

Heathfield PRIMARY SCHOOL



Curriculum booklet

Year 1

Autumn 1

writing

Keywords

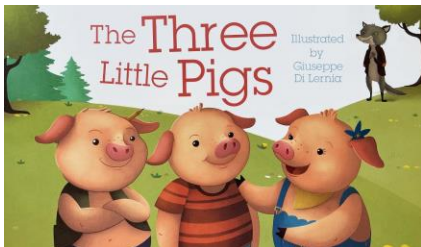
Capital letters
Full stops
Finger spaces
Nouns
Adjectives

Story opener
Beginning
Middle
End

In school we will be learning

This term the children will begin to write narratives and sequence sentences. They will understand that stories have a beginning, middle and an end. There will be great focus on using finger spaces consistently, as well as capital letters and full stops. They will use common nouns and begin to use adjectives to add description.

The children will be using the story of 'The Three Little Pigs' and 'Meerkat Mail' to write their narratives. The Three Little Pigs focuses on themes of teamwork, bravery, fear, determination and resilience. Meerkat Mail has a focus on relationships, adventure and curiosity.



At home you can

- Practise writing your name
- Practise letter formation
- Write simple sentences about what you did in the holidays

Useful websites



[Handwriting Practice Sheets](#)



[Capital letters and full stops](#)

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reading

Keywords

Phase 5
segmenting
blending
digraph
Split digraph

trigraph
prediction
retrieval

In school we will be learning

Children will begin Guided Reading this term. Each group will have a levelled book that they will focus on each week. They will build their prediction and retrieval skills.

In Phonics, children will continue on from the Phase 5 sounds they learnt in Reception. They will focus on a new sound every day and complete activities to consolidate the new sound. Children will continue to learn new harder to read and spell words. They will practise word blending and segmentation in this phase and will apply their knowledge to reading and writing. They will also be given a spelling test every week on words they will use in their everyday writing.



ELS Essential
Letters and
Sounds
developed by Knowledge Schools Trust

At home you can

- Visit the library
- Read to your child every day and give them an opportunity to read
- Practice Phase 3 and 5 sounds at home
- Supporting your child to learn the 'Harder To Read and Spell' words

Useful websites



[Phase 5](#)



[HRS words](#)

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Maths

Keywords

Forwards
backwards
represent
multiples
ones
tens

partitioning
Place value
digit
compare
Equal to
more

less
Greater than
fewer
Less than

In school we will be learning

This term the children will be looking at number and place value within 20 and addition and subtraction within 10.

In Number, they will learn how to count forwards and backwards between 1 and 20, practicing counting, ordering and identifying a quantity within 20. The children will say what number comes one after, and one before a given number. They will use abstract resources such as the hundred square, cubes, dienes to help them. Alongside verbalising the number, the children will learn to read and write numbers up to 20.

The children will also begin to recognise the 'teen' part of numbers. They will look at and verbalise the difference between 'teen' and 'ty' numbers, e.g. 15/50, 18/80 etc. Additionally, the children will begin to use the language of comparison. Where they will be comparing groups of objects and numbers.

In addition, and subtraction, they will read, write and interpret mathematical statements involving +/=/ signs. They will also begin to solve one-step problems involving +/- . Looking at number bonds using concrete objects and pictorial representation.

1 2 3 4 5
6 7 8 9 10
11 12 13 14 15
16 17 18 19 20

At home you can

Get active- Play games with the children, like bouncing a ball and counting to 20 as they bounce. Or counting and jumping, skipping or hopping up to 20.

Write it down- Practise writing numbers 1-20 in numerals and words.

Card game- Using a deck of cards or make your own cards, help the children order the numbers 1-20. Another game; you can place all cards facing down, taking turns, turn a card the right way up and say the number you see.

Useful websites



Sequencing numbers



100 square-paint the squares

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H

Humanities History

Keywords

Memory	Compare	Past	Recount
Events	Contrast	Present	Artefacts
Milestones	Timeline	Future	change
Family tree	Chronological order	School	

In school we will be learning

This term the children will be learning all about their childhood and learn about the past through living memory.

The children will recount events from their own past and compare it to the past of their parents/ grandparents.

The children will create timelines to show key events and milestones in their own lives and those of others. They will consider looking at artefacts from the most recent past to discuss how they compare to the childhood of their families.

In particular, the children will learn about what life was like in the 1950's and learn about the way things have change for children today.

The children will also learn about and have a go at creating their own family trees.



