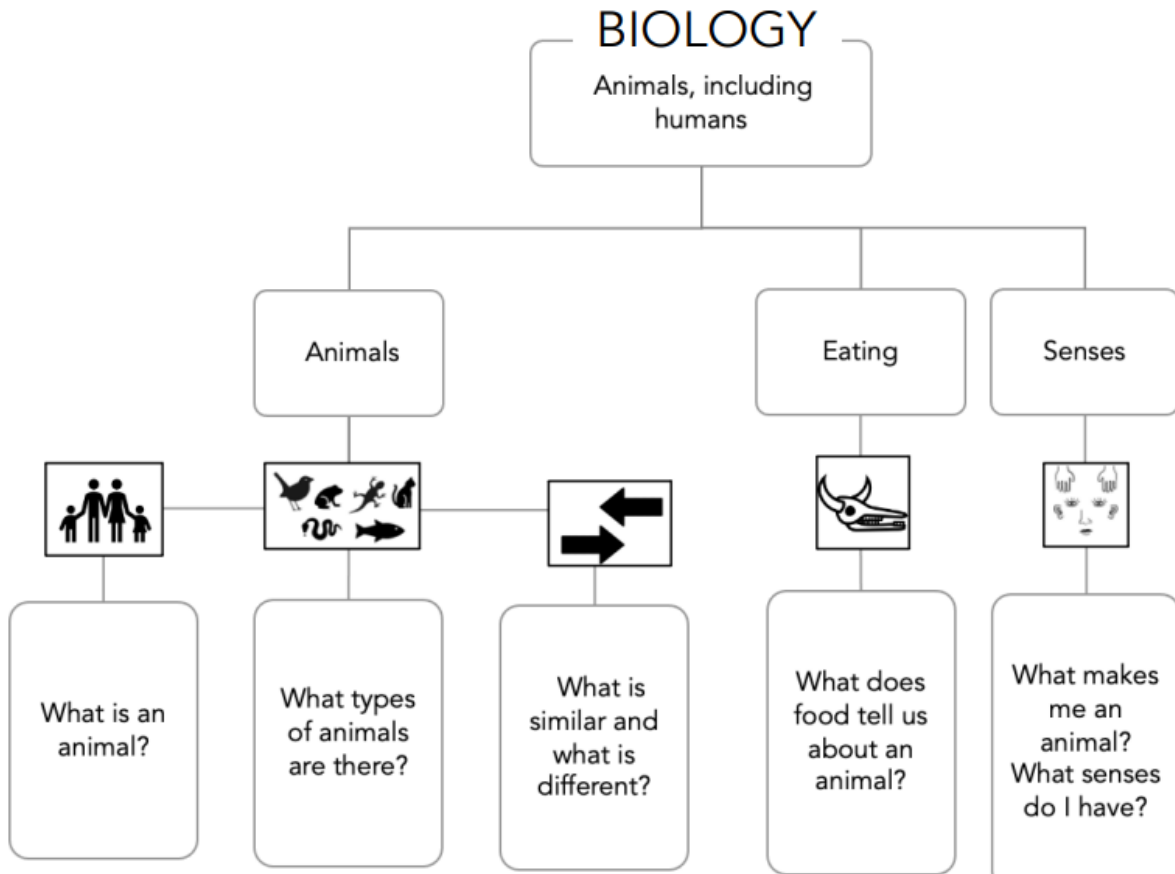
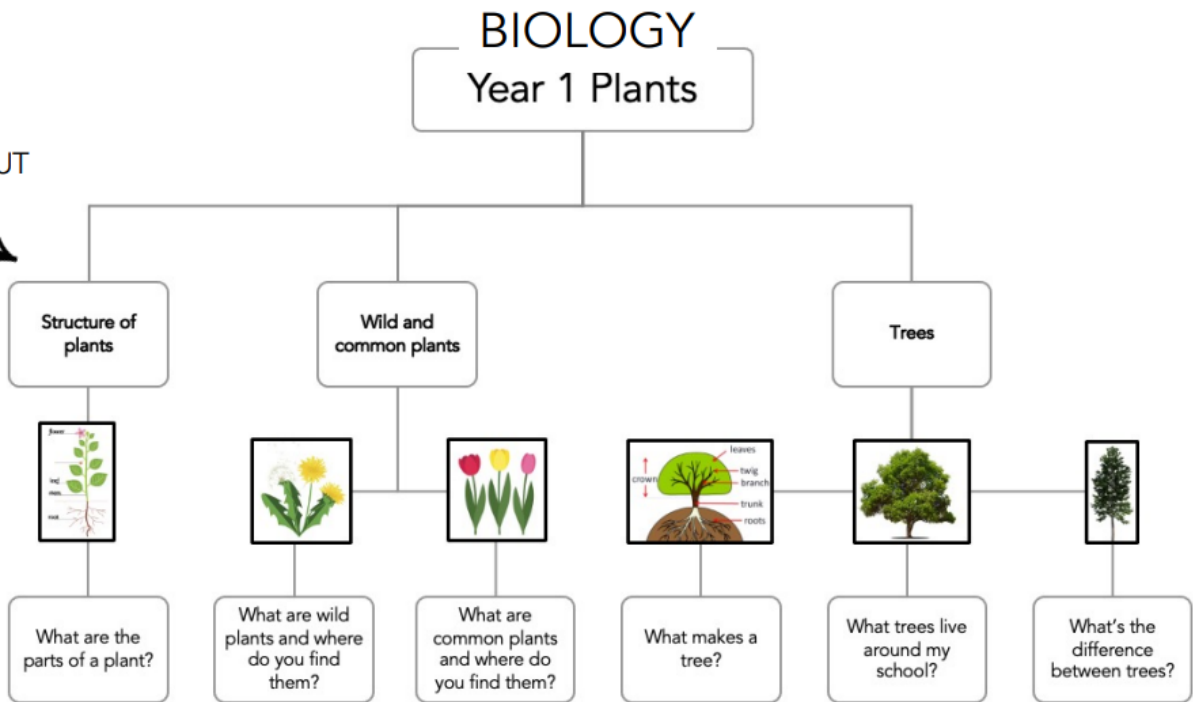
<u>Reading</u>	<u>Writing (inc. SPAG)</u>
<b>Learning focuses</b>	<b>Learning focuses</b>
Apply phonics knowledge and skills as the route to decode words. Read accurately by blending sounds in unfamiliar words. Read common exception words. Read words containing known sounds and suffixes. Read words containing 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.	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.

