

Welcome to Year 1!

Autumn Term 2026

Welcome to Year One. I am really looking forward to teaching your children and looking forward to a fun-filled, productive year ahead. Miss Marsden will be the teaching assistant working with us every morning and every afternoon.

This newsletter includes lots of useful information about the topics we are studying, our routines and some key days and dates.

Geography

'What is special about living in High Crompton?'

In our Geography topic, we will be developing our knowledge about the world, the United Kingdom and their locality, as well as using world maps, atlases and globes to identify the United Kingdom and its countries. The children will also be developing skills such as using simple fieldwork and observational skills to study the geography of the school and its grounds.

The Local Area KS1 Knowledge Mat (Autumn Term)

What is special about living in High Crompton?

Subject Specific Vocabulary				Skills
street	A public road in a city, town, or village, typically with houses and buildings on one or both sides.	Sticky Knowledge		• Use simple fieldwork and observational skills to study the geography of the school and its grounds. • Use simple fieldwork and observational skills to study the key human and physical features of the surrounding environment. • Draw picture maps of imaginary places and <u>use own</u> symbols. • <u>Use simple</u> picture map to move around school. • Use relative vocabulary eg bigger/smaller. • Follow directions up/ down, left/ right, forwards/ backwards.
road signs	Road sign gives you information; traffic signs warn you of possible dangers and provide information.			
office	A building where people work from. Some are large, tall <u>buildings</u> others are very small.			
shop	A store or work area of a person in a trade eg grocery, newsagents.			
post office	Is a place where you buy stamps for your letters and can send your letters from.	• Know location of High Crompton on UK map - in the north of England.		Types of house
church	Is a place of worship normally found in every village, town and city. Mosques and temples are similar places for different religions.	• Know the physical features of the local area- hill, soil, field, trees, weather.		• bungalow • terraced • semi-detached • detached • flat
map symbol	It is a small picture on a map to tell you about something. There are symbols for schools, churches, post offices and pubs.	• Know the human features of the local area- homes, shops, church, school, farm, office, factory, park		
farm	A place where crops are grown or animals raised.	• Know the different areas in school and where things belong around school.		
city	A town that is large and important.	• Know the people within the school and the jobs they do		
town	An area which is bigger than a village but smaller than a city.	• Know the different types of houses in High Crompton		
village	A small community in a rural area.			

Science

What am I made of and how do I behave?

In our Science topic, we will be identifying and naming a variety of everyday materials including wood, plastic, glass, metal, water, rock and describing their simple physical properties. We will be using our observations to gather and record data and suggest answers.



Year 1: Materials Knowledge Mat (Chemistry and Physics) (What am I made of and how do I behave?)

Subject Specific Vocabulary		Slicky Knowledge
object	A thing that could be used.	• I can identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock • I can describe the simple physical properties of a variety of everyday materials. (<i>hard/soft, stretchy/stiff, shiny/dull, rough/smooth, bendy/not bendy, waterproof/not waterproof, absorbent/not absorbent, opaque/transparent</i>) • I can say what an object is and the material from which it is made. • I can compare and group together a variety of everyday materials on the basis of their simple physical properties 
material	What something is made from.	
hard	Not easily broken or bent	
soft	Easy to cut, fold or change the shape of	
stretchy	Can be pulled to make it longer or wider without breaking.	
shiny	Reflects light easily.	
dull	Doesn't reflect light. Doesn't look bright or shiny.	
rough	Feels and looks uneven or bumpy	
smooth	Has lumps or bumps	
bendy	Can be folded easily	
waterproof	Keeps liquids out. Keeps things dry.	Interesting Facts 1. Leather – used for shoes, jackets and trousers 2. Wool – used for jumpers, socks, pyjamas and coats 3. Cotton – used for clothes we wear on warmer days and shirts. 4. Silk – expensive materials used for scarves, blouses 5. Common metals in the home are aluminium, stainless steel, brass, copper, iron.
absorbent	Soaks up liquid	
transparent	See through	
opaque	Not see through	
Materials: 		

