

# ST John's Highbury Vale Curriculum Newsletter

Year 1

Autumn Term 2 2021

<p><b>Mathematics</b></p> <p><b>Geometry:</b> 2D shape:</p> <ul style="list-style-type: none"> <li>• 2-D shapes [for example, rectangles (including squares), circles and triangles]</li> </ul> <p><b>Fractions:</b></p> <ul style="list-style-type: none"> <li>• Fractions of shapes and fractions as numbers</li> <li>• Recognise, find and name a half as 1 of 2 equal parts of an object, shape or quantity</li> </ul> <p><b>Calculating:</b></p> <ul style="list-style-type: none"> <li>• read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs</li> <li>• represent and use number bonds and related subtraction facts within 20</li> <li>• add and subtract one-digit and two-digit numbers to 20, including 0</li> <li>• solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as <math>7 = ? - 9</math></li> </ul> <p><b>SMSC:</b> problem solving developing perseverance</p> <p><b>Some helpful websites:</b>  All aspects of maths: <a href="#">Prodigy</a>; <a href="#">BBC Bitesize Maths</a> <a href="#">Maths Frame</a>  For parents: <a href="#">Maths At Home</a> <a href="#">The School Run</a> Multiplication tables: <a href="#">TT Rockstars</a> <a href="#">Top Marks</a>  Problem solving &amp; Reasoning: <a href="#">NRICH</a> Games: <a href="#">Cool Maths Games</a> <a href="#">Maths Playground</a></p>	<p><b>Writing</b></p> <p>In Autumn 2, we will using the story "<i>Traction man</i>" by Mini Grey, to guide students writing and allow them to develop their own writing. We will be following these curriculum outcomes:</p> <ul style="list-style-type: none"> <li>• draft and write by noting ideas, key phrases and vocabulary, and composing and rehearsing sentences orally;</li> <li>• sequence sentences to form short narratives;</li> <li>• write for different purposes including about fictional personal experiences, poetry, non-fiction and real events;</li> <li>• reread and evaluate writing to check it makes sense and make simple revisions;</li> <li>• read writing aloud with appropriate intonation to make the meaning clear;</li> <li>• use new and familiar punctuation correctly;</li> <li>• use sentences in different forms;</li> <li>• expand noun phrases to describe and specify;</li> <li>• use past and present tense correctly and consistently;</li> <li>• use simple conjunctions to link subordinate and co-ordinating clauses.</li> </ul> <p>Some writing outcomes:  Thought bubbles and Speech bubbles /Labelled drawings /Captions / Character fact file  Short narrative (graphic novel) /Diary entry from Traction Man</p> <p><b>SMSC:</b> Perseverance, Resilience,Being proud of personal achievements</p> <p><b>Some helpful websites:</b>  <a href="#">Every School</a> <a href="#">BBC Bitesize</a> <a href="#">Super Sentence Stacking</a> <a href="#">Pobble365</a></p> <p><b>Spelling:</b> <a href="#">Spelling Frame</a> <a href="#">Sir Linkalot</a> <a href="#">Oxford Owl</a></p>	<p><b>Reading</b></p> <p>The children will grow in their reading Journey with the story "<i>Traction man</i>" by Mini Grey. We will explore the text and its various elements, allowing the children to develop the skills strategies. They will cover the following curriculum outcomes:</p> <ul style="list-style-type: none"> <li>• listen to, discuss and express views about books at a level beyond that which they can read independently;</li> <li>• discuss the significance of the title and events;</li> <li>• link what they hear or read to own experiences;</li> <li>• explain understanding of what is read;</li> <li>• discuss the sequence of events in books and how items of information are related;</li> <li>• discuss favourite words and phrases;</li> <li>• answer and ask questions;</li> <li>• predict what might happen on the basis of what has been read;</li> <li>• draw inferences on the basis of what is being said and done;</li> <li>• participate in discussion about what is read, taking turns and listening to others; express views about reading</li> </ul> <p>We will continue to work on blending and fluency though the teaching of phonics.</p> <p><b>SMSC:</b> • Enjoyment and fascination of and for learning  <a href="#">Authorfy</a> <a href="#">David Walliams' Elevensies</a> <a href="#">Oxford Owl</a></p> <p><b>Comprehension:</b> <a href="#">Read Theory</a> <a href="#">BBC Bitesize</a></p>	<p><b>P.S.H.E</b></p> <p>Autumn 2 will focus on 'Celebrating difference. Children will focus on understanding the 'I...'  Statements:</p> <ul style="list-style-type: none"> <li>• I can identify similarities between people in my class</li> <li>• I can tell you some ways in which I am the same as my friends</li> <li>• I can tell you what bullying is</li> <li>• I know some people who I could talk to if I was feeling unhappy or being bullied</li> <li>• I can be kind to children who are bullied</li> <li>• I know how to make new friends</li> <li>• I can tell you some ways I am different from my friends</li> </ul> <p><b>SMSC:</b> willingness to reflect on their experiences  Recognising each other's strengths</p>