At home you can

- To create a family tree about your own immediate family.
- To make a poster all about what you do to have fun e.g. what games you play, what hobbies you have, how you spend your free time.
- Write about how having Ipads and devices has changed the childhood of children today compared to the childhood of your parents/ grandparents.

Useful websites



Life in the 1950's for kids,
<https://www.bbc.co.uk/bitesize/articles/z2dt7yc>



Life in the 2000's for kids
<https://www.bbc.co.uk/bitesize/articles/zwtkg7h>

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computing

Keywords

technology, computer, mouse, trackpad, keyboard, screen, double-click, typing.

In school we will be learning

Technology around us

The children will develop their understanding of technology and how it can help them in their everyday lives. They will start to become familiar with the different components of a computer by developing their keyboard and mouse skills. The children will also consider how to use technology responsibly.

At the beginning of the project, children will become familiar with the term 'technology'. They will classify what is and what is not technology in their school and/or classroom. Learners will demonstrate their understanding of how technology helps us in different ways. They will practise turning on and opening apps on a tablet. The learners will apply their knowledge of the different parts of a tablet, to complete a paper based identifying task.



At home you can

Explore Everyday Technology: Take a tour around your home with your child and identify different technologies (e.g. TV, refrigerator, microwave, smartphone). Discuss with them how each technology helps in daily life and why it is considered technology.

Keyboard and Mouse Skills: Help your child practise their keyboard and mouse skills using a computer or laptop. Start with simple activities like typing letters and clicking on icons or playing age-appropriate educational games that require mouse interaction.

Useful websites

[What is digital technology? - BBC Bitesize](#)

SCAN ME



[Technology I - Vocabulary for Kids - Laptop, monitor, mouse, speakers, webcam, microphone... - YouTube](#)

SCAN ME



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H

art

Keywords

Colour wheel
Cool colour
Warm colour
Primary colour
hue

Secondary colour

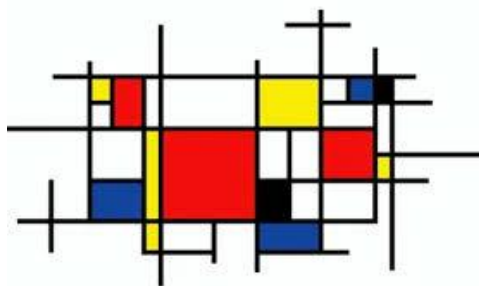
In school we will be learning

In this unit, children learn about basic colour theory by studying the colour wheel and colour mixing. It includes an exploration of primary and secondary colours and how artists use colour in their artwork.

They will develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space.

They will learn about the work of a range of artists (Kandinsky and Mondrian) developing skills and vocabulary to help with describing the differences and similarities between different practices and disciplines and making links to their own work.

The children will begin developing evaluation skills and will be encouraged to give their opinions about creative works, using the correct vocabulary.



At home you can

- Help your child learn the primary and secondary colours – if you have paints, allow them to experiment with creating secondary colours.
- Encourage your child to colour in as neatly as possible and to choose the colours they use. Encourage them to give reasons for choosing these colours. There is no right or wrong answer.
- Follow the video below to experiment with colour mixing, using ice cubes.
- **Nature Walk and Colour Hunt:** Go on a walk and look for examples of secondary colours in nature. Point out flowers, leaves, and other objects. Take pictures or collect items (if appropriate) to discuss the colours and how they might be made from primary colours

Useful websites



Making secondary colours



Ice cube colour mixing

Music

Keywords

Pulse,
Rhythm,
Rap,
Pitch,
Improvise,
Compose,

Melody,
Bass,
Guitar,
Decks,
Old school,
Hip-hop,

names of percussion instruments:
triangle,
drum,
maraca cymbals,
tambourines,
Pitch.

In school we will be learning

During this first term of year 1, pupils will use the song Hey You, which is an old school hip-hop song. Hey You! is written in an Old-School Hip Hop style for children to learn about the differences between pulse, rhythm and pitch and to learn how to rap and enjoy it in its original form.

During this unit, pupils will identify the pulse of the music, learn to sing the song “Hey You!” Pupils should be able to move in different ways to the pulse and start to sing along with a range of different songs.

Also, pupils will learn to use 1 or 2 notes; C or C & G to play along with the song, pupil will use the glockenspiels.

We want pupils to explore music that tells a story and learn how different musical ideas can represent different characters, events, and emotions. We want pupils to know what a style indicator is and be able to describe what the style of music “Old School Hip Hop” is. We also want pupils to be able recognise the sound and names of some of the instruments that are used in a range of songs in this genre.

