Y1 Autumn 1 Curriculum	Enrichment task and activity suggestions
RE In RE we will be understanding what the creation story teaches us about the world and the of caring for God's creation. We will also be learning about how Christian's care for the world following God's instruction. Knowledge Organiser	- Children can create a simple storyboard or picture book showing the seven days of creation. They can use collage, paint, or natural materials to represent each day. - Children can take on small eco-responsibilities at home (e.g. litter picking, turning off lights, watering plants). They could create a chart of tick off the things they have done to help. You could then have a conversation on why these actions show care for God's world. - Create a piece of artwork showing something in creation they're thankful for and display with captions like "I thank God for the trees because…" - If you go to Church or know someone who does, your children could have a conversation about why it is important that we respect Gods world and the different things we can do to respect it.
English We will be reading the book *The Jolly Postman* by Allan Ahlberg. We will be writing full sentences and letters. Please do not read this book in advance with your child.	- Read a book with similar themes/ about letters and postcards. Here are some examples: Meerkat Mail by Emily Gravett, Dear Zoo by Rod Campbell, Dear Greenpeace by Simon James, The Jolly Christmas Postman by Janet and Allan Ahlberg - Children can write a letter to their favourite character from The Jolly Postman (e.g. Goldilocks, the Big Bad Wolf etc.). They can use envelopes, stamps and even decorate them with drawings. - Children can sort some letters that come through their letterbox by colour or size. Questions to discuss: What are the similarities and differences? Where do you think the letters have come from? How do you know? - Children can write a letter to a family member or friend. They can visit local post offices or delivery centres to post it. - Discussion ideas: Do we have any old letters or postcards at home? What do you think the postman who comes to our house does every day? Why do people write letters instead of sending messages on a phone? Which character do you think was happiest to get a letter in The Jolly Postman? What do you think happens to the letters after the Postman delivers them? - Children can make some 'super sentences' using this Bitesize game. - Children can create a character from everyday items (e.g., spoon, chair, hairbrush, toothbrush).

## Maths This half term we will start by learning number bonds up to 10 and then moving onto addition and subtraction within 10. Then we will be learning about shape and direction.	- Missing Partner Challenge: Give a number and ask your child to find its bond to 10 using cubes (or other house objects), ten frames, or fingers. - Interactive Games: Use the website topmarks to play a fast-paced game for number bonds within 10. Here is the website! https://www.topmarks.co.uk/maths-games/hit-the-button - Maths Bowling: Set up 10 plastic cups or skittles. Pupils roll a ball, count how many they knock down, and how many are left. Great for subtraction - Maths Snap: Create cards with number sentences and answers. Play snap with your child by matching equations (both addition and subtraction within 10) to correct totals. - Shape Monsters: Design creatures with your children using only specific shapes, then describe them using shape vocabulary. For example, the name of the shape, number of vertices etc. - Shape walks around the house: Ask your children to walk around the house and draw and name the different shapes they see and to extent them ask them about the different properties of the shape. - Obstacle Course Directions: Play a game with your child and give each other instructions using "forwards," "backwards," "left," "right," "turn," etc. They could do it with their eyes closed too.
## Science In Science we will be learning about the seasons, with a focus on Autumn. We will investigate different types of weather, recognise signs of Autumn and explain the difference between evergreen and deciduous trees. Knowledge Organiser	- Make a weather chart and track the weather for a whole week. Children can also compare findings. - Follow this online lesson and related activities to revisit and recall the difference between evergreen and deciduous trees. HERE - Go on a nature walk and collect signs of Autumn. Can you child spot some conkers, acorns or orange/yellow/red leaves? - Make a bird feeder to help the animals prepare for Winter. - Cook something with Autumn fruits or vegetables (e.g. apples, pumpkins etc.) - Questions to discuss: What do you notice happening to the trees and leaves outside? Why do leaves change colour and fall off in Autumn? Which animals do you think are busy in Autumn, and why? Why do some animals collect food or sleep more during this season?
## Geography This half term we are introducing the subject of Geography by learning about ourselves within our local area. We will also be using maps and globes to look at places around the world, explore our journey to school and other local geographical features, as well as making simple maps and observing local weather.	- Use Google Maps or Google Earth to explore your local area and the wider world. Can your child find places where friends or other family members live? - Children can create maps using symbols and a basic key of a route you regularly go on. This could be from your home to your local shop or church etc. See if you can use it to help you reach your destination.

[Knowledge Organiser]	- Keep a weather diary by drawing symbols for sunny, cloudy or rainy for each day. Discuss how the weather affects what you choose to wear. - Make a mini weather station. Use a plastic bottle to make a rain gauge and observe and record changes over a week. - Go on a walk around your neighbourhood and look for geographical features: post boxes, street signs, types of buildings and natural features. Create a checklist to tick off as you go. - Questions to discuss: Why do you think our area looks the way it does? What places are special to you in our neighbourhood? What's the weather like today? How does it make you feel? Where in the world would you like to go? Why?

## Music 	
We are learning about different inter-related dimensions of music and how to use our words to describe the music we are listening to and performing. We will be thinking specifically about dynamics (loud and soft) and tempo (fast and slow).
Year 1 Music Knowledge Organiser
	- Listen to lots of different kinds of music. Radio, CDs, Spotify, and encourage the children to think about these questions:
	  ○ What instruments can you hear?
	  ○ Is it fast or slow?
	  ○ Is it loud or soft?
	  ○ How does this music make you feel?
	  ○ Why does it make you feel that way?
	- Even better is to go to a live musical performance and then ask these questions. We are very close to so many concert halls, like the Royal Albert Hall, Cadogan Hall, Wigmore Hall. Plus the West End has dozens of theatres with live performances every day.

## Art We are going to be doing self-portraits in art, and we are going to be exploring drawing and sketching. Our artist focus will be Leonardo Da-Vinci and looking at light and dark. Knowledge Organiser	- Mirror Magic: Children can use handheld mirrors or be sat in front of a mirror and observe their faces closely and sketch what they see. Encourage noticing details like eyebrows, nostrils, and ear shapes. - Light vs. Dark Collage: Children can create two self-portraits—one using light tones (white, yellow, pale pink) and one using dark tones (black, navy, deep brown). They could also do this with different coloured card. - Contour Line Portraits: Children draw their face without lifting the pencil or looking at the paper. It's silly and builds observation skill

PE

In KS1 PE lessons, the aim is to develop the children's key fundamentals such as their movement skills, fine and gross motor skills, physical literacy and having a positive attitude. In Autumn 1, we will be focusing lessons on the children's Fundamental movement skills and spatial awareness as well as introducing the children to gymnastics, dance and enhancing the children's hand eye coordination through their ball skills.

Obstacle Course - Materials: Household items (chairs, cushions, ropes, soft toys, etc.). Description: Create an obstacle course around the home or garden. Children can jump over cushions, crawl under tables, balance on a line of tape or string, and run between obstacles. Time them to see how fast they can complete it. Skills: Balance, agility, coordination, strength.

- Animal Movements Challenge - Materials: None. Description: Ask children to move like different animals. For example:
    - Bear crawl (move on hands and feet with belly close to the ground)
    - Frog jump (squat down and leap forward)
    - Crab walk (sit with hands and feet on the floor and walk sideways)
    - Elephant stomp (walk loudly like an elephant with large steps) Skills: Balance, coordination, strength, flexibility.

- Ball Skills Practice - Materials: A soft ball or any object that can be used to toss (e.g., a rolled-up sock). Description:
    - Throwing and catching: Practice throwing a ball up in the air and catching it.
    - Target practice: Set up a target (a basket, bucket, or a box) and aim to throw the ball into it.
    - Dribbling: Use a ball to practice dribbling with hands or feet, moving around obstacles or a marked path. Skills: Hand-eye coordination, agility, teamwork (if done with a partner).

- Stretching and Yoga (Cosmic Yoga) Materials: None. Description: Introduce basic stretching or yoga moves to help with flexibility and body awareness.
    - Starfish Stretch: Stand with legs apart and arms stretched wide, like a star.
    - Downward Dog: A simple yoga position where the child forms an upside-down "V" shape with their body.

	○ Tree Pose: Stand on one leg, with the other foot placed on the inside of the standing leg, and balance. Skills: Flexibility, balance, focus, and body control. - Balance Challenge - Materials: Masking tape or chalk (if outdoors) Description: Create a balance beam or line on the floor using tape or draw lines outside with chalk. Children can practice walking along the line without falling off. To make it more challenging, they can try walking backward or balancing on one foot. Skills: Balance, coordination, concentration. - Scavenger Hunt with Movements - Materials: List of items to find around the house or garden. Description: Create a list of items for the child to find around the house or outside. Make it active by adding movement tasks for each item, such as: ○ Aptos (Body) Hop to the next item ○ Crawl under the table to find an item ○ Skip to the next object Skills: Problem-solving, coordination, creativity, gross motor skills. - Balloon Volleyball - Materials: Balloon, space to play. Description: Use a balloon to play a friendly game of volleyball. Set up a makeshift net (e.g., a line of tape or a string) and take turns trying to keep the balloon off the floor by hitting it with hands or other body parts. Skills: Hand-eye coordination, teamwork, agility.
## Phonics Your child will take part in daily whole class phonics sessions. We will continue to use the Essential Letters and Sounds scheme. This half-term the children will be reviewing previously taught Phase 5 sounds and Harder to Read and Spell (HRS) words from Reception and learn some new Phase 5 sounds and HRS words too. The screening will be in the Summer Term (more information to come). Knowledge Organiser	- Continue to use the knowledge organiser to review sounds at home. - Continue to read the weekly words in the newsletter. - Listen to your child read their decodable phonics reading book. - Play games on phonics play. - Write words around the house on post- it notes containing weekly sounds. How fast can you decode these words? - Make flashcards with Harder to Read and Spell words to help your child memorise these by sight. You could tick them each time they read them correctly and then colour over each word once they have received three ticks.
## PSHE	- Children can design a shield with drawings or words that represent what makes them special—family, hobbies, favourite things.

In PSHE we are going to be understanding how to feel special and safe within our classroom and the school. We will be learning about our responsibilities of being a member of our classroom and school. Within this we will also being learning and understanding the different emotions we can all feel. Knowledge Organiser	- Children can create a map of the different places they feel safe and the people who they would like to talk to if they have a worry. Discuss what makes those places feel safe and how we can help others feel safe too. - With your child write a "We Are Responsible" poster with simple rules and illustrations. (Children can sign it with a thumbprint or drawing to show commitment). - Children draw or craft monsters that represent different feelings (e.g. a "Worry Monster" or "Excited Monster").
Computing This half term children will explore e-safety by identifying problems they might come across online and knowing who to tell when this happens. They will also be exploring algorithms by learning how to give/follow instructions.	- Explore ThinkUKnow Jessie and Friends (stories and games that teach online safety). - Create a 'Who Can Help?' poster to remember which trusted adults can be spoken to if something online makes you feel uncomfortable. - Build a lego model from instructions. - Hide an object and write a sequence of specific instructions to find it. Ask your child to follow the algorithm to reach it. Swap roles! - Explore the Bee-Bot App to practise inputting instructions and navigating a map. - Play Simon says using toys or with a family member to practise giving and following instructions. Try to be as specific as you can when giving instructions. Swap roles! - Explore ScratchJr to create simple animations using block-based coding. - Discussion ideas: What should you do if something online makes you feel worried or confused? Who are the adults you trust to help you with online problems?