



# Brookland Infant & Nursery School

Key stage 1 Curriculum Planning		Information for Parents & Carers
Year Group: 1	Classes: Beech, Ash and Magnolia	Term: Autumn 2017
Subject	Learning in school	How you can help
English	<ul style="list-style-type: none"> <li>To know, tell and write stories with predictable phrasing</li> <li>To write sentences using capital letters, finger spaces and full stops</li> <li>To say stories and rhymes with rhyming couplets</li> <li>To build vocabulary</li> <li>To read, write and follow instructions</li> <li>To read and spell tricky words</li> <li>To learn to recite simple poems and rhymes with actions</li> </ul>	<ul style="list-style-type: none"> <li>Share stories with your child and talk about what they've read and heard. Collect and discuss favourite words and phrases.</li> <li>Share nursery rhymes and simple poems identifying the rhyme and pattern</li> <li>Support your child with reading (please comment in your child's green reading record)</li> <li>Practice spelling rules for words where the root of the word is unchanged.</li> </ul>
Maths	<ul style="list-style-type: none"> <li>To read, write and count in 1's forwards and backwards 1 to 100</li> <li>To recognise what each digit in a two-digit number represents</li> <li>To read and write all numbers up to 20 in words.</li> <li>To learn the number bonds to make 10 (0 + 10, 1 + 9, 2 + 8 etc) and then 20 (0 + 20, 1 + 19)</li> <li>Recognising the value of coins up to £1</li> <li>To work with coins (adding, taking away and giving change) up to the value of 20p.</li> <li>To count in 2's</li> <li>To tell the time to the hour and half past the hour</li> <li>To double and halve numbers and objects to 10</li> <li>To solve practical problems using all of the above</li> </ul>	<ul style="list-style-type: none"> <li>Practise counting forwards and backwards starting at different numbers from 1- 100</li> <li>Encourage your child to use their fingers and objects to solve practical problems</li> <li>Find one/more and one less than a number.</li> <li>Say numbers for your child to make. Say how many tens and ones (e.g. 24 = 2 lots of ten and 4 ones)</li> <li>Ask your child to teach you the number bonds song. Give them a numbers bonds quiz.</li> <li>Practice telling the time</li> <li>Play shopping games encouraging your child to total the cost of items and work out what change is needed.</li> </ul>

## Topics: All about Me/Dinosaur Roar!

Year 1

Some of the other areas of the curriculum are taught using a topic approach. Teachers may ask you for various resources or artefacts by putting a note on the window at the appropriate time. It would help if you could extend the childrens' own interest in these topics by using resources that you may have at home or can access in the local area (eg museums / library).

Topic / Subject	Learning in school	How you can help at home
Science	<ul style="list-style-type: none"><li>• Observe changes across the four seasons</li><li>• Observe and describe weather associated with the seasons and how day length varies</li><li>• Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals</li><li>• Identify and name a variety of common animals that are carnivores, herbivores and omnivores</li><li>• Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)</li><li>• identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense</li></ul>	<ul style="list-style-type: none"><li>• Discuss the changing weather each day - how has the garden/park changed?</li><li>• Name and describe a variety of animals - visit a farm/zoo or park to find different animals. Discuss where they might live and what they eat.</li><li>• Talk about different parts of the body such as elbows, knees, ankles, legs and those of animals. Play pin the ribbon on the elephants knee/tail/neck etc.</li></ul>
ICT	<ul style="list-style-type: none"><li>• To use the mouse to select some tools and make changes on the screen</li><li>• To use simple tools in a paint package</li><li>• To begin to use word processing e.g. to type name or labels</li><li>• To begin to save and retrieve work</li><li>• To begin to use simple programming</li></ul>	<ul style="list-style-type: none"><li>• If you have access to a computer practise word processing skills and using a painting program</li><li>• Locate and open a previously saved document</li></ul>

