

Curriculum Overview for Parents and Carers

Year 1

Autumn Term

This term we will be learning the following things. Here are some useful hints and tips for helping at home!

Overview of Learning

Ideas for Learning at Home

English



In our exciting literacy journey, we'll dive into the stories *Brown Bear, Brown Bear, What Do You See?* and *Jungle Jamboree*. These stories will spark children's imaginations as they practice writing fun and informative sentences about animals. Next, we'll explore *Grammarsaurus* to investigate The Place Value of Punctuation and Grammar, where children will learn to use punctuation effectively and master essential grammar skills.

As we progress, children will continue to consolidate and extend their phonic knowledge through Phases 4 and 5 of the Little Wandle Letters and Sounds Revised phonics program. They will read books matched to their learning in reading groups at school and bring them home on Thursdays to read over the weekend, returning them on Mondays.

Additionally, children will be taught spelling using the LET Spelling Curriculum. This complements their phonics lessons and reinforces their understanding of spelling patterns and the placement of graphemes, phonemes, and correspondence (GPCs) within words. Spelling sessions will help consolidate the GPCs covered in phonics lessons.

Please ensure that your child practises their reading regularly at home. Please encourage your child to read and enjoy sharing their own books from home as well as their school reading book. Sharing stories together is a very important part of your child's journey of learning to read.

Perhaps your child could practise their letter formation (both lower case and capital letters) starting and finishing in the correct place. Can your child recognise letters and graphemes in everyday life?

Maths



Place Value (10):

Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least

- Count to and across 100, forwards and backwards, beginning with zero or 1, or from any given number
- Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least
- Compare numbers using and = signs
- Read and write numbers from 1 to 20 in numerals and words

Addition and Subtraction (10):

Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer)

Can your child recognise and read numbers up to 10 in everyday life? Your child could practise counting up to 10, forwards and backwards. Singing number songs will also help with number recognition. You could practise number bonds with your children – for example which two numbers add together to make 10. You could help your child practise their number formation – could they use chalk in the garden or bath crayons in the bath?

- Read, write and interpret mathematical statements involving addition (+), subtraction (−) and equals (=) signs
- Represent and use number bonds and related subtraction facts within 20
- Add and subtract 1-digit and 2-digit numbers to 20, including zero

Place Value (20):

Count to and across 100, forwards and backwards, beginning with zero or 1, or from any given number

- Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least
- Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least
- Count, read and write numbers to 100 in numerals; count in multiples of 2s, 5s and 10s
- Read & write numbers from 1 to 20 in numerals & words
- Given a number, identify 1 more and 1 less

Geometry (shape):

Recognise and name common 2-D and 3-D shapes, including: 2-D shapes [for example, rectangles (including squares), circles and triangles]; 3-D shapes [for example, cuboids (including cubes), pyramids and spheres]

Science



The Human Body This term the children will also be learning more about their bodies, their 5 senses and how we use all our senses to understand the world around us. They will learn to name more parts of the body with the help of Billy Bones the skeleton and know which part of the body is associated with which sense. They will carry out lots of interesting (and some quite disgusting!) investigations about their senses and use the information they collect to answer questions.

Seasonal Changes: Throughout the year the children will be observing, recording and asking and answering questions about the changing seasons. They will learn the names of the seasons, know when they change and the differences in weather, temperature and daylight length. They will create a weather chart and recognise that we need different clothes for the different seasons.

Materials: The children everyday objects and help them to identify what materials they are made from. The children will look at the properties of different materials and group and

As we go through the year, perhaps you could take photos of your child which record the different clothing and activities associated with different seasons, as well as the changes in the weather and environment. It would be a lovely record to share in class at the end of the year. If you have pets at home, can your child tell you which animal group they belong to (mammal, fish, bird, reptile, amphibian) and explain how to look after them?

compare materials based on these. They will be carrying out tests on a variety of materials and recording their results.

History



How has our village changed over time?

This term, we are exploring different aspects of houses and buildings. We will begin by looking at how houses can vary, including types such as detached, semi-detached, terraced homes, and flats, and discussing how where you live (city or countryside) might influence the type of house. We'll also dive into the history of houses, exploring how building materials and house sizes have changed over time. In addition, we will focus on our local area, examining the mix of old and new houses in Hurworth and the rich history behind some of our village's buildings, such as Hurworth House School, Sundial House, All Saints Church, Rockliffe Hall, and Hurworth Grange.

When was the first flight and how do we know it happened?