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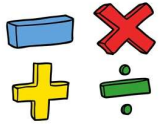
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Literacy

As well as reading lots of texts related to our topics, we will also be reading and writing poetry, non-fiction texts, stories with familiar settings, stories with repeating patterns, information texts and letters. Our grammar work will include beginning to punctuate sentences using a capital letter and a full stop, question mark or exclamation mark, using a capital letter for names of people, places, the days of the week, and using the personal pronoun 'I'. There will also be a big focus on Handwriting so we will be practicing sitting correctly at the table and holding our pencils comfortably and correctly.





Numeracy

During topic Maths lessons we will be using our knowledge of place value to solve problems and we will be reading and writing numbers from 1 to 20 in numerals and words. We will be looking at addition and subtraction to represent and use number bonds and related subtraction facts within 20 we will also be adding and subtracting one-digit and two-digit numbers to 20, including zero. In geometry, we will be exploring the properties of shapes, identifying and describing the properties of 2-D and 3-D shapes.

In Year 1 we will begin to deepen our knowledge of our number bonds. Your child has now been set up on NumBots which is a great online tool for practising number bonds which can be accessed from home. Log in details for NumBots can be found in your child's green reading record. Please try and log on to Numbots and practice for 20 minutes minimum each week - to be spread out over a number of days

Computing

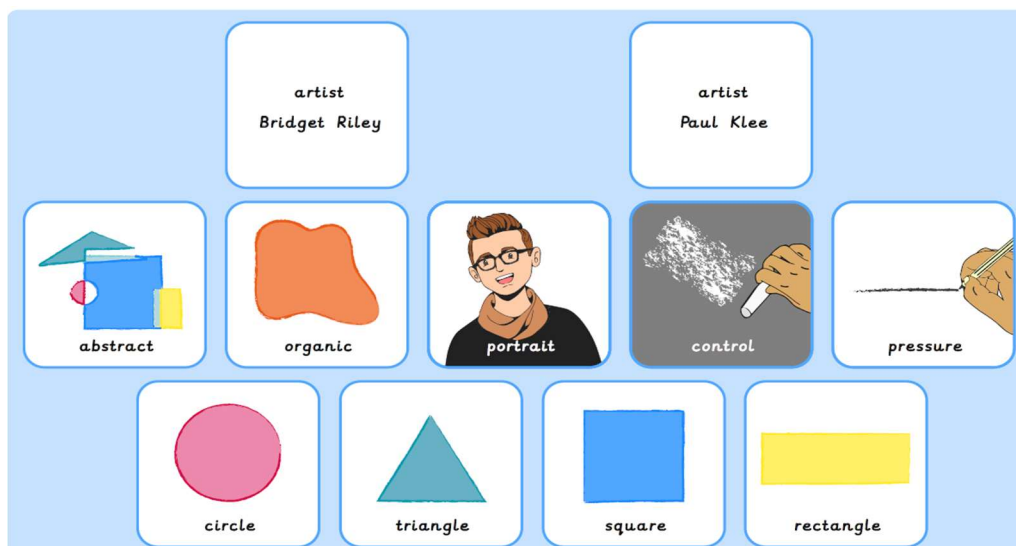


This term, we will be developing our digital skills as we explore Purple Mash. We will learn how to log in, complete and save activities, open programmes, and find our work. We will also get creative by using digital paint tools, creating a jigsaw and designing our own games.

We will then become Data Explorers, learning how to sort and group objects using a computer. We will explore what data is and how it can be collected and represented using pictures. We will collect our own data and use it to create a pictogram.

