

CURRICULUM OVERVIEW FOR PARENTS

YEAR 1

AUTUMN TERM (November/December)



ENGLISH



We follow the Read Write Inc scheme for phonics, reading and writing. This involves a daily programme of phonics teaching and some follow up reading and writing based upon each child's current level of ability. Once your child knows their set 1 sounds

and can use these to blend sounds together to read words, he/she will read a 'Sound Blending' book in school and a similar book will be sent home to practice. If your child can read short phrases, he/she will practise reading a Storybook in school over three days at a level matched to their ability. Once confident blending the words needed as well as being able to sight read the 'tricky words' (known as 'red words'), a black and white copy of this storybook will be sent home to practise, alongside another book your child is able to read (which may be on a similar theme). This will help to develop your child's blending skills and fluency.

The teachers also read a wide variety of books to the children, so the children get to know all sorts of stories, poetry and information. They learn many more words this way and it helps their understanding and builds their vocabulary for writing. We hope that you will do the same at home by reading a bedtime story to your child every night. Our class focus books will be:

Threadbear by Mick Inkpen

The Everywhere Bear by Julia Donaldson

Where do teddy bears come from? by Mark Burgess

Stickman by Julia Donaldson

Not a Stick by Antoinette Portis

The Christmas Pine by Julia Donaldson

Selected poems from *A Poem for Every Winter Day* by Allie Esiri

What Can You See in Winter? by Sian Smith

MATHS

Maths lessons will continue to follow a *Teaching for Mastery* approach, which will help children to further deepen their understanding of number, and using Number Blocks materials as appropriate. They will explore the structure of numbers 11 to 20 deeper, learning that the value of each digit depends upon its place within a number, and they will start to use the language 'tens' and 'ones'. Children will start to reason about the position of the numbers to 20 within the number system based upon the value of each digit. They will progress to using this understanding to help them add and subtract efficiently within 20.



Children will practise counting beyond 20, continue to practise recalling key number facts and will use these facts to help them add and subtract. They will use their deepening knowledge to solve everyday problems and relate their understanding of number within the context of measurement of length and height. They will also further develop their knowledge of 2 dimensional shapes.

Children should continue to play NumBots at home to support their understanding and recall of key number facts. Your child's teacher will issue certificates and can be contacted if you have any queries.



HISTORY

The children will be starting a new topic all about toys and will be answering this key question....*How are toys different from those in the past?* Following on from the work that they have done last year about special people in their lives, children will find out about what toys their parents, grandparents and teachers used to play with and how toys have changed since then by identifying old and new features. They will go even further back in time by finding out about what childhood toys Queen Elizabeth II used to play with. This will enable them to start to build up an idea of toys over the last 100 years and introduce them to the concept of a simple timeline. There will be a focus on the origins of the teddy bear (named after an event involving President Theodore Roosevelt) which will introduce them to another historical concept- cause and consequence. As part of this work, children will come across the new terms “monarchy” and “government” which will help them to understand historical events that they will study in Year 2, such as The Fire of London.



Throughout, there will be a strong focus on using historical vocabulary:

Then/now, in the past/present, old/er/est. new/er/est, a long time ago, earlier, later, same, similar, different, modern, first/last, a hundred years, a decade, timeline, president, queen, monarchy, government, artefact, clue, photograph, detective, information, what...?, when...?,

SCIENCE

Children will examine old and modern toys to identify what materials they are made from. This will include looking at different types of teddy bear stuffing under a microscope and finding out about how teddy bears are made. They will learn about how other toys are made, including the magnets on a train set and where wax crayons come from. This will be extended later in Year 2 when they learn about what buildings are made from and how bricks and glass are made.

DESIGN & TECHNOLOGY

Children will make their own toy doll (a stick figure) following a sequential build-up of the necessary knowledge and skills needed. They will find examples of “cross structures” in the school environment before they are taught how to make their own cross structure using two sticks. They will try out different joining techniques before designing and making their own stick figure. Once they understand this technique, their learning will be reinforced when making frames in Year 2.



