

Year 1 Autumn - Term 1



ENGLISH

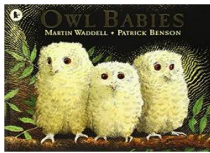
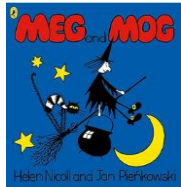
Phonics: The children will revise all of the digraphs and trigraphs introduced in Phase 3: zz, qu, ch, sh, th, ng, ai, ee, oa, oo, ar, or, igh, ur, ow, oi, ear, er, air, ure (we will assess which phonemes your child can recall and those they have forgotten and liaise with you on an individual basis via your child's reading record book). The children will move on to revising Phase 4 where they will read and write 4 or 5 letter words containing the above di and trigraphs. Children will revise the tricky words taught in Reception by reading them at sight and learning to spell them correctly.

Writing Phase 1: Hold and Write a Sentence. Generate a simple sentence. Combine simple sentences to form a series of sentences.

Writing Essential Skills: Capital letter, full stops, finger spaces, correct letter formation, letters correctly orientated on the line, writing continually and correctly on the line.

Comprehension: The children will be listening to and discussing a wide range of poems, stories and non-fiction, becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their characteristics.

Our focus books this term are:



SCIENCE Biology: Animals - Humans

Children will name parts of their body, including the features of their face. They will explore which body part are associated with their five senses. The children will explore each of these senses in more detail through a range of practical activities. They will build on their prior and developing knowledge of their bodies which they started in Reception. The children will revisit this work later in the year as part of their learning about vertebrates (Summer Term). Their developing knowledge about humans will be built upon through the units covered in Years 2-6.

Working Scientifically: Children will be answering questions through a range of practical play activities, making observations through discussion and drawings. They will be collecting data and using the results to answer simple questions.

(Please see Science Knowledge Organiser for essential knowledge and vocabulary to be learnt in this subject)

PHYSICAL EDUCATION

The two PE sessions this term are: Me and Myself (Pacesetters coach led session) and Dance (theme of toys). Children will develop their ability to negotiate space and obstacles safely when participating as a group.

In Continuous Provision practise basic movements including running, jumping, throwing, catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.

Kinetic Letters handwriting scheme focusing on pencil grip, numbers /capital letters, and revise all letter families.

HISTORY: Florence Nightingale

The children will be learning about the role of a nurse. They will learn about Florence Nightingale and what impact she had on hospitals. They will also find out about other well-known nurses including Mary Seacole. They will also find out about modern day nursing and hospitals and how they differ from what hospitals were like in the past. We will also touch on the role of the NHS.

MUSIC

Charanga Music Scheme Unit 1: My musical heartbeat. The children will consider the idea of a 'musical heartbeat' and practice finding the pulse or beat to a piece of music. In this unit, we ask, 'How Can We Make Friends When We Sing Together?'

Alongside direct teaching, opportunities are planned for within the continuous provision for children to create music using their voice, instruments and other resources.

MATHS

Children will be sorting groups by characteristics such as by colour. Once objects are sorted children begin to count from 1 to 10 to work out how many there are. Children learn that one object can be represented by another. For example, one elephant can be represented by one cube or counter. They develop counting to continue a number sequence forwards and backwards. Children are to count one more and one less. Children are to match one object with another. Children to use the language 'equal to'; 'less', 'greater than', 'fewer' and 'less than' to compare groups of objects. Children to be introduced to the vocabulary 'greatest' and 'smallest' and begin to use it correctly. Children to understand that a number can be partitioned into two or more parts. They will be introduced to the part-whole model to show this concept. Children to be introduced to the addition symbol (+) and combine it with the 'equal to' (=) symbol to create number sentences. Children build on initial number sentences by looking at addition fact families. Children to explore number bonds to ten. Children are introduced to the language of subtraction.

COMPUTING - Focus: Purple Mash for Y1

Children will learn how to access the Purple Mash area for year 1. They will consider how to stay safe on-line. The children will be able to explore some of the different games and activities on the site as well as create their own avatar.

Design Technology

The children will follow the DT Kapow Unit: Junk Modelling.

They will have lots of opportunity to freely explore the equipment and materials in our Creative Area. The children will then see the design process modelled before having a try at drawing their own design item to make. They will try different fixing and joining techniques, learning which application might best be suited to the task.

RE:

In RE, the children will be thinking about and reflecting on the question Who do Christians say made the world?

PSHE

HeartSmart: Through our PSHE scheme HeartSmart the children will be learning about Boris the Robot and what it means to be HeartSmart.
Picture News