<p><b>Computing:</b></p> <p>Below are some National curriculum objectives we will be covering.</p> <ul style="list-style-type: none"> <li>• recognise common uses of information technology beyond school</li> <li>• use technology safely and respectfully, keeping personal information private; identify</li> <li>• 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>Topics include:  Online Safety – Common Sense Media  Computing Systems &amp; Networks  Digital Media + Digital Writing</p> <p><b>SMSC:</b> • Explore interest and foster curiosity</p>	<p><b>Religious Education</b></p> <p><b>Why Are Saints Important to Christianity?</b>  The key learning in this unit is:</p> <ul style="list-style-type: none"> <li>• describe what a Christian might learn from the stories of saints, listing some of the characteristics of a saint;</li> <li>• and link Christian beliefs of saints with Christian behaviour.</li> </ul> <p><b>Why is each person important in the Nativity story?</b>  The key learning in this unit is:</p> <ul style="list-style-type: none"> <li>• To know and remember the meaning of the core concept: Incarnation.</li> <li>• To know and remember the Nativity story and its message.</li> <li>• To know and remember what Christians, believe about the story.</li> <li>• To know and remember why each person is important in the story.</li> <li>• To know and remember the key religious vocabulary and what each word means.</li> </ul> <p><b>SMSC:</b> • Engagement in cultural experiences  <b>Useful website:</b> <a href="#">BBC Bitesize</a></p>	<p><b>Science</b></p> <p>In Autumn 2, we will have a focus on humans  Science skills</p> <ul style="list-style-type: none"> <li>• Can they name the parts of the human body that they can see?</li> <li>• Can they identify the main parts of the human body and link them to their senses?</li> <li>• Can they compare the bodies of different animals?</li> </ul> <p><b>Observing Closely</b></p> <ul style="list-style-type: none"> <li>• Can they talk about what they see, touch, smell, hear, or taste?</li> <li>• Can they use simple equipment to help them make observations?</li> </ul> <p><b>Performing Tests</b></p> <ul style="list-style-type: none"> <li>• Can they perform a simple test?</li> </ul> <p><b>Identifying and Classifying</b></p> <ul style="list-style-type: none"> <li>• Can they tell other people about what they have done?</li> </ul> <p>Can they explain what they have found out?  <b>SMSC:</b> develop a sense of awe and wonder develop enjoyment and fascination for learning  <b>Some helpful websites:</b>  <a href="#">BBC Bitesize</a> <a href="#">The School Run</a> <a href="#">Crickweb</a> <a href="#">Woodlands</a></p>	<p><b>History</b></p> <p>Toys past and present</p> <p><b>Chronological Understanding</b></p> <ul style="list-style-type: none"> <li>•Can they put up to three objects in chronological order (recent history)?</li> <li>•Can they use words and phrases like: old, new and a long time ago?</li> <li>•Do they know that some objects belonged in the past?</li> </ul> <p><b>Knowledge and Interpretation</b></p> <ul style="list-style-type: none"> <li>•Can they begin to identify the main differences between old and new objects?</li> <li>•Can they identify objects from the past, such as vinyl record?</li> </ul> <p><b>Historical Enquiry</b></p> <ul style="list-style-type: none"> <li>•Can they ask and answer questions about old and new objects?</li> <li>•Can they spot old and new things in a picture?</li> <li>•Can they answer questions using an artefact/ photograph provided?</li> <li>•Can they give a plausible explanation about what an object was used for in the past?</li> </ul> <p><b>SMSC:</b> develop a sense of awe and wonder develop enjoyment and fascination for learning</p>
<p><b>Arta nd design</b></p> <p><b>Observational drawing -sketching</b>  <b>Picasso style portraits</b>  Explore texture using pencil:</p> <ol style="list-style-type: none"> <li>Linear – drawing using only narrow lines</li> <li>Scumbling – shading using tiny circles and scribbles</li> <li>Side stroke – using the side of a pencil with light pressure</li> <li>Feathering – a series of short lines that appear to be a single line</li> </ol>	<p><b>Music</b></p> <p>Children will be learning music through use of Jolly Music and continue understanding beats, rhythm and other elements of music.</p> <p><b>SMSC:</b> use of imagination and creativity in their learning</p>	<p><b>Physical Education</b></p> <p>Children will participate in 2 P.E sessions per week- Mondays and Thursdays</p> <p>Gymnastics  Target Games.</p> <p><b>SMSC:</b> Developing confidence and self-esteem  <b>Some suggested websites to help you keep fit:</b>  <a href="#">Joe Wicks' Daily PE lesson</a>  <a href="#">Cosmic Kids Yoga</a></p>	