

Year 1 Curriculum Letter

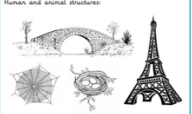
Autumn Term



Please find below an overview of the term, along with some ideas to help you support your child's learning at home. Please contact your child's class teacher if you would like any further information.

Subject	Curriculum	How you can support learning at home
Religious Education	Branch 1: Creation and Covenant Branch 2: Prophecy and Promise	Discussing key vocabulary. Autumn 1: Autumn 2:
Reading	Children will be following the Read Write Inc phonics scheme.	Please practice your child's known sounds. Ensure you regularly listen to your child read at home.
Writing	We will be focussing on letter formation and simple sentences. We will then extend our learning to using adjectives in setting and character descriptions.	Letter formation (Please see the RWI handout for support) Encourage your child to use the correct letter formation. Can they write their name? Do the letters face the correct way? Can they begin to write shopping lists? Children do NOT have to spell correctly in year 1, phonetic spellings are perfect too!
Maths	Unit 1: Place Value (within 10) Unit 2: Addition and Subtraction Unit 3: Shape	Practising number formation – ensure numbers are facing the right way. Using Numbots to aid confidence of maths. TTRS – by the end of the year children should be fluent in 2s, 5s and 10 timetables.
Science	Autumn 1: Forces and Space: Seasonal Changes Autumn 2: Materials: Everyday Materials	Ask questions like: How do we use our senses? What body parts can you name (playing Simon says) How do we know its autumn (leaves changing colour/falling, conkers, acorns, weather changing) How do we know its winter (what do we wear? Trees with no leaves, snow) What do you think this is made of? Why would it be built out of this material (glass and a window / brick and a house) Year 1 Forces and Space: Seasonal Changes Prior Learning: Changing Seasons (EYFS) Year 1 Materials: Everyday Materials Prior Learning: I am a scientist (EYFS)

