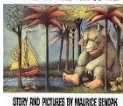
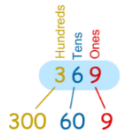














## Year 1 Oak Class Autumn Curriculum Overview

We will cover a range of topics in the following subjects during our first term in Oak Class.  
The following information applies up until Christmas break.

Subject	Focus	Home Learning
<b>English</b> 	<p>We will begin the year looking at these texts this term:</p> <p><b>Where the Wild Things are</b> by Maurice  <b>Look Up!</b> by Nathan Bryan  <b>Pumpkins Soup</b> by Helen Cooper  <b>The Squirrels who Squabbled</b> by Rachel Bright &amp; Jim Field  <b>What the Ladybird Heard</b> by Julia Donaldson  <b>Supertato</b> by Sue Hendra  <b>A Christmas Story</b> by Brian Wildsmith  <b>The Christmas Eve Tree</b> by Delia Huddy</p> <p>We will be expanding on their reception learning to produce sentences using the correct letter formations, phonics knowledge and Fred Fingers.</p>	<p>Share stories regularly with your child and discuss what is happening. Ensure that they are only asked to read familiar sounds and words.</p> <p>Read their RWI books at least times each week.</p> <p>Provide regular opportunities for writing at home; write instructions for how to make a favourite project. Letter formation is really important and you can find videos <a href="#">here</a> and practice sheets <a href="#">here</a>. This link also provides more information about RWI.</p>
<b>Maths</b> 	<p>The children will start the year by looking at place value, moving on to different methods for addition and subtraction, using practical resources to support this. To begin with, Year 1 will be focussing on numbers within 20, whilst. They will be given regular opportunities to practise arithmetic skills previously learnt, as well as chance to apply new skills to reasoning and problem-solving tasks.</p>	<p>Encourage your child to spot and read numbers and offer chance for counting on a daily basis in different contexts eg counting steps, toys, food, cars whilst walking to school.</p> <p>Include them in working out how many more/less items are needed when serving up food or sharing toys.</p>
<b>Science</b> 	<p>Our unit in science is 'Living Things and their Habitats'. The children will explore and compare the differences between things that are living, dead, or things that have never been alive. They will also explore the habitats that animals and plants live in and how there are different.</p> <p>Throughout the year the children will observe seasonal changes and the weather patterns associated with each season.</p>	<p>What living things and non-living things can you find at home? What animals and plants live in the same habitat as us? Go for an 'Autumn hunt', can you spot any conkers, falling leaves or pinecones?</p>
<b>PSHE</b> 	<p>In PSHE we will discuss new beginnings as we establish our routines and relationships in our new class. We will look at different emotions, how to identify these and strategies we can use to manage them. As well looking at things that are safe to eat and play with.</p>	<p>Discuss what emotions your child is feeling and what has caused them. Talk to your child about what they have done at school that day and how they are feeling.</p>

<p>Geography</p> 	<p>This term we will be conducting a study of the local area, and using geographical language to describe our surroundings, from the school into the village and beyond, using maps and creating our own.</p>	<p>Go for a walk around your local area and see what features you can spot. Talk about your route to school, do you walk, ride a bike or drive?</p> <p>Encourage your child to look at signs and maps of where you live; have a play on Google Earth and find your house!</p>
<p>History</p> 	<p>After half term, we continue our Local Study, now focussing on the history of food and farming in the local area, looking at how this has change from the past to know.</p>	<p>Talk to your children about where our food comes and how this might have been different for people in the past.</p>
<p>RE</p> 	<p>Over the first half term we will be learning who Muslims are and how they live, focusing on their beliefs and values. After half term we will focus on incarnation and why Christmas matters to Christians.</p>	<p>Discuss different events that are happening throughout this term e.g. Harvest and Christmas. How do Christians celebrate?</p>
<p>Art and Design</p> 	<p>The children will be using natural materials to create sculptures and looking at the art of Andy Goldsworthy. The children will be making repeated patterns, and exploring texture, colour and shape.</p>	<p>Make a picture using leaves, sticks or feathers. Have a go at making things using playdoh, plasticine or clay.</p>
<p>Music</p> 	<p>Our focus will be on the dimensions of music such as pulse, rhythm and pitch. We will be learning to sing, play and improvise music. Our learning will be listening to different styles of South African music.</p>	<p>Listen to a variety of music and encourage children to sing and dance to their favourites.</p>
<p>PE</p> 	<p>Our PE unit for this term is ball skills such as throwing, bouncing and kicking. After half term we will move onto gymnastics.</p>	<p>Practice ball skills together, can they bounce, catch and kick the ball?</p> <p>Encourage your child to practice balancing, jumping, hopping and skipping skills.</p>
<p>Computing</p> 	<p>The first half term, the children will be looking at technology around us and how it can help us. After half term, the children will learn how to use computers to paint, thinking about making careful choices and comparing computer art.</p>	<p>Discuss how we can use technology responsibly and safely.</p> <p>Can you find any pictures that have been painted on a computer?</p>
<p>DT</p> 	<p>Design Technology this term will focus on freestanding structures. We will plan, design and create structures whilst demonstrating measuring, marking out, cutting, shaping, joining and finishing techniques with new and reclaimed materials.</p>	<p>Go on a walk and/or look at photographs of the local area to explore structures such as playground equipment, street furniture, walls, towers and bridges. Ask them what materials they think have been used? Why have these been chosen?</p>