

Year One Overview

Exciting Events:

- Poetry Week
- Literature Festival Trip – Friday 9th October to see Pippa Goodhart and Nick Sharratt



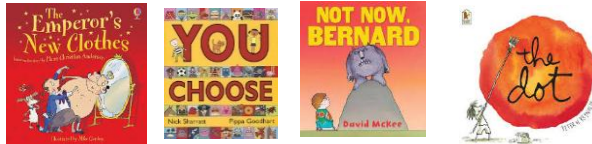
English

We will be learning to

- Use capital letters for the personal pronoun (I).
- Join clauses with the conjunction *and*.
- Use capital letters for names (proper nouns).

We will be writing: sentences about characters, settings and adventures in stories during our Drawing Club sessions.

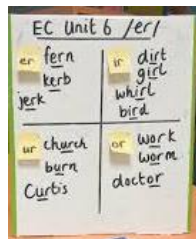
Some of the books coming to Drawing Club this term ...



Phonics

We will be learning the different spellings of these sounds:

- ai – ai, ay, ea, a-e
- ee – ee, ea, ie, y, ey, e_e
- oe – o, oe, oa, o_e, ow.
- er – er, ir, ur, or



Autumn Term One

We are excited to start Year 1!

During this term, we will be settling into our new classroom and routines.

The children will continue to enjoy the magic of 'Drawing Club' and start to learn alternative ways of spelling sounds in our daily Phonics Sessions.

Mathematics

We will be learning to:

- Sort, count and represent objects within 10
- Recognise numbers as words
- Count forwards and backwards
- 1 more and 1 less
- Fewer, more, same, less than, greater than, equal to
- Parts and wholes
- Write number sentences
- Find fact families- addition facts
- Understand number bonds within 10
- Add together and add more
- Complete addition problems
- Understand subtraction- find a part

Personal Development

In the Families & Relationships topic we will learning:

- To understand that families look after us.
- To begin to understand the importance and characteristics of positive friendships.
- To recognise how others show feelings and how to respond.
- To begin to understand how friendships can make us feel.
- To begin to understand that friendships can have problems but we can overcome them.
- To begin to understand that being friendly to others makes them feel welcome and included.
- To begin to understand what is meant by a stereotype.

Physical Education

We will be focussing on BALANCE AND AGILITY and learning to:

- Be able to start and stop running on command
- Change direction while showing balance
- Understand the difference between a sprint and a jog
- Develop control of arm movements when running
- Develop an understanding of how to play a game fairly and competitively
- Listen to an adult and complete physical instructions
- Copy balances and show 1,2,3 and 4 point balances
- Develop control when balancing for longer than 3 seconds

Art

Inspired by the artist Andy Goldsworthy and the book 'Leaf Man'

We will be learning to:

- Use a combination of materials
- that are cut, torn and glued.
- Sort and arrange materials.
- Mix materials to create
- texture.



Religious Education

Key question: How did the world begin?

- To identify what creation means in relation to the natural world
- To recognise that there are different creation stories to explain how the world began.
- To know that many Humanists use science to understand how the world began.
- To recognise that some people believe God created the world by listening to the Jewish and Christian creation stories.
- To express ideas about what a creator might be like based on creation stories.
- To explore and express ideas about how the world began.

Science

We will be learning:

- To identify how the weather changes across the four seasons.
- To identify events and activities that take place in different seasons.
- To recognise how trees change across the four seasons.
- To recognise that daylight hours change across the four seasons.
- To record data in a pictogram.
- To observe changes across the four seasons.
- To gather and record data about how seasons change over time.
- To plan and carry out a weather report.



Music

We will be learning about PULSE and learning:

- To demonstrate an understanding of pulse using parts of the body.
- To keep a pulse and show a sound pattern using bodies and voices.
- To explore using a thinking voice to show the pulse.
- To play short rhythms in time with the pulse. To demonstrate an understanding of pulse through performance.

History

Key question: How am I making History?

- To develop an understanding of personal chronology.
- To learn more about my history.
- To explore how we remember events.
- To find out what childhood was like for our parents and grandparents.
- To compare childhood now with childhood in the past.
- To identify that some things change and some things stay the same.
- To explore why people wear poppies on Remembrance Day.