ART

This term, we will be exploring lines and shapes in art. We will learn to recognise different types of lines and use them to create shapes, including identifying organic (natural) shapes. We will look for basic shapes in everyday objects and artwork and use shapes to create our own drawings, including faces. We will also experiment with colour and pressure, discovering how pressing harder or more softly can make colours appear lighter or darker. We will be inspired by the artwork of Brianna McCarthy, choosing lines and shapes to create our own artwork. Throughout our lessons, we will talk about artwork and share what we like and dislike, developing our confidence in discussing our ideas and artistic choices.



DT

'What am I made of and why?'

In DT this term we will be developing, planning and communicating ideas by designing a product for myself, following design criteria and working in a range of contexts (imaginary, home, school, wider community, story based). We will be working with tools and be able to explain what is being made and why, selecting the appropriate tools and equipment for the purpose. Moreover, we will be evaluating processes and products by cutting materials safely using tools provided, demonstrating a range of cutting and shaping techniques (such as tearing, cutting, folding and curling) and demonstrating a range of joining techniques (such as gluing, hinges or combining materials to strengthen).

RE



In RE we will be looking at Creation and exploring the question of 'Who do Christians say made the world?'. We will also be exploring 'Why does Christmas matter to Christians?'

Who do Christians say made the world?

Year One
Knowledge
Organiser

UNIT
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Wonderful words

Creation: the act of God creating the world and everyone in it and everything that has been created by God

World: the planet and everything and everyone in it

Belief: trust or confidence in something

Thank: to express gratefulness for something

Harvest: to gather in crops and a Christian celebration

God: the all loving and all powerful being that Christians believe created the world and everything in it

Believe: to accept that something is true

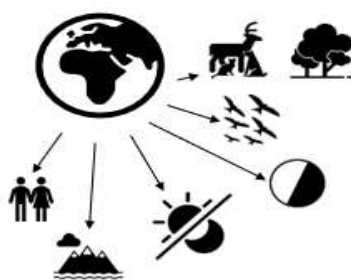
Bible: the holy book for Christians, comprising the Old Testament and the New Testament

Genesis: the first book of Moses for Jewish people and the first book of the Old Testament for Christians

Praise: to show and express gratitude and thanks to God

So how does it all work?

God's Creation



Christians say thank you to God



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Important information

The first book of the Bible is the book of Genesis which in Chapters 1 and 2 tells Christians the story of how God created the world and everyone in it. This is known as the Story of Creation.

The story tells Christians how God made the world in six days and then on the seventh day he rested. Although some Christians may disagree with the events of Creation, they all believe that God is responsible for creating everything in some way.

Christians have a very strongly held belief that they should look after everything that God has created, and they should thank him for the world and everything in it.

Although Christians can thank God, pray to him and worship him at any time, the festival of Harvest is a key time in the Christian year when they praise him for Creation. This is a time when Christians can thank God for all he has made and for all they have been given. Christians will be singing songs about God as creator and about all he has given people.

Year One – Knowledge Organiser

RE Topic
Series 1

Wonderful words

Incarnation: 'in the flesh'; Christians believe Jesus is God 'in the flesh', or God incarnate

Jesus: The second person of the Trinity or the Son; God in the flesh

Mary: the mother of Jesus

Joseph: the husband of Mary

Shepherds: the first people to visit Jesus after he was born

Advent: the four Sundays leading up to Christmas

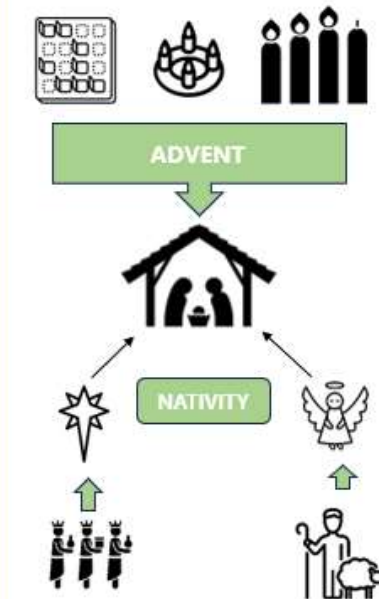
Secular: anything that is not connected with religion or religious worldviews

Religious: believing in a religion

Birth: the arrival of a baby into the world

Celebration: an enjoyable activity held to remember something

So how does it all work?



