

**Year 1 Autumn Term 2017- Parent overview**  
**“Our Local Area”**

Week beginning	5 <sup>th</sup> September	11 <sup>th</sup> September	18 <sup>th</sup> September	25 <sup>th</sup> September	2nd October	9th October	16 <sup>th</sup> October
Main focus	<b>Our New Class</b>	<b>Our School</b>	<b>Apple Week at Treliissick</b>	<b>Our Local Area</b>	<b>Harvest at Kea</b>	<b>What changes could improve our local area?</b>	<b>Review of Learning</b>
Show and Tell	Bring in a picture of when you were a baby or toddler	Draw or print pictures of what you see on your way to school?	What do we use apples for?	A Harvest gift for our Harvest Festival	What would you like to see in the Playing Place Playground?	What have you learned this term?	
Events	Tues 5 <sup>th</sup> Welcome Meeting	Monday 11 <sup>th</sup> Blackberry picking  Wed 13 <sup>th</sup> Roald Dahl day activities	Thurs 21 <sup>st</sup> Parent Pupil workshop	Playing Place walk. Date TBC-Tues 26 <sup>th</sup> ?	Fri 6 <sup>th</sup> Harvest Festival	Mon 9 <sup>th</sup> –Nasal Spray vaccinations  Tues 10 <sup>th</sup> Y1 Hearing Tests  Wed 11 <sup>th</sup> - Individual/family photos  Visit by Parish Councillor TBC	Wed 18 <sup>th</sup> –Open Afternoon for parents

<p><b>Key learning</b></p>	<p><b>Maths</b></p> <p><b>Number: Place Value</b></p> <p>Count to 10, forwards and backwards, beginning with 0 or 1, or from any given number.</p> <p>Count, read and write numbers to 10 in numerals and words.</p> <p>Given a number, identify 1 more or 1 less.</p> <p>Identify and represent numbers using objects and pictorial representations, incl the no line.</p> <p>Use lang of: equal to, more than, less than (fewer), most, least.</p> <p><b>Number: Addition and Subtraction</b></p> <p>Represent and use number bonds and related subtraction facts within 10</p> <p>Read, write interpret mathematical statements involving +/=/ signs.</p> <p>+/- 1 digit numbers to 10, incl zero.</p> <p>Solve 1 step problems that involve +/- using concrete objects and pictorial representations and missing number problems.</p>	<p><b>Literacy</b></p> <p><b>Reading</b></p> <p>Blend green words, read red words.</p> <p>Link title to events</p> <p>Retell and predict events in stories.</p> <p>Roald Dahl stories and rhymes.</p> <p><b>Writing</b></p> <p>Form and orientate letters correctly.</p> <p>Use adjectives to add detail and interest in their writing Write own versions of Roald Dahl stories “Enormous Crocodile”- (2A sentences, simile sentences) simile sentences and 1A and 2A –Collect in a Roald Dahl book for display.</p> <p>Apple poems-similes and adjectives</p> <p>Writing for different purposes: Addresses, postcards, letters to Parish Council.</p> <p>Sequence ideas in their writing: “Bear Hunt” adventure stories around school.</p> <p>Recounting Playing Place walk using “Temporal Conjunctions” Read “On My Way Home”(Jill Murphy) –plan and create own versions.</p>	<p><b>Science</b></p> <p>Animals including humans-</p> <p>Our bodies- Naming our body parts.</p> <p>How have we changed?</p> <p>Naming, sorting and classifying animals.</p> <p>Explore and investigate animals in our local environment.</p> <p>.</p>	<p><b>ICT</b></p> <p>iPads-</p> <p>Locate features on google maps.</p> <p>Input directions to make beebot move through pathways.</p> <p>Take photos of physical and human features in local area.</p> <p>Doodlebuddy- create different landscapes showing physical and human features.</p>	<p><b>Geography</b></p> <p>Exploring our school grounds-using simple maps and following directions- near, far, left and right.</p> <p>Locate their school and other familiar features on a local map and google maps</p> <p>Create a simple map for our bear hunt.</p> <p>Observe and describe some physical and human features in our area, such as hills, valleys, farms, houses, shops.</p> <p>Observe things/places in the local area and record them during our walk to Playing Place.</p> <p>Interview a member of our Parish Council to discuss how we can improve our local area.</p>	<p><b>R.E.</b></p> <p>Read and retell story of St Kea.</p> <p>Symbolism of the Cornish Cross.</p> <p>Harvest Festival celebrations</p>
----------------------------	---	--	--	--	---	--

	<p><b>Music</b></p> <p>Exploring how we can make sounds with our hands and voices.  Playing various sounds on percussion instruments.  Long and short sounds.  Composing.  Singing expressively  Singing and performing.  Harvest songs.</p>	<p><b>French</b></p> <p>Greetings-“Bonjour, Salute”  “Comment cava?”</p> <p>“I live- ...j’habite...”</p> <p>Nos 1-20</p>	<p><b>Art</b></p> <p>Colour mixing and brush strokes.</p> <p>Observational drawing of our views from balcony.</p> <p>Still life drawings, looking at shape and size.</p> <p>Study Paul Cezanne still life artwork to inspire our own apple paintings.</p> <p>Explore Autumn colours through mixing paint to create leaf prints.</p> <p>Make an Autumn clay tile to create textures – paint with Autumn colours.</p>	<p><b>Design</b></p> <p>Understand where our fruit comes from- Picking blackberries and apples</p> <p>Mixing ingredients to create a healthy dessert</p> <p>Explore methods of folding, joining and fixing through free junk modelling.</p> <p>Design a piece of play equipment for Playing Place playground.</p>	<p><b>P.S.H.E.</b></p> <p>Set simple goals and understand about trying to be independent.</p> <p>I can explain that people grow from young to old.</p> <p>I can identify and name some feelings and express some of my positive qualities, and can manage these feelings effectively.</p> <p>I can recognise the effect of my behaviour on other people, and can cooperate with others</p> <p>I can listen to others people’s views; playing and work co-operatively, and offering constructive support to my friends.</p>	<p><b>P.E.</b></p> <p>Games- Keeping possession of a ball.  Kicking, hitting + stopping a ball  Aiming a ball at a target.  Learning about the health benefits of exercise.</p> <p>Gymnastic- Use Floor area, small apparatus and large apparatus to : travel in a variety of ways, balance, jump and land, rock and roll  Combine these movements to create a sequence of 2 or 3 movements.  Perform and evaluate ideas.</p>
--	--	--	---	---	--	---