



Autumn 2

Me in my world

Dates to remember –

- 3 November Back to school
- 10-14 November Anti-bullying week
- 10 November Odd Sock Day
- 14 November House Teams Day for Children in Need
- 19 November Parents' Evening – Face to Face 3.40-8.00pm
- 20 November Parents' Evening – Face to face 2.30-6.00pm
- 21 November PPG non-uniform day
- 26 November Prospective Parents/New intake 2025 Open Evening 6 – 7.30pm
- 29 November PPG Christmas Fair 11.00am-2.00pm
- 17 December Christmas Dinner & Christmas Jumper Day
- 17 December KS1 Nativity 10am
- 18 December KS1 Nativity 2pm
- 19 December Reception and KS1 Parties and break up for Christmas Holiday

Outdoor learning dates:

1P – Wed 19th November and Wed 17th December (in the afternoon), 1S – Thurs 20th November and Mon 15th 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 all PE jumpers and jackets with your child's name and class.

Welcome letter

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 – Mrs Hancock (Class Teacher)

1P – Mrs Smalley (Class Teacher)

The support staff working across the year group are

Mrs Browne

Miss Watson

Mrs Royle

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 10th November.



PE – PE days:

1S Tuesday and Friday

1P Tuesday and Friday

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 This 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

Geography

In our geography lessons, we will embark on a journey to understand the concept of 'Where in the world do we live?' with a specific focus on our classroom and playground. We will delve into the world of maps, analysing their significance and exploring how we can potentially transform our playground.



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 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 -

This half term, we are learning how to understand and write instructions. We will start with fun activities like *Simon Says* and making jam sandwiches to show why instructions need to be clear and in order. Using our class story *Whatever Next?*, the children will practise sequencing steps and using key words like *first*, *next*, *then*. They will apply these skills by writing their own instructions for "A Trip into Space" and then editing their work to make improvements.

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 – The children have a weekly music lesson with Mrs J.Smalley. This half term, the children will explore Sound Patterns, within the theme, Fairy Tales.

This new unit uses Fairy Tales to introduce children to the concept of sound patterns (rhythms). They explore clapping along to repeated words and phrases, creating rhythmic patterns to tell a familiar Fairy Tale.

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 a do to today of said	says are were was is his has	I you your they be he me	she we no go so by my here	there where love come some one once as	friend school put push pull full house our

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

Grapheme mat

Phases 2 and 3

 s ss	 t tt	 p pp	 n nn	 m mm	 d dd	 g gg	 c k ck cc	 r rr
 h	 b bb	 f ff	 l ll	 j	 v vv	 w	 x	 y
 z zz s	 qu	 ch	 sh	 th	 ng	 nk		

 a	 e	 i	 o	 u
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 ai	 ee	 igh	 oa	 oo	 oo	 ar
 or	 ur	 er	 ow	 oi	 ear	 air

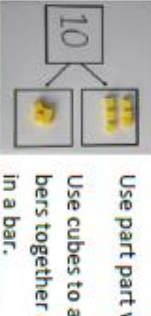
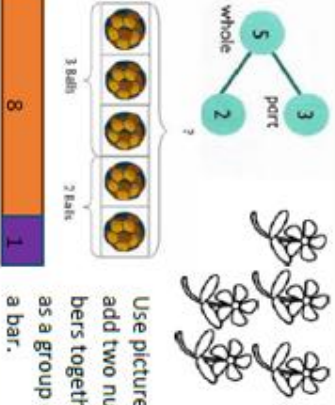
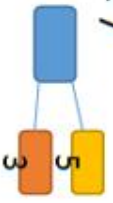
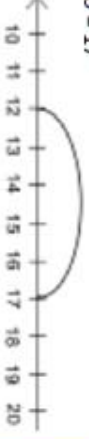
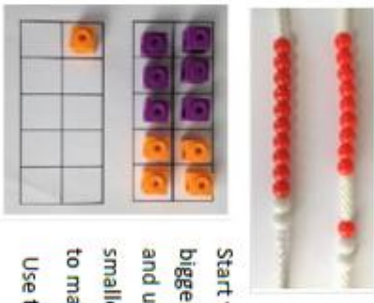
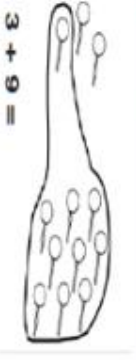
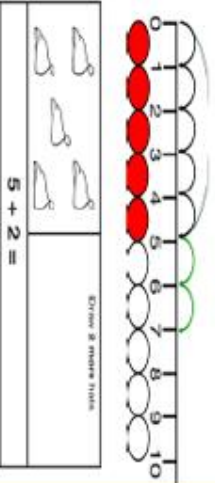
We are now learning Phase 5 which introduces alternate graphemes e.g. ai as in rain can also be written ay as in play.

Grow the code grapheme mat Phase 2, 3 and 5

 s ss c se ce st sc	 t tt	 p pp	 n nn kn gn	 m mm mb	 d dd	 g gg	 c k ck cc ch	 r rr wr	 h
 b bb	 f ff ph	 l ll le al	 j g dge ge	 v vv ve	 w wh	 x	 y z zz s se ze	 z zz s se ze	 qu
 ch tch ture	 sh ch ti ssi si ci	 th	 ng	 nk	 a	 e ea	 i y	 o a	 u o-e ou

 ai ay a a-e eigh aigh ey ea	 ee ea e e-e ie y ey	 igh ie i i-e y	 oa o o-e ou oe ow	 oo ue u-e ew ou ui	yoo ue u u-e ew	 oo u* oul	 ar a* al*
 or aw au aur oor al a oar ore	 ur er ir or	 ow ou	 oi oy	 ear ere eer	 air are ere ear	zh su si	

*depending on regional accent

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

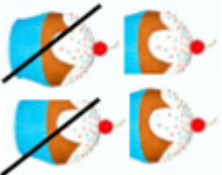
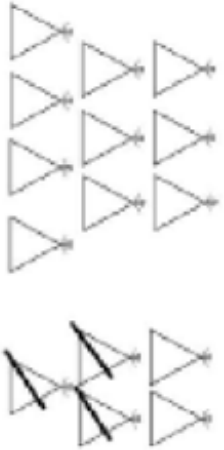
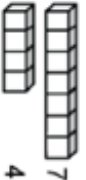
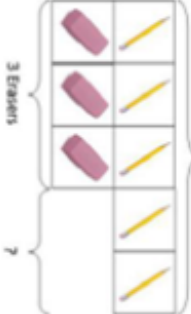
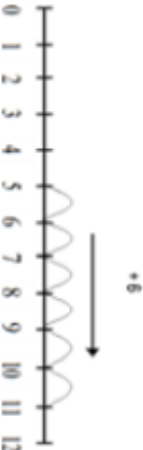


Sandal
Primary School & Nursery

Y1

ADDITION



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