



## Year 1: Out of this World Autumn 2

### Dates to remember –

4<sup>th</sup> November – Back to school

12<sup>th</sup> November – Odd sock day

20<sup>th</sup>/21<sup>st</sup> November – Parents evening

22<sup>nd</sup> November – PPG non-uniform day

30<sup>th</sup> November – PPG Christmas fair

16<sup>th</sup> December – Christmas jumper day and Christmas dinner.

19<sup>th</sup> December – Nativity

20<sup>th</sup> December – Christmas party/ break up for Christmas holiday

### Outdoor learning dates:

1S- 26<sup>th</sup> November and 17<sup>th</sup> December

1P - 14<sup>th</sup> November and 20<sup>th</sup> December

### Home Learning

Reading is a brilliant way to support your child at home. Please continue to read with your child at least three times a week, for around 10-15 mins per day, and record this in their reading diary. **At the start of the week, the reading books are changed and reading diaries checked by staff. The children win a raffle ticket for every three 'reads' with an adult at home.** These tickets go into a class 'draw' to win a book voucher and have treats in the library - which the children feel very excited about. Your support with reading is greatly appreciated, as it is an amazing gateway to learning and independence – as well as a brilliant activity for building confidence with, and enjoyment for, books.

Each half term, we will send home our maths learning journey along with suggested activities for you to do with your child at home. Additionally, we will provide our phonics learning and ask for your support in helping your child practice their phonics sounds to prepare for the phonics screening in June.

PE days – come dressed in PE kits. Please label and PE jumpers and jackets with child's name

### PE days:

1S Wednesday and Friday

1P Wednesday and Friday



### Welcome letter/message

We hope you have had a wonderful break. We are so impressed by how well the children have settled into Year 1. We hope this continues into Autumn 2, as the children gain more independence and confidence throughout our exciting 'Out of this World' learning journey and during the magical run up to Christmas.

1S – Miss Pawson (Class Teacher)

1P – Mrs Smalley (Class Teacher)

The support staff working across the year group are

Mrs Browne

Miss Watson

### Personal Development

#### Assembly themes – Personal Development

Our whole school themes this term: Root of Learning, "Working Together" and the British Value of Mutual Respect.

**PSHE** - Our PSHE theme for this half term is 'Celebrating Differences'.

The children will consider similarities and differences between themselves and others. This will lead into work around bullying and how to combat bullying, linking to Anti-bullying week commencing 11<sup>th</sup> November.



### PE –

**Gymnastics** will include exploring movements and balances in different ways. We will carry out floor work and apparatus work to support our developing movement and balance.

The children will also learn how to transition into different shapes, linking more than one movement or balance together.



**Learning through play-** The unit of work will challenge pupils to create, follow and develop rules for games. Pupils will apply these through games/challenges, playing against themselves, with a partner and in teams. Pupils will understand how to keep track of their scores, ensuring that the games are safe and fair.

## Our World

### History

'Who on Earth is Neil Armstrong and what did he do?' The children will become experts about space travel. They will learn all about Neil Armstrong and his journey to space. The children will explore and discuss how space travel has changed through time.



### RE

Who brought messages about God and what did they say? Different messengers (prophets) brought messages for different religions. Lots of them included covenants/promises. We will talk about what a promise is and why people make promises. We will move onto what the Bible says about the birth of Jesus and how this is different for Muslims and Jews. This will also be explored through our upcoming Nativity.

## STEM

### Science

Everyday Materials -

Materials are all around us and the children will continue to explore and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock. Sorting and other hands on activities will help them distinguish between an object and the material from which it is made. They will also learn how to describe and sort materials according to their properties. We will investigate properties of materials including absorbency, waterproofing and transparency.

### Computing

The children have a weekly computing lesson with Mrs Holmes. They will begin by focusing on grouping and sorting on Purple Mash and move onto using and making their own pictograms to record data.



