

Transition from EYFS

To fully support our children as they transition from EYFS into Year 1, we start the Autumn Term with a familiar, play-rich provision and progressive start to the KS1 timetable. We gradually increase whole-class learning and recording. Teaching builds from each child's EYFS profile and interests, using short inputs, purposeful play and adult scaffolding to extend language, thinking, stamina and independence. Wellbeing and relationships come first with predictable routines, co-regulation, and explicit modelling of expectations. Our practice is inclusive and responsive: observations inform next steps, with adaptations for SEND/EAL and strong home-school partnership.

Characteristics of Effective Learning

This term we will focus on showing our 'Motivated Magpie' learning behaviours. Children will be congratulated for being focused and actively engaged in their learning and school-life and, for persevering. We will support children to identify what they have done well and celebrate their outcomes.



Phonics

Phonics teaches children to match letters (graphemes) to sounds (phonemes) and blend them to read, then segment them to spell. We are very excited to be implementing our new Little Wandle Phonics scheme this term. Daily, pacey lessons: review known sounds, teach a new GPC (grapheme-phoneme correspondence) or tricky word, practise together, then apply in reading and writing. We teach phonics in progressive phases (based on their complexity and frequency of use), children review and revise all taught GPCs and words, all the graphemes are practised in words, sentences and fully decodable books.

Key terms we use with children

- Blend: say the sounds and push them together to read (c-a-t → cat).
- Segment: break a word into sounds to spell (ship → sh-i-p).
- Digraph/trigraph: two or three letters making one sound (sh, ai, igh).
- Tricky words: common words that aren't fully decodable yet (e.g., the, said); we teach what's "tricky" about them and what can be sounded.

Handwriting and spelling

- We teach letter formation alongside phonics using formation phrases and correct starting points.
- For spelling, children say the word, segment the sounds, choose the graphemes, write, and check.

How you can help at home

- Use pure sounds (no "uh" on the end): s, a, t, p... not suh, ah, tuh.
- Quick daily practice: spot digraphs (sh, ch, th), play "sound-hunt" around the house and practise Little Wandle tricky words from the current phase.

When stuck: point to the word, child sounds and blends; only tell after they try.

Geography

As geographers, we will explore and describe imaginary and real places. We will define the purpose of maps and apply mapping skills to create maps of familiar settings. We will use story books and simple fieldwork expeditions to study key human and physical features of environments.

Art and Design

As artists, children will be introduced to a range of drawing tools, such as charcoal, pencil, chalk and pastel. They will be taught to make basic marks and about how changing the pressure and orientation of these marks can create different textures. We will then apply our findings to paint and explore making thick and thin paint marks on a range of surfaces. They will use primary colours and the dip, dip dab method of painting. We will critique the works of Piet Mondrian and work in his style.

PE

In their Fundamentals unit, the children will practise balancing, running, changing direction, jumping, hopping and skipping, both in isolation and in combination, always working safely, taking turns and sharing ideas. Children will be given opportunities to identify areas of strength and areas for improvement. In their Ball Skills unit, the children will develop the movements of throwing, catching, rolling and dribbling with both hands and feet. They will look to perform these skills with increasing control and accuracy using co-ordination and balance. By participate in team games, they will explore simple tactics for attacking and defending.

Children in Year 1 will have PE on Monday and Thursday. On these days children will need to come to school wearing their PE kit: plain t-shirt their house colour/house colour trim, plain navy shorts or jogging bottoms, uniform sweater/cardigan and trainers.

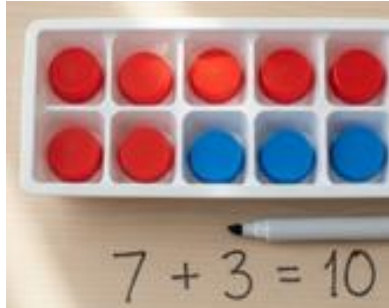
RE

We follow the Birmingham SACRE RE syllabus, exploring a range of faiths and non-religious worldviews, including Christianity, Islam, Hinduism, Sikhism, Judaism, Buddhism, Baha'i, Jainism, Rastafarianism and Humanism. The curriculum is inclusive and respectful of all beliefs, helping children develop an understanding of major world faiths by the end of primary school. This half-term, children will explore the themes of inclusion, identity and belonging, considering what makes us unique and how we belong to families, classes and communities. Through developing empathy, they will learn to respect and value others' beliefs, cultures and experiences. Topics include naming ceremonies, Harvest and giving thanks, thank-you prayers and reflections, and the specialness of humans, focusing on what makes every person unique and how we care for ourselves and others.

