



# Oldway Primary School

Aspiration ~ Responsibility ~ Kindness

## Year 1 Curriculum Plan: Autumn 2025

The aim of Oldway Primary School is to provide opportunities for children to develop as independent, confident and successful learners, with high aspirations and the skills to make a positive contribution to their community.

This term sees the progression from the Early Years Curriculum in Reception to The National Curriculum in year 1, **but our main focus initially is for all the children to settle happily in their new classes!** Our aim is to make the transition from Reception to Year 1 as smooth as possible and in doing this we have a balance of play based and focused teaching activities.

We aim to provide a curriculum which is enriching and challenging, where children experience the opportunity to learn in a wide range of contexts with meaningful outcomes. The curriculum has been designed so that it:

- supports pupils' personal development;
- develops a love of learning;
- prepares pupils for work and lifelong learning;
- develops children as global citizens.



# Year 1: Autumn 2025

## READING from the Reading Spine

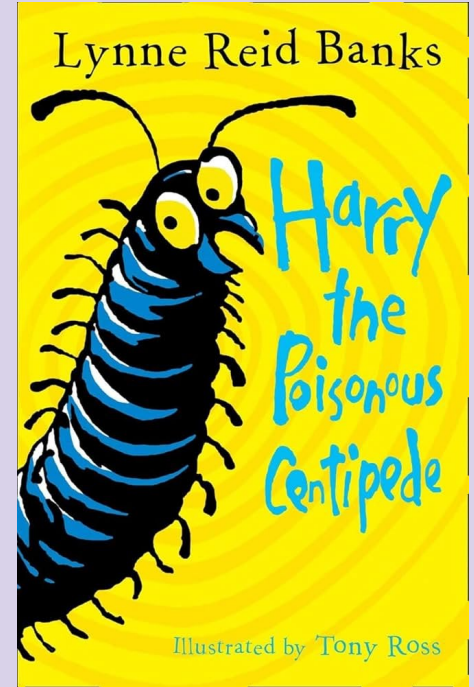
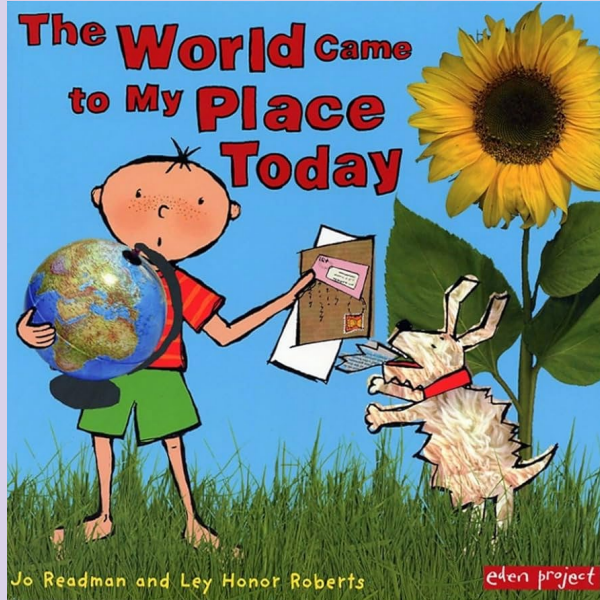
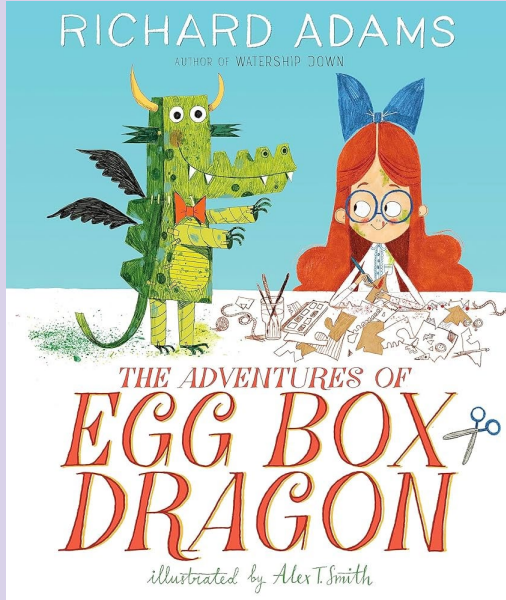
- Each day, we ensure the children have their story time where we share with the children high quality recommended reads. Our core books this term are The adventures of Eggbox Dragon by Richard Adams, The world came to my place today by Jo Readman and Ley Honor Roberts and Harry the poisonous centipede by Lynne Reid Banks.
- In addition to this, the children have the opportunity to read for pleasure regularly and access a range of books in our reading corners.

