

# KS1 Autumn Term Newsletter

Welcome back to a new school year; we hope that you have had a pleasant summer break and the children have settled well into their new classes. Here is an overview of the learning that we will be doing during this term as well as information about routines in our classes.

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                             |                                                                      |                                                                             |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------|-----------------------------------------------------------------------------|
| <p><b>English:</b><br/>In writing this term, we will be writing a short narrative based on the picture book <i>If all the world were mine</i>.</p> <p><b>Phonics</b> is taught daily in Year 1 following the Little Wandle letters and sounds programme. Year 2 follow the daily <b>Spelling</b> programme by Little Wandle. Children in Year 2 who still need to consolidate their phonics will receive Rapid-Catch Up interventions on top of spellings.</p> <p><b>Author focus this term:</b><br/>Benji Davies in Year 1<br/>Rachel Bright in Year 2</p> | <p><b>Maths:</b><br/><u>Year 1</u><br/>Place value (within 10)<br/>Addition and subtraction (within 10)</p> <p><u>Year 2</u><br/>Place value<br/>Addition and subtraction</p>                                                                                                                                                                               | <p><b>Geography:</b> Map skills and local knowledge of Ilminster</p> | <p><b>Science: Living things and their habitats</b></p>                     |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                             | <p><b>RE:</b> God and Harvest Festival</p>                           | <p><b>Music:</b> Charanga – Questions and Answers Unit</p>                  |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                             | <p><b>Computing:</b> E Safety and exploring Purple Mash</p>          | <p><b>Art: Faces and Creatures</b><br/>Frida Kahlo &amp; Henri Rousseau</p> |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <p><b>PE:</b> Multi-skills and Throwing and Catching<br/><b>PE kit:</b> Children should wear their PE kit to school on the days that they have PE. Please see the newsletter and website for the current uniform requirements.<br/><b>PE Days:</b><br/>Fox – Monday and Tuesday<br/>Deer- Tuesday and Friday<br/>Hedgehog and Otter – Monday and Friday</p> |                                                                      |                                                                             |

**Reading Books:** It is important that children practise reading to build up their confidence and to help improve on their fluency. At school, we use the Little Wandle Phonics reading scheme to support your child's development of reading. This means that their reading book will be matched to their phonetic ability and fluency level. Each week your child will read and explore a new phonics or fluency book with their class teacher. This will be during several guided reading sessions where children will learn key vocabulary, read for expression and answer comprehensive questions. At the end of the week, your child will come home with the same book so that they can continue to build on their fluency and show you what a fantastic reader they are! This book should be relatively easy for them. In Year 2, once children have completed all Phase 5 set 5 books and pass a fluency assessment, they will no longer require decodable phonics books for home, Instead they will bring a reading book of their choice from our reading section in school.

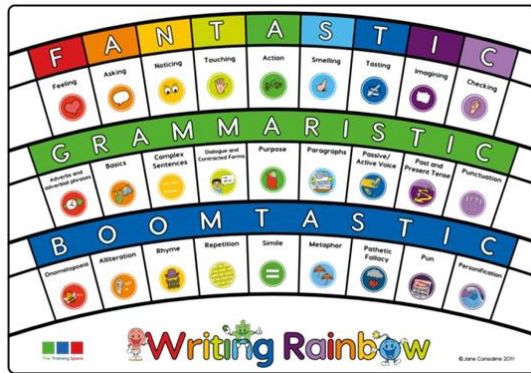
Every Friday, your child will come home with a **decodable book** (one they can read to you) and a **sharing book of their choice** from our school library (one that is read to them). Any form of reading at home can be recorded on their reading record sheet and counts as one of their five reads for that week.

We are asking that every child reads at home at least **five times a week**; they will get a dojo point for completing this. This needs to be ticked or signed on their reading record sheet. Books will be collected in on Thursday morning. Please still bring your reading book and reading record sheet into school **every day** as this will help us track and celebrate your child's reading journey! *Please note, that we cannot hand out a new book if your child has not brought back their old book. If a book is lost or damaged beyond repair, we will ask for a donation towards a replacement.*

**Knowledge Organisers** Knowledge organisers are a tool which summarise key facts and essential knowledge that we teach in school, linked to the National Curriculum. Every time your child starts a new a new unit of work they will be given a knowledge organiser. This is essentially a "fact sheet" for the topic. You can support your child by discussing the information on the knowledge organisers with your son or daughter and quizzing them on what they know. If you require a paper copy, please message your child's class teacher on Class Dojo to arrange this.

