

Maths :

Number

- Count to and across 100 forwards and backwards, beginning with 0, 1 or from any given number
- To compare and order numbers using the related vocabulary, using the = sign
- To count reliably a given number of objects up to 100
- To estimate a number of objects that can be checked by counting
- To know that when rearranged, the number of objects will stay the same
- To say the number that is 1 more or 1 less than any given number

Addition and Subtraction

- To use + , - , = with concrete objects
- Record statements using mathematical symbols
- To know and use number bonds up to 20 (to10)
- To know and use subtraction facts to 20

Mental maths (ongoing/daily)

- To count reliably to 100 forwards and backwards from any given number.
 - To count on or back in ones, twos, tens from any given number to 100.
 - To name the days of the week and months of the year.
- To know number facts to 20.



Phonics

- Recapping Tricky words from Stage 1.
- Recapping Stage 1 diagraphs
- Beginning stage 2 of song of sounds which focuses on alternative spellings of the same sound e.g: ay, ae, ai.

Please see the weekly overviews for more details.

Into the woods...

Year 1

Autumn 1 2021

English

Spoken Language

- Give an opinion and a reason
- Listen to the opinion of others
- Make relevant contributions
- Retell a story
- Talk about ideas for writing

Writing-Composition

- Say my sentence before I write it.
- Hold the sentence in my head
- Write a sentence
- Read my sentence back to check it makes sense
- Use a capital letter at the start of a sentence
- To begin to punctuate sentences using a full stop or question mark.

Writing- Grammar and Vocabulary

- Recognise upper and lower case letters
- Know that a sentence has a capital letter and full stop
- Use a capital letter for pronoun I
- Spell some exception words from memory

Reading

- Use picture clues to support understanding
- Use prior knowledge to understand texts
- Identify and discuss meaning of unfamiliar words
- Identify key events in a story
- Make predictions based on events
- Recognise and discuss characters feelings
- Talk about what you like and dislike about a book
- Say whether you agree or disagree with others ideas

Texts

Main text

Little Red by Bethan Wollvin

Supporting texts

Not a Stick by Antoinette

Portis

Fairytale you choose Nick

Sharrat

The little Nut Tree by Julia

Donaldson

Other versions of Little Red Riding Hood.



Outside learning

- Working together by building with the large building blocks
- Retelling familiar stories through role play and small world play.
- Using natural resources in small world play.
- Exploring measuring and .. in water
- Mapping the school through explorative wellie walks.
- Igniting imaginations by exploring the tree house
- Gross motor through using bikes and trikes.

Home learning menu.

Please pick at least 2 activities to do at home with your child and record your learning on Tapestry.

1. Go on a woodland walk – can you identify any trees? Collect some different leaves and name the tree it comes from or take photos of you on a woodland walk to share in class.
2. Learn a fairy tale to share with the class. You could write it down or learn it to tell to your classmates.
3. Who is in your family? Draw round each of their feet. Compare and order them. Can you think of any marvellous maths words to talk about them?
4. Collect some Autumn leaves – try and recreate the colours by mixing paint.

Expressive Arts & Design (EAD) – Art, DT and Music

Art

As artists we will be colour. We will look at warm and cool shades and discuss how to achieve these. We will be able to say which colours are primary and which are secondary and create a colour wheel. Our key artist will Henri



Roseau.

Music

We will be using our voices expressively by speaking chants and rhymes and singing weather songs. We will be able to clap short rhythmic patterns and copy sounds.

Physical Development

We will be describing how our body feels before, during and after exercise.

Ball skills

We will be learning different ways of using a ball, including rolling, passing, balancing, batting and bouncing.

Understanding the World

Geography

As geographers we will be observing seasonal and daily weather patterns in the UK and mapping the school and its grounds.

Science

Seasonal Changes

As scientists we will be looking at how the seasons and observing, discussing and describing how the weather and daylight changes depending on the season. We will be focusing on Autumnal changes.

Plants

As botanists we will be identifying and naming common deciduous and evergreen trees.

RE

We will be exploring what it means to belong (Within the school community, family, out of school clubs, church groups, community.)

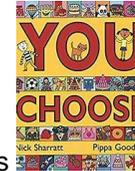
Key Topic Vocabulary:

Please practice the topic words by reading through and discussing what they mean. You could draw pictures of them to investigate the words further.

Woodland, seasonal, daily, forecast, Autumnal, deciduous, evergreen,

PSED

We will be spending the first 2 weeks of term concentrating on settling the children and building relationships. Our activities and discussions will be built around the text You



Choose. Relationships

We will be learning how to communicate feelings and respond to the feelings of others. We will discuss what makes a good friend. We will be naming adults who keep us safe

Health and Well Being

We will be discussing how to stay safe.

Living in the wider world

All term we are understanding how to contribute to the life of the classroom and will be constructing and following our class charter.