



# The Abbey CE VA Primary School

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## TERMLY CURRICULUM LETTER AUTUMN TERM 2021

Dear Parents,

We have been delighted by how quickly and happily the class have already settled into Year 1 life. Using the classroom door has also made everything feel more normal and (hopefully) provides you with a better insight into our Year 1 classroom routine!

We have already made a good start with our learning and feel sure that you will make every effort to assist and encourage your child as this term progresses.

### Assessments

Following the introduction of the new National Curriculum for Years 1-6 in 2014 and new assessment and reporting arrangements, the Abbey School staff will assess the children's level of attainment at the end of each term (December, March, May) in Years 1-6 using the phrases:

- **Securely within Age Related Expectations (ARE)**
- **Broadly within ARE**
- **Below ARE**
- **Above ARE**

Formal 10-minute parent/teacher consultations will take place in the middle of the Autumn and Spring Terms (October and February). This is an opportunity to discuss your child's progress, behaviour, social interactions, English and Maths strengths and areas for development. An annual report to parents is produced in the Summer term.

### Curriculum Meeting

We are sending home a useful PowerPoint that will help you to learn more about our learning and the current timetable in Year 1.

### YEAR 1 - SUMMARY OF LEARNING INTENTIONS

For your information we have outlined below some of the subjects that will be covered this term in Year 1. We will also display our daily Maths and English Learning Intentions for the



week. Hopefully this will enable you to talk about these areas of learning with your child. The following is a summary of the curriculum we will be covering:

## **English**

Non-fiction – Labels, lists, captions; recounts

Narrative – Stories with predictable phrasing

Poetry – Using the senses

Children will also take part in reading and daily phonics lessons. A phonics meeting for parents will take place in the Spring term to discuss the Year 1 Phonics Screening Check.

## **Spelling**

Spellings will be taught and practised each week from **Spring term 2022**. An overview of the vocabulary for the Autumn Term and the first 200 High Frequency words will be sent home attached with this letter.

## **Mathematics**

**An overview of the Autumn term in Maths includes:**

### **Number: Place Value within 10 (weeks 1-4)**

Sort objects

Count objects

Represent objects

Count, read and write forwards from any number 0-10

Count one more

Count one less

One-to-one correspondence to start to compare groups

Compare groups using language such as equal, more/greater, less/fewer

Introduce  $\leq$ ,  $\geq$  and  $=$  symbols

Compare numbers

Order groups of objects

Order numbers

Ordinal numbers

The number lines

### **Number: Addition and Subtraction within 10 (weeks 5-9)**

Part-whole model

Addition symbol

Fact Families- addition facts

Find number bonds for number within 10

Systematic methods for number bonds within 10

Number bonds to 10

Compare number bonds

Addition adding together

Addition Adding more

Finding a part

Subtraction- taking away, how many left? Crossing out

Subtraction- taking away, how many left? Introducing the subtraction symbol

Subtraction finding a part, breaking apart

Fact families- the 8 facts

Subtraction- counting back

### **Geometry Shape (week 10)**

Recognise and name 3-D shapes

Sort 3-D Shapes

Recognise and name 2-D shapes

Patterns with 3-D and 2-D shapes

**Number: Place value with 20 (weeks 11-12)**

Count forwards and backwards and write numbers to 20 in numerals and words

Numbers from 11-20

Tens and ones

Count one more and one less

Compare groups of objects

Compare numbers

Order groups of objects

Order numbers

**As explorers of religious understanding**, the children will learn about the Christian festivals: Harvest, Advent and Christmas. We will explore the three questions.

- What do Christians believe God is like?
- Why does Christmas matter to Christians?
- How do we celebrate special times?

**As scientists**, the children will explore the following topics throughout the Autumn term:

### **Changing Seasons (Autumn and Winter)**

The children will be taught to observe changes across the four seasons (this term, focusing on autumn and winter). They will also observe and describe weather associated with the seasons and how day length varies throughout autumn and winter.

### **Animals including Humans**

The children will be taught to describe and compare the structure of a variety of common animals (birds, fish, amphibians, reptiles, and mammals, including pets) and identify, name, draw and label the basic parts of the human body. They will learn about the senses and be able to say which part of the body is associated with each sense.

### **Plants (Autumn and Winter)**

The children will be taught to identify and name a variety of autumnal and winter common wild and garden plants, including deciduous and evergreen trees. They will also learn to identify and describe the basic structure of a variety of common flowering plants (including bulbs) and trees. They will do this whilst observing changes across the four seasons. The children will also have the opportunity to plant flowers and bulbs which we will observe changes throughout the year.

**As artists and designers**, In Art the children will be learning about portraits. This unit will teach the children about portraits and use of different materials and techniques when making their own. The children will also have the opportunity to explore the work of Pablo Picasso, Paul Klee, Henri Matisse and Andy Warhol, and create artwork inspired by them. In Design and Technology, the children will learn about fruit and vegetables and will have the opportunity to make healthy smoothies.

