



The Abbey CE VA Primary School

Headteacher: Mrs L O'Melia
Telephone: 01727 851802
Website: www.abbey.herts.sch.uk
Email: admin@abbey.herts.sch.uk

Grove Road
St Albans
Herts
AL1 1DQ

September 2023

TERMLY CURRICULUM LETTER AUTUMN TERM 2023

Dear Parents,

We have been delighted and impressed by how quickly and happily the class have already settled into Year 1. They have already made a good start with their learning and I know that you will make every effort to assist and encourage your child as this term progresses.

For your information We have outlined below some of the subjects that will be covered this term in Year 1.

English

Narrative – Little Red Riding Hood and The Storm Whale
Non-fiction – Toys from the Past
Poetry – Firework Night

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

Spelling activities to help your child learn high frequency and tricky words will be set on Google Classroom. An overview of the vocabulary for the Autumn Term and the first 100 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

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





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Order groups of objects and numbers
The number line

Number: Addition and Subtraction within 10

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

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 on a number line

Geometry Shape

Recognise and name 3-D shapes

Sort 3-D Shapes

Recognise and name 2-D shapes

Sort 2-D Shapes

Patterns with 3-D and 2-D shapes

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 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.

Materials

The children will be taught to distinguish between an object and the material from which it is made. They will identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock. They will be able to describe the simple physical properties of a variety of everyday materials.



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As artists and designers, the children will be exploring painting and will use mixed media. By the end of our Art unit, they will be able to:

- Name the primary colours.
- Explore coloured materials to mix secondary colours.
- Mix primary colours to make secondary colours.
- Apply paint consistently to their printing materials to achieve a print.
- Use a range of colours when printing.
- Mix five different shades of a secondary colour.
- Decorate their hands using a variety of patterns.
- Mix secondary colours with confidence to paint a plate.
- Describe their finished plates.

As designers, children will design and make their own puppets out of fabric. By the end of our DT unit, they will be able to:

- Join fabrics together using pins, staples or glue.
- Design a puppet and use a template.
- Join their two puppets' faces together as one.
- Decorate a puppet to match their design

As historians, the children will be presented with the question: ***How do our favourite toys and games compare with those in the 1960's?*** *The children will:*

- Identify and describe some of the ways in which historians divide up time such as BC and AD and decades and suggest reasons for doing this;
- Compare, contrast and sequence historical events to create a simple timeline of British history and a personal timeline of their life to date;
- Identify through observation and discussion some of the most memorable events of the 1960s and suggest reasons for their significance;
- Identify and describe some of the most popular toys and games of the 1960s;
- Compare and contrast toys and games of the 1960s with those of today, identifying and describing similarities (continuity) and differences they observe (change);
- Describe and explain the cause of the major change to toys and games since the 1960s;
- Describe what Tim Berners-Lee invented in 1989 and suggest reasons to explain how this has affected toys, games and other aspects of life since then;
- Recognise, describe and explain how they can use Wi-Fi-enabled toys and games safely and securely;
- Describe, collate and compare and contrast the memories of adults who lived in the 1960s by gathering primary evidence from interviews (oral histories).



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As geographers, the children will be presented with the question: *What is the geography of where Sappho used to live?* They will:

- Identify, recognise, describe and suggest reasons for the way in which people lived in The city of Pompeii based on the evidence of the reconstructions of modern-day artists;
- Describe a 'typical' day in the life of Sappho, a wealthy young teenager, and suggest reasons why she was able to live the life she did compared with many others in the city at the time;
- Identify and describe in simple terms what the Roman Empire was and recognise some of the ways in which the lives of the rich and poor were different in the city of Pompeii;
- Describe and provide reasons for the causes and effects of the destruction of Pompeii in AD 79;
- Describe the differences between primary and secondary historical evidence about what happened in Pompeii;
- Compare and contrast the trustworthiness of pieces of primary (the writing of Pliny) and secondary (Briullov painting) evidence about what happened in Pompeii in AD 79;
- Identify, describe and suggest reasons for the use of a range of smaller artefacts excavated by archaeologists at Pompeii;
- Identify and describe the main larger buildings of Pompeii based on artistic and digital reconstructions;
- Understand through explanation and modelling how archaeologists reconstructed the remains of the dead at Pompeii and how they died;
- Describe and give reasons for the significance of one piece of personal primary historical evidence;
- Describe one piece of personal secondary historical evidence and explain some of the ways in which it tells us about the lives of people at some point in the past.

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' and continue with 'Celebrating Differences'.



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

- Regularly check your child's reading record.
- Listen to your child read for five minutes each day and record this in the reading record.
- 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.
- Label all items of clothing, plimsolls and water bottles.

Reading Books

Books will be changed every **Friday**. They will come home with a fully decodable (or have an E-book) together with a 'sharing book' once a week - please return folders with your child's Reading Record on Friday. However, we would like you to send your child in with their book and reading record every day. 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.

PE

We have PE every Tuesday (indoor PE) and Friday (outdoor PE). We ask children to wear their PE kits into school on those days. Please ensure they have appropriate footwear (trainers) and wears 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?

Miss Long and Mrs Fraser are the Class Teachers. Mrs Cairns and Mrs Beckley will be working with the class as the Teaching Assistants at various times during the week.

Music will be taught by Mr Mosley every Monday.

PE will be taught by Non-Stop Action every Tuesday and Friday.

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 meeting.

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

Kind regards,

V Long F Fraser

Miss Long and Mrs Fraser
Class Teachers