As part of their textile work, children will use a template to create a design for a Christmas decoration and explore how to make a hanger.

GEOGRAPHY

Children will locate places of interest on a world map, including the places mentioned in their history work- USA, Germany, UK. This will be reinforced in Year 2, when they learn about places in the UK and the different continents of the world.

COMPUTING

Children will continue to be taught how to log in and out of their personal Purple Mash account and start to understand the idea of 'ownership' of their creative work. They will learn how to find their own saved work in the Online Work area and find teacher comments. They will be taught how to search Purple Mash to find resources and explore the Tools section of Purple Mash to learn about the common icons used for *Save, Print, Open* and *New*. A key focus will be online safety awareness and the importance of password protection. Your child can access their account to practise these skills from home. If you do not have their password, please contact your child's teacher.

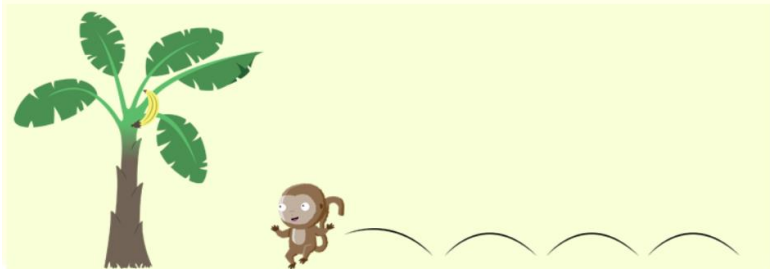
Children use Lego to learn how to follow basic instructions; they will follow and create simple instructions on a computer, being introduced to the concept of an "algorithm" as a program for a computer to follow; and they will be taught that correcting errors is called "debugging". These concepts are basic introductions and the building blocks for their future learning in computing.

MUSIC

There was still one banana

At the top of the tree.

Along comes a monkey.



Children will continue to acquire much of their music knowledge through our school's music scheme, [Charanga](#). All the learning is focused around two songs: Rhythm In The Way We Walk (Reggae style) and Banana Rap (Hip Hop style). Children will listen & appraise other styles of music and continue to embed the interrelated dimensions of music through games and singing.

In addition to our singing lessons, children will be introduced to Handel's "*The Rejouissance*" from *Music for the Royal Fireworks* (Baroque Period 1748) and learn about how it was commissioned by George II. They will respond creatively through art and dance.

PE (Physical Education)

The children will continue their work on games skills by practising how to send, receive and control a ball. They will be taught some basic aiming and striking skills and also be introduced to basic fielding techniques. They will develop the skills of using space effectively, tracking and getting in line with the ball. Children will practise these skills individually, in pairs and as part of a larger group.



RE (Religious Education)

We follow [the East Riding's Agreed Syllabus for RE](#) and the unit for this term is called "Belonging". This unit builds on children's previous learning around themselves as "special people". Children will learn about promises in the naming and marriage ceremonies of two different faiths (Christian & Jewish).

The children start to explore the question "Why does Christmas matter to Christians?". They will be taught to give a clear, simple account of the story of Jesus' birth and why Jesus is important for Christians. They will give examples of ways in which Christians use the story of the nativity to guide their beliefs and actions at Christmas, including during Advent. Children will decide what they personally have to be thankful for at Christmas time.



Parents may request that their child be excused from all or part of the RE provided. Please let us know if you wish to discuss this aspect of the curriculum.

PSHCE (Personal, Social, Health & Citizenship Education)

The children will continue a unit of work about Relationships. Following the children's revision of our school rules last term, they will focus on three more of our Golden Rules to help reinforce them. These are "We are honest", "We work hard" and "We look after property". They will learn about their brilliant brains and we will provide them with "worry stones" as an outlet of sharing their worries in school. This will help to promote the high behavioural expectations in Year 1 in a child-friendly way.



ART & DESIGN

Not studied in depth this half-term, but children will have access to painting and drawing through their art area during their continuous provision time, practising skills previously taught.