The Federation of Fairfield Infant and Colneis Junior School

Year 1 Autumn Term Curriculum Information 2026

<table>
<tr><td>Year group teachers:</td><td>Miss Fuller – Class 1F and Year Group Lead
Miss Anderson - Class 1A
Miss Knight – 1K</td></tr>
<tr><td>Year group support staff:</td><td>Mrs Spalding, Miss Powell, Mrs Coleman, Mrs Laker, Mrs Cobb, Miss Jones</td></tr>
<tr><td>Dates for the diary:
</td><td>
PE: Indoor PE session Wednesday Morning and Friday Afternoon ~ Please refer to the school website for the PE kit guidance. Please be aware that hooded tops do not comply with school uniform and they will be replaced with a school jumper.
<table>
<tr><td>Wednesday am</td><td>Friday pm</td><td>Thursday am
Dance intervention</td></tr>
<tr><td>All classes</td><td>1F and 1K</td><td>1A

(Spring 2025 – 1F
Summer 2025 – 1K)</td></tr>
</table>
We do have wet weather suits available for children to use during play and explore sessions in school however if you have wellies or water poofs you would like to send in, please ensure that these are named and in a bag that can be stored on their peg.

****
PPA (Teachers released for planning, preparation and assessment)
Year One have Tuesday afternoon
1F – Mrs Spalding 1K – Miss Jones 1A – Mrs Ablitt
****
Parents' Evening dates

Tuesday 29th September – 3:30pm – 6:30pm
Wednesday 30th September – 3:30pm – 6:30pm
Both will be in person – booking details will follow soon.

SEND Parents' Evening date
Tuesday 20th October – 3:30pm – 6:30pm – You will be contacted directly if this applies to you.

****
Reports

Interim reports out – Friday 11th December

****
Christmas Concerts

9th, 10th and 11th December – KS1 – 10am for all performances

****
We are hoping to organise local visits this year and will provide information nearer the time.

Visit to St Andrews Church to learn about the church community and a baptism.
****
Wednesday 4th November - 1:30pm (details to follow)
Maths Learning Afternoon to introduce NumBots, supporting home learning and early mathematics and phonics in school.

Please refer to diary dates on the website/newsletter https://www.fairfieldandcolneis.co.uk/
</td></tr>
</table>

Year One Curriculum and Routine Information

Transition

Transition from Reception into Year One began last term with visits to the new classrooms and spending time in the outdoor area. The children will continue to learn through play with play being promoted as a learning tool with similar routines to Reception. As the year progresses, timetabling and curriculum demands on the children will increase to prepare them for Year 2. Children will be supported by staff to develop into independent learners using skills in thinking, perseverance and being reflective.

Continuous Provision and Rainbow Challenges

The continuous provision enables children to return to their explorations and consolidate their learning over the course of a day or a more extended period. It also allows children to make choices and initiate play without interaction with an adult. The environment is organised to provide the children with the resources needed for their learning projects.

Play can be very underrated yet is it the most vital component for child development – the gift of play is the greatest thing we can ever possibly give a child. Greg Bottrill (Can I go and play now?)

Children will work as a whole class, in small groups and on individual projects including Rainbow Challenges. The curriculum is organised into colours and challenges will include practical tasks, written activities, teacher-led tasks and collaborative projects. Children collect stamps for completing these challenges and will be celebrated for extending their learning while developing their independence and organisational skills.





Zones of Regulation

Children will learn strategies to identify emotions and manage big feelings. The zones of regulation are sorted into four coloured zones, providing an easy way to think and talk about how we feel on the inside and how we are expected to behave. Children will be supported with strategies for each 'zone' to cope and manage their emotions as they develop their skills in self-regulation.

Zones of Regulation

Blue Zone	Green Zone	Yellow Zone	Red Zone
			
Low	Happy	Wobbly	Angry
Running slow	Good to go	Caution	STOP!
Unhappy Tired Withdrawn Tearful	Positive Proud Calm Focused	Excited Nervous Frustrated Annoyed	Mad Furious Yelling Aggressive

This term we are focusing on the school's charter and the core values (Please see behaviour policy on the website for more detail and information).

