

## Key Stage 1 Half Term Curriculum Overview

Year 1 2017/2018 - Autumn 1

Dear Parents,

Welcome back to a new school year and to Year 1! The children have made an excellent start and continue to make a smooth transition from Reception. The Year 1 curriculum builds upon and extends the experiences that children have had in Reception. Learning through play will continue to be an important part of the school day, and the children will gradually be eased into more formal learning as the year goes on. We are pleased to provide you with information about what we will be covering in the different subjects during the first half of the Autumn term. Kind Regards Mrs Gambles, Mrs Hemming and Mrs Dix-Baker

### Catholic life of the school

On a Monday afternoon, we start the week by gathering together to reflect on the week ahead and pray together. Each Thursday at 3pm, we hold a Celebration Assembly, when we celebrate the achievements of children from each class with parents.

The children will be attending a variety of whole school masses, both in the Church and in school.

The Wednesday Word is available for every child to take home every Wednesday. Please look out for this and share it with your child. Additional copies are available at the school office.

In class, the children will continue to plan and lead Collective Worship Tuesdays, Wednesdays and Thursdays.

Each child in the class throughout the year will be given the opportunity to take home a prayer bag, to share in some reflective time with their family.

### Healthy School Initiative

As part of the healthy school initiative, we will continue to encourage the children to be active at playtimes. Children will be encouraged to drink water throughout the day; therefore, it is important that the children have their bottles in everyday! It makes it easier for the children if the bottles have a sports top, as it would prevent any unnecessary spillage.

Healthy snack days will continue to be Monday to Friday and the children will be given the opportunity to eat their snacks during morning playtimes.

### Information and dates to remember

Wed 6 Sept - Children return to school  
Tues 12 Sep Whole school Mass  
Mon 18 Sept - Rec children's first day in school  
Mon 18 Sept - After school clubs begin  
Thurs 5 Oct - Movie Night 3.30-5.45pm  
Fri 20 Oct - End of half term, school closes  
3.30pm

### Homework Information

English homework will be given out on a Thursday and is to be handed in the following Monday.

Spellings will be given out on a Tuesday and tested the following Monday.

Maths homework will be given out on a Tuesday and is to be handed in on Friday of the same week.

Reading - 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 on the Infant door and they will be passed directly to us that morning.

**Year 1**  
**General**  
**Class**  
**Information**

**Information**

**Indoor PE:** Tuesday - white polo shirt/plain t-shirt, royal blue shorts and indoor pumps  
**Outdoor PE:** Wednesday - dark coloured, plain tracksuit tops, jogging pants and trainers will be needed.

*Please ensure all clothing is clearly labelled and kits should be left in school all week.*

**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 my own records.

The reading records are for parents to record your child's reading at home. We ask all our children to read for 15 minutes each night. Although we will be keeping our own record 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 and once a week and home reading is acknowledged. At the back of the Reading Record you will see a list of high frequency/keywords words that your child is expected to know. Learning these should be incorporated into your daily reading routine.

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 us a message and cannot get into school.

This year, we are continuing with our focus on 'Reading'. As well as our reading activities in class, we ask that in addition to hearing your child read, you share books and read to them and explore the pleasure of reading with your child.

**The school continues to run, an 'early doors' reading club (£2) 8am - 8:45am each morning. Open to all!**

**How can you help?**

**Speaking and Listening**

Talk with your child about things you are doing together. Explain new words and phrases and give your child words to use if s/he is struggling with an explanation. Always encourage your child to ask questions and listen to the answers.

**Shared Reading**

In addition to listening to your children read each night, Shared Reading is a supportive way of reading with your child. It allows you to tackle more challenging books (with you reading most of the text) or to read old favourites (with your child doing most of the reading).

If you are reading a new book - always read it to your child first; then talk about the book, such as the characters, the setting, and the ending etc. When your child is confident allow them to take over the reading of the book - but join in if they begin to struggle.

**Writing**

Encourage your child to engage in writing type play (making books, playing schools, writing plays) and always praise your child for any writing that they do. Always ask your child to read back to you what they have written. Where possible encourage your child to write invitations, birthday cards and thank you cards. Finally, if your child is worried about spelling encourage them to identify the first sound then break up (segment) and blend the word such as 'cat' is c-a-t. On the centre pages of your child's Reading Record you will find 'A Guide for the Reading Helper'. Here you will find a simple phonics overview and words to show the sounds made by each letter. Ensuring your child is using the correct sounds will assist segmenting and blending and the decoding of new words.

RE TopicsFamilies:

- The children will be able to talk about the love and care shown within the family and describe God's love and care for every family.

Belonging:

- The children will learn about belonging to different groups and understand that Baptism is an invitation to belong to God's family.

Please see the RE newsletter on the school website for more information.

Science - Animals Including Humans - Ourselves

- Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.
- Ask simple questions and recognise that they can be answered in different ways.
- Observe closely, using simple equipment.
- Perform simple tests.
- Identify and classify.
- Use their observations and ideas to suggest answers to questions.

EnglishReading

- 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.
- Focus and genres - Stories in familiar setting, labels, lists and signs, songs and repetitive poems.

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.

MathematicsNumber

- 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, and ten more and ten 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 interpret 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: mass and capacity.
- Time: o'clock and half past.

**Geography***Where is My School?*

- Develop knowledge of the location of significant places in the context of children's own locality.
- Understand sense of place in relation to home and school in the context of children's own locality/school.
- Use simple fieldwork and observation skills to study the school in the context of children's own locality/school.
- Devise a simple map and use basic symbols in a key.
- Describe the location of features and routes on a map in the context of children's own locality/school.
- Develop & follow directional vocabulary in the context of children's own environment.
- Recognise a range of map symbols and understand their use.

**PSHCE**

- Develop understanding of the kinds of relationships that exist within families.
- Develop children's understanding of the ways friends and members of families can support one another.
- Develop knowledge of the five senses and their functions.

**Art and Design***Self Portraits*

- Use a range of materials creatively to design and make products.
- Use drawing to develop and share their ideas, experiences and imagination.
- Use painting to develop and share their ideas, experiences and imagination.
- Use sculpture to develop and share their ideas, experiences and imagination.
- Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.
- Learn 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.

**Me, Myself**  
**and I**

**DT**

**This will be taught through our Art and Design topic.**

**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.

**Computing***We are Treasure Hunters*

- Understand what algorithms are: how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.
- Create and debug simple programs.
- Use logical reasoning to predict the behaviour of simple programs.
- Recognise common uses of information technology beyond school.

**Music**

Using the "Charanga" scheme, the children will be introduced to a variety of music styles. This half term, the focus will be on beat and rhythm, specifically rap music.

**Make different sounds with voice 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 sing known and new songs every day.