		<table><tr><td></td><td>waterproof</td><td>Stops water getting through.</td></tr><tr><td></td><td>absorbent</td><td>Soaks up and holds on to water.</td></tr><tr><td></td><td>transparent</td><td>See-through.</td></tr><tr><td></td><td>fabric</td><td></td></tr><tr><td></td><td>metal</td><td></td></tr><tr><td></td><td>plastic</td><td></td></tr><tr><td></td><td>object</td><td></td></tr><tr><td></td><td>rock</td><td></td></tr><tr><td></td><td>wood</td><td></td></tr><tr><td></td><td>glass</td><td></td></tr><tr><td></td><td>material</td><td></td></tr><tr><td></td><td>property</td><td></td></tr><tr><td></td><td>data</td><td></td></tr></table> <table><tr><th colspan="2">Key Vocabulary</th></tr><tr><td>fabric</td><td>A material made by weaving or knitting fibres together.</td></tr><tr><td>metal</td><td>A hard, shiny, material that is used to make coins, keys and cars.</td></tr><tr><td>plastic</td><td>A man-made material that comes from trees.</td></tr><tr><td>wood</td><td>A hard natural material that comes from trees.</td></tr><tr><td>glass</td><td>A hard, see-through material, made by heating sand until it melts.</td></tr><tr><td>material</td><td>Is what something is made from.</td></tr><tr><td>object</td><td>Is something you can see or touch.</td></tr><tr><td>rock</td><td>A hard, natural material that comes from the ground.</td></tr><tr><td>property</td><td>A word that tells us what something is like.</td></tr><tr><td>data</td><td>Information we collect and use to learn about things.</td></tr></table>		waterproof	Stops water getting through.		absorbent	Soaks up and holds on to water.		transparent	See-through.		fabric			metal			plastic			object			rock			wood			glass			material			property			data		Key Vocabulary		fabric	A material made by weaving or knitting fibres together.	metal	A hard, shiny, material that is used to make coins, keys and cars.	plastic	A man-made material that comes from trees.	wood	A hard natural material that comes from trees.	glass	A hard, see-through material, made by heating sand until it melts.	material	Is what something is made from.	object	Is something you can see or touch.	rock	A hard, natural material that comes from the ground.	property	A word that tells us what something is like.	data	Information we collect and use to learn about things.
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History	Autumn 2: How am I making history?	By discussing how your childhood or their grandparents' childhoods differ to theirs. What are your favourite memories of your childhood? Do you remember a particular birthday cake you had as a child? Discuss the similarities and differences. Year 1 History: How am I making history? <table><tr><td>Lesson 1: What is my history? L.O: To develop an understanding of personal chronology.</td><td>Lesson 2: How can I find out more about myself? L.O: To learn more about my history.</td><td>Lesson 3: How are special events remembered? L.O: To explore how we remember events.</td><td>Lesson 4: What was it like for children in the past? L.O: To find out what childhood was like for our parents and grandparents.</td><td>Lesson 5: What have I learnt about childhood in the past? L.O: To compare childhood now with childhood in the past.</td><td>Lesson 6: How am I making history? L.O: To identify that some things change and some things stay the same.</td></tr></table> Key Vocabulary <table><tr><td>childhood</td><td>Time spent as a child.</td></tr><tr><td>family</td><td>A group of people made up of a parent or parents and their children.</td></tr><tr><td>lifetime</td><td>The time a person's life goes on.</td></tr><tr><td>significant</td><td>Something important.</td></tr><tr><td>timeline</td><td>A period of time with important events marked.</td></tr><tr><td>grandparent</td><td>A parent of a mother or father.</td></tr></table> My life timeline The year I was born. First birthday party. First day of school. Started Year 1. Now. <table><tr><td>memory</td><td>living memory</td><td>childhood</td><td>past</td><td>present</td></tr></table><table><tr><td>childhood</td><td>family</td><td>lifetime</td><td>significant</td><td>timeline</td><td>grandparent</td></tr></table>	Lesson 1: What is my history? L.O: To develop an understanding of personal chronology.	Lesson 2: How can I find out more about myself? L.O: To learn more about my history.	Lesson 3: How are special events remembered? L.O: To explore how we remember events.	Lesson 4: What was it like for children in the past? L.O: To find out what childhood was like for our parents and grandparents.	Lesson 5: What have I learnt about childhood in the past? L.O: To compare childhood now with childhood in the past.	Lesson 6: How am I making history? L.O: To identify that some things change and some things stay the same.	childhood	Time spent as a child.	family	A group of people made up of a parent or parents and their children.	lifetime	The time a person's life goes on.	significant	Something important.	timeline	A period of time with important events marked.	grandparent	A parent of a mother or father.	memory	living memory	childhood	past	present	childhood	family	lifetime	significant	timeline	grandparent																																
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Geography	Autumn 1: What is it like here?	Discuss what features would you include on your playground if you had the choice? Geography Year 1: What is it like here? Prior learning: Exploring Maps (EYF3) <table><tr><td>Lesson 1: Where in the world are we? L.O: To locate the school on an aerial photograph.</td><td>Lesson 2: What can we see in our classroom? L.O: To create a map of the classroom.</td><td>Lesson 3: What can we find in our school grounds? L.O: To locate key features of the playground.</td><td>Lesson 4: Where are the different places in our school? L.O: To draw a simple map.</td><td>Lesson 5: How do we feel about our playground? L.O: To investigate how we feel about our playground.</td><td>Lesson 6: Can we make our playground even better? L.O: To create a design to improve our playground.</td></tr></table> Key Vocabulary <table><tr><td>directional vocabulary</td><td>North, South, East, West, Up, Down, Left, Right.</td></tr><tr><td>Map of a school playground</td><td></td></tr><tr><td>aerial view</td><td>When we look at something from above.</td></tr><tr><td>city</td><td>A city is a place where many people live closely together.</td></tr><tr><td>town</td><td>An area with streets, houses, and buildings that is larger than a village but usually smaller than a city.</td></tr><tr><td>locate</td><td>To discover the position of something.</td></tr><tr><td>countryside</td><td>Land that is away from big towns and cities.</td></tr><tr><td>village</td><td>A small town or community, often in the country.</td></tr><tr><td>map</td><td>A picture of a place, drawn from above.</td></tr><tr><td>distance</td><td>The measure of space between things, places, or points in time.</td></tr></table>	Lesson 1: Where in the world are we? L.O: To locate the school on an aerial photograph.	Lesson 2: What can we see in our classroom? L.O: To create a map of the classroom.	Lesson 3: What can we find in our school grounds? L.O: To locate key features of the playground.	Lesson 4: Where are the different places in our school? L.O: To draw a simple map.	Lesson 5: How do we feel about our playground? L.O: To investigate how we feel about our playground.	Lesson 6: Can we make our playground even better? L.O: To create a design to improve our playground.	directional vocabulary	North, South, East, West, Up, Down, Left, Right.	Map of a school playground		aerial view	When we look at something from above.	city	A city is a place where many people live closely together.	town	An area with streets, houses, and buildings that is larger than a village but usually smaller than a city.	locate	To discover the position of something.	countryside	Land that is away from big towns and cities.	village	A small town or community, often in the country.	map	A picture of a place, drawn from above.	distance	The measure of space between things, places, or points in time.																																			
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Art	Autumn 2: Drawing: Exploring line and shape.	Can your children explore different lines in their drawings at home. Can they use different media (colouring pencils, crayons, paint) to explore these lines? Art Year 1: Drawing: Exploring line and shape Prior learning: Drawing: Monstrous (EYF3) <table><tr><td>Lesson 1: Exploring lines L.O: To explore control and pressure to create different types of lines.</td><td>Lesson 2: Musical lines L.O: To practice drawing different lines using music as a stimulus.</td><td>Lesson 3: Exploring shapes L.O: To connect lines to make shapes.</td><td>Lesson 4: Shape in art L.O: To explore lines and shapes in pictures for portrait drawing.</td><td>Lesson 5: Klee portraits L.O: To use control and pressure skills to add colour to a drawing.</td></tr></table> Key Vocabulary <table><tr><td>artist</td><td>A person who makes art.</td></tr><tr><td>control</td><td>Being careful and making marks the way you want to.</td></tr><tr><td>line</td><td>A mark made by moving a pencil, pen or brush.</td></tr><tr><td>pressure</td><td>How hard or softly you push when drawing or colouring.</td></tr><tr><td>shape</td><td>A flat outline like a circle, square or triangle.</td></tr></table> Different materials and their marks: <table><tr><td>chalk</td><td>pencil</td><td>felt pen</td><td>soft pencil</td><td>oil paint</td><td>crayon</td><td>charcoal</td></tr></table> Line types: <table><tr><td>straight</td><td>wavy</td><td>curved</td><td>dashed</td><td>dotted</td><td>zigzag</td></tr></table> Shape types: <table><tr><td>circle</td><td>triangle</td><td>square</td><td>rectangle</td></tr></table>	Lesson 1: Exploring lines L.O: To explore control and pressure to create different types of lines.	Lesson 2: Musical lines L.O: To practice drawing different lines using music as a stimulus.	Lesson 3: Exploring shapes L.O: To connect lines to make shapes.	Lesson 4: Shape in art L.O: To explore lines and shapes in pictures for portrait drawing.	Lesson 5: Klee portraits L.O: To use control and pressure skills to add colour to a drawing.	artist	A person who makes art.	control	Being careful and making marks the way you want to.	line	A mark made by moving a pencil, pen or brush.	pressure	How hard or softly you push when drawing or colouring.	shape	A flat outline like a circle, square or triangle.	chalk	pencil	felt pen	soft pencil	oil paint	crayon	charcoal	straight	wavy	curved	dashed	dotted	zigzag	circle	triangle	square	rectangle																													
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Design and Technology	Autumn 1: Structures: Pencil pots	Discussing different structures you see during daily life. How were they made? Why are they made that way?																																																													

