

Year 1 Autumn Term



Term 1 - Dinosaur Planet

Stomp, crash, RRRAGH! Watch out everyone - the dinosaurs are on the prowl! They are rampaging across the dusty earth, swishing their enormous tails and baring their fearsome teeth...Let's explore the Dinosaur Planet!

Year 1 will imagine they are palaeontologists, digging deep to discover dazzling dinosaur facts. They will discuss and research the different dinosaur names including the Tyrannosaurus Rex and the Brachiosaurus and will create their own dinosaur museum, inviting visitors to see their awesome dinosaur artefacts.

Who will be your favourite dinosaur year 1?

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| ILP Focus | History |
| English | Fact files; Poetry: Non Chronological Reports; Narratives; Writing for different purposes |
| D&T | Designing and Making |
| Art and Design | Large and Small-scale Modeling |
| Geography | Locating Continents and Oceans |
| Mathematics | Measurements |
| Music | Percussion |
| PE | Ball skills |
| Science | Plants and Animals |
| History | Archeology and fossils |



Term 2 - Moon Zoom!

BOOM! Welcome to the Science Boffins!

Year 1 will kick start their term with an amazing visit from the Science Boffins. In the following weeks they will investigate modes of travel to the moon, making their own space buggies, UFO's and rockets. They will work in teams to make an air propelled rocket...WHOOSH! They will research the names of the planets and help Professor Pong to locate a missing alien!

Are you ready for take off Year 1? Hold tight...5-4-3-2-1 LIFT OFF!

| | |
|-------------|---|
| ILP Focus | D&T |
| English | Character Profile; Adverts; Recounts; Instruction Writing; Letter Writing |
| D&T | Design and make space-themed vehicles; evaluating toys; Using mechanisms |
| Geography | Satellite Images |
| History | Significant People - Astronauts; Changes within Living memory |
| Mathematics | Position and Direction |
| PE | Games |
| PSHE | Aspirations and Goal Setting |
| Science | Properties of Everyday Materials; Working Scientifically |

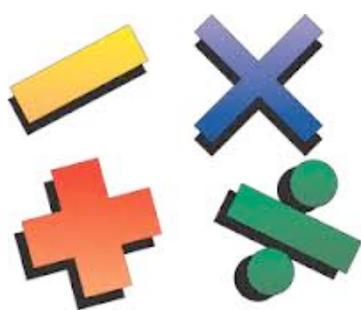
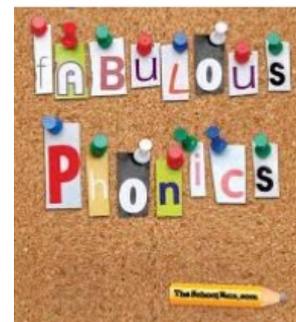
Throughout all writing the children will be encouraged to write sentences that begin with a capital letter, have fingers spaces for word definition and end with a full stop. Monkfrith script is

the expectation at all times. When these skills have been mastered the children will be encouraged to extend their sentences using adjectives and conjunctions: (and, so, but, because)

Phonics:

All sounds taught in Reception will be reinforced and consolidated. Phase 5 sounds will be covered as well as all the tricky words from phases 3, 4 and 5.

The children will be encouraged to segment and blend for both writing and reading activities. Lessons will take place daily.



Maths:

- Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number.
- Read and write numbers from 1 to 20 in numerals and words.
- Count, read and write numbers to 100 in numerals.
- Begin to recognise the place value of numbers beyond 20 (tens and ones).
- 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.
- Identify one more and one less from a given number.
- Count in multiples of, twos, fives and tens.
- Compare and describe lengths and heights (for example, long/short, longer/shorter, tall/short, double/half).
- Measure and begin to record lengths and heights, using non-standard and then manageable standard units (m and cm) within children's range of counting competence.
- Compare and describe mass/weight (for example, heavy/light, heavier than, lighter than).
- Measure and begin to record mass/weight, using non-standard and then standard units (kg and g) within children's range of counting competence.
- Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs.
- Represent and use number bonds and related subtraction facts within 20.

- Add and subtract one-digit and two-digit numbers to 20, including zero (using concrete objects and pictorial representations).
- Solve simple one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems, such as $7 = \square - 9$.
- Present and interpret data in block diagrams using practical equipment.
- Ask and answer simple questions by counting the number of objects in each category.
- Ask and answer questions by comparing categorical data.
- Recognise and name common 2-D shapes, including rectangles (including squares), circles and triangles.
- Recognise and name common 3-D shapes, including cuboids (including cubes), pyramids and spheres.
- Solve word problems and practical problems involving all of the above.



Guided reading books will continue to go out on a Friday and will be collected in on a Wednesday. Phonic Readers will go home on your child's named day and should be returned on that same day a week later. Where your child has completed the Phonic Reader scheme, they will take home two Guided Readers on Friday.

Any tissues would be greatly appreciated! We would also benefit from used newspapers, as we use this frequently during our art lessons.

If you have any queries or questions, please do not hesitate to write me a note or make an appointment to see me. The drop in time is a Wednesday afternoon, after school. You can arrange to see me by phoning the office or writing me a note!

Thank you for your continued support,
Miss Connolly and Miss Donaghy