**Class Dojo:** Your class teacher will use Class Dojo to respond to and communicate key messages . Please note that your child's teacher will log into dojo during the school day only and will endeavor to respond to messages, that require a response, during the teaching day. In case of an emergency, please contact the school office.

# Key Writing Skills this term:



|  |                       |  |                                                        |  |                       |
|--|-----------------------|--|--------------------------------------------------------|--|-----------------------|
|  | Noticing (adjectives) |  | Action (verbs)                                         |  | Repetition for effect |
|  | Feelings (adjective)  |  | Basics (full-stops, capital letters and finger spaces) |  | Fronted adverbials    |

## Year 1

- **Adjectives:** Use simple adjectives to describe nouns (e.g. a big dog).
- **Fronted adverbials:** Begin sentences with simple time words (e.g. One day, Then).
- **Verbs:** A verb is a doing word. (The boy jumped over the pond)
- **Adverbs:** Use basic adverbs to describe actions (e.g. ran quickly).
- **Repetition for effect:** Repeat words or phrases to add emphasis based on model texts.



## Year 2

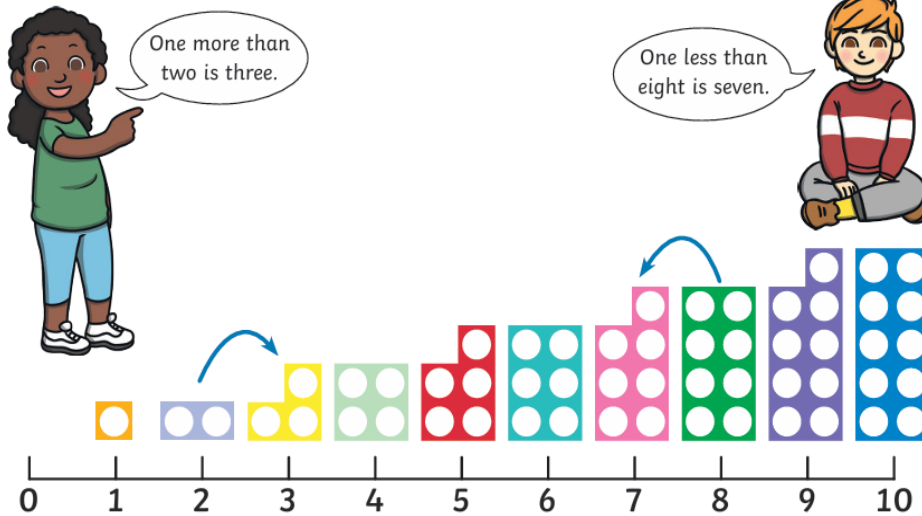
- **Adjectives:** Use a range of adjectives to add detail and description.
- **Fronted adverbials:** Use fronted adverbials for time and place with a comma (e.g. In the morning,).
- **Verbs:** A verb is a word that tells us what someone is doing, has or is doing. (The children play in the park.)
- **Adverbs:** Use adverbs (including -ly words) to describe how, when or where actions happen.
- **Repetition for effect:** Use repetition deliberately for emphasis or style.

# Year 1 Maths

## Number and Place Value

## Knowledge Organiser

### One More and One Less

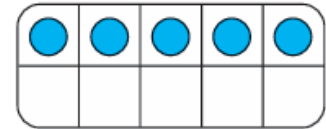


- Count to ten, forwards and backwards, beginning with 0 or 1, or from any given number.
- Count, read and write numbers to 10 in numerals and words.
- Given a number, identify one more or one less.
- Identify and represent numbers using objects and pictorial representations including the number line, and use the language of: equal to, more than, less than (fewer), most, least.

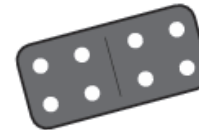
## Comparing



$5 = 5$   
equals



$4 < 7$   
less than



$8 > 2$   
greater than

two



Lewis has the **most**.



Olive has the **fewest**.