### Maths

This half term, we will continue with Place Value, securing number knowledge to 10 and gaining a deep of understanding of number through counting, sorting, representing and comparing numbers and their value. They will complete addition and subtraction work 0 – 10 and then this will continue with numbers up to 20. The children will also build on work from Reception about basic 2D and 3D shapes, moving on to sorting them and making patterns with them. Independent challenges to provide stretch and consolidation of weekly learning will continue to be part of classroom provision.



## Language and Communication

### Speaking and Listening

We are so excited to be preparing for our Nativity play as it will provide so many opportunities for the children to practise and develop their speaking and presentation abilities – not to mention their drama and singing skills.

Indeed, daily life in a school requires careful listening to fully participate, and make progress, in learning. The children are encouraged to pay attention to their oracy skills – speaking clearly, confidently and in grammatically coherent sentences, so that they are correctly understood by adults and peers alike.



### Writing

Our key text this term is "Man on the Moon" by Simon Bartram. This book will inspire us to write instructions for both the book character and other relatable scenarios in everyday life. There will be a big focus on speaking in full and coherent sentences, writing sentences with capital letters, finger spaces and full stops and re-reading and editing work. We can't wait to see how writing begins to progress and develop!

### Reading

All individual and group reading books in Year 1 match the pupils' phonic knowledge, ensuring all words can be decoded and blended with 95% accuracy, without sounding out. All pupils are involved in daily phonics lessons and group reading three times a week, focusing on fluency, prosody and comprehension.

### Spelling

Year 1 are expected to spell all common exception words for their year group. We have split these into half termly lists to practise at home (please see attached sheet).

## Arts

### Music – By the Sea

The children have a weekly music lesson with Mrs Smalley. This half term, seaside sounds will be listened to, moved to, represented, written and performed in this fun and engaging topic. Children are encouraged to feel pieces of music by moving in ways they think convey its mood.




























**Art** Last half term, we started work on an amazing project based on the sculptures and artwork of Andy Goldsworthy. This half term, we will bring this project to a conclusion and continue to develop creative skills, particularly around colour and shape, through provision and festive activities.

|        | Autumn 1                                    | Autumn 2                                       | Spring 1                                   | Spring 2  | Summer 1  | Summer 2  |
|--------|---|--|--|---|---|---|
| Year 1 | the<br>a<br>do<br>to<br>today<br>of<br>said | says<br>are<br>were<br>was<br>is<br>his<br>has | I<br>you<br>your<br>they<br>be<br>he<br>me | she<br>we<br>no<br>go<br>so<br>by<br>my<br>here | there<br>where<br>love<br>come<br>some<br>one<br>once<br>as | friend<br>school<br>put<br>push<br>pull<br>full<br>house<br>our |

Phase 2 and 3 phonemes and graphemes your child should know.

## Grapheme mat

## Phases 2 and 3



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We are now learning Phase 5 which introduces alternate graphemes e.g. ai as in rain can also be written ay as in play.


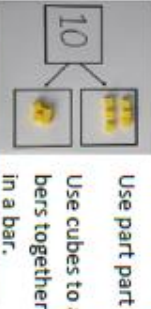
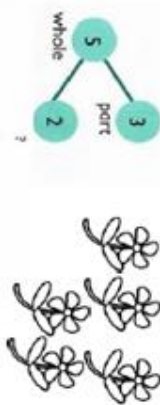
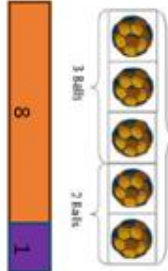
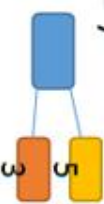