When able, we want pupils to create their own 4 beat rhythm using claps. To compose a simple melody using simple rhythms choosing from the notes C & D or C, D & E and begin to recognise instruments.

At home you can

Because the pupils are listening to a song made for schools based on old school hip hop, I have included Run DMC’s classic song, ‘Its Like That’. It would be good for pupils to move to the beat, hopefully coping some of the dance moves, and say what they like about the song.

Newsround from the BBC have made a great video about the history of hip hop. Even if not all the information is not completely understood, the songs are worth listening to.

There is a link to a video that gives a great hip hop inspired dance routine. This builds well on ideas learnt during school lessons and give a great dance.

Useful websites



[RUN DMC, Jason Nevins - It's Like That.](#)



[Hip Hop Explained | The History of Hip Hop](#)



[Learn Easy & Fun Kids Hip Hop Routine](#)

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Keywords

modest
listening
trust
kind
Christianity

Islam
Judaism
Simchat Torah
Bible
Quran

In school we will be learning

This term we will be looking at the disposition 'Being modest and listening to others' and 'Expressing Joy'.

Being modest and listening to others.

The children will look at the importance of listening to others and discuss its effect on their environment and world. They will look closely at the story of Solomon and the ants through the Islamic perspective and how God has given the responsibility to look after planet Earth and everything inside it to humans.

The children will also explore and understand that young people can say important things too, which need to be listened to.

Expressing Joy

The children will explore how happiness is portrayed in different religions. They will explore the Jewish, Christian and Islamic faith and the different worldviews of joy. They will look at the festival of 'Simchat Torah' which the Jewish people celebrate to mark the importance of their holy book. Additionally, they will look at how the Christians celebrated the news of the birth of Jesus. Furthermore, they will also explore this through the Islam perspective and how Muslims believe Jesus was born.



At home you can

- Talk about your day to a friend or family member.
- Actively listen to your friend or family member and help them.
- Think about a celebration you have had and how it made you feel.
- Read the story of Solomon and the ants.

Useful websites



BBC Bitesize- Why is it important to share opinions



BBC Bitesize- How Christian show care



BBC Bitesize- How Muslims show care

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pshe

Keywords

friend
same
different
like
dislike
caring

loving
trustworthy
kind
reliable
generous
sweet

thoughtful
likeable
Supportive
Welcoming

In school we will be learning

This half term in PSHE, we will be looking at the topic 'What makes a good friend?'

The children will learn how to make friends using communication and through their actions. They will look at the importance of behaviour as a friend. How to treat each other and how to enjoy each other's company. The children will also look at how to resolve arguments. They will discuss the techniques they know and learn about other ways to resolve disagreements and ask for help if need be.

The children will also learn about the different adults around the school they can approach when they cannot resolve their issues independently.



At home you can

- Make a card for a special friend
- Do something nice for a friend
- Read a book with your friend.
- Read 'Will you be my friend' by 'Molly Potter'
- Have a picnic with your friend.

Useful websites



The Rainbow fish by Marcus Pfister



Friends Read Aloud book



We are (NOT) friends-
animation

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PE

Keywords

- Actions
- Dynamics
- Space
- Relationships
- Social
- Respect
- Work safely
- Collaboration,
- Communication
- Determination
- Balancing
- Run
- Jumping

In school we will be learning

In this unit, pupils will explore the fundamental skills of balancing, running, changing direction, jumping, hopping and skipping. They will explore these skills in isolation as well as in combination. Pupils will be given opportunities to identify areas of strength and areas for improvement. Pupils will work collaboratively with others, taking turns and sharing ideas.

Pupils will explore travelling actions, movement skills and balancing. They will understand why it is important to count to music and use this in their dances.

Pupils will copy and repeat actions linking them together to make short dance phrases. Pupils will work individually and with a partner to create ideas in relation to the theme.

Pupils will be given the opportunity to perform and also to provide feedback, beginning to use dance terminology to do so.



At home you can

- Playing turns is really important as a fundamental of sports. So playing games board games can be a great way to enjoy each other company and learn lots about sportsmanship.
- Balancing, changing direction, and jumping can all be practised by creating an obstacle course in the garden or house.
- Use chalk to draw a course that gives instructions, e.g. jump 5 times, hop 10 times. Think hop-scotch but on a bigger scale. These could include zig zags, spirals and loops.

Useful websites



[Sidewalk Chalk
Obstacle Course](#)



[Just Dance "Happy"](#)

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