


<b>Year 1 Advent Term Subjects Overview</b>	<b>CONTENT</b> 
<p style="text-align: center;"><b>RE</b></p> <p>Families, Belonging, Waiting</p>	<p>In the first topic the children will explore what “family” means. They will learn about being part of God’s family.            In our belonging topic the children will consider the importance of belonging by looking at different groups they are part of. They will think about belonging in the church.            In our final topic of the term the children will find out about Mary waiting for the birth of Jesus and will learn about the importance of Jesus’ birth.</p> <p><b>At home:</b> Look at family photos/make an album.            Make a poster showing all the clubs they belong to.            Talk about times when they have had to wait for something, such as a birthday, a party, or a new toy.</p>
<p style="text-align: center;"><b>GEOGRAPHY</b></p> <p>Our neighbourhood</p>	<p>We will be comparing our town with a contrasting area such as a seaside town.</p> <p><b>At home:</b> Go on walks around our town looking at familiar features and landmarks.            Make a map showing those features.</p>
<p style="text-align: center;"><b>HISTORY</b></p> <p>Our school</p>	<p>The children will be looking at changes within living memory. They will look at changes in school life and how school has changed in the last 50 years.</p> <p><b>At home:</b>            If possible, ask grandparents to talk to your child about their schooldays.</p>
<p style="text-align: center;"><b>ART</b></p> <p>Self portraits and portraits</p>	<p>As part of this topic the children will learn sketching, drawing and painting skills. They will explore different materials and media in the context of making their own self portraits. They will look at famous artists (such as Picasso) and compare different styles of portraits by different artists.</p> <p><b>To help at home:</b>            Visit an art gallery looking at different portraits and self portraits.            Explore mark making using pencils, crayons, paints etc.            Experiment making different shades using paint.</p>
<p style="text-align: center;"><b>MUSIC</b></p> <p>What can I hear in this place?</p>	<p>The children will list and record different sounds they hear in different places around the school. They will describe the sounds they hear. The children will also explore pattern, pulse and rhythm using simple instruments and their body.</p> <p><b>At home:</b>            Can your child list the sounds they hear in the kitchen? In the park? In the supermarket etc            What sounds do you like or dislike?</p>
<p style="text-align: center;"><b>SCIENCE</b></p> <p>Humans and other animals            Seasonal change: Autumn to winter</p>	<p>During this topic the children will identify and name some common animals. They will learn the difference between wild and tame. The children will also name basic parts of the human body and say which part is associated with each sense.</p> <p><b>At home:</b> <u>Discussion-</u> Can you name the parts of your body? Do you know what the parts do? How are we different from most animals?</p> <p><b>Seasonal Change</b>            The children will observe and record the weather over a two week period. They will look at weather patterns linked to seasons and will discuss the changes they can see.  <b>At home:</b> Go on a seasonal walk looking at Autumn changes. Make a weather recording station at home.</p>
<p style="text-align: center;"><b>PE</b></p>	<p>This term the children will develop their understanding of the importance of being fit and healthy. They will look at the importance of regular exercise. The children will learn about setting goals and how to improve. They will take part in a daily 10 minute run around the school grounds.            PE lessons: Ball skills: catching, throwing, kicking. Team games.</p>

# ENGLISH

**Labels and Captions** :The children will learn what labels and captions are. Linked to our science topic they will look at different body parts of lots of different animals (including humans). They will have a visit from a vet with some pets. The children will make their own labels and captions linked to the topic.

**Recounts**: The children will explore how to write a recount based on stories with familiar settings and their own experiences. They will use language such as first, then, next and finally. Stories with predictable phrases The children will read lots of stories that have repeating phrases. They will sequence stories using time vocabulary (then, next etc) and will begin to write sentences using capital letters, full stops and finger spaces.

**Phonics** The children will consolidate their knowledge of all 26 single sounds and will recap the Phase 3 sounds they have learnt so far. They will continue to learn all of the Phase 3 sounds through daily phonics lessons. They children will begin to hear the sounds in small words and then link that to the letter combinations they have been learning.

**Reading** The children will have daily quiet reading, will read in a small group once a week and will read to a teacher once a week. They will develop the word segmenting and building skills needed to read. There will be lots of discussion about what they have read, what they like/dislike, who the main characters are and they will develop their skills of predicting what may happen next based on what they have already read.

**At home:**

Please listen to your child read and talk about what they have read every day- it really does make a huge difference to their reading skills!

- If they are given word cards go through them together every day
- Use post it notes to write labels around your house eg door, table, book etc
- Lots of talk about what you have been doing using time conjunctions (first, then etc). For example if you go to the park, when you get home talk about what you did and the order you did it in.
- Bake a cake using time conjunction: first get the flour etc (make sure you send a photo in or put it onto Dojo if you do this!)
- "Sound out" the different sounds in things around you . For example: "I'm stroking our cat c-a-t cat." It feels a little strange at first but it really helps. Please come and talk to me if you want further explanations.
- Read to you child every day. Talk about what is happening in the story. Look at the title page and discuss what the story might be about based on the title and picture.#
- Look for repeated phrases in the stories you read together. For example "I'll huff and I'll puff and I'll blow your house down!"

# MATHS

We take a very practical but structured approach to maths in year 1.

The children will use a variety of resources such as number lines, counters and cubes, 100 squares, ten frames and part whole models to explore numbers up to 10

They will be ordering objects using vocabulary such as first, second, third etc.

They will look for patterns in numbers, count and compare groups of objects using language such as less than, more than, fewer and equal and will develop their estimating skills.

The children will be introduced to the skill of using a part whole model when adding and subtracting numbers within 10 and will begin to learn the skills to solve addition and subtraction word problems.

**At Home:**

Count everything making sure the counting is accurate.

- Play games such as snakes and ladders.
- Have races and talk about who came first, second etc
- Get a collection of objects from around your house, put them in a line and then ask questions such as "What is fourth? What is last?" etc.
- Collect lots of different coloured leaves. Guess how many you have then count them accurately. Get another collection of leaves. Without counting say which group you think has more. Estimate how many there will be and then count them. Compare the two groups.