




# Corsham Primary School







## Parent/Carer Curriculum Newsletter





Year: 1    Class Teachers: Mrs Alexander and Ms Pople

### Autumn Term 2024 (4/9/24 – 20/12/24)

Your child will be focusing on the following objectives this term:

<p><b>Being a Mathematician</b></p> 	<p><b>Addition and Subtraction</b></p> <ul style="list-style-type: none"> <li>• Read, write and interpret mathematical statements involving addition (+), subtraction (–) and equal (=) signs</li> <li>• Represent and use number bonds and related subtraction facts within <b>10</b></li> <li>• Add and subtract one-digit to 10, including zero</li> <li>• Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems</li> </ul> <p><b>Number and place value (10)</b></p> <ul style="list-style-type: none"> <li>• Count to and across ten, forwards and backwards, beginning with 0 or 1, or from any given number</li> <li>• Count, read and write numbers to 10 in numerals</li> <li>• Given a number, identify one more and one less</li> <li>• Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least</li> </ul> <p><b>Geometry – properties of shape</b></p> <ul style="list-style-type: none"> <li>• Recognise and name common 2-D and 3-D shapes, including: 2-D shapes [for example, rectangles (including squares), circles and triangles] 3-D shapes [for example, cuboids (including cubes), pyramids and spheres]</li> </ul>
<p><b>Being an Author – Writer</b></p> 	<ul style="list-style-type: none"> <li>• Demarcate sentences using capital letters</li> <li>• Demarcate sentences using full stops</li> <li>• Use spacing between words</li> <li>• Form lower-case letters, capital letters and digits correctly</li> <li>• Use capital letters for the pronoun 'I'</li> <li>• Use the conjunction 'and' to join words</li> </ul>
<p><b>Being an Author – Reader</b></p> 	<p><b>Applying phonics</b></p> <ul style="list-style-type: none"> <li>• Know when to use phonic knowledge to decode words</li> <li>• Read common words when using phonic knowledge, where possible</li> <li>• Read words of more than one syllable containing taught GPCs</li> <li>• Read phonically decodable texts</li> </ul> <p><b>Reading for pleasure</b></p> <ul style="list-style-type: none"> <li>• Know the difference between a story book and an information book</li> <li>• Find the title, author and illustrator of a book</li> <li>• Know some familiar stories</li> <li>• Recognise familiar story language</li> </ul> <p><b>Poetry</b></p> <ul style="list-style-type: none"> <li>• Listen to different kinds of poetry</li> <li>• Talk about books or poems read</li> <li>• Know that stories and poems can have patterned or recurring literary language</li> </ul> <p><b>Reading fluently with accuracy and understanding</b></p> <ul style="list-style-type: none"> <li>• Use picture clues to support understanding</li> </ul>

	<ul style="list-style-type: none"> <li>• Use picture clues to deepen understanding</li> <li>• Identify the characters in a story</li> <li>• Recognise a character's feelings</li> <li>• Say why a character has a feeling</li> </ul>
<p><b>Being a Scientist</b></p> 	<p><b>What changes around me?</b></p> <ul style="list-style-type: none"> <li>• Observe changes across the four seasons</li> <li>• Observe and describe weather associated with the four seasons and how the length of the day varies</li> <li>• Use observations and ideas to suggest answers to questions</li> <li>• Gather and record data to help with answering questions</li> </ul>
<p><b>Being an Engineer (Computing)</b></p> 	<p><b>Programming - Bee-bots</b></p> <ul style="list-style-type: none"> <li>• Understand the term sequence (a particular order in which related things follow each other), Algorithm (step by step instructions e.g. recipe)</li> <li>• Use a given algorithm/instruction – with given outcome</li> <li>• Use given algorithms/instructions – with problems (wrong direction/turning when shouldn't)</li> <li>• Debug given algorithm/instruction – identify what the problem is and why it happened</li> <li>• Use logical reasoning to problem-solve. What can we do? How can we correct the problem or issue?</li> </ul> <p><b>Online safety</b></p> <ul style="list-style-type: none"> <li>• Use technology safely and respectfully</li> <li>• Keep personal information private</li> <li>• Identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies</li> </ul>
<p><b>Being an Engineer (Design and Technology)</b></p> 	<p><b>How do things move?</b></p> <ul style="list-style-type: none"> <li>• Select from and use a range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing)</li> <li>• Evaluate and explore a range of existing products</li> <li>• Explore and use mechanisms (levers and joints) in their products</li> </ul>
<p><b>Being a Musician</b></p> 	<p><b>What do artists do?</b></p> <ul style="list-style-type: none"> <li>• Explore sounds inspired by dots</li> <li>• Make soundscapes to match dot creations</li> </ul>
<p><b>Being an Historian</b></p> 	<p><b>How can we play in different ways?</b></p> <ul style="list-style-type: none"> <li>• Awareness of the past</li> <li>• Know where people and events we study, fit into chronological framework</li> <li>• Wide vocabulary of historical terms</li> <li>• Ask and answer questions</li> <li>• Understand how we find out about the past</li> <li>• Identify different ways the past is represented</li> <li>• Changes within living memory</li> </ul>
<p><b>Being an Artist</b></p> 	<p><b>What do artists do? What changes around me?</b></p> <ul style="list-style-type: none"> <li>• Use a range of materials creatively to design and make products</li> <li>• Use drawing and painting to develop and share ideas, experiences and imagination</li> <li>• Develop a wide range of art and design techniques using colour, pattern, texture, line, shape, form and space</li> <li>• Find out about the work of a range of artists describing the differences and similarities between their practices and disciplines and making links to their own work</li> </ul>