- Weekly spellings are taught in discrete lessons. We will set a weekly spelling assignment on Spelling Shed and children should practise their spellings, using Spelling Shed, at least three times each week. They will be tested each Wednesday.
- Handwriting is taught using the Read Write Inc. scheme to match our phonics programme.

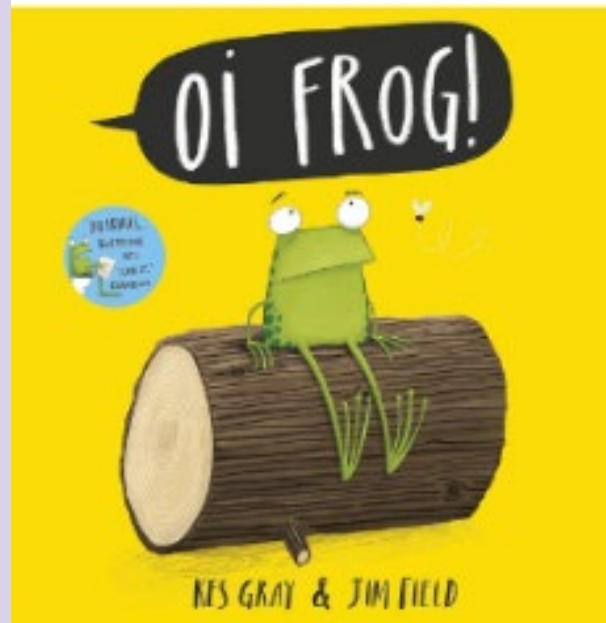
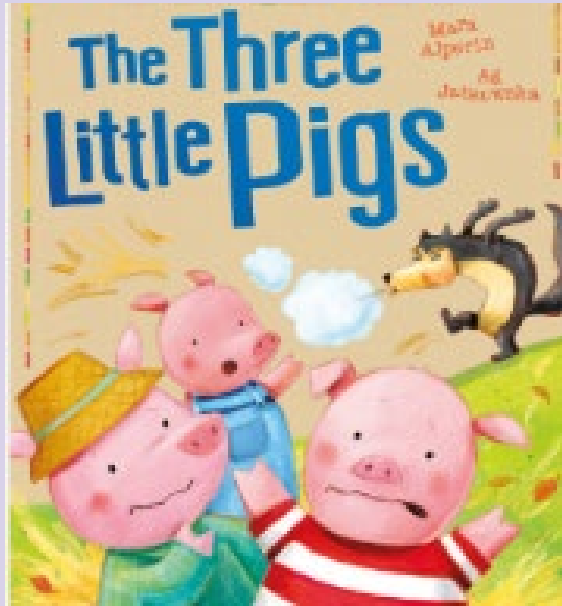
## WRITING using BookWrites

- To begin the term, we will be teaching writing using Oi Frog! by Kes Grey and Jim Field. This text will support children in writing their own rhyming pairs using the structure of the book.
- In the next part of the term, we will be using the well-known traditional tale of The Three Little Pigs. This text will help support children to write their own traditional tale using the repetitive structure of the story.
- After half term, we will look at the non-fiction text Weather by Steffi-Cavell Clarke. Children will create their own double page spread with their own facts about a type of weather.
- We will finish the term learning a Christmas poem and writing our own using the poetic structure and imagery.

