



## Curriculum Information Sheet - Autumn Term 1 2024-2025

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

Dear year 1 parents/carers,

September 2024

Welcome to the new academic year 2024 - 2025. 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 is subject to change based on the children's needs and interests.

#### ENGLISH

Phonics  
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wh y au

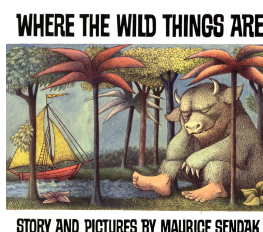
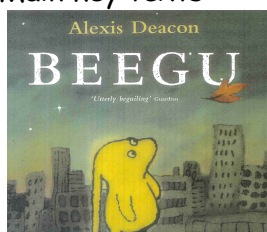


This term will be dedicated to transition. During the transitional period the following will occur:

- 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 like EYFS (Busy Learning)
- Informal observations of your children in their current environment.

They will improve their ability to write sentences using the correct sentence structure and word order (with speaking and listening activities). We will be encouraging children to improve their print of both upper- and lower-case letters.

#### Main key texts:



Teachers will continue to read 1:1 with your children regularly to support them with word decoding and comprehension - questions will be asked to ensure children understand what they are reading.

Pupils will be learning to read and spell accurately words using phonemes from Level 3 and the year 1 common exception words (also known as tricky words).

Pupils will be learning to understand the terminology linked to writing such as letter, capital letter, word, sentence, finger space and full stop.

**Phonics:** We will be recapping and revisiting Level 3 phonics, having a greater emphasis on blending and reading unknown words correctly.

## 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.

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.)

## SCIENCE



We will be learning about **Animals including Humans** this half term, with an emphasis on asking scientific questions, using scientific vocabulary, and developing investigative skills.

For this terms topic we will be learning how to:





- Identify ways of finding out about themselves
- Identify different parts of the body
- Identify their senses and use them to investigate
- Identify and name a variety of common animals
- Be able to describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets).





### Seasons:

- Observe changes across the Autumn seasons.
- Observe and describe weather associated with the seasons and how day length varies.

### Working Scientifically:

- Asking simple questions and recognising that they can be answered in different ways.
- Observing closely, using simple equipment.
- Performing simple tests.
- Identifying and classifying.
- Using their observations and ideas to suggest answers to questions.
- Gathering and recording data to help in answering questions.

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| <p><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> <p><b><u>All About Me</u></b><br/> <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> <p><b><u>Mark-Making</u></b><br/> <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 based on 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> |
| <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.</p> <p>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><br/> 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>  |

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| <p><b>HEALTH &amp; WELLBEING</b></p>   | <p><u><b>Physical Education</b></u></p> <p><u><b>Running</b></u><br/>The focus of learning is to explore running.</p> <p>Pupils will explore running using different body parts and different techniques and begin to understand how to run efficiently. Pupils to apply the correct technique of running as fast as we can in a racing context.</p>   | <p><u><b>Yoga</b></u></p> <p><u><b>Theme: Magical Movement</b></u><br/>Objective: Develop body awareness and mindfulness through movement</p> <ul style="list-style-type: none"> <li>Asana: Snake Pose, Butterfly Pose with Flapping Wings, and Monkey Pose.</li> <li>Pranayama: Snake Breath</li> <li>Philosophy: Learning to listen to our bodies and be present in the moment.</li> <li>Meditation: Guided body scan meditation.</li> </ul> |
| <p><b>SPECIALIST SUBJECTS</b></p>   | <p><u><b>Sanskrit</b></u><br/><b>Reading and Writing</b><br/>Learning to read and write simple Vowels: A AA</p> <p><b>Story Time:</b><br/>In the Sky</p> <p><b>Song / Verse</b><br/>Bhagwat Gita: 1.14</p>   | <p><u><b>Spanish</b></u><br/>Learning basic greetings in Spanish.</p> <p><b>Buenos días.</b> (Good morning.)<br/><b>Buenas tardes.</b> (Good afternoon.)<br/><b>Buenas noches.</b> (Good evening.)</p> <p>Learning numbers up to 10<br/>To listen to numbers up to 10 by Spanish speakers and be able to take notes of this number without mistakes.<br/>To read numbers up to 10 out loud.</p>  |
| <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 school rules.</p> |  |