<p>Listen and discuss a wide range of poems, stories and non-fiction at a level beyond which I can read independently.</p> <p>Being encouraged to link what I read or hear read to my own experiences.</p> <p>Become familiar with stories, retelling them and considering their particular characteristics.</p> <p>Recognise and join in with predictable phrases.</p> <p>Learn to appreciate rhymes and poems and recite some by heart.</p> <p>Discuss word meanings, linking new meanings to those already known.</p> <p>Discuss the significance of the titles and events.</p> <p>Make inferences on the basis of what is being said and done.</p> <p>Predicting what happens on the basis of what has been read so far.</p> <p>Participate in discussion about what is read to me, taking turns and listening.</p> <p>Explaining clearly my understanding of what is read to me.</p>	<p>Re-reading what I have written to check that it makes sense.</p> <p>Discuss what I have written with others.</p> <p>Read aloud my writing clearly to be heard by others.</p> <p>Leave finger spaces between words.</p> <p>Join words and clauses using and.</p> <p>Begin to punctuate sentences using capital letters, full stops, a question mark or exclamation mark.</p> <p>Use a capital letter for the names of people, places, the days of the week, and the person pronoun I.</p>
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**Science**

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





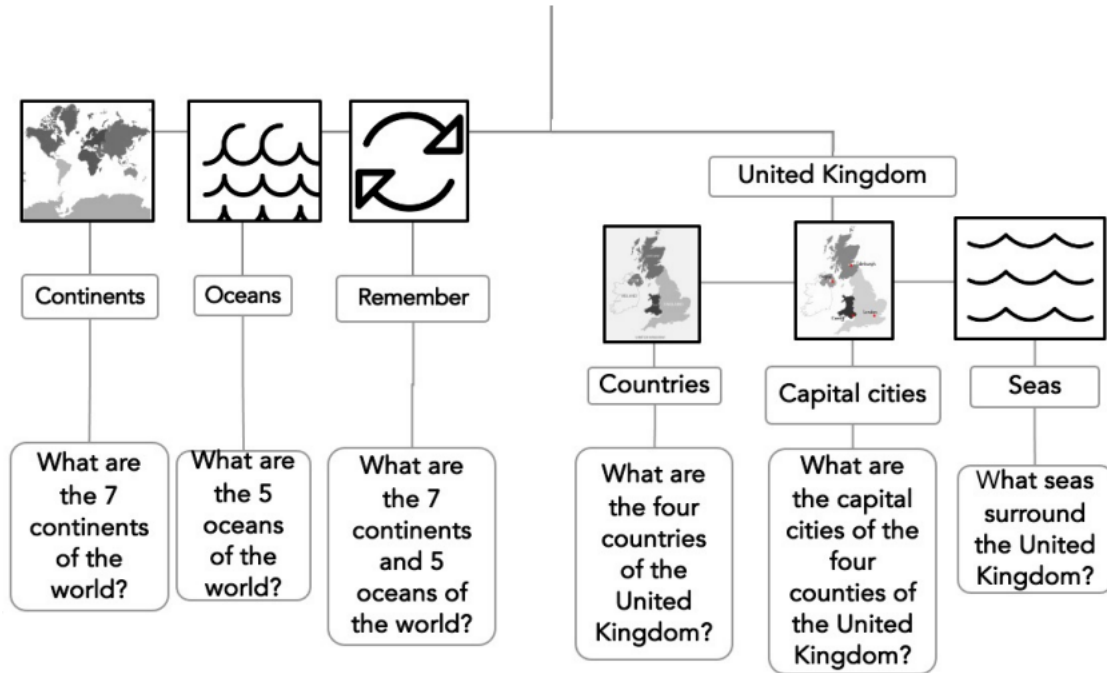
Children will continue to develop their 'Working Scientifically' skills by planning, designing, undertaking and evaluating their own investigations.

