

# Year 1 Curriculum Newsletter



## Term 1

Dear Parents and Carers,

Welcome to year 1! We are so excited to meet our new Penguins and Turtles. We have lots of exciting things to start off the new school year. We will share lots of different aspects of their learning on our Dojo page, we will also keep you informed of key events happening throughout the term. Please feel free to share any home achievements for us to celebrate in school on Dojo too!

The Year One Team

### What is happening this term?

For whole school events please see the whole school dojo. Here are some additional things happening in Sea Turtles and Penguins:

Wednesday 12<sup>th</sup> October: Flu vaccinations


Monday 17<sup>th</sup> October: Key Stage One, Harvest Celebration- more information to follow.



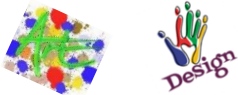

Thursday 20<sup>th</sup> October: Halloween Disco





The Value that we are focusing on this term is:

**Kindness**

## Key Learning

Subject and Topic	Overview	Key knowledge
	Writing 	<b>Poetry</b> This term will be learning some poems about the sea. The children will learn a poem and discuss rhyming words. <b>Pathways to Write</b> This term we will looking at the text 'Lost and Found'. The children will explore the story and create their own version.  Say out loud what is going to be written about Re-read what they have written to check it makes sense Discuss what has been written with the teacher or other pupils Read aloud their writing clearly enough to be heard by their peers and the teacher  Fiction – This term we will be reading the book Lost and Found.
	Phonics/Reading	This term we will be starting a new phonics scheme called Little Wandle. Children we start with a recap of phase 3 sounds.
Mathematics	Place value within 10	<u>Key Knowledge</u> To sort count and represent objects

	<p>Addition and Subtraction within 10</p>	<p>To count, read and write numbers to 10 forwards and backwards.          To know 1 more/less than a number to 10          To compare numbers and groups of objects          To order numbers and groups of objects          To be introduced to the &lt;=&gt; symbols          To understand a number line          To understand the part part whole model          To understand the addition and equals symbol          To be introduced to fact families  <u>Key Vocabulary</u>          Sort compare more less add subtract equal</p>
<p>Science I Wonder Why</p> 	<p>Animals including humans</p>	<p><u>Key Knowledge</u>          To identify, name, label and draw the basic parts of the human body and say which are associated with each sense.          To make comparisons between different animals identifying similarities and differences          To classify common animals and group them? Amphibians, reptiles, mammals, birds, fish, insects          to sort and classify animals in different ways by different criteria          To identify and name a variety of animals some domestic and wild animals from the UK that are carnivores, herbivores and omnivores  <u>Key Vocabulary</u>          Humans birds fish amphibians reptiles sort domestic wild carnivore omnivore herbivore similar different</p>
<p>Art and Design</p> 	<p>Portraits</p>	<p><u>Key Knowledge</u>          To know that a portrait is a picture of themselves          To name three different ways of making a piece of art          To be able to name three primary colours  <u>Key Vocabulary</u>          Portrait primary colours</p>
<p>Computing</p> 	<p>Computing Unit 1</p>	<p><u>Key Knowledge</u>          To log on and log off a computer          To move and resize an application window          To use a track pad on a computer  <u>Key Vocabulary</u>          Log on log off window application track pad</p>
<p>Geography</p>	<p>A sense of place</p>	<p><u>Key Knowledge</u>          To name the village our school is in and understand what makes up a village.          To talk about and name what town they live in.</p>

		<p>To talk about what you might see in our local area. To begin to explain the difference between villages and towns. To explain some of the key features that make up a village. To say something about the place where they live. Begin to locate your village/town on a map/atlas/globe. Discuss other places around the world and compare/find similarities</p> <p><u>Key vocabulary</u> House Types of homes School church Village Town County Country City Continent</p>
<p>Music</p> 	<p>Hey you Unit 1</p>	<p><u>Key Knowledge</u> Use the word <b>chorus</b> and identify a repeated chorus in a song. Know there are different styles of music.</p> <p><u>Key vocabulary</u> Know the words and meaning of: -Pitch – high and low -Volume – loud and quiet -Pulse – a steady beat</p>
<p>Personal Social Health and Relationship Education</p> 	<p>Protective Behaviours</p>	<p>Learning that we all have the right to feel safe all of the time through discussing unsafe feelings and problem solving.</p> <p>Learning we can talk with someone about anything, even if it feels awful or small. This is taught through the children's network of trusted adults and learning about personal space and body awareness.</p>
<p>Physical Education</p> 	<p>Real PE unit 5 Sending and receiving equipment</p>	<p><u>Key Knowledge</u> I can perform a small range of skills and link two movements together I can perform a single skill with some control</p> <p><u>Key Vocabulary</u> Heart Beating blood Health exercise direction control</p>
<p>Religious Education</p> 	<p>Family and Family celebrations</p>	<p><u>Key Knowledge</u> To know what a celebration is To know what I celebrate and how I celebrate it To know how is food shared at Communion and why. To know what is Shabbat and who celebrates it.</p>

		<p>To know why is food part of the celebration</p> <p>To know why is Raksha Bandhan an important festival for Hindus.</p> <p>To know what do Muslims go without during Ramadan.</p> <p>To know why people have special food at special occasions.</p> <p><u>Key Vocabulary:</u></p> <p>celebration, Communion, Fast, Raksha Bandhan, Ramadan, Eid, Share, Shabbat, Special, Unity</p>
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