We will be learning about the history of human flight, focusing on how people's dreams of flying became a reality. We will begin by exploring how humans have been fascinated by flight for thousands of years, drawing inspiration from birds, myths, and early attempts, as seen in stories, memorials, and drawings. The children will then learn about the important breakthroughs that led to successful flight, from hot air balloons to gliders and eventually powered flight, which developed over centuries. A key focus will be on the Wright brothers, Orville and Wilbur, who achieved the first controlled, powered flight in 1903 with their aeroplane, the Wright Flyer. We will discuss how their first flight lasted 12 seconds and how their meticulous documentation, along with photographs and eyewitness accounts, helps us understand this historic achievement today.

Research Together: Look up the history of some local buildings or famous structures in your area. You could use online resources or visit your local library. This can help children connect what they're learning in class with real-world examples.

Building Projects: Engage in simple building projects at home using materials like cardboard, LEGO, or other craft supplies. You could replicate different types of houses or create new designs, encouraging creativity while reinforcing what they've learned about house types and construction.

Family Discussions: Discuss with your child what you know about the history of your home or any family history related to different types of buildings. Sharing personal stories can make the topic more relatable and interesting.

Geography



Where do we live (our school)?

The children will be exploring maps and how to use them to understand the world around them. We will begin by asking, "What is a map and how do I use one?" and discover how maps tell us about places and help us find our way. Moving forward, the children will create their own maps, starting with our classroom and expanding to the entire school. Through this hands-on experience, they will learn about different types of maps, such as aerial or 'bird's eye views,' and plans, which are maps of small areas showing the position of objects or rooms. As part of their fieldwork, the children will explore both the human (man-made) and physical (natural) features around our school grounds, using their new knowledge of maps and geography to better understand the layout of their surroundings.

Your child can create a special map or drawing of their bedroom, garden, or a magical imaginary place! They can use their imagination to add exciting details. We're excited to see their creations! Encourage them to use words like 'in front of,' 'behind,' 'next to,' 'far away,' and 'close to' to describe where things are in their map. It's like telling a story through pictures!

Art & Design



Taking a Line for a Walk:

In our first lesson, we're going to have an adventure with two amazing artists named Eric Carle and René Magritte. We'll read a fun book called 'The Hungry Caterpillar' by Eric Carle. Then we will explore how to draw lines through observational drawing of string lines.

'When A Line Bends... A Shape Begins' is another fantastic book that we will read in our second lesson. Then, we'll get to be little artists and experiment with drawing lines to make all kinds of shapes. We'll even cut them out and create beautiful patterns. We won't just use regular pencils. We'll try out different tools to make our art even more special and unique!

In lesson 3: We'll read a story called 'Magritte's Apple.' After that, we'll become art explorers and experiment with something called 'rubblings' to make cool textures.

We'll take a closer look at drawings of fruits by Carle and Magritte. We'll learn from their drawings and see how they use different shapes and tools. Following on from this, the children will be encouraged to create their own drawing of fruits. The children will also evaluate their own work.

Take a pen for a walk – pick out lots of different pens and crayons. Sit together and tell them you are taking a pen for a walk. Start drawing a wiggly line and see if your child wants to join in. Paint with rags, sponges and brushes – Put out a large sheet of paper.

Design & Technology



Dips and Vegetables

In this unit, the children will be learning about the importance of fruit and vegetables in keeping us fit and healthy, and how some provide more nutrients when eaten raw. Building on their knowledge from the Human Body unit, they will explore the difference between sweet and savoury foods. The children will then be introduced to basic knife skills, practicing the bridge and claw techniques to safely cut and chop ingredients. In the second session, they will use these skills to follow a recipe and make dips (bean dip and tzatziki from Greece) with vegetable sticks. In the final session, the children will taste and evaluate their creations, which they will then be able to take home.



Jam Tarts

In this unit, the children will be making jam tarts or mince pies, learning about the concept of sweet pies made from preserved fruit and pastry. In the first session, they will explore how different recipes are used in different seasons or celebrations, with mince pies being a traditional English treat enjoyed at Christmas time. The recipe in session 2 will use sweet

Healthy Eating Discussions: Talk with your child about the benefits of eating fruits and vegetables. Discuss how different vegetables and fruits help us stay healthy and which ones they enjoy most.

Knife Skills Practice: If appropriate, allow your child to practice safe knife skills at home with supervision. Start with softer fruits and vegetables and use child-friendly utensils to ensure safety.

Recipe Exploration: Find simple recipes for dips and vegetable sticks that you can try together at home. Let your child choose some vegetables and help with the preparation to reinforce their learning.