## Geography

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

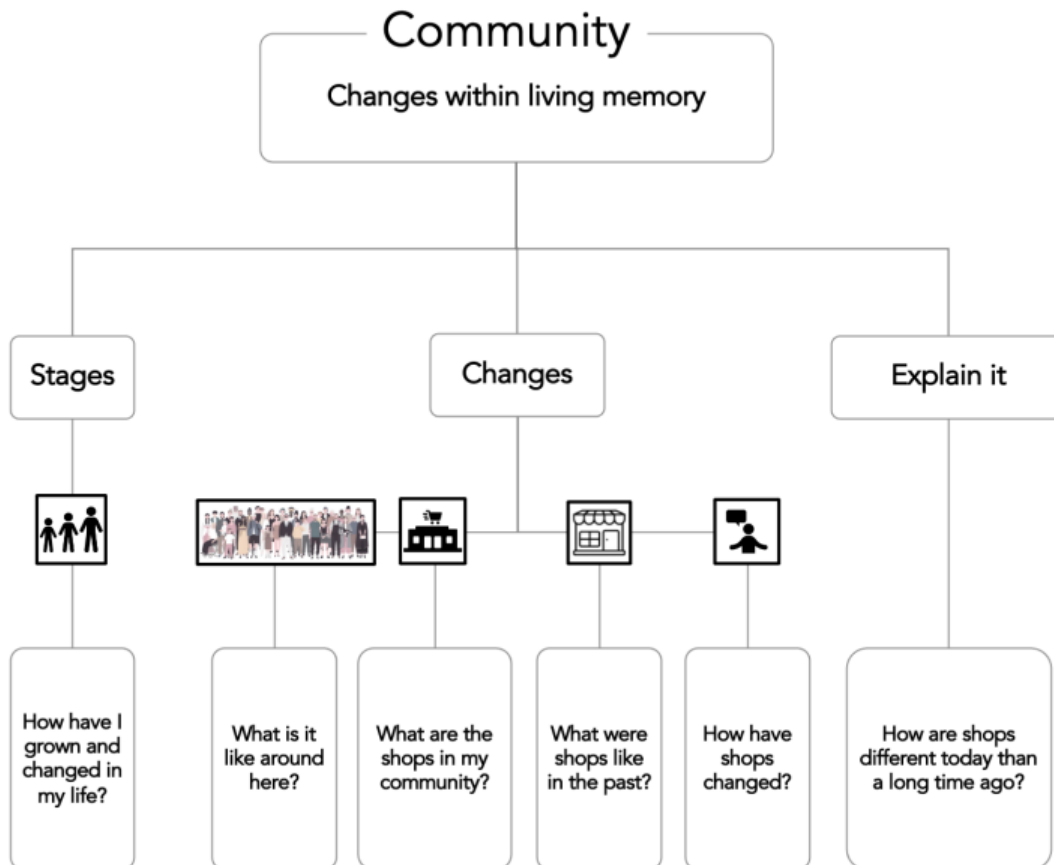
# LOCATION

Year 1 Continents, oceans, countries, capital cities and seas



## History

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



## Art

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

Drawing		Painting	
<b>At the end of this block, pupils will ...</b>		<b>At the end of this block, pupils will ...</b>	
<b>Know:</b>	<b>Be able to:</b>	<b>Know:</b>	<b>Be able to:</b>
Marks can be made using a variety of drawing tools	Select appropriate tools  Make a range of marks	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
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.		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.	

## PE

Our focus for this term is on honing our skills in games. PE will be taught by Miss Southgate on Mondays and Mrs Dyer on Thursdays.

## Music

Music will be taught by Mrs Dyer on Thursday mornings.

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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 Southgate