



Year 1 Curriculum Newsletter: Autumn 1



Below are the key learning links for each subject that will be covered in Year 1 this half term.

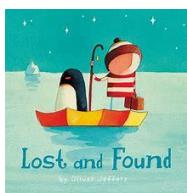
English

Stories by the Same Author

- Say, and hold in memory whilst writing, simple sentences which make sense.
- Orally compose every sentence before writing.
- Write simple sentences that can be read by themselves and others.
- Separate words with spaces.
- Re-read every sentence to check it makes sense.
- Use punctuation to demarcate simple sentences (capital letters and full stops).
- Compose and sequence their own sentences to write short narratives.
- Use formulaic phrases to open and close texts.
- Use familiar plots for structuring the opening, middle and end of their stories.
- Write in different forms with simple text type features - narrative

Non-Chronological Reports

- Say, and hold in memory whilst writing, simple sentences which make sense.
- Compose and sequence their own sentences to write short non-fiction texts.
- Use the joining word and to link words and clauses.
- Use punctuation to demarcate simple sentences (capital letters and full stops).
- Identify and use question marks.
- Compose and sequence their own sentences to write short non-fiction texts – information texts



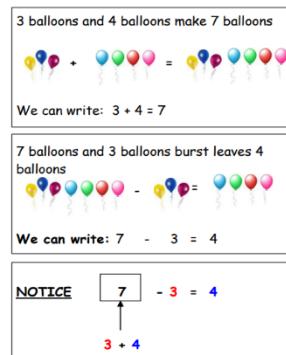
Maths

Place Value

- Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number.
- Count in multiples of twos, fives and tens.
- Read and write numbers to 100 in numerals.
- Read and write numbers from 1 to 20 in numerals and words.
- Begin to recognise the place value of numbers beyond 20 (tens and ones).
- Identify and represent numbers using objects and pictorial representations including the number line.

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 (using concrete objects and pictorial representations).



Physical Education

Invasion Games (Throwing & Catching)

This topic gives children the opportunity to think specifically about the terms 'throwing' and 'catching'. What do these words mean? They should think about 'stance' and 'follow-through' as well as the terms 'accuracy' and 'control'.

Invasion Games (Ball Control)

This topic gives children the opportunity to develop their movements skills attempting to change direction and speed as well as attempt to move across different pathways.

Please make sure that children have full PE kit in school and children do NOT wear earrings/sharp hair accessories on PE day.

Science

Everyday Materials

- I can identify and name different materials.
- I can tell the difference between an object and the materials it is made from.
- I can describe the properties of everyday materials.
- I can identify which materials have certain properties.
- I can perform simple tests to find out which material would be suitable to make an umbrella from.
- I can sort objects by their properties.



RE

1.1 Harvest: How can we help those who do not have a good harvest?

- that the food we eat comes from all around the world.
- that not everyone in the world enjoys a good harvest.
- about Christian charities that are helping people who live in poor countries.
- that Christians believe it is good to say thank you to God for the harvest.
- say what I feel about some of the things we talked about during the harvest festival project.
- think of ways in which I can help others.
- tell you about the ways in which Jewish people celebrate harvest.
- talk about the harvest festival celebrations that took place in my school



Routines to Remember

PE: Weekly Full PE Kit should be in school (white t-shirt, black shorts/leggings, trainers)

Reading: 3 times per week is an essential part of home reading learning

Spellings: Handed out weekly for a quick test at the end of the week.

TT Rockstars: To be completed during the week. Children to reach 100 points target. If children do not have access to internet at home, there will be time in school for them to take part.

History

Toys: Past & Present

- I can find out about toys today and explain how we can find out about the past.
- I can use sources to help ask and answer questions about toys from the past.
- I can compare similar toys from different times.
- I can compare Victorian toys with modern toys.
- I can recognise how toys have changed over time.
- I can use words relating to the passing of time.



Art

Drawing – Make Your Mark

- To know how to create different types of lines
- To explore line and mark-making to draw water
- To draw with different media
- To develop an understanding of mark making
- To apply an understanding of drawing materials and mark-making to draw from observation



PSHE – SCARF

Me and My Relationships

- Explain their classroom rules and be able to contribute to making these
- Give and receive positive feedback, and experience how this makes them feel
- Recognise how others might be feelings by reading body language/facial expressions



Computing

Grouping & Pictograms

- To understand that data can be represented in picture format.
- To contribute to a class pictogram.
- To use a pictogram to record the results of an experiment.



Phonics

- Sound out and blend graphemes to read simple words.
- Read phonically decodable one-syllable and two-syllable words, e.g. cat, sand, windmill.
- Read a selection of nonsense/alien words



Christian Values

Endurance
Forgiveness
Friendship
Koinonia
Peace
Thankfulness
Trust

British Values

Democracy
The rule of law
Individual liberty
Mutual respect
Tolerance of those of different faiths and beliefs