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Important information

Christmas is a very important celebration around the world as a religious celebration for Christians and also as a secular celebration for many people who are not Christian.

At Christmas people remember the birth of Jesus in a manger in Bethlehem. Christians use the weeks before Christmas known as advent to prepare for the celebration of God becoming human in Jesus. Christians believe that Christmas is a time to remember how Jesus came to earth as both God and human and they call this belief the incarnation.

Advent is a time when people will use advent calendars, wreaths, and candles to remember the days leading up to the birth of Jesus.

The story of the birth of Jesus is celebrated in many ways including through cards, Nativity plays and church services. Christians remember Mary and Joseph and the events of the story, including Jesus being born in a manger as there was no room anywhere else and how the first visitors to see him were the shepherds.

The shepherds were the first people to visit Jesus in the manger and this shows how Jesus was born for everyone, rich and poor alike.

RSHE

This term we will be exploring families and people who care for us and that families are important for children growing up because they can give love, security and stability. We will also be looking at being safe what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). We will be exploring British Values such as Following Rules Fair/Unfair, Right/Wrong, Tolerance of Different Faiths and beliefs, i.e. The Jewish Harvest Sukkot, and Democracy which involves agreeing on our own class rules.

Music



This term, we will develop our singing and musical skills through two exciting units: Rhyming in Time and Let's Start Singing. We will explore rhythm and rhyme, learning to keep a steady beat and join in with songs and musical activities. We will practise using our voices confidently, singing together and exploring different sounds, rhythms and patterns. We will learn and perform simple songs, developing our ability to listen carefully, follow a beat and sing as part of a group. Through fun and interactive activities, we will build our confidence, musical awareness and enjoyment of singing and making music together.

PE

Our PE lessons this term will focus on Dance. We will also have a focus on Games i.e. Playground Games and collaboration. The children will be learning some traditional playground games. Our PE days are **Tuesdays** and **Fridays** but please try to ensure your child has a suitable kit (including trainers and a warm jumper) in school every day, just in case additional opportunities arise. We will send kits home for washing at the end of each half term (October and Christmas).



Other Information

Please prioritise time for **daily reading** (Little Wandle home book and sharing book) with your child and record this in your child's Reading Record book which should be recorded by a parent. Your child will be given home reading books each week and in addition to this they may borrow a book from the class reading corner if they would like to. Ideally children should read a range of fiction, non-fiction texts and poetry. However, please remember that all reading counts! You might encourage your child to read one of their own books at home; read and follow a recipe; enjoy an extract from a magazine or have fun reading different street or road signs. Whatever your child has read we'd love to hear about it. We will be checking reading records each day and giving stamps when any type of home reading is recorded. All children will read **three** times a week in school. All home learning will be monitored by class teachers and recorded.

Weekly spellings (patterns and key words) will be set on a **Friday** and tested the following **Friday**. Please learn your weekly spellings and Year 1 Common Exception Words carefully.

Uniform

Please help your child and I, by naming (even if just in biro) EVERY ITEM OF SCHOOL UNIFORM, including coats, shoes, pumps and all those gloves, hats and scarves... they get everywhere! If an item has a name in/on it I can help to promptly return it.

Please continue to encourage your child to come into the school building in the mornings independently. The children have made a great start and settled very well into Year 1!

If you do have any concerns or questions about your child please do not hesitate to contact me. **I am here to help!** I would greatly appreciate it if parents could speak to me in the morning **before 8.50am** so that I can focus on settling the children into class and start the day promptly. Alternatively, you are welcome to speak to me **after 3.35pm** when all the children have been safely dismissed by a member of staff.

Miss Hobson