




The Half Term Ahead

Year 1: Autumn 1

Earth Charter links: Earth
Big Question: What is my local area like?

Launch Event: Solve
Visits, visitors & trips: Visit to Kings Park
Finale Event:

Key dates	Home Learning Expectations				
<p>Please put these dates in your diary:</p> <ul style="list-style-type: none"> ⇒ Friday 27th Earth Charter Day (dress as a penguin) ⇒ Thursday 17th October – visit to Kings Park ⇒ Key date 3: Christmas Performance - 9th December <p>PE days: Tuesdays and Thursdays Library Day: Friday</p> <p> ‘Reach for the Stars’ – optional enrichment activities to enjoy with your child:</p> <ul style="list-style-type: none"> ⇒ Challenge 1: Two children can join the school council. If they would like to be chosen as their class representative, they need to prepare a short presentation to share with the class explaining why they should be chosen. This could be a poster, video, speech or any other creative ideas they may have. ⇒ Challenge 2: The children will learn about deciduous trees. Go for a walk and find examples of deciduous leaves. Tell your grown up how you know they are deciduous? Create a bark rubbing of a tree you find make a picture using the leaves and write a sentence about your picture. ⇒ Challenge 3: Plant some seeds and enjoy watching them grow. It could be a herb such as mint or chives that you could use in your cooking or something like broad beans or onions ⇒ Challenge 4: Draw a map of your route to school and label the things you see such as park, church, post box <div style="display: flex; justify-content: space-around; align-items: center;">   </div>	<p>Reading every day: the power of 1:1 reading</p> <p>The expectation is that every child reads at home (or is read to by an adult) every day. Where it is such a key life skill, we feel this sits at the very top of our home learning priorities. In Year 1 your child will bring home one banded book and one library book. The banded book is in line with your child’s current phonics level and should be 95% decodable. This book should be read three times before it is returned. This gives your child the opportunity to develop fluency (accuracy), prosody (expression) and comprehension (answering questions) about what they have read. The library book is a ‘sharing’ book which will help develop a love of reading and allows them a sense of ownership over their reading choices. These can either be shared reads or read to by an adult.</p> <p>Home Learning cycle: standardised deadlines</p> <ul style="list-style-type: none"> ⇒ The homework cycle begins on Thursday ⇒ All homework is due to be completed by Friday morning of the next week. <p>Tasks/activities in addition to reading at home daily:</p> <table border="1" data-bbox="1128 927 2020 1034"> <thead> <tr> <th>Activity</th> <th>Expectation</th> </tr> </thead> <tbody> <tr> <td>Doodle Maths</td> <td>3 x 10min sessions a week</td> </tr> </tbody> </table>	Activity	Expectation	Doodle Maths	3 x 10min sessions a week
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Curriculum Overview

Autumn 1	
Reading: Key Text	Percy the Park Keeper – Nick Butterworth / Paddington – Michael Bond / A Walk in London – Salvatore Rubbino Explain the meaning of words / retrieve and record information / summarise main ideas
Writing & Grammar	Poetry: Poems to Perform - Julia Donaldson To discuss my understanding of the language and structure of a text / To compose and rehearse sentences orally / To leave spaces between words / To use capital letters for names of people / To punctuate sentences with a full stop / To evaluate, proof-read and revise/ To perform Retelling Narrative: The Lonely Beast – Chris Judge To discuss my understanding of the language and structure of a text / To punctuate sentences with a capital letter and full stop / To use a capital letter for the personal pronoun 'I' / To compose and rehearse sentences orally / Drafting / Proof reading and revising / Publishing Developing Description: Lost in the Toy Museum – David Lucas To discuss my understanding of the language and structure of a text / To punctuate sentences with a capital letter and full stop / To recognize nouns / To use the spelling rule for adding –s or –es as the plural marker for nouns / To recognise adjectives / Generating ideas for writing / Planning / Proof reading and revising / Publishing
Maths	Place Value within 10 Sort objects in different ways / Count fluently to 10 Count objects from a larger group / Represent objects / Recognise numbers as words within 10 / Count on from any number within 10 / 1 more within 10 / using counting skills / 1 more within 10 using a number track / Count backwards within 10 / 1 less within 10 using counting skills / 1 less within 10 using a number track Compare quantities Compare quantities by matching / Compare numbers of objects using 'fewer' 'more' 'same' / Compare numerical values using "less than", "greater than" or "equal to" alongside the symbols < > and = / Compare numbers within 10 using knowledge of counting / Order three groups of objects and numbers within 10 using language 'greatest' and 'smallest' / Number line (counting in 1s, 1 more and 1less)
Science	Plants (biology) Identify and name a variety of common wild and garden plants, including deciduous and evergreen trees / Identify and describe the basic structure of a variety of common flowering plants, including trees.
RE	Social Sciences: Christianity and Judaism How do people show they belong? / Showing belonging through religious artefacts, places and actions.
PSHE	Being Me in My World My Year Ahead Being a Global Citizen The Learning Charter Owing Our Learning Charter
PE	Outdoor: Multiskills: fundamentals Indoor: Yoga
Computing	Technology around us: An introduction to computing systems and networks To identify technology / To identify a computer and its main parts / To use a mouse in different ways / To use the keyboard to edit text / To create rules for using technology responsibly
Humanities	Geography: Here I am Locating our school in our local area / Identifying local physical and human features on a map / Planning routes / Giving directions / Carry out fieldwork /
Art & DT	Art : I am an artist To make different marks / To know primary colours / To know about famous artists Wassily Kandinsky, Piet Mondrian, Paul Klee
Music	Elements of music: Rhythm – Clapping to a beat / Tempo - Recognising fast and slow tempos and linking these to the rhythm of a piece / Let's Celebrate - Harvest and Christmas Celebration Songs/Nativity Play.

