

Literacy:

Phonics: to recognise and write:

s, a, t, p, i, n, m, d, g, o, c, k, e, u, r, h, b, f, l

Extend to Phase 3 including long vowels.

Read High Frequency words:

is, in, it, at, and, to, the, no, go, l

Phase 3: See individual sets in reading diaries.

Writing:

To sequence stories, inventing characters, settings, and alternative endings.

Encouraging the children to form letters correctly, sitting them on the line.

To use finger spaces between words.

To punctuate using simple full stops and capital letters.

Physical development:

Ball skills

Team Games

Religious education:

Believing

Stories and celebrations

French :

Greetings

The weather

**Personal, social and emotional development:**

Identifying themselves within a new group/ class.

Identifying class rule, how to keep rules. Golden time and special mentions.

Learning to share, take turns & play together, building relationships.

Personal Hygiene and Safety. Looking after own needs and needs of others.

People who help us within our families, school and local area. Stranger danger, Road safety, Emergency services.

Festivals: Harvest and Christmas.

Our culture and beliefs and how we celebrate.

Communication and language

Interacting with each other. Speaking in clear, simple sentences.

Responding to questions. Pronouncing sounds in words clearly.

Being polite, using manners: please, thank you and excuse me.

Rules of listening, being polite to each other. Listening and responding with questions. Following directions. Show & Tell (dates for individuals to follow).

Class 1

Mathematics:

Counting to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number.

Counting, reading and writing numbers to 100 in numerals

Identifying one more and one less than a given number

Completing and understanding addition sentences

Writing and recognising number bonds to 20

Recognising and finding half of a shape.

Geography:

Identifying themselves, and how they fit into their family. Talk about differences and similarities. Discuss who cares for them, within school and then local environment. Roles people play: police, fire, hospitals, and local people of significance.

Festivals and celebrations: Harvest, Bonfire Night, Divali, Christmas.

Science:

Changes and patterns within the environment. Seasons: Autumn and Winter.

Where they are in the world and their local community.

Computers:

Using simple programs; using tool bars to create effects.

Controlling a mouse and keyboard.

Creating pictures using paint packages, working with digital photograph

Arts and Design:

Exploring and experimenting with tools.

Explore mixing secondary colours using powder paints.

Representing seasons using colours and craft.

Simple layering of paper, card and fabric to make 2D representations/ collages.

Beginning to use mould-able materials to create simple sculptures.

Learning a range of simple songs and actions, presenting to groups.

Acting, role playing and moving to music.

Autumn 1: Marvelous Me People who help us.	Baseline Week 1 Me and my family	Week 2 12 th Sep Me and friends	Week 3 19 th Sep School community	Week 4 26 th Sept The post office and shops	Week 5 3 rd Oct Keeping us safe: police	Week 6 17 th Oct Keeping us safe: The fire service	Week 7 17 th Oct Looking after us: Doctors, nurses, dentist.
Autumn 2: Julia Donaldson Christmas	Week 8: 31 st Oct* A squash and a Squeeze <i>Bonfire night (5th Nov)</i>	Week 9: 7 th Nov The smartest Giant in town	Week 10: 14 th Nov The Gruffalo	Week 11: 21 st Nov Gruffalo's Child	Week 12: 28 th Nov Stick man	Week 13 5 th Dec The Nativity	Week 14: 12 th Dec



Early Reading – Reading

Listen to your child read. Ask questions about the books they have read.

Before reading the book:

- Can you point to the title?
- What is the title of the book?
- What do you think this story will be about?
- What might happen in the story?
- What does the blurb tell us about the story?

During the reading of the book:

- What is happening in the pictures?
- What has happened so far?
- Is it what you expected to happen?
- What might happen next?
- How do you think the story might end? What sort of character is....?
- Is he/she friendly/ mean/ nice....?

At the end of the book:

- Did you like this book? Why?
- What was your favourite part? Why?
- What was the most interesting/ exciting part of the book?
- Can you find it in the book?

Spelling

Spellings will be sent home every Monday and the children will be tested on these spellings the following Monday. Please encourage your child to learn their spellings throughout the week. The spellings will be based on the sound that we are learning that week in phonics.

Great websites to support Phonics:

- <http://www.letters-and-sounds.com/>
- <http://www.phonicsplay.co.uk/>
- <http://www.bbc.co.uk/cbeebies/games/alphablocks-games>
- <https://www.oxfordowl.co.uk/for-home/>
- <http://www.starfall.com/>

Great websites to support Mathematics:

- <http://www.topmarks.co.uk/Interactive.aspx?cat=1>
- <http://www.bbc.co.uk/cbeebies/games/numtums-games>
- http://www.familylearning.org.uk/place_value_games.html
- <https://www.oxfordowl.co.uk/for-home/>
- <https://www.youtube.com/user/KidsTV123>

Class 1: PE: Friday afternoon.

Please make sure kit is in school and earrings are taken out.

Important Dates for

Class 1 Parents:



Wednesday 19th October:
Harvest festival

Parents' Evening: Tuesday 8th
and Wednesday 9th November

INSPIRE session in class:
Thursday 1st December.

Christmas Play: Wednesday 7th
December at 9:30 & Thursday
8th December at 5:30