

Year 1 Autumn Term 'Heroes' (mini topic) and 'Where does our Food Come?'

ENGLISH

Writing composition:

The children will write in many contexts (not just in literacy lessons) and for different purposes, including alternative versions of The Little Red Hen, a recount of a trip to a farm and weather reports. The children study structure and language features before they write. The writing process involves planning, drafting, editing and proof reading, evaluation and oral presentation and/or publishing.

Handwriting is cursive (joined). We encourage all children to use pen as soon as they are able to so that they develop a fluent and confident handwriting style. Great effort and improvement is recognised and celebrated. Some children may even win a Star Writer award!

Grammar and punctuation:

Whenever possible, this is taught in the context of the writing process, but there may be times when discrete lessons are needed. The programme of study includes:

- use *and* to join words and clauses
- sequence sentences to form a narrative
- separate words with spaces
- begin to use sentence punctuation - capital letters, full stops, question marks and exclamation marks
- know how to use -s and -es to create plurals
- know the language of letter, capital letter, singular, plural, sentence, punctuation, full stop, question mark and exclamation mark.

Phonics and spelling:

The school does not follow a commercial phonic reading or spelling scheme. We use the Letters and Sounds programme and planning that has been developed to incorporate the requirements of the National Curriculum 2014.

The children are ability grouped for daily phonic sessions, which develop both phonics for reading and spelling skills. Children are given many opportunities to apply their phonic knowledge and skills in purposeful writing and reading activities across the wider curriculum.

Reading

We have a wide range of books, sourced from different publishers, for each stage of phonic and reading development. The children have a reading session every day and read from a range of literature. Reading sessions with the teacher develop word reading and comprehension skills. Teachers read aloud to the class regularly.

Parent volunteers also hear children read. Children have a weekly visit to the school library.

ART and DESIGN

Children will use the music of The Four Seasons by Vivaldi to produce art work using paints, pastels and chalks. Under the theme of Mother Earth, the children will use a range of resources to produce a collage. They will talk about the work of Guiseppe Archiboldo.

HISTORY

'When I was 5...'

The children will compare their experience of being 5 with older children and adults. They will look at the changes within living memory, such as:

- Favourite toys and games
- School uniform
- TV programmes
- Favourite books
- Computer technology
- Food

MATHS

We believe that Maths is a creative subject. Reasoning and Problem Solving skills are at the heart of mathematical understanding and are woven into our daily maths lesson. In addition, our learners are given frequent opportunities to use mathematics in other lessons.

Number/Calculation

Counting is very important and the children will be counting up to and beyond 100, forwards and backwards, in steps of 1 & 2 (and later 5 & 10) from any number. They will read and write numbers up to 20 in numbers and words and will recognise them in lots of ways (e.g. on dice, dominoes, pictures etc). They will know and use the = + and - symbols and learn the number bonds to 20. Problems involving multiplication and division will be solved using real materials.

Geometry and Measures

Learners will be using the language of time to order events and will know and use the days of the week/months etc. They will be telling the time to the nearest hour and half hour.

They will begin to use standard metric measures for length, weight and capacity and use them in practical contexts.

They will recognise and name common 2D and 3D shapes using the correct mathematical names.

The children will describe position, direction and movement, including whole, half, quarter and three quarter turns.

Fractions

The language of fractions used in Year 1 links in with their work on position and direction (whole, half, quarter and three-quarter turns etc) and with their understanding of time. They may also describe containers as being half full, more than half full etc.

Maths talk

Talk is a crucial tool in the understanding of maths. Here, learners are encouraged to use precise mathematical language to discuss ideas, create debate and identify and resolve problems. This may take the form of whole class discussion, paired talk or group collaboration.

DESIGN TECHNOLOGY

The children will be tasked with encouraging their peers to eat more fruit and vegetables. In October they will visit a working farm to support their understanding of where our food comes from. They will investigate and taste different foods and develop vocabulary to describe the appearance, taste, smell and texture. They will use fruit and vegetables to prepare healthy dishes that will appeal to their peers.

GEOGRAPHY

The children will name, locate and identify the four countries of the UK, using Barnaby Bear as a focus.

They will learn to use maps, atlases and globes to find out the characteristics of these countries.

They will identify the four seasons and note daily weather patterns in the United Kingdom.

PSHE

In PSHE sessions will focus on E-safety, the school community and Health - How have I changed? Some of the areas covered will be:

- Making a classroom a caring place
- Thinking about others
- How have I changed from baby to now, physically, socially and emotionally?

PSHE is enriched with circle time, Building Learning Power and mentoring sessions.

MUSIC

The children will listen to and interpret through art and dance The Four Seasons by Vivaldi. The children will be taught how to play hand bells and practise and perform simple arrangements. There will also be opportunities to play untuned instruments.

The children will be rehearsing and performing songs from the musical Goldilocks and the Three Bears.

SCIENCE

The children will observe the changes across the four seasons and explore the changes in the local environment.

They will observe and describe weather associated with the seasons and how day length varies at different times of the year.

The children will look at and name a range of every day materials. They will describe their properties and compare and contrast them.

COMPUTING

During computing sessions this term we will be using an online encyclopaedia to learn more about our topics. In order to improve their word processing skills we will be introducing typing games on the computers. As well as starting to find our way around a keyboard including the spacebar, backspace, delete, shift (for capital letters - not caps lock) and enter keys. We will also become more familiar with where the letter keys are on a qwerty keyboard.

We will be saving our work to appropriately named files so that we can go back to them at a later date. We will use computer simulations of plants growing to help us in Science and will give instructions to create an electronic jigsaw.

- Within our E Safety focus for the term we will be looking at how we can be kind online and the SMART rules for keeping safe.

PHYSICAL EDUCATION

The children will develop and perform a dance using a range of movement patterns based on The Four Seasons by Vivaldi.

They will develop balance, agility and coordination through gymnastics.

The children will have regular swimming sessions.

RELIGIOUS EDUCATION

In RE the children will study learning and believing, ways of living and sharing faith in the context of Christianity.

Learning questions will include:

- How and why are some stories and books sacred and important?
- How and why are religious celebrations important to people?
- Which religious figures and teachers have influenced others and why?

The School uses the Suffolk Agreed Syllabus for RE