

## Key Stage 1 Half Termly Curriculum Overview

### Year 1 2015/2016 - Autumn 2

Dear Parents,

Welcome back after the half term to an exciting half term, with lots of things to look forward to. The children have made an excellent start in Year 1 and we are continuing to ease children from their Early Years work into the Year 1 curriculum. For this half term we are pleased to provide you with information about what the children will be covering in the different subjects. We continue to work within the new curriculum framework introduced in September 2014 for Year 1 children. If you wish to know more about it visit the DfE website, the school website or come in and speak with us.

#### Reading

In line with our school policy the children will develop their reading in class throughout the week through shared reading and guided reading sessions and we shall be monitoring their reading progress carefully each week with our own records.

The reading records are for parents to record your child's reading at home. We ask all our Infant children to read for 15 minutes each night. Although we are keeping our own records of your child's reading progress it would be really helpful if you could make comments in your child's reading record book each time they read, to let us know how they have coped with a book at home. Home reading records are checked twice a week and their home reading is acknowledged and a target will be highlighted in the book.

If your child reads any other reading material as well as their reading book from school, please also make a note of it in their reading record. The home reading record is also a good way to make contact with us if you wish to send a message and cannot get into school.

**The school continues to run an early doors reading club (£2) 8am - 8:45am each morning and reading clubs at lunch time. Open to all!**

#### Healthy School Initiative

As part of the healthy school initiative, we ask the children to bring water to school every day (please no juice or flavoured water) in a bottle with a sports top to prevent any unnecessary spillage.

*The children need a healthy snack each day of the week as we have now successfully moved to healthy snacks Monday to Friday.* The children can bring fruit or cereal bars for their snack and will be given the opportunity to eat their snacks during morning playtimes.



#### Homework

- **Literacy homework** will be given out on a Friday and is to be handed in the following Tuesday
- **Spellings** will be given out on a Tuesday and tested the following Monday.
- **Maths homework** will be given out on a Monday and is to be handed in on Friday of the same week.
- Each child should read for a minimum of 15 minutes per night and complete their reading records.

#### Concerns and messages

If you have any concerns or problems, please do not hesitate to come in and see us at the end of the school day. Any messages in the morning must be left with a Teaching Assistant at the Infant door in the morning and they will be passed directly to us that morning.

#### Information and dates to remember:

**Indoor PE:** Mondays and Tuesdays - white polo shirt/ plain T-shirt, royal blue shorts and indoor pumps

**Outdoor PE:** Thursdays - dark coloured, plain tracksuit tops, jogging pants and trainers will be needed as it is becoming colder.

**Please ensure that all clothing is clearly labelled.**

**Anti-bullying week:** 16 - 20 November

**Year 1 and 2 Christmas Play:** Tuesday 8<sup>th</sup> Dec at 9.30am & Wed 9<sup>th</sup> Dec at 2.00pm

**RE - Autumn 2 term topics**

**Belonging:** The children will learn

**Explore:** about belonging to different groups

**Reveal:** that Baptism is an invitation to belong to God's family

**Respond:** acquire the skills of assimilation, celebration and application of the above

**Waiting:** In this topic the children will

**Explore:** about the times that it is necessary to wait and the use of that time

**Reveal:** that advent is a time of waiting to celebrate Jesus' coming at Christmas

**Respond:** acquire the skills of assimilation celebration and application of the above

**English****Reading**

- Apply phonic knowledge and skills as the route to decode words.
- Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.
- Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.
- Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.
- Read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings.
- Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words.
- Re-read these books to build up their fluency and confidence in word reading.

**Writing**

- Saying out loud what they are going to write about.
- Composing a sentence orally before writing it.
- Sequencing sentences to form short narratives.
- Re-reading what they have written to check that it makes sense.
- Discuss what they have written with the teacher or other pupils.

**Spelling**

- All letters of the alphabet and the sounds which they most commonly represent.
- Consonant digraphs which have been taught and the sounds which they represent.
- Vowel digraphs which have been taught and the sounds which they represent.
- The process of segmenting spoken words into sounds before choosing graphemes to represent the sounds.

**Grammar & Punctuation**

- Recognise regular noun suffixes -s and -es; verb suffixes -ing, ed
- How words can combine to form sentences
- Use capital letters, full stops, question marks and exclamation marks with increasing accuracy

**Science**

This half term, we will be looking at the topic "**Why does it get darker?**", to link in with our non-fiction books on nocturnal animals, and also our Art topic "**Starry, starry night**"

In this topic, we will observe and describe weather associated with the seasons and how day length varies.

**Mathematics****Number**

- Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number.
- Count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens.
- Given a number, identify one more and one less.
- Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least.
- Read and write numbers from 1 to 20 in numerals and words.

**Addition and Subtraction**

- Read, write and inter[ret mathematical statements involving addition (+), subtraction (-) and equals (=) signs.
- Represent and use number bonds and related subtraction facts within 20.
- Add and subtract one digit and two digit numbers to 20, including zero.
- Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7=    - 9.

**Shape, Space and Measures**

- Recognise and name common 2-D and 3-D shapes, including:
- 2-D shapes [for example, rectangles (including squares), circles and triangles].
- 3-D shapes [for example, cuboids (including cubes), pyramids and spheres].
- Measure and begin to record the following:
- Time: o'clock and half past.

**Geography**

This will be taught again in the spring term as  
History will be taught this half term.

**Collective Worship**

Takes place in class on Tuesdays, Wednesdays  
and Thursdays; with the whole school on  
Mondays and with the Infants on Fridays

**Art and Design****"Starry, starry night" by Vincent Van Gogh**

We will look at "Starry, Starry night" and discuss the  
painting - how it makes us feel; what we like/ dislike about it.  
Using paint and collage, we will attempt to recreate it!

The children will find out about

- The work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work.

**DT: Designing and making a moving toy**

- Generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology
- Select and use a range of tools and equipment to perform practical tasks - cutting, shaping, joining and finishing. Select and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics.

**PSHCE Communities:**

The children will find out about how:

- To recognise what they like and dislike, what is fair and unfair, and what is right and wrong.
- To share their opinions on things that matter to them and explain their views.
- To recognise, name and deal with feelings in a positive way.
- To think about themselves, learn from their experiences and recognise what they are good at,
- To identify and respect the differences and similarities between people.

**Topic Title:****Communities and****Anti-bullying****PE**

The children will continue to develop their  
agility, balance and co-ordination, working as  
individuals and as part of a team. They will:

- Participate in team games, developing simple tactics for attacking and defending.
- Master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.

**History:****Why is an iPad more fun than Grandma and Grandad's old toys?**

- Know that they can find out about toys today.
- Explain how we can find out about toys in the past.
- Know where people and events they study fit within a chronological framework..
- Identify similarities and differences between ways of life in different periods..
- Develop an awareness of the past using common words and phrases relating to the passing of time.
- Understand a wide vocabulary of everyday historical terms.

**Computing**

We will use "2 Simple" and other graphics programs to enable us to illustrate a book. The children will:

- Use technology purposefully to create, organise, store, manipulate and retrieve digital content.
- Recognise common uses of information technology beyond school.
- Use technology safely and respectfully, keeping personal information private; identify where to go for help if needed.

**Music****Make different sounds with voices and instruments**

- Use their voices expressively and creatively by singing songs and speaking chants and rhymes.

**Make a sequence of sounds**

- Experiment with, create, select and combine sounds using the inter-related dimensions of music.

**The children will be learning and practising songs for their Christmas play in addition to the music lessons.**