

ENGLISH:

In English we will be reading the traditional story Goldilocks and the Three Bears which the children started in the summer term in reception.

We will then move onto an alternative version called 'Beware of the Bears'. The children will be using the story to help them sequence events, make predictions, describe characters and retell the story in their own words.

Phonics will continue to be taught daily and guided reading will take place weekly.

MATHEMATICS:

In Maths the children will revise their learning about numbers under 20 as taught in reception, as well as doing lots of activities around sorting, grouping, number formation and number representations.

They will continue to learn in a practical way and access maths activities inside and outside the classroom through group work and the different classroom learning areas.

SCIENCE:

In Science the children will learn all about different types of plants, especially trees. They will be finding out what they need to grow, naming the different parts and understanding how important plants are as a source of food.

Throughout the sessions we will have a clear focus on the science skill of 'exploring' to help the children develop their understanding of this.

**COMPUTING:**

In Computing the children will build on their learning in reception about e-Safety.

They will also develop their understanding of data handling by collecting information and sharing what they have found out through pictograms and graphs.

In the classroom environment, the children will have access to Ipads to research topics on the internet and play a range of games.

SPELLING, PUNCTUATION AND GRAMMAR:

The children will revise the phase 2 and 3 tricky words and start learning the Year 1 common exception words. They will learn how to write a perfect sentence with capital letters, finger spaces and full stops, the names of the letters of the alphabet and the difference between a vowel and a consonant.

HANDWRITING:

The children will build on their letter formation learnt in Reception and learn how to write using un-joined cursive.

Year 1 First Half of Autumn Term 2019*Once Upon A Time***PSHE:**

In PSHE we will start the new year by discussing why 'Rules Matter' and learning the school rules that are in place to ensure we all are safe and happy in school. Children will have opportunities to appreciate and celebrate differences and similarities between themselves and to experience how supportive it feels to belong to, and be valued by, the class group. They will have opportunities to develop empathy for others and think of ways to support them.

ART and Design & Technology:

In Art the children will be making colourful art work linked to their learning about Goldilocks and the Three Bears. They will focus on the skill of cutting, rolling and coiling different materials.

In DT the children will be making porridge for the three bears and using their senses to experience sweet and sour tastes. They will evaluate different porridges and investigate healthy breakfast alternatives.

PE:

In PE the children will learn ball skills outside and dance inside. They will develop their accuracy in throwing and catching a ball and learn how to roll, kick and hit a ball.

In dance, they will learn how plan simple sequences and explore movement to music.

MUSIC:

Using Charanga the children will learn the hip hop song "Hey You!"

This will teach them the differences between pulse, rhythm and pitch and they will learn how to rap and enjoy it in its original form.

As well as learning to sing, play, improvise and compose with this song, children will listen and appraise other old school hip hop tunes.

GEOGRAPHY:

In geography the children will be learning to use simple compass directions and use language to navigate around a map. They will draw their own maps and routes based on the school's Wishing Wood.

RE:

The children will learn about the Christian Harvest Festival and have an opportunity to attend church to take part in this celebration. They will learn about sacred places through the topic 'What makes a place sacred?'.