



# Memory Box<sup>Year 1</sup>



## Curriculum Information for Parents

What will my child be learning?

How can I support them at home?

## Our new curriculum

At Joseph Turner Primary School, we aim to provide an exciting and engaging curriculum which will inspire children to nurture a passion for learning. We believe that the driving force behind the delivery of an interesting, creative curriculum is a clear focus on delivering excellent teaching and learning which ensures children engage in a range of learning experiences which are challenging, real life and meaningful. This enriches the education experiences of all children in our school to ensure that they become lifelong learners.

Through our exciting, stimulating and creative curriculum, we aim for every child to enjoy learning and gain knowledge, skills and attributes which will enable them to lead happy, fulfilling and successful lives in the future. We live in an ever-changing world and it is our aim to ensure that our pupils are ready to face these challenges and succeed in whatever they do. We take every opportunity to enrich the curriculum with outside providers, trips and visits, celebration days, whole school themed weeks and extra-curricular opportunities (e.g. book club, dance club and cooking club). This gives context to learning and also shows our pupils that education is relevant, fun and worthwhile.

### Autumn- Memory box

During Autumn we will continue to follow the structure of Set Play as the children are used to this from Reception. A few weeks after October half term, we will begin to look at teaching individual, structured lessons

During this term the children will learn all about our school at Joseph Turner Primary. Children will look at the history of our school and compare similarities and differences over a period of time. In science children will be learning about the human body. We will be labelling basic body parts and how these are associated with our senses. As the months grow colder leading up to Christmas the children will begin to look at the seasons and why we have four seasons.

## Autumn – Memory box

### English and Maths

The first term we ensure all targets are achieved from Early Years and use these as our foundation to begin teaching the children the Year 1 objectives.

#### English:

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
- Anticipate (where appropriate) key events in stories.
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.
- Write recognisable letters, most of which are correctly formed.
- Spell words by identifying sounds in them and representing the sounds with a letter or letters.
- Write simple phrases and sentences that can be read by others.
- Apply phonic knowledge and skills as the route to decode words.
- Spell words containing each of the 40+ phonemes already taught; common exception words, the days of the week
- Sit correctly at a table, holding a pencil comfortably and correctly.
- Begin to form lower-case letters in the correct direction, starting and finishing in the right place, form capital letters, form digits 0-9
- Understand which letters belong to which handwriting 'families' (ie letters that are formed in similar ways) and to practise these

#### Maths:

- Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.
- Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.
- Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number.
- Count, read and write numbers to 100 in numerals; count in multiples of twos, fives and tens.
- Given a number, identify one more and one less.
- Use the language of: equal to, more than, less than (fewer), most, least.
- Identify and represent numbers using objects and pictorial representations including the number line.
- Read and write numbers from 1 to 20 in numerals and words.

It is important to remember, these are guidelines to the Year 1 Curriculum. Every child will be working at a slightly different level and staff will ensure the work your child is doing is right for them.

## COMPUTING

To use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

## ART AND DESIGN

To create sketch books to record their observations and use them to review and revisit ideas

To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay) In Art children will explore the work of William Powell and look at how lines and shapes are used to create a self-portrait.

## SCIENCE

- Distinguish between an object and the material from which it is made.
- Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water, and rock.
- Describe the simple physical properties of a variety of everyday material.
- Compare and group together a variety of everyday materials on the basis of their simple physical properties.
- Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.

## DESIGN AND TECHNOLOGY

### *Design*

To use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups

### *Make*

To select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities

### *Evaluate*

Investigate and analyse a range of existing products

Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work

Children will be making their own Memory box using a variety of different materials.

## PHYSICAL EDUCATION

- To apply correct techniques and tactics to a variety of games
- To understand, implement and follow game rules fairly.
- To develop leadership roles.
- To communicate, collaborate and compete with others
- To implement a broader range of skills in game situations.

## HISTORY

Sequence some events or 2 related objects in order of time.  
Use words and phrases: old, new, now, then, yesterday.  
Remember part of stories and memories about the past.  
Tell the difference between past and present in their own lives and other people lives.  
Listen to eye-witness accounts from grandparents.  
Begin to suggest why something might be different.  
Begin to identify and recount some details from the past from pictures and stories.  
Find answers to simple questions about the past by using source material.  
Discover about the past through role play/drama.  
Show knowledge and understanding about the past in different ways: role play, drawing, writing, talking.

## RE

Children will be learning about why Christmas is important to Christians. Children will be performing the nativity to parents

### Spellings

Spellings will be taken home with your child on a Friday and will be tested the following Friday. These are also on the school website.

Please can you practice these spellings with your child using the Look, Cover, Write, Check method which will be using in class.

Please can you also speak with your child about the meanings of the words given to them (this will be done in class) but it will help your child to use them in their writing.

### How Can I Help at Home?

Activities you can do at home to help your child with the curriculum. Please upload your activities onto Seesaw.

Decorate a shoebox to make a memory box.	Design a memory box. Write down what materials you will need.
Write labels for things you would put in a memory box.	Research the year you were born.
Experiment which material would be best to make a memory box.	Practise singing your favourite song.
Count objects into your memory box. Can you practice counting in twos?	Draw your favourite memories of family time.
Practise writing the letters that make up the word 'memory box.'	Ask your adults to share happy memories they have when they were your age.

## Year 1 Spellings



Spelling test each Friday – last week of term test reviews 20 words chosen from the term.

### Autumn 1 –



Date	Focus	Spellings				
Week 1 18.9.23	Words ending ff, ll, oo, zz and ck	puff	pluff	bell	doll	grass
		kiss	buzz	fizz	clock	back
Week 2 25.9.23	Words with k and nk	bank	honk	tank	pink	think
		kit	skin	sketch	basket	mask
Week 3 02.10.23	tch trigraph	witch	kitchen	batch	fetch	catch
		match	hutch	patch	ditch	switch
Week 4 09.10.23	-s -es suffix	flowers	cars	boxes	brushes	lunches
		churches	dishes	foxes	dogs	boots
Week 5 16.10.23	-ed -ing suffix	looking	looked	buzzing	buzzed	jumping
		jumped	helping	helped	fizzing	fizzed
Week 6 23.10.23	End of term test - 20 words from the term picked at random.					

## Year 1 Spellings Autumn 2



Date	Focus	Spellings				
Week 1 06.11.23	Prefix -un -er -est suffix	fresher	higher	quicker	darkest	hardest
		unhappy	unfair	undo	unlock	unload
Week 2 13.11.23	Compound words unstressed vowels	pocket	football	balloon	playground	carrot
		farmyard	thunder	bedroom	sunset	starfish
Week 3 20.11.23	Digraphs oi ai	point	paid	coin	rain	soil
		train	oil	afraid	join	wait
Week 4 27.11.23	Digraphs ay oy	happy	very	funny	silly	party
		lucky	greedy	easy	lovely	family
Week 5 04.12.23	Split digraph a-e	made	came	same	rake	take
		safe	plate	awake	mistake	snowflake
Week 6 11.12.23	Split digraph e-e	even	delete	theme	Chinese	these
		complete	evening	athlete	eve	extreme
Week 7 18.12.23	End of term test- 20 words from the term picked at random.					