



## Curriculum Information Sheet - Autumn Term 1 2023-2024

### Year 1 Classes: Dancing Dolphins & Talented Turtles

September 2023

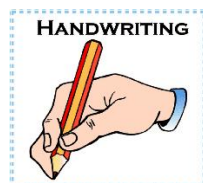
Dear year 1 parents/carers,

Welcome to the new academic year 2023 - 2024. We will be spending the first half term on transition and gradually working towards a more formal approach of teaching and learning. We will provide children opportunities to access some elements of 'busy learning' as they did in EYFS. Tapestry will continue to be used to record children's independent and adult directed work will be uploaded as normal. However, the number of observations being uploaded will reduce compared to EYFS, as children will also be evidencing their work in exercise books.

Please note that the below information is subject to change based on the children's needs and interests.

#### ENGLISH

Phonics  
ee ur ow  
wh y au



This term will be dedicated to transition. During the transitional period the following will occur:

- Year 1 continues with a similar structure to what the children are currently used to where the week will involve structured lessons and learning through play
- Informal observations of your children in their current environment.

The focus of the key texts this term will be stories from other cultures. The children will be reading and acting out the stories as a class. They will express opinions about main events and characters in a story. The children will also participate in understanding that there is a sequence of events in a story.

Children this term will also be writing lists and labelling pictures appropriately. They will improve their ability to write sentences using the correct sentence structure and word order (with lots of speaking and listening activities). We will be encouraging children to improve both their print of upper- and lower-case letters.

Main key texts: **The Sandwich that Max Made, Room on the Broom, Handa's Surprise.**



Guided Reading will begin to take place for children and the focus this term will be to share more information and ideas as a group as well as improving and using their decoding skills to read more fluently. Questions will be asked to ensure children understand what they are reading. *Please spend time at home developing your child's comprehension skills. Refer to the key questions and resources provided over the summer holidays.*

### **SPAG Information**

- Using capital letters and full stops in writing sentences
- Spell by using their phonics knowledge and their knowledge of the common exception words (word mat will be sent to all parents)
- Writing sentences that make sense.

### **To be able to spell:**

- Words using phonemes from Phases 2 and 3
- Year 1 common exception words.

### **To understand the terminology:**

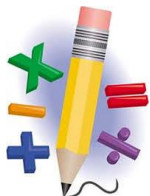
Letter, capital letter, word, sentence, finger space and full stop.

**Phonics:** We will be recapping and revisiting Phase 2 and 3 phonics.

Recapping Phase 2,3 & 4 Tricky Words

Teaching reading and writing Common Exception Words

## **MATHS**





### **Number and Place Value**





In the Autumn term, we will cover the following Mathematics topics:



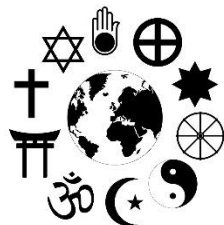
- Count to ten, forwards and backwards, beginning with 0 or 1, or from any given number
- Count, read and write numbers to 10 in numerals and words
- Given a number, identify one more or one less
- Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least.

Then, we will move onto working on addition and subtraction with 10, with an emphasis on missing number problems.

Maths will be more practical, allowing children to develop their curiosity and investigate a range of mathematical resources. We will also spend time developing their reasoning skills. (It is vital that children can explain their reasoning and methods.)