<p>Geography</p>	<ul style="list-style-type: none"> <li>• Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world including the North and South Poles</li> <li>• use basic geographical vocabulary to refer to: key physical features, including: beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather</li> </ul>	<ul style="list-style-type: none"> <li>• Look at places you have visited on a globe or map (google Earth)</li> <li>• Talk about what the weather is like and what we can see that shows us the changes of seasons</li> <li>• Look at places where different dinosaurs came from on globes and maps</li> <li>• Go on a geography hunt- what features can you see in the park/ at the seaside/ in the garden. What features are the same/ different</li> </ul>
<p>D&amp;T</p>	<ul style="list-style-type: none"> <li>• To know about a balanced diet and the effects of food on growth and health</li> <li>• To use different tools safely for a range of purposes e.g. cutting and peeling</li> <li>• To make a moving picture (flaps, pivot, slide)</li> </ul>	<ul style="list-style-type: none"> <li>• Talk about the variety of foods your family eats and the tools used in preparation</li> <li>• Look at picture books with flaps, pivots and sliding parts and talk about how they may have been made</li> </ul>
<p>Art</p>	<ul style="list-style-type: none"> <li>• To work on projects in 3 dimensions</li> <li>• To use line to create a pattern in a drawing</li> <li>• To roll, pinch and shape materials to make a model</li> </ul>	<ul style="list-style-type: none"> <li>• Use clay, plasticine or play dough to create 3D dinosaur models</li> <li>• Encourage your child to draw at home adding detail using lines and patterns</li> </ul>
<p>History</p>	<ul style="list-style-type: none"> <li>• To use sources of information to find out about the past</li> <li>• To become familiar with the names and features of some dinosaurs</li> <li>▪ To learn about the lives of significant individuals in the past who have contributed to national and international achievements - Mary Anning (fossil collector)</li> </ul>	<ul style="list-style-type: none"> <li>• Research 'dinosaurs' using a range of sources e.g. museums, library books, internet etc</li> <li>• Use language such as 'in the past, a long time ago, before that' to encourage your child to think about the progression of time</li> <li>• Find out facts about Mary Anning and why she was important to discovering information about dinosaurs</li> </ul>

## Subjects taught separately

Year 1

The following areas of learning are taught discretely.

Subject	Learning in school	How you can help at home
PE	<ul style="list-style-type: none"> <li>• Perform dances using simple movement patterns</li> <li>• Master basic movements, developing balance, agility and coordination</li> <li>• Master basic movements including running, jumping, throwing, catching as well as developing balance, agility and coordination in a range of activities</li> </ul>	<p><b>Please leave PE kit in school all week. (Including plimsolls or trainers)</b></p> <ul style="list-style-type: none"> <li>• Play ball games and practise throwing, catching and aiming</li> <li>• Listen and move to music.</li> <li>• Discuss how being active keeps us healthy.</li> <li>• Notice changes to our bodies after exercise.</li> </ul>
Music	<ul style="list-style-type: none"> <li>• To use voices expressively and creatively by singing songs, speaking chants and rhymes</li> <li>• Play tuned and untuned instruments musically</li> <li>• Listen with concentration and understanding to live and recorded music</li> <li>• Compose - Experiment with, create, select and combine sounds using different elements</li> <li>• Learn pitch and duration of music</li> </ul>	<ul style="list-style-type: none"> <li>• Sing songs together</li> <li>• Listen to music from different musicians and composers</li> </ul>
RE	<ul style="list-style-type: none"> <li>• To find out about different beliefs and practices including festivals</li> <li>• To recognise how and why symbols and actions express religious meaning, appreciating some similarities between communities</li> <li>• To reflect on ideas about what is right and wrong</li> </ul>	<ul style="list-style-type: none"> <li>• Talk about how everyone has different beliefs and how we respect other people's views despite not agreeing with them</li> <li>• Talk about your child's day and how their feelings have varied</li> </ul>