

Rumboldswyke Church of England Primary School

Part of the Bishop Luffa Learning Partnership

‘Love life, love learning, love God’s world’

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Head of School - Mrs Lisa Harris head@rumboldswyke.org.uk



Year 1 Curriculum Letter – Autumn Term – Mrs Toy and Mrs Wilson

Welcome to Year 1! We are looking forward to working with your children this year, in partnership with you, to ensure that they have a very happy and successful year.

The purpose of this curriculum letter is to give you some useful information about the learning experience, routines and expectations of our class, which I hope you will find both informative and helpful in assisting your child during their first term in Year 1.

Morning Routines:

We have been very impressed with how confidently the children have taken to sorting out their belongings and washing their hands before settling to their early morning activity. This is an important step forwards in encouraging the development of their independence and organisational skills. The Year 1 children have been a great help in making the new Year R children feel welcomed and settled too.

Each morning, your child participates in a ‘Funky Fingers’ activity. This involves a variety of different fun activities that focus on fine and gross motor skills. They encourage the children to develop dexterity in their shoulder, elbow and wrist joints along with their hands and fingers, with the intention of developing a good ‘pencil grip,’ as well as more control over their pencil when writing. Activities include using resources such as tweezers, scissors, tea-spoons, pegs and picking up small things with their fingers.



Handwriting:

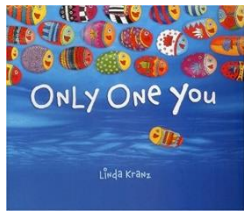
We will be concentrating on, and practising, the correct formation for each of the letters in a pre-cursive style:

a b c d e f g h i j k l m n o p q r s t u v w x y z

Curriculum organisation:

Each time we begin a new learning experience, we will send home an overview of the areas of learning and curriculum content that the children will be studying. This is delivered through short teaching inputs. The children then work with an adult in small groups to complete activities. This way, we are able to tailor activities to the children’s needs; supporting, challenging and extending their learning as appropriate. They still have opportunities for ‘play’ – we call this ‘Discovery Time’ – and it involves the children initiating activities and choosing learning for themselves. This is very much an important part of their day and as the year progresses the amount of time spent on teaching will increase, as will the amount of time the children are spending on completing activities initiated by an adult. Your child is learning the Year 1 curriculum for Maths, Literacy and Science. For all other subjects, we are covering objectives which are taught across their time in Year 1 and Year 2.

We started our learning back at the beginning of term with the book 'Only One You' by Linda Kranz. There is a powerful page within the book:



'There is only one you in this great big world...make it a better place to be.'

Learning throughout the first two weeks, focused on the children engaging in activities which explored friendship, our similarities and differences and being unique. This was the springboard for our Learning Experience for this half term - 'Who Am I?'

We are now well and truly underway with the second stage which is based around the wonderful book; 'The Colour Monster' by Anna Llenas. It is a beautiful book which is giving children the opportunity to share their thoughts and feelings whilst reflecting on different emotions that we experience. Activities focus on children engaging in creative activities to develop them as readers and writers as well using the book as a stimulus to help make sense of their experiences, their relationships with each other and their emotions. Learning activities are taking place both inside and outside the classroom.

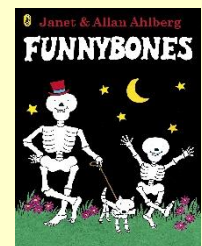


English

We will become secure with reading and writing the Set 2 sounds (ay, ee, igh, ow, oo, oo (as in book), ar, or, air, ir, ou and oy).

We will apply our phonics knowledge to write: a description of ourselves; speech and thought bubbles explaining reasons for the colour monster feeling different emotions; and a story opening for a new Funnybones adventure.

Other quality texts which will be used to enhance learning:



Science

We will learn more about our bodies and how they work, including identifying, naming, and labelling parts of the body.

We will also learn what the main parts of our body do.

Who Am I?



Art

After learning how to take a selfie using an iPad and experimenting with drawing facial features using sketching pencils, we will be creating self-portraits.

Maths – Place Value:

Sort, count and represent objects.

Count, read and write forwards from any number 0 – 10.

Count, read and write backwards from any number 0 – 10.

Count one more/one less.

1 – 1 correspondence to start to compare groups.

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

Introduce <, >, and = symbols.

Compare numbers..

Order groups of objects and order numbers

Ordinal numbers (1st, 2nd, 3rd...).

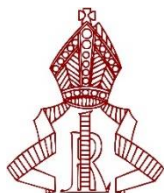
PSHE

We will reflect upon the people in our lives that are special to us.

Who is in my family?

What do I like to do with my family?

We will reflect upon how we all like different things and we can still be friends.



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Gentle Reminders:

- This term will get cold and wet, so we would like to remind you that your child needs to bring a warm, waterproof coat to school every day.
- School reading books will be taken home on a regular basis. Reading at home is essential; daily if possible. We encourage the children to choose a 'sharing book' from our 'Book Corner' or the school library and to read other books at home, as well as those from the school reading scheme. This could include fiction and non-fiction books, children's newspapers, joke books and magazines/comics. In fact, the wider the range of genres that your child reads, the better! Reading with your child regularly, and discussing books with them, will not only help them to develop their fluency and comprehension skills but will also help them to foster a real love of reading. Please can I ask that when you hear your child read that you record it in their Reading Record, noting any particular observations that you make during each reading session.
- Please make sure that your child keeps their P.E. Kit in their P.E. bag on their peg all of the time. We shall send it home once every half term, so that it can be washed and returned to school after the holiday. The children currently have P.E. on Wednesdays and Fridays.

Ideas for supporting your child's learning:

- Keep reading regularly with your child at home.
- Help your child to practise reading and writing the numbers from 0 to 10 and then to 20. Can they show you what a number represents by using beads, coins, toy cars, pencils or pieces of dried pasta for example?
- Practice counting to ten (and then to twenty) together, going forwards and backwards in ones. Start from zero first but then give your child different starting numbers when they are more confident. Can they say what is 'one more' or 'one less' than any number up to ten (and then up to twenty)?
- Now and again, we will send home discussion challenges on SeeSaw which are things to talk about as a family. Please do spend some time together as a family, asking and answering the discussion questions.

We hope that the children will gain many rich learning experiences throughout the busy and exciting year ahead. If you have any questions as the term progresses, or would like to discuss anything, please chat to one of us at drop-off/pick-up times, or telephone the office to make an appointment if it is more convenient.

With very best wishes,
Mrs Toy and Mrs Wilson