

# Learning Newsletter

## Year 1 Autumn Term 2021

Dear Parents and Carers,

Our policy is to ensure we work closely in partnership with parents to educate our children. This newsletter contains information about the learning experiences planned for in the forthcoming term and the related year group expectations.

### ENGLISH

#### Reading Books

Please listen to your child read every day but at least three times a week at home. During this time, it is beneficial to talk about the text with them. For example, 'What do you think the book is about?' 'What has happened so far?' and 'What do you think will happen next?' Each time you hear your child read you, or your child, should write down the pages read and sign their Learning Diary in the space provided for that week. Our 'weekly updates' sticker in the Learning Diary will provide information about our reading comprehension focus for that week and prompt questions you could ask.

Phonics is a vital part of the Year 1 curriculum and learning. Please revisit the phonics sounds which can be found in the Learning Diary and consolidate the learning of these sounds at home this term. Weekly sounds will be displayed on the learning sticker as well.

#### Our English texts for this term are as follows:

##### Autumn Term 1

\***The Colour Monster** by Anna Llenas

\***Funnybones** by Janet and Allan Ahlberg

\***Stick Man** - Julia Donaldson

In addition, the children will be reading and writing a selection of autumn poetry.

##### Autumn Term 2

\***The Naughty Bus** by Jan Oke

\***Mrs Armitage on Wheels** by Quentin Blake

\***I am Amelia Earhart** by Brad Meltzer

In addition, the children will be reading and writing a selection of Christmas poetry.

#### Reading Focus for the Autumn Term

#### **When reading, here are some of the targets we will be working towards this term:**

- Follow the text with eyes, finger pointing only at difficulty
- Take more note of punctuation in order to support the use of grammar and oral language rhythms
- Re-read to enhance phrasing and clarify precise meaning
- Apply phonic knowledge and skills as the route to decode words
- Blend and read simple words containing adjacent consonants (e.g. stop, best)
- Begin to identify constituent parts of simple two-syllable words (e.g. look, took)
- Begin to use analogy to read unknown words (rhyming words like took, book, look)
- Read simple sentences and, where appropriate, check understanding with pictures

- Answer questions about the main points of a simple text, indicating they have understood
- Discuss the character and plot
- Begin to recognise some differences between fiction and non-fiction texts
- Begin to notice some of the features of non-fiction texts (e.g. non-fiction texts can be written in different ways)
- Notice relationships between one text and others (e.g. common themes)

**In addition to the above targets, the following targets are those that are ongoing**

- Locate the front and back cover of the literature they are reading
- Sit comfortably in a reading position
- Navigate texts with ease, turning pages accurately and with fluency
- Use the illustrations to support the narrative/text
- Develop confidence when reading aloud to peers or an adult

**Writing Focus for the Autumn Term**

**When writing, here are some of the targets we will be working towards this term:**

- Use phrases and simple sentences to communicate ideas
- Use simple sentence structures in writing – often repetitive – beginning with “I” or the character’s name
- Show awareness of full stops
- Start a piece of writing with a capital letter
- Spell words with simple phoneme/grapheme correspondence accurately (e.g. cat, dog, red)
- Write some words using common digraphs and trigraphs correctly (e.g. b-oa-t, sh-ee-p; l-igh-t)
- Make phonetically plausible attempts at writing longer words using dominant phonemes and common grapheme representations
- Recall letters of the alphabet and related common phonemes
- Include spacing between words and letters as needed
- Write about familiar events
- Understand different purposes for writing (e.g. through role play or activities)
- Produce recognisable letters and words to convey meaning
- Invent own compositions with some support (e.g. through oral rehearsal or performance through role play)

**In addition to the above targets, the following targets are those that are ongoing**

- Sit correctly at the table
- Hold a pencil with a tripod grip
- Form capital letters
- Form digits 0-9
- Begin to form lower-case letters in the correct direction, starting and finishing in the right place
- Explore which letters belong to which handwriting ‘families’
- Leaving spaces between words

# Vocabulary

Please see in the table below the vocabulary that will be covered across all other areas of the curriculum. We believe an expansive vocabulary is so important in reading and writing and therefore any topic related books you have at home would benefit your child ahead of the topics covered.