<p style="text-align: center;"><b>SCIENCE</b></p> 	<p>We will be learning about <b>Animals including Humans</b> this half term, with an emphasis on asking scientific questions, using scientific vocabulary, and developing investigative skills.</p> <p>For this terms topic we will be learning how to:</p> <ul style="list-style-type: none"> <li>• Identify ways of finding out about themselves</li> <li>• Identify different parts of the body</li> <li>• Identify their senses and use them to investigate</li> <li>• Identify and name a variety of common animals</li> <li>• Be able to describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets).</li> </ul> <p><b>Seasons: (Ongoing)</b></p> <ul style="list-style-type: none"> <li>• Observe changes across the <b>Autumn &amp; Winter</b> seasons.</li> <li>• Observe and describe weather associated with the seasons and how day length varies.</li> </ul> <p><b>Working Scientifically:</b></p> <ul style="list-style-type: none"> <li>• Asking simple questions and recognising that they can be answered in different ways.</li> <li>• Observing closely, using simple equipment.</li> <li>• Performing simple tests.</li> <li>• Identifying and classifying.</li> <li>• Using their observations and ideas to suggest answers to questions.</li> <li>• Gathering and recording data to help in answering questions.</li> </ul>
<p style="text-align: center;"><b>TOPIC WORK</b></p> 	<p>This term our topics will include <b>All About Me - Childhood Then and Now</b> and <b>Self-Portraits</b>.</p> <div style="display: flex; justify-content: space-between;"> <div style="width: 48%;"> <p><u><b>All About Me</b></u></p> <p><b>In History, we will be:</b></p> <ul style="list-style-type: none"> <li>• Finding out about differences between childhood today and childhood in the past.</li> <li>• Ordering events chronologically</li> <li>• To understand key words related to history</li> <li>• Finding out about differences between childhood today and childhood in the past</li> </ul> </div> <div style="width: 48%;"> <p><u><b>Mark-Making</b></u></p> <p><b>In Art, we will be:</b></p> <ul style="list-style-type: none"> <li>• Investigating a range of drawing media and the marks they can make</li> <li>• Looking at art that is centred self-portraits</li> <li>• Explore how drawing can be used to convey moods and emotions.</li> <li>• Children will be learning and exploring observational drawings and sketching as key skills.</li> </ul> </div> </div>

<p><b>PSHE</b></p> 	<p><b><u>Family and Relationships</u></b></p> <p>Understand that families can include a range of people. Understand who their friends are and what people like to do with friends. Describe what people might look like if they are feeling: angry, scared, upset or worried. Identify ways of responding to this by either offering help or giving them space. Understand the skills needed to work together in a group. Understand that friendships can have problems and learn ways to overcome these problems. Understand how the actions of others can affect people. Explain what a stereotype is.</p>	
<p><b>MUSIC</b></p> 	<p>We will be having Harrow Services come to teach Music with our children. They will be teaching (subject to change):</p> <p><b><u>Musicianship 1</u></b></p> <p>Singing voice development with focus on accurate pitching. Beat competency - gross motor movement, dancing, playing simple percussion Rhythm skills - beat/rhythm patterns - ta, titi Solfa - SM</p>	
<p><b>COMPUTING</b></p> 	<p><b><u>Digital Literacy</u></b></p> <p>We will begin with E-Safety, so children have a basic understanding of how to stay safe online. We will then look at technology around us, parts of a computer and developing our keyboards skills.</p>	
<p><b>HEALTH &amp; WELLBEING</b></p> 	<p><b><u>Physical Education</u></b></p> <p><b><u>Running</u></b> Pupils will explore running using different body parts and different techniques and begin to understand how to run efficiently.</p> <p>The focus of learning is to apply pupils' knowledge of how to run and where to run, while exploring running at different speeds.</p>	<p><b><u>Yoga</u></b></p> <p>Use of a Hoberman ball, bean bags. Develop sense of balance. Focus on balance.</p> <p>Develop Sun Salutation postures: Jungle Salutation. Animal postures.</p> <p><b><u>Meditation</u></b> Meditation is practised in the morning and halfway through the day to reflect on learning.</p>

<p><b>SPECIALIST SUBJECTS</b></p>  	<p><b><u>Sanskrit</u></b>  <b>Reading and Writing</b>  Learning to read and write simple  Vowels: A AA I II  <b>Conversation</b>  Using simple formulaic polite  expressions  <b>Story Time:</b>  The Greatest Treasure.  <b>Song / Verse</b> - Gita: 4.7</p>	<p><b><u>Spanish</u></b></p> <p>Learning the basic greetings in Spanish.</p> <div style="background-color: #f0f0f0; padding: 10px; border: 1px solid #ccc;"> <p><b>Buenos días.</b> (Good morning.)  <b>Buenas tardes.</b> (Good afternoon.)  <b>Buenas noches.</b> (Good evening.)</p> </div>
<p><b>Philosophy Religion and Ethics</b></p> 	<p>Children will learn how to develop focused attention through mantra meditation and visualisation. They will use the resultant focused attitude to attempt tasks which require concentration and resilience.</p> <p>Pupils will learn through stories and role-play about the need for balance and the value of a disciplined attitude to activities in their lives, as exemplified by 5-year-old Dhruva.</p> <p>We will use the children's experiences as the starting point for exploring these concepts. They should also understand the meaning behind the Golden Expectations/school rules.</p>	