Maths

As mathematicians, we will be strengthening our understanding of number, counting to and across 100, forwards and backwards, beginning with zero or 1, or from any given number. Identifying and representing numbers using objects and pictorial representations including the number line, and using the language of: equal to, more than, less than (fewer), most and least, to compare and order numbers and sets.

Make totals to 10 in your own ten-frame. Say the matching number sentence



Step along a homemade 0-10 track to act out one more/one less



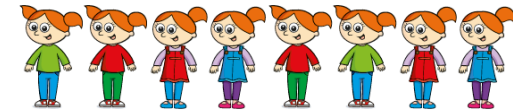
Apply knowledge of the number system to solve and explain problems

Tom rolls a dice.
He rolls 1 more than 3



What mistake has Tiny made?

- Look at the pictures of Alex.



How many different ways can you find to sort them?

Science

As scientists, we will be exploring the key concepts of seasons, seasonal changes and what the weather is like in the Autumn. The children will use their senses to notice key features of the Autumn. They will use key vocabulary and comparative language to compare and contrast Autumn with other times of the year, and to justify what they enjoy about Autumn time.

Go on a senses walk at the park. What can you see, hear, smell and touch?



Create an Autumn scene at home and explain what you like about the Autumn.



Present a weather report for the Autumn, apply your Geographical knowledge of maps to compare places.



PSHE

During Autumn 1, our core value is 'belonging'. We will focus on the rules of our class, school and community and how a positive learning environment creates success for all. We will consider: behaviour, kindness, good choices, bullying and teasing, teams we belong to, being a good listener, being kind and examples of unkind behaviour like teasing and bullying, and positive learning behaviours. We will be growing the children's emotional awareness and supporting them to develop strategies to regulate emotions.

Computing

Children will learn how to be kind and respectful online and understand how actions can affect others. They will explore why passwords are important, identify personal information and understand how to stay safe online by asking a trusted adult before sharing information – all foundational habits for the safe and responsible use of technology.

Tricky' Words

'Tricky words' are words that cannot easily be decoded ('sounded out' and read). This is because some of the sounds in the words are spelled in an unusual way. It is important for children to be able to read these words as they are among the most common words in English. Tricky words taught in Reception that remain tricky in Year 1 are revisited. Children need to be able to read and write these words automatically.

Year 1 Autumn 1 Review tricky words Phases 2-4:

the, put, pull, full, push, to, into, I, no, go, of, he, she, we, me, be, was, you, they, all, are, my, by, sure,

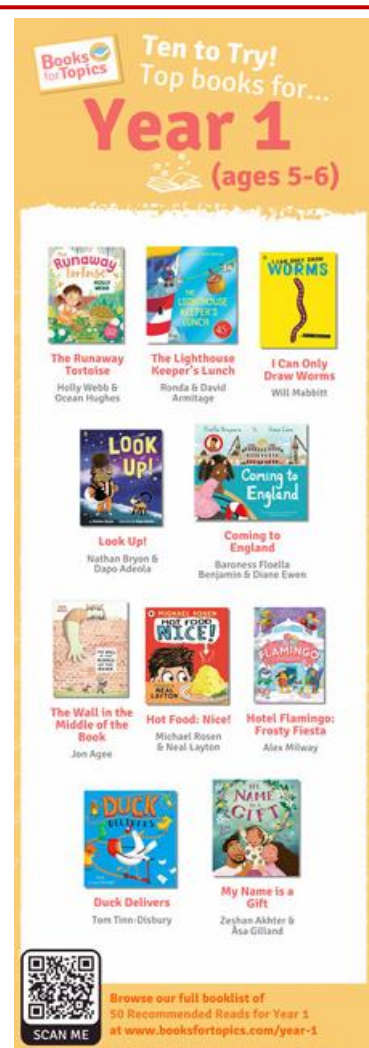
pure, said, have, like, so, do, some, come, love, were, there, little, one, when, out, what, says, here, today.

Writing

Our ambitious and challenging Writing curriculum is built upon carefully selected, accessible text types, to reduce cognitive load and enable children to develop high-level writing skills with confidence and success. We will be exploring stories about Elmer, We're Going on a Bear Hunt, We're Going to Find a Monster and Peace at Last. In turn, we will retell the stories in chronological order and the past tense. We will use the strategy of: 'Think, say and remember' to prepare and record simple sentence; checking that every sentence starts with a capital letter and ends with a full stop. We will progress to using time words (e.g. First, Next and Finally) to start sentences. At home, please support your child's progress in Writing by encouraging tripod grip, correct letter formation and segmenting to spell simple words. In handwriting, we will ensure correct letter formation to enable fluency when writing.

