

## Key Stage 1 Half Term Curriculum Overview

### Year 1 2021/2022 - Autumn 1

Dear Parents,

Welcome to Year 1! The children have made an excellent start and continue to make a smooth transition from Reception. The Year 1 curriculum builds upon and extends the experiences that children have had in Reception. Learning through play will continue to be an important part of the school day, and the children will gradually be eased into more formal learning as the year goes on. I am pleased to provide you with information about what we will be covering in the different subjects during the first half of the Autumn term. Kind Regards, Mrs Furness and Mrs Dix-Baker.

#### Catholic life of the school

On a Monday morning we, begin the week by gathering together and reflect on the week ahead and pray together. On Thursday, we have Celebration Assembly, when we celebrate the achievements of children from each class.

In class, the children will continue to plan and lead Collective Worship with their teacher on Tuesdays, Wednesdays and Thursdays.

The children will attend a variety of school masses/services, in Church and in school, throughout the year. The Wednesday Word is available online for each child, every Wednesday. Please look out for this and share it with your child.

Later in the term, each child in the class throughout the year will be given the opportunity to take home a prayer bag, to share in some reflective time with their family.

We will be collecting for the local Food Bank, each Monday in October. The children are asked, where possible, to bring in one item as a donation, as part of our Harvest Festival celebrations. Thank you for your support.

#### Healthy School Initiative

As part of the healthy school initiative, we continue to encourage the children to be active at playtimes and improve their fitness by completing the 'Daily Mile'. This is done from a walking pace to a jogging/running pace as each child increases in speed and ability.

Children will be encouraged to drink water throughout the day; therefore it is important that the children have their bottles in everyday! It makes it easier for the children if the bottles have a sports top, as it would prevent any unnecessary spillage.

Healthy snacks can be brought into school each day and the children will be given the opportunity to eat their snacks during morning playtimes. A piece of fruit will be offered to every child in Key Stage 1 at afternoon playtime.

#### Information and dates to remember:

Mon 6 Sept - Children return to school

Mon 20 Sept - After school clubs begin

Mon 4 Oct - Bring in a donation for the Food Bank

Fri 25 Oct - End of half term, school closes 3.30pm

#### Homework Information Homework will be set on Google Classrooms.

English Homework will be given out on a Thursday and is to be handed in the following Tuesday.

Maths Homework will be given out on a Tuesday and is to be handed in on Friday of the same week.

Spellings will be given out on a Tuesday and tested the following Monday.

Reading - Each child should read and share books for a minimum of 15 minutes per night and complete their reading records.

#### Concerns and Messages

If you have any concerns or problems, please do not hesitate to come in and see us at the end of the school day.

Please contact me on

[y1@stoswaldscatholicprimary.co.uk](mailto:y1@stoswaldscatholicprimary.co.uk)

**Year 1**  
**General Class**  
**Information**

**Information**

**This term the children will come to school wearing their PE days: Tuesdays/Thursdays**

**PE Uniform: white plain t-shirt, royal blue shorts and black trainers (seasonal)**

**PE Cold weather -navy plain tracksuit tops (no hoods), jogging pants and black trainers will be needed.**

P.E will be outdoors if the weather allows. ***Please ensure all clothing is clearly labelled.***

**Speaking and Listening**

Talk with your child about things you are doing together. Explain new words and phrases and give your child words to use if s/he is struggling with an explanation.

Always encourage your child to ask questions and listen to the answers.

**Reading**

This year we have invested heavily in a new scheme, for 'Early Reading and Phonics'. The scheme is called 'Little Wandle Letters and Sounds Revised' and is on the Government accredited list for teaching phonics. You can visit their website for more information and look at the parent section, which will show videos of how the children will be taught to pronounce the different letters and sounds.

**The children will bring home one decodable book, which they can read more fluently and will have practised in school the previous week. Any other book taken home will be a book to share with you, with you reading to or with your child. Please ensure that the decodable book is returned to school on time as other children will be relying on using the book, the following week. (A cost will be incurred for any books that are lost or damaged).**

**Supporting your child with reading**

Although your child will be taught to read at school, you can have a huge impact on their reading journey by continuing their practice at home. There are two types of reading book that your child may bring home:

**A reading practice book (Decodable phonic book)**

This will be at the correct phonic stage for your child. They should be able to read this fluently and independently.

**A sharing book (library book)**

Your child will not be able to read this on their own. This book is for you both to read and enjoy together.

**Reading practice book**

This book has been carefully matched to your child's current reading level. If your child is reading it with little help, please don't worry that it's too easy - your child needs to develop fluency and confidence in reading. Listen to them read the book. Remember to give them lots of praise - celebrate their success! If they can't read a word, encourage them to have a go and then read it to them. After they have finished, talk about the book together. Please continue to complete reading record books each night, to communicate how your child has read or enjoyed a book with you.

