**Heathcoat Primary School**

**Year 1 Autumn Term Newsletter**

**September 2021**

Dear Parents/Carers,

We are delighted to welcome all of the children back to school. We hope that you have all had a really relaxing and enjoyable summer holiday. Here are the exciting new topics that the children will be exploring in Year 1 this term.

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| **Autumn Term 2021** | | |
| **Subject** | **1st half term** | **2nd half term** |
| **English** | **Oi Frog! (Fiction)**  **Teaching Focus:**   * rhyming words * statements and questions * full stops * question marks   **What I Like (Poetry)**  **Teaching Focus:**   * verbs | **Dear Mother Goose (Fiction)**  **Teaching Focus:**   * sentence construction * conjunction ‘and’ * full stops * exclamation marks * questions marks   **Hot and Cold (Non-Fiction)**  **Teaching focus**   * simple present tense * progressive present tense * verbs |
| **Mathematics** | **1:1 Number Sense**  *Number: Place value (within 10)*   * Sorting objects in a variety of ways, with reasoning * Count objects * Represent objects (using ten frames) * Counting forwards & backwards * One more & one less than a number * One-to-one correspondence * Comparing objects * Introduce <, > and = * Compare numbers using <, > and = * Order objects * Order numbers * Ordinal numbers * Number lines   **1:2 Additive Reasoning**  *Addition and subtraction within 10*   * Introducing parts and wholes * Part-whole model (with images/objects) * Addition symbol * Fact families - addition facts * Find number bonds for numbers within 10 * Systematic methods for number bonds within 10 * Number bonds to 10 * Compare number bonds * Addition - adding together, adding more * Finding a part * Subtraction - taking away, how many left? Crossing out * Subtraction - taking away, how many left? Introducing the subtraction symbol * Subtraction - find a part, breaking apart * Fact families - the 8 facts * Subtraction - counting back & finding the difference * Comparing addition and subtraction statements a + b > c & a + b > c + d | **1:3 Geometric Reasoning**  *Geometry: properties of shapes*   * Recognise and name 3-D shapes * Sort 3-D shapes * Recognise and name 2-D shapes * Sort 2-D shapes * Patterns with 3-D and 2-D shape   **1:4 Number Sense**  *Number: Place value (within 20)*   * Count forwards and backwards and write numbers to 20 in numerals and words * Numbers from 11 to 20 * Tens and ones * Count one more and one less * Compare groups of objects * Compare numbers * Order groups of objects * Order numbers |
| **Science** | Animals-including humans- My body   * identify, name, draw and label the basic parts of the human body * say which part of the body is associated with each sense   Everyday Materials   * distinguish between an object and the material from which it is made * identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock * describe the simple physical properties of a variety of everyday materials * compare and group together a variety of everyday materials on the basis of their simple physical properties. |  |
| **PE** | **Use Real PE scheme (and Jasmine website)**  **FUNs 10 – Coordination** (Footwork)  **FUNs 1 - Static Balance** (One Leg) | **FUNs 6 - Dynamic Balance to Agility** (Jumping and Landing)  **FUNs 2 - Static Balance** (Seated) |
| **ICT** | * Introduction to internet safety. * Learning to log-on to the school network and using the mouse and keyboard on the laptop. * Using websites to access online games linked to school-based learning, such as Phonics Play. | |
| **DT** |  | * Plan, make and evaluate a Christmas decoration made from felt. * Use fine motor skills to stitch the decoration and add embellishments. |
| **Geography** | **How does the weather affect our lives?**   * Identify and describe the basic atmospheric conditions of the weather * Observe, measure and record the elements of daily weather by using simple instruments and devices * Identify, describe and begin to explain ways in which great artists depict elements of the weather * Observe how weather conditions change during the four seasons of the year * Recognise and describe how Vivaldi in his concerto The Four Seasons is able to create an evocative picture of changes in the weather from one season to another * Observe and offer reasons for the distribution of hot and cold places in the world * Compare and contrast the environments of Antarctica and the Sahara Desert * Understand why Captain Robert Scott and his team wanted to be the first human beings to reach the South Pole |  |
| **History** |  | * **How do our favourite toys and games compare to those of children in the 1960s?** * Identify and describe some of the ways in which historians divide up time * Compare, contrast and sequence historical events to create a simple timeline of British history and a personal timeline of their life to date * Identify and describe some of the most popular toys and games of the 1960s * Compare and contrast toys and games of the 1960s with those of today * Describe what Tim Berners-Lee invented in 1989 and suggest reasons to explain how this change affected toys and games and other aspects of life since then * Recognise, describe and explain how they can use Wi-Fi-enabled toys and games safely and securely |
| **Music** | **Pulse and rhythm**   * Use voice and hands to make music * Understand what a pulse is and clap in time to music * Listen to and repeat short rhythmic patterns * Play simple rhythms on an instrument * Understand the difference between pulse and rhythm * Improvise vocally within a given structure | **Classical music, dynamics and tempo: Animals**   * Use percussion and bodies expressively in response to music * Learn and perform a song * Compose a short section of music as a group using their voices and instruments. * Sing short songs from memory, adding simple dynamics. * Playing instruments expressively |
| **Art** | **Drawing**   * Look at and explore the art of Picasso and discover about his work and life * Explore using a pencil to draw and make marks in the style of Picasso to produce a portrait in the Cubist style * Explore texture and tone by using a variety of different marks. * Begin to use a sketch book and know why sketchbooks are important to artists * Use a variety of drawing techniques such as hatching, scribbling, stippling and blending to create light / dark lines | |
| **RE** | **What does it mean to belong to a faith community?**   * Understand that loving others and belonging is important in lots of communities * Recognise symbols of belonging for Christians and Jewish people * Say simply what Jesus taught about loving people * Explain what happens at a traditional Christian infant baptism and suggest what the actions and symbols mean * Identify two ways Christian people show they belong to each other when they get married | **What do Christians believe that God is like?**   * Understand that Christians believe in God and that the Bible is the main way of finding out what they think God is like * Identify what a parable is * Explain why Christians believe that God is like the father in the parable of the Lost Son * Understand that there are different types of prayer |
| **PSHE** | Use Jigsaw scheme  *Being me in my World*   * I can explain why my class is a happy and safe place to learn. * I can give different examples where I or others make my class happy and safe. | Use Jigsaw scheme  *Celebrating Difference*   * I can tell you some ways that I am different and similar to other people in my class, and why this makes us all special. * I can explain what bullying is and how being bullied might make somebody feel. |

