

Topic Snapshot—YEAR ONE



Term 1 - Where do I Belong?

English:

Phonics: We have daily Phonics lessons, following the Read, Write Inc (RWI) programme. Children will be grouped with other pupils from across the school to ensure they get the correct support and challenge. *Children will apply phonics knowledge as the route to decode words.* Please read the Read Write Inc phonics book (in their book bag) with your child everyday.

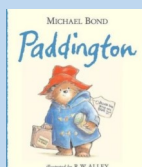
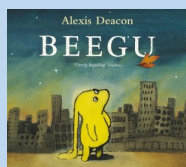
Writing: In Year 1, the children will develop their writing skills through a range of engaging and inspiring texts, including *Beegu*, *Paddington* and *Martha Maps It Out*. *They will explore a range of writing styles, including diaries, story retells, setting descriptions and instructions.*

Throughout the term, children will be encouraged to write known words and key vocabulary correctly from memory, while using their phonics knowledge to sound out and spell unfamiliar words.

Handwriting will be a key focus, with children working on forming letters in the correct direction, ensuring letters are the correct size and sit neatly on the line.

Try this at home: Draw a picture together and ask your child to label it using words they know. Encourage them to have a go at sounding out any words they are unsure of.

Reading: Children will read phonetically decodable books and develop pleasure in reading. In addition to daily phonics lessons, each child will read one to one with their Class Teacher every week. As well as their RWI book, your child can choose a book to take home from our school library. As soon as they have finished their book please return it back to school as your child will not be able to borrow another book until the previous one has been returned. Please bring their Book Bag and their new Reading Log Book to school every day.



Mathematics:

At the beginning of Year 1, we will spend time revisiting and strengthening the important mathematical skills the children developed in Reception. This will help to build confidence and ensure that children have a secure understanding of the key ideas they need as they move into the Year 1 curriculum. We will explore the six key areas of early mathematics: *cardinality and counting, composition, comparison, pattern, shape and space, and measure.*

Children will develop their understanding of numbers and counting, including recognising quantities, counting accurately and comparing groups. They will revisit how numbers can be made in different ways and explore simple patterns. We will also recap shape and spatial awareness, including describing and comparing shapes and positions, alongside measuring and comparing different quantities such as length, height, weight and capacity.

Throughout the unit, children will be encouraged to explain their mathematical thinking, use mathematical vocabulary and develop their reasoning skills. We will use practical resources, games and real-life situations to help children make connections between different areas of mathematics and build a strong foundation for their Year 1 learning.

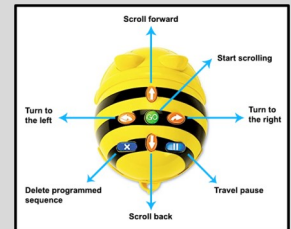
Try this at home: Look for opportunities to practise counting, spotting patterns, comparing quantities and talking about shapes and measures in everyday life. For example, ask your child, "Which is longer?", "How many can you see?" or "What shape is this?"

Computing:

The children begin each term with [e-safety lessons](#), so they can seek help if they have concerns about content seen on the internet. We will talk about how to stay safe online, who they can speak to if something worries them and the importance of telling a trusted adult.

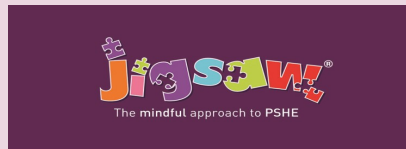
Following this, the children will write programmes to control a Bee-Bot. They will develop an understanding of [what programmes are and that clear, precise instructions are needed to make them work](#). Children will create, mend and predict the behaviour of simple programmes, developing their understanding of algorithms and sequencing.

Try this at home: Give your child instructions to complete a simple task, such as making a sandwich or getting ready for bed. Can they put the instructions in the correct order? You could also create a simple route around your home and ask your child to give you clear instructions to get from one place to another. Talk about what happens when an instruction is missing or given in the wrong order.



PSHE (Jigsaw):

This term's theme is 'Being me in my World'. Children will have opportunities to appreciate and celebrate differences and similarities between themselves and others. They will spend time agreeing on their Class Charter and how they can make their classroom and learning environment a positive place to learn and develop.



Geography

In Year 1, children will begin by exploring the places that are important to them, including their home, school and local area of St George. They will develop their [locational knowledge](#) by learning where they live and where their school is located, using maps and [simple geographical vocabulary to describe places and locations](#). We will think about what makes our [local area](#) special and explore the different features that make St George a unique place to live. Children will also take part in a local area walk, where they will observe and identify features of their surroundings and develop their [geographical skills and fieldwork](#).

Children will explore the idea that we can belong to [different places and communities](#), thinking about how places can be similar and different and why people may feel that they belong to particular places. They will develop their understanding of the [physical and human features](#) around them and begin to use simple maps, symbols and observations to communicate their geographical ideas.

Try this at home: Go for a walk around your local area and talk about the different things you can see. Can your child spot any human or physical features? Ask them what makes your local area special and whether they can draw a simple map showing your home and some important places nearby.



Dance and PE:

We are fortunate to have our expert coaches from Bristol Rovers to take our PE lessons in Year 1. Our PE day will be Thursday, please send your child in with their PE kit on. T-shirt and shorts, a long sleeved top and track suit bottoms/leggings are suitable when the weather gets colder.

Please provide suitable shoes as if the weather is nice, the coaches will complete some activities outside. When they are inside, they are expected to go bare foot.

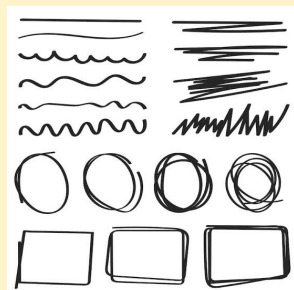


Art:

In Year 1, children will explore a range of artistic skills and techniques through the Kapow Art and Design scheme. They will begin by **exploring line, experimenting with different types of lines and discovering how artists can use line to express movement and ideas**. Children will also explore musical lines, responding to music through drawing, before **developing their understanding of shape and how shapes can be used in art**. They will experiment with creating and combining different shapes to produce their own artwork.

Children will be introduced to the work of Paul Klee, using his portraits as inspiration to explore shape, colour and facial features. They will also explore the idea that every picture tells a story, thinking about how artists can communicate ideas, feelings and stories through their artwork. Throughout the unit, children will be encouraged to experiment, make creative choices and talk about their own work and the work of other artists.

Try this at home: Give your child a piece of paper and ask them to draw different types of lines to music. Can they make a line that looks happy, exciting, slow or loud? You could also look at pictures and paintings together and ask, *“What story do you think this picture is telling?”*



Science:

In Year 1, children will explore the **five senses** and learn how our bodies help us to understand and make sense of the world around us. They will learn about sight, hearing, smell, taste and touch, identifying which parts of our bodies are associated with each sense. Children will take part in practical investigations and activities, using their senses to make observations and describe what they notice.

Throughout the unit, children will be encouraged to use scientific vocabulary to talk about their observations and to ask and answer questions about the world around them. They will develop their skills in observing, comparing and describing, while beginning to understand that our senses provide us with different types of information.

Try this at home: Go on a five senses hunt around your home or outside. What can your child see, hear, smell and feel? Can they find something that is smooth, rough, loud, quiet, sweet or sour? Talk about which sense they are using to make each observation.