# Reading Spine



# BookWrites

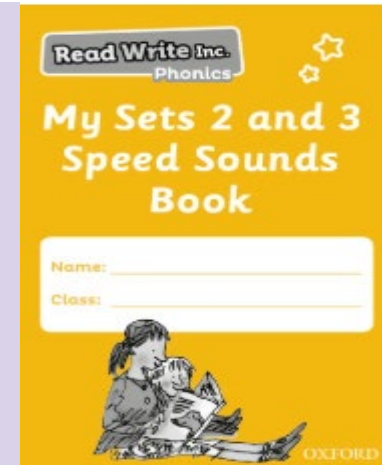


You can help by: Encouraging your child to practise spellings; by listening to and encouraging your child to read regularly, by discussing books you read to them and by visiting the library.

# Read Write Inc.

## Phonics:

- Children have daily phonics lessons using the Read, Write, Inc. Programme. It introduces new phonemes (sounds) and consolidates prior learning in a systematic way so that children can apply these in their independent and guided reading and writing.
- Children are colour-grouped according to their reading ability and tested each half term. Some children will receive additional phonics support during the afternoons. Please support your child by encouraging them to read as much as possible and help them to learn all their set 2 and 3 sounds.





# Year 1: Autumn 2025

## MATHS

- Everyday we will develop oral and mental skills e.g. counting and rapid recall of numbers and facts. There will also be direct teaching with the whole class and small groups to consolidate learning.
- We will begin by exploring place value to 10, building up to practising addition and subtraction within 10: all pupils should be able to read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs, in both a practical and pictorial way. We will explore this concept through play and physical concepts. We will be recording our work in our books in small groups.
- Learning will include ordering and reasoning about numbers alongside practical apparatus such as Numicon, dienes, number lines and number squares. We will then progress to place value, addition and subtraction within 20 and shape.

**You can help by:** practising counting backwards and forwards in 1s, 2s, 5s and 10s to 20, 50, and 100 and looking at and reading numbers in the environment. Talk and experiment with your child about measuring things by weight, height or length. ***Please also support your child to use Numbots each week to help their fluency and recall.***



# Year 1: Autumn 2025

## History: My family

In history, we will be learning about our children's history and who is important to them. We will begin to look at how toys, schools and how we communicate has changed in living memory.

You can help by: Starting to construct a family tree with them. We would love to see them. Speak to your child's teacher if there is any sensitive information we may need to know about before teaching this topic.

## DT: Structures

Children will be designing and making a shelter or a house. They will use the design, make, evaluate, remake process to ensure their structures are stable and secure.

## Science: Plants and Seasonal Changes

The children have a science focus each term. This term we are learning all about plants and living things. We will be investigating parts of a plant and learning to label them.

We will then be moving on to learning about seasonal changes and how we know the seasons are changing.

You can help by: Reading books or watching videos about different plants. Talking about what changes you are seeing when you are on your journey to and from school.

## RE: Belonging and Christmas

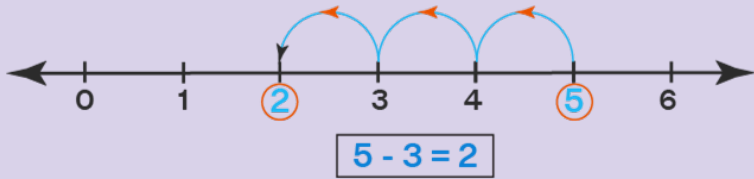
The main focus of this term will be upon the theme of *belonging to a community*. We will be exploring what it means to be part of a community and how this creates a sense of belonging. We introduce Christianity and Judaism through two characters who belong to these religions.

You can help by: Talking to your child about the groups or clubs they belong to outside of school.

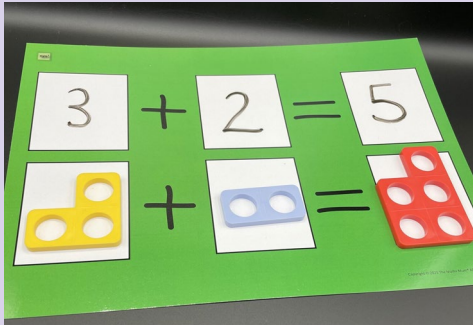
# Maths - models and images

## Addition and subtraction

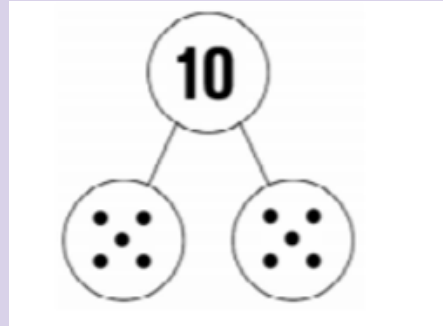
### Number Lines



### Numicon

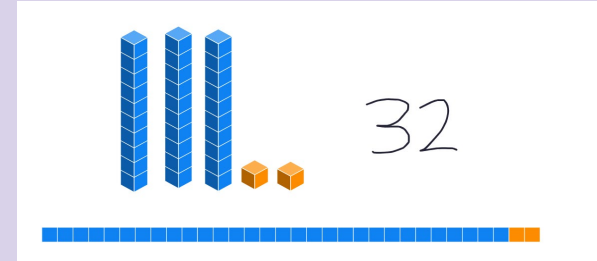


### Part-Whole Model



$$5 + 5 = 10$$
$$10 = 5 + 5$$

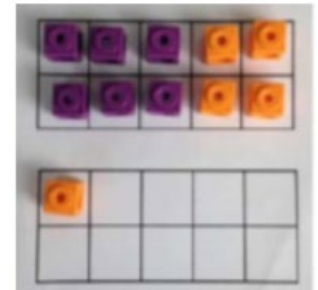
### Place value



Tens	Ones

### Tens frames

$6 + 5 = 11$

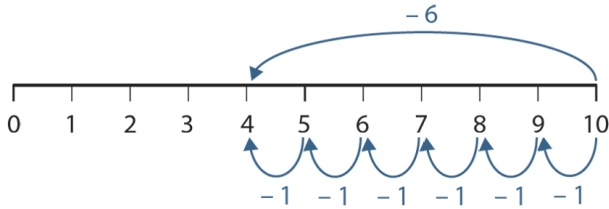


# Maths - models and images

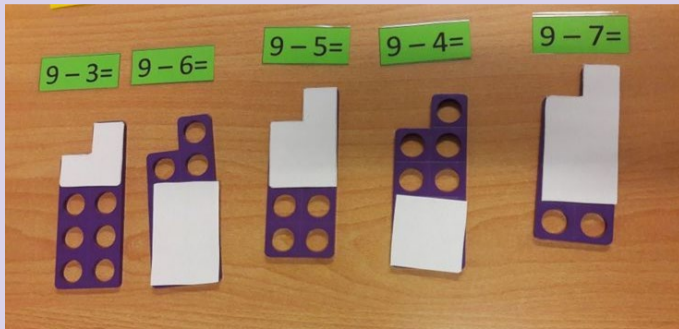
## Addition and subtraction

### Number Lines

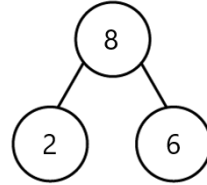
$$10 - 6 = 4$$



### Numicon

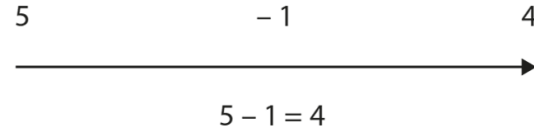
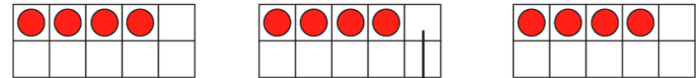


## Part-part whole models and bar models



$$8 - 2 = 6$$

### Tens frames





# Year 1: Autumn 2025

## PE

**Indoor: Fundamental movement skills**

**Outdoor: Multiskills**

PE takes place twice a week on a Tuesday and Wednesday in the second half term. All children will experience swimming lessons over the first half term on a Thursday, which replaces our Tuesday PE lesson for the first half term.