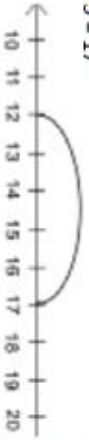


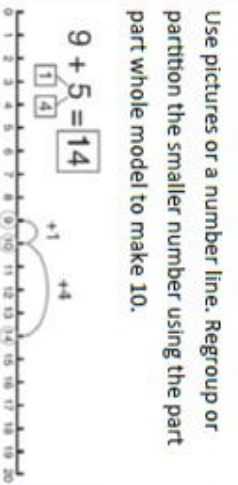


### Grow the code grapheme mat Phase 2, 3 and 5


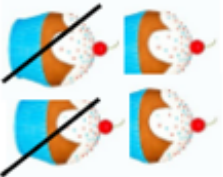
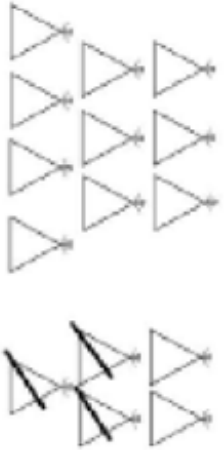



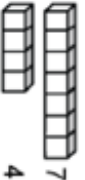

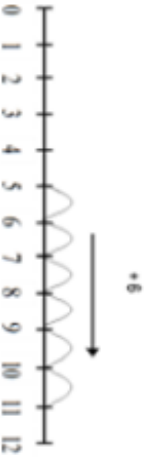
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\*depending on regional accent



| Objective & Strategy   | Concrete   | Pictorial  | Abstract  |
|--|--|--|---|
| Combining two parts to make a whole: part- whole model                                 |  <p>Use part part whole model.</p>  <p>Use cubes to add two numbers together as a group or in a bar.</p> |  <p>Use pictures to add two numbers together as a group or in a bar.</p>   | <p><math>4 + 3 = 7</math></p>  <p>Use the part-part whole diagram as shown above to move into the abstract.</p> <p><math>10 = 6 + 4</math></p> |
| Starting at the bigger number and counting on  |  <p>Start with the larger number on the bead string and then count on to the smaller number 1 by 1 to find the answer.</p>  | <p><math>12 + 5 = 17</math></p>  <p>Start at the larger number on the number line and count on in ones or in one jump to find the answer.</p>  | <p><math>5 + 12 = 17</math></p> <p>Place the larger number in your head and count on the smaller number to find your answer.</p>  |
| Regrouping to make 10.<br><i>This is an essential skill for column addition later.</i> |  <p><math>6 + 5 = 11</math></p> <p>Start with the bigger number and use the smaller number to make 10. Use ten frames.</p>  | <p><math>3 + 9 =</math></p>  <p>Use pictures or a number line. Regroup or partition the smaller number using the part part whole model to make 10.</p> <p><math>9 + 5 = 14</math></p>  | <p><math>7 + 4 = 11</math></p> <p>If I am at seven, how many more do I need to make 10. How many more do I add on now?</p>  |
| Represent & use number bonds and related subtraction facts within 20                   |  <p>2 more than 5.</p>  |  <p>Emphasis should be on the language '1 more than 5 is equal to 6,' '2 more than 5 is 7,' '8 is 3 more than 5.'</p>  |   |

| Objective & Strategy | Concrete  | Pictorial   | Abstract  |
|----------------------|---|---|---|
| Taking away ones.    | <p>Use physical objects, counters, cubes etc to show how objects can be taken away.</p>  $6 - 4 = 2$  $4 - 2 = 2$  |  $15 - 3 = \boxed{12}$ <p>Cross out drawn objects to show what has been taken away.</p> | $7 - 4 = 3$<br>$16 - 9 = 7$   |
| Counting back        |  <p>Move objects away from the group, counting backwards.</p>  <p>Move the beads along the bead string as you count backwards.</p>                                    |  $5 - 3 = 2$ <p>Count back in ones using a number line.</p>                               | Put 13 in your head, count back 4. What number are you at?  |
| Find the Difference  | <p>Compare objects and amounts</p>  <p>7 'Seven is 3 more than four'<br/>4</p> <p>'I am 2 years older than my sister'</p>  <p>Lay objects to represent bar model.</p> | <p>Count on using a number line to find the difference.</p>  $+6$                         | <p>Hannah has 12 sweets and her sister has 5. How many more does Hannah have than her sister?</p> |