<p><b>Being an Athlete</b></p> 	<p><b>Games</b></p> <ul style="list-style-type: none"> <li>• Master basic movement skills and begin to develop simple tactics for defending</li> <li>• Engage in competitive and co-operative activities</li> <li>• Work with a partner in a variety of co-operative games</li> </ul> <p><b>Dance</b></p> <ul style="list-style-type: none"> <li>• Master basic movements, including running and jumping, as well as developing balance, agility and co-ordination</li> <li>• Perform dances using simple movement patterns</li> </ul>
<p><b>Being a Philosopher (Religious Education)</b></p> 	<p><b>What does it mean to belong?</b>  <b>How and why some stories are sacred and important in religion?</b></p> <ul style="list-style-type: none"> <li>• Express feelings of belonging</li> <li>• Creation story</li> <li>• Christmas story</li> <li>• Special people - Jesus</li> </ul>
<p><b>Being a Philosopher (PSHE)</b></p> 	<p><b>Being Me in My World:</b></p> <ul style="list-style-type: none"> <li>• I understand the rights and responsibilities as a member of my class</li> <li>• I know my views are valued</li> <li>• I can recognise the choices I make and understand the consequences</li> </ul> <p><b>Celebrating Difference:</b></p> <ul style="list-style-type: none"> <li>• I can talk about one thing that makes me different from my friends</li> <li>• I understand these differences make us special and unique</li> </ul>
<p><b>Being a Linguist</b></p> 	<p><b>Spanish</b></p> <ul style="list-style-type: none"> <li>• Colours</li> <li>• Numbers to 10</li> <li>• Simple greetings</li> </ul>

**Other Information:**

**Reading**

We greatly appreciate the continued support you provide when reading with your child. In Year 1, the expectation for reading at home is between 10 and 20 minutes per evening (reading to an adult). Children reading red, green, purple, pink, and orange book bands need to read their book at home 3 times:

**1<sup>st</sup> read:** focus on **de-coding** (sounding out)

**2<sup>nd</sup> read:** read with **fluency** (speed and accuracy)

**3<sup>rd</sup> read:** show **comprehension** (read with expression and an understanding of what is being read)

If your child needs a new reading book they can put their reading record and reading book in the labelled box which will be in the classroom. Please add a short comment or sign the reading log to indicate the book has been read.

In addition to their RWI books, children are encouraged to read a wider selection of texts. We want all our children to have a love of reading so we encourage families to enjoy reading anything and everything at home: favourite books, e-books, library books, recipes, road signs, subtitles on children's films or TV programs, cereal boxes, logos, menus etc.

**Home Learning**

After the children have settled in, Home Learning will be uploaded to Seesaw on a Friday and completed a fortnight later.

**Tuck**

In Year 1, we ask the children to bring in their own healthy snack to eat during the morning break time.

A healthy tuck could include:

- Types of plain biscuits, rice cakes, oat cakes, plain popcorn, breadsticks, crackers etc
- Any fresh or dried fruit/vegetables
- Any snacks which are real fruit/vegetable based – e.g. Fruit Winders, Bear Yo-Yos/claws etc.

We kindly ask that children do **not** bring in crisps or any food containing nuts or dairy products e.g. dippers, yoghurts, anything with chocolate spread etc. **This is vital to protect our children with allergies.**

We ask that all children bring in a **named** water bottle so they can sip water throughout the day.

## **PE**

There will be two PE sessions a week, one inside and one outside. Please ensure your child has a complete labelled PE kit, including some track suit bottoms for outdoor games.

If you have any queries or issues, please always discuss these with us directly; we operate an open-door policy and always meet the children in the morning and make sure they are going home safely in the afternoons.

Mrs Alexander and Ms Pople