

## Dear Parents/Carers,



In order for you to have a comprehensive understanding of the curriculum your child is following this term, we have produced a Curriculum Jigsaw covering each of the curriculum areas and key concepts that we teach. This information will be available on the school website.

The different curriculum areas have been split into sessions. These sessions may be taught each week, alongside another subject (because there is a cross-curricular link), or sessions may be combined into longer lessons.



English, Phonics and Maths are taught daily. Some curriculum areas are taught on a weekly basis: Science, Computing, Music, P.E., R.E., Art and P.S.H.E. Other areas are taught during our themed weeks: Geography, History and D & T.



Term 1		Term 2	
Week 1	<b>Transition weeks.</b> Children will learn the school/class rules and routines and focus on a selection of books; Elmer, Giraffes Can't Dance, Handa's Surprise and Spinderella. They will share and discuss their favourite stories as well as sing songs and learn rhymes.	Week 1	Where's My Teddy?
Week 2		Week 2	Pop-up cards (DT week)
		Week 3	What's Cooking? Instructions (Mums in School)
		Week 4	Our senses (Science week)
Weeks 3 & 4	Toys from the past (History fortnight)	Week 5	'Penguin' by Polly Dunbar
Week 5	Doodling Daniel	Week 6	Winter Art
Week 6	Maidenhead (Geography week)	Weeks 7 & 8	Festive Activities
Week 7	Harvest	Week 8	School finishes on Tuesday 19 <sup>th</sup> December at 2.55pm



There will usually be a weekly focus in English lessons that links many of the other subjects. It is important that your child receives a broad and balanced curriculum and that individual needs are met. In order to achieve this, teachers use their experience and creativity to organise the sessions as appropriate. This often means flexible planned sessions so that visitors, assemblies, themed weeks and competitions can be accommodated to enrich the children's learning experiences. Please regularly check the Year One notice board in your child's cloakroom and the website for any changes to dates and for more information.

Key dates for this term:

- 19<sup>th</sup> September
- 28<sup>th</sup> September
- 3<sup>rd</sup> & 5<sup>th</sup> October
- 10<sup>th</sup> October
- 11<sup>th</sup> October
- 12<sup>th</sup> October
- 18<sup>th</sup> October
- 20<sup>th</sup> October
- 23<sup>rd</sup> - 27<sup>th</sup> October**
- 31<sup>st</sup> October
- 1<sup>st</sup> November
- 1<sup>st</sup> November
- 13<sup>th</sup> November
- 16<sup>th</sup> November
- 11<sup>th</sup> December
- 13<sup>th</sup> December
- 14<sup>th</sup> December
- 19<sup>th</sup> December at 2.55pm is the last day of term.

- Reading afternoon, 2pm in the hall
- Writing afternoon, 2pm in the hall
- Parent and teacher meetings (3.40-6.20pm)
- Handwriting bitesize session, 3.30pm
- Maths afternoon, 2pm in the hall
- Phonics/Pure Sounds bitesize session, 3.30pm
- Maths bitesize (addition and subtraction), 3.30pm
- Harvest Assembly at 2.30pm. Parents welcome.
- Half Term**
- Maths bitesize (multiplication & division), 3.30pm
- 'How to read with your child' bitesize session, 3.30pm
- School photographer (Photos with siblings start at 8.15am)
- Mums into school week
- Parent Council Meeting
- KS1 Dress rehearsal for Christmas play, 2pm
- KS1 Christmas performance, 9.30am
- KS1 Christmas performance, 9.30am



If you have any questions about the information, please speak to your child's teacher.

