

Let's Play! (Autumn 1– 7 Weeks)

The children will learn how to show the value of kindness by playing collaboratively with each other. They will bring in a board games from home to play. Next, the children will then learn about toys, TV shows and music from the past, including those from their parents and grandparents' childhood.

Parental Engagement

We will be inviting parents and/or grandparents to come into school to talk about toys they played with in their childhood.

If you have any old toys you could bring in or photographs you could show the children this would make it extra special for the children! (An email will come from your child's teacher inviting you in)

Phonics

We will be reviewing Phase 3 and 4 phonemes and tricky words. We will also review reading words with two or more digraphs such as quicker, queen.

Every Friday the tricky words we have learn that week will be sent home in Spelling Books and be available to practise on Spelling Shed.

Core Books

Fiction:

Lost in the Toy Museum by David Lucas

Colour Monster by Anna Llenas

Shark in the Park by Nick Sharratt

Shark in the Park on a Windy Day by Nick Sharratt

Find your Happy by Emily Cox

Love makes family by Sophie Beer

Non-Fiction:

Terrific Toys in the Past by William Anthony

Weekly Handwriting

Sit correctly at a table, holding a pencil comfortable and correctly. Begin to form letter correctly, starting and finishing in the right place.

Weekly handwriting will be linked with phonics lessons. The children will practise writing the sounds they have been taught that day in their handwriting books.

Wider Curriculum

Stunning Start (Part One): To introduce our first theme, the children will bring a board game in from home to play collaboratively with each other. We will focus on the values of Kindness, Respect and Collaboration.

Stunning Start (Part Two): Later on in theme we will have a magical toy museum come into school. Through drama and role play the children will learn about toys from the past. Additionally, we will invite parents and grandparents into school to share their own experiences of toys they used to play with.

Fabulous Finish:

Performing a retelling of the story of Shark in the Park using actions to our buddy class!

Maths

As mathematicians we will...

Count, read and write numbers to 20 in numerals. Identify one more and one less than a given number.

We will use objects, tens frames and number lines to find numbers to 20 and counting to/ from them. We will make, order, read and write these numbers using different resources to support our learning.

Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs

We will be using part whole models to support our addition and subtraction, making sure that the number sentence is written using the correct symbols.

Solve one-step problems that involve addition and subtraction, using concrete objects and pictorial representations.

We will solve different problems using concrete, pictorial and abstract ways to solve and record our answers. We will be explaining how we have got our answer, thinking about the method we used and how it helped.

Recognise and know the value of different denominations of coins and notes

We will visit the class shop, identify and use the coins to pay for different items and explain how we know.

English

Writing:

Write from memory simple sentences dictated by the teacher.

We will be doing “hold a sentence” in our Linked Provision to support us with our writing.

For example the children will practise writing sentences beginning with “I am” “I can” and “I have”.

Composing a sentence orally before writing it. Saying out loud what they are going to write. Re-reading what they have written to check it makes sense. Beginning to punctuate sentences using a capital letter and a full stop.

The children will create their own plan using pictures and words to support them remembering their sentences all about themselves. The children will rehearse their sentences using their plans and adding actions. Finally, once the children are confident with their sentences they will write these into their writing books, practising using capital letters and full stops.

Reading:

Recognising and joining in with predictable phrases.

The children will learn to retell *Shark in the Park* using telescopes and going outdoors!

Predicting what might happen on the basis of what has been said before

We will be making predictions about what the “shark” may actually be in *Shark in the Dark*.

Religious Education

Pupils should have the opportunity to learn about how people express their belief and faith as individuals, groups, and communities. For example:
Through worship at home.

The Year 1 children will have their first session of Religious Education (RE). We will learn what Religious Education is and that it means learning about different religions and Faiths within our class, school, and wider community. We will revisit the children's prior learning focusing on Diwali activities, Christianity, and the Christmas Story. We will then learn that a Faith is the set of beliefs in the Religion that someone has.

Computing

Use technology safely and respectfully; Understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions;

Create and debug simple instructions.

The children will learn about the importance of using technology safely. We will learn how to login safely to Purple Mash and how to keep our class passwords safe. The children will learn about Algorithms and they will create step by step instructions. The children will explore the school BeeBots and direct them through mazes using Algorithms. They will also learn how to debug their Beebot if something goes wrong!

History

To compare aspects of the present with the past and describe similarities and differences. To place objects beyond own experiences in time order.

The children will compare toys they play with now to toys children played with within the last century: thinking about similarities, differences and how they have changed. We will also look at children's television programmes and music their parents/grandparents listened to in the past. The children will then use what they have learnt to create a class timeline placing pictures/objects on it in chronological order.

Design and Technology

Use templates, mock-ups and captions to plan and design.

Using Shark in the Park as our inspiration, the children will plan and design their own finger puppet.

Make- Join edge to edge using glue or using a stapler.

The children will investigate ways of joining material and select the best approach to create their finger puppet out of sugar paper.

Evaluate- Begin to evaluate the success of the product in terms of function and aesthetics criteria.'

The children will evaluate their own and others puppets.

All About Us (RSHE)

That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations: How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.

The children will read a book called "Find Your Happy". We will discuss and talk about emotions and feelings and the things that we can do to help us 'find our happy' again when we are finding things tricky.

To develop understanding that it is important to have respect for myself.

The children will learn about Self Affirmations and the importance of thinking positively about themselves. The children will use adjectives to describe themselves using the sentence starters :I am, I can and I have.

That families are important for children growing up because they can give love, security and stability; That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care. Reading- Discuss the significance of the title and events and participate in discussion about what is being read.

Together, we read the book 'Love Makes a Family'. We discussed that the illustrations in this book is like all the different families in our class, and in our school. We discussed our own families and wider families and made links to the illustrations and events throughout. We also discussed the importance of Reggie respect and that we must always respect other families, even if they look different to ours.