|                                       |   |
|---------------------------------------|---|
| <b>Science</b>                        | <i><u>weather</u> (sunny, rainy, windy, snowy etc.)<br/><u>seasons</u> (winter, summer, spring, autumn) sun, sunrise, sunset, day length<br/><u>Humans including senses</u> – touch, see, smell, taste, hear, fingers (skin), eyes, nose, ear and tongue</i>  |
| <b>Science Working Scientifically</b> | <i>question, answer, observe, observing, equipment, identify, classify, sort, group, record, diagram, chart, map, data, compare, contrast, describe, biology, chemistry, physics</i>  |
| <b>Art and Design</b>                 | <i><u>Painting-</u> primary; colours<br/>Secondary colours; mixing, cool colours, warm colours , colour wheel</i>   |
| <b>Computing</b>                      | <i>login, create, develop, save, search, templates, icons, sort, online, illustrate, pictogram, instructions, algorithm, program, order, organise, debugging, forward, backwards, left, right, direction, diagonal, background, e-book, open, animation, overwrite, copy, paste, coding, spreadsheet, rows, columns, cells, image toolbox, clipart, move cell, technology</i>   |
| <b>Design and Technology</b>          | <i>TASC wheel, design, draw, mock up, models, research, product, purpose, template, make, tools, equipment, safety, materials, mechanisms, cut, draw, join, measure, tear, finish, evaluate, explore, products, function, appealing vehicle, cog, axle, rod, movement, chassis</i>  |
| <b>Geography</b>                      | <i>The UK, weather, seasons, symbols, forecast, dangerous, danger, extreme, flooding, drought, hurricane, blizzard, heatwave, climate, atlas, Arctic, North Pole, South Pole, equator, thermometer, weather vane, barometer, rain gauge, today, house, school, here, there, where, Epsom, maps, birds-eye view, key, north, south, east, west, compass, town, country, human features, physical features, landmark, route, journey, local</i> |
| <b>History</b>                        | <i>old, older, oldest, new, newer, newest, modern, more modern, most modern, most recent, present day, long ago past, present, future, change, Amy Johnson, plane, journey, Australia, Croydon, car, train, helicopter, bike, plane, steam, electric, petrol, engine, diesel, travel</i>  |
| <b>PE</b>                             | <i>turning, rolling, jumping, travelling, shape, stillness, change, gesture, speed, pathway, direction, bounce, hop, spring, jump, take-offs, landings, travelling, thin shapes, wide shapes, kicking, patting, skipping, steering, throwing, catching, formation, rock, roll, spin, turn, sequence, land, curl, wide, narrow, balance, high, low</i>   |
| <b>Music</b>                          | <i><u>A: Beat, Sounds, Pitch</u> - our bodies &amp; ourselves, beat (science link), sounds (English link), animals, pitch, in the groove (blues) as intro, Christmas</i>  |

# MATHS

We are following a mathematics mastery programme using the Department for Education approved scheme 'Power Maths' published by Pearson. During the Autumn Term, we will be completing the following units. For each unit, the small steps are listed providing you with information about the unit expectations.

|   |  |
|---|--|
| <p><b>Unit 1: Numbers to 10</b></p> <ul style="list-style-type: none"> <li>*Sorting objects</li> <li>*Counting objects to 10</li> <li>*Counting and writing numbers to 10</li> <li>*Counting backwards from 10 to 0</li> <li>*Counting one more</li> <li>*Counting one less</li> <li>*Comparing groups</li> <li>*Comparing numbers of objects</li> <li>*Comparing numbers</li> <li>*Ordering objects and numbers</li> <li>*First, second, third...</li> <li>*The number line</li> </ul> | <p><b>Unit 2: Part-whole within 10</b></p> <ul style="list-style-type: none"> <li>*The part-whole model</li> <li>*Related facts – number bonds</li> <li>*Finding number bonds</li> <li>*Comparing number bonds</li> </ul>  |
| <p><b>Unit 3: Addition and subtraction within 10 (1)</b></p> <ul style="list-style-type: none"> <li>*Finding the whole – adding together</li> <li>*Finding the whole – adding more</li> <li>*Finding a part</li> <li>*Finding and making number bonds</li> <li>*Finding addition facts</li> <li>*Solving word problems – addition</li> </ul>  | <p><b>Unit 4: Measure – Addition and Subtraction within 10 (2)</b></p> <ul style="list-style-type: none"> <li>*Subtraction – how many are left?</li> <li>*Subtraction – breaking apart</li> <li>*Related facts – addition and subtraction</li> <li>*Subtraction – counting back</li> <li>*Subtraction – finding the difference</li> <li>*Solving word problems – subtraction</li> <li>*Comparing additions and subtractions</li> </ul> |
| <p><b>Unit 5: 2D and 3D shapes</b></p> <ul style="list-style-type: none"> <li>*Naming 3D shapes</li> <li>*Naming 2D shapes</li> <li>*Making patterns with shapes</li> </ul>   | <p><b>Unit 6: Numbers to 20</b></p> <ul style="list-style-type: none"> <li>*Counting and writing numbers to 20</li> <li>*Tens and ones</li> <li>*Counting one more, one less</li> <li>*Comparing numbers of objects</li> <li>*Comparing numbers</li> <li>*Ordering numbers and objects</li> </ul>  |

Please remember...

\*Maths is best approached in a practical/fun way where children get hands-on experience of working with, and manipulating numbers.