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| | <p>shortcrust pastry, which can also be used for savoury pies. After making their pies or tarts in session 2, the children will taste and evaluate them in the final session.</p> | |
| <p>RE</p>  | <p>Children will learn about the Christian belief in God as the Creator of the world. They'll explore the Christian creation story from the Bible, which teaches that God made the Earth and everything in it. The lessons will focus on how Christians believe they are caretakers of the world, responsible for taking care of nature and each other. Children will also discuss ways we can care for the world, like recycling or saving energy, and how we can care for others by being kind, helping friends, and showing empathy.</p> | <p>Read Together: Share age-appropriate versions of the Christian creation story with your child. Discuss the key points and ask them what they think about the story and its message.</p> <p>Caring for the World</p> <p>Nature Walks: Take walks in nature and discuss the beauty of the environment. Talk about ways to protect and preserve natural spaces.</p> <p>Gardening: If possible, engage in gardening together. Explain how growing plants contributes to the health of the planet and how caring for plants can be a way to show respect for nature.</p> |
| <p>PE</p>  | <p>In Autumn 1 and 2, the children will be participating in a series of sessions based on the units Attack, Defend, Shoot, Run, Jump, Throw and Dance.</p> <p>In Autumn 1, the children will work on developing their running, jumping, and throwing skills. This could involve activities and exercises designed to improve their fundamental motor skills and coordination in these areas.</p> <p>In Autumn 2, the emphasis will shift to enhancing their dancing skills. This might involve learning various dance routines, styles, or techniques, promoting creativity, rhythm, and coordination through dance activities.</p> | <p>Please ensure that your child wears their PE kit every Tuesday. We will be outside in all weathers (within reason) so warm tracksuit, waterproof coat, hat and gloves are also needed as we head into winter.</p> <p>It is also very important that your child brings a water bottle to school every day.</p> |
| <p>PSHE</p>  | <p>In Autumn, we're going to focus on three important rules at our school:</p> <p>Be Ready for Learning: This means getting ourselves ready to learn new things every day.</p> <p>Be Respectful to People and Things: We need to treat both people and our classroom with kindness and care. This includes keeping our classroom clean and tidy, putting away our chairs, and sharing resources.</p> <p>Be Safe by Looking After Ourselves and Each Other: We should always make sure we are safe and help our friends stay safe too.</p> <p>The children will also be learning how our families are special and how they can look different for each of us. We'll also learn about communities, which are groups of people who do things together. We belong to many communities, like our class, school and groups.</p> | <p>Ask your child about our classroom rules; they're learning how to be responsible and respectful at school. At home, encourage them to practice being a great friend by sharing, listening, and being kind. They can tell you about how they're being a good friend, and together, we'll help them grow into caring and thoughtful individuals!</p> |

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| | <p>Remember, if something ever feels unfair or unsafe, you can always talk to a trusted adult about it. They are here to help and support you.</p> <p>The children will also learn that mental well-being is as important as physical health and that it's okay to feel a range of emotions. Our aim is for the children to develop a rich vocabulary to talk about their feelings, understand when their emotions and actions are fitting, and know where to find help when needed, including in online situations.</p> <p>Year 1 will begin to learn how people become friends and what makes a good friend, like being kind, truthful, loyal, and helpful. We will also discover that real friends are always happy to include everyone and never want anyone to feel left out.</p> | |
| <p>Music</p>  | <p>This term Year 1 will be developing their musical knowledge and by playing music games and singing. They will learn to repeat basic melodies and will learn a range of nursery rhymes. They will also learn about the gospel genre and learn to sing a simple song.</p> | <p>Singing nursery rhymes with your child is a fantastic way to have fun together while promoting their language skills and early literacy.</p> |
| <p>Computing</p>  | <p>We will be learning about online safety. The children will discover seven crucial pieces of information they should never reveal on the internet: their full name, home address, phone number, school's name, passwords, personal photos, and frequent locations.</p> <p>In case anyone online asks for this information, our children will know to reach out to a trusted adult right away. Additionally, they'll understand the importance of using a password to safeguard their online accounts. Without a password, anyone could potentially access their accounts.</p> <p>In Year 1, we'll be learning about the internet and how we can find information using tools like Google, Bing, or Kiddle. But it's important for the children to know that not everything we find online is always true or trustworthy. We'll learn how to be smart internet explorers!</p> | <p>Let's make sure our children stay safe while they're online. There are many fantastic free apps and websites that can support their learning. By guiding them to use these educational resources, we can help them have a positive and enriching online experience.</p> |
| <p>Trips, Experiences and Enrichment</p>  | <p>Trips: Whole School Pantomime. Walk around our school grounds (Geography). Trip to Hurworth School (PSHE). Walk around Hurworth (History). Nelsam North East land, sea and air museum (History) TBC. Whole School Pantomime.</p> <p>Extra-Curricular Experiences: Street Dance, STEM, Football, Board Games, Lego.</p> <p>Enrichment: Arts and Crafts, Christmas Cards (Eden Cottage)</p> | |

Within school we have 6 values: **Kindness, Respect, Resilience, Fairness, Teamwork** and **Ambition**.
These are interwoven through our curriculum and everyday practice.