Oracy

Oracy underpins the development of reading and writing. Practise listening and turn-taking daily: short chats where you use good rules for talking: look at the speaker, use a clear voice, take turns, speak in sentences, and build on each other's ideas ("I agree because..." / "I'm not sure — can you explain?"). Model using full sentences and build vocabulary in context: name things precisely (stalk, stem, petal), rephrase and extend their ideas ("So you're predicting it will be hot because..."), and encourage using "because" to justify.



Bronze Reading Challenge

Every child can work towards achieving a Bronze Award, by first reading five additional, stage-appropriate books by 22.10.26. Try the books listed on 'Books for Topics' (follow the QR code) or ask us for recommendations. Books available in school and at local libraries. Let's read for pleasure!

Reading

As part of our Little Wandle provision, every child will have two reading books: a **Reading Practice (Scheme) Book** and a **Sharing Book**.

- The decodable, **Practice Book** will be matched exactly to your child's current phonics level.
- Our curriculum includes three reading sessions a week, each targeting one focus at a time: decoding (sounding out and blending), prosody (reading with expression), and comprehension (understanding).
- Your child will bring home the same scheme book that they have read in school, to read again, with confidence.

This book is carefully matched to your child's current reading level. Please don't worry that it's too easy – your child needs to develop fluency and confidence. Listen to them read and celebrate success! If they can't read a word, read it to them. After they have finished, talk about the book.

To encourage your child to become a lifelong reader, it is important that they read for pleasure. The additional **Sharing Book** is one they have chosen for you to enjoy together. Please remember that you shouldn't expect your child to read this alone. Read it to or with them. Discuss the pictures, enjoy the story, predict what might happen next, use different voices for the characters, explore the facts in a non-fiction book. Enjoy!

Music

As musicians, the children will demonstrate their active listening with movement, keeping a steady beat, echo singing and showing how pitch alters. Children will sing and perform compositions in groups. Graphic symbols will be used to record their compositions. They will describe and compare musical pieces and play percussion instruments expressively, to represent characters.

Our Expectations

At Harborne Primary School, our motto is “**Happy Pupils Succeed**”, because every child is known, nurtured, challenged and inspired to become the very best version of themselves. We are an inclusive community where everyone is encouraged to demonstrate empathy, respect, responsibility and a willingness to contribute positively to society. Within our calm and supportive environment, every individual is valued and pupils learn to work collaboratively, think creatively and adapt confidently to an ever-changing world. Alongside academic achievement, we place equal importance on developing the personal qualities, attitudes and wider skills that enable children to flourish both in school and beyond. As we begin the Autumn Term, we will focus on demonstrating excellent manners, positive interpersonal skills and a genuine interest in everyone’s experiences, talents and qualities. By working together as a school community, we can ensure that all children feel happy, confident and ready to succeed.

Homework

Within this booklet, we have listed a range of activities to support your child’s learning beyond the school day and to enrich their learning experiences. The suggested tasks have been carefully designed to reinforce and strengthen learning that takes place in school, using minimal equipment. Please do not hesitate to ask, if you need to borrow any resources to complete any of the activities at home. Learning is most effective when it happens little and often. We therefore encourage regular engagement with the activities throughout the half-term. We expect every child to complete the homework activities included in this booklet during the Autumn 1 half-term. Please support your child to read every day and complete one or two of the English, Maths and Science activities each week. Your child can tick off each activity as it is completed and bring evidence of their work into school every Friday, to share and celebrate. Thank you for your continued support in helping your child to develop confidence, independence and a love of learning.

- Daily reading practice
- Bronze Reading Challenge: Read 5 additional books in Autumn 1
- 3/4 times weekly spelling practice of tricky words
- 3/4 times weekly Maths skills practice
- Fortnightly Science activity



Harborne Primary School

Our curriculum is carefully designed to broaden horizons, raise aspirations and help children understand the possibilities available to them. We want every pupil to leave Harborne Primary School with strong academic foundations, positive character traits and an unwavering belief that anything is possible. By celebrating achievement in all its forms and nurturing every aspect of a child’s development, we prepare our pupils not only for the next stage of education but for a successful, fulfilling and purposeful future.

At Harborne Primary School, “Happy Pupils Succeed” because they are known, nurtured, challenged and inspired to become the very best version of themselves.

**Your child’s learning in Year 1, Autumn 1
and how you can support their progress**