Many thanks

**Mrs M Evans**

**Year 1 Team Leader**

<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>• Apply phonic knowledge and skills as the route to decode words.</li> <li>• Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes.</li> <li>• Read accurately by blending sounds in unfamiliar words containing GPCs (Grapheme Phoneme Correspondences).</li> <li>• Develop pleasure in reading, motivation to read, vocabulary and understanding.</li> <li>• Listen to and discuss stories at a level beyond independent reading.</li> </ul>	<p><b>English Writing - Handwriting and Composition</b></p> <ul style="list-style-type: none"> <li>• Sit correctly at a table, holding a pencil correctly.</li> <li>• Begin to form lower case letters in the correct direction, starting and finishing in the correct place.</li> <li>• Say out loud what they are going to write about.</li> <li>• Compose a sentence orally before writing it.</li> <li>• Read their writing aloud clearly enough to be heard.</li> </ul>	<p><b>Grammar and Punctuation</b></p> <ul style="list-style-type: none"> <li>• Leave spaces between words.</li> <li>• Join words and join clauses using the word 'and'.</li> <li>• Begin to punctuate a sentence with a capital letter and a full stop.</li> </ul> <p><b>Spoken Language</b></p> <ul style="list-style-type: none"> <li>• Listen &amp; respond appropriately.</li> <li>• Ask relevant questions to extend knowledge &amp; understanding.</li> </ul> <p>Maintain attention and participate in conversations.</p>	<p><b>Art and Design</b></p> <ul style="list-style-type: none"> <li>• Use a range of materials creatively to design and make products.</li> <li>• Use drawing, painting and sculpture to develop and share their ideas, experience and imaginations.</li> <li>• Develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.</li> </ul>	<p><b>Computing</b></p> <ul style="list-style-type: none"> <li>• Understand what algorithms are (instructions).</li> <li>• Understand how algorithms are implemented as programs on digital devices and that programs are executed by following precise instructions.</li> <li>• Create and debug simple programs.</li> <li>• Recognise common uses of information technology beyond school.</li> </ul>
<p><b>Number and Calculation</b></p> <ul style="list-style-type: none"> <li>• Count, read and write numbers to 100 in numerals</li> <li>• Count to and beyond 100, forwards and backwards, beginning with 0 or 1</li> <li>• Identify and represent numbers using objects and pictorial representations including the number line.</li> <li>• Count in multiples of ten</li> <li>• Given a number, identify one more and one less</li> <li>• Begin to use place value (tens/ones)</li> </ul>	<p><b>Maths Measures</b></p> <ul style="list-style-type: none"> <li>• Begin to record time in hours, minutes and seconds.</li> <li>• Sequence events in chronological order using language, eg before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening.</li> <li>• Recognise and use language relating to dates including days of the week, months and year.</li> <li>• Tell the time to the hour and half past the hour.</li> </ul>	<p><b>Fractions</b> Recognise, find and name a half as one of two equal parts of an object.</p> <p><b>Geometry: Position &amp; direction</b></p> <ul style="list-style-type: none"> <li>• Describe position, direction and movement; whole turns and half turns.</li> </ul>	<p><b>Design and Technology Making pop-up cards (6<sup>th</sup>-10<sup>th</sup> November)</b></p> <ul style="list-style-type: none"> <li>• Design purposeful, functional, appealing products for themselves.</li> <li>• Generate, develop, model and communicate ideas through talking.</li> <li>• Select from and use a range of tools and equipment to perform practical tasks, eg cutting, shaping, joining and finishing.</li> <li>• Evaluate their ideas and products against design criteria.</li> </ul>	<p><b>Geography Geography Week - (9 – 13<sup>th</sup> October)</b></p> <ul style="list-style-type: none"> <li>• Identify human and physical features around the school.</li> <li>• Locate and recognise playground landmarks on a map.</li> <li>• Devise a simple map of the classroom.</li> <li>• Describe own route to school.</li> <li>• Identify key places and landmarks in Maidenhead.</li> </ul>
<p><b>Science Seasonal Changes and Ourselves</b></p> <ul style="list-style-type: none"> <li>• Observe changes across the four seasons.</li> <li>• Describe weather associated with the seasons and how the day length varies.</li> <li>• Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</li> <li>• Observe closely, using simple equipment.</li> <li>• Use observations and ideas to suggest answers to questions.</li> <li>• Gather and record data to help answer questions.</li> </ul> <p><b>Our Senses (Science Week 20<sup>th</sup> – 24<sup>th</sup> November)</b></p>	<p><b>HISTORY Investigate toys from the past History fortnight (18<sup>th</sup> – 29<sup>th</sup> September)</b></p> <ul style="list-style-type: none"> <li>• Develop an awareness of the past, using common words and phrases relating to the passing of time.</li> <li>• Identify similarities and differences between ways of life in different periods.</li> <li>• Use vocabulary of everyday historical terms.</li> <li>• Think and learn about changes within living memory.</li> </ul> <p>Understand some of the ways in which we find out about the past.</p>	<p><b>PSHE</b></p> <ul style="list-style-type: none"> <li>• Recognise we belong to a community.</li> <li>• Understand our rights and responsibilities.</li> <li>• Recognise our feelings and how to manage these.</li> <li>• Investigate similarities and differences in people and celebrate these.</li> <li>• Share ideas on how to make new friends.</li> </ul>	<p><b>Music</b></p> <ul style="list-style-type: none"> <li>• Sing songs.</li> <li>• Speak chants and rhymes.</li> <li>• Play tuned and un-tuned instruments.</li> <li>• Listen to and understand live and recorded music.</li> <li>• Experiment with, create, select and combine sounds.</li> </ul>	
			<p><b>Physical Education</b></p> <ul style="list-style-type: none"> <li>• Master basic movements including running, jumping, throwing and catching as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities.</li> <li>• Participate in team games, developing simple tactics for attacking and defending.</li> <li>• Perform dances using simple movement patterns.</li> </ul>	<p><b>Religious Education</b></p> <ul style="list-style-type: none"> <li>• Should we look after the world?</li> <li>• To reflect on how we treat the world. Why do Christians celebrate Harvest?</li> <li>• Explore the Christian celebration of Christmas and compare to other religions with festivals of light and new hope.</li> </ul>