# Year 2 Maths – Place Value

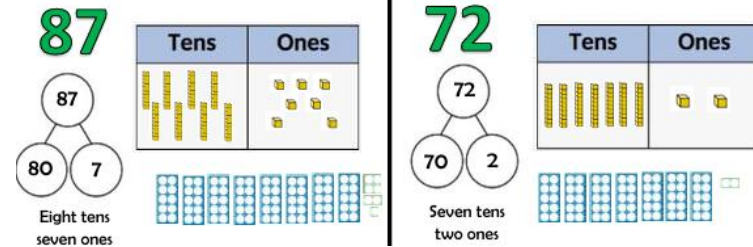
## Key information

- Count Objects to 100 and read/ write in numerals/words
- Represent Numbers to 100 -Tens/Ones Part Whole Model
- Tens/Ones Using Addition -Use a Place Value Chart
- Count in 2s/ 5s/ 10s/3s -Compare Objects/ Numbers

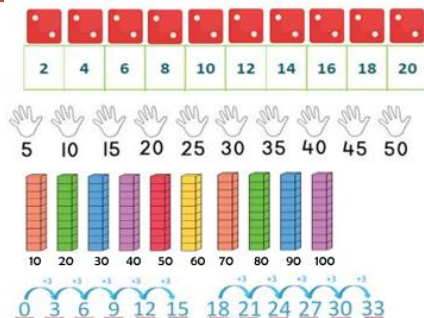
Number and Place Value is useful learning because it is the foundation for all other maths. It helps us to understand the value of digits of numbers and to use mental calculation methods. It helps us to use maths functionally in many areas of our lives.

## Read and write numbers to 100

Partitioning means we split a number into smaller parts. To help understand the place value of a number we split it into tens and ones e.a. 67 is 60 and 7.



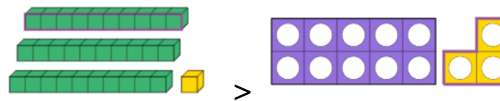
## Count in 2s, 5s, 10s and 3s.



## Compare and order numbers

### Compare numbers

➤ Greater than < less than = equal



### Order numbers



## Key Vocabulary

Number digit smallest greatest hundreds tens ones partition least most

# Science

## Key Vocabulary & Concepts

|                   |                                                                                                                                                            |
|-------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Habitat           | the natural home or environment of an animal, plant, or other organism.                                                                                    |
| Micro-habitat     | a very small part of a habitat for extremely small creatures.                                                                                              |
| Plant             | is a living organism and are essential for life on earth.                                                                                                  |
| Animal            | are living things.                                                                                                                                         |
| Food chain        | A <b>food chain</b> is a sequence describing how different animals eat each other, showing the order in which living things depend on each other for food. |
| Living            | if they can move or grow.                                                                                                                                  |
| Dead              | if they can not move or grow.                                                                                                                              |
| Local environment | A place near your home                                                                                                                                     |

## Habitat Examples



*woodland*



*urban*



*coastal*



*rainforest*



*arctic*



*desert*



*ocean*



*river*



*mountain*



*living*



*dead*



*never living*

# Computing - E Safety and Purple Mash

**purple  
mash**

## Knowledge

- We can use the internet to communicate with other people
- You must tell a trusted adult if something upsets you online
- We must not share personal information with other people online

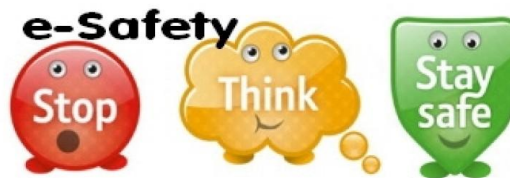
## Vocabulary

**E Safety** – The safe and responsible use of technology

**Safe** – being protected from danger

**Online** – using the internet

**Password** – a secret word or phrase that must be given to gain access to a place



# RE- Creation. Who do Christians say made the world?

## Key Vocabulary

**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

## How does it all work?



## Important information

In **Genesis** Chapters 1 and 2 Christians are told the story of how **God** created the world and everyone in it. This is known as the Story of **Creation**.

It 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 believe that they should look after everything that God has created, and they should **thank** him for the world and everything in it. 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.

# Geography

## Key Vocabulary

- Town- A place where people live, work and visit.
- Map- A drawing that shows where places are.
- Location- The place where something is found.
- Human- Feature Something built by people, such as a road, shop or school.
- Physical Feature- Something natural, such as a hill, river or field.
- Compare- To look at what is the same and what is different.



- Ilminster is a town in Somerset, England.
- England is part of the United Kingdom.
- Maps help us find places and identify locations.
- Ilminster has human and physical features.
- Human features are built by people.
- Physical features occur naturally.
- Ilminster can be compared with another town, such as Taunton.

# PE - Multi-skills

## Vocabulary



throw



catch



roll



run



dribble



pass



aim



hit



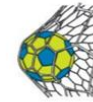
kick



bounce



shoot



score

## Knowledge

- We can send and receive a ball by throwing, hitting or kicking it
- Rules make a game fair
- A referee makes sure the rules are followed
- We need to warm up our muscles before exercise to prevent injury

## Sporting Values

