



CURRICULUM INFORMATION FOR PARENTS
Year 1 Term 1

| Literacy | Numeracy |
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| <p>Within the following units children will.. Spelling, Punctuation and Grammar:</p> <ul style="list-style-type: none"> ▪ Think of a sentence and say it out loud, then attempt to replicate in writing. ▪ Use finger spaces between words. ▪ Use a capital letter at the start of a sentence and a full stop at the end. ▪ Use phonic knowledge to spell words. ▪ Correctly form letters of the alphabet. <p>Fiction and Poetry</p> <ul style="list-style-type: none"> ▪ Read and retell traditional and fantasy stories, through drama and written form. ▪ Identify predictable and repetitive patterns in stories, rhymes and poems. ▪ Create simple stories of their own using storyboards as a method of planning. <p>Non-Fiction</p> <ul style="list-style-type: none"> ▪ Add labels to a diagram. ▪ Write items in a list e.g. shopping list, items on menu. ▪ Write simple instructions e.g. how to make a pizza ▪ Develop dictionary skills e.g. using alphabetical order to locate specific definitions. <p>Homework</p> <ul style="list-style-type: none"> ▪ Practice and spell five words each week. ▪ Read and discuss their reading book with an adult. Identify punctuation. ▪ Complete online reading activities. | <p>Within the following topics children will.. Numbers to 10</p> <ul style="list-style-type: none"> ▪ Count forward and backwards from numbers to 10. ▪ Count objects and represent using a ten frame. ▪ Write numerals and number words to ten. ▪ Compare groups of objects (more or less). ▪ Order numbers by size and sequence. ▪ Progress to numbers to 20. <p>Number Bonds</p> <ul style="list-style-type: none"> ▪ Find ways to make numbers from 2 parts (2 and 3 make 5). <p>Addition within 10</p> <ul style="list-style-type: none"> ▪ Use knowledge of number bonds to add 2 single digit numbers. ▪ Add 2 groups of objects by counting on. ▪ Find the missing number in number sentences <p>Subtraction within ten</p> <ul style="list-style-type: none"> ▪ Subtract a given number of objects from a group to find the amount remaining. ▪ Subtract using knowledge of number bonds. ▪ Subtract by counting back. ▪ Write addition and subtraction sentences. <p>Position</p> <ul style="list-style-type: none"> ▪ Understand the position of numbers (ordinal numbers - first, second). ▪ Begin to use positional language. |
| Autumn Topic: Jurassic Forest | Science |
| <p>As Geographers children will:</p> <ul style="list-style-type: none"> ▪ Conduct a field study of Great Lumley, identifying key landmarks. ▪ Identify locations on a map. ▪ Compare geographical similarities and differences of locations in the UK. ▪ Draw a map of a familiar location. <p>As Historians children will:</p> <ul style="list-style-type: none"> ▪ Study the lives of paleontologists in the past who have contributed to national and international achievements. ▪ Compare and contrast techniques used by paleontologists over time and explore fossils. ▪ Research Early Man including their appearance, tools, homes, diet and transport. <p>As Artists:</p> <ul style="list-style-type: none"> ▪ Use techniques from the past to produce cave art. ▪ Create repeated patterns using printing techniques.. ▪ Make a dinosaur with a distinctive pattern. <p>As Designers we will:</p> <ul style="list-style-type: none"> ▪ Select the appropriate tools and materials to design, make and evaluate a dinosaur habitat. | <p>Within the following topics children will: Animals:</p> <ul style="list-style-type: none"> ▪ Name the key features of a bird, fish, amphibian, reptile, mammal, and invertebrate. ▪ Research key features of selected animals: appearance, diet and habitat. ▪ Investigate the difference between herbivores, carnivores and omnivores. <p>Plants:</p> <ul style="list-style-type: none"> ▪ Label parts of a plant and describe their function. ▪ Plant seeds and bulbs and observe changes as they grow. ▪ Conduct a survey to find different kinds of plants in our school environment and name using simple identification charts. <p>Seasonal Change:</p> <ul style="list-style-type: none"> ▪ Identify and describe the four seasons. ▪ Observe signs of autumn around school. <p>Working Scientifically:</p> <ul style="list-style-type: none"> ▪ Make predictions and explain why we think things happen. ▪ Record observations using sketches and simple sentences. ▪ Ask questions, make observations and use simple equipment to perform simple investigations. |
| Computing | PE |
| <p>Children will:</p> <ul style="list-style-type: none"> ▪ Use coding software to program simple instructions to move an onscreen object forward, backwards and from side to side. ▪ Begin to understand simple e-safety rules. | <p>Children will:</p> <ul style="list-style-type: none"> ▪ Through a range of games develop greater control to throw, catch, roll and bounce a ball. ▪ Combine several movements, including a balance to create a short gymnastic sequence. |
| Music | |
| <p>Children will:</p> <ul style="list-style-type: none"> ▪ Explore beat and rhythm through song, body percussion and musical instruments. ▪ Discuss pieces of music and say what they like or dislike about them. | |



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