



CURRICULUM INFORMATION FOR PARENTS
Year 1 Term 1

Literacy	Numeracy
<p>Within the following units, children will...</p> <p>Spelling, Punctuation and Grammar:</p> <ul style="list-style-type: none"> ▪ Think, say and write a simple sentence using finger spaces between words. ▪ Begin to 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 a range of fiction, traditional and stories, through drama and written form. ▪ Identify predictable and repetitive patterns in stories, poems and rhymes. ▪ Create simple stories of their own using story boards as a method of planning. <p>Non-Fiction</p> <ul style="list-style-type: none"> ▪ Write simple instructions e.g. making a snack, playing a game. ▪ Add labels to a diagram. ▪ Write items in a list e.g. shopping list, items on menu. ▪ 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. Share a library book with a family member. ▪ Complete online games and reading activities or find out facts about the topic 	<p>Within the following topics children will...</p> <p>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 a sequence of numbers. <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 10</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 and begin to recognize left and right.
Autumn Topic: World Kitchen	Science
<p>As Geographers we will:</p> <ul style="list-style-type: none"> ▪ Develop and use map skills to locate and name countries and continents around the globe and sample a variety of foods from other cultures. ▪ Investigate the origins of familiar foods including fruit, wheat and fish. ▪ Name the four countries of the United Kingdom. <p>As Historians we will:</p> <ul style="list-style-type: none"> ▪ Compare and contrast kitchens from modern day with Victorian times, including food preparation. ▪ Make their own butter using methods from the Victorian Era. ▪ Use comparison to create simple timelines and order events. <p>As Artists:</p> <ul style="list-style-type: none"> ▪ Design, make and evaluate a pot using clay. ▪ Create a simple pattern using printing techniques and say why we like them. ▪ Explore the works of L.S. Lowry. <p>As designers we will:</p> <ul style="list-style-type: none"> ▪ Design, make and evaluate a biscuit for Santa. 	<p>Within the following topics children will:</p> <p>Animals:</p> <ul style="list-style-type: none"> ▪ Identify and sort living and non-living things. ▪ Label parts of the body, the five sense organs and explore the five senses. <p>Plants:</p> <ul style="list-style-type: none"> ▪ Label parts of a plant and describe their function. ▪ Plant bulbs and observe changes as they grow. <p>Materials:</p> <ul style="list-style-type: none"> ▪ To name, describe and sort materials by their properties. ▪ Design a waterproof home for a nocturnal animal with an awareness of material properties. <p>Seasonal Change:</p> <ul style="list-style-type: none"> ▪ Identify and describe the four seasons and observe signs of Autumn around school. ▪ To investigate the behaviour of nocturnal animals. <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 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, left and right. ▪ 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. 	