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| **Trips / visits:** |  | Tiverton Museum trip to look at old toys. |
| **Dates for your diary:** | Half term: 25 – 29 October | 8 November – Parent consultations  10 November – Parent consultations  End of term: 17th December |

**READING**: It is really important that children complete repeat reading of their books. This is because on each read they are gaining a different skill:

* decoding,
* understanding
* fluency.

Please continue to support your child’s reading at home by hearing them read **at least 3 times each week.** Please record information about their reading in their reading record book.  Please remember to ask your child questions about what they have read or to summarise/explain what they have read to check their understanding.

Here are 3 example questions that you could ask when they read:

* **Tell me about what you have just read (summarise).** Can they clearly explain to you what has just happened?
* **What do you think is going to happen next? Why? Explain why you think this.** A good example of an answer would be: I think the main character will go back to the bike track because he was so excited last time, and even though he fell off, he wants to race because he said “I wish I could race my bike like those fast kids”. (The child is using what they have read, including quotes, to explain their ideas – even if they are not right about what happens next. They are showing a good guess based n what they have read).
* **Which words do you not understand?** Ask them to try to work out what the word means from the rest of the sentence. Then look up the word on a computer/tablet or in a dictionary.

**Here is an example of what you might write in a reading record:**

Read well to daddy. Could remember and tell me what happened in the story. Got stuck on reading the word ‘route’. Pg 12 next.

**Homework**: Reading is the main focus for the children in year 1, so we ask that this term, you read to them and discuss the story, as well as hear them read for 5-10 minutes every day.

**Useful websites**:

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| **Topmarks** | fun maths games | <https://www.topmarks.co.uk/> |
| **Phonics Play** | play free phonics games to help reinforce the phonic sounds learnt at school | <https://www.phonicsplay.co.uk/> |
| **Scratch** | a fun coding ICT site where children can create their own animations | <https://scratch.mit.edu/> |

You can help your child at home by using the above websites and encouraging them to learn through play. You can also help them to research things related to the topic that they are studying in school, such as materials. Can they find materials that are soft, bendy/flexible, hard, rough, smooth? Can they group those that are similar?

**If you aren’t a member already, the local library in town is free to join and is a great place to visit with your children so they can do research or borrow books to read at home.**

**PE**: Our PE days are Tuesday and Friday. Children should come to school wearing their school PE kit on these days. This includes a white PE shirt or t-shirt in their house colour, plus their school jumper. They must wear sensible trainers. Earrings must be removed or covered with tape for safety.

**Outside learning**: Please remember that children will often be going outside to learn. They will need waterproof coats in school each day- as you know our English weather can be unpredictable!

We hope this information is helpful. Please do not hesitate to email us if you require any further guidance.  We now have a year group email: [year1@heathcoat.devon.sch.uk](mailto:year1@heathcoat.devon.sch.uk) which will be checked on a Monday, Wednesday and Friday. If you need to get an important message to us urgently, please contact the office on 01884 252445 or email them on [admin@heathcoat.devon.sch.uk](mailto:admin@heathcoat.devon.sch.uk).

We are looking forward to a really exciting term of learning.

Yours sincerely,

Mr Pitt, Mrs Bowkett and Mrs Addy (Year 1 Class Teachers)

Mrs Budden (KS1 Team leader)