**Sharing book**

In order to encourage your child to develop their vocabulary and to become a lifelong reader, it is important that they learn to read for pleasure. The sharing book is a book they have chosen for you to enjoy together.

**Please remember that you shouldn't expect your child to read this alone. Read it to or with them. Discuss the pictures, enjoy the story, predict what might happen next, use different voices for the characters, explore the facts in a non-fiction book. The main thing is that you have fun!**

For more information, you can access <https://www.littlewandlelettersandsounds.org.uk/resources/for-parents/>

We look forward to working together, to keep reading a pleasurable experience for all our children and embracing the new scheme as we move forward together.

**The school continues to run an early-doors reading and number club (£3) 8am - 8:45am each morning. We ask that children are in the club by 8.20am. Please pre-book, using the form on the 'Our School App'.**

RE Topics

**Families:** The children will be able to talk about the love and care shown within the family and describe God's love and care for every family.

**Belonging:** The children will learn about belonging to different groups and understand that Baptism is an invitation to belong to God's family.

**Judaism:** The children will learn about some different aspects of the Jewish faith.

**Please see the RE newsletter on the school website for more information.**

EnglishReading

- Apply phonic knowledge and skills as the route to decode words.
- Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes (sounds) , including, where applicable, alternative sounds for graphemes. e.g 'ai''ay'
- Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.
- Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word, e.g 'they'
- Read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings.
- Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words.
- Re-read these books to build up their fluency and confidence in word reading.

Writing

- Saying out loud what they are going to write about.
- Composing a sentence orally before writing it.
- Sequencing sentences to form short narratives.
- Re-reading what they have written to check that it makes sense.
- Discuss what they have written with the teacher or other pupils.
- Focus and genres - Stories in familiar setting, labels, lists and signs, songs and repetitive poems.

Spelling

- All letters of the alphabet and the sounds which they most commonly represent.
- Consonant digraphs which have been taught and the sounds which they represent, e.g 'fl' , flag, flask.
- Vowel digraphs which have been taught and the sounds which they represent.
- The process of segmenting spoken words into sounds before choosing graphemes to represent the sounds.

Science - Animals Including Humans - Ourselves

- Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.
- Notice that animals, including humans, have offspring which grow into adults.
- Investigate and describe the basic needs of animals, including humans, for survival (water, food and air).
- Describe the importance for humans of exercise, eating the right amounts of different types of food and hygiene.
- Perform simple tests, identify and classify, use observations and ideas to suggest answers to questions and recognise that they can be answered in different ways.
- *Observe changes across the seasons.*

MathematicsNumber

- Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number.
- Count, and read numbers to 50 in numerals; and then to 100. Count in multiples of twos, fives and tens.
- Given a number, identify one more and 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.
- Read and write numbers from 1 to 20 in numerals and words.

Addition and Subtraction

- Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs.
- Represent and use number bonds and related subtraction facts within 20.
- Add and subtract one-digit and two-digit numbers to 20, including zero.
- Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as: 7 = ? - 9.

Shape, space and measures

- Recognise and name common 2-D and 3-D shapes, including:
- 2-D shapes [for example, rectangles (including squares), circles and triangles].
- 3-D shapes [for example, cuboids (including cubes), pyramids and spheres].
- Measure and begin to record the following: mass and capacity.

### Geography- Where will my wellies take me?

#### *Where is My School?*

- Ask and answer geographical questions.
- Use simple fieldwork and observation skills to study the school in the context of children's own locality/school.
- Use aerial images and plan perspectives to recognise landmarks and basic physical features.
- Devise a simple map and use and construct basic symbols in a key.

### Computing

#### *We are Treasure Hunters*

- Understand what algorithms are: how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.
- Create and debug simple programs.
- Use logical reasoning to predict the behaviour of simple programs.
- Recognise common uses of information technology beyond school.

### PE

- To develop co-ordination, floor movement patterns and balancing skills.
- To move in a variety of ways, using the space in a safe manner.
- To move in different ways on equipment, such as low benches.

Our P.E this Term is on Tuesdays and Thursdays. Matty our P.E coach teaches the lesson on Tuesdays.

## Me, Myself and Superheroes!

### PSHCE

- Develop understanding of the kinds of relationships that exist within families.
- Describe their feelings and convey emotions in a positive way.
- Develop a growing understanding of friendships and what makes a 'good' friend.

### Design and Technology- Windmills

#### *Master techniques associated with painting and collage*

- Identify and name the basic structures of windmills.
- Use templates for basic shapes and add details and designs.
- Fold, cut and stick materials to make a strong structure.
- Evaluate design and test model against simple criteria.

### Music

Using the "Charanga" scheme, the children will be introduced to a variety of music styles. This half term, the focus will be on beat and rhythm, specifically rap music.

#### Make different sounds with voice and instruments

- Use their voices expressively and creatively by singing songs and speaking chants and rhymes.

#### Make a sequence of sounds

- Experiment with, create, select and combine sounds using the inter-related dimensions of music.
- The children will sing known and new songs every day.