**As historians**, the children will be presented with the question: ***Who is the Greatest History Maker?*** The topic will begin with the children being shown a photograph of a young boy (Prince George). They will be asked if they know why he is famous. After a brief introduction to the British Royal family, (from Prince George to Queen Victoria), the children will order images of them, chronologically on their first timeline. They will be given the opportunity to describe, reason and explain what it means for someone such as Guy Fawkes to 'make history', that is, doing something so significant (good or bad and that may not have been done before) and that is remembered and studied for a long time because of the effect it had on other people's lives, beliefs or ideas. They will continue to focus on ordering key historical people chronologically, on simple timelines. This topic will be

continued in the Spring term, the children will be encouraged to explore six key historical women and compare and contrast the achievements of these individuals, producing a rank order of historical importance explaining and justifying their decision. They will also identify, describe and explain how significant people made history during their lifetime and reflect upon what these history makers might achieve during the remainder of this century and what they might wish to be remembered for in the future – the mark they would wish to leave on history

**As geographers**, the children will be presented with the question: *What is the geography of where I live?* Through exploration and links made through our local environment and the wider world, our children will be encouraged and supported to identify and describe physical and human geographical features of a range of environments and understand that geography is the study of how people are connected with these environments. They will use a number of GIS layers of *Google Earth* to identify and observe familiar physical and human geographical features of the immediate vicinity of our school. They will also identify and locate where they live in the United Kingdom in relation to the four nations of the country, its largest cities and the continent of Europe. They will also learn the names of the seven continents of the world.

**As computer scientists**, this term the children will focus on programming toys. The children will program a toy to move around a map to find buried treasure. They will start by thinking of algorithms for their routes, then input these.

**As musicians** this term the children will focus on two units: *Hey You!* by Joanna Mangona - an Old-School Hip Hop tune written for children. This first unit contains listen and appraise apps, new progressive warm-up games, flexible games, new progressive improvisation resources, and a new compose tool. The second unit builds on previous learning that is focused around two songs: *Rhythm In The Way We Walk* (Reggae style) and *Banana Rap* (Hip Hop style). The children will listen and appraise other styles of music and continue to embed the interrelated dimensions of music through games and singing. The children will also learn a range of hymns and songs through the term including songs for Harvest, Remembrance, Advent and Christmas.

In **PSHE & Citizenship** we will start with the topic 'Being me in my World'.

This term the children will be taking part in outdoor adventure, dance and multi skills during their **PE** lessons.

**What do we expect of you, the parents? You can help and support us by continuing to:**

- Regularly check your child's reading diary.
- Listen to your child read for five minutes each day.
- Your child will choose their own book – please can you write the name of each new book they bring home, in their diary.
- Support your child with his/her phonic sounds
- Ensure your child can get changed and dressed independently – if they wear lace up shoes, please ensure they can tie them themselves.

### **Reading Books**

Books will be changed every Monday, Wednesday and Friday -please return folders with your child's Reading Record on those days. The children also have access to the class library of age-appropriate books, so they can read at the appropriate times during the day. We ask that you read with your child regularly and record their new book and comments in their Reading Record. Thank you for all your support at home with reading.

## PE

We have PE every Tuesday and Thursday. We ask children to wear their PE kits into school on those days. Please ensure they have appropriate footwear (trainers) and wear shorts on hotter days. No tights, please. It is a statutory requirement that all children must participate in games sessions. If your child does not have their kit on a game's day, then they will have to participate in their school uniform and school shoes. If your child has a genuine medical reason why they cannot take part in a game's session, then a note must be provided. Please can trainers have Velcro type fastenings (unless your child is able to tie his/her own laces). If your child wears earrings, you may choose to take them out on PE days. However, if you would prefer, we ask you to cover the earrings before your child comes to school. If your child wears tights to school, please ensure he/she has a pair of socks in his/her sports kit to wear for PE lessons.

### Who will be working with your children this term?

Mrs Gifford will be teaching Monday to Wednesdays and Mrs Hare will teach Thursday and Fridays. Mrs Cartwright will be working with the class as the Teaching Assistant on Monday mornings and Miss Childs Tuesday – Friday.

P.E. coach, Mr Morgan, will be working with the children on a Tuesday and Mrs Hare will be teaching outside PE on Thursdays. Music will be taught by Mrs Gifford and Mrs Gaines. Year 1 and 2 will share this lesson. Below is a table outlining lessons that take place regularly this term, all other subjects and times are due to change.

| <b>Monday</b>         | <b>Tuesday</b>   | <b>Wednesday</b>      | <b>Thursday</b> | <b>Friday</b>         |
|-----------------------|------------------|-----------------------|-----------------|-----------------------|
| Reading Book change   |                  | Reading Book change   | Abbey Service   | Reading Book change.  |
| Music<br>1.50-2.20    | PE<br>11-12      |                       | PE<br>2-2.45    |                       |
| Whole school Assembly | Singing Assembly | Whole school Assembly |                 | Whole school Assembly |

If, at any stage, you have questions or require further clarification relating to any aspect of your child's school activities, please contact the school office (via email) to arrange a telephone call conversation.

We have appreciated your support and assistance so far in this term and look forward to your continued support to ensure your child has a happy and successful term.

Kind regards,

Mrs Gifford and Mrs Hare  
Class Teachers