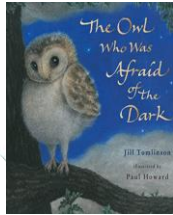
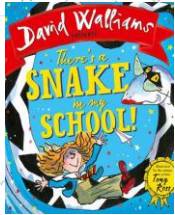
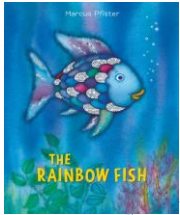


English

We will be continuing to follow Read Write Inc to support our phonics, reading, writing and speaking listening skills. Children will continue to bring home a Book Bag book, a book which they have been reading during phonics and a sharing book from the library. Please hear your child read 5 times per week and record this in their Reading Record.

As part of Talk through Stories, we will be exploring 'The Rainbow Fish' by Marcus Pfister, 'There's a Snake in my School' by David Walliams, and 'The Owl who was Afraid of the Dark' by Jill Tomlinson.



We will also be exploring different stories and traditional tales during Drawing Club. Each week, we will read a different story and will discuss new vocabulary which links to the text. We will then reinvent parts of the story, including a character, setting and adventure, during our daily independent writing.

Handwriting- Pre-cursive

We will be introducing pre-cursive handwriting. Pre-cursive handwriting is the transition between printing (un-joined) letters and joining all letters together. Our focus is to learn the pre-cursive formation for each letter.

e.g. a b c d e f g h i j k l m n o p q r s
t u v w x y z



Alder Grove

Church of England Primary School

Autumn 1 - Year 1

PE: Ball skills

- To develop throwing underarm towards a target
- To develop throwing for accuracy underarm and overarm
- To develop throwing over a distance underarm and overarm
- To select the correct techniques for the situation

PE: Fundamentals



- To explore balance, stability and landing safely.
- To explore how the body moves differently when running at different speeds.
- To explore changing direction and dodging.
- To explore jumping, hopping and skipping actions.
- To explore co-ordination and combination jumps.
- To explore combination jumping and skipping in an individual rope.

Art and Design: Art and Design Skills

- To develop my ideas and try things out
- To explore colour when printing
- To experiment with shape using different media
- To experiment with paint mixing to make a range of secondary colours



'They are like trees planted along the riverbank, bearing fruit each season.' Psalm 1:3

Maths: Mastering Number

We will be following the Mastering Number scheme this term and will be focusing on deepening our understanding of some of the skills we learnt in reception. This includes


- Subitising numbers up to 5 (saying how many without counting)
- Developing a deep understanding of numbers to 10
- Automatically recalling number bonds up to 5 and some number bonds to 10 (including double facts)
- Understanding that 6, 7, 8, and 9 can be composed of '5 and a bit'
- Compare quantities up to 10 in different contexts
- Verbally count beyond 20, recognising the pattern of the counting system
- Explore and represent patterns within numbers up to 10, including odds and evens and double facts, and represent these in different ways.

Science: Seasons

- To explain what Autumn is.
- To know that in Autumn the temperature gets lower
- To know that in Autumn leaves begin to fall from deciduous trees
- To know that in Autumn the weather can change within one day



Autumn 1 - Year 1

- PSHE: Being me in my world
- To help others to feel welcome
- To make our school community a better place
- To know about everyone's right to learn 
- To care about other people's feelings

Geography - Seasons


- To know how the weather impacts our local environment
- To know what the weather is like in each season
- To know the names of the seasons
- To know the key observations for each season and record these effectively.

RE: Creation Story

- To know what creation means
- To explain how Christians believe the world was created
- To reflect on how God wanted Christians to treat his creation
- To reflect on the Christian Creation story



Computing: We are treasure hunters

- Program a robot to move 
- Learn about algorithms
- Predict how your robot will move
- Debug your programs.

History - Toys past and present. Have children always played with the same toys?

- To know what toys looked like in the past
- To know how toys have changed over time
- To know how sources can be used to find out if a toy is from the past or present