

# Year 1



Guide To  
Autumn Term 1  
2017



Our curriculum at Summerlea is creative and designed to forge links between the different areas of learning. Each topic we study is led by a driving question to get us thinking. We have listed the main curriculum areas that will be addressed through each question and have given a brief outline of what we will be learning.

This half term our driving question will be...



## What's the difference?

This topic is a great way to start Year 1 and our new curriculum. It will help us to explore our wonderfully diverse world, comparing and contrasting ourselves, our families, nature and materials. Throughout this first half term, we will be breaking this overarching big question into smaller ones. These include:

*“What is special about me and my family?”*

*“What is on my doorstep?”*

This will involve a study of the seasonal changes in the local area.

*“Why do different families celebrate different festivals?”*

*“How do I make a rain hat?”*

**Welcome to Year 1:** We pride ourselves on our smooth transition from EYFS into Year 1 and endeavour to ensure good communication between home and school as always. The children will continue with many of the same sessions that began in EYFS, such as Read Write Inc. (small group daily reading sessions), outdoor area use and daily maths sessions. Over each 2 weeks, your child will be heard read by the class LSA and in a group Guided Reading session with the class teacher. In addition, we will be starting to introduce daily challenges which incorporate all areas of the curriculum. This time is called EXPLORE GALORE and encourages independence. The next part of this booklet breaks down the key curriculum areas covered in our topic for autumn 1, finishing with some guidance on homework.

**English:** Our initial introduction to our topic will involve asking, writing and answering questions, recognising question words and the correct use of a question mark. Following this, we will be exploring different families and writing a class book based on what we have found out. We will also be using our senses as we explore seasonal changes and will be writing poems which we hope to perform to you in our Harvest assembly and learning how to write an evaluation after we have designed, made and tested our rain hats. Our focus will be on being able to say what we want to write out loud, reading it back clearly to our friends and ensuring that we have used capital letters, finger spaces, full stops and question marks. We are exploring the importance of capital letters and learning how these are used through a key text 'Susan laughs'. If you wish to support your child in this area, one idea is to go on a LETTER HUNT with your child, identifying where capital letters and lower case letters are used. If you take any photos of signs or labels, please send them in and we can add these to our class displays.



**Geography:** We will be comparing seasonal changes using our senses, comparing autumnal foods and leaves. We are looking forward to going on an autumnal walk, where we will be comparing our school grounds to our local park area.

**Art:** Developing further from the art skills taught in EYFS, we are excited to be starting using our own sketch books. We will be learning how to sketch self-portraits with sketching pencils, using appropriate proportions and positioning. We will then apply our understanding of colour mixing when learning how to mix paint to make different skin tones.

**Science and DT (Design Technology):** We will be learning about the properties of different materials through mini investigations and self-discovery sessions. In the latter part of autumn 1, we will explore the properties of water resistant materials in greater depth. We will then design, make and test rain hats which the teachers will test to see if they keep them dry!

**PSHCE (Personal, Social, Health & Citizenship Education) and RE (Religious Education):** We will be starting the year with a lot of speaking and listening opportunities involving exploring, comparing and contrasting ourselves and those around us. This will begin from a PSHCE focus and follows into exploring traditions and celebrations, as well as religious ones (including Harvest). Our first role play in Year 1 is linked to this... It is a deconstructed role play under the theme of celebrations. The children can explore the items left in the role play area and make decisions about which celebration they will act out accordingly.



**Mathematics:** During our daily maths sessions, we will be exploring different concepts through real life contexts. We will also be setting challenges as well as celebrating individual explorations and work towards their own target.

**Our main objectives are taken from our Year 1 curriculum and this half term they are to:**

Count, read and write numbers to 100 in numerals.

Add and subtract one-digit and two-digit numbers to 20, including zero.

Represent and use number bonds and related subtraction facts within 20.

Recognise and use language relating to dates, including days of the week, weeks, months and years.

Measure and begin to record lengths and heights.



**Person of the Week:** We will be continuing with choosing a new 'Person of the week' as the children did in EYFS. However, to progress this further, the children will be able to take home a class bear for their special week. They may wish to record their adventures together and will have time in class to share these with their friends.