We have a range of rewards for the children such as:

- Recognition Board
- Bronze, silver and gold stickers
- Praise Pads
- Head teachers Awards
- Reward tickets for the 'Doing your Best' jar
- Earning a class treat



Outdoor Learning



The children will have opportunities to to access the outdoor learning environment to pursue their own learning projects, and some of the Rainbow challenges will be set in our outdoor area. Outdoor waterproof clothing is available, children are invited to bring their own wellies and waterproof clothing (named and stored in cloak areas).

Reading in Year One

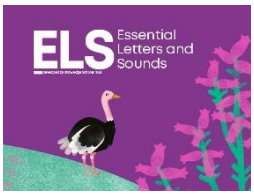
In Year One our focus for reading is:

- Phonic recognition (sounds and graphemes listed in reading diaries) and building decoding skills with a focus on blending.
- Recognising the Harder to Read and Spell words (listed in reading diaries: he, she, little etc.)
- Building fluency and expression.

- Demonstrating comprehension and understanding of the text through answering questions and retrieving answers form a piece of text.

Our school aim for reading is to read **4 times a week** and we ask that you comment and sign the home school diary. Children are rewarded with an entry for the Golden Ticket prize draw with a weekly Year 1 winner receiving a book to take home. We collect in books on a Monday and they are returned on a **Tuesday** but please ensure your child has their book in their bags everyday as we read with the children at various times throughout the week.

For further guidance on how to support your child's English skills at home (reading, writing and spelling) please see the Parent Guidance KS1 Literacy document on the school website:



Harder to Read and Spell words

Your child will come home with a set of words organised on a keyring, building on the Reception sets.

Children are asked to master the reading of words and will complete all the sets before then going back to the beginning to spell these words.

Suggestions for how you can practise your word recognition and/or spellings below:

Spelling words in magnetic letters on boards	***Sensory word writing using sand, rice, foam etc.***	***CVC and CVCC word frame cards (consonants and vowels)***	***Display of words***
A fun way to get your children to practise their spellings and their segmenting skills! 	Another fun way to get the children to practise their segmenting and spelling skills.  Unicorn Sensory Writing Tray 	Using milk bottle lids with phonemes written on which children have to use to segment and spell the picture on their card. 	Using notes around the house is a really effective way of getting your child to see their spellings throughout the day. You could have word hunts where they have to find that  word and practising segmenting and spelling skills.

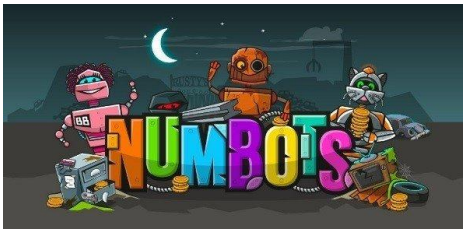
Oxford Ready Buddy

Your child has an individual login for **Oxford Ready Buddy,** you will find this in the front of their home school diary. This can be entered as one of your child's weekly reading sessions. Reading Buddy provides the children with an opportunity to choose the book they want to read and develop comprehension skills when taking the quiz at the end of the book.

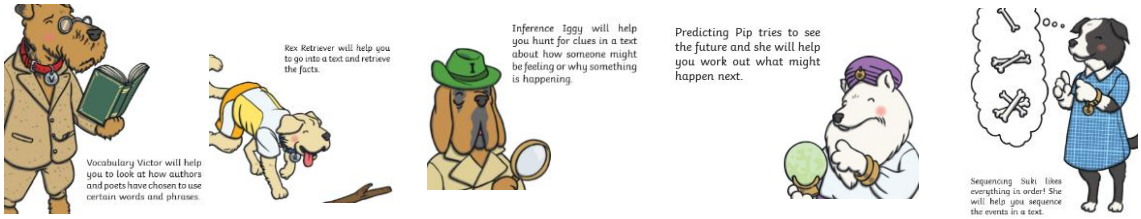
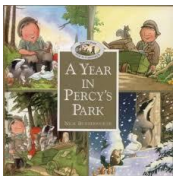


Maths

You will receive information about the Numbots resource to support early mathematics at home later in the term.