## Computing:

This term the children will build on their knowledge of Beebots from Reception and develop more with their routes and programming instructions.

Children will complete two online safety lessons this term, where we learn about talking to trusted adults and speaking up if they have any issues online.

## PSHE:

We have already started the term with our 'Personal Development Day' where we focused on our core value 'Responsibility'. In our PSHE lessons we will be learning about how we can look after each other in school and help to keep us feeling safe and happy. We discuss the different emotions we may feel and why. Finally, we look at how we can begin to resolve problems that may arise in school.

## Music:

Music adds to the breadth of curriculum and experiences the children enjoy in school. This term, children will explore musicianship using their voices and body percussion to keep a beat and sing in tune. We also sing lots of songs during our day and have a singing assembly each Wednesday.



# Year 1: Autumn 2025

## Geography: Here I Am

In geography, we will be discussing and drawing where our houses are on our own maps. We will be locating our school in our local area, and identifying local physical and human features on a map.

### How you can help:

**Look at maps together of the local area. Can they spot the road that you live on and other key features?**

## Art: I Am an Artist

In art, we will be exploring the primary colours and showing these on a colour wheel. We will be learning about two artists - Piet Mondrian and Paul Klee, so children can create their own artwork using their techniques.



# Home Learning

## Reading

In Year 1, children should be reading at least five times or more for at least 15 minutes. Please can you record their reading, daily, in their reading record. Please also support your child to learn their set 2 and 3 sounds from the small phonics book in their book bags. Please speak to your child's class teacher if your child is missing one.

## Spellings

A spelling assignment will be set each Wednesday and weekly spellings will be tested the following Wednesday. Children should practise their spellings during this week. Children should play at least three games on Spelling Shed per week.

## Maths

Children should use Numbots to ensure that they have a rapid recall of number bonds to 20. We recommend that children practise at home at least three times a week for 10-15 minutes.



# Behaviour

- We continue to work across the curriculum to develop co-operative learning and social skills. Pupils are encouraged to discuss matters relevant to them, their behaviour and their relationships with others. The School takes a trauma-informed approach to managing behaviour.
- The school operates a Positive Behaviour Policy. Rewards take the form of verbal praise, House points, certificates and ‘marbles-in-the-jar’ for effort and attainment across the whole range of school activity, linked to Oldway’s values. Certificates are presented to the children in Celebration Assembly on Friday mornings and each half term, when the marble jar has been filled and the marbles counted, the class is entitled to a class treat - enjoyed by all. Additional certificates are awarded for good behaviour and cooperative play at lunch times. Children who continuously make good choices will be nominated for a ‘Hot Chocolate with the Head’ and others may receive a ‘Golden Phone Call.’
- Consequences vary according to the seriousness of the incident and/or behaviour. On occasion, children are required to finish class activities at playtime or at home if lesson time has been missed by poor behaviour in class. Missed break time or lunchtime operates as a sanction when things go ‘more wrong’. During this time, children will be able to reflect on how to improve their behaviour and decide ‘how to make things right’. When poor or inappropriate behaviour is persistent, parents are contacted and are asked to discuss concerns with either Mrs Edworthy (Assistant Head), Miss Eva Rowe/ Mrs L Chalk (Family Support Workers), Laura Bateman (SENCO), Mr Chris Hallett (Deputy Headteacher) or Mrs Emma Bamber (Headteacher).
- When there are questions or concerns, your first point of contact should be the class teacher, who knows your child best. In addition, Mrs Edworthy (Assistant Head) is also available to give assistance.



# Year 1 Staff

## Y1 Teachers

Miss K Squirrell (Torre Abbey Sands)

Mrs S Woods and Mrs C Claridge  
(Livermead Sands)

## Y1 Teaching Assistants

Mrs A Mason (HTLA)

Miss C Tummon

Mrs L Marsden

Mrs D Churchward

Mrs C Powell