# Year 1 news and information

## The team:

*Mrs Crook – Key Stage 1 Phase Leader*

*Miss Camble – Holly class teacher*

*Mrs McConnochie – Oak class teacher*

*Mrs Voice – Ash class teacher*

*Mrs Edwards, Mrs Partridge, Mrs Pankhurst and Mrs Palmer – Teaching Assistants*

*Mrs Hills, Mrs Chittenden and Mrs Dale – Individual Needs Assistants*



## Exciting days/trips and important dates:

*Week 1: Ask your child about our AMAZING DISCOVERY!*

*Week 2: Class book making.*

*Week 3: Autumn walk to our local park - More details to follow.*

*Week 4: Senses explorations and possible visitor.*

*Week 5: Year 1 Harvest collection and Assembly – dates to follow.*

*Week 6: Hat making and testing on the teachers!*

**Library:** Tuesday (Holly and Ash) or Wednesday (Oak)



**Computing:** Wednesday

**PE:** Indoor- Thursday (Oak & Holly) or Friday (Ash) AND Outdoor- Tuesday

**Learning Buddies:** Friday (Buddies may be different from EYFS)

**Golden Time:** Weekly

## Reminders:

- 1) Your child will need to bring a named water bottle and coat every day.*
- 2) Please make sure your child has **tracksuit bottoms and trainers** in their P.E. bag and that every item of clothing is named. We ask that your child has their PE kit in school every day as there may be unforeseen timetable changes or additional activities planned.*
- 3) If your child wishes to bring their own snack (in addition to the fruit provided), please be mindful of allergies and ensure that it does not contain nuts or chocolate.*

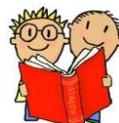
**Please don't hesitate to get in touch with your child's class teacher if you have any questions or concerns. Our doors are always open.**



## **Homework**

As a school, after considering responses to our homework survey we have made some changes to our policy. Homework is non-statutory and, as previously, there is no requirement to complete a set amount each week. Our minimum expectation is that all children should read regularly, ideally every day. Spelling and mental/oral maths practise is also important and homework for these two areas will also be set regularly.

**Reading:** At Summerlea we are positively promoting reading for enjoyment. We want all children to love reading and be able to talk about books they have enjoyed or learned from! Every half-term our school-wide theme will change and we are encouraging children to choose and share texts that fit this in the hope they will be exposed to different types of stories, styles and authors.



This half-term's theme is... **Animals!**

Reading and understanding a full range of text types and authors will not only bring pleasure but can also develop comprehension, spelling and writing skills. Encourage your child to share and talk about texts with you, visit your local library, hear them read, read to them and enjoy!

### **Spellings**

3-5 high frequency words will be given out every week. The children will practise these spellings in school and we ask that you also spend some time practising them at home too. We will test the children on all the words given out over a half-term at the end of that half-term. For your information, the list of the 100 high frequency words that we will be looking at over the year will be attached to the front of your child's spelling book. In addition, any children in 'J group' for Read Write Inc. will also be set 5 separate spellings every week that look at a specific spelling pattern. These will be tested weekly in Read Write Inc. sessions.

**Maths:** We encourage the practising of key mental maths skills and would like children to practise their number bonds, doubling and halving and times tables. More practise will lead to better retention! Your child has their own Mental Maths Passport. In your child's passport is a list of times tables as well as our 'Around The World' objective list. Please spend time practising times tables and your child's Around The World target at home. You can tick them if you think your child has achieved a times table or Around The World target. They will be regularly checked and assessed in class.

## **6 things to try this half term...**

In addition, and in the same vein as the National Trust's '50 things to do before you are 11 ¾' we will provide a list of suggested activities, linked to the year group topic, that your child might like to have a go at during the course of a half term. The suggestions are simply that; ideas to get you and your child thinking about fun and creative ways into exploring learning themes. We have listed them below in weeks, linked to our learning on school. However, you are welcome to explore them in any order if your child wishes. We have given each week a focus, but have been deliberately open with how to record their explorations. Feel free to be as creative and imaginative as they wish.

In addition to the ideas suggested below, we are enjoying sharing the photograph of an important person in our families that your child has brought in over the first week, thinking about how they are the same and different to themselves.

*Week 1: Research into your family by talking together and sharing photos. Decide how to share this information. For example: 1) Map out a family tree showing who is in your family; 2) Make a picture of your family. You could draw, paint or collage your picture.*



*Week 2: Talk about your name at home. How was your first name chosen? Can you use the computer to research into the meaning behind your first and last name? How will you record your findings?*



*Week 3: Survey your friends and families on which celebrations, parties or festivals they like the most. You may wish to record this as a bar graph or in a tall chart. Does your family have any special celebrations that they remember each year?*



*Week 4: Look through your books at home, in your local Library or on the computer. Can you find a favourite poem? Bring into share with your friends and Learning Buddy.*



*Week 5: Look at vegetables and fruit you have at home. Which ones are your favourite and why? What do they taste like cooked and uncooked? How are they different cooked and uncooked?*



*Week 6: Look through your wardrobe at home. What clothes and shoes do you wear when it rains? Why? Have a look at what they made of. Challenge: Can you design and make a waterproof outfit for a teddy or doll?*

***If you think of any more topic related tasks to do... feel free! We love to hear about, look at and learn from them. We will share any topic related learning from home.***

## Preview/review

*At the beginning of each half term we would also like to invite your child to reflect on previous learning and look forward to new learning.*

*Last half term your big question was  
“What comes next?”*

*What did you learn?*

*This half term our big question is:  
“What’s the difference?”*



*What do you already know?*