Curriculum areas to be covered this term in:	
English  **Writing** CUSP CURRICULUM WITH UNITY SCHOOLS PARTNERSHIP DRAWING CLUB **Reading** 	**The children will be learning:** To listen to adults and peers so they can respond and contribute to discussions. To ask relevant questions to extend their knowledge and understanding. To build on their vocabulary and knowledge, giving well-structured descriptions and explanations. To form lower-case and capital letters correctly, starting and finishing in the right place. To understand when to use capital letters and full stops. To write dictated sentences and plan their own sentence ideas by saying out loud what they are going to write about and to re-read in order to check it makes sense. To understand different types of punctuation (full stops, question marks, commas and exclamation marks) To begin to understand different word types (adjectives, nouns and verbs) and to begin using these words in our writing. Children will continue to explore captions and sentences for their inventuring, using the principles of Drawing Club from Reception. They will explore the use of new vocabulary when retelling stories and will explore settings and characters through discussions and group work. **The children will be learning these skills through both individual and group reads:** To apply their phonic knowledge to decoding words in their reading and spelling simple and complex words in their writing. To build on their recognition of Harder to Read and Spell words (HRSW) so they can apply them to their reading and writing. To develop pleasure in reading and a wider vocabulary by listening to a wide range of poems, stories and non-fiction.

Reading Dogs 	To develop accuracy and fluency in their reading by discussing the pictures, characters and events. We use our reading character dogs to help the children understand what type of question they are being asked and what skills they need to use to find the answer. Our reading dogs are: **Inference Iggy**- to help the children search for clues in the text/picture about how someone is feeling or why something is happening. **Vocab Victor**- to help the children understand new vocabulary and look at how authors have chosen to use certain words and phrases. **Retrieval Rex-** to help the children go into the text and retrieve the facts and information. **Sequencing Suki-** to help the children put events in order and understand the sequence. **Predicting Pip**- to help the children think about what will happen next and why. 
Maths 	**We follow White Rose mathematics and children will be learning to:** **<u>Place Value (within 10)</u>** - sort, count, recognise and represent objects - count, read and write forwards and backwards from any number from 1-10 - count one more and one less - Compare groups using language of greater than, less than, greater, more and equal to - Use the symbols < > and = to compare numbers - Order objects and numbers by size - The number line **<u>Addition and subtraction within 10</u>** - Use the part, part whole model - Use addition symbols and find fact families - Find number bonds within 10 and systematic number bonds to 10 - Add together and add more - Solve subtraction problems by taking away (crossing out, the symbol, number sentences and counting back on a number line) **<u>Shape</u>** - Name and recognise 2D shapes - Sort 2D/3D shapes by properties - Name and recognise 3D shapes - Find patterns within 2D and 3D shapes
Science 	**<u>Weather</u>** Children will explore weather first hand and learn about the science behind rainbows. Children will explore weather using stories and film clips. They will explore the symbols used for weather, tracking the day's weather and forecast. 



Seasons – Signs of Autumn and Winter

The children will be exploring seasonal changes throughout the year, studying the weather and observing the changing trees in our outdoor learning areas.



Animals including Humans

identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals

identify and name a variety of common animals that are carnivores, herbivores and omnivores

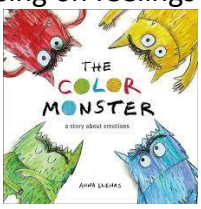
describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets)

Foundation subjects



The topics for this term include:

PSHE: Children will develop their knowledge and understanding of the School Charter and the Zones of Regulations, focusing on feelings and their emotional well-being.







Art : The children will be developing their sketching skills focusing on portraits. They will develop their skills in drawing eyes, nose, mouth and explore a range of shading and pencil marks to add detail to their portrait. The children will also explore the work of Artist Julian Opie.

History

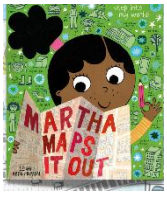
In History the children will explore the lives of significant individuals in the past who have contributed to national and international achievements, some should be used to compare aspects of life in different periods with a focus on Queen Victoria and her reign during Victorian times.



Black History Month (October)

Children will use stories and film clips to develop an understanding of compassion and acceptance.

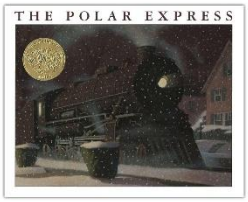
Geography



Exploring the concepts of my house, my town, my county, my country, my continent and my planet.

We will explore our town on local walk, Children will learn about road safety and how we can keep ourselves safe by being seen, particularly as we approach the winter months.

We will use ariel photos to explore human and physical features.

	Children will recount their own journey to school and create a map of school. **<u>Introducing the Arctic</u>** Children will begin to explore similarities and differences between the Arctic and life in Felixstowe. Children will identify the wildlife in the North Pole. Children will also consider the journey their letters to Father Christmas will take.  **<u>Christmas</u>** Children will explore the Nativity story and the traditional symbols of Christmas, including the star and use of a Christmas Tree.
PE 	**The children will be developing skills in:** **Fundamental Movement Skills** – mastering basic movements and balances including running at different speeds, jumping, hopping, throwing and catching. **Gymnastics** – developing the skills and coordination required to travel and balance. ***Ideally earrings should not be worn, if your child is wearing earrings, they <u>cannot</u> be covered with tape on PE days or they may not be able to take part in the lesson depending on safety with equipment. Long hair must be tied back at all times to avoid any injuries.*** *(Please refer to uniform guidance on the school website for further guidance)*
RE 	**The children will be learning about:** **Our enquiry questions (1) Why is belonging to God and to the Church family important to Christians?** Children will learn about the sense of belonging (clubs, school, family etc) and how a Baptism welcomes babies/people to the Church. Children will explore Diwali celebrations using film clips, art, music and stories. Links will also be made to Bonfire Night with the use of fireworks.  **(2) Why is learning to do good deeds so important to Jewish people?** Children will explore what a good deed is and how Jewish people refer to good deeds as mitzvot. We will be exploring this through stories to help our understanding.
Music 	**The children will be learning:** To explore sounds, learning to listen carefully and showing respect to others. To develop their vocabulary so they can describe sounds, recreate them and sequence them. We are learning the inter-related dimensions of music: pitch, duration, dynamics, tempo, timbre, texture, structure, pulse and notation. We will explore different genres of music. Children will prepare for the Harvest Festival and Christmas, learning new and traditional songs.
Computing	**The children will be learning to:** Locate and transfer images to match text.

	Develop simple word-processing skills e.g. changing the size, style and colour of font Use the Internet safely to search and answer simple questions with support. Understand the meaning of an algorithm and how they are implemented as programs on digital devices. Create pictures using a variety of different tools. Use recording equipment for both sounds and images.
Reading at Home	Our reading target continues to be a minimum of **4 times a week,** which can include the books sent home by the class teacher, a library books newspapers, posters and magazines. **Please make sure you sign your child's home/school diary so that we can change their books.** If there is nothing in the diary, we will assume the books have not been read and will not change their books. *Please refer to the keyring words for Harder to Read and Spell words to read and spell.*

Additional information about ways in which you can help your child at home:

- Encourage your child to organise their own belongings ready for school and to take care of them belongings.
- Encourage your child to talk about what they have learnt in school that day.
- Encourage your child to read, practise their HRSW (keyring) or practise counting on a daily basis. Little and often is the key!
- Join the Library.

https://www.suffolklibraries.co.uk/visit/locations-and-times/felixstowe-library

Felixstowe Library have a Lego Club every Saturday 10am – 3pm (Children must be accompanied by an adult.)

Summer Reading challenges run annually and there are special events throughout the year such as visiting authors and themed workshops or story telling events.

- Teach your child to tie their shoe laces and fasten their coat.
- Visit the park to develop their muscles and core strength, supporting handwriting skills in class.
- Encourage your child to share their work, sporting achievements or special family events with the class. This can be done via Tapestry or in person. We will regularly have Tapestry Time with the class.

Please explore the useful guidance on the website

Curriculum resources:

