

# Welcome to the Year 1 Autumn

Dear Parent/Guardian,

Welcome to Year One! This newsletter contains a brief outline of this term's work. We are using Google Classroom for homework this year; there have been some technical difficulties but it seems to be working for everyone now. If you encounter any problems, please let us know. As the children continue to develop their English skills, your support with handwriting, reading and phonics work is much appreciated. The children will also be given a variety of maths tasks too. If you have any queries or concerns please contact the school office and we will get back to you.

Year One Team  
Miss Cooper, Mrs Maher and Mrs Whyman



## English

### Phonics and Spelling

Phonics, spelling and handwriting will be covered throughout all units using Letters & Sounds. Our focus will be revision of phase 3 and 4 sounds.

### Reading

We will be changing reading books on Mondays, Wednesdays and Fridays. Children are rewarded stars every time they read at home. This could be their school reading book or books from home. Please write in your child's reading record when they have read so we can reward them.

### Autumn Term 1

Narrative texts – *The Everywhere Bear*, *The Paper Dolls and The Leaf Man*  
Lists, labels and captions  
Senses poetry

### Autumn Term 2

Recounts  
Narrative texts – *Harry and the Bucketful of Dinosaurs*  
Fact Files, Labels and Captions

### Spoken Language

Speak clearly and loudly enough to communicate meaningfully.

Ask questions about matters of immediate interest.

Express feelings and ideas when talking about matters of immediate interest.

Start to understand how to take turns when speaking.

Start to listen to others and respond appropriately.

Join in with imaginative play taking on roles of different familiar characters.

### Writing

Say out loud what is to be written about.

Talk about ideas to use in writing.

Compose a sentence orally before writing it.

Sequence sentences to form short narratives.

Sequence sentences in chronological order to recount an event or an experience.

Re-read what they have written to check that it makes sense.

Discuss what they have written with the teacher or other

### Grammar

Introduction to the use of capital letters, full stops, question marks and exclamation marks to demarcate sentences.

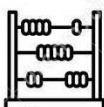


## Mathematics



### Place value and number

- Read and write numbers from 1 to 20 in numerals and words.
- Read and write numbers to 20 and beyond in numerals and write numbers in words to 10 Count to and across to at least 50 –forwards and backwards beginning with 0 and 1, or from any other given number
- Count in 2s to 20 and beyond
- Count in 5s to beyond 20
- Count in 10s to 50 • Identify one more and one less than a given number to 20
- Order objects using the terms 1st, 2nd, 3rd, 4th, 5th and beyond
- Find the missing number in a sequence up to 10
- Count within 100, forwards and backwards, starting with any number
- Count forwards and backwards in multiples of 2, 5 and 10, up to 10 multiples, beginning with any multiple, and count forwards and backwards through the odd numbers



### Addition and Subtraction

- read, write and interpret mathematical statements involving addition (+), subtraction (–) and equals (=) signs
- represent and use number bonds and related subtraction facts within 20
- add and subtract one-digit and two-digit numbers to 20, including zero
- solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems
- Develop fluency in addition and subtraction facts within 10.
- Compose numbers to 10 from 2 parts, and partition numbers to 10 into parts, including recognising odd and even numbers.

### Geometry

- Recognise and name 2-D shapes: to include: rectangle (including squares), circle and triangle
- Recognise and name 3-D shapes: to include cuboids (including cubes), pyramid and sphere
- Recognise common 2D and 3D shapes presented in different orientations, and know that rectangles, triangles, cuboids and pyramids are not always similar to one another.