



## Learning Exploration: Being Me in My World

After welcoming the children back from the summer holidays and settling them back into the routine of school, our exploration will have a focus on PSHE (Personal, Social, Health and Economic education) as they learn new routines for their new year group. The children will be supported in recognising their feelings and communicating that effectively to work within a team. The focus of Being Me in My World encompasses recognising the changes in the children and their real-life experiences before opening to explore the world around them through geography and where they fit within it.



### Hook into learning:

To engage children's interest in our learning exploration, we will be using a range of story and non-fiction books based on our PSHE learning to bring their own individual voices and sense of self-worth into the classroom and our learning.

### Linked subjects

**Art** – children will start to record simple media explorations in a sketchbook with observational drawings which will be developed to link to observing the changing seasons in science as they investigate the world around them. They will each be given an individual sketch book which will stay with them as they travel up through school, and begin to plan simple ideas by investigating a range of tones using a pencil as well as investigating textures by describing, naming, rubbing, copying seasonal items and the similarities and differences in buildings.

**Science** – We will be observing closely the seasonal changes around us to identify, compare and notice change. Change over time will also be observed and compared with the growth of the children and the changes over time we can observe in the town around us, ourselves as well as the change landscape effected by the seasons and weather.

**Geography** – Using maps to explore and build a picture of the places around us in relation to each other using positional and directional language linked to maths. Initially, we will look at features within the school site, then within the town directly around us. We will plot these features on to a simple map using key symbols as well as photos from Newport and Barnstaple. We will build on the children's conceptual understanding of what a town is to compare and name the four countries and capital cities within the United Kingdom.

**Global Learning** – Within Reception, the children began to learn how to manage themselves, as they develop into Year 1, the children will be supported to think more for the group, expanding on their role within the community. This will be addressed by providing the children with strategies to avoid, manage and resolve conflicts through adults working alongside the children within their independent work and play.

# Parent/Carer Curriculum Information

## Year 1



### Discrete subjects

**Phonics** – The first few weeks will be a quick recap of phase 3 digraphs and trigraphs from last year as well as longer words with adjacent consonants from phase 4 and the tricky words. Then, Phase 5 starts. Phase 5 teaches alternative graphemes and letters combinations for the sounds they have learnt in phase 3. For example, ‘ai’ phoneme can also be written ‘ay’ as in play.

**Design technology** – As part of the children’s challenges within the provision, they will be learning how to safely use woodworking skills to design, make and evaluate their own creations, experimenting with different materials to understand how they can be used.

**Computing** - On top of using technology for a purpose within the environment with the iPad, cameras and interactive white board, children will have their first computing lessons to develop introductory mouse and keyboard skills with a constant overarching reminder about using technology safely and responsibly.

**Music** – Children in Year 1 will begin to progress their music learning in more detail with singing, listening, improvising and composing, notation; knowing that notes carry meaning, and playing simple percussion instruments keeping pulse, different dynamics and tempo.

**Religious Education** – We will be exploring the key question ‘what do Christians believe God is like?’ through stories as a parable from the Bible as a key way of finding out what Christians think God is like.

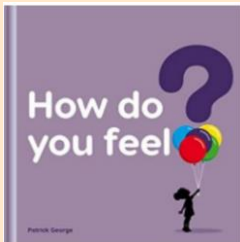
### Maths

Our first weeks of maths link back to the children’s learning in Reception with recapping and cementing place value within 10; counting on and backwards from any given number, knowing 1 more and 1 less and comparing numbers and amounts. As well as numeral recognition, children will also be introduced to numbers as words.



### Writing

Our first text will be used to explore how we are feeling, how the feelings may be expressed and how we can infer other people's feelings.



This text will help us to use rhyming words in our writing to entertain others.



#### Opportunities for writing across the curriculum:

- Children will be encouraged to practise and apply their learning and writing expectations with every piece of writing, for example, writing a sentence on their observational findings in science and writing for purpose within their challenges in provision



### Opportunities to build cultural capital

Cultural capital is the essential knowledge that pupils need to be educated citizens, introducing them to the best that has been thought and said, and helping to engender an appreciation of human creativity and achievement.

At NCSPA, we aim to build cultural capital through experiences such as trips, visitors, music and providing local links.

For Year 1, options this term may include:

- Listening to pieces from the Year 1 music playlist
- Walking trip of the local area to promote early mapping skills.



### Opportunities for shared outcomes

Children will have the opportunity to produce or take part in the following:

- Creating a class map of our local area, using our own key to represent landmarks around us which are important to the children.



### Opportunities to address Equality, Diversity and Inclusion

- We will be providing the children with strategies to avoid, manage and resolve conflicts through adults working alongside the children within their independent work and play.
- Key vocabulary for this area of learning will be:
  - Self-awareness
  - Similarities
  - Difference
  - Reflection
  - Respect



### Further curriculum information

If you would like any further information regarding the curriculum, please:

- Speak to Mrs Lees or Ms Willson.
- See your child's class information on Seesaw.
- Visit the Curriculum pages on our website.