		What are they made out of and why? DT Year 1 Structures: Stable Structures Lesson 1: Exploring stability L.O: To explore stability by balancing. Lesson 2: Building stable towers L.O: To explore wide or narrow bases by building towers. Lesson 3: Stabilising structures with weight L.O: To test a structure's stability with weight added in different places. Lesson 4: Designing a stable pencil pot L.O: To design a stable structure that meets the needs of a user. Lesson 5: Making a stable pencil pot L.O: To use a variety of cutting and joining techniques to make a stable product.  St Francis Catholic Primary School Human and animal structures  better compare design explain free standing product stable user worse Key Vocabulary better Nicer, easier to use or lasts longer. compare To say how things are the same or different. design To make, draw or write plans for something. explain Tell someone about something clearly. freestanding Can stand up on its own. product Something that people make sell or use. stable Not likely to topple over. user The person that something is made for. worse Less nice, harder to use or breaks easily. A structure is something that is built to do a job.  Structures with a narrow base are unstable.  Structures with a wide base are more stable.  Putting extra weight at the top makes the structure unstable.  Putting extra weight at the bottom makes the structure more stable.
Music	Autumn 1: Senses Autumn 2: Superheroes	Autumn 1: encourage your child to listen to these pieces of music. Can they notice different changes in the music or anywhere where it repeats itself? Listening pieces: Andrea Bocelli, Ave Maria (1996) Samuel Barber, Adagio for Strings (1936) Autumn 2: Can you practice onomatopoeia with your children. Can they add actions to the sounds or find these sounds in different music you listen to at home? POP! CRACK! BOOM!
Computing	Autumn 1: Computing Systems and Networks Autumn 2: Digital Planning	Reminding your child how to keep safe when using technology at home.
Physical Education	Ball skills, Team building, Target games and Dance	Play hopscotch style games outside encouraging your child to hop and jump. Obstacle courses to encourage gross motor skills and balancing. <u>Bounce and clap games</u>, incorporate the sense of timing and concentration.
PSHE	School values Attendance British Values: Rule of Law and Democracy Created and loved by God (TenTen curriculum)	By discussing with your child how they are feeling and encouraging them to use different activities to help to regulate themselves.

Homework Information

Books will be sent home on both Monday and Friday. All books link to our RWI phonics scheme.

Monday: Book bag books

Friday: In class book

Each book should be read aloud 3 times with an adult.

Please use Numbots and Oxford Owl for additional reading resources.

RWI QR codes will also be sent home to support your children with their phonics.