



**Year 1 will be exploring the topic: 'The Seasons' This unit of work will have a specific focus on developing the children's knowledge, skills and understanding in Geography.**

**Maths Learning**

**Place Value**

Sorting, counting, representing numbers  
Read and write 1- 10 in numbers and words, using the correct formation  
1 more and 1 less  
Using <, > and = to compare amounts  
Comparing amounts using words  
Ordering numbers and ordinal numbers (1<sup>st</sup>, 2<sup>nd</sup>)

**Addition**

Introduction of a ten Frame  
Part-part whole model  
Fact families  
Number bonds with systematic methods  
Comparing number bonds  
Addition and subtraction within 10

**Revisit and Consolidate**

1 more 1 less,  
Counting forwards and backwards 0-100  
Using a number line  
Addition  
Constructing number equations  
Number bonds

**English Learning**

**Core Text:**

**Information texts**

- Different geographical locations
- Climate and seasons
- Famous black athletes

**Seasonal poetry**

**Writing Genres:**

Lists/Labels

- Capital letters
- Bullet points
- Features
- Finger spaces

Poetry

- Simple adjectives for a chosen noun
- Features of a poem – Lines & rhyme
- Poetry for enjoyment

Information writing

- Facts
- Differences and similarities
- Shared writing
- Capital letters for proper nouns
- Finger spaces and capital letters

**Home Learning**

- Use of Phonics Play or a similar website to revisit and practise the Phase 2, 3 and 4 sounds and tricky words
- Local walk, looking for signs of Autumn
- Playing in the leaves or collecting conkers
- Daily reading
- Writing or receiving postcards/letters from family in other parts of the country/world
- Practise rapid recall of number bonds number bonds to 10.
- Writing lists using bullet points
- Listening to and discussing simple poems.
- Researching famous black athletes
- Discuss the weather each day
- Discuss appropriate clothing choices for the weather
- Spread using a knife – butter, jam, hummus



## The seasons – Year 1 Autumn Term 1



### What I already know and can do:

*In Geography I have:*

- used time words to show the passing of time.
- Found out about the lives of significant people in the past
- Ordered events from the past as they have happened

*In Science I have:*

- Made observations and described the changes I have seen (seasons)
- Identified, named and described different everyday materials
- Asked questions and made predictions to carry out simple investigations and record my findings.

*In Art I have:*

- Used a range of materials including paint, chalk and pencil
- Experimented with colour mixing
- Added detail to faces/figurative drawings

*In Design Technology I have:*

- Used vocabulary such as smooth, rough, shiny
- Evaluated what I have made against my design

*In RE I have:*

- Learnt about different festivals including Christmas and Easter

### Key Vocabulary I will learn:

Equator	An imaginary line around the centre of the earth that splits the earth into two equal parts
Season	One of the four weather divisions of the year
Climate	The weather conditions in an area or over a long period of time
North and South Pole	The most northerly and southerly points of the earth's axis
Pattern	A repeated, decorative design
Sukkot	A major Jewish festival held in the autumn

### My new learning is:

- Observe changes across the four seasons.
- Observe and describe weather associated with the seasons and how day length varies.
- Identify seasonal and daily weather patterns in the United Kingdom and the location of hot and cold areas of the world in relation to the Equator and the North and South Poles.
- Be able, with help, to gather information from simple texts.
- To learn about the Jewish Festival of Sukkot
- Cutting along straight and curved lines
- Cut shapes from fabric into recognisable shapes
- Discuss a DT process and know what they need to do next
- Observe and talk about patterns and textures in their drawings
- Can recognise similarities and differences between our local area and other areas of the UK
- Locate hot and cold areas of the world using the poles/equator

