

Year 1 Curriculum Information

Autumn 1st Half 2021



Welcome to Rabbit and Squirrel classes

Our teachers are Miss Smith (Rabbit Class) and Miss Johnson (Squirrel Class)

Our teaching assistants are Mrs Jarvis and Mrs Hewitt

| Please remember | | | | | |
|---------------------------------|--------|---------|-----------|----------|--------|
| | Monday | Tuesday | Wednesday | Thursday | Friday |
| Book bag and water bottle | ✓ | ✓ | ✓ | ✓ | ✓ |
| Mental maths and spelling books | | | ✓ | ✓ | |
| Library book bag | | ✓ | | | |

PE is on Monday, Tuesday and Friday (Rabbit class) and Monday, Tuesday and Thursday (Squirrel class). PE kits should stay in school and all bags and items must be clearly labelled with your child's name.

Welcome back to the new half term!

In the second half of this term our history focus will be 'Old and New, Past and Present', comparing toys and schools now and in the past. Our Art focus will be 'Drawing' using a range of media. Please do encourage your child to share any books or other resources they have which are relevant to this topic. On the back of this leaflet are some suggestions for ways you could support your child's learning this term. Please see below information about what your child will be learning in each subject this half term.

English

- Explore words and sentences through the context of labels, lists and captions
- Narrative - read story 'Stanley's Stick' by John Hegley and Neil Layton and respond to text before creating their own story in the style of the story
- Write simple recounts of recent events, using 'and' or 'because' to add detail to sentences
- Write a set of instructions for how to make a Gruffalo crumble
- Write sentences using full stops, finger spaces and capital letters, and read these aloud to others
- Phonics - learn all the new sounds taught in phase 5

Maths

- Explore positional language e.g. forward, backward, left, right etc.
- Explore patterns in numbers and count and compare numbers using the language 'more, less, fewer'
- Explore and create groups which are equivalent e.g. knowing that $3+4$ is equal to $2+2+3$
- Know that teen numbers are made up of ten and some more
- Addition and subtraction vocabulary - sum, total, altogether, part, whole
- Solving problems where with the whole or a part is unknown (e.g. $4+?=7$)

History

- Talk about our toys today and how toys were similar or different in the past
- Identify what school is like today and compare this to schools in the past
- Talk about the ways we can find out about toys and schools in the past
- Use vocabulary related to the past including past, present, year, a long time ago, when my parents/carers were children

Art

- Explore the use of different art tools to create controlled mark making
- Explore examples of well-known observational drawing e.g. Cezanne's work and create own observational drawing
- Explore using a range of media e.g. pencils, charcoal and pastels as well as digital media to create art work
- Observe and identify the textures and patterns in fruit and use lines and dots to add these to own drawings

Ideas to support your child's learning at home this half term

| | | |
|---|---|--|
| Go on walks around the local area, pointing out local features and familiar landmarks (e.g. the library, shops, religious buildings, roads, level crossing) | Practise drawing using any media you have at home in a variety of contexts e.g. draw some still-life objects and in an abstract way | Visit Watford Museum to find out more about our local area past and present (it's free!) |
| Take a ride on the Abbey Flyer (our local railway line) | Talk about other places you have visited (towns, cities, villages, countryside) and discuss how they are the same or different to Watford | Observe the weather for a number of days - how does it change? |
| Practise using a computer to type name and simple sentences, delete letters, save and open files. | Practise running using different speeds and techniques. | Research artists who have created still life drawings e.g. Cezanne. |

General reminders

- Please ensure your child lines up equipped and ready every day to start school at 8:55am
- Please keep us informed of anything which may affect your child within school
- Please ensure everything is labelled clearly with your child's name - clothing, bags, water bottle, coats, hats, gloves etc.
- Please read with your child every day - school reading books plus a variety of other books from home or the library
- Speak to your child's teacher if you would like any further information on how to support your child's learning at home

Science

- Distinguish between an object and the material from which it is made
- Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock
- Describe the simple physical properties of a variety of everyday materials
- Compare and group together a variety of everyday materials on the basis of their simple physical properties.
- Explore, name, discuss and raise and answer questions about everyday materials so that they become familiar with the names of materials and their properties

Religious Education

- Recognise some religious objects, places, people and practices
- Understand how Christians help other people
- Hear and retell creation stories in different religions
- Describe some religious ideas from stories and some basic religious beliefs and teachings, using some religious vocabulary

Computing

- Explain technology as something that helps us
- Locate examples of technology in the classroom
- Name the main parts of a computer
- Switch on and log into a computer as well as using a mouse to click and drag
- Identify what a keyboard is, type my name on a computer and delete letters
- Save and open my work in a file
- Identify rules to keep us safe and healthy when using technology in school and at a home

Personal, Social and Health Education (Jigsaw)

- Identify some hopes and fears for the year.
- Understand the rights and responsibilities of being a member of my class and school.
- Listen to other people and contribute own ideas about rewards and consequences.
- Understand how following the Learning Charter will help me and others learn.
- Understand the choices I make and the consequences of my choices

Physical Education

- Explore running using different body parts and different techniques
- Develop understanding of where we need to run and why
- Explore running at different speeds
- Practise running as fast as they can in a race context