SPINFIELD SCHOOL
Year 1 Autumn Term 2025

Dear Parents/Carers,

Welcome to the Autumn term, we are so pleased to be working in partnership with you and we are looking forward to getting to know the children as we face the next step of their learning journey together.

Important information

The email address for Year 1 is year1@spinfieldschool.co.uk

Emails via the class email will be replied to within two working days. The times that teachers are able to respond are between 8.15 - 8.45 and 3.45 - 6.00. The class email address will not be monitored during the school day as teachers are teaching. If you have an urgent message that needs to be passed on to your child's class teacher, which will, in the main, be a change in pick up arrangements please email the school office by 3.00pm. If we have not received confirmation of changes to pick up, your child will remain in school until we are able to contact you.

Please use the email address for the following:

- ✔ Arranging an appointment with your child's class teacher. Appointments will be conducted at a mutually convenient time.
- ✔ Time to Talk/Creative Corner presentations
- ✔ Queries regarding homework or spellings

Please note that information regarding absences must still be communicated via the school office or via a phone message.

We have planned a careful balance of hard work and great fun this term and I am sure it will be enjoyable and rewarding for all of us. Below is an outline of what your child will be learning this term.

Our theme for the first half term is **Antarctic Adventure**

For the second half term, our theme is **Guess Who?**

Subject	1st half term	2nd half term
English	**Texts based on hot and cold climates** • Listen to the stories • Act out the story using role play and hot seating • Classify and identify common nouns e.g., penguin, boy, door, boat • Identify adjectives to describe nouns e.g., black penguin, red door • Combine adjectives and nouns to create noun phrases • Identify verbs e.g., knocked, walked, went, built • Use knowledge of word class to write main clauses e.g., the seal swam in the sea • Create simple sentences using main clauses (as above with capital letter and full stop)	**Texts based on Queens of England** • Read children a short biography of own life • Discuss what is meant by a biography – all about someone's life • Children match key dates/photos of Queen Elizabeth II and recall a fact e.g. She was born in 1926. • Order the dates, photographs and events of Queen Elizabeth's life to form a short, pictorial biography • Model how to use each one to write a sentence using words (orally first) • Ensure children use capital letter for proper nouns and at start of sentences • Ensure children leave finger spaces between words

	• Orally rehearse their narrative to retell the story	• Children write a sentence for each part of Elizabeth's life to create a short biography
Maths	• Sort objects • Count objects • Represent objects and numbers to 10 • Count forwards and backwards • One more, one less • One to one correspondence • Compare objects and numbers • Order objects and numbers • Ordinal numbers • The number line • Addition and subtraction	• Subtraction - counting back • Subtraction - finding the difference • Comparing addition and subtraction statements a + b > c • Recognise and name 3-D shapes • Sort 3-D shapes • Recognise and name 2-D shapes • Sort 2-D shape • Numbers from 11 to 20 • Tens and ones • Count one more and one less
Science	**Weather and the seasons** • Focus on key vocabulary for this area of learning by learning months of the year song • Sort and match weather images into hot/cold and match images of seasons to the season itself by observing differences • Explore current season (eg temperature, landscape) and use observational skills & first-hand experiences to generate scientific questions • Use videos to further observe changes across the seasons • Record this data using simple chart Create a class chart to record information from observations of changes across four seasons (eg four different trees, use leaves to demonstrate changes)	**Humans (as part of animal group)** • Focus on key vocabulary, naming five senses and parts of body • Children can name and locate parts of the human body and begin to make suggestions about what some parts of the body do. • Children can name the five senses and the part of the body they are related to. Children can explain how they use each of their senses. • Children can use their senses to carry out simple practical tests, using simple equipment. After making careful observations, they can draw simple conclusions and can, with support, record and communicate their findings in a range of ways.
Computing	**Online safety and exploring Purple Mash** • Pupils can log in to Purple Mash using their own login. • Pupils understand the importance of logging in safely. • Pupils have created their own avatar and understand why it is useful. • Pupils can add their name to a picture that they created on the computer. • Pupils are beginning to develop their understanding of ownership of work online. • Pupils can save their work in the My Work folder in Purple Mash and understand that this is a private saving space just for their work. • Children have sorted items using a range of criteria on the carpet as a class and in pairs. • Children have used Purple Mash activities to sort various items online using a variety of criteria.	**Lego builders (coding)/ Pictograms** • Following Instructions • Following and Creating Simple Instructions on the Computer • Following a Recipe • Data in Pictures • Class Pictogram • Recording Results
Humanities	**Hot and cold areas of the world (Geography)** • Share globes & atlases with children and discuss what these are & what they show (e.g. what does the blue section represent and the green?)	**Exploring significant people from the past (History)** • Using historical vocabulary, order personal events on a timeline (eg their birth, first time walked, started nursery, started Year 1) • Model a class timeline that includes Y1 child's

	● Share the names of the continents with the children and locate them on an atlas together ● Share videos/websites to observe differences in life in different continents ● Use a world map and add symbols of sunshine for hot locations and snowflake for cold locations ● What would somebody have to pack if going to a cold place and the same if going to a hot destination? ● Emphasise this understanding of hot/cold areas in the world during English sessions by constructing simple sentences (eg It is hot in Africa.) ● Compare differences between local area & Antarctica	timeline and add a teacher's key dates to reinforce understanding of chronology. Encourage children to use appropriate vocabulary whilst creating this ● Share pictures of the two monarchs (Queen Elizabeth I and Queen Elizabeth II) and have children apply these to the class timeline ● Use these two images of the monarchs to generate historically valid questions ● Draw out comparisons and similarities between these images (e.g., Both have a crown.) ● Choose a queen to investigate in more depth ● Provide images and facts related to either queen ● Sequence these in order to find out more about the Queen's life (e.g. birth, coronation) ● Create a timeline of key events for either queen using dates, pictures and words
Art / DT	**Collage** ● Explore and discuss illustrations from an icy, snowy stimulus ● Emulate these using pencils ● Sort a range of materials and discuss their properties (crinkly, silver etc.) ● Match the materials to various parts of picture (cotton wool for snow) ● Practise cutting, tearing and sticking ● Create a simple template for collage (where sky/iceberg etc. is) ● Choose materials that are most appropriate for each part of final collage/picture ● Experiment with different pencils to create different lines (which pencil creates thickest line etc.) ● Experiment with using paint brushes to create different sized lines ● Create a primary colour wheel (red, yellow and blue) ● Mix the primary colours to create secondary colours and create a secondary colour wheel	**Painting and pencil drawing** ● Observe and discuss different portraits/self portraits ● Look at self portrait of Vincent van Gogh ● Draw a self portrait using a mirror **DT** ● Share examples of simple mechanisms ● Discuss with children how they think they could best represent a moving bus/taxi ● Explore these ideas by using a range of materials (string, card, dowel etc.) ● Discuss their ideas as a group, paying particular attention to what worked well / what did not work so well ● Design and create their own ● Showcase and present the final product
PE indoor/ outdoor	**Indoor (Wednesday)** **Learning through play - Playing Games** ● understand why we need to listen to the instructions when playing a game. ● understand why we need to keep track of the score when playing a game. ● cooperate and play fairly when playing in small groups with others. ● begin to understand the concept of winning and losing, building resilience. ● apply their developing understanding of taking turns. **Outdoor (Thursday)** **Locomotion - Running**	**Indoor (Wednesday)** **Dance - Heroes** ● create a range of controlled movements that represent a superhero. ● learn how to control and co-ordinate their bodies to perform a sequence of movements, including a balance (freeze position). ● **Outdoor** **Ball skills** ● Developing bouncing a ball ● Different ways of sending a ball ● Ways of stopping a ball with our hands ● Learning through ball games

	• explore running using different body parts and different techniques and begin to understand how to run efficiently. • Run at different speeds - on different parts of the foot • How do we use arms when running? • The importance of staying in your own space.	
Music	**Significant composers from the past** Study the most significant composers from History, what impact they had and the most famous Pieces of music. Discuss why their compositions were important and why music is important to study in the modern day.	**Significant composers from the past** Study the most significant composers from History, what impact they had and the most famous Pieces of music. Discuss why their compositions were important and why music is important to study in the modern day.
RE	**What does it mean to be me?/What is Harvest?** • What makes me, me? • What am I like? Likes/dislikes, hobbies, friends • What do Christians believe people should be like? • What do you think the perfect person would be like? Is it possible to be perfect? • What is Harvest? Why do we celebrate it?	**Why do Christians give gifts at Christmas?** • What is the Christmas story? • Who gives gifts in the Christmas story? • What gifts did the magi give? What was special about the gifts? • What do you give if you have nothing? What can we give? • What do Christians think is the greatest gift?
PSHE	**Relationships/Be yourself** • To identify our own special traits and qualities • To identify and name common feelings • To select times and situations that make us feel happy • To talk about what makes us feel unhappy or cross • To explain how change and loss make us feel • To understand the importance of sharing our thoughts and feelings	**VIPs** • Identify who the special people in their lives are and explain why they are important to them • Explain why having a family network is important • Know what makes someone a good friend and demonstrate these qualities • Put positive resolution techniques into practice • cooperate with others to complete a task

General Organisation:

Absence:
Please ring school on the first day of absence if your child is away. If you have not contacted school by **9.20am,** a member of staff will contact you. You are not required to supply a note if you have contacted the school.

Homework:
We value the support of parents in providing the time, encouragement, and suitable environment for the children in which to complete their homework. In setting homework for children, we aim to provide a relevant activity for them to do in which parents may be involved and which can aid their general educational progress. Homework will be sent home on a Wednesday in the book bags and it will need to be completed by Monday morning.

Year 1 homework is outlined below:

1. Phonics word sheet sent home on Monday
2. Doodle maths - 10 mins each day
3. Daily reading: This will include an ebook or physical book from our Monster Phonics scheme. Children will also be able to choose a couple of sharing books and one library book each week.

4. There will be one other piece of work, usually maths,topic or phonics that could be on paper or via Purple Mash(started after half term).

Parent volunteers:
We will let you know about arrangements for volunteers in due course.

DBS checks
Please note that the school requires parent helpers to hold a current DBS certificate and you will need to sign our confidentiality policy. Volunteers are also required to attend safeguarding training (which will need to be refreshed every 3 years). Training dates will be published in an email and in our newsletter. If you have not yet filled out the DBS form and the confidentiality policy, please collect them from the office. There will be a voluntary contribution for us to process the DBS form. You need to be aware that mobile phones may not be used inside the school building.

Daily organisation:
Please ensure that your child has a named water bottle in school every day, KS1 children are provided with a fruit or vegetable snack; however, they may bring one in from home if this is their preference. Please ensure that your child has the correct clothing for the weather, we do try to take the children out at break and lunchtimes so that they can have some fresh air so coats are essential. Please make sure that your child has a suitable pair of school shoes, which they will wear on the days that they do not have PE.

Your child will wear their PE kit on the days that they have PE. Please ensure your child has black tracksuit bottoms/shorts, either a school PE hoody or school sweatshirt, their PE t-shirt and trainers. Please ensure anything they take off is named. If your child wears earrings they should be taped up or removed for that day. Long hair should be tied back.

Timetable Information:
PE lessons are on a Wednesday and Thursday this term. If for any reason your child is unable to take part in a PE or games lesson, please email the class email address.

Forgotten Items:
Please be aware that if your child forgets something for school, you will only be contacted if it is absolutely necessary, as we are trying to encourage the children's independence. Any calls home will incur a 50 pence charge.

Medicines:
Children must not bring medicines of any kind into school without prior agreement with Miss Spreadbury. A health care form must be completed for any required administration of medication.

Holidays:
The staff and governing body appreciate the decision made by parents not to take children out of school during term time. Where exceptional circumstances occur, a leave of absence form can be collected from Miss Spreadbury who will submit your application to the Governing Body for consideration.

If you wish to discuss the content of this letter or have any other concerns, please email the class email address.

Thank you for your continued support,

Miss